

SUMMER CAMP ATTENDANCE:
ITS EFFECT ON SOCIAL COMPETENCE

By

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Abstract: The purpose of this study was to investigate college students and evaluate if attending summer camp as a child assists in the development of social competence. This was done by using the Self-Efficacy Scale, distributing it to a randomly selected group of participants through Qualtrics, as well as utilizing convenience sampling and inviting the Recreation Management and Therapeutic Recreation majors to participate. Of all individuals invited to participate, 48 individuals completed the survey in its entirety. A One-Way ANOVA was then used to analyze the data. The results of the analysis stated there are no significant differences in Self-Efficacy scores among college students who attended summer camp as a child and college students who did not attend summer camp as a child. Future research should consider studying a population closer in age to when attending summer camp, and a population that is not already socially competent.

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Chapter I

Introduction

Background of Problem

Development of social competence at a young age could determine future behavior, success in life, and intimacy in relationships (Jalongo, 2006). Jalongo (2006) reported social competence as being a universal concern of parents and families, a predictor of disruptive behavior in classrooms, and a predictor of acceptance by peers, which is correlated with positive attitudes towards school and social adjustment through life. Scales et al. (2004) states,

Parents know better than do nonparents how difficult it is to raise children, how impossible it is for a parent always to be there to protect, help, and support their children, and how the expansion of children's worlds, including relationships with new peers and new adults, is an inevitable part of their children's growth (p.741).

According to Gilmour and McDermott (2008), social competence and character are not dominant characteristics of children today. In the past, children were learning these skills through their education systems and families. However, these sources seem to be lacking now (Gilmour & McDermott, 2008). Gilmour & McDermott (2008) have suggested summer camps to be the latest system of potentially providing the foundation to social competence and educating children about social skills and peer interactions. Over 10 million children attend a day summer camp or a residential sleep-away summer camp every year (Henderson et al., 2007). If summer

camps were to start administering activities and programs where social competence improvement is a main objective, millions of children could be reached, and somewhat conditioned and guided to having more appropriate social skills and higher social competency.

According to Eels (1986), camp programs are generally overlooked as a venue for youth development, however earlier camp programs and directors focused their mission on positive youth development. Summer camps are more often seen as a place to relax and recreate, but with the shift in social competence in today's youth, now is the time to alter the image of today's summer camp and start assisting parents, guardians and caretakers with their goal of positive youth development.

Statement of the Problem

As a result of social and cultural changes in the process of how children and youth gain and develop social competence, more research is needed to determine where and how children are learning social competence, and how professionals in the field of leisure and recreation can assist and capitalize on their learning and development of social competence.

Purpose of the Study

The purpose of this study is to investigate college students and evaluate if attending summer camps assists in the development of social competence.

Definition of Terms

This study will be looking into summer camps as a provider of social competence. There are multiple types of summer camps individuals could attend. These include residential sleep-away camps, day camps, sports camps, and church camps.

Residential sleep-away camps are camps that occur for an extended period of time (i.e. 6 weeks), and the campers live on the campgrounds twenty-four hours a day, seven days a week. Residential sleep-away campers participate in activities such as sports, swimming, arts and crafts, photography, dance, drama, skiing, canoeing, kayaking, sailing, hiking, camping trips, biking trips, day trips, and ropes course.

Campers who attend a day camp do not live on the campgrounds for extended periods of time. These campers commute to and from home to the camp facility or grounds. The camp typically runs 5 days a week, Monday through Friday, from 8 am to 5 pm. The hours of operation are similar to those at a day care; however the activities vary from those activities of a daycare. Day camp activities may consist of sports, swimming, arts and crafts, photography, dance, drama, skiing, canoeing, kayaking, sailing, hiking, and ropes course, which are very similar to the activities held at a residential sleep-away camp.

Sports camps can be classified as sleep-away camps or day camps. The focus of sports camps will be either a specific sport or a multitude of different sports. Individuals could potentially reside on campus for the duration of camp, or commute to and from camp on a daily basis.

Church camp, generally, is a type of residential camp. The individuals tend to reside on campus during the course of the camp; however it is possible to commute to and from a church camp. The focus of church camps will be on religion, faith, and studies related to these topics. There may also be recreational activities incorporated into the camp, such as swimming, sports, challenge courses, etc.

Social competence is having the ability to get along with other people and knowing what kinds of behaviors are considered acceptable in various places, as to not embarrass yourself or make others around you feel uncomfortable (Gilmour and McDermott, 2008).

Significance of the Study

As the source of social competence is changing, society must also change their approach to teaching and educating children what social competence looks like and how to effectively interact with our peers in social situations. If summer camps can act as the primary educational setting for social competence and provide tools for campers to learn and become socially competent, then there would be more motivation and benefit for parents and caretakers to send children to summer camps. Also, directors and governing boards of summer camps could use this information to decide if they should design and focus their mission, goals, and objectives around developing social competence in their campers. This could assist the field of leisure and recreation, as well as potentially assist with the development of social competence in today's children and tomorrow's adults.

Assumptions

Assumptions within this study are that the summer camps attended are somewhat similar, and the campers are in fact interacting socially with other individuals when attending these camps. Also, an assumption being made within this study is that participants will be able to honestly and accurately answer questions regarding their social life and behavior in social situations, as well as answer questions without attempting to give the socially desirable answer.

Limitations

Social competence could be affected by several other factors, other than attendance at a summer camp. These other variables could include things such as cultural differences, significant historical events, or level of maturation. While investigating the effect summer camp has on children's social competence, the study must attempt to control for these multiple other variables. The participants must all have attended a summer camp within the United States, individuals must be citizens of the United States, and they should be between the ages of 18 and 22. They must have attended the camp between the ages of 7 and 18.

Hypotheses

The hypothesis to be tested in this study is college students who attended summer camp between the ages of 7 and 18 will score higher on the Self-Efficacy Scale than college students who did not attend summer camp between the ages of 7 and 18.

The null hypothesis is there is no significant difference within or between scores on the Self-Efficacy Scale for college students who attended summer camp between the ages of 7 and 18 and those who did not attend summer camp between the ages of 7 and 18.

Organization of the Study

Throughout the present study, an examination of prior research in the area of summer camp attendance and its effect on social competence will take place, as well as a detailed presentation of the methods used in the current study to investigate summer camp attendance and its effect on social competence in college students attending Oklahoma State University.

Chapter II

Review of Literature

Introduction

The purpose of this study is to investigate the role summer camps play in the development of social competence in college students. The following literature review will examine previous research done in the field of leisure, recreation, and social competence. The topics being examined include: why developing social competence is important, historical purposes for summer camp, known benefits of attending summer camp, reasons parents and caretakers send children to summer camps, and what the future of summer camps could look like.

Why Developing Social Competence is Important

Studies have shown great support for social competence and it being a predictor for children developing and growing into well-adjusted adults contributing positively to the society they live in (Gilmour & McDermott, 2008). Gilmour and McDermott (2008) also stated, “The more we invest in our kids’ social competence, the stronger and healthier relationships they will be able to build throughout their lives.”

According to Gilmour and McDermott (2008) social competence and social skills include characteristics such as: self-confidence, courtesy, values, reciprocity, compassion, and empathy. When individuals possess high social competence and appropriate social skills, they tend to

develop other competencies, positive relationships and achieve greater success in life compared to individuals who lack appropriate social skills and social competencies (Belois & Mitchell, 2009). Belois and Mitchell (2009) also state that individuals with poor social skills are at a greater risk for problems from internalizing disorders, such as depression, anxiety, and social phobias (Burt, Obradovic, Long, & Masten, 2008) to externalizing behaviors such as bullying, conduct problems (Gilmour & McDermott, 2008), and even substance abuse later in life (Burt et al., 2008).

Historical Purposes for Summer Camp

Children and youth have taken part in summer camps for over 150 years (Henderson et al., 2007). Numerous studies have looked into past summer camps, their benefits, and the outcome of those summer camps, so that professionals in the field of leisure and recreation can use the results to forecast into the future and create goals and objectives for future camp experiences. Groves (1981) constructed one of these studies, and he reported that camps have been known to contribute to a child's education and recreational activity, as well as working as a therapeutic environment.

Summer camps allow children to step out of their ordinary everyday lives and “develop an identity in relation to his peers” (Groves, 1981). To take it a step further, the child not only gets to engage with their peers in a new environment and new way, but the child also has the chance to connect with nature (Groves and Kabalas. 1976). Being in nature allows the child to feel a sense of peace and tranquility, which assists with the therapeutic aspect of recreation, allowing the child to more freely accept change (Groves, 1981).

Known Benefits of Attending Summer Camp

Additional skills and attributes reported to have developed from attending camp include: developing teamwork skills, leadership skill development, self-confidence boosts, taking responsibility for ones' self, and development of specialized skills (horseback riding, tennis, dance, photography) (Dworken, 2001). Past campers have also reported that camp provided them with lifelong skills, such as learning how to have fun in nature with no technology, building confidence in trying new skills, and managing free time (Dworken, 2001). Additional aspects of social competency that can be developed in a camp setting are self-concept/self-confidence, making good first impressions, values and morals, the ability to reciprocate appropriately, graciousness, respect, manners, character, courtesy, responding appropriately to authority figures, living and working well with others, compassion, and empathy (Gilmour, 2008).

Reasons Parents/Caretakers Send Children to Summer Camp

A large portion of people believe that parents are the reason for positive youth development, however even parents realize that it takes a community to assist in the process of nurturing and guiding children into adulthood in both educational settings, as well as non-educational settings, like summer camp (Henderson et al., 2007). Year after year, children are sent to summer camps for days, weeks, and even months at a time (Henderson et al., 2007). Why do parents continue this behavior? The benefits must outweigh the negative aspects for a parent to continue a behavior which separates them from their child for extended periods of time.

Parents have noticed changes in their children from the time they say good-bye at the camp gates until the time they pick the children up to head back home (Dworken, 2001). These

changes include a variety of developmental responses, such as positive identity, independence, ability to make new friends, peer relationships, and adventure and exploration (Henderson et al., 2007). Parents have also noticed a change or development in social competency among their children after attending camp for the summer (Dworken, 2001). The noticeable changes in social competency have been in behaviors such as being able to make new friends more easily, taking on more responsibilities, getting along well with peers, and learning how to live in a group or community setting (Halliday, 1991).

Are these changes a sufficient reason to send a child away for weeks or months at a time? Parents and campers both realize how attending camp has the potential to change a person for the better. Parents have reported their children developing self-confidence, while away at camp, and the children return home noticing changes in numerous aspects of their lives, including goal setting, being able to handle new and uncomfortable situations, being brave and willing to try new things, and how to rely and trust others within your community (Dworken, 2001).

The Future of Summer Camp

Some researchers have seen summer camp have such a tremendous impact on children's social lives that they are trying to decipher ways to overlap camp-taught skills into everyday life. Groves (1981) conducted a study to determine future goals and objectives necessary to assist integration of camping into other social institutions and into the mainstream American life. Some of the goals and objectives formed by Groves (1981) include provide leadership development, develop closer relations between campers and staff, create better camper relationships, provide a place where campers can work together in achieving a goal, develop better camp-community relations, and solve social problems. The majority of Groves' (1981) goals and objectives

incorporate relationships and improving social skills and social competency of the campers into each idea presented.

Colyn et al., (2008) proposes that skills needed in society are also needed in a summer camp setting; therefore camps should look for ways to teach children the skills needed to be actively engaged in their communities and society when they return home. Some of the skills Colyn et al., (2008) mentions include trust building, connecting with others, diversified friendships, participating in politics, giving and volunteering, faith-based engagement, and civic engagement across the community.

Dworken (2001) stated that summer camp allows children to try new things and develop new skills and areas of interest, and developing lifelong skills and interest can impact the choices youth make in terms of future careers and how they spend their leisure time. Dworken (2001) proposes that professionals in the leisure and recreation field focus on providing camps, programming, and counselors who will have a positive impact on the youth, therefore resulting in a more positive youth development and a more positive future for the youth involved in these camps, programs, and activities.

Theoretical Perspective

According to the Social Learning Theory, humans are not exclusively driven by intrinsic motivators nor defeated by uncontrollable environmental and situational factors (Bandura, 1971). However, the Social Learning Theory puts great emphasis on vicarious reinforcement, symbolic reinforcement, and the self-regulatory process and the role these three elements play in learned behaviors.

Bandura (1971) focuses on a few different factors in regards to learning new behaviors, which include observational learning, learning by direct experience, reinforcement, punishment, and stimulus control, all of which overlap in some sense. All of the aforementioned features are generally, or can be present and relevant aspects of the summer camp experience.

According to Bandura (1971),

Man's capacity to learn by observation enables him to acquire large, integrated units of behavior by example without having to build up the patterns gradually by tedious trial and error. Similarly, emotional responses can be developed observationally by witnessing the affective reactions of others undergoing painful or pleasurable experiences.

Summer camp can be an ideal setting for an individual to learn social skills and socially desirable behaviors through observational learning. While in a summer camp setting, one can have multiple opportunities to observe encounters between individuals, some of whom are already familiar with one another and others who are not. These encounters could potentially be seen as socially acceptable or socially unacceptable, and according to Bandura (1971), observing these encounters being modeled by others and witnessing whether these behaviors have positive or negative reactions will provide an indirect pathway of learning what behavior is considered acceptable or unacceptable for the observer.

An additional method for learning acceptable behavior, presented by Bandura (1971) in the Social Learning Theory, is learning by direct experiences. Reinforcement and punishment play a significant role in an individual acquiring an acceptable behavior or discarding an unacceptable behavior obtained through direct experiences. An individual attending summer camp could also have numerous opportunities to learn, through direct experiences, which

behaviors are considered socially acceptable and which behaviors are not. Potential occurrences a camper could directly experience at camp and learn from are making new friends, meeting new staff members, and maintaining relationships already established. According to the Social Learning Theory, if an individual has a poor or unpleasant experience introducing himself or herself to a new person, they are less likely to use the same behavior again (Bandura, 1971). The same goes for an individual who has a pleasurable experience; however this person is more likely to use the same technique or behavior again (Bandura, 1971).

Another feature of the Social Learning Theory that could play a role in one's learning experiences at summer camp is the ability to anticipate probable outcomes or consequences of different events, situations, or stimuli. Bandura (1971) refers to this as stimulus control. In order to function effectively in society, one must be able to anticipate these consequences in order to regulate his or her behavior accordingly (Bandura, 1971). An example of this, in a summer camp setting, could be a camper noticing a fellow camper who is upset and talking to the camp director. The upset camper's parents come to take the camper home. Having a knowledge of who the camp director is and recognizing the fellow camper as being upset and leaving camp, the original camper can adjust his or her behavior accordingly and not behave in a way that might be considered socially unacceptable or more upsetting to the departing camper.

Bandura (1971) included multiple features in his Social Learning Theory that can easily and readily be found in numerous summer camp settings. There is a vast range of opportunities for individuals to learn through observational experiences as well as direct experiences at a summer camp. On a daily basis, campers are interacting with other campers, staff members, directors, and support staff. Campers can also observe other individuals interacting with one another and absorb information about what social skills are being reinforced for those

individuals. Summer camp settings also give the camper opportunities to practice their own social skills and determine if they have acceptable social behaviors or unacceptable behaviors. In addition to learning through observation and direct experiences, campers can learn how to anticipate consequences and reactions brought forth by certain behaviors or stimuli. Summer camp settings can provide opportunities to campers to develop their social skills and develop acceptable social behaviors in a safe setting.

Summary

According to Gilmour and McDermott (2008), social competence and character are not dominant characteristics of children today, and studies have shown great support for social competence being a predictor for children developing and growing into well-adjusted adults contributing positively to society. Therefore, social competence is a skill that can not only benefit the individual, but can benefit the community and society as a whole.

It is a common belief among people that parents are the reason, and main resource, for positive youth development, however even parents realize that it takes a community to assist in the process of nurturing and guiding children into adulthood in both educational settings, as well as non- educational settings (Henderson et al., 2007). In the past, summer camps have been known to contribute to a child's education and recreational activity, as well as working as a therapeutic environment (Groves, 1981). As cultures and times are changing, camps have to adjust their objectives and goals to meet the needs and goals of society (Groves, 1981).

A new source of social competence development may be arising, and parents and children alike are taking note. Parents have reported their children developing self-confidence while away at camp, and the children come home noticing changes in numerous aspects of their

lives, including goal setting, being able to handle new and uncomfortable situations, being brave and willing to try new things, and how to rely and trust others within your community (Dworken, 2001). Colyn et al., (2008) proposes that skills needed in society are also needed in a summer camp setting, therefore camps should look for ways to teach children the skills needed to be actively engaged in their communities and society, not only for themselves, but for the betterment of their neighborhoods, communities, societies, and potentially the world.

Chapter III

Methodology

The methods to complete this study will involve an electronic survey administered through the Oklahoma State University Information Systems, Qualtrics, and the Recreation Management and Therapeutic Recreation listservs.

Research Design

Data will be collected electronically through Qualtrics from 500 Oklahoma State University students. Oklahoma State University Information Systems will select the participants using simple random sampling. In addition to simple random sampling, convenience sampling will be utilized by inviting all the Recreation Management and Therapeutic Recreation (RMTR) majors to participate in the study through the RMTR listserv. The questionnaire being used is the Self-Efficacy Scale by Sherer et al. (1982). This will measure the individual's general self-efficacy as well as the individual's social self-efficacy. The Self-Efficacy Scale is reported to have a Cronbach's $\alpha=.71$ (Sherer et al., 1982).

The construct validity for the Self-Efficacy Scale was reported by Sherer et al. (1982) to be correlated with measures of several other personality characteristics to assess construct validity. These measures included the Internal-External Control Scale (Rotter, 1966); the Personal Control Subscale of the I-E Scale (Gurin et al., 1969); the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1964); the Ego Strength Scale (Barron,

1953); the Interpersonal Competency Scale (Holland & Baird, 1968); and a Self-esteem Scale (Rosenberg, 1965). The correlations between the Self-Efficacy Scale and the other measures were obtained in prior research; all were moderate in magnitude in the appropriate direction (Sherer et al., 1982).

Demographic information will also be collected through Qualtrics. This will include gender, age, whether the individual is a citizen of the United States, whether the student is a Recreation Management and Therapeutic Recreation major, whether the student is in the Recreation Management program or the Therapeutic Recreation program, whether the individual attended summer camp between the ages of 7 and 18, if the camp was located within the United States, what type of summer camp the individual attended, and how many summers the individual attended this or any camp.

The questionnaire will be initially administered February 2014. A reminder e-mail will be administered one week after the initial disbursement of the questionnaire. All data will be gathered and analyzed February and March 2014.

Participants

Population

The population being examined consists of 18-22 year old students at Oklahoma State University who are citizens of the United States, and who attended a summer camp in the United States. The population must have attended summer camp between the ages of 7 and 18. The population includes males and females at Oklahoma State University. The population of those who may have attended summer camp is extremely large, considering one camp can host anywhere from 50 to 5000 campers in one summer. According to Henderson et al. (2007) more

than 10 million children attend a day summer camp or a residential sleep-away camp every summer. Therefore, a smaller percentage of the population can be sampled and be representative of the population.

Sample

The sample being measured consists of 18-22 year old students attending Oklahoma State University. The students must be citizens of the United States, due to possible cultural differences in summer camps and social competence. The experimental group must have attended some type of summer camps including: 1) residential sleep-away camp 2) day camp 3) sports camp 4) church camp 5) other. The control group must consist of participants who did not attend any type of summer camp as a child. The participants, in the experimental group, must have attended the camp, between the ages of 7 and 18, and the camp location must have been in the United States. Males and females are both included in the sample. Types of camps that are excluded from the study include special needs camps, juvenile behavioral correction camps, college orientation camps, and camps for “adults” (ages 18 and older).

Sampling Method

First, IRB approval must be received before pursuing participants for the study. After approval is received, the process of obtaining participants for the study will begin. Simple random sampling will be used to select participants from Oklahoma State University for the study. The participants will be randomly selected using Oklahoma State University’s Student Information System. Simple random sampling will allow the study to be more representative of the population being examined, and it will allow the study to be free from selection bias. In addition to utilizing simple random sampling, this study will use convenience sampling by

inviting Recreation Management and Therapeutic Recreation majors to participate in the study through the RMTR Listservs.

Data Collection

After the Information System randomly selects 500 students who meet the specified qualifications for the study, an e-mail will be sent inviting all selected participants to take part in the study. Those that choose to participate, including the RMTR majors, will be guided to an online version of the Self-Efficacy Scale, which will score and measure their general and social self-efficacy. The questionnaire will be administered through the online data collector, Qualtrics.

The study will be administered during the month of February 2014. The participants will be able to respond to the questionnaire at their own convenience during this month. The participants are allowed to complete the questionnaire in the place of their choosing. A reminder e-mail will be sent to the participants one week prior to the deadline.

Instruments

First, all individuals will be provided a consent form agreeing to participate in the study and demonstrating an understanding of the purpose of the study, the types of questions being asked, subject anonymity, and the right of the participant to withdraw from the study at any time.

After the potential participants' consent is gained, all individuals will be administered a questionnaire containing a demographics section, as well as the Self-Efficacy Scale (Sherer et al., 1982). The demographic section will request response as to the age of the individual, gender, whether the participant is an RMTR major, decipher between Recreation Management and Therapeutic Recreation, indicate whether the individual attended summer camp between the ages of 7 and 18, what type of summer camp the individual attended, and how many summers the

individual attended each camp. The participant will then be directed to the Self-Efficacy Scale (Sherer et al., 1982). This scale consists of 23 items assessing expectations in terms of willingness to initiate behaviors, willingness to expand effort in completing behaviors and persistence despite difficulties (Rice et al., 1997). Participants are asked to rate each of the 23 statements on a 5-point Likert scale (1= Strongly Disagree to 5= Strongly Agree), indicating the extent to which the statements describe themselves. Fourteen of the items in the Self-Efficacy Scale are reversed scored. 16 of the items are directed towards general self-efficacy and 7 items are directed towards social self-efficacy. Examples of statements in the Self-Efficacy Scale include, “I feel insecure about my ability to do things,” and “I have acquired my friends through my personal ability to make friends.”

Validity

According to Sherer et al. (1982), scores from the Self-Efficacy Scale were correlated with measures of several other personality characteristics to assess construct validity. These measures included the Internal-External Control Scale (Rotter, 1966); the Personal Control Subscale of the I-E Scale (Gurin et al., 1969); the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1964); the Ego Strength Scale (Barron, 1953); the Interpersonal Competency Scale (Holland & Baird, 1968); and a Self-esteem Scale (Rosenberg, 1965). The correlations between the Self-Efficacy Scale and the other measures were obtained; all were moderate in magnitude in the appropriate direction (Sherer et al., 1982).

Reliability

Sherer et al. (1982) reported the Self-Efficacy Scale to have a Cronbach's $\alpha = .71$.

Data Analysis

This study will be utilizing a One-Way Analysis of Variance, in order to analyze the scores and data collected by the instruments listed above. This will compare the means of the competence scores within and between the categories of respondents: students who attended summer camp, and students who did not attend summer camp.

Hypotheses

The hypothesis tested in this study is college students who attended summer camp as a child will score higher on the Self-Efficacy Scale than college students who did not attend summer camp as a child.

The null hypothesis was scores on the Self-Efficacy Scale will not differ between college students who attended summer camp between the ages of 7 and 18 and college students who did not attend summer camp between the ages of 7 and 18.

Summary

This study will examine college students, ages 18 to 22, who attended summer camp as a child. They must have attended the camp between the ages of 7 and 18. The participants will be scored using the Self-Efficacy Scale, and their scores will be compared to college students who did not attend any type of summer camp as a child.

Individuals will be excluded from the study if the summer camp attended was outside of the United States and if the camp was a special needs camp, juvenile delinquency camp, or a camp for adults. If the individual is not a citizen of the United States, they will also be excluded

from the study. Qualtrics will be programmed so that ineligible respondents will exit the survey and be directed to a “thank you” page.

Selection will be done through Oklahoma State University’s Student Information System. After the sample is selected, e-mails will be distributed requesting their participation in the study. If they agree to participate, they will be guided to an online questionnaire using Qualtrics.

In addition to utilizing Qualtrics, the Recreation Management and Therapeutic Recreation Listserv will distribute the survey to all its contacts.

After completing the questionnaire, the data will be analyzed using a One-Way Analysis of Variance to determine if there is a difference in social competence between college students who attended a summer camp and students who did not attend any type of summer camp.

Chapter IV

Findings and Results

Purpose

The purpose of this study was to investigate the role summer camps play in the development of social competence in college students.

Hypothesis

The null hypothesis stated scores on the Self-Efficacy Scale will not differ between college students who attended summer camp between the ages of 7 and 18 and college students who did not attend summer camp between the ages of 7 and 18.

The alternative hypothesis was college students who attended summer camp between the ages of 7 and 18 differ significantly on the Self-Efficacy Scale from college students who did not attend summer camp between the ages of 7 and 18.

Participants

Participants were either randomly selected by the Oklahoma State University Information Systems or were part of the Recreation Management and Therapeutic Recreation Listserv. Five hundred (500) students were invited, by email, to participate in the study through the Oklahoma State University Information Systems. The OSU Information Systems filtered students by age (18-22) and US citizenship.

Description of the Respondents

There were 48 participants (just under 10% of possible participants) who completed the survey through the online survey distributor, Qualtrics. Out of the 48 completed surveys, 11 were completed by male participants and 37 by female participants (see Figure 1).

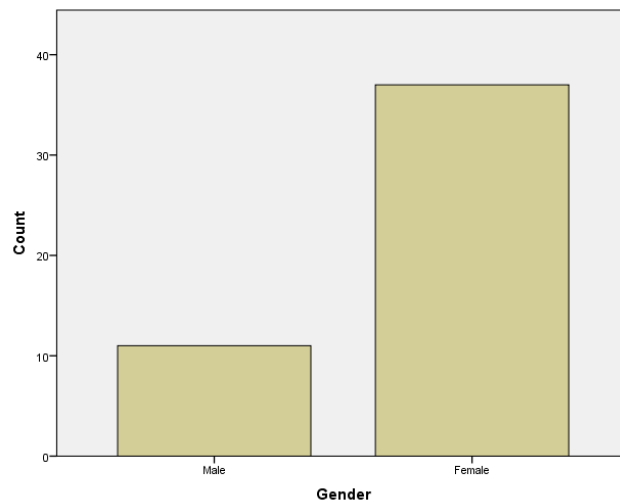


Figure 1. Gender of study participants.

Of all participants ($n=48$), 22 were recognized as RMTR majors, and 26 were of other general majors (see Figure 2).

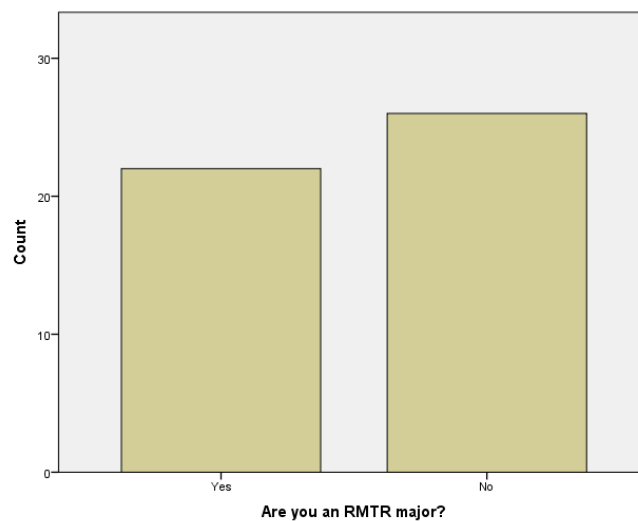


Figure 2. RMTR majors and general majors.

Of the 22 participants who were identified as RMTR majors, 8 specified to be Recreation Management focused, and 14 specified to be Therapeutic Recreation focused (see Figure 3).

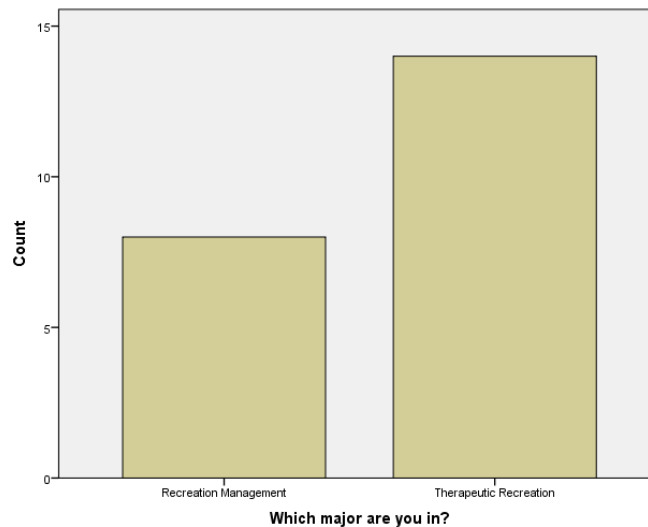


Figure 3. Recreation Management focused or Therapeutic Recreation focused.

Of the 48 participants, 35 participants had attended a summer camp between the ages of 7 and 18, and 13 individuals had not attended a summer camp between the ages of 7 and 18 (see Figure 4).

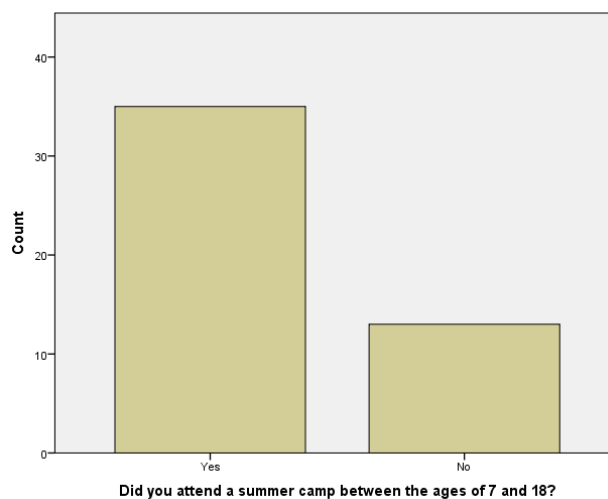


Figure 4. Participants who did attend and did not attend summer camp as a child.

Of the 35 participants who did attend summer camp, 46% have attended a day camp, 46% have attended a residential sleep away camp, 71% have attended a church camp, 43% have attended a sports camp, and 20% have attended “Other” types of camps, such as art camp, girl scouts camp, and boy scouts camp. Participants could potentially attend more than one type of camp during his/her childhood resulting in a total greater than 100%.

For the mean scores of all participants (n=48) for Total Self-Efficacy, General Self-Efficacy, and Social Self-Efficacy, see Table 1.

Table 1- Descriptive Statistics	<u>Mean</u>	<u>St. Deviation</u>
Total Self-Efficacy Score	80.71	10.85
General Self-Efficacy Score	45.58	7.22
Social Self-Efficacy Score	20.69	4.65

Hypothesis

The null hypothesis stated scores on the Self-Efficacy Scale would not differ between college students who attended summer camp between the ages of 7 and 18 and college students who did not attend summer camp between the ages of 7 and 18.

The alternative hypothesis was college students who attended summer camp between the ages of 7 and 18 would differ significantly on the Self-Efficacy Scale from college students who did not attend summer camp between the ages of 7 and 18.

One-Way Analysis of Variance

A One-way Analysis of Variance was utilized to determine if there was a difference in scores on the Self-efficacy Scale among college students who did attend camp as a child and college students who did not attend camp as a child. Comparisons were made for the General Self-Efficacy Scale, Social Self-Efficacy Scale, and the Overall Self-Efficacy Scale. The analysis suggested no significant differences among college students' General Self-Efficacy scores who did attend summer camp and college students' scores for those who did not attend summer camp as a child $F(1, 46) = .486, p > .05, R^2 = .01$.

Table 2 ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Total Self Efficacy Score Between Groups	13.253	1	13.253	.110	.741
Total Self Efficacy Score Within Groups	5520.664	46	120.014		
Total Self Efficacy Score Total	5533.917	47			
General Self Efficacy Score Between Groups	25.618	1	25.618	.486	.489
General Self Efficacy Score Within Groups	2426.048	46	52.740		
General Self Efficacy Score Total	2451.667	47			
Social Self Efficacy Score Between Groups	18	1	18	.829	.367
Social Self Efficacy Score Within Groups	998.312	46	21.702		
Social Self Efficacy Score Total	1016.313	47			

It also found that there were no significant differences in the Social Self-Efficacy scores $F(1, 46) = .829, p > .05, R^2 = .01$, and Total Self-Efficacy scores of college students who attended summer camp as a child and college students who did not attend summer camp as a child $F(1, 46) = .110, p > .05, R^2 = .002$ (see Table 2).

As a result of this analysis, the null hypothesis could not be rejected.

Chapter V

Discussion

The purpose of this study was to investigate the role summer camps play in the development of social competence in college students. It looked at college students who did attend a summer camp between the ages of 7 and 18, as well as college students who did not attend a summer camp between these ages.

The null hypothesis stated scores on the Self-Efficacy Scale would not differ between college students who attended summer camp between the ages of 7 and 18 and college students who did not attend summer camp between the ages of 7 and 18.

The alternative hypothesis was college students who attended summer camp between the ages of 7 and 18 would differ significantly on the Self-Efficacy Scale from college students who did not attend summer camp between the ages of 7 and 18.

This study focused on participants randomly selected by Oklahoma State University's Information System, as well as participants who were a part of the Oklahoma State University's Recreation Management and Therapeutic Recreation listserv. All participants were contacted via e-mail and invited to participate in a study through a survey posted on Qualtrics. All participants were given a two-week time span to complete the survey, with a reminder e-mail administered one week after the initial invite.

The survey consisted of 9 demographic items, as well as the Self-Efficacy Scale. The Self-Efficacy Scale consists of 23 items, 7 of the items being focused towards social self-efficacy, and the other 16 items being focused towards general self-efficacy.

A total of 48 completed surveys were obtained and analyzed at the end of the two-week time span given to the participants. The analysis utilized in this study was the One-way Analysis of Variance. The analysis was completed using Qualtrics as well as SPSS.

Analysis of Scores

The analysis suggests that there was no significance difference in self-efficacy scores among participants who attended summer camp as a child and participants who did not attend summer camp as a child, therefore the study failed to reject the null hypothesis.

There are a variety of reasons why the study could have resulted in no significant difference among the participant's self-efficacy scores. The first is the lack of participants in the study. There were over 500 individuals invited to participate in the study, however only 48 individuals completed the survey in the given time span. The study ran the risk of not having a significant difference in results with a response rate less than 20%. As a result, the limitation of sample size may have adversely affected the findings.

In addition to a low response rate, outside factors could play a large role in when and how people acquire their social skills. The study could potentially be more accurate if it were completed immediately after a child has attended a summer camp. This would be particularly valuable if it were a pre-test/post-test design for campers at the time of their respective camping experiences. For this study, with such a long wait period between camp attendance and the

administration of the study, the participants could have had other life experiences that could drastically change one's social competence, either negatively or positively.

It is also possible that camp experiences do not affect social competence as measured by the instruments utilized in this study.

Conclusion

There are multiple ways for an individual to develop and gain social competence. Summer camp could be one of the methods that will assist an individual in developing and gaining social competence, however it is challenging to isolate the development and gains that are a result of summer camp.

According to previous research, summer camp settings have high potential for providing opportunities for campers to develop positively emotionally, mentally, as well as socially (Gilmour, 2008). Although the results of this study did not have significant differences among those who did and did not attend summer camp as a child, there is enough previous research to support the idea of summer camps as being beneficial during youth development (Dworken, 2001).

Recommendations for future research

For continuing research in the area of social competence and summer camp attendance, I would recommend surveying children at a younger age, rather than surveying college students. To get a better picture and understanding of a child's social skills and if they are affected by summer camp attendance, a pre-test and post-test might be more effective. A pre-test analyzing a child's social competence, prior to camp attendance, compared to a post-test of a child's

competence soon after attending camp would give a better conclusion to how much the camp attendance effects the social competence.

Another recommendation for future research in this field would be to study a population that does not already have high social competency. College students may have higher social competency than the average population, because college students need social skills to thrive in a college setting. Future research may look at incarcerated individuals, or a population that does not require high social competency to thrive.

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doi: 10.2466/pr0.1982.51.2.663.

Appendix A

Participant Information Sheet

Before proceeding to the survey, please read the following information

Project title:

Summer Camp Attendance, Its Effect on Social Competence

Investigator:

Chesca Pritchard, chesca@okstate.edu, Oklahoma State University

Lowell Caneday, Ph.D., lowell.caneday@okstate.edu, Oklahoma State University, advisor

Purpose:

The purpose of the Self-Efficacy Scale is to assess a general sense of perceived self-efficacy with the intent of gaining insight into the possible influence of camp experiences.

Procedures:

Continuing with the survey implies your consent to participate in the study. If you choose to participate, you will complete a demographic survey and the Self-Efficacy Scale with instructions on the first page of the survey. You will be asked about how you relate to social situations, and how you would handle certain situations, as well as basic demographic questions. You will answer all the questions in the survey, which will take approximately 15 to 20 minutes.

Risks of Participation:

There are no known risks associated with this project that are greater than those ordinarily encountered in daily life. If, however, you begin to experience discomfort or show stress in this research, you may end your participation at any time.

Benefits:

The survey will assist in determining if summer camps play a role in social competence development in youth. The data collected will be used to assess any differences in social competence between adults who attended summer camp as a child and adults who did not attend

summer camp as a child. This assessment could assist in determining the future of summer camps.

Confidentiality:

All information obtained about you in this study will be kept confidential and will not be released. All information will be saved for up to one year, and all records of this study will be kept private. Any written results will discuss findings and will not include information that could identify any individual participant. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records.

Compensation:

There is no compensation for participation in this study.

Contact:

If you have any questions or concerns regarding the study, please contact the principal investigator Chesca Pritchard, 580-302-3242, chesca@okstate.edu, Leisure Studies, Oklahoma State University-Stillwater, Stillwater, OK, 74075; or Lowell Caneday, Ph. D., (405) 744-5503, lowell.caneday@okstate.edu, Leisure Studies, 184 Colvin Center, Oklahoma State University, Stillwater, OK, 74078; or Shelia Kennison, Ph. D., (405) 744- 7335, shelia.kennison@okstate.edu, Psychology, 219 North Murray, Oklahoma State University, Stillwater, OK, 74078

Participant Rights:

Your participation in this study is voluntary, and there is no penalty for refusal to participate. You are free to withdraw your consent and participation at any point during the study.

Consent:

I have read and fully understand the consent form. I understand that my participation is voluntary. By continuing on to the survey, I am indicating that I freely and voluntarily agree to participate in this study and I also acknowledge that I am at least 18 years of age.

Appendix B

Participant Survey

Self-Efficacy Scale

Instructions: Answer all of the following questions to the best of your ability.

Section 1: Demographics

1. Age: _____ (years)
2. Gender: _____ Male _____ Female
3. Are you a citizen of the United States? _____ Yes _____ No
4. Are you an RMTR Major?
5. If yes, what major are you? _____ Recreation Management _____ Therapeutic Recreation
6. Did you attend a summer camp between the ages of 7 and 18? _____ Yes _____ No
7. If yes, was the summer camp in the United States? _____ Yes _____ No
8. If yes, what category of summer camp did the camp(s) you attended fall under?
 - ☐ Day Camp
 - ☐ Residential Sleep Away Camp
 - ☐ Church Camp
 - ☐ Sports Camp
 - ☐ Other _____
9. How many summers did you attend the following camp, between the ages of 7 and 18?
 - ☐ Day Camp _____
 - ☐ Residential Sleep Away Camp _____
 - ☐ Church Camp _____
 - ☐ Sports Camp _____
 - ☐ Other _____

Instructions: Circle the number that coordinates with how you relate to the statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When I make plans, I am certain I can make them work.	1	2	3	4	5
One of my problems is that I cannot get down to work when I should.	1	2	3	4	5
If I can't do a job the first time, I keep trying until I can.	1	2	3	4	5
When I set important goals for myself, I rarely achieve them.	1	2	3	4	5
I give up on things before completing them.	1	2	3	4	5
I avoid facing difficulties.	1	2	3	4	5
If something looks too complicated, I will not even bother to try it.	1	2	3	4	5
When I have something unpleasant to do, I stick to it until I finish it.	1	2	3	4	5
When I decide to do something, I go right to work on it.	1	2	3	4	5
When trying to learn something new, I soon give up if I am not initially successful.	1	2	3	4	5
When unexpected problems occur, I don't handle them well.	1	2	3	4	5
I avoid trying to learn new things when they look too difficult for me.	1	2	3	4	5
Failure just makes me try harder.	1	2	3	4	5
I feel insecure about my ability to do things.	1	2	3	4	5
I am a self-reliant person.	1	2	3	4	5
I give up easily.	1	2	3	4	5
I do not seem capable of dealing with most problems that come up in life.	1	2	3	4	5
It is difficult for me to make new friends.	1	2	3	4	5
If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.	1	2	3	4	5

If I meet someone who is hard to make friends with, I'll soon stop trying to make friends with that person.	1	2	3	4	5
When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	1	2	3	4	5
I do not handle myself well in social gatherings.	1	2	3	4	5
I have acquired my friends through my personal ability to make friends.	1	2	3	4	5

Appendix C

Descriptive Statistic Tables

Total Self-Efficacy Scores	
RMTR Majors	Non-RMTR Majors
<u>Mean</u>	<u>Mean</u>
81.86	79.73
<u>St. Deviation</u>	<u>St. Deviation</u>
9.63	11.89

General Self-Efficacy Scores	
RMTR Majors	Non-RMTR Majors
<u>Mean</u>	<u>Mean</u>
47.05	44.35
<u>St. Deviation</u>	<u>St. Deviation</u>
5.92	8.07

Social Self-Efficacy Scores	
RMTR Majors	Non-RMTR Majors
<u>Mean</u>	<u>Mean</u>
20.32	21
<u>St. Deviation</u>	<u>St. Deviation</u>
4.3	4.99

Total Self-Efficacy Scores	
Rec. Management	Therapeutic Rec.
<u>Mean</u>	<u>Mean</u>
80.63	82.57
<u>St. Deviation</u>	<u>St. Deviation</u>
11.75	8.6

General Self-Efficacy Scores	
Rec. Management	Therapeutic Rec.
<u>Mean</u>	<u>Mean</u>
45.25	48.07
<u>St. Deviation</u>	<u>St. Deviation</u>
7.05	5.17

Social Self-Efficacy Scores	
Rec. Management	Therapeutic Rec.
<u>Mean</u>	<u>Mean</u>
20.63	20.14
<u>St. Deviation</u>	<u>St. Deviation</u>
4.44	4.38

The highest score possible for the Total Self-Efficacy is 115, General Self-Efficacy is 80, and the highest score possible for the Social Self-Efficacy 35.

Appendix D

IRB Review Letter

Oklahoma State University Institutional Review Board

Date: Monday, January 13, 2014
IRB Application No ED13199
Proposal Title: Summer Camp Attendance, Its Effect on Social Competence

Reviewed and
Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 1/12/2017

Principal
Investigator(s):

Chesca Pritchard	Lowell Caneday
2525 N Keller Dr	180 Colvin Center
Stillwater, OK 74075	Stillwater, OK 74075

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

2) The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Shelia Kennison, Chair
Institutional Review Board

VITA

Chesca Ann Pritchard

Candidate for the Degree of

Master of Science

Thesis: SUMMER CAMP ATTENDANCE: ITS EFFECT ON SOCIAL COMPETENCE

Major Field: Leisure Studies

Biographical:

Education

Completed the requirements for the Master of Science in Leisure Studies at Oklahoma State University, Stillwater, Oklahoma in May 2014.

Completed the requirements for the Bachelor of Science in Psychology at Oklahoma State University, Stillwater, Oklahoma in May 2012.

Experience

Graduate Teaching Assistant, 2013-2014

Oklahoma State University

Courses: Leisure 1232- Beginning Golf, Leisure 1242- Beginning Tennis & Racquetball, Leisure 1342- Physical Fitness, Leisure 1352- Weight Training.