

Dissertation Abstract

Concurrent with the recent escalation of teacher attrition, increased global emphasis on innovation and problem solving has inspired curiosity about *intrapreneuring* across disciplines and social strata. A variant of entrepreneurship, intrapreneuring occurs when enterprising workers seek growth opportunities *within* large organizations or bureaucracies. Intrapreneuring provides a new framework for understanding what motivates K-12 music educators and how they animate educational opportunities through a process of teacher-driven educational reform. With intrapreneuring (Pinchot, 1985; Zimmerman, 2008) and self-determination theory (Deci & Ryan, 1985) serving as theoretical frameworks, the purpose of this study was to gauge the salience of intrapreneuring for music educators, and how the attributes and behaviors of intrapreneuring relate to music educators' workplace motivation and demographic profiles. The population for this study was K-12 public school music educators of all specialties teaching in New York State. I designed and distributed an online questionnaire, the *Motivation and Intrapreneuring in Music Education Scale* (MIMES), to measure teachers' (a) demographics, (b) basic psychological needs fulfillment at work, (c) entrepreneurial self-efficacy, (d) perceived organizational support of intrapreneuring, (e) perceptions of factors inhibiting intrapreneuring, (f) intrapreneurial history and intentions, and (g) familiarity with entrepreneurship and intrapreneuring. Of the 1,351 teachers invited to participate, 576 completed the survey for a response rate of 42.6%. Results showed statistically significant differences in teachers' intrapreneurial orientation depending on years of teaching experience, level and specialization of teaching position, school affluence, and work motivation levels. Multiple regression analyses revealed that higher levels of confidence in and contextual support for intrapreneuring predicted higher levels of work motivation in participating music educators. Intrapreneuring explained 53% of the variance in perceived autonomy, 42% of the variance in perceived competence, and 21% of the variance in perceived relatedness. Organizational encouragement of creativity demonstrated the most consistent predictive influence across all three regression models. Respondents who practiced intrapreneuring tended to (a) facilitate collaborations between their students and outside musicians, (b) pilot new approaches for teaching creativity and improvisation, and/or (c) develop innovative curricula. Despite the prevalent intrapreneuring demonstrated by respondents, a large proportion of them indicated a lack of familiarity with its basic tenets. Although respondents generally felt autonomous and able to experiment instructionally, they did not feel they had adequate resources for launching new endeavors, and they perceived low levels of tolerance for risk and mistakes within their school organizations. Ultimately, most of the intrapreneurial factors associated with enhanced workplace motivation inferred interpersonal collaboration. Music education intrapreneurs, who cleave from entrepreneurship through their desire for affiliation, embrace dual roles—equal parts “instigator” and “peacekeeper.” Intrapreneuring appears to show promise as a framework for understanding music teacher motivation, and through additional research and application, may develop into a teacher-focused pathway to reducing attrition in K-12 music education. Findings of this study may help isolate the specific intrapreneurial attributes and organizational factors that best facilitate effective teaching practice, and may inspire music teacher educators and school administrators to develop and expand systems that are more supportive of teachers' needs and visions.