

CONSTRAINTS AFFECTING ADOLESCENT GIRLS' CONTINUED
PARTICIPATION AT RESIDENT CAMP

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by
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The undersigned, appointed by the dean of the Graduate School, have examined the
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PARTICIPATION AT RESIDENT CAMP

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TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vii
ABSTRACT.....	viii
CHAPTER 1. INTRODUCTION.....	1
Need.....	2
Purpose.....	2
Hypothesis.....	2
Assumptions and Limitations.....	3
Definitions.....	4
CHAPTER 2. LITERATURE REVIEW.....	5
Constraint Theory.....	5
Figure 1.....	6
Figure 2.....	7
Negotiation and Recreation Substitutability.....	8
Hierarchical Model of Leisure Constraints	9
Figure 3.....	10
Constraints and Adolescents.....	11
Summary.....	13
CHAPTER 3. METHODS.....	15
Camp Oakledge.....	15

Subject Selection.....	15
Questionnaire	16
Construction of Questionnaire.....	18
Pre-test.....	22
Collection of Data: Group A.....	22
Collection of Data: Group B.....	23
Statistical Analysis.....	24
CHAPTER 4. DATA ANALYSIS.....	25
Descriptive Analysis.....	25
Group A.....	29
Group B.....	31
Analysis in Detail.....	38
CHAPTER 5. DISCUSSIONS AND CONCLUSIONS	43
Summary of Perceived Constraints for Group A.....	43
Summary of Perceived Constraints for Group B.....	44
Summary of Constraints for Group A and Group B.....	44
Summary of Constraints for 13 Year Olds and Rest of Population.....	45
Implications.....	46
Suggestions for Future Research.....	47
REFERENCES.....	49
APPENDIXES.....	52
A. First Page of Questionnaire: Group A.....	52

B. Second Page of Questionnaire: Group A.....	53
C. Cover Letter: Group A.....	54
D. Parent Consent Form.....	55
E. Child Assent Form.....	56
F. IRB Approval Form.....	57
G. Cover Letter: Group B.....	60
H. First Page of Questionnaire: Group B.....	61
I. Second Page of Questionnaire: Group B.....	62
J. Responses to Race: Group B.....	63
K. Responses to Other Camps: Group A.....	64
L. Influence to Attend Camp: Group A.....	67
M. Responses to Other Camps: Group B.....	68
N. Influences to Attend Camp: Group B.....	71
O. Table 11.....	72
P. Table 12.....	73
Q. Table 13.....	74
R. Table 14.....	75
S. Table 15.....	76
T. Table 16.....	77
U. Additional Comments: Group A.....	78
V. Additional Comments: Group B.....	85

LIST OF TABLES

Table 1. Age: Group A.....	26
Table 2. Grade: Group A.....	26
Table 3. Race: Group A.....	27
Table 4. Age: Group B.....	28
Table 5. Grade: Group B.....	28
Table 6. Race: Group B.....	29
Table 7. Camp History: Group A.....	31
Table 8. Camp History: Group B.....	31
Table 9. Constraints for Group A	36
Table 10. Constraints for Group B.....	37
Table 11. Intrapersonal Constraints for Group A.....	37
Table 12. Interpersonal Constraints for Group A.....	37
Table 13. Structural Constraints for Group A.....	37
Table 14. Intrapersonal Constraints for Group B.....	38
Table 15. Interpersonal Constraints for Group B.....	38
Table 16. Structural Constraints for Group B.....	38
Table 17. Independent Sample t-test: Difference among group A and group B in constraints.....	39

ABSTRACT

Although there are many benefits of being in the outdoors and attending camp, many girls cease participation in camp (ACAb, 2008; Easter Seals, 2008). The purpose of this study was to determine the specific constraints that inhibit adolescent girls continued participation in a resident camp or camps. Two types of surveys were administered, a mail-back survey to girls that no longer attended Camp Oakledge and a group administered survey to girls that attended Camp Oakledge in the summer of 2008.

Constraint theory was the basis of this research. A constraint has been defined as “a factor that limits or inhibits participation in a given leisure pursuit,” (Raymore, Godbey, Crawford, and van Eye (1993; p. 99) while Jackson (1988; p. 69) defined a constraint as a, “subset of reasons for not engaging in a particular behavior.” There are three types of constraints; psychological (intrapersonal), socio-psychological (interpersonal), and environmental (structural) (Alfadhil, 1996).

Data was analyzed using the Statistical Package for the Social Science 16.0 (SPSS). An independent samples t-test was calculated in each category to determine if there were significant differences between girls that stopped attending camp versus girls that participated in camp.

Results from the independent sample t-tests between the girls who stopped attending camp and the girls who attended camp in the summer of 2008, indicated that homesickness was the most prevalent intrapersonal constraint, not having a friend to go back to camp with was the most prevalent interpersonal constraint and not having a scholarship was the most prevalent structural constraint.

Results from this study may provide some beneficial information to the Girl Scouts of Northeast Kansas and Northwest Missouri to understand non-participation in camp settings as well as strategies to alleviate some of these constraints. If the constraints can be identified, it may be possible to address these issues, thereby eliminating a negative trend in camp attendance.

CHAPTER 1

Introduction

Organized youth camping has been in existence for over 145 years in the United States. The first organized camp in America was Gunnery Camp, established in 1861 near Washington, Connecticut. Gunnery Camp consisted of a two-week camping trip for boys, who participated in wilderness activities (Lawhon, 2005). Thirteen years later, the first YWCA camp, Sea Resort, was established in 1874 near Asbury Park, Pennsylvania. In 1910, what is now known as the American Camp Association (ACA) was founded by Alan S. Williams who hoped to establish a standardized model for youth camps. To be an ACA accredited camp, it must meet up to 300 standards in three categories; health, safety, and program quality. In 1912 the first Girl Scout camp was established in Savannah, Georgia. By 1922, there were Girl Scouts in all regions of the United States. The organized youth camping movement has a rich history (American Camp Association, 2008 A). According to Surgenor (2008), more than 10 million kids attend summer camp each year.

Studies have shown that camping and exposure to nature can offer numerous benefits to participants. According to the ACA, benefits often include: 1) social skills development, (leadership, communication, and participation); 2) self respect and character building, (responsibility, resourcefulness, and resilience); and 3) community living and service skills, (fairness, citizenship, and trustworthiness) (American Camp Association B, 2008). Other noteworthy outcomes of camp attendance for kids include, “learn to adjust to new environments, various social situations, gain a greater sense of

personal satisfaction, self-esteem, and leadership, develop personal habits that lead to a healthy lifestyle, discover and explore interests, values and talents, participate on teams, take responsibility for others and help out, test skills in problem solving, and create life-long friendships” (Easter Seals, 2008).

Need for the study

Although there are many benefits of being in the outdoors and attending camp, many girls cease participation in camp (ACA, 2008; Easter Seals, 2008). Having the knowledge that camp attendance can have positive results, it is important to determine why adolescents cease participation in camp attendance. If the constraints can be identified, it may be possible to address these issues proactively, thereby eliminating a negative trend in camp attendance.

Purpose

The purpose of this study is to determine some specific constraints that inhibit adolescent girls continued participation in resident camp.

Hypotheses

H_o1: There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of intrapersonal constraints.

H_o2: There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of interpersonal constraints.

H_o3: There is no significant difference between the girls that stopped coming to

camp and those girls who attended camp in the summer of 2008 in terms of structural constraints.

Assumptions and Limitations

When researching human subjects, there are assumptions and limitations to consider. Precautions were taken to lessen, but not eliminate these factors. The first assumption was that the girls in group A (fifth through twelfth grades that attended Camp Oakledge in the summer of 2006 or 2007, but had not re-registered for the summer of 2008) were the ones completing the surveys and not their parents. Explicit directions were given in the cover letter to help minimize this factor. Second, it was assumed that the girls in group A were not coached by their paretns to fill out the surveys. Third, the girls in group B (fifth through twelfth grades that attended Camp Oakledge during the summer of 2008) were not influenced by the presence of the other girls while they completed the questionnaires. To minimize this factor, the researcher gave a brief talk before the survey was administered asking the girls not to talk to each other while filling out the questionnaire. The fourth assumption was that the surveys were completed honestly and to the best of the girl's abilities in both groups. Finally, it was assumed that the girls in group A were not actually attending Camp Oakledge during the summer of 2008. The cover page explained not to fill out the survey and to a check the box at the bottom of the page if they expected to attend.

The limitations to this study are as follows. First, group A was consisted of girls that have ceased participation in resident camps. For some of the girls, it had been two summers since they have attended camp. Therefore, their memories may not be as clear

which may have hindered how they completed the survey. In addition, these girls may be less inclined to complete a survey for an activity that they stopped participating in two years ago. Second, both groups consist of children, so they may not fully understand the survey questions. The third possible limitation to this study was a price increase in attending Camp Oakledge. The camp fee raised \$75 from the summer of 2007 to 2008. The cost increase could have deterred participants from registering. The fourth limitation was that in 2008 the girls who were eligible to attend Camp Oakledge in the past were now eligible to attend Camp Daisy Hindman. Camp Daisy Hindman is a Girl Scout resident camp that was added to the council during a recent council realignment. Camp Daisy Hindman is offered to girls in the same age range and it includes some of the same activities as Camp Oakledge. The final limitation to this study is the current economic situation (camp attendance may not be seen as a high priority).

Definitions

The following terms are used throughout this study:

Resident camp - Camping overnight for ten consecutive days and nights.

Buddy - A friend that a girl signs up to come to camp with.

Constraint - Subset of reasons for not engaging in a particular behavior.

Intrapersonal constraint - Internal psychological conditions that inhibit participation.

Interpersonal constraint - Develop from interactions or lack of interactions with other people.

Structural constraint - Arise from external conditions which affect the participant.

CHAPTER 2

Literature Review

Constraint Theory

Constraint theory was introduced to leisure studies in the 1960's when the Outdoor Recreation Resources Review Commission (ORRRC) administered a survey on outdoor recreation in the United States (Mannell & Kleiber, 1997). However, it was not until 1987 that Crawford and Godbey developed a model of constraint theory and described how it worked. Raymore, Godbey, Crawford, and van Eye (1993; p. 99) defined a constraint as "a factor that limits or inhibits participation in a given leisure pursuit," while Jackson (1988; p. 69) defined a constraint as a, "subset of reasons for not engaging in a particular behavior."

Crawford and Godbey (1987) proposed three types of constraints that individuals experience for any given activity: intrapersonal, interpersonal, and structural. Sometimes these constraints are called barriers and are described as psychological (intrapersonal), socio-psychological (interpersonal), and environmental (structural) (Alfadhil, 1996). According to Mannell & Kleiber, intrapersonal constraints are internal psychological conditions that inhibit participation. Psychological constraints might include characteristics such as personality, mood, and attitude which may affect participation. Interpersonal constraints develop from interactions or lack of interactions with other people. For example, an interpersonal constraint would include the absence of a companion. The last type of constraint, structural, arises from external conditions which affect the participant. Structural constraints include insufficient funds or lack of

transportation to access recreational opportunities (Mannell & Kleiber, 1997).

Research in constraint theory in the 1980's indicated that if a person encountered a constraint they would either cease participation or not attempt the activity (Jackson & Rucks, 1995; Jackson, 1990; Jackson, 2005). Early researchers believed that constraints were unyielding and if a person encountered a constraint, nonparticipation was the only outcome (Jackson, 2005). Figure 1 and 2 illustrate this early research. If there is a preference to an activity, but a constraint present, then participation is not possible (Figure 1). However, Figure 2 shows that if there is a preference to an activity but a constraint is encountered, there is non-participation and if no constraint is encountered, there is participation in the activity.

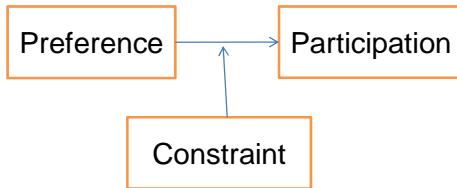


Figure 1: Adopted from: Jackson, E. L. (2005). *Constraints to Leisure*. State College, PA: Venture Publishing, Inc.

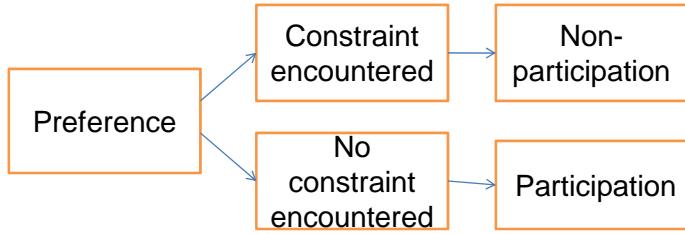


Figure 2: Adopted from: Jackson, E. L. (2005). *Constraints to Leisure*. State College, PA: Venture Publishing, Inc.

After conceptualization, there were four major changes to constraint theory (Jackson, 2005). First, additional research was being conducted to refine the older model. Second, the language changed from barriers to recreation participation to leisure constraints (Jackson & Scott, 1999). The word barrier was seen as one dimensional whereas constraints were seen as having multiple dimensions. The word leisure replaced the word recreation to make the concept more inclusive. Participation was dropped altogether because constraints do not only affect participation, they can also affect the meaning of an activity. Third, the methods in which information about constraints were collected moved from just questionnaires to other forms of data collection. Fourth, constraint theory was examined to determine the relative contributions it made to the field.

There were also three developments during this time that expanded the idea of

constraint theory (Jackson, 2005). New research was published during this time and scholars were beginning to realize the importance of constraint theory to leisure research. It was also during this time that negotiation was first used in constraint research, (Scott, 1991) in a study of bridge players. Finally, new models were being developed that expanded upon earlier research.

Some research suggests that “...people do not necessarily react passively to constraints on their leisure, i.e., by not participating,” (Jackson & Rucks, 1995; Scott, 1991) but they may go through the process of negotiation or recreation substitutability (Mannell & Kleiber, 1997). Current research has also moved from mainly using quantitative to qualitative methods of data collection (Jackson, 2005). Jackson (2005), also noted current leisure research has expanded its theoretical development.

Negotiation and Recreation Substitutability

According to Mannell & Kleiber (1997), individuals who encounter constraints can cease participation, negotiate it, or go through the process of recreation substitutability. To negotiate a constraint, a person may reduce their level of cognitive dissonance either by modifying their attitudes or behavior. For example, constraint negotiation would involve borrowing a tent from someone else if they did not own one. Recreation substitutability, on the other hand, is when a person substitutes one activity that with another one given that it will “provide a similar psychological experiences, satisfaction, and benefits as the original activity” (Mannell & Kleiber, 1997; p. 343-344). An example of substitutability would be a person who walks, rather than runs marathons perhaps due to an injury.

Ditton and Sutton (2004) conducted a study to examine the substitution strategies of anglers when faced with leisure constraints. From their sample of 1,362 individuals, “51% reported that there are other recreational activities that would provide the same level of satisfaction and enjoyment they currently receive from fishing” (p. 94).

Little (2002) studied different ways women negotiated constraints to participate in adventure recreation activities. He found that women employed numerous strategies, such as prioritizing their lives so that they could participate in certain activities. Examples include putting themselves first and making time for themselves or by simply changing their schedule so they could participate in an activity. The women compromised on certain activities to participate in others. This was done by altering the length of an activity or changing a certain aspect of participation. Another way women negotiated constraints was through what Little (2002) labeled “creative adventure” (p. 168). He explained that, “all of the women at some stage reconstructed their definition of adventure to incorporate less physically or environmentally reliant leisure” (p. 168). The final negotiation strategy he found was anticipation. Little found that at certain times women would cease their participation in an activity, knowing they could resume it later. During this interlude, they spent time planning when they could take part in the activity again.

Hierarchical Model of Leisure Constraints

The Hierarchical Model of Leisure Constraints was developed by Crawford, Jackson, and Godbey (1991) to explain the effect of constraints on leisure involvement (Figure 3). This model defines the “hierarchy of constraints, beginning with those that

affect preferences and leading to those that affect participation” (Raymore et al. 1993 p. 101). In this model, each level of constraint must be overcome or negotiated to move to the next level. The first level consists of intrapersonal constraints and “only when intrapersonal constraints are absent or have been negotiated, does the individual form a leisure preference” (Alfadhil, 1996 p. 4). If participants are experiencing high levels of intrapersonal constraints, it is unlikely that they will be able to negotiate them, thereby limiting leisure participation (Lewis, 2005; Raymore, Godbey, Crawford, & von Eye, 1993). Once the first level of constraint is overcome, participants encounter a second level which deals with interpersonal constraints. For example, an interpersonal constraint would be finding a canoeing partner. If a partner is found, then the constraint has been overcome. If the participant cannot find a partner, then they may go through the process of recreation substitutability and pursue kayaking instead, which only needs one person. Once a participant has overcome interpersonal constraints, they move to level three which deals with structural constraints (Raymore, Godbey, Crawford, & von Eye 1993). When an individual faces no structural constraints or they have been negotiated, then participation is likely.

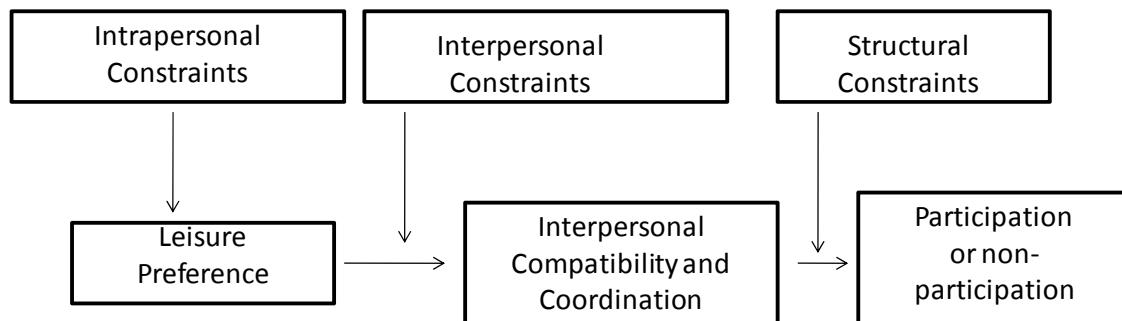


Figure 3: Adopted from: A hierarchical model of leisure constraints, Crawford, Jackson, and Godbey, 1991, *Leisure Sciences*, 13, pp. 309-320.

Constraints and Adolescents

Various studies have been conducted on adolescents to identify constraints experienced in recreational participation (Culp, 1998; Jackson & Rucks, 1995; James, 2000; Hultsman, 1993). Some of these studies have looked at constraints that affect adolescents in a wide range of activities (Culp, 1998; Jackson & Rucks, 1995), while others have looked studied adolescents in one particular recreational activity and the negotiation strategies that are used (James, 2000). Other studies have focused on particular constraints that may affect adolescent's participation in recreational activities, such as the influence of others (Hultsman, 1993).

Culp's (1998) study looked specifically at females and the constraints often associated with participation in outdoor recreation activities. A qualitative study was conducted with adolescent girls, adult women, and female outdoor leaders that had worked with adolescent girls in the past. Through a combination of focus groups and personal interviews, a series of constraints were found to be consistent with the participants. Gender roles were found to be the most prevalent responses. Gender roles, "manifested as a barrier to recreation in many ways, but primarily in stereotypical gender expectations from peers, parents, and social institutions" (p. 356). Other notable constraints found were a "lack of female role models in outdoor recreation...as were certain media images of women" (p. 366), lack of perceived opportunities, peer influences, and self-concept. Lesser constraints affecting adolescents, involvement in recreational activities included self-esteem, body issues, issues that dealt with family members, physical and safety concerns, and environmental factors.

Jackson and Rucks (1995) examined at leisure constraints identified by junior-high and high-school students, as well as negotiation strategies used by this age group. The authors showed that nonparticipation in recreation activities rarely occurs because it often triggers one or more negotiation strategies. An open ended questionnaire was administered to 425 students, 100 (23%) of which said that “there was an activity in which they managed to participate despite experiencing constraints” (p. 90). Constraints were sub-divided into eight sub-categories; 1) commitments and time, 2) lack of skills, 3) problems with interpersonal relations, 4) health and physical fitness, 5) geographical accessibility, 6) cost or lack of money, 7) facilities, and 8) miscellaneous/other. A portion of the sample said that they had experienced a leisure constraint, but instead of quitting, they found a negotiation strategy to overcome nonparticipation. The strategies included both behavioral and cognitive approaches. Since a small number of people used a cognitive approach the responses were not sub-divided. Some of the responses were “I just put up with it,” “Ignore these problems,” and “Try to be positive and have fun” (p. 94). Behavioral strategies included seven sub-categories: 1) modify time, 2) acquire skills, 3) change interpersonal relations, 4) improve finances, 5) physical therapy, 6) change leisure aspirations, and 7) other.

James (2000) studied constraints and negotiation strategies of adolescent girls using public swimming pools. This qualitative study included small focus groups, followed by loosely structured interviews. Body image, fear of victimization, fear of being watched by others, and embarrassment were the most common constraints reported by participants. Based upon their degree of constraint, James categorized participants as

achievers, rationalizers, compromisers, spectators, and avoiders. The achievers represented a small portion of the sample. Their participation levels were high due to an absence of feeling constrained in pool-related activities. Rationalizers were the girls who had learned to overcome their constraints so they could participate in the activity. Compromisers made up the largest segment of participants. Although the girls were self-conscious about the activity, they had learned to negotiate their constraints by finding alternative ways to participate. Spectators made up a small portion of the girls, and while they did not participate directly, they watched others participate. Small numbers of the girls were labeled as avoiders, characterized by a preference for punishment rather than taking part in swimming.

Hultsman (1993) looked at how the influence of others (parents, other adults (leaders), and peers) affected adolescent participation in leisure activities. A self-administered questionnaire was given to a sample of fifth through eighth grade students. Out of the 940 students, 757 (80.5%) stated that there was at least one activity that interested them, but they had not joined. Reasons for not joining had to do with “parents, 76.1%, peers, 27.3%; leaders, 21.1% leaders” (p. 155). This study also looked at why children dropped out of activities and the role that parents, peers, and leaders played in their decision making process. Of the 940 students who completed the survey, 596 (63.4%) said that there was at least one activity that they had participated in but had stopped due to influence of others. The persuasiveness of parents (19.7%), peers (12.8%), and leaders (40.0%) was significant.

Summary

According to the American Camp Association (2008b), there are many benefits of being in nature, which include: 1) social skills development, (leadership, communication, and participation); 2) self respect and character building, (responsibility, resourcefulness, and resilience); and 3) community living and service skills, (fairness, citizenship, and trustworthiness), there are a number of girls what stop attending camp after one year (Archer & McDonald, 1990). However, understanding the constraints that affect camp participation may help staff and parents alleviate these issues and increase attendance. An understanding of constraint theory and how it affects girls and their decision to attend camp is needed.

CHAPTER 3

Methods

Camp Oakledge

Camp Oakledge is a ten day Girl Scout resident camp that is located in Warsaw, Missouri and is associated with the Girl Scout Council of Northeast Kansas and Northwest Missouri. Camp Oakledge is offered to girls ages ten to seventeen and specializes in aquatic activities; sailing, canoeing, kayaking, and swimming.

Subject Selection

For this study, two samples of Girl Scouts were examined. The first sample was fifth through twelfth grade girls that attended Camp Oakledge in the summer of 2006 or 2007, but had not re-registered in 2008. These girls will be known as Group A. The second sample was girls in the fifth through twelfth grade range that attended Camp Oakledge during the summer of 2008. These girls will be known as Group B.

Camp Oakledge offers five Sessions throughout the summer which consist of ten days and nine nights. The Session dates were as follows: Session one, June 10th through June 19th; Session two, June 22nd through July 1st; Session three, July 6th through July 15th; Session four, July 18th through July 27th; and Session five, July 31st through August 9th. Although, girls can register for camp up until two weeks before Session five begins, the only girls in group A are ones that had not re-registered for camp by May 15th. The reason for this cutoff date was it is assumed that if the girls had not signed up for camp by May 15th that the chances of them signing up for the summer were diminished. This assumption was made after talking to the staff at the Girl Scout office.

Campers were asked not to complete the questionnaire if they attended Camp Oakledge in the summer of 2008. The registration list used in this study was obtained from the Girl Scouts of Northeast Kansas and Northwest Missouri database.

Girls in group B were selected as they entered camp. Parents of the girls were approached to participate in the survey during Session I and II. They were intercepted in their cars and asked to sign consent forms, before moving to the next one. Sessions II and III were chosen because it was when the interviewer was granted permission from the administrators at the research site to collect data.

Questionnaire

For group A, a mailed questionnaire (Appendix A & B) was chosen as the method of data collection for two reasons: 1) To help ensure parental consent is obtained; and 2) To help ensure that youth assent is obtained. The questionnaire was addressed and mailed to the parents of girls in group A. Addressing the questionnaire to the parents was done to ensure that the parents received the cover letter (Appendix C). The cover letter described the purpose of the study, the parent's rights and their daughter's rights as the participant, a way to contact the researcher if there are any questions, directions for completing the survey, as well as directions for mailing the survey back to the researcher. Although, the cover letter was addressed to the parents, explicit directions were given to make sure that the survey was completed by their daughter. Included with the survey were two consent forms, one for the parent (Appendix D) and one for the child (Appendix E). The parental consent form explained the purpose of the study and their daughter's rights as a participant. It also asked that the questionnaire and consent form

were reviewed with their daughter before she filled them out. The consent form also explained that their signature means that they have permission for their daughter to participate in the survey. The consent form for the child explained the purpose of the study, their rights as participants, as well as an explanation of by signing their name they will have given written consent for them to take part in the survey. Before the questionnaire was mailed, it was approved by the Campus Institutional Review Board (Appendix F).

For group B, a personally-administered administered survey was chosen as the method of data collection. The cover letter and questionnaire were distributed to parents as they arrived at camp during Sessions II and III. These two Sessions were chosen because it is when the camp administrator gave permission to survey the girls. Parents were approached at their cars and were asked to read through the cover letter (Appendix G) and survey (Appendix H & I) and decide if they wanted to have their daughter participate in the study. The cover letter described the purpose of the study, the parent's rights and their daughter's rights as the participant, as well as a way to contact the researcher if there are any questions. It also contained directions for the parent to explain the purpose of the study as well as rights as a participant to their daughter before having their daughter fill out the consent form. If the parent decided that their daughter could participate in the study then the parent signed the parental consent form (Appendix D) and the girl signed the child assent form (Appendix E). The consent form explained that by signing their name that they had given written consent for their daughter to take part in the survey. The consent form for the child explained the purpose of the study, their rights

as participants, as well as an explanation of by signing their name they had given written consent for them to take part in the survey. Before the questionnaire was administered, it went through the Internal Review Board process to be approved.

Construction of the Questionnaire

Parts of the questionnaire for this study were derived from Alfadhl (1996), who studied constraints affecting university students' participation in sports activities. Although many questions were eliminated which did not pertain to the current research, the questions that were used were re-worded and tailored to meet the needs of the girls in this study.

Part one of the questionnaire for group A contained twenty questions. Eighteen of the items were written to measure the level of constraints that were affecting camp participation. Participants were asked to rate the eighteen constraints using a five point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). The eighteen questions were divided into three sections.

The first section contained six questions which measured intrapersonal constraints (internal psychological conditions that inhibit participation). The questions were, "I have an interest in going back to camp," "I missed home when I went to camp," "I think that it is appropriate for girls to go to camp," "I think that I'm too old to go to camp," "I'm nervous about going back to camp because it will be something new (new program, new counselors, new campers, etc.)," and "I have done everything that there is to do at camp."

The second section contained five questions that asked about interpersonal

constraints, developed from interactions or lack of interactions with other people. The questions were, "My parents will let me go back to camp if I want to go," "My going to camp has nothing to do with what my friends think," "I knew all of my counselors when I was at camp," "I would go back to camp if a friend went with me," and "My going to camp has nothing to do with what the other campers think."

The third section contained seven questions which asked about structural constraints, (external conditions which affect the participant). The questions were, "If I wanted to go to camp again I would have a way to get there (parents or bus)," "Camp interfered with my family plans (such as family vacations)," "Camp interfered with my summer plans (other camps, job, summer school, etc.)," "I would go to camp if a scholarship was provided," "The camp food influenced my decision to go back to camp," "Sleeping outside influenced my decision to go back to camp," and "Sharing a cabin with other girls influenced my decision to go back to camp." At the end of the survey an open-ended question was asked, "Are there any other reasons why you stopped attending Camp Oakledge," to gather more information about the reasons for their non-participation.

The second part of the questionnaire for group A contained eleven questions such as, background information and camp history of the participant. The demographic questions were, "What is your age," "Grade in school," "Race," "Have you ever been troop camping," "Has anyone from your Girl Scout troop ever been to Camp Oakledge," "How many years have you gone to resident camp at: Winding River Camp, Camp Prairie Schooner, and Camp Daisy Hindman," "How old were you when you went to Camp Oakledge," "Did you go to Camp Oakledge with a buddy," "Do you attend other

camps in the summer, if yes, what types of camps do you attend,” “Who was the #1 person to influence your decision to not go to Camp Oakledge this summer,” and “On a scale of 1-5, how cool is Girl Scout Camp.”

Part one of the questionnaire for group B contained twenty questions. Eighteen of the questions were written to measure the level of constraints that might affect camp participation. Participants were asked to rate the eighteen constraints questions using a five point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). The eighteen questions were divided into three sections.

The first section contained six questions which were asked in regards to intrapersonal constraints (internal psychological conditions that inhibit participation). The questions were, ‘I have an interest in going back to camp next summer,’ ‘I missed home while I was at camp,’ ‘I think that it is appropriate for girls to go to camp,’ ‘I think that I’m too old to go to camp,’ ‘I will be nervous about going back to camp next summer because it will be something new (new program new counselors, new campers, etc.),’ and ‘I have done everything that there is to do at camp.’

The second sections contained five questions that were asked in regards to interpersonal constraints (develop from interactions or lack of interactions with other people). The questions were, “My parents will let me go to camp again if I want to,” “My going to camp has nothing to do with what my friends think,” “I knew all of my counselors while I was at camp,” “I would go back to camp next summer if a friend went with me,” and “My going back to camp will have nothing to do with the other campers think.”

The third section contained seven questions which asked that deal with structural constraints (external conditions which affect the participant). The questions were, “If I wanted to go to camp again next summer I would have a way to get there (parents or bus),” “Camp interfered with my family plans (such as family vacations),” “Camp interfered with my summer plans (other camps, job, summer school, etc.),” “I would go back to camp next summer if a scholarship was provided,” “The camp food will influence my decision to go back to camp,” “Sleeping outside will influence my decision to go back to camp,” and “Sharing a cabin with other girls will influence my decision to go back to camp.” At the end of the survey an open-ended question was asked, “Are there any other reasons why you would not attend Camp Oakledge next year” to gather more information about any other reasons they might have for potential non-participation the next year.

Part of the questionnaire for group B contained ten questions and was used to collect demographic information, background information, and camp history of the participant. The questions were, “What is your age,” “Grade in school,” “Race,” “Have you ever been troop camping,” “Has anyone from your Girl Scout troop ever been to Camp Oakledge,” “How many years have you gone to resident camp at: Winding River Camp, Camp Prairie Schooner, and Camp Daisy Hindman,” “Did you go to Camp Oakledge with a buddy,” “Do you attend other camps in the summer, if yes, what types of camps do you attend,” “Who would be the #1 person to influence your decision to not go to Camp Oakledge next summer,” and “On a scale of 1-5, how cool is Girl Scout Camp.” The question “How old were you when you went to Camp Oakledge”

was eliminated for this group because it was already answered in the first question asking their age.

To ensure validity of the questionnaire, the thesis committee members reviewed the survey instrument. Revisions were made based on their comments. The thesis committee consisted of: Dr. David Vaught, Assistant Professor and Faculty Advisor; Dr. Mark Morgan, Associate Professor and Director of Graduate Studies; and Dr. Martha Markward, Associate Professor and Director of the Doctoral Program. The questionnaire was also reviewed by the Girl Scouts of Northeast Kansas and Northwest Missouri. The questionnaire was thought to reliable since it was developed by Alfadhil (1996) whose reliability was .935. For each type of constraint the reliability was as followed: intrapersonal was .861, interpersonal was .887, and structural was .786. A Chronbach's Alpha was run to test the internal reliability of the survey and it resulted in a α .493 alpha level.

Pre-Test

Although Borgers, de Leeuw, & Hox (2000) found that young children were competent enough to fill out a survey, they stressed the importance of pre-testing the survey instrument to make sure that it can be understood. The questionnaire was pre-tested on two young girls aged 10 and 13, to make sure the survey was clear and understandable. The interviewer was available there to answer or clarify any questions that arose from the cover letter, consent forms or survey. No issues arose from the pre-test the survey, so the questionnaire was used in its original form.

Data Collection: Group A

The researcher sent a letter to the parents of each participant that was on the mailing list provided by the Girl Scouts of Northeast Kansas and Northwest Missouri. Each package contained a cover letter, a parental consent form, a child consent form, a questionnaire, a pre paid postage return envelope with the address of the researchers school mail box, and a Girl Scout sticker. The sticker was an incentive to increase the response rate of the survey (Dillman, 2007). The letters and return envelopes were both sent out using Missouri University envelopes and the cover letter was printed on official Girl Scout letterhead. Each cover letter was personally signed by the researcher and mailed on May 19, 2008. All printing costs were paid by the Girl Scouts of Northeast Kansas and Northwest Missouri. All postage was paid by the Department of Park, Recreation and Tourism, University of Missouri.

The population of group A was 344. Seventy two girls responded to the survey, but two participants were eliminated due to the fact that they were going to the camp this summer. Thirteen questionnaires were undeliverable by the post office and were returned to the researcher. The total number of valid questionnaires was 70 and the total valid population for the study was 329. The response rate was 21.3%.

Data Collection: Group B

The researcher approached parents of the girls as they arrived at camp. The parent was told briefly about the study and asked if they wanted to learn more about it. If the parent agreed, they were given the cover letter. If they wanted their daughter to participate, they were given the consent form, a copy of the survey, and the consent form for their daughter. They were instructed to read over the cover letter and consent form

with their daughter and make sure they understood it. Once the parent and child had completed the paperwork, the daughters name was recorded. On Day 9 of camp, all the girls that had signed the consent form gathered to fill out the survey. Once again, the girls were reminded that if they did not want to fill out the survey that they did not have to. Girls sat at picnic tables with their peers and were asked to fill out the survey quietly. They were told to ask the researcher if they had any questions and not talk to the other girls who were filling out the survey. No questions were asked during the survey by participants.

Group B consisted of 85 individuals. All of them 85 responded, but three surveys were eliminated due to incompleteness. The total number of valid questionnaires was 82, and the valid population for the study was 82. Therefore, the response rate was 100%.

Statistical Analysis

The data collected from this study was analyzed using the Statistical Package for the Social Science 16.0 (SPSS, 2007). The significance level used for tests was set at the .05 alpha level ($p < .05$).

CHAPTER 4

Data Analysis

This chapter examines the results of the questionnaire. Descriptive statistics were calculated on demographics, camp history, and constraints. Inferential statistics, such as independent samples-test and chi square were used to compare the two groups.

Descriptive Analysis

Demographic information obtained for group A is summarized in Tables 1, 2, and 3. The percentages of each age were as follows: 10 year olds comprised 0.0% of the population, 2.9% were age 11, 17.1% were age 12, 35.7% were age 13, 10.0% were age 14, 14.3% were age 15, 12.9% were age 16, and 7.1% were age 17. The percentages of each grade are as follows: 0.0% were in 5th grade, 10.0% were in 6th grade, 28.6% were in 7th grade, 17.1% were in 8th grade, 14.3% were in 9th grade, 15.7% were in 10th grade, 10.0% were in 11th grade and 4.3% were in 12th grade. The percentages of race are as follows: 91.4% were White/Euro American, 4.3% were Hispanic, 1.4% were Black/African American, 0.0% were Asian, 0.0% were Native-American, and 2.9% were classified as Other.

Table 1

Age: Group A

Variables	Frequency	Percent
11	2	2.9
12	12	17.1
13	25	35.7
14	7	10.0
15	10	14.3
16	9	12.9
17	5	7.1
Total	70	100

Table 2

Grade: Group A

Variables	Frequency	Percent
6	7	10.0
7	20	28.6
8	12	17.1
9	10	14.3
10	11	15.7
11	7	10.0
12	3	4.3
Total	70	100

Table 3

Race: Group A

Variables	Frequency	Percent
White/Euro American	64	91.4
Hispanic	3	4.3
Black/African American	1	1.4
Asian	0	0.0
Native-American	0	0.0
Other	2	2.9
Total	70	100

The results of the demographic information obtained for group B are summarized in Tables 4, 5, and 6. The percentages of each age were as followed: 10 year olds comprised 15.9% of the population, 20.7% were age 11, 17.1% were age 12, 25.6% were age 13, 11.0% were age 14, 6.1% were age 15, 1.2% were age 16, and 2.4% were age 17. The percentages of each grade are as followed: 14.6% were in 5th grade, 20.7% were in 6th grade, 17.1% were in 7th grade, 26.8% were in 8th grade, 12.2% were in 9th grade, 4.9% were in 10th grade, 1.2% were in 11th grade and 2.4% were in 12th grade. The percentages of race are as followed: 84.1% were White/Euro American, 1.2% were Hispanic, 3.7% were Black/African American, 1.2% were Asian, 3.7% were Native-American, and 6.1% were classified as Other. The responses to Other can be found in Appendix J.

Table 4

Age: Group B

Variables	Frequency	Percent
10	13	15.9
11	17	20.7
12	14	17.1
13	21	25.6
14	9	11.0
15	5	6.1
16	1	1.2
17	2	2.4
Total	82	100

Table 5

Grade: Group B

Variables	Frequency	Percent
5	12	14.6
6	17	20.7
7	14	17.1
8	22	26.8
9	10	12.2
10	4	4.9
11	1	1.2
12	2	2.4
Total	82	100

Table 6

Race: Group B

Variables	Frequency	Percent
White/Euro American	69	84.1
Hispanic	1	1.2
Black/African American	3	3.7
Asian	1	1.2
Native-American	3	3.7
Other	5	6.1
Total	82	100

Group A

The results of camp history for group A are summarized in Table 7. When asked if they had gone troop camping 11.4% responded no and 88.6% responded yes. When asked if anyone from their Girl Scout troop had ever attended Camp Oakledge 20% said no and 80% said yes. When asked how many years they had attended Winding River Camp 77.1% said that they had never gone, 21.4% said they had gone 1 year and 1.4% while only had gone 2 years. When asked how many years they had attended Camp Prairie Schooner 31.4% said that they had never gone, 35.7% said they had gone 1 year, 12.9% said they had gone 2 years, 11.4% said they had gone 3 years, 5.7% said they had gone 4 years and 2.0% said that they had gone 5 years. When asked how many years they had attended Daisy Hindman Camp 94.3% responded that they had never attended, 2.9% said that they had gone 1 year and 2.9% said that they had gone for 2 year.

When asked how old they were when they attended Camp Oakledge 1.4% said that they were 8 years old, 2.9% said that they were 9 years old, 28.6% said that they

were 10 years old, 27.1% said that they were 11 years old, 20.0% said that they were 12 years old, 5.7% said that they were 13 years old, 8.6% said that they were 14 years old, and 5.7% said that they were 15 years old. When asked if they came with a buddy 35.7% said that they had not and 64.3% said that they had. When asked if they attended other camps in the summer 21.4% said no and 78.6% said that they have. The responses to this question and which camps they attended can be seen in Appendix K.

When asked who the most influential person regarding their return to camp, 60.0% said that it was their decision, 1.4% said it was their parents, 8.6% said it was their friends and 30.0% said it was someone else. The responses to someone else can be found in Appendix L. When asked how “cool” Girl Scout Camp was, 1.4% said it was Very Uncool, 2.9% said it was Uncool, 21.4% said it was In-between, 38.6% thought it was Cool and 35.7% thought it was Very Cool.

Table 7

Camp History for Group A

Variables	Frequency	Percent
Been Troop Camping:		
No	8	11.4
Yes	62	88.6
Total	70	100
Troop Gone To Oakledge:		
No	14	20.0
Yes	56	80.0
Total	70	100
Winding River Camp:		
0 Years	54	77.1
1 Year	15	21.4
2 Years	1	1.4
Total	70	100
Camp Prairie Schooner:		
0 Years	22	31.4
1 Year	25	35.7
2 Years	9	12.9
3 Years	8	11.4
4 Years	4	5.7
5 Years	2	2.9
Total	70	100
Camp Daisy Hindman:		
0 Years	66	94.3
1 Year	2	2.9
2 Years	2	2.9
Total	70	100
How old at Oakledge:		
8 Years Old	1	1.4
9 Years Old	2	2.9
10 Years Old	20	28.6
11 Years Old	19	27.1
12 Years Old	14	20.0

Table 7 Continued

Camp History for Group A

Variables	Frequency	Percent
13 Years Old	4	5.7
14 Years Old	6	8.6
15 Years Old	4	5.7
Total	70	100
Went With a Buddy:		
No	25	35.7
Yes	45	64.3
Total	70	100
Attend Other Camps:		
No	15	21.4
Yes	55	78.6
Total	70	100
Who Influenced Them:		
Yourself	42	60.0
Parents	1	1.4
Friends	6	8.6
Other	21	30.0
Total	70	100
Cool is Camp:		
Very Uncool	1	1.4
Uncool	2	2.9
In-Between	15	21.4
Cool	27	38.6
Very Cool	25	35.7
Total	70	100

Group B

The results of the camp history obtained are summarized in Table 8 for group B.

When asked if they had gone troop camping 24.4% responded no and 75.6% responded yes. When asked if anyone from their Girl Scout troop had ever attended Camp

Oakledge 39.0% said no and 61.0% said yes. When asked how many years they had attended Winding River Camp 91.5% responded that they had never gone, 6.1% said they had gone one year and 2.4% responded they had gone two years. When asked how many years they had attended Camp Prairie Schooner 46.3% said that they had never gone, 22.0% said they had gone one year, 15.9% said they had gone two years, 9.8% said they had gone three years, 4.9% said they had gone four years and 1.2% said that they had gone five years. When asked how many years they had attended Daisy Hindman Camp 87.8% responded that they had never attended, 7.3% said that they had gone 1 year, 1.2% said that they had gone for 2 years, 1.2% said they had gone 4 years, 1.2% said they had gone for 5 years and 1.2% said they had gone for 7 years.

When asked if they came with a buddy 37.8% said that they had not and 62.2% said that they had. When asked if they attended other camps in the summer 32.9% said no and 67.1% said that they have. Additional responses to this question can be found in Appendix M.

When asked who would be the most influential person to help make their decision to not come back to camp, 65.9% said that it was their decision, 19.5% said it was their parents, 12.2% said it was their friends and 2.4% said it was someone else. Additional responses to this question can be found in Appendix N. When asked how cool Girl Scout Camp was 0.0% said it was Very Uncool, 0.0% said it was Uncool, 3.7% said it was In-between, 29.3% thought it was Cool and 67.1% thought it was Very Cool.

Table 8

Camp History for Group B

Variables	Frequency	Percent
Been Troop Camping:		
No	20	24.4
Yes	62	75.6
Total	82	100
Troop Gone To Oakledge:		
No	32	39.0
Yes	50	61.0
Total	82	100
Winding River Camp:		
0 Years	75	91.5
1 Year	5	6.1
2 Years	2	2.4
Total	82	100
Camp Prairie Schooner:		
0 Years	38	46.3
1 Year	18	22.0
2 Years	13	15.9
3 Years	8	3.8
4 Years	4	4.9
5 Years	1	1.2
Total	82	100
Camp Daisy Hindman:		
0 Years	72	87.8
1 Year	6	7.3
2 Years	1	1.2
4 Years	1	1.2
5 Years	1	1.2
7 Years	1	1.2
Total	82	100
Went With a Buddy:		
No	31	37.8
Yes	51	62.2

Table 8 Continued

Camp History for Group B

Variables	Frequency	Percent
Total	82	100
Attend Other Camps:		
No	27	32.9
Yes	55	67.1
Total	82	100
Who Influenced Them:		
Yourself	54	65.9
Parents	16	19.5
Friends	10	12.2
Other	2	2.4
Total	82	100
How Cool is Camp:		
Very Uncool	0	0.0
Uncool	0	0.0
In-Between	3	3.7
Cool	24	29.3
Very Cool	55	67.1
Total	82	100

To understand what the participants reported for each type of constraint, the means and standard deviations were examined for each of the following constraints; intrapersonal, interpersonal and structural. The results are in Table 9 for group A and Table 10 for group B.

Table 9

Constraints for Group A

Variables	n	Mean	Standard Deviation
Intrapersonal:			
Interest	70	3.60	1.134
Missed Home	70	2.74	1.315
Appropriate for Girls	70	4.54	0.060
Too Old	70	2.06	1.226
Something New	70	1.81	0.889
Done Everything	70	2.51	1.338
Composite	70	2.87	1.024
Interpersonal:			
Parents Will Let Me	70	4.73	0.509
Friends Think	70	4.36	0.979
Knew Counselors	70	3.57	1.347
Friend Went With Me	70	3.49	1.213
What Other Campers Think	70	3.89	1.257
Composite:	70	4.00	.528
Structural:			
Have a Way to Get There	70	4.71	0.684
Interferes With Family Plans	70	2.24	1.245
Interferes With Summer Plans	70	2.96	1.377
Scholarship	70	3.33	1.305
Food	70	2.36	1.077
Sleeping Outside	70	2.49	1.260
Sharing a Cabin	70	2.40	1.147
Composite	70	2.92	.876

p < .05

Table 10

Constraints for Group B

Variables	n	Mean	Standard Deviation
Intrapersonal:			
Interest	82	4.28	0.946
Missed Home	82	3.07	1.386
Appropriate for Girls	82	4.50	0.984
Too Old	82	1.35	0.866
Something New	82	1.89	1.227
Done Everything	82	2.91	1.298
Composite:	82	3.00	1.253
Interpersonal:			
Parents Will Let Me	82	4.49	0.892
Friends Think	82	4.51	0.972
Knew Counselors	82	4.00	1.144
Friend Went With Me	82	3.54	1.326
What Other Campers Think	82	4.26	1.195
Composite	82	4.16	.403
Structural:			
Have a Way to Get There	82	4.77	0.551
Interferes With Family Plans	82	1.93	1.303
Interferes With Summer Plans	82	2.23	1.443
Scholarship	82	3.93	1.235
Food	82	2.57	1.507
Sleeping Outside	82	2.54	1.335
Sharing a Cabin	82	2.66	1.476
Composite	82	2.94	1.018

p < .05

A detailed look at each constraint for group A is examined in the following Tables; 11 (Appendix O), 12 (Appendix P) and 13 (Appendix Q). Table 11 examines the intrapersonal constraints experienced by group A, Table 12 examines the interpersonal constraints experienced by group A, and Table 13 examines the structural constraints experienced by group A. A 5 point Likert scale was used in each constraint question.

A detailed look at each constraint in group B is examined in the following Tables 14 (Appendix R), Table 15 (Appendix S) and Table 16 (Appendix T). Table 14 examines the intrapersonal constraints experienced by group B, Table 15 examines the interpersonal constraints experienced by group B, and Table 16 examines the structural constraints experienced by group B. A 5 point Likert scale was used in each constraint question.

Analysis in detail

An independent samples t-test was calculated to determine if differences existed between group A and group B in relation to their perceived constraints of returning to Camp Oakledge. The results of this data are in Table 17.

Table 17

Independent Sample t-test: Difference among group A and group B in constraints

Constraints	Group A		Group B		df	t	P
	M	SD	M	SD			
Intrapersonal:							
Interest	3.60	1.134	4.28	.946	151	-3.975	.000
Missed home	2.74	1.315	3.07	1.386	151	-1.499	.136
Appropriate girls	4.54	.606	4.50	.984	151	.328	.743
Too old	2.06	1.226	1.35	.866	151	4.020	.000
Something new	1.81	.889	1.89	1.227	151	-.441	.660
Done everything	2.51	1.338	2.91	1.298	151	-1.869	.064
Composite	2.87	1.024	3.00	1.253	5	-.187	.856
Interpersonal:							
Parents will let me	4.73	.509	4.49	.892	151	2.080	.039
Friends think	4.36	.979	4.51	.972	151	-.977	.330
Knew counselors	3.57	1.347	4.00	1.144	151	-2.122	.036
Friend went with	3.49	1.213	3.54	1.326	151	-.245	.807
Other campers think	3.89	1.257	4.26	1.195	151	-1.860	.065
Composite	4.00	.528	4.16	.403	4	-.511	.623
Structural:							
Transportation	4.71	.684	4.77	.551	151	-.539	.591
Family plans	2.24	1.245	1.93	1.303	151	1.521	.130
Summer plans	2.96	1.377	2.23	1.443	151	3.155	.002
Scholarship	3.33	1.305	3.93	1.235	151	-2.900	.004
Food	2.36	1.077	2.57	1.507	151	-1.026	.306
Sleeping outside	2.49	1.260	2.54	1.335	151	-.240	.810
Sharing a cabin	2.40	1.147	2.66	1.476	151	-1.214	.227
Composite	2.92	.876	2.94	1.018	6	-.039	.969

p < .05

H_01 : There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of intrapersonal constraints.

There were significant differences between group A and group B in the following

intrapersonal constraints; interest ($t = -3.975, p = .000$) and too old ($t = 4.128, p = .000$).

Group A perceived interest ($m = 3.60, sd = 1.134$) more as a constraint than group B ($m = 4.28, sd = .946$). Group A also perceived being too old more as a constraint ($m = 2.06, sd = 1.226$) than group B ($m = 1.35, sd = .866$). However, the overall composite for intrapersonal constraints was ($t = -.187, p = .856$). Therefore the null hypothesis for this hypothesis was accepted. There is no significant difference between girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of some intrapersonal constraints.

H_02 : There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of interpersonal constraints.

The following interpersonal constraints were found to be significantly different; parents will let me ($t = 2.080, p = .039$) and knew counselors ($t = -2.122, p = .036$). Group B perceived their parents letting them come back to camp ($m = 4.49, sd = .892$) more of a constraint than group A ($m = 4.73, sd = .509$). Group A ($m = 3.57, sd = 1.347$) was more constrained than group B ($m = 4.00, sd = 1.144$) in terms of knowing all of their counselors. However, the overall composite for interpersonal constraints was ($t = -.511, p = .623$). Therefore the null hypothesis for this hypothesis was accepted. There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of some interpersonal constraints.

H_03 : There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of

structural constraints.

The following structural constraints were found to be significantly different; interferes with summer plans ($t = 3.155, p = .002$) and scholarship ($t = -2.900, p = .004$). Group A ($m = 2.96, sd = 1.377$) was more constrained with camp interfering with their summers plans than group B ($m = 3.93, sd = 1.235$) but group B ($m = 3.93, sd = 1.235$) was more constrained with scholarship than group A ($m = 3.33, sd = 1.305$). However, the overall composite for structural constraints was ($t = -.039, p = .969$). Therefore the null hypothesis for this hypothesis was accepted. There is no significant difference between the girls that stopped coming to camp and those girls who attended camp in the summer of 2008 in terms of some structural constraints.

When the independent sample t-test was calculated to determine if differences existed between group A and group B in terms of their perceived constraints to returning to Camp Oakledge, there were a number of non-significant factors. The following intrapersonal constraints were not significant; missed home ($t = -1.499, p = .136$), camp being appropriate for girls ($t = .328, p = .743$), being nervous because camp is something new ($t = -.441, p = .660$), and done everything at camp ($t = -1.869, p = .064$). The following interpersonal constraints were not significant; what friends think ($t = -.977, p = .330$), friend went with me ($t = -.245, p = .807$), what other campers think ($t = -1.860, p = .065$). The following structural constraints were not significant; have a way to get there ($t = -.539, p = .591$), family plans ($t = 1.521, p = .130$), food ($t = -1.026, p = .306$), sleeping outside ($t = -.240, p = .810$) and sharing a cabin ($t = -1.214, p = .227$).

When the frequency table was calculated it showed a disproportionate number of 13

year olds in both populations. A chi-square goodness of fit test was then calculated to compare the frequency of occurrence of the different ages. It was hypothesized that each value would occur an equal number of times. A significant deviation from the hypothesized values was found ($\chi^2(7) = 56.00, p < .05$).

With these findings additional independent sample t-tests were calculated to see how 13 year olds differed from the rest of the population in both group A and B. An independent sample t-test was calculated to determine if differences existed between the 13 year olds in group A versus the rest of the population in group A in terms of their perceived constraints to returning to Camp Oakledge. After the test was conducted there was only one factor that was found to be significant, the intrapersonal constraint of being too old ($t = -3.314, p = .001$). An independent sample t-test was calculated to determine if differences existed between the 13 year olds in group B versus the rest of the population in group B in terms of their perceived constraints to returning to Camp Oakledge. After the test was calculated there was only one intrapersonal constraint that showed significance; being nervous because it's something new ($t = -2.261, p = .028$).

CHAPTER 5

Discussions and Conclusions

This study examined constraints affecting adolescent girls' participation in resident camp. Results of the study will be discussed, along with suggestions to help reduce constraints in future participants, and implications for further research.

Demographic and camp history questions were generated using descriptive statistics while questions concerning constraints; intrapersonal, interpersonal, and structural, were analyzed with inferential statistics.

Summary of Results for Camper Profile

A camper profile in group A was 13 years old (35.7%) in the 7th grade (28.6%), and white (91.4%). They had also gone troop camping before (88.6%) and have had someone from their troop attend Camp Oakledge (80.0%). When asked about their history of attendance of other camps in the council most reported that they had never attended Winding River Camp (77.1%), the largest portion had gone to Camp Prairie Schooner one year (35.7%) and the majority had never attended Camp Daisy Hindman (94.3%). The largest portion of girls came to Camp Oakledge when they were 10 years old (28.6%) and came with a buddy (64.3%). The majority of girls reported that they attend other camps in the summer (78.6%), said that it was their choice not to return to Camp Oakledge (60.0%) and said that Girl Scout Camp was Cool (38.6%).

A camper profile in group B was 13 years old (25.6%) in the 8th grade (26.8%), and white (84.1%). They had also gone troop camping before (75.6%) and have had someone from their troop attend Camp Oakledge (61.0%). When asked about their

history of attendance of other camps in the council most reported that they had never attended Winding River Camp (91.5%), the largest portion had never been to Camp Prairie Schooner (46.3%) and the majority had never attended Camp Daisy Hindman (87.8%). The largest portion of girls came to Camp Oakledge with a buddy (62.2%). The majority of girls reported that they attend other camps in the summer (67.1%), said that it was their choice not to return to Camp Oakledge (65.9%) and said that Girl Scout Camp was Very Cool (67.1%).

Summary of Constraints for Group A

Descriptive statistics were calculated on the 18 constraints for group A. It was found that; 1) missing home ($m = 2.74$, $sd = 1.315$), 2) going back to camp with a friend ($m = 3.49$, $sd = 1.213$) and 3) having a scholarship ($m = 3.33$, $sd = 1.305$) were the most prevalent constraint found in each category. The least prevalent intrapersonal constraint found in each category were; 1) girls thinking that it was inappropriate for girls to go to camp ($m = 4.54$, $sd = 0.060$), 2) girls thinking that their parents would let them come back to camp if they wanted to ($m = 4.73$, $sd = 0.509$) and 3) having a way to get there ($m = 4.71$, $sd = 0.684$).

Summary of Constraints for Group B

Descriptive statistics were calculated on the 18 constraints for group B. It was found that; 1) missing home ($m = 3.07$, $sd = 1.386$), 2) going back to camp with a friend ($m = 3.54$, $sd = 1.326$), and 3) having a scholarship ($m = 3.93$, $sd = 1.235$) were the most prevalent constraints found in each category. The least prevalent constraint found in each category were; 1) girls thinking that it was inappropriate for girls to go to camp ($m =$

$4.50, sd = 0.984$), 2) having what their friends think effect if they came back to camp ($m = 4.51, sd = 0.972$) and 3) having a way to get there ($m = 4.77, sd = 0.551$).

Summary of Constraints for Group A and Group B

Results of the independent samples t-test between group A and group showed a number of factors that were significantly different as well as number of factors that were not significant. Intrapersonal factors that were significantly different were level of interest in returning to camp and thinking that they were too old to attend camp. Group A had less of an interest in returning, which is not surprising since they had already ceased participating in the activity. Group A also felt like they were too old to attend camp. This was also not surprising because the girls in group A were older overall. For interpersonal constraints group B felt more constrained in thinking that their parents would let them come back to camp if they wanted to. Group A felt like they did not know their counselors as well and this could be due to the fact that it had been a year or two since they were at camp versus the girls that were at camp. Their memories may not be as clear as the girls who are taking part in the activity at the time. For structural constraints, camp interfered with group A's summer plans more so than group B. This is not surprising given that the fact that the girls in group B are able to attend so it must not interfere with their summer plans. Group B felt that a scholarship would help them come back more so than group A.

For group A and group B the most prevent constraints were the same for each group. Both groups rated missing home as the top intrapersonal constraint, having a buddy to go back to camp with was the rated the top interpersonal constraint and having a

scholarship was seen as the top structural constraint. Missing home may have had something to do with the length of camp. Camp Oakledge is ten consecutive days and this time frame may be too long for some of the girls. This can be seen in the additional comments section about why they did not or would not come back to camp. Some of these responses were, “Too long,” “I thought this camp was too long,” “Far from home and a little long,” “It was very long” and “I was homesick.” Going back to camp with a buddy was seen as the largest interpersonal constraint. This can also be seen in the additional comments section about why they did not or would not come back to camp. Some of the responses were “My friend wanted to go to Winding River,” “There wasn’t a friend who would share the season with me,” and “I would not have been able to go with my friend so I did not go at all.” Lack of a co-participant has also been seen as a constraint in other studies that deal with adolescence (Jackson and Rucks, 1995; Culp, 1998). Having access to scholarship, or cost was the top structural constraint. This can also be seen in the additional comments section about why they did not or would not come back to camp. Some of the responses were, “I think the CIT payment is too much and too long,” “Financial aid requested but never received,” “Increase price/too expensive,” and “We don’t have much money.” Cost as a constraint has been seen in Jackson and Rucks (1995) study.

Summary of Constraints for 13 Year Olds and Rest of Population

After running an independent sample t-test with the 13 year olds in group A versus the rest of the population in group A, only one factor that was found to be significant, the intrapersonal constraint of being too old ($t = -3.314, p = .001$). The 13

year olds ($m = 1.54$, $sd = .588$) compared to the rest of the population ($m = 2.33$, $sd = 1.383$) were less constrained in that they did not feel like they were too old to attend camp. All other constraints were found to be not significant. After running an independent sample t-test with the 13 year olds in group B versus the rest of the population in group A, there was only one factor that was found to be significant, the intrapersonal constraint of being nervous because it's something new ($t = -2.261$, $p = .028$). Overall, there were not enough factors for either group of 13 year olds that were significant enough to draw any conclusions or to look at them separately for this reason.

Implications

A number of strategies may be employed to lessen, but perhaps not eliminate constraints. To reduce home sickness, a shorter time frame may be an option. Reducing the camp length from ten days to seven days for example may help eliminate this constraint. According to Smieja (1999) the best strategy to deal with home sickness is to prevent it from occurring. This can be done a number of ways. According to Smieja, it is good idea to break the ice between campers and staff from the beginning of camp and to raise the comfort level of the camper by getting them familiar with the facilities and by letting them know what their daily schedule will look like. Other prevention strategies include establishing the ground rules with the campers so they know about acceptable behavior. Keeping them busy to occupy their minds is another strategy. Have a family day half way through the Session where the girls could see their parents may also eliminate some of the homesickness. To help eliminate the intrapersonal constraint of coming to camp without a buddy it could be made clearer in the registration packet. In

the parents section of the packet is does talk about the girls signing up with a buddy but it does not say that the buddy has to be a Girl Scout. The only mention of it is in the girls section of the packet which the girls might not even read. Perhaps it would be better to move this piece of information to the parents section of the registration packet. It might be beneficial to have a meet and greet session for girls who would like to attend camp, but do not know anyone who is attending. This social function would give the girls an opportunity to meet other girls in their area who also want to attend, but do not know anyone.

Suggestions for Future Research

It may be beneficial to future research in this topic and to constraint theory to look at the same population of girls that did attend camp but to look at the negotiation strategies that they employed to overcome their constraints. This population of girls did experience some constraints and pin pointing what they did to overcome these constraints would give insight into how they were negotiated. It may also be beneficial to study the girls that have never attended resident camp. Learning from this population of girls would be useful to identify constraints that completely inhibit participation to a large number of girls. If the constraints are identified then it may be possible to help alleviate these constraints and increase camp attendance numbers. Since the majority of girls that attend camp identify their race was white, it may be in the best interest for the camp to study girls who are in the minority and to better understand why they do not go to camp. Knowing the constraints that are keeping away large segments of the population from resident camp may have a huge impact in future camp attendance.

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Appendix A

Did you and your parent sign the consent forms? _____ yes _____ no, if no please do so before you continue to fill out this survey.

Please Circle the number which best describes how you would agree with each statement in regards to Camp Oakledge. (SD =strongly disagree, D=disagree, N=neutral, A=agree, and SA=strongly agree)

CAMP OAKLEDGE	SD	D	N	A	SA
I have an interest in going back to camp	1	2	3	4	5
If I wanted to go to camp again I would have a way to get there (parents or bus)	1	2	3	4	5
I missed home when I went to camp	1	2	3	4	5
My parents will let me go to camp if I want to go	1	2	3	4	5
Camp interfered with my family plans (such as family vacations)	1	2	3	4	5
I think that it is appropriate for girls to go to camp	1	2	3	4	5
My going to camp has nothing to do with what my friends think	1	2	3	4	5
Camp interfered with my summer plans (other camps, job, summer school, etc.)	1	2	3	4	5
I think that I'm too old to go to camp	1	2	3	4	5
I knew all of my counselors when I was at camp	1	2	3	4	5
I would go back to camp if a scholarship was provided	1	2	3	4	5
I'm nervous about going back to camp because it will be something new (new program, new counselors, new campers, etc.)	1	2	3	4	5
I would go back to camp if a friend went with me	1	2	3	4	5
The camp food influenced my decision to go back to camp	1	2	3	4	5
I have done everything that there is to do at camp	1	2	3	4	5
My going to camp has nothing to do with the other campers think	1	2	3	4	5
Sleeping outside influenced my decision to go back to camp	1	2	3	4	5
Sharing a cabin with other girls influenced my decision to go back to camp	1	2	3	4	5

Are there any other reasons why you stopped attending Camp Oakledge?

Appendix B

What is your age? ____ years old

Grade in school (circle): 5 6 7 8 9 10 11 12

Race (circle): White/Euro American Hispanic Black/African American Asian
Native-American Other _____

Have you ever been troop camping? no____ yes____

Has anyone from your Girl Scout troop ever been to Camp Oakledge? no____ yes____

How many years have you gone to resident camp at:

Winding River Camp ____ years

Camp Prairie Schooner ____ years

Camp Daisy Hindman ____ years

How old were you when you went to Camp Oakledge? ____ years old

Did you go to Camp Oakledge with a buddy? no____ yes____

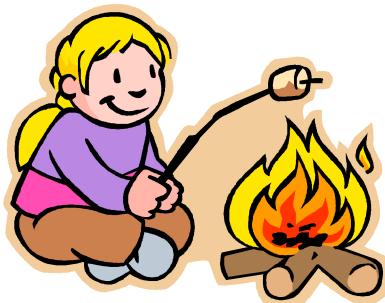
Do you attend other types of camps in the summer? no____ yes____ if yes, what types of camps do you attend (church, band, sports, day camp, etc.)

Who was the #1 person to influence your decision to NOT go to Camp Oakledge this summer? (circle) Yourself Your Parents Friend Other _____

On a scale of 1-5, how cool is Girl Scout Camp? Circle

1	2	3	4	5
Very Uncool	Uncool	In-between	Cool	Very Cool

Thank you so much for taking the time to take part in this study!



Appendix C



Girl Scouts of Northeast Kansas and Northwest Missouri

Resident Camp Study

Research Conducted by the University of Missouri
Department of Parks, Recreation, and Tourism

Your daughter has been selected to participate in the following study about resident camps. The following questions ask about your daughter's non-attendance at Camp Oakledge in the summer of 2008. Your daughter's participation in this study will help determine why girls stop attending resident camp. This survey should take her approximately 5 minutes to fill out.

Please have your **DAUGHTER** fill out this survey to the best of her ability. Be assured that your daughter's responses will be only be seen by the researcher and that there will be no way to match your daughter's name with the survey. There are no risks with completing this survey, nor are there any direct benefits to the participant. Your daughter does not have to answer questions she does not wish to answer; however, full participation is very important to the success of this study. Your daughter may stop filling out the survey at any time and without any consequences. Names and address for this study were obtained from the Girl Scouts of Northeast Kansas and Northeast Missouri's database.

Please make sure that you and your daughter **BOTH** sign the consent forms that are attached before your daughter starts to take part in the study.

If you have any questions regarding this survey or the research objectives, please contact Dr. David Vaught (supervisor) 573-882-9517 or Kathy Cooper at kjc7cf@mizzou.edu. You may also contact the Campus Institutional Review Board at 573-882-9585 if you have any concerns about this research.

Thank you for your participation!

Sincerely,
Kathy J. Cooper
Graduate Student; Parks, Recreation, and Tourism
Lifetime Girl Scout

If your daughter is planning on attending Camp Oakledge this summer, please check here _____. Do not fill out the survey and please mail back in the provided envelope.

Mailing Instructions: When the survey is complete, please mail back the survey instrument as well as both consent forms in the envelope that is enclosed.

Appendix D

Parental Consent

Purpose of the Study

Your daughter has been selected to take part in this research study which is being conducted by Kathy Cooper. Kathy is a graduate student in the Parks, Recreation, and Tourism department at the University of Missouri. The purpose of this study is to determine the specific constraints that inhibit adolescent girls continued participation in resident camp.

Possible Risks and Benefits

There are no risks involved with completing this survey, nor are there any direct benefits to the participant.

Procedure

If you decide that you would like your daughter to take part in this study, you will need to sign this consent form and have your daughter sign the child consent form as well. Completing this survey will take about 5 minutes to fill out. Once the survey is complete place the survey instrument as well as both consent forms in the provided envelope and mail back.

Confidentiality

Your daughter's identity will not be attached to the results of this survey. The data will be stored in locked cabinet in the researcher's office. The results and finding of this study will be shared with the Girl Scouts or Northeast Kansas and Northwest Missouri.

Participation and Withdrawal

Only a parent or guardian is allowed to sign the consent form for the child to take part in this study. Your daughter does not have answer questions she does not wish to answer; however, full participation is very important to the success of this study. Your daughter may stop filling out the survey at any time and without any consequences.

Questions

If you have any questions regarding this survey or the research objectives, please contact Dr. David Vaught (supervisor) 573-882-9517 or Kathy Cooper at kjc7cf@mizzou.edu. You may also contact the Campus Institutional Review Board at 573-882-9585 if you have any concerns about this research.

Consent

I have read this consent form and I understand what is being asked of my child. I give my permission for my child to participate in this study. I am at least 18 years of age.

Name of Child (printed) _____

Name of parent (printed) _____

Name of Parent (signature) _____

Date _____

Appendix E

Child Assent Form

I know that the purpose of this study is to help understand why I decided not to go back to camp Oakledge this summer.

I understand that I can stop filling out this survey at anytime and I don't have to answer a question if I don't want to.

I know that my answers will only be seen by the researcher.

I understand my parent has given me permission for me to take part in this survey.

By signing here I give written permission for my survey to be used in the study.

Name (print)_____

Name (signature)_____

Date_____

Appendix F



Campus Institutional Review Board

University of Missouri-Columbia

- 483 McReynolds Hall
- Columbia, MO 65211-1150
- PHONE: (573) 882-9585
- FAX: (573) 884-0663

IRB #	1114539
Project Title	Constraints That Are Affecting Adolescence Girls Continued Camp Attendance
Approval Date	May 07, 2008
Expiration Date	May 07, 2009
Investigators	Cooper, Kathy Jule
Project Status	Approved Active Expedited
Dear Investigator:	

This is to certify that your research proposal involving human subject participants has been approved by the Campus IRB. This approval is based upon the assurance that you will protect the rights and welfare of the research participants, employ approved methods of securing informed consent from these individuals, and not involve undue risk to the human subjects in light of potential benefits that can be derived from participation. Your IRB approval for this project will **expire on May 07, 2009**. You must submit the CRR report in accordance with Campus IRB policies, by the deadline of 45 days PRIOR to the expiration date.

Campus IRB Approval is CONTINGENT upon your agreement to:

- (1) Adhere to all Campus IRB Policies.
- (2) MODIFICATIONS: Submit an Amendment Application to the Campus IRB for any proposed changes to a previously approved project *prior* to initiation of those changes. It is important to note that changes may not be initiated without prior IRB approval except where necessary to eliminate apparent and immediate dangers to the subjects. Should you need to initiate changes to eliminate immediate harm to a subject, please contact the Campus IRB immediately at (573) 882-9585. All proposed modifications will be reviewed upon complete submission of the Amendment Application located at <http://irb.missouri.edu/eirb/>.
- (3) CONTINUING REVIEW: Federal regulations provide that a Continuing Review Report must be properly submitted by the deadline designated by the Campus IRB, as noted below in order to continue to conduct research activities. **If we do not receive your "complete" Continuing Review Report (45) FORTY-FIVE DAYS before the expiration date, the Campus IRB will not be able to guarantee that the CRR will be reviewed before expiration of approval.**

The Campus IRB does not extend approval deadlines. If the Campus IRB does not receive a Continuing Review Report by the deadline, your IRB approval will *automatically EXPIRE* on

Appendix F

the expiration date and you will not be permitted to conduct research on that project until a new application is approved by the Campus IRB. *If you intend to close or withdraw your project, you will be required to submit a "Human Subject Research Activities Completion/Withdrawal Report".*

(4) RECORD INSPECTION: The Campus IRB reserves the right to inspect your records to ensure compliance with federal regulations at any point during your project period and three (3) years from the date of completion of your research. Researchers are required to manage and maintain a record keeping system that will maintain the confidentiality and reasonable organization of their research activities.

(5) RECORD KEEPING: You are expected to maintain copies of all pertinent information related to the study, included but not limited to, video and audio tapes, instruments, copies of written informed consent agreements, and any other supportive documents for a period of **three (3) years** from the date of completion of your research. You should not destroy any data or information without prior consultation with the IRB.

(6) UNANTICIPATED PROBLEMS OR ADVERSE EVENTS: You shall report any event or information to the Campus IRB that (1) related to the research activities; (2) was unforeseen; and (3) indicates that the research procedures caused harm to participants or others, or indicates that participants or others are at increased risk of harm . Please review the policy entitled Unanticipated Problems or Adverse Events Review Process for more information, if you suspect an unanticipated problem or adverse event has occurred. In addition, you must complete the eIRB "Unanticipated Problem or Event Report". This report can be accessed through the following website: <http://irb.missouri.edu/eirb/>.

(7) DEVIATIONS: IRB approval is contingent upon the investigator implementing the research activities as proposed. Campus IRB policies require an investigator to report any deviation from an approved project directly to the Campus IRB by the most expeditious means. All human subject research deviations must have prior IRB approval, except those implemented to protect the welfare and safety of human subject participants. If an investigator must deviate from the previously approved research activities, the principal investigator or team members must:

- a. Immediately contact the Campus IRB at 882-9585.
- b. Assure that the research project has provisions in place for the adequate protection of the rights and welfare of human subjects, and are in compliance with federal laws, University of Missouri-Columbia's FWA, and Campus IRB policies/procedures.
- c. Complete the "Campus IRB Deviation Report" within 3 days. This may be accessed through the following website: <http://irb.missouri.edu/eirb/>.

(8) NONCOMPLIANCE: IRB approval is contingent upon the investigator implementing the research activities as proposed, in compliance with Campus IRB policies and procedures. Campus IRB policies require an investigator to report any noncompliant activities. If you have conducted research activities that did not receive prior IRB approval, or do not comply with Campus IRB decisions or directives, you must report the activities immediately. All human subject research activities must have prior IRB approval, except to protect the welfare and safety of human subject participants. If noncompliance occurs, you must:

Appendix F

- a. Immediately contact the Campus IRB at 882-9585.
- b. Assure that the research project has provisions in place for the adequate protection of the rights and welfare of human subjects, and are in compliance with federal laws, University of Missouri-Columbia's FWA, and Campus IRB policies/procedures.
- c. Complete the "Campus IRB Compliance Breach Report" within 3 days. This may be accessed through the following website: <http://irb.missouri.edu/eirb/>.

Appendix G



Girl Scouts of Northeast Kansas and Northwest Missouri

Resident Camp Study

Research Conducted by the University of Missouri
Department of Parks, Recreation, and Tourism

Your daughter has been selected to participate in the following study about resident camps. The following questions ask your daughter about reasons why she might not attend Camp Oakledge next summer. Your daughter's participation in this study will help determine why girls stop attending resident camp. This survey should take her approximately 5 minutes to fill out. Be assured that your daughter's responses will only be seen by the researcher and that there will be no way to match your daughter's name with the survey. There are no risks with completing this survey, nor are there any direct benefits to the participant. Your daughter does not have to answer questions she does not wish to answer; however, full participation is very important to the success of this study. Your daughter may stop filling out the survey at any time and without any consequences.

If you have any questions regarding this survey or the research objectives, please contact Dr. David Vaught (supervisor) 573-882-9517 or Kathy Cooper at kjc7cf@mizzou.edu. You may also contact the Campus Institutional Review Board at 573-882-9585 if you have any concerns about this research.

Thank you for your participation!

Sincerely,
Kathy J. Cooper
Graduate Student; Parks, Recreation, and Tourism
Lifetime Girl Scout

Appendix H

Please Circle the number which best describes how you would agree with each statement in regards to Camp Oakledge. (SD =strongly disagree, D=disagree, N=neutral, A=agree, and SA=strongly agree)

CAMP OAKLEDGE	SD	D	N	A	SA
I have an interest in going back to camp next summer	1	2	3	4	5
If I wanted to go to camp again next summer I would have a way to get there (parents or bus)	1	2	3	4	5
I missed home while I was at camp	1	2	3	4	5
My parents will let me go to camp again if I want to	1	2	3	4	5
Camp interfered with my family plans (such as family vacations)	1	2	3	4	5
I think that it is appropriate for girls to go to camp	1	2	3	4	5
My going to camp has nothing to do with what my friends think	1	2	3	4	5
Camp interfered with my summer plans (other camps, job, summer school, etc.)	1	2	3	4	5
I think that I'm too old to go to camp	1	2	3	4	5
I knew all of my counselors while I was at camp	1	2	3	4	5
I would go back to camp next summer if a scholarship was provided	1	2	3	4	5
I will be nervous about going back to camp next summer because it will be something new (new program, new counselors, new campers, etc.)	1	2	3	4	5
I would go back to camp next summer if a friend went with me	1	2	3	4	5
The camp food will influence my decision to go back to camp	1	2	3	4	5
I have done everything that there is to do at camp	1	2	3	4	5
My going back to camp will have nothing to do with the other campers think	1	2	3	4	5
Sleeping outside will influence my decision to go back to camp	1	2	3	4	5
Sharing a cabin with other girls will influence my decision to go back to camp	1	2	3	4	5

Are there any other reasons why you would not attend Camp Oakledge next year?

Appendix I

What is your age? ____ years old

Grade in school (circle): 5 6 7 8 9 10 11 12

Race (circle): White/Euro American Hispanic Black/African American Asian
Native-American Other _____

Have you ever been troop camping? no____ yes____

Has anyone from your Girl Scout troop ever been to Camp Oakledge? no____ yes____

How many years have you gone to resident camp at:

Winding River Camp ____ years

Camp Prairie Schooner ____ years

Camp Daisy Hindman ____ years

Did you go to Camp Oakledge with a buddy? no____ yes____

Do you attend other types of camps in the summer? no____ yes____ if yes, what types of camps do you attend (church, band, sports, day camp, etc.)

Who would be the #1 person to influence your decision to NOT go to Camp Oakledge next summer? (circle)

Yourself Your Parents Friend Other _____

On a scale of 1-5, how cool is Girl Scout Camp? Circle

1	2	3	4	5
Very Uncool	Uncool	In-between	Cool	Very Cool

Thank you so much for taking the time to take part in this study!



Appendix J

Responses to Race: Group B

- White, Black, and Mexican
- Romanian
- Don't know
- White and Native-American
- White and Asian

Appendix K

Responses to Other Camps: Group A

- Church, band, sport, day camp, etc.
- Church and day camp
- Church
- Theatre Camp
- Volleyball, Church
- Church and volleyball
- Church, science, and academics
- Church
- Church camp and sports camp
- Day camp
- Sports
- Sports and weights
- Band, Girl Scout day camp
- I used to go to the local day camp
- Sports and etc.
- Science
- Church
- Drum line camps
- Zoo camp
- I am attending FFA camp for the first time this year
- Disability camp as a volunteer
- Music camp

Appendix K

- Sports and day camp
- I attend a different summer camp and a basketball camp
- Cheerleading
- Choir and Theater
- Church and sport
- Overnight camp/resident
- Sports, academica, Girl Scout camp is the most expensive
- Sports
- Day camp
- Twilight, day camp, strolling strings
- Camp Shaween
- Church Camp
- Dance
- Girl Scout day camp
- Christian Youth Theatre, overnight camp 5 days
- Volleyball camp
- Church
- 4-H, sports, church, and music
- Golf, orchestra, and day camp
- Volleyball camp
- Church, sport, and leadership
- Band and day camp
- Day camp

Appendix K

- 4-H
- Day camp
- Church camp, day camp, music, and mission trip
- Horse camp, Girl Scout camp
- Band and I have a job
- Day camp, church camp, and sport camps
- Day camp
- Day camp and drama camp

Appendix L

Influences to Attend Camp: Group A

- Girl Scouts
- Leader didn't give me the right information
- Nobody, I did not really think about it
- Undecided
- My age
- Financial reasons
- Don't have a troop
- Calendar
- Cost
- I couldn't
- Senior this year and senior stuff that needs done and family vacation
- Conflicting times with CIT and destinations
- Sister
- It really wasn't my decision, I just couldn't go
- Summer schedule
- I didn't care
- Financial
- My trip to Europe
- Where we live
- No one

Appendix M

Responses to Other Camps: Group B

- Church
- Church camp
- Day camp and school program
- Youth front
- Day camp and theatre
- Band
- Cheer and horse camp
- Sports
- Church, sport, and Girl Scout
- Church
- Church
- Teen leader at day camp
- Church
- Church, volleyball, soccer, tennis and basketball
- Church
- Volleyball
- Church, sports, and day camp
- Day camp
- Spanish and nature
- School club
- Church and day camp
- Theater
- Band and drama
- Church and day camp

Appendix M

- Church
- Basketball
- Day camp
- Sports and church
- Nature and art camp
- Church and Girl Scout
- Sports, day camp and exchange city camp
- Church camp, camp in Dallas, etc.
- Boy Scout float trip
- Daisy
- Day camp
- Horse camp and Winding River
- Church
- Sports and day camp
- Horse camp
- Day camp
- Day camp
- Day camp
- Church, band, basketball, and day camp
- Church camp
- Sports-Volleyball
- Writing
- I'm a counselor at day camp
- Morning camp
- Church and two volleyball camps

Appendix M

- Sports: Volleyball camp and basketball camp
- Volleyball and basketball
- Zoologist camp
- Church and band camp

Appendix N

Influences to Attend Camp: Group B

- Reletives

Appendix O

Table 11

Intrapersonal Constraints for Group A

Variables	Frequency	Percent
Interest:		
Strongly Disagree	2	2.9
Disagree	10	14.3
In-Between	22	31.4
Agree	16	22.9
Strongly Agree	20	28.6
Missed Home:		
Strongly Disagree	16	22.9
Disagree	16	22.9
In-Between	15	21.4
Agree	16	22.9
Strongly Agree	7	10.0
Appropriate for Girls:		
Strongly Disagree	0	0.0
Disagree	0	0.0
In-Between	4	5.7
Agree	24	34.3
Strongly Agree	42	60.0
Too Old:		
Strongly Disagree	31	44.3
Disagree	18	25.7
In-Between	12	17.1
Agree	4	5.7
Strongly Agree	5	7.1
Something New:		
Strongly Disagree	30	42.9
Disagree	27	38.6
In-Between	10	14.3
Agree	2	2.9
Strongly Agree	1	1.4
Done Everything:		
Strongly Disagree	18	25.7
Disagree	24	34.3
In-Between	11	15.7
Agree	8	11.4
Strongly Agree	9	12.9

p < .05

Appendix P

Table 12

Interpersonal Constraints for Group A

Variables	Frequency	Percent
Parents Will Let Me:		
Strongly Disagree	0	0.0
Disagree	0	0.0
In-Between	2	2.9
Agree	15	21.4
Strongly Agree	53	75.7
Friends Think:		
Strongly Disagree	2	2.9
Disagree	3	4.3
In-Between	4	5.7
Agree	20	28.6
Strongly Agree	41	58.6
Knew Counselors:		
Strongly Disagree	9	12.9
Disagree	6	8.6
In-Between	12	17.1
Agree	22	31.4
Strongly Agree	21	30.0
Friend Went With Me:		
Strongly Disagree	7	10.0
Disagree	4	5.7
In-Between	24	34.3
Agree	18	25.7
Strongly Agree	17	24.3
What Other Campers Think:		
Strongly Disagree	6	8.6
Disagree	4	5.7
In-Between	11	15.7
Agree	20	28.6
Strongly Agree	29	41.4

p < .05

Appendix Q

Table 13
Structural Constraints for Group A

Variables	Frequency	Percent
Have a Way to Get There:		
Strongly Disagree	1	1.4
Disagree	0	0.0
In-Between	3	4.3
Agree	10	14.3
Strongly Agree	56	80.0
Interferes With Family Plans:		
Strongly Disagree	25	35.7
Disagree	20	28.6
In-Between	13	18.6
Agree	7	10.0
Strongly Agree	5	7.1
Interferes With Summer Plans:		
Strongly Disagree	15	21.4
Disagree	13	18.6
In-Between	11	15.7
Agree	22	31.4
Strongly Agree	9	12.9
Scholarship:		
Strongly Disagree	8	11.4
Disagree	9	12.9
In-Between	23	32.9
Agree	12	17.1
Strongly Agree	18	25.7
Food:		
Strongly Disagree	19	27.1
Disagree	19	27.1
In-Between	21	30.0
Agree	10	14.3
Strongly Agree	1	1.4
Sleeping Outside:		
Strongly Disagree	21	30.0
Disagree	15	21.4
In-Between	17	24.3
Agree	13	18.6
Strongly Agree	4	5.7
Sharing a Cabin:		
Strongly Disagree	20	28.6
Disagree	16	22.9
In-Between	23	32.9
Agree	8	11.4
Strongly Agree	3	4.3

p < .05

Appendix R

Table 14

Intrapersonal Constraints for Group B

Variables	Frequency	Percent
Interest:		
Strongly Disagree	1	1.2
Disagree	3	3.7
In-Between	13	15.9
Agree	20	24.4
Strongly Agree	45	54.9
Missed Home:		
Strongly Disagree	16	19.5
Disagree	12	14.6
In-Between	19	23.2
Agree	20	24.4
Strongly Agree	15	18.3
Appropriate for Girls:		
Strongly Disagree	3	3.7
Disagree	1	1.2
In-Between	8	9.8
Agree	10	12.2
Strongly Agree	60	73.2
Too Old:		
Strongly Disagree	66	80.5
Disagree	9	11.0
In-Between	3	3.7
Agree	2	2.4
Strongly Agree	2	2.4
Something New:		
Strongly Disagree	9	11.0
Disagree	7	8.5
In-Between	24	29.3
Agree	15	18.3
Strongly Agree	27	32.9
Done Everything:		
Strongly Disagree	14	17.1
Disagree	17	20.7
In-Between	26	31.7
Agree	12	14.6
Strongly Agree	13	15.9

p < .05

Appendix S

Table 14

Interpersonal Constraints for Group B

Variables	Frequency	Percent
Parents Will Let Me:		
Strongly Disagree	2	2.4
Disagree	0	0.0
In-Between	10	12.2
Agree	14	17.1
Strongly Agree	56	68.3
Friends Think:		
Strongly Disagree	3	3.7
Disagree	1	1.2
In-Between	7	8.5
Agree	11	13.4
Strongly Agree	60	73.2
Knew Counselors:		
Strongly Disagree	4	4.9
Disagree	3	3.7
In-Between	20	24.4
Agree	17	20.7
Strongly Agree	38	46.3
Friend Went With Me:		
Strongly Disagree	9	11.0
Disagree	7	8.5
In-Between	24	29.3
Agree	15	18.3
Strongly Agree	27	32.9
What Other Campers Think:		
Strongly Disagree	3	30.7
Disagree	1	1.2
In-Between	7	8.5
Agree	11	13.4

p < .05

Appendix T

Table 15
Structural Constraints for Group B

Variables	Frequency	Percent
Have a Way to Get There:		
Strongly Disagree	0	0.0
Disagree	0	0.0
In-Between	5	6.1
Agree	9	11.0
Strongly Agree	68	82.9
Interferes With Family Plans:		
Strongly Disagree	46	56.1
Disagree	17	20.7
In-Between	3	3.7
Agree	11	13.4
Strongly Agree	5	6.1
Interferes With Summer Plans:		
Strongly Disagree	39	47.6
Disagree	13	15.9
In-Between	12	14.6
Agree	8	9.8
Strongly Agree	10	12.2
Scholarship:		
Strongly Disagree	6	7.3
Disagree	2	2.4
In-Between	23	28.0
Agree	12	14.6
Strongly Agree	39	47.6
Food:		
Strongly Disagree	30	36.6
Disagree	13	15.9
In-Between	15	18.3
Agree	10	12.2
Strongly Agree	14	17.1
Sleeping Outside:		
Strongly Disagree	28	34.1
Disagree	8	9.8
In-Between	28	34.1
Agree	10	12.2
Strongly Agree	8	9.8
Sharing a Cabin:		
Strongly Disagree	29	35.4
Disagree	6	7.3
In-Between	25	30.5
Agree	8	9.8
Strongly Agree	14	17.1

p < .05

Appendix U

Additional Comments: Group A

- Up until this year I'd always made it a point to attend GS camp in the summer, no matter what anyone thought. And for the last 3 years I have been anticipating the day that I could become a CIT. You cannot imagine how thoroughly disappointed I was to receive the camp brochure only to find the one thing I'd expected to do this summer had changed its applicable age. Last year I attended Prairie Schooner's Leadership 101 camp to meet the prerequisite for CIT training, and in doing so I (apparently) wasted time I could have used to take beginning backpackers. Maybe then I would have resumed my residency at Oakledge to participate in Pack Trek. No matter, this will give me an opportunity to go to Disney World with my family
- It interfered with everything else I wanted to do
- I didn't get paperwork for it, it was to late to sign up, and we can't afford it
- I was homesick
- My first experience wasn't so great – I got sick, it was extremely hot, I knew no one, and I was board, a lot
- Grew out of it after 1st through 7th grade (7 years)
- Don't have time
- Too old
- Me and my friend got in a huge fight at Camp Oakledge so I just stopped going. I went to about 3 camps last summer and started to miss home so I'm only going to 1 camp this summer

Appendix U

- I did not have time to sign up I'm signed up for a different camp (I loved Oakledge!) I'll go back next year! w/love Annie! P.S. (I'll go to the Winding River after that)
- No
- I felt that the activities were based for younger girls, therefore Winding River is the camp that I am currently attending due to its activities based for older girls
- Because I'm not in Girl Scouts anymore
- I did not get a booklet to attend. And I think the CIT payment is too much and too long
- I'm too old for any of the programs. The only way I could go back would be if I was a counselor. I don't have that kind of time during summer due to marching band
- Just ran out of time. I went on an exchange to Germany last year and I'll be going to college this year. I just prefer to spend time with my family
- I found another camp I was interested in
- Financial aid info requested but never received
- Because I don't have a troop
- I am too old. I would have girls younger than me as my counselors
- Not really I propably woudve went last year but I guess I had other plans and because of the times
- I am no longer in Girl Scouts
- No, band interferes, with lessons

Appendix U

- I'm busier during the summer and have other interest. I loved my experiences at Camp Oakledge when I had them though
- I'll be back!! I'm going to Europe 6/20-7/30 so it just didn't work out. Hopefully I can attend two sessions next year again! I want to be a counselor too maybe. I'm also on a big-deal cheer team that influences my schedule. It and Oakledge are my priorities in '09. I love Oakledge. I miss it soooo much!!!
- There was bad weather so we didn't get to do a lot of the activities we planned on, and sometimes I was board
- Too many other activities this year
- Too hard to get into horse camp
- I stopped attending Camp Oakledge because I found a camp that I liked better and the toilets at Oakledge were DISCUSTING
- My friend wanted to go to Winding River instead
- I wanted to try a new camp!
- Bugs and ticks, mosquitoes, being very dirty
- I would love to attend if they had programs for older girls like they do younger. I don't really want to be a CIT
- It wasn't that I didn't want to go to camp there was a mixup with paperwork at the camp office and I didn't get to attend

Appendix U

- Wanted to go to Winding River
- I was going to be a CIT this year but was on a girl scout destination at the time in Europe, but hope to counsel next year when I'm 18
- I just don't like the bugs, no plumbing, and no electricity
- No
- Last year they had schedule problems and I would not have been able to go with my friend so I did not go at all
- The programs I wanted did not go with my schedule and my age
- VERY dirty bathrooms/showers
- There was nothing done wrong. I just wasn't interested in going back to any camp
- Too busy
- The only other thing is that when we planed our trip this summer then get the girl scout booklet we could not find a time when we would be home and it also interfered with volleyball camp and my family campouts
- I went to Camp Oakledge the summer between my 5th and 6th grade year. I did not go to camp last year because I played softball and then traveled to visit relatives. This year I wanted to go to Winding River because I like horses and I wanted to learn more about them. I really liked Camp Oakledge. I also like the fact that Girl Scouts offer all sorts of opportunities for girls. I would like to go to all of the camps if I could! I plan on taking counselor training next year. That way when I am old enough I can spend all summer at

Appendix U

camp! (Just a note: I did apply for Winding River last year, but it was already full. That is why I got to play ball and travel.)

- I was getting older and I got a job so yeah...I might think about being a CIT
- I didn't like the outdoor and cabins. I used to attend Pin-Oak but then it closed, I LOVED that camp and wanted to go back but then it closed. Then I had to go to Prairie Schooner than Oakledge!
- I just wanted to hang with my friends from school more; no indoor plumbing; I didn't get to boat more then one hour the whole entire time. That made me MAD; so that's the main reason. I got about maybe 30 minutes for sailing, canoeing, and kayaking combined for the whole camp. I did not have very much fun at camp, but it's not because of the counselors. I was just very disappointed and mad that I signed up for a boating class and hardly got to boat.
- Grew up
- I moved to Seoul, Korea
- There wasn't a friend who would share the season with me
- More and different summer plans. Increased price/too expensive
- I loved Oakledge! But I'm going to Camp Daisy for the horses. I think Oakledge should have water skiing! Everybody I've talked to has loved Oakledge! Oakledge is the best!
- I did not go to camp because I would of left on my birthday and this year I am attending Winding River because I love horses

Appendix U

- I'm going to Winding River
- I had other camps and that was at the bottom of my priorities and my Girl Scout group did what I did last summer
- I have a job this summer that I did not have last year, but also because we don't have much money
- Nope!
- The only reason I stopped going to Camp Oakledge was because me and my friend, who always go together, decided we wanted to try a new camp to us, Winding River. I loved Camp Oakledge.
- I felt like I was getting too old and all the campers kept getting younger. Plus – I had done a lot of the programs and I didn't want to be put back in with some really young girls.
- The reason I didn't attend Oakledge last summer was because I received an opportunity to go on a 2 week European concert tour that was \$5,000. I thought that my trip to Europe would be plenty for the summer. I did not go this summer because I did not receive a brochure and I am also almost a sophomore and didn't think there were any camps I could go to.
- We moved to Wichita, KS.
- My parents are in the military so we moved to Arizona, but I miss my friends.
- Latrines (hate them)

Appendix U

- Wrong dates/wanted to try other camps and programs/we are also moving this summer. I have no negative feelings towards Oakledge and would go back in a heartbeat!

Appendix V

Additional Comments: Group B

- No, I definitely plan on coming back!
- I'm sorta tired of the games, Golden Paddle, pirates of the Ozark, and counselor hunt.
- Not at all and you just can't get rid of me!
- No, but sometimes girls are mean.
- I love swimming!
- Nope, it's amazing here
- In my strong personal opinion I don't think anything at Oakledge should be changed,
Oakledge is perfect the way it is.

- No reason, I love Oakledge
- It's too long
- No, I love camp
- I thought this camp was too long
- The ticks, the bathroom smell, and some of the food
- No plumbing, ticks, bad bathroom smell, spiders in cabins, and some of the food
- I would not camp next year if I didn't want to
- If I was sick or a broken bone
- Going to France
- It got boring
- They do the same thing every time
- I don't think so
- I might want to go to a different camp
- No, I liked camp a lot
- The bathroom could be a little better

Appendix V

- 10 days is a long time but I had soooo much fun.
- I want to go ahead and become a counselor.
- If I work at Winding River.
- It seems like an “old” topic.
- Too old!
- Far from home and a little long.
- Not really
- Nope. I love camp!
- Maybe I wouldn’t because it was very long.
- No there is not.
- Raised price and vacation.