

2020

Nonprofit Arts Programs as Professional Development Experiences in Rural West Virginia

Ariel McGill Price
Walden University

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Walden University

College of Social and Behavioral Sciences

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Ariel McGill Price

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Walden University
2020

Abstract

Nonprofit Arts Programs as Professional Development Experiences in
Rural West Virginia

by

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MS, West Virginia University, 2009

BFA, Marshall University, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

November 2020

Abstract

Public educators in West Virginia are required to take 18-hours of professional development learning annually. The professional development opportunities offered are not varied, inclusive of all content areas, and have been found by the state's Department of Education to lack in application and effectiveness. This study examined the benefits of living laboratory professional development experiences, utilizing Howard Gardner's theory of multiple intelligence, with educators that volunteer with fine arts community-based nonprofit organizations, as a possible alternative to the professional development policy requirements by the state. The study's key research questions were about the recognition and enhancement of intrapersonal and interpersonal intelligence of research participants, as a result of volunteering with the partner organization. Transcendental phenomenology guided the study and the development of the focused interview model used with 8 participants, who were active or retired certified public educators in the state of West Virginia with at least 1-year of volunteer experience with the partner program. It was concluded that participants were aware of his or her own intrapersonal and interpersonal intelligence while volunteering with the partner program and in the regular classroom, with interpersonal intelligence most frequently used by participants. Most importantly, the study found that experiences that allowed the research participants to demonstrate proficiency with acquired knowledge and skills, like that of the partner organization, increased respect and self-confidence for educators and self-efficacy and motivation for students resulting in positive social change.

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Dedication

I dedicate this achievement to God, family and friends.

Acknowledgments

I send special thanks and am very grateful to Walden University professors and academic advisors who helped navigate my educational journey.

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Chapter 1: Introduction to the Study

The need to help students find motivation for learning has always been present. Many programs and strategies have been developed, tested, and adopted on the best methods to increase student motivation, as motivation has been directly linked to student achievement. Motivation in youth stems from internal factors and have been heavily influenced by the educational settings that students are exposed to during developmental years. In rural areas, specifically that of southern West Virginia with small populations in lower-socioeconomic towns, fewer cultural activities are available, and many areas do not have access to public transportation. Simple culturally enhancing activities like visiting the science or art museum are usually incumbent upon the school system to provide field trips and transportation for most students in the southern regions of West Virginia.

West Virginia state education policy dictates that educators are required to participate in professional development trainings annually. However, the variation and rigor of professional development trainings for educators are not always substantial or the most engaging. This study looked at living laboratory professional development experiences for educators through local programs in the community, that enhanced educator intrapersonal and interpersonal communication skills. The study sought to understand what impact teacher-student engagement experiences had on the educator's communication abilities and secondarily, if the enhanced communication skills of the educators' impacted student motivations and self-efficacy in the regular education classroom. Highly effective communication skills and engagement strategies increase

student motivation and self-efficacy in an academic setting. The social implications for a study of this nature are to increase awareness for professional development policy standards for educators in the state of West Virginia and to promote the use of local nonprofit community partnerships that can also offer professional learning opportunities for educators. If this happens, educators will have a greater impact on student learning and within the community, through the creation of cultural opportunities that bring in money-making ventures to the local economy. Aesthetic experiences for people like hands-on community enhancement projects like painted murals on businesses, arts and crafts fairs, and afterschool arts programs are made possible because of the arts.

Chapter 1 of this study provides background information that summarizes previous literature and the environmental and societal influences specific to a southern county in West Virginia that resulted in the phenomena studied. The section highlights the intent of the study with social implications, the research theory and origins of the theory. The theoretical framework, along with the nature of the study is discussed and provides the rationale for the selection of qualitative research tradition and the phenomenon under study. Pertinent definitions for terms found in the study that may not be common terminology for the layperson are provided. The use of assumptions, boundaries and limitations of the study and the population studied are outlined in the assumptions, scope, delimitations, and limitations portion of this section. Before transitioning to Chapter 2, the literature review, the section concludes by highlighting the significance of the study and the intended impact to influence policy development as it relates to professional development standards for public educators in West Virginia.

Background

There is a county in southern West Virginia with approximately 23,714 residents (United States Census Bureau, 2014). Recently, this county was one of the richest and most profitable counties in the state of West Virginia due to coal. Even though the coal mining industry was on a steady decline for the last decade and almost nonexistent currently in this county, the county was still known for its coal industry. Much of the county's prosperity was due to the coal severance tax, funded by coal companies, that afforded the county the liberty to obtain additional resources for economic ventures and public education opportunities. These opportunities included bus transportation for students to extracurricular activities, and a salary subsidy for teachers. By 2016, nearly all the coal mining companies in the county closed, and many filed for bankruptcy. After this decline, the local board of education and hospital system became the county's largest employers. Economic prosperity in the community was largely influenced by the working class and youth in the area.

The county had an aging population where people 65 years of age and older were comparable to the percentage of school-aged children who attended schools in the county. Three-quarters of the population were high school graduates and less than 10% held a bachelor's degree or greater. It was vital for the county to activate the youth of the community, as it was apparent that these young people were soon to become the primary driving force in the county's economic prosperity within the next decade. While most of the teachers lived within the county, a percentage of teachers resided in neighboring

counties. The county had the highest earning potential for teachers as a result of the booming coal industry in the area.

The coal severance tax collected by the county commission was suspended in 2016 due to area coal companies filing for bankruptcy. Coal companies were worried that the companies were not fiscally solvent enough to afford the taxes levied against the companies by the county. Some of the mining companies moved company mining equipment to neighboring counties to avoid paying taxes on the equipment to the county. Consequently, the county commission and especially the school system were left with a severe revenue shortfall, as the county lost \$9.3 million in property tax revenue (Jenkins, 2016). Funding derived from county property tax collections through the coal severance tax for the area schools took a hit. The projected calculations for county tax revenue and the budget were sent to the state of West Virginia by the deadline, but the deadline was before tax collections for the 2015-2016 occurred in the county. Most of the coal companies in the area closed and filed for bankruptcy by the time the county's board of education submitted the school budget to the West Virginia Department of Education. The 2015-2016 budget was directly influenced from the fiscal information provided by the county commission that included the projected revenue from the coal severance tax and the tabulated amount that West Virginia Department of Education released for funding for public schools for the 2015-2016 school year. That funding from the state's department of education was based on calculations from the previous 2014-2015 school year. The school system began the 2015-2016 school year in a deficit.

For 2015-2016, it outwardly appeared that the county's school system began with a healthy budget. However, as the year progressed, the loss of tax revenue required the school system to request \$2.1 million from the state to finish the 2016 budget because of the budget shortfall. For the 2015-2016 academic year, four county schools were closed: three elementary schools, and one school servicing preschool and kindergarten students only. Eighty teachers and school service personnel were laid off or transferred to other positions. In June 2016, the board of education requested emergency aid from the state in House Bill 119 (West Virginia Legislature Website, 2016). As the legislature of West Virginia went into emergency executive session for over 20 days in June to balance the state's budget, the remainder of the 2015-2016 salaries of teachers and service personnel from this southern county hinged upon the state legislature approving this monetary aid. Many school employees in the county elected to have paychecks spread out over a 12-month period. For the teachers of this county specifically, the risk was posed that teachers would not receive the full annual salary for the ten-month teaching contract that had been fulfilled. The legislature approved the monetary aid for the school system; teachers and school personnel in the county received the June 25th paycheck. However, the budget for the school system was not accepted by the June 31, 2016 deadline to the West Virginia Department of Education; the West Virginia Department of Education cited that the budget cuts were not severe enough to keep the county solvent in subsequent years.

On June 31, 2016, the West Virginia State Board of Education requested an immediate board of education meeting in the southern county to discuss the following

agenda items related to the 2016-2017 budget: the opportunity to close additional schools in the county and transfer and lay-off more teachers and service personnel, if needed; the termination of dental and vision insurance benefits for school employees and employee families; and, cutting pay by \$3,800 for each employee back to the 1984 formula for supplemental pay, which had been provided for over 30 years to employees through the coal severance tax. As a result, nearly 40 teachers and personnel members of the school system resigned positions before the beginning of the 2016-2017 academic school year. Most of these former county teachers and personnel members continued in the education field but in neighboring counties. No additional schools were closed as a result of this legislation, but difficulties arose in filling teaching positions and finding substitute teachers and service personnel.

As proposed by the West Virginia Department of Education, salaries and insurance benefit cuts were imposed upon remaining teachers and service personnel members in the county. West Virginia faced a teacher and service personnel shortage, as West Virginia MetroNews (Kercheval, 2017) cited vacancies of 718 across the state. Martinelli, Devitt, and Eyo of the Mountaineer News Service (2015) stated that, “These teacher vacancies, experts say, can be traced directly to the low salaries that West Virginia’s public school system offers”. In February 2018, West Virginia teachers and service personnel members went on a nine-day work stoppage, requesting better wages, permanent funding for the Public Employees Insurance Agency to deter rising health insurance costs, seniority protection, and payroll protection. House Bill 4145 was passed and adopted on March 6, 2018 (West Virginia Legislature Website, 2018) securing a 5%

pay raise for all West Virginia public employees, a freeze to the current premium insurance rates for the Public Employees Insurance Agency, and seniority remained intact.

With the coal tax suspended, due to a drying up coal industry and the ever-expanding unemployment rate, families continued to leave the area for better employment opportunities. For the school system to remain as one of the largest employers in the county, the retention of quality teachers, student residency, and enrollment levels needed to become the center of attention. It was difficult for employees of the school system not to find some level of concern under those strenuous circumstances. A key to retaining quality educational professionals during dark times is through professional development, also known as professional learning, in-service or professional staff development. After a teacher receives his or her certification, he or she is responsible for renewing teaching certification through six credit hours of continuing education annually, unless he or she holds a master's degree in teaching. This continuing education may come through a variety of resources but most commonly, teachers go through a college or university in the state and must pay to take six credit hours, usually at a reduced rate, in some area of professional development. The six hours of continuing education may also go toward the 18 required hours of professional development per year, which is required for every teacher in the state of West Virginia.

In order to fully provide the scope for all the variables in the study, the West Virginia Department of Education website was employed to better understand professional development trainings and requirements in the state for professional

educators. Thoughts on the usefulness of West Virginia professional development were included in the research findings, as these were provided for reference by the West Virginia Department of Education. It was important to study this information on professional development in the state, as well as that from other researchers who have studied professional development and professional learning for educators of all curricula, especially that of the fine arts. In addition to professional development literature, literature on the development of multiple intelligence by Howard Gardner, multiple intelligence in application, multiple intelligence looking specifically at interpersonal and intrapersonal intelligence with executive function, multiple intelligence and the arts, multiple intelligence, and teacher temperament were used in this research. Literature on cognitive development and human development were consulted to better understand the use of intrinsic and extrinsic motivation in learning acquisition. Motivation and cognitive development are closely related to and heavily influenced by the development of intrapersonal and interpersonal intelligences that every individual possesses.

The literature resources outlined above support the argument that additional research is needed on intrapersonal and intrapersonal intelligence as it relates to education professionals and the impact that these enhanced intelligences have on teaching proficiency, self-efficacy, and student motivation. Most importantly, this research bridged professional development activities that promote intrapersonal and interpersonal intelligence growth by partnering education professionals and nonprofit organizations within the community to strengthen the impact of education in these areas. This study was essential as it provided solutions for the overburdening problems of economic

insolvency and decreased population in small rural areas. These problems trickle down to the education system in these rural areas. This study helped to mitigate the economic impact on the education system in declining rural communities by utilizing established nonprofit arts-based and culturally enriching organizations in the area. If the local school system and state establish professional development activities that create more support for educators and students, morale will likely increase. If school systems can partner with local nonprofit organizations, these partnerships can save the local and state government money with the reduced costs of providing funding for professional development training programs.

Problem Statement

It is mandated that the 18-hours of professional development are completed within the school environment through offerings from the district's Regional Educational Service Agency (RESA) office, the county board of education, or facilitated by the school's administration. Teachers have the option to attend professional development outside of the school, but the board of education must first approve it. However, if the professional development takes place outside of the school but was during school hours, the administration has the right to deny the funds to obtain a substitute for the teacher's absence. The teacher is not to use professional leave to attend the professional development session. If the teacher elects to participate in professional development not facilitated by the school, board, or the RESA office, the teacher must use a personal day or sick day.

Teachers are encouraged to participate in many professional development activities to broaden the depth of educator teaching acumen but are strongly encouraged to do so on the educator's personal time. Guaranteeing that all or most of the professional development trainings take place within the school environment provides measurable evidence that teachers across the county receive the same quality of professional development. The evidence of it is readily available in the county through an online application that tracks individual teacher participation in professional development trainings. The system does not provide educators with professional development opportunities to strengthen intrapersonal understanding and interpersonal communication skills through hands-on learning activities working with students in the subject areas in which these educators are endorsed to teach. The West Virginia State Department of Education (2012) defined professional development by stating that "professional development includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college and career readiness" (p. 4).

The West Virginia Department of Education conducted studies in 2014 resulting in two executive summaries of the professional learning practices that are currently in place in the state. These studies focused on educator perceptions on the effectiveness and the beliefs of administration, which were very impactful in determining what type of professional development an educator must participate, as most professional development occurs within the local school of the educator. In the first Executive Summary (Hammer, 2014), the two categories that scored the lowest on the studies' survey from participating

educators were active learning, as participants believed the professional learning sessions did not provide enough active learning. The other low scoring category was regarding the application of what was learned by the educators during the professional development session. Educators felt there was an inability to apply what he or she learned in the time permitted for professional development sessions. As a result from this research, the West Virginia Department of Education Office of Research recommended an “increase use of a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning...increase active learning during professional development sessions, and provide sufficient duration (30 or more hours) and timespan (weeks or months) to allow participants opportunities to apply what they are learning” (Hammer, 2014, p. 7).

Early in 2014, the West Virginia Department of Education Office of Research, determined that educational professionals preferred professional learning that required educators to interact with others over learning experiences that were online (Hammer & Hixson, 2014, p. 1). Another insightful glance into the perceptions of professional development by educators, was the finding that educators preferred workshops that focused on a specific topic over other modes of delivering professional development. It is also of special note that teachers on average were estimated to spend \$400 out-of-pocket on graduate courses that counted toward professional development hours in the state of West Virginia (Hammer & Hixson, 2014, p. 2). Lastly, the research determined that a third of teachers felt that PLCs, professional learning communities, where teachers were supposed to meet at least once per week in the educator’s school with teachers in

similar content areas to discuss pedagogy and curriculum, had little to no impact on the development of becoming a better or more efficient teacher or helping in student learning.

Garvis, Twigg, and Pendergast (2011) suggested that educators develop self-efficacy through mastery experiences where practitioners modeled the task he or she is learning (p. 37). In a county in southern West Virginia there was a nonprofit community-based theater program that incorporated authentic teaching experiences with risk-taking, problem solving, and the development of greater communication skills between the educator and student participants. The nonprofit community-based theater program was funded by grants awarded by the county commission and other local entities, along with fundraising in the community and strong support from the local board of education. The nonprofit community-based organization was put into action by volunteering teachers, community volunteers, parents, and student participants.

The nonprofit community-based theater program allowed educators with differing skill sets to work and teach students from varying backgrounds who were at different academic levels. By creating unique situations that forced educators to introspectively analyze his or her own perception of self, educators learned through trial and error, how to effectively communicate with students to achieve a positive outcome. Teacher participation in the nonprofit community-based theater program created teacher-student relationships, and teachers were able to demonstrate the knowledge of his or her craft. Most importantly, these experiences helped participating teachers develop communication techniques that allowed students to take part in the art creation process.

Conway, Hibbard, Albert, and Hourigan (2005) argued for professional learning with a focus on professional learning with regard to how it benefits students, by stating:

Too many professional development efforts focus singularly on teacher learning without making a connection to student learning... Teachers are not always given the opportunity to study their own students and various methods that might make their own teaching more effective. (p. 7)

The partner organization of this study was a nonprofit community-based theater program, and the reincarnation of previous community theater initiatives in the county. Prior to the development of this theater organization, there were several attempts to cultivate an appreciation for the theater and the arts in the area by local groups who volunteered personal time and resources to put on small productions. These theater troupes were comprised of adults and students. Productions were often held at local businesses or community centers. In 1998, the superintendent of schools contacted a former participant in these community theater programs who was a local teacher. The teacher was asked to develop a student-based theater program, and allocated funds to help with its inception. The organization would operate independently of the school system as a nonprofit organization.

Several key players from the community theater productions were also teachers within the school system and were brought onboard to help with the nonprofit community-based theater program. These teachers were never paid and most used his or her own personal days. On occasion, some were granted professional leave to participate in this theater program. Volunteer teacher roles were varied and vital to the production of

the partner organization's plays from art and musical direction, to the managing of student actors, fundraising, resource allocation and marketing the program, to costuming and the building of sets and props, putting together and working audiovisual equipment and teaching students how to do so, directing student musicians, and managing backstage student crew members and utilizing students in the building and designing phases of the set. This nonprofit community-based theater program continued to function in this capacity even with fewer and fewer resources at its disposal and managed to become its own self-funded organization. While the board of education helped with the oversight of the program budget and the dispensing of funds, the nonprofit community-based theater program operated on the funds garnered through fundraisers, community contributions, and proceeds from its annual shows.

While the West Department of Education Office of Research (2015) provided ample insight into the beliefs of educators and studied the impact of professional development within the state, the state did not investigate other modes of professional development that engaged educators. The professional development, as noted in the executive summaries produced by the Department of Education (2015), suggested the need to provide ample time and consideration to apply what had been learned through professional development training, but 100% of these trainings needed to be cost-free to participants who are required to participate annually in 18-hours, regardless of the type of professional learning. This notion of costless and enriching professional development learning was only mentioned without regard for a solution to the Department of Education's recommendation in the executive summary findings. Research was

conducted that consulted the educational professional, but research did not focus on the importance of providing the mastery experiences for teachers. Researchers Garvis et al., (2011, p. 37) noted that mastery experiences should pair the educational world to the private sector or to the public sector from an entity like a nonprofit organization.

Purpose of the Study

The purpose of this qualitative research was to provide support and highlight the benefits of “living laboratory” professional development experiences for arts educators to influence educational policy change in the state of West Virginia. This study’s intent was to provide support to allow teachers, especially fine arts teachers, the ability to earn professional development credits through non-traditional means that were not prescribed by the schools or the district. This type of professional development enhances the communication skills of the educator and allowed him or her to utilize and enhance skills in the educator’s field of expertise. This type of “living laboratory” educator learning promoted self-efficacy in the students who worked alongside these educators to produce theatrical productions with the partner organization. This type of interaction brought the school system closer to the community because of the investment of the district’s personnel.

Using Gardner’s theory of multiple intelligence as the theoretical framework, the research aimed to understand how the interpersonal and intrapersonal intelligences of the educators were enhanced through “living laboratory” professional development experiences, such as that of the nonprofit community-based theater program. The goal was to better understand the experiences of the educators who participated in the partner

organization, which was a nonprofit community-based theater program. Understanding if participants used his or her enhanced intelligences that resulted from participation in the partner program, in his or her regular classroom was pertinent. Learning how participants understood himself or herself, his or her roles within the partner organization, and how communication skills affected the interactions between participating teachers and of partner organization, would indicate that educators benefitted from participating in the “living laboratory” professional learning experience. The research presented useful insight into participant experiences to better understand how the teacher-student interaction born from the partner organization created communication techniques that were easily transferrable to the traditional classroom.

Research Questions

1. How do educators who have participated in the nonprofit community-based theater program define intrapersonal intelligence?
2. How do educators who have participated in the nonprofit community-based theater program define interpersonal intelligence?
3. How does intrapersonal understanding develop through an educator’s participation in the nonprofit community-based theater program?
4. How are interpersonal communication skills enhanced through an educator’s participation in the nonprofit community-based theater program?
5. How influential are the intrapersonal and interpersonal intelligences of the educators on the development of student motivation and self-efficacy among students who participate in the nonprofit community-based theater program?

6. How does intrapersonal and interpersonal intelligence of educators who participate in the nonprofit community-based theater program enhance teaching in the regular classroom?

Theoretical Framework for the Study

Howard Gardner developed the theory of multiple intelligence in 1983 (Gardner, p. 7, 2006). The study used the communication intelligences: intrapersonal and interpersonal intelligences specifically from the multiple intelligence theory to understand how (a) working with local nonprofit community-based organizations enhanced intrapersonal and interpersonal communication skills (communication intelligences) for educators, and (b) how teachers believed his or her intrapersonal and interpersonal intelligences were enhanced working with students in the partner organization. The developed research questions for the study were tailored to address intrapersonal intelligence separate from interpersonal intelligence. Research questions guided the development of an interview guide. The interview guide was written so participants could see the interrelatedness of these two intelligences but not confuse one intelligence for the other. Multiple intelligence was chosen for the theoretical framework because intrapersonal and interpersonal intelligence from the theory dealt directly with the ability to communicate. Persons in education rely greatly on his or her communication skills to be proficient in teaching positions.

Interpersonal intelligence is used every day in educator communications with students, parents, faculty, and administration. Interpersonal intelligence is the internal factor that makes each educator more relatable to others, which is an important ability to

possess. Educators act as facilitators of learning and an encyclopedia of knowledge for students. Interpersonal intelligence is the guiding element that allow the educator to communicate his or her great wealth of knowledge to his or her students. The inability to communicate information to students would be an impediment to student learning. Interpersonal intelligence allows the educator to observe student learning styles and develop strategies for communications in his or her classroom that are suitable for all of the learning styles represented in the classroom.

Intrapersonal intelligence is the ability for a person to understand himself or herself and intrinsic motivations. Understanding self, thoughts, motivations, and behaviors, helps a person to regulate himself or herself during interactions with others. Thus, intrapersonal intelligence is integral in the development of interpersonal intelligence. The ability to “read” situations becomes blurred if the person who observed and participated in these behaviors cannot understand how his or her actions played a part in the outcome of an event. As an educator, intrapersonal intelligence is undeniably attached to the ability to react in a correct manner in learning situations with students, parents, colleagues, and administration with appropriate verbal or non-verbal cues like emotional reactions.

Educational entities at the federal, state, and local levels have spent considerable amounts of time designing and implementing standards for the professional development offered to educators. These programs are tailored to motivate teachers who specialize in varying curricula, to propel teaching acumen and pedagogy, to understand cross-curricular teaching strategies, and to enhance classroom management. The

implementation of program development, application, and measuring program effectiveness is costly. There is a great investment in human capital in the implementation of personnel with oversight and tracking personnel who participated in the vast array of professional development programs.

Relevance, frequency, and continuity in the types of professional development offered are factors that mitigate the success of professional development programs. Professional development topics should be relevant to the teaching standards and objectives adopted by the individuals' state departments of education for each subject area. Core curricula are subject to standardized testing and have the most professional development programs centered on these subjects. In the state of West Virginia, RESA developed and delivered professional development opportunities for educators. While there are several options on how an educator may obtain acceptable professional development hours to remain in compliance with state standards to maintain or renew educator certifications, most professional development occurs at the school-site or within the school district.

Professional development that marries multiple disciplines together, provides opportunities for educators with different academic specializations and those of shared backgrounds to come together to create unique professional development experiences like that of the partner organization, which was a nonprofit community-based theater program. In this environment, the educators built upon his or her own strengths, learned how he or she could pull from different curricula and incorporate prior knowledge to create a living work of art. Educators learned and grew alongside the students that were

being directed and guided by these teacher volunteers. Simultaneously, teachers and students, both enriched his or her intrapersonal and interpersonal intelligences through participation in the partner organization. Students and volunteering educators had to understand or develop an understanding for his or her role and function within the production and had to work with, interact, and frequently communicate with others to make the theater production a success.

Sherman (2006) stated, “The arts provide opportunities to learn in different modalities and to understand one’s own unique characteristics” (p. 43). The relevance of intrapersonal and interpersonal intelligence and communication was directly related to art making experiences for both the student participants and the professional adult educators who volunteered with the partner organization for this study. Students who participated in the arts found an alternative mode of self-expression, additional ways to learn and apply learned information, develop, and learn about his or her own strengths and learned to appreciate the process of creating art. Creating art, whether it was musical, visual, performance or theatrical, turned regular learning experiences into aesthetic experiences. In these experiences, students learned to appreciate his or her learning environment, which were artistic in nature, giving the students opportunities to participate in authentic aesthetic experiences.

Nature of the Study

A phenomenological approach was chosen as it specifically looks to identify and understand a shared phenomenon amongst a set of people. The partner organization, which was a nonprofit community-based theater program, was such a program that lent

itself to this type of research because of the artistic process, which required a common interest and passion for the arts, and a degree of altruism that spurred the desire to volunteer. A phenomenological study was conducted assessing the perceptions of educators who participated in the nonprofit community-based theater program in the past. The study sought to understand the degree to which participation influenced the educator's intrapersonal understanding and interpersonal communication skills and how the educator's participation impacted his or her teaching style in the classroom.

The research population selected for this study were certified educators, who participated in the nonprofit community-based theater program at least one time. These educators volunteered services in a variety of ways in the theatrical process. Educators volunteered to teach acting, dancing, singing, and instrumentation. Educators taught design and creation processes that included brainstorming, drawing, building, painting, and assembling set pieces. Also, educators taught audiovisual and lighting components, the organization and scheduling of set movements, and the physical act of moving set pieces. These participants were drawn upon to gain insight into participant perceptions of how intrapersonal and interpersonal intelligences were used while volunteering with the partner program, and how this affected student self-efficacy.

Research data was collected through the interview process. Educators who participated in the partner program, were identified, and solicited for participation in the study. A typed transcript was provided to each of the participants of his or her interview. Participants were given the option to opt-out of the study or strike out comments that he or she believed were unnecessary to the study. The interview centered on the following

themes: intrapersonal intelligence, and an understanding of what that was to the educator, interpersonal intelligence and an understanding of what that was to the educator, and how both of these intelligences applied in the environment of the partner organization. The interview drew the opinions of the educators to better understand the development of student motivation and self-efficacy as a result of the educators' awareness for these intelligences. The data results showed how beneficial these educator-student interactions were, what educators gained from participation, and how the educators' participation affected student self-efficacy and motivation.

Operational Definitions

Terms found throughout the study were defined as follows:

Aesthetics: Refers to the fine arts and "...is derived from the Greek *aesthetikos* and means 'capable of sensory perception'. The German philosopher Alexander Baumgarten (1785/1954) circumvented aesthetics as a branch of philosophy dealing with art" (Uhrmacher, 2009, p.620).

Extrinsic Motivation: Often associated with rewards systems, extrinsic motivation is "...a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p. 60).

Interpersonal Intelligence: Davis, Christodoulou, Seider, and Gardner (2011), cite Gardner's earlier 1983 research and define interpersonal intelligence as "an ability to recognize and understand other people's moods, desires, motivations, and intentions" (p. 488).

Intrapersonal Intelligence: Referenced from Gardner (1983), researchers Davis, et al. (2011), define intrapersonal intelligence as “an ability to recognize and understand one’s own moods, desires, motivations, and intentions” (p. 488).

Intrinsic Motivation: Often associated with rewards systems, intrinsic motivation is “...the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan & Deci, 2000, p. 56).

Professional Development: Education professionals must participate in professional development, which is “...sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college and career readiness” (West Virginia State Department of Education, 2012, p. 4).

Transcendental Phenomenology: In qualitative research, transcendental phenomenology “...consists of identifying a phenomenon to study, bracketing out one’s experiences, and collecting data from several persons who have experienced the phenomenon. The researcher then analyzes the data by reducing the information to significant statements or quotes and combines the statements into themes” (Creswell, 2007, p. 60).

Self-efficacy: “...beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments.” (Housley-Gaffney, 2011, p. 212)

Assumptions

There were several assumptions made in the research due to the nature of the study, participants in the study, and socioeconomic circumstances in which the

phenomenology took place. It was assumed that all of the participants initially applied any learned communication skills with students from prior teaching experiences in the traditional classroom and pedagogical trainings to his or her roles in the nonprofit community-based theater program working with students. This assumption was made because of the similar nature of how student-teacher engagement occurred in the regular classroom and how it occurred during exchanges with the theater-based partner program in the preproduction and production phases of the program. Communication skills are used in all interactions between humans (interpersonal intelligence) and activated with inner-dialogues within each person (intrapersonal intelligence) frequently, whether or not, the person possessing the intelligence is aware he or she is using it. It was assumed that the participating population in this study had used intrapersonal and interpersonal communication skills to some degree, with or without participant knowledge, in his or her experience volunteering with the partner organization, which is a nonprofit community-based theater program. It was also assumed intrapersonal and interpersonal communication skills were used in participant positions as public school educators in the regular classroom environment. Furthermore, it was inferred that the research population perceived some sort of benefit to him or herself or to the students who participated in the partner organization and thus, the reason for the participants' willingness to volunteer with it.

Scope and Delimitations

The research population for this study were certified public school teachers, active or retired. The decision to focus on these participants was made to guarantee background

commonalities amongst all research participants, as these participants have received similar post-secondary trainings in order to become a certified educator in West Virginia. This variable ensured that participants have a similar understanding or experiences working with youth. The participants have shared or similar experiences working with students in the traditional classroom and in the volunteer setting through the nonprofit community-based theater partner organization. The director of the partner organization ensured that the selected works require a variety of ages, and male and female parts to continuously build the theater program and nurture the children as students mature in the program. Familiarity working with youth in the traditional classroom, research participants with an education certification who have practiced as an educational professional, had experience communicating, working, and directing youth of varying ages. By selecting research participants that had common educational training, experiences in the regular education classroom, and similar experiences volunteering with the partner organization, transferability was enhanced in the study. During the interview phase in the data collection process, participants were able to provide highly detailed and personalized descriptions of his or her experiences.

Using the parents of student partner organization volunteers was not ideal as parent roles and the degree of parent involvement varied greatly. Bias or a limited understanding of intrapersonal and interpersonal intelligences and communication as it applied to his or her own children may have impacted parent perceptions about intrapersonal and interpersonal skills. Additionally, parents may not have understood how intrapersonal and interpersonal intelligence are employed by the educators who

work with the children of these parents in the nonprofit community-based theater program or with children in a traditional classroom. While there were more parents of students over 20 years, using parents as research participants would not uncover how educators perceive his or her understanding, use, function or the impact of intrapersonal and interpersonal intelligences as a result of educator involvement with the partner organization. Nor could it be determined how certified public school educators who have volunteered with the partner organization, impacted student motivation and academic achievement as a function of participation with the partner organization, if parent volunteers were chosen as participants for the study.

Limitations

The study was limited by the years of applicable teaching experience that each participant (educator) had and years of participation with the partner organization, which may have impacted his or her perception of the effectiveness of the partner organization. This may have affected the depth of answered questions regarding the partner organization by the participants and the effectiveness participants perceived that the partner organization had on enhancing teacher intrapersonal and interpersonal intelligences. Participating educators studied in this research may have had a limited or incomplete understanding of the terms or the applications of intrapersonal and interpersonal intelligence prior to participation in this study. This incomplete or inaccurate understanding may have affected the depth of participant responses and the ways each participant elected to respond to interview questions.

The study was limited to a qualitative approach. Transcendental phenomenology

was chosen for this study and does not easily lend itself to a quantitative approach, unless a researcher was looking to quantify the impact the phenomenon has on another variable. The number of participants in the study was considered a limitation, as the years of operation and governance of the nonprofit community-based theater partner program has set forth boundaries limiting who can participate and the types of participation by adults in the program. Less than favorable experiences with the partner organization or prior professional development opportunities offered by the public school district may have challenged the veracity of the participant's interview responses, as these factors had potential to create bias. This bias may have altered a participant's perception on his or her experiences tied to the partner organization and all professional development experiences attended by the research participant. The participant may have concluded what constituted effective professional development for educators based on these prior experiences.

In order to mitigate bias against the partner organization for any past negative experiences a participant may have had with the program, each participant fully aware of the reason for the study at the opening of each participant interview during the data collection phase. The potentially positive impact a study of this nature has on professional development policy for educators in the state of West Virginia was highlighted. Also, it was clarified that the aim of the study was to look for the benefits an educator may have received, which is presumed to be enhanced intrapersonal and interpersonal intelligence, as a result of volunteering with the partner organization, which is a nonprofit community-based theater program. The focus of the study was not on the

structure, management or membership from the past, present or future of the partner organization. Lastly, to ensure that bias was excluded from the interview and data collection process, participants were interviewed individually and scheduled in a fashion that participants did not overlap each other's times or see each other present at the interview site.

Significance of the Study

The results of the research created greater acceptance for professional development opportunities that are considered living laboratory experiences and are applied in real-time to real scenarios, aligned with the educators' interests, passions, and educational experiences. Additionally, it created unique problem-solving opportunities, incorporated students in these learning activities for the fine arts educator providing real-world teaching scenarios, and provided real-world applications for the work being created. This allowed the arts educator and student to see the profits and validate the efforts of the educator-student collaboration. This study also created more awareness for the benefits of having active nonprofit organizations in the community. The significant takeaway from the study, is that the study illustrated the other avenues available for teachers to obtain his or her required professional development hours through means that validate his or her own expertise and promote self-efficacy and motivation for students.

The interactions between educators and students studied in this research were applicable to every educator. The research demonstrated the influence of intrapersonal and interpersonal communication skills that every educator must understand and employ if one wishes to make his or her own teaching more relatable to students. As an educator,

it is imperative that these two intelligences are developed and understood. The importance of understanding intrapersonal intelligence is key to interacting with others, especially when working with youth and teaching students new material. Living laboratory experiences that occurred within the partner organization, a nonprofit community-based theater program, reinforced intrapersonal and interpersonal intelligences in the educator and helped to develop these intelligences in students. When these intelligences are consciously employed in teaching projects by teachers, students who may have different learning styles may be reached. This research exemplified the alternate modes of disseminating information to students who may have had varying learning styles and students had the ability to practice this information. The students had greater motivation to excel because the student's participation in these experiences created viewable experiences for people within the student's community as well. This study had the potential to positively influence policy decisions regarding professional learning standards, creation, and implementation for public educators in the state of West Virginia.

Summary and Transitions

The first section of the study provided the contextual information including cultural, socioeconomic factors, which contributed to the development of the topic, the selection of the phenomena under study, and the reason for using a qualitative research approach. The section contained a description of the problem, which is the required professional development standards for educators in West Virginia and stipulations put in place to obtain the required hours of professional development. The nature of the study

provided the information on phenomenological qualitative studies and discussed the research population and how the population was chosen. Next, the research questions were provided that helped formulate an appropriate interview guide in the data collection phase. The purpose of the study stated the intended outcome for a study of this nature and the impact it may have on policy changes, related to professional development standards for West Virginia educators.

To demystify some of the language that may not be common to the layperson, a brief section on operational definitions was provided. A portion of section one is dedicated to assumptions and limitations, which discussed what was assumed about the research population and why it was assumed because of the requirements to participate in the study. The assumptions and limitations portion clarified the specific reasoning for selecting participants with certain commonalities. Section one of the study concluded with the scope and delimitations, which discussed the full boundaries of the study to provide a clear purview of how the study was organized, as it related to all of the working variables in the study.

Chapter 2 of the study, the literature review, examines the underlying theory of Howard Gardner's multiple intelligence, and details the concepts of intrapersonal and interpersonal intelligence and the communication skills that were born of these concepts. The section exemplifies how executive function plays an important role in how a person participates in decision-making, along with the factors that lead to self-discovery and understanding, which are important in the development of communication skills. The ability for an individual to understand him or herself and communicate are often

precursors for self-efficacy and motivation. Self-efficacy and motivation are integral for educators, but also, played an important role for the adolescents that participated in the nonprofit community-based theater partner organization and for those in the classrooms of the educators. Thus, understanding how an educator learns to communicate better, is motivated to communicate, and how he or she employs communication is valuable. In addition to looking at the educator's role in communication, the literature review looks at how motivation was developed in children and the roles and impact of the educator in the development of motivation. Chapter 2 summarizes how people learn and motivations for learning, which are paramount for teachers to best understand how effective his or her communication tools are and how communication is enhanced.

The literature review delves into current policy on professional development requirements for public school educators on the national level and in the state of West Virginia. Current standards, benefits, effectiveness, and the impact of professional development programs and experiences for arts teachers and regular education teachers are discussed as well in the literature review. As much time and planning goes into professional development, especially on the individual school level, understanding how professional development is designed, implemented, and perceived provides good insights on the effectiveness of the professional development. Lastly, the literature review looks at art making experiences for youth and how motivations and self-efficacy are improved for students who engage in art making experiences. This provides evidence and support that arts-based professional development experiences that pair educators

directly with students are key to enhancing communication skills and the effectiveness of the educator.

Section three on methodology, seeks to determine how participating educators perceive his or her understanding of his or her communication skills and the participant's perceived effectiveness for communicating content to student volunteer participants, as it pertains to the nonprofit community-based theater program. The methodology section builds a connection of support to accept varying types of professional development and highlights the benefits of participating in professional development where teachers are actively engaged with students. The methodology lays out the guiding questions for participant teacher interviews in order to understand how the theater-based partner organization impacted the individual teachers' communication skills. The interviews allowed the teachers to share his or her experiences and interactions with students as a participant in the partner organization. This allowed the determination to be made in the results section, section four, if themes were present, based on the interview results, to support the notion of intrapersonal and interpersonal intelligences being enhanced, impacted, or implemented and to what frequency, in these types of arts-based experiences for teachers. The results of the study are summarized and interpreted in section five drawing a conclusion to support the original position that arts-based nonprofit programs do enhance intrapersonal and interpersonal communication skills of public educators and should be considered for professional development credit in West Virginia.

Chapter 2: Literature Review

Introduction

Chapter 1 provided background information for the study, detailing the current lower socioeconomic climate in southern West Virginia to which the phenomena under study is subjected. With less funds in the community due to a decline in employment and population, many civic and social activities that were once made available through the county commission are no longer available. To revive a declining area, nonprofit community-based initiatives have become more prominent as a result in the community. The school system, which has always been considered a source of social engagement promotion in the community, was relied on more than ever to provide safe student and family-friendly activities in the community.

The focus of this study was to better understand how intrapersonal and interpersonal communication skills developed for public educators who participated in the community-based nonprofit theater program, the partner organization of this study. The study sought to understand how the partner organization met the need of developing intrapersonal and interpersonal communication skills of participant educators. The study highlighted how participation in nonprofit programs such as that of the partner organization, can be an effective professional learning environment for educators. It was also of interest to understand how student and volunteer educators of the partner organization interacted, and how student participation impacted student self-efficacy and motivation. The purpose of the study was to provide support for the use of local

nonprofit organizations as a teaching tool to build communication strategies and skills, and to benefit educators and youth who have participated.

Howard Gardner provided detailed research findings on how multiple intelligence was employed, explored, practiced and how proficiency for these intelligences were deepened through experiential learning experiences. Current research provides a rationale for the use of educational, community-based and arts-based organizations to reach and motivate youth and to activate community members. Project-based experiences, where the participant learned as he or she produced, was proven very effective as a motivation and self-efficacy tool especially for youth. The research established how motivation and self-efficacy is developed in humans and how these needs, if not met, may never be established for the individual. Project-based experiences employing multiple intelligence, were found to be very effective for educator learning as well. These living laboratory experiences built more self-confidence for the educator and allowed the educator to experiment with techniques with which he or she may not be familiar or feel competent.

Every human possesses, activates, and demonstrates multiple intelligences to regularly carry out tasks. Every person may not be adept at using every intelligence in Gardner's multiple intelligence theory. Individual intelligences may be used in combination with other intelligences to carry out a variety of tasks in the learning environment or during the completion of everyday tasks for the individual. Activities that engage intrapersonal and interpersonal intelligence, such as those found in project learning, allow educators to better understand himself or herself, his or her abilities, how

he or she was perceived by others, and how he or she understands others during these experiential learning activities. These functions are the tenants of intrapersonal and interpersonal intelligences, which are a part of the multiple intelligence theory.

Educational professionals can deepen understanding for content through project-based learning which allows the individual educator to demonstrate proficiency. The requirements for professional learning, which is required for public educators, was established by the West Virginia Department of Education, and is usually provided by the individual school system at the school-site. Very often these professional learning experiences are not very exploratory in nature or engaging for the educators of West Virginia as established by the research. Project-based experiences for practitioners allow him or her to use problem-solving, critical thinking, and communication skills in real-time as he or she actively teaches these skills to students. Despite a lack of professional development experiences designed for teachers, especially those in the fine arts in West Virginia, research findings supported the use of the fine arts as a learning mechanism that helped develop intrapersonal, interpersonal communication skills, self-efficacy and motivation for individuals who participated in the arts. The arts pair well with civic activities and improve communities through youth engagement that allow individuals to express himself or herself and demonstrate his or her strengths in a variety of ways through the arts.

Under theoretical framework, the section begins by describing the need for and development of the first standard human intelligence test. Next, the development of the theory of multiple intelligence by Gardner is discussed and how the multiple intelligence

theory was employed in project-based learning in a public school. Building support for the theory of multiple intelligence as the employed theoretical framework, the chapter focuses on and defines intrapersonal intelligence, which is driven by the executive function, and intrapersonal intelligence. Being able to distinguish the difference between needs and wants was established by reviewing Maslow's hierarchy of needs, which at different levels, required the use of intrapersonal and interpersonal intelligence.

Discussion on Piaget's theory of cognitive development, constructivist theory, and Bandura's thoughts on self-efficacy are provided to build an understanding for how people learn, what impacts learning, and what motivates individuals to learn. A portion of the literature review is dedicated to state teaching standards and objectives, and state requirements for developing and implementing professional development for the public educators of West Virginia. The literature review concludes with information on the benefits of participating in aesthetic and art making experiences for increasing self-efficacy in youth, and the promotion of civic engagement because of participation in arts-related activities through nonprofit community-based organizations.

Literature Search Strategy

Child psychology and human development textbooks were provided by a local high school through the social studies department, published articles provided by nonprofits, colleges and government organizations were used as these articles were found using Internet search engines, and peer-reviewed journal articles used for research in this study were found using library databases. The online databases EBSCOhost, SAGE Publishing, and ProQuest made available through Walden University Libraries were used

to search for peer-reviewed articles. The following search terms were used in searches for EBSCOhost, SAGE Publishing, and ProQuest databases: aesthetics, aesthetic experiences, artmaking, multiple intelligence, intrapersonal intelligence, interpersonal intelligence, executive function, self-efficacy, and continuing education. ERIC (Education Resources Information Center) provided by the Institute of Education Services through the United States Department of Education and ResearchGate were searched to find pertinent information for the study. The following search terms were employed on the ERIC and ResearchGate databases: art, art making, art education, aesthetics, aesthetic experiences, aesthetic learning experiences, cognitive development, self-efficacy, motivation, multiple intelligence, professional learning, professional development, and continuing education. Google Scholar was used, along with the Google search engine using search terms: cognitive development, self-efficacy, multiple intelligence, hierarchy of needs, motivation theory, Howard Gardner, Alfred Binet, Piaget, Bandura, Vygotsky, West Virginia Department of Education, West Virginia Department of Education, West Virginia professional development for educators, RESA, and community-based arts initiatives.

Theoretical Foundation

The first standardized intelligence test was created in the early 1900's by psychologists Alfred Binet and Theodore Simon at the request of the French government (Gardner, 2006, p. 3). The intent with the design of this measurement tool was to diagnose learning challenges in children. With the development of scales that were perceived to accurately measure intelligence or the capacity to learn, these scales were

used and redeveloped with more accuracy over the next century. The Binet-Simon intelligence scale, while not wholly accurate at predicting the intelligence of children, was accepted as the first standardized measure of intelligence. This original research by Binet and Simon showed that mental age can supersede chronological age in a person's the development of intelligence. The IQ (intelligence-quotient) test, based off the original Binet-Simon Intelligence Scales, was revised and adapted to take into account other variables that influence the development of human intelligence like cultural influences and individual cognitive differences. On account of this, new theories about human intelligence have been developed that do not solely rely on measuring aptitude for types of learning but also, the types of intelligences that are required for different applications of knowledge. The theory of multiple intelligence by American psychologist Howard Gardner is one such intelligence theory, that examines the different realms of human intelligence.

Howard Gardner (2006) defined intelligence as “a computational capacity – a capacity to process a certain kind of information – that originates in human biology and human psychology. An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community” (p. 6). Gardner linked cultural setting and cultural importance as highly influential to the development of different intelligences for individuals. Thus, society and cultural norms were likely to have an impact on what was considered important for nurturing in youth and in educational settings. Gardner (1983) identified seven types of intelligence in the theory of multiple intelligence, which are not mutually exclusive. Gardner (2006) stated

that, “An individual can possess several intelligences that work together simultaneously or are activated as necessary under certain circumstances to make that individual gifted, prodigious, an expert, a creative, or a genius in a particular domain” (pp. 41-42).

The theory of multiple intelligence classified the following as types of intelligence: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal and intrapersonal. According to Gardner, as referenced by Gilman (2001), all the identified intelligences have common attributes that allowed for the classification of each as an intelligence. The activation of the intelligence or characteristics of an intelligence despite brain damage to an individual or the continued or heightened use and proficiency of an intelligence after a brain injury has occurred is an attribute of intelligence. An intelligence must contain a historical record as being present in some form through the development of human history. An intelligence must have a developed set of operations for interaction and application. In addition, the intelligence must have a memory mechanism for the individual possessing the intelligence to remember when and how to use the intelligence. As an individual progresses through stages of human development, the level at which the individual performs using the intelligence must be evidenced to increase as well. There have been individuals, who have on historical record, performed at advanced levels of prodigy or genius, despite the amount of exposure to that particular intelligence. Lastly, there must be prior and continued research in the field of psychology and human development that examines the implications, applications, and interactions of an intelligence amongst individuals and groups.

Interpersonal and intrapersonal intelligences are about an individual's ability to understand himself or herself and the world in which he or she lives. Interpersonal intelligence is "concerned with the capacity to understand the intentions, motivations and desires of other people" and intrapersonal intelligence "entails the capacity to understand oneself, to appreciate one's feelings, fear and motivations" (Yesil & Korkmaz, 2010, p. 12). These intelligences are typically exhibited in people with heightened self-awareness who have regular interactions with the public like educators, salespeople, counselors, marketing professionals, political, and religious leaders (Gardner, 2006, p. 15). These interpersonal and intrapersonal intelligences are key to these professionals' effectiveness because it enables him or her to better understand how the individual interacts, treats others in interactions, and what effect his or her involvement has on these interactions. In addition, these intelligences allow those who possess these intelligences to better understand how he or she is perceived by others in these situations and the ability to empathize with others and understand his or her motivations.

Both interpersonal and intrapersonal intelligences are incredibly valuable to the effectiveness and motivations of the professional educator. Interpersonal intelligence is the spark to intuitiveness in people who possess this intelligence. Being able to perceive the desires and wants from others, often without the use of verbal communication, is paramount for someone who works with the public. Being able to pick up on small nuances in facial expressions, tone of voice, and behavior cues the educator to interact differently with individuals based on how the other engaged. In a classroom or educational setting, witnessing these changes in students is often a sign that something is

amiss. With heightened interpersonal intelligence, the educator can change his or her approach to teaching material and interacting with individual students, which allows for a tailored learning environment for the individual student.

While interpersonal intelligence is not like and should not be compared to the unfounded ability for individuals who claim to possess mindreading abilities, interpersonal intelligence does posit some benefits to gain insight into the motivations of others. However, to get into the mindset to empathize or at least sympathize, an individual has to understand to some degree, how he or she would feel, if he or she were in the position of others in a given scenario. The individual must also take into consideration, the mindset, emotional sensibilities, and past experiences of the individual for which he or she is trying to empathize or provide sympathy. The ability to empathize has strong ties to interpersonal intelligence but is grounded in the principles of intrapersonal intelligence. It is difficult to truly understand the intentions and motivations of others if one does not understand his or her own. A person can provide sympathy for another with the basic tenets and understanding of how interpersonal intelligence works but to fully develop empathy for another, intrapersonal intelligence is required and the understanding of his or her own motivations and ability to self-regulate through the executive function.

For the individual, determining which information is relevant according to an individual's cultural norms happens through the activation of intrapersonal intelligence. Intrapersonal intelligence analyzes data and makes it relevant to the individual. Executive function enables the individual to understand how he or she should interact

with information. Researchers Moran and Gardner, (2007) described the executive function as "...a cognitive process involved in controlling behavior and readying the person for situations...executive function comprises the ability to be mentally and behaviorally flexible to changing conditions and to provide coherence and smoothness in one's responses" (p. 22). In intrapersonal intelligence, the process of self-regulation or goal attainment are attributes of executive function. Intrapersonal intelligence uses executive function to control cognitive processes of the individual and allows him or her to navigate through problems using a three-part process, which Moran and Gardner, (2007) referred to this as "hills, skills, and will".

Executive function controls many self-regulating and goal attaining motivations for individuals. This is an increased focus in the educational system in the development of teacher training programs and curriculum development. It is believed that one must have a developed sense of self to realize his or her goals and understand the steps to achieve these goals as an educator, as this helps students understand and achieve goals. According to Moran and Gardner (2007, p. 22), the "hill is the goal, aspirational self or possible self". At this stage, the individual tries to understand his or her ability at the current state and how these abilities should be used in the future to obtain something greater. At the skills phase, the individual uses multiple intelligences to develop his or her skills through repeated use and practice with the intelligences to a degree that generates a fair sense of accomplishment for the individual. The will phase generates "the effort, motivation, and wherewithal that connects skills to hills" (Moran & Gardner, p. 23).

In his 2006 book *Multiple Intelligence: New Horizons*, Gardner described the use of multiple intelligence in a real-life educational setting. Gardner discussed the Key Learning Community in Indianapolis, which was a K-6 elementary school (1987-2015), that developed curriculum and an educational environment structured around the use and development of multiple intelligence. The curriculum, which was centered on the seven intelligences as defined by Gardner's theory, was the foundation for the daily operation of teaching. Three principles were followed in the Key Learning Center which are curriculum, apprenticeship learning, where students were paired with a master in that area of learning working with community members, and project-based learning. In the "pod" learning centers, as deemed by the Key Learning Community (Gardner, 2006, p. 114), students worked with masters of the fields in a variety of topics and the goal was to have the students develop an understanding of real-world topics at his or her ability level through an apprentice model. Serving as the community members, often parents would provide regular learning activities with the students regarding community issues or larger scale issues.

Project-based learning was based on themes that were intended to be studied as often as possible in context or in the environment that the theme naturally occurred. The Key Learning Community created the following criteria for project learning, as these projects culminated into a portfolio of acquired knowledge and growth, upon the student's graduation from the program. After analyzing the project-based learning and portfolio system that The Key Learning Community created within the school, Gardner observed the portfolio system used individual profiles, which were specific to the student,

mastery of facts, skills, concepts, quality of work, communication, and reflection (Gardner, 2006, pp. 116-117). Individual student profiles included student performance focused on specific tasks within the project that reveal the student's natural disposition toward the subject matter, learning and work tendencies, and the use of multiple intelligences in the project. The teacher worked with the student to develop the guidelines for the project and what knowledge was to be demonstrated in the project in a scaffolding model. The quality of work was assessed for the type of genre that the student elected to work. These genres may have included but were not limited to theatrical performances, lectures, historical narratives, or experiments (Gardner, 2006, p. 116). Students were encouraged to work in similar genres for consecutive projects to develop his or her strength in that genre. Communication with peers through collaboration was widely encouraged in the production of a project and reflections that included teacher-student conversations and planning for long term student learning goals were frequent.

Despite years of success using the learning model with multiple intelligence as its foundation that the Key Learning Center developed, the school eventually began to see trouble with lagging standardized test scores for several years in a row beginning in the early 2000's. Born of the creators' self-developed and promoted multiple intelligence model, the school that once performed exceptionally well, began to suffer. The school failed to adjust to the learning needs of the school's students as time progressed and the area grew poorer. Initially, the area where the school was located was affluent. However, as the economy and community changed, the Key Learning School did not

change with the school's teaching strategy. The multiple intelligence learning style that the educators had developed without Gardner's input, coupled with project-based learning, failed to reach students with different academic needs. Many students were missing foundational learning skills, for example, poor reading comprehension skills. The Key Learning School changed leadership and integrated the statewide Common Core model adopted in Indiana. The school maintained its use of multiple intelligence but in a more efficient manner driven toward academic success.

Gardner has since stated that the theory of multiple intelligence was never intended to become a learning model or to become synonymous with "learning styles" (Strauss, 2013). The theory of multiple intelligence at best, in the educational setting, should be used to reach those who acquire knowledge in different ways, like in the strategy of using handheld manipulatives for those exhibiting kinesthetic intelligence. The theory of multiple intelligence should not be used as a process of cognition or to develop meaning from acquired information, as some might define learning. Instead multiple intelligence should be used to introduce new material. Despite the challenges faced in recent years by the Key Learning School, the school was able to show that multiple intelligence could be used in an apprentice-style learning environment and paired well with project-based learning.

How an intelligence is used is dependent upon the temperament of the person possessing the intelligence and the combination of intelligences used. As Davis, et al. (2013) highlighted, a person who exhibits great linguistic intelligence being an introvert, may not excel at public speaking but instead perform better at writing poetry. A person

who is an extrovert may be good at both public speaking and writing poetry or just public speaking, dependent upon which intelligences are combined. How the intelligences are used, combined with temperaments and specific tasks are key to how the intelligences are implemented and which abilities are exhibited by the individual.

In the 2010 research of Holding, the researcher showed how musical intelligence could be combined with several intelligences. The importance of intrapersonal and interpersonal intelligence is highlighted in the creation of music and other arts. Holding (2010) stated,

The studio setting affords a rich environment for a student's development of interpersonal intelligence, in few other settings do students encounter instructors in such an intimate setting. This setting requires tactful, civil, and mature interaction (on the part of both teacher and student) in order for success to be realized (p. 328).

Developing interpersonal intelligence allows the performer to connect and appear more relatable to his or her audience, while intrapersonal intelligence is key in a helping student understand his or her abilities and impacts student desires to further develop music abilities and future career decisions.

The theory of multiple intelligence pairs well with the current study was effective in both project-based learning and apprentice-learning environments, which are both built in components of the partner organization, which is a nonprofit community-based theater program. With the partner organization educator volunteers often worked one-on-one with student participants. It has been concluded that the professions like teaching, sales,

and motivational speaking, require higher uses of intrapersonal and interpersonal intelligence in order to be effective. Many of these studies that involve educators take place solely in the traditional education setting or paired with an outside community-based organization as a secondary component. The current study employed a set of research questions that provided insight into how the intrapersonal and interpersonal intelligences were enriched through participation in the partner organization by the study's participants, which were certified public educators who had volunteered with the partner organization. The primary focus was on the interactions that occurred within the nonprofit arts program, the partner organization, with a secondary look at implications in the traditional education classroom for the educator and students on motivation and self-efficacy.

Literature Review Related to Key Variables and Concepts

Hierarchy of Needs

It is difficult for a child to ascertain the difference between a need and want, this may be difficult for some adults as well. Both a need and a want can generate motivation in a child or a person at any age. However, dependent upon the level of socioemotional maturity of the individual, the understanding of how a need or want is met and his or her personal involvement in achieving the need or want, is rooted in intrapersonal intelligence. Needs and wants both prescribe to the *will-skills-hill* model of Moran and Gardner (2007). The steps to achieve a need are often different than the steps one would take to achieve a want. Kosslyn and Rosenberg (2011) described the differences between needs and wants as “a need is a condition that arises from the lack of a necessary

substance or condition. Needs give rise to drives, which push you to reach a particular goal that will reduce the need”, but with wants there is not “a lack of a necessary substance or condition. A want causes the goal to act as an incentive” (p. 264).

In an educational setting, an educator must help students discern the differences between a need and a want because of how each are achieved. It is important for an educator to know which learning tasks are most likely to be best performed with the aid of external rewards or the individual’s sense of achievement through internal rewards. These types of motivations and achievement outcomes directly impact future student learning and expectations for performance. The need for achievement is the ability for a person to master a skillset to reach the feeling of accomplishment in his or her performance or to reach a level of competency within a skillset, as noted by researchers Kosslyn and Rosenberg (2011, p. 265). The need for achievement predominated Abraham Maslow’s hierarchy of needs (1970), which categorized and prioritized needs based on different levels of human socioemotional maturity (Kosslyn & Rosenberg, 2011, p. 265). The hierarchy of needs placed the needs of people into stages according to the types of need. However, these are progressive levels and one must meet the lower level of need in order to obtain higher levels of need.

Maslow detailed seven types of needs: physiological, safety, belongingness, esteem, cognitive, aesthetic, and self-actualization. With physiological needs, an individual seeks a means to an end, and meet the basic needs for survival like access to food, water, and clean air. In the safety category of needs, humans are preoccupied with obtaining suitable shelter and protection from the elements or other forces that may do

individuals harm. The need to belong entails the emotional connections that humans have with and for others. The individual needs to feel like he or she fits in, which provides a sense of belonging to his or her societal group. The individual also needs to feel as though he or she is cared for by someone within that group or from someone he or she deems important to his or her well-being. Esteem needs affects the individual because the individual feels like others or those he or she deems important in the societal group, appreciate the individual's feelings and actions.

The needs on the hierarchy scale become more difficult to master as one reaches the next level. However, once an individual achieves a level of satisfaction for one of the needs, that level becomes less important if that need has been stabilized. This allows the individual to concentrate on higher level needs. Some individuals never progress beyond the lower levels of physiological, safety, belonging, or even esteem needs, as these are considered the basic levels of need that the average person has to obtain in order to function in a relatively healthy capacity. How a person understands the world, and his or her place in it is part of the cognitive level of needs. Getting closer to the highest level of needs are aesthetic needs. Aesthetic needs are preoccupied with finding beauty and organization in self, society, and in the world. Lastly, self-actualization needs for the individual, is the desire to become the best that one can be, whether the desire is derived from a cognitive or mental aptitude or from a physical perspective. This includes having an acceptance within himself or herself for things with which the individual is not competent.

Self-actualization is the most difficult level of need to satisfy and the least likely for most people to achieve, as individuals must stabilize the six other levels of need prior to and some of these levels take years to obtain satiability. All these levels of needs, to an extent, are tied to interpersonal and intrapersonal intelligence. One must understand how he or she has interacted with the world and others to meet his or her physiological needs as well as safety needs, as these are learned and developed in socioemotional connections that humans build with one another. At a younger age, physiological and safety needs are largely taken care of by a caregiver like a parent. The relationship between the parent and child control the mastery of the need levels for physiological and safety. For most people, at different stages in life, especially transitional periods like that between young adult to adulthood, individuals revisit the needs of physiological, safety, belonging, and esteem several times as circumstances change. This process may destabilize levels of need that he or she had previously mastered.

Rooted in interpersonal and intrapersonal intelligence are the needs of belonging, esteem, and cognition. At these levels of need, the individual must understand him or herself in order to interact with others. How the individual feels about situations and people, determines how he or she engages in the society to which he or she belongs. Things that a society deems important in human development may shape how a person behaves and engages in that society. At the top of hierarchy of needs is aesthetic and self-actualization. These specific levels of need are predicated upon intrapersonal intelligence and the understanding of himself or herself, his or her ability levels, and self-worth in the society in which he or she inhabits. It is integral for all individuals to use

intrapersonal and interpersonal intelligence to learn his or her function for each level in the hierarchy of needs. The development and understanding of these intelligences more often than not occurs in educational settings, both formal and informal, and is based on the individual's ability to learn from and understand his or her own role in satisfying individual needs in different experiences.

The Nature of Human Knowledge

There have been many theories on human development and the capacity to learn. Jean Piaget, Swiss psychiatrist, was the first to suggest that learning for children happened in stages through an adaptive process. Piaget was responsible for the theory of cognitive development. He was an avid supporter of constructivism, which is a scientific theory that looks at the nature of learning and maintains that experiences often shape how individuals learn. "Constructivism...is a scientific theory that explains the nature of human knowledge" and "...explains children's construction of knowledge from birth to adolescence (Kamii & Ewing, 1996, p. 260, paragraph 2)." Through research, Piaget was able to show how knowledge is acquired and through which processes. Prior to his efforts, many of his predecessors and contemporaries, viewed knowledge acquisition in a retrospective fashion examining the final result to determine its cause.

Piaget studied the formation of knowledge using a scientific lens spanning the entire length of mankind's history, allowing his findings to remain contemporary and applicable to any era. In order to do so, he elected to use research subjects that would have been universal at any point in world history and not limited to current times or any fixed time in history. Piaget used children from infants to adolescents as his research

audience. He aimed to understand the development of knowledge formation, at which ages different types of knowledge acquisition were most prominent, and how the formation of one type of knowledge effected or enhanced the development of other types of knowledge. Selecting children as his subject matter for observation and theory construction, Piaget embedded a fixed variable in this study. This allowed Piaget to understand the development of learning in human beings from the earliest stage of life while cognitive powers were being developed without the influence of predispositions. The absence of predispositions and experiences allowed data to be collected in a natural setting as the learner acquired knowledge and experiences.

There are three types of knowledge in Piaget's constructivist theory, which are physical, social, and logico-mathematical. Physical knowledge refers to the properties of an object that can be observed as being a characteristic of that object. A physical property that can be observed as belonging to an object refers to characteristics like the weight, size, color, texture of an object. Social knowledge is self-reliant on accepted social norms and traditions of a society in which a person inhabits. Social knowledge is formed by the world around the individual experiencing the phenomena versus being strictly tied to any empirical evidence like that of physical knowledge. Individuals learn through observing these social norms and participation in interactions with others of that society to enhance social knowledge. Logico-mathematical knowledge differs according to the child due to the rate at which the individual child progresses. Mastery of this type of knowledge requires the individual child to create connections between objects based on past experiences.

In constructivist theory, the learner constructs his or her own knowledge through experiences and applies meaning to learning experiences by demonstrating what was learned. While actual participation in an activity is the result of learning or a demonstration of what was learned, knowing how to complete a process is an artifact of the initial knowledge acquisition process. These steps are not mutually exclusive but work together, and without the prerequisite knowledge of the process, it is difficult for the learner to master the concept being exemplified through demonstration. While the secondary action of demonstrating knowledge may be flawed upon initial attempt by the learner, the learner has still acquired the knowledge.

Self-Efficacy and Motivation

As no two people learn at the same pace or in the same style, the ability to demonstrate the proficiency of his or her learning also varies. A learner may require additional practice, which requires the learner to make extra attempts to understand how he or she successfully applies knowledge to demonstrate mastery of a process or concept. The more comfortable a learner, especially in children, the more confidence is gained in his or her learning ability when he or she is permitted to demonstrate his or her knowledge. Past successes and experiences in the learning environment become a source of motivation for the individual learner.

“Self-efficacy is based on people’s perceptions of their abilities to perform tasks to varying levels, not an assessment of the skills they perceive themselves to possess (Housley-Gaffney, 2011, p. 212).” Ability is a concept that some individuals believe he or she can control while others posit that ability is inherent to the individual and beyond

his or her control. Ability refers to a person's aptitude to acquire knowledge or implement acquired knowledge into an application. Learning new material does not equate to proficiency in using the learned knowledge for all individuals.

There was a prevalent view that a person possessing knowledge and the skillset to apply knowledge to create a desirable outcome was considered a person possessing great ability for the mastery of that task. However, one should not exclude individuals who are able to acquire knowledge but find difficulty in applying the same knowledge as being without great ability. These individuals are equally able to learn the content but differ in his or her ability to produce tangible items to provide evidence of mastery of the concept. The burden of proof relies on the expert facilitating the learning experiences. The expert needs to demonstrate avenues of application, so the material is found relevant with the learner to increase the likelihood that the learner is able to apply the knowledge.

Self-efficacy is self-reliant and predicated on the individual's intrinsic or extrinsic motivations. For adolescents who prescribe to a more positive view on a person's ability, ability is adapted or improved through practice and modeling behaviors as witnessed through practice from masters of that content. The more time spent working with a concept, the more perceived control a student has in that ability. If students demonstrate successes at incremental levels of learning concepts that have been taught by the educator at the student's level of proficiency based on the educator's perceived understanding of that student's level of understanding, students are more likely to achieve mastery. Mistakes are considered to be part of the learning curve and students with this perspective

are willing to take risks or make errors that do not align with the original learning intent because these mistakes are viewed as learning opportunities.

In the situation of school-aged youth, the masters of content or those possessing expertise are educators who directly impact learning experiences. As each level of the concept is mastered, the educator increases the level of complexity with the concept. Introducing concepts using tiered strategies to build upon strengths of the student and complexities of the topic, requiring more rigorous cognitive processes at each new level, allows the individual to learn at his or her own pace. This strategy increases the likelihood that the learner achieves a level of mastery that reinforces his or her own belief in his or her ability to master a concept. Ability is an individual belief in self. It should not be compared to the mastery of others at the same academic level who are learning the same material.

Adolescent development and belief in ability are born out of educational and social experiences. Based on previous research by Kuh et al. (2007), researchers Friedman and Mandel (2009) suggested that, “self-efficacy and motivational theory both posit that certain motivational variables lead students to select participation in certain activities which then affect their performance inside and outside the classroom, thus contributing to student success” (p. 229). Educators wield great power and influence over the educational context but also play a role in the social experiences of students. These experiences may be direct or indirect. The social context of ability is fashioned inside and outside of the school environment. As most adolescents spend a great deal of

time in a school environment until graduation, friendships and bonds amongst students are formed there.

A student who perceives that his or her role within a social group may change because of difficulty in a subject, may be willing to jeopardize his or her academic well-being for that of social well-being. The direct chastising by a teacher during class of a student who provided an incorrect response may prompt social ridicule by his or her peers. This in turn may prompt a negative belief in his or her academic abilities. However, a teacher that identifies a student who has a mastery issue in the teacher's content area may be able to implement strategies to enhance that student's mastery. This interaction provides the student with greater confidence in his or her ability and prompts the student to become more outgoing academically and socially amongst his or her peers.

Those that hold the belief that ability is predestined through inherited traits, finding intrinsic motivation may be difficult, especially if one believes he or she has inherited poor traits of ability. Intrinsic motivation is founded on an internal sense of gratification that one receives from achieving a goal. The sense of joy for completing a task is not incumbent upon any other entity beyond the person experiencing the feeling. The reasons why a person believes and operates in a certain way with his or her motives, may be symptoms of larger motivational theories that were developed. As Locke and Latham (2006) stated, "people with learning goal-orientation tend to choose tasks in which they can attain knowledge and skill. Those without performance goal orientation avoid tasks where they may be judged unfavorably due to possible errors they might make" (p. 266). When an internal debate takes place within an individual, it is more

difficult for that individual to take on a positive perspective about his or her ability level. This purview of ability may have been instilled by negative experiences of that individual in previous goal-attainment and concept mastery experiences through educational or social contexts. Accordingly, these individuals may shy away from what he or she believes are more difficult tasks in order to mitigate the risk of committing errors, as these errors help to confirm the doubts about his or her own abilities. Thus, students with lower senses of self-efficacy, develop a “why try” attitude about tasks he or she believes are beyond his or her level of mastery.

The mindsets of the ‘ability can be learned and is controllable’, and that of the ‘ability is inherited and fixed’ utilize both intrinsic and extrinsic motivations as means for achievement. However, learners who adopt the more positive mindset on ability are more likely to employ intrinsic motivations for achievement. Extrinsic motivation, just like intrinsic motivation, produce positive and negative affects to the individual implementing it. Extrinsic motivations operate on the premise that rewards for achievement are from external sources. While promises of small rewards are likely to induce positive outcomes for facilitators using extrinsic motivations, if extrinsic motivations are used improperly it could also become an ineffective tool overtime.

Bandura (1993) stated that, “perceived self-efficacy exerts its influence through four major processes. They include cognitive, motivational, affective, and selection processes” (p. 117). A person who does not believe in his or her abilities hinders the ability to set positive goals for him or herself and organize strategies for goal attainment. The realization of ability for these individuals is mired in self-doubt delaying the

promises of goal attainment. Students who have greater beliefs in his or her cognitive competencies have the deductive reasoning to understand that endeavors to enhance his or her abilities have positive outcomes. A student who participates in learning activities that allows him or her to experiment in a safe environment, and see the results of his or her hard work in a fun and engaging way like that of the arts, encourages self-efficacy and trust in the student's educators, who guide students through the artistic process.

Regardless of the motivation, whether it stems from a need or want, through intrinsic or extrinsic reward systems or the role of the cognitive or affective domain, the executive function employed by intrapersonal intelligence, is the reason why decisions are made and how the actions of the individual are controlled. The key for those that develop and implement policies that impact educational opportunities for youth and require educational standards for educators, is to examine the roles of intrapersonal and interpersonal intelligence and how these intelligence pair together to influence human motivations for learning. An examination by the educator and students on which environments and processes are suitable and most receptive by the individuals involved is needed. In rural areas like that of southern West Virginia, where arts education funding is strained and dwindling, educational and community leaders need to analyze how to invigorate learning for the youth to provide enriching cultural learning experiences. These experiences endear the youth to the community and allow the youth to give back and feel like productive and recognized members of the community.

Promotion of self-efficacy and motivation through the arts. As the arts applies to the promotion of self-efficacy and motivation, Moorefield-Lang (2010) found that the

arts, specifically the theatrical arts, used in an educational setting created a joy for learning, which should be the foundational basis for self-efficacy and motivation in an educational setting. By being successful and mastering a task, or being part of a larger production like that of a theater program and interacting with other students through collaboration and a sense of competition, students are able to find satisfaction in his or her learning experiences. This allows students to show individual expression and ultimately create a product from student efforts of which he or she could be proud, and others could also admire. Being able to produce something that students are proud of, that others can also witness, enables the students to validate the feelings of success. As Holding (2010) stated:

The studio setting affords a rich environment for a student's development of interpersonal intelligence, for in few other settings do students encounter instructors in such an intimate setting. This setting requires tactful, civil, and mature interaction (on the part of both teacher and student) in order for success to be realized (p. 328).

Positive youth development framework. Wright, et al. (2006) studied the National Arts and Youth Development Project which was employed in several rural lower-socioeconomic areas in Canada over a three-year period at five different sites. The national program looked at how participation in the arts impacted student learning and psychosocial development for participating students. The NAYDP used the positive youth development framework, which “operationalizes positive youth development as an approach to working with youth, which assumes that they all engage in a developmental

process by which they seek to meet their needs and build competencies” (Wright et al., 2006, p. 187). The NAYDP program developed a list of positive aspects that the adults, art instructors, and other support members were to imbue, which were related to the development and understanding of intrapersonal and interpersonal intelligences to enhance positive experiences for the students.

The objective of the NAYDP was “promoting social, emotional, cognitive, moral, and behavioral competencies; encouraging bonding; providing recognition for positive behavior and opportunities for prosocial involvement; and fostering resilience, self-determination, self-efficacy, positive identity, and prosocial norms” (Wright et al., 2006, p. 188). The study examined community-based art programs in lower-socioeconomic areas. Each program had to be self-supporting financially, already established and well received in the community, have a good infrastructure, and have a philosophical statement developed that was being utilized in the program. Each site had to include members of the cultural community, a lead art instructor who developed curriculum, several support members, and agree to the adherence of data collection and research protocol. At the end of the study, the researchers concluded that students from low-income areas could commit to community-based programs and have success, especially if factors like cost and transportation issues were mitigated for students and families. In addition, a structured arts program had the potential to positively influence student artistic skills as well as student social development, which lent itself to “communication, cooperation, conflict resolution, and teamwork skills” (Wright et al., 2006, p. 201). Lastly, the researchers surmised, based on the research findings, there was a strong

implication that participation in a person's social environment vastly increased his or her social network. The researchers believed that participating in events and activities that promoted positive-growth, decreased the likelihood for depression and other negative emotional experiences for youth because children could participate in these artistic experiences in judgement free zones with adults.

Professional Learning for Educators

Fine arts based professional development is very underdeveloped and underemployed in the education system of West Virginia. As in the sports realm or any specialized task, practice makes perfect. There are evolving techniques and niche learning that take place in the fine arts world, so there should be time dedicated to studying these aspects. When a school system adopts a new technique to teach reading or mathematics, educators specializing in those fields are given a lot of professional development and hands-on time being taught by masters to learn these techniques. Those educators are expected to return to the classroom and be proficient with these techniques as these are content areas that can and will affect standardized test scores for students.

The development of professional learning is not only affected by educational learning standards that are handed down at the national level. Priority is another negating factor that poses a risk to the development of good professional development for noncore curricula like the fine arts. Garvis et al. (2011) cited Bandura's 1997 research by highlighting that, "A teacher's beliefs system about the arts will therefore determine the quality of arts education in the classroom. Teacher self-efficacy beliefs for arts education are created through social influences and feedback, particularly from those deemed to be

significant and respected” (p. 37). From public perspective, without there being a practical application for the fine arts in the everyday world that the people of an area like that of southern West Virginia understand and see a benefit from, then the fine arts will be deemed an easily passable course.

To keep the teaching standards high regardless of public or educational opinions of the importance of the fine arts, fine arts teachers need access to professional learning that focuses on his or her specialization like core curriculum teachers. There is a push to participate in cross-curricular learning in every content area, core-curricula teachers would also benefit from participating in fine arts-based professional development. The fine arts provide a learning platform for practitioners, whether a fine arts teacher or a science teacher, to participate in problem solving using a creative application. Using the fine arts allows educators to discover teaching tools that can provide kinesthetic, visual, and aural learning for students. Having multiple means of delivering content to students and allowing students to engage in learning content, allows students to express his or her understanding in a variety of unique ways. These experiences may allow students to engage as a member of a group or in a singular way. Whichever way the student elects to participate, the student can produce a memorable experience as he or she is responsible for the outcomes in these learning experiences.

In lower-socioeconomic areas like that of southern West Virginia where there is less access to cultural events or diversity, the fine arts in public schools are integral to student learning and growth. As Savelli (2014) highlighted, “...it is also understood the importance of the socio-cultural setting as a conditioning factor in the educational

processes. Teaching is intended to produce a smooth assimilation of knowledge and the teacher is configured as a guarantor of civilization” (p. 415). Education settings in small rural communities are very dependent on the educator working everyday with the students. For the fine arts educator this is especially true, as the fine arts educator is tasked with trying to help students understand the context in which a work of art was painted or understand the plot of a fall theater production. As in a history class, the fine arts teacher must put the works of art into a historical context so the students have an understanding for what was happening in the world when the art was created, and how that may have affected the artist who created the artwork.

A fine arts teacher must be proficient at his or her craft but also, a master communicator to help the student understand the cultural importance for that artwork. In doing so, the fine arts teacher helps the student become more culturally accepting and appreciate the differences of those from other backgrounds. In southern West Virginia where diversity is small and poverty is high, giving students access to cultural experiences is often left to the efforts of the fine arts teacher in a daily or bi-weekly 45-minute class. For this reason, it is imperative that fine arts teachers have more access to professional development dedicated to his or her specialization or related fine arts areas.

In small schools where the fine arts are not always offered as a regular class, more fine arts professional learning experiences for all teachers is necessary to ensure those learning needs are being met. This will also help the regular education teachers feel comfortable and have a level of proficiency in the fine arts to properly employ the arts in student learning. Required fine arts courses for education majors in college certifying in

other academic areas are minimal and not extensive. Thus, one could expect the use of the fine arts in the core curricula classrooms to be limited in the depth and breadth of the types of fine arts experiences offered and this minimizes the types of learning that can occur. It is paramount for communities to step-up and promote afterschool and community-based art programs to fill in the gaps that the education system may have difficulty achieving due to budget or teacher training issues for the arts. It is wise for these community initiatives to use the resources available like the help and expertise of fine arts teachers already in place in communities.

Professional learning for West Virginia educators. Public school educators in the state of West Virginia are required to participate in 18-hours of professional development annually as mandated by the state department of education. Initially, the West Virginia Commission for Professional Learning was comprised of 21 representative members with experience in the education field, which developed professional development standards for educators based on the system of learning objectives and accountability standards that were adopted by the state. The Regional Education Service Agency provided oversight for the West Virginia Commission for Professional Learning until recently. There were eight RESA facilities throughout the state of West Virginia that helped each counties' boards of education at the local level to ensure professional development standards were being met and that public educators were competent to teach the adopted content standards and objectives. However, during a 2017 West Virginia legislative session, the RESA program was deemed unnecessary.

In the West Virginia Board of Education Master Plan for Statewide Professional Staff Development (2015) the West Virginia Department of Education stated “that professional development includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college and career readiness” (p. 3). As of July 1, 2018 (West Virginia Legislature Website, 2018) the RESA program was discontinued, and all responsibilities related to the development and implementation of public educator professional development fell to the County Superintendents’ Advisory Committee. The County Superintendents’ Advisory Committee covers four geographic regions in the state. While the County Superintendent’s Advisory Committee handles the oversight of professional standards and content development, most of the implementation of professional development activities are provided at the local level.

In 2014, the West Virginia Department of Education devised a professional learning plan to increase educator and student performance effectiveness. The WVDE standards for educator professional learning specifies that professional learning communities (PLC’s) be established and that every teacher belongs to one. These have been established at the school level and once per week during a designated time, educators who teach the same or related subjects meet to discuss student learning goals, progress and future learning activities and objectives. WVDE professional learning standards require a variety of resources for teacher professional learning, a plan that assesses various types of student and educator performance data, apply professional learning strategies that were adaptable for long-term goals, and to plan a program that

shows a correlation between teacher proficiency and student learning measures (West Virginia Department of Education Website, 2015).

The individual boards' of education in each county developed a system for certain professional development learning activities based on the statewide directive, and local administration within the schools are allowed to decide how the school system would like to deliver the content. Each educator is required to obtain 18-hours of professional development learning and training per year. Most of the professional development trainings are provided at the individual school level during opening school activities at the beginning of each new school year. Other professional development opportunities provided by the schools and counties are offered throughout the school year. With the provided credentials, each public educator in West Virginia tracks his or her own professional development courses through an online data management system administered by the individual county.

There has been a strong focus to implement cross-curricular learning and tie core curricula like English language arts, mathematics, and science to all other content areas in the education system. Effectively combining core curricula into any learning environment or content helps students see the applicability of core curricula in any subject. This also allows the student to learn and understand how interdependent and interconnected these other courses are to core curricula. A driving force to planning professional development learning is the educational learning standards that the West Virginia Department of Education devised and adopted for each content area.

Educational learning standards state the types of material and the depth of material that an instructor should cover in his or her classroom within the permitted time in the academic term. The plan was developed to educate the student at his or her grade level or academic level and learning standards are comparable for any student at that grade level on a national level deriving from national 21st Century Standards.

Educational learning standards are progressive and build throughout the primary school years. At the secondary level, educational learning standards are progressive as well but also, designed to account for specialized curriculum for niche courses like sociology, which still stems from the basic learning tenants of social studies or history. However, educational learning standards for a higher-level social studies course like sociology would provide higher level thinking educational standards for student learning.

The educational learning standards were designed in a generalized way for the average student at a specific grade level and does not consider differing student ability levels. However, educational learning objectives, the secondary agent to content standards, offered suggestions on how students at different ability levels may perform on the material from novice to proficient, to achieving mastery and distinguished levels of student learning. These performance indicators detail how a student should be able to use the learned material and provides a level of measurability for student performance. While the content standards have been directed more toward the instructor and how he or she implements learning materials, the objectives are specific to the students.

According to the individual state, the terminology used for the individual state's educational standards program usually has a memorable name like Common Core or

Power Standards, which is currently in use for all content areas in West Virginia, to CSO's (Content Standards and Objectives) which is the old standards program in West Virginia, or memorable acronyms like that of TEKS (Texas Essential Knowledge and Skills) in Texas. Every couple of years, each state's departments of education review the state's educational standards, evaluates its effectiveness, and updates educational standards to mirror that with current national standards. The West Virginia Department of Education adopted Power Standards for all content areas. Those for the fine arts were the last to be created. To align with the newest WVDE adopted educational standards program Power Standards, educational standards were redeveloped for core content areas first and several years later it was completed for the fine arts.

According to the findings of the Executive Summary research conducted by the West Department of Education, Hammer and Hixson (2014) reported that, "...most teachers (61%) report they pay for graduate courses or other professional development" (p. 2), that teachers largely felt that school-provided professional development was less effective, and "...workshops like one-time events on a focused topic, academies and institutes like series of events on a focused topic over time, and conferences, in descending order, had the greatest impact on improving their instruction to support greater student learning" (p. 1). Outside of rudimentary school policy sessions, much of the professional development is geared toward team building activities and creative ways to use core curricula in every classroom. Most of these professional learning opportunities simulate how to create core content and engage student learning with cross-curricular learning strategies using differentiated instruction. These professional

development trainings do little to enhance teacher understanding of his or her specific content area or to practice using the content in the classroom unless it is a core class. There are professional development sessions that provide these offerings, but these offerings are infrequent and rarely offered at the county or school level. In West Virginia, to obtain more enriching professional learning experiences for noncore educators that are specific to his or her field, an educator usually has to attend trainings with another organization qualified to offer professional development or continuing education credits accepted by the state. For the fine arts educator, these learning opportunities are extended through organizations like the National Art Education Association or a college or university.

For educators who do not specialize in core curricula, there is a disparity on the types of professional development one regularly has access to and the types of professional development he or she may easily participate. Learning, whether in the role of an educator or a student, is more meaningful if it is memorable. For a fine arts or a vocational teacher who specializes in trades such as woodworking, mechanics or even a pre-nursing program, using partnerships with the school system and the local vocational program create more meaningful memorable learning experiences because these partnerships enhance teaching proficiency and effectiveness through hands-on learning experiences. In these instances, the educator is applying his or her skillset to a desired outcome. With hands-on learning approaches, especially in a professional development scenario for educators at a school who teach different content areas or grade levels, it is essential to have learning activities and teaching strategies that appeal to a variety of

participants. Incorporating the strategies from the fine arts is an easy and creative way to meet the engagement needs for a staff of educators. This allows practitioners to use a combination of intelligences: linguistic, logical-mathematical, musical, visual-spatial, kinesthetic, intrapersonal and interpersonal, and find what works best for the individual as the educators learn the material so he or she can introduce the material to students.

Learning through aesthetic experiences. Philosophical studies of aesthetics and its application to the arts gained popularity during the 18th century (Uhrmacher, 2009, p. 620). Pioneers such as John Dewey (1934) and Monroe Beardsley (1958) adopted an internalist view grounded in phenomenology by stating that all aesthetic experiences share four characteristics: focus, intensity, unity and coherence (Shelley, p. 16 paragraph 66, 2017). An aesthetic experience lends itself to many different activities and is experienced differently by people. The commonality between all aesthetic experiences is an appreciation for the work and the pleasure or feelings derived from viewing the work by the individual, whether it is a painting or the strategies applied in a soccer match. An aesthetic experience, as Uhrmacher (2009) who borrowed from John Dewey (1934) stated, “has the potential of beginning when an individual ‘interacts’ with the environment. When the interaction provides for an integrated experience and when it runs its course to fulfillment” (p. 620).

In 2009, Bruce Uhrmacher conducted research while teaching at the Aesthetic Education Institute of Colorado providing opportunities for K-12 teachers to learn how to use aesthetic experiences as a teaching strategy in any content area classroom. Using Dewey’s ideas of interaction, continuity, and growth to foster aesthetic experiences (p.

619), Uhrmacher developed several strategies to do so in his summer training program. These strategies were building connections, active engagement, providing sensory experiences, perceptivity, risk-taking, and imagination. In the real classroom examples provided by Uhrmacher, he observed how aesthetic learning occurred in teacher-participant classrooms by describing the learning environment and how teacher-participants took the principles from the AEIC and applied it in his or her classroom. Gardner (2006) stated that, “Mastery of a concept or theory requires repeated exposure to that material: one almost never achieves instant understanding... Understanding is far more likely to be achieved if the student encounters the material in a variety of guises and contexts. And the best way to bring this about is to draw on all of the intelligences that are relevant to that topic in as many legitimate ways as possible” (Gardner, p. 60).

Teacher-participants from the AEIC built in several components in teaching lessons that enhanced the aesthetic learning experiences by allowing students to summarize what he or she already knew or thought he or she knew about a concept. This allowed students to openly discuss, brainstorm and experiment with ideas related to the topic. Students were able to experience concepts in a new way, by comparing and contrasting student knowledge before the aesthetic experiences to that of the enhanced knowledge gained after the aesthetic experience. The teaching strategies for these learning experiences combined different intelligences from kinesthetic to spatial intelligences to make the learning process for the students more engaging. As a result of using the connections strategy in the aesthetic learning experiences, Uhrmacher observed the following in his study’s participants’ classrooms: (a) aesthetic learning experiences

had the potential to increase the chances of students being satisfied in his or her learning experience, (b) long-term memory was strengthened in students participating in aesthetic learning experiences, and (c) that connecting student perceptions about subject matter to the learning experience created greater meaning to the student.

When a society thinks about aesthetic learning experiences and the arts, it needs to consider how these experiences often occur outside of the educational system for adults. Artistic experiences are deeply embedded in every society. The viability of the arts in the society is heavily reliant upon the society's continual use of and the importance the society places upon the arts in that culture. While the arts have great potential in the educational setting, the aesthetic mindset adopted at a younger age by learners, makes it more likely for these individuals to continue to use aesthetic learning experiences, creativity, and appreciate the arts. These learners may continue to use the arts into adulthood. These reasons could range from revenue generating businesses to the self-regulation of emotions in an individual. If a person wants to understand the impact of aesthetic experiences on sociocultural growth, he or she must look at the business potential and civic engagement possibilities that the arts provides to its citizens.

The Cultural and Economic Impact of the Arts

There are more than 95,000 nonprofit arts organizations in the United States (Americans for the Arts, 2015, p.3). Annually, the Americans for the Arts organization participates in the National Arts Policy Roundtable. The organization researched the impact of the arts on the culture and economy of the United States. The organization showed that the arts have a greater impact beyond an educational setting or developing

student proficiency in the arts. The organization highlighted the many benefits that arts-based organizations and initiatives provide to society.

The Americans for the Arts concluded that the arts are more impactful to the American public than most realize. The arts boost the economy, create tourism opportunities, produce a creative economy, allow for international trade involving the arts, and create entrepreneurial opportunities amongst artists. The Americans for the Arts organization (2015) reported that the “nonprofit arts industry...(a) generates \$135 billion in economic activity annually that supports 4.1 million jobs and generates \$22.3 billion in government revenue, (b) the U.S. Department of Commerce reports that the percentage of international travelers including museum visits on vacation trips has grown steadily since 2003 (18 to 28%), (c) a 2015 analysis of Dun & Bradstreet data counts 702,771 businesses in the U.S. involved in the creation or distribution of the arts that employ 2.9 million people, (d) the arts industry generates \$151 billion in consumer spending annually...U.S. exports of arts goods grew to \$74 billion in 2012, while imports were \$27 billion, and (e) artist-entrepreneur total numbers grew 10 out of 11 years between 2000 and 2012 (from 509,000 to 749,000)” (p. 5). The Roundtable event focused on the socioemotional aspects that the arts provided to the American citizen as well. Americans for the Arts noted that creativity was a highly sought-after skill considered in hiring decisions in the business world. The social impact for the arts was well-noted to create greater civic engagement, lower crime, and poverty rates. In addition, the organization found a connection between improved child welfare in areas that use a civic-minded approach to incorporate the arts into the community. The arts aid in helping those with

mental health disabilities or experiences with trauma and increase the effectiveness of health services. Finally, the organization reported that the arts enhanced academic achievement for students without bias to a student's socioeconomic status.

Summary and Conclusions

The literature provided a framework for understanding human cognitive development and the processes involved in creating motivation and self-efficacy. Motivation and self-efficacy are directly influenced by intrapersonal and interpersonal intelligences. Without a firm understanding and development for these intelligences, an individual may not fully understand how he or she is motivated or how to fully achieve self-efficacy. When an individual has developed intrapersonal intelligence, he or she is more likely to be aware of his or her needs versus his or her wants. This is important as understanding a need over a want, will be a catalyst for the type of motivational theory to which the individual prescribes. The development of intrapersonal intelligence helps a person understand his or her importance in his or her environment and culture. Interpersonal intelligence allows the individual to interact with others within his or her environment and culture to create a sense of belonging. Both intelligences pair well with the other intelligences in the theory multiple intelligence by Gardner and can make an individual more proficient at a variety of tasks.

This study looks at multiple intelligence through the artistic lens to best understand how the arts foster intrapersonal and interpersonal growth amongst public school educators who participate in a community-based nonprofit arts program. This study seeks to understand how the research participants perceived that his or her

involvement in the community-based arts program fostered student self-efficacy and motivation in the regular education classroom. Previous studies included in the development of the literature review showed the benefits of using multiple intelligence to develop teaching techniques for the practitioner. Multiple intelligence enriches learning strategies that promoted active engagement and participation on the part of the learner.

Studies were included that showed how the arts and aesthetic learning experiences were used to develop self-efficacy and motivation for students in a traditional educational and community-based settings. Context was provided that highlighted the impact of the arts in a broader spectrum as it was applied to a national economy and the over-arching societal benefits that arts imbued on the citizenry. A strong tie was found between the development of intrapersonal and interpersonal intelligence, self-efficacy, and motivation in learning in many of these studies. However, the specific aim of this research study was to determine if a community-based nonprofit provided high level professional development experiences for educators that enrich intrapersonal and interpersonal intelligences to positively impact student self-efficacy and motivation.

The following section provides the methodological framework for the study. It provides the overview for phenomenological research to be conducted. The section details the participant selection process and recruiting techniques. In the following chapter, a detailed plan is provided that describes the interview process. A discussion of the interview process is included to understand the teacher-participant perspective on intrapersonal and interpersonal intelligence enhancement as a result of participating in a community-based nonprofit arts program. The methodology is an important section, as it

provides the framework for data collection, measures for data validity, and confidentiality of participant information. Chapter 3 details the process for conducting research and a guidance for how to do so, succinctly and ethically.

Chapter 3: Research Method

Introduction

Using Howard Gardner's theory of multiple intelligence, this research study highlighted the significance of intrapersonal and interpersonal intelligence in the communication skills of public educators. In the study, intrapersonal and interpersonal intelligence of Gardner's theory of multiple intelligence was studied as it was employed in a community-based nonprofit theatrical program that paired volunteer students and educators in an extra-curricular setting. The study sought to understand how educators understand intrapersonal and interpersonal intelligences in the development of his or her communication skills, and to what degree he or she believed these developed intelligences impacted student learning, motivation, and self-efficacy. The study examined the learning environment of the theater-based partner organization and identified the variables present that activated intrapersonal and interpersonal intelligence amongst the educators who volunteered with the program.

The meaning that the volunteering educators attributed to these student interactions were uncovered. Volunteering educators discussed interactions that he or she believed aided in the development of student motivation and self-efficacy. Lastly, the study aimed to understand if the experiences and communication skills developed through participation in the partner organization transferred to teacher communication skills and engagement in a regular classroom setting. The intention of this study was to highlight the benefits of educator participation in hands on professional development opportunities working within the community to enhance intrapersonal and interpersonal

intelligence. The hope was to influence the development and implementation of the policies for educator professional development requirements in the state of West Virginia.

This chapter covers the methodology components of this research study and it begins by reintroducing the research questions that guide the research in the study. The central concepts and qualitative research approach employed in the study are discussed. The role of the researcher is discussed disclosing any prior involvement in the phenomenon studied in the research, any present researcher bias, and a discussion of potential ethical issues that may have arisen as a result of the research on the part of myself, who was the researcher and study participants. The participant sample size and rationale for selecting study participants are identified along with the introduction of recruitment and contact strategies. A detailed section is provided that specifies the instrumentation used in the study, providing historical insight to the effectiveness of the instrumentation, and connections to the chosen instrumentation and how it will aid in gathering data to answer the research questions. The data collection process provides specific information of data collection events, the recording of data, and debriefing processes for study participants providing data. A thorough data analysis plan specifies the treatment of collected participant data, coding procedure and computer applications that are employed for data analysis, that helps provide support toward the credibility, transferability, dependability, and confirmability of the research study's results. Lastly, ethical concerns and the International Review Board (IRB) plan are discussed to ensure

that participant data is not breached and maintained with the highest level of security and dignity possible.

Research Design and Rationale

Six research questions were posed that helped to formulate and guide the interview process that was used in this research study. First, to provide a baseline, how participant educators understood or defined intrapersonal and interpersonal intelligence needed to be learned. With this information present it was easier to recognize if participants were aware of how these intelligences were employed by himself or herself, as participant understanding for these intelligences may have impacted how the participant engaged in the interview process. Next, participant awareness for intrapersonal intelligence development within himself or herself as volunteers in the partner organization, which is a nonprofit community-based theater program was discussed. This led to a better understanding of the effects of interpersonal intelligence on teacher-student relationships within the partner organization. Lastly, the research questions attempted to understand if intrapersonal and interpersonal intelligence transference was present between educator participation in the partner organization to that of his or her classroom and to what degree, if any, this impacted student motivations for learning and self-efficacy.

Research Questions

1. How do educators who have participated in the nonprofit community-based theater program define intrapersonal intelligence?

2. How do educators who have participated in the nonprofit community-based theater program define interpersonal intelligence?
3. How does intrapersonal understanding develop through an educator's participation in the nonprofit community-based theater program?
4. How are interpersonal communication skills enhanced through an educator's participation in the nonprofit community-based theater program?
5. How influential are the intrapersonal and interpersonal intelligences of the educators on the development of student motivation and self-efficacy among students who participate in the nonprofit community-based theater program?
6. How does the intrapersonal and interpersonal intelligence of educators who participate in the nonprofit community-based theater program enhance teaching in the regular classrooms?

The phenomenon studied in the research was an examination of intrapersonal and interpersonal intelligences of professional educators. The development of these intelligences for participating educators and students through social learning experiences in the community-based theater arts program, the partner organization was also studied. The research looked at the personal perspective of public school educators, used as research participants of the study, to understand participant experience and use of intrapersonal and interpersonal intelligence while volunteering with the partner organization. Understanding how these intelligences of the educators impacted student motivations and self-efficacy in the partner organization and in the traditional classroom was important. The study used the transcendental phenomenology qualitative approach

described by Moustakas (1994) as “less focused on the interpretations of the researcher and more on a description of the experiences of the participants” (Creswell, p. 58, 2007). In this research tradition, a researcher looks at the research and experiences of participants with objectivity to best understand the lived experiences of the participants.

Role of the Researcher

The roles of observer and interviewer in this qualitative study were the roles that I performed. In previous years, I participated as a teacher volunteer acting in the role of technical director for the nonprofit community-based theater program. As technical director, I was responsible for managing students in the crew, building and painting set pieces, painting backdrops and set walls, helping create play props and costumes, supervising audiovisual equipment, creating advertising and playbills, and helping to provide budget oversight in six theatrical productions for the partner organization (2012 – 2015): Disney’s *Aladdin Jr.* (Spring 2012), Lewis Carroll’s *Alice in Wonderland* (Fall 2012), Roald Dahl’s *Willy Wonka and the Chocolate Factory* (Fall 2013), Samuel French’s *Grease* (Spring 2014), and Rodgers and Hammerstein’s *Beauty and the Beast* (Fall 2014) and *Cinderella* (Fall 2015). During tenure as technical director, I had no influence or oversight of any other volunteering teacher participant for this study, as the educators who volunteered in partner organization largely held different roles within the organization than myself, as I was the acting as the technical director. For example, the music teacher was the musical director and many of these educators volunteered with the partner organization in years prior to my involvement. In this role of technical director, I acted as an observer who possessed detailed knowledge of the partner program and the

many individuals who had participated in the program over the years.

The familial relationship between the musical director and myself was detailed to every participant before interviews with each participant were conducted. Prior relationships with any participants were professional, having worked previously in public schools with several of the participants but never included any supervisory roles that impacted other participants' livelihoods, careers, or participation in the partner organization. Several of the participants were my former teachers. However, I never directly worked with these participants as an adult or public educator at a public school or within the partner organization, which is the nonprofit community-based theater program. There was no bias present for any participant in the study as there was no direct relationship between participants. Some participants were active teachers, and some were retired teachers of the local school system who had volunteered with the partner organization. If bias was present on the part of the participant, it was not presented by participants. However, research participants were notified that participation in the research study could be stopped at any time by the participant and data collected regarding individual participation would be destroyed or deleted from researcher files and not used in the study. All participant data in the form of transcripts for audio-recorded interviews were provided to participants before the finalization of the study, as each participant approved of the use of this data.

The environment for the research did not directly impact the participants' work environment or my own, as the partner organization's theater production was produced at a facility not owned by the local school system. The timeframe for the partner

organization occurred in the fall months, which is toward the beginning of the academic year and during the spring, if the director elects to do a spring performance. The data collection time for this study, happened during a break in the production season with permission from the partner organization's contact. Data collection in the form of interviews, did not interfere with the production, influence the production or interactions of participants or myself in the theatrical production. All data analyses took place after the fall 2019 production commenced.

Methodology

Transcendental phenomenology was the chosen research tradition to allow for the examination of specific experiences of these educators from the educator's point-of-view using an interview process. An objective lens was used to collect data, so that any previous experiences and preconceived notions about the phenomenon did not affect the data collection and analysis processes. The transcendental phenomenology research tradition allowed the experiences of all participants to be drawn upon and it helped organize experiences through bracketing. From this, an understanding of individual perspectives and how participant efforts impacted the productions and functioning of the partner organization was garnered. This also allowed commonalities or themes to be found amongst and between the different participant accounts of the phenomenon. Examining the participant data and identifying themes allowed conclusions to be drawn about the impact of the phenomenon for the individual participants of the study. There were great implications for the entire theater-based partner organization and the effectiveness of the program, not only for the public educators who volunteered but also,

for the students who were the major participants in the program. The educators, used as participants in the study, were a small number of individuals that organized and facilitated project-based learning for the students like a computer system in a machine. However, the students acted as the engine in the program, and were the musicians, actors and stage crew members that made the theater productions possible.

Moustakas (1994) provided a procedure for the transcendental phenomenology qualitative researcher, which included “identifying a phenomenon to study, bracketing out one’s experiences, and collecting data from several persons who have experienced the phenomenon” (Creswell, 2007, p. 60). In this study, data collection was conducted with the participants using a focused interview model. Participant responses were reviewed to identify emerging themes. Narrowing data and identifying themes put participant textural descriptions into perspective, which explained the experiences of the study’s participants. Structural descriptions detailed the conditions under which the phenomenon occurred and was experienced by the participant (Creswell, 2007, p. 60). After data was examined through the phenomenological qualitative process, summations of these experiences of research participants on intrapersonal and interpersonal intelligence as it related to the partner organization, the transference of these intelligences to the traditional classroom, and impact on student self-efficacy and motivation were made.

Participant Selection Logic

The study used criterion-sampling, as participants had to meet specific criteria for selection to participate in the study. It was anticipated that there would be a population size of eight to 12 active and retired public school educators who were current or past

volunteers for the partner organization. All the potential participants were certified permanent, active, or retired teachers in the state of West Virginia and had served as a volunteer in at least one of the partner organization's productions. The small sampling size of the population was purposeful, in order to learn more about specific phenomenological experiences of specific persons and his or her points-of-view as it pertained to the development of educator intrapersonal and interpersonal intelligence. The transference of these intelligences on the research participants' communication skills and the impact on student motivation and self-efficacy were of interest as well.

In the past, the theater-based partner organization had a limited number of adult participants over the years who took on major roles. Most of these volunteers helped with student oversight or managed the roles of technical, musical and artistic director; all were public educators. While parents and community members did volunteer and provide valuable time and resources to the creation of the production, public educators took on leadership roles within the partner organization. Participants were identified through contact made with the current musical director, who is over the entire production. The partner contact helped identify former and current public educators that volunteered in the partner organization's productions since 1998. Once the participants were identified, a formal email was drafted. The email included the premise of the study, a detailed description of his or her role in the study, and a request for the individual to participate in the study. Directions were provided explaining how the potential participant could opt-out of participation in the study once data collection had begun. Participants were asked to respond to the email request as receipt of that was recognized

as permission to send the formal email invitation to participate in the research study. The invitation email provided detailed instructions for reserving interview times, the interview location, contact information for myself, the researcher of this study, and information on how interviews would be conducted: in-person or using Skype technology both with audio-recording.

The role of each participant in the community-based theater partner program differed but there was some overlap in positions in the theater program over the years. However, during any year of the program, no two participants held the same position at the same time. All participants did not teach the same curriculum in the regular education classroom. However, educational post-secondary training for child psychology, classroom management, and pedagogy were similar and certifications were obtained through accredited universities whose credentials had been approved and deemed appropriate by the West Virginia Department of Education. The participants had shared experiences of teaching in public education, even if not the same curriculum. Professional development trainings and required continuing education experiences for these educators were provided by the RESA program, under the administration of the West Virginia Department of Education, until the RESA program was dismantled. Participants had similar and shared experiences unique to the partner organization as it related to experiences of communicating with and directing students who were the actors, crew, and musicians within these theatrical productions. The sample size was incumbent upon those who agreed to participate in the study. Knowing that the participation of educators in the partner organization was limited since the program's inception, all the

living past and current volunteering educators were asked to participate in the study. For the reasons stated above, it was believed that saturation was met with the sample size in this study.

Instrumentation

Using transcendental phenomenology as the research methodology for the study, data was collected using the focused interview, also referred to as a nonschedule structured interview. The focused interview has four characteristics as identified by Frankfort-Nachmias and Nachmias (2008, p. 215), which included the use of participants that share a common experience, an observed situation involving the participants that had been evaluated prior to the interviews, the use of an interview guide related to the phenomenon being researched that allowed the participants to freely speak and draw his or her own conclusions on the phenomenon, and is focused on the participant's experiences in relation to the studied phenomenon. Interview protocol was employed with all research participants using a researcher-developed interview guide and an audio recording device. The researcher-developed interview guide provided the same directions for each interviewed participant and a series of open-ended questions, which allowed the participants to freely speak about his or her experiences. By asking phenomenon-related open-ended questions instead of closed or "yes or no" questions, the participants could reminisce on experiences, which increased the likelihood of the participants responding with thorough answers. This provided the opportunity to identify themes for the coding when participant interviews were analyzed to find emerging themes in participant responses.

For Researcher-Developed Instruments

Being a phenomenological qualitative study, using a data collection procedure like the focused interview, elicited the most in depth and uncontrolled responses through probing from the respondents. Data was more likely to reveal rich and useful data with this data collection procedure. Clarification of participant answers were easier to obtain through focused interviews than with schedule-structured interviews. A schedule-structured was not used because this type of interview is highly structured and does not allow for additional probing questions that may be necessary to clarify participant responses. The same questions must be asked of every participant in the schedule-structured interview model. Also, the schedule-structured interview model does not allow the participants to expound on his or her thoughts about a topic, participants are only permitted to agree or disagree and give a range of agreement or disagreement on the given topic.

A researcher does not have the ability to understand what leads to the agreement or disagreement of the topic for the participant, only the level of agreement or disagreement with the schedule-structured interview. Unless a researcher presumes there will be a need for follow-up questions when he or she initially develops an interview guide, and builds follow-up questions into the formatting of the interview guide prior to any interview taking place, a full understanding of participant responses may never be reached. A researcher employing the schedule-structured interview must continue the use of the same closed-format “yes or no”, “agree or disagree” answering system in clarifying follow-up questions. This interview style requires a researcher to ask all participants the

same follow-up questions even if the questions were not pertinent to every participant in the study.

The flexibility of an interview allows a researcher to plan his or her data collection process in a way that is unobtrusive to the participant's daily life and can be amended to accommodate unforeseen occurrences that may require interviews to be rescheduled. An interview allows a researcher to observe participant behavior. It also provides an opportunity for participants to shed light on the background information pertaining to the phenomenon under study because of the casual or personal nature of the interview setting. With a qualitative interview, a researcher is flexible to do in-person or video interviews employing technology like Skype. In this research study, for both interview data collection processes with audio was recorded for each participant. Transcribed audio was provided in the form of text documents, and transcriptions were made available to each participant.

In addition to flexibility, the focused interview process provides for greater control of the interview. The personal nature of the process allows a researcher to control the physical environment, minimize distraction, and provide privacy. In the moment of the interview, especially if using a focused also known as the nonschedule structured interview, a researcher can ask probing questions to ensure participants fully answer questions. Interviews have the potential to garner a higher response rate because it occurs in real-time with a researcher recording the data. Interviews do not require the participants to write or read like that of a questionnaire on paper or in email format and the ability to capture the participant's views on a topic is still maintained. A researcher

may be able to collect useful supplemental data of participants as he or she conducts the interview like observing participant behaviors in the interview environment.

Procedures for Recruitment, Participation, and Data Collection

Using the interview process as a means of data collection, data was collected from the study's participants which were current or retired public educators. These individuals had in the past been or were current volunteer participants in the nonprofit community-based theater partner program. Each participant was interviewed using the same interview guide. Local research participants were interviewed in the private classroom of the partner program's contact. For participants who no longer lived in the area, interviews were conducted using the Internet and the software Skype. The use of Skype allowed participants to fully participate in the interview, maintain open dialogue, and add personalization to the process like that of an in-person interview. In addition to the notes taken during each interview, audio recording equipment was used. The audio data was transcribed by a federally certified court transcriptionist.

The researcher was the sole data collector conducting the interviews. Each interview was allotted a one-hour duration and occurred one time per participant. Data collection for all participants occurred over a two-week period and was scheduled for the convenience of each participant. Participants were advised at the beginning of the interview process of the participant's right to opt-out of the study and that all related data would be taken off of the record and excluded from the study, if participants elected to discontinue participation at any time. Participants were notified that transcribed audio was made available. A telephone call or the participant's preferred communication

method was used to notify each participant that transcribed interview data was available and was sent to each participant's email. Participants only received the typed transcriptions of his or her interviews and did not have access to that of other research participants.

If a follow-up interview was required, for the purposes to clarify any of the participant perspectives, participants were told during initial interviews that communication would be sent using the participants' preferred communication method to establish an appropriate time for a follow-up interview with the individual participant. Follow-up interviews would be conducted at the same location of the original interviews, if needed. If recruitment resulted in too few participants, the parameters for selecting participants would have been reexamined to broaden the criteria requirements, in order to recruit additional participants. The perspective of the volunteering educator in the partner organization would be maintained even with the recruitment of additional participants.

Data Analysis Plan

Using the interview process for data collection, interview questions were developed from the predefined research questions. Each research question was in relation to the nonprofit community-based theater partner organization's benefits that the educator and the students of the educator received and the development of intrapersonal and interpersonal intelligences amongst the participating educators. In designing the interview guide, questions were created that specifically applied to intrapersonal intelligence and educator experiences while volunteering with the partner organization.

Questions related to the use of interpersonal intelligence and employing interpersonal communication skills with students while volunteering with partner organization were included in the interview guide. A portion of questions were dedicated to understanding educator experiences, and how the individual participant believed his or her participation as a volunteer in the partner organization impacted student learning motivations and self-efficacy in the public education classroom.

All interview questions were specifically tailored to three sections: (a) intrapersonal intelligence, the use of it and understanding when and how it was employed by the participant, (b) interpersonal intelligence, the use of it and understanding when and how it was employed by the participant, and (c) the perceived benefits of participating in the partner organization as an educator, and how intrapersonal and interpersonal intelligences did or did not influence student motivations and self-efficacy in the classrooms of the participating educators. The interview process was organized into sections, so there was a clear and ordered progression in the questions as to not confuse the responding participants. There was an overlap in concepts in the study as intrapersonal intelligence influenced interpersonal intelligence but there was a clear distinction between the two types of intelligences as well. This was done in case a participant could recognize the difference between the two types of intelligence if he or she had a weak understanding with the terminology.

Using Moustakas' 1994 procedure for phenomenological data analysis, horizontalization of the data took place. The transcribed audio interviews from all participants and significant statements from each interview were identified. Identifying

these significant thoughts from the participants created a better understanding of how the participants experienced the phenomena. Using these statements, meanings were derived to see if there were overlaps in participant perspectives. This allowed recurring themes to be identified easier. After themes were determined, the textural description was developed, which was a description of the commonly shared experience. Next, structural variation was used to describe the context in which all participants experienced the phenomena and created the essential invariant structure which summarized the experiences of all of the participants and the phenomena under study (Creswell, 2007, pp. 61-62). During the process of identifying themes in the data analysis process, lists of categories were generated, these were referred to as codes, with each belonging to the different previously identified theme.

NVivo was used for data analysis and to organize data for coding. Microsoft Word was employed for note and record keeping purposes of interview data and participant correspondence. In addition to NVivo and Microsoft Word, Microsoft Excel was employed to organize participant personal data like email addresses. Microsoft Word and Excel documents were password protected. The data generated from these applications were stored securely on the cloud-based system Google Drive and on an external hard drive. Transcription services and software were provided by a third-party, who received the raw audio files from recorded interviews. Upon receipt of these typed transcriptions, these data files were placed on Google Drive and an external hard drive.

When discrepant cases were identified during the data analysis process, the codes were reanalyzed from the original data analysis. Another review of transcribed data was

completed. Data was checked for cases that did not succinctly fit into the categorical themes or codes originally developed for use in the code book. Codes were revised to accommodate and to properly provide meaningful context for these discrepant cases.

Issues of Trustworthiness

Creswell (2009) cited Gibbs' 2007 research and stated, "Qualitative validity means that the researcher checks for accuracy of the finding by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects" (p. 190). Researcher bias and past researcher roles within the partner organization were presented early in the explanation of the study's results. To ensure that credibility was established in the research, triangulation was used. Triangulation was employed by using the perspectives of multiple research participants in the development of themes during the data analysis process. Member checks helped establish validity because these checks allowed for post interview follow-ups during data analysis. The participant had the opportunity to determine if he or she made significant statements during the interview process about the study's phenomena, and determine if these statements belonged to the most appropriate theme. Another validity strategy that was used was the identification and discussion of discrepant cases and how these cases were handled during the data analysis process. Transferability was established using thick descriptions which were detailed in nature and provided the best description of the setting in which the phenomena took place.

To show dependability in the research, typed transcripts of interview data were reviewed several times to ensure that audio transcription mistakes were not made. A

code book was established during the data analysis process with strong definitions. Codes placed in each categorical section were regularly checked so that codes did not become generalized or too broad. Confirmability in the research was obtained by describing researcher bias, the researcher's role, affiliation, and experiences with the partner program prior to the study. By providing this information early in the results section, it was easy to understand how the topic of the study was identified, and how these experiences with the phenomena influenced the data collection process.

Ethical Procedures

A letter of cooperation completed by the partner program contact, and the informed consent document that was created for research participants, provided an overview of the research being conducted, the length of the interview, and privacy of participant data for research participants. These documents were submitted to the International Review Board (IRB). In addition, the formal IRB application and the requisite certification documents related to working with participant data from the Collaborative Institutional Training Initiative (CITI) were completed. The Walden University International Review Board Approval number for this study is 09-18-19-0233290, granted on September 18, 2019. Appendix A of this document is the formal participant email invitation that was sent to participants that details how each participant could opt-in or out of the research study.

Human participants in this study were treated humanely and his or her personal information and participation in the study remained confidential. Documents pertaining to participant data and activities within this study were maintained through several secure

measures. Those measures included password protecting documents, sharing participant data in the form of interview transcriptions only with the email addresses provided to me by the individual participant, and storing data on Google Drive, which included two-point verification for access and an external hard drive, that is kept in a fire proof safe for a minimum of five years per the Walden University International Review Board requirement.

If a participant elected at any point to discontinue participation in the research, participant wishes were to be observed and all data collection related to that participant would cease. A copy of data collected for that participant prior to his or her departure from the study, would be given to the participant if he or she wanted it. All data saved on Google Drive services and the external hard drive would be deleted, and any paper notes would be destroyed for any individual electing to discontinue research participation at the time when notification was made of his or her decision to discontinue participation in the study. If the participant elected to discontinue participation for what he or she believed were ethical issues, I would have attempted to diffuse the situation with discussion, in-person or via telephone, to clarify any misunderstandings related to the research process, collection and use of participant data, when applicable.

Volunteer participants in this study were not subjected to any environmental issues of concern. The space in which the interviews occurred was the private classroom of the partner organization's contact. With the exclusion of minor discomfort that might be experienced by the individual in relation to the seating arrangements of the interview

facility, all other risks were mitigated. Every attempt was made to placate the participant so he or she could comfortably participate in the interview process.

Collected data were not anonymous but confidential in this study as some identifying information for each participant was stored. That identifying information was names and contact information for each participant in the form of telephone numbers and email addresses in a Microsoft Excel spreadsheet. After receiving the completed informed consent document from each participant, a letter identifier was assigned to each participant, and each participant was referred to in the study from that point on as his or her letter identifier. All notes related to participant interviews, handwritten and digitally scanned or typed in Microsoft Word, Microsoft Excel spreadsheets including participant contact information, interview audio files, transcribed interview documents, results derived from NVivo, and the complete and approved research document were stored on the external hard drive and on Google Drive. The only person with access to these documents was the researcher.

Barring the researcher's past involvement as an educator volunteer in the partner organization, which was a community-based theater program, there were no other potential ethical issues present in the study. However, the researcher had not been involved in the partner organization for two years at the time of data collection. Researcher involvement in the past or current educator participant involvement had no effect on one another, as participation in the partner organization was voluntary and not regulated by the school district. There was no oversight or control over the positions of other research participants within the school system by the researcher of this study. None

of the actively employed research participants held a supervisory role that could affect the employment or well-being of other research participants current or retired.

Summary

In the methodology section of this study, the research design and rationale were detailed, the phenomenological process and the reasoning for its use in the study was explained. Phenomenology was chosen as the research method, as it best suited the study in describing the shared experiences of the participants. The methodology section addressed the issues of intrapersonal and interpersonal intelligences as employed and understood by the participants in the study volunteering in the theater partner program. The section discussed the role researcher in this process, how research was conducted, and how the research process was guided. The rationale for using interviews for data collection, the type of interview style chosen, the explanation of how interviews were used, and the purpose and benefits of using the interview process were discussed at length as well.

The criteria used for participant selection and how participant data was used in the study was explained. Measures for keeping participant identities confidential, safeguards for keeping participant data secure during the data collection process and afterward, along with participant rights in the data collection process, and maintenance of participant data was provided. The data analysis plan detailed in the chapter outlines how data was handled, who had permission to handle and access participant data, and how data was analyzed and interpreted for the purposes of the study. Credibility and validity concerns, the data analysis plan, and the use and treatment of participants in the study

were outlined so that trustworthiness was established in the study. Ethical procedures were provided in this section, which stated how participants could be impacted by the study and during the data collection process. Lastly, the required approvals by the Walden University International Review Board and continuing education credits for working with human participants in a research study for CITI were provided in this section of the study. These methodology topics were provided and discussed at length in this chapter to prepare for a discussion of the study's results, which are found in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this research study was to understand the perspective of former and current volunteer educators in the nonprofit community-based theater program by incorporating Gardner's theory of multiple intelligence. Participants were former or current educators in the public school system of West Virginia. The purpose was to ascertain how participants understood the development and enhancement of his or her intrapersonal and interpersonal intelligences through participant involvement in the partner organization, which was a nonprofit arts community-based youth theater program. To provide advocacy for alternative professional development offerings for educators, educator involvement in the partner organization was examined to understand the influence that motivation and self-efficacy had on students who participated with the partner organization and students in the traditional education setting.

The setting and organizational conditions of this study that may have influenced participant feelings toward the partner organization and his or her desire to participate in the study are discussed in this chapter. Demographics for participants are provided that describe the common characteristics amongst the participants and background information. The section on data collection provides the number of participants, the types of information gathered, the data collection location, and procedures. The methodology section discusses the use of transcendental phenomenology in the study. The data analysis section details theme development, the coding of research data, and how discrepant cases were used in the data.

To maintain research integrity and to provide trustworthiness for the research process and data, a comprehensive discussion on credibility, transferability, dependability, and confirmability are included. The results section organizes and pairs the research questions to the corresponding interview questions. The research questions that guided the interviews for data collection in the study are as follows:

1. How do educators who have participated in the nonprofit community-based theater program define intrapersonal communication?
2. How do educators who have participated in the nonprofit community-based theater program define interpersonal intelligence?
3. How does intrapersonal understanding develop through an educator's participation in the nonprofit community-based theater program?
4. How are interpersonal communication skills enhanced through an educator's participation in the nonprofit community-based theater program?
5. How influential are the intrapersonal and interpersonal intelligences of the educators on the development of student motivation and self-efficacy among students who participate in the nonprofit community-based theater program?
6. How does the intrapersonal and interpersonal intelligence of educators who participate in the nonprofit community-based theater program enhance teaching in the regular classroom?

The results section provides data from the participant interviews that shows the participant perspective about the phenomena through the use of the study's research questions. Based on participant responses a table was created (Figure 4) that represents

the frequency of the use of intrapersonal intelligence or behaviors compared to interpersonal intelligence or behavior by participants. Lastly, a summary of findings based on interview data is provided to show the connection between participant feelings, attitudes, and behaviors toward the phenomena being studied, which provides answers to the study's research questions.

Setting

The partner organization, a nonprofit community-based theater program, was organized in a rather informal fashion. The director of partner organization appointed adults to assume needed roles like that of technical director, musical director, and other roles such as set construction, costuming, and creating props. These adult volunteers were teachers within the public education system. The director was a school employee, recognized by the board of education as the responsible adult in charge of students during school time. Rehearsals for the productions were held at different area schools and at the performance facility where set construction took place.

Being that much of the organization was informal, the director worked with everyone in the most hospitable fashion as the program was heavily reliant on volunteers and the charity of others in the community. Participant involvement in the partner organization took place during different times throughout the history of the program and with varying levels of involvement as roles varied for each participant. Some participants volunteered in the early years of the program and found it difficult to recall all the variables or outcomes to certain situations that occurred during his or her involvement in the partner organization. The director and the performance facility of the nonprofit

community-based theater program changed over the years, thus individual participants could not account for interactions and experiences with every director of the program. Every participant did not have the opportunity to work in every space that the partner organization occupied over the years, and some participants may have been part of the program during years when resources and volunteers were scarce. Participant perspectives may have been negatively impacted because of interactions with past directors or the current director, other volunteering adults, student participants or parents of students. Some participants may have taken issue with the practice schedule or even practice and set building sites during his or her time of involvement.

Demographics

All participants were past or current certified educators in the state of West Virginia and had similar post-secondary training in education. Four of the participants were retired from teaching. Teaching experience for participants ranged from four years of experience to 35 years of experience. Six of the participants were current teachers or taught a fine arts subject such as visual art, instrumental music, choral music, or theater. Three of the participants were current music teachers, and had experience in acting and performing in theater in his or her youth and continued as adults. Three participants taught the core subjects of English and mathematics.

Table 1

Participant Demographics

Participants (8 Total)	Status	Experience in Education	Courses Taught	Partner Organization Experience	Role in Partner Organization
Male	Retired	42 years	Mathematics	8 years	Backstage Manager
Female	Retired	35 years	Musical Arts	7 years	Lighting/Audiovisual, Backstage Manager, Props
Female	Active	33 years	Musical Arts Computer Science	10 years	Lighting/Audiovisual
Female	Retired	Unknown	Visual Art	4 years	Lighting/Audiovisual
Female	Active	25 years	Musical Arts Performing Arts	22 years	Music Director
Female	Active	17 years	English Language Arts Library Science	1 year	Lighting/Audiovisual
Female	Active	8 years	Musical Arts Performing Arts	9 years	Program Director, Artistic Director
Male	Active	4 years	Musical Arts Performing Arts English Language Arts	1 year	Backstage Manager

All participants volunteered within the partner theater organization for at least one year. One participant was a founding member of the organization. One participant was the active artistic director and was once a student actor in the program. One participant was part of the program continuously for nearly two decades. Several participants were active members with the program for two or more years.

Volunteer roles within the nonprofit community-based theater partner program varied for each participant and roles included artistic director, musical director, technical director, and stage manager. The artistic director had oversight of the entire production and knew every detail of the production, cast, and crew. That individual worked with the actors and helped develop choreography. The artistic director also coordinated with the technical director on lighting, sound, and audiovisual tricks. The artistic director coordinated with the musical director, who used student musicians to provide the musical score for the production. The artistic director also, coordinated with the stage manager,

who was responsible for all aspects of stage production and stage direction.

Data Collection

Thirteen potential participants, who were current or retired teachers certified in the state of West Virginia with at least one year of volunteer experience with the partner organization, were solicited via email. Email addresses were obtained from the contact of the partner organization, who is the current director of the partner organization. An invitation email was sent using the email addresses provided to potential participants. Those who responded to the invitation email within ten days, were sent a second email with times and dates for the interview. Potential participants were asked to reply with two dates and times he or she was available for an interview. A digital copy of the informed consent document was provided for potential participant perusal and was attached to the interview email. Interviews were scheduled and took place within a two-week timeframe including weekends for respondents. Eight participants consented to participate in the research study. Consent was obtained for each participant verbally on recorded interview audio and in writing by signing the provided informed consent document after the document was read aloud to each participant before the beginning of each interview.

Interviews were conducted in-person or using Skype. In-person interviews were held at a local school with participants. The interview location was the private classroom of the partner organization's contact person. For Skype interviews, I was positioned at the same school location used in-person interviews, while participants participated in the interview from his or her home using Skype. Each participant was interviewed using the

focused interview model, one time with a one-hour time allowance. Paper notes were taken in a notebook during interviews while a digital audio recorder was used to record audio data for transcription purposes. During one in-person interview, an unforeseen scheduling conflict occurred, as drumline practice was held near the space where an in-person interview was scheduled. The participant was asked before the start of the interview, if he or she was fine with hearing the potential drumming as he or she was being interviewed or if the participant preferred to reschedule. The participant agreed to participate in the interview at the originally agreed upon time and location despite the practice of nearby student musicians.

Methodology

Transcendental phenomenology was the employed research method for this study. This research method allowed an objective examination of the individual experiences of the research participants with the studied phenomena. Through these examinations central themes were found, as commonalities were noted, and compared in participant experiences and responses. In addition, this research method magnified the value and understanding for the discrepant cases found. Allowing participants to discuss experiences while volunteering with the partner program created the context necessary to understand how these discrepant cases originated from the perspective of the participant.

Data Analysis

Coding, as described by DeCuir-Gunby, Marshall, and McCulloch (2011), “allows researchers to engage in data reduction and simplification. It also allows for data expansion (making new connections between concepts), transformation (converting data

into meaningful units), and reconceptualization (rethinking theoretical associations)” (p. 138). A codebook helps to organize the data by grouping common items or ideas found in the data, provides a logical process for how and when to use the data in research, and a guide for future researchers to use to arrive at similar conclusions using the data. A codebook can help a researcher make connections in the research, determine results, which may or may not support his or her theory, and lends reliability to the research. In the drafting of the codebook for this research study, codes received definitions, inclusionary and exclusionary data for when to use and when not to use these codes, and an example for each code was cited from transcript data.

Both theory-driven and data-driven coding processes were used in the data analysis of this research. Researchers DeCuir-Gunby et al. (2011) provided the three steps for theory-driven data, which were “(a) generate the code, (b) review and revise the code in context of the data, and (c) determine the reliability of coders and the code” (p. 141). Initially, a codebook was created based on theory, which included several prefigured codes based on the intrapersonal and interpersonal intelligences. Next, selective coding was used with the theory-driven approach by reading through the transcripts several times and specifically selecting data that fit into the preestablished codes.

Not wanting to limit the findings, a data-driven approach with open coding was also used in the data analysis process. Creswell’s (2007), ‘lean coding’ principal was used for the data-driven coding process. With lean coding, a researcher creates a small list of codes and expands the codes as necessary through the analysis process. A

researcher's aim is to narrow down and pair data to reduce data into five or six themes (Creswell, p. 152, 2007). The data-driven approach looked at emerging themes found in the data and created codes based on this information. DeCuir-Gunby et al. (2011) give insight into the five steps of data-driven coding, which include: "(a) reduce raw information, (b) identify subsample themes, (c) compare themes across subsamples, (d) create codes, and (e) determine reliability of codes" (p. 141). The data-driven approach was concluded with the use of axial coding to help find connections amongst codes. Lumping and splitting were used both for theory and data-driven coding approaches.

There were two discrepant cases found in the data. The discrepant cases were found in two participant responses that did not align with the previously expected findings during the data-driven open coding process. In these instances, participants discussed feelings of animosity from nonparticipating teachers and students who felt slighted. These nonparticipating teachers did not receive approved time away from school to participate in the nonprofit community-based theater program, which is the partner organization, or for any other event.

There was discussion of how some students who were not a part of the partner organization were unhappy because student learning situations changed. During theater season for the partner organization, it was reported that students in the regular education classroom felt that the students of the partner organization did not have to participate to the same degree in the regular classroom. Regular classroom students felt that this hindered the progress of the classes. Nonparticipating teachers and students felt as though students and teachers volunteering in the partner organization were receiving

preferential treatment. Another instance that was unexpected but provided great insight was a participant response about being away from the classroom for an extended period. The participant felt that he or she was doing a disservice to students by not being there when he or she volunteered with the partner organization.

These participant responses added valuable insight into research participant interpersonal behaviors during experiences with the partner organization that were not previously considered. When these instances were realized, interview audio from the participant interviews were listened to again, the transcript manuscript was reread, and an attempt to align participant thoughts to codes in the original codebook was made. When attempts to align this data with the existing codes did not uphold the value of these new findings, the codebook was amended to include a code that would appropriately incorporate these new findings. The new findings were considered a valuable anomaly that needed to be included in the data set, as it benefitted the understanding and use of interpersonal intelligence in the study.

Two major themes emerged from the data: Intrapersonal Behaviors and Interpersonal Behaviors. Intrapersonal behaviors were behaviors produced by the interview participant and were related to intrapersonal intelligence used with interactions with the partner organization or in the participant's regular education classroom. Categories belonging to the Intrapersonal Behaviors theme included: "teacher challenges of involvement", "motivation", "parallels", "understanding self", and "volunteer roles". All these categories solely involved how the teacher, who was the research participant, behaved using intrapersonal intelligences in situations.

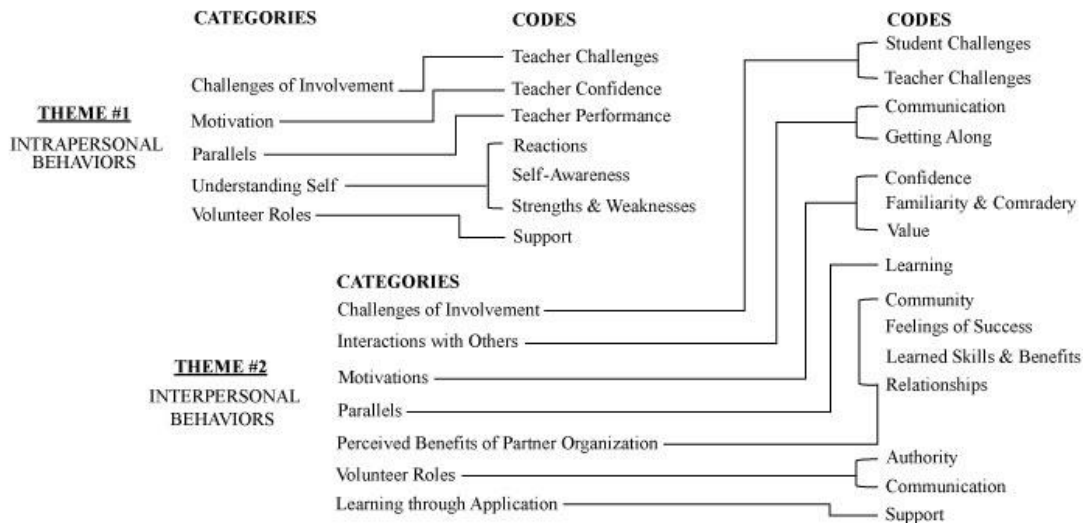


Figure 1. Dendrogram of the development of thematic relationships of intrapersonal and interpersonal behaviors from participant data.

For the category “teacher challenges of involvement”, the resulting code was *teacher challenges*. This was in reference to challenges that the participant experienced while participating with the nonprofit community-based theater program. One participant reported feeling defeated or feeling frustrated after an experience with a student:

So in the past recent few years, we had a violin player in the orchestra who was going through an identity crisis, trying to determine the way they perceived themselves gender and sexual. And he was just – he was just very confused. His attendance suffered, his performance suffered and, unfortunately, he was not able to continue with us that year. Had to counsel him several times trying to help him understand and help him understand the responsibilities that he has to continue and it was kind of frustrating because I felt that I was not successful because he subsequently quit. (Participant H)

No educator, especially in the performing arts, wants to see a student give up on something in which the student excels. It is was the hope of the participant to ease the student's apprehension by providing emotional support for the student.

The "motivation" category resulted in the code *teacher confidence*. As important as it was to encourage students and provide a positive feedback to his or her experiences with the partner organization to create confidence, the same goes for the volunteering educator. However, confidence for the educator in his or her role of being the expert, must already be established in the educator. Confidence, or the lack of, played a large role in how students who were there to learn from the teachers, perceived the teachers:

I feel if students don't feel like you understand what you're talking about, they will not be as receptive towards what you're trying to tell them to do or what to do. If you understand what you're talking about and your – in just showing your confidence, it helps put the students more in your favor. (Participant C)

Teacher self-confidence had long ranging implications. Having an authentic level of confidence made students feel like students were learning from someone who knew what he or she was talking about but also, learning from someone who had undergone similar experiences and could relate to what students were feeling.

Under the "parallels" category, *teacher performance* was the code for the enhancement of teacher intelligence and teacher performance in the regular classroom as influenced by participation in the nonprofit community-based theater partner organization. The term "parallels" referred to similarities that were found between the

partner organization's environment and that of the regular education classroom where learning occurred.

I feel just as an educator, like I said, previously you need to kind of understand how you go about learning things before you can try and teach others. Knowing exactly the process that you break down is important for giving you the initial understanding of describing what it is. Just because we know exactly how – like how many sharps are in the key of B, a student won't immediately know or won't immediately get it. Likewise, whenever working with just, like, basic intervals, they won't see it, even though you see it. How'd you go about originally learning that? How do you just see it now? What are things that has helped you get there? Knowing how you go about learning things helps you understand how others can learn things. (Participant C)

Great importance was found in the above statement supporting the parallels between the theatrical setting of the partner organization and that of a regular classroom, specifically the fine arts classroom, because the student learned in a similar way in both contexts. If a visual arts teacher cannot demonstrate how to create value in a drawing, or a choral teacher cannot teach a student how to correctly control his or her breathing by modeling it, then that professional cannot properly show his or her student how to do something. If the practitioner is unable to demonstrate the skillset that he or she expects the student to do, whether in the classroom or in a theatrical performance, the cause may be that the practitioner truly does not understand the concept or lacks the ability to envision him or

herself in the position of the student. It may be difficult for the educator to remember how he or she once mastered the material using intrapersonal intelligence.

Teacher reactions, teacher self-awareness, and teacher strengths and weaknesses were the resulting codes for the “understanding self” category. The final category of “volunteer roles”, under the Intrapersonal Behaviors theme was *teacher support*, which was in reference to being able and ready to support students in the regular classroom as well as within the partner organization. Being able to provide student support was part of the assumed duty of the educator volunteering with the partner organization just like the traditional classroom. The participants’ ability to understand him or herself was directly tied to understanding how he or she reacted in certain situations and was important for the educator or anyone working with youth because unexpected situations happen all the time. Being open-minded and patient went a long way when working with the youth and allowed the educator to be more supportive of the students. The outcome of a situation was greatly tied to the adult’s reaction in situations involving youth in the nonprofit community-based theater partner organization. Being able to understand how a participant might react in a tumultuous situation was related to self-awareness and being able to identify his or her own strength and weaknesses, which effected how that participant may interact with others.

You always have to understand how you’re going to react to something...If you know that around five o’clock in the evening you need that little power nap before rehearsal, then you’ve got to get that in so that you can be ready to deal with these young minds that are enthusiastic and ready to work with you because in all,

that's – that's part of my job, is to help support them and nurture them in what they need to do. So if you're empty or an empty vessel as they say, you can't pour anything into anybody else. So you need to make sure that you're staying as close to full as possible. (Participant F)

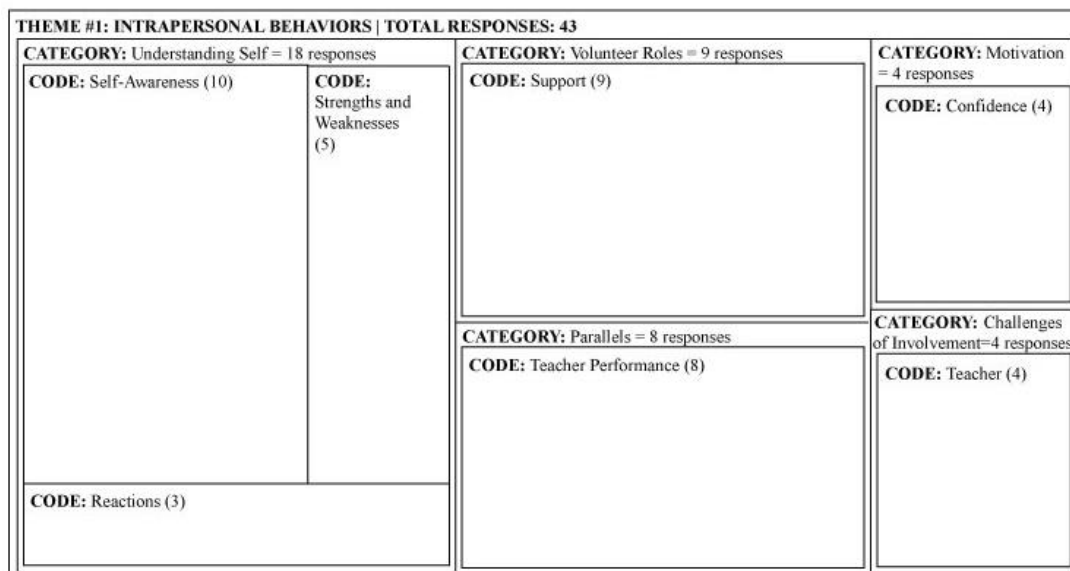


Figure 2. Intrapersonal behaviors treemap showing hierarchy of participant interview responses.

The second theme derived from the data was Interpersonal Behaviors, which is represented in Figure 3. Theme 2: Interpersonal Behaviors had more participant responses than Theme 1: Intrapersonal Behaviors. These were behaviors produced by the interview participant or witnessed by the participant because of participant involvement in the nonprofit community-based theater program or in the regular education classroom that occurred during an interaction with another person. The seven categories for the Interpersonal Behaviors theme were “challenges of involvement”, “interactions with others”, “motivation”, “parallels”, “perceived benefits of the partner organization”, “volunteer roles”, and “learning through application”. The codes for the “challenges of

involvement” category were *student challenges* and *teacher challenges*. *Student challenges* included feelings of student apathy, jealousy, animosity, feelings of inadequacy, and limited exposure to the arts.

Student jealousy was common for the seasoned educational professional, who has likely witnessed incidences in his or her classroom. Jealousy within the nonprofit community-based theater partner program was common, as certain roles were highly coveted by very talented and dedicated students. As the educator learned how to handle and mitigate these situations in class, he or she also had to learn how to do so within the partner program. Volunteering educators helped students understand the casting decisions from the artistic director and in addition, helped him or her find value and importance within the production.

So we've had situations where two cast members maybe weren't getting along the best, and I had to kind of play that situation out in my mind from both students' perspective before even addressing the situation with them. (Participant F)

Teacher challenges referred to student discipline issues that occurred during the theater season for the partner organization, time away from regular classroom, parent miscommunications, lack of teacher maturity and treating students differently, taking on additional roles like tutoring, and understanding different student learning styles in order to help students learn. Participants had to understand that working with students in any capacity would have moments when discipline would need to be used to set expectations for behavior. Additional roles were assumed to assure that coursework for students participating in the partner organization was completed while students were away from

school during the week of the performance, after school, and on weekends practicing for the performance. Being away from the classroom during the week of the performance was also of great concern to the volunteer educators as well:

The one thing that bothered me about my involvement with (partner organization name) and why I did not continue it is I felt that I was neglecting my art students. I had to provide four days of work for them to do under the direction of a substitute. I felt like I only had my students for six weeks at the time, and I just felt like I was not doing right by them to be gone for four days even though I thoroughly enjoyed it and I saw the benefits of what it was doing for other students. (Participant G)

The discrepant case found in the data added value to the study. The discussion from a participant was of time away from the classroom and how the participant felt that it impacted relationships with colleagues at school, and between students in the partner organization and classmates back at school. This account provided the insightful perspective of how the organization of the program created restraints that inadvertently hindered learning for some while promoting and uplifting the talents and dedication of other students. It was reported that other teachers were jealous of the allowable time away from the classrooms:

When (partner organization name) started, all the teachers, all the adults that helped were excused from their classes. They even got substitutes in, and it caused hard feelings from teachers that were not involved, especially coaches because they couldn't understand and by all rights had reason to get upset, why

couldn't they get subs and have football practice or baseball practice or whatever during the day like that. And by all means, they were right to question that. So as an educator, all of us that were involved with it had to go and try to smooth things out when we would go back to school, especially in faculty meetings and stuff. Same thing was happening with students, because like in my – my case, with the band class, half of my band was gone, half of them are still sitting there trying to work and accomplish something. So they were getting ticked off because we were working our tails off and the people that weren't there weren't learning. So we were going to have to go back and learn it again. So I had to make the kids try to understand that. And it was just a tough time for all of us. It was worthwhile but there was struggles because we were all off. (Participant A)

Communication and *getting along* were the codes assigned to the “interactions with others” category. The *communication* code referenced positive communication between participants and students, the use of two-way communication and the ability to understand others. Participants in the study reported that communication was key. Communication not only referred to how volunteer educators communicated with the students and parents that he or she worked with in the nonprofit community-based theater partner program. Communication was also about helping the students understand that acting, creating set pieces, and playing music were all a part of how the students communicated with the audience.

Generally, it's with – like with theater and stuff, it's all – where it being a performance art, communication's key. You're communicating with the

audience. You have to communicate with your players. If they don't understand exactly what you're asking for, they won't be able to produce the show that you need. They won't be able to work on the set in the certain way that you need it to be built, so they won't paint the backdrop in the exact way. You need to communicate so they understand what exactly is the product you're trying to instantly create. (Participant C)

Getting along was the code used for participant familiarity with returning students to the partner organization and having empathy for students and valuing student perspectives.

So I had to kind of take myself out of the situation and think, you know, from their perspective and how they felt about the way that that situation was handled. So I made it a point, you know, to kind of see it from both sides to myself and then address them by their actual name instead of joking with them because I know that's an identity thing, you know, with siblings especially. So that was something that I had to grow on. Just kind of treating each person individually the way they want to be treated or called the way they want to be called, such as myself, I wouldn't want to be called by sister's name and vice versa. (Participant F)

The "motivation" category was assigned the following codes: *confidence*, *familiarity and comradery*, and *value*. Motivation referred to both the research participants and the participants' thoughts on how motivation affected the students involved in the theater-based partner program. The *confidence* code included the use of positive reinforcement with teacher-student interactions, providing student praise,

receiving positive parent feedback, and perceptions of increased student confidence as a result of using positive reinforcement.

If you are able to work with – successfully with a group of students in an extracurricular situation such as this, kids like that, they grow. They bond with you. They see you – especially, if they’re students within your own school. Like, you get a sort of closeness and they’re more inclined to you when they need things or they need help. If these students feel they are growing and being, like, pushed forward, you know, pushed upward, they’re going to do better in life in general. They’re going to have a better outlook. They’re going to try harder. They’re going to want to do better in order to be able to continue to participate and to get that positive reinforcement and to just grow and feel better about themselves. (Participant D)

An echoed thought from participants throughout the interviews was the mention of a student community, closeness amongst students, and closeness between the teachers and students who participated in the partner organization, which is the nonprofit community-based theater program. This resulted in the *familiarity and comradery* code. Additional positive attributes were found in the study like respect and appreciation, which were coded as *value*. Helping participating students navigate emotions was not uncommon in education or performance-based situations where students needed to be constantly reassured that he or she can successfully do something. The “motivation” category resulted in the code *value*, which was found in the instance that a participant was pleasantly surprised about receiving kind words from a parent of a student because

the participant always chose to lift students up in situations and provide encouragement. This showed the participant that he or she was valued by the parent in the educator's volunteer role.

Once again, I go back to the thing of, I always try to say, you are wonderful in this spot, that you're doing a great job, you're doing wonderful because I know in myself, even if I sucked, if I said, you're doing good, they they'd raise up. I had parents actually say, you know, you told my kid that they had good stage presence. Thank you. So that kind of let me know that I was doing something right. (Participant B)

The "parallels" category refers to the similarities between student learning and how educators taught in the partner organization and within the regular education classroom environments. The code derived under the "parallels" category was *learning*. The *learning* code discussed how students learned through the efforts of the participants and how the participants felt he or she delivered the material to students.

With some students, I had to break down – they just couldn't understand the – what motivations were... And in the classroom, the students were kind of confused as to why the character moved there or why should they do that. And I just kind of had to think of different ways about it and just sort of like relate it to why someone doing something would cause someone else to do something, why just – you know, it's as simple as just, like, okay, because this persons doing this nefarious thing in the background and trying to do this because this happened to them before and the character was negative in a way. So how would that – how

would you think the character doing this, how do you think that would affect your character? It helped them put together, like, slowly start putting together the links and stuff as he's kind of, like, sat down more and analyzing it. Because some students can read the text and comprehend it but – and it's sometimes foreign for us to think like, oh, you read something, you comprehend it. But some they have to really sit down and then analyze it before they can quite comprehend it and just helping students show how to analyze something helped them finally get to the point of understanding what their character's motivation was and just knowing – it applied to some English classes I've had to work with before too, just finding the comprehension going there. Something we take for granted. (Participant C)

The “perceived benefits of the partner organization” category was a culmination of how the research participants felt the partner organization benefitted participants and students. Resulting codes for this category were *community*, *feelings of success*, *learned skills and benefits*, and *relationships*. *Community* was the code used to describe the whole community and student involvement in the nonprofit community-based theater partner organization. Students often referred to the members of the partner organization as a “family” creating a special bond, and this was echoed in the strong support that came from the community. *Feelings of success* highlighted the confidence the research participant's felt students gained through participation in the partner organization:

I feel that the students gained so much confidence, self-esteem, to be out on the stage performing, to be in the orchestra playing much harder music than they are usually used to because the keys are much more difficult. Almost all of them are

one on a part. So it's not like they can rely on somebody else to play the same notes. That makes me feel really good because I know that they are expanding their talents. (Participant H)

Learned skills and benefits organized participant thoughts on how students gained technical skills, had post high school opportunities, adjusted student attitudes, enhanced communication skills, and shared in unique learning experiences as a result of student participation in the nonprofit community-based theater program. Participants witnessed students who once participated in the partner organization go onto other professional artistic endeavors post high school and into technical jobs for students who previously worked with audiovisual equipment in the theater program. The code *relationships* was used to describe the developed relationship between participants and students of the partner organization, and the students becoming the teacher as some participants noted that he or she felt that the educator learned from the students during the program.

Well, actually, I myself was brand new to lighting. I had never done that. I didn't know anything when I showed up. The kids, the students had to show me what to do and tell me what to do because I needed to learn that because what if there's a situation they weren't there and I had to man that station by myself. (Participant D)

The category "volunteer roles" holds the codes of *authority*, *communication*, *learning through application*, and *support*. Volunteer roles was in reference to additional responsibilities research participants took on as a part of the volunteer experience to help produce the theatrical productions. With the *authority* code, participants reported having

to take on oversight and discipline roles with students within the partner organization. Participants went above and beyond expected volunteer duties to ensure proper *communication* with parents and students. Communication as a volunteer activity referred to getting information out to students and parents but also, making sure that the lines of communication were laid between every single person, student and adult, in the theater-based partner organization.

So I reach out via social media. Everything gets posted on Facebook. Everything gets sent out on remind.com. Remind.com is a two-way communication street for us. So students, their parents sign up for remind.com. Messages come directly from them to my cellular device and I can send them messages vice versa. And that happens every day. (Participant F)

THEME #2: INTERPERSONAL BEHAVIORS TOTAL RESPONSES: 89			
CATEGORY: Motivation = 21 responses CODE: Value (8) CODE: Confidence (8)		CATEGORY: *Perceived = 18 responses CODE: Learned Skills and Benefits (6) CODE: Community (4)	
CODE: Familiarity and Comradery (5)		CODE: Relationships (3) CODE: Feelings of Success (3)	
CATEGORY: Interactions with Others = 18 responses CODE: Communication (11) CODE: Getting Along with Others (7)		CATEGORY: Volunteer Roles = 15 responses CODE: Support (10) CODE: Authority (4) CODE: Communication (1)	
		CATEGORY: Challenges of Involvement = 13 responses CODE: Teacher (7) CODE: Student (6)	
		CATEGORY: Parallels = 6 responses CODE: Learning (6)	

Figure 3. Interpersonal behaviors treemap of participant interview responses.
*Perceived Benefits of Partner Organization

Learning through application was a code under the “volunteer roles” category and was used to describe learning moments and how students learned as being a part of

the partner organization. These moments involved memorization, modeling, rephrasing, and showing the application for what was being taught to students, and how to handle different learning styles for the educators working with students in the partner organization. One of the greatest strengths of the partner organization was that it was a collaborative effort with students working directly with adults who were considered experts or highly proficient in his or her craft. The nature of the program allowed teachers and students to work together to produce something that he or she actively participated in to make everything work efficiently.

It really helped me reflect more with how I go about learning things so that whenever I approach students with my – with just kind of like teaching new topics, it had me think more of, like, well, how did I go about doing this? How did I learn how to memorize lines? How did I learn how to memorize lyrics? And it kind of helped reflect it back to me as I looked at how I went about doing things and it made it – made me kind of, like, just kind of, like, think about at just how it relates to me and just what made sense to me at least be able to break it down. (Participant C)

The *support* code under the “learning through application” category, encompassed support roles that research participants provided for the students, and the support students provided for one another in the partner organization, like that of counseling, tutoring and peer mentoring. Like the regular education classroom, the volunteering teachers actively supported students. Support came in the form of supporting student learning and supporting his or her emotional needs as well. Student support was given to help students

feel comfortable putting him or herself out there in front of audiences. Some of the student roles were behind the scenes like moving set pieces or working audiovisual equipment, and some of the roles were on the stage as actors or musicians. All student roles required the support of the volunteers, as all roles were important in order for the show to run smoothly.

So a lot of times I would say that students, especially when they're in their first few years of participating in the (partner organization name) program, they're very nervous about their participation. So it's very important as the director, as an adult, any – any person working with the program to reassure them constantly.

(Participant F)

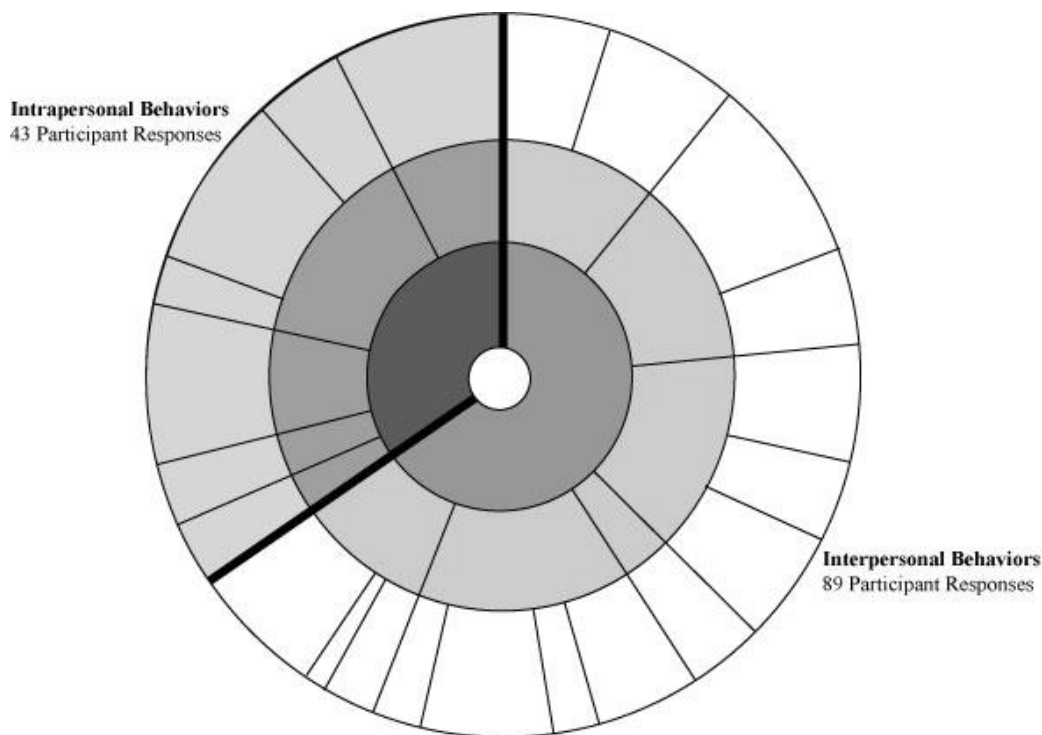


Figure 4. Representation of participant interview responses of intrapersonal behaviors and interpersonal behaviors.

Evidence of Trustworthiness

Credibility

Credibility in the research was established by using triangulation. The provided perspectives of multiple participants were used to determine if the study's themes were supported in the data. Analyzed interview transcripts showed that participants experienced similar situations and had similar feelings towards experiences with the partner organization, which was a nonprofit community-based theater program. During the initial interview, participants were advised of the use of member checks or follow-up interviews. This was detailed in the reading of the informed consent document before the beginning of each interview. Participants were advised that follow-up interviews may be necessary at a later date, if clarification to an interview response was needed.

All participants were contacted initially from email addresses provided by the partner contact. Communication methods were updated later using the preferred communication methods of the research participants after he or she consented to participate in the study. Each participant was notified to expect an emailed summary of the data analysis portion of the research. An email was sent to individual participants that included a copy of individual signed informed consent document, the participant interview transcript document, and a copy of the data analysis section from the research so participants would be able to understand how individual participant data was used. Participants were advised to respond to the email or to telephone within seven days of receipt of the email, if he or she was not in agreement or wished to see a revision or retraction of individual quotes used in the research. The goal was to allow participants to

provide input on whether or not, he or she believed the data was used and interpreted correctly. Data-based conclusions were derived by the careful review of participant interview responses. After seven days, no emails, telephone calls, or correspondence was received from participants regarding the use of participant data in the study.

Discrepant cases were found in the data and all information provided by participants was found useful. Even though several responses were unexpected and did not ascribe to the original codebook, findings did not speak opposite of the intended purpose of the research. What was considered as discrepant cases in this study, merely suggested another perspective that was not originally considered. It was determined that this information could be used as supporting data for interpersonal intelligence and provide a new perspective. After interview audio and interview transcriptions were examined an additional time, the codebook was amended by adding a new code to account for the new perspective provided by participants.

Transferability

For transferability purposes, the use of thick descriptions of the phenomena studied, participant demographics, interview space, and the research process were included in the research study. These thick descriptions allowed for the generalization of findings in order to afford other researchers the opportunity to conduct future research under a similar context or using some other variable present in this study. Based on the purpose of the study and using notes written during participant interviews, a generalized codebook was developed using the assumptions about the types of information that might be discovered from participant interviews before the review of interview transcripts. As

the data analysis began, the codebook was strengthened to ensure that each code was succinct and appropriate to encompass the data derived from the interviews.

Recorded audio, handwritten notes from interviews and interview transcripts were all reviewed four times initially before data analysis occurred. Each action took place separately. The research audio was compared to handwritten interview notes and then, interview audio was compared to typed interview transcripts. A data audit was conducted after the open member check timeframe concluded.

Dependability

The audit concluded that the data analysis results based on participant interviews were within the frame of the study. The data auditor cross-checked the data analysis and results section of the research to that of the interview transcripts without any knowledge of who individual participants were. The data auditor found that several corrections needed to be made to these sections in order to correctly reflect the statements made by participants that were used in the data analysis and results section of this chapter. Corrections identified were punctuation errors, misspellings, and the transposing of words that occurred when participant quotes from the original interview transcript document were typed. All corrections were made to the data analysis as a result of the data auditor findings. Corrections were verified by cross-referencing participant data used in the data analysis and results section to the interview transcripts two additional times.

Confirmability

At the onset of the interview with each participant, the familial relationship to the partner contact was disclosed. This information was made available after verbally reading the informed consent document to each participant. All participants signified acceptance and acknowledged this fact with verbal confirmation on the audio recording. Having previous experience with all of the participants, whether as a student of a participant in the past, a co-worker of a participant past or current, or as a co-volunteer of the partner program in years past, all participants were aware of the familial relationship prior to invitation to participate in this study.

Results

Theme 1: Intrapersonal Behaviors

“How do educators who have participated in the nonprofit community-based theater program define intrapersonal intelligence?”, was the first research question in the study. Research participants were provided a layperson’s definition of intrapersonal intelligence to ensure that all participants were using the same definition of the concept. This definition was also provided for any participant who had no prior exposure to the concept in order to provide a basic understanding to use as reference during the interview. The following interview question and prompt were drafted to help answer the research question through participant responses:

Interview question: *Knowing the definition of intrapersonal intelligence, as an educator, how well do you understand yourself in the role as an educator?*

Interview prompt: *Please provide an example of a time when you had to use intrapersonal intelligence in the partner organization.*

The first research question, subsequent interview question and prompt were developed to get a baseline of participant understanding for intrapersonal intelligence. The reason for posing this question was to understand whether or not, and to what degree, the individual participant believed he or she possessed intrapersonal intelligence and how the participant used it while volunteering in the partner organization. Research Question 1 resulted in responses that were intrapersonal in nature and provided support for Theme 1: Intrapersonal Behaviors, in the research study. Participant responses provided the following categories under Theme 1: Intrapersonal Behaviors: “motivation”, “parallels” and “understanding self”. These categories refer to the participants’ perception of how individual participants viewed his or her participation in the partner organization and how personal motivation resulted. It examined the parallels in teaching strategy, discipline or communication strategies between the environment of the partner organization and that of the regular education classroom. It also determined how each participant understood his or her own actions in situations that occurred during or as a result of participating in the partner organization.

The third research question lent additional support and solidified Theme 1: Intrapersonal Behaviors. Research Question 3 asked, “How does intrapersonal understanding develop through an educator’s participation in nonprofit community-based theater program?” with the correlating interview questions:

Interview question: *If you recall, intrapersonal intelligence is your understanding of yourself and your feelings. How did your intrapersonal intelligence develop through participating in the partner organization?*

Interview question: *Reflect on a time when you had to reassess how you communicated with a student during the partner organization. During that interaction when did you use intrapersonal intelligence?*

The third research question and paired interview questions were created to see if the participants saw an application for intrapersonal intelligence and the associated participant intrapersonal behaviors while volunteering with the partner organization. An attempt was made to understand if the participants believed intrapersonal intelligence was enhanced by participating in the partner organization, if intrapersonal intelligence helped educator participation in the partner organization, and if understanding himself or herself was a useful tool for communication when participants volunteered with the partner organization. The resulting categories for Theme 1: Intrapersonal Behaviors, as a result of Research Question 3 and paired interview questions were “teacher challenges of involvement” and “understanding self”. Interview questions for Research Question 3, allowed participants to discuss intrapersonal behaviors and intrapersonal feelings that presented challenges to participant educators and participant abilities to understand himself or herself in the moment. This enabled participants to process how the individual participant learned materials and analyzed his or her method to translate material that into multiple formats for students for student learning.

Theme 2: Interpersonal Behaviors

“How do educators who have participated in the nonprofit community-based theater program define interpersonal intelligence?”, was the second research question for the study. Theme 2: Interpersonal Behaviors, is the second theme found in the data, resultant of Research Question 2. The introduction of interpersonal intelligence was posed to elicit participant responses that described how the individual recognized his or her own use of interpersonal intelligence. It was important to understand if participants understood his or her interpersonal communication skills and if he or she used it to benefit a student situation within the partner organization. In the interview with research participants, after the definition of interpersonal intelligence was provided, the following interview question was asked and prompt was given to help answer the research question:

Interview question: Now that you know the definition of interpersonal intelligence, as an educator, how well do you believe you communicate(d) with students during the partner organization?

Interview prompt: Please give an example of when your interpersonal intelligence became necessary to resolve a miscommunication working with students in the partner organization.

“Challenges of involvement”, “volunteer roles”, “interactions with others”, “perceived benefits of the partner organization”, and “volunteer roles” were the resulting categories of Research Question 2, belonging to Theme 2: Interpersonal Behaviors. Participants were able to discuss challenges participants faced as educators while interacting with

others in the partner organization from parents to students, and attempts to mitigate these challenges, while participating in the partner organization. Participants discussed how the roles for the educator volunteers changed as needed for the good of the partner program and how this effected interactions with others in the partner program. Detailed discussions of how the participants believed participation in the organization benefitted students and the community led to the code “perceived benefits of the partner organization”.

The fourth research question that provided additional support for Theme 2: Interpersonal Behaviors was, “How are interpersonal communication skills enhanced through an educator’s participation in the nonprofit community-based theater program?”. It was incorporated into the participant interviews by asking the participants to do the following during the interviews:

Interview prompt: *Describe a time when interpersonal intelligence played a key role in producing a positive outcome in a partner organization interaction with a student.*

Research Question 4 was used to determine if participants thought the partner organization played a role in his or her ability to communicate specifically with students. The interview question had participants think of a specific situation that resulted in a positive outcome for a student. This highlighted the benefit of interpersonal intelligence for the participant, as the interaction with a student demonstrated the impact that interpersonal intelligence and communication skills had on the individual participants. It also showed that interpersonal intelligence was exhibited in the students of the partner organization. Categories that were produced from Research Question 4 under Theme 2:

Interpersonal Behaviors, were “interactions with others”, “motivations”, “volunteer roles” and “the perceived benefits of partner organization”. These categories were identified as a result of the participants’ recall of situations where participant communications were enhanced or challenged because of communications and interactions with others in the partner organization.

Dual Support for Theme 1: Intrapersonal Behaviors and Theme 2: Interpersonal Behaviors

The fifth interview question was, “How influential are the intrapersonal and interpersonal intelligences of the educators on the development of student motivation and self-efficacy among students who participate in the nonprofit community-based theater program?”. Responses to this question supported the both themes found in the research study, which were Intrapersonal Behaviors and Interpersonal Behaviors. Research Question 5 required the inclusion of multiple questions in the interview script to help develop a better understanding of the use of intrapersonal and interpersonal intelligence in the research. The categories attributed to Theme 1: Intrapersonal Behaviors, as a result of Research Question 5 were “motivation”, “teacher parallels”, “understanding self”, and “volunteer roles”. All intrapersonal responses were of the participant’s perception of himself or herself in specific situations while volunteering within the partner organization. The categories attributed to Theme 2: Interpersonal Behaviors, as result of Research Question 5 were respondent answers belonging to “challenges of involvement”, “interactions with others”, “motivation”, “perceived benefits of the partner organization”

and “volunteer roles”.

While there were overlaps in category names between Theme 1: Intrapersonal Behaviors and Theme 2: Interpersonal Behaviors, the perspective from which participants responded determined if responses were categorized as being intrapersonal or interpersonal. Research Question 5 and the accompanying interview questions were developed to understand if the participants felt there was a connection between intrapersonal and interpersonal intelligence and if one intelligence influenced or affected the other. The research question brought about data from participants that detailed how the participants understood himself or herself in the role of an educator. It highlighted how the educator understood the impact on learning through the use of intrapersonal intelligence in the partner organization. Lastly, responses demonstrated that participants thought positive experiences resulted because of his or her interpersonal intelligence while engaged with the partner organization. The interview questions for Research Question 5 are as follows:

Interview question: *To jog your memory, intrapersonal intelligence is associated with yourself and your perception of yourself in the world around you. Why is having some level of understanding for oneself important as an educator?*

Interview question: *How important is it for you to communicate with your students during the partner organization?*

Interview question: *How does understanding yourself as an educator and understanding how well you communicate with students in the partner organization impact student achievement?*

The discrepant case data resulted from the fifth research question, where the provided information did not initially match up with the presumed findings prior to coding interview data. The findings while different than expected, were used to provide a unique perspective in the research, which showed additional difficulties for educator volunteers who volunteered in the past had experienced. In response to the interview question, “Why is having some level of understanding for oneself important as an educator?”, belonging to the fifth research question of the study, Participant A stated the following:

When (partner organization name) started, all the teachers, all the adults that helped were excused from their classes. They even got substitutes in, and it caused hard feelings from teachers that were not involved, especially coaches because they couldn't understand and by all rights had reason to get upset, why couldn't they get subs and have football practice or baseball practice or whatever during the day like that. And by all means, they were right to question that.

So as an educator, all of us that were involved with it had to go and try to smooth things out when we would go back to school, especially in faculty meetings and stuff.

Same thing was happening with students, because like in my – my case, with the band class, half of my band was gone, half of them are still sitting there trying to work and accomplish something. So they were getting ticked off because we were working our tails off and the people that weren't there weren't learning. So

we were going to have to go back and learn it again. So I had to make the kids try to understand that. And it was just a tough time for all of us. It was worthwhile but there was struggles because we were all off.

Participant G had a similar experience although it did not result from Research Question 5 but in the summation of the interview, when participants were asked if he or she wanted to say anything additional about his or her time with the partner organization or teaching experience. However, Participant G's response falls in line with the thoughts of Participant A and has been noted as a discrepant case, in which the participant stated:

The one thing that bothered me about my involvement with (partner organization name) and why I did not continue it is I felt that I was neglecting my art students. I had to provide four days of work for them to do under the direction of a substitute. I felt like I only had my students for six weeks at the time, and I just felt like I was not doing right by them to be gone for four days even though I thoroughly enjoyed it and I saw the benefits of what it was doing for other students”.

The final research question was, “How does the intrapersonal and interpersonal intelligence of educators who participate in the nonprofit community-based theater program enhance teaching in the regular classroom?”. The sixth research question provided support for both research themes that emerged from the data, which were Theme 1: Intrapersonal Behaviors and Theme 2: Interpersonal Behaviors. The purpose of the sixth research question and its corresponding interview questions and prompt were developed to encourage participants to identify when he or she believed intrapersonal and

interpersonal intelligence were used in his or her own classroom. Research Question 6 and corresponding interview questions provided participant responses in support of Theme 1: Intrapersonal Behaviors. These participant responses belonged to the following intrapersonal categories of “parallels” and “understanding self”.

Interpersonal responses were categorized under “parallels”, “perceived benefits of the partner organization”, and “volunteer roles” under Theme 2: Interpersonal Behaviors. Understanding if and when the participants recognized when he or she used these intelligences was important. A goal of the research was to ascertain if experiences using these intelligences in the partner organization were applicable in the traditional classroom. More specifically, it was important to find, according to each participant response, if the participants developed or enhanced both intrapersonal or interpersonal intelligence during his or her experience with the partner organization. In addition, it was germane to understand whether or not these skills were applicable in other educational environments that may benefit students. Two interview questions and one prompt were used in the interview script with participants for Research Question 6, which included:

Interview question: *Recall a time in your classroom that was similar to a student communication exchange during the partner organization. How do your intrapersonal and interpersonal skills from the partner organization translate to your regular classroom?*

Interview prompt: *Explain at which point in the classroom exchange you believe you used intrapersonal intelligence.*

Interview question: *At which point, do you believe interpersonal intelligence was used in that exchange?*

Summary

Two themes emerged from the research data, Theme 1: Intrapersonal Behaviors and Theme 2: Interpersonal Behaviors. Research Questions 1 and 3 were composed to promote intrapersonal responses from participants, while Research Questions 2 and 4 were developed to encourage interpersonal participant responses. Research Questions 5 and 6, were developed to encourage discussion on the influence of intrapersonal intelligence on that of interpersonal intelligence for participants. However, participant responses were dependent on the individual's understanding and interpretation of intrapersonal and interpersonal intelligence for the individual participant.

Intrapersonal intelligence relies on how well an individual understands his or her motives and why he or she reacts or behaves in certain ways in situations. It was a noted several times by participants in interviews that knowing himself or herself as an educator was essential for being an effective teacher for several reasons. Understanding his or her intrapersonal intelligence allowed participants to identify strengths, weaknesses, and his or her preferred methods of communication more easily with others. The understanding of intrapersonal intelligence increase the individual's ability to communicate and enhance interactions with other people. An understanding of intrapersonal intelligence and how it affected the individual research participant was essential.

During the interview process, while many participants recognized that it was important to understand himself or herself as an educator, nearly half of the respondents

had difficulty describing or recalling a specific situation where he or she used intrapersonal intelligence. Some could recall using it but could not provide an account of a specific situation. All participants but one, identified himself or herself as being a positive educator for the first research question, “How do educators who have participated in the nonprofit community-based theater program define intrapersonal intelligence?”. One participant reflected on his or her younger days in the teaching profession when he or she would have tried harder to understand him or herself better but “wasn’t willing to sacrifice my core belief concepts to correct what some people would have said bad” (Participant A). Thus, most participants identified that he or she used and possessed intrapersonal intelligence.

Some participants were unable to provide specific instances that demonstrated that he or she fully understood what intrapersonal intelligence was, and how it developed or the full application of intrapersonal intelligence. It was concluded that some participant responses were the result of participants no longer being actively involved in the program, as a few participated in the partner program nearly ten or more years ago. It should also be noted that while participation in the partner organization was many years ago for some, that some responses were still believed to be the result of not fully understanding the concept of intrapersonal intelligence. This could be because participants had little exposure to the concept, or did not fully recognize his or her own use of intrapersonal intelligence.

“How do educators who have participated in the nonprofit community-based theater program define interpersonal intelligence?”, the study’s second research question,

and had two interview questions that were asked of participants. Every participant believed he or she possessed interpersonal intelligence and communication skills, and that the intelligence was used during student interactions with the partner organization. Not all participants believed that he or she used interpersonal communication skills well, as cited by Participant A. Six of the eight participants were able to provide a detailed and robust account of a student encounter using interpersonal intelligence while volunteering with the partner organization. All responses provided support that communication is key in working in a group setting with youth. Each participant detailed how he or she personally interacted with a student or another adult, as a result of a student miscommunication and how the situation was resolved by using his or her interpersonal intelligence.

For Research Question 3, “How does intrapersonal understanding develop through an educator’s participation in the nonprofit community-based theater program?”, some participants provided responses that leaned more to interpersonal intelligence rather than intrapersonal intelligence. At this point in the interview, interpersonal intelligence had not been introduced, so it is likely that the participants were not aware that he or she was discussing experiences dealing with interpersonal behaviors or communication. Participant G provided a very succinct statement by admitting that he or she was not sure if participation in the partner organization enhanced his or her intrapersonal intelligence during volunteer time with the program. However, all participants at least implied that his or her intrapersonal intelligence was present or used during interactions in the partner program to varying degrees. Three participants were able to provide full-bodied answers

to the interview questions for Research Question 3, in which he or she described how he or she believed intrapersonal intelligence developed as a volunteer with the theater-based partner program. Participants were able to explain the situation in which he or she had to activate intrapersonal intelligence to help resolve or evaluate a situation that occurred while volunteering with the partner organization.

Research Question 4, “How are interpersonal communication skills enhanced through an educator’s participation in the nonprofit community-based theater program?”, was a more difficult task for some participants to answer. Participant D and Participant E had difficulty recalling a specific experience as his or her participation in the partner organization was in years past and not recent. At least half of the participants were able to summarize his or her experience with interpersonal intelligence, and the positive outcomes that resulted from volunteering with the partner program. From this research question, there was additional information discovered about the educator’s working as volunteers from the program. Participants discussed providing support for the students for acting, music or backstage roles, but also, support for student self-esteem as well. A better understanding of how these participants helped students learn through modeling musical and theatrical concepts were discovered, and participants discussed how he or she received parent recognition for praising student efforts in the partner organization.

Research Question 5, “How influential are the intrapersonal and interpersonal intelligences of the educators on the development of student motivation and self-efficacy among students who participate in the nonprofit community-based theater program?”, provided the participants’ thoughts on how participants understood him or herself as an

educator. The importance of communication, and how the intelligences impact student achievement, and a discrepant case about teacher and student jealousy was found in question five. For the discrepant case, the participant's response did not directly align with the intent of the first interview question belonging to Research Question 5. The interview question was, "Why is having some level of understanding for oneself important as an educator?". The interview question was designed to elicit participant responses about the influence of intrapersonal and interpersonal intelligences on student motivation and self-efficacy (Research Question 5). The response opened-up the discussion of how volunteer involvement had an unintended negative result for co-workers during the early years of the partner program. Other participants provided responses that identified the importance of understanding himself or herself as it was beneficial to students for developing a sense of respect and trust. When trust was established it was easier to motivate students to participate, allowed the student to understand what he or she was asked to do, and achieve the goals set before the student.

Research Question 5 delved into the aspect of communication in the second interview question. Participants provided a very detailed explanation for the use of communication when working with youth, especially in a theatrical setting where the ultimate goal was for the student actors, musicians and technical crew, to communicate with the audience to tell a story. Participants demonstrated a thorough understanding by drawing the connection between the ability to understand himself or herself and what he or she asked of others in order to communicate. Participants also understood the impact those variables had on student achievement. All participants reported positive outcomes

for students, even if participants had to go the extra mile by tutoring, so students did not get behind in other coursework while participating in the partner organization.

Participants linked his or her communication abilities to positive outcomes while involved with the partner organization. For example, participants reported proper communication helped students understand tasks and increased willingness to participate because students had a better understanding of what was being asked of the student. Communication helped to make participants a role model where participants showed confidence and built trust with students. Communication created bonds with students and made students try harder. This gave some students the courage to pursue arts-related career choices or careers options that were first introduced because of student involvement in the partner organization. A common saying amongst the participating students was what Participant F referred to as a “(name of partner organization) family”, which happened when relationships were built because of open lines of communication in the program between students and educators.

Research Question 6 transitioned from how intrapersonal and interpersonal intelligence were recognized and used in the partner organization to how the intelligences were used in the regular education classroom. The goal of this research question was to see if the intrapersonal and interpersonal skills were learned or enhanced through participation in the partner organization, and if these intelligences transferred to the regular education classroom. This information provided support for nonprofit arts community-based programs such as this, that have potential to provide teacher professional development opportunities while continuing to benefit youth and the

community. The interview questions were written to promote respondent recall for specific instances when he or she used intrapersonal and interpersonal intelligence and whether or not, the respondent believed he or she was able to recognize when the intelligences were activated. Several participants, who taught a fine arts subject, likened the theater environment of the partner organization to that of the participant's regular classroom because both were performance-based environments.

All participants recognized the use of intrapersonal and interpersonal intelligence in the regular classroom. However, all could not recall a specific situation where these intelligences were activated in individual participant classrooms that were similar to a partner organization interaction with a student. Six participants were able to discuss the carryover of the intelligences from the partner organization to the regular education classroom. Some could not provide a specific exchange with a student activating interpersonal intelligence or a moment where the participant needed to use intrapersonal intelligence.

Participants were able to express individual feelings on the use of the intelligences and each believed the intelligences were used effectively in the participant's classroom by providing generalized examples. Participants regaled stories of learning how to breakdown music in the theater-based partner program and how that benefitted the learning process in the participant classrooms. Participants recognized when he or she did not teach a concept well and had to reteach to students trying different strategies in the classroom. One participant provided thoughts on how the participant learned to develop better reactions to students, his or her needs, and develop patience as a result of

the partner organization. Lastly, a participant provided a thorough explanation of how the partner organization helped to show the application of music to students in the theater-based partner organization. This allowed the participant to have deep meaningful conversations about music and its application in the world to students in the traditional education classroom.

Interview questions were drafted to answer the six research questions of this study. Participants were able to openly discuss his or her thoughts on intrapersonal intelligence and interpersonal intelligence to varying degrees of understanding. It was surmised that although a clear understanding of the intelligences was not present for every participant. All participants believed that he or she possessed these intelligences and had used these intelligences in his or her experiences with the partner organization and in the regular classroom. None of the participants signified that the partner organization was the main or initial source for him or her to learn about, develop his or her own or the sole influence for understanding intrapersonal or interpersonal intelligences. To some degree, all participants were able to say that he or she found benefit for him or herself through participation in the partner organization. A few participants were able to discuss the benefit of the partner program for student participants. At least half of the participants praised the nonprofit community-based theater partner organization for its benefit to the community.

In summary, all participants had varying degrees of familiarity and understanding with the terms intrapersonal and interpersonal intelligence. All participants, to varying degrees, believed that he or she possessed and had used these intelligences while

participating in the partner organization and within the regular education classroom with students. However, few participants were able to provide specific examples on the development and use of intrapersonal intelligence through participation in the partner organization environment. All participants recognized that some level of intrapersonal intelligence was used during the participants' time volunteering with the partner organization and in the regular classroom. There was better participant recall for communications and interactions that took place between participants and students who participated in the partner organization using interpersonal intelligence. Participants had greater awareness for how interpersonal intelligence was used in the partner organization and its application than in the regular education classroom. Most participants recognized the similarity between environments of the partner organization and that of the regular education classroom for student learning. Many participants were able to provide examples of how participation positively affected and increased teacher self-confidence and respect from student. Participants also noted that student motivations and self-esteem were improved.

Data analysis findings led to the conclusion that participants had greater difficulty reflecting on his or her own use of intrapersonal intelligence within the partner organization and the traditional classroom. For participants, this intelligence was underdeveloped or the understanding for the intelligence was shallow. It could not be determined that participation in the partner organization was the source for developing intrapersonal intelligence or had a great effect on existing intrapersonal intelligence in the research participant. Intrapersonal intelligence, while it may have developed for

participants or benefitted from a participant's participation in the partner organization, was not as easily recognized within all research participants, as acknowledged by participant responses.

Participants discussed interpersonal interactions easier, which signified, that participant awareness for the use and understanding of interpersonal intelligence was greater than that of intrapersonal intelligence. Reflections on interpersonal intelligence received greater amplification because of the nature of the partner organization and in the participants' role of classroom teacher. In both environments, the participants regularly engaged in learning with students. No determination could be made about participant involvement in the partner organization being the singular source for developing or an increase in intrapersonal intelligence. However, participation did foster experiences that encouraged the use of and enhanced interpersonal intelligence and communication skills for the research participants.

The following chapter provides a discussion, conclusion, and recommendations for future use of the research data and results for future research. The chapter discusses an interpretation of the findings as it relates to the theoretical framework of the study, which is multiple intelligence. Limitations of the study are thoroughly reviewed, and recommendations are provided for future research that would extend the study of the phenomena. A section on positive social change is provided to highlight the implications that this research may have on policy related to education, and the use of teacher development or professional development trainings that incorporate community-based nonprofit arts programs.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The theory of multiple intelligence developed by Howard Gardner, provided the theoretical framework for this research. Examining the use of intrapersonal and interpersonal intelligence of educators involved in the nonprofit community-based theater program provided support for the acceptance of professional development opportunities partnering with nonprofit community-based programs for educators. I sought to understand how these intelligences were developed and enhanced through participation in the program. Recognition for when and how these intelligences were employed by participating educators in the partner organization environment and in the regular education classroom, and the impact on student motivation and self-efficacy were studied to best gauge the effects of teacher intrapersonal and interpersonal intelligence. As a result of the interview process used in the research, two themes emerged from the data, which were: Theme 1: Intrapersonal Behaviors and Theme 2: Interpersonal Behaviors.

From the participant interview responses, guided by the research questions of the study, it was found that all participants, at varying levels, believe that he or she understood himself or herself as educators, his or her thoughts, and his or her own reactions to situations to some degree, providing support for Theme 1: Intrapersonal Behaviors. This provides evidence of the use of intrapersonal intelligence and behaviors that are intrapersonal in nature from the research participants. Participants were able to own his or her experiences and understood how participation in situations impacted certain outcomes in the theater environment of the partner organization. In the delivery

of his or her answers to interview questions, all participants provided commentary to support his or her use of intrapersonal intelligence through participation in the partner organization and in the regular education classroom. However, all participants could not describe how and where he or she specifically used intrapersonal intelligence in partner organization encounters.

Some participants provided detailed examples, with specific instances of how intrapersonal intelligence was used or how the individual believed that intelligence was enhanced through involvement in the partner organization, a nonprofit community-based theater program. A few participants used generalized examples to describe experiences with intrapersonal intelligence. For a few of the questions pertaining to intrapersonal intelligence, several participants provided responses that were interpersonal in nature. The conclusion was drawn that all participants possess self-awareness and the belief that all participants understand his or her feelings and emotions. While intrapersonal intelligence was present for every participant, the diminished understanding for and discussion of intrapersonal intelligence from all participants was believed to be attributable to limited exposure to the term and concept.

Participants were able to discuss his or her own interpersonal intelligence and interactions involving this intelligence in the partner organization and regular education environments with more ease. These discussions support the emergence of Theme 2: Interpersonal Behaviors. All participants were able to provide examples of his or her use of interpersonal intelligences in those exchanges. Interpersonal intelligence responses were longer and more detailed for most participants. For both intelligences, most

participants were able to express through his or her stories of experiences, that volunteering with the partner organization provided some benefit to his or her ability to communicate. Not one of the participants could concisely state that participation in the partner organization was the origin for these intelligences or to what extent these experiences with the partner organization impacted these intelligences.

For Theme 2: Interpersonal Behaviors, it was found that participant responses coded under “motivation” category had the most frequency, as that category encompassed interpersonal interactions with peers, parents and students. From these experiences *value*, *confidence*, and *familiarity and comradery*, which were the corresponding codes under “motivation”, had been developed or witnessed by participants of the partner organization during interactions with the partner program. Thus, it was determined that these interactions resulted in motivational experiences for the participants of the study and the student participants of this study, and the research participants had a direct effect on the development of these motivations. However, when “motivation” was looked at under the intrapersonal lens, “motivation” and instances involving it were not reported as frequently. As a result, I concluded that it was easier for participants to recognize when his or her participation in partner experiences activated motivation within others. This was a direct result of his or her participation in the partner organization. Nonetheless, no conclusion could be made, based on participant responses, to support the idea that motivation developed within the individual research participants as a result of volunteering with the partner organization.

“Interactions with others” under Theme 2: Interpersonal Behaviors ranked as high as “understanding self” under Theme 1: Intrapersonal Behaviors. There was a direct correlation between these two categories and the importance of the connection was proven in the study’s results. All participants reported to possess some form of self-awareness in the study and discussed his or her ability to recognize strengths, weaknesses and the ability to control thoughts or reactions to situations within him or herself. There were great discussions on the ability to communicate effectively and the ability to get along with others in participant responses. This finding provided additional support that understanding his or her intrapersonal intelligence impacted how individuals reacted, behaved, and processed information from exchanges in situations that involved interpersonal intelligence. Thus, intrapersonal understanding within the individual had a direct impact on interpersonal interactions with others.

All participants of this study were able to cite specific ways in which, he or she believed the partner organization benefitted everyone involved with the partner organization from learning new skillsets, feelings of success, to building relationships with teachers and amongst other students. Therefore, I concluded that the study was able to highlight the activation of intrapersonal intelligence and the enhancement of interpersonal intelligence in the research participants. The activation of these intelligences in participants impacted student motivation and student self-efficacy and was attributable to the participants’ use of these intelligences while engaged with the partner organization. The study was not able to succinctly show how all participants believed he or she activated intrapersonal intelligence in specific instances or to what

degree, the individual participants believed intrapersonal intelligence was used.

However, the study provided ample support for the use of the fine arts as a tool to enhance communication amongst teachers and students, and to provide hands-on learning experiences for learners.

Support was the largest reported “volunteer role” found in the research, as support was needed for students in the program and the research participants of the program within the partner organization. Research participants provided a massive amount of support for students and each other in the study. Participants were able to clearly understand how he or she provided support and how it impacted others participating in the partner organization, which was a nonprofit community-based theater program. Participants recognized that his or her roles from the traditional classroom overlapped in the environment of the partner organization in terms of providing structure for learning and authority.

There were a few challenges noted in the participation with the partner organization. Some of these experiences stemmed from interpersonal interactions, while others originated from intrapersonal understanding on situations. None of the resulting challenges were negative experiences, where someone was physically hurt. These were experiences where research participants realized that he or she had to take on additional roles, interact in way different than he or she originally understood or agreed to, or participation in the partner organization had an unintended negative influence in the regular classroom or with co-workers. Challenges in this context, referred to the participants’ need to go out of his or her way to make sure things were taken care of or to

rectify situations that were unexpected in participant interactions with the partner organization. Based on these findings, the conclusion was drawn that these challenges, while considered a temporary annoyance for the participants, were mitigatable circumstances and minor instances, where interpersonal communication skills, as reported by the participants, seemed to resolve these issues.

As a result of the research questions, research participants reported more instances of teacher performance being impacted in the regular classroom as a result of his or her participation with the partner organization. There was less discussion about participants relating his or her involvement with the partner organization to positive or negative effects on students in the participant's regular classroom. Participants were able to draw upon instances where he or she activated intrapersonal and interpersonal intelligence that occurred within the partner organization during theater season with students and provided several examples of these uses in that context. The ability to draw upon specific examples of when or how these intelligences were used in the regular classroom was less successful.

The participants were able to provide great discussion of strategies from the regular classroom that were transferable to the theater environment of the partner organization and vice versa. The discussion of intrapersonal and interpersonal intelligence provided information on how these intelligences were used by participants in the regular classroom but specific examples were never provided. However, the discussion of the development and enhancement of these strategies involving intrapersonal and interpersonal intelligence, whether the intelligences were preexisting

and acquired through teacher trainings in college, other professional development experiments, or trial and error during years of experience in the classroom or through participation in the partner program could not be ascertained from participant interviews. Most participants were able to discuss the enhancement of his or her communication skills and his or her ability to reflect and internalize his or her behavior in past events as a result of participation in the partner program.

All participants conveyed the belief that the partner organization was beneficial in helping students, even if the individual participants could not state that student successes were dependent on the participant's involvement. It was apparent in the study that all participants enjoyed his or her time with the partner program. Participants learned something from the program about how to interact with others or how to understand him or herself in difficult or new situations. However, it was not possible to gather or understand to what degree each participant felt that his or her time spent with the partner organization impacted intrapersonal and interpersonal intelligence for the individual.

Participants felt that the use of these intelligences were necessary for involvement in a program such as the partner program, a nonprofit community-based theater program. The most important take away from this research, is that the research participants were able to understand, at varying levels, the use of intrapersonal and interpersonal intelligence during participant involvement with the partner organization. Participants recognized that these intelligences were important for partner program participation. The research made the connection between educator participation using these intelligences and a positive influence on teacher self-efficacy and motivation (Theme 1: Intrapersonal

Behaviors), and student achievement, self-efficacy, and motivation (Theme 2: Interpersonal Behaviors).

Interpretation of the Findings

In educational training, the discussion of Piaget's cognitive development is pertinent and heavily embedded in curriculum for educators. This theory allows educators to best understand how learning occurs for children. Youth participants in the partner program ranged from third grade, typically eight years old, through seniors in high school.

Research participants had experiences dealing with students at different levels while volunteering with the partner program. Nearly half of the participants reported having teaching experiences in the regular classroom with all grade levels from elementary school to high school.

For effective participation in the partner program, it was essential that each research participant had a basic understanding of how youth, at these different levels of understanding, learned new material. When a research participant was able to understand his or her own cognitive levels, he or she was better able to assess the cognitive level of the student. It was essential for participants to know how to interact and meet the students at the individual student's level of learning. Understanding his or her cognitive level is a tenant of intrapersonal intelligence and supports Theme 1: Intrapersonal Behaviors. Understanding him or herself and using that understanding to interpret someone else's cognitive level is a tenant of interpersonal intelligence and supports Theme 2: Interpersonal Behaviors.

The “will-skills-hill” model of Moran and Gardner (2006) and the executive function, which are functions of intrapersonal intelligence supporting Theme 1: Intrapersonal Behaviors, ultimately influenced goal attainment and motivations within the individual research participant and student participants of the partner program. Participation in the partner program for research participants was a large commitment and one had to be very practiced working with youth to best understand student behaviors and motivations for learning. A developed sense of self-efficacy was present to a degree for research participants, in order to take on roles where she or she had to demonstrate proficiency in his or her craft while teaching and interacting with others. Moreover, the participants had some realization and appreciation for his or her intrapersonal intelligence to understand his or her motivations for participation within the partner program. This intrapersonal intelligence allowed the participant to recognize the value of the program within himself or herself. Participant interpersonal intelligence, in support of Theme 2: Interpersonal Behaviors, allowed the individual participant to see the value for student learning, and development of motivation and self-efficacy for participating students of the partner program.

Research participants were able to reflect on self-efficacy from his or her perspective because he or she volunteered with the partner organization. While discussions of developing self-efficacy for the adult educator resultant of participation with the partner organization was not directly reported by research participants, the use of self-efficacy to enhance student participation was discussed. Deep conversations of how the participant had to show confidence in his or her ability while working with youth in

the partner organization, exemplified how the self-efficacy of the educator impacted the self-efficacy of the student. Research participants firmly held that showing confidence in his or her ability created respect for the educators from the students and made the individual educator a more credible teacher or expert in the teacher's field from the perspective of the students. This type of credibility and respect for the volunteering educators in the partner program, helped the students believe in his or her abilities more and enhanced student motivations to continue to participate in the program.

Understanding how self-efficacy affected research participants was paramount because participant demonstration of self-efficacy, regardless of how or when it developed for the participants, directly impacted student achievement and motivations as witnessed by participant interview responses. While more research is needed to bridge a definitive connection between the underpinnings of this research, like that of Maslow's hierarchy of needs, the research drew support for the socioemotional needs of participants and students being met to some degree, for those who participated in the partner program. Belonging, self-esteem, and self-actualization were all seen to varying levels for participants of the study and within certain interactions reported by participants for students within the program. Based on these discussions, the conclusion was made that many of these participants perceived that he or she had demonstrated self-efficacy. Lack of confirming evidence supported that participants believed that his or her self-efficacy developed separately and before participation with the partner organization.

The findings of the research study confirms that the development and enhancement of educator motivation, self-efficacy, self-esteem, and self-actualization,

which belong to intrapersonal intelligence, are a result of participation in the partner organization, which is important for educator performance and the ability to engage and reach students. This was evidenced in the reports given by research participants and how the participant understood him or herself (self-actualization) in partner organization interactions that demonstrated the use of an understanding of the participant's level of cognitive development. Individual participants provided support through interview responses of participant motivation, self-efficacy, and self-esteem. As a result of participant reports of these intrapersonal abilities within the individual participant, reports of increased student motivation, self-efficacy, and self-esteem were also reported by the research participants. These findings provide support that educator intrapersonal intelligence through activated interpersonal intelligence has a direct influence on student intrapersonal intelligence. This means that there is a potential for student motivation, self-efficacy, and self-esteem to improve when educators actively use intrapersonal intelligence to engage and communicate with students using interpersonal intelligence.

The constructivist theory of Piaget lent itself to the Key Learning School Model developed under the principles of Gardner's multiple intelligence, as outlined in the literature review of Chapter 2 for this study. As constructivist theory encouraged the learner to acquire knowledge through experiences and creation, this tenant was also present in the structure of the Key Learning School and the partner organization of this study, which was a nonprofit community-based theater program. By encouraging youth participation using interpersonal intelligence, the participants provided a unique learning opportunity to the youth through the arts where student participation directly affected the

outcome. The partner organization fostered learning that showed application for knowledge, which was an annual theater production where students under the guidance of adult volunteers, the study's research participants, were involved in every aspect of the production process from acting to operating audiovisual equipment.

The purpose of professional development for educators is to sharpen or extend the educator's knowledge related to pedagogy and related materials that impact student learning and achievement. Developing teacher self-efficacy is tied to every professional development training, as it is the hope that these trainings allow the educator to have the confidence and knowledge to face any situation or obstacle in the learning environment with the well-being and achievement of the student in mind. In areas like that of the partner organization, where arts education and artistic and cultural experiences were endangered, incorporating professional development that promoted the use of trainings for regular education teachers to teach art in traditional classrooms or incorporate the arts into curriculum of other content areas helped to preserve the importance of the arts in the development of children. This study showed how this type of professional development experience was possible through partnerships with the organizations like that of the partner organization, which was a nonprofit community-based theater program.

Learning becomes more memorable when individuals have memorable learning experiences for both adults and children. In the 2015 report from the West Virginia Department of Education Office of Research, teachers from the study noted that teachers did not always have time to apply what was learned from state or county provided professional development sessions in his or her classroom. The partner organization of

this study was a hands-on experience based learning program where input equals output for every party involved. There are different ways that educator volunteers could participate within the organization. With additional steps taken to develop a professional learning program for educators of the partner program through the school system and community partnerships, the partner organization would be able to meet professional development needs for any educator. This is especially true for professional development intended to create and deepen educator intrapersonal and interpersonal intelligence and communication skills. Under additional program development, a program such as that of the partner program could help teach students partnering with educators, the application of the fine arts but also, that of science, technology, engineering and mathematics, commonly referred to as STEM education.

One participant referenced that the educator had to be the representation to the student of what was available out there for the students on a national level. While the participant specifically framed the thought from the position of a music educator, the thought was very applicable to all areas of education that influence career choices that students make, especially in lower-socioeconomic areas. Educators who are involved in experiences that foster culture and the arts in the community, like that of the partner organization, enhance his or her social network. This gives these individuals the ability to interact with other professionals in a unique learning environment and the individual can learn new material from respected individuals within his or her peer-group. This was also true for the students who had participated in the partner program of the study, and

especially important for student development as these programs helped the youth find others with similar interests, which increased student motivation and self-efficacy.

Much of the professional development provided by school systems and the West Virginia Department of Education are focused on making teachers better practitioners. The state provides learning models that show the educator how to best engage with students to enhance student learning. This increases teacher self-efficacy overtime by providing a toolbox from which to work in different student learning scenarios and gives educators a variety of resources. This frequent type of professional development does not support the individual educator's cognitive development, an understanding of how a teacher should interpret learning materials and his or her use and understanding of intrapersonal intelligence. The focus is not on how educator's process information, understands him or herself, educator motivations for teaching, or the want to be better more effective communicators for students. The professional development often found and presented in West Virginia for educators is grounded in interpersonal intelligence and heavily focused on student learning specifically. State provided professional learning is geared toward student mastery and motivation, with little regard to that of the educator, who is responsible for delivering content and ensuring that the content is received and processed by students. This research study confirms the need for more varied professional learning for educators in West Virginia that promotes the enhancement of intrapersonal intelligence as well as interpersonal intelligence. As highlighted in this study, participant educators had more difficulty discussing and identifying the use of

intrapersonal intelligence resulting from experiences in the classroom or as a result of interactions within the partner organization.

This study paired well with the positive youth development framework used in the National Arts and Youth Development Project by Wright, et al. (2006). The partner organization for this study was in a lower-socioeconomic area and met similar objectives to that of the NAYDP. The NAYDP put a major focus on recruiting artists and leaders in the community who exemplified the characteristics the program felt were necessary for participating students to learn self-efficacy, determination and social skills. The NAYDP had well-planned programming and structure. Focusing on who was put in place to teach and guide children and the skillsets possessed by those individuals was key for both the National Arts and Youth Development Project and that of the partner organization. The researchers of the NAYDP concluded that the program was successful in reaching students in those areas because of the programming and how adults interacted with the children. The participant responses in this study, led to the conclusion that the partner organization, while not as structured as the NAYDP, was also very successful in teaching participating youth, self-efficacy, determination and motivation. Motivation was developed through the student's participation in the theatrical productions as the volunteer educators guided students. Students were able to see tangible results that were recognized in the local community. This resulted in many students returning to participate in the theatrical productions of the partner organization year after year.

Being that the partner organization was fine arts based, especially geared toward theater, the conclusions drawn in the Moorefield-Lang (2010) article *Art Voices: Middle*

School Students and the Relationships of the Arts to Their Motivation and Self-Efficacy, were reflected in the partner organization as well. The partner organization, like that of Moorefield-Lang's study show how students were encouraged to experiment with ideas, which were how students chose to portray a character for an acting part. The partner organization required students to repeatedly practice his or her craft to learn the material which led to strengthened long-term memory. Uhrmacher (2009) found that strengthened long-term memory was one of the benefits of aesthetic learning experiences in his research with the Aesthetic Education Institute of Colorado. Volunteer educators constantly provided real-time feedback to students in every aspect of the organization and allowed the students to ask questions of the volunteering educators, which made learning experiences more impactful for students. The partner organization required the adult educators to collaborate with one another and students. Perhaps the greatest strength of the partner organization was that it required students to learn how to communicate and collaborate with each other.

This research study confirmed the presence and enhancement of motivation and self-efficacy, which are results of the activation of intrapersonal intelligence belonging to Theme 1: Intrapersonal Behaviors. This happened through participation in arts-based activities for both students and educators with the partner program, as also evidenced through the research articles from the National Arts and Youth Development Project and the Aesthetic Education Institute of Colorado. In addition, this research study showed the potential for motivation and self-efficacy to be activated in students as a direct result of educator's who are equipped with an understanding of his or her intrapersonal

intelligence through interpersonal interaction (Theme 2: Interpersonal behaviors) between educators and students.

This study could not draw any conclusions about the financial benefits that the partner organization provided directly to the community. However, it was noted by several participants that the community came together to help support the organization through a variety of ways. The partner organization, located in a small town, involved many area students from all over the county, so many families had family members and friends in these productions. The local community benefitted from the partner organization and the partner organization received overwhelming support from the community, community members and school system.

Gardner's theory of multiple intelligence identified seven types of intelligence, which are musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, intrapersonal and interpersonal. While the partner organization used every one of these intelligences with individual participants, from adults to students in the theatrical productions, this study specifically looked at intrapersonal and interpersonal intelligences to build support for Theme 1: Intrapersonal Behaviors and Theme 2: Interpersonal Behaviors. Intrapersonal and interpersonal intelligence are commonly associated with emotions and communication abilities. Intrapersonal intelligence was very personal for the individual and involved the ability to understand him or herself and regulate emotions and decision-making. As exhibited in this study, executive function, which is the ability for one to regulate emotions and make decisions was demonstrated by several of respondents according to his or her interview data.

An example of the use of executive function and use of intrapersonal intelligence was witnessed when one participant noted that he or she had to stop himself or herself and remain quiet over a situation where the participant felt students were not being treated fairly (Participant G). While the respondent did not provide additional information on how he or she believed this treatment made the students involved feel, the statement demonstrated that his or her executive function and intrapersonal intelligence were activated in that moment. Participant A, in his or her interview noted that, "...I learned not to get quite as excited about things as I normally do because a lot of it was out of my hands." This response demonstrated that the participant had some recognition of his or her ability and what was within his or her realm of control. All participants recognized that intrapersonal intelligence was activated during participant interactions with the partner organization and within the regular education classroom. This was important because intrapersonal intelligence allowed the individual to reflect and react to situations after one internalized all the factors of a situation.

The following provides a summary about the use of intrapersonal intelligence for research participants for Theme 1: Intrapersonal Behaviors. Having a good sense of intrapersonal intelligence, led to better outcomes for situations that required interpersonal intelligence in the research study. Interpersonal intelligence involved communications and interactions with others. These communications included verbal, written and nonverbal cues and were often incumbent upon how the individual involved interpreted interactions according to his or her intrapersonal intelligence. In addition to intrapersonal intelligence, the understanding or interpretation of events in an interpersonal interaction

was dependent on prior experiences with individuals and situations. If a prior interaction was not positive, an individual dealing with a situation may have a difficult time using intrapersonal intelligence to improve an interaction better between that individual and another person. The study did not identify any instances where underdeveloped intrapersonal intelligence or behaviors prohibited an individual from interacting in an appropriate manner within the partner organization or regular education classroom. While it could not be determined how intrapersonal intelligence developed for the individual participant, it was concluded that all participants possessed it to varying levels.

The use of intrapersonal intelligence made the partner organization run smoothly as respondents provided responses that demonstrated the use of intrapersonal intelligence used in ways to help individuals reflect on responses and interactions. The use of intrapersonal intelligence allowed participants to better help students. When one works with students and is perceived as the leader or in control, a negative response or reaction that happens in the moment, without thought to how it might be interpreted by others can lead to conflict. In this context, the conflict may involve another volunteering educator, who is generally used to provide resources not readily available from others in the community. Conflict may occur with a student in educational settings. With a student it can become a much larger issue. This type of conflict requires parent communication to amend the situation.

The use of intrapersonal intelligence and interpersonal intelligence was cyclical within the partner organization for participants because of the interdependence between the two intelligences. Intrapersonal intelligence was employed and constantly used in

learning situations within the partner organization and the regular education classroom. Effective interpersonal communication involves an understanding of intrapersonal intelligence. Once a student discerns that an individual with which he or she holds in high esteem, or sees as an expert or leader negatively engages with a student, it has the potential to tarnish learning situations. The student may no longer be receptive to that teacher or the student's own ability.

The following provides a summary about the use interpersonal intelligence for research participants for Theme 2: Interpersonal Behaviors. Interpersonal intelligence was highly visible in this study, as all participants cited many examples of interpersonal behaviors in interview responses. The partner organization was heavily dependent upon interpersonal intelligence and each participant recognized that. Participants easily recognized that his or her work with students in the partner organization and within the regular education classroom directly impacted student achievement, learning, and motivation for students. Participants understood that students participating with the partner organization, viewed the research participants as the knowledge holders, who possessed the knowledge to make the students better at his or her craft. Additionally, participants noted that the use of interpersonal intelligence was the biggest factor in creating that family-like feeling amongst participants and students, where everyone felt like he or she belonged. Participants recognized how he or she treated students and how this led to certain positive and negative results. Interpersonal intelligence allowed participants to both recognize and provide support to students who exhibited problems with learning material, getting along with others or dealing with internal struggles.

Limitations of the Study

Multiple perspectives of participants were used in the study through the interview process for triangulation purposes. While the intent was to have as many participants participate as possible, only the minimum number of eight of the solicited 13 potential participants agreed to participate. The number of participants in this study is considered a limitation. As there were only so many individuals who met the criteria developed for participation, the solicitation pool for potential participants was limited. Criteria for this study stipulated that participants would be individuals who were past or current public school educators, with certification to teach in the state of West Virginia. Participants with at least one-year of experience volunteering in the partner program, were presumed to have used his or her intrapersonal and interpersonal intelligences while engaged as a volunteer with the partner program and in the regular education classroom.

I, the researcher of this study, had some familiarity with all participants. I had previously worked as an educator, was a former student in public education for several participants' classrooms, was a student participant 20 years ago, a volunteer educator with participants in the partner program four years ago, and a family member to one of the participants. The familial relationship to the program contact, who is the director of the partner program, was relayed to every participant after the informed consent process was detailed and before the beginning of each interview for each participant. The discussion of my familial relation was audio-recorded to document the acknowledgement on every participant's part that he or she understood the familial connection between the program's director and myself.

The use of thick descriptions to describe the research context was used in the data analysis portion of research and the discussion of two discrepant cases were provided. The discussion described how the cases were handled, which was by reanalyzing interview data and amending the codebook. By amending the codebook, I was able to account for the discrepant cases, which were valuable and added a different perspective to the study. These cases showed the effects that the partner program had on individuals, adults and youth, not directly involved with the program. Lastly, typed transcripts of interview audio, were provided to each participant for the participant's portion of the study only. Individual transcripts and a copy of the data analysis from the research to each participant, so each participant could understand how his or her data was used and understood in the research process. Participants were given the opportunity to amend, strike the use of his or her comments, and ask questions about how his or her comments were used in the data analysis process through member checks. A data audit was conducted after the close of the member check window. The data audit concluded that the study's results were within the boundaries of the study and all recommendations provided by the data audit process were corrected in the data analysis to maintain the veracity of participant data.

Recommendations

This study excelled at showing how intrapersonal and interpersonal intelligence was used by volunteering educators within the partner organization. These findings exemplified how these participants were able to use his or her intelligence in untraditional learning situations that allowed students to be creative, productive and

responsible for the learning outcome. In addition, these experiences allowed students to understand the application of his or her learning using aesthetic experiences. In order to properly provide support for the use of professional development for public educators through participation in community-based nonprofit organizations, like that of the partner organization, additional information and support is necessary.

Based on the findings of this study, the recommendation is made to conduct additional research with the partner organization and organizations of this kind. Very promising implications arose from the data for the uses of intrapersonal and interpersonal intelligences of those who participated in the partner organization, as aesthetic experiences tended to activate and enhance these intelligences more frequently. The types of data collection and timeframe for data gathering could be varied and lengthened. For example, a longitudinal study over the course of a couple of years may provide far-reaching results that show the greater development and use of intrapersonal and interpersonal intelligence for participants. Data collection could go beyond interviews and incorporate the use of observations over the course of several theatrical productions from the casting, set building, and practice phases up through the actual performances. This would allow a researcher to witness first-hand participant and student interactions and participant use of intrapersonal intelligence in context.

While valuable information was gained from the interview process of this study to better understand the perspective of participating educators who volunteer within the partner organization, more detailed information would be gained from the use of observations with these individuals as well. The use of focus groups would be another

recommended data collection method. The use of a focus group with a researcher as the facilitator, would allow participants to interact and recall his or her experiences. One person's thoughts on something may help another to recall experiences and this may lead to more enriching and thorough participant responses.

Some of the participants no longer volunteer within the partner organization but had in the past. In this study, the participant pool was not large due to the nature of the partner program, the resources available to the program and the health of past participants. For these reasons, observing the current participants would provide keen insights and allow a future researcher to track the use of intrapersonal and interpersonal development and use overtime. This would allow a researcher to pair the specific uses of these intelligences to specific situations and determine which intelligence had the greatest impact in a situation. Comparing the accounts of past program volunteers to that of the remaining few who are currently affiliated with the partner program would provide a broader view of how the organization and growth of the partner program has changed over time.

Incorporating former students, over the age of 18, who participated in the program as research participants would provide greater support for the benefits of the partner program on the development of intrapersonal and interpersonal intelligence of educators. Former students could discuss how participation in the partner organization with these educators enhanced the former student's own motivation, self-efficacy, and achievement. There is potential for former students to compare different interactions that occurred between the partner organization and in the regular education classroom with educators,

and what impact the former students believe the partner organization had on educator volunteers.

Implications

Research such as this can provide support for the allowance and acceptance of living laboratory professional development experiences for public educators partnering with community-based nonprofit arts organizations at the state level within the West Virginia Department of Education. However, impact of this policy update in the education system will have the greatest impact at the local community level. Participating with these organizations had many benefits to the educator, youth, and the community. Organizations like the partner organization are multifaceted and have applications that extend beyond the fine arts. The use of math, engineering, electrical, construction trades and computer science are all needed to help put on a theatrical production. These productions also involve kinesthetic intelligences for dancing and stage movement like that found in sports or physical education classes. The breakdown of character development and understanding character motives is the same in the English class as it is in the theatrical context, which lends itself to emotional health discussions that might be found in a health science course offering. All the components of the partner organization involved some link to every fine arts course in public education and, the required core curriculum like mathematics, science, and English as well.

Positive Social Change

Educators who participated in this type of professional development had the ability to engage with students in his or her own field of expertise to show the application

for learning and the subject. These interactions forced educators to use intrapersonal and interpersonal intelligences in the production process. The likelihood of creating greater teacher-student bonds, respect, enthusiasm and confidence in ability for the educator increases with educator participation in professional development opportunities like that of the partner organization. The students noticed and responded better to the more confident and reassured educator volunteer within the partner organization. The students found a mentor in the volunteer educator, someone who shared similar interests and had taken the time to be a part of an organization that the student found important. While there, the volunteer educators and the students learned how to better communicate with peers and each other, deepened the knowledge for his or her craft, and found meaning in the time spent learning.

The community benefits from these interactions as more people from the community become involved. This type of professional development for educators allows the educator to meet his or her required hours in a fun and engaging way and allows more people to get involved who work and likely live within the community. More awareness for the partner organization can be gained in the community. The arts have the potential to generate revenue in any area. Greater awareness can bring in more people from out of area who would like to see theater performances as well. Generated revenues will come from sources outside of the community too, increasing sources of revenue. The increased awareness and support for the partner organization could impact small scale tourism by increased customers to local restaurants in the community.

Lastly, and perhaps most importantly, adoption of a policy like this for acceptance and allowance of living laboratory professional development experiences for public school educators partnering with community-based nonprofits arts programs, guarantees that the arts and cultural learning experiences remain a part of student education. Students should not miss out on these opportunities in small areas because of limited funding or the lack of opportunities in these small rural areas. Partnering with these types of organizations is beneficial to the educator, student, community and culture. Having a positive culture is especially important in lower-socioeconomic areas and gives students something for which to look forward. This builds excitement for learning and provides positive experiences for students in areas that lack diverse extracurricular activities which are tied to the school system.

If not for the school system, in these smaller areas, extracurricular activities of any sort would be impossible outside of family funding. Most families in these areas have a difficult time absorbing out-of-pocket costs for additional activities like dance classes or tutoring. In recent years, the school system has relied more and more on the local community to provide donations for sports or for the purchase of academic materials through fundraising. Now is the time for the local school systems and the organizations within the community to come together and join resources.

Research of the partner organization provided the following implications for the use and development of intrapersonal and interpersonal development for educators. The study has shown how and when an educator used these intelligences and what benefit these intelligences had on students and the individuals involved in the partner program.

While I could not ascertain how large an impact the partner organization had on participants, findings provided the implication that the use of aesthetic experiences in learning environments are as beneficial to student motivations and self-efficacy as achievement in the regular classroom or participation in sports. The study data also showed how a small community provided culturally enriching activities for students without a large budget.

Using the most easily accessible experts in a person's respected fields, the educators, many of which who reside in the area, are free resources to the community. These educators are required to participate in professional learning, some of these opportunities are out-of-pocket to the educator and some are paid for at exorbitant rates by the county or state boards of education in West Virginia. Thus, decision-makers at the county and state level should look at local initiatives that already exist within the community. Partnerships between the schools and community nonprofits would decrease the cost for professional learning and save the state and school districts money. The preliminary work may require some level of monetary investment from one entity or the other. Overtime, through careful monitoring and planning, these partnerships have the potential to save a lot of money for the state and counties who fund the education system. New revenue streams could be created for struggling communities and community members and organizations would become vested stakeholders in the education system through these partnerships. Most importantly, students would be challenged to achieve, which would impact youth self-esteem, motivation, and future career choices, if school

systems partnered with existing local nonprofit organizations for teacher professional development.

Conclusion

How can an educator be tasked with the duty of instilling knowledge and inspiration in others, if an educator cannot find those qualities in his or her own person? It is an impractical task. Educators have a valuable role in shaping the young minds of this country. These children will one day be the leaders of society. It only stands to reason that the adults entrusted with this priceless task of disseminating knowledge should be given the opportunities to learn, practice and grow in his or her craft as well. Learning is a constant and does not end in adulthood. If educators are expected to continually be enthused about teaching, then these educators need to be given access to the same memorable learning experiences that educators are expected to give to students in the regular classroom. Having a wealth of knowledge about any subject matter and the inability to express it, use it in a meaningful way, or pass it on to others because of so little practice on how to communicate with others is unreasonable. It is assumed that educators are naturally gifted at this, and while the type of person who typically goes into education is versed at speaking, that does not mean that these individuals fully understand how to use intrapersonal and interpersonal intelligences to properly communicate with students.

As times change with the development and uses of technology, it should be expected that the ways in which students learn will change as well. Being able to reach these children through a variety of avenues, even as the tools an educator uses to teach

children changes, the educator's need to understand him or herself and others in order to communicate in changing learning environments does not. The role of a teacher is to provide a conducive atmosphere that encourages learning. In rural areas, where funding streams are becoming scarcer, the answer is not to continue to provide professional development that does little more than meet state requirements. These state requirements are narrow in scope and do not fully consider how to best engage the educators who must participate in these required professional learning trainings. The goal should be to find local, free resources, like nonprofit organizations within the community as these educators are considered essential to the function of the community. These partnerships would be mutually beneficial for the community and the school system.

Partnerships between the community and the school system will result in a greater feeling of ability and impact to the local community for educators, as he or she engages directly with community stakeholders. In the case of the partner organization, educators worked directly with students to create a worthwhile learning experience that everyone in the community was able to enjoy. This was an annual anticipated event for students, participating teachers, and community members. The greatest result of this type of partnership were better communication skills as research participants gained more awareness for and application of intrapersonal and interpersonal intelligence. Teacher and student self-efficacy and motivation increased because of memorable hands-on learning experiences created as professional learning opportunities naturally occurred within the partner organization.

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Appendix A: Participant Invitation

Greetings [Insert Participant Name],

You are invited to take part in a research study exploring the experiences of current and former teachers who have participated in the partner program. The title of the study is *Nonprofit Arts Programs as Professional Development Experiences in Rural West Virginia*.

This study is being conducted by Ariel McGill Price, a doctoral student at Walden University. You may know the researcher as a current visual arts teacher and former volunteer through the partner program. The researcher is inviting you to participate in the study as a certified, active or retired educator in the state of West Virginia, having at least one year of volunteer experience with the partner organization.

PARTICIPATION:

Participation in this study is voluntary. Participation in this study has no positive or negative effect on your voluntary position within the partner organization. ***If you do not wish to participate, no further actions are required on your part.***

If you wish to participate, respond to this email and type your name and telephone number (if telephone is your preferred communication method) in the body of the email. Please reply within 10 business days from receipt of this email by Friday, October 11, 2019. Once the response email is received, the researcher will contact you to provide you with the date, time and location of the interview.

As a participant, you will be interviewed in a session that will take no longer than one hour in length. Interviews will be individual, confidential, and audio-recorded. Interviews can be held digitally via Skype if an in-person interview is not possible. Before the interview begins, you will have the opportunity to ask questions. At any time during the data collection process (pre- and post-interview), you may opt-out of this study by contacting the researcher.

Attached to this email is a Letter of Informed Consent that details your role and rights as a participant. This information will be reviewed with you during your participant interview.

If you have any questions or concerns regarding this communication or the participant process, please contact the researcher at (XXX) XXX-XXXX or via email ---. Contacting the researcher by email or telephone with questions about participation or consent, does not automatically enroll you as a participant in the study.

Sincerely,

Ariel McGill Price
Walden University Doctoral Student
Public Policy: Nonprofit Management and Leadership
Telephone: (XXX) XXX-XXXX
Email: ---

Appendix B: Participant Interview Questions

1. **RESEARCH QUESTION 1** – How do educators who have participated in the nonprofit community-based theater program define intrapersonal intelligence?
 - a. **INTERVIEW QUESTION 1a:** *Intrapersonal intelligence is the ability to understand yourself, and your ability to regulate and appreciate your feelings.*
 - b. **IQ 1b:** *Knowing the definition of intrapersonal intelligence, as an educator, how well do you understand yourself in the role as an educator?*
 - c. **IQ 1c:** *Please provide an example of a time when you had to use intrapersonal intelligence in the partner organization.*

2. **RQ2** – How does intrapersonal understanding develop through an educator’s participation in the nonprofit community-based theater program?
 - a. **IQ 2a:** *If you recall, intrapersonal intelligence is your understanding of yourself and your feelings. How did your intrapersonal intelligence develop through participating in the partner organization?*
 - b. **IQ 2b:** *Reflect on a time when you had to reassess how you communicated with a student during the partner organization. During that interaction when did you use intrapersonal intelligence?*

3. **RQ3** – How do educators who have participated in nonprofit community-based theater program define interpersonal intelligence?
 - a. **IQ 3a:** *Interpersonal intelligence is the ability to work well with others because you understand the intentions and motivations of the other person.*
 - b. **IQ 3b:** *Now that you know the definition of interpersonal intelligence, as an educator, how well do you believe you communicate(d) with students during the partner organization?*
 - c. **IQ 3c:** *Please give an example of when your interpersonal intelligence became necessary to resolve a miscommunication working with students in the partner organization?*

4. **RQ4** – How are interpersonal communication skills enhanced through an educator’s participation in the nonprofit community-based theater program?
 - a. **IQ 4:** *Describe a time when interpersonal intelligence played a key role in producing a positive outcome in a partner organization interaction with a student.*

5. **RQ5** – How influential are the intrapersonal and interpersonal intelligences of the educators on the development of student motivation and self-efficacy among students who participate in the nonprofit community-based theater program?
 - a. **IQ 5a:** *Remembering that intrapersonal intelligence is how you think of and understand yourself and your emotions, why is having some level of understanding for oneself important as an educator?*

- b. **IQ 5b:** *How important is it for you to communicate with your students during the partner organization?*
 - c. **IQ 5c:** *How does understanding yourself as an educator and understanding how well you communicate with students in the partner organization impact student achievement?*
6. **RQ6** – How does intrapersonal and interpersonal intelligence of educators who participate in the nonprofit community-based theater program enhance teaching in the regular classroom?
- a. **IQ 6a:** *Intrapersonal intelligence refers to understanding oneself while interpersonal intelligence is being able to understand others. Recall a time in your classroom that was similar to a student communication exchange during the partner organization. How do your intrapersonal and interpersonal skills from the partner organization translate to your regular classroom?*
 - b. **IQ 6c:** *Explain at which point in the classroom exchange you believe you used intrapersonal intelligence.*
 - c. **IQ6d:** *At which point, do you believe interpersonal intelligence was used in that exchange?*

Appendix C: Interview Script

PART 1: Introduction

- Thank you for agreeing to be a part of this study. As you know, in this study, I am trying to understand how intrapersonal and interpersonal intelligences are enhanced through your participation in the partner organization, if communication in the regular classroom has been positively impacted because of your participation in the partner organization and what impact, if any, your communication skills have had on student motivations and self-efficacy in the regular classroom because of your participation in the partner organization. The goal of the study is to draw support for non-traditional professional development experiences partnering with community-based organizations.
- The audio from this interview is being recorded for transcription purposes to use in the study. At the conclusion of this study, if you would like, I will provide a typed transcription of your interview.
- During this interview, you may see me jot down a few notes. At any time, if you do not understand a question, please ask me to restate or rephrase the question. Also, at any time if you do not feel comfortable answering a question, you can elect to not answer that specific question and you may stop participation in the interview at any point.
- To begin, will you please state your name and let me know a little bit about your teaching background. For example, how long you have taught, the subject taught, what your role was in the partner organization and how many years that you volunteered with the partner organization. [PAUSE for response]

PART 2: Interview Questions

Transition: If you are ready, let's break into a few questions.

- **IQ 1a:** *INTRAPERSONAL INTELLIGENCE is the ability to understand yourself, and your ability to regulate and appreciate your feelings.*
- **IQ 1b:** *Knowing the definition of INTRAPERSONAL INTELLIGENCE, as an educator, how well do you understand yourself in the role as an educator? [PAUSE for response.]*
- **IQ 1c:** *Please provide an example of a time when you had to use intrapersonal intelligence in the partner organization. [PAUSE for response.]*

-
- **IQ 2a:** *If you recall, **INTRAPERSONAL INTELLIGENCE** is your understanding of yourself and your feelings. How did your intrapersonal intelligence develop through participating in the partner organization? [PAUSE for response.]*
 - **IQ 2b:** *Reflect on a time when you had to reassess how you communicated with a student during the partner organization. During that interaction when did you use **intrapersonal intelligence**? [PAUSE for response.]*
-

Transition: Let's look at another aspect of communication.

- **IQ 3a:** ***INTERPERSONAL INTELLIGENCE** is the ability to understand the motivations and intentions of others and to empathize with their feelings.*
 - **IQ 3b:** *Now that you know the definition of **interpersonal intelligence**, as an educator, how well do you believe you communicate(d) with students during the partner organization? [PAUSE for response.]*
 - **IQ 3c:** *Please give an example of when your **interpersonal intelligence** became necessary to resolve a miscommunication working with students in the partner organization. [PAUSE for response.]*
-

- **IQ 4:** *Describe a time when **interpersonal intelligence** played a key role in producing a positive outcome in a partner organization interaction with a student. [PAUSE for response.]*

Transition: Programs like the partner organization require a lot of communication between teachers and students. Let's discuss how **INTRAPERSONAL** and **INTERPERSONAL** intelligences work together.

- **IQ 5a:** *To jog your memory, **INTRAPERSONAL INTELLIGENCE** is associated with yourself and your perception of yourself in the world around you. Why is having some level of understanding for oneself important as an educator? [PAUSE for response.]*
- **IQ 5b:** *How important is it for you to communicate with your students during the partner organization? [PAUSE for response.]*
- **IQ 5c:** *How does understanding yourself as an educator and understanding how well you communicate with students in the partner organization impact student achievement? [PAUSE for response.]*

- **IQ 6a:** Remember, **INTRAPERSONAL** intelligence is understanding yourself and **INTERPERSONAL** intelligence is understanding others. Recall a time in your classroom that was similar to a student communication exchange during the partner organization. How do your intrapersonal and interpersonal skills from the partner organization translate to your regular classroom? [PAUSE for response.]
- **IQ 6b:** Explain at which point in the classroom exchange you believe you used *intrapersonal* intelligence.
- **IQ 6c:** At which point, do you believe *interpersonal* intelligence was used in that exchange? [PAUSE for response.]

PART 3: Conclusion

- What is your favorite thing about volunteering with the partner organization? [PAUSE for response.]
- Is there anything else that you would like to discuss about your teaching experiences or the partner organization? [PAUSE for response.]
- Thank you for your responses and time today.