AN INVESTIGATION OF FACTORS DETERRING PARTICIPATION IN CONTINUING PROFESSIONAL EDUCATION

A DISSEMINATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

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By

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This study was conceived as an attempt to determine and analyze factors deterring participation in continuing professional education among social workers in environments where continuing education for relicensure is mandatory and voluntary.

The specific research design implemented to complete this study was the ex-post facto descriptive design. The sample included 106 social workers randomly selected in the state of Texas where continuing education is mandatory and 94 social workers in the state of Louisiana where continuing education is voluntary. The instrument used was the Deterrent to Participation Scale developed by Scanlan (1983) and a demographic inventory. Scanlan (1983) earlier identified six factors deterring participation in continuing professional education: Disengagement, Lack of Quality, Family Constraints, Cost, Lack of Benefit, and Work Constraints.

The study concluded that social workers in both states considered work constraint as a major factor deterring
participation in continuing professional education. Also the factors of cost and lack of quality were also considered as crucial barriers in their efforts to participate in continuing professional education.

The Wilks' multivariate test of significance of the means and univariate F tests at alpha level $p < .05$ revealed differences in the combined mean scores of social workers in both states when the variables of age, marital status, and position held were tested.

In comparing the ranking of the six factors deterring participation in continuing professional education, a Spearman rank correlation coefficient revealed respondents in both states rank the six factors in the same order. The findings were congruent with earlier studies of barriers to participation in continuing education among professionals.

The researcher recommended a study which would include a larger number of social workers and a longitudinal study to measure changes in barriers to participation in continuing professional education.
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CHAPTER I

INTRODUCTION

Continuing professional education is the most rapidly developing activity in continuing education or in all of education for that matter. The last decade brought unheralded pressure for many professionals. Technological and sociological changes forced many professional groups to evaluate their current and future practice. Changes of cultural attitudes have been hard pressed to match the speed of post-industrial revolution that has overtaken the society. That, most of all, is why continuing professional education has become a paradoxical necessity for people already educated beyond others in society (Stern, 1983).

The U.S. Bureau of the Census, Statistical Abstract of the United States, 101st edition, reported in 1980 that there are more than 15 million people classified as professionals in the United States.

The threat of obsolescence of current knowledge and skills within a remarkably short period of time among professionals was born out of innovations in the scientific, technological and sociological environments. A comprehensive basic professional preparation is no longer sufficient for a lifetime of professional practice. The
need for continued expansions of competencies into areas of new knowledge and skill for professionals made participation in continuing professional education an integrating part in the current professional lifestyle.

Phillips (1983) categorized participation in continuing professional education into three distinct and apparently sequential patterns: (1) voluntary participation, (2) conditional participation, and (3) mandatory participation. The first stage, voluntary participation, has been widely practiced for years and still remains despite the growing mandatory movement, the preferred pattern for the majority of the professions. Conditional participation which is based on some form of certification, specialization, or membership requirement has steadily increased during the past decade. Mandatory participation has become the most common pattern in continuing professional education.

The current state of participation in continuing professional education was assessed by Stern (1983, p. 6):

The professional sector is not only the largest growth area of continuing education today, but it is the least known for several reasons: (1) Its growth has occurred both in and out of traditionally recognized institutions and organizations; (2) most frequently, it has developed spontaneously in a typical American self-help or mutual package (that is, it has been organized by temporary combinations of entrepreneurs, professional societies, universities through professionals or continuing education arms, government, business--in
combinations of two or even three kinds of providers; (3) only lately has anything like comprehensive data collection or record keeping been attempted.

Educationally, continuing professional education is an infant following enthusiastic beginnings after World War II, continuing professional education is barely into a confused, if expansive second period in its development, whether viewed comparatively or from the point of view of any given profession. The real numbers of participants and dollars are not recorded anywhere. The best anyone can do is deduce and estimate. There is no doubt that continuing professional education is a growing phenomenon. There is evidence of awareness among professionals of the tidal wave of continuing professional education. Weinstein (1982) stated that the recent emphasis on lifelong education has caused a surge of interest among professionals and their associations in continuing education. A 1982 survey conducted by a technical association found that educational issues have become the second most important concern of their membership, following just after job security in importance (Weinstein, 1982).

For a long time, genuine interest and concern for participation in continuing education activities was not lacking.

For at least 200 years, American and British educators, ministers, political activists and philanthropists have been interested in
determining why adults do or do not participate in learning activities. Even though there is wide agreement that explanations for enrollment in educational activities have both psychological and social dimensions, the subject has always been included under the psychological development for convenience (Long, 1983a, p. 63).

The subject of participation has been a general concern in the field of adult-continuing education. The goal of meeting individual needs and also adapting continuing education programs and practice to the unique requirements and preferences of the adult clientele groups has been the standard pattern of practice.

Quality participation among clientele groups is encouraged within the field of adult continuing education. The aspect of mandatory continuing professional education has brought doubt into the achievement of true participation. As Burson (1976, p. 86) noted,

There is considerable evidence of failure of continuing education programs in the health professions, especially in mandatory systems. Adults may be coerced into attendance but learning and subsequent application of knowledge may not be forced. Participation and ego involvement are basic underlying concepts in true adult education.

There have been controversies regarding the effectiveness and extent of true participation in an atmosphere of coercion or where a mandatory continuing professional education law exists. In the forefront of these controversies are the philosophical perspectives of Mattran (1981), Rockhill (1981), Smith (1981), and Ohlinger (1981).
In spite of the controversies, the requirement for mandatory continuing education for various professional groups including social work has increased in recent years. In the Legal Regulation of Social Work Practice published by the National Association of Social Workers (NASW) (1973) and also in the NASW Policy Statement 10 (1982, p. 16), these reasons were cited for the increase in mandatory continuing education for the social work profession.

The reasons for the increase can be broadly categorized as follows: (1) the renewal of a professional license—for example, the model licensing statute promulgated by the National Association of Social Work since 1973 which includes a provision for mandatory education, (2) the renewal of a specialty certification, and (3) continued membership in a professional association.

Ten years after the published statement in the Legal Regulation of Social Work Practice, Edwards and Green (1983, p. 43) noted that

Mandatory continuing education for social work and other professions is, in part, a response to concern about professional competence raised by consumer groups, governmental agencies, state legislatures, and to some extent, professionals themselves.

As of January, 1983, 10 states required continuing education as a condition for recertification of social workers. States operating under the voluntary system are in most cases satisfied with the professional practice of these professionals. The participation rate of
professionals in continuing education in the voluntary system has been very impressive. As Phillips (1979, p. 235) noted,

Sixty to seventy-five percent of licensed professionals voluntarily attempt to maintain and improve their skills by reading, enrolling in courses (credit and noncredit) and attending workshops.

Deliberate attempts to identify barriers to participation in continuing education have been extensive in the traditionally recognized areas of continuing education. The continuing professional education phenomenon as part of continuing education requires investigations as a starting point in putting order into what Stern (1983, p. 10) referred to as a "babel of uncoordinated professionals."

There have been few conceptual studies preceding this investigation concerning the identification of deterrents to participation in continuing professional educational activities. Dao (1975) came up with a nine-way typology of orientation toward nonparticipation. Houle (1980) carried out a direct comparison of deterrent perceptions between professionals and adults in general. This was based on an earlier work of Carp, Peterson, and Roelfs (1974). Scanlan (1983) did empirical inquiry into the underlying structure of the multitude of reasons given by professionals for not participating in continuing education. Scanlan did an impressive scientific inquiry and came up with a conceptual
framework of six deterrent factors based on the study of allied health professions.

The social work profession reflects the changes and movements of the society as a result of the intimacy this profession has with the society. Social workers are the social clinicians. As Meyer (1976) pointed out, the social work is an institutionalized expression of society's interest in meeting common human need. A study of continuing professional education based on the professional practice of social workers is, at the very least, intuitively challenging.

Statement of the Problem

The problem of this study dealt with the knowledge of the factors deterring participation in continuing professional education (CPE). The need to know those factors deterring participation in CPE is essential to ensure optimal, purposeful, and effective participation among social workers. Also the degree of impact of state mandatory and voluntary continuing education laws on participation in CPE activities required adequate assessment in the literature.
Purposes of the Study

The purposes of this study are

1. To determine the factors deterring participation in CPE among social workers in states with mandatory CPE and permissive CPE requirements.

2. To assess the relationship of factors deterring participation among social workers with the following personal variables: (a) age, (b) sex, and (c) marital status.

3. To assess the relationship of the factors deterring participation among social workers with the following professional and educational opportunity structure variables: (a) years of professional experience, (b) types of positions held, and (c) level of education.

4. To analyze the similarities and differences in the factors deterring participation in states with mandatory CPE and states with permissive CPE.

Research Questions

1. How will mandated and permissive CPE requirements for social workers influence the ranking of the six deterring factors to participation in CPE programs as stated in the Deterrents to Participation Scale (DPS)?

2. Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation
in CPE programs as stated in DPS due to the variables of age, sex, and marital status?

3. Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in DPS due to the variables of professional experience, type of position held, and level of education?

4. Will there be differences in the ranking of the factors deterring participation in CPE programs between social workers in mandated CPE states and social workers in permissive CPE states?

Significance of the Study

Long (1983b, p. 111) challenged the field of adult-continuing education to resolve some of the unanswered questions regarding participation of adults in learning activities when he stated:

Knowledge of some of the reasons for which adults engage in educational activities, however, does not resolve all the questions about participation that are of concern to adult educators. As long as more than half the adult population fails to participate in educational activities, questions about obstacles or barriers to participation are of legitimate concern.

This study will contribute to the practice and theory-building in the area of continuing education. For continuing education practitioners, the results will help
guide program planning and instructional development. This study will be significant for public policy reasons. The state licensing boards and state regulatory boards use continuing education for professionals as a cure for incompetence; if competence of professionals through continuing education is to become a reality, an understanding of the forces that hinder educational participation among professionals is essential for the design of effective policies and regulations to promote professional competence and to ensure public safety.

The practical value of this study stems from the fact that knowledge of the processes of continuing education is only a means to an end. Schechter (1974, p. vii) in his article about continuing education in health care institutions quoted the famed economist Ginzberg:

> Continuing education is clearly not an end in itself, but a means to other ends:
  --Improved manpower utilization
  --Career development
  --Improving the quality of health care
  --Providing a major axis for cooperative action among health care providers
  --Improved linkage between providers and consumers of health care.

Ginzberg's expectation can only be realized if knowledge of the forces impinging on participation among professionals are carefully documented. Some of these forces are factors deterring adequate participation in CPE programs. It is within this context that investigating the deterring
factors among social workers both in mandatory CPE states and permissive CPE states assumed both practical and social significance.

Definition of Terms

**Continuing Education** encompasses all learning activities that take place within and outside the place of employment. It is university-based, professional association-based, or agency-based. It is the type of learning experience that is more oriented toward development of individual abilities which can cut across organizations' varying situations.

**In-service Education** encompasses all learning activities offered by an employer for employees. It is the type of learning experience that is more oriented toward one's present employment and problem.

**Continuing Professional Education** encompasses all planned learning experiences (whether other-directed or self-directed) beyond a basic professional educational program. These learning experiences are designed to promote the development of knowledge, attitudes, and skills of the professionals for the purpose of keeping up-to-date in their various professions and enhancing professional competence.

**Other-directed learning experiences** will have an external educational agent engaged in the planning,
development, implementation, controlling, and evaluation of educational activity. For the purpose of this study, the other-directed learning efforts were examined and these include conferences, scientific assemblies, workshops, short courses, forums, institutes, colloquia, symposia, lectures, conventions, and educational meetings. All these must carry educational credit hours as specified by the various professional organizations.

**Self-directed learning experience** is a learning effort in which the professional exercises autonomy or primary control over all or part of the planning, development, implementation, controlling, and evaluation of education activity.

**Participation in continuing professional educational activity** is an engagement in one or more of the learning efforts described under the term "continuing professional education."

A deterrent to participation is a factor which is perceived by the individual professional to restrict, hinder, or impede his or her participation in continuing professional education. Synonyms for the term "deterrents" will include obstacle, impediment, barrier, constraints, and hindrance.

**Mandatory Continuing Education (MCE)** encompasses all learning activities and continuing education programs in
which certified social workers are required by laws or regulations established by the state licensing board to participate for reason of relicensure or recertification.

**Voluntary Continuing Education (VCE)** encompasses all learning activities or continuing education in which certified social workers voluntarily participate for the aim of professional development and not for relicensure or for recertification.

**Mandatory Continuing Education Law** is a state legislative provision where the state licensing board shall establish and enforce rules and regulations requiring continuing education for reasons of relicensure or recertification of practicing professionals.

**Permissive Continuing Education Law** is a state legislative provision where the state licensing board may establish rules and regulations requiring continuing education for reasons of relicensure or recertification of practicing professionals. These rules and regulations are not necessarily or particularly enforced for reasons of relicensure or recertification.

**Social Worker** is an individual who is certified under the state law to engage in social work practice and is concerned with the investigation, treatment, and material aid of the economically underprivileged and social maladjusted.
Delimitations of the Study

This study is limited to social workers in the states of Texas and Louisiana. This study examined continuing professional education programs only. Any other type of continuing education such as in-service training was not considered.

Limitation

This study is also subject to all limitations concomitant to research data collected by questionnaire.

Assumptions

This study was based on these assumptions.

1. The respondents are familiar with the issues of continuing professional education programs in their various professions.

2. The instrument for data collection was understood by the respondents.

3. Respondents answered items on the instrument honestly.


Theoretical Perspectives of Participation

One of the earliest efforts to explain participation in continuing education was in 1963 by Knox and Videbeck. Their study was referred to as the theory of patterned participation. Educative activity of adults was seen as one of the many closely related "participatory domains" characterizing the general phenomenon of social participation. A "participatory domain" was defined as a cluster of participatory acts and social relationships related to a single life role. Such acts were deemed patterned if put together to form a meaningful whole and were systematically recurrent. The theory of patterned participation sees variations in participation as attributable to the interaction occurring between an individual's subjective orientation toward participation and the objective organization of the participant's lifespace. The objective organization of an individual's lifespace was conceptually defined to include these components: one's role and status configuration, the availability of participatory opportunities, and the personal strictures and environmental restraints.
influencing one's participatory alternatives. In addition to the general concept, Knox and Videbeck (1963) proposed that participatory behavior was responsive to changes in life circumstances. According to their formulation, such "alternative participatory responses" could affect changes in participation in a solitary participatory domain or simultaneously influence behavior in many domains.

Knox and Videbeck (1963) tested the ability of their theory to predict variations in adult's educational participation and concurrently explicate the relationship between adult learning activity and differing patterns of life experience. The result of their study showed general support for the hypothesized relationship between variations in status configuration (life circumstances) and activity in both domains of participation. Only community size and sex failed to associate with participatory behavior. The theory of patterned participation, according to Scanlan (1983) provides a seminal perspective on participation as a generic phenomenon, a phenomenon best understood in the context of both personal and environmental factors operating within the lifespace of the individual.

A further exploration of individual lifespace as a means of explaining participation was carried out by Miller (1967). Miller based his force-field theory on Lewin's
field theory of 1951. Miller proposed that educative activity (or lack of it) represented a behavioral outcome of the dynamic interplay between personal needs and social structures. He formulated that the valence and direction of such forces determined both the likelihood and nature of participant behavior. According to his postulation, when both needs and social structures (social class value systems, technological change and association structure) drive an individual toward an educational objective, the likelihood of participation in educative activity pertinent to achieving that objective should be high. When needs drive an individual toward an objective but are not complemented by sustaining social forces, participation is likely to be either erratic or nonexistent. When personal needs lack strong positive valence but social structures operate to encourage participation, educative activity will initially be intense but will quickly diminish. Finally, when needs and social structure oppose one another, the likelihood of conflict is high. Despite the logic of this paradigm, it is unfortunate that the ability of the force-field theory is yet to be empirically tested.

Based on the concepts of developmental psychology, McClusky (1973) posited that differences in what he termed the "adult potential" were attributable to the interplay of
two major forces: (a) the demands placed upon individual by self and society and (b) the resources individuals can bring to bear upon such demands. According to his paradigm, the demands placed upon individual or "load" consisted of two sets of interacting variables: those related to fulfilling the roles and tasks of adulthood (external variables) and those related to the life expectancies set by the individual himself (internal variables). The resources available to an individual to cope with this load were subsumed under the term "power." Power, like load, was conceptually defined to include both external and internal variables. The external variables constituting one's power included the tangible resources upon which an individual could draw, e.g., economic wealth, social network, political influence, etc. Internal variables determining one's power included those acquired skills and life experiences which could facilitate adaptive responses to individual or societal demands. The relationship between the "load" and "power" constructs expressed in mathematical function with "margin" conceptually referred to as a surplus or deficit of power over load.

\[
\frac{\text{Power}}{\text{Load}} = \text{Margin}
\]

In applying this paradigm, as the power to load ratio increases (whether by increased power or decreased load or
both) so too does the capacity of the individual to broaden his or her lifespace and thus participate in an educational activity.

It is within this context that McClusky's power-load theory provides potential insight into participation behavior. The likelihood of engaging in continuing education is a function of one's capacity to do so, to the extent that margin represents such capacity.

In order to test this formulation, Gessner (1970) studied a stratified random sample of 173 registered nurses. Using one-way analysis of variance, Gessner was unable to demonstrate a significant difference in margin scores among the groups under study. Retrospective analysis of the prior continuing education activity of the respondents did, however, suggest a relationship between the margin scores and past patterns of participant behavior, providing at least tenuous support for the utility of McClusky's paradigm as a basis for explaining variations in participation.

Also in 1973, Boshier developed the congruence theory to explain participation. The congruence model is based on the works of Maslow's (1954, 1962) motivational typology, and Rogers' (1959) self psychology. Boshier postulated that both participation and dropout occurred as a function of the magnitude of discrepancy between an individual's
self-concept and key aspects of his or her educational environment. According to this model, participation in continuing education for "deficiency" reasons is associated with intra-self incongruence. Such intra-self incongruence predisposes one to self/other incongruence, dissatisfaction with the educational environment, and, ultimately, dropout. Participation based upon growth motivation, however, is associated with intra-self and self/other congruence, satisfaction with the educational environment, and persistence in the learning activity. Nonparticipation based on this model is associated with generalized self/institutional incongruence.

The predictive power of Boshier's formulation lies in its logical treatment of the psychological correlates of participatory behavior. Of particular significance to the identification of barriers to participation is Boshier's focus on intrinsic psychological dispositions as explanatory variables. Rubenson (1977) has subsequently argued that an individual's perception of self may be crucial in explaining participation behavior and that such self-evaluation, influenced by social interaction in the school and work environment is related to achievement and achievement motivation. Other studies supporting the relationship between participation and various measures of self-evaluation, e.g., personality integration (Lindamood,
1975), generalized self-concept (Irby, 1978), and self-esteem (Burgess, 1976), tend to assert the proposition that participation behavior in various settings and among different segments of the adult population is in fact associated with individual self-perceptions.

Dhanidina and Griffith (1975) postulated a rationalistic economic model of participant decision-making. According to their formulation, participation in occupationally related adult education represents an investment in one's human capital. The decision to participate can, therefore, be analyzed in terms of costs and benefits of such investments. Potential benefits of participation consist mainly of the augmented present or future value of productive earning capabilities associated with acquisition of salable new knowledge or skills. By implication, participation in continuing education is most likely when perceived benefits of such an investment outweigh the costs. Tentative support for inclusion of the economic model as a component of a broader decision-making process among professionals has been provided by Smorynski and Parochka (1979). Of particular importance was the finding by Smorynski and Parochka that the cost of attending programs (relative to the work of the offerings) was considered a "constraint factor," i.e., a reason for not participating in
continuing education. To the extent that the rationalistic/economic model acknowledges cost (versus benefit) as a potential deterrent to participation, its usefulness in explaining variations in participation is enhanced.

Rubenson (1977) has probably gone further than anyone else in utilizing current research findings and past theoretical models to develop a conceptual framework for understanding adult participation in continuing education. Rubenson's work is an application of earlier work by Vroom (1964) in which Vroom attempted to explain the motivation and incentives of people for work. Education like work, appears to be an achievement-oriented activity, meaning that people who want to "get ahead" will put effort into personal achievement in school or on the job. The expectancy-valence model starts with psychological theories of motivation, drawing heavily from the work of theorists such as Lewin (1948) and Atkinson (1964) who explain human behavior in terms of the interaction between the individual (with his acquired experience) and the environment (as he perceives and experiences it). The resultant strength of the individual's motivation is determined by combining positive and negative forces in the individual and the environment. The "expectancy" part of this paradigm consists of two components: the expectation of personal
success in the educational activity and the expectation that being successful in the learning activity will have positive consequences. These two components are multiplicative. If either assumes the value of zero, the resultant force is zero and there is no motivation to participate. The other part of the paradigm, valence, is concerned with affect and can be positive, indifferent, or negative. Its strength depends on the anticipated consequences of participation. Cross (1981, p. 117) explained the usefulness of Rubenson's work.

Rubenson's paradigm, although complex, is helpful in shifting attention from demographic variables—such as age, sex, and race—to more individually based measures. He makes room for social class through a strong emphasis on the influence of membership groups, but his major attention is given to how an individual learner perceives his environment and what he expects to gain from participation in adult education.

The actual inclusion of attitudes within an adult education participatory model was first attempted by Seaman and Schroeder (1970). Based upon previously formulated social-psychological theory, they suggested that the structure of an attitude could be explained in terms of the relationship between its cognitive, affective, and behavioral components. In such context, the behavior of an individual toward an object is attributable to: (a) the various interrelationships between these attitudinal components and (b) the influence of the immediate
situation. Seaman and Schroeder (1970) tested the validity of this model by administering a semantic differential attitudinal scale and Litchfield's Leisure Activity Survey (Litchfield, 1965) to a proportionate random sample of individuals representing four occupational levels employed by a state utility corporation. Although a positive relationship between attitudes toward adult education and the extent of educative activity was demonstrated in the preliminary analysis, this relationship was not sustained after the effects of age and educational level were partialled out. Observing that a greater proportion of the subjects in the sample indicated a relatively high positive attitude toward continuing education while scoring relatively low on the actual participation scale, the researchers concluded:

There are factors, presumably situational in nature, other than those explicitly considered in the study, that do affect the influence which attitudes have on the extent of educative behavior... This would seem to bear out the assumption that these factors were preventing the respondents from participating more often in educative behavior. (p. 105)

Tough, Abbey, and Orton (1979) attempted to move toward a conceptual framework in an experiment to measure the multiple components of motivation. They asked learners to assign weights to their reasons for learning. Tough et al. built their model on the belief that anticipated benefits to be derived from learning are "present in the
person's conscious mind" and constitute a significant portion of the person's total motivation for learning. Indeed, they claim that the learner's conscious anticipation of reward is more important than subconscious forces or environmental forces.

Their model consists of five stages at which benefits might be anticipated moving generally through (1) engaging in a learning activity to (2) retaining the knowledge or skill to (3) applying the knowledge to (4) gaining a material reward, as in promotion, or (5) gaining a symbolic reward, as in credits and degrees. At each stage, anticipated benefit might be classified into three clusters of personal feelings: pleasure, self-esteem, and other. This model is a preliminary effort and requires rigorous tests.

The Chain-of-Response Model developed by Cross (1981) was a synthesis of theoretical models on participation in adult learning activities. Basic to Cross' model is the assumption that an adult's participation in a learning activity may best be conceived not as a single isolated act, but as a result of a complex chain of responses, each based upon the evaluation of the position of the individual in his/or her environment. According to Cross, this conception of behavior is a continuum of responses (rather than a series of discrete events).
Although the variable interaction tends to flow from left to right, Cross emphasizes both the bidirectionality and cyclic nature of the response continuum. According to the model, responses leading to participation tend to originate within the individual and are represented in the model as the interrelated concepts of self evaluation and attitudes toward education. These internal psychological variable interact with and influence both the valence attributable to and the expectancy associated with a participatory act. The expectancy and valence associated with a participatory act is further conceived to be influenced by the life transition and associated developmental tasks confronting the individual during specific phases of the life cycle. Interaction of these internal psychological and external social and environmental variables determine the motivational force for participation in a particular learning episode. Also, the potential learner responds to the relevant opportunities and barriers associated with pursuit of a particular educational object. According to the model, the extent to which such factors influence the likelihood of subsequent participation is determined, in part by the differential effect of motivation upon the individual's perception of these variables and the nature of the information available for decision-making.
Although the components of the model are logically sequenced, Cross disclaimed both its exhaustiveness and finality. It is much too early to draw conclusions regarding its usefulness as an explanatory tool for participation in an educational activity.

The Psychosocial Interaction Model developed by Darkenwald and Merriam (1982) represents the most recent theoretical formulation designed to explain adult participation in continuing education. The Psychosocial Interaction Model is an abstract synthesis of prior formulations and has been explicitly designed to facilitate the testing and development of more concrete elements of theory.

The Psychosocial Interaction Model refines many of the prior theoretical assumptions underlying the conception of adult educational participant and nonparticipant behavior. The hypothesized interrelationships between status configuration variables, learning press, and perceptions regarding the values of adult education and the magnitude and intensity of participation stimuli reinforce the potential importance of the perceptual versus the structural components of an individual's lifespace as determinants of participation behavior. Despite a lack of evidence regarding its validity, the Darkenwald and Merriam model shows deep insight into the potential interplay of
factors affecting an adult's decision to engage or not to engage in continuing education.

Scanlan (1983, pp. 62-63) analyzed the various paradigms and models on participation and nonparticipation and came to these conclusions:

1. The deterrents concept probably constitutes a multidimensional construct.
2. The dimension of the construct may include groupings of psychologically, socially, and environmentally determined variables.
3. Deterrents to participation themselves (the structural component to the construct) may be less important determinant behavior than how they are differentially perceived and interpreted by the individual (the perceptual components of the construct).
4. The perception and interpretation of deterrents to participation may be influenced by other important and pertinent psychosocial and environmental variables.
5. Deterrents may directly affect participatory behavior or, alternatively, may serve to mediate between other influential antecedents of participation.
6. Deterrents to participation (whether conceptualized structurally or perceptually) may differ according to the personal characteristics and life circumstances of the individual.
7. According to the personal characteristics or life circumstances of the individual, deterrents may often represent the absence of enabling factors as well as true barriers or obstacle to participation.
8. Deterrents to participation in continuing education may represent generic influences upon behavior in other participatory domains.
9. The elements constituting the dimensions of the deterrents constructs are probably best understood and articulated by those actually making the decision to engage in continuing education.
The conceptual literature discussed addressed participation motivation for participation in the context of motivational orientations. These models and paradigms are based on the assumption that participatory behavior is to be the purposeful result of the interaction between the individual as a unique being and the environment of that individual. Most of these theoretical perspectives acknowledged intrinsic and extrinsic factors as primary motivators of demonstrated participatory behavior. As of now, none of these models, paradigms and conceptual framework formulation has emerged as the most dominant in the field of adult continuing education. Studies have been carried out to test the strength of these models and paradigms over the years. The next section on empirical review will highlight some further the studies in the area of adult continuing education.

Empirical Review of Participation

This section will examine findings related to these dimensions of participation: (1) characteristics of participants, (2) learning approaches used by adults, (3) locations of activities, and (4) reasons for participation.

Characteristics of Participants

The earliest empirical studies on participant characteristics are primarily descriptive in nature
Booth's (1961) seminal analysis of the U.S. Bureau of Census, 1957, Current Population Survey data provided the earliest nationwide perspective on the relationship between the demographic characteristics of American adults and their participation behavior. Booth concluded that adults not engaging in continuing education compared to those who did participate were typically older, less well-educated, and more likely to work in an unskilled or semi-skilled occupation. He also observed that nonparticipants appeared in disproportionately greater numbers among females than males, among rural residents than urban dwellers, and among nonwhites than whites, regardless of educational achievement.

Employing a broader definition of educational activity, Johnstone and Rivera (1965) and the National Center for Education Statistics (1978) conducted comprehensive investigations on the characteristics of adult participants. The findings of these and subsequent studies indicated that one out of three adults participated in adult education activities (Johnstone & Rivera, 1965). Moreover, a distinctive pattern of learner characteristics emerged. The learners were young, white, middle-class, well-educated, probably married, and had very few, if any, children (Anderson & Darkenwald, 1979; des Brunner, 1959;
Prior educational attainment was found to be the best index of future participation (Johnstone & Rivera, 1965, National Center for Education Statistics, 1978; Verner & Newberry, 1965). The demographic variables of age and occupation were found to have a strong relationship to participation while race, sex, and income were more weakly related (Johnstone & Rivera, 1965; Cross, 1981; National Center for Education Statistics, 1980; Verner & Newberry, 1965). Closely related are studies which indicate that the "average participant" in adult education programs is female, married, and employed (Burgess, 1971; Cooper & Hornback, 1973; Schoen, 1980).

Booth (1961) and Johnstone and Rivera (1965) found nonparticipants to be disproportionately overrepresented among the older, less well-educated and rural dwelling segment of the adult population. When compared to the population as a whole, nonparticipants were additionally more likely to occupy positions in the lower social, economic and occupational strata of the society.

Reviewing the implications of their findings, Johnstone and Rivera (1965, p. 231) concluded:

One of the most persistent findings emerging from this inquiry is that a great disparity exists in the involvement in continuing education of segments of the population situated at different levels of the social hierarchy.
Subsequent studies have tended to reaffirm and support this conclusion, providing evidence of both remarkable consistency in findings. Carp, Peterson, and Roelfs (1974) conducted a systematic nationwide survey of adults' learning activities, interests, and needs. The researchers found learners to be younger than the general adult population, better educated, and particularly well-represented among the high status occupational groups.

The most remarkable finding of trend analysis regarding adult participation is the dramatic increase in participation rates observed between 1969 and 1975. Between 1969 and 1975, participation of American adults in organized continuing education increased by an astounding 30.8% (National Center for Education Statistics, 1978). Darkenwald and Merriam (1982) attribute this surge in adult participation in continuing education mainly to increases in the number of women and older people returning to the classroom. Between 1969 and 1975, participation in adult education by females increased 45% compared to an 18% increase for males.

Learning Approaches Used by Adults

Many of the learning approaches used by adults participating in continuing education were organized learning activities (National Center for Education Statistics, 1978). The organized character of these
learning activities was congruent with the most commonly held perception of adult education (Cross, 1981). There is great diversity in the actual methods and techniques used by adult participants. Most adults chose group learning environments with an identified teacher (National Center for Education Statistics, 1975). Formal lectures or classes were identified as the most frequent technique used by learners and led the list of approaches preferred by would-be learners (Carp, Peterson & Roelfs, 1974). Also important are the findings of Darkenwald and Merriam (1982) which revealed that a grouping of techniques requiring more active learner involvement (on-the-job training, short term workshops, and discussion groups) showed that adults actually participate in active, less formal learning techniques more frequently than in the traditional classroom approaches.

Location of Activities

Adult education activities were found to take place almost everywhere (Darkenwald & Merriam, 1982). In addition to the findings of Darkenwald and Merriam in 1982, over half of the institutionally-based learning experiences took place in a formal classroom. Age, sex, race, personality characteristics, and educational attainment have all been related to preferred locations for participation. Also, a discrepancy exists between what
participants identified as a preferred location and the location actually used.

The national survey sponsored by the Commission on Non-Traditional Study (Ruyle & Grieselman, 1974) showed that off-campus locations are the most common concession made by colleges and universities to nontraditional learners; by 1974, two-thirds of the traditional colleges offering nontraditional programs of one sort or another said that convenience of location was one of their features.

"Taking education to the student" clearly has become one of the distinguishing characteristics of nontraditional education, superceding the more traditional practice of "bringing the students to education." All evidences so far indicate that adults are responding in encouraging numbers to the convenience of off-campus locations (Cross, 1981).

According to the studies carried out by Boaz (1978) and Carp, Peterson, and Roelfs (1974), grade schools, high schools, trade schools, colleges, and universities are the most popular locations for learning, preferred by roughly half of the would-be learners, and school buildings are currently used by more than half of the actual learners.

In a Kansas study, Hoyt (1975) reported that large majorities (over 70%) saw advantages to courses offered at the "nearest college," and that people are generally
skeptical about "convenience" locations such as courses offered by mail, radio, or amplified telephone.

Barlow and Timiraos (1975) in a Colorado study revealed that preference for learning location is strongly associated with education attainment and educational aspirations.

**Reasons for Participation**

When participants were asked to identify reasons for taking adult education courses the most frequently chosen responses were job improvement or advancement (Carp, Peterson, & Roelfs, 1974; National Center for Education Statistics, 1980). Although the most recent research efforts of this type continue to demonstrate interest in job-related knowledge and skills, a steady increase in the number of learners who participate in education for personal or recreational reasons has been noted (Cross, 1981; Darkenwald & Merriam, 1982).

In analyzing the situational characteristics of adults, the nature of one's employment has already been established as an important determinant of participation. Anderson and Darkenwald's 1979 findings which revealed that occupational status and human service employment are among the most influential of predictors of participation behavior (especially among employed women and those pursuing postsecondary education opportunities) bear
reemphasis. That the participation rate for individuals categorized as "professional, technical, and kindred workers:" is some three times the average for the population as a whole (National Center for Education Statistics, 1978) supports the notion that work setting and job responsibilities do indeed impact upon adults' inclinations to participate in continuing education.

Examining motives for participation in continuing education, Houle (1961) using a simple interview strategy developed a conceptual grouping of three types of adult learners: (1) goal-oriented learners motivated by the desire to achieve specific objectives or fulfill practical needs, (2) activity-oriented learners motivated by factors unrelated to the content or purpose of the educational endeavor, and (3) learning-oriented learners motivated by the leisure inherent in the learning itself.

Subsequent efforts to explain the multiple dimension of motivational orientation were conducted by Sheffield (1964), Boshier (1971), and Burgess (1971). Replications of this line of research in different settings and among different populations of adult participants (Blakely, 1979; Boshier & Riddell, 1978; Denney, 1973; Grabowski, 1972; Joseph, 1980; Morstain & Smart, 1974) have provided a relatively consistent picture of the structural
framework characterizing adults' motives for participation in continuing educational activities.

After reviewing the similarities and differences among these factor structures, Cross (1979) synthesized a generic typology of motivational orientations consisting of six reasons:

1. The desire to achieve practical goals, especially those related to career advancement.
2. The desire to achieve personal satisfaction and other inner-directed personal goals.
3. The desire to gain new knowledge including the desire to learn for its own sake.
4. The desire to comply with formal educational requirements, including receipt of degrees and certification.
5. The desire to socialize with others or escape from everyday routine.
6. The desire to achieve societal goals.

There is a doubt in the utility of motivational orientation in differentiating between participants and nonparticipants. It is clear that significant differences in certain demographic and nondemographic attributes do indeed exist between these groups, differences which may prove invaluable in refining the concept of deterrents to participation (Scanlan, 1983).
Trends in Continuing Professional Education

No other educational issue has provoked so much debate among adult education practitioners, theorists, researchers, professionals, consumers, and society than the issue of mandatory continuing education. Before the seventies, continuing professional education was under the auspices of each professional group. Medicine, nursing, social work, as well as other professions, made noteworthy efforts to maintain the control of the mechanism of voluntary continuing education.

Richards (1978) reported that continuing education was attempted on a large scale in 1906 when it became apparent that a great number of physicians were practicing while attempting to continue their learning. Voluntary efforts were continued throughout the nation during the period of the first and second world wars but the first mandatory requirements by a medical group were issued in 1947. The American Academy of General Practice was developed with mandatory requirements in an effort to block other general practitioners not educated as specialists from hospital privileges. By 1969, the American Medical Association initiated the Physicians Recognition Award which requires 150 credit hours of continuing education. This continuing education requirement is not a condition for AMA membership, but many state and local medical societies
have adopted the Physicians Recognition Award as the criteria for membership.

If the medical profession, like others that followed its lead, made considerable effort to maintain control over their professions and continuing education, why has the voluntary form of continuing professional association failed? Some reasons (Boissoneau, 1981; Cross, 1981; Moore, 1976; Richards, 1978) noted in the literature are

1. Failure of the individual professionals to be accountable for their practice and continuing education.

2. Belonging to a professional organization does not guarantee that the professional will follow standards.

3. Not all practicing professionals belong to professional organization.

4. Some professions have become defensive with the criticisms of the general public and have elected to try to cover regulations.

5. Some professions continue to advocate that they should have control over the individual professional, but they do not discipline those who do not follow standards.
6. Although voluntary continuing education is said to be less expensive, the individual is totally responsible for the cost under voluntary systems.

7. The public's transference of distrust of the government on formal groups such as medicine.

8. The failure of individuals to recognize the half-life of their education.

Boissoneau (1981, p. 148) accurately summarized why health professions have failed as self-control of their practitioners.

It has failed to convince the health professions' many publics that the profession can be held accountable for guaranteeing that their members have maintained their skills and have kept their knowledge up to date.

As the arguments for and against mandatory continuing professional education continue, many states are legislating continuing education as a requirement for recertification and relicensure. The standard line of argument against mandatory continuing education is the fact that continuing education cannot guarantee competency of professional practice, but as Walsh (1982, p. 28) indicated,

Mandatory continuing professional education can guarantee that
1. The persons responsible for continuing education are qualified.
2. The processes used in educational activities are based on evidence of need.
3. The activities implemented address objectives based on those needs.
4. And activities are evaluated to determine the degree to which participants achieve their objectives.

Mattran in his provocative article of 1981 (p. 48) pointed out that mandatory continuing education for professionals "at best promotes competence and knowledge; at the very least, it exposes the uninterested to information that they otherwise would not encounter on their own."

Rockhill (1983, p. 112) contends that education, even when mandatory is "a more manageable and palatable alternative than massive testing." Griffith (1981, p. 91) analyzing the performance factor of mandatory continuing education after reviewing master's theses and doctoral dissertations reported,

One of the students found that continuing professional education could produce the desired competence, but that with lacking supportive environmental conditions, this increased competence would not lead to permanent improvements in performance.

Boissoneau (1981, p. 183) expressing opposition to mandatory continuing education and lack of utility in recent and sporadic legislation stated

The situation is more accurately described by stating that the mandatory continuing education provisions merely formalize an activity level that has already been achieved.

The debate on the usefulness of mandatory continuing education will probably continue, but for those professionals, legislature and the various publics in both
mandatory and voluntary continuing education states, the most immediate need is for research in performance and performance measurement of the professionals.

Social Work Continuing Education

The notion of continuing education for social workers suggests the continual pursuit of social work related knowledge and development of practice skills throughout the span of an individual's professional career. According to the Guide to Continuing Education in Schools of Social Work, (Council on Social Work Education, 1974, p. 4), the purpose of continuing social work education is threefold:

1. To enable social work practitioners to keep current with knowledge and practice developments relevant to social work;
2. To enable social work practitioners to acquire knowledge and skills needed for new and changing organizational and/or professional roles; and
3. To facilitate innovations by social service organizations.

The need for continuing education for social work practitioners is evidence in the statement of Terreberry (1968). According to Terreberry, the environment in which social service organizations exists is dynamic, interactive, and complex—in a word turbulent—and thus presents them with sudden changes to which they must continually adapt (Terreberry, 1968). One dimension of turbulence is change in environmental activities. The nature of social work practice demands the monitoring and
adapting to change in environmental activities. As Toffler (1970, pp. 25-30) noted,

"Change, though variable, has been observed to be proceeding at an accelerating rate. A major condition of change is technology—the application of knowledge consisting of new judgments derived from research and scholarship, or older judgments presented in new ways to practical affairs. The stages involved in technological change and innovation—that is, the time between the discovery of new and creative ideas, their application to practical affairs, and diffusion throughout society—has been shortened."

Illustrative of the change and growth in social work knowledge and technology are the summer offerings of continuing social work education programs published by the Council of Social Work Education. The Council reported the involvement of 29 schools of social work in 1970 and 43 schools in 1975 (Council of Social Work Education, 1970, 1975).

As more schools of social work are involved in conducting continuing education programs, there have been studies concerning reasons for participation in continuing education by social workers. One of the prominent studies was conducted by Brenner and Koch (1972). In an attempt to ascertain if social workers participate in continuing education programs primarily for professional or organizational reasons, Brenner and Koch (1972) surveyed a sample of 550 social workers in the state of Wisconsin and reported that three-fourths engaged in continuing social
work education programs in order to enhance their knowledge and skills for improved professional performance, without regard to their careers within their employing organizations (Brenner & Koch, 1972).

Another study on participation of social workers in continuing education was conducted by Zimmerman (1982) under the auspices of the Department of Continuing Education in Social Work at the University of Minnesota. Responses in the Zimmerman study were elicited in a fixed alternative question that was part of an evaluation questionnaire. A summary of the question is my goals for this conference were to: (a) improve my professional competence; (2) gain intellectual stimulation from the instructor(s); (3) gain stimulation from other professionals' (4) pursue an interest in the subject; or (5) fulfill an assignment by my agency (Zimmerman, 1982). Zimmerman (1982) concluded that 143 of the 227 responses (60%) indicated that the desired goal was to gain intellectual stimulation from the instructors and professional colleagues and to pursue an interest in the topic. Eighty-four of the responses (40%) indicated that participation was motivated by a need to improve professional competence. Only two persons, less than 1%, said they attended to fulfill an assignment by their agency.
In a delphi study to determine the effective processes of delivering social work continuing education, Faherty (1979, p. 15) concluded,

1. Continuing social work education is, today, a generic term and actually includes many forms of learning experiences.
2. Social work education and social work practice need to open up better lines of communication with each other to effect relevant continuing education endeavors.
3. No continuing education program should be offered without provision for immediate as well as long-range evaluation of its effectiveness.
4. Continuing social work education should be considered as an aspect of professional practice. Updating one's knowledge and skills is more than attending a conference—it is a frame of mind.
5. The entire agency or unit of an agency should be the focus of continuing education efforts, not simply the individual worker.
6. Contents must be related to the broad range of social work services. An adequate continuing education program should offer a range of courses from individually oriented treatment to social policy.

The movement toward mandatory continuing education for social workers has been supported by the professional social work organizations and educators recognizing that to be accountable to the public they serve social workers have to be current in knowledge. The problem of keeping up with current knowledge and skill is explained by the argument of "half-life." Relating this concept of half-life to social, Lauffer (1972, p. 45) cautions that the half-life of a social work degree might be less than
the projected seven-and-a-half years for an M.I.T. degree because social work

is more subject to fluctuations in the social environment that changes so rapidly as to make earlier perceptions and established skills increasingly irrelevant in light of current consensus and conception of social work.

Research continues in the area of participation and deterrents to participation among social workers. At the present, the literature does not address the deterrents to participation in continuing education for social workers living and licensed in states with both mandatory and voluntary systems of continuing professional education.

Deterrents to Adult Participation

The earliest study of factors deterring members of the adult population from participation in continuing education was carried out by Johnstone and Rivera (1965). As indicated in their report, persons with "high participation readiness" stated cost, time, and stamina factors as applicable constraints to attendance. Moreover, differences in percentages between those identified as having a high participation readiness and the sample as a whole suggested that attitudes toward continuing education affected the perceived applicability of the various constraints to participation, i.e., those favorably disposed toward educational pursuits were consistently less
likely to identify with each of the 10 reasons for not attending adult education courses.

Johnstone and Rivera (1965) arbitrarily divided the 10 barriers to attendance into two categories: (a) those based upon influences external to the individual or beyond his/her control and (b) those based upon personal attitudes or disposition toward participation. Subsequent study carried out by Apt (1976) has provided support for this dichotomy of influence.

Another important study carried out by the Educational Testing Service for the Commission on Non-Traditional Study (Carp, Peterson, & Roelfs, 1974) revealed evidences on the characteristics of factors impinging upon adults' participation in continuing education. Of 3,900 adults, 3,000 "would-be learners" (those in the sample reporting an interest in some kind of further learning) were asked to identify from a list of 24 reasons all those perceived as important in keeping them from learning what they wanted to learn. Carp, Peterson, and Roelfs observed that financial costs and time constraints were the most widely reported deterrents to participation. Other time-related situational factors ("don't want to go to school full-time," "home responsibilities," "job responsibilities," and "amount of time required to complete program") were identified as deterrents by at least 20% of
the sample. The remaining 18 situational and dispositional variables were cited by less than one out of every five respondents.

Carp, Peterson, and Roelfs (1974) also investigated the relationships between the frequency with which the various deterrents were reported and selected demographic characteristics of the sample. They reported that twice as many men as women reported job responsibilities as a deterrent to participation. The converse was observed regarding home responsibilities, and nearly 10 times as many women as men cited lack of child care as an obstacle to participation. Single women and those working outside home reported job and time constraints as often as men, but women in general identified cost as an impediment more frequently than their male counterparts. Whereas men were inclined to mention time constraints more often than women, women (both housewives and nonhousewives) tended to cite more frequently "not enough energy or stamina." Moreover, women disproportionately reported fears that they were "too old to begin" learning as a reason for nonparticipation.

Synthesizing data collected from over 30 studies, Cross (1979) developed a descriptive typology of barriers to adults' participation in organized learning activities. Among the three categories of deterrents identified, i.e., situational, institutional, and dispositional, Cross (1979)
observed that situational factors were consistently reported with the most frequency. In concert with the earlier findings of Johnstone and Rivera and Carp, Peterson, and Roelfs, she observed that time and cost-related constraints were the most often cited of all deterrents to participation.

Nurnberger (1974) conducted a profile analysis of Northeastern New York State adults found that the only significant discriminators between users and nonusers of educational services were the self-perceptions of the respondents as learners. When compared to users, nonusers were significantly more likely to identify problems with enjoyment of studying, feelings of confidence, and knowing what they would like to learn.

Potential effects of social acceptability as a response bias to self-reports of deterrents to educational participation cannot be ignored in most of these studies. Cross (1979) speculated that situational barriers (e.g., lack of time and money) tend to be more socially acceptable as reasons for nonparticipation than dispositional factors such as lack of ability or interest. Scanlan (1983, p. 139) commented on the research importance of social acceptability.

If, in fact, social acceptability affects how individuals respond to self-reports of deterrents to participation (as suggested by Cross), the
real importance of dispositional barriers may be underestimated.

Evidence to Scanlan's assumption on social acceptability factor in self-report studies was highlighted in the 1975 study conducted by Wilcox, Saltford, and Veres. When Wilcox, Saltford, and Veres (1975) asked Central New York State adults to cite both deterrents to their own learning and speculate on the reasons why other adults failed to engage in educative activities, lack of interest was reported as a leading obstacle attributed to others (26%), but less than 2% were willing to report that lack of interest deterred their own participation.

In order to minimize the effects of social acceptability as a response bias, Dao (1975) utilized a projective method to study reasons for nonparticipation among a sample of 278 employees of 17 profit making organizations. Using latent partition analysis, Dao (1975, p. 76) derived nine clusters of reasons for nonparticipation:

1. Not enough time to participate in educational activities.
2. Individual and personal problems make it too difficult to participate (e.g., poor transportation, cost, ill health, safety, etc.).
3. Too difficult to succeed in educational activities (e.g., anxiety over instructional demands,
insufficient time to devote to study, age-related concerns over learning abilities, fear of public failure, etc.).

4. Against the social norms to participate in educational activities (e.g., general social disapproval, fear of ridicule by family or peers, etc.).

5. Negative feelings toward the institution offering instruction.

6. Negative prior experiences in educational activities.

7. Results of educational activities not valued e.g., doubt that the learning will prove worthwhile, the conviction that experience is the best teacher, etc.).

8. Indifference to educational activities.

9. Unawareness of the availability of educational activities.

In terms of the relative influence of the nine clusters on nonparticipation, lack of time (cluster 1) and indifference (cluster 8) were perceived by respondents as being the most significant.

In 1980, Shipp and McKenzie administered a 31-item deterrents scale to a stratified random sample of 678 nonparticipants in church-sponsored adult education
programs. Using a factor analytic technique, Shipp and McKenzie derived these seven deterrent factors:

I. Resistance to Change and Education
II. Alienation
III. Marginality
IV. Social Non-Affiliation
V. Perplexity/Confusion
VI. Program Non-Relevance
VII. Activity Incompatibility.

Such findings clearly indicate that the underlying configuration of the deterrent constructs may well be complex. The deterrent frameworks intuitively constructed by such writers as Darkenwald and Merriam (1982) and Marieneau and Klinger (1977) may represent an overly simplified concept of the construct but do indeed contribute immensely in the understanding of the deterrent factors. Darkenwald and Merriam (1982) developed a four-part typology describing barriers to continuing education as (1) situational, (2) institutional, (3) informational, and (4) psychosocial while Marieneau and Klinger derived a two-part classification specifying reasons for nonparticipation as either (a) situational or (b) value-oriented.
Deterrents to Participation Among Professionals

In 1980, Houle did a direct comparison of deterrents perception between professionals and adults in general. Sorting out the professional/managerial subsample of the Educational Testing Service survey (Carp, Peterson, & Roelfs, 1974), Houle (1980) compared the responses of this group to the sample as a whole. Commenting on his findings, Houle (1980, p. 143) noted, the difference between the two groups are striking and wholly consistent with the way of life professionals, who are more highly paid, more mobile, more confident of their abilities and better established in the community than are the people in the total sample. In contrast to the latter group, professionals care less about cost, feel more heavily pressed for time, have fewer problems of child care, transportation, or red tape, and are more confident of their ability to learn. However, they have less time available, have difficulty in finding courses (particularly those scheduled at times that suit their convenience), have heavier job responsibilities, and are more tired of formal instruction.

After a careful synthesis of research studies on deterrents to participation among health professionals, Scanlan (1983, pp. 149-150) concluded, Consistent with the findings of the adult educational literature, situational variables are the most frequently cited deterrents to participation among health professionals. In order of their relative importance across disciplines, time and cost-related constraints are perceived as being the most influential of all situational variables; discouraging work climates, a lack of job-related benefit or reward for participation, and pursuit of full-time study toward an advanced degree, though cited, are
mentioned with less frequency, and then only by members of those disciplines typically employed in bureaucratic work settings and/or those requiring entry-level educational preparation at less than the terminal degree.

Lack of time as a general constraint to participation has been reported frequently in studies of physicians (Caplan & Yorcheski, 1974; Daniel, 1978; Robertson & Dohner, 1970), nurses (Davis, 1980; Pecuch & Gebhart, 1976) and dentists (Hamilton, Chambers, & Hassen, 1974; Nakamoto & Verner, 1973; Wechsler, Williams, Calisti, Dunning, & Lucas, 1969).

Family and home obligations vie in importance with professional responsibilities as deterrents to participation and, as expected, are cited with the most frequency by members of the female-dominated health professions (e.g., nursing, medical technology, physical therapy). DeNio, Neth, and Rising (1976) have provided evidence that physicians reported impact of family responsibilities decline with advancing age. More than one in five of the younger respondents (less than 35 years old) to their survey identified "infringement on family time" as a reason for nonparticipation; fewer than one in 10 of those 56 or older cited "infringement on family time" as a deterrent to participation.

Martin (1976) surveyed the Virginia allied health groups (medical technology, nurse anesthesiology, occupational therapy, physical therapy, and radiologic
technology) and reported that "job-time demands" were cited by most bureaucratically employed health professionals. He also reported that 45% of these health professionals indicated that their employing organizations provided release time either not at all (15%) or only conditionally (30%).

Cost constraints generally rank second to time-related constraints as situational deterrents to professionals' participation in continuing education. Actual expenses associated with participation are the most frequently cited of all financial deterrents. The relative frequency with which cost outlays are identified does, however, vary according to the discipline studied. Nurses (Puetz, 1980) and physical therapists in particular (Hightower, 1973; Seymour, Connelly, & Gardner, 1979), and health professionals in general (Broski & Upp, 1979) tend to report cost as a deterrent with greater frequency than do physicians. Providers of continuing education to nonphysicians attribute the greater perceived impact of cost among members of the groups to their comparatively lower incomes (Connelly, 1976).

As Scanlan (1983, p. 166-167) observed in his study of the literature concerning allied health professionals,

In order of their relative importance across disciplines, the following categories of institutional deterrents to participation emerge from the health professions literature:
scheduling incompatibility, inaccessibility of offerings, nonapplicability of offerings to needs, alternative access to learning opportunities, lack of information, and programmatic deficiencies.
CHAPTER BIBLIOGRAPHY


CHAPTER III

RESEARCH METHODOLOGY

Population

The general population of this study consisted of certified social workers in the states of Texas and Louisiana. Although members of this population have varied educational backgrounds ranging from diploma in social work certificate holders to doctoral degree holders, all are certified to practice social work in their respective states.

This population was chosen for this reason. The population represented professional areas which made possible a systematic study of the deterrent factors to participation among professionals in continuing education in states where mandatory and voluntary systems are operative.

In the state of Texas, there are approximately 8,000 certified social workers currently practicing. The state of Louisiana has a little over 1,862 social workers. This population practices in various settings ranging from clinical social work practice to teaching social work.
Sample

Given the limited number of the total population of certified social workers in both states and also the unevenness of the number of social workers in Texas and Louisiana, it is appropriate to select a representative sample and utilize a sampling method that will ensure adequate representation. A random sampling method was utilized in this study. The use of random sampling technique was based on the premise that all individuals in the defined population would have an equal and independent chance of being selected in the sample. This approach theoretically reduced the possibility of sampling error and bias and thus increased the degree to which results are generalizable to other settings.

Continuing professional education resources vary widely in Texas and Louisiana. Also the legislative provisions on requirements for continuing professional education in both states differ. It is, therefore, necessary to select sample sizes in both state that will facilitate adequate access and representation.

Approximately 4% were obtained from the total population of 9,862 social workers in both states. This sample was obtained using the random sampling capability of
the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

The selection of sample was based on the master lists of certified social workers obtained from Texas Licensing Office for Social Workers in Austin, Texas, and Louisiana State Board of Social Workers, Prairieville, Louisiana, respectively.

The sample size was determined after considering several factors. The first factor was the population. In this study, the population was relatively homogenous due to educational preparation, professional socialization, and geography. The second factor was the ease of statistical manipulation, and the third factor was the representativeness of the population.

On the basis of these considerations the four percentage sample size distribution between the two states was as follows: Texas = 200 respondents and Louisiana = 200 respondents.

**Instrument**

The instrument utilized to collect data for this study was the Deterrents to Participation Scale (DPS). The DPS was chosen as the instrument to gather data on barriers to participation in continuing professional education for social workers in the states of Texas and Louisiana. The DPS is paper and pencil test designed by Scanlan (1983).
This tool consisted of an inventory of 40 Likert type scale statements reflecting possible barriers to participation in continuing professional education activities. These 40 items are subsumed under the six factors viz: (a) disengagement, (b) lack of quality, (c) family constraints, (d) costs, (e) lack of benefit, and (f) work constraints.

The overall alpha reliability coefficient for the DPS is reported to be alpha = .91. Each of the six factors has the following alpha reliability coefficient: (a) disengagement = .86, (b) lack of quality = .81, (c) family constraints = .83, (d) cost = .78, (e) lack of benefit = .83, and (f) work constraints = .74.

The DPS was considered to have face validity since the items in the instrument appear to measure what they are designed to measure. The DPS was also considered to have content validity in that the sample of items included in the instrument is representative of the total set of possible items.

A demographic inventory was designed by the investigator to supplement the DPS. Information concerning each respondent's age, sex, marital status, years of professional experience, job position, level of education, and number of hours devoted to professional practice per week is included in the demographic inventory. The
demographic inventory makes possible comparisons between groups of individual respondents.

Since the DPS is a self-reporting questionnaire, instrument administration and training requirements were not a major consideration of this study.

Data Collection

Before data collection was implemented, approval was sought and received from the Committee for Human Subjects of North Texas State University.

Prior to mailing the survey instrument, individual questionnaire was coded with a respondent number identifying the respondent's name and the state of origin.

Each randomly selected subject was mailed a packet of research materials. The packet contained a questionnaire, a stamped self-addressed envelope, and a cover letter which identified the investigator by name and position, the purpose of the study, general procedures and measures to protect the confidentiality of the respondents.

The prepaid return envelope used the same official address as the cover letter and for reasons of ease and efficiency employed first-class postage (Babbie, 1973).

The survey materials were distributed simultaneously to the two groups in the states of Texas and Louisiana, by first-class mail, thereby increasing the likelihood that
the questionnaire would be forwarded in the event of change of subject's address.

As completed questionnaires were returned, respondents' code numbers were matched to their equivalent names and states. The literature clearly indicated that response rate to mailed survey questionnaires was mainly contingent upon the diligence with which follow-up procedures were employed (Kanuk & Berenson, 1975). Based on this fact, a deliberate attempt to encourage the participation of those not initially responding was planned.

The first stage of the follow-up procedure consisted of a second mailing to all nonrespondents urging them to complete and return the questionnaire that was sent to them two weeks earlier. This second mailing was carried out approximately two weeks subsequent to the primary mailing.

The second stage of the follow-up procedure consisted of a third mailing to those still categorized as nonrespondents two weeks after the first stage of follow-up procedures. Copies of letters of follow-up are in Appendices C and D.

Data Analyses

Before data analyses were carried out, returned questionnaires were edited for multiple responses, missing
values, and out of range responses (Babbie, 1973; Furno, 1966).

To identify the descriptive data of certified social workers in the states of Texas and Louisiana respectively, total scores with percentages were obtained. To identify the deterrent factors to participation in continuing professional education, each participant's scores for each factor were computed using the following cluster scores advocated by Scanlan (1983).

Factor 1 Disengagement
Responses to items 2, 5, 12, 14, 20, 31, 35, 37, 39, 40

Factor 2 Lack of Quality
Responses to items 1, 3, 6, 10, 19, 23, 30, 32

Factor 3 Family Constraints
Responses to items 9, 17, 24, 26, 28, 33

Factor 4 Cost
Responses to items 15, 18, 27, 36, 38, 40

Factor 5 Lack of Benefit
Responses to items 7, 8, 16, 20, 21, 23, 24, 34

Factor 6 Work Constraints
Responses to items 4, 6, 11, 13, 17, 22, 29

The specific research design implemented to complete this study was the Ex Post Facto Descriptive Design. Polit and Hungler (1978, p. 185) identify the purpose of ex post facto descriptive design as "to describe the relationships among variables rather than to infer cause and effect relationships."
The research method chosen for this study was descriptive. Isaac and Michael (1977) identify the purpose of this method: to collect factual data which describe phenomena, to identify current conditions or practices, to make comparisons and evaluations, and to determine if what occurred will be of benefit to others with similar experience in planning and decision-making.

Based on the research design, data obtained from respondents to the questionnaires were systematically analyzed to address each of the previously formulated research questions. The research questions and corresponding statistical analyses which were carried out were as follows:

1. How will mandated and permissive CPE requirements for social workers influence the ranking of the six deterring factors to participation in CPE programs as stated in the Deterrents to Participation Scale (DPS)?

This research question was addressed by calculating the scores and percentage distribution of dichotomous data based on "influence" and "noninfluence." Also, the calculation of means average, standard deviation of scores, and nominal ranking of all the six deterring factors based on states of professional practice of respondents.

2. Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in the DPS due to the variables of age, sex, and marital status?
This research question was addressed by first computing a comparative summary of the Wilks' multivariate test of significance of the mean for the variables of sex, age, and marital status, for the combined groups of respondents in MCE and VCE states. The alpha level was set at $p < .05$. If any of the variables--age, sex, or marital status--is found to be significant at the alpha level then a univariate $F$ test would be computed on each of the six deterrent factors for each of the variables to determine where significant differences occurred. The alpha level was also set at .05 for the univariate analysis.

3. Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in the DPS due to the variables of professional experience, type of position held, and level of education?

This research question was addressed by first computing a comparative summary of the Wilks' multivariate test of significance of the means for the variables of professional experience, type of position held, and level of education for the combined groups of respondents in MCE and VCE states. The alpha level was set at $p < .05$. If any of the variables--professional experience, type of position held, and level of education--is found to be significant at the alpha level, then a univariate $F$ test would be computed on each of the six deterring factors for each of the variables
to determine where significant differences occurred. The alpha level was also set at .05 for the univariate analysis.

4. Will there be differences in the ranking of the factors deterring participation in CPE programs between social workers in mandated CPE states and social workers in permissive CPE states?

This research question was addressed by computing a comparative summary of the Spearman rank correlation coefficient for the mandated CPE state and the permissive CPE state.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

DATA PRESENTATION

This chapter presents the analyses of the data obtained through the methodology and statistical procedures discussed in Chapter III. The data presented in this chapter were obtained through a questionnaire survey of certified social workers practicing in the states of Texas and Louisiana.

After the primary mailing and two follow-ups 248 (62%) completed questionnaires were returned. Twelve additional questionnaires were returned unopened by the post office indicating forwarding address unknown. Of these 248 responses, 21 (5.25%) declined to participate in the study. Reasons for lack of participation in this study were (1) recent move into the state, (2) lack of interest, (3) current job outside the field of social work, and (4) retirement.

In the process of editing for multiple responses, missing values and out-of-range responses, 27 (6.75%) of the returned questionnaires were determined unusable. A total of 200 usable questionnaires were obtained. This final number represented a usable response rate of 50%.
After the cut-off date of August 30, 1985, seven additional completed questionnaires were received. These seven questionnaires were not processed. The final breakdown of the 200 usable questionnaires on the basis of states was 106 from the state of Texas and 94 from the state of Louisiana.

Demographic Characteristics of Respondents

A summarized description of the respondents is included in Table 1. The distribution of respondents indicated 151 social workers were female in the combined data. Eighty-four or 79.2% of the Texas group were female while the Louisiana group showed 67 or 71.3% were female.

Of the combined responses, 133 or 66.5% of the social workers were between the ages of 30 and 49. In a breakdown based on states, Texas reported 66 (62%) of its social workers were between the ages of 30 and 49. The Louisiana group reported 67 (71.2%) were between the ages of 30 and 49.

A total of 122 (61%) of the social workers were married with 62 (58.5%) in Texas and 60 (63.8%) in Louisiana.

The combined respondents indicated that 178 (89.0%) had five or more years of professional experience. Approximately 52% of social workers in Texas had 10 years or more of professional experience while the Louisiana
Table 1

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS IN THE MANDATORY AND VOLUNTARY GROUPS AND COMBINED

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mandatory Texas</th>
<th>Voluntary Louisiana</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>20.754</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>84</td>
<td>79.246</td>
<td>67</td>
</tr>
<tr>
<td>Not answered</td>
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<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>18</td>
<td>16.981</td>
<td>6</td>
</tr>
<tr>
<td>30-39</td>
<td>42</td>
<td>39.622</td>
<td>41</td>
</tr>
<tr>
<td>40-49</td>
<td>24</td>
<td>22.641</td>
<td>25</td>
</tr>
<tr>
<td>50-59</td>
<td>17</td>
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<td>15</td>
</tr>
<tr>
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<td>4.716</td>
<td>6</td>
</tr>
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<td>Marital Status</td>
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<tr>
<td>Single</td>
<td>20</td>
<td>18.867</td>
<td>18</td>
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<tr>
<td>Married</td>
<td>62</td>
<td>58.490</td>
<td>60</td>
</tr>
<tr>
<td>Widowed</td>
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<td>7.547</td>
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<td>0-4</td>
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<td>10.377</td>
<td>10</td>
</tr>
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<td>5-9</td>
<td>39</td>
<td>36.792</td>
<td>25</td>
</tr>
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<td>10+</td>
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<td>51.886</td>
<td>59</td>
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<td>41.509</td>
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<td>57.541</td>
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(Table 1 continues)
Table 1—Continued

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<tr>
<th>Variables</th>
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<tr>
<td></td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Highest Degree Held</td>
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<td></td>
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<td></td>
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<td>Diploma</td>
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<td>1.063</td>
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<td>3.5</td>
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<tr>
<td>Associate</td>
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<td>3.773</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>2.0</td>
</tr>
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<td>Baccalaureate</td>
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<td>31.132</td>
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<td>0.0</td>
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<td>16.5</td>
</tr>
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<td>Master's</td>
<td>43</td>
<td>40.566</td>
<td>70</td>
<td>74.468</td>
<td>113</td>
<td>56.5</td>
</tr>
<tr>
<td>Master's +</td>
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<td>17.924</td>
<td>23</td>
<td>24.468</td>
<td>42</td>
<td>21.0</td>
</tr>
<tr>
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<td>0.943</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Weekly Hours Worked</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-16</td>
<td>7</td>
<td>6.603</td>
<td>12</td>
<td>12.765</td>
<td>19</td>
<td>9.5</td>
</tr>
<tr>
<td>17-24</td>
<td>3</td>
<td>2.830</td>
<td>1</td>
<td>1.063</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>25-32</td>
<td>7</td>
<td>5.503</td>
<td>1</td>
<td>1.063</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>33-40</td>
<td>31</td>
<td>29.245</td>
<td>43</td>
<td>45.744</td>
<td>74</td>
<td>37.0</td>
</tr>
<tr>
<td>40+</td>
<td>57</td>
<td>53.773</td>
<td>36</td>
<td>38.297</td>
<td>93</td>
<td>46.5</td>
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<tr>
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<td>0.943</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Group reported about 62.8% of its sample as having 10 years or more of professional experience.

According to the data distribution about 45% of the social workers indicated they hold supervisory positions. In Texas 61 (57.5%) of the respondents were in nonsupervisory positions. In Louisiana 45 (47.9%) occupy one form of non-supervisory position or the other.

The data indicated that most of the social workers in both states have master's degrees in their professional field. In Texas 43 (40.6%) of the respondents have master's degrees while in Louisiana 70 (74.5%) of the social workers have master's degrees.
Data collected on the number of hours devoted for professional practice every week revealed that most social workers in both groups work more than 40 hours in a week. Fifty-seven (53.8%) in the Texas group work more than 40 hours in a week while 36 (38.3%) work more than 40 hours in Louisiana. Also, in Louisiana 43 (45.7%) of the respondents work between 33 to 40 hours per week.

To summarize the demographic data, the typical social worker in both groups can be described as a female, married, between the ages of 30 and 49 years, holds a nonsupervisory position, possesses a master's degree, works more than 40 hours a week, and has had more than 10 years of professional experience.

Analyses of Data

The analyses of data includes restatement of each research question, data presentation and decision statement.

The responses to the Deterrents to Participation Scale were computed by scoring and clustering the 40 items into the six deterring factors as indicated in Table 2. The items identified under each motivational factor follow the criteria identified by Scanlan and Darkenwald (1984).
Table 2

SUMMARY OF THE SIX DETERRENTS TO PARTICIPATION: FACTOR WITH ITEMS MAKING UP EACH FACTOR

<table>
<thead>
<tr>
<th>Factor</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disengagement</strong></td>
<td>(2) Because I don't have the discipline to set my learning priorities.</td>
</tr>
<tr>
<td></td>
<td>(5) Because I don't like to attend programs alone.</td>
</tr>
<tr>
<td></td>
<td>(12) Because sometimes I am just tired of lectures and formal schooling.</td>
</tr>
<tr>
<td></td>
<td>(14) Because I tend not to be that active in professional affairs.</td>
</tr>
<tr>
<td></td>
<td>(20) Because I am not willing to sacrifice what little leisure time I have.</td>
</tr>
<tr>
<td></td>
<td>(31) Because I tend not to be much of a participant in outside activities.</td>
</tr>
<tr>
<td></td>
<td>(35) Because sometimes I lack confidence in my learning abilities.</td>
</tr>
<tr>
<td></td>
<td>(37) Because sometimes I just don't have the energy or stamina.</td>
</tr>
<tr>
<td></td>
<td>(39) Because I'm already getting a bit &quot;burned-out.&quot;</td>
</tr>
<tr>
<td></td>
<td>(40) Because there is little encouragement for participation from my peers.</td>
</tr>
</tbody>
</table>

| Lack of Quality            | (1) Because the program sponsors had a poor reputation.                  |
|                            | (3) Because my previous experiences with these programs have been disappointing. |
|                            | (6) Because there was insufficient lead time prior to the programs to make arrangement. |
|                            | (10) Because the program(s) tend to be geared to the wrong level (too high or too low for me). |
|                            | (19) Because the programs tend to be of poor quality.                    |
|                            | (23) Because I generally do not consider participating in these programs to be personally satisfying. |

(Table 2 continues)
Table 2--Continued

<table>
<thead>
<tr>
<th>Factor</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>(30) Because the methods of instruction used in the programs.</td>
</tr>
<tr>
<td></td>
<td>(32) Because the program content was not relevant to my practice needs.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Family Constraints</strong></td>
</tr>
<tr>
<td></td>
<td>(9) Because my family/spouse objects to my outside activities.</td>
</tr>
<tr>
<td></td>
<td>(17) Because with my other commitments, I just don't have the time.</td>
</tr>
<tr>
<td></td>
<td>(24) Because other things happen to have a higher priority in my life.</td>
</tr>
<tr>
<td></td>
<td>(26) Because it is often difficult to arrange for child care.</td>
</tr>
<tr>
<td></td>
<td>(28) Because attendance generally infringes upon my family time.</td>
</tr>
<tr>
<td></td>
<td>(33) Because I tend to feel guilty when I spend time away from my home/family.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Cost</strong></td>
</tr>
<tr>
<td></td>
<td>(15) Because the indirect costs (food, travel, etc.) tend to be excessive.</td>
</tr>
<tr>
<td></td>
<td>(18) Because my employer does not assist with the cost of attending such programs.</td>
</tr>
<tr>
<td></td>
<td>(27) Because I can't afford the registration course fees.</td>
</tr>
<tr>
<td></td>
<td>(36) Because the locations are often inconvenient.</td>
</tr>
<tr>
<td></td>
<td>(38) Because attending these programs usually means a loss of income for me.</td>
</tr>
<tr>
<td></td>
<td>(40) Because there is little encouragement for participation from my peers.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Lack of Benefit</strong></td>
</tr>
<tr>
<td></td>
<td>(7) Because there are better things to spend my time and money on.</td>
</tr>
<tr>
<td></td>
<td>(8) Because a majority of my learning needs are satisfied by on-the-job in-service instruction.</td>
</tr>
<tr>
<td></td>
<td>(16) Because I can generally keep up-to-date on my own.</td>
</tr>
</tbody>
</table>

(Table 2 continues)
<table>
<thead>
<tr>
<th>Factor</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(20) Because I am not willing to sacrifice what little leisure time I have.</td>
</tr>
<tr>
<td></td>
<td>(21) Because there is no monetary benefit to be gained by my attendance.</td>
</tr>
<tr>
<td></td>
<td>(23) Because I generally do not consider participating in these programs to be personally satisfying.</td>
</tr>
<tr>
<td></td>
<td>(24) Because other things happen to have a higher priority in my life.</td>
</tr>
<tr>
<td></td>
<td>(34) Because there are few incentive or rewards for my participation.</td>
</tr>
<tr>
<td>6</td>
<td>Work Constraints</td>
</tr>
<tr>
<td></td>
<td>(4) Because the program(s) were scheduled at inconvenient times.</td>
</tr>
<tr>
<td></td>
<td>(6) Because there was insufficient lead time prior to the programs to make arrangements.</td>
</tr>
<tr>
<td></td>
<td>(11) Because the demands of my practice (client/load schedule) leave no time.</td>
</tr>
<tr>
<td></td>
<td>(13) Because what's available tends not to fit my schedule.</td>
</tr>
<tr>
<td></td>
<td>(17) Because with all my other commitments, I just don't have the time.</td>
</tr>
<tr>
<td></td>
<td>(22) Because it is difficult to get others to cover for me in my absence.</td>
</tr>
<tr>
<td></td>
<td>(29) Because I am already attending too many meetings.</td>
</tr>
</tbody>
</table>

Research Question One was "How will mandated and permissive CPE requirements for Social Workers influence the ranking of the six deterring factors to participation in CPE programs as stated in the Deterrents to Participation Scale (DPS)?" This question was answered through the calculation of scores and percentage distribution of dichotomous data based on "influence" and
"noninfluence." Also, the calculation of mean-average, standard deviation, and nominal ranking of the six factors. The results of these analyses are presented in Tables 3 and 4.

In Texas, 62.55% of the respondents indicated that disengagement was not a deterrent factor in their efforts to participate in Continuing Professional Education. The mean average of scores on disengagement was 1.8481; the standard deviation of the scores was 0.3459. In a nominal ranking of the six factors based on the mean average, disengagement was ranked sixth.

In Louisiana, 52.872% of the respondents indicated that disengagement was not a deterrent factor in their participation in Continuing Professional Education. The mean average of scores on disengagement was 1.0155; the standard deviation was 0.3951. In a nominal ranking of the six factors based on the mean average disengagement was ranked sixth.

In Texas 45.754% of the respondents indicated that lack of quality of previous programs did not influence their decisions in participation in Continuing Professional Education. The mean average of scores on lack of quality was 2.5129; the standard deviation of scores was 0.5369. In a nominal ranking of the six deterrent factors, lack of quality was ranked third.
<table>
<thead>
<tr>
<th>Deterrents to Participation Factors</th>
<th>Distribution of Scores</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Nominal Ranking Based on Mean Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Noninfluential</td>
<td>Influential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Disengagement</td>
<td>66.30</td>
<td>62.550</td>
<td>39.70</td>
<td>37.450</td>
</tr>
<tr>
<td>2 Lack of Quality</td>
<td>48.49</td>
<td>45.754</td>
<td>57.51</td>
<td>54.246</td>
</tr>
<tr>
<td>3 Family Constraints</td>
<td>60.66</td>
<td>57.232</td>
<td>45.34</td>
<td>42.768</td>
</tr>
<tr>
<td>4 Cost</td>
<td>45.16</td>
<td>42.610</td>
<td>60.84</td>
<td>57.390</td>
</tr>
<tr>
<td>5 Lack of Benefit</td>
<td>50.99</td>
<td>48.113</td>
<td>55.01</td>
<td>51.887</td>
</tr>
<tr>
<td>6 Work Constraints</td>
<td>31.42</td>
<td>29.649</td>
<td>74.58</td>
<td>70.351</td>
</tr>
</tbody>
</table>

Table 3

DETERRENTS TO PARTICIPATION FACTORS OF SOCIAL WORKERS PARTICIPATING IN MANDATORY CONTINUING PROFESSIONAL EDUCATION
Table 4

DETERRENTS TO PARTICIPATION FACTORS OF SOCIAL WORKERS PARTICIPATING IN PERMISSIVE CONTINUING PROFESSIONAL EDUCATION

<table>
<thead>
<tr>
<th>Deterrents to Participation Factors</th>
<th>Distribution of Scores</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Nominal Ranking Based on Mean Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Noninfluential</td>
<td>Influential</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1 Disengagement</td>
<td>49.70</td>
<td>52.872</td>
<td>44.30</td>
<td>47.128</td>
</tr>
<tr>
<td>2 Lack of Quality</td>
<td>35.25</td>
<td>37.500</td>
<td>58.75</td>
<td>62.500</td>
</tr>
<tr>
<td>3 Family Constraints</td>
<td>44.83</td>
<td>47.695</td>
<td>49.17</td>
<td>52.305</td>
</tr>
<tr>
<td>4 Cost</td>
<td>36.33</td>
<td>38.652</td>
<td>57.67</td>
<td>61.348</td>
</tr>
<tr>
<td>5 Lack of Benefit</td>
<td>36.62</td>
<td>38.963</td>
<td>57.38</td>
<td>61.037</td>
</tr>
<tr>
<td>6 Work Constraints</td>
<td>24.57</td>
<td>26.140</td>
<td>69.43</td>
<td>73.860</td>
</tr>
</tbody>
</table>
In Louisiana, 37.50% of the respondents indicated that lack of quality was not a deterrent factor in their decisions to participate in Continuing Professional Education. The mean average of scores on lack of quality was 2.6407; the standard deviation of scores was 0.4495. In a nominal ranking of the six deterrent factors based on mean averages, lack of quality was ranked third.

In Texas, 57.232% of the respondents indicated that family constraints were not barriers in their efforts to participate in Continuing Professional Education. The mean average of scores on family constraints was 2.1399; the standard deviation of scores was 0.7845. In a nominal ranking of the six deterrent factors based on the mean average of scores, family constraints was ranked fifth.

In Louisiana, 47.695% of the respondents indicated that family constraints were not a deterrent factor in their decisions to participate in Continuing Professional Education. The mean average of scores on family constraints was 2.3794; the standard deviation of scores was 0.8328. In a nominal ranking of the six deterrent factors based on the mean average, family constraint was ranked fifth.

In Texas, 38.652% of the respondents indicated that cost was not a deterrent factor in their decisions to participate in Continuing Professional Education. The mean
Average of scores on cost was 2.8097; the standard deviation 0.8596. In a nominal ranking of the six deterrent factors based on the mean average, cost was ranked second.

In Louisiana, 38.963% of the respondents indicated that cost was not a barrier in their efforts to participate in Continuing Professional Education. The mean average of scores on cost was 3.0621; the standard deviation of scores was 0.8816. In a nominal ranking of the six deterrent factors based on the mean average, cost was ranked second.

In Texas 48.113% of the respondents indicated that lack of benefit was not a deterrent factor in their efforts to participate in Continuing Professional Education. The mean average of scores on lack of benefit was 2.3078; the standard deviation of scores was 0.3704. In a nominal ranking of the six deterrent factors based on the mean average, lack of benefit was ranked fourth.

In Louisiana, 38.963% of the respondents indicated that lack of benefit of continuing professional education program was not a deterrent in their decisions to participate in Continuing Professional Education. The mean average of scores on lack of benefit was 2.4574; the standard deviation of scores was 0.3630. In a nominal ranking of the six deterrent factors based on the mean average, lack of benefit was ranked fourth.
In Texas, 29.649% of the respondents indicated that work constraints were not a deterrent factor in their efforts to participate in Continuing Professional Education. The mean average of scores on work constraints was 3.0929; the standard deviation of scores was 0.4619. In a nominal ranking of the six deterrent factors based on the mean average of scores, work constraints were ranked first.

In Louisiana, 26.140% of the respondents indicated that work constraints were not a barrier when it comes to participation in Continuing Professional Education. The mean average of scores on work constraints was 3.1214; the standard deviation of scores was 0.5778. In a nominal ranking of the six deterrent factors based on the mean average, work constraints were ranked first.

The second research question addressed the question of whether there is a difference in how social workers in both mandated and permissive CPE states score on the DPS when focusing on the personal variables of age, sex and marital. "Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in DPS due to the variables of age, sex, and marital status?" Table 5 includes a comparative summary of the use of the Wilks' multivariate test of
significance for the variables of sex, age, and marital status for the combined groups of MCE and VCE social workers.

Table 5

A COMPARATIVE SUMMARY OF THE WILKS' MULTIVARIATE TEST OF SIGNIFICANCE FOR THE VARIABLES SEX, AGE, AND MARITAL STATUS FOR THE COMBINED GROUPS OF MCE AND VCE SOCIAL WORKERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Wilks' Value</th>
<th>Approx. df</th>
<th>Hypoth. df</th>
<th>Error df</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>.91915</td>
<td>1.30703</td>
<td>6.00</td>
<td>103.00</td>
<td>.261</td>
</tr>
<tr>
<td>Age</td>
<td>.71910</td>
<td>1.44602</td>
<td>24.00</td>
<td>350.07</td>
<td>.083</td>
</tr>
<tr>
<td>Marital Status</td>
<td>.68403</td>
<td>2.28436</td>
<td>18.00</td>
<td>286.16</td>
<td>.002*</td>
</tr>
</tbody>
</table>

*p < .05

The variable of age with an F probability of .083 was significantly different for the five age groups only at alpha level .10 and marital status with an F probability of .002 was significantly different for four marital status groupings at alpha level .05. The gender of respondents did not indicate any significant differences.

A univariate F test was then computed on each of the six deterring factors for each variable to determine where significant differences occurred. Data in Table 6 indicated the factors which were significantly different
for the variable age. These were factor 3, family constraints, with $F$ probability of 0.001, and factor 6, work constraints, with $F$ probability of 0.031. The marital status variable indicated two factors to be significant at .05 level. These factors were factor 3, family constraints, with mean of 2.2566 and $F$ probability of 0.18, and also, factor 4, cost, with mean score of 2.9359 and $F$ probability of .005. The variable sex did not show any significant differences for the six deterring factors to participation in CPE.

In the summary table of the combined mean of respondents in MCE and VCE states for the six deterrent factors based on the variables of sex, age, and marital status (shown in Table 7), the respondents in the age group 20-29 showed a mean average of 1.952 as opposed to respondents in the age group 50-59 mean average of 2.735 for the family constraints factor. Also, respondents in the age group 30-39 showed a mean average of 3.510 while respondents in the age category of 60 and over showed a mean average of 1.783 for work constraints as a deterrent factor.

Table 7 presents data showing that respondents who are single had a mean average of 2.007 as opposed to respondents who are married with a mean average 2.895 for family constraints as a deterrent factor to participation.
Table 6

A COMPARATIVE SUMMARY OF MEANS SCORES AND UNIVARIATE \( F \) TEST FOR SOCIAL WORKERS GROUPS MCE AND VCE WITH THE VARIABLES OF AGE, SEX, AND MARITAL STATUS WITH EACH DETERRING FACTOR

<table>
<thead>
<tr>
<th>Variables &amp; Deterring Factor</th>
<th>Mean</th>
<th>( F ) Value</th>
<th>( F ) Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9368</td>
<td>0.12051</td>
<td>0.729</td>
</tr>
<tr>
<td>2</td>
<td>2.5768</td>
<td>0.00154</td>
<td>0.969</td>
</tr>
<tr>
<td>3</td>
<td>1.1566</td>
<td>3.35360</td>
<td>0.070</td>
</tr>
<tr>
<td>4</td>
<td>2.9359</td>
<td>0.44906</td>
<td>0.504</td>
</tr>
<tr>
<td>5</td>
<td>2.3826</td>
<td>0.81022</td>
<td>0.370</td>
</tr>
<tr>
<td>6</td>
<td>3.1071</td>
<td>1.71993</td>
<td>0.192</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9368</td>
<td>1.49000</td>
<td>0.211</td>
</tr>
<tr>
<td>2</td>
<td>2.5768</td>
<td>1.25627</td>
<td>0.292</td>
</tr>
<tr>
<td>3</td>
<td>2.2566</td>
<td>5.26311</td>
<td>0.001*</td>
</tr>
<tr>
<td>4</td>
<td>2.9359</td>
<td>0.14053</td>
<td>0.967</td>
</tr>
<tr>
<td>5</td>
<td>2.3826</td>
<td>1.28262</td>
<td>0.282</td>
</tr>
<tr>
<td>6</td>
<td>3.1071</td>
<td>2.76902</td>
<td>0.031*</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9368</td>
<td>0.52182</td>
<td>0.666</td>
</tr>
<tr>
<td>2</td>
<td>2.5768</td>
<td>2.33577</td>
<td>0.078</td>
</tr>
<tr>
<td>3</td>
<td>2.2566</td>
<td>3.51472</td>
<td>0.018*</td>
</tr>
<tr>
<td>4</td>
<td>2.9359</td>
<td>4.60272</td>
<td>0.005*</td>
</tr>
<tr>
<td>5</td>
<td>2.3826</td>
<td>1.25679</td>
<td>0.293</td>
</tr>
<tr>
<td>6</td>
<td>3.1071</td>
<td>1.62468</td>
<td>0.188</td>
</tr>
</tbody>
</table>

*p < .05
Table 7

A SUMMARY OF THE COMBINED MEAN OF RESPONDENTS IN MCE AND VCE STATES
FOR THE SIX DETERRENT FACTORS BASED ON THE VARIABLES OF
SEX, AGE, AND MARITAL STATUS

<table>
<thead>
<tr>
<th>Deterrent Factors</th>
<th>Sex</th>
<th></th>
<th></th>
<th></th>
<th>Marital Status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>20-29</td>
<td>30-39</td>
<td>40-49</td>
<td>50-59</td>
<td>60+</td>
<td>Single</td>
</tr>
<tr>
<td>1 Disengagement</td>
<td>1.898</td>
<td>1.883</td>
<td>1.941</td>
<td>1.875</td>
<td>1.863</td>
<td>1.878</td>
<td>1.910</td>
<td>2.002</td>
</tr>
<tr>
<td>2 Lack of Quality</td>
<td>2.571</td>
<td>2.582</td>
<td>2.561</td>
<td>2.594</td>
<td>2.610</td>
<td>2.410</td>
<td>2.511</td>
<td>2.813</td>
</tr>
<tr>
<td>3 Family Constraints</td>
<td>2.020</td>
<td>2.623</td>
<td>1.952</td>
<td>2.113</td>
<td>2.015</td>
<td>2.735</td>
<td>2.310</td>
<td>2.007</td>
</tr>
<tr>
<td>4 Cost</td>
<td>2.835</td>
<td>2.852</td>
<td>2.987</td>
<td>2.972</td>
<td>2.712</td>
<td>2.913</td>
<td>2.772</td>
<td>2.618</td>
</tr>
<tr>
<td>5 Lack of Benefit</td>
<td>2.323</td>
<td>2.461</td>
<td>2.510</td>
<td>2.318</td>
<td>2.411</td>
<td>2.351</td>
<td>2.387</td>
<td>2.397</td>
</tr>
</tbody>
</table>
in CPE activities. Respondents who are in the single category showed a mean average of 2.618 and respondents who are either divorced or separated showed a mean average of 3.219 for cost as a deterrent factor to participation in CPE.

The third research question addressed the question of whether there is a significant difference in how social workers in both mandated and permissive CPE states score on the DPS when focusing on the professional and educational opportunity structure variables of professional experience, type of position held, and academic attainment. "Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in DPS due to the variables of professional experience, type of position held, and level of education?" A comparative summary of the Wilks' multivariate test of significance for the variables of professional experience, type of position held and level of education for the combined groups of MCE and VCE social workers is presented in Table 8.

The variable of position held with an F probability of .066 was significantly different for the two position groupings only at alpha level .10. Neither the number of
Table 8

A COMPARATIVE SUMMARY OF THE WILKS' MULTIVARIATE TEST OF SIGNIFICANCE FOR THE VARIABLES PROFESSIONAL EXPERIENCE, POSITION HELD, AND LEVEL OF EDUCATION FOR THE COMBINED GROUPS OF MCE AND VCE SOCIAL WORKERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Wilks' Value</th>
<th>Approx. df</th>
<th>Hypoth. df</th>
<th>Error df</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience</td>
<td>.87596</td>
<td>1.16385</td>
<td>12.0</td>
<td>204.00</td>
<td>.311</td>
</tr>
<tr>
<td>Position Held</td>
<td>.89060</td>
<td>2.04738</td>
<td>6.0</td>
<td>100.00</td>
<td>.066</td>
</tr>
<tr>
<td>Level of Education</td>
<td>.80316</td>
<td>0.93650</td>
<td>24.0</td>
<td>346.58</td>
<td>.552</td>
</tr>
</tbody>
</table>

*p < .05

professional experience nor the level of education indicated any significant differences.

A univariate F test was then computed on each of the six deterring factors to participation in CPE for each of the professional and educational opportunity variables in order to determine where significant differences occurred. Table 9 indicated the factors which show significantly differences due to the variable "position held." Data in Table 9 indicated that factor 4, cost, with F probability of .059 show significant difference when the groups under the variable of position held were compared only at alpha level .10.
In the summary table of the combined mean of respondents in MCE and VCE states for the six deterrent factors based on the variables of professional experience, position held, and level of education (shown in Table 10), the respondents who are supervisors showed a mean average of 2.684 while nonsupervisors showed a mean average of 3.310 for cost as a deterring factor to participation in CPE activities.

The fourth research question dealt with the ranking of the six factors by social workers in MCE and VCE states. "Will there be differences in the ranking of the factors deterring participation in CPE programs between social workers in a mandated CPE state and social workers in a permissive CPE state?" A comparative summary of the Spearman rank correlation coefficient for the mandated CPE state and the permissive CPE state is stated in Table 11.

The data in Table 11 indicated that the summation of the differences of the rank is zero since the paired ranks of the mean averages for the six factors are in the same order. When the summation of the differences of the rank is zero, the \( \rho = 1 \).

In further analyses of the fourth research question, it is revealed that there are no significant differences in the ranking of the factors deterring participation in CPE
Table 9

A COMPARATIVE SUMMARY OF MEANS SCORES AND UNIVARIATE F TEST FOR SOCIAL WORKERS GROUPS MCE and VCE WITH THE VARIABLES OF PROFESSIONAL EXPERIENCES, POSITION HELD, AND LEVEL OF EDUCATION WITH EACH DETERRING FACTOR

<table>
<thead>
<tr>
<th>Variables &amp; Deterring Factor</th>
<th>Mean</th>
<th>F Value</th>
<th>F Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9368</td>
<td>.63930</td>
<td>.530</td>
</tr>
<tr>
<td>2</td>
<td>2.5768</td>
<td>.24910</td>
<td>.780</td>
</tr>
<tr>
<td>3</td>
<td>2.2566</td>
<td>.07480</td>
<td>.928</td>
</tr>
<tr>
<td>4</td>
<td>2.9359</td>
<td>1.91347</td>
<td>.153</td>
</tr>
<tr>
<td>5</td>
<td>2.3826</td>
<td>.69221</td>
<td>.503</td>
</tr>
<tr>
<td>6</td>
<td>3.1071</td>
<td>.846633</td>
<td>.432</td>
</tr>
<tr>
<td>Position Held</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>1.9368</td>
<td>1.00900</td>
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<td>2</td>
<td>2.5768</td>
<td>.52060</td>
<td>.472</td>
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<tr>
<td>3</td>
<td>2.2566</td>
<td>2.01561</td>
<td>.159</td>
</tr>
<tr>
<td>4</td>
<td>2.9359</td>
<td>3.63576</td>
<td>.059</td>
</tr>
<tr>
<td>5</td>
<td>2.3826</td>
<td>.01834</td>
<td>.893</td>
</tr>
<tr>
<td>6</td>
<td>3.1071</td>
<td>2.57329</td>
<td>.112</td>
</tr>
<tr>
<td>Level of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9368</td>
<td>.83276</td>
<td>.507</td>
</tr>
<tr>
<td>2</td>
<td>2.5768</td>
<td>.69084</td>
<td>.600</td>
</tr>
<tr>
<td>3</td>
<td>2.2566</td>
<td>.67719</td>
<td>.609</td>
</tr>
<tr>
<td>4</td>
<td>2.9359</td>
<td>1.03750</td>
<td>.392</td>
</tr>
<tr>
<td>5</td>
<td>2.3826</td>
<td>.92941</td>
<td>.450</td>
</tr>
<tr>
<td>6</td>
<td>3.1071</td>
<td>.52200</td>
<td>.720</td>
</tr>
</tbody>
</table>

*p < .05

programs between social workers in a mandated CPE state and social workers in a permissive CPE state.
Table 10

A SUMMARY OF THE COMBINED MEAN OF RESPONDENTS IN MCE AND VCE STATES FOR THE SIX
DIFFERENT FACTORS BASED ON THE VARIABLES OF PROFESSIONAL EXPERIENCE,
POSITION HELD, AND LEVEL OF EDUCATION

<table>
<thead>
<tr>
<th>Deterrent Factors</th>
<th>Professional Experience</th>
<th>Position Held Non-supervisory</th>
<th>Visory</th>
<th>Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-4</td>
<td>5-9</td>
<td>10+</td>
<td>Diploma</td>
</tr>
<tr>
<td>1 Disengagement</td>
<td>2.0578</td>
<td>2.0778</td>
<td>1.978</td>
<td>2.003</td>
</tr>
<tr>
<td>2 Lack of Quality</td>
<td>2.6513</td>
<td>2.513</td>
<td>2.713</td>
<td>2.643</td>
</tr>
<tr>
<td>3 Family Constraints</td>
<td>2.298</td>
<td>2.378</td>
<td>2.288</td>
<td>2.341</td>
</tr>
<tr>
<td>4 Cost</td>
<td>2.978</td>
<td>3.003</td>
<td>2.988</td>
<td>2.684</td>
</tr>
<tr>
<td>5 Lack of Benefit</td>
<td>2.412</td>
<td>2.535</td>
<td>2.678</td>
<td>2.810</td>
</tr>
</tbody>
</table>
Table 11

SPEARMAN’S COEFFICIENT OF RANK CORRELATION FOR THE SIX DETERRING FACTORS BASED ON A MANDATED CPE STATE AND A VOLUNTARY CPE STATE

<table>
<thead>
<tr>
<th>Factors</th>
<th>MCE $\bar{X}$</th>
<th>Mean Rank</th>
<th>VCE $\bar{X}$</th>
<th>Mean Rank</th>
<th>Mean Difference $d$</th>
<th>$d^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.8481</td>
<td>6</td>
<td>2.0255</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2.5219</td>
<td>3</td>
<td>2.6407</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2.1399</td>
<td>5</td>
<td>2.3794</td>
<td>5</td>
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<tr>
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<td>5</td>
<td>2.3794</td>
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<td>2.4574</td>
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<td>1</td>
<td>3.1274</td>
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</tbody>
</table>
Summary

Of the six deterrent factors in the Deterrent to Participation Scale (DPS), the respondents indicated that work constraints, with the highest mean scores, were the main reason for non-participation in continuing professional education in both mandatory and permissive environments. The lowest means scores were for the factor disengagement for both groups. The mandatory continuing education group and the voluntary continuing education group did not show any significant differences for the other four factors.

In a dichotomous analyses, 62.55% of respondents in Texas and 52.87% of respondents in Louisiana indicated that the disengagement factor was not a deterrent or barrier in their efforts to participate in continuing professional education. Disengagement being the highest, the work constraints factor has the lowest percentage. In Texas, 29.65% of the respondents and in Louisiana 26.14% of the respondents indicated that work constraints were not a deterrent factor in their efforts to participate in continuing professional education.

The Wilks' multivariate test of significance indicated that the variables of age and marital status were significantly different when the MCE and VCE groups were compared. A univariate F test with each variable and each
deterrent factor indicated that the factors of family constraints and work constraints for the variable of age. Also, factors of family constraints and cost for the variable of marital status.

For the professional and educational opportunity structure variables, the Wilks' multivariate test of significance indicated that the variable of position held was significantly different when MCE and VCE groups were compared. A univariate $F$ test with each variable and the six deterrent factors indicated that the factor of cost was significant at only .10 level.

The Spearman rank correlation coefficient was computed for the mean average for the six factors. The ranking for the two groups were in the same order. The data indicated no significant difference at .05 level.

For the combined group of social workers in Texas and Louisiana, work constraints seemed to be the main barrier in participating in continuing professional education.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of this study as well as the resulting conclusions and recommendations. This chapter contains five sections: (1) summary of the study, (2) findings, (3) limitations, (4) conclusions and discussion, and (5) recommendations.

Summary

The purpose of this study was to determine (1) the factors deterring participation in continuing professional education among social workers in states with mandatory CPE and permissive CPE requirements; (2) the relationship of factors deterring participation among social workers in MCE and VCE states with the following variables: age, sex, and marital status; (3) the relationship of factors deterring participation among social workers in MCE and VCE states with the following variables: years of professional experience, types of position held, and level of education; (4) similarities and differences in factors deterring participation in states with mandatory CPE and states with permissive CPE. Specifically, the researcher sought answers to the following questions:
1. How will mandated and permissive CPE requirements for social workers influence the ranking of the six deterring factors to participation in CPE programs as stated in the Deterrents to Participation Scale (DPS)?

2. Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in DPS due to the variables of age, sex, and marital status?

3. Will there be differences in the combined mean scores of social workers in mandated and permissive CPE states for each of the six deterring factors to participation in CPE programs as stated in DPS due to the variables of professional experience, type of position held, and level of education?

4. Will there be differences in the ranking of the factors deterring participation in CPE programs between social workers in a mandated CPE state and social workers in a permissive CPE state?

This study evolved from a desire to match observations from practice with adult-continuing education theory and research. Much empirical research in adult-continuing
education has examined the phenomenon of participation in voluntary adult education setting. Recently, adult educators are involved in continuing professional education both in mandatory and voluntary educational settings. Prior research on participation in educational activities has examined the concept of "motivational orientation." Knowledge of deterrents to participation in continuing education activities is a necessary complement to the understanding of the concept of "total participation."

This study was designed to advance current knowledge in the research and practice of continuing education by investigating the differences and similarities between mandatory continuing professional education and voluntary continuing professional education in terms of barriers or obstacles to participation in continuing professional education.

The general population for this study consisted of selected social workers licensed to practice social work in the states of Texas and Louisiana. This population was chosen for these reasons: (1) The population represented professional areas which made possible a systematic study of the deterrent factors to participation among professionals in continuing education in states where mandatory and voluntary systems are operative. (2) The population was easily identified and convenient to access.
The Deterrents to Participation Scale (DPS) was used to collect data for this study. This is a paper and pencil test designed to gather data on deterrents or obstacles to participation in continuing professional education.

Each randomly selected subject was mailed a packet of research materials in June, 1985. Fourteen days after the initial mailing, a reminder was sent to all nonrespondents reminding them to return the completed materials. Two weeks later another letter was sent to all nonrespondents. This procedure resulted in a return rate of 62% of the original sample of 400. Of the 248 social workers, 21 (5.25%) declined to participate in the study. A total of 200 usable questionnaires were obtained. This final number represented a usable response rate of 50%.

Descriptive statistics were used to address research question one which included number and percentage distributions, means, and standard deviation. Research questions two through four were addressed through a combination of multiple correlations, analysis of variance, and Spearman rank correlation coefficient. The alpha level was set at .05; differences were considered to be significant at p < .05.

Findings

The first research question sought to assess how mandated and permissive CPE requirements for social workers
influence the ranking of the six deterring factors to participation in CPE programs. The six deterring factors to participation in CPE are disengagement, lack of quality, family constraints, cost, lack of benefit, and work constraints.

The typical social worker in both Texas and Louisiana is a female, married, between the ages of 30 and 49 years, holds a nonsupervisory position, possesses a master's degree, works more than 40 hours a week, and has had more than 10 years of professional experience.

In findings related to research questions one, the social workers in both states scored the highest in the work constraint factor of the Deterrents to Participation Scale followed by the cost, lack of quality, lack of benefit, family constraints, and disengagement factors coming as the lowest. In a dichotomous analysis of the six deterrent factors based on its influential and noninfluential scores, the disengagement factor scored highest under the noninfluential category and lowest under the influential category. The work constraints factor scored lowest under the noninfluential category and highest under the influential category.

The second research question sought to determine differences in the combined mean scores of social workers in both mandated and permissive CPE states for each of the
six deterring factors due to the variables of age, sex, and marital status. Using the Wilks' multivariate test of significance for the variables age, sex, and marital status, the variables indicated some significant differences among the groupings of these variables. The groupings under the variable age exhibited significant differences at alpha level = .10, and the groupings under the variable marital status indicated significant difference at alpha level = .05.

A univariate $F$ test was then computed on each of the six deterring factors to determine where significant differences occurred. Data in Table 6 indicated the factors which show significant difference for the variable age were factor 3, family constraints, with the $F$ probability of 0.001 and factor 6, work constraints, with the $F$ probability of 0.031. In Table 7, the mean average for respondents in age group 20-29 years was 1.952 and the mean average for respondents in age group 50-59 years was 2.735 for the family constraints factor. Respondents in both groups who are in the age category of 20-29 years did not consider family constraints as much of an obstacle to participation in CPE as did the respondents in the age category of 50-59 years. Also, in Table 7 the mean average for age category 30-39 years was 3.510 while the mean average for the age category 60 and over was 2.783 for
the factor work constraints. This suggested that respondents in both groups who are in the age category of 30-39 years did consider work constraints much more of an obstacle to participation in CPE than respondents in the age category of 60 years and over.

Data in Table 6 indicated the factors which show significant difference for the variable marital status were factors 3 and 4. These factors were factor 3, family constraints, with an F probability of 0.18 and factor 4, cost, with an F probability of .005. In Table 7, the mean average for respondents who are single was 2.007, and the mean average for respondents who are married was 2.895. Respondents who are single in both groups considered the family constraints factor less of an obstacle to participation in CPE than all respondents who are married. Under the cost factor, the respondents who are single scored a mean average of 2.618, and the respondents who are divorced or separated had a mean average of 3.219. Respondents who were single considered the cost factor less of an obstacle to participation than respondents who were divorced or separated.

The third research question sought to determine differences in the combined mean scores of social workers in both mandated and permissive CPE states for each of the deterring factors due to the variables of professional
experience, position held, and level of education. Using the Wilks' multivariate test of significance for the variables professional experience, position held, and level of education, the variable position held indicated significant difference among the two groups under this variable. The difference was only significant at alpha level = .10.

A univariate F test was then computed on each of the six deterring factors to determine where significant differences occurred. Data in Table 9 indicated the factor which shows significant difference for the variable position held was factor 4, cost, with the F probability of .059. In Table 10, the mean average for respondents in the supervisory grade was 2.610 and the mean average for respondents in the non-supervisory grade was 3.310 for the cost factor. Respondents who are supervisors did not consider the cost factor as much of an obstacle as the respondents who are not supervisors.

The fourth research question sought to determine the differences in the ranking of the six factors deterring participation in CPE programs between social workers in the mandated CPE state and social workers in the permissive CPE state. Using the Spearman rank correlation coefficient for the mandated CPE state and the permissive CPE state, the value of rho is 1 (\( \rho = 1 \)) since the summation of the
differences of the rank is zero. Respondents in both mandated and permissive states rank the six deterring factors to participation in the same order. The factor that was considered by respondents in both states to be more of an obstacle to participation in CPE was factor 6, work constraints, followed by factor 4, cost, then by factor 2, lack of quality, then factor 5, lack of benefit, and the last two factors were family constraints and disengagement.

Limitations

Before conclusions can be drawn from the findings of this study an adequate consideration of these limitations is necessary.

1. This study examined participation in the context of other-directed learning activities. Self-directed learning activities and educational opportunities which did not carry academic credits were not addressed in this study.

2. The roles and responsibilities of social workers are rapidly changing. As a result, the findings of this study may not be generalizable across time.

3. The retrospective nature of this study may introduce bias due to error in recall since the reporting period included the previous 12 months.
4. The study may be limited by self-selection of respondents.

5. The responses to the instrument may have been biased since responses are based upon the perception of the respondents. These perceptions may have been influenced by a respondent's desire to give a "socially acceptable response" or by positional bias produced by the instrument.

6. This study may be limited by the equal weighting of items in the Deterrents to Participation Scale Questionnaire.

7. This study can be generalized only to social workers practicing in the states of Texas and Louisiana.

Conclusions and Discussion

Considering the limitations and the findings of this study, these conclusions have been drawn.

The question of whether continuing education for professionals should be mandatory or voluntary seems insignificant in terms of the barriers to participation in CPE. This study found respondents in both mandated and permissive states scoring the six deterring factors in the same order. The factor of work constraints was given the highest score in both states. This result is congruent with the results of earlier studies. Martin (1976) surveyed the allied health groups and reported that
"job-time demands" were cited by most bureaucratically employed health professionals. Houle (1980) reported job responsibilities were considered by 38% of professionals in general to be the main obstacle in their efforts to participate in learning activities.

Cost as a major deterrent factor to participation in CPE among social workers in both states was not surprising. In previous research, Houle (1980) reported that professionals in general clearly identified cost, tuition, and other expenses as obstacles to participation in learning activities. Also, Scanlan (1983) reported that cost constraints generally rank second to time-related constraints as situational deterrents to professionals participating in continuing education.

Lack of benefit as a deterrent factor to participation among social workers in both states was not considered critical; therefore, the "reward" aspect of participation was probably irrelevant for these professionals. Lack of benefit as a deterrent factor was ranked fourth out of the six factors in this study which is also consistent with the earlier study of allied health professionals by Scanlan (1983) who reported that lack of job-related benefit or reward for participation, though cited, are mentioned with less frequency.
It would be inappropriate to conclude that the social workers in both states considered family constraints as a "salient" deterrent to participation in CPE as the DeNio, Neth, and Rising (1976) study did. DeNio, Neth, and Rising (1976) reported that family and home responsibility obligations vie in importance with professional responsibilities as deterrents to participation and, as expected, are cited with the most frequency by members of the female-dominated health professions.

With social workers in both mandatory and permissive states showing strong similarities in the way they perceive barriers to participation in CPE, differences were found when variables such as age, marital status, and position held were used as bases of analyses.

Contrary to logic, social workers in the age subgroup 20-29 years differed in their perceptions of the family constraints factor to the social workers in the age subgroup 50-59. This difference was based, however, on the statistical concept that for every 100 similar studies there is a 10% probability that the differences will be chance differences. Social workers in age bracket 20-29 did not consider family constraints as crucial as social workers in the age bracket 50-59. The logical argument will be that younger social workers are probably interested in career stabilization and advancement rather than family
at this point in their career. The social workers in the age subgroup 50-59, on the other hand, have a stabilized professional career and commitment to the family. Another possible argument might be that respondents in the age subgroup of 50-59 are in the period that is generally considered the peak time for family nurturing demands which make for time constraints.

Social workers in the age subgroup 30-39 years are probably more involved in the work environment and assume bigger occupational responsibilities than their counterparts in the age subgroup 60 and above. This was indicated in the study where the subgroup 30-39 years cited the work constraints factor as a major deterrent to participation in CPE whereas the respondents in the age category of 60 and above did not consider the work constraints factor a major deterrent.

Social workers who are single will obviously not consider the family constraints factor in the same manner as social workers who are married. Family commitment for social workers who are single may be considered irrelevant since they probably do not have families or family responsibilities. In this study, married social workers indicated that family constraints as a deterrent to participation in CPE were a major barrier as opposed to the perceptions of the social workers who are single.
Based on this study, it will be safe to conclude that social workers who are single probably do not have major financial commitments or expenditures as social workers who are divorced or separated. The argument then follows that divorce or separation in most cases alters the economic security of persons involved in an unfavorable way; therefore, there is a tendency to look at every expense critically.

According to this study, it will be appropriate to conclude that social workers who are supervisors probably are in the higher income brackets and in most cases supervisors are better off than the nonsupervisors. Also considering the nature of the duties of the supervisors, they must have internalized the usefulness of CPE and, hence, do not see cost of CPE only in dollars and cents.

The congruency between findings in the mandatory and permissive states in the ranking of the six deterrent factors supports the universality of deterrent factors in both the mandatory and the permissive setting in terms of participation in CPE.

Recommendations

These recommendations are specifically directed toward program planners, adult educators, and researchers.

1. Planners can increase their chances of success by designing continuing education package to appeal to
social workers by taking into consideration the obstacles of work constraints, cost, and lack of quality factors.

2. It is recommended that future studies examine the role of self-directed learning as to how it will affect the obstacles to participation among professionals.

3. It is recommended that future research be done to continue this study with a larger number of social workers and other professional groups to demonstrate the effect of "deterrent to participation" factors across professions.

4. A longitudinal study is recommended in this area so that generalization could be made over time.

5. A study of performance due to mandatory or voluntary continuing professional education should be explored.

6. It is recommended that future studies explore the association between professional characteristics, work environment variables, and actual participation in continuing professional education. This study should include variables which serve as motivators and obstacles to participation.

7. It is also recommended that similar studies in the future explore the aspects of non-response bias, especially its implications on the differences between deterrents to participation factors in mandatory and voluntary CPE settings.


APPENDICES
DETERRENTS TO PARTICIPATION SCALE

A Survey Questionnaire Designed to Measure Obstacles to Participation in Continuing Professional Educational Activities.

GENERAL INSTRUCTIONS

(1) This survey questionnaire consists of two sections. Each section begins with a short set of instructions pertaining to that section only. As you begin each section, read the instructions carefully and provide your responses in the format requested.

(2) Please answer every question.

(3) Please be frank and candid in providing your responses.

(4) A code number has been included on the first page. That number will be used to determine which questionnaire have been returned, thus facilitating follow-up.

(5) Be assured that information collected from individuals will remain confidential. Data analysis will be based upon "pooled" or group responses only. In this manner, the anonymity of individual respondents is guaranteed.

SECTION I

Instructions: Below are listed several reasons for not participating in formal continuing professional educational activities. Again, think carefully about your own situation during the past year, especially those times when you were unable or did not desire to participate in such activities. Please indicate by checking the most appropriate box, how influential (in general) each of the following reasons were in contributing to your decision(s) not to engage in formal continuing professional educational activities this past year (12 months).

<table>
<thead>
<tr>
<th>REASON(S)</th>
<th>Not Influential</th>
<th>Slightly Influential</th>
<th>Somewhat Influential</th>
<th>Moderately Influential</th>
<th>Considerably Influential</th>
<th>Greatly Influential</th>
<th>Very Greatly Influential</th>
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<tr>
<td>(1) Because the program sponsors had a poor reputation</td>
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<td>(2) Because I don't always have the discipline to set my learning priorities</td>
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<td>(3) Because my previous experiences with these programs have been disappointing</td>
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<td>(4) Because the program(s) were scheduled at inconvenient times</td>
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<td>(5) Because I don't like to attend programs alone</td>
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<td>(6) Because there was insufficient lead time prior to the programs to make arrangements</td>
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<td>(7) Because there are better things to spend my time and money on</td>
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<td>(8) Because a majority of my learning needs are satisfied by on-the-job or in-service instruction</td>
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<td>Reason</td>
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<td>Because my family/spouse objects to my outside activities</td>
<td>Not influential</td>
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<td>Because the program(s) tend to be geared to the wrong level (too high or too low for me)</td>
<td>Slightly influential</td>
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<td>Because the demands of my practice (client/load schedule) leave no time</td>
<td>Somewhat influential</td>
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<td>Because sometimes I am just tired of lectures and formal schooling</td>
<td>Moderately influential</td>
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<td>Because what is available tends not to fit my schedule</td>
<td>Considerably influential</td>
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<td>Because I tend not to be that active in professional affairs</td>
<td>Greatly influential</td>
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<td>Because the indirect costs (food, travel, etc.) tend to be excessive</td>
<td>Very Greatly influential</td>
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<td>Because I tend not to be much of a participant in outside activities</td>
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<td>Because the program content was not relevant to my practice needs</td>
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<td>Because I tend to feel guilty when I spend time away from my home/family</td>
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<td>Because I can generally keep up-to-date on my own</td>
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<td>Because with all my other commitments, I just don't have the time</td>
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<td>Because my employer does not assist with the cost of attending such programs</td>
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<td>Because the program(s) tend to be of poor quality</td>
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<td>Because I am not willing to sacrifice what little leisure time I have</td>
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<td>Because attendance generally interferes with my family</td>
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<td>Because I can't afford the registration or course fees</td>
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<td>Because it is often difficult to get others to cover for me</td>
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<td>Because I am not willing to sacrifice much money</td>
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<td>Because there are always other priorities in my life</td>
<td>Considerably influential</td>
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<td>Because the program(s) tend to be of poor quality</td>
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<td>Because I am not willing to sacrifice much leisure time</td>
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<td>Because the demands of my practice (client/load schedule) leave no time</td>
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<td>Because I am not willing to sacrifice much leisure time</td>
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<td>Because the program(s) tend to be of poor quality</td>
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<td>Because there are always other priorities in my life</td>
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<td>REASON(S)</td>
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<td>Very Highly Influential</td>
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<td>(34) Because there are few incentives or rewards for my participation</td>
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<td>(35) Because sometimes I lack confidence in my learning abilities</td>
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<td>(36) Because the locations are often inconvenient</td>
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<td>(37) Because sometimes I just don't have the energy or stamina</td>
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<td>(38) Because attending these programs usually means a loss of income for me</td>
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<td>(39) Because I'm already getting a bit &quot;burned-out&quot;</td>
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<td>(40) Because there is little encouragement for participation from my peers</td>
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SECTION II

Finally, in order to make comparisons between groups of individuals on the issues we have been examining, it is necessary to know a few things about you. To reiterate, the information collected from individuals will remain confidential. Data analysis will be based upon "pooled" group responses only. In this manner, the anonymity of individual respondents is guaranteed. Please place check marks on the boxes that appropriately describe you.

1. My sex is:
   - [ ] male
   - [ ] female

2. My age group is:
   - [ ] 20 - 29
   - [ ] 30 - 39
   - [ ] 40 - 49
   - [ ] 50 - 59
   - [ ] 60 -
3. My marital status is:
   - [ ] Single
   - [ ] Married
   - [ ] Widowed
   - [ ] Divorced/Seperated

4. My years of professional experience is:
   - [ ] 0 - 4 years
   - [ ] 5 - 9 years
   - [ ] 10+ years

5. My current job position is:
   - [ ] Supervisory
   - [ ] Non-Supervisory

6. My highest level of academic attainment (check ONE only):
   - [ ] Diploma
   - [ ] Associate Degree
   - [ ] Baccalaureate Degree
   - [ ] Master Degree
   - [ ] Masters*

7. Approximately how many hours per week do you devote to your professional practice?
   - [ ] 0 - 16 hours/week
   - [ ] 17 - 24 hours/week
   - [ ] 25 - 32 hours/week
   - [ ] 33 - 40 hours/week
   - [ ] more than 40 hours/week

THANK YOU FOR YOUR COOPERATION! SIMPLY FOLD THE QUESTIONNAIRE IN THIRDS AND RETURN IT IN THE POSTAGE PAID ENVELOPE ENCLOSED.
Dear Professional:

Your help is needed in a study of the barriers to participation in Continuing Professional Education. The aim of continuing professional education is to nurture the self-growth and inquiry of the professional's mind. The continuing professional education is therefore planned to provide opportunities for professionals to keep abreast of advances in the field of practice and the dynamic changes in the society as a whole.

This study defines continuing professional education as planned learning experiences beyond the basic professional educational program and will include such things as conferences, scientific assemblies, workshops, short courses, forums, institutes, colloquia, symposia, lectures, conventions and educational meetings. All of these must carry educational credit hours as specified by the various professional organizations.

The enclosed questionnaire is being sent to a few selected professionals in the field of Social Work. Due to the limited number of professionals within the target population, it is important that you respond to the questionnaire. You can be assured that no personal or institutional identification will be revealed by fact or implication.

A response from each of the selected professionals will be an important contribution to the study. The completion of the questionnaire should require no more than thirty minutes of your time. A self-addressed, postage-paid envelope is enclosed for your convenience.

Thank you for your time and assistance in this endeavor.

Sincerely,

Aribigbola Akintade
Study Director

Dr. Ron Newsom, Chairman
Doctoral Advisory Committee
Dear Professional:

A questionnaire concerning the study of barriers to participation in Continuing Professional Educational activities was sent to you two weeks ago. It is very important you fill out and send in the questionnaire since the data gathered for this study would be utilized as a guide in determining the relative importance placed by Continuing Professional Educational activity planners, designers, administrators and policy makers and would therefore help in planning for its future improvement.

I am asking for your cooperation in this important study. If you need to ask any questions concerning the questionnaire or the study, please call collect at (817) 387-6846.

Thanks in advance for your cooperation.

Sincerely,

Aribigbola Akintade
If you have not already returned your questionnaire concerning the study of barriers to participation in Continuing Professional Educational activity programs, please, kindly return the questionnaire. Your returned questionnaire will help improve the accuracy of the survey. Your participation in this survey will be greatly appreciated.

Sincerely,

Aribígbọla Akintade
North Texas State University
P. O. Box 7707
Denton, Texas 76203
North Texas State University  
P.O. Box 7707  
Denton, Texas 76203  
January 31, 1985

Professor Gordon S. Darkenwald  
Graduate School of Education  
Rutgers University  
Ten Seminary Place  
New Brunswick, New Jersey 08903

Sir:

REQUEST FOR PERMISSION TO USE THE DETERRENTS TO PARTICIPATION SCALE (DPS)

I found the article you co-authored with Dr. Craig S. Scanlan, "Identifying Deterrents to Participation in Continuing Education" in Adult Education Quarterly, academically inspiring and intellectually stimulating. The article gave a balanced view of non-participation in both theoretical and empirical senses with special reference to Continuing Professional Education.

The quality of this article and some other works relating to non-participation have motivated me to replicate your study on identifying deterrents to participation. The main differences in my study will be the types of professionals to be selected and the cultural orientations of professional colleges in the Southwest region.

I am hereby asking for your permission to carry on the study and to use your instrument (DPS). I am also requesting a copy of the Deterrent to Participation Scale (DPS). Due and appropriate credits will be given to you and your co-author. The DPS is extremely relevant and crucial to my study.

A self-addressed postage-paid envelope is enclosed for your convenience. Your earliest possible response to these requests will be highly appreciated.

Sincerely yours,

Aribigbola Akintade  
Doctoral Student  
North Texas State University  
Denton, Texas 76203

Addendum:

A letter requesting permission to use the DPS is being simultaneously sent to Dr. Craig S. Scanlan.

Permission granted 2/13/...
July 17, 1985

Aribigbola Akintade
Doctoral Student
North Texas State University
Denton, Texas 76203

Dear Mr. Aribigbola:

Thank you for your request to use the DPS in your research. I am happy to grant permission for its use, contingent upon appropriate citation in your dissertation.

Based upon your letter, I assume you have a copy of my dissertation (and thereby have access to the DPS itself and relevant psychometric data on the scale). Just in case, however, I am including a copy of the full survey instrument used in that study (section III is the original DPS).

Once your study is completed, I would be interested in a short summary of its findings. Best of luck in your research endeavors!

Sincerely,

Craig L. Scanlan, Ed.D.
Chairman, Department of Health Education, Evaluation and Research

Enclosure
REFERENCES


