

THE EFFECTS OF ATTENDANCE IN FIFTH DIMENSION AFTER-SCHOOL  
PROGRAM ON INTRA- AND INTER-PERSONAL SKILL ATTRIBUTION

A Dissertation

by

SUSAN MARY WALKER-RENC

Submitted to the Graduate School

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DOCTOR OF EDUCATION

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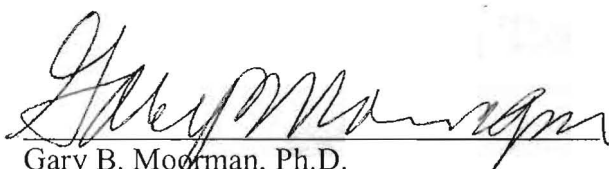
Doctoral Program in Educational Leadership  
Reich College of Education

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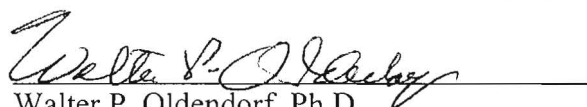
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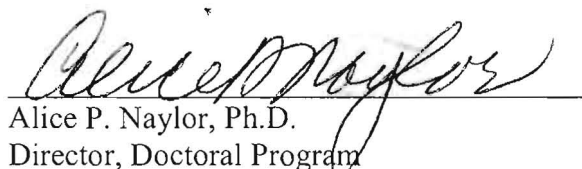
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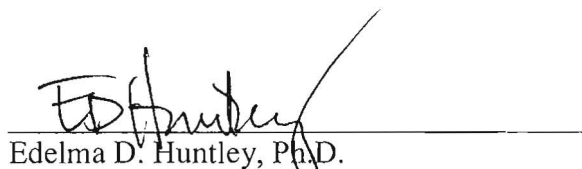
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## ABSTRACT

### THE EFFECTS OF ATTENDANCE IN FIFTH DIMENSION AFTER SCHOOL PROGRAM ON INTRA- AND INTER-PERSONAL SKILL ATTRIBUTION.

(December, 2007)

Susan Mary Walker-Renc, B.S. Southwest Texas State University

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This is a qualitative study involving three youths' perception of 5<sup>th</sup> Dimension After School Program (5D) and the program's possible influence on the youths' interpersonal and intrapersonal skill acquisition obtained from relationship dynamics with 5<sup>th</sup> Dimension staff and/or culture. The participants were selected based on availability, duration in attendance (2 or more semesters), and location (Watauga County, North Carolina). The methodology used for assessing outcomes is Educational Biography (Kridel, 1998) and Grounded Theory (Strauss & Corbin, 1990). The study was limited to social levels of influence involving 5D. Three participants (two girls and one boy) were asked to recall experiences responding via e-mail. The responses were compared with the research questions and the four stated purposes of 5D. Participant responses were coded, categorized, and triangulated for emerging themes. Six themes were identified (leader, time, attention, choice, good feelings, and no perceived rules) as having direct influence on both interpersonal and intrapersonal skills. 5D was identified by participants in a social context and physical context. The social context was largely dependent on the

leader influence in developing and sustaining positive relationship bonds. The physical context procured a safe environment free of perceived rules and since 5D promoted child centeredness, the environment was filled with games and choices which further influenced their social skills. As a result of the six themes, the participants emerged from the program recalling the good feeling associated with the 5D program. The six themes were also related to stated purposes three and four as motivating factors, thus supporting these purposes. The study supports the program achieving purpose one and two of the 5D program with these participants. It was not the intent of the study to determine outcomes related to stated purposes of the program.