

SUMMER FUN: CAMPERS' REPORTED INTENTIONS TO RETURN TO CAMP

by

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April, 2012

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The purpose of this study was to understand how in-camp activities and experiences relate to campers' reported intentions to return to camp. Guided by the Theory of Planned Behavior, this study examined how campers' perceptions of behavioral control, attitudes toward behavior and perceived subjective norms related to their reported intention to return to camp. This study attempted to isolate the camp activities that were most associated with intention to return to camp. Change in intention to return was measured using pre-camp and post-camp questionnaire. The study was guided by the following research questions: **RQ1.** Does intention to return change from pre-camp to post-camp? **RQ2.** Which antecedent (e.g., perceived behavioral control, social norms, and attitudes toward behavior) is most strongly associated with intention to return to camp?

The population for this study was residential campers (ages 10 – 12, or rising 5th through 7th graders), who attended a week long session at an American Camp Association accredited camp in western North Carolina. Consent from the parents/guardians and assent from the campers was obtained by the researcher. Questionnaires were administered by the researcher on the first day of camp and then again on the last day of camp.

At the end of the camp session all respondents were asked to identify the top three activities that made them want to return to camp in the future. The top three activities were: water-based activities with cabin, all camp outdoor activities, and all camp water-based activities.

The primary purpose of this study was to determine if campers' intentions to return to Camp Hanes changed from the start of camp session to the end of the camp session. Intention to return to camp significantly increased from pre- to post-camp. The second goal of this study was to determine which antecedent—perceived behavioral control, subjective norms, attitudes toward behavior—was most strongly associated with intention to return to camp. The results indicated that all three of the antecedents significantly related to campers' intentions to return. Of the three antecedents, attitudes toward behavior influenced intention to return to camp the most. With the knowledge of the significant influence that the antecedents had toward intention, the implications for practice for camp practitioners, particularly those who work at camps that are similar to the study setting—ACA accredited camps, YMCA camps, residential camps with weeklong sessions—were addressed.

Summer Fun: Campers' Reported Intentions to Return to Camp

A Thesis Presented to

The Faculty of the Department of Recreation and Leisure Studies

East Carolina University

In Partial Fulfillment of the Requirement for the

Master of Science

Recreation and Park Administration

by

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DEDICATION

I dedicate this research study to my loving and supportive family. I would not have been able to succeed without your constant encouragement. For this I am eternally grateful.

In loving memory of my Grandfather

Your creativity, spirit and silent studious commitment in all things you did,
carried more love than any words could ever muster.

You are missed.

ACKNOWLEDGEMENTS

It is my pleasure to express my gratitude to those who made this study possible. I would like to thank Dr. Jordan for serving as Chair to my thesis. Her input, guidance, and expertise helped me navigate through my thesis project, and her availability and patience are greatly appreciated. I would also like to recognize Dr. Shores for her willingness to share her knowledge, energy, and passion for research, inspiring me in my own study. I am grateful for Dr. Cooper's outstanding spirit and encouraging comments that kept me going. I also thank Dr. Ballard for sharing her extensive knowledge on youth development, as well as her valuable advice.

I must thank the staff at Camp Hanes in particular for allowing me to facilitate my research study at Camp Hanes. Their cheerful greetings and positive attitude toward my study were very helpful. Camp Hanes will always have a special place in my heart.

I would also like to express my gratitude to my devoted parents. Without their tireless support and encouragement, I would not have succeeded. My mother's outstanding work ethic and my father's ingenious creativity inspire me to work hard to achieve my goals. I thank my brother, Mark, for his moral support and interest in my thesis progress; his ability to thrive in adverse situations motivates me and is a reminder of what is possible. I also thank Nicholas for his encouraging words and patience all the way through my graduate-level endeavors. And finally, I would like to thank Chance who lovingly watched me work and who demonstrated amazing patience when waiting for me to take him on his walks. Those times together were a joy for both of us, the walk giving my mind time to relax from a long day of hard work.

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LIST OF ABBREVIATIONS

ACA.....	American Camp Association
ATB.....	Attitude Toward Behavior
PBC.....	Perceived Behavioral Control
PYD.....	Positive Youth Development
SN.....	Subjective Norms
TPB.....	Theory of Planned Behavior

CHAPTER I: INTRODUCTION

Overview

One of the greatest challenges that summer camps face is related to retention. Retention in programs, such as summer camps, has been associated with positive social relationships and behaviors, increase in problem-solving skills, academic success, identity development, mental health, and civic engagement (Kennedy, Wilson, Valladres, & Bronte-Tinkew, 2007; Mahoney, Larson, & Eccles, 2005). During the time that school is not in session (afterschool, weekends, and summertime) many nonprofit and for-profit organizations offer structured activities and programs at community facilities that aim at building and expanding youth skills and development. These out of school time activities/programs intentionally facilitate positive youth development outcomes (Kennedy et al., 2007; Mahoney et al., 2005).

Positive youth development (PYD) refers to a developmental framework that outlines a progression of development based on the construction and provision of assets that aid youth in managing the multiple transitions through adolescence on the path to developing into mature adults both capable and eager to contribute to society (Scanlin, 2001). PYD focuses on the key processes that lead to successful transition to adulthood (Larson, 2000). This growth is different than that of characteristic maturation.

Out of school time activities are organized activities and programs that take place after school, weekends, and during the summer. A range of organizations offer such activities to youth including: Boys and Girls Clubs of America, 4-H, YMCA of the U.S.A., YWCA of the U.S.A., Boy Scouts of America, Girl Scouts of U.S.A., Christian Camp and Conference Association, and summer camps. Attendance, participation, and retention in

organized out of school time activities have been associated with positive social relationships and behaviors, increase in problem-solving skills, academic success, identity development, mental health, and civic engagement (Kennedy et al., 2007; Mahoney et al., 2005).

Summer Camp

Summer camps are considered an out of school time program, which are described as organized programs designed to foster positive youth development. This is due largely to the intentional educational experiences that staff facilitate, the variety of opportunities they provide to the campers, and the supportive relationships needed to address a positive change that exist (Henderson et al., 2007a). Summer camp caters to a variety of interests, as well as abilities. Camp is defined by the American Camp Association (ACA) as “A sustained camp experience that provides creative, recreational, and educational opportunities in group living in the outdoors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth” (ACA, 2012b). Summer camp organizations offer supervised programs that aim at the four domains of positive youth development: 1) thinking and physical skills, 2) social skills, 3) positive identity, and 4) positive values and spiritual growth (Burkhardt et al., 2005; Henderson et al., 2005; Henderson et al., 2007a; Henderson et al., 2007b).

A variety of camps exist from day camps to residential camps (overnight camps) with an array of session lengths to choose from (e.g., one week, 3 weeks, or the whole summer). Traditional summer camps offer a range of activities that campers (participants/youth) can choose from (e.g., swimming, canoeing, riflery, archery, hiking,

outdoor games, nature study, camping, sports, arts and crafts, fishing). Some summer camps specialize in specific activities, goals, or disabilities/abilities of campers.

Examples of these camps would be: weight loss camps, special needs camps, at risk youth camps, educational camps, religious camps, music camps, horseback riding camps, and sports camps.

Statement of Problem

Failure to retain youth within camp programs limits the potential impact of these programs on youth. Furthermore, it places pressure on summer camps to continually recruit new cohorts of youth campers. Recruiting and enrolling new campers each summer requires time and resources that a lot of summer camps do not have. Retaining campers is important in decreasing the common enrollment/recruiting challenges that camp administrators face. Summer camp is a business, whether it is for profit or not, it is important for professionals in this field to understand what motivates a child to return to their program year after year. Overall, retention of youth in these programs is important for organizational success (Bialeschki & Malinowski, 2009).

Theory of Planned Behavior

Whether or not a child intends to return to camp the following summer is important for directors of camps to know and understand. Intention to perform a behavior can be predicted by the Theory of Planned Behavior (TPB). Using TPB, intention to return to camp may be predicted. *Intention* is defined as an “indication of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior” (Ajzen, 1991, p. 181). This theory, which is the basis for this study, proposes that *intention* to perform a behavior is guided by three independent

factors: *attitude toward behavior* (ATB) refers to how the person feels toward the behavior and whether that feeling is favorable or unfavorable; *subjective norm* (SN) refers to the social factors that influence one to participate or not participate in a behavior; and *perceived behavioral control* (PBC) refers to how easy or difficult a behavior is to perform based on the person's perception (Ajzen, 1991). Based on the results of the three factors, intention to perform a behavior can be reliably predicted (Ajzen, 1991).

Purpose of the Study

Researchers have provided evidence that summer camps have the potential to foster positive youth development. Retention in summer camps has been shown to provide greater impact on youth development than other organized activities (Thurber, Garst, Henderson, Jacobs, & Malinowski, 2006). Thus, the purpose of this study is to understand how in-camp activities and experiences relate to campers' reported intentions to return to camp.

Failure to retain youth within camp programs limits the potential impact of these programs on youth. Whether or not a child intends to return to camp the following summer is important for camp practitioners to know and understand. Guided by the Theory of Planned Behavior (TPB), this study examined how campers' perceived behavioral control, attitudes toward behavior and perceived subjective norms related to their reported intention to return to camp. This study attempted to isolate the camp activities that were most associated with intention to return to camp. Change in intention to return was measured using pre-camp and post-camp questionnaire. The study was guided by the following research questions:

Research Questions

RQ1. Does intention to return change from pre-camp to post-camp?

RQ2. Which antecedent (e.g., perceived behavioral control, social norms, and attitude toward behavior) is most strongly associated with intention to return to camp?

The following variables were tested:

Independent Variables: *Attitude toward behavior, subjective norm, and perceived behavioral control*

Dependent Variable: *Intention to return*

Hypotheses

The following hypotheses were tested:

H₀₁: Intention to return to summer camp will not change from pre-camp to post-camp.

H₁: Intention to return to summer camp will increase from pre-camp to post-camp.

H₀₂: Positive change in perceived behavioral control will not be related to positive change in intention to return.

H₂: Positive change in perceived behavioral control will be related to positive change in intention to return.

H₀₃: Positive change in social norms regarding camp will not be related to positive change in intention to return.

H₃: Positive change in social norms regarding camp will be related to positive change in intention to return.

H₀₄: Positive change in attitudes toward camp will not be related to positive change in intention to return to camp.

H₄: Positive change in attitudes toward camp will be related to positive change in intention to return to camp.

Delimitations

The population for this study was delimited to residential campers (ages 10 – 12, or rising 5th through 7th graders) registered as Mountaineers, who attended a week long session at the American Camp Association (ACA) accredited camp, YMCA Camp Hanes; the camp is located in western North Carolina.

Limitations

This study used a non-randomized convenience sample. A convenience sample was drawn from YMCA Camp Hanes, which hosted seven week-long sessions. Due to time limitations the researcher obtained data from the third, fourth, fifth, sixth, and seventh sessions of camp. Additional limitations are discussed in Chapter 5.

Terms

Asset – is a skill or quality that is a product/goal of positive youth development.

Attitude toward behavior – refers to how the person feels toward the behavior and whether it is favorable or unfavorable (Ajzen, 1991).

Campers – participants of summer camp (typically youth).

Intention - “indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior” (Ajzen, 1991, p. 181).

Out of school time activities - are organized activities, programs, and organizations that take place after school, weekends, or during the summer (Kennedy et al., 2007; Mahoney, Larson, Eccles, 2005).

Perceived behavioral control - refers to how easy or how difficult the behavior is to perform based on the person's perception (Ajzen, 1991).

Positive youth development – a developmental framework that outlines a progression of development based on the construction and provision of assets that aid youth in managing the multiple transitions of adolescence on the path to developing into mature adults both capable and eager to contribute to society (Scanlin, 2001).

Post-test - “the remeasurement of a dependent variable among subjects after they've been exposed to an independent variable” (Babbie, 2004, p. 222).

Pre-test - “the measurement of a dependent variable among subjects” (Babbie, 2004, p. 222).

Retention - “refers to repeated attendance over time” (Kennedy et al., 2007, p. 1).

Subjective norm – refers to the social factors that influence one to participate or not participate in the behavior (Ajzen, 1991).

Summer camp - “A sustained camp experience that provides creative, recreational, and educational opportunities in group living in the outdoors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth” (ACA, 2012b). They have often been considered places to foster positive youth development.

Theory of Planned Behavior - states that intention to perform a behavior can be predicted. The Theory of Planned Behavior proposes that *intention* to perform a behavior is guided by three independent factors: *attitude toward behavior*, *subjective norms*, and *perceived behavioral control* (Ajzen, 1991).

CHAPTER II: LITERATURE REVIEW

The following is a review of literature related to retention in youth programs and summer camp as well as threats to retention. The theory utilized in this study is discussed as well as what interests and motivates youth to attend summer camp. Camp outcomes and camp accreditation are included in this review. The framework for positive youth development and how summer camps and out-of-school programs relate to one another are also reviewed. The intent of this review is to focus on how supports for youth development relate to retention of campers in residential summer camps. This study outlines known practices that encourage youth participation, and increases an understanding of the key experiences related to retention in residential camps.

Retention in Youth Programs

Investigators have reported that there are three elements crucial to program recruitment and retention. The program must 1) facilitate a sense of safety and unity, both physically and mentally; 2) employ staff members who are committed to the program and who have the ability to provide a supportive relationship and connect to youth; 3) program and activities that are fun, age appropriate, and challenging (Lauver & Little, 2005).

Gillard and Witt (2008) created a list of 12 recommended methods for recruiting and retaining participants in youth programs:

- 1) Youth Voice – when the youth feel represented and ownership of programs, they are more likely to stay and be attracted to programs.
- 2) Intentional Programming – programs should reflect the needs and goals of the participants, by being designed and put into practice with youth input.

- 3) Safety – youth need to feel physically and emotionally safe in order to retain or recruit them.
- 4) Community Service - service opportunities that are meaningful can create a stronger connection with youth to their self-esteem, job skills, communities, and loyalty to the organization.
- 5) Attendance Incentives – youth who are new to the program might benefit from offering extrinsic rewards for participation.
- 6) Program Promotion – youth listen to word of mouth advertisement; this type of promotion has the ability to create both positive and negative views of a program. Make sure to involve youth in the advertisement process.
- 7) Family Involvement – family members can assist as volunteers and/or resources for the program. When youth observe family members believing in and supporting a program, they are more likely to attend.
- 8) Appropriate Staffing – staff should be hired carefully and be capable of relating to youth in a positive way. Youth will return to a program because of staff who care.
- 9) Youth-Friendly Facilities – a comfortable setting and positive environment at the program will help youth feel at ease and may become emotionally attached to the site.
- 10) Collaboration and Partnerships – a cost-effective way to fill in the programming gaps is to work in partnership with other youth centered programs. It is also a good way to recruit new participants.

- 11) Access and Transportation – having safe and easy travel to and from the program site can result in increased participation.
- 12) Evaluation – evaluating programs can provide information on the outcomes experienced as well as show where revamping is needed (Gillard & Witt, 2008).

Gillard and Witt found that these factors are important because higher levels of recruitment and retention in youth programs increase the likelihood to positively impact youth and achieve program outcomes. Thus, these techniques can help with understanding what influences retention and recruitment in youth participants.

Retention in Summer Camps

Research is scarce in the area of camper retention in summer camp settings. Alexandris and Kouthouris (2005) focused on exploring an assortment of consumer behavior issues that typically take place in a summer camp setting. The participants of this study consisted of 453 children, ages 8-17, who attended a co-ed summer camp located in Greece. The researchers measured the incentives for camp participation and satisfaction using a mixture of motivation scales. Other issues that were studied were loyalty (retention) and positive word-of-mouth communications that campers expressed. Six incentives for camp participation were recorded: camp experience, two measures of socialization (making new friends and meeting old friends), independence, activity participation, and parents' decisions.

The results of the analyses indicate that the camp experience component was the most influential on camper satisfaction, loyalty, and positive word-of-mouth interaction (Alexandris & Kouthouris, 2005). Making new friends was the second most influential incentive for camp participation. The researchers compared camp

participation incentives for female and male campers. Female campers scored higher on meeting old friends than the male campers, who preferred the activities participation aspect. Older campers who had been attending camp consistently desired more independence and each of the socialization incentives than younger campers, who were more interested in a variety of activity participation. The authors recommend that camp staff host gatherings during the off season to give the campers a chance to meet with their old friends and counselors. In addition, they emphasized the importance of satisfaction in campers as it increases the retention (loyalty) rates at camp. Summer camp is a business, whether it is for profit or not; thus, it is important for camp professionals to understand what motivates a child to remain in their program year after year, to operate a successful business.

Threats to Retention

Bialeschki and Malinowski (2009) conducted a study where 525 summer camp directors were interviewed based on the enrollment challenges that concern them. The majority of summer camp directors stated that the need for increased financial support for their campers related to their camper enrollment. However, the majority of summer camp directors reported that they did not have to decline potential participants due to lack of capacity for campers. This demonstrates that there is program availability, however, affordability will affect whether or not a program is obtainable to participants.

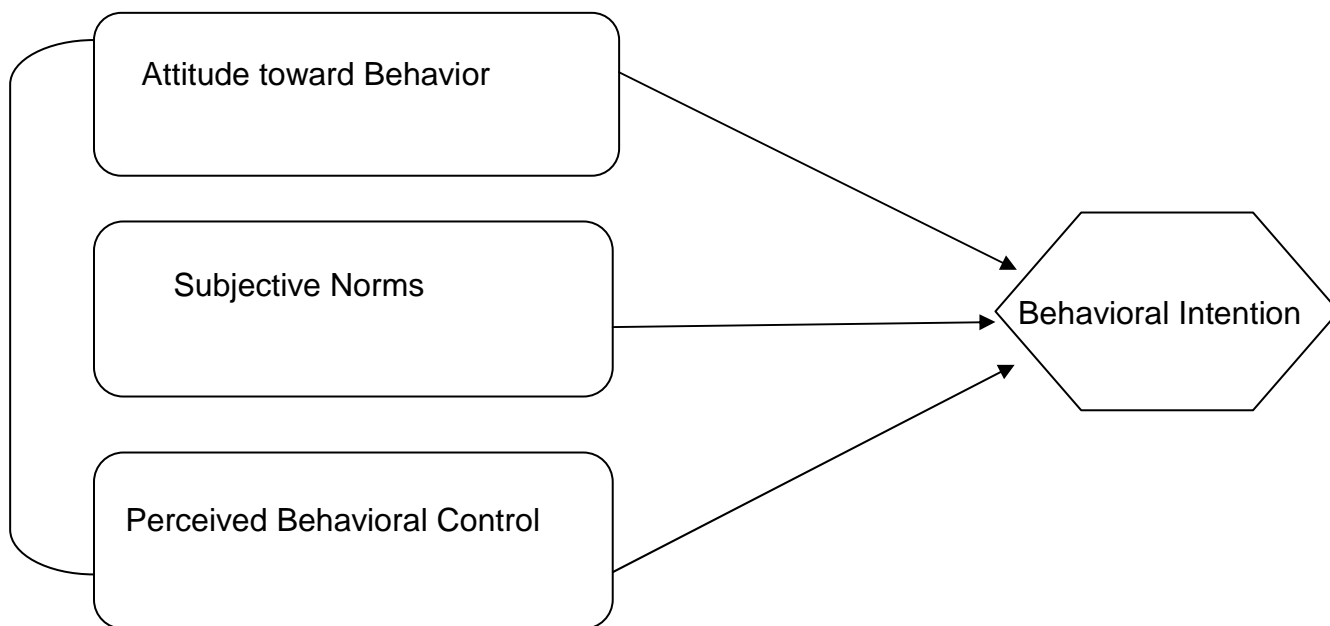
There are several factors that may influence camp participation. According to Mahoney, Larson, and Eccles (2005) factors that may influence participation include: activity selection, presence of resources (e.g., parks, playing fields, community centers, adult leaders), transportation, ethnic and cultural reasons, and availability and

affordability. The last two are the key constraints of activity participation. Maturity of youth is another factor that influences youth participation in activities. As youth get older constraints relating to participation grow. These include a) a decrease in organized activities for older youth; b) an increase in competition for membership in activities; c) a lack of interesting activities for the age group; d) a reduction in budgets that fund organized activities; and e) an increase of employment for youth during out of school time (Mahoney et al.).

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) proposes that *intention* to perform a behavior is guided by three independent factors: *attitude toward behavior*--how the person feels toward the behavior and whether it is favorable or unfavorable; *subjective norms*--the social factors that influence one to participate or not participate in a behavior; *perceived behavioral control*--how easy or challenging the behavior is to perform based on the persons perception. Based on the results of the three factors, intention to perform a behavior may be reliably predicted (Ajzen, 1991). Figure 1 presents the TPB model.

Figure 1. Theory of Planned Behavior Model



Adapted from: Ajzen (1991)

Camp settings may include campers who are from out of state, from another country, and nearby communities. A lot of cultures may be represented at summer camp. Whether or not the TPB can be applied cross-culturally is important for researchers to know when implementing the model. Cultural values refer to the norms, social values, goals, expectations, and belief systems that are held by a group of people (Hagger et al., 2007).

Hagger et al. (2007) tested the generalizability of TPB across cultures. The authors tested the TPB among youth from five different cultures in a physical activity context. The participants were coed students enrolled in high school from Greece, Estonia, Hungary, Great Britain, and Singapore. The sample population from Greece included 150 participants; the sample population from Estonia included 268 participants; the sample population from Hungary included 235 participants; the sample population

from Great Britain included 432 participants; and the sample population from Singapore included 133 participants.

Hagger et al. (2007) administered questionnaires to participants to measure the antecedents of TPB: attitude, perceived behavioral control, subjective norms, intention, and behavior toward physical activity. Participants were given the questionnaire at two different points in time. The follow up questionnaire was administered five weeks after the initial questionnaire. The questionnaires consisted of five semantic differential items (e.g., enjoyable – unenjoyable) that were used for measuring attitudes toward physical activity; three items measured perceived behavioral control toward physical activity; two items measured subjective norms toward physical activity; and three items measured intention to participate in physical activity. For the post-test questionnaire, two self-reported items were used for measuring actual physical activity behavior.

The results indicated that *intentions* were the key predictor of activity behavior between cultures (Hagger et al., 2007). The significant predictors of intention were attitudes and perceived behavioral control for all samples except for the Hungarian sample, where the significant predictors of intention were attitudes and subjective norms. Based on the results of the analysis, the authors stated, “Although there were some variations, they were largely unsubstantial and did not compromise model fit in cross-cultural comparisons, supporting the hypothesis of invariance” (p. 15).

The Hagger et al. (2007) study is important because it evaluated the generalizability of antecedents of TPB among different cultures and provided support for the TPB. Their study is important to this literature review because it utilized semantic differential items in their questionnaire and considered multiple cultures. The same type

of question format (semantic differential items) was used in the pre-camp and post-camp questionnaire utilized in the study reported here.

Sas-Nowosielski (2006) investigated the usefulness of TPB in predicting physical activity of youth. The author examined if the antecedents of the theory (attitude, subjective norms, and perceived behavioral control) play a role in *intention to participate* and whether or not intention predicted the physical activity behavior. The participants were 303 students from Poland, and between 13-19 years old. The participants completed questionnaires developed by Sas-Nowosielski. The questionnaire was based on the TPB constructs and related to youth participation in physical activity. The antecedents were measured by semantic differential items; for example, a question such as, "Participation in physical activity for me is..." would allow a response on a continuum of 1 "Joyful" to 7 "Stressful".

The data were analyzed and the results indicated that between the TPB antecedents, all correlations were significant (Sas-Nowosielski, 2006). Attitudes and perceived behavioral control had the strongest influence on intention, while subjective norms had the weakest correlation. The author provided evidence that nurturing participant attitudes is important in forming behavioral intention. Sas-Nowosielski, suggested that perceived behavioral control may be "enhanced by convincing young people that they possess appropriate resources (such as skills) to perform the behavior of interest, and they must be taught techniques to cope with common barriers to physical activity" (p. 109).

Hagger, Chatzisarantis, Biddle, and Orbell (2001) examined the predictive validity and constructs of the TPB on youth physical activity, intentions, subjective

norms, and perceived behavioral control. The researchers also examined past physical activity behavior, whether the participant had performed the behavior before or not, and if it had an effect on the TPB constructs. The participants were 431 students from three different British counties, and were between the ages of 12 and 14 years old. The researchers developed the questionnaire based on the TPB. The questionnaire included three items for intention, three items for attitudes (using a seven point semantic differential scale), one item for subjective norms, one item for past behavior, and four items for perceived behavioral control.

Hagger et al. (2001) found that attitude toward behavior and perceived behavioral control had a significant influence on intention, with attitude having the strongest relationship. The results for subjective norms indicated there was no significant relationship between subjective norms and intention. In order to control for the influence of past behavior on the TPB antecedents, past behavior was used as a predictor for the TPB antecedents. The researchers reported that, "Past behavior was a significant predictor of attitudes and perceived behavioral control. Importantly, the influences of past behavior in the model were largely additive and did not attenuate the relationships in the model" (p. 396). The researchers provided evidence that youth base their intentions to participate in physical activity behavior mostly on past behavior and attitudes, with attitudes being the strongest predictor. Thus, researchers were able to produce evidence that the TPB is useful in understanding what influences youths' behavioral intention and behavior.

Interest and Motivation of Youth Attending Summer Camp

Gillard, Watts, and Witt (2007) sought to describe what influences youth to attend camp. The researchers studied the motives campers had to attend camp and the interests campers had for summer camp. The purpose of the study was to “explore how pre-camp motivation to attend camp predicts interest in camp at the end of camp, and to understand the effect of perceptions of support for autonomy, relatedness, and competence (ARC) from counselors, activities and peers, on campers’ interest in camp” (p. 153). The participants were 143 girls, ages 9-15, enrolled in a two-week Girl Scout camp. Motivation, interest, and campers’ perceived support of their ARC needs were measured. Support for campers’ ARC needs was assessed through three global areas: activities, counselors, and peers. The results of the analysis indicated that peers and counselors were most supportive of the ARC needs of the campers. Out of those two, support from counselors yielded strong influence on the campers’ reported interests in the camp. The development of interest in summer camp and other positive youth development activities is important for youth as they internalize the experiences that promote positive outcomes.

Another study by Gillard, Watts, and Witt (2009) provides support and validates the findings from the previous study. The purpose of the second study was to understand how the anticipatory state of motivation to attend camp and the expectations of camp life/activities compared to the views/feelings about camp at the end of the session. Mixed-methods were used to perform this study that compared a skill-acquisition program (horseback riding) with an experienced-based program such as archery, yoga, or arts and crafts. The investigators compared the relationship between

motivation to attend camp and interest in camp at the end of the session. They also analyzed the difference in motivation and interest depending on the program in which the participant was enrolled. The sample consisted of adolescent female campers who were 12 and older attending two-week sessions, and who were enrolled in horseback riding or general activities; as well as those whose counselors observed homesickness or nervousness at the start of camp.

With regard to motivation, horseback riders attended camp to improve their equestrian skills, while general campers attended camp to participate in new activities and for the overall camp experience (Gillard et al., 2009). General campers tended to report experiencing higher levels of amotivation (a reduced need to participate) to attend camp compared to the horseback riders who were very motivated and goal oriented. The general campers reported the lowest level of interest in camp while the horseback riders, who were internally motivated, had a higher interest in camp prior to the start of camp.

In the end, participants from both programs who had expectations for the camp experience showed high interest in camp. The results of the study indicated that having a pre-camp open house or a welcome packet would be beneficial for campers who have mixed feelings about attending camp. Understanding what interests and motivates youth to participate in camps is important because if youth are interested and feel motivated to attend camps, camps are more likely to have higher retention rates.

Summer Camp Outcomes

Burkhardt et al. (2005) conducted a study that focused on the positive growth children experience while participating at a summer camp. The authors measured four

areas of youth development: positive identity, social skills, physical and thinking skills, and positive values and spirituality. Parents, campers (ages 8-14), counselors, and upper camp management completed surveys prior to their stay at camp, post-camp, and six months later. A total of 80 American Camping Association (ACA) accredited camps participated in this study. Data were collected and examined by Philliber Research Associates (PRA), an independent firm known on a national scale and accepted as a leader in youth development research, along with the ACA Research Committee and their Advisory Board of professionals.

The authors measured campers' positive identities which focused on two subcategories: self-esteem and independence. Campers reported a considerable increase in self-esteem by the closing of camp compared to their pre-camp results. Parents also reported an increase in their child's self-esteem from the beginning to the end of camp. These increases were maintained six months following the conclusion of the camp session. Results for the subcategory *independence* indicated that on average, children reported a considerable increase in independence from pre- to post-test. Parents also reported an increase in their child's independence over this same time period. These increases were maintained at the six month follow-up (Burkhardt et al., 2005).

The measurements of camper social skills were addressed in four subcategories: leadership, friendship skills, social comfort, and peer relationships. Burkhardt et al. (2005) indicated that both parents and campers stated that they observed increases in leadership skills from the beginning of camp to the end. At the six month follow-up period, both parents and campers reported additional developmental growth in

leadership. Campers and parents agreed that their (child's) friendship skills improved by the end of the summer, but then diminished by the six month follow-up. Within the subcategory social skills, campers reported no change from the beginning to the end of camp. However, campers did have an increase in social skills at the six month follow-up period. Parents observed an increase in social skills by the end of camp, and felt that that growth had been maintained at the six month follow-up. For peer relationships (getting along with others, maintaining friendships), children documented a decrease in their ability to get along with others from the beginning of camp to the end. An increase in peer relationship was reported by the children at the six month follow-up survey. Parents observed an increase in their child peer relationships from the start of camp to the end and this change held constant at the six-month follow-up.

Burkhardt et al. (2005) also examined physical and thinking skills through two subcategories: adventure and exploration, and environmental awareness. Parents and campers documented the most momentous change out of all the subcategories was in the adventure and explorations subcategory. However, at the six month follow-up, participants reported a significant decrease in the adventure and explorations subcategory. Campers showed no difference from the beginning of camp to the end in environmental awareness, but parents reported an increase in their child's environmental awareness at the end of camp. Parents and children reported that there was no change at the six-month follow-up for the environmental awareness subcategory.

The results for positive values and spirituality were examined through two subcategories: values and decisions, and spirituality. From pre- to post-test, campers

reported no changes in values and decision making; and no changes were observed at the six month follow-up period. However, parents reported increases in this area from pre- to post-test, and reported that this effect was maintained at the six-month follow-up period. The results on the topic of spirituality showed that on average, parents and children observed a significant positive change, and it was maintained at the six month follow-up. This study is important in understanding the outcomes that occur during/after participation in summer camp because Burkhardt et al. (2005) established that camps contribute to youth development in a positive way. They also identified areas that camps need to focus on developing in order to facilitate the intentional maturing of their campers.

Thurber et al. (2006) conducted a study that answered the question, “how much does the camp experience support and contribute to camper’s development?” Eighty ACA accredited day camps and resident camps agreed to participate and participants were campers who attended one of the 80 ACA accredited day or resident camps. The participants were between the ages of 10-18, and a total of 7,645 girls and boys responded to the questionnaire. The researchers used a questionnaire based on the four key realms of youth developmental opportunities and support: safety, skill building, supportive relationships, and youth involvement.

Thurber et al. (2006) indicated that out of the four key realms of developmental supports and opportunities, campers reported experiencing the highest levels of supportive relationships at camp (69%). Camper responses were then compared to supports and opportunities for supportive relationships that campers reported experiencing at community-based organizations (40%), as well as at secondary schools

(15-20%). Supports and opportunities for skill building at camp were reported as the second highest (41%) by campers. The results for supports and opportunities for skill building at camp exceeded the average at community-based organization level, as well as secondary schools. Campers who participated in summer camp for more than one summer reported the highest levels of support and opportunities in the key realms of youth development compared to those who attended camp once.

This study is important for camper families, camp practitioners, and researchers because once they know how much the camp experience supports and contributes to camper development, they will be able to illustrate what the campers are getting out of the camp experience and, ultimately, the value of camp. Thurber et al. (2006) provided evidence that summer camp presents the best opportunity for supportive relationships, outside of the family. Supportive relationships are key to the successful development of youth. The researchers also revealed that retention in summer camp (attending for more than one summer/multiple sessions) provided the highest levels of supports and opportunities for youth development.

Summer Camp Accreditation

In 1910, the American Camp Association was founded. The American Camp Association is comprised of professionals dedicated to the enhancement of the camp experience. Their mission statement is “enriching the lives of children, youth and adults through the camp experience” (ACA, 2012a). The ACA is a resource center for camp professionals and the Association sets the standards for health and safety at camps. The ACA is currently the only organization that is recognized by the federal government and by law to evaluate and provide accreditation for camps (About ACA, 2011).

During 1920 – 1950s camps focused on education since the majority of the camp leaders were school teachers. During this time period the educational aspects included environmental education, survival skills and outdoor recreation (Ozier, 2010). Camp has since developed into an experience that provides education as well as a variety of opportunities and supportive relationships that facilitate positive youth development (Henderson et al., 2007a; Ozier, 2010).

Positive Youth Development (PYD)

Society has utilized different methods throughout time to combat the challenges of assisting youth with the transformations into successful adults. In the past, when youth became deeply involved in hazardous and risky activities such as using alcohol and drugs, dropping out of school, partaking in aggressive behavior and violent actions, communities would react by funding and supporting programs focused on solving those individual problems. In retrospect, researchers and officials concluded that the temporary funding and support of programs for specific problems produced only alternative diversions and temporary solutions. A new approach was necessary (Larson, 2000). This approach is called *positive youth development* (Larson, 2000; Scanlin, 2001).

Positive youth development (PYD) is a progression of developing and constructing assets in youth that aid them to manage successfully the multiple transitions of adolescence and develop into mature adults both capable and eager to contribute to society (Scanlin, 2001). PYD focuses on the key processes that lead to successful transition to adulthood (Larson, 2000). This growth is different than that of characteristic maturation. It often depends on what key processes (e.g., adult

supervision, society influence, and neighborhood opportunities) improve outcomes related to improved quality of life and psychological growth.

Positive youth development (PYD) researchers have examined the influence that participating in activities, which promote positive youth development, has on encouraging youth to grow into successful adults. In many cases, agencies and staff ensure that four domains of positive youth development are addressed: 1) thinking and physical skills, 2) social skills, 3) positive identity, and 4) positive values and spiritual growth (Burkhardt et al., 2005; Henderson et al., 2005; Henderson et al., 2007a; Henderson et al., 2007b). These four domains are further broken down into ten constructs. *Thinking and physical skills* include the constructs adventure/exploration, and environmental awareness; *social skills* include the constructs of leadership, making friends, social anxiety, and peer relationships; *positive identity* includes the constructs positive identity and independence; and *positive values and spiritual growth* include the constructs positive values/decision making and spirituality (Henderson et al., 2007a).

The Search Institute (2006a) identified 40 Developmental Assets that youth need in order to succeed and avoid risks. The more assets youth have, the more likely they are to flourish. The Developmental Assets were established from “extensive research in youth development, resilience, and prevention... The Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and thrive” (Search Institute, 2006b). The Search Institute (2006a) customized the 40 Developmental Assets for different age groups. An asset list exists for each of the following age groups: 3-5 years old, 5-9 years old, 8-12 years old, and 12-18 years old.

The following are the 40 Developmental Assets for ages 8-12, which was the age group encompassed in this research (Search Institute, 2006a):

1) Family support	2) Positive family communication
3) Other adult relationships	4) Caring neighborhood
5) Caring school climate	6) Parent involvement in schooling
7) Community values youth	8) Children as resources
9) Service to others	10) Safety
11) Family boundaries	12) School boundaries
13) Neighborhood boundaries	14) Adult role models
15) Positive peer influence	16) High expectations
17) Creative activities	18) Child programs
19) Religious community	20) Time at home
21) Achievement motivation	22) Learning engagement
23) Homework	24) Bonding to school
25) Reading for pleasure	26) Caring
27) Equality and social justice	28) Integrity
29) Honesty	30) Responsibility
31) Healthy lifestyle	32) Planning and decision making
33) Interpersonal competence	34) Cultural competence
35) Resistance skills	36) Peaceful conflict resolution
37) Personal power	38) Self-esteem
39) Sense of purpose	40) Positive view of personal future

Search Institute, 2006a

The Search Institute's Developmental Asset list is important for professionals to understand, so that they may offer the appropriate opportunities for asset building. The more professionals know about asset building the more likely they are to encourage and facilitate positive youth development (Search Institute, 2006b).

During the time that school is not in session (afterschool, weekends, and summertime) many nonprofit and for-profit organizations offer structured activities and programs at community facilities that aim at building and expanding youth skills and

development. These out of school time activities/programs intentionally facilitate positive youth development outcomes (Kennedy et al., 2007; Mahoney et al., 2005).

Out of School Time Activities

Out of school time activities are organized activities and programs that take place after school, weekends, and during the summer. A range of organizations offer such activities to youth including: Boys and Girls Clubs of America, 4-H, YMCA of the U.S.A., YWCA U.S.A., Boy Scouts of America, Girl Scouts of U.S.A., the Christian Camp and Conference Association, and a wide range of summer camps. Attendance, participation, and retention in organized out of school time activities has been associated with positive social relationships and behaviors, increases in problem-solving skills, academic success, identity development, mental health, and civic engagement (Kennedy et al., 2007; Mahoney et al., 2005). Mahoney et al. (2005, p. 11) identified eight key elements that promote positive development during organized activities:

1. “Physical and psychological safety – the context provides secure and health-promoting facilities and practices, allows for safe and appropriate peer interactions, and discourages unsafe health practices and negative or confrontational social interchanges.
2. Appropriate structure – the context provides clear, appropriate, and consistent rules and expectations, adult supervision, guidance, and age-appropriate monitoring in a predictable social atmosphere where clear boundaries are known and respected.
3. Supportive relationships – the context offers stable opportunities to form relationships with peers and adults wherein social interchanges are characterized

by warmth, closeness, caring, and mutual respect, and where guidance and support from adults is available, appropriate, and predictable.

4. Opportunities for belonging – the context emphasizes the inclusion of all members and maintains a social environment that recognizes, appreciates, and encourages individual differences in cultural values, gender, race/ethnicity, and sexual orientation.
5. Positive social norms – the context maintains expectations and requirements for socially appropriate behavior and encourages desirable and accepted values and morals.
6. Support for efficacy and mattering – the context allows for and supports autonomy, values individual expression and opinions, concentrates on growth and improvement rather than absolute performance, encourages and enables individuals to take on challenging responsibilities and to carry out actions aimed at making a difference.
7. Opportunity for skill building – the context offers opportunities to learn and build physical, intellectual, psychological, emotional, and social skills that facilitate well-being in the present and prepare individuals for health and competent functioning in the future.
8. Integration of family, school and community efforts – the context provides opportunities for synergistic experiences that integrate transactions across family, school, and community”.

Summer camps are considered out of school time programs and they are typically considered to be organized programs that foster positive youth development. This is

due largely to the intentional educational experiences the staff facilitate, the variety of opportunities they provide to campers, and the supportive relationships needed to address a positive change (Henderson et al., 2007a).

Summary

The literature provided is important in understanding the outcomes that occur during and after participation in summer camp. This review illustrates that camps are contributing to youth development in a positive way. Researchers have provided evidence that summer camps present the best opportunity for supportive relationships outside of the family (Thurber et al., 2006). Supportive relationships are key to the successful development of youth. The researchers revealed that retention in summer camp, (attending for more than one summer/multiple sessions) provided the highest levels of supports and opportunities for youth development (Thurber et al.).

Gillard and Witt's (2008) 12 methods for recruiting and retaining participants in youth programs are important because higher levels of recruitment and retention in youth programs increases the likelihood to positively impact youth and achieve program outcomes. These techniques are important in understanding what influences retention and recruitment in youth participants.

The literature discussed also emphasizes the importance of positive youth development and its relevance to out-of-school time programs including summer camp. The intention of this review was to focus on how supports for youth development relate to retention of campers in residential summer camps. The review provided an overview of summer camp and outlined the known practices that encourage youth participation,

and key experiences related to retention and repeated attendance in residential camps is understood.

The literature reviewed illustrates that intention to perform an activity may be predicted by a person's attitude, subjective norms, and perceived behavioral control toward an activity. Whether or not a child intends to return to camp the following summer is important for camp practitioners to know and understand. Intention to perform a behavior may be predicted by the *Theory of Planned Behavior* (Ajzen, 1991). This review supports the use of TPB in understanding youth intentions in activity participation.

CHAPTER III: RESEARCH DESIGN

This chapter outlines the methods utilized in determining campers' levels of intention to return to summer camp the following summer. The population for this study was residential campers who attended a week long session at the American Camp Association (ACA) accredited camp, YMCA Camp Hanes; the camp is located in western North Carolina. This residential camp offered programs to three age groups: Climbers (ages 6 – 9, or rising 1st through 4th graders), Mountaineers (ages 10 – 12, or rising 5th through 7th graders), and Explorers (ages 13 – 15, or rising 8th through 10th graders). This study focused on the Mountaineer population. The Mountaineer population was chosen by the researcher due to their ability to comprehend the questionnaires and for their ability to return the following summer as a camper without any conflict due to age/grade boundaries. The researcher did not include Explorers because included in that sample were campers who would not be able to come back as a camper the following summer due to age/grade boundaries. Climbers were not included due to the level of comprehension necessary to complete the pre-camp and post-camp questionnaire.

Setting

YMCA Camp Hanes has provided a safe place for children during the summertime for over eighty years. Their mission statement is “To help people reach their God-given potential in spirit, mind and body” (Camp Hanes, 2012). Their goal is “for each child to increase their own sense of accomplishment and belonging while they learn about the positive character traits of a hero” (Camp Hanes, 2012). Further, Camp Hanes has been known as the “400 acre memory maker” to campers for decades

(Camp Hanes, 2012). This residential camp gave campers the opportunity to participate in an assortment of activities and adventures. Campers stayed in cabins with approximately 10 other campers in their age group. Each cabin had two or more well-qualified staff members who served as adult role models and lived with the campers throughout the camp session (Camp Hanes, 2012).

Instrumentation

The researcher developed the pre-camp and post-camp survey instruments (see Appendix B for pre-camp and post-camp questionnaire) based on the needs for the study, the Theory of Planned Behavior (TPB), and by Ajzen's (ND) suggestions on how to construct a TPB questionnaire (Ajzen, 1991; Ajzen, ND). Ajzen (ND) shared sample items and instructions for each of the TPB antecedents and intention. Instructions include comprising five to six items per antecedent and intention. In order to measure responses to items, seven-point semantic differentials/bipolar adjective scales were recommended. Thus, a 22-item survey was created and a pilot study was conducted by to ensure validity.

The researcher received feedback from six youth ages 9-13 on the pre-camp questionnaire. Comprehension of the questionnaire instructions and of the questions was confirmed. In addition, the thesis committee reviewed the instrument for face-validity. Based on these two reviews, the instrument was deemed to be valid. In terms of reliability, Cronbach's alphas for the five items that contributed to pre-camp intention and for the five items that contributed to post-camp intention were .647 and .763, respectively. Cronbach's alphas for the six items that contributed to pre-camp ATB and for the six items that contributed to the post-camp ATB were .773 and .784,

respectively. Cronbach's alphas for the five items that contributed to pre-camp SN and for the five items that contributed to the post-camp SN were .443 and .452, respectively. Lastly, Cronbach's alphas for the six items that contributed to pre-camp PBC and for the six items that contributed to the post-camp PBC were .578 and .612, respectively.

Guided by the TPB, the investigator examined campers' attitudes toward behavior (returning to camp the next summer), perceived subjective norms, and perceived behavioral control related to their reported intention to return to camp. This study attempted to isolate the camp activities that were most associated with intention to return to camp. Change in intention to return was measured using pre- and post-camp surveys. The study was guided by the following research questions:

RQ1. Does intention to return change from pre-camp to post-camp?

RQ2. Which antecedent (e.g. perceived behavioral control, social norms, and attitude toward behavior) is most strongly associated with intention to return to camp?

The following variables were tested:

Independent Variables: *Attitude toward behavior, subjective norms, and perceived behavioral control*

Dependent Variable: *Intention to return*

The following hypotheses were tested:

H₀₁: Intention to return to summer camp will not change from pre-camp to post-camp.

H₁: Intention to return to summer camp will increase from pre-camp to post-camp.

H₀₂: Positive change in perceived behavioral control will not be related to positive change in intention to return.

H₂: Positive change in perceived behavioral control will be related to positive change in intention to return.

H₀₃: Positive change in social norms regarding camp will not be related to positive change in intention to return.

H₃: Positive change in social norms regarding camp will be related to positive change in intention to return.

H₀₄: Positive change in attitudes toward camp will not be related to positive change in intention to return to camp.

H₄: Positive change in attitudes toward camp will be related to positive change in intention to return to camp.

Procedures

The researcher contacted Camp Hanes and asked permission to facilitate this study. Camp Hanes approved and provided a letter of support for the study (see appendix C). The researcher obtained IRB approval prior to data collection (see appendix A). Campers arrived on the first day and begin their check-in process inside the camp's gymnasium at 2 p.m. For the duration of the check-in process the researcher was stationed in the gymnasium at a table with the consent and assent forms for the study. The staff facilitating the check-in process were instructed to direct Mountaineer campers and their parent/guardian to the researcher's table. Consent and assent were obtained during this time and the researcher was available for questions. Of the one-hundred-fifteen campers and their parents who stopped at the table, all agreed to participate in the study. However, not all Mountaineer campers stopped by the researcher's table. Returning Camp Hanes campers and their families may have

overlooked the researcher because they were familiar with the check-in process and may have assumed that they had visited the required tables. Check-in staff may have unintentionally forgotten to direct Mountaineer campers and their parent/guardian to the researcher.

After checking-in at the gymnasium campers then checked into their assigned cabin, unpacked, said their farewells to family and met cabin mates and staff. After the majority of the campers had arrived and signed in, they gathered at the camp's chapel where staff greeted and oriented the campers to camp life and camp rules.

The pre-test was administered to agreeable campers the first afternoon of the camp session after this introduction. This time was chosen to deliver the pre-test because the campers were seated in one area, and it was most convenient time for the camp staff to have the researcher administer the questionnaire; it took approximately 10-15 minutes to complete. In addition, this time period was only a few hours after the campers had arrived and allowed the campers a chance to get an idea of what camp might be like. The researcher utilized a script for pre-test and post-test administration (see appendix D). The researcher administered the pre-test to the campers who participated in the last five sessions of summer camp, and who agreed to participate.

The post-test was administered to campers after lunch on the last day of the camp session. The researcher was provided with an area to administer the questionnaire. As with the pre-test, this time was chosen because it was a time that the campers were all seated in one area and was most convenient for the camp staff to have the researcher administer the questionnaire. In addition, after lunch campers' parents began to arrive for pick up. As with the pre-test, the researcher administered the

post-test to the campers who participated in the last five sessions of summer camp, and had agreed to participate.

Sample

This study used a non-randomized convenience sample. A convenience sample was drawn from YMCA Camp Hanes, which hosted seven week-long sessions. The researcher obtained data from the third, fourth, fifth, sixth, and seventh sessions of camp. Each session included between 53 and 122 campers who participated in a wide range of camp activities. Sample participants were registered as Mountaineers and enrolled in at least one week of camp. Consent from the parents/guardians and assent from the campers was obtained by the researcher (See Appendix A for IRB). Questionnaires were filled out confidentially to safe guard confidentiality of the participant; the pre-camp and post-camp surveys were matched using cabin name and birth date to ensure confidentiality. Of the 115 campers who participated in the research all completed both the pre- and post-tests. There were, however, some items left blank on some surveys. Data analysis occurred with the number of valid responses.

Data Analysis

This study utilized a one group pre-test/post-test design using a paper and pencil questionnaire to compare attitudes toward returning to camp, subjective norms, and perceived behavioral control related to camp and intentions to return to camp before and after a camp experience. Pre-testing is preliminary testing of the dependent variable among participants (Babbie, 2004). Post-testing occurs after program participation/exposure. It typically involves re-measurement of the dependent variable.

The pre-test and post-test can be compared to determine if any differences exist from pre-test to post-test (Babbie).

Initially, the data were analyzed using descriptive statistics to identify the general characteristics of the sample, such as gender and age. The pre- and post-test scores were analyzed using a one group, paired t-test to assess change. Regression analyses were conducted to see if a relationship existed between the dependent variable and one or more of the independent variables. Data met assumptions of normality and were measured as ordinal responses for the dependent variable; therefore, parametric statistics were used. Cronbach's alpha was used to measure internal consistency for reliability of the subscale items.

Research question #1.

The first research question for this study was: Does intention to return to summer camp change from pre-camp to post-camp? A paired samples T-test was conducted to understand if intention to return to camp changed between pre-camp and post-camp measures. Five questions on the pre-camp questionnaire contributed to the mean score for the intention to return to camp at the start of camp. The same five questions with limited modification for past tense were included on the post-camp questionnaire and contributed to the mean score for the respondent's intention to return to camp at the end of the camp session. The questionnaire used semantic differentials on a 7-point scale (see appendix B).

The five questions on the pre-camp and post-camp questionnaires that contributed to the mean score for *intention to return* to camp were:

- 1) Do you plan on asking your parents if you can come back next summer?
No way (1) – Yes, of course (7)
- 2) Do you have any sibling(s) or friend(s) from home that you plan on asking to come to camp with you next summer?
Nope! Can't think of anyone (1) – Yep! I know exactly who I will ask (7)
- 3) Do you have plans with your friends from camp to come back next summer?
No plans at all (1) – Yes, we have it all planned out (7)
- 4) How likely are you to come back to camp next summer?
Not at all (1) – Very likely (7)
- 5) When your parents pick you up, do you plan on asking them to sign you up for next summer?
No way! (1) – Yes, for sure! (7)

Research question # 2.

The second research question for this study was: Which antecedent—attitudes toward behavior (ATB), subjective norms (SN), or perceived behavioral control (PBC)—was most strongly associated with intention to return to camp? A regression analysis was run to understand how closely related each antecedent was to intention to return to camp.

In order to assess whether or not attitudes toward behavior (ATB), subjective norms (SN), and perceived behavioral control (PBC) changed from pre-camp to post-camp, five to six questions on the pre-camp questionnaire contributed to the mean score for each antecedent. The same questions, with limited modification for past tense, for each antecedent were included on the post-camp questionnaire and contributed to

the mean score for the respondents' attitudes toward camp, SN, and PBC at the end of the camp session. The questionnaire used semantic differentials on a 7-point scale (see appendix B).

The six questions on the pre-camp and post-camp questionnaires that contributed to the mean score for *perceived behavioral control* were:

1) How much influence did you have on whether or not you attended this camp?

None at all (1) – All the say (7)

2) At summer camp, making new friends for me is...

Very hard (1) – Very easy (7)

3) I think I will do well in most camp activities...

Very unsure (1) – Very confident (7)

4) I think I will have a choice in the activities I participate in, while at camp...

None of the time (1) – All of the time (7)

5) How much control do you think you have over what you do at camp?

No control at all (1) – Total control (7)

6) If I wanted to attend this camp again, my parents would let me...

Definitely not (1) – Absolutely yes (7)

The five questions on the pre-camp and post-camp questionnaires that contributed to the mean score for *subjective norms* were:

1) How excited is your family for you to attend summer camp?

Not at all excited (1) – Very excited (7)

2) How many friends from home attend summer camp?

Zero (1) – Seven or more (7)

3) How happy are your friends from home for you to attend summer camp?

Very sad (1) – Very happy (7)

4) How many of the campers you know plan on coming back to camp next summer?

Zero (1) – Seven or more (7)

5) How happy are the camp staff that you are here?

Not at all happy (1) – Very happy (7)

The six questions on the pre-camp and post-camp questionnaires that contributed to the mean score for *attitude toward behavior* were:

1) When I found out I was coming to this camp, I was...

Very sad (1) – Very glad (7)

2) When thinking about my stay at camp, I feel it will be...

No fun at all (1) – A lot of fun (7)

3) Being away from family and friends for me is...

Very scary (1) – Very exciting (7)

4) How comfortable do you feel making new friends at camp?

Very uncomfortable (1) – Very comfortable (7)

5) The activities offered at camp seem like they will be...

Very boring (1) – Very fun (7)

6) Coming back to camp next summer would be...

Awful (1) – Awesome (7)

Covariates.

Covariates were included in the regression analysis to investigate if one or more of the variables was significant in relation to the dependent variable (intention to return to camp). The following covariates were chosen by the researcher based on the literature review, and were entered listwise: age, gender, race/ethnicity, if the camper had stayed at an overnight camp before, and if the camper had stayed at Camp Hanes previously.

CHAPTER IV: RESULTS

The following are results of the analyses of data. Characteristics of the respondents are discussed first to understand the sample. Camp activities that respondents reported made them want to return to camp the most are presented next. The mean responses for the pre-test and post-test questions follow. The results of hypotheses tests are displayed next, and the final section presents the results of the two research questions. Results are reported in valid percent to account for missing data.

Characteristics of Respondents

The total residential camp population for the age group specified and the sessions utilized in this study was 416. The researcher obtained consent and assent, and successfully administered the pre- and post-test questionnaire to 115 campers. This represents 27.6% of the camp population for the age group specified and the sessions utilized in this study.

The data were analyzed using descriptive statistics to identify the general characteristics of the sample, such as gender, race/ethnicity, and age. Information was gathered on whether or not the respondent had stayed at an overnight camp before, and if they had stayed at YMCA Camp Hanes before. If the respondent had stayed at Camp Hanes before, they were asked to identify the top three activities that made them want to return to camp the most. At the end of the camp session all respondents were asked to identify the top three activities that would make them want to return to camp the most. The complete questionnaire is in Appendix B. The characteristics of respondents are presented in Table 1.

Table 1

Characteristics of Respondents

Characteristic	<i>n</i> = 115	Valid %
Gender		
Girl	67	58.3
Boy	48	41.7
Age		
9	5	4.3
10	22	19.1
11	45	39.1
12	40	34.8
13	3	2.6
Race/Ethnicity*		
White	96	85.7
Black or African American	9	8.0
Other	7	6.3
Stayed at an overnight camp		
No	20	17.4
Yes	95	82.6
Stayed at Camp Hanes		
No	45	39.1
Yes	70	60.9

*Note: Race/Ethnicity *n* = 112

As shown in Table 1, the respondents included more girls than boys, 93 percent of the respondents were between the ages of 10 and 12, and the majority of the respondents were White. Also included in the sample were Black or African American youth, and representatives of other racial/ethnic groups.

The respondents were asked to identify whether or not they had stayed at an overnight camp before and whether or not they had stayed at YMCA Camp Hanes before. Over 80% of the respondents had stayed at an overnight camp before and almost two-thirds had stayed at Camp Hanes before. If a respondent had previously stayed at Camp Hanes, they were asked to identify the top three activities that most made them want to return to camp. At the end of the camp session all respondents

were asked to identify the top three activities that made them want to return to camp in the following year. Table 2 demonstrates these findings.

Table 2

Activities that Campers' Reported Made Them Want to Return to Camp the Most

Activities	Pre (n = 70*)		Post (n = 115*)	
	n	Valid %	n	Valid %
Water activities with cabin	37	52.9	77	67.0
Outdoor activities with cabin	26	37.1	26	22.6
All camp outdoor activities	26	37.1	44	38.3
All camp water based activities	23	32.9	42	36.5
Water based activities	21	30.0	22	19.1
Outdoor activities	20	28.6	29	25.2
Sport shooting	19	27.1	34	29.6
All camp arts based activities	13	18.6	25	21.7
Art based activities	10	14.3	17	14.8
Sports by yourself	4	5.7	7	6.1
Sports with cabin	4	5.7	10	8.7
Art based activities with cabin	4	5.7	8	7.0
All camp chapel	3	4.3	2	1.7
Service projects with cabin	1	1.4	0	0.0
Bible study	0	0.0	1	0.9

* Pre-test included only those who had previously stayed at Camp Hanes while the post-test included all campers who agreed to participate in the study.

The respondents who had stayed at Camp Hanes before were asked to identify the top three activities that made them want to attend camp again this year. The top three activities identified were: water-based activities with cabin, which included swimming/pool, giant lake slide, water forts, water ziplines, and the blob; outdoor activities with cabin, which included crystal mine and mountain hike, creek study, cooking, high and low ropes, team building, nature fun/room and; all camp outdoor activities, which included capture the flag, campfires, and scavenger hunts.

At the end of the camp session all respondents were asked to identify the top three activities that made them want to return to camp in the future. As noted in Table 2, the top three activities were: water-based activities with cabin; all camp outdoor activities; and all camp water-based activities, which included pool parties and special water related events.

The pre-camp and post-camp questionnaires consisted of semantic differential items using a 7-point scale to determine opinions toward the questions. The mean scores for the lowest responses and the highest responses are shown in Table 3 for each question. The researcher grouped the lowest scores (1 & 2) to signify the low end of the semantic differential scale continua and the two highest scores (6 & 7) to signify the high end of the scales. To assist with understanding of dispersion, analysis of the middle scores (3, 4, and 5) were omitted from this table. Ratio-level responses on a 7-point scale where one signified the number one and seven represented seven or more, were used for two questions on the pre- and post-questionnaire. The means for these questions are included in Table 3.

Table 3

Pre- and Post-Test Participant Responses (reporting values of 1-2 = low and 6-7 = high)

Survey Question	Valid % Low	Valid % High
Pre – When I found out I was coming to camp, I was...	1.7 Very Sad	86.0 Very Glad
Post – How would you feel if you found out that you were coming back to this camp next summer?	0 Very Sad	91.3 Very Glad
Pre – How much influence did you have on whether or not you attended this camp?	18.6 None at All	55.7 All the Say
Post – How much influence do you feel you have on whether or not you come back to camp next summer?	5.2 None at All	67.5 All the Say
Pre – How excited is your family for you to attend summer camp?	0.9 Not at all Excited	75.4 Very Excited
Post – How excited would your family be for you to return to summer camp?	0	74.6
Pre – Do you plan on asking your parents if you can come back next summer?	1.7 No Way	86.1 Yes, Of Course
Post – Do you plan on asking your parents if you can come back next summer?	0	87.0
Pre – When thinking about my stay at camp, I feel it will be...	0 No Fun at All	90.3 A lot of Fun
Post – When thinking about my stay at camp, it was...	0	86.9
Pre – Being away from family and friends for me is...	0.9 Very Scary	45.6 Very Exciting
Post – Being away from family and friends for me was...	1.7	43.4

Pre – How happy are your friends from home for you to attend summer camp?	4.5 Very Sad	40.2 Very Happy
Post – How happy would your friends from home be for you to attend summer camp next year?	5.2	48.7
Pre – Do you have sibling(s) or friends from home that you plan on asking to come to camp with you next summer?	20.9 Nope! I Can't Think of Anyone	59.1 Yep! I Know Exactly Who I Will Ask
Post – Do you have sibling(s) or friends from home that you plan on asking to come to camp with you next summer?	15.6	64.4
Pre – How comfortable do/did you feel making new friends at camp?	1.8 Very Uncomfortable	74.3 Very Comfortable
Post – How comfortable did you feel making new friends at camp?	0	79.8
Pre – Do you have plans with your friends from camp to come back next summer?	33.1 No Plans at All	23.3 Yes, We Have it All Planned Out
Post – Do you have plans with your friends from camp to come back next summer?	18.9	36
Pre – At summer camp, making new friends for me is...	3.5 Very Hard	58.4 Very Easy
Post – At summer camp, making new friends for me was...	2.6	78.9
Pre – How likely are you to come back to camp next summer?	1.8 Not at All	77.9 Very Likely
Post – How likely are you to come back to camp next summer?	0 Not at All	80.7
Pre – I think that I will do well in most camp activities...	0.9 Very Unsure	75.2 Very Confident

Post – I think that I will do well in most camp activities next summer...	0.9	86.0
Pre – The activities offered at camp seem like they will be...	0.9	89.4
	Very Boring	Very Fun
Post – That activities offered at camp were...	0	93.9
Pre – I think I will have a choice in the activities I participate in, while at camp...	0.9	70.8
	None of the time	All of the time
Post – How often did you have a choice in the activities you participated in, while at camp?	2.7	64.0
Pre – How happy are the camp staff that you are here?	0	86.7
	Not at all Happy	Very Happy
Post – How happy would the camp staff be for you to return to camp next summer?	.9	94.8
	Not at All	
Pre – How much control do you think you have over what you do at camp?	3.6	48.7
	No Control at All	Total Control
Post – How much control did you have over what you did at camp?	5.3	44.2
Pre – Coming back to camp next summer would be...	0.9	86.7
	Awful	Awesome
Post – Coming back to camp next summer would be...	0	91.1
Pre – If I wanted to attend this camp again, my parents would let me...	0.9	91.1
	Definitely Not	Absolutely Yes
Post – If I wanted to attend this camp again, my parents would let me...	2.7	84.1
Pre – When your parents pick you up, do you plan on asking them to sign you up for next summer?	1.8	80.6
	No Way!	Yes, for Sure!
Post – When your parents pick you up, do you plan on asking them to sign you up for next summer?	2.7	81.4

Survey Question	Mean
Pre – How many friends from home attend summer camp?	M= 3.77
Post – How many friends from home do you think will attend summer camp next year? (doesn't have to be this particular camp)	M = 4.50
Pre – How many of the campers you know plan on coming back to camp next summer?	M = 3.43
Post – How many of the campers you know plan on coming back to camp next summer?	M = 5.70

Independent Variables

A paired-samples T-test was conducted to understand the changes in the independent variables that occurred between pre-camp and post-camp. Examination of means showed that camper responses for each variable increased from pre- to post-camp (see Table 4).

Table 4

T-Test Comparing Pre – test Variables to Post – test Variables

Variable	Pre			Post			T	df	p
	n	M	SD	n	M	SD			
Attitude toward Behavior	107	37.43	4.137	107	38.31	3.601	-2.424	106	.017
Subjective Norms	109	24.87	4.954	109	28.06	4.366	-7.469	108	.000
Perceived Behavioral Control	106	34.71	4.399	106	35.93	4.419	-3.054	105	.003

$p \leq .05$

As shown in Table 4, all three of the independent variables significantly increased from pre- to post-camp. The mean for “Attitude toward Behavior” changed from 37.43 to 38.31; the mean for “Subjective Norms” changed from 24.87 to 28.06; and the mean for “Perceived Behavioral Control” changed from 34.71 to 35.93.

Research Question #1

The first research question for this study was: “Does intention to return to summer camp change from pre-camp to post-camp?” A paired samples T-test was conducted to understand the changes in intention to return to camp that occurred between the beginning of the camp session and the end of the camp session.

Examination of means showed that campers' intentions to return to camp significantly increased from pre- to post-camp (see Table 5).

Table 5

T-Test Comparing Pre-Intention to Post-Intention to Return to Camp

Variable	Pre (n = 106)		Post (n = 106)		<i>T</i>	<i>Df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Intention	28.06	5.004	29.16	5.075	-2.206	105	.030

p < .05

Research Question # 2

The second research question for this study was: "Which antecedent--attitudes toward behavior (ATB), subjective norms (SN), or perceived behavioral control (PBC)--is most strongly associated with intention to return to camp?" A listwise regression analysis was run to understand how closely related each antecedent was to intention to return to camp.

A regression ANOVA was used to test if one or more of the independent variables and covariates significantly relate to intention to return to camp. The post-test means for the variables were utilized for this analysis. Overall, the independent variables of attitudes toward behavior (ATB), subjective norms (SN), and perceived behavioral control (PBC) were significant $F(8, 97)$, $p \leq .001$. This indicates that as a group, the independent variables significantly predicted the dependent variable, intention to return to camp. The model summary results illustrate that the independent variables are strong predictors of post-camp intention ($R^2 .637$, adjusted $R^2 .607$). Examination of independent variables confirmed post-camp ATB as the strongest predictor of intention to return to summer camp ($\beta = .519$), followed by post-camp SN (β

= .228), and post-camp PBC ($\beta = .189$) (see Table 6). This supports the alternative hypotheses, that at the $p = .05$ level all three antecedents significantly related to campers' intentions to return to camp.

Table 6

Regression – Relation between each Variable and Intention to Return to Camp

Variables	B	Std. Error	B	T	p-value
Age	-.336	.352	-.060	-.954	.342
Gender	.111	.654	.011	.170	.866
Race	.190	.287	.041	.662	.510
Stayed at camp before	.380	1.073	.028	.355	.724
Stayed at this camp before	1.653	.851	.155	1.941	.055
Post-camp ATB	.721	.108	.519	6.656	.000
Post-camp SN	.285	.083	.228	3.420	.001
Post-camp PBC	.220	.089	.189	2.459	.016

Note: $R^2 = .637$, Adjusted $R^2 = .607$. Model is significant at $p < .001$ ($F = 21.235$)

Covariates did not significantly relate to intention to return to camp. In addition, the Variance Inflation Factor (VIF) was between 1.130 and 1.608, and tolerance was higher than .662; therefore, there was no issue with collinearity.

CHAPTER V: DISCUSSION AND CONCLUSIONS

One of the greatest challenges that summer camps face is related to camper retention. Failure to retain youth within camp programs limits the potential impact of these programs on youth. Furthermore, it places pressure on summer camps to continually recruit new cohorts of campers. Recruiting and enrolling new campers each summer requires time and resources that a lot of summer camps do not have. Summer camp is a business and, whether it is for profit or not, it is important for professionals in the field to understand what influences campers' intentions to return to camp year after year, to operate a successful business.

The primary purpose of this study was to determine if campers' intentions to return to camp would change from the start of a camp session to the end of the camp session; results indicated that intentions changed in a positive direction over the course of the one-week camp session. The second goal of this study was to determine which antecedent—attitudes toward behavior (ATB), subjective norms (SN), or perceived behavioral control (PBC)—was most strongly associated with intention to return to camp. The researcher found that while all three of the antecedents significantly related to campers' intentions to return to camp, ATB had the greatest influence.

Campers' subjective norms influenced their reported intention to return to camp, secondary to their attitudes toward returning to camp. In addition, campers' perceived behavioral control responses were shown to influence their reported intentions to return to camp. Findings showed that the more in control campers felt they had over their own behaviors, the more likely they were to be positive about returning to camp in the future.

The results of this study concur with the results of the studies completed by Hagger et al. (2001), Hagger et al. (2007), and Sas-Nowosielski (2006). Hagger et al. (2007) indicated that Attitudes Toward Behavior was the strongest predictor of intention; Sas-Nowosielski (2006) found that ATB and PBC had the strongest influence on intention; and Hagger et al. (2001) found that while ATB and PBC both had a significant influence on intention, ATB had the strongest relationship out of the two variables. The results of this study support all of those findings, giving additional credence to the notion that one's attitude toward a particular behavior has a great impact on that individuals' intention to participate. The results of this study indicate that as a group, the independent variables significantly predicted the dependent variable (intention to return to camp) providing supporting the TPB.

In addition to investigating the role of the TPB on intention to return to camp, the researcher was also interested in the primary activities that appeared to positively influence one's attitude toward camp. Those included water activities with cabin, outdoor activities with cabin, and all camp outdoor activities. Clearly, for these youth who are developing through adolescence, the support offered by group activities, (particularly those activities that perhaps are outside the realm of day-to-day activities), is establishing positive feelings toward camp. This information provides support for camp as a specialized and important out of school time setting.

Limitations

While the sample size was sufficient to comfortably draw conclusions from the results, it is important to note potential limitations of a study. This study utilized a convenience sample; thus, one limitation of this study was participant recruitment.

Returning campers and their families may have overlooked the research table at check-in because they were familiar with the process and may have assumed that they had visited the required tables. Further, check-in staff may have unintentionally forgotten to direct Mountaineer campers and their parent/guardian to the researcher. Thus, not all campers had an equal chance of being involved in the study; there is no way to determine if any differences existed between those who participated in the study and those who did not.

The items that contributed to subjective norms for the pre-camp and the post-camp questionnaire were found to be low in terms of reliability. This may limit the assumptions one may make regarding the relationship of subjective norms with the dependent variable.

Recommendations

Based on the findings in this study, the researcher makes the following recommendations:

1. Camp professionals should encourage the amount of effort campers are willing to put forth toward attending camp the next summer. The researcher suggests offering incentives for campers who register for the next summer early. In addition, offering fundraising opportunities for campers to do during the off season to assist with or covers camp fees is another suggestion.
2. To ensure favorable attitudes toward attending and returning to camp, camp professionals might include an exciting welcome packet to first-time and returning campers in order influence their attitudes toward camp. Checking-in with the campers as they are participating in the camp session and following up with

campers after the camp season may also positively influence campers to return.

During the off season follow up, reminding campers of their experience as well as sharing any new camp additions (staff, activities, programs, equipment, facilities etc.) that will be coming next summer will assist in maintaining positive attitudes toward camp.

3. The results suggest that when a camper perceives other campers, peers from home, and family as accepting and encouraging of their participation in camp, the more likely s/he is to express intention to return to camp the following summer. Thus, offering campers, friends, and family incentives for recruiting others to enroll in summer camp may be helpful. Further, during staff training, counselors should be made aware that the more excited and nurturing they are toward camper attendance and repeated attendance, the more likely campers will be to express intention to return to camp.
4. As noted in the literature, providing opportunities for campers to be involved in choosing preferred activities and programs, and encouraging the development of camper decision-making skills will also assist in positive intentions to return.
5. Gillard and Witt (2008) 12 recommended techniques for recruiting and retaining participants in youth programs may be beneficial for camp practitioners to implement. Higher levels of participation and retention in summer camp increases the likelihood to positively impact youth and achieve program outcomes as well as sustain camp as a business.

6. Rewarding campers with a trophy or meaningful souvenir after attending a certain amount of summers at camp (e.g., 3 summers) may be an incentive used to encourage campers' attitude toward returning to camp.
7. Because the top three activities that made campers want to return to Camp Hanes were water based activities with cabin, all camp outdoor activities, and all camp water based activities, the researcher recommends maintaining and including more of these outdoor and water based activities to influence their retention rates at Camp Hanes.

Future Research

In the future, it would be beneficial to observe the number of participants who actually return to camp and compare it to their stated intentions to return from the previous summer. Discovering the best methods to effectively and positively alter youth attitudes toward behavior would be beneficial, as well. Other research may include similar investigations using different age groups, day camps, and specialty camps. The researcher cautions future researchers that they should be aware that weather (for example, rain all week) might alter camper post-camp responses. Likewise, a special event might impact camper responses. Building in contingencies for these sorts of issues will be important in any future research. Overall, it is important for professionals in this field to research and understand what influences camper intentions to return to camp year after year, to operate a successful business. Retaining youth within camp programs amplifies the potential impact of these programs on youth.

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APPENDIX A: IRB APPROVAL



EAST CAROLINA UNIVERSITY

University & Medical Center Institutional Review Board Office

1L-09 Brody Medical Sciences Building • 600 Moye Boulevard • Greenville, NC
27834

Office 252-744-2914 • Fax 252-744-2284 • www.ecu.edu/irb

TO: Jane McAllister, BS, Dept. of Recreation & Leisure Studies, ECU
FROM: UMCIRB
DATE: June 28, 2011
RE: Expedited Category Research Study
TITLE: "Summer Fun: Campers' Reported Intention to Return to Camp"

UMCIRB #11-0405

This research study has undergone review and approval using expedited review on 6.27.11. This research study is eligible for review under an expedited category number 7 which includes research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

The Chairperson (or designee) deemed this **unfunded** study **no more than minimal risk** requiring a continuing review in **12 months**. Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The investigator must adhere to all reporting requirements for this study.

The above referenced research study has been given approval for the period of **6.27.11 to 6.26.12**. The approval includes the following items:

- Internal Processing Form (dated 6.14.11)
- Parental Permission Form (received 6.22.11)
- Minor Assent (received 6.22.11)
- Letter of Support (6.21.11)
- Script for Assent, Pre-test & Post-test Administration
- Pre/Post Tests

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

The UMCIRB applies 45 CFR 46, Subparts A-D, to all research reviewed by the UMCIRB regardless of the funding source. 21 CFR 50 and 21 CFR 56 are applied to all research studies under the Food and Drug Administration regulation. The UMCIRB follows applicable International Conference on Harmonisation Good Clinical Practice guidelines.

APPENDIX B: PRE-CAMP AND POST-CAMP QUESTIONNAIRES

Cabin _____ Birth date _____ Age _____ Are you a: Girl or Boy ?

Race: Asian Hispanic American Indian or Alaska Native
 White Native Hawaiian Black or African American

Instructions: Please mark your answer for all the questions. There are no right or wrong answers.

1. Have you ever stayed at an overnight camp before? Yes No

If you answered NO, please go to question 3 on the next page.

2a. Have you stayed at **THIS** summer camp before? Yes No

If you answered NO, please go to question 3 on the next page.

2b. If you answered **YES**, read the following lists and mark the top three activities that made you want to return to camp the most.



<input type="checkbox"/> Outdoor Activities (nature fun, cooking, climbing, hiking, horseback riding)	<input type="checkbox"/> Outdoor Activities with your Cabin (crystal mine & mountain hike, creek study, cooking, high & low ropes, team building, nature fun/room)	<input type="checkbox"/> All Camp Outdoor Activities (capture the flag, campfires, scavenger hunts)
<input type="checkbox"/> Water Based Activities (kayaking, canoeing, swimming, fishing)	<input type="checkbox"/> Water Based Activities with your Cabin (swimming/pool, giant lake slide, water forts, water zip lines, the blob)	<input type="checkbox"/> All Camp Water Based Activities (pool parties, special events)
<input type="checkbox"/> Sport Shooting (BB guns, riflery, paintball, archery)		
<input type="checkbox"/> Sports by yourself (basketball, kickball, volleyball)	<input type="checkbox"/> Sports with your Cabin where you compete against other cabins	
<input type="checkbox"/> Art Based Activities (photography, drama, crafts, puppetry, camp newspaper, guitar, aerobics)	<input type="checkbox"/> Art Based Activities with your Cabin (arts & crafts, skits)	<input type="checkbox"/> All Camp Arts Based Activities (dances, skit nights)
<input type="checkbox"/> Bible Study	<input type="checkbox"/> Service Projects with your Cabin	<input type="checkbox"/> All Camp Chapel

**Remember: Please circle the number that is closest to how you feel about camp.
There are no right or wrong answers.**

3. When I found out I was coming to this camp, I was...

Very Sad 1 2 3 4 5 6 7 Very Glad

4. How much influence did you have on whether or not you attended this camp?

None at All 1 2 3 4 5 6 7 All the Say

5. How excited is your family for you to attend summer camp?

Not at all Excited 1 2 3 4 5 6 7 Very Excited

6. Do you plan on asking your parents if you can come back next summer?

No Way! 1 2 3 4 5 6 7 Yes, Of Course!

7. When thinking about my stay at camp, I feel it will be...

No Fun at all 1 2 3 4 5 6 7 A lot of Fun

8. How many friends from home attend summer camp? (doesn't have to be this particular camp)

0 1 2 3 4 5 6 7 or more

9. Being away from family and friends for me is...

Very Scary 1 2 3 4 5 6 7 Very Exciting

10. How happy are your friends from home for you to attend summer camp?

Very Sad 1 2 3 4 5 6 7 Very Happy

11. Do you have sibling(s) or friend(s) from home that you plan on asking to come to camp with you next summer?

Nope! Can't Think of Anyone 1 2 3 4 5 6 7 Yep! I Know Exactly Who I Will Ask



11. How comfortable do you feel making new friends at camp?

Very Uncomfortable 1 2 3 4 5 6 7 Very Comfortable

12. How many of the campers you know plan on coming back to camp next summer?

0 1 2 3 4 5 6 7 or more

13. Do you have plans with your friends from camp to come back next summer?

No Plans at All 1 2 3 4 5 6 7 Yes, We Have it All Planned Out

14. At summer camp, making new friends for me is...

Very Hard 1 2 3 4 5 6 7 Very Easy

15. How likely are you to come back to camp next summer?

Not at All 1 2 3 4 5 6 7 Very Likely

16. I think that I will do well in most camp activities...

Very Unsure 1 2 3 4 5 6 7 Very Confident

17. The activities offered at camp seem like they will be...

Very Boring 1 2 3 4 5 6 7 Very Fun

18. I think I will have a choice in the activities I participate in, while at camp...

None of the time 1 2 3 4 5 6 7 All of the time

20. How happy are the camp staff that you are here?

Not at all Happy 1 2 3 4 5 6 7 Very Happy



21. How much control do you think you have over what you do at camp?

No Control at All 1 2 3 4 5 6 7 Total Control

22. Coming back to camp next summer would be...

Awful 1 2 3 4 5 6 7 Awesome

23. If I wanted to attend this camp again, my parents would let me...

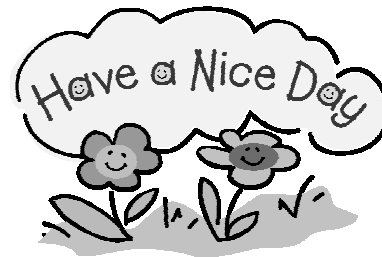
Definitely Not 1 2 3 4 5 6 7 Absolutely Yes

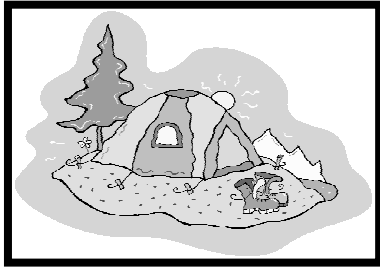
24. When your parents pick you up, do you plan on asking them to sign you up for next summer?

No Way! 1 2 3 4 5 6 7 Yes, For Sure!



Thank you for your time!





Cabin _____ Birth date _____ Age _____

Instructions: Please mark your answer for all the questions. There are no right or wrong answers.

1. Please read the following lists and mark the top three activities that make you want to return to camp the most.

<input type="checkbox"/> Outdoor Activities (nature fun, cooking, climbing, hiking, horseback riding)	<input type="checkbox"/> Outdoor Activities with your Cabin (crystal mine & mountain hike, creek study, cooking, high & low ropes, team building, nature fun/room)	<input type="checkbox"/> All Camp Outdoor Activities (capture the flag, campfires, scavenger hunts)
<input type="checkbox"/> Water Based Activities (kayaking, canoeing, swimming, fishing)	<input type="checkbox"/> Water Based Activities with your Cabin (swimming/pool, giant lake slide, water forts, water zip lines, the blob)	<input type="checkbox"/> All Camp Water Based Activities (pool parties, special events)
<input type="checkbox"/> Sport Shooting (BB guns, riflery, paintball, archery)		
<input type="checkbox"/> Sports that you signed up for (basketball, kickball, volleyball, flag football)	<input type="checkbox"/> Sports that you did with your Cabin	
<input type="checkbox"/> Art Based Activities (photography, drama, crafts, puppetry, camp newspaper, guitar, aerobics)	<input type="checkbox"/> Art Based Activities with your Cabin (arts & crafts, skits)	<input type="checkbox"/> All Camp Arts Based Activities (dances, skit nights)
<input type="checkbox"/> Bible Study	<input type="checkbox"/> Service Projects with your Cabin	<input type="checkbox"/> All Camp Chapel



**Remember: Please circle the number that is closest to how you feel about camp.
There are no right or wrong answers.**

2. How would you feel if you found out that you were coming back to this camp next summer?

Very Sad 1 2 3 4 5 6 7 Very Glad

3. How much influence do you feel you have on whether or not you come back to camp next summer?

None at All 1 2 3 4 5 6 7 All the Say

4. How excited would your family be for you to return to summer camp?

Not at all Excited 1 2 3 4 5 6 7 Very Excited

5. Do you plan on asking your parents if you can come back next summer?

No Way! 1 2 3 4 5 6 7 Yes, Of Course!

6. When thinking about my stay at camp, it was

No Fun at all 1 2 3 4 5 6 7 A lot of Fun

7. How many friends from home do you think will attend summer camp next year? (doesn't have to be this particular camp)

0 1 2 3 4 5 6 7 or more

8. Being away from family and friends for me is...

Very Scary 1 2 3 4 5 6 7 Very Exciting

9. How happy would your friends from home be for you to attend summer camp next year?

Very Sad 1 2 3 4 5 6 7 Very Happy

10. Do you have sibling(s) or friend(s) from home that you plan on asking to come to camp with you next summer?

Nope! Can't Think of Anyone 1 2 3 4 5 6 7 Yep! I Know Exactly Who I Will Ask



11. How comfortable did you feel making new friends at camp?

Very Uncomfortable 1 2 3 4 5 6 7 Very Comfortable

12. How many of the campers you know plan on coming back to camp next summer?

0 1 2 3 4 5 6 7 or more

14. Do you have plans with your friends from camp to come back next summer?

No Plans at All 1 2 3 4 5 6 7 Yes, We Have it All Planned Out

15. At summer camp, making new friends for me was...

Very Hard 1 2 3 4 5 6 7 Very Easy

16. How likely are you to come back to camp next summer?

Not at All 1 2 3 4 5 6 7 Very Likely

17. I think that I will do well in most camp activities next summer...

Very Unsure 1 2 3 4 5 6 7 Very Confident

18. The activities offered at camp were...

Very Boring 1 2 3 4 5 6 7 Very Fun

19. How often did you have a choice in the activities you participated in, while at camp?

None of the time 1 2 3 4 5 6 7 All of the time

20. How happy would the camp staff be for you to return to camp next summer?

Not at all Happy 1 2 3 4 5 6 7 Very Happy



21. How much control did you have over what you did at camp?

No Control at All 1 2 3 4 5 6 7 Total Control

22. Coming back to camp next summer would be...

Awful 1 2 3 4 5 6 7 Awesome

23. If I wanted to attend this camp again, my parents would let me...

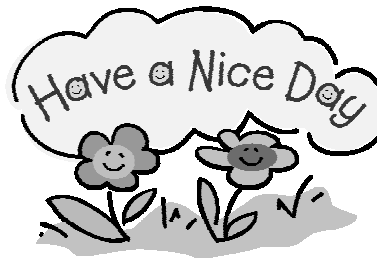
Definitely Not 1 2 3 4 5 6 7 Absolutely Yes

24. When your parents pick you up, do you plan on asking them to sign you up for next summer?

No Way! 1 2 3 4 5 6 7 Yes, For Sure!



Thank you for your time!



APPENDIX C: CAMP HANES LETTER OF SUPPORT



CAMP HANES

June 21, 2011

East Carolina University and Medical Center Institutional Review Board,

YMCA Camp Hanes is accepting involvement in Jane McAllister research proposal. We are willing to have her come to camp at the beginning and end of weekly sessions to administer paperwork to families and campers in our summer camp program.

Jen de Ridder
YMCA Camp Hanes
Resident Camp Director

APPENDIX D: SCRIPTS FOR QUESTIONNAIRE ADMINISTRATION

Pre-test Script

Hey everyone! Here is the survey that I have been telling you about. We are going to wait for everyone to have a survey and pencil in front of them, so please do not start until I tell you to.

(Passed out questionnaire and pencils/pens)

Raise your hand if you do not have a survey or if you do not have a pencil.

(Accommodated those needs)

For the first page we will go step by step, so please do not jump ahead. If happen to have a question please raise your hand. At the top of the page please write clearly the name of your cabin; your birth date – write month, then day, and then year; and your age. (Pause) Mark if you are a girl or a boy as well as your race/ethnicity.

For the following questions, we will go step by step, so please be patient. The first question asks have you ever been at an overnight camp before? It does not have to be this particular camp, or even this summer. If you have, mark YES, if you have not, mark NO. If you marked NO please turn to the next page and wait for us to catch up.

If you marked YES, please answer the following question: have you stayed at this particular summer camp before? If you have, mark YES, if you have not, mark NO. If you marked NO, please turn to the next page and wait for us to catch up.

If you marked YES, read the following activities list (pause), out of all the activities listed, not just in one column, but the entire list, pick the top three activities that made you want to return to camp the most. Mark only three items from the entire list. If there were no activities that made you want to return to camp, then do not mark any of the activities. Are there any questions?

Now that we are all on the next page, the following questions will ask you about how you feel towards camp or how you think others feel towards camp. There are no right or wrong answers. Please circle the number closest to how you feel towards the question or the statement.

So this question asks, "When I found out I was coming to camp, I was.." in order to answer this question circle the number that is closest to how you feel. If you felt very sad circle the number 1, if you felt very glad circle the number 7, if you didn't feel glad or sad circle the number 4. Does the number scale make sense? Any questions? If you haven't already circled your answer for question 3 go ahead and do so. You may continue and complete the survey. If you have any questions, please raise your hand.

When you are finished, I will collect your survey and your pencil. Please wait quietly as others finish.

(After all materials are collected)

Thank you for your time! You have helped me a lot! See you on the last day of camp.

Post-test Script

Hi everyone! I hope you all had a fun and safe week at camp! You might remember me from the first day of camp, my name is Jane McAllister. On the first day of camp you completed a survey that asked you about your feeling towards camp and how you think other feel towards camp. Well I am here today to give you the second part to the survey. This survey will ask you similar questions. It would really help me out if you took the time to complete this survey.

(Passed out questionnaire and pencils/pens)

Raise your hand if you do not have a survey or if you do not have a pencil.

(Accommodated those needs)

For the first page we will go step by step, so please do not jump ahead. If happen to have a question please raise your hand. At the top of the page please write clearly the name of your cabin; your birth date – write month, then day, and then year; and your age.

For the first question read the following activities list (pause), out of all the activities listed, not just in one column, but the entire list, pick the top three activities that make you want to return to camp the most. Mark only three items from the entire list. If there are no activities that make you want to return to camp, then do not mark any of the activities. Are there any questions?

Please turn to the next page. For the following questions please circle the number that is closes to how you feel.

So this question asks, “How would you feel if you found out you were coming back to this camp next summer?” in order to answer this question circle the number that is closest to how you feel. If you would feel very sad circle the number 1, if you would

feel very glad circle the number 7, if you wouldn't feel glad or sad circle the number 4.

Does the number scale make sense? Any questions? If you haven't already circled your answer for question 2 go ahead and do so. You may continue and complete the survey.

If you have any questions, please raise your hand.

When you are finished, I will collect your survey and your pencil. Please wait quietly as others finish.

(After all materials are collected)

Thank you for your time! You have helped me a lot! Hope you have a safe trip home!