

Professional Instructors' Perceptions of Education and their Demand in Well-dying Education*

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ABSTRACT

This study aimed to provide basic data for the development of a specialized death preparation education program and to analyze the educational perception of experts working in the field of death education. The subjects of the survey were people who had acquired the private certificate of a well-dying instructor, and the survey was conducted by mail. The results of the analysis of the questions about the contents of death education and the appropriate subjects of death education showed that “psychological stability” in death education was selected by 83.0% of subjects, and 61.7% answered that the general public are the most suitable subjects for death education. Regarding the factors influencing the education of well-dying instructors, multiple regression analysis showed that the regression model had an explanatory power of 61.5%. The influencing factors that were statistically significant were the duration of activity, the appropriate number of weekly education sessions, and the appropriate weekly education period. To sum up the results, this study aimed to help solve the problems of current education and improve well-dying education’s appropriateness and professionalism. Because the subjects were experts in the field, the results are usable and feasible. However, the questions related to “the requirement of well-dying instructors” and “the priorities of well-dying education” need to be investigated in more detail.

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1. Introduction

Nobody can avoid death. Death is an event at the end of a continuum of human life from birth. Therefore, a person should focus on death as well as birth. This is because the quality of our life can vary and our health can also be enhanced depending on our attitude toward the future and our upcoming death and how we respond to it.

Thanatology, the scientific study of death, is not a new academic field in our society, and death preparation education has been widely discussed throughout our society, not just by researchers, to the extent that it is already one of the major programs provided by many social organizations and welfare institutions. Moreover, thanatology has been divided into three areas — religious, philosophical, and psychological — and each area has been studied independently, along with studying it from the medical, economic, and social perspectives. As a result, specialized death education programs have been developed in the areas of health and medical care, hospice, religion, philosophy, sociology, etc., and some achievements have been made in the form of death education classes and experience programs.

Death preparation education, comprising the understanding of death, the way to respond to it, and the healing of the emotional pain and suffering of people, has long been offered in other countries. In many western countries and in Japan, death preparation education is provided at educational institutions ranging from elementary schools to universities, and it is presented to the public as a necessary part of lifelong education. A previous study's result that the effective teaching of death preparation education enhances "death competency" by helping people overcome the fear of death and accept death as a natural process of life indicates the importance of death preparation education. In another study, elderly subjects who completed a death preparation program showed a decrease in death anxiety and an increase in death acceptance, which shows the necessity of death education for the elderly. Academic research on death and related education is thus being actively conducted. However, death education programs are not being developed in a systematic manner. Further, according to the studies of Oh et al. (2009) and Kim et al. (2014), in some areas of death preparation education, multidisciplinary cooperation is still insufficient, and the professionalism of instructors in death education programs is not at the required level. To improve the professionalism of instructors, systematic education programs, the learning of theory and field experience, public certification system to guarantee the quality of instructors, etc. are required. More fundamentally, effective research and investigations on instructors, subjects, time, and the method of education need to be implemented first.

This study aimed to provide basic data necessary for the development of a death preparation education program and the training of well-dying instructors. However, as for death preparation education programs necessary for education, using previously-developed programs and previous research was prioritized. The core purpose of this study is to improve and develop existing death preparation education by analyzing the perceptions of professional instructors in the field of death education. This is because the perceptions of professional instructors in the field should be fully investigated and reflected more than anything else in order to improve the problems found in the existing death preparation education programs and to enhance their educational effect. To

this end, this study conducted a survey to understand the current situation of well-dying instructors who are providing death education in the field and the overall perceptions of the survey subjects on well-dying education. The survey regarding the qualifications for well-dying instructors, educational environment, and education time was used to help collect basic data necessary for the development of specific programs to obtain the well-dying instructor certificate. The survey regarding the contents and subjects of death preparation education was used to gain data necessary for the improvement of the contents of death preparation education programs and the appropriate timing for education.

2. Research Method

2.1 Survey subjects

The subjects were 100 people who had acquired a well-dying instructor certificate issued by a private organization. The survey was conducted by mail over three months from May 2015 to July 2015, and questionnaires were collected from all 100 respondents. Among them, the data from 94 respondents were used for analysis, excluding the questionnaires of six people whose answers were not reliable.

2.2 Research method

This study was performed by conducting a survey. The questionnaire included the following items. Regarding general characteristics, there were ten items including gender, age, educational background, marital status, whether they live with family or not, religion, personal monthly income, health condition, field of major, and how long they have been working as an instructor. As for the qualifications for well-dying instructors, there were two items including the appropriate age for an instructor and the requirements for an instructor. Further, as for variables related to the environment for well-dying education, there were four items: the amount of tuition fee for one session, the form of lecture, the institution to provide death education, and the appropriate timing for education. The number of sessions and time for well-dying education consisted of four items, including the current number of educational sessions, the current period of education, the appropriate number of educational sessions, and the appropriate period of education, while the priority contents of education and the appropriate subjects of education were composed of two items, including the important contents that should be covered in death education programs and the appropriate subjects of education (Table 1).

Table 1. Description of variables used for analysis

By Characteristic	Item	Variable Definition
General characteristics	Gender	① Male ② Female
	Age	① 44 or younger ② 45-54 years old ③ 55-64 years old ④ 65 or older
	Educational background	① University graduate or under ② Graduate school graduate
	Marital status	① Unmarried ② Married
	Whether they live with family or not	① Living alone ② Living with spouse ③ Living with unmarried child(ren)
	Religion	① No religion ② Protestant ③ Catholic ④ Buddhist
	Health condition	① Bad ② Good
	Major	① Humanities ② Social science ③ Others
	Personal monthly income	Enter the average
	How long they have been working as an instructor	Enter the average
Qualifications for a well-dying instructor	Appropriate age for a Well-dying instructor	① 49 or younger ② 50-59 years old ③ 60 or older
	Qualifications to be met	① Educational background ② Gender ③ Age ④ Occupation ⑤ Others
Environment for well-dying education	Tuition fee for 1 session of education	① Less than KRW 100,000 ② KRW 100,000-190,000 ③ KRW 200,000-290,000 ④ KRW 300,000-390,000 ⑤ Free of charge
	Form of lecture	① Theory ② Theory and practice in parallel ③ Team teaching ④ Theory (cyber) + practice
	Institution to provide death education	① Educational institution ② Religious institution ③ Social welfare institution ④ Medical institution ⑤ Others
	Appropriate timing for education	① At elementary schools or before ② At middle and high schools ③ At universities or later
Period and number of sessions of well-dying education	Current period of education (week)	Enter the average
	Current number of sessions of education (per week)	Enter the average
	Appropriate period of education (week)	Enter the average
	Appropriate number of sessions of education (per week)	Enter the average
Most important contents to be covered in education and appropriate subjects of education	Most important contents to be covered in death education	① Provision of information on funeral procedures and rituals ② Provision of information to help establish a future plan ③ Contents to help lead a normal life ④ Provision of psychological stability
	Appropriate subjects of death education	① Patients ② Guardian of the patient ③ Both patients and guardians ④ Students ⑤ Medical staff ⑥ Religious people ⑦ Social welfare workers ⑧ General public ⑨ Others

2.3 Analysis method

The analysis was conducted using the statistical program R. For eight items of general characteristics, including the items for the qualifications for well-dying instructors, the environment of well-dying education, and the most important contents to be covered in death education, chi-square analysis

was performed, and for the personal monthly income item and the period and number of sessions of well-dying education, an independent sample t-test was conducted. Further, multiple response analysis was implemented for the appropriate subjects of death education. In addition, correlation analysis was done between well-dying education factors, while multiple regression analysis was conducted to identify the factors influencing the instructor's gender.

3. Study Results

3.1 General characteristics of study subjects

The general characteristics of the study subjects are presented in Table 2. Among the 94 subjects, 41.5% were males, while 58.5% were females. Regarding age, the group of 55-64 years old made up the majority at 37.2%, followed by the group of 45-54 years old at 24.5%, the group of 65 or older at 23.4%, and the group of 44 or younger at 14.9%. By gender, 43.6% of males (the largest percentage) were in the 65 or older group, while 41.8% of females (the largest percentage) were in the 55-64 years old group. This also showed a statistically significant difference ($p < 0.01$). In terms of educational background, the subjects were evenly distributed: 50.0% were university graduates or under and 50.0% were graduate school graduates. Comparing educational background by gender, 59.9% of male subjects were graduate school graduates, much higher than male subjects who were university graduates or under; while the percentage of female subjects who were university graduates or under was higher at 56.4%. Regarding marital status, 89.4% of the respondents were married, and the ratio of married respondents was higher in both males and females. When asked whether they live with their family, the percentage of subjects who said they were living with their unmarried children was highest at 50.0%, those who live with their spouse at 41.5%, and those who live alone at 8.5%. In the case of males, the majority of respondents (59.0%) said they live with their spouse, while 60.0% of females said they live with their unmarried children, showing a difference between males and females in their answers to the question of whether they live with family. This also showed a statistically significant difference ($p < 0.05$). As for the religion of the respondents, 59.6% were Protestants, followed by Catholics at 16.0%, Buddhists at 13.8%, and no religion at 10.6%. Protestant was ranked highest in both males and females. Regarding their health condition, 96.8% of respondents answered that it is good. When responses were analyzed by gender, males and females showed a similar distribution. As for the subjects' major, 71.3% of respondents said they majored in a social science subject, followed by others at 17.0%, and humanities at 11.7%. When this was analyzed by gender, social science was ranked the highest at 76.9% of males and 67.3% of females. The personal monthly income was KRW 2,885,000 overall, with KRW 2,945,000 for males and KRW 2,834,000 for females. From this, it was observed that the income of males was a bit higher than that of females, but there was no statistically significant difference. When asked about how long they had been working as an instructor, the overall average was 3.73 years, and the average working period of males was 4.91 years, longer than that of females (2.87 years). Moreover, this showed a statistically significant difference ($p < 0.01$) (Table 2).

Table 2. General characteristics of study subjects

Classification	Unit: N (%), Mean \pm S.D.			p-value
	Male (N=39)	Female (N=55)	Total (N=94)	
Age				0.001**
44 or younger	3(7.7)	11(20.0)	14(14.9)	
45-54 years old	7(17.9)	16(29.1)	23(24.5)	
55-64 years old	12(30.8)	23(41.8)	35(37.2)	
65 or older	17(43.6)	5(9.1)	22(23.4)	
Educational background				0.209 ^a
University graduates or under	16(41.0)	31(56.4)	47(50.0)	
Graduate school graduates	23(59.0)	24(43.6)	47(50.0)	
Marital Status				0.187 ^a
Unmarried	2(5.1)	8(14.5)	10(10.6)	
Married	37(94.9)	47(85.5)	84(89.4)	
Whether they live with family				0.015*
Living alone	2(5.1)	6(10.9)	8(8.5)	
Living with spouse	23(59.0)	16(29.1)	39(41.5)	
Living with unmarried children	14(35.9)	33(60.0)	47(50.0)	
Religion				0.306
No religion	2(5.1)	8(14.5)	10(10.6)	
Protestant	25(64.1)	31(55.4)	56(59.6)	
Catholic	8(20.5)	7(12.7)	15(16.0)	
Buddhist	4(10.3)	9(16.4)	13(13.8)	
Health condition				0.264 ^a
Bad	-	3(5.5)	3(3.2)	
Good	39(100.0)	52(94.5)	91(96.8)	
Major				0.575
Humanities	4(10.3)	7(12.7)	11(11.7)	
Social science	30(76.9)	37(67.3)	67(71.3)	
Others	5(12.8)	11(11.7)	16(17.0)	
Personal monthly income (KRW 1,000)	2,945 \pm 1,618	2,834 \pm 1,418	2,885 \pm 1,501	0.775
Working period as an instructor	4.91 \pm 2.50	2.87 \pm 1.89	3.73 \pm 2.38	0.000**
Total	39(41.5) (100.0)	55(58.5) (100.0)	94(100.0) (100.0)	

* $p < 0.05$, ** $p < 0.01$, ^a Based on Fisher's exact test.

3.2 Qualifications for well-dying instructors

Qualifications for well-dying instructors were analyzed and the results are shown in Table 3. As for the appropriate age for well-dying instructors, 55-65 years old was answered by 57.4% of the respondents, 65 or older by 31.9%, and 54 or younger by 10.6%. In the case of males, 55-64 years old and 65 or older were cited as the appropriate age by 48.7% of the respondents respectively. In the case of females, 63.6% said 55-64 years old is the appropriate age for an

instructor, and this showed a statistically significant difference ($p<0.01$). Further, 50.0% of all respondents selected others for the qualifications for an instructor, so it was observed that they consider other qualifications than educational background, gender, age, and occupation. It was followed by age at 25.5%, educational background at 13.8%, occupation at 8.5%, and gender at 2.1%. However, this was not statistically significant (Table 3, Figure 1).

Table 3. Qualifications for well-dying instructors

Classification	Male	Female	Total	Unit: N (%)
Appropriate age for well-dying instructors				0.004**
54 or younger	1(2.6)	9(16.4)	10(10.6)	
55-64 years old	19(48.7)	35(63.6)	54(57.4)	
65 or older	19(48.7)	11(20.0)	30(31.9)	
Qualifications				0.472
Educational background	3(7.7)	10(18.2)	13(13.8)	
Gender	1(2.6)	1(1.8)	2(2.1)	
Age	13(33.3)	11(20.0)	24(25.5)	
Occupation	3(7.7)	5(9.1)	8(8.5)	
Others	19(48.7)	28(50.9)	47(50.0)	
Total	39(41.5) (100.0)	55(58.5) (100.0)	94(100.0) (100.0)	

** $p<0.01$

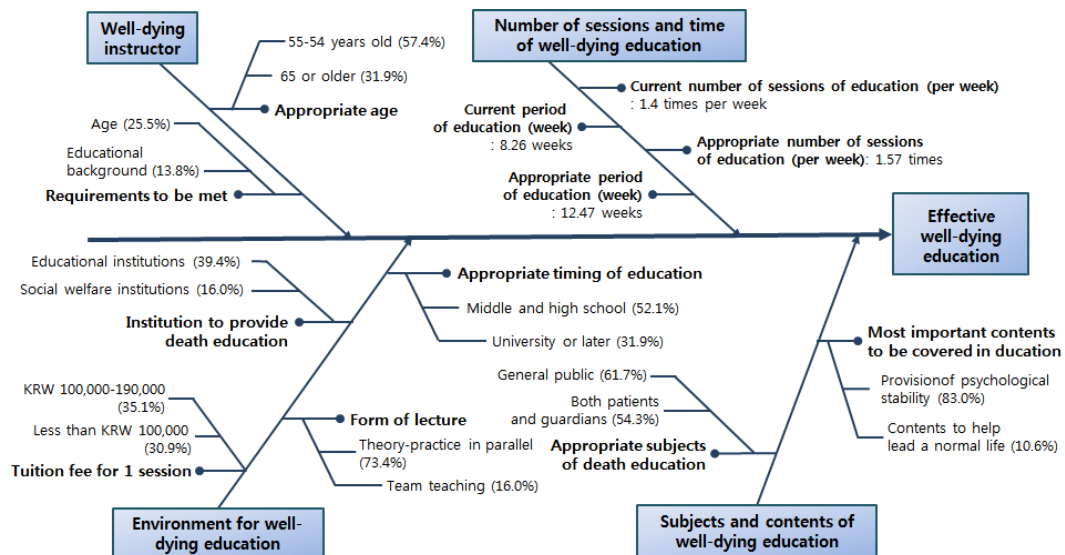


Figure 1. Diagram for effective well-dying education

3.3 Environment for well-dying education

The analysis results of environment for well-dying education are shown in Table 4. It was observed that 35.1% of respondents consider KRW 100,000-190,000 as appropriate for tuition fee for one session of education. It was followed by less than KRW 100,000 at 30.9%, KRW 200,000-290,000 at 22.3%, KRW 300,000-390,000 at 7.4%, and free of charge at 4.3%. Regarding the form of lecture, the form of lecture where theory-practice are offered in parallel was ranked highest at 73.4%, followed by team teaching at 16.0%, theory (cyber) + practice at 7.4%, and theory-only at 3.2%. However, there was no statistically significant difference. To the question on the appropriate institution to provide death education, 41.5% of respondents answered others, followed by educational institutions at 39.4%, social welfare institutions at 16.0%, religious institutions at 2.1%, and medical institutions at 1.1%. Further, 46.2% of males preferred other institutions, while 45.5% of females preferred educational institutions. It showed a difference between genders, but this difference was not statistically significant. As for the appropriate timing for education, 52.1% of all respondents answered it is at middle and high schools, followed by at universities or later at 31.9%, and at elementary schools at 16.0% (Table 4).

Table 4. Environment for well-dying education

Classification	Male	Female	Total	Unit: N (%)
Tuition fee for 1 session of education				0.592 ^a
Less than KRW 100,000	11(28.2)	18(32.7)	29(30.9)	
KRW 100,000-190,000	15(38.5)	18(32.7)	33(35.1)	
KRW 200,000-290,000	8(20.5)	13(23.6)	21(22.3)	
KRW 300,000-390,000	2(5.1)	5(9.1)	7(7.4)	
Free of charge	3(3.2)	1(1.1)	4(4.3)	
Form of lecture				0.264
Theory	1(2.6)	2(3.6)	3(3.2)	
Theory and practice in parallel	31(79.5)	38(69.1)	69(73.4)	
Team teaching	3(7.7)	12(21.8)	15(16.0)	
Theory (cyber) + practice	4(10.3)	3(5.5)	7(7.4)	
Institution to provide death education				0.519
Educational institutions	12(30.8)	25(45.5)	37(39.4)	
Religious institutions	1(2.6)	1(1.8)	2(2.1)	
Social welfare institutions	7(17.9)	8(14.5)	15(16.0)	
Medical institutions	1(2.6)	-	1(1.1)	
Others	18(46.2)	21(38.2)	39(41.5)	
Appropriate timing for education				0.483
Elementary school or before	5(12.8)	10(18.2)	15(16.0)	
Middle and high school	19(48.7)	30(54.5)	49(52.1)	
University or later	15(38.5)	15(27.3)	30(31.9)	
Total	39(41.5)	55(58.5)	94(100.0)	
	(100.0)	(100.0)	(100.0)	

^a Based on Fisher's exact test

3.4 Period and number of sessions of well-dying education

The analysis results for the period and number of sessions of well-dying education are shown in Table 5. It was revealed that the current average education period is 8.26 weeks. In terms of gender, males said 8.36 weeks is appropriate, higher than the answer by females (8.20 weeks), but there was no significant difference between genders. The current number of sessions of education per week was 1.40 in total. According to gender, males are providing education 1.80 times per week, while females are providing it 1.15 times per week. When asked about the appropriate period of education, they answered 12.47 weeks on average, and by gender, males answered 12.26 weeks, while females answered 12.62 weeks. Regarding the appropriate number of sessions of education, they considered 1.57 times per week as appropriate on average. By gender, males said 1.95 times per week is appropriate, while females answered 1.27 times per week is appropriate (Table 5, Figure 2).

Table 5. Period and number of sessions of well-dying education

Classification	Unit: Mean ± S.D			
	Male	Female	Total	p-value
Current period of education (week)	8.36±7.15	8.20±5.90	8.26±6.34	0.923
Current number of sessions of education(per week)	1.80±3.01	1.15±0.51	1.40±1.93	0.150
Appropriate period of education (week)	12.26±7.17	12.62±9.78	12.47±8.68	0.890
Appropriate number of sessions of education(per week)	1.95±2.67	1.27±0.53	1.57±1.81	0.274

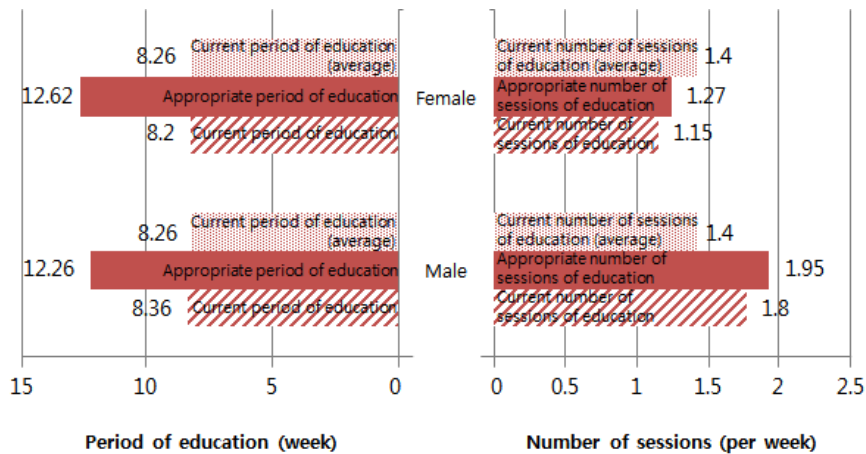


Figure 2. Period and number of sessions of education by gender

3.5 Most important contents to be covered in education and appropriate subjects of education

The analysis results for most important contents to be covered in education and the appropriate subjects of education are presented in Table 6. Regarding the most important contents to be covered in death education, the provision of psychological stability was ranked highest at 83.0%. It was followed by the contents to help lead a normal life at 10.6%, the provision of information on funeral procedures and rituals at 5.3%, and the least selected answer was the provision of information to establish a future plan at 1.1%. Males and females answered in a similar, and there was no statistically significant difference ($p < 0.05$). Regarding the appropriate subjects of death education, 61.7% of all respondents selected the general public, followed by both patients and guardians at 54.3%, students at 40.4%, medical staff at 39.4%, and patients at 31.9%, while only 16.0% of respondents selected religious people (Table 6).

Table 6. Most important contents to be covered in education and appropriate subjects of education

Classification	Male	Female	Total	<i>p</i> -value
				Unit: N (%)
Most important contents to be covered in death education				0.044*
Provision of information on funeral procedures and rituals	4(10.3)	1(1.8)	5(5.3)	
Provision of information to establish a future plan	-	1(1.8)	1(1.1)	
Information to help lead a normal life	7(17.9)	3(5.5)	10(10.6)	
Provision of psychological stability	28(71.8)	50(90.9)	78(83.0)	
Total	39(41.5) (100.0)	55(58.5) (100.0)	94(100.0) (100.0)	
<hr/>				
Appropriate subjects of death education				
Patients	13(33.3)	17(30.9)	30(31.9)	0.826 ^a
Guardians of patients	10(25.6)	12(21.8)	22(23.4)	0.805 ^a
Both patients and guardians	18(46.2)	33(60.0)	51(54.3)	0.212 ^a
Students	13(33.3)	25(45.5)	38(40.4)	0.289 ^a
Medical staff	16(41.0)	21(38.2)	37(39.4)	0.832 ^a
Religious people	6(15.4)	9(16.4)	15(16.0)	1.000 ^a
Social welfare workers	9(23.1)	11(20.0)	20(21.3)	0.800 ^a
General public	28(71.8)	30(54.5)	58(61.7)	0.131 ^a
Others	3(7.7)	-	3(3.2)	0.068 ^a

* $p < 0.05$, ^a Based on Fisher's exact test

3.6 Correlation analysis of well-dying education factors

The analysis results of measuring the correlation between each factor of well-dying education are presented in Table 7. Personal income ($r=0.170$), working period ($r=0.508$, $p < 0.01$), current number of sessions of education per week ($r=0.080$), current period of education ($r=0.216$), and appropriate number of sessions of education per week ($r=0.045$) showed a positive correlation to age, and among them, working period showed a significant positive correlation. On the contrary, appropriate period of education ($r=-0.140$) showed a negative correlation (Table 7).

Table 7. Correlation between factors of well-dying education

	Age	Personal income	Working period	Current number of sessions of education per week	Current period of education	Appropriate number of sessions of education per week
Personal income	.170					
Working period	.508**	.136				
Current number of sessions of education per week	.080	.055	.117			
Current period of education	.216	-.112	.077	.052		
Appropriate number of sessions of education per week	.045	.037	-.065	.537**	-.022	
Appropriate period of education	-.140	.039	-.306*	-.031	.285	-.015

** $p < 0.01$, * $p < 0.05$

3.7 Multiple regression analysis for factors influencing the gender of well-dying instructors

In order to identify factors influencing the gender of well-dying instructors, multiple regression analysis was conducted by setting age, personal income, working period, current number of sessions of education per week, current period of education, appropriate number of sessions of education per week, and appropriate period of education per week as independent variables, with gender as the dependent variable. As a result, the regression model showed an explanatory power of 61.5%, and the influencing factors showed a statistically significant difference with working period ($p < 0.01$), appropriate number of sessions of education per week ($p < 0.05$), and appropriate period of education per week ($p < 0.01$) (Table 8).

Table 8. Multiple regression analysis of influencing factors for well-dying instructors

Model	B	Std. Error	Beta	t	p-value
(Constant)	3.615	3.868		6.841	.000***
Age	-.009	.007	-.224	-1.253	.225
Personal income	.000	.000	.118	.807	.430
Working period	-.173	.048	-.679	-3.562	.002**
Current number of sessions of education per week	-.177	.183	-.154	-.963	.348
Current period of education	-.005	0.14	-.069	-.391	.700
Appropriate number of sessions of education per week	-.350	.134	-.425	-2.602	.018*
Appropriate period of education per week	-.038	.013	-.558	-2.946	.008**
Model	R squared	Revised R squared	Standard error of estimated value		
	.615	.473	.36344		

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

4. Consideration and Conclusion

This study aimed to investigate the contents of well-dying education provided as part of death preparation education and the current status of instructors in the field, and to explore future directions for improving death preparation education. This is because it is of foremost necessity to identify the perceptions of professional instructors in the field of death education in order to guarantee the effectiveness, professionalism, and appropriateness of well-dying education.

First, according to the study results regarding the general characteristics of survey respondents, 43.6% of males were 65 or older, while 41.8% of females were 55-64 years old. As for educational background, 59.0% of males and 43.6% of females were graduate school graduates, and in terms of marital status, 89.4% of all respondents were married. With regard to religion, 64.1% of males and 55.4% of females were Protestants, and social science was ranked the highest at 71.3% in the respondents' major. To sum up the above results, the characteristics of well-dying instructors are that they are in their middle-age, are married, major in social science, are religious, and have a high level of educational background. However, considering that there are many males who are 65 or older, it could be deduced that there are many cases of men who started working as a well-dying instructor after retirement.

Regarding the question on the appropriate age for well-dying instructors, 55-64 years old and 65 or older were selected by 48.7% of male respondents respectively, while 63.6% of female respondents said 55-64 years old is appropriate. The result is consistent with the actual average age of well-dying instructors who are currently working in the field, and it also shows that the subjects consider their age as appropriate for working as an instructor. Regarding the question on the qualifications of well-dying instructors, 50% of respondents selected others, indicating that more specific survey questions need to be provided. However, 25.5% of respondents said age should be considered, meaning that well-dying instructors need to be mentally mature and have a certain degree of social experience considering the characteristics of death education.

Regarding the question on cost among the questions related to the environment for well-dying education, 88.3% said KRW 290,000 or lower, not free-of-charge, is appropriate, although there are some differences depending on section. In fact, since well-dying education is mostly provided to a large-size group of 20 or more learners and it is provided by visiting these learners in many cases, it seems that fees for death preparation education should be charged and it should be increased to improve the quality of instructors. Regarding the form of lecture, 73.4% said theory and practice should be provided in parallel, and this shows that theory-only education without practice is not effective in death education. Except those who answered others, as many as 39.4% of respondents selected educational institutions as the appropriate institution to provide death education. From these results, it is clear that respondents have the perception that it is necessary to establish death education courses at universities and middle and high schools. Further, regarding the timing of education, 52.1% of respondents selected the period of middle and high school. This shows the necessity of adjusting the timing of education considering that death education is currently provided mainly to the middle-aged and the elderly.

Regarding the number of sessions and time of well-dying education, males and females did not

show any big difference in the number of sessions and period, but overall, they responded that an average of 12.47 weeks is appropriate, meaning that respondents consider it necessary to increase the period of education from the current 8.26 weeks.

Finally, regarding the most important contents and the appropriate subjects of education, “psychological stability” and “the contents to help lead a normal life” were selected by 83.0% and 10.6% of respondents respectively. This indicates that when developing death education programs in the future, healing programs for emotional and psychological stability need to be expanded more rather than education on practical information such as funeral procedures and everyday plans. When asked about the appropriate subjects of death education, respondents selected the general public at 61.7%, followed by patients at 31.9%, medical staff at 39.4%, and religious people at 16.0%. Such a result means that death education should be provided to the general public rather than a specific group of people. In particular, in the case of medical staff, it seems that death education needs to be offered to them despite their field experience for the psychological stability of patients.

This study was conducted to improve the appropriateness and professionalism of well-dying education and to help resolve the current problems in death preparation education. The usefulness and validity of the survey results of this study are guaranteed in that the survey subjects are professional instructors who are working in the field of well-dying education. However, it should be noted that the questions regarding “the qualifications for well-dying instructors” and “the most important contents to be covered in death education” need to be developed more specifically in future research.

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