

**THE OHIO 4-H CAMP COUNSELING EXPERIENCE:  
RELATIONSHIP OF PARTICIPATION TO  
PERSONAL, INTERPERSONAL, AND NEGATIVE EXPERIENCES**

**DISSERTATION**

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the Degree Doctor of Philosophy in the Graduate School  
of The Ohio State University**

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## ABSTRACT

This was a descriptive correlational study of Ohio 4-H camp counselors that used an Internet-based survey to collect data from teenagers throughout the state. The study was designed as a census of the population ( $n = 2,575$ ) of youth who served as volunteer camp counselors at 4-H residential and day camp programs in 2004. There was a 30.25% response rate of camp counselors ( $n = 779$ ), which represented 83 out of the 84 4-H Extension units that reported having 4-H teenage camp counselors.

Data were collected with two instruments, one developed by the researcher, which described the duration, intensity and breadth (Chaput, Little, & Weiss, 2004) of the camp counseling experience. This instrument was designed to describe the components of the Ohio 4-H camp counseling experience and the teens who participate.

The Youth Experiences Survey (YES; Hansen & Larson, 2002), was used to measure the extent to which 4-H camp counselors experienced personal and interpersonal development through their participation in the camp counseling experience, as well as the extent of negative experiences they may have encountered. A final goal of the research was to examine whether duration of participation in the Ohio 4-H camp counseling experience was related to these developmental domains.

Three-fourths of the counselors were female with an average age of 15.7 years. Counselors spent a considerable amount of time in training, planning, and preparation and had substantial planning, teaching and supervision responsibilities at camp.

High mean scores were found for Teamwork and Social Skills, Initiative, Identity, and Interpersonal Relationships. Scores for Basic Skills and Adult Networks were somewhat lower. Lowest means were obtained for Negative Experiences. There was a significant relationship between the number of years as a camp counselor and the development of Leadership and Responsibility.

The 4-H camp counseling experience provides a rich context for positive youth development. These findings should be communicated to stakeholders. Furthermore, the results of this study have implications for counselor training and for camping professionals.

Dedicated to my mother and father,  
George and Sophie Nestor  
For instilling in me high expectations of myself.

and

To all the  
4-H Camp Counselors and 4-H Campers  
That I have had the pleasure to know  
And to share wonderful memories with at  
4-H Camp....  
For the past 40 years

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## FIELDS OF STUDY

Major Field: Human and Community Resource Development, Extension Education

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## **CHAPTER 1**

### **INTRODUCTION**

One of the greatest challenges in youth development is clearly identifying how schools, youth serving agencies, camps, and others can each play an effective, complementary role in helping young people on their journey to productive adulthood. Positive youth development is an interrelated process that involves all the influencers in a child's life, working together to build children's resilience to the stresses and challenges they encounter in the everyday world. The role of camps in this tapestry of experiences cannot be overstated. (American Camping Association [ACA], 2003, Understanding the Need section, ¶ 2)

It is estimated that each summer, more than 9 million youth enroll in a day camp or resident camping program. In addition, nearly 18 million young people participate in environmental education programs through their school or church, scout expeditions, or other types of camping experiences during the entire year (ACA, 2003). It has been widely acknowledged by a variety of youth development professionals that the involvement in a positive camp experience has both worth and value and contributes in multiple ways to the growth and development of the youth who participate as campers (ACA, 2003; Chenery, 1981; Garst & Johnson, 2003). "Organized residential camping is a traditional and well respected type of recreation and leisure for children, youth, and adults" (Brannan, 1996, Importance section, ¶ 1).

Camping is recognized as one of the four primary 4-H program delivery methods in Ohio and across the United States. According to the 2003 Annual 4-H Enrollment

Report, there were 297,842 youth who participated in 4-H overnight camping programs in the United States. These youth participated in 17,294 camp sessions (USDA, 2003). Of that number, 28,914 youth in 1,704 camp sessions participated in overnight camping at one of the 15 camps used by the county 4-H camping programs in Ohio (Fox, 2003). The number of campers in Ohio is the fourth highest number in the country, behind Georgia, Massachusetts, and New York.

Although camping is recognized as one of the major strategies for delivering 4-H youth development programs in this country, the emphasis placed on camping varies from state to state. There is variation in the role of the 4-H Extension professional, adult leaders, paid staff, and teenage camp counselors. In Ohio, leadership for planning and conducting the county 4-H camp lies with the county 4-H Extension educator. As individual counties, or in cooperation with one or more other counties, Extension educators recruit teenage volunteers to serve as camp counselors. The exact number of camp counselors in Ohio is not known because currently the data are not collected from the individual county 4-H programs.

The camp counselor role is unique within the 4-H program in that they are youth with a dual role. They are serving as volunteers who plan and conduct many of the specific programs at camp. The second part of that role is that the camp counselors are also the recipients of the educational program (Garst & Johnson, 2003). As they participate in the camp counselor training needed to work with younger children, they are learning a great deal (Purcell, 1996). In their 2003 focus group study of camp counselors Garst and Johnson (2003) identified that participation “positively impacted teen

counselors by helping them to develop leadership knowledge, skills, and behaviors” (p. 2). The counselors became more aware of the developmental needs and individual differences of youth and they became more aware of themselves as leaders responsible for children. They gained skills in planning, decision making, communication, and social interaction. However, these gains have not been documented sufficiently.

Not only do the number of campers and the role of the counselor have significance, but the amount of Extension educator and staff time devoted to camping is indicative of the importance placed on camping in the Ohio 4-H program. This time is divided between camp counselor selection and training, camp program planning, camper recruitment, camp board management, fund raising for camp operation and capital improvements, camp site maintenance, and the actual time spent during the residential and day camp programs. Taken together, the time spent in this program represents a substantial commitment of Extension professionals’ time.

Camp facilities represent a tangible aspect of the camping program. Of the 15 residential facilities used for 4-H camping programs, 12 of them are owned and operated by the county 4-H program, 4-H camp corporations, or Ohio State University (OSU) Extension. An enormous amount of financial resources have been committed to maintaining and expanding facilities over the past 20 years, totaling in the millions of dollars. Most 4-H Extension educators have some involvement in the support or management of the camp boards of directors that provide leadership to the operation of the camps owned by 4-H.

Since 1962 ACA has encouraged camping research by developing an extensive bibliography, creating the Fund for the Advancement of Camping to provide financial

support for research, providing a forum for sharing research in the *American Camping Magazine*, and including a camping research symposium at the American Camping Association convention (Stone, 1986). ACA leaders acknowledge that despite the fact research has been promoted and there is much anecdotal data, there has not been the comprehensive research conducted across the country and across organizations to systematically identify camper outcomes (ACA, 2003). If the outcomes were identified and documented, the camping industry could then determine the inputs, outputs, and activities necessary to best achieve these camper outcomes. ACA is presently conducting a research project to measure such outcomes, but to date no results have been reported (M. Scanlon, personal communication, June 12, 2004). This effort, however, is directed at camper outcomes, not those of camp counselors.

Surprisingly, little research has been done on any aspect of 4-H camping programs in the United States. Only 17 studies were reported between 1911 and 2002 (Scholl, 2003) and only seven focused on camp counselors. Three of those studies were completed in Ohio, all prior to 1971. A further examination of the research conducted in Ohio on camping yielded four additional studies, with the most recent of the Ohio study completed in 1976.

Of the seven camp studies conducted in Ohio, two of the studies focused on paid camp counselors. One was an analysis of paid camp counselors including the recruitment, qualifications, application, job description, hiring process and evaluation (Cacace, 1950). The other paid staff study was on the selection, evaluation and training of camp counselors by Columbus area camp directors, including one 4-H camp (Verbeck, 1940). A study completed in the late 1950's focused specifically on the objectives and

policies for Ohio 4-H camps (Bruny, 1957). Three studies centered on 4-H camp counselors. One assessed the influence that camp counselors had on 4-H camp nature study at Camp Ohio (Hothem, 1971). In reviewing the other two camp counselor studies, the foundation of one was to improve camp counselor training throughout Ohio (Becher, 1964), while the other examined the development of a counselor training program for 4-H Camp Clifton (Ruff, 1963). The most recent camp study conducted in Ohio analyzed the attendance at southern Ohio 4-H camps as related to methods of camp promotion (Deel, 1976).

The Camping and Environmental Education Task Force of the National Association of Extension 4-H Agents (NAE4-HA) recently took on the task of summarizing where 4-H camp research has been and where it is headed. Representing the task force, Mulkeen, Garst, and Bourdeau (2003) reported that the research has focused on documenting the knowledge, attitudes, skills, and abilities of campers. To be more specific, the knowledge measured was specific to a topic, such as the environment. Satisfaction and self-esteem are examples of the attitudes that had been studied. Skills that were examined by these studies included leadership skills, independent living skills, and social skills. Another category of research focused on measuring if campers could appropriately use skills and if there was a behavior change towards environmental stewardship. Again, research has focused primarily on campers rather than camp counselors.

In Extension, as well as in most aspects of education, government, and business, there is a strong push for accountability and for justification of the utilization of resources. More specifically for youth development programs, there is the expectation

that outcomes of youth programming efforts will be documented. The American Camping Association (ACA, 2003) has the same point of view as the NAE4-HA Camping Task Force, stating that “camp directors lack validated models of ‘best practices’ to follow in designing effective camp programs and activities. Furthermore, they lack the tools and the training to emulate their partnering role with the broad youth development arena” (ACA, 2003, What We Know Today section, ¶ 2).

In light of the pressure from all funding sources, private and public, both the ACA (2003) and the NAE4-HA Camping Task Force (Mulkeen et al., 2003) concluded that the research is moving towards the inclusion of more objective measurement of skills, abilities and attitudes using validated instruments with a focus on camper outcomes and following campers over time (ACA, 2003). The NAE4-HA Camping Task Force envisioned more replication of the same instruments and studies across programs and states while collaborating with other youth development researchers (Mulkeen et al., 2003).

In addition to the benefits camp has for campers, Purcell (1996) reported that participating in camp benefits the leaders and supervisors who work with youth at camp. In Ohio 4-H camps, the volunteer teenage camp counselors are those who lead and supervise the camp program, and thus, should benefit from working with youth at camp. For all practical purposes, the 9- to 13-year-old campers are under the direct supervision of teenage camp counselors and the quality of the camp programming rests on the ability of these youth volunteers to deliver the program.

Garst and Johnson (2003) reinforced the need for camp directors to document outcomes of their programming efforts, which should include the outcomes for teenage

camp counselors. ACA (2003) and the National Camping Task Force of NAE4-HA (Garst & Bruce, 2003) also recommend that more research be done to document the impact and outcomes of camping programs.

Recently, there has been more research on organized youth activities and the benefits of adolescents participating in extracurricular activities. Larson (1994) reported the relationships between participating in such activities and engaging in less delinquency; forming relationships with adults, peers, family members; and “integrating youth into an adult community and an adult set of values” (p. 50). Drawing on 28 years of observations as a 4-H Agent and District 4-H Specialist, the researcher knows that the camp counseling experience involves the opportunity to develop initiative which Larson (2000) identifies as a key to the development of many other adolescent needs. He also encouraged additional descriptive research which delineates the multi-faceted components of different types of youth activities, which lead directly to the problem statement and research questions for this study.

### ***Problem Statement***

In 1987, Ladewig and Thomas noted that efforts to evaluate the 4-H program have not addressed the impact it has had on participants. They recommended that evidence concerning “who has benefited, by how much, and what difference does it make that individuals have participated in 4-H” is needed (p. 3). Evidence of this nature is now accumulating through studies such as the National 4-H Impact Assessment (2001) and several statewide efforts (Astroth & Haynes, 2003; Rodriguez, Hirschl, Mead, & Goggin, 1999).

These efforts, however, address the combined effects of the overall 4-H program, rather than specific aspects such as camping. For an organization with as many diverse program offerings as 4-H has, it is important to examine which aspects of the program afford opportunities for personal and interpersonal development. Therefore, it is important to understand to what degree youth are involved in the 4-H camp counseling program and what they gain from their participation.

In one of the last major speeches before his retirement in 1979, national 4-H Division Director E. Dean Vaughn urged 4-H leaders to “go after hard evidence to prove the effectiveness of their camping programs, but added that such evidence was hard to get and perhaps even harder to define” (Wessel & Wessel, 1982, p. 278). Judging from the report of the NAE4-HA Camping Task Force, research of this sort has yet to be done.

Furthermore, current research reflects a trend to examine not only the outcomes of youth programs, but also the processes that lead to them. Dworkin, Larson, and Hansen (2003) suggested that there is much room for research that investigates “developmental processes in the context of youth activities” (p. 25). Thus, measures that provide a description of the 4-H camp counseling experience will represent a beginning effort to examine such processes. Following Hansen, Larson, and Dworkin’s (2003) lead, the focus of the analysis should be on the extent that 4-H camp counselors reported having a range of developmental experiences within the context of their camp counseling activities. The expectation is that the pattern would be most similar to that found for involvement in the broad category of community organizations.

Considering the amount of resources invested in the 4-H camping program in Ohio, the significance of the counselor’s role, and the concern for accountability and

documenting impact, the present study sought to identify how participating in the educational activity of 4-H camp counseling contributed to the positive youth development of the teens. The results of such a study could then be used to identify strategies and components that, through their deliberate inclusion, could enhance even further the positive youth development potential of the 4-H camp counseling experience. Considering the value placed on 4-H camping in Ohio, the limited research on 4-H camp counselors, the lack of information on Ohio 4-H camp counselors and on a review of literature, particularly related to positive youth development in organized youth activities, the research questions were developed.

### ***Research Questions***

The following questions were selected as the focus for this study:

1. What are the components of the Ohio 4-H camp counseling experience and who are the teens participating in the experience as 4-H camp counselors?
2. To what extent do adolescents report experiences within personal, interpersonal, and negative domains associated with participation in the Ohio 4-H camp counseling experience?
3. To what extent is the duration of participation in the Ohio 4-H camp counseling experience related to personal, interpersonal, and negative domains?

### ***Definitions***

The following definitions were used in this study:

*4-H camp* is an Extension planned educational experience in the out-of-doors. It would include a variety of age-appropriate activities that might focus on a specific

subject matter such as a space camp, horse camp, or sea camp. It could also be of a general variety including such activities as crafts, games, nature education, physical activity, and other forms of recreation. 4-H camp is also used to describe a physical place where the educational experience is conducted.

*Residential or overnight camp* is a planned education experience of group living which includes being away from home at least one night (USDA, 2003). Campers sleep in cabins, tents, dormitories, bunk houses, or other sleeping quarters. There are a variety of activities planned for campers, with a focus on taking advantage of the natural surroundings of the particular camp facility.

*Day camp* is a planned education experience where campers participate during the day but do not stay there overnight. It might be held for a half day or for the whole day for one or more days. Day camps are often held at parks, fairgrounds, camp facilities, or other sites.

*4-H campers* are those youth who participate in the camp program. Although there are one-night Cloverbud camps for youth 5- to 8 years old, and teen camps for older youth, for the purpose of this study, campers referred to youth primarily age 9 through 13 who participate in a county 4-H camp.

*4-H camp counselors* are male and female teens, usually 4-H members, age 14 to 19, who are selected to serve as volunteers at camp. They stay in cabins with the campers (at residential camps), plan programs for the campers to participate in, and teach formal and informal sessions and topics during the camp.

*4-H Extension educator* is the professional Extension staff person in each county who gives leadership to the 4-H program in that county. The 4-H Extension educator

facilitates the 4-H camp counseling experience by providing leadership to all the components of that experience as well as giving leadership to the overall 4-H camping program in that county.

The *camp counseling experience* encompasses all the components that a teenage camp counselor engages in as part of their role as a camp counselor for a 4-H camping program. The camp counseling experience has four major components consisting of (a) the counselor selection process, (b) counselor training and camp planning, (c) preparation for camp, and (d) fulfilling counselor roles and responsibilities during the camp session (see diagram in Figure 2.1).

*Organized youth activities* refer to activities that youth voluntarily participate in that have some amount of structure to them (Larson, 2000). In addition to structure they are characterized by adult supervision and an emphasis on skill building (Mahoney, Eccles, & Larson, 2004). For this study, the organized activities include the various components of the camp counseling experience.

*Intensity* is the amount of time youth participate in a program during a given period (Chaput, Little, & Weiss, 2004). For the purposes of this study, it described the amount of time that the counselor spent as a result of being involved in the camp counseling experience for the 2004 camping program. The time is further delineated by the time spent in counselor training, time spent in camp planning, the number of camp sessions that a counselor attends, and how long those camps are in session.

*Duration* is “the history of participation” (Chaput, 2004, p. 2). It is different from intensity in that intensity defines a current period of time whereas, in this case, duration will describe how many years a teen has been a camp counselor or counselor-in-training.

*Breadth* is the variety of participation, a definition that Chaput (2004) gleaned from Eccles and Barber (1999). In this study, breadth is captured by the variety of different components of the camp counseling experience, including the supervision roles of campers, formal and informal teaching responsibilities, leadership and membership on planning committees, and involvement in camp preparation tasks.

*Personal experiences* are those measured by the Youth Experiences Survey (Hansen & Larson, 2002). The components of personal experiences include identity, goal setting, effort, problem solving, time management, emotional regulation, cognitive skills, and physical skills.

*Interpersonal experiences* are those measured by the Youth Experiences Survey (Hansen & Larson, 2002). The components of interpersonal experiences include diverse peer relationships, prosocial norms, group process skills, feedback, leadership and responsibility, integration with family, linkages to community, and linkages to work and college.

*Negative experiences* are those measured by the Youth Experiences Survey (Hansen & Larson, 2002). The components of negative experiences include stress, negative peer interaction, social exclusion, negative group dynamics, and inappropriate adult behavior.

*Informal teaching* “consists of messages and experiences as a function of daily living that include conversations, observations, and other social and physical interactions with the learner’s environment” (Powell, Bixler, & Switzer, 2003). Much of the informal teaching that camp counselors do is done by modeling and demonstrating, particularly in the area of group living skills in the cabin and in the dining hall.

*Formal teaching* refers to when camp counselors are showing campers how to do something or learn something new. This might include making a craft, learning to fish, launching a model rocket or braiding a horse's mane. Generally, formal teaching takes place during workshops and optional sessions, usually for smaller groups of campers. Formal teaching also takes place when trying to teach the entire group of campers to sing a song, play a game, or do a dance. In some instances formal teaching might be viewed as group facilitation. This occurs when counselors are facilitating action on the part of others, as when they are working with a group of campers to plan a skit, solve a group problem, or complete a physical challenge that might include a minimal or high physical risk. Counselors with formal teaching responsibilities may be asked to develop a lesson plan or another type of written plan of action or to use an existing one.

### *Assumptions*

For the purpose of this study, it was assumed that:

1. The 4-H camp counselor in Ohio was an adolescent involved in a structured and organized youth activity where they were engaged in a variety of tasks related to the planning and implementation of the county 4-H camp program.
2. Teenagers were familiar with using a computer and accessing an Internet website. Previous experience with this population provides that basis for this assumption. In the on-line counselor training conducted by several northwest Ohio counties in 2003, Johnson reported that 96% of the teenage counselors who enrolled in the course had a computer at home with an Internet connection.
3. Respondents will answer questions honestly and truthfully.

### ***Limitations***

Recognized limitations of this study included:

1. The study was limited to the 2004 camp counselors whose names were submitted by the 4-H Extension educators and for whom valid addresses existed.
2. The study was a census of the population of Ohio 4-H camp counselors. Thus, the results cannot be generalized to all camp counselors.
3. The research questionnaire was self-reporting; therefore, the responses represent the participants' perceptions of their experiences.
4. Respondents may not remember accurately the number of meetings or hours of planning and training in which they participated.
5. The Youth Experiences Survey (YES) used for this study was designed specifically "to capture the developmental experiences in organized youth activities and programs. As such, it may tend to cast a positive light on those activities and programs" (Hansen & Larson, 2002, p. 10).

### ***Significance of the Study***

A study of the 4-H camp counseling experience is important for several reasons. The knowledge generated from this study could reinforce that the time spent by Extension professionals on the 4-H camping program is, indeed, well spent. It has the potential to influence how 4-H Extension educators give leadership to the entire camp counseling experience. Beyond the support that counselors provide to planning and delivering the camp programs to campers, the extent to which camp counselors benefit from participation in the camp counseling experience will be known. The results of this study will permit further examination of camp programs in Ohio, including the link

between the quality of the experience for counselors and the outcomes for campers and the entire camping program.

If the gains from this camp counselor experience are known, better efforts may be made in counselor recruitment. The study may also help to streamline counselor training methods by emphasizing the deliberate inclusion of certain strategies and components. At a minimum, the information gained from this study may be used to develop both counselor training materials and Extension educator training materials on how to conduct an effective counselor program. If negative aspects of current practices are identified, it would help Extension educators to be aware of, understand, and perhaps incorporate strategies to address any aspect of the camp counseling experience that needs strengthening.

Furthermore, the results of this study will be significant to the stakeholders of the 4-H camping program. The stakeholders include the campers, the counselors, the parents, the Extension staff members, the camp staffs, the camp boards, and all the financial donors who contribute money to improve the physical facilities. Perhaps the most important stakeholders of all are the public officials who appropriate money to the 4-H program but also must be accountable to the taxpayers and are looking for positive outcomes from the programs allotted money. Does 4-H, and in this study, does 4-H camping have positive outcomes for camp counselors? The results would enable greater accountability for the inputs, outputs, and outcomes of the camping program, and in that light, they have the potential to generate additional dollars awarded to camp programming efforts and camp physical facilities. Other potential benefits include the

ability to reach more campers, to recruit more counselors, and to continue to deliver high quality camp programs.

Considering that no research has been conducted on the Ohio 4-H camping program for nearly 30 years, an additional significance of this study is that it addresses a gap in the research agenda. It will add to the body of knowledge about camp counselors and how being involved in the camp counseling experience contributes to youth development. It builds upon recent efforts to examine the positive impact of structured youth development activities (Larson, Hansen, & Walker, in press) and extends this research to include the area of camp counseling. Because relatively few studies of 4-H camp counselors have been conducted, communicating the study's results will contribute to the field of positive youth development, organized youth activities, 4-H, and camping.

In summary, camping is an important component of the 4-H program in Ohio in which adolescent camp counselors hold a significant role. The camp counseling experience warrants study because of the amount of volunteer, staff, and financial resources committed to the program. There has been little research done in this area, and the findings have the potential for useful application to the camping program, campers, parents, and 4-H Extension educators, and ultimately the implementation of the camp counselor experience with positive and practical impact. In addition the findings could be used to influence public officials to view Ohio 4-H camp programs as contributing to positive youth development.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

The literature relevant to understanding the camp counseling experience is reviewed in this chapter. Counselors are an integral part of the 4-H camp program in Ohio. First, one must understand camping and the role of the camp counselor in the camp program. Next, a view of camping from the perspective of 4-H, and specifically within Ohio 4-H Youth Development, is needed. Once the foundation for understanding the role of camp counselors has been established, pertinent literature on positive youth development is reviewed. Furthermore, camping is considered from the framework of organized youth activities. The role of the camp counselor is considered in light of the literature on cross-age teaching. Finally, a conceptual model for the study is presented.

#### ***Camping***

Camps provide not only the setting for experiences of self-discovery and development, but the context as well. There is no need for an educator to construct an artificial experience with which to engage the learner, because the experiences are numerous and real. These authentic learning and living experiences are much more likely to produce lasting and fundamental changes than are experiences a learner knows to be artificial. (Toupençe & Townsend, 2000, p. 82)

Camp programs are planned and conducted annually by many organizations, including 4-H, Boy Scouts, Girl Scouts, Campfire, sports organizations, and religious organizations. Camps represent a method of group instruction (Seevers, Graham, Gamon,

& Conklin, 1997). Camp programs vary to fit the particular focus or objectives desired. The program is typically “a combination of instructional activities with planned educational and recreational activities outdoors” (p. 150). Camping professionals view camping as an instrument of positive youth development (Garst & Bruce, 2003; Marsh, 1999).

Most of the research on camping has studied the effect it has on the camper. Campers benefit in a variety of ways from participating in camping programs (ACA, 2003; Garst & Bruce, 2003, Marsh, 1999). This concept is supported by research that reports the benefits of camping to include the development of life skills (Bialeschki, Henderson, & Ewing, 2003; Priest, 1992; Sibthorp, 2000; Toupencc & Townsend, 2000) and leadership skills (Mulkeen & Duncan, 2001; Toupencc & Townsend, 2000).

Current researchers are working to document the relationship of camp and positive youth development. For example, Martz’s work is comparing the context of the camp environment with the development of life skills, viewing camp as a community program that promotes positive youth development (J. Martz, personal communication, February 17, 2004).

In addition, the American Camping Association, easily viewed as reflecting the industry standards in the field of camping, is preparing the results of a major research study documenting the benefits and youth development outcomes of the residential camping experience on the camper. The ACA website ([www.aca.org](http://www.aca.org)) markets the research with their slogan of “camping does a kid a world of good.” In establishing the need for the study, ACA stated that:

Youth development experts implicitly recognize the value that a positive camp experience can provide. Dr. Peter Scales, senior fellow at the Search Institute says, ‘The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Kids who have had these kinds of (camp) experiences end up being healthier and have less problems which concern us all. (ACA, 2003, What We Know Today section, ¶ 1)

Many organizations have historically been involved in camping programs. 4-H is one of these youth organizations.

### ***Camping in 4-H***

Camping has a long history as part of the 4-H program. Camping activities took place at the local level as early as 1907 (Wessel & Wessel, 1982). Early camps were often conducted in conjunction to visits with college campuses and state fairs. West Virginia is credited with formalizing the camping program within 4-H; “by 1919, some twenty-five West Virginia counties included camping in their activities” (Wessel & Wessel, 1982, p. 43). Other states quickly followed, with a number of states, including Ohio, establishing permanent campsites by the end of the decade. The multiple benefits of camping were realized, as Wessel and Wessel (1982) reported that agents found that camping “added a certain informality and companionship to club work that influenced the level of enthusiasm for more formal programs” (p. 43). Camping was thought to be “an ideal means for bringing club members together to exchange ideas and stimulate each other to greater achievement” (p. 43).

Camping continued to be viewed as an important aspect of the 4-H program. It turned out to be an excellent setting for working with handicapped persons and for transitioning to a variety of new programs in the 1960s and 1970s. The number of campers grew, as did the number and type of camp facilities owned or leased by 4-H

groups. Wessel and Wessel (1982) reported that nationally 200 camps were owned in 1977.

Although camping is recognized as one of the major strategies for delivering 4-H youth development in this country, the emphasis placed on camping varies from state to state, with participation ranging from no youth in Rhode Island and the District of Columbia to 50,824 in Georgia. There are two major formats for camping within 4-H. Overnight camping programs are defined as “Extension planned educational experiences of group living in the out-of-doors which includes being away from home at least one night (resident, primitive, or travel camping) and is not restricted to members of organized 4-H clubs” (USDA, 2003). Day camps involve participation for some portion of the day, but do not involve an overnight stay.

There is also variation in how camp programs are conducted and the role that the county 4-H extension educator, adult volunteers, and youth counselors have in planning and conducting the camp. In some states, only paid staff members are hired to deliver educational programs, as well as serve as the cabin counselors in the overnight lodging facilities. Other states have paid staff to teach camp offerings and have adult volunteers, or adults and teens, stay with the children in the bunk houses or cabins. Another distinction is the role of the county Extension educator in providing leadership to the planning of camp, and even whether the Extension educator attends the camp with the youth from the county. In some locations, the camping program is offered as an opportunity to the 4-H membership from several counties. Youth may sign up to participate in the camp and find little or no connection to their county 4-H program.

### ***Ohio 4-H Camping***

The first county camp was conducted by Bruce Tom, Summit County 4-H club agent in 1919 (Christian, 1959). In just under 20 years, 63 counties had had a club camp experience. Early camping programs were crude where campers slept in tents on the ground with mattresses made of wool sacks which were stuffed with straw. The first statewide training in camping was held in 1924 with representatives from 29 counties. Today, most of the 88 counties in Ohio have their own county camping program, although two to three counties with smaller enrollments will share the facility and camp program responsibilities. There are 15 residential facilities used for 4-H camping programs, 12 of which are owned and operated by the county 4-H program, 4-H camp corporations, or OSU Extension. An enormous amount of financial resources have been committed to maintaining and expanding the facilities over the past 20 years.

Ohio has one of the largest 4-H camping programs in the U.S. Ohio ranks fourth, with 28,914 in 1,704 overnight camp sessions. Extension educators and staff place a high importance and spend considerable time on camp counselor selection and training, camp program planning, camper recruitment, camp board management, fund raising for camp operation and capital improvements, camp site maintenance, and the actual time spent during the residential and day camp programs. An important aspect of the camping program is the camp counselors who serve as volunteers to plan the program and participate at camp as part of the county 4-H program.

Typically, the counselor is a teenage 4-H member, ranging in age from 14 to 19, who most likely has been a camper prior to becoming a camp counselor. The role of the camp counselor is influenced by the number and type of seasonal camp staff. The number

of paid staff at each of Ohio's 15 facilities ranges from no program staff and no kitchen staff hired at Mercer County's facility, Harbor Point, to 10 or more paid program staff (not including kitchen and maintenance) at Camp Palmer, Camp Ohio, and Camp Whitewood. In addition to the variation in paid camp staff, the number of adult volunteers also varies from county to county.

Even with those variations, the involvement of the teenage camp counselors is significant in terms of the development and planning of camp programs for the campers, and in the supervision in the cabins where the campers reside. For all practical purposes, the 9- to 13-year-old campers are under the direct supervision of teenage camp counselors and the quality of the camp programming rests on the ability of these youth volunteers to deliver the program.

The camp counselor role is unique within the 4-H program in that they are youth with a dual role. They are serving as volunteers who plan and conduct many of the specific programs at camp including campfire, evening recreation, and ceremonies such as candle lighting, flags, and vespers. They serve as the leaders in the groups of campers, as cabin counselors, and as dining room table leaders. Again, depending on the number of paid summer camp staff, counselors are serving as teachers in crafts, nature, swimming, sports, dance, drama, outdoor cooking and other camp workshops and activities that they create on their own. They lead the songs, the dances, and the creative fun activities, such as the Olympics, counselor hunt, water carnival, and mud volleyball. Thus, they are supervising, leading, delivering, conducting, directing, and teaching at a 4-H program where youth younger than themselves are learning and have the opportunity for positive youth development.

The other component of the dual role is that camp counselors benefit from being involved in the many aspects of the camp counseling experience. As they assume their responsibilities, they are learning how to lead people and activities, plan and conduct programs, supervise younger children, handle emergencies, and teach in a more structured setting, or more informally by example. Many of these are skills that can be transferred to other aspects of their lives, at school, at home, and in their future jobs and careers. Components of the training, as well as practicing the skills necessary to deliver the camp programs, are meeting adolescents' basic developmental needs. They receive positive reinforcement from campers, which increases self-esteem, providing them with encouragement to try new things and take risks.

Counselors themselves are able to articulate how being a camp counselor provides benefits. In a special newspaper edition of the *Zanesville Times Recorder* (Muskingum County Junior Leadership Club, 2004), older 4-H members wrote about their experiences in 4-H under the heading of one of the Eight Key Elements of Positive Youth Development. No matter which element they wrote about, 4-H camp was mentioned often. For example, Watson wrote,

My 4-H experiences have had a changing effect on my life, especially my experience as a camp counselor. It was there, caring for children with so much potential, that I wished I could explain to them how fortunate they are to have so many people interested in who they would become and how they would turn out. (p. 3).

Further explaining the counselor's role, Vencil wrote:

A counselor is the bridge between kids and adults. 4-H'ers will pay more attention and respect to a counselor because the counselor is old enough to handle adult responsibilities, yet young enough to know what it is like to be a kid. (p. 3)

These thoughts are representative of the feelings of many camp counselors observed over the years. They illustrate the potential for impact on both the camper and the counselor.

The camp counseling experience is viewed as one extending over time with multiple roles and responsibilities. While the time at camp may be the focus, the experience of a being a counselor begins before ever setting foot at the campsite. These processes involved in camp counseling, as part of the Ohio 4-H Youth Development program, are the following: (a) camp counselor selection, (b) training, (c), camp preparation and planning, and (d) performing the counselor role at camp.

***Counselor selection.*** The camp counselor selection process varies from county to county. It may consist of one or more of the following components: completing an application, signing the standards of behavior, participating in a one-on-one interview or a group interview, participating in a simulation activity, and attending orientation. According to the Camp Management Checklist (OSU Extension, 2004), camp counselor selection procedures must minimally include a signed application, a signed Standards of Behavior and Youth Protection Policy, an interview, documented reference checks, and 24 hours of training, including at least 8 hours of on-site training.

Interviews of potential youth volunteers to serve as 4-H camp counselors were being conducted in Ohio in the 1970's long before interviews became a practice for screening adult volunteers. At that time, interviewing of teens for counselor selection was seen as a "developmental opportunity for the older youth" (McNeely, Schmiesing, King, & Kleon, 2002) in preparation for job and scholarship interviews. It also gave the county Extension agents who assisted with camp, including those in agriculture, home economics, and 4-H, an opportunity to get to know the teenagers prior to planning and

conducting camp. In a study assessing the current practices of county 4-H Extension educators' use of volunteer screening practices McNeely and her colleagues (2002) found that 81% of the Extension educators reported screening potential counselors using interviews compared to interviewing just 56% of adults who served as 4-H club organizational volunteers. Information regarding the counselor selection process is best obtained from 4-H educators, and thus will not be examined in the present study.

*Counselor training and camp planning.* Just as camp counselor selection is conducted differently from county to county, so it is with counselor training and camp planning. The variations in counselor training include whether or not they are conducted during the same time as camp planning or at separate times. Other variations include the topics covered, the teaching methods used, the inclusion of on-site training, and whether or not the Camp Counselor Handbook is utilized. Although 24 hours of training is recommended (ACA, 1998; Ohio 4-H Youth Development, 1994), not all counties follow that recommendation.

Camp planning is also conducted differently from one county to another. This is influenced by the number and the roles of any seasonal camp staff hired at the facility where that county holds its camp, by the number of adult volunteers who have roles in the county camping program, the philosophy of the 4-H Extension educator concerning the utilization of camp counselors, the creativity and variety typically included in the camp program offerings, and the facilitation skills of the adult staff and volunteers working with the camp program.

Training is an important aspect of the program. Weese (2002) described her efforts to institute a three-hour training program for counselors in Jefferson County,

Kentucky. She indicated that the counselors were often more of a problem than the campers.

When given the opportunity, 4-H Extension educators will identify as one of their frustrations the difficulty they have in getting counselors to follow through with all the responsibilities and roles that they have in planning all of the programs and activities in the camp schedule. Walker and Larson (2004) indicated that adults who are highly skilled use techniques that foster youth ownership “at the same time that they provide guidance to help keep things on track” (p. 8).

Walker and Larson (2004) pointed out that one of the dilemmas is the balance between youth ownership of a program and the direction that the adults provide. 4-H Extension educators with confidence and skills do not often encounter this situation. As this author has been made aware of concerns from camp counselors, parents, and camp managers, when there is a new 4-H extension educator in a county, many issues that arise relate to a major change in that balance.

When adult leaders stand back completely, youth get off track . . . . But when adults assume control, youth will not experience the ownership that drives important developmental changes. Ownership is crucial to the growth of multicultural competencies, the development of initiative, and the formation of social capital, among other processes. (Walker & Larson, 2004, p. 8)

The role of the adult is important as they work in tandem with youth to provide environments that foster their development.

### ***Research Related to Camp Counselors***

Experience indicates that the role of the camp counselor is significant for the camper. The camp counselor models desired behaviors and skills that camp professionals

expect campers to gain from their participation (Sibthorp, 2000). Despite their importance to the camp programs, more attention and more research has focused on the benefits to the camper rather than camp counselors. Moreover, while there have been some studies related to the benefits received by camp counselors, they have described paid staff (Dworken, 2004; Gerstein, 1992; Lyons, 2000; Powell et al., 2003; Purcell, 1996) or they have focused on older camp counselors such as the 20- to 50-year-olds in James's (2003) study. Few studies have focused on teens who are volunteers and who spend a more limited time at camp (Garst & Johnson, 2003; Weese, 2002).

***Seasonal camp counselors.*** Seasonal camp counselors are distinguished from volunteer camp counselors in that they are hired and receive a salary to serve as camp counselors versus the volunteer who “contributes time, energy, and talents” (Safrit, Erwin, McNeely, & Schwartz, 1996) for no monetary benefit. Seasonal camp counselors are also at camp for the entire camp season, which increases the frequency or intensity.

Although Purcell's (1996) study focused on seasonal, paid camp counselors, they were former 4-H members working at 4-H camps throughout Georgia. Using a pretest-posttest design, she measured leadership life skills, comparing the results from the beginning of their role as camp counselors to the end of the camping season, the relationship of leadership life skills to various demographic characteristics of the counselors, and among the camp counselors working at each of the 4-H camps throughout Georgia. Purcell's results yielded posttest scores significantly higher than pretest scores on several skills, including expressing feelings, being open-minded, and listening effectively. Two items, “have a positive self-concept” and “good manners,” had significantly lower posttest scores. Purcell also found a significant difference between the

years in 4-H and being a counselor. That is, the longer a person was in 4-H, the higher their posttest scores were on several leadership items. Age and experience as a counselor were not significantly correlated with leadership skills posttest scores. Purcell speculated that since the counselors had been very active in the 4-H program they already had high leadership skills. The counselors in this study were older than the Ohio population of 4-H camp counselors.

The study done by Powell et al. (2003) explored the self-perceptions of seasonal summer camp staff related to their development of skills and knowledge through staff training and informal learning. By surveying the staff prior to the beginning of the formal training, at the end of the formal training, and then a month into the camping season, they determined that learning continues throughout this process. The campers they supervised, the other counselors they worked with, and their supervisors provided continual feedback that aids in the learning process.

The participants in DeGraaf and Glover's (2003) qualitative study recognized the long term positive impact that the camp experience had on their lives even after five, ten, or fifteen years following the camp experience. They found that participants increased their self-confidence and appreciation of nature and developed marketable life skills. They noted the importance of relationships during their camping experience. They identified that these benefits carried over into their professional lives, particularly in terms of leadership and responsibility.

*Volunteer camp counselors.* Ohio, as well as other states, such as Virginia (Garst & Johnson, 2003), North Carolina (Hancock, 2004) and Kentucky (Weese, 2002) utilize

volunteer camp counselors in their 4-H camping program. Two studies of volunteer camp counselors were located, both using qualitative methods.

A study of 4-H camp counselors was conducted by Weese (2002) of the Jefferson County, Kentucky program. Utilizing focus groups and interviews, Weese explored the impact that the counselor training program had on the teens. She included current camp counselors, as well as former counselors in her study. After implementing a counselor training program, she found that the training impacted not only counselors, but camper behavior as well. There was a decrease in the amount of disruptive behavior by campers. Counselors reported a difference in camper behavior, as well as indicating a more positive experience for themselves as counselors. Using the framework of developmental assets, counselors reported gains in the areas of positive identity, caring, and responsibility.

Garst and Johnson (2003) researched Virginia's 4-H camping program, which has a structure similar to the 4-H camping program in Ohio. That is, the camp counselors are teen volunteers and they serve as camp counselors for one week at camps designed for 9- to 13-year-olds. Their sample included 68 teens and the qualitative data were acquired through focus groups. Teenage camp counselors indicated that participation in camp contributed to their development of several facets of leadership, including knowledge, skills, and behaviors. One feature that they self-identified was that they had an opportunity to develop mentoring relationships with their campers.

Despite the importance of the camp counselors, more attention has been focused on benefits to campers and other aspects of the camping program (e.g., camp management; see for example Bruny, 1957; Deel, 1976). In order to understand the camp

counseling experience, three additional areas were reviewed: youth development, organized youth activities, and cross-age teaching.

### ***Youth Development***

Hamilton, Hamilton, and Pittman (2004) indicate that “the term youth development is used in three different ways, referring to the natural (1) *process* of development, (2) *principles*, and (3) *practices*” (p. 3). “Youth development in this sense refers to the application of the principles (Number 2) to a planned set of practices, or activities, that foster the developmental process (Number 1) in young people” (Hamilton, Hamilton, & Pittman, 2004, p. 4). Therefore, youth development is used to categorize this section of the literature review to reflect the contemporary thought in this area as well as the fact that 4-H, as an organization, has embraced this approach.

***Process of development.*** First, youth development refers to the natural process of young person learning about what is going on around them and gaining the skills needed to interact with their surroundings. Although the reference to youth can encompass both childhood and adolescence, adolescence is the focal point of the discipline of youth development. Eccles and Gootman (2002) go on to identify other developmental needs of youth including skills, knowledge, engagement with caring adults, and developing a personal identity, among others. Development in these areas will foster the ability to function well during adolescence and into adulthood. Based on the context of the camp environment and the role of the 4-H camp counselor in Ohio, there is an opportunity for these developmental needs to be met. In addition, the 4-H camp counseling experience provides the opportunities for teens to have “meaningful roles as contributors and originators,” and thus they can be expected to “develop the confidence, competence,

connections, and character to lead healthy and productive lives” (Astroth, Brown, Poore, & Timm, 2002, p.12).

It is well documented that a major task of adolescence is identity development (Balk, 1995; Berk, 1999; Harter, 1993; Thomas, 1992; van Linden & Fertman, 1998). Although early researchers viewed this quest for identity development as a crisis for teens, more recent literature indicates that for most teens it is not. By finding out where they fit and trying out different things, teens put together a plan for the future (Berk, 1999).

Thomas (1992) identified other developmental tasks of adolescence; some are distinguished as tasks of early adolescence and others of late adolescence. He includes establishing independence, first from adults and then as “an individual in an adult manner” (Thomas, 1992, p. 84). Another component Thomas identified is acting in a way acceptable to peers and later in a way that represents more adult-like behaviors, which are also changing in their peers. The importance of peer acceptance is supported by other literature (Berk, 1999; Spencer & Dornbusch, 1993). Contrary to common beliefs, relationships that many adolescents have with peers can have a positive effect on their development (Balk, 1995; Brown, 1993).

Another area that Thomas (1992) noted was the development of cognitive skills. He includes being able to communicate more difficult ideas, moving from concrete to abstract thinking, having the ability to reason, and being able to use deductive reasoning as hallmarks of cognitive development. There are multiple changes in cognition that relate to thinking more abstractly, managing information using more complex and multi-faceted approaches, and pondering about oneself (Eccles & Gootman, 2002). This higher

level of thinking is a skill that can be further developed and practiced as part of the camp counseling experience, particularly in program planning and through simulations and role playing used in counselor training.

Positive youth development is marked by the acquisition of a broad range of competencies (Pittman, 1991). There are five basic competency areas identified by Pittman (1991) as essential for success in adulthood:

1. **Health and Physical Competence:** Good current health status plus evidence of knowledge, attitudes, and behaviors that will ensure future health.
2. **Personal and Social Competence:** Skills for understanding self and having self-discipline; working with others, communicating, cooperating, negotiating, and building relationships; coping, adapting, and being responsible; and finally, making good judgments, evaluating, making decisions, and problem solving.
3. **Cognitive and Creative Competence:** Useful knowledge and abilities to appreciate and participate in areas of creative expression for thinking, seeing, feeling, tasting, and hearing.
4. **Vocational Competence:** Understanding and awareness of life planning and career choices, leisure, and work options, and steps to act on those choices.
5. **Citizenship Competence:** Understanding of personal values, moral and ethical decision making, and participation in public efforts of citizenship that contribute to the community and the nation.

Furthermore, youth development organizations aim to promote “Five Cs” in youth: competence, confidence, character, connection, and contribution (which is sometimes referred to as caring; Lerner, Fisher, & Weinberg, 2000; Pittman, Irby, & Tolman, 2001).

***Youth development principles.*** The second use of youth development refers to the *principles* or philosophy that promotes the positive growth of young people. As an introduction to their work, Eccles and Gootman (2002) wrote about the need for a holistic approach to youth development. They believe that just trying to eliminate problems by addressing drug and alcohol abuse, teen pregnancy, juvenile crime, and school failure is not sufficient. They reiterated Pittman’s axiom “problem-free is not fully prepared” (Pittman, 1991), pointing out broad support for that philosophy from those who study youth development. Those who espouse this philosophy believe that citizens, groups, schools, organizations, and other institutions should all support similar expectations to promote the potential in all youth. It can be summarized by the African proverb “It takes an entire village to raise a child.” These principles emphasize a positive approach (often referred to as thriving), the importance of healthy relationships and challenging activities, a focus on long-term participation, and viewing young people as active participants.

The importance of these principles is evident. Caring youth-staff relationships may be the most critical element to a program’s success (Rhodes, 2004). Thus, the role of the county 4-H Extension educators and the other adult staff and volunteers is pivotal to youth development through the camp counseling experience. Their group process skills, teaching styles, and ability to understand youth development are all crucial to “supporting youth’s process of development and self-change” (Walker & Larson, 2004, p. 8). There

are numerous challenges in working with teens. Dilemmas frequently arise as adult camp staff members work to provide youths with responsible roles and with an opportunity for higher-level thinking.

***Youth development practices.*** Practices are the third meaning of youth development. Practices encompass a plethora of programs, activities, community organizations, and various other endeavors. McNeely & Ferrari (2002) encouraged the deliberate inclusion of certain key elements in camp programming to foster positive youth development.

These practices are embodied in the eight key elements of positive youth development put forth by 4-H (National 4-H Impact Assessment, 2001):

1. Positive relationship with a caring adult
2. An emotionally and physically safe environment
3. A welcoming environment that encourages belonging
4. Opportunities to engage in meaningful and fun learning experiences
5. Opportunities to build mastery and competence
6. Opportunities for self-determination
7. Opportunities to see oneself as an active participant in the future
8. Opportunities to value and practice service

Eccles and Gootman (2003) described a similar set of program features.

### ***Organized Youth Activities***

The literature on organized youth activities is relatively new, but it has primarily been applied to out-of-school time research. Organized activities are first defined as activities in which youth voluntarily participate and that have some amount of structure

to them (Larson, 2000). Organized youth activities may include sports, community organizations, or after-school extracurricular activities that are led by adults. They also may include hobbies, art, or playing an instrument that young people might do on their own. The key is that participation is not required, that youth choose to be engaged with the activity, and that there is structure to the activity. These activities contrast with unstructured activities such as hanging out with friends, watching TV, and playing computer games.

Larson and his colleagues (Dworkin et al., 2003) employed focus groups to discover what types of growth experiences, in their own words, were particularly meaningful for adolescents. The experiences they reported afforded opportunities within six broad domains of development: (a) to gain self-knowledge and to explore and reflect on their identity; (b) to set goals, learn effort and perseverance, learn to manage time, and take responsibility for one's actions; (c) to learn control of anger and anxiety and to learn constructive use of emotions; (d) to interact with a broad range of peers; (e) to learn to work together as a team and to take leadership roles and responsibility; and (f) to learn how the community functions and experience connections with adults in the community. These findings suggest that adolescents see such experiences as contributing to their personal and interpersonal development.

In general, participation in structured activities has been associated with positive functioning (Bartko & Eccles, 2003; Eccles, Barber, Stone, & Hunt, 2003; Hansen et al., 2003). There are particular aspects of these activities are believed to account for these positive outcomes. Adolescents in organized youth activities report that they experience both high motivation and high concentration (Larson, 2000). These activities provide

opportunities to engage in challenging tasks that promote learning valued skills, opportunities to form strong bonds with caring adults and prosocial peers, and opportunities to develop and commit to a positive identity. These results are maintained when experiences in organized activities are compared with other settings in which adolescents spend a good deal of time (e.g., with friends and in school). For example, Hansen et al. (2003) found that youth in structured activities have higher rates of identity and initiative experiences and those experiences in which they learned to regulate their emotions, as well as higher rates of teamwork and social skills, when compared with those who were hanging out with friends or when they were in school. Furthermore, youth who engaged in unstructured activities experienced poorer outcomes (Bartko & Eccles, 2003).

The concepts of organized activities may be applied in describing the camp counseling experience. It is certainly voluntary, as teens must apply and participate in a series of screening and training meetings before they may actually go to 4-H camp as a counselor. There is structure in all four components of the camp counseling experience, complete with its own set of expectations, requirements, and contributions to planning and implementing camp activities. Camp counselors are involved in developing lesson plans for teaching camp workshops. Because adults are involved throughout the 4-H camp counseling experience, they are available to provide guidance as necessary in all aspects of the experience. The tasks involved are challenging, occur over time, and demand focused attention.

*Negative experiences.* Dubas and Snider (1993) identified that one of the problems with evaluations of youth groups is that they “begin with the assumption that all

youth groups are good. Researchers have not generally asked questions regarding when youth groups may have deleterious effects on student outcomes” (p. 168). Thus, one should consider the potential for negative experiences in organized youth activities. For instance, research has identified that although there are positive aspects to sports participation, there are negative aspects as well. Studies have found that there were greater rates of alcohol use (Barber, Eccles, & Stone, 2001; Eccles & Barber, 1999) and incidence of other problem behaviors (Bartko & Eccles, 2003). Likewise, Hansen et al. (2003) found that sports were the only category of organized youth activities where youth reported high levels of negative experiences, specifically negative peer interaction and inappropriate adult behaviors. Other research by Mahoney and his colleagues concluded that participation in certain youth activities afforded the opportunity to affiliate with more deviant peers and thus perpetuated these negative behaviors (for a review see Mahoney, Larson & Eccles, 2004).

Camp programs are not immune from potentially negative experiences. There was a recent news report from July 10, 2003 about counselors at a 4-H camp in Virginia who were reported to have arranged fights between the campers. Weese (2002) reported that teen leaders left the cabins at night and went exploring in caves, a potentially dangerous activity. There can be challenges in handling all of the responsibilities as well as unexpected situations within the camp environment. Thus, an examination of the potential for negative experiences within the context of camp counseling is warranted.

## ***Participation Variables***

Organized youth activities can be described more empirically by using concepts of intensity, duration, and breadth (Chaput et al., 2004).

### ***Intensity***

Intensity is the amount of time that youth participate in a program during a given period. Intensity has been measured in terms of hours per day, days per week, and weeks per year (Chaput, 2004; Chaput et al., 2004). More frequent participation is thought to be positive. Chaput et al. (2004) do note that there may be “too much” participation, when it interferes with participation in other activities.

### ***Duration***

Duration has been defined as the history of participation. Duration is distinct from intensity. Intensity addresses current participation whereas duration addresses the number of years youth have participated (Chaput, 2004; Chaput et al., 2004). In their review, Chaput et al. (2004) noted that some researchers have found attendance to be positively associated with many academic and social outcomes.

### ***Breadth***

Variety refers to whether participation is focused on one or more types of activities within programs, across programs, or both (Chaput, 2004). More recently, researchers have added the dimension of breadth in their studies to compare those within the same program. Breadth is a useful lens through which to view program participation. For example, Baker and Witt (1996) reported that elementary youth who participated in three or more activities within the same program had higher grades and higher academic

test scores. Chaput et al. (2004) noted that breadth is the most difficult component of the three to measure.

The dimension of breadth, in addition to intensity and duration, was included in the discussion of measuring the outcomes of structured out-of-school experiences (Chaput, 2004; Chaput et al., 2004). Chaput indicated that most research that measures outcomes in out-of-school programs compared participants to non-participants.

This information has implications for the design of many programs, including a variety of organized out-of-school time activities. Chaput (2004) concluded her article this way:

Solely examining the differences between participants versus non-participants glosses over so many important aspects of participation. . . .it is time to develop a knowledge base that helps program leaders understand how to promote quality programs that yield maximum impact on their participants. One key ingredient of this effort is to develop more nuanced approaches to measuring and assessing intensity, duration, and, especially, breadth of participation on youth outcomes. (Chaput, 2004, p. 29)

Components of structured experiences, particularly related to youth, include leadership roles, rewards for strong leadership, opportunities to participate in teen conferences, and activities that keep youth engaged (Lauver, 2004). The 4-H camp counseling experience has the potential for all these components. The way in which the 4-H Extension educator and the adults working with camp facilitate the camp counseling experience will influence how those components are implemented and, therefore, directly impact the breadth of the counseling experience in that county's 4-H program. Recent calls for a more detailed examination of participation by capturing the intensity, duration, and breadth of organized youth activities will work to strengthen this relatively new focus on youth development.

## *Cross-Age Teaching*

An examination of the roles that teenage camp counselors have at camp indicates they are aligned closely with what the literature describes as cross-age teaching. Cross-age teaching has been around for centuries but the focus has been almost entirely on tutoring. In her article examining the theoretical frameworks of cross-age teaching, Paolitto (1976) cited numerous documented examples of cross-age teaching ranging from the first century A.D., to Portugal in the 1530's, to India in 1791, right up to modern times. Although the Office of Juvenile Justice and Delinquency Prevention (1999) defines cross-age teaching as sharing knowledge with either those older or younger than the teacher, it is more closely associated with teens, or older children, teaching younger children (Lee & Murdock, 2001; Murdock, Lee, & Patterson, 2003; Russell, Polen, & Tepper, 2002). Russell et al. (2002) qualified their definition by indicating that it usually takes place in "nonformal educational settings" (p. 1).

Thus, in the camp setting, counselors are doing cross-age teaching not only in the workshops and classes where they might have the assignment of teaching campers how to make some craft, to learn how to fish, or to identify an insect. They are also doing cross-age teaching when they get up in front of a campfire to lead a song or when they teach a dance during evening recreation. In addition, they are doing a great deal of informal cross-age teaching when they show a camper how to clean up the cabin, set the table in the dining hall, fold the flag for their cabin's part of program planning, or demonstrate how to make a friendship circle at vespers.

Murdock et al. (2003) noted that "from one-room schools in the 1800s, to summer youth employment programs in the 1960s, to junior leaders in 4-H clubs, teenagers have

often been enlisted to teach younger children” (p. 1). Although three sources indicated that it is common practice to use teens as cross-age teachers of younger youth in 4-H (Lee & Murdock, 2001; Ponzio, Junge, Smith, Manglallan, & Peterson, 2000; Smith & Enfield, 2002), Groff, in an earlier work in 1992, wondered why more teens were not involved as volunteers in Extension.

No matter what the purpose of the program, the content, or the location, it was reported repeatedly that there was an impact on the older child who was doing the teaching or tutoring (Paolitto, 1976; Ponzio et al., 2000). As Ponzio et al. (2000) noted, “the opportunities to interact with people, materials, and ideas is central to education” (p. 77). These concepts are not unlike that of the experiential learning model (Kolb, 1984) that is widely used in 4-H youth development. Ponzio et al. (2000) further described the relationship component of cross-age teaching. The teens can have a role that is based more on friendship than that of a teacher. The interpersonal exchange affects the delivery and receipt of whatever the topic that is being taught. It is as if the teen teacher and the youth recipient meet the needs of each other and “that a kind of cooperative learning situation is formed” (Ponzio et al., 2000, p. 77).

Cross-age teaching offers many benefits. For some youth, cross-age teaching provides a sense of belonging (Office of Juvenile Justice and Delinquency Prevention, 1999). By working with people of different ages, whether older or younger, cross-age teaching helps to dispel stereotypes and misconceptions about people in that age group (Office of Juvenile Justice and Delinquency Prevention, 1999).

Russell et al. (2002) concluded that in addition to having a positive influence on younger children; teens can also have an impact on their peers by “taking an active role in

program implementation and leadership” (p. 1). Other benefits to teens include gaining confidence and having an opportunity to carry out an adult role (Paolitto, 1976).

Considering the amount of time that camp counselors potentially can spend with each other throughout the entire camp counseling experience, beginning with the counselor selection process to post camp evaluation, camp counseling has a tremendous potential for teens to influence each other positively.

Studies showed that teens were effective in teaching subject matter (Kolodinsky, Cranwell, & Rowe, 2002; Smith & Enfield, 2002). More specifically, Ponzio et al. (2000) concluded “teens were usually effective instructors because they participated actively in content and tasks, related in optimal ways with children, and provided optimistic leadership” (p. 90). No matter what the subject being taught, youth benefit by increasing their confidence and self-esteem (Office of Juvenile Justice & Delinquency Prevention, 1999) in addition to the benefit of teens serving as role models for younger children (Office of Juvenile Justice & Delinquency Prevention, 1999; Russell et al., 2002).

In bridging the research on youth development with that of cross-age teaching, Murdock et al. (2003) acknowledged that cross-age teaching serves as a context for addressing youth development needs including the development of abstract thinking, identity formation, autonomy, achievement, and transition to adulthood. Thus, it seems reasonable to expect that 4-H camp counselors, who are engaged in significant amounts of cross-age teaching, would develop in these areas through their involvement in the camp counseling experience.

### *Summary*

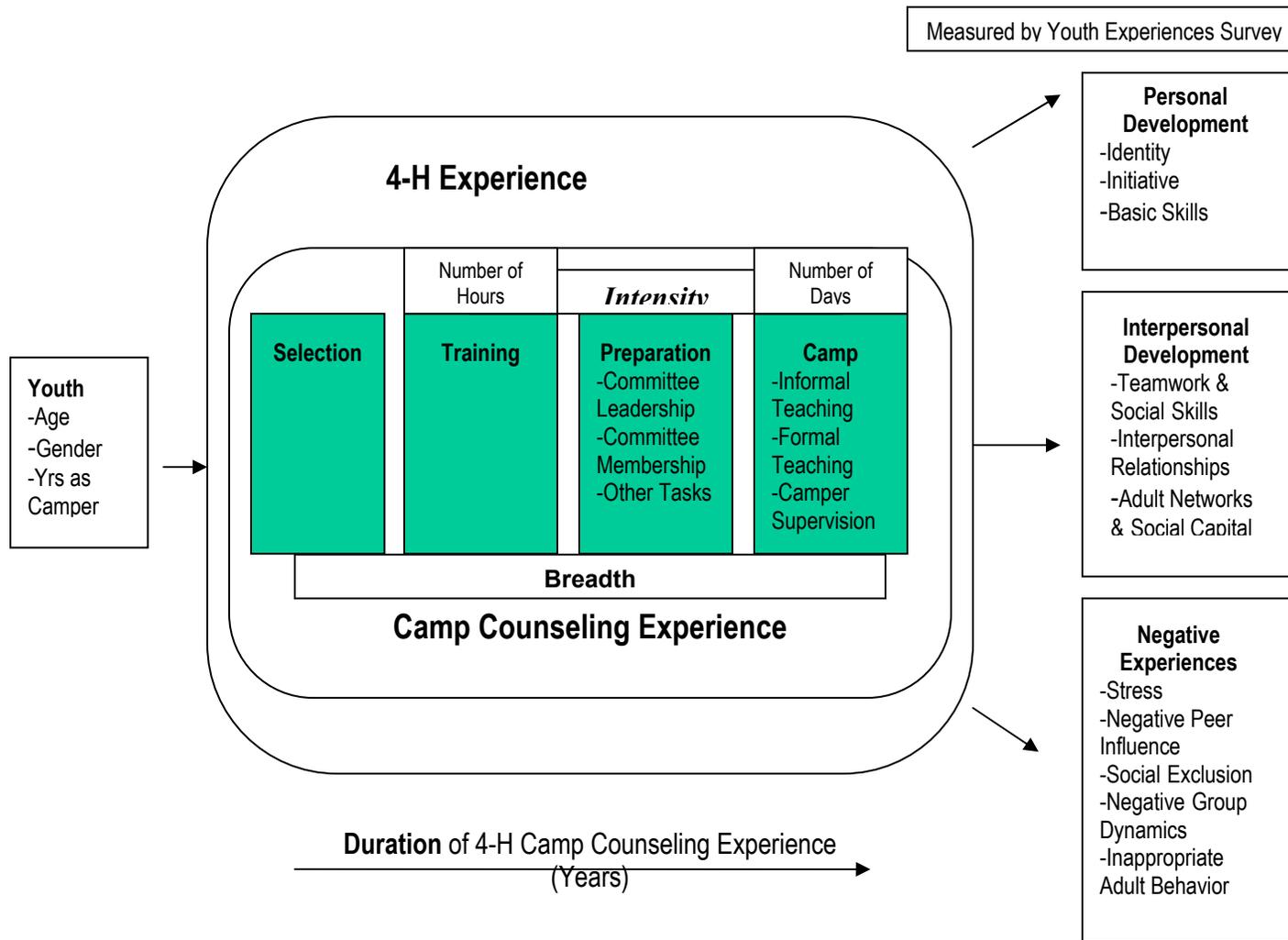
In this chapter, relevant literature was reviewed pertaining to camping and camp counselors, youth development, organized youth activities, and cross-age teaching. Studies of camping programs have focused primarily on the benefits to campers. Similar benefits may pertain to camp counselors, because they experience the same camp environment. However, the added challenges faced by camp counselors who have the planning, supervision, leadership, and teaching roles suggest that there are additional developmental benefits as well.

Counselors may be categorized by the term of their service, whether it is seasonal (usually a paid position), or short-term and voluntary. Several studies examined leadership skills gained by camp counselors. Few studies of camp counselors, particularly 4-H camp counselors who serve as volunteers, were located. The two studies of volunteer camp counselors were conducted using qualitative methods. The results of these studies suggested that teens gained important personal and interpersonal skills. There were no studies that looked at the components of the camp counseling experience within the broader context of organized youth activities.

It is clear from this review that research on camp counselors is limited. Furthermore, it is clear that the camp counseling experience matches the description of an organized youth activity (Larson, 2000). As such, it has the potential to provide a unique context for positive youth development. Past research has shown that these activities present opportunities to develop initiative, explore one's identity, and work with others while engaging in purposeful, goal-directed endeavors. Thus, the current study sought to explore the extent to which participation in Ohio's 4-H camp counseling experience

contributed to the personal and interpersonal development of the teens who were involved in this experience.

A conceptual model was developed to illustrate the 4-H camp counseling experience in light of the literature reviewed (Figure 2.1). It depicts camp counseling as a multifaceted experience consisting of counselor selection, counselor training, preparation for camp, and roles and responsibilities enacted during camp. Furthermore, this view of camp counseling is informed by the latest view of participation that describes it in terms of its duration, intensity, and breadth. Ideally, through participation in the activities associated with being a camp counselor, teens will engage in a variety of learning experiences that will enhance their personal and interpersonal development and contain few negative experiences.



## **CHAPTER 3**

### **METHODOLOGY**

This descriptive-correlational study was designed to examine the outcomes experienced by teenagers who served as volunteer camp counselors at Ohio 4-H camps. It assessed the intensity, duration, and breadth of the 4-H camp counseling experience. Furthermore, considering the camp counseling experience as an organized activity for adolescents, the study documented the personal, interpersonal, and negative outcomes of that experience. Finally, these outcomes were related to the duration of the camp counseling experience. This chapter describes the study participants, instrumentation, procedures, and data analysis plan used in the study.

#### ***Study Participants***

The study was designed as a census of the population of teen counselors currently involved in the 4-H camping program in Ohio. Although statistics pertaining to the number of 4-H campers and camp sessions are collected each year from the 88 counties in Ohio, no statewide data are collected on the number of volunteer teenage counselors nor is there any systematic documentation of their roles and training. As no statewide list existed, the population was identified by asking county 4-H Extension educators to provide names of new or returning volunteer teenage camp counselors serving at day camps and residential camps directed by the county 4-H program or in collaboration with

4-H and other organizations for the 2004 camping season. It was estimated that there were approximately 2,200 potential counselors in the population, based on an average of 25 counselors per county.

A letter, prepared by the researcher and signed by Dr. Jeff King, Assistant Director, 4-H Youth Development, was sent to the 4-H Extension educator in each of Ohio's 88 counties and two other Ohio State University Extension units with 4-H programs, Adventure Central in Dayton and Youth Outdoors in Cleveland (Appendix A). If the 4-H Extension educator position was vacant, the letter was directed to the 4-H program assistant or other Extension staff member giving leadership to the 4-H camping program for 2004. The letter requested the names and addresses of all youth who were serving as camp counselors or counselors-in-training. The letter directed them to send the addresses by e-mail attachment or by postal mail in an address label format, and, if convenient, to include "to the parents of" printed on the labels. In addition to receiving an explanation of the research study, the 4-H Extension educators were encouraged to let counselors in their county know that their parents would receive a letter requesting their participation in a research study and that they would be asked to complete a survey about being a camp counselor.

Ten days following the mailing, an e-mail message was sent to the Ohio 4-H electronic mailing list as a reminder to respond to the request for addresses. One week later, an e-mail message was sent to the counties who had not responded, addressed to the county 4-H Extension educator, as well as to the generic county e-mail address. One week after the second e-mail reminder, individual phone calls were placed to the counties

who had not yet responded. Four days later, follow up phone calls were made to the counties who had still not responded.

A few days after the second phone call, 100% of the counties had responded with counselor lists, which was five weeks after the first request letter was sent. The number of addresses included 2,575 4-H camp counselors as submitted by 83 4-H programs. Seven of the 90 units reported that they had no teenage 4-H camp counselors involved in the county 4-H program. These included Cuyahoga, Lucas, Morgan, Stark, Summit, Vinton, and Youth Outdoors. The 4-H professionals in four of those units cited county funding as the major reason there were no teen camp counselor programs offered as part of their 4-H programs. Of the other three units one had no camping as part of their program, another utilized only adult camp counselors, and the third was working to rebuild its camping program that had been cancelled a few years ago.

The number of 4-H camp counselors per county ranged from 1 counselor in Hamilton County to 73 in Henry County with a mean of 31. Only eight counties had less than 15 4-H camp counselors, while nine counties had more than 50 4-H camp counselors. Table 3.1 shows the list of counties with frequencies of 4-H camp counselors per county.

Although 2,575 was the count used for the study, it is not the exact number of Ohio 4-H camp counselors. The way the addresses were submitted indicated that there were more 4-H camp counselors who were not included in the count. Five of the counties submitted 144 addresses utilizing the “family newsletter” option from the 4-H Blue Ribbon management system. In this format one label addressed “To the 4-H Family of” with the name of one or both of the 4-H parents is produced. However, when using this

format, there was no way to know how many 4-H camp counselors were at that address. There were instructions in the letter to the parents that indicated if there was more than one counselor in a household to respond by adding an A or B to their code. More than one response was received from some of these households. Since not all of those addressed “to the 4-H Family of” responded, the exact number of remaining families that had multiple camp counselors is not known.

In addition, there were some 4-H camp counselors who were on the submitted lists who were not actually counselors. I received an e-mail from a 4-H Extension educator who indicated that two of the counselors in that county had resigned their role as counselor due to other commitments. A parent called to indicate that although her son had been a 4-H camp counselor in 2003, he had not even signed up to be a counselor in 2004 and yet, he was on the list that the county had submitted. A second parent telephoned to indicate that, although her daughter had applied to be a 4-H camp counselor, she had not been selected. Yet, she was also on the list submitted by her county. A third phone call from a parent indicated that although selected, her son was not able to follow through and serve as a camp counselor for this year. However, despite these variations, I believe the number obtained was relatively close to the actual number of camp counselors. Furthermore, this was the first attempt to determine the number of Ohio 4-H camp counselors on a state-wide basis.

The incentives to respond was a chance to win one of four \$25.00 gift certificates to the winners’ choice of Wal-Mart, Target, or Meijer if they completed the on-line survey by a certain date. The first reminder extended the deadline for the eligibility for the drawing of the \$25.00 gift certificates. The second reminder letter offered an

additional incentive of being included in a drawing for one of four \$10.00 gift certificates to their choice of the same stores.

A total of 779 camp counselors from 82 counties responded to the survey. Although there were no explicit instructions to do so, 25 of the responses were submitted in writing on the sample survey sent to the parents, and I entered these data onto the website. The other 754 participants answered the survey on-line. The 779 responses represent a 30.25% response rate from the population of 2,575 4-H camp counselors in Ohio.

The response rate was affected by at least three factors that I can identify: technology, the time of the year, and teenagers' schedules. In the area of technology, I documented 17 individual cases where mothers or 4-H camp counselors contacted me by phone or by e-mail indicating that they had trouble getting the web-based survey to accept their information. There were examples of the survey opening up in Adobe Acrobat, surveys that would not let them enter any data at all, surveys where they could not complete the survey beyond a certain point, and getting to the last submit button and having the survey send them back to the first page. Some participants tried several times to complete the survey at different times of the day and on different days of the week but still could not complete the survey. The OSU Extension Program Leader for Evaluation, who coordinates Zoomerang® surveys, indicated that in previous situations similar problems had been encountered and they were related to the computer where the participant was trying to enter data. However in at least in one example that I was aware of, one sibling completed the survey successfully; the second sibling sat down immediately after the first one but could not get the survey to accept his entries.

It is not clear how many other camp counselors encountered similar technology challenges while trying to complete the survey and just gave up. Most of the phone calls came after each of the reminders. Mothers called and said that their teen had indeed completed the survey and wondered why they were still receiving the reminder. Or they cited specific examples of how they had filled in the survey but that they were not sure it was successful because of how the website reacted. Two of the entries on the Zoomerang® website were completely empty of data. It is believed that this was due to the technology difficulties described here.

Another deterrent to the response rate was the time of the year. One component of the camp counseling experience is being at camp itself. Other components are camp program planning and pre-camp preparations. In order to conduct the survey after they had completed as much of the camp counseling experience as possible, including having been to camp, the survey needed to be administered during the summer. However, camps are running throughout the period and there is no “ideal” time for a statewide survey. Even though summer may have been the optimum time to collect the data based on the proximity to the culmination of the camp counseling experience, it was also an extremely busy time for Ohio 4-H teens.

The third challenge to the response rate was really a combination of the time of year and teenagers’ schedules. Besides their camp counselor responsibilities, 4-H teens are also involved in the numerous state 4-H camps and award trips, such as Citizenship Washington Focus, which are all conducted during the summer. Other major time-consuming events going on at this time are the county fairs. Many of the 4-H camp counselors are also Junior Fairboard members who have to prepare for county fair. They

are also involved in a variety of 4-H projects that they have to complete and prepare to be judged and exhibited at the county fair. In addition, many of the teens have summer jobs or year round part-time employment that consumes an additional amount of their time. These responsibilities may have limited their availability to complete the survey.

The 779 study participants included at least one 4-H camp counselor from 82 of the 83 units that have teenage 4-H camp counselors involved in their 4-H program. The individual county responses ranged from 1 to 26 counselors per county. One 4-H camp counselor responded from each of three units: Adventure Central, Hocking County, and Logan County. Three counties had more than 20 4-H camp counselors respond. There were 26 each from Warren and Henry Counties and 24 responses from Mercer County. The percentage of responses ranged from no responses in Hamilton County, where there is only one 4-H camp counselor, to a 58% response in Trumbull County. Other counties with a high percentage of responses included Butler with 56%, Crawford with 55%, and Mercer and Tuscarawas, where 52% of the 4-H camp counselors responded. A complete listing of the counties and units, the number of 4-H camp counselors, the number who responded and the percent of the counselors who responded are reported in Table 3.1.

County	Counselors		Response	County	Counselors		Response
	Potential	Actual	Rate (%)		Potential	Actual	Rate (%)
Adams	15	2	13	Logan	3	1	33
Allen	21	9	43	Lorain	28	9	32
Ashland	32	10	31	Lucas	0	0	0
Ashtabula	25	3	12	Madison	24	11	46
Athens	27	5	19	Mahoning	15	4	27
Auglaize	38	9	24	Marion	47	12	26
Belmont	50	15	30	Medina	45	16	36
Brown	27	11	41	Meigs	6	2	33
Butler	27	15	56	Mercer	46	24	52
Carroll	35	11	31	Miami	36	13	36
Champaign	57	19	33	Monroe	25	6	24
Clark	67	15	22	Montgomery	35	7	20
Clermont	33	2	6	Morgan	0	0	0
Clinton	20	8	40	Morrow	27	6	22
Columbiana	21	4	19	Muskingum	31	14	45
Coshocton	33	7	21	Noble	19	2	11
Crawford	31	17	55	Ottawa	45	16	36
Cuyahoga	0	0	0	Paulding	28	7	25
Darke	13	5	38	Perry	34	4	12
Defiance	22	8	36	Pickaway	38	14	37
Delaware	48	16	33	Pike	26	3	12
Erie	22	6	27	Portage	28	13	46
Fairfield	49	19	39	Preble	22	10	45
Fayette	38	4	11	Putnam	36	14	39
Franklin	32	7	22	Richland	28	14	50
Fulton	40	7	18	Ross	72	18	25
Gallia	42	9	21	Sandusky	24	9	38
Geauga	25	11	44	Scioto	9	2	22
Greene	44	15	34	Seneca	26	4	15
Guernsey	27	5	19	Shelby	34	14	41
Hamilton	1	0	0	Stark	0	0	0
Hancock	45	15	33	Summit	0	0	0
Hardin	25	8	32	Trumbull	12	7	58
Harrison	18	2	11	Tuscarawas	21	11	52
Henry	73	26	36	Union	33	9	27
Highland	20	3	15	Van Wert	27	7	26
Hocking	26	1	4	Vinton	0	0	0
Holmes	27	6	22	Warren	66	26	39
Huron	38	14	37	Washington	40	14	35
Jackson	18	3	17	Wayne	19	5	26
Jefferson	33	7	21	Williams	19	5	26
Knox	46	13	28	Wood	40	12	30
Lake	28	7	25	Wyandot	26	11	42
Lawrence	10	4	40	Adventure Central	10	1	10
Licking	56	17	30	Youth Outdoors	0	0	0

Note. Total number potential counselors  $n = 2,575$ ; total number of counselors responding  $n = 779$  (30.25%)

**Table 3.1**  
**Counselor Frequencies and Survey Response Rate by County**

The study participants represented all 15 of the facilities currently utilized by the Ohio county residential 4-H camp programs. To determine the number of counselors who camped at a facility, I systematically assigned the total number of counselors reported from a county to that facility, if the county owned that facility or rented that facility for their general residential county 4-H program. The camp counselor may not have camped at that facility if they were a horse camp counselor, a specialty camp counselor, a day camp counselor or a Cloverbud camp counselor, but they were counted as having camped at that facility by the nature of their county's affiliation with that facility. Table 3.2 summarizes the number of counties that camp at a facility and the number of camp counselors who camp at each camp facility.

Name of Facility	Counties Camping at Facility		Counselors Camping at Facility		Counselors Responding from each Facility	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
4-H Camp Ohio	13	14.6	483	18.8	131	14.8
4-H Camp Palmer	11	12.4	344	13.4	103	11.7
Kelly's Island 4-H Camp	10	11.2	266	10.3	83	9.5
Day Camp Sites	-	-	-	-	77	8.8
4-H Camp Clifton	7	7.9	266	10.3	75	8.6
Tar Hollow	5	5.6	212	8.2	58	6.6
4-H Camp Piedmont	8	9.0	228	8.9	57	6.5
4-H Camp Graham	6	6.7	189	7.3	52	5.9
4-H Camp Whitewood	9	10.1	154	6.0	49	5.6
County Fairgrounds	-	-	-	-	42	4.8
Indian Hills 4-H Camp	5	5.6	115	4.1	40	4.6
Canter's Cave 4-H Camp	9	10.1	146	5.7	28	3.2
Harbor Point	1	1.1	46	1.8	24	2.7
4-H Camp Conger	1	1.1	38	1.5	14	1.7
4-H Camp Hervida	1	1.1	40	1.6	14	1.7
Richland Rural Life Ctr	2	2.2	28	1.1	14	1.7
Other	-	-	-	-	13	1.6
Camp Kern	1	1.1	20	0.1	8	0.8

*Note.* 101 camp counselors reported camping at more than one facility.

**Table 3.2**  
**Frequency of Counties and Camp Counselors Camping at Facilities**

Since this study utilized a population sample and there was not a 100% response rate in the study there was a potential threat to external validity (Lindner & Wingenbach, 2002). To address nonresponse error, a comparison of the early and late respondents was done to determine if there was a distinction between those who completed the survey in the first week and those that completed the survey in the final week. The categories compared included age, gender, number of committees led, and number of formal

teaching topics. There were no differences between early and late responders. Because the data were categorical, a *chi-square* test was run to support the analysis.

### ***Instrumentation***

#### ***Youth Experiences Survey***

Data on personal and interpersonal outcomes were collected with a measure developed by Hansen and Larson (2002) at the University of Illinois called the Youth Experiences Survey (YES) (Appendix B). This instrument was designed for use with adolescents to describe experiences in each of the six conceptual domains of learning while participating in structured youth activities. The domains include Identity, Initiative, Basic Skills, Interpersonal Relationships, Teamwork and Social Skills, and Adult Networks. The instrument also measures five aspects of negative experiences by looking at Stress, Negative Peer Influences, Social Exclusion, Negative Group Dynamics, and Inappropriate Adult Behavior (Hansen, & Larson, 2003).

Following the identification of the population, the YES instrument was selected based on several characteristics of the instrument. For this study, I wanted to explore the positive outcomes of being a 4-H camp counselor. There are few instruments designed to measure positive youth development. The YES was designed to determine to what degree structured activities relate to development (Hansen & Larson, 2002, p. 3) for adolescents and for use with a wide range of structured youth activities. One of the strengths of the instrument, as well as its uniqueness from other instruments, is that identifies experiences likely to occur within youth activities, including potential negative experiences.

An additional support for the selection of the YES instrument was the systematic and scientific process used to develop and test the reliability and validity of the instrument (Hansen & Larson, 2002). Focus groups of adolescents were assembled and conducted with the purpose of “getting students to describe their specific learning and growth experiences in youth activities in their own words” (Hansen & Larson, 2002, p. 5). The focus group process, along with an extensive review of literature, led the authors to distinguish the six domains of developmental experiences that are the basis of the YES survey. They then tested the items on more teen focus groups and had a panel of researchers and other youth development experts determine “whether the item reflects a worthy experience for a youth activity to foster” (Hansen & Larson, 2002, p. 6). Four hundred and fifty high school students then participated in a study to test the instrument. Further statistical analysis included principal component analysis. To finalize the items, the researchers relied on the statistical findings, the research literature, and the reports on the importance of items from the adult and teen consultants. In the final discussions with research team members, they determined that they wanted to keep each scale relatively small, with 3 to 4 items, but being certain to include items that were “conceptually important . . . represented the range of content . . . and had adequate statistical properties” (Hansen & Larson, 2002, p. 8). To assess the convergent validity of the YES scales, an additional study involving 65 adolescent youth and ten adult leaders representing 10 different organized activities including sports, arts, faith-based, and other community organizations was completed. They found that adolescents’ and adults’ were “significantly and substantially” correlated for half of the scale (9 of 18). In areas with low and nonsignificant correlations, it was noted that they were in areas where the change

was more internal, and thus hard to observe, or they simply did not have the opportunity to observe youth engaged in certain experiences during the relatively short activity time frame.

The developmental experiences are divided into three domains: personal skills, interpersonal skills, and negative experiences. A description of each domain including the number of items used to measure the domain is detailed in the next section. Hansen and Larson (2002) reported the means, standard deviations, and Cronbach's *alphas* for each of the 22 scales in the instrument. The current version (YES 2.0) has a total of 70 items. All items use a four-point response scale with responses ranging from 1 (Not at all), 2 (A little), 3 (Quite a bit), and 4 (Yes, definitely). The 18 positive scales had Cronbach's *alphas* ranging from .73 to .87. All but three Cronbach's *alphas* were .72 or above. The two highest Cronbach's *alphas* were both .87 (Group Process Skills and Feedback) while the lowest Cronbach's *alphas* were .54 (Identity Exploration), .59 (Negative Group Dynamics), and .67 (Stress). All were comparable to those reported by Hansen and Larson, 2002 and were considered satisfactory. A summary of the *alpha* scores for Hansen and Larson's study, as well as the *alpha* scores for the current study are included in Table 3.3

### ***Personal Development***

***Identity.*** There are six items in this scale that assessed the ideas of trying new things and "thinking about who I am" (Hansen & Larson, 2002). As a domain, it was reliable at *alpha* = .81. Identity experiences incorporated the constructs of Identity Exploration (3 items, *alpha* = .63) and Identity Reflection (3 items, *alpha* = .80).

**Initiative.** The 12 items in this domain asked about how one learned and practiced various skills and were reliable at  $\alpha = .91$ . Goal Setting (3 items,  $\alpha = .84$ ), Effort (3 items,  $\alpha = .85$ ), Problem Solving (3 items,  $\alpha = .80$ ), and Time Management (3 items,  $\alpha = .75$ ) were the four constructs in the Initiative Experiences domain.

**Basic skills.** Basic Skills included 10 items and had an  $\alpha = .87$ . It incorporated constructs of Emotional Regulation (4 items,  $\alpha = .88$ ), Cognitive Skills (5 items,  $\alpha = .74$ ), and Physical Skills (1 item).

### ***Interpersonal Development***

**Interpersonal relationships.** Interpersonal Relationships, with two constructs and eight items, had a reliability of  $\alpha = .83$ . Diverse Peer Relationships inquires about interacting with people of a different gender, backgrounds, ethnic groups, and social classes (4 items,  $\alpha = .75$ ). Service to others, morals, and values are the subject of the four items in the Prosocial Norms construct ( $\alpha = .81$ ).

**Teamwork and social skills.** Teamwork and Social Skills was comprised of three constructs. There are a total of 10 items and the scale had a reliability of  $\alpha = .93$ . Group Process (5 items,  $\alpha = .84$ ) focused on working together, responsibility, and interacting with others in a group. Giving and taking feedback were the two items in the Feedback construct ( $\alpha = .88$ ). Leadership and Responsibility was measured by considering the leadership opportunities they were afforded as a result of this activity (3 items,  $\alpha = .84$ ).

**Adult networks.** There were three constructs in the domain of Adult Networks, which was measured by seven items with an  $\alpha = .83$ . The three constructs were Integration with Family with two items and an  $\alpha = .84$ , Linkages to Community also

with two items and  $\alpha = .87$ , and Linkages to Work and College with three items and  $\alpha = .81$ .

### ***Negative Experiences***

Stress (3 items,  $\alpha = .84$ ), Negative Peer Interaction (4 items,  $\alpha = .83$ ), Social Exclusion (3 items,  $\alpha = .78$ ), Negative Group Dynamics (3 items,  $\alpha = .73$ ), and Inappropriate Adult Behavior (4 items,  $\alpha = .91$ ) were the aspects of negative experiences examined. As a total scale consisting of 17 items, it had an overall  $\alpha$  of .94.

Category of Developmental Experience	<i>n</i>	$\alpha^a$	$\alpha^b$	Sample Item
<b>Personal Development</b>				
<b>Identity</b>				
		<b>.81</b>	<b>.75</b>	
Identity Exploration	3	.63	.54	I tried doing new things
Identity Reflection	3	.80	.79	This activity got me thinking about who I am
<b>Initiative</b>				
		<b>.91</b>	<b>.91</b>	
Goal Setting	3	.84	.82	I set goals for myself in this activity
Effort	3	.85	.78	I learned to focus my attention
Problem Solving	3	.80	.79	I learned about developing plans for solving a problem
Time Management	3	.75	.79	I learned about organizing time and not procrastinating (not putting things off)
<b>Basic Skills</b>				
		<b>.87</b>	<b>.86</b>	
Emotional Regulation	4	.88	.85	I became better at handling stress
Cognitive Skills	5	.74	.81	I have improved communication skills
Physical Skills	1			I have improved athletic or physical skills
<b>Interpersonal Development</b>				
<b>Teamwork and Social Skills</b>				
		<b>.93</b>	<b>.91</b>	
Group Process Skills	5	.84	.87	I learned to be patient with group members
Feedback	2	.88	.87	I became better at taking feedback.
Leadership and Responsibility	3	.84	.73	I had an opportunity to be in charge of a group of peers.
<b>Interpersonal Relationships</b>				
		<b>.83</b>	<b>.82</b>	
Diverse Peer Relationships	4	.75	.71	I made friends with someone of the opposite gender.
Prosocial Norms	4	.81	.75	I learned about helping others
<b>Adult Networks</b>				
		<b>.83</b>	<b>.87</b>	
Integration with Family	2	.84	.81	This activity I improved my relationship with my parents/guardians
Linkages to Community	2	.87	.75	I got to know people in the community
Linkages to Work and College	3	.81	.79	This activity opened up job or career responsibilities for me
<b>Negative Experiences</b>				
		<b>.94</b>	<b>.87</b>	
Stress	3	.84	.67	This activity stressed me out
Negative Peer Interaction	4	.83	.82	I felt pressured by peers to do something that I didn't want to do
Social Exclusion	3	.78	.72	There were cliques in this activity
Negative Group Dynamics	3	.73	.59	I got stuck doing more than my fair share
Inappropriate Adult Behavior	4	.91	.78	Adults in this activity are controlling and manipulative

<sup>a</sup> Cronbach's *alpha* for YES 1.0, Larson & Hansen, 2002

<sup>b</sup> Cronbach's *alpha* for this study

<sup>c</sup> One-item measure

**Table 3.3**  
**YES Scales and Sample Items**

### *The Camp Counseling Experience*

An additional set of questions was developed by the researcher to gather information about the camp counseling experience (Appendix C). I considered the camp counseling experience to consist of four major components: (a) the counselor selection process, (b) counselor training and camp planning, (c) interaction with other counselors and adults working with camp, and (d) counselor roles and responsibilities at camp. The four components were divided further into more specific areas, and questions were developed to collect descriptive information. Another section of this questionnaire collected descriptive data about the camp counselors and the specific nature of their experience. Table 3.4 contains a description of these items.

Two camping experts, Dr. Dennis Elliott, recently retired state camping specialist, and Dr. Christy Leeds, an Extension educator for over 20 years, who is known for her outstanding camp programs and camp counselor training, reviewed the questions for content validity. Eight former 4-H camp counselors were asked to take the survey and to note any questions that were unclear or were confusing to answer. They made suggestions that were incorporated into the instrument. Furthermore, the survey had to be formatted for viewing in a web-based environment.

<b>Variable</b>	<b>Data Collected</b>
Counselor Characteristics	Gender Age Grade in school Number of years as a 4-H member Number of years as a 4-H camper
Camp Experience	Type of counselor role (counselor, counselor-in-training) Type of camp (day, resident, both) Specific camp facility County
Duration	Number of years as a camp counselor
Intensity	Number of training hours Number of planning hours Number of hours spent on preparation prior to camp Number of camp sessions Number of days spent as a camp counselor
Breadth	Supervision role Number of campers supervised Teaching role Number of formal teaching topics taught Number of informal teaching topics taught Leadership role Number of leadership roles on committees Number of membership roles on committees

**Table 3.4**  
**Measurement of Camp Counseling Experience**

Drop-down boxes were inserted after most of the questions that offered a choice of two or more answers. The choices appeared in the box when the participant pointed the mouse to the arrow in the box. Some questions listed options such as yes, no, or not sure, while others offered a list of numbers, counties, camp names, or camp programs from

which to select. If more than one answer could be given for a particular question, there were empty circles to select with the mouse; when selected a check was placed in the circle. When the question asked for any information that the camp counselor wished to submit, there was an empty box where they could type in their answer. In the section containing the YES survey questions, the questions were written in a table format with the statement to the left and the choice of answers at the top of each column. Counselors selected the oval corresponding to the answer chosen for that item and clicked on it with the mouse. If a respondent changed his or her mind and clicked on another oval, the first one became unselected.

At the end of each section, there was a submit arrow preceded by some words of encouragement (e.g., “the hard questions are over”) to give the respondent a sense to indicate how much of the survey had been completed and how much remained. The participants had to mouse click on the arrow to move to the next section. Selecting the back arrow would take the respondent back to the previous page. At the end of the survey, when the participants mouse clicked on the last submit arrow, the website displayed a thank you page along with my name, cell phone number, and e-mail address. After the pilot website was posted on the Internet, three former camp counselors tested the web survey.

## ***Procedures***

### ***Choice of Data Collection Method***

I decided to collect data using Zoomerang®, a commercial web-based survey tool. It is one of many web-based survey tools that are available for such purposes (Archer, 2003). It was chosen for its ease of use and its features, because Ohio State University

Extension already had a subscription, and there was assistance available from a faculty member with experience using it for other surveys. Because camps are held throughout the state at varying times, there was no one time when all 4-H teen camp counselors were assembled together. Therefore, on-line data collection was suited to the dispersed nature of the population. Selecting the Internet to conduct camp research did not interfere with any aspect of the camp programming from registration to clean up (Meltzer, 2004). Additionally, Internet surveys are less costly to administer, take less time to obtain results, and can provide more flexibility in the survey design by including pop-up instructions for specific questions, skipping sections, creative images, and drop-down boxes for the inclusion of many more answer options (Archer, 2003; Dillman, 2000). Data can also be downloaded directly into a spreadsheet or data analysis program (Meltzer, 2004).

Because of teens' comfort with using technology and the ease of data entry and submission, I believed that this data collection method would facilitate a good response rate. Although Dillman (2000) reported that in October 1998 only 42% of household indicated that they owned a computer, this number has grown. In a recent evaluation of an on-line counselor training course offered in northwest Ohio in 2003, Johnson reported that 96% of all the teen counselors had a computer at home with an Internet connection. Meltzer (2004) obtained a 40% response rate, which was higher than the 18-30% response rate that she had garnered in earlier studies.

The major drawback in e-mail and Internet surveys is that the questionnaire may look different for the respondent than it does for the designer, depending on the computer's operating system and the Web browser used (Dillman, 2000). The Internet

survey has less of these barriers than does the e-mail survey. Utilization of the Zoomerang® system further alleviates these challenges because of the options for screen colors and design features already built into its system.

Typically, the other advantage with an Internet survey is that the respondents receive notification via e-mail (Archer, 2003). However, because all but a few of the participants were under the age of 18, their parents needed to grant permission for their participation. Thus, an alternative strategy was used. This procedure is outlined in the following section.

### ***Consent Procedures***

I requested a waiver of written consent from the Institutional Review Board (IRB). Such a waiver may be granted when conditions (a) the research poses no more than minimal risk, (b) participants' rights are not adversely affected, and (c) the research cannot be "practicably be carried out without the waiver" are met (Department of Health and Human Services, 2001). Furthermore, I proposed a procedure that would inform parents of the research and allow them to make the determination as to whether their child would participate in the study. The IRB granted the waiver of written consent and approved the procedures for the study (Protocol Number 2004B0186).

A letter addressed "to the parents of" was mailed to each address obtained from the counties (Appendix D). This mailing included a description of the study, the directions for participating, a copy of the survey instrument, and a website address for participants to access the survey. The letter stated the following participation safeguards: (a) that participation was voluntary, (b) that counselors could stop at any time, (c) that they could skip questions if they considered them too personal, (d) that there was no

consequence if they chose not to participate, and (e) that the information they provided was confidential. The letter described an incentive for participation; that is, all counselors who completed the survey by the published deadline would be placed in a drawing for one of four \$25.00 gift certificates to a store. It was estimated that the survey took approximately 20 to 30 minutes to complete.

### ***Survey Procedures***

If they agreed to have their child participate, parents were asked to give the letter with the survey directions to the child. In turn, the child needed to follow through by accessing the website in order to complete the survey. When the counselors logged on to the website, they found instructions (Appendix E) about how to complete the survey, information on the incentives, and information to comply with the IRB's participation safeguards. The first question on the on-line survey asked participants to confirm that their parent gave them the letter. They were asked to signify their assent in a similar manner. Participants could not continue the survey until they completed this question.

Each letter was coded with a number. The counselor was asked to provide this number when completing the survey. This code was used to identify that the counselor had responded, and it was used to sort out non-respondents who needed to receive reminder mailings. The inclusion of the code number in the survey response also allowed me to draw names and award the incentives.

Potential participants who did not respond to the survey by the advertised deadline had a reminder postcard sent to their parents. The first postcard reminder was mailed one week after the initial letter and extended the deadline for participating (Appendix F). The code number was included on the label in case the initial letter had

been misplaced. Further, parents were instructed that they could review a copy of the survey at the Extension website. A second postcard reminder was mailed a week later (Appendix G). This postcard described a final deadline and an incentive (eligibility for one of four \$10.00 gift certificates).

### ***Data Analysis Plan***

Following the deadline for survey completion, the data were requested from Zoomerang®. Data were analyzed using SPSS 12.0.

To address Research Question 1, descriptive statistics (frequencies, means, and standard deviations) were generated as appropriate to provide a description of the camp counselors and the camp counseling experience. For Research Question 2, the mean scores for the personal and interpersonal domains and the negative experiences assessed with the Youth Experiences Survey are reported. Independent sample *t*-tests were conducted to explore whether significant differences existed for males and females. Finally, the relationship between the youth development outcomes and duration (years as a camp counselor) was assessed through Pearson product-moment correlations.

## CHAPTER 4

### FINDINGS

A web-based survey of Ohio 4-H camp counselors was conducted. Seven hundred seventy-nine teenage 4-H camp counselors responded to the questionnaire. This chapter addresses findings in relation to each of the three research questions as identified in Chapter 1. The first research question was to describe the Ohio 4-H camp counseling experience and those who participated in it. The second question was to assess the personal, interpersonal, and negative domains identified by the 4-H camp counselors as a result of their participation in the camp counseling experience. The third question was to determine the relationship between the personal, interpersonal, and negative domains and the duration of the 4-H camp counseling experience.

#### *Characteristics of the 4-H Camp Counselors*

##### **Gender**

There were three times as many female as male camp counselors in the sample. Of the 4-H camp counselors who responded, 589 (76.3%) were female and 183 (23.7%) were male.

##### **Age**

The respondents reported their age as of January 1, 2004, which is how age is reported for enrollment, events, and competitions in the Ohio 4-H program. The age ranged from 12 to 20 with a mean of 15.7 years ( $SD = 1.3$ ). This was a slightly wider

range than the definition of 14 to 19 presented in Chapter 1. The 15- and 16-year-olds comprised approximately half (51.9%) of all of the 4-H camp counselors responding, with almost equal amounts from each age group. Frequencies and percentages for ages of 4-H camp counselors are reported in Table 4.1.

<b>Age of Counselors</b>	<b>Frequency</b>	<b>Percent (%)</b>
12	4	0.5
13	13	1.7
14	144	18.7
15	196	25.4
16	208	26.9
17	133	17.2
18	64	8.3
19	8	1.0
20 or more	2	0.3
<b>Total</b>	<b>772</b>	<b>100.0</b>

*Note.* Age is as of January 1, 2004. Data were missing for 7 cases.

**Table 4.1**  
**Age of 4-H Camp Counselors**

### **Grade in School**

The range of grades in school was from 8<sup>th</sup> grade to post high school, with 10<sup>th</sup> grade as the median grade. Grade in school was reported at nearly equal levels for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. Table 4.2 provides the frequency distribution for grade. The higher frequencies of 10<sup>th</sup> and 11<sup>th</sup> graders corresponded with the higher numbers of 15- and 16-year olds reported in Table 4.1. The fact that there were 19 8th graders in the sample indicated that some counties do accept camp counselors into the program prior to entering high school.

<b>Grade in School</b>	<b>Frequency</b>	<b>Percent (%)</b>
8th Grade	48	6.2
9th Grade	186	24.1
10th Grade	194	25.2
11th Grade	187	24.3
12th Grade	116	15.0
Post High School	40	5.2
<b>Total</b>	<b>771</b>	<b>100.0</b>

*Note.* Data were missing for 8 cases.

**Table 4.2**  
**Grade in School During 2003-2004 School Year**

#### **4-H Membership**

Camp counselors' years of membership in 4-H ranged from 0 years to 14 years of membership. The mean was 7.92 years ( $SD = 2.24$ ). Two-thirds (67.7%) of all camp counselors were members for 7 to 10 years. The years of 4-H membership are delineated in Table 4.3.

<b>Years of 4-H Membership</b>	<b>Frequency</b>	<b>Percent (%)</b>
14	3	0.4
13	6	0.8
12	18	2.3
11	46	5.9
10	103	13.2
9	152	19.5
8	149	19.1
7	124	15.9
6	81	10.4
5	35	4.5
4	18	2.3
3	15	1.9
2	9	1.2
1	8	1.0
Never a 4-H member	3	0.4
<b>Total</b>	<b>770</b>	<b>100.0</b>

*Note.* Data were missing for 9 cases.

**Table 4.3**  
**Years of 4-H Membership**

### **Previous Experience as a 4-H Camper**

An experience that is very prevalent among 4-H camp counselors is that they have participated in 4-H camp as a camper. Nearly all of the 4-H camp counselor respondents participated in camp as a camper, with an average of 4.51 years ( $SD = 1.97$ ). The amount of camper experience ranged from 1 to 10 years. Table 4.4 includes the number of years as a camper and the percentage of 4-H camp counselors reporting that information.

The choice of zero years or never having participated in camp as a camper was inadvertently omitted as an option on the survey. This question had 10 times the number of missing data as other questions in this section of the questionnaire. Thus, it is likely

that at least a portion of the 75 cases of missing data would have chosen zero years if that option had been available.

<b>Number of Years as a Camper</b>	<b>Frequency</b>	<b>Percent (%)</b>
1	56	7.9
2	64	9.1
3	94	13.3
4	114	16.2
5	161	22.9
6	130	18.5
7	43	6.1
8	22	3.1
9	11	1.6
10	9	1.3
<b>Total</b>	<b>704</b>	<b>100.0</b>

*Note.* Data were missing for 75 cases. The option to select zero years was inadvertently omitted from the survey.

**Table 4.4**  
**4-H Camp Counselors' Number of Years as 4-H**  
**Camper**

### *Role in the 4-H Camp Counseling Experience*

#### **Counselor Role**

The 4-H camp counselors identified their role as either a camp counselor or counselor-in-training (CIT). There were nearly three times as many counselors (74.3%,  $n = 573$ ) as counselors-in-training (25.7%,  $n = 198$ ). The vast majority of the CITs are in their first year as a camp counselor (89.4%). Of the 290 first year counselors, 61% are designated as CITs. Of the 779 counselors, 37.7% are in their first year. See Table 4.5 for more information on the numerical description of counselors and CITs.

<b>Role of the Counselor</b>						
<b>Number of Years as Counselor</b>	<b>Counselor-in- Training</b>		<b>Camp Counselor</b>		<b>Total</b>	
	<i>n</i>	Percent	<i>n</i>	Percent	<i>n</i>	Percent
1 year	177	61.0	113	39.0	290	100.0
2 years	16	7.8	189	92.2	205	100.0
3 or more years	5	1.8	270	98.2	275	100.0
<b>Total</b>	<b>198</b>	<b>25.7</b>	<b>572</b>	<b>74.3</b>	<b>770</b>	<b>100.0</b>

*Note.* Data were missing for 7 cases.

**Table 4.5**  
**Number of Counselors and Counselors-in-Training by Years as Camp Counselor**

### **Type of Camp**

A second aspect of the 4-H camp counselor experience was whether the teens served as a camp counselor at a day camp, an overnight camp, or both. A total of 72.9% were counselors only at overnight camps. Another 21.6% indicated they were camp counselors at both day camps and overnight camps. Only 3.9% were counselors at day camps.

### **Camp Facility**

A camp facility is the location where the specific camp session takes place. Counselors who responded represented all 15 residential camping facilities currently owned or rented by county 4-H programs. In addition, there were camp counselors who reported camping at day camp sites and county fairgrounds (particularly for horse camps), as well as other facilities. The five camp facilities with the least amount of counselors responding (not including the “other” category) had counselors from only one

county camping at that site. Table 4.6 shows the number of respondents camping at each of the sites.

4-H Camp Location	Counselors	
	Number	Percent (%)
4-H Camp Ohio	131	16.9
4-H Camp Palmer	103	13.3
Kelly's Island 4-H Camp	83	10.7
Day Camp Sites <sup>a</sup>	77	9.9
4-H Camp Clifton	75	9.7
Tar Hollow	58	7.5
4-H Camp Piedmont	57	7.4
4-H Camp Graham	52	6.7
4-H Camp Whitewood	49	6.3
County Fairgrounds	42	5.4
Indian Hills 4-H Camp	40	5.2
Canter's Cave 4-H Camp	28	3.6
Harbor Point	24	3.1
4-H Camp Conger	14	1.8
4-H Camp Hervida	14	1.8
Richland Rural Life Center	14	1.8
Other	13	1.7
YMCA Camp Kern	8	1.0

*Note.* 101 camp counselors reported camping at more than one facility.

Data were missing for 7 cases.

<sup>a</sup>Specific site varies by county.

**Table 4.6**  
**Number of Counselors Who Responded by Camp**  
**Location**

***Duration of the 4-H Camp Counseling Experience***

Duration was measured by the number of years the teens had been 4-H camp counselors or counselors-in-training yielding a range of one to six years with a mean score of 2.2 years ( $SD = 1.21$ ). Approximately 64% of the 4-H camp counselors were in their first or second year as a 4-H camp counselor. Although a majority served only one

or two years as a 4-H camp counselor, there were 129 or 16.7% who had volunteered for four, five, or six years. The duration of the 4-H camp counseling experience is reported in Table 4.7.

<b>Number of Years</b>	<b>Frequency</b>	<b>Percent (%)</b>
1 year	293	37.9
2 years	205	26.5
3 years	146	18.9
4 years	91	11.8
5 years	35	4.5
6 years	3	0.4
<b>Total</b>	<b>773</b>	<b>100.0</b>

*Note.* Data were missing for 6 cases.

**Table 4.7**  
**Duration of Years as a 4-H Camp Counselor**

*Intensity of the 4-H Camp Counseling Experience*

**Amount of Training and Planning**

The amount of time that 4-H camp counselors spend in training, planning, and at camp comprised the intensity of the 4-H camp counseling experience. Counselor training and planning was conducted in different formats in each county. Approximately one-fourth (26.3%) of the 4-H camp counselors reported that their counselor training and camp planning meetings were conducted at separate meetings, while 73.7% stated that the counselor training and camp planning were conducted at the same meetings. The camp counselors indicated the number of hours of training that were required ranged from 2 hours to 24 hours with a mean of 20.3 ( $SD = 6.1$ ). Required training hours, as recorded by the camp counselors, is reported in Table 4.8.

<b>Number of Hours of Training</b>	<b>Frequency</b>	<b>Percent (%)</b>
1 to 23 hours	124	19.6
24 hours	212	33.6
Attend as many as possible	146	23.1
Not sure	114	18.1
No training requirements	18	2.8
Other	18	2.8
<b>Total</b>	<b>632</b>	<b>100.0</b>

*Note.*  $n = 632$ . 231 counselors reported requirements by the number of meetings rather than, or in addition to, the number of hours.

**Table 4.8**  
**Number of Hours of Required Training**

When asked if they had participated in any training held at the site where they served as a 4-H camp counselor, 73.7% indicated they had and 26.3% indicated they had not. The length of the on-site training varied considerably from 1 hour to 72 hours.

#### **Number of Camp Sessions**

The number of camps at which the counselor volunteered further described the intensity of the 4-H camp counselor experience. A large majority (76%) were counselors at only one camp. Approximately one-fifth (18.4%) were counselors at two camps and another 5.6% served at three or more camps as indicated in Table 4.9. The mean number of camps was 1.31 ( $SD = .63$ ).

<b>Number of Camp Sessions</b>	<b>Frequency</b>	<b>Percent (%)</b>
1 camp session	585	76.0
2 camp sessions	142	18.4
3 or more camp sessions	43	5.6
<b>Total</b>	<b>770</b>	<b>100.0</b>

*Note.* Data were missing for 9 cases.

**Table 4.9**  
**Number of Camp Sessions served as a 4-H Camp**  
**Counselor**

### **Number of Days at Camp**

**Day camp.** The number of days spent at day camps revealed a relatively large range from 1 to 27 days. There were 258 counselors (33.4%) who reported spending days at day camp with a mean of 4.63 days ( $SD = 2.31$ ). Of the 258 responses, 240 were in the range of one to five days.

**Overnight camp.** For those reporting the number of days they had spent at an overnight camp, the range was from 1 day to more than 12 days. The majority (64.7%) specified they had spent four or five days at overnight camp. The mean number of days spent at overnight camp was 4.61 ( $SD = 1.88$ ). The data are reported in Table 4.10.

<b>Number of Days Spent at Camp</b>					
<b>Overnight Camp</b>			<b>Day Camp</b>		
<b>Number of Days</b>	<b>Frequency</b>	<b>Percent (%)</b>	<b>Number of Days</b>	<b>Frequency</b>	<b>Percent (%)</b>
			0	500	65.9
1	15	1.9	1	58	7.7
2	14	1.8	2	27	3.6
3	81	10.4	3	44	5.8
4	242	31.1	4	54	7.1
5	262	33.6	5	57	7.5
6	38	4.9	6	5	0.7
7	36	4.6	7	3	0.4
8	25	3.2	8	1	0.1
9	12	1.5	9	2	0.3
10	7	0.9	10	2	0.3
11	2	0.3	11	1	0.1
12	1	0.1	12	1	0.1
More than 12	6	0.8	More than 12	3	0.4
<b>Total</b>	<b>741</b>	<b>100.0</b>	<b>Total</b>	<b>758</b>	<b>100.0</b>

*Note.* Overnight camp data were missing for 38 cases. Day camp data were missing for 21 cases.

**Table 4.10**  
**Number of Days Spent at Camp**

*Breadth of the 4-H Camp Counseling Experience*

In considering the entire 4-H camp counselor experience, there are many aspects that contribute to the breadth of that experience. Those measured for this study were the number of campers supervised by the counselors, the extent of their teaching responsibilities, the number of leadership roles, and the number of committees on which they served.

## **Supervising Campers**

The survey explored two areas where the counselors supervised campers—in the cabin or sleeping quarters and in groups. Nearly all (94%) had responsibilities to work with a group of campers assigned to their cabin or sleeping quarters. The number of campers they supervised in the cabin or sleeping quarters ranged from 2 to 19 with a mean of 9.2 campers ( $SD = 3.57$ ). Eighty-seven percent of the counselors reported they had one or more counselors or CITs in the same cabin, but 7.1% indicated that they were the only counselor in the cabin or sleeping quarters.

The vast majority of the camp counselors (89.3%) reported they had responsibilities at camp working with groups of campers as a group leader. The average number of campers in their group was 18.4 ( $SD = 7.95$ ). Of the camp counselors working with groups, 94.3% indicated there were also other counselors working with the same group.

## **Counselor Teaching Responsibilities**

Although there was a wide variety of topics and settings for which camp counselors had teaching responsibilities, 86% reported they had assignments at camp to show campers how to do something or learn something new. When queried if they were to prepare a lesson plan for any of the topics they were teaching, 50.1% of the camp counselors reported that they had to prepare such a plan. Camp counselors had two types of teaching responsibilities: formal and informal.

***Formal teaching.*** Formal teaching was identified as topics counselors taught in a structured format, such as during a workshop or option time. The topics the counselors taught in a formal manner are listed in Table 4.11. In addition to the choices provided in

the survey, the counselors were given the opportunity to list additional topics; 194 responses were received. The additional responses included specific craft ideas such as tie-dye, jewelry, origami, and woodworking. The list also included science subject matter such as bottle rockets, cars, robotics, and nutrition. Camp related subjects included fire building, beach combing, river walking, and rock climbing. Other creative topics were yoga, calligraphy, make-up, and dating and relationships.

Topic	Number of Counselors	Percent (%)
Crafts (all types)	359	46.1
Dance	286	36.7
Sports (all types)	244	31.3
Boating/Canoeing	153	19.6
Nature	150	19.3
Swimming	139	17.8
Outdoor Cooking/Cooking	105	13.5
Fishing	72	9.2
Shooting Sports	67	8.6
Drama/Clowning	65	8.3
Pioneer Skills	28	3.6
Animal Science	21	2.7
Photography/PowerPoint	14	1.8

*Note.* Counselors could select as many as applied.  $n = 670$ . 82 counselors did not have formal teaching responsibilities. Data were missing for 27 cases.

**Table 4.11**  
**Number and Type of Camp Counselor Formal Teaching Topics**

Counselors had multiple teaching responsibilities for teaching topics in a structured setting as is shown in Table 4.12. Nearly three-fourths (74.9%) of all the camp counselors reported that they taught two or more topics in a formal setting ( $M = 2.46$ ,  $SD = 1.2$ ).

<b>Number of Topics</b>	<b>Frequency</b>	<b>Percent (%)</b>
1 topic	187	27.3
2 topics	173	25.3
3 topics	153	22.3
4 or more topics	172	25.1
<b>Total</b>	<b>685</b>	<b>100.0</b>

*Note.* Data were missing for 12 cases. 82 counselors had no teaching responsibilities.

**Table 4.12**  
**Number of Formal Teaching Topics Taught by Camp Counselors**

**Informal teaching.** Informal teaching topics were topics related to games, camp ceremonies, and daily living tasks. Camp counselors reported having taught an average of two informal teaching topics ( $M = 2.65$ ,  $SD = 1.1$ ). The number of counselors reporting informal teaching responsibilities is identified in Table 4.13. In addition, 118 camp counselors acknowledged additional topics or tasks that they taught to campers in an informal way. The list included skits, vespers, teamwork, respect for others, table manners, cleaning up camp, and candle lighting traditions.

<b>Topic</b>	<b>Number of Counselors</b>	<b>Percent (%)</b>
Games	542	69.6
Songs	540	69.3
Cabin/Group Living Skills	535	68.7
Citizenship/Flags	307	39.4

*Note.* Counselors could select as many as applied.  $n = 624$

**Table 4.13**  
**Number and Type of Camp Counselor Informal Teaching Topics**

Camp counselors had multiple teaching responsibilities for teaching topics in an informal setting as shown in Table 4.14. They taught an average of more than two topics in this manner ( $M = 2.65$ ,  $SD = 1.1$ ).

<b>Number of Topics</b>	<b>Frequency</b>	<b>Percent (%)</b>
1 topic	129	17.8
2 topics	185	25.6
3 topics	218	30.1
4 topics	192	26.5
Total	724	100.0

*Note.* Counselors could select as many as applied.  $n = 624$

**Table 4.14**  
**Number of Informal Teaching Topics Taught by**  
**Camp Counselors**

### **Leadership Roles and Committee Membership**

Approximately 6 in 10 of the 4-H camp counselors (61.4%) reported they had responsibilities to lead a committee or group of counselors to plan a specific activity for the campers. The mean number of committees that counselors led was 2.48 ( $SD = 1.5$ ). The list of the committees that camp counselors led with their corresponding frequencies is reported in Table 4.15.

An even larger number of camp counselors (88.6%) had responsibilities to serve on a committee with other counselors to plan a specific activity for the campers, with a mean of 2.42 committees served on ( $SD = 1.41$ ). Males and females differed significantly in the total number of committees on which they served. Female counselors

served on more committees ( $M = 2.5$ ,  $SD = 1.4$ ) than did male counselors ( $M = 2.1$ ,  $SD = 1.3$ ),  $t = -3.453$ ,  $p = .001$  (see Appendix H.1 for complete table of  $t$ -tests).

Name of Committee	Number of Counselors	Percent (%)
Group Games	283	36.3
Campfire	276	35.4
Evening Recreation	272	34.9
Flag Ceremonies	252	32.3
Dance	239	30.7
Vespers	200	25.7
Candle lighting	191	24.5
Special Event	189	24.3
Swim Meet or Olympic Games	136	17.5
Counselor Hunt	128	16.4
Scavenger Hunt	101	13.0
Action Socialization Experience (ASE)/Low Initiatives/Ropes	63	8.1

*Note.* Camp counselors could select all the committees that they led.  $n = 608$

**Table 4.15**  
**Camp Counselors' Responsibilities for Committee Leadership**

### Camp Preparation Tasks

Beyond meetings or trainings planned and led by the county 4-H Extension educator, Extension 4-H program assistant or adult volunteers working with camp, 88.1% of 4-H camp counselors reported they spent additional time preparing for their responsibilities as a camp counselor. The amount of time ranged from 0 to 144 hours with a mean of 13 hours ( $SD = 14.4$ ). The variety and frequency of camp preparation tasks are identified in Table 4.16. Males and female 4-H camp counselors differed in the average amount of time they spent on camp preparation tasks with female camp counselors

spending more time than male counselors, 14 hours ( $SD = 15.8$ ) compared with 10.6 hours ( $SD = 9.3$ ), respectively ( $t = -3.224, p = .001$ , see Appendix H).

<b>Camp Preparation Task</b>	<b>Number of Counselors</b>	<b>Percent (%)</b>
Gathering supplies or equipment from home	679	87.2
Attending camp committee meetings	646	82.9
Making decorations, name tags, etc.	637	81.8
Meeting with other counselors with whom you share responsibilities	620	79.6
Preparing for teaching/leading camp activities	567	72.8
Shopping for supplies	558	71.6
Borrowing supplies or equipment from other places	344	44.2

*Note.* Camp counselors could select all tasks on which they spent time.  $n = 686$

**Table 4.16**  
**Camp Preparation Tasks Completed by Camp Counselors Prior to Attending Camp**

### *Youth Experiences Survey*

Research Question 2 explored to what extent adolescents reported experiences within personal, interpersonal, and negative domains associated with their participation in the Ohio 4-H camp counseling experience. The Youth Experiences Survey (YES) was the instrument utilized to gather this information. This section reviews the intercorrelations among positive scales of the YES, the intercorrelations among items on the negative scales of YES, the mean scores for each scale of YES, and the comparison of the mean scores of YES between male and female camp counselors.

### **Correlations Among Personal and Interpersonal Experiences**

The intercorrelations among the personal and interpersonal YES scales are presented in Table 4.17. The correlations ranged in magnitude from .27 to a high of .90 and they were significant at the .01 level. The positive intercorrelations between the scales indicated that many of the scales were not independent of one another. Thus, when teens perceived an activity to have provided one type of positive experience, they also perceived it as providing other types of positive experiences as well. The highest correlations were between the subscales and each corresponding scale. Of those, the highest correlations were found in the Teamwork and Social Skills Scale and in the Interpersonal Relationships Scale.

The positive correlations indicated that the scales were related and the higher the correlation, the stronger the relationship. Hansen and Larson (2002) explained that a potential reason for the high number of significant correlations among the scales is that they “may reflect the possibility that good programs lead youth to have a wide range of positive experiences” (p. 8). Eighteen of the correlations had a very strong association (.70 or higher) according to Davis’s Measure of Association (Davis, 1971), primarily noted between items within the same scale. Another 130 of the correlations had a substantial association (.50 to .69). One hundred of the correlations had a moderate association (.30 to .49) and only four of the correlations had low associations (.10 to .29). The lowest correlations were found with Identity Exploration and the three subscales of Adult Networks (Integration with Family, Linkages to Community, and Linkages to Work and College) and with Identity Exploration and Physical Skills.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1 Identity Exploration	-																						
2 Exploration	.82	-																					
3 Identity Reflection	.89	.46	-																				
4 Initiative	.67	.48	.64	-																			
5 Goal Setting	.56	.40	.54	.82	-																		
6 Effort	.53	.40	.51	.84	.59	-																	
7 Problem Solving	.57	.41	.55	.85	.59	.60	-																
8 Time Management	.56	.41	.53	.84	.55	.64	.63	-															
9 Basic Skills	.57	.41	.55	.61	.50	.53	.50	.54	-														
10 Emotional Regulation	.52	.39	.50	.58	.45	.47	.51	.54	.76	-													
11 Cognitive Skills	.54	.36	.54	.57	.47	.48	.47	.50	.84	.54	-												
12 Physical Skills	.37	.27	.36	.40	.33	.38	.30	.35	.86	.43	.61	-											
13 Teamwork & Social Skills	.53	.39	.52	.72	.60	.60	.60	.61	.60	.59	.51	.42	-										
14 Group Process	.50	.38	.47	.66	.53	.56	.55	.56	.57	.59	.47	.39	.87	-									
15 Feedback	.46	.32	.45	.63	.51	.52	.52	.53	.54	.53	.46	.38	.90	.68	-								
16 Leadership	.46	.32	.50	.60	.52	.49	.51	.50	.47	.42	.42	.34	.85	.65	.61	-							
17 Interpersonal Relationships	.58	.42	.55	.63	.54	.50	.54	.53	.58	.49	.57	.40	.66	.59	.56	.57	-						
18 Diverse Peer Relationships	.42	.33	.38	.48	.42	.39	.40	.40	.43	.37	.42	.30	.51	.45	.44	.44	.88	-					
19 Prosocial Norms	.58	.39	.58	.63	.52	.50	.56	.54	.58	.49	.58	.41	.64	.60	.55	.55	.88	.54	-				
20 Adult Networks	.55	.33	.58	.58	.51	.47	.48	.49	.64	.52	.64	.47	.59	.54	.53	.48	.64	.46	.66	-			
21 Integration with Family	.43	.28	.44	.43	.40	.33	.37	.35	.51	.41	.48	.39	.47	.41	.44	.39	.49	.35	.50	.84	-		
22 Linkages to Community	.45	.27	.47	.50	.44	.42	.41	.42	.51	.41	.53	.37	.54	.50	.47	.43	.59	.45	.60	.86	.57	-	
23 Linkages to Work and College	.53	.29	.58	.55	.46	.44	.45	.48	.61	.49	.61	.44	.50	.47	.45	.40	.56	.40	.59	.84	.56	.62	

Note. All correlations are significant at the .01 level (2-tailed) ( $n = 723$  to  $772$ )

**Table 4.17**  
**Intercorrelations Among the YES Personal and Interpersonal Scales**

The intercorrelations among the negative scales ranged in magnitude from a low of .41 to a high of .82. The positive direction of the correlations indicated that the scales were related and the higher the correlation, the stronger the relationship. All correlations were significant at the .01 level. The negative scale correlations are delineated in top shaded section of Table 4.18

The intercorrelations between the positive and negative scales ranged in magnitude from a low of -.20 to .20. According to Davis's Measures of Association (Davis, 1971), most of the intercorrelations between the positive and negative scales were negligible, indicating that there was not a relationship between the scales. The negative direction of the intercorrelations between the positive and negative scales was very prevalent. For all but one of the Personal and Interpersonal scales, there was a negative correlation with Social Exclusion. In the intercorrelations between all the scales and the negative scale of Social Exclusion, 13 of the 22 scales had negative correlations in the low association range. Most of them were also significant at either the .05 or .01 level. Thus, the more socially excluded they felt the less likely they would experience personal and interpersonal gains. The negative correlation of the strongest magnitude is in the Feedback scale ( $r = -.20$ ), although it is still considered low. The intercorrelations between the positive and negative scales are shown in the lower portion of Table 4.18.

	1	2	3	4	5	6
<b>1. Negative Experiences</b>	--					
2. Stress	.79	--				
3. Negative Peer Influence	.82	.59	--			
4. Social Exclusion	.80	.49	.55	--		
5. Negative Group Dynamics	.82	.52	.57	.62	--	
6. Inappropriate Adult Behavior	.74	.50	.66	.41	.50	--
<b>7. Identity Experiences</b>	<b>.03</b>	<b>.03</b>	<b>.06</b>	<b>-.02</b>	<b>.03</b>	<b>.04</b>
8. Identity Exploration	.03	.02	.04	.00	.00	.07
9. Identity Reflection	.02	.02	.04	-.04	.04	.01
<b>10. Initiative Experiences</b>	<b>-.00</b>	<b>.02</b>	<b>-.02</b>	<b>-.07</b>	<b>.06</b>	<b>.00</b>
11. Goal Setting	-.02	.00	-.03	-.08*	.04	-.01
12. Effort	-.02	-.00	-.06	-.08*	.04	-.01
13. Problem Solving	.00	.01	-.00	-.07	.04	.00
14. Time Management	-.03	.02	.00	-.01	.06	.02
<b>15. Basic Skills</b>	<b>-.02</b>	<b>.04</b>	<b>.03</b>	<b>-.11**</b>	<b>.00</b>	<b>.00</b>
16. Emotional Regulation	-.03	.04	.03	-.02	.07*	.01
17. Cognitive Skills	-.02	.03	.05	-.11**	-.00	.03
18. Physical Skills	-.05	.01	-.00	-.13**	.02	-.02
<b>19. Interpersonal Skills</b>	<b>-.02</b>	<b>.01</b>	<b>.02</b>	<b>-.12**</b>	<b>.00</b>	<b>.05</b>
20. Diverse Peer Relationships	.06	.01	.03	-.13**	.04	.03
21. Prosocial Norms	-.00	.02	.04	-.09*	.03	.04
<b>22. Teamwork and Social Skills</b>	<b>-.07*</b>	<b>-.01</b>	<b>-.05</b>	<b>-.16**</b>	<b>.01</b>	<b>-.03</b>
23. Group Process	-.06	.02	.04	-.11**	.03	-.05
24. Feedback	-.10**	-.03	-.05	-.20**	-.05	-.02
25. Leadership and Responsibility	.00	.04	-.01	-.08*	.07	.01
<b>26. Adult Networks</b>	<b>-.08*</b>	<b>-.05</b>	<b>.01</b>	<b>-.17**</b>	<b>-.03</b>	<b>.01</b>
27. Integration with Family	-.03	-.02	.05	-.14**	.01	.04
28. Linkages to Community	-.05	-.06	.00	-.13**	-.01	.02
29. Linkages to Work and College	-.08*	-.05	-.01	-.14**	.04	.01

Note. \* Correlation is significant at the 0.05 level (2-tailed) \*\*Correlation is significant at the 0.01 level (2-tailed)  $n = 723$  to  $767$

**Table 4.18**  
**Intercorrelations of Negative YES Scales and Positive YES Scales**

### Mean Scores

Means and standard deviations for all the scales are presented in Table 4.19. For the personal and interpersonal scales, the means ranged from 2.60 to 3.55, out of a possible range of 1.0 to 4.0. The scales that yielded the highest means on the YES survey were Teamwork and Social Skills ( $M = 3.46$ ,  $SD = .54$ ), Initiative ( $M = 3.36$ ,  $SD = .53$ ), Identity ( $M = 3.20$ ,  $SD = .58$ ), and Interpersonal Relationships ( $M = 3.19$ ,  $SD = .56$ ).

Within those scales, individual subscales with the highest mean scores were Leadership and Responsibility ( $M = 3.55$ ,  $SD = .57$ ), Group Process Skills ( $M = 3.55$ ,  $SD = .54$ ), Effort ( $M = 3.44$ ,  $SD = .60$ ) and Time Management ( $M = 3.40$ ,  $SD = .62$ ).

Three of the lower subscale with means between 2.00 and 3.00 were clustered in one scale, that of Adult Networks. The three subscales were Integration with Family ( $M = 2.60$ ,  $SD = .93$ ), Linkages to Work and College ( $M = 2.61$ ,  $SD = .93$ ), and Linkages to Community ( $M = 2.96$ ,  $SD = .88$ ). The only other low means also clustered in the Basic Skills scales. They were Cognitive Skills ( $M = 2.64$ ,  $SD = .69$ ) and Physical Skills ( $M = 2.73$ ,  $SD = 1.01$ ).

Emotional Regulation was the one subscale in the Basic Skills Scale that was different from the others in the scale. That is, it had a mean score of 3.26 ( $SD = .73$ ) while the other two subscales had means less than 3.00. A similar situation occurs in the communication skills item within the Basic Skills scale; it had a mean of 3.54, which was of the highest item mean scores. However, all the other items in the Cognitive Skills subscale were between 1.98 and 2.98.

The Negative Experiences scales all had low means, ranging from 1.11 to 1.44. The lowest mean was in Inappropriate Adult Behavior ( $M = 1.11$ ,  $SD = .34$ ), whereas the highest was in Stress ( $M = 1.44$ ,  $SD = .54$ ) and Social Exclusion ( $M = 1.44$ ,  $SD = .59$ ). Low mean scores in the negative domain indicated the camp counselors did not encounter the negative experiences as identified in the YES instrument to any great extent. A complete table of item means and frequency distributions for the YES instrument is contained in Appendix I.

<b>Categories of Developmental Experience</b>	<b><i>M</i></b>	<b><i>SD</i></b>
<b>Personal Development</b>		
<b>Identity</b>	<b>3.20</b>	<b>.58</b>
Identity Exploration	3.30	.60
Identity Reflection	3.10	.76
<b>Initiative</b>	<b>3.36</b>	<b>.53</b>
Goal Setting	3.29	.66
Effort	3.44	.60
Problem Solving	3.30	.65
Time Management	3.40	.62
<b>Basic Skills</b>	<b>2.87</b>	<b>.67</b>
Emotional Regulation	3.26	.73
Cognitive Skills	2.64	.69
Physical Skills	2.73	1.01
<b>Interpersonal Development</b>		
<b>Teamwork and Social Skills</b>	<b>3.46</b>	<b>.54</b>
Group Process Skills	3.55	.54
Feedback	3.29	.73
Leadership and Responsibility	3.55	.57
<b>Interpersonal Relationships</b>	<b>3.19</b>	<b>.59</b>
Diverse Peer Relationships	3.27	.67
Prosocial Norms	3.11	.67
<b>Adult Networks</b>	<b>2.72</b>	<b>.78</b>
Integration with Family	2.60	.93
Linkages to Community	2.96	.88
Linkages to Work and College	2.61	.93
<b>Negative Experiences</b>	<b>1.29</b>	<b>.37</b>
Stress	1.44	.54
Negative Peer Influence	1.13	.38
Social Exclusion	1.44	.59
Negative Group Dynamics	1.30	.49
Inappropriate Adult Behavior	1.11	.34

\*Note: ( $n = 723-772$ ). Hansen & Larson (2002) used an aggregate score only for the negative experiences domain.

**Table 4.19**  
**Means and Standard Deviations for YES Scales**

Another component of Research Question 2 was to explore the potential differences between male and female camp counselors. Independent two-sample *t*-tests were computed comparing the difference in male and female mean scores on the YES scales. Due to the number of comparisons, Bonferroni *t*-statistics were used with the *alpha* level set to .001 in order to maintain the study-wise Type I error at .05 (Miller, 1981). Based on the value of  $t_{critical} = 3.1$ , only two of the scales had significant differences between males and females. On Effort and Social Exclusion, female counselors had significantly higher mean scores than male counselors did. In other words, females reported more experiences with effort as well as social exclusion in the course of their experience as a camp counselor. Table 4.20 has the data comparing males and females on the YES scales.

	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i> <sup>a</sup>
<b>IDENTITY</b>							
Identity Exploration	male	181	3.28	.60	-.785	762	.433
	female	583	3.32	.60			
Identity Reflection	male	179	3.02	.77	-1.914	760	.056
	female	583	3.14	.76			
<b>INITIATIVE</b>							
Goal Setting	male	182	3.24	.68	-1.317	765	.188
	female	585	3.31	.66			
Effort	male	181	3.29	.67	-3.658 <sup>b</sup>	267.624	.000*
	female	582	3.49	.57			
Problem Solving	male	180	3.29	.62	-.203	753	.839
	female	575	3.30	.66			
Time Management	male	183	3.29	.66	-2.976	764	.003
	female	583	3.44	.60			
<b>BASIC SKILLS</b>							
Emotional Regulation	male	178	3.20	.81	-1.141 <sup>b</sup>	268.113	.255
	female	577	3.28	.71			
Cognitive Skills	male	181	2.60	.75	-.969	758	.333
	female	579	2.66	.68			
Athletic or Physical Skills	male	182	2.66	1.04	-1.064	765	.288
	female	585	2.76	.99			
<b>INTERPERSONAL SKILLS</b>							
Diverse Peer Relationships	male	180	3.26	.72	-.130	751	.896
	female	573	3.27	.66			
Prosocial Norms	male	174	3.06	.72	-1.088 <sup>b</sup>	267.243	.277
	female	574	3.13	.66			
<b>TEAMWORK AND SOCIAL SKILLS</b>							
Group Process Skills	male	180	3.48	.59	-2.018	757	.044
	female	579	3.57	.53			
Feedback	male	183	3.21	.77	-1.674	756	.095
	female	575	3.32	.72			
Leadership and Responsibility	male	180	3.46	.60	-2.566	757	.010
	female	579	3.58	.56			

(Continued)

**Table 4.20**  
***t* tests Comparing Means for Male and Female for YES Scales**

	Gender	n	M	SD	t	df	p <sup>a</sup>
<b>Table 4.20: Continued</b>							
<b>ADULT NETWORKS</b>							
Family Integration	male	180	2.60	1.00	.015 <sup>b</sup>	278.394	.988
	female	576	2.60	.91			
Linkages to Community	male	181	2.90	.91	-1.214	754	.225
	female	575	2.99	.87			
Linkages to Work and College	male	177	2.59	.93	-.350	742	.726
	female	567	2.62	.93			
<b>NEGATIVE EXPERIENCES</b>							
Stress	male	179	1.41	.54	-1.081	758	.280
	female	581	1.46	.54			
Negative Peer Influence	male	177	1.16	.38	1.294	751	.196
	female	576	1.12	.38			
Social Exclusion	male	178	1.32	.55	-3.220 <sup>b</sup>	320.548	.001*
	female	574	1.47	.60			
Negative Group Dynamics	male	177	1.27	.46	-1.009	746	.313
	female	571	1.31	.50			
Inappropriate Adult Behavior	male	178	1.13	.39	.591	760	.555
	female	584	1.11	.33			

<sup>a</sup>Correlations are 2-tailed \*significant at .001 level, using  $t_{critical} = 3.1$

<sup>b</sup>Equal variances not assumed, based on significant Levene's test for equality of variance

**Table 4.20**  
**t-tests Comparing Male and Female Mean Scores on YES Scales**

***Relationship Between Duration of 4-H Camp Counseling Experience and YES Scales***

The third research question explored the relationships between the duration of the camp counseling experience and the scores on the personal, interpersonal, and negative domains in the YES instrument. Duration was measured by the number of years camp counselors reported they had been a camp counselor or counselor-in-training and was reported in Table 4.7 earlier in this chapter.

Pearson product-moment correlations were computed and are reported in Table 4.21. A test of the null hypothesis that the coefficient  $\rho = 0$  was conducted for each of the YES scales. Due to the number of tests conducted, Bonferroni  $t$ -statistics were used with the *alpha* level set to .001 in order to maintain the study-wise Type I error at .05 (Miller, 1981). In order to do this,  $t$  values were computed using the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

where  $n$  = the smallest sample size, in this case  $n = 700$ , and  $r$  = the sample correlation coefficient from Table 4.21. Only one scale, Leadership and Responsibility, was significant at this level. In other words, as duration increased, the higher the mean score on the Leadership and Responsibility scale. The correlation of the Leadership and Responsibility scale with the duration was  $r = .20$ . Although this correlation is significant, it is low. None of the other scales had a significant correlation with duration.

<b>YES Scales</b>	<b><i>t</i></b>	<b><i>r</i></b>
<b>Personal Development</b>		
<b>Identity Experiences</b>	<b>2.30</b>	<b>.09</b>
Identity Exploration	1.32	.05
Identity Reflection	2.65	.10
<b>Initiative Experiences</b>	<b>2.39</b>	<b>.09</b>
Goal Setting	2.12	.08
Effort	.79	.03
Problem Solving	2.66	.13
Time Management	1.59	.06
<b>Basic Skills</b>	<b>.53</b>	<b>.02</b>
Emotional Regulation	.53	.02
Cognitive Skills	1.32	.05
Basic Skills	.00	-.00
<b>Interpersonal Development</b>		
<b>Interpersonal Relationships</b>	<b>2.66</b>	<b>.11</b>
Diverse Peer Relations	1.85	.07
Prosocial Norms	3.19	.12
<b>Teamwork and Social Skills</b>	<b>3.46</b>	<b>.13</b>
Group Process Skills	1.59	.06
Feedback	1.85	.07
Leadership and Responsibility	5.39	.20*
<b>Adult Networks</b>	<b>1.06</b>	<b>.04</b>
Family Integration	1.06	.04
Linkages to Community	1.06	.04
Linkages to Work and College	.26	.01
<b>Negative Experiences</b>		
<b>Negative Experiences</b>	<b>.00</b>	<b>-.00</b>
Stress	.26	.01
Negative Peer Influence	-1.32	-.05
Social Exclusion	-1.59	-.06
Negative Group Dynamics	-2.12	-.08
Inappropriate Adult Behavior	-.26	-.01

Note. Bonferroni *t*-statistic applied here, where  $t_{critical} = 3.1$  and  $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

**Table 4.21**  
**Correlations Between Duration and YES Scales**

## CHAPTER 5

### DISCUSSION AND RECOMMENDATIONS

#### *Study Summary*

This was a descriptive-correlational study of Ohio 4-H camp counselors utilizing a web-based survey to collect data from teenagers throughout the state. 4-H Extension educators in the 90 counties and units identified the population of youth volunteers ( $N = 2,575$ ) who served as camp counselors in 4-H residential and day camp programs across Ohio. There was a 30.25% response rate of camp counselors ( $n = 779$ ) representing 83 out of the 84 4-H Extension units who reported having camp counselors during the 2004 camping season.

For the purpose of this study, the camp counseling experience was viewed as a multi-faceted process that was described in terms of its duration, intensity, and breadth (Chaput, Little, & Weiss, 2004). This reflects the most contemporary trend in examining participation in organized youth activities.

Although researchers have begun to talk about participation in organized activities in relation to duration, intensity, breadth, no such measure of camp counseling currently existed. Thus, drawing on the literature and extensive personal experience working with camp counselors in planning and conducting camp programs, measures were developed to describe camp counseling in terms of how many years youth served as a counselor (duration), how much time was spent in camp planning, counselor training, preparing for

camp, and at camp (intensity), and the variety of components that comprised the activity of camp counseling including camper supervision, formal and informal teaching roles, committee membership, and committee leadership (breadth).

The Youth Experiences Survey (YES), developed by Hansen and Larson (2002) at the University of Illinois, was used to measure the extent to which 4-H camp counselors experienced personal and interpersonal development through their participation in the camp counseling experience, as well as the extent of negative experiences they may have encountered. Because it was developed for use with a variety of organized youth activities, it was deemed an appropriate instrument to use with the study population.

The following research questions were examined:

1. What are the components of the Ohio 4-H camp counseling experience and who are the teens participating in the experience as 4-H camp counselors?
2. To what extent do adolescents report experiences within personal, interpersonal, and negative domains associated with participation in the Ohio 4-H camp counseling experience?
3. To what extent is the duration of participation in the Ohio 4-H camp counseling experience related to personal, interpersonal, and negative domains?

This study more clearly identified the components of the Ohio 4-H camp counseling experience beginning with the duration of the camp counseling experience, identifying that most counselors had been involved with the program for two years. The survey results described the intensity of the activities that camp counselors are engaged in during counselor training, camp planning, camp preparation, and the actual time spent at

day camps, overnight camps, or both. Camp counselors reported they were required to spend an average of 20 hours in planning and training sessions. Nearly three-fourths indicated they had participated in on-site training. In addition, the counselors spent more than 13 hours in camp preparation beyond county-wide training and planning sessions. Whether they participated as a counselor at day camp or overnight camp, the majority spent between four and five days at camp.

The breadth of the camp counseling experience focused on the formal and informal teaching, camper supervision, and leadership and membership on planning committees during camp and was described through the variety of the subject matter taught, as well as the variety of the activities planned. Three-fourths of the counselors reported they had taught two or more formal teaching topics. Over half were required to prepare lesson plans for their teaching responsibilities. In addition, the average number of informal topics taught was 2.65. Camper supervision was indicated in two primary areas of responsibility. One was in the cabin or sleeping quarters area where counselors supervised an average of just over nine campers. The other area of supervision was with groups where they supervised an average of 18 campers. Describing the leadership on committees, more than 60% of the counselors provided leadership to an average of 2.42 committees. In addition to leading committees, an even larger number, 88.9%, reported having served on an average of 2.48 planning committees.

The findings provided a snapshot of who Ohio 4-H camp counselors are through the demographic data collected from the 779 participants. It told us that three-fourths of the counselors were female and one-fourth was male with the average age of 15.7 years. The median grade was 10<sup>th</sup> grade. The counselors reported an average of nearly eight

years of 4-H membership and four and one-half years of previous 4-H camp participation as a camper. The respondents were from 83 out of the 84 counties who reported having teenage camp counselors and they represented all 15 of the facilities owned or rented for overnight 4-H camping in the state of Ohio, as well as day camp sites and county fairground.

Scores of the YES instrument provided an insight to the many positive experiences that camp counselors have as a result of their participation. It identified skills they learned, opportunities to practice skills, and chances to develop process skills in areas of personal development, interpersonal development, as well as identify the presence of any negative experiences. The counselors reported having experienced a high level in Teamwork and Social Skills, Initiative, Identity, and Interpersonal Relationships. To a lesser extent, they are reported having experiences Basic Skills and Adult Networks. They reported a very low level of Negative Experiences. The study found differences between males and females in the scales of Effort and Social Exclusion with females.

The study determined that there is a significant relationship between the number of years as a camp counselor and the development of Leadership and Responsibility. The longer the teens were camp counselors, the higher the mean score was on the Leadership and Responsibility scale in the YES instrument.

This chapter will provide a discussion of the findings of this study organized by the three research questions. The findings will lead to implications of the study, noting the limitations, and finally recommendations for youth development and camping professionals.

## *Discussion of Findings*

### **Description of the 4-H Camp Counseling Experience**

The first aim of the study was to describe the 4-H camp counseling experience in terms of its duration, intensity, and breadth. The 4-H camp counseling experience in Ohio was conceptualized as a series of components including counselor training, camp planning, and camp preparation tasks that take place prior to camp, along with attendance at camp. During camp, the counselors have responsibilities for supervising campers, teaching, and leading activities. These aspects will be described in more detail in terms of their duration, intensity, and breadth.

***Duration.*** A majority of the teens were in their first or second year as a camp counselor. Although conducted 40 years ago, elements of Becher's (1964) study have relevance to the duration finding in the current study. The 64% of the counselors who were first- or second-year counselors in this study was much smaller compared to Becher's (1964) report of 87% first- and second-year counselors. Becher's (1964) sample had only 10% of counselors with more than two years of experience as a counselor compared to 35.6% in the current study. Thus, from a historical perspective, the proportion of counselors with more than two years experience has increased. Becher's (1964) study was the only other study located that included 4-H camp counselors from all over Ohio, and thus historical information on trends was lacking. Also, similar to the present study, Garst and Johnson's (2003) study of Virginia 4-H camp counselors indicated that they had an average of two years of previous experience as a teen leader in camp. Previous research had not examined factors contributing to teens' tenure as a camp counselor. Perhaps because camp counselors are volunteers,

older teens may be more likely to take paid employment during the summer months. Future studies could examine these trends.

***Intensity.*** Intensity is the amount of time youth participated in a program during a given period (Chaput, et al., 2004). For the purposes of this study, it described the amount of time that the counselor spent as a result of being involved in the camp counseling experience for the 2004 camping program. The camp counseling experience was portrayed as having four major components consisting of (a) the counselor selection process (which was not discussed as part of this study), (b) counselor training and camp planning, (c) preparation for camp, and (d) fulfilling counselor roles and responsibilities during the camp session. The intensity of the experience was further delineated by the time spent in counselor training, time spent in camp planning, the number of camp sessions that a counselor attends, and the length of those camp sessions.

Although past experience of the researcher indicated that counties conducted training differently from each other, based on what counselors reported in this study, it was quite clear that the counselors had been involved in both training and planning meetings. Regardless of how the training was conducted, the required number of training averaged more than 20 hours. Three-fourths of the counselors indicated that the counselor training and camp planning took place at the same meetings, as opposed to separate ones. Utilizing this method would blend time spent on both planning and training. If a camp counselor missed a meeting, they would miss a little of both planning and training. Depending on the topic and how engaged the counselors were in the learning process, the combination of training and planning might provide a more interesting meeting.

Approximately two-thirds of the counselors indicated that prior to attending camp they had actually participated in on-site training at the location where they would be camping. This training was beneficial to the camp counselors in that they could be trained in some areas only at that site including local emergency procedures, initiatives and zip line courses, and other procedures specific to that facility. Since ACA (1998) recommends that camp counselors participate in a minimum of 24 hours of training and that some, if not all of that time, should be done on-site. The Ohio 4-H Agents Handbook (1994) also recommends that camp counselors participate in a minimum of 24 hours of training and that at least one day or eight hours is conducted on-site. Furthermore, ACA (1998) indicates that the training should be specific to the camp site, its features and emergency procedures. This on-site training further benefits camp counselors, 4-H Extension educators, Ohio State University Extension and The Ohio State University as a best practice in terms of risk management.

There was a wide range in what counselors believed to be the expected number of training hours or training meetings in which they were required to participate. The vast majority of respondents indicated they were required to have 24 hours of training, which matches the ACA (1998) and Ohio 4-H Agents Handbook's (1994) recommendation for counselor training. An interesting response to the training expectations question was the large number who indicated that the requirement in their county was to "attend as many as possible." A second interesting observation was that over 100 (18.1%) camp counselors reported they were "not sure" what the training expectations were in their county. Thus, it appears that there is some miscommunication regarding training requirements. Either Extension 4-H educators directing the camp programs have

requirements but they are not making these expectations clear to counselors, or they may have very flexible training requirements. It seems that, at least in some cases, further clarification of training requirements is needed.

The amount of required training has varied across time and location. In 1964 Becher reported that over one-third of the respondents indicated that no training was held within their Ohio County. Weese's (2002) qualitative study centered on the results of her efforts in 1991 to introduce a three-hour camp counselor training program (which has since become four and one-half hours) into the 4-H camping program in Jefferson County, Kentucky. ACA (1998) recommends a minimum of six days of training for residential camp staff. Both Dworken (2004) and DeGraf & Edginton (1992) refer to collecting data from seasonal staff after one week of training. In comparison, the average number of hours reported for this Ohio study was more than 20 hours, indicating a shift in 4-H camp counselor training expectations since 1964 but not requiring as many hours as seasonal staff. A strong argument for the increased amount of training relates to risk management, liability, and the increased movement to a litigious society. 4-H Extension educators have an advantage of working over time with the youth in their program, therefore utilizing this time as a learning experience rather than merely training.

The camp counselors averaged more than 13 hours in preparation for camp outside of organized meetings and trainings. Nearly two-thirds of the counselors spent four or five days at overnight camp. Camp counselors who served at day camp also reported spending between four and five days at the session. Three-fourths of the camp counselors only participated in one camp, while one-fourth did serve as a counselor at two or more camps. Many counties only offer one camp for 4-H members to attend, so

camp counselors only have one opportunity to serve as a counselor for one camp session. The counties who conducted more than one camp, for example a Cloverbud day camp, had some counselors who only served at the day camp, some who served only at the overnight camp, and some who served at both.

Thus, if the reported hours for planning and training, preparation prior to camp, and the time at camp are combined to represent the intensity for the average camp counseling experience, it is evident that there is a substantial commitment of time and effort on the part of the 4-H counselors. Measures of intensity such as those used in this study are important, because previous research has suggested that the greater the frequency of the experience, the more youth will gain from the program (Chaput, et al., 2004). Just participating is not enough. In order to foster an increased level of positive youth development, the amount of time and the number of activities need to be at a level sufficient to engage youth productively in meaningful tasks and roles. The intensity of the experience contributes to the difference that the structured youth organization activities makes (Chaput et al., 2004).

**Breadth.** There was no uniform measure of breadth contained in the literature; in fact, it is considered the most difficult of the participation variables to measure, perhaps because youth activities vary on many dimensions. Therefore, a way to represent the variety of activities within an experience must be developed. In this study, camper supervision, formal and informal teaching, and leadership and membership on committees were the indicators chosen to measure breadth. The Ohio 4-H camp counselors reported strong and varied evidence of their responsibilities of teaching, both formal and informal. One half of the counselors indicated they were required to prepare

written lesson plans. All but a few of the counselors reported they had responsibility for campers in the cabin or sleeping quarters. Additionally, more than 81% had supervision responsibilities working with groups of campers.

Sixty-one percent reported having led a group of their peers to plan activities for the campers at camp. An even higher number, more than 88%, served on the committees to plan activities at camp. This component of leadership and membership on committees is most likely one of the activities that provides the greatest number of learning experiences.

The breadth of the experience may be due in part to the facility where the camp counselor participated in camp and by the way in which the county Extension educator has facilitated the camp program. If there are more paid seasonal staff members at the camp facility who teach crafts, swimming, recreation, and other subject matter sessions, then there are likely to be fewer opportunities for camp counselors to teach. Similarly, if the county Extension educator recruits many adult volunteers, solely for the purpose of teaching sessions or leading camp programs, there would be fewer opportunities for the camp counselor to teach or provide leadership to program planning. Conversely, if there were few or no paid seasonal staff or few adult volunteers recruited to teach, there would be more of such opportunities for camp counselors. At Harbor Point, a camping facility owned by the Mercer County Commissioners, the 4-H Extension educator even has to “take the bread to camp” (B. Haynes, personal communication, 1993) along with all the other food, in addition to the cooks, workshop supplies, and lifeguards. The variety of experiences afforded to a camp counselor in that setting is much different than in a camp

where all the formal teaching sessions are taught by seasonal camp staff or adult volunteers.

In addition, some county 4-H camping programs have traditionally offered a multitude of classes and workshops for campers, and, therefore, they require camp counselors to, not only to teach, but also to creatively identify new topics each year to offer to campers. Within this range of teaching opportunities, there is subsequently a range of the breadth of the 4-H camp counseling experience. More detailed information about the nature of camp programs could be obtained from the county 4-H educators who run the camp program.

Not all studies of 4-H camp counselors reported their involvement in teaching and supervision roles. Purcell (1996) indicated that the paid seasonal 4-H camp counselors had teaching and organizing roles but did not have supervision roles in the sleeping quarters. The counselors in Weese's (2002) study had some supervision roles, as they were in the cabins with the campers, but also had adult leaders in each cabin. The Jefferson County camp counselors worked closely with children who were homesick, made sure campers were involved in programs, and spent time with campers as they moved from one program to another. It did not appear that these counselors had formal teaching responsibilities during camp. However, the teens in Garst and Johnson's (2003) study were volunteer teen camp counselors who had both camper supervision and teaching responsibilities. They cited examples of the benefits that counselors had identified, including teach and developing mentoring relationships with camper.

Although all camp programs do not provide the same opportunities for teaching, leadership, and supervision roles, there can still be breadth in the camp counseling

experience by considering ways to include a variety of roles and responsibilities. Variety is the key to the dimension of breadth (Chaput, 2004).

### **Personal and Interpersonal Experiences Associated with Participation in the Ohio 4-H Camp Counseling Experience**

A second aim of the study was to identify to what extent adolescents reported experiences within personal, interpersonal, and negative domains associated with participation in the Ohio 4-H camp counseling experience. The scales that yielded high mean scores on the YES survey were Initiative and Identity in the Personal Domain and Teamwork and Social Skills and Interpersonal Relationships in the Interpersonal Domain. The Negative domain yield low mean scores.

*Personal experiences.* Initiative was one domain that had a high mean score. The subscales in the Initiative scale include goal setting, effort, time management, and problem solving. Skills in these areas are integral to camp program planning, implementation, and teaching responsibilities. Camp counselors are busy and have many tasks they must juggle in order to accomplish their roles at camp. In the course of their planning, leading, teaching, and supervising, counselors had the opportunity to solve problems, set priorities, focus their attention, and devote significant effort to carrying out their responsibilities. The high mean scores on the scales in the Initiative domain again reflect the developmental opportunities afforded by the 4-H camp counseling experience. Thus, it is logical that items related to initiative would have high mean scores.

Initiative skills are likely to be developed in contexts such as camp counseling and the FFA group described by Larson, Hansen, and Walker (in press). Coincidentally, they (Larson et al., 2003) observed an FFA group as the members planned a day camp

and found that the members used the variety of initiative skills just described. Initiative was also identified as a strong outcome in the focus group study (Larsen et al., in press) where the authors gave support to setting and carrying out goals as the strong component involved in building initiative skills. Also critical to the development of initiative is the chance to have meaningful roles and carry out real responsibilities (Eccles & Gootman, 2003). The opportunities for practice of these roles and responsibilities are key to such development. Camp counselors are positioned to practice these same skills of setting goals and planning. The responsibilities camp counselors have when leading committees and serving on committees to plan activities at camp are examples of how the components of the initiative scale are experienced, practiced, learned, and therefore, reflected in the high mean scores on the YES instrument.

Identity development is considered a hallmark task of adolescent development. Providing a means to help teens develop their identity can be a motivation to participate because it meets one of their basic needs. Focusing on several specific items in the YES instrument in the Identity scale and their relationship to the camp counseling experience provide support for the high mean scores in the Identity scale. Counselors and camp counselor alumni have indicated that they do things at camp that they do not get to do anywhere else. These include out-of-the-ordinary, funny stunts and activities, but they also include being empowered to lead activities, supervise younger children, and teach. It is difficult to be at 4-H camp without trying to do new things. The new things include, again, the responsibilities of supervision, teaching, and leading. They also include participating in activities planned by other counselors that are new to the individual counselor, being responsible for leading your campers in activities such as a talent show,

or having to stand up in front of a group of children to give directions, sing, or conduct a ceremony. A support for trying new things and doing things that camp counselors don't do anywhere else is found in the context of camp itself.

Because residential camping occurs in a novel, equalizing context, many of the socio-economic and cultural barriers that identify teenagers in home or community setting may not be as prevalent in residential camp settings. Thus, teen counselors may be able to explore or demonstrate aspects of their personality that they might not demonstrate outside of camp due to the social influences of peers (Garst & Johnson, 2003, p.1).

Again, an examination of the components of the camp counseling experience illustrates how it facilitated identity development, and it follows that teens had high mean scores in the Identity domain. They had the opportunity to try doing new things and to think about who they are, two of the items in the Identity Exploration scale. Adult volunteers and camp counselors have often shared during camp ceremonies that "I do things here I don't get to do anywhere else" (A. Anspach, personal communication, July 25, 1999), which is another item in the Identity Exploration scale. Eccles and Gootman (2003) emphasized the need for adolescents to have the opportunities to reflect and think about who they are.

***Interpersonal experiences.*** Among the major tasks camp counselors were expected to do included planning and conducting camp programs, teaching campers, and supervising campers. In order to plan camp programs, they must work together with other counselors on a variety of committees. They have to use skills such as compromising, sharing responsibility, being patient with other group members, becoming aware of how their own emotions affect others, and giving and taking feedback. These items are reflected in the Teamwork and Social Skills scale in the YES instrument.

Furthermore, as they led groups of their peers in camp planning tasks and led programs at camp, they had to learn to take leadership roles and assume a variety of responsibilities. Perhaps the most responsible role they fill is supervising the campers in a group living situation, including supervision in cabins or other sleeping quarters. Thus, the opportunities afforded by the very nature of the experience's structure have created a developmentally-enhancing environment for the teens.

Hansen et al.'s (2003) study also identified that being involved in youth activities was associated with experiences related to Initiative, Identity, Teamwork and Social Skills, and Interpersonal Relationships. Unlike this study, however, they found that Linkages to Community was also associated with youth activities, whereas Linkages to Community had one of the lowest mean scores in the positive experience domains reported in the present study. The lower mean scores for Linkages to Work and College indicated that teens might not be recognizing the extent to which skills they are learning at camp are useful in other contexts of their life. This finding is contrary to that of Dworken (2004), who found that at least half of present and former camp staff identified that they had chosen to be on the camp staff in order gain skills for future employment. Many of these current and former camp staff had not chosen a career prior to coming to camp and a majority of both present and former staff groups indicated that working at camp had influenced their choice of careers. In addition, for about half of the participants, camp had a bearing on their educational choices. Considering that the participants in the Dworken (2004) study were older than the present study, and that many of them were currently employed, it was likely easier for them to reflect on the impact that their camp counseling position had on their education and careers. Also,

because the camp counselors in the Dworken (2004) study were paid staff, there would be a different selection criteria utilized work as a paid camp counselor versus volunteering to be a 4-H camp counselor while concurrently being a member in the organization, as was the case for most of the counselors in this study.

Low means were reported in the Basic Skills domain, in the areas of Cognitive Skills and Physical Skills. Because the YES instrument was meant to be useful for studying a wide variety of organized activities, including school, sports, and other community organizations (Hansen & Larson, 2002), the experiences tapped in the area of Basic Skills may not match up as closely with the context of the camp counseling experience. Specifically, the opportunity to develop academic skills and computer skills might not be a part of typical camp counselor experiences. The counselors may not view the planning, teaching, and supervising tasks that they do, and the training in preparation for those tasks as opportunities for developing skills in reading, writing, math, or skills for finding information. On the other hand, the opportunity to expand the usage of the Internet and the computer with camp counselors could be incorporated into the program's design in the future; other ways to make such connections more apparent should also be considered.

*Negative experiences.* All of the negative scale items had low means. This can be seen as positive, as low mean scores indicated very little presence of negative experiences as part of camp counseling. However upon closer scrutiny, if the responses from the "Yes, Definitely," "Quite a Bit," and "A Little" categories are added together for each of the negative experiences, there are five items that are over 20%.

The negative experience scale item which was identified by 54% of the respondents as present to some extent at camp was the presence of cliques. This is an issue that can be addressed when working with teen camp counselors through training, team building, work groups, and other group processes to minimize and lessen the negative experience identified.

A second item identified by 50.7% of the camp counselors as being present at camp to some extent was that this activity stressed them out. An explanation could be they have a great deal of responsibility and multiple tasks to plan and carry out. It is possible, that at least for some camp counselors, the responsibilities are too much. A tactic to address this would be additional training in planning, setting goals, setting priorities, and, perhaps, facilitating the process of getting as much as possible completed prior to going to camp.

A third item was reported by 37.5% of the counselors. They indicated that they got stuck doing more than their fair share. In addition to the suggestions above for additional training, it is important for adults working with camp to make sure that camp counselors are working together, that they all have responsibilities and are contributing to carrying out the plans, and that camp counselors with stronger personalities and leadership qualities are including others on their committees in planning and carrying out the responsibilities.

A slightly smaller percentage of the camp counselors (36.4%) reported that being a camp counselor interfered with doing things with their family. There could be a wide variety of reasons why some counselors perceive this situation, thus it is not clear what the particular reasons may be. Additional research assessing the time the camp

counselors are involved with other 4-H, school, job, and community activities would provide more concrete information for this item. Perhaps just sensitivity for county Extension educators to be aware of the presence of this concern is enough to glean from this particular item.

The fifth negative item related to adults in the activity being controlling and manipulative with 21.7% responding that this was present to some extent. Astroth (1996) noted that the 4-H youth working with adults who are controlling did not have as positive an experience as those 4-H youth working with leaders who were autonomy-oriented. The same youth did not learn as much and reported more dissatisfaction with the experience.

Although these five negative items were reported as being present to some extent at camp by more than 20% of the camp counselors, the mean score for each item was 1.9 or below. Since in 4-H the motto is “To Make the Best Better,” these five items are ones that can be acknowledged in the Ohio 4-H camping program as ones that can be addressed and improved upon.

Comparing the mean scores from this study with those of Hansen and Larson (2002), all mean scores for the positive scales were higher for the 4-H camp counselors, with the exception of Linkage to Work and College. Hansen and Larson (2002) reported a mean of 2.68 where the current study had a mean of 2.61. Having high mean scores on the positive scales indicated that the camp counselors identified the items in the YES as experiences they participated in or as skills that they learned as a result of their involvement in the 4-H camp counseling experience. Conversely, every mean score on the negative experiences items was lower for camp counselors, supporting the idea that

the 4-H camp counselors did not identify these negative experiences as very prevalent in their camp counseling experience.

There was a significant difference between the mean scores for males and females on two scales, those of Effort and Social Exclusion. Perhaps females had more opportunity to push themselves and focus their attention because they reported having more pre-camp responsibilities than males did. They led and served on more committees than their male counterparts. Although significant, the difference is small and may not be enough to have practical significance. Further examination of the camp counselors' roles and responsibilities in relation to these areas is warranted.

The difference in Social Exclusion may be due in part to the developmental differences between the way males and females approach their relationships with others. Girls tend to focus more on interactions in peer relationships (Savin-Williams & Berndt, 1993). Bee (2000, p. 348) noted that "girls' relationships are more intimate, with much more self-disclosure; boys are less likely to exchange confidences and more likely to have friendships based on engaging in activities together (such as sports)." The difference also might be because of the higher proportion of younger adolescents in this sample of camp counselors. Balk (1995) pointed out that early and middle adolescents place more importance on being members of a popular group of peers than late adolescents.

Teamwork and social skills, initiative, and interpersonal skills, all areas tapped by the YES scales, were once considered "soft," but now are considered among the new basic skills essential for success in the 21<sup>st</sup> century workplace (Murnane & Levy, 1996; Pittman, Irby, Yohalem, & Wilson-Ahlstrom, 2004). In addition, Ferrari (2003) noted

that the key elements of youth development and workforce preparation programs are complementary. However, the linkages may not be apparent to the youth who participate, and thus suggest that educators planning camp programs may need to be more intentional in their approach to these aspects of the 4-H camp counselor program.

### **The Relationship Between Duration of Camp Counselor Participation and Personal, Interpersonal, and Negative Domains**

Based on previous research (Chaput et al., 2004), it was anticipated that as the duration of the camp counseling experience increased, the scores on the positive YES scales would increase as well. The opposite was expected for the Negative Experiences scales. All correlations between the duration and YES scores were in the expected direction. However, the only correlation that was significant was for the Leadership and Responsibility scale, although the strength of this association was low. Correlations cannot be used in causal relationships but can be used as clues to explore questions in future studies more completely (Hopkins, Hopkins, & Glass, 1996). Thus the area of leadership and responsibility represents a potential area for future studies.

An understanding of the correlation between duration with Leadership and Responsibility mean scores can be found in the context of the camp experience. Camp counselors with previous experience teaching or leading activities may be more likely to be selected by the county Extension educator, by their peers, or by self-selection to serve in more committee leadership roles and to have more teaching assignments. Also, since camp counselors with more years experience (i.e., higher duration) would most likely be older than other camp counselors, they might be assigned to a cabin with one or more counselors-in-training, and again have additional leadership responsibilities with the

campers and the CITs. Another potential explanation for the opportunity for increased leadership roles is a product of age, maturity, and experience that may manifest itself as more confidence in carrying out the camp counselor role. The more confident the camp counselors are in their counseling skills, the more likely it is that they will volunteer or be assigned to more leadership roles. In turn, the longer they had to practice these skills, the more they learned. This would lead them to report that they had experienced leadership opportunities to a greater extent. Although camp counseling certainly provides a context for positive development, one must also consider how much general maturation is responsible for the gains experienced by those who are camp counselors for a longer period of time.

Three of the subscales with lower correlations are clustered in one scale, that of Adult Networks. The three subscales are Integration with Family, Linkages to Work and College, and Linkages to Community. This finding runs counter to expectations. Although the opportunities to make such connections may seem obvious to adults, camp counselors may not have this perspective. If they are not readily apparent to the adolescents, then the process of reflecting on the camp counselor experience needs to take place more judiciously for the connection between what skills they are experiencing at camp and work preparation to be clear to the camp counselors. It is possible that being a camp counselor has impacts on the adolescents that they are not yet able to realize.

Ladewig and Thomas (1987) found that 4-H alumni considered learning to work with others and developing a sense of responsibility to make the largest contribution to their development. The present study demonstrated that similar contributions to personal and interpersonal development are fostered through participation in the 4-H camp

counseling program. Overall, it is important for youth organizations to provide activities that interest youth and meet their developmental needs. Once again, these findings support the concept that if certain skills are to develop, youth must be afforded the opportunity to practice the skills (Eccles & Gootman, 2003).

Those who are engaged in such activities that capture their interest experience greater psychological well-being, including higher self-esteem, greater locus of control, more optimism, and less pessimism (Hunter & Csikzentmihalyi, 2003). Development of these qualities, as well as important life skills, as an outcome of participation would allow 4-H to reach its ultimate goal of preparing confident, competent, caring citizens.

### *Limitations*

There were several study design limitations including the fact that the study was limited to the 2004 camp counselors whose names were submitted by the 4-H Extension educators with valid addresses. There is the potential of a selection bias in that the camp counselors go through a selection process in order to become a counselor, which may have had some effect on the results. The camp counselors may already possess some of the skills they identified as having gained from participating in this experience. If selected to be a camp counselor, it is probable that an adult who was part of that selection process, already observed the skills needed, or the potential to develop these skills, in that camp counselor.

The study was designed as a census of the population of teen counselors currently involved in the 4-H camping program in Ohio. Because the sample for this study represents only 30% of that population, care should be taken when generalizing the

results. It is not known whether the other counselors would have responded in the same manner.

Additional care has to be taken when interpreting the results of this study, because Hansen & Larson (2002) caution that the YES instrument used for this study was designed specifically to identify the developmental experiences in organized youth activities and programs. Therefore, it may tend to make the activities all look positive (Hansen & Larson, 2002). However, that is one of the reasons they also included the negative experiences domain.

Several other limitations should be noted. The measures used in this study relied on self-reported experiences. Dubas & Snider (1993) raised an important question: Do self-assessments (e.g., the YES instrument) translate into actual behaviors? No measures were administered to determine the level of skill development in the targeted areas. Thus, it is not known whether teens' perceptions of their experience were reflected in the actual performance of their camp counselor role. This suggests that objective or observational assessments of areas measured by the YES could determine the extent to which these expressed gains have been realized. Certain items in the camp counselor survey could also not be verified unless a survey was done of 4-H Extension educators to corroborate information facts about that county's individual camp counseling program. Respondents may not remember accurately the number of meetings or hours of planning and training. Teens also might give socially desirable responses. However, particularly for experiences in the personal domain, self-report may be the best method. After all, it is the teen's perception of the experience that determines whether it is a meaningful opportunity for development. Hansen et al. (2003) argued that self-reports "are a

valuable source of information on the developmental processes” (p. 30) that are examined in this study.

Another limitation may be the measures used in this study. Some of the questions contained in the YES instrument may be too general to relate to a camp counseling experience. The questions did not solicit some of the specific information about activities that camp counselors are engaged in as a result of their 4-H camp counseling experience. For instance, there were no items in the YES instrument relative to the counselors’ cross-age teaching responsibilities or supervising younger children.

On the other hand, the YES instrument did gather information about many of the components of camp counseling as it was developed to capture the experiences of an organized community youth activity for adolescents and camp counseling fits the description and qualities of such an activity. YES was developed through a systematic approach and provided documentation to support its validity and reliability. Perhaps in future studies, different measures can be located or designed to gather information that were specific to the camp counseling experience.

Although the web-based survey had many positive attributes, it also provided some challenges for those who did not have Internet connections at home. In the previous Internet study course done in northwest Ohio, 4-H camp counselors had access to the Internet but it was when school was in session, not during the summer (Johnson, 2003). In addition, there were problems identified with 4-H camp counselors who attempted to enter data but were unable to do so. Some counselors were quite persistent in their efforts to complete the survey. Some of them returned the survey by mail even though there were no instructions to do so. However, the response rate may have been

somewhat higher if all who tried to complete the survey were successful. Furthermore, in future studies potential problems should be anticipated and instructions for mailing responses should be provided.

Timing may be a limitation in two ways. One, the study was cross-sectional as the results were collected at one point in time and are not longitudinal. Secondly, timing may have affected the response rate. In order to collect the information within the recommended three months of participating in the experience (Hansen & Larson, 2002), data collection had to occur during a very busy time for teenage 4-H members. While this may have enhanced the accuracy of their response on the YES instrument, it may also have limited the number of respondents.

In spite of these limitations, there was some very useful information gleaned from this study. The procedures designed for collecting data in this study met the requirements of the Institutional Review Board regarding research with human subjects. Using web-based surveys to reach a statewide audience of youth participants had not been utilized previous for 4-H studies in Ohio. Future studies could employ the same techniques for gathering additional information from youth clientele in the future.

A substantial amount of information was collected about the 4-H camp counseling experience. It represents the most systematic attempt to study this population in Ohio in the past 40 years. In an era of increased need for program accountability, information of this nature may be useful to share with stakeholders and in the preparation of grants. In light of the positive developmental experiences realized through involvement in camp counseling the results may serve to justify that the time 4-H Extension educators commit to 4-H camp each year is indeed well spent.

### *Recommendations for Practice*

This research has pointed out several important implications for those who work with camp programs. While these recommendations are most applicable for programs with volunteer camp counselors, they may have relevance for other camp programs and those programs that aim to promote opportunities for positive youth development. Based on the findings of this study, several recommendations for practice should be considered.

1. The concepts of duration, intensity, and breadth need to be considered when developing youth development programs, including the camp counselor experience. Furthermore, training needs to be provided for youth development professionals in order for them to understand the importance of the duration, intensity, and breadth components of positive youth development experiences. This training should be interactive in order to engage the educators in a process of applying these concepts, not only to the camp counseling experience, but to all youth development programs that are conducted in their respective counties.

2. Clarification of the time commitment to serve as a camp counselor may clear up training requirements, alleviate the potential conflicts with family activities, and encourage more detailed planning to take place prior to camp.

3. Although not an exhaustive list, the components utilized to define breadth in this study including those of supervising campers, formal and informal teaching roles, committee leadership roles, and serving on planning committees can be used to help youth development professionals and volunteers analyze their programs to deliberately increase intensity and expand the breadth of the youth development experiences.

4. Efforts should be made to help youth development professionals, Extension administrators, county commissioners, legislators, 4-H and Extension advisory committees, donors, parents, and camp counselors themselves, to recognize that because of the nature and context of the camp counseling experience, it has unique opportunities to promote positive youth development. Furthermore, it specifically helps youth to develop skills that are valued in our society today, particularly those of leadership skills, interpersonal skills, teamwork, and initiative. The results of this study should be shared with those groups and with the public.

5. An area that may need attention was found in the responses to the negative experience scales. Although the items had low mean scores, there was one item where over 50% of the respondents indicated that there were cliques in this camping activity. In addition, Weese (2002) shared accounts of camp counselors participating in a rather dangerous activity of going into caves at night. The counselors reported afterwards that they should not have participated but were afraid of peer rejection. Perhaps additional focus on team building prior to camp, purposeful mixing up of camp counselors from different school districts, and discussion of ethical questions prior to camp may help to address some of these negative experiences and lessen the potential for them to occur at camp. One other item needing attention was that of controlling adults which was identified as a negative experience by more than 20% of the counselors. It is not known whether the controlling behavior was perceived of the 4-H Extension educators or the adult volunteers. Either way, such a situation warrants some discussion and generation of potential ways to address the issue in order to lessen this negative experience as well.

6. Youth development professionals and volunteers who work with youth should be encouraged to embrace the understanding that to enhance positive youth development, including that of camp counselors, requires deliberate inclusion of principles of positive development and of the duration, intensity, and breadth concepts into the program development of those experiences.

7. Camping specialists should develop resources targeted to 4-H Extension educators, camp managers, seasonal camp staff, and adult volunteers who work with teen camp counselors. The resources to develop might include a 4-H project manual for camp counselors, where they actually enroll in the 4-H project. This could also facilitate having an annual count of 4-H camp counselors in Ohio. Another resource would be training materials for 4-H Extension Educators to incorporate into their county camp counselor training. As part of the development of that resource, an inventory needs to be done of the materials educators are currently using in order to draw on the collective expertise of 4-H Extension professionals. Those responsible for staff development could conduct a statewide training for 4-H professionals on camp, including major components on camp counselors and the camp counseling experience, in order to share this study and other research on camp and camp counselors.

### ***Recommendations for Further Study***

The study generated additional questions that should be explored to add to the body of knowledge about camp counselors. For example, what motivates individuals to become a teen counselor and to persist in this activity? What sorts of individuals make the best camp counselors? What is meant by best? What criteria are used to judge quality

camp counselors? What processes are used in the counselor selection phase of the 4-H camp counseling program?

How is camp counselor training being conducted in Ohio and elsewhere? This topic could be explored utilizing similar methods to Powell, Bixler, & Switzer (2003). They combined the use of informal and formal training prior to camp as well as on the job training.

Because teaching is one of the major roles that camp counselors perform, research could be focused on this aspect. What helps to prepare counselors to teach? How might the introduction of new training topics or strategies influence counselors' experiences? How well do they perform these roles? Future research could employ independent measures (e.g., adult ratings) of the areas of interest as well as other appropriate measures to make such a determination. For example, Smith and Enfield (2002) used direct observation of teens in a teaching situation, as well as a pre- and posttest designed to tap the changes in their critical thinking skills, to test the efficacy of their training model.

Another area of study would be to examine the role of the adults (in this case, agents and volunteers) in creating the conditions for positive development to occur in the camp setting. Is there a difference in what camp counselors gain from the experience based on characteristics of the adults working them, including their leadership style, teaching effectiveness, or the value they place on camp programming?

How do 4-H camp counselor alumni view their experience? Do they perceive the experience differently when they are more distant from the experience? Do they continue to perceive benefits from their participation and do they perceive additional benefits? How have they put what they learned from the camp counselor experience into practice in

new situations? For example, Larson et al. (in press) found that youth were able to apply what they learned in one context to other areas of their life. Future studies could determine if this were the case for 4-H camp counselors.

To further the work of this study, future studies should continue to examine the potential for gender differences in relation to developmental experiences in organized youth activities. Prospective studies should examine participation in organized youth activities from the perspective of intensity, duration, and breadth.

Camp counseling represents only one of a number of aspects in which youth participated as part of the 4-H program. For example, they are also junior leaders, serve as ambassadors, and are active in their local club. This in itself is a representation of breadth within the 4-H program. Therefore, studies that compare youth who participate to those who do not need to examine both groups for other variations. A comprehensive study of the frequency, intensity, and breadth of 4-H involvement is warranted.

### ***Study Summary***

This study of 4-H camp counseling was unique in its attempt to describe being a camp counselor as an experience that encompassed the pre-camp processes of training and planning, as well as the actual camp experience. The camp counseling experience was described in terms of a multifaceted view of participation that reflected significant intensity, duration, and breadth. This view of participation is important. Bronfenbrenner & Morris (1998) argued that if such activities are to be effective, they must take place on a regular basis, over an extended period of time, and become increasingly more complex. This certainly was evident in the camp counseling experience.

4-H camp counselors in this study developed teamwork and social skills, worked cooperatively with their peers, practiced a variety of leadership roles, assumed significant responsibilities, developed initiative, and learned about themselves in the process. The longer the duration of their experience, the greater the amount of leadership and responsibility the camp counselors developed. Evidence provided by this study indicated that the 4-H camp counseling experience fulfills the criteria for consideration as a context that enhances positive youth development. Thus, camp is a learning laboratory where camp counselors get to practice new skills and learn to relate to others. As described by this study, the 4-H camp counseling experience provides the opportunities for teens to have “meaningful roles as contributors and originators,” and thus they can be expected to “develop the confidence, competence, connections, and character to lead healthy and productive lives” (Astroth et al., 2002, p. 12).

It is critical that resources be directed to programs that promote positive youth development. Furthermore, the results of such programs must be shared in order to obtain financial support that will ensure their continued availability.

Camp counseling is appealing to teens, as it certainly has what Larson (2000) identified as “intrinsic motivation and concentration.” With the research that indicated that the breadth of the organized youth activities increases positive outcomes (Chaput et al., 2004), 4-H Extension educators must deliberately include a variety of interesting and challenging activities as part of the camp counseling experience. They must consider the level of “involvement and engagement” (Chaput et al., 2004, p. 2) afforded by this experience. In doing so, the opportunity exists to increase the youth development benefits of the camp counseling experience.

There is a component of 4-H camp that is difficult to define. Because it is a part of camp, it is also a part of the camp counseling experience. Additionally, it extends beyond 4-H camp. Many who write about aspects of camp and camp counselors refer to it in a variety of ways. It is referred to as the camp culture, the camp environment, and the environment that supports trust and risk. It is the place that spawns life-long friendships and wonderful memories (DeGraaf & Glover, 2003; Dworken, 2004; James, 2003; Toupence, & Townsend, 2000).

Hancock (2004) points out that parents search for that ultimate experience for their children, the one that will really enhance their lives and make a positive difference, and suggested that camp may be that experience. Professionals who truly love camp and have seen the benefits to campers and counselors are genuinely excited about ACA's (2003) preliminary research results which indicated that camp can provide many positive outcomes for a child including social competence, increased self-identity, and increased positive values. It is believed by those who work with camps that camp counselors have similar positive outcomes. Hancock (2004) went on to say that:

“The best news may be that camps accomplish all these wonderful things in the lives of our children without them really realizing that they are changing for the better. Through their cabin experience, they gain a sense of community, shared values, contribution, commitment, and compassion. On a nature hike, they connect with the natural world in which they live without the influence of computers, television, or movie screens. They experience growth by taking healthy risks and stepping beyond their comfort zones. They build character, becoming more competent and more caring. They learn to resolve conflicts, value diversity, and to share in the success of the group. Fun becomes the foundation upon which courage, self-respect, cooperation and responsibility are constructed. (¶ 4)

Camp has that “24-7” component that places the campers, counselors, staff, and adults with each other morning, noon, and night. There is not much opportunity to escape people. You have to learn to deal with each other and get along. Camp alumni reiterate the uniqueness of the experience and the positive memories and feelings that it evokes. They recall campers cheering so enthusiastically for their “tribe” that they lose their voice, laughing so hard they fall off the bench, and singing so loud it rocks the dining hall. Touching a salamander, contributing to the group effort to get everyone over the wall, or lip-syncing with your cabin in the talent show may all be new experiences for many youth. The moon reflecting on a pond, candle light illuminating the faces of hundreds of campers, the sounds of *Kumbaya* around the light of the campfire, a flame suddenly appearing in the center of a lake, hugs, tears, and friendship circles is the “stuff” that happens to campers, counselors, and adults at camp. It is difficult to put it into words but perhaps summed up on the ACA website (ACA, 2003), which markets the camping research with their slogan of “camping does a kid a world of good.” This applies even to big kids, such as teenage camp counselors.

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**APPENDIX A**

**LETTER TO OBTAIN COUNSELOR ADDRESSES**

Dear 4-H Professional,

I know that this is a very busy time for 4-H professionals but we need your assistance with a research project. Please take time to read this letter and respond to the request for information.

The camping program is a vital component of the Ohio 4-H Program. A substantial amount of financial and human resources are committed to our camping facilities, camp boards, counselor training, and to conducting camps themselves. One of our 4-H colleagues, Niki Nestor McNeely, and a graduate student, Janel Digby, who is a former 4-H member and camp counselor from Wood County, are conducting research projects on camp counselors for their dissertation and master's thesis, respectively. They are looking at the personal and interpersonal skills developed by teens as a result of serving as a camp counselor. I believe that the information provided by these studies will benefit 4-H professionals who work with camp as well as the Ohio 4-H camping program as a whole.

There is something that you can do to assist with this research project. Please generate a list of addresses from your 4-H data base of the youth who will serve as counselors at any residential or day camps under the leadership of the county 4-H program in 2004. Please send the addresses in a **mailing label format**. If possible, please include the **ATO THE PARENTS OF...@** option at the top of the label. Please e-mail or print out the addresses of your camp counselors and send them directly to Niki at: [nmmcneely@ag.osu.edu](mailto:nmmcneely@ag.osu.edu) and mailing address: 1219 West Main Cross Street, Suite 202, Findlay, Ohio 45840-2420. I understand that you are very busy giving leadership to major 4-H educational activities but please make every effort to send the labels by **June 10**.

Later in June, Niki will send a letter to the parents of the camp counselors with information about the study and a copy of the questionnaire. This letter will include a web site address where the camp counselor can log on to in order to complete the on-line survey. Youth who respond will have the opportunity to enter their mailing address and/or e-mail address to be eligible for drawings of several gift certificates. The study design also involves a follow-up phase to be conducted in the fall.

Please let camp counselors know that they will receive a letter with directions for participating in the study and encourage them to complete the survey and be eligible for the gift certificates. Your quick response to this request will be greatly appreciated by these students and by me. Thank you for cooperating in this 4-H research study.

Sincerely,

Jeff King  
State 4-H Leader and Assistant Director

**APPENDIX B**

**The Youth Experiences Survey (YES) 2.0**

**Instructions:** Based on your current or recent involvement please rate whether you have had the following experiences in 4-H Camp Counseling Experience

Your Experiences In.....			
4-H Camp Counseling			
Yes, Definitely	Quite a Bit	A Little	Not At All

## IDENTITY EXPERIENCES

### Identity Exploration

1. Tried doing new things	4	3	2	1
2. Tried a new way of acting around people	4	3	2	1
3. I do things here I don't get to do anywhere else	4	3	2	1

### Identity Reflection

4. Started thinking more about my future because of this activity	4	3	2	1
5. This activity got me thinking about who I am	4	3	2	1
6. This activity has been a positive turning point in my life	4	3	2	1

## INITIATIVE EXPERIENCES

### Goal Setting

7. I set goals for myself in this activity	4	3	2	1
8. Learned to find ways to achieve my goals	4	3	2	1
9. Learned to consider possible obstacles when making plans	4	3	2	1

### Effort

10. I put all my energy into this activity	4	3	2	1
11. Learned to push myself	4	3	2	1
12. Learned to focus my attention	4	3	2	1

### Problem Solving

13. Observed how others solved problems and learned from them	4	3	2	1
14. Learned about developing plans for solving a problem	4	3	2	1
15. Used my imagination to solve a problem	4	3	2	1

### Time Management

16. Learned about organizing time and not procrastinating (not putting things off)	4	3	2	1
17. Learned about setting priorities	4	3	2	1
18. Practiced self discipline	4	3	2	1

## BASIC SKILLS

<b>EMOTIONAL REGULATION</b>					
19.	Learned about controlling my temper	4	3	2	1
20.	Became better at dealing with fear and anxiety	4	3	2	1
21.	Became better at handling stress	4	3	2	1
22.	Learned that my emotions affect how I perform	4	3	2	1
<b>COGNITIVE SKILLS</b>					
<b>In this activity I have improved:</b>		4	3	2	1
23.	Academic skills (reading, writing, math, etc.)	4	3	2	1
24.	Skills for finding information	4	3	2	1
25.	Computer/internet skills	4	3	2	1
26.	Artistic/creative skills	4	3	2	1
27.	Communication skills	4	3	2	1

<b>Physical Skills</b>					
28.	Athletic or physical skills	4	3	2	1

## INTERPERSONAL RELATIONSHIPS

<b>Diverse Peer Relationships</b>					
29.	Made friends with someone of the opposite gender	4	3	2	1
30.	Learned I had a lot in common with people from different backgrounds	4	3	2	1
31.	Got to know someone from a different ethnic group	4	3	2	1
32.	Made friends with someone from a different social class (someone richer or poorer)	4	3	2	1

<b>Prosocial Norms</b>					
33.	Learned about helping others	4	3	2	1
34.	I was able to change my school or community for the better	4	3	2	1
35.	Learned to stand up for something I believed was morally right	4	3	2	1
36.	We discussed morals and values	4	3	2	1

## TEAM WORK AND SOCIAL SKILLS

<b>Group Process Skills</b>					
37.	Learned that working together requires some compromising	4	3	2	1
38.	Became better at sharing responsibility	4	3	2	1
39.	Learned to be patient with other group members	4	3	2	1
40.	Learned how my emotions and attitude affect others in the group	4	3	2	1
41.	Learned that it is not necessary to like people in order to work with them	4	3	2	1

<b>Feedback</b>					
42.	I became better at giving feedback	4	3	2	1
43.	I became better at taking feedback	4	3	2	1

<b>Leadership and Responsibility</b>					
44.	Learned about the challenges of being a leader	4	3	2	1
45.	Others in this activity counted on me	4	3	2	1
46.	Had an opportunity to be in charge of a group of peers	4	3	2	1

#### ADULT NETWORKS

<b>Integration with Family</b>					
47.	This activity improved my relationship with my parents/guardians	1	3	2	1
48.	I had good conversations with my parents/guardians because of this activity	1	3	2	1

<b>Linkages to Community</b>					
49.	Got to know people in the community	1	3	2	1
50.	Came to feel more supported by the community	1	3	2	1

<b>Linkages to Work and College</b>					
51.	This activity opened up job or career opportunities for me	1	3	2	1
52.	This activity helped prepare me for college	1	3	2	1
53.	This activity increased my desire to stay in school	1	3	2	1

#### NEGATIVE EXPERIENCES

<b>Stress</b>					
54.	Demands were so great that I didn't get homework done	1	3	2	1
55.	This activity interfered with doing things with family	1	3	2	1
56.	This activity has stressed me out	1	3	2	1

<b>Negative Peer Influences</b>					
57.	Felt pressured by peers to do something I didn't want to do	1	3	2	1
58.	I did something in this activity that was morally wrong	1	3	2	1
59.	I was ridiculed by peers for something I did in this activity	1	3	2	1
60.	Youth in this activity got me into drinking alcohol or using drugs	1	3	2	1

<b>Social Exclusion</b>					
61.	Felt like I didn't belong in this activity	1	3	2	1
62.	I felt left out	1	3	2	1
63.	There were cliques in this activity	1	3	2	1

<b>Negative Group Dynamics</b>				
64. I get stuck doing more than my fair share	1	3	2	1
65. Other youth in this activity made inappropriate sexual comments, jokes, or gestures	1	3	2	1
66. Was discriminated against because of my gender, race, ethnicity, disability, or sexual orientation	1	3	2	1

<i>Note: The following set of items (67-70) will not be asked if there is no adult or young adult, coach, director, teacher, or leader.</i>				
---	--	--	--	--

<b>Inappropriate Adult Behavior</b>				
67. Adult leaders in this activity are controlling and manipulative	4	3	2	1
68. Adult leaders "hit" on me (made sexual advances)	4	3	2	1
69. Adult leaders made inappropriate sexual comments or jokes	4	3	2	1
70. Adult leaders encouraged me to do something I believed morally wrong	4	3	2	1

Retrieved from University of Illinois Youth Development Research Project:  
<http://web.aces.uiuc.edu/youthdev/yes.htm>

**APPENDIX C**  
**CAMP COUNSELOR SURVEY QUESTIONS**

## Part 1 – Your 4-H Camp Counseling Experience

### Camp Counselor Role

4. For the 2004 camp season, my role is (select one):
- Camp Counselor
  - Counselor-in- Training (CIT)
5. How many years have you been a counselor or CIT, including this year?
- 1
  - 2
  - 3
  - 4
  - 5
  - over 5
6. At which type of camp have you been (or will you be) a counselor or CIT? (Select one.)
- Resident (overnight)
  - Day Camp
  - Both
7. Select the camp facility where you have been (or will be) a camp counselor or CIT this year. Select all that apply:
- 4-H Camp Clifton
  - 4-H Camp Conger
  - 4-H Camp Graham
  - 4-H Camp Hervida
  - 4-H Camp Ohio
  - 4-H Camp Palmer
  - 4-H Camp Piedmont
  - 4-H Camp Whitewood
  - Canter's Cave 4-H Camp
  - Harbor Point
  - Indian Hills 4-H Camp
  - Kelly's Island 4-H Camp
  - Richland Rural Life Center
  - Tar Hollow
  - County Fairgrounds
  - Day Camp site
  - Other facility \_\_\_\_\_

8. Number of camps you will be a counselor at for 2004  
 1  
 2  
 3  
 more than 3
9. How many days have you spent (or will you spend) as a camp counselor or CIT at an **overnight** camp in 2004? [drop down box]
10. How many days have you spent (or will you spend) as a camp counselor or CIT at a **day camp** in 2004? *(Fill in blank with number of days)*
11. How many of these days at day camp or overnight camp have you **already completed** for 2004? *(Fill in blank with number of days)*

### Your Responsibilities as a Counselor or CIT

Directions: If you have been (or will be) a counselor or CIT at more than one camp, answer the following questions for the camp with the most campers:

12. While at camp, did you have (or will you have) responsibilities to work with a group of campers assigned to your cabin/sleeping quarters?

Yes  No

13. How many campers did you have (or will you have) in your cabin? (If cabin assignments are not yet completed, select the approximate number of campers.)

[Drop down box with numbers]

14. Including yourself, how many counselors, including CITs, will be in your cabin?

1  
 2  
 3  
 more than 3

15. While at camp, did you have (or will you have) responsibilities at camp working with groups of campers as a tribe or group leader?

Yes  No  Not sure

16. Did you work (or will you be working with) other counselors working with the same tribe or group with you?

Yes  No  Not sure

17. How many campers are (or will be) in your group?

.....  
*You have completed the first section. Keep up the good work!*

**SUBMIT ARROW**

**Your Teaching and Leadership Roles**

Directions: If you were (or will be) a counselor or CIT at more than one camp, answer questions about teaching and leadership roles for all the camps combined. For example, if you taught showmanship at horse camp and crafts at county camp and games at Cloverbud Day Camp, you can select all of those items.

18. Did you have (or will you have) assignments at camp to **TEACH** campers? (For this question, teach means where you have to show the campers how to do something or learn something new. For example, a craft, how to fish, how to make a rocket, how to braid a mane, etc.)

- Yes  
 No

19. What topic(s) did you (or will you) teach in a structured format, such as during a workshop or option time? (Select all that apply)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Animal Science     | <input type="checkbox"/> Boating/Canoeing        | <input type="checkbox"/> Crafts(all types)      |
| <input type="checkbox"/> Dance              | <input type="checkbox"/> Drama/Clowning          | <input type="checkbox"/> Fishing                |
| <input type="checkbox"/> Nature             | <input type="checkbox"/> Outdoor Cooking/Cooking | <input type="checkbox"/> Photography/PowerPoint |
| <input type="checkbox"/> Pioneer Skills     | <input type="checkbox"/> Shooting Sports         | <input type="checkbox"/> Songs                  |
| <input type="checkbox"/> Sports (all types) | <input type="checkbox"/> Swimming                | <input type="checkbox"/> Other, please specify: |

20. Were you asked to prepare a lesson plan for any of the topics?

- Yes  
 No  
 Not sure

21. What topics or tasks did you (or will you) teach in an informal way? This may be when you have to show a camper how to do something like set or clean the table, fold the flag, plan a skit, etc. (Select all the apply)

- Cabin, group living skills  
 Citizenship/Flags  
 Games  
 Songs  
 Other, Please Specify: \_\_\_\_\_

22. Did you (or will you) have responsibilities to **LEAD** a committee or group of counselors to lead or plan a specific activity for the campers?  
 Yes  
 No
23. How many activities did you (or will you) **lead**?  
 1  
 2  
 3  
 4  
 5  
 over 5
24. Did you or will you have responsibilities to **SERVE** on a committee with other counselors to plan a specific activity for the campers?  
 Yes  
 No  
 Not sure
25. Besides the committees you have led (or will lead), how many other committees did you (or will you) serve on?  
 1  
 2  
 3  
 4  
 5  
 over 5
26. On which committees did you (or will you) lead or serve? Select all that apply.  
 Campfire                       Evening recreation                       Candlelighting  
 Vespers                               Flag ceremonies                       Group Games  
 Dance                                       Scavenger Hunt                       Counselor Hunt  
 Special Event                       ASE/Low initiatives/Ropes  
 Swim meet or Olympic Games                       Other, Please Specify

.....  
*Two sections done. You are moving right along!*

**Your Participation in Counselor Training and Camp Planning**

27. How was training and planning for camp conducted in your county? (Select one)  
 Training and planning are conducted at separate meetings  
 Training and planning are conducted during the same meetings

28. If training and planning meetings ARE CONDUCTED AT SEPARATE MEETINGS, how many counselor **training** meetings have you attended this year? If not certain, select an approximate number.
- 1       2       3       4       5  
 6       7       8       9       10  
 over 10     Not sure
29. If training and planning meetings ARE CONDUCTED AT SEPARATE MEETINGS, how many camp **planning** meetings have you attended this year? If not certain, select an approximate number.
- 1       2       3       4       5  
 6       7       8       9       10  
 over 10     Not sure
30. If training and planning meetings are CONDUCTED DURING THE SAME MEETING, what is the **total** number of counselor meetings you have attended this year?
- 1       2       3       4       5  
 6       7       8       9       10  
 over 10     Not sure
31. If the amount of required counselor training is determined by the number of meetings, in how many **meetings** were you expected to participate? (Select one.)  
 [Drop down box with 1–10]
- Does not apply  
 No training requirements  
 Not sure  
 Attend as many as possible  
 Other
32. If the amount of required counselor training is determined by the number of **hours**, in how many hours of training were you expected to participate? (Select one.) [Drop down box with 1-24]
- No training requirements  
 Not sure  
 Attend as many as possible  
 Other
33. What are the consequences if counselors do not participate in the required training prior to going to camp? (Select all that apply.)
- They won't get to go to camp.  
 They have to make up the time.  
 They have to view a video.  
 They have to teach at a counselor meeting.  
 No consequences

- Not sure
- Other, Please Specify:

34. Did you participate this year in any training held at the site where you have served (or will serve) as a camp counselor?

- Yes
- No

35. How long was the on-site training? (Do not include the hours between “lights out” and “the time to wake up.”) *List number of hours* \_\_\_\_\_

36. Did you receive any training on including the “Eight Key Elements of Positive Youth Development” related to planning and conducting camp?

- Yes
- No
- Not sure

37. In addition to meetings or trainings planned and led by the county 4-H agent, program assistant, or adult volunteers working with camp, did you (or will you) spend any time preparing for your responsibilities as a camp counselor (Do not include normal camp packing of clothes, toiletries and bedding.)

- Yes
- No
- Probably

38. In what types of activities have you participated (or will you participate)? (Select all that apply.)

- Attending camp committee meetings
- Shopping for supplies
- Gathering supplies or equipment that you have at home
- Borrowing supplies or equipment from other places
- Making decorations, name tags, etc.
- Meeting with other counselors with whom you share responsibilities
- Preparing for teaching/leading camp activities

39. Approximately how much time did you (or will you) spend doing the tasks you identified in the previous question? *List the number of hours.*

40. How many adults, including volunteers and extension staff members, have been involved in planning or conducting camp? (Do not include paid camp staff.) *List number of adults.*

.....  
*Three sections done. Your time and effort in completing this is helping 4-H!*

## SUBMIT ARROW

### Your Opinions About Camp

**Directions:** Select the response that best describes your opinion about the following statements.

41. The adult volunteers and Extension staff respect the opinions and ideas of the counselors.

\_\_\_ Very Much     \_\_\_ Quite a Bit     \_\_\_ Somewhat     \_\_\_ Not at all

The adult volunteers and Extension staff expect the counselors to plan a majority of the activities at camp.

\_\_\_ Very Much     \_\_\_ Quite a Bit     \_\_\_ Somewhat     \_\_\_ Not at all

The adult volunteers and Extension staff enjoy camp.

\_\_\_ Very Much     \_\_\_ Quite a Bit     \_\_\_ Somewhat     \_\_\_ Not at all

As a counselor or CIT, I have felt involved with planning camp and preparing to be a camp counselor.

\_\_\_ Very Much     \_\_\_ Quite a Bit     \_\_\_ Somewhat     \_\_\_ Not at all

**Directions:** Use the space provided to complete the following statements and questions.

42. I would describe the adults who work with the campers and counselors at camp as:

\_\_\_\_\_

43. So that I could become a better camp counselor or CIT, I would say that adult volunteers and Extension staff have taught me . . .

44. How would you describe your experiences working with children at 4-H camp?

45. What would you say is the most beneficial aspect of being a camp counselor or CIT at 4-H Camp?

46. What would you say is the least beneficial aspect of being a camp counselor or CIT at 4-H Camp?

47. Think about your role in camp. How important are you to how 4-H camp is conducted?
48. What would be different if there were no camp counselors or CITs in 4-H camp?
49. Think about something that you have done at camp—in a leadership role—that you think was “Great.” You can define “Great” in whichever way that you prefer. Describe what you did that was “Great.”

.....  
*Four sections done. No more writing, just clicking boxes!*

**SUBMIT ARROW**

**Information About You**

59. Name of County  
[Down box with 88 counties and Adventure Central]
60. How many years did you attend 4-H camp as a camper?  
[Drop down box with 0 to 10]
61. How many years have you been a 4-H member?  
[Drop down box with 1 to 14 and never]
62. I am a member of a 4-H Club.  
 Yes  
 No
63. I am enrolled in 4-H in another way.  
 Yes  
 NO  
If YES, list how:
64. Age as of January 1, 2004 [Drop down box: 12-19, 20 and over]
65. Gender  
 Male  
 Female

**APPENDIX D**

**Parent Letter**

To: Parents of 4-H Camp Counselors  
Re: **A Research Project about 4-H Camp Counselors  
Opportunity to Win a Gift Certificate**

We hope that you believe in the 4-H Camp Counselor program that your teenager is participating in. We are in the process of collecting some information in order to learn more about and improve the 4-H camping program in Ohio. **Your teenager's contribution is very important! This is the first survey of its kind to be conducted in the Ohio 4-H camping program!** We would like to have your son or daughter respond to an on-line survey asking questions about their camp counseling experience. Participation is completely voluntary.

Survey. The survey that they will complete is attached for your information. The survey has three parts. The first part of the survey consists of questions about their camp counseling responsibilities, training, expectations, time spent, and other aspects of the camp counseling experience. The second part asks the counselors to describe experiences in each of the six areas of learning while participating in the 4-H camp counseling experience. This part of the questionnaire was designed at the University of Illinois to measure what adolescents learn from participating in youth activities. The third part asks counselors to identify their age, grade, years in 4-H, and other information about them.

How to Complete the Survey. If you agree to have your teen participate, please give them this letter with the website address. All they have to do is get onto the internet on any computer they have access to. The survey will take about thirty-five minutes to complete.

Incentive. All counselors who complete the on-line survey by the designated date will have their name placed in a **drawing for one of four \$25 gift certificates to Wal-Mart, Target, or Meijer.**

The Code Number. There is a code number at the end of this letter. When it is entered into the website questionnaire it will identify that we have heard from your child. It will then be used to sort out those who need to receive a reminder. It will also be used to enter them into the drawing for the gift certificates. Those are the only times that the respondent will be identified and only the research team will have access to the codes. No names will be included in this data file, only code numbers. If you have only received on letter but you have more than one child who is a counselor, please have on child add an "A" to the end of the code and the other child add a "B." For example if the code number is 83-16 and you have two children, one would write 83-16A and the other would write 83-16B.

Participation Safeguards.

- Participation in voluntary.
- Counselors may stop at any time.
- Counselors may skip a question, if the question seems too personal.
- There are no consequences if the counselor does not participate.
- The information the counselors provide on the survey is confidential.
- The Zoomerang website is secure.

If you give the website address to your child, you are indicating your willingness to have them participate. This is a measure put into place by The Ohio State University review board that oversees research projects. Finally your teen will need to follow through and access the website in order to complete the survey. The completion of the survey will not be done until the end of the questions by selecting the submit button.

Thank you for considering your teen's participation in this research study. If you determine that you are comfortable with their participation, please have them go to the website and click on the **4-H Clover** labeled **"4-H Camp Counselor Survey."**

The website address is

<http://west.osu.edu>

If you have any questions concerning this survey, please feel free to contact Dr. Theresa Ferrari, Assistant Professor, The Ohio State University at 614-292-4444.

**Thank you very much for your willingness to have your 4-H Camp Counselor participate in this project!!!**



4-H Camp Counselor Survey

Sincerely,

Niki Nestor McNeely  
Extension Specialist  
4-H Youth Development

\_\_\_\_\_ Code Number to enter onto website

## APPENDIX E

### SURVEY INSTRUCTIONS FOR CAMP COUNSELORS

Questions marked with an asterisk (\*) are mandatory.

#### INSTRUCTIONS TO 4-H CAMP COUNSELORS

Welcome 4-H Camp Counselor!!! Thanks for your willingness to participate in this research study about the 4-H camp counseling experience. Your contribution is very important. This is the first survey of its kind to be conducted on Ohio 4-H. The information may help to improve or strengthen the 4-H camp counseling experience in the future.

**Incentive.** If you complete the survey and submit your answers by \_\_\_<date>\_\_\_, your code number will be placed in a drawing for one of four \$25 gift certificates to Wal-mart, Target, or Meijer.

#### **Participation Safeguards**

To ensure that your rights are protected, we want you to know the following:

- Participation in the survey is voluntary.
- You may stop any time.
- You may skip individual questions if they make you uncomfortable or you consider them too personal.
- There are no consequences if you do not participate.
- The information you provide in the survey is confidential.
- The completion of the survey will not be done until the end of the questions by selecting the submit button.
- If the unlikely event that you become upset or distressed as a result of your participation in this study, you may contact your local 4-H agent, the county mental health department, or your high school counselor. You can find a local phone number at this website by clicking on your county:  
<http://www.odadas.state.oh.us/rfc/Boards/Boards>.

**The Code Number.** The letter that was sent to your parents has a code number at the bottom of the second page. When it is entered into the website questionnaire it will identify that we have heard from you. We will use it to know who has returned the survey and who should receive a reminder notice. It will also be used to enter you into the

drawing for the gift certificates mentioned above. These are the only times that the information will be identified and only the research team will have access to these codes. The data will be entered using the Internet survey tool Zoomerang. This will help us to protect your confidentiality.

1. \*I have read the above information and agree to participate in the survey.  
YES            NO

[SUBMIT ARROW]

2. Enter the code number from the letter that your parents received: \_\_\_\_\_.
3. If your code number is drawn, for which store would you like to receive the \$25.00 gift certificate? (Select one.)

[Drop down box with Meijer, Target, and Wal-mart]

**Directions:** Answer all questions based on your camp counseling experience for the camp program, even if some selection or training began in the fall of 2003. The camp counseling experience includes any counselor selection activities, camp counselor training, camp planning, on-site training, individual preparation for meetings or for camp as well as being at camp. The survey should take approximately 35-45 minutes to complete.

When using drop-down boxes, if the contents of the box are highlighted, using the mouse wheel to scroll will change what appears in the box. Be sure to click outside the drop-down box and check that the answer you have selected is correct before advancing to the next question.

The survey is divided into parts and there are multiple *SUBMIT* buttons. If you need to go back to a previous section, you may click on the back button and it will take you to the previous page.

## APPENDIX F

### First Reminder

To: Parents of 4-H Camp Counselors

Dear Parents,

About a week ago you received a letter describing a 4-H research project focusing on 4-H camp counselors to learn about and improve the Ohio 4-H camping program. As of the mailing time of this reminder I have not yet heard from your child. I know that some of the counselors were at County Fair or at camp when the letter arrived. **Your teenager's contribution is very important!** We hope that you will encourage your son or daughter to respond to the on-line survey that asks questions about their camp counseling experience but also remind you that participation is completely voluntary. If you want to see the questions, a complete copy of the survey was enclosed with the letter. The envelope had a square yellow sticker on the outside that said, "Do the 4-H Camp Counselor Survey! Win a prize!"

Please have your 4-H camp counselor get the code in the letter sent last week or the address label on the front of this card. All he or she needs to do is get on any computer, access the Internet, and click on

"4-H Counselor Survey" at: <http://west.osu.edu>

**The deadline to be eligible for the four \$25.00 gift certificates to Target, Meijer or Wal-mart has been extended to \_\_\_\_\_!** The survey will still be accessible after \_\_\_\_\_, but that is the deadline to be eligible for the \$25.00 gift certificates. So have them respond as soon as possible. Thank you so much! If you have any questions, do not hesitate to call me at 419-306-9408.

Niki Nestor McNeely  
Extension Specialist, 4-H Youth Development

## APPENDIX G

### Second Reminder

To: Parents of 4-H Camp Counselors  
Re: SECOND REMINDER!!!

Dear Parents,

About two weeks ago you received a letter describing a 4-H research project focusing on 4-H camp counselors to learn about and improve the Ohio 4-H camping program. A week later you received a large postcard to remind you about your teen's participation in the project. As of the current time we have not yet heard from your child. A good response rate will make the survey results more useful, so we are sending another reminder. If your camp counselor has responded since then, we want to thank you and them for helping with this research project.

We know that 4-H members are very busy, especially around fair and camp time. We hope that you will encourage your child to respond to the on-line survey. **Your teenager's contribution is important!** However, participation is completely voluntary. If you want to see the questions, a copy of the survey was enclosed with the original letter. The envelope had a yellow sticker that said, "Do the 4-H Camp Counselor Survey! Win a prize!" The survey may also be viewed on the OSU Extension website (see address below) by clicking on 4-H Youth Development.

To participate, please have your 4-H camp counselor get the code that was in the letter or on the address label on the front of this card. All that he or she needs to do is get on any computer, access the Internet, and click on "4-H Counselor Survey" at:

<http://west.osu.edu> The deadline for the \$25.00 gift certificates has passed. But as an added incentive, a **\$10 gift certificate** to Target, Meijer, or Wal-mart **will be awarded to five camp counselors** who complete the survey by \_\_\_\_! The survey will still be accessible after \_\_\_\_, but that is the deadline to be eligible for the \$10.00 gift certificates. So have them respond as soon as possible. Thank you so much! If you have any questions, do not hesitate to call me at 419-306-9408.

Niki Nestor McNeely  
Extension Specialist, 4-H Youth Development

## **APPENDIX H**

### ***t* tests for Camp Counseling Participation Variables**

	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	df	<i>p</i>
Number of years as a camp counselor	male	182	2.22	1.260	.294	766	.769
	female	586	2.19	1.201			
Number of camps	male	181	1.38	.718	1.480	263.803	.140
	female	585	1.29	.605			
Number of days at camp	male	179	5.950	3.1234	.618	745	.537
	female	568	5.794	2.8769			
Number of campers responsible for (cabins)	male	167	8.57	3.148	.128	743	.898
	female	556	9.33	3.680			
Number of campers responsible for (group)	male	158	18.73	8.364			
	female	491	18.25	7.833			
Total number of formal teaching topics	male	179	2.57	2.030	.277	743	.782
	female	566	2.52	1.852			
Total number of informal teaching topics	male	170	2.55	1.077	-1.383	717	.167
	female	549	2.68	1.051			
Total number of committees leading	male						
	female						
Total number of committees serving on	male	164	2.12	1.255	-3.453	312.051	.001
	female	512	2.52	1.441			
Time doing camp preparation tasks	male	164	10.625	9.2722	-3.234	428.983	.001
	female	482	13.923	15.7645			
Number of years as a camper	male	537	4.54	1.928			
	female	180	15.68	1.385			
Number of years as 4-H member	male	182	7.79	2.530	-.818	267.158	.414
	female	584	7.96	2.147			
Age	male	180	15.68	1.385	-.027	767	.979
	female	589	15.68	1.318			

2-tailed

equal variances not assumed, based on significant Levene's test for equality of variance

**Table H.1**  
***t* tests for Camp Counseling Participation Variables**

## **APPENDIX I**

### **Item Means and Frequency Distribution for YES Instrument**

## The Youth Experiences Survey (YES) 2.0

**Instructions:** Based on your current or recent involvement please rate whether you have had the following experiences in [name of activity]

Your Experiences In.....			
[Activity]			
Yes, Definitely	Quite a Bit	A Little	Not At All

### IDENTITY EXPERIENCES

<b>Identity Exploration</b>					
71. Tried doing new things	3.61 (.63)	68.6	24.2	7.2	0.1
72. Tried a new way of acting around people	2.89 (1.0)	35.4	28.9	25.1	10.5
73. I do things here I don't get to do anywhere else	3.40 (.81)	58.9	24.8	14.0	2.3

<b>Identity Reflection</b>					
74. Started thinking more about my future because of this activity	2.88 (.97)	33.5	28.3	30.5	7.6
75. This activity got me thinking about who I am	3.14 (.90)	44.0	30.8	20.4	4.8
76. This activity has been a positive turning point in my life	3.31 (.84)	52.7	28.5	16.2	2.7

### INITIATIVE EXPERIENCES

<b>Goal Setting</b>					
77. I set goals for myself in this activity	3.23 (.81)	45.2	35.0	17.9	1.9
78. Learned to find ways to achieve my goals	3.25 (.79)	44.7	38.0	15.3	2.1
79. Learned to consider possible obstacles when making plans	3.39 (.71)	51.2	37.8	9.7	1.3

<b>Effort</b>					
80. I put all my energy into this activity	3.52 (.65)	60.5	32.2	6.7	0.6
81. Learned to push myself	3.39 (.78)	54.9	30.9	12.2	2.1
82. Learned to focus my attention	3.42 (.74)	55.2	33.0	10.1	1.7

<b>Problem Solving</b>					
83. Observed how others solved problems and learned from them	3.32 (.73)	47.9	38.3	11.9	1.9
84. Learned about developing plans for solving a problem	3.29 (.76)	45.7	39.7	12.8	1.8
85. Used my imagination to solve a problem	3.28 (.81)	47.8	35.6	13.8	2.9

<b>Time Management</b>					
86. Learned about organizing time and not procrastinating (not putting things off)	3.33 (.78)	50.1	35.2	12.4	2.3
87. Learned about setting priorities	3.43 (.70)	53.5	36.8	8.4	1.3
88. Practiced self discipline	3.44 (.72)	56.5	32.3	10.0	1.3

### **BASIC SKILLS**

<b>Emotional Regulation</b>					
89. Learned about controlling my temper	3.31 (.88)	55.3	24.1	16.8	3.8
90. Became better at dealing with fear and anxiety	3.08 (.96)	42.8	29.9	19.5	7.7
91. Became better at handling stress	3.24 (.86)	47.8	31.8	16.7	3.8
92. Learned that my emotions affect how I perform	3.41 (.80)	58.8	26.4	11.9	2.8

### *COGNITIVE SKILLS*

<b>In this activity I have improved:</b>					
93. Academic skills (reading, writing, math, etc.)	2.07 (.96)	11.4	15.9	41.1	31.7
94. Skills for finding information	2.73 (.95)	23.7	36.7	28.5	11.1
95. Computer/Internet skills	1.89 (1.0)	11.0	13.0	29.6	46.4
96. Artistic/creative skills	2.98 (.97)	36.8	34.1	19.8	9.3
97. Communication skills	3.54 (.72)	65.9	24.5	7.5	2.1

<b>Physical Skills</b>					
98. Athletic or physical skills	2.73 (1.0)	28.2	28.8	30.7	12.3

## INTERPERSONAL RELATIONSHIPS

<b>Diverse Peer Relationships</b>					
99. Made friends with someone of the opposite gender	3.76 (.57)	82.1	13.1	3.5	1.3
100. Learned I had a lot in common with people from different backgrounds	3.47 (.81)	63.9	22.1	11.0	3.1
101. Got to know someone from a different ethnic group	2.53 (1.2)	34.4	12.5	24.3	28.8
102. Made friends with someone from a different social class (someone richer or poorer)	3.32 (.93)	58.4	21.4	14.1	5.9

<b>Prosocial Norms</b>					
103. Learned about helping others	3.66 (.61)	72.7	21.1	5.6	0.6
104. I was able to change my school or community for the better	2.63 (1.0)	24.6	27.3	34.4	13.7
105. Learned to stand up for something I believed was morally right	3.26 (.91)	52.2	26.6	15.9	5.2
106. We discussed morals and values	2.88 (.99)	34.6	28.0	28.1	9.3

## TEAM WORK AND SOCIAL SKILLS

<b>Group Process Skills</b>					
107. Learned that working together requires some compromising	3.64 (.60)	69.4	26.0	3.9	0.6
108. Became better at sharing responsibility	3.52 (.66)	59.9	32.7	6.6	0.8
109. Learned to be patient with other group members	3.59 (.61)	65.5	28.6	5.6	0.4
110. Learned how my emotions and attitude affect others in the group	3.52 (.71)	63.6	26.1	9.1	1.2
111. Learned that it is not necessary to like people in order to work with them	3.46 (.77)	60.5	27.2	10.0	2.3

<b>Feedback</b>					
112. I became better at giving feedback	3.28 (.78)	46.5	36.8	15.1	1.6
113. I became better at taking feedback	3.29 (.79)	47.7	36.8	13.0	2.6

<b>Leadership and Responsibility</b>					
114. Learned about the challenges of being a leader	3.61 (.65)	68.8	24.1	6.1	1.0
115. Others in this activity counted on me	3.58	66.5	25.7	7.4	0.4

	(.64)				
116. Had an opportunity to be in charge of a group of peers	3.45 (.81)	63.5	20.9	13.2	2.5

### ADULT NETWORKS

<b>Integration with Family</b>					
117. This activity improved my relationship with my parents/guardians	2.43 (1.0)	18.1	26.9	35.1	19.9
118. I had good conversations with my parents/guardians because of this activity	2.77 (1.0)	30.0	29.7	27.6	12.7

<b>Linkages to Community</b>					
119. Got to know people in the community	3.20 (.90)	47.2	30.3	17.3	5.2
120. Came to feel more supported by the community	2.72 (1.1)	30.7	25.8	28.5	15.0

<b>Linkages to Work and College</b>					
121. This activity opened up job or career opportunities for me	2.33 (1.1)	21.0	19.4	31.5	28.1
122. This activity helped prepare me for college	2.75 (1.0)	31.1	27.5	27.1	14.1
123. This activity increased my desire to stay in school	2.74 (1.2)	36.6	21.6	20.6	20.9

### NEGATIVE EXPERIENCES

<b>Stress</b>					
124. Demands were so great that I didn't get homework done (skip this item if your Target Activity is a class)	1.18 (.50)	1.2	1.6	11.0	86.3
125. This activity interfered with doing things with family	1.47 (.72)	2.3	6.4	27.7	63.6
126. This activity has stressed me out	1.69 (.83)	5.4	7.4	37.9	49.3

<b>Negative Peer Influences</b>					
127. Felt pressured by peers to do something I didn't want to do	1.21 (.56)	2.0	2.0	11.5	84.6
128. I did something in this activity that was morally wrong	1.09 (.40)	1.0	0.9	3.8	94.3
129. I was ridiculed by peers for something I did in this activity	1.17 (.53)	1.8	1.7	7.9	88.6
130. Youth in this activity got me into drinking alcohol or using drugs	1.04 (.32)	0.9	0.4	0.7	98.0

<b>Social Exclusion</b>					
131.Felt like I didn't belong in this activity	1.17 (.52)	1.7	1.4	9.4	87.5
132.I felt left out	1.23 (.57)	1.8	1.8	14.1	82.3
133. There were cliques in this activity	1.90 (1.0)	11.9	11.7	30.4	45.9

<b>Negative Group Dynamics</b>					
134. I get stuck doing more than my fair share	1.57 (.87)	6.1	6.8	24.6	62.5
135. Other youth in this activity made inappropriate sexual comments, jokes, or gestures	1.27 (.64)	2.5	2.9	14.0	80.6
136. Was discriminated against because of my gender, race, ethnicity, disability, or sexual orientation	1.07 (.39)	1.2	0.8	1.8	96.2

<b>Inappropriate Adult Behavior</b>					
137. Adult leaders in this activity are controlling and manipulative	1.31 (.67)	3.0	3.0	15.7	78.3
138. Adult leaders "hit" on me (made sexual advances)	1.05 (.31)	0.8	0.4	1.4	97.4
139. Adult leaders made inappropriate sexual comments or jokes	1.06 (.35)	0.9	0.7	1.7	96.7
140. Adult leaders encouraged me to do something I believed morally wrong	1.05 (.34)	0.9	0.7	1.0	97.4