Examining the Interrelationship of Motivation and Place Attachment in a
Residential 4-H Camping Environment

Jenna McEwen Genson

Thesis submitted to the faculty of
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

Master of Science In Life Sciences

Agricultural and Extension Education

Nancy K. Franz
Barry A. Garst
Michael T. Lambur

April 21, 2010
Blacksburg, Virginia

Examining the Interrelationship of Motivation and Place Attachment in a
Residential 4-H Camping Environment

Jenna McEwen Genson

Abstract

Minimal research has examined the interrelationship between motivation, place attachment, and the need to belong in a residential camping environment. The purpose of this study was to better understand the role of place attachment and the need to belong in facilitating 4-H Camp Graham campers and counselors interest in returning to residential 4-H summer camp year after year. All participants included in this study were at least 18 years of age, graduated from high school, former 4-H members, and attended 4-H camp for at least two consecutive years. Three camping clusters participated in focus group interviews for a total of 21 participants. A fourth camping cluster and participants unable to attend their designated focus group, were invited complete an online survey. Overall, campers and counselors were primarily motivated to return to camp each year due to the relationships, memories, and sense of belonging formed at camp. While nature and location played a role in the camp experience by providing a secluded environment free from outside influence, these attachments were secondary. Attachment to camp grew over time and participants valued the camp experience highly and tended to choose camp friendships and the camp experience over other opportunities. Longevity at camp influenced the strength of attachment. This research suggests that intentionality in these areas of staff training and program planning are critical to camper and counselor connection to camp. Additionally, this research provides tangible evidence that points to the value of sharing the residential camping experience with potential funders and parents.

Dedication

This work is dedicated to campers, counselors, staff, and directors of the past, present, and future. My experiences at camp taught me countless lessons, inspired my love for youth development, and shaped my future.

The rest of the world is just now discovering something we've known our whole lives. Think of what a better place the world would be if everyone had gone to camp and learned to take turns, sing silly songs, accept and love others for who they really are, enjoy a siesta every afternoon, and end each day by reflecting around a bonfire with friends.

As we grow older, it becomes more challenging to stay connected, but the experiences and memories of my time at camp will always remain in my mind. To all of those with whom I have shared my camp experience, know that you're always in my heart.

"And as the years go by,

I'll think of you and sigh,

It was good luck and not goodbye."

A special thank you goes to Betty Wingerter, 4-H Camp Graham Board President, 4-H Educator, life coach, role model, and second mom. Her love of camp, 4-H, and young people has impacted many lives including my own. Another special thank you to Jason Curlis, 4-H Camp Graham Executive Director, for all of the valuable lessons, insight on the administrative side of 4-H camping, conversations about life on the Hoffman House porch, and showing me that it's okay to care too much.

And a final, very special acknowledgement goes to my friends and family for seeing me through the rollercoaster ride of my master's degree program and providing unconditional support. It certainly has been a very memorable journey full of life lessons. These lessons, learned from friends, family, and colleagues, have been more beneficial to my development than any course I could ever take. My sincerest appreciation is extended to those specifically mentioned, and many who are not. I could not have achieved this without each of you, and to you I am forever grateful.

Table of Contents

List of Figures

List of Tables

Chapter 1

Introduction

Camp counselors, staff, and directors have long known the importance of camp as a "place" in their lives. Clearer understanding of this phenomenon could help camp directors better select staff to ensure successful program implementation, design purposeful staff trainings, and plan specific activities. Additionally, this research presented tangible claims for recruitment, conveys the value of camp to parents and potential funders, could orient new Extension professionals and camp directors on the importance of the camp experience, and assist in shaping other programs for 4-H and beyond.

Problem Statement

Minimal research has examined the interrelationship of motivation, the need to belong, and place attachment in a residential 4-H camping environment. The concept of connecting motivation and personal value attached to a rarely visited place of importance (Gunderson & Watson, 2007) is recent, therefore studies specifically addressing this relationship are limited.

Purpose and Research Questions

The purpose of this study was to better understand the role of place attachment and the need to belong in facilitating 4-H Camp Graham campers and counselors interest in returning to residential 4-H summer camp year after year. To accomplish this, the following research questions were explored:

1. What motivates campers and counselors to return to camp each year?

2. What influences the place attachment to residential camp that campers and counselors experience?

3. How is attachment to camp valued by campers and counselors?

Theoretical Framework

      Studies using place attachment as an overarching construct typically conduct research in recreational contexts where respondents or recreationalists primarily interact sporadically with the environment (Trentelman, 2009) similar to a 4-H camp experience. Therefore, the researcher chose to use the place attachment theory rather than sense of place typically used with residents or others with a more extensive history with the place in question (Trentelman, 2009). The components of place attachment usually include place dependence and place identity (Figure 1).
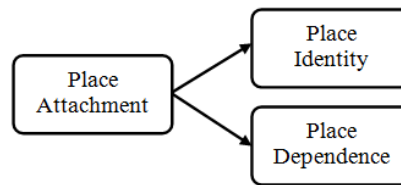
Figure 1: Place Attachment Model

      The expectancy-value theory of achievement motivation suggests that an individual's choice, persistence, and performance can be explained by their beliefs about how well they will do on the activity and the extent to which they value it (Atkinson, 1957). This study focused primarily on subjective task value, which includes the attainment value, utility value or usefulness, and cost. This study attempted to demonstrate a connection between place attachment theory, the expectancy-value theory of achievement motivation, and the need to belong in 4-H Camp Graham campers and counselors.

Methodology

      Three focus group interviews were conducted based on the interview guide (Appendix A) created by the researcher. An online survey using interview guide questions was also conducted to capture a fourth group and additional participants from the three groups that met for a face-to-face focus group. The interview guide was pilot tested and adjusted accordingly for both face-to-

face and online use prior to data collection. The purposeful sample of participants for this study included five to nine individuals from three 4-H camping clusters at 4-H Camp Graham located in Ohio. Each focus group was composed of individuals from the same camping cluster. A total of 21 individuals from three face-to-face meetings were included in this study. Each participant was native English speaking, at least 18 years of age, graduated from high school, a former 4-H member, and attended 4-H camp for at least two consecutive years. In addition, all participants had been counselors at 4-H camp for at least one of those two years. This participant criteria also applied to online survey respondents. The online survey was distributed to 53 individuals across the four camping clusters at 4-H Camp Graham. There were 32 responses for 60% participation.

In the development of this study, the researcher created an *a priori* table (Table 1) to illustrate how the research questions aligned with the theoretical framework and interview guide questions.

Table 1

a Priori Table

Research Questions	Theoretical Framework	Focus Group/Survey Questions
1. What motivates campers and counselors to return to camp each year?	Subjective task value is explained by three constructs: incentive and attainment value, utility value, and cost (Wigfield & Eccles, 2000). The need to belong is more than affiliation. Many of the strongest emotions people experience are linked to belongingness (Baumeister & Leary, 1995). Typically being accepted, included, and welcomed leads to a variety of positive emotions, where as being rejected excluded, or ignored leads to negative feelings (Baumeister & Leary, 1995). Place dependence includes a form of attachment associated with the potential of a particular place to satisfy the needs and goals of an individual (Stokols & Shumaker, 1981).	3. What caused you to return to camp each year? 4. Has your motivation to return to camp changed over time? If so, how? 8. How do the relationships you built at camp affect your motivation to return?
2. What influences the place attachment to residential camp that campers and counselors experience?	Attachment is a result of emersion in and acceptance of an area's values and beliefs that help convert individual thinking to acceptance of group norms (Nanzer, 2004). Connections to a place develop as a result of personal experiences, which form a part of our personal identity, therefore showing a relationship between identity and place (Nanzer, 2004). Place identity begins with personal bonds to very specific places such as those identified in fond childhood memories (Anderson & Fulton, 2008).	5. How has participating in camp helped to shape who you are? 6. What have you done differently in your life as a result of participating in the camp program?
3. How is attachment to camp valued by campers and counselors?	Individuals with the longest immersion in the particular place are more likely to include the environment in their place identity (Nanzer, 2004). A place's value is assigned by individuals, without necessarily involving a strong association between the physical attributes of the place and its meaning (Williams, Patterson, Roggenbuck & Watson, 1992).	7. Are there characteristics you see in yourself that you don't see in others due to attending camp? 9. How did your attachment to camp occur? 10. What is it about camp that you are attached to?

Definitions of Terms

　　The following section provides definitions of terms used throughout this research study. The definitions are provided from existing literature.

4-H: the largest non-formal voluntary educational organization for youth development providing real-life experiences and an opportunity for youth to plan their own learning, and develop life skills with parents and other caring adult volunteers to guide them and evaluate their accomplishments (Seevers, Graham & Conklin, 2007).

Camping Cluster: a geographic grouping of communities who participate in the same resident camping opportunity (E. J. Wingerter, personal communication, April 5, 2010).

Cooperative Extension: a publicly funded, non-formal education system linking the education and research resources of the United States Department of Agriculture (USDA), land-grant universities, and local/county administrative units (Seevers et al., 2007).

Place Attachment: the positive bond that develops between groups of individuals and the environment (Williams et al., 1992). Typically used in recreational contexts where respondents are primarily visitors or recreationalists having sporadic interaction with the environment (Trentelman, 2009).

Place Dependence: A form of attachment associated with the potential of a particular place to satisfy the needs and goals of an individual (Stokols & Shumaker, 1981).

Place Identity: "Those dimensions of self that define the individual's personal identity in relation to the physical environment by means of a complex pattern of conscious and unconscious ideas, beliefs, preferences, feelings, values, goals, and behavioral tendencies and skills relevant to this environment" (Proshansky, 1978).

Residential Camping: An experience consisting of a minimum of four nights when camp staff members are responsible for campers at all times (American Camp Association, 1998).

Sense of Place: the meaning attached to a special setting by a person or group (Jorgensen & Stedman, 2001). Typically used in context with residents or those with more extensive history with the place in question (Trentelman, 2009).

Summary

This study examined the interrelationship between the 4-H residential camping environment, place attachment theory, the need to belong, and the expectancy-value theory of achievement motivation. Using a primarily qualitative approach, three focus group interviews were conducted with 21 participants, while 32 respondents participated in the online survey. Focus groups were composed of five to nine individuals from the same camping cluster. By better understanding camp as an important "place," tangible claims were generated to assist with camper and counselor recruitment, marketing, and sharing the value of the residential camping experience with others.

Chapter 2

Literature Review

This study was informed by literature from: Cooperative Extension, 4-H youth development, 4-H residential camping, and Ohio 4-H camping. Studies in motivation and the need to belong were examined as well as research on sense of place and place attachment. The differences and connections between these studies specifically guided the framework for this research.

The Cooperative Extension System

The Cooperative Extension System addresses public needs through community-based educational programs (Franz & Townson, 2008). This publicly funded, non-formal educational system links the education and research resources of the United States Department of Agriculture (USDA), land-grant universities, and local/county administrative units (Seevers et al., 2007). Originally created by the Smith-Lever Act in 1914, Cooperative Extension now exists nationally in every state and territory of the United States (Franz & Townson, 2008). In 1862 President Lincoln signed the Morrill Act granting land to each state based on the number of congressional seats held to raise funds for a state land-grant college by using or selling the property (Rassmussen, 1989). In 1890 the second Morrill Act gave states directed, annual federal appropriations to support the land-grant universities while also prohibiting racial discrimination in the admissions process (Franz & Townson, 2008).

State legislation enabled local governments in each county/locality to become a third legal partner of this educational endeavor, and the Cooperative Extension System was founded (Seevers et al., 2007). As part of the Smith-Lever Act in 1914, funds were allocated to land-grant universities allowing them to place Extension agents (some states refer to them as educators) in

communities and on land-grant campuses across the United States. Cooperative Extension now has local offices in more than 3,000 locations typically county-based with a common mission of supplying research-based information and education to others to improve their lives (Franz & Townson, 2008).

Initially the organization was called the Agricultural Extension Service. However, several states changed the name to Cooperative Extension Service, Cooperative Extension, or University Extension to reflect more accurately the nature and function of the organization (Seevers et al., 2007). The word "cooperative" indicates the three partners that make up the Cooperative Extension System which include the USDA, organized within the Cooperative State Research, Education, and Extension Service (CSREES), each state's land-grant university, and the county or local partner. In the Energy Act of 2008, CSREES was replaced by the National Institute of Food and Agriculture (NIFA), which had been in existence since 1994 (NIFA Overview, 2009). Cooperation also derives from a partnership of the three levels of government with three sources of public funding and three levels of perspectives on mission, goals, and priorities for programming (Seevers et al., 2007).

The organization serves as an "extension" of the USDA and an outreach partner of the land-grant institutions of each state with a mission of reaching people and extending knowledge to those not on the university campus (Seevers et al., 2007). And lastly, it is a "system"; a unique national educational system that draws on the expertise of the federal, state, and local partners to provide practical, unbiased information produced by the research centers and universities to the people (Seevers et al., 2007).

The initial mission for the Cooperative Extension System was clearly stated in the Smith-Lever Act of 1914, and has progressively evolved since then. The current mission states "the

development of practical applications of research knowledge and giving of instruction and practical demonstrations of existing or improved practices or technologies in agriculture, uses of solar energy with respect to agriculture, home economics, and rural energy" (Smith-Lever Act of 1914). To accomplish this mission, Extension agents worked initially with agriculture, then the organization grew to encompass home economics (now known as family and consumer sciences) and 4-H clubs (Franz & Townson, 2008). Currently there are four program areas: agriculture and natural resources, family and consumer sciences, 4-H youth development, and community and economic development (Seevers et al., 2007).

4-H Youth Development

4-H is the most widely recognized Cooperative Extension program, as well as the largest non-formal voluntary educational program for youth development outreach in the world (Seevers et al., 2007). The early leaders of 4-H saw the need for practical programs for young people and realized that if young people were involved in adopting new and more efficient practices, their parents also would become involved. This idea received strong support when the Country Life Commission of 1908 urged practical agricultural education for young people and the development of new, young rural leadership (Rasmussen, 1989).

The 4-H organization provides real-life experiences and an opportunity for youth to plan their own learning, and develop life skills with parents and other caring adult volunteers to guide them and evaluate their accomplishments (Seevers et al., 2007). According to Rasmussen (1989), 4-H assists youth in developing positive self-image, learning to respect and get along with others, developing and practicing responsible environmental skills, and learning and using accepted practices for mental, physical, emotional, and social health.

The 4-H mission states, "4-H empowers youth to reach their full potential, working and learning in partnership with caring adults" (The 4-H Story, 2009). This mission is accomplished through 4-H delivery modes for educational programs including local 4-H clubs, 4-H projects, school enrichment programs, special interest programs, day camps, overnight camps, trips, individual study or mentoring, 4-H after school, home school groups or clubs, community service clubs, and special events such as competitive and non-competitive activities (Seevers et al., 2007).

Positive youth development, the foundation of 4-H, provides a supportive environment that fulfills four basic needs for youth: belonging, mastery, independence, and generosity. Table 2 shows how these basic needs directly relate to the 4-H pledge (Seevers et al., 2007). The 4-H pledge was originally written by Otis Hall, former Kansas State 4-H leader in 1927. After its adoption at the 1927 National 4-H Camp, the pledge was amended in 1973 to include "my world" as a result of the recommendation of conference delegates (Vines & Anderson, 1976). The current 4-H pledge states "I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service and my health to better living for my club, my community, my country, and my world" (Seevers et al., 2007).

Table 2

Four Essential Skill Competencies and Their 4-H Focus

Competency	4-H Focus
Knowledge, Reasoning and Creativity *Thinking:* using one's mind to form ideas and make decision; to imagine, to examine carefully in the mind, to consider. *Managing:* using resources to accomplish a purpose	**HEAD**
Personal/Social: *Relating:* establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both. *Caring:* showing understanding, kindness, concern and affection for others	**HEART**
Vocational/Citizenship *Giving:* providing, supplying or causing to happen (social responsibility) *Working:* accomplishing something or earning pay to support oneself through physical or mental effort	**HANDS**
Health/Physical *Living:* acting or behaving; the manner or style of daily life. *Being:* living one's life; pursuing one's basic nature, involved in personal development	**HEALTH**

4-H began with early corn, canning, and demonstration clubs around the country that became known as 3-H clubs in 1907 and 1908. The three-leaf clover stood for "head," "heart," and "hands" (Vines & Anderson, 1976). O.H. Benson suggested a fourth H be added to stand for "hustle," however after a 4-H Club leader meeting in Washington D.C., the 4-H clover was adopted and "hustle" was replaced by "health" (Vines & Anderson, 1976).

The 4-H program is recognized nationally, and more than eighty countries around the world have similar programs. All 4-H programs are designed to help young people gain life skills necessary to become responsible, productive members of society. 4-H attempts to reach all young people, regardless of their place of residence, the occupation of their parents, or the color of their skin (Rasmussen, 1989).

Residential 4-H camping.

The camping experience includes more than a program or a location by including what happens to youth during and after the camping experience (Garst & Bruce, 2003). The residential camping experience provides a context for positive youth development (Klem & Nicholson, 2008). The 4-H camping delivery mode provides many of the essential elements identified with positive youth development including the presence of caring adults, physical and emotional safety, age-appropriate structure and limits, sense of belonging, and opportunities to build and master content and life skills (National 4-H Headquarters, 2001).

Residential camps include three interrelated attributes: the outdoors, education, and community (Arnold, Bourdeau, & Nagele, 2005). Studies on 4-H camping have primarily focused on the benefits the program offers to the participating campers. Campers benefit in many ways that enhance their overall development, such as making new friends, learning new skills, and becoming more independent and responsible (Ferrari & McNeely, 2007). In addition to affecting youth participants, 4-H camping participation also benefits the leaders and volunteers who work with youth (Garst & Johnson, 2005). These volunteers, often teens, referred to as camp counselors, accept responsibility in planning, teaching, supervising, leading, and caring for younger campers. Camp counselors take on a pseudo-adult role and experience many of the rights and responsibilities of being an adult (Brandt & Arnold, 2006).

Marcia (1987) stresses the importance of youth trying a variety of different roles rather than settling on an identity or career path too soon. This encourages the development of broad skills and interests that can be applied in multiple contexts later in life. Therefore, the camp counselor experience may make a difference for teens as they take on this pseudo-adult role. Teens can also experiment with different aspects of their identity.

There is concern for how youth spend their time, because youth who engage in unstructured activities have less positive outcomes than those in structured activities (Garst & Bruce, 2003). Conversely, participation in structured youth activities has been associated with positive functioning (Ferrari & McNeely, 2007). The residential camping environment allows youth to experiment with autonomy in a safe and structured environment. The promotion of positive choices in this controlled environment allows youth to begin learning how to use their time wisely outside of the camp environment.

Camps intentionally work to create cultures without negative social pressures prevalent in other settings (American Camp Association, 2005). Because the camp environment allows teens to be free from the social barriers of society, this encourages the discovery of personal attributes that they may never have realized outside of the camp setting (Garst, Franz, Baughman, Smith & Peters, 2009).

Camp experiences have much to offer young people especially in terms of structures and group living opportunities that provide supportive relationships, a sense of belonging, and skill building (Henderson, Bialeschki, Scanlin, Thurber, Whitaker & Marsh, 2007). At camp young people experience new activities and stretch themselves. Social risk-taking occurs at camp since a camper separates from his/her family, goes to a new place, finds new friends, and becomes a part of a new community (Woods, 2002).

Ohio 4-H camping.

The Ohio 4-H camping program takes place at 15 different facilities across the state. One of these facilities, 4-H Camp Graham, located in southern Ohio on seventy acres of land. In 2009, 4-H Camp Graham served 1,285 campers, 227 counselors, and 388 adults and staff members (J. Curlis, personal communication, October 31, 2009). Ownership of this facility

belongs to the 4-H members of Clermont, Hamilton, Montgomery, and Warren counties. An abandoned Sportsman Club near Clarksville on the boarder of Clinton and Warren counties was selected as the site for camp in 1951 (Curlis, 2008). In 1952 and 1953 the construction of the initial buildings and water system took place. In the summer of 1953 the facility opened for the first 4-H camp (Curlis, 2008).

        4-H Camp Graham includes four sections of 4-H camp each summer. Each section of camp includes one or more 4-H county programs that attend camp together. Two of the four sections are single county camps with all campers and counselors from the same county 4-H program. The other two sections are multi-county camps with counselors and campers from more than one county 4-H program. Campers and counselors often interact with one another outside the camp environment. Many 4-H members return to 4-H camp as campers and counselors each year.

Achievement Motivation

        While multiple definitions have been created in an attempt to describe motivation, there is no universal definition. As defined by Beck (2000), motivation is "a theoretical concept that accounts for why people choose to engage in particular behaviors at particular times." One type of motivation is achievement motivation. An achievement motive contributes to personality development (Murray, 1938). In addition, Murray (1938) defined the need for achievement as a desire "to overcome obstacles, to exercise power, to strive to do something difficult as well as quickly as possible." In brief, achievement motivation theory suggests that under the appropriate conditions, people will do what they have been rewarded for doing in the past (Beck, 2000, p.327). Achievement motivation theorists attempt to explain people's choice of achievement

tasks, persistence on those tasks, vigor in carrying them out, and performance on them (Pintrich & Schunk, 1996).

    Expectancy-value theory.

    John Atkinson developed the expectancy-value theory of achievement motivation which postulates that an individual's choice, persistence, and performance can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity (Atkinson, 1957). Eccles, Adler, Futterman, Goff, Kaczala, Meece, and Midgley (1983) developed an expectancy-value model of achievement performance and choice. Figure 2 is presented to demonstrate the sense of its scope. This study focused on the subjective task value box in the lower right corner of the figure. Permission to use this figure has been granted (Appendix B).
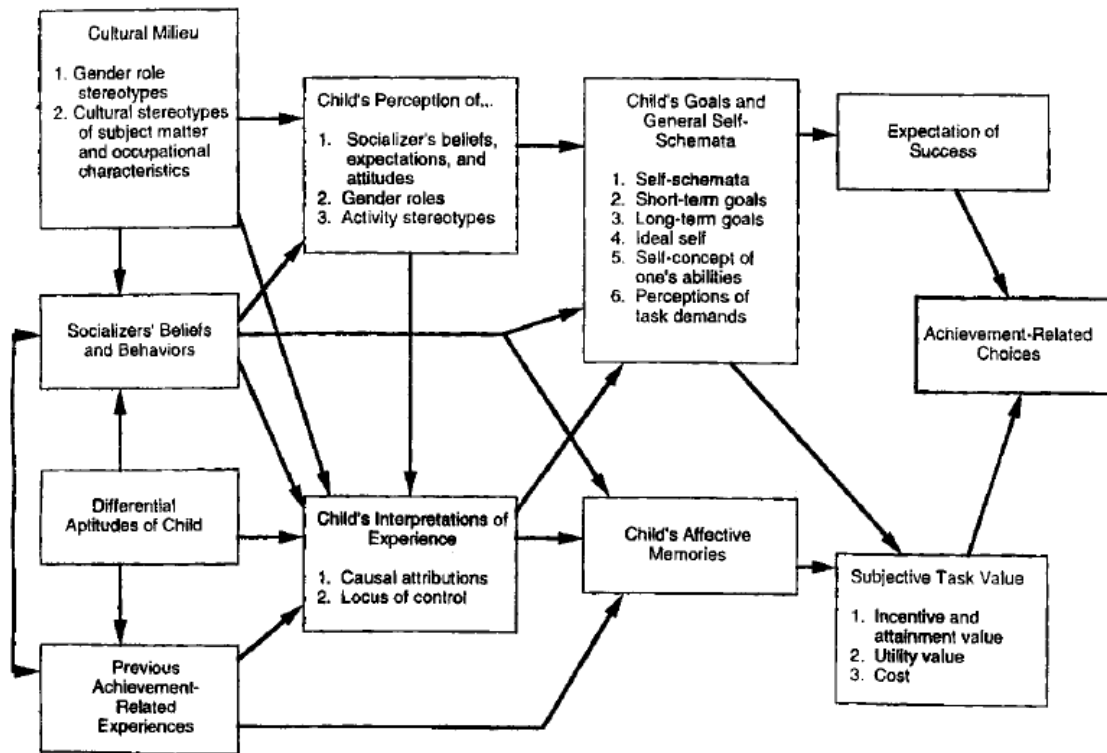
Figure 2: Expectancy-Value Model of Achievement Motivation

Wigfield and Eccles (2000) defined attainment value as "the importance of doing well on a given task" (p. 72). Intrinsic value is defined as "the enjoyment one gains from doing the task." When an individual carries out a task that is intrinsically valued, they complete the task for their own sake, out of interest in the activity, which provides more important psychological consequences that are generally positive (Eccles, 2005). With regards to residential camp experiences, some individuals may value the experience purely for the joy it brings from participating in the activity. Others may value camp because it enables them to be successful in developing, practicing, and demonstrating existing skills or new skills. In fact, the act of performance – demonstrating skills at camp – has been shown to be an important aspect of the camp experience for camp staff (Garst et al., 2009).

Utility value or usefulness is defined as "how a task fits into an individual's future plans" (Wigfield & Eccles, 2000, p. 72). For example, taking a lifeguarding course in the winter will fulfill a requirement to apply for a lifeguarding job at camp the following summer. The residential camp experience can also contribute to the future plans of many individuals. If a counselor aspires to be an educator, having the opportunity to work with youth in the residential camp setting can help them not only personally, but professionally because they have experience working with children. In addition, the residential camp experience can offer mastery of a specific skill set depending on the programming offered throughout the experience. For example, if a camper takes an outdoor skills class, he or she will potentially be able to build a fire with no fire starter such as matches or identify poisonous and edible plants.

Cost in this theory is defined as "how the decision to engage in one activity limits access to other activities, assessments of how much effort will be taken to accomplish the activity and its emotional cost" (Wigfield & Eccles, 2000, p. 72). Many factors typically contribute to a

camper or counselor coming to camp initially, however repeating the experience the following summer requires them to weigh the cost and make a choice. Choosing to attend camp in any capacity requires campers and counselors to forego other opportunities in their lives.

The best way to promote achievement behavior is to combine a strong hope for success with a low fear of failure (Schunk, 2008). When an individual has a positive experience in the residential camping environment they may be compelled to return the following year. Based on the subjective task value of expectancy-value theory the motive to return may be based on the attainment value, utility value, and cost.

Sense of Community, Relatedness, and the Need to Belong

The hypothesis that people have the need for interpersonal contact and are motivated to form and maintain these bonds is not new (Baumeister & Leary, 1995). The need to belong is also referred to as belongingness, relatedness, and sense of community throughout the literature. Additionally, the need to belong evolved from early drive theories of motivation.

Evolution of needs theories.

Many early needs theories are based in two traditions. The first being experimental psychology, where Hull (1943) specified physiological needs such as food and water, gave rise to drive states which must be satisfied to remain healthy. This tradition produced an array of findings, however the drive theory cannot account for some behaviors such as curiosity or other spontaneous activities (Deci & Ryan, 2000). Because the drive theory did not account for these types of behaviors, this gave rise to intrinsic motivation (White, 1959) and ultimately led to the delineation between physiological and psychological needs.

A second tradition stemming directly from Murray (1938) and his work addressed needs at the psychological level. The focus of this research has been on individual differences in need strength; more specifically achievement, power, and affiliation.

John Donne (1975) has been widely recognized for stating "No [person] is an island." Many early researchers and theorists confirm this claim. Maslow (1968) placed "love and belongingness needs" after basic needs such as food, hunger, and safety, it takes precedence over esteem and self-actualization.

Sense of community.

According to McMillan and Chavis (1986), sense of community is defined as, "a feeling that members have belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (p. 9). This definition presents four specific elements including membership, influence, integration and fulfillment of needs, and shared emotional connection (McMillan & Chavis, 1986). This study specifically focuses on membership, and in particular the sense of belonging and identification including "the feeling, belief, and expectation that one fits in the group and has a place there, a feeling of acceptance by the group, and a willingness to sacrifice for the group" (McMillan & Chavis, 1986, p. 10).

Relatedness.

Deci and Ryan (2000) define needs as "innate psychological nutriments that are essential for ongoing psychological growth, integrity and well being" (p. 229). Additionally, three needs were determined: competence, relatedness, and autonomy (Deci & Ryan, 2000). This study examines the relatedness aspect of this theory.

The need to belong.

The need to belong is more than affiliation. Frequent interactions with indifferent individuals can go only so far in promoting the general well-being of a person and will do very little to satisfy the need to belong (Baumeister & Leary, 1995). Many of the strongest emotions people experience are linked to belongingness (Baumeister & Leary, 1995). Typically being accepted, included, and welcomed leads to a variety of positive emotions, where as being rejected excluded, or ignored leads to negative feelings (Baumeister & Leary, 1995).

Weiss (1973) suggested that feelings of loneliness are derived from a lack of social contact or meaningful relatedness. While Weiss' suggestions are notable, Baumeister and Leary (1995) connect these two concepts to postulate the need to belong requires regular social contact with which one feels connected. To satisfy the need to belong, the person must believe that the other cares about his or her welfare and likes or loves him or her (Baumeister & Leary, 1995). Additionally, mutual concern produces a relationship qualitatively different from one based on self-interested social exchange (Clark, 1984).

Limitations: time and transition.

Some relationships formed by individuals or groups are very intentional and limited by time such as training groups or a team through the work place for a specific project. Even so, it has been observed that the members of such groups resist the thought that the group will dissolve, rather they promise individually and often collectively to keep in contact in some way. Typically only a small percentage of connection remains, however this is regarded as a symptom of resistance to dissolving relationships (Lacoursiere, 1980).

There are also relationships that are limited by time because of life transitions such as a new job or graduating from high school. When these transitions approach, people usually

promise to remain in contact and continue the relationship through other venues (Baumeister & Leary, 1995). Typically people cry or show other signs of distress over the coming separation (Bridges, 1980).

Belongingness Theories and Residential Camp

All approaches to the sense of belonging are similar. Based on the belongingness approach, campers and counselors may be motivated to return to residential summer camp in an effort to reconnect with others that they previously built a relationship with in that setting. Furthermore, it can be speculated that the separation from camp and those individuals a person has come to know in that setting can bring distress when the experience is over.

Sense of Place and Place Attachment

Several concepts describe the relationship between people and spatial settings, but Sense of Place appears to be more a general term to explain this affiliation (Jorgensen & Stedman, 2001). In addition, the term "place attachment" is also used as an overarching term to describe this relationship. Sense of place implies a more holistic perspective on the relationship between people and special settings and can be viewed either in a positive or negative context. On the other hand, place attachment implies only a positive relationship with the place in question (Trentelman, 2009).

Sense of place.

In general, sense of place is the meaning attached to a spatial setting by a person or group (Jorgensen & Stedman, 2001). Typically the term "sense of place" is described as the overarching construct that describes individuals with a more extensive history with the place in question (Trentelman, 2009). In sense of place studies, the components of this concept include place attachment, place identity, and place dependence (Figure 3).
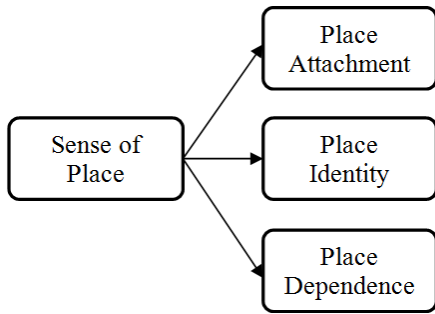
Figure 3: Sense of Place Model

Places are much more than points on a map, they "exist in many sizes, shapes, and levels, and they can be tangible as well as symbolic" (Kaltenborn, 1997, p. 176). Sense of place includes not only the physical setting, but also the interpretations of the setting by humans (Jorgensen & Stedman, 2001). Physical space becomes "place" when meaning is attached to a particular location (Williams et al., 1992). Steele (1981) described sense of place as an experiential process "created by the setting combined with what a person brings to it. In other words, to some degree we create our own places; they do not exist independent of us" (p. 9).

Place attachment.

Research using place attachment as an overarching construct has usually been conducted in recreational contexts where respondents are primarily visitors or recreationalists. Interaction is typically sporadic in these environments (Trentelman, 2009). The components of place attachment usually include place dependence and place identity (Figure 4).
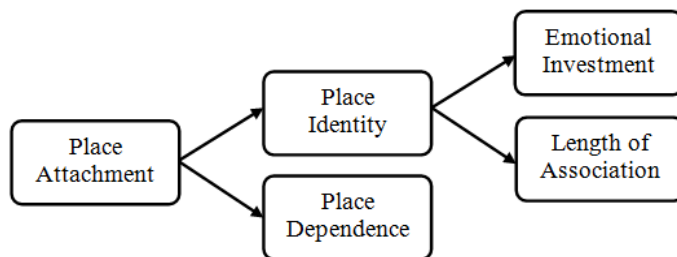
Figure 4: Expanded Place Attachment Model

Place attachment is described as a positive bond that develops between groups of individuals and the environment (Williams et al., 1992). Places that individuals become most attached to include those they have highest levels of experience with, normally because of long term exposure to the specific location (Hay, 1998). Attachment is a result of emersion in and acceptance of an area's values and beliefs that help convert individual thinking to acceptance of group norms (Nanzer, 2004). Low and Altman (1992, p. 6) suggest attachment can result from "affective feelings toward the symbols of places" rather than actual places. However, it has been suggested that attachment to place is environmentally based (Riley, 1992; Hufford, 1992).

Place identity.

Place identity involves "those dimensions of self that define the individual's personal identity in relation to the physical environment by means of a complex pattern of conscious and unconscious ideas, beliefs, preferences, feelings, values, goals, and behavioral tendencies and skills relevant to this environment" (Proshansky, 1978, p. 155). However, Lalli (1992) argued "place identity can be viewed as part of self-identity. Self-identity comprises specific conscious convictions, interpretations and evaluations of oneself. Therefore, place identity is an aspect of an individual's identity" (p. 287).

Connections to a place develop as a result of personal experiences, which form a part of our personal identity, therefore showing a relationship between identity and place (Nanzer, 2004). Place identity begins with personal bonds to very specific places such as those identified in fond childhood memories (Anderson & Fulton, 2008). However place identity also evolves from abstract symbols such as religious places that suggest personal identity in a larger context (Williams et al., 1992). The strength of place identity includes two factors: the emotional

investment made by individuals into a specific place, and the length of association with the location (Nanzer, 2004).

While it is possible to become attached to a place and incorporate it into the "self" after a single experience, place identity is more likely to occur after multiple visits or long-term emersion in the environment. Individuals with the longest immersion in the particular place are more likely to include the environment in their place identity (Nanzer, 2004).

Korpela (1989) associated the concept of place identity with the process of "environmental self-regulation." Korpela argued that the environment is a mediator in regulating social interaction as well as a means of creating and maintaining one's self. Therefore, a place serves as a resource for satisfying specific felt experiential or behavioral goals, and can be viewed as an integral part of one's self, resulting in an exceptionally strong emotional attachment to the place (Williams et al., 1992). The psychological literature has established the importance of the physical environment in maintaining self-identity (Steele, 1988) with place increasingly recognized as a motivation for participation in outdoor recreation (Scherl, 1989). A place's value is assigned by individuals, without necessarily involving a strong association between the physical attributes of the place and its meaning (Williams et al., 1992).

Place dependence.

Place dependence defined by Stokols and Shumaker (1981) includes a form of attachment associated with the potential of a particular place to satisfy the needs and goals of an individual. Place dependence also includes the evaluation of how the current place compares with other available settings that may satisfy the same needs. Satisfying these needs develops a level of dependence on the environment and occurs "when the occupants of a setting perceive that it supports their behavioral goals better than a known alternative" (Williams et al., 1992, p. 31).

However, within recreation management circles, place dependence refers to the overall ability of a place to accommodate enjoyable leisure (Anderson & Fulton, 2008).

Summary of Place Constructs

Valued experiences at specific locations have the ability to shape individuals (Anderson & Fulton, 2008). Repeated psychological experiences associated with recreation turn recreation spaces into important places (Tuan, 1977).

Place dependence differs from attachment in two ways. First it can be negative to the extent that a place limits the achievement of valued outcomes. Second the strength of connection to the social aspect of the setting may be based on specific behavioral goals rather than the overall environment (Jorgenson & Stedman, 2001).

Even though some relationships between place constructs have been investigated, the issue has not been deeply researched (Williams et al., 1992). Regardless, no universal agreement exists on the relationships between place constructs (Jorgenson & Stedman, 2001).

Williams et al. (1992) found that the amount of past engagement with a specific place was highly correlated with degree of both place attachment constructs of dependence and identity when studying the use and user characteristics in wilderness areas in Montana, Georgia, Arkansas, and Texas. In addition, Moore and Graefe (1994), found that the best predictors of place attachment are years of use and frequency of use in the specific location.

Theoretical Framework for the Study

Gunderson and Watson (2007) imply that little has been done to examine personal value attached to a rarely visited place of importance. Because 4-H camp only takes place one week out of the year, it is considered rarely visited, yet it has become a very important place for many individuals who experience residential summer camp. Studies using place attachment as the

overarching construct typically conduct research in recreational contexts where respondents or recreationalists primarily interact more sporadically with the environment (Trentelman, 2009) similar to 4-H camp. Therefore, the researcher chose the place attachment theory for this study. In particular, this research examined the role of place attachment, the need to belong, and the attainment value, utility value or usefulness, and cost in motivating 4-H Camp Graham campers and counselors to return to camp.

The concept of connecting the residential camping environment, place attachment theory, and the need to belong is recent; therefore studies specifically addressing this relationship are limited. Because little research exists in this area, the researcher examined information about place attachment where it currently exists, in the environmental psychology field. One study attempted to identify the emotional and symbolic attachment to place with regard to use and user characteristics in Georgia, Arkansas, Montana, and Texas by interview and surface mail questionnaire (Williams et al., 1992). The results were promising, but further research is needed to affirm the attachment expressed by these participants.

Several studies connect place attachment to the outdoors in some manner, however the residential 4-H camp environment has not specifically been targeted. Therefore the researcher chose this topic to close this gap in the literature.

Conclusion

The Cooperative Extension System provides community-based educational programs in an effort to link the education and research resources of the United States Department of Agriculture (USDA), land-grant universities, and local/county administrative units (Seevers et al., 2007). Within the Cooperative Extension System there are currently four program areas:

agriculture and natural resources, family and consumer sciences, 4-H youth development, and community and economic development (Seevers et al., 2007).

4-H, a youth organization, upholds the following mission, "4-H empowers youth to reach their full potential, working and learning in partnership with caring adults" (The 4-H Story, 2009). This mission can be achieved through various delivery modes; however the residential camping mode was examined in this study. The residential camping experience provides a context for positive youth development, commonly known as the foundation of 4-H (Klem & Nicholson, 2008). In addition to affecting campers, participating in 4-H camp also benefits the counselors by allowing them to experience adult-like responsibilities (Brandt & Arnold, 2006).

The expectancy-value theory of achievement motivation suggests that an individual's choice, persistence, and performance can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity (Atkinson, 1957). Specifically, the subjective task value, which details the attainment value, utility value or usefulness, and cost were examined in this study.

Based on the belongingness approach, campers and counselors may be motivated to return to residential summer camp in an effort to reconnect with others that they previously built a relationship with in that setting. Furthermore, it can be speculated that the separation from camp and those individuals a person has come to know in that setting can bring distress when the experience is over.

The personal connection a camper or counselor has with the residential camp setting was explored in this research using place attachment theory. Place attachment refers to the bond between groups of individuals and the environment. More specifically, place identity postulates that there is a relationship between personal identity and place (Proshansky, 1978). In addition,

place dependence includes a form of attachment associated with place and the needs and goals of

an individual (Stokols and Shumaker, 1981). This study explored the role of place attachment in

motivating 4-H Camp Graham campers and counselors in returning to camp.

<center>**Chapter 3**</center>

<center>**Methodology**</center>

Chapter three describes the methodology of the study. A primarily qualitative approach using focus group interviews was selected. Additionally, an online survey of open-ended questions was used to explore participants' motive for returning to residential 4-H summer camp each year.

Research Design and Data Collection Process

A cross-sectional research design was used for this study. This involves collecting data from individuals and provides a "snapshot" of their perspectives at one point of time. The researcher conducted three focus group interviews based on a written interview guide (Appendix A) designed to explore the perceptions of participation and involvement in residential 4-H camp. Due to hazardous weather and scheduling conflicts, the fourth focus group had to be cancelled. The researcher disseminated an online survey (Appendix C) containing the same open-ended questions used in the focus group to a fourth group of participants. The online survey was disseminated to all recommended participants unable to attend the face-to-face focus group meeting for their camping cluster as well as individuals from the camping cluster unable to meet face-to-face. Focus group interactions were a carefully planned series of discussions designed to gather the ideas, perceptions, and feelings on a particular topic in a nonthreatening environment (Krueger & Casey, 2000). Additionally, web surveys have become as commonplace as the use of computers (Dillman, 2007), which provided an additional venue to reach potential participants.

The participant pool was composed of individuals similar to each other in a way that was important to the researcher based on the purpose of the study (Krueger & Casey, 2000). The ideal size of a focus group for most topics is six to eight participants, but the size may range from

four to twelve individuals. The group must be small enough for each participant to have an

opportunity to share their thoughts but large enough to provide diversity in perceptions (Krueger

& Casey, 2000). Smaller groups of four to five participants are sometimes referred to as mini-

focus groups. Advantages of mini-focus groups include ease of recruitment and hosting, and a

more comfortable environment for participants. The disadvantage of using a mini-focus group is

that such a group provides a more limited range of data about a phenomenon because the group

is less diverse than a larger group (Krueger & Casey, 2000).

Focus groups were selected as the primary method for collecting data in this study

because some social scientists believe focus groups are an important venue for participatory

studies that allow unheard groups to share information on a particular phenomenon (Grudens-

Schunk, Lundy Allen, Larson, 2004). Additionally, the social context of the focus group allows

participants to respond to questions with their own perspectives. They also have the opportunity

to build on the responses of others to further articulate understanding about a particular subject

matter. Researchers often use focus groups as part of their methodology, alone or with other

research methods, to gather a large amount of data in a short period of time and hear directly

from those with the perspective of interest (Kruger, 1988). Participants are often comfortable in a

focus group setting. Madriz (2000) confirms this by sharing "the interaction occurring within the

group accentuates empathy and commonality of experiences and fosters self-disclosure and self-

validation" which facilitates an empowering environment (p. 842).

The researcher strived to include as many participants as possible from across focus

groups in the online survey (Appendix C). Dillman (2007) suggests a tailored design method

including three additional contacts that comprise the complete follow-up sequence. Initial contact

may have been made by the local Extension educator who provided contact information to the

researcher. The researcher then contacted them via e-mail, introducing herself, the project, and the terms of participation. A reminder was sent one week after the initial e-mail serving as a thank you to those who responded and a courteous reminder to those who had not (Dillman, 2007). Dillman (2007) suggests sending the final notice through a different mode, therefore the researcher sent a third and final reminder via e-mail with high importance notifying participants of the closure date of the survey. When the researcher closed the online survey, a 60% response rate was calculated. Without follow-up contacts, response rates are usually 20-40 percentage points lower than those normally attained, regardless of how interesting the questionnaire or impressive the mailout package (Dillman, 2007). This fact made a carefully designed follow-up sequence imperative.

A unimode design was used for this study to minimize the differences in answers received between modes of collection, therefore the questions presented in the online survey were identical to those presented in the focus group meetings. Unimode is defined as "the writing and presenting of questions to respondents in a way that assures receipt by respondents of a common mental stimulus, regardless of survey mode" (Dillman, 2007). Because the interview guide used in focus group meetings contained all open-ended questions, all questions included in the online survey were also open-ended.

According to Dillman (2007), "open-ended questions have always provided special challenges to users of self-administered surveys. When used in mail surveys, answers seemed short and incomplete, especially compared to those obtained through interview methods" (p. 487). The researcher did not find this to be true in the online survey data collection for this study. Most participants answered questions in complete sentences. Despite participants' inability to interact with each other due to the nature of the survey, the data collected online seemed to be

inclusive of participants' thoughts based on what was heard in focus groups. New evidence that people tend to write more on the Web than they do on paper suggests that the Web may be a particularly effective venue for open-ended questions (Dillman, 2007).

The interview guide approach allowed the researcher to develop categories or topics to explore but also allowed pursuit of topics that the participants raised (Rossman & Rallis, 2003). The interview guide consisted of predetermined, open-ended questions that were logically sequenced in relation to the topic at hand. The interview guide was pilot tested prior to the research study. A convenience sample of seven individuals with residential camping backgrounds was used. At the conclusion of the pilot focus group the researcher conducted a brief group interview with participants regarding the pilot test and the interview guide. The interview guide was modified based on the feedback from the interviewees and clarification of interview items requested by the interviewees were noted by the researcher during the pilot test. Changes to the interview guide were based on input from the pilot study participants. There were no major changes, however specific words were changed for clarity.

After developing the online survey, a pilot test was conducted with four participants with residential camping backgrounds to check for understanding, ease of use, and completion time. At the conclusion of the pilot test, the researcher asked for feedback and the survey was modified based on the critiques provided by interviewees. Because the questions remained the same from the interview guide, only minor changes were made to ensure that the same type of data was collected from online participants and focus group participants.

Before each focus group began, the researcher reviewed the focus group consent form with participants (Appendix D), outlined the interview guide (Appendix A), and addressed questions about the focus group process or the research project. Each participant was asked to

sign one copy of the consent form and keep one copy of the form for his or her records. By clicking on the survey link, online participants implied consent to participate. The researcher's contact information was provided and participants were encouraged to contact the researcher if any questions arose.

Focus groups were audio-recorded to complement the field notes gathered by the researcher during each focus group session (Hatch, 2002). The researcher then transcribed the focus group interviews and stored the transcripts in a password-protected computer file. The online data was stored on the researcher's computer in a password-protected computer file.

Identification of focus group participants.

The pool of participants for this study included all 4-H camp counselors who worked at 4-H Camp Graham between 2004 and 2009 and who returned two consecutive summers as campers or counselors. All participants were native English speakers, at least 18 years of age, graduated from high school, were former 4-H members, and attended 4-H camp for at least two consecutive years. In addition, all participants had been counselors at 4-H camp for at least one of those two years.

Nominations from all 4-H youth development Extension educators associated with the 4-H camping clusters previously identified were requested by the researcher. The researcher also contacted the Camp Graham Executive Director for specific nominations that fell within the nominee guidelines. A pool of potential participants previously identified for this study were then contacted directly by the researcher to seek those interested in participating in the study. The snowball approach was used (Patton, 2002). When the researcher made initial contact with nominees, she inquired about other individuals who met the qualifications and requested their contact information to contact them directly.

The participants for focus groups used in this study included six to eight individuals from four 4-H camping clusters for a total of 21 participants who met face-to-face. There were seven male and 14 female focus group participants. The online survey was e-mailed to 53 potential participants. Thirty-two participants responded resulting in a 60% response rate. Of the 32 participants, 10 identified as male, 21 identified as female, and one did not respond.

Data Analysis

The researcher audio recorded all focus group interviews. Following each focus group interview, the researcher created a detailed transcript and removed all identifying information to maintain confidentiality. All recordings, transcripts, and consent forms were kept in a locked cabinet in the researcher's office. Any data in digital form was stored on the researcher's computer with password protection. All information identifying participants was also kept separately from the data in a locked file cabinet at the researcher's home. All communication between the researcher and participant was also kept confidential. Electronic mail and files were saved in a password-protected file on the researcher's computer.

Transcript analysis included listening carefully to the audio file and developing an unabridged transcript for each interview (Krueger & Casey, 2000). The researcher then carefully examined each transcript to identify emerging themes and categories. After each transcript was examined, the researcher compared and contrasted the coded transcripts. Data collected online was maintained similarly. Data was carefully examined to identify emerging themes and categories. After all transcripts and online data were examined, the researcher compared and contrasted coded transcripts and online data.

Virginia Polytechnic Institute and State University's Institutional Review Board has a Post Approval Monitoring Program, which includes random audits of human research protocols

to ensure that they are being conducted as approved. This research project was selected for review just after data collection was completed. After meeting with a Post Approval Program agent, this research received the highest compliance rating and no corrective action was required.

Data Quality

The four criteria for evaluating qualitative research include: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability (Guba & Lincoln, 1989).

Credibility.

Credibility establishes a match between constructed realities of participants and the results from a study attributed to them (Guba & Lincoln, 1989). Several techniques to ensure credibility have been established. These include prolonged engagement, persistent observation, peer debriefing, negative case analysis, progressive subjectivity and member checks. In this study, prolonged engagement, peer debriefing, and progressive subjectivity were used.

The researcher was immersed in the residential camping culture at 4-H Camp Graham in the past and many participants were aware of her history at camp. This built trust needed to understand the context's culture (Guba & Lincoln, 1989).

The process of peer debriefing includes engaging in extensive discussions on the findings, conclusions, analysis processes, and field stresses with a peer who has no contractual interest in the situation. This process assisted in the evaluation of findings by helping the researcher understand her role in the study (Guba & Lincoln, 1989). In this study, the researcher's committee, focus group participants, and Extension educators were part of the peer debriefing process. The researcher's committee and focus group participants reviewed the procedures for selecting participants, collecting data, and analyzing data. In addition, the Extension educators from each camping cluster reviewed the procedures for selecting

participants to ensure the proper representation from the residential camping profile was attained. And finally, the researcher engaged in ongoing conversations about the findings, conclusions, analysis process, and field stresses with her committee chair.

Progressive subjectivity is the process of monitoring the researcher's own developing construction during the study (Guba & Lincoln, 1989). Before engaging in each focus group interview, the researcher recorded and archived what she expected to find during the interview. If the researcher shows privilege to her own constructions, it is safe to assume that she is not focusing on the constructions offered by the participants. Constant comparison between the researcher's constructions and the emerging constructions from the data took place to ensure credibility.

Transferability.

Transferability refers to the degree to which a study's findings can be generalized and applied to other populations or contexts. To allow for transferability the researcher must provide an extensive description of the time, place, context, and culture in which the conclusions were drawn from the study (Guba & Lincoln, 1989). In this study, the researcher kept a log for each participant including their experiences and background information; however in order to maintain confidentiality, identifying information was removed.

Transferability of the results of this study is limited, however this was not the purpose of the study. Many camps handle staffing of counselors differently than 4-H Camp Graham, therefore while results may be applied to other residential camping settings, it should be applied with caution. Transferability was not critical to the results of this research because the researcher was attempting to close a gap in the current literature; therefore an exploratory study was

conducted. Further investigation in different camping environments will provide an opportunity to confirm the findings of this study.

Dependability.

Dependability is concerned with the stability of the data over time. This specifically excludes changes that occur because of overt methodological decisions by the researcher. The technique for documenting the logic of process and method decisions is known as an audit trail. The audit trail includes information about how the study was conducted, the participant selection process, how data was collected, and the data analysis procedures. In this study, an audit trail was kept by the researcher throughout the research process. The researcher kept detailed notes in a journal concerning the process, any decisions that were made, and any interaction with participants and Extension educators (Guba & Lincoln, 1989).

Confirmability.

Confirmability is concerned with connecting data, interpretations, and outcomes with the contexts and persons involved in the study. This ensures that the researcher's findings are rooted in the data rather than a product of the researcher's imagination (Guba & Lincoln, 1989). By providing evidence from the study that directly supports the given research objectives, confirmability can be attained. In this study, confirmability was ensured by supporting all claims and conclusions made by the researcher with specific examples from the collected data by using quotes directly from participants (Guba & Lincoln, 1989).

Researcher Influence

The researcher was responsible for the design and implementation of this study, therefore her personal experiences and background influenced this study. In an effort to increase

transparency, the researcher clarified personal characteristics to show how they may have influenced the research process.

The researcher served in several different capacities at 4-H Camp Graham over sixteen years including: camper, counselor, adult volunteer, program co-director, and paid camp staff. Her time spent at this camp undoubtedly influenced how she became interested in the research topic as well as how participants perceived her as a researcher. The researcher has always been deeply interested in how the camp experience shaped and developed her and those with which she shared the camp experience. This vested interest led her to generate a research topic that specifically addressed one of her long standing curiosities.

Because the researcher experienced the 4-H Camp Graham culture long term, she believed that participants were more direct and honest in their responses. In addition, because the researcher is familiar with the facility and traditions of the camp, participants were able to use terms that she otherwise would not have understood. However, the researcher was careful to encourage participants to explain some aspects of their responses to ensure she did not misconstrue implied meanings. In addition, the researcher was also close in age to many participants. At the time of data collection the researcher was 23 years old, while participants ranged from 18 to 24 years of age. This may have increased participants' level of comforterbility.

It is also important to note that the researcher had previous relationships with some study participants. The level of familiarity ranged from acquaintance to some long term relationships due to the researcher being engaged in the 4-H program as a volunteer. The researcher communicated with all participants in the same manner and did not engage in any personal conversation to minimize any perceived bias. The researcher did not share any personal thoughts

with participants before, during, or after the focus group interviews to attempt to prevent influencing the data.

The researcher benefited from maintaining what is referred to as both insider and outsider status (Young, 2004). The insider status resulted from the researcher's time spent at 4-H Camp Graham. Since the researcher graduated from the 4-H program and moved from the area to pursue higher education, she created distance between herself and the study participants, and began to shift to an outsider relationship with this group. The challenge for the researcher was to maintain the "values and perspectives that are associated with insiderness while being conscientious about the appreciative of what being on the outside means for advancing conversations with people" (Young, 2004).

Chapter 4

Results

This chapter presents an overview of the research results. Three focus groups were

conducted with seven male and 14 female participants with a total of 21 participants.

Additionally, an online survey including the focus group questions was conducted. The online

survey was disseminated to all recommended participants unable to attend the face-to-face focus

group meeting for their camping cluster as well as individuals from the camping cluster unable to

meet face-to-face due to hazardous weather. Online survey results were gathered from 32 of a

potential 53 participants resulting in a 60% response rate. Of the 32 participants, 10 identified as

male, 21 identified as female, and one did not respond.

The results obtained from the study were organized according to the research questions:

1. What motivates campers and counselors to return to camp each year?

2. What influences the place attachment to residential camp that campers and counselors

   experience?

3. How is attachment to camp valued by campers and counselors?

Focus groups were analyzed individually, and then similarities and differences were

identified. Descriptive summaries of the findings including participant quotations related to the

research questions follow. Participant anonymity was maintained throughout this description.

Motivation to Return to Camp

A number of factors motivated campers and counselors to return to 4-H Camp Graham

each year (Table 3). All motivational factors were described by all four groups used in this study.

Details on each factor follow.

Table 3

Motivation to Return to Camp

Element	Group 1	Group 2	Group 3	Group 4
Relationships	X	X	X	X
Sense of belonging	X	X	X	X
Change in motivation	X	X	X	X
Personal satisfaction	X	X	X	X
Accomplishment	X	X	X	X
Natural environment	X	X	X	X

Relationships.

Many participants discussed how camp relationships have become stronger over time, and many are enduring, which provided strong motivation to return to camp each year. One participant shared, "all the same jokes are there, it's just something about the camp…we could be apart for a year and a half and nothing would change, like it had been like we talked yesterday."

Some participants felt the strength of 4-H camp relationships was stronger than relationships formed outside the camp environment because they were fully supportive and non-judgmental. One participant said, "I could tell them something and I don't worry…they're always there for you and they're your true friends, not the ones that come and go."

Some participants talked about the urge to connect with camp friends more often than school friends, including when away from the camp environment. One participant shared, "when I finally got a car and was able to do more on my own, I definitely called up my 4-H friends a lot more…versus my school friends." Some participants talked about the ease of reconnection between camp friends.

Some participants discussed relationships growing apart with time. One participant said, "what's hard right now in our age is college…not everybody's living at home." This lead to a

discussion about situational friends. "I was a great friend with him at camp, but then afterwards it was like he just kind of disappeared." A few participants discussed how outsiders do not understand the strong connection between camp friends. One participant said, "as you get older…those people start becoming your really close friends because you have that connection of camp that…your other friends just don't really understand"

Some participants discussed how conflict at camp brought friendships closer. One participant shared, "we butted heads so many times this past year at camp…it's [friendship] stronger even though we fight…that's what makes us stay friends." Another participant added, "stuff goes wrong and people get mad at each other, but like because we're at camp…we can't just get in our car and leave, we learn how to work out stuff better, and as friends." Additionally, another participant added, "A true friend…if you're wrong, they're going to tell you how it should be…a lot of friends can't do that because they think that, that everything is always happy." And lastly, another participant stated, "the people you love the most, you hurt the most too."

Sense of belonging.

Participants across groups strongly expressed that the sense of belonging felt at camp was closely linked to returning each year. Additionally, participants expressed that the camp environment eliminated preexisting stereotypes and was inclusive and open. "I can't think of one time when I was at camp where I felt left out…there's just this sense of of…this is where you belong." Another participant added, "it [camp] totally erases the stereotypes you have against people and…you are hanging out with people that maybe in real life you never would."

Many participants believed that their camp friendships were much deeper than friendships outside of 4-H camp. Many participants believed that outsiders do not understand the

sense of belonging and trust between camp friends. One participant shared, "it's a sense of belonging that carries on, you don't have to be at camp to have that sense of belonging…I belong to this group of people – my camp friends – other people just don't understand." Another participant shared, "I feel like I'm a different person with my 4-H friends than I am my school friends…I'm just more honest with my 4-H friends…I'm more honest with myself."

One participant discussed how the camp bond extends to other people who attend different camps. "I've bonded with the people at camp so much and you realize that other people from other camps are the same way." Additionally, another participant believed that 4-H members who attended camp were more attached to the 4-H program. She said, "she didn't go to camp and I just didn't consider her a real 4-Her…I feel like she doesn't have the same attachment to 4-H that somebody who had gone to camp would have had."

A few participants discussed how being open with others promotes the sense of belonging. One participant shared, "kids that stay…secluded from the groups are the ones that are less likely to come back because they don't open up…if you open up, it's when you really start to meet people and learn…you get that sense of belonging."

A few participants discussed how they were always clustered by age, and how these age groupings disappeared as they grew older. "We all still get together…the age group definitely goes away…the reason that it's there is because of school." Additionally, one participant explained how being involved in 4-H has bridged the gaps between age groups. She said, "when you go into different programs…you have to learn how to fill those gaps and….I think 4-H does that…because you do activities and you have to plan from 8 to 14."

One participant described learning to respect others without necessarily liking them. He stated, "I can't stand to be around him and then me and him sat at a picnic table…we had an

experience there and even thought he was crazy….I have a great respect for him because I got to know him as a person." Another participant described, "some bad relationships from camp sometimes will grow into better. There were people I thought were annoying or mean…but you learn to grow and to deal with people and you become friends."

Change in motivation.

From a camper's perspective, many participants discussed returning to see old friends, meet new friends, and to experience a sense of freedom in the camp environment. Some participants returned as campers to have fun. Additionally, some participants discussed admiring counselors and wanting to become a counselor.

Some participants described having to overcome dissatisfaction with the camping program to return. Another group discussed creating memories, participating in activities, and having a sibling encouraging their participation in the camp program as a camper.

As a counselor, motivation to return to camp shifted. All groups discussed assuming more responsibility as well as exercising some authority. One participant said, "as a counselor you want to go back even more because it's a place…to kind of practice your leadership skills." Some participants indicated that the prestige of being a counselor was something they looked forward to each year. One of them stated, "I was looking forward to coming back as a junior counselor and senior counselor just to be a counselor." Many participants discussed impacting campers in a positive way and giving back to their respective camp programs. One participant shared, "it's all about giving back what you got through camp…you just keep going back to help out and give something back…to camp which gave you so much." Another participant added, "you realize that it's not about you like it used to be, but then all of the sudden it was about coming back to keep the camp alive."

Some participants discussed the importance of passing on traditions and responsibilities to younger counselors. One participant said, "being there as long as you can to influence them [younger counselors] to do the right things and make sure they're there for the kids and not to goof off." Additionally, friends, fun, and the enjoyment of watching campers transition into a counselor role were also motivation to return from a counselor's perspective.

Some participants discussed the camp atmosphere. One participant said, "the atmosphere of camp…everybody's normally in a pretty good mood." Activities that create memories, reminiscing over camp memories throughout the year, and the desire to return each year to make memories were discussed.

Camp as an escape from reality and providing a sense of freedom was discussed by some participants as a motivation to return to camp. One person shared, "it's a good escape from what's going on at home." A few participants talked about how camp served as a comfort zone. One participant said, "It's my comfort zone, I think it's everybody else's too, that's where you can be yourself…that's why I go back because it's a different world there." Additionally, serving in an authoritative capacity while still having the freedom to have fun was also discussed in one group.

Some participants also talked about gaining new friends, camp traditions, having counselors as role models, family traditions, and how longevity of participation in the camp program increases attachment. Sense of belonging and having something in common with the other participants was mentioned. One counselor said, "that's what kept me coming back was because those people were…into the farm thing…it was nice to fit in."

Initial motivation to attend camp.

Many participants discussed parents and extended family members encouraging them to

attend camp the first year. "I remember my mom and dad trying to convince me to go to 4-H camp." Most participants also experienced having a friend encourage them to attend camp. "the first year I went to camp was because [friend] and [friend] kept bugging me over and over again for two straight years…so finally I went…once I went I've never looked back." And finally, many participants expressed appreciation for the person who encouraged them to attend camp the first time. One participant shared, "now I'm so grateful that [friend] was annoying and bugged…me about going to camp."

Having siblings attend the camp and family tradition was also a strong factor in initial camp participation. Many participants described siblings' stories from camp as being a strong motivator to attend camp. According to some participants, siblings generally get along at camp regardless of their relationship at home. One participant stated, "something about camp made me and [sister] closer during that week…and then we'd go home and it would be back to the same thing." Another participant shared, "we don't have problems with siblings at camp…siblings seem more like friends at camp."

Many participants also discussed their initial hesitation to attend camp for the first time. One participant shared, "we weren't really looking forward to it all that much…we didn't want to leave home and our TV." Some participants discussed parental resistance to being involved with camp. One participant described, "she [mom] didn't want to just let her child go someplace she didn't know about…she became the camp nurse…in the end it was the best thing that could have ever happened." Another participant shared, "mom would never let me go to camp…finally I was 13 and she let me go and now she says she wishes she had sent me when I was younger."

One participant talked about an unspoken competition with another 4-H member. "I have been competing with [other 4-H member] since I was 10...we would always see who could beat

each other…I wanted to go to camp to see if I could meet more friends than her and I totally did."

One participant talked about how she did not enjoy her first year at camp, and the counselors encouraged her to return. "I actually hated my first year of camp…I did not want to go back, but because of the counselors that I had, they talked me into coming back and then the next year I was hooked." Another participant, who did not attend camp until they were older, expressed "I was upset because I had missed all of those years and hearing stories made me want to be a part of that too." Additionally, one participant talked about promotion of camp though the mail. "I went to camp because I got a paper in the mail and my mom told me to." Participants also mentioned a curiosity about camp, enjoying the escape from reality, and thinking that the experience sounded fun.

Personal satisfaction.

A feeling of accomplishment was discussed by most participants as a reason for returning to camp. One person said, "that feeling like you accomplished something…at the end of the week…all that hard work you put into it finally amounted to something…it's not just a bunch of scribbling on a piece of paper or e-mails back and forth. We really did this, it really happened."

Being a positive role model, leaving a positive impact on others, and contributing to camper growth were mentioned across groups as motivation for returning to camp. One participant said,

> The realization that you really are making an impact on the younger kids' lives…I
> remember standing at a campfire and one of the little girls was like "I want to do that
> when I get older"...that made it all worthwhile, just to know that at least one person had
> that impact, for the love of camp.

For some, this impact reaches beyond 4-H. One participant said, "now I'm friends with most of them [campers] on Facebook…so it's like watching what you put on Facebook and what you say….making sure that you're still a good example."

Some participants discussed seeing campers enjoy themselves and how that provided personal satisfaction and was motivation to return. One participant shared, "seeing the kids, how excited they get…just knowing that you're part of their good time." Additionally, these participants discussed receiving positive feedback from the campers. One participant said, "it's about the kids, so knowing that [Extension educator] thought we did a good job is one thing, but knowing that the campers think you did is different."

Accomplishment.

Most participants indicated that the sense of performance felt in the camp environment is not measurable. Camper joy led to counselor fulfillment and provided motivation for counselors to work hard. Another participant shared, "It's not for the money or for the glory or for the fame or for the most back pats…incentives as in like the biggest grins…things that can't be measured and shouldn't be for that matter."

Some participants acknowledged that planning and flexibility has a direct effect on whether the camping program is successful. One participant shared, "we have to plan and make sure that everything is done…if we didn't plan things before, I don't think camp would turn out as fun." A few participants talked about how watching campers make the positive transition between camper and counselor provided validation for their efforts. One participant said, "and that's another one of the best incentives…when you can see your campers grow up…and be a good counselor…it's not like watching your child grow up and become a good person, but to an extent it's something like that." One participant discussed seeing others' attachment to camp

provided encouragement for his return each year, "at the end of camp, everybody is crying and it's all good…they felt something."

Most participants agreed that they do not return to camp for the utility or usefulness that the program provides. They view camp as a meaningful experience, and its usefulness on a resume is a perk, not the main motivation to return each year. "I know camp is good for my future, but that wasn't why I kept going." Another participant shared, "It's probably the only physical advantage…you felt good about it afterwards but the only thing that you really have to show for it necessarily is that it's on a resume."

A few participants strongly expressed their sense of accomplishment when proving others wrong. One participant stated, "proving people wrong…when they think you can't do it and you prove that you can." Another participant added "[Extension educator] was always kind of critical about it, but then…'oh that was wonderful.'"

Lastly, many participants indicated that the camp experience helped determine the selection of a career path. One participant shared,

> I know from camp that I definitely want to work with kids in my career…if I hadn't gone
> to camp I would think that education would be my only option…having gone to camp
> and experiencing different ways to work with kids….maybe a classroom setting isn't
> necessarily the way that I want to do it.

Natural environment.

Many participants discussed having strong memories related to nature and the rustic atmosphere of Camp Graham. Several participants expressed their appreciation of being in nature, while some do not enjoy being in nature. One participant said, "I feel like you bond over it [nature]…like sharing those icky bathrooms…we went to get showers really early and there

were always so many bugs in there." Another participant shared, "if you ask anyone who's been at camp where their favorite spot is on camp, they're not going to say the ball court…they're going to say…the bridge, the oak tree…it's not going to be somewhere where everybody else is around."

Participants acknowledged that while nature played a part in their camp experience, it was not the top reason they chose to return to camp every year. Participants across groups discussed enjoying the seclusion from media and society. "I love being out there in those cabins and away from TV…and knowing that the other campers and counselors can survive…just being with people and playing games." Another participant talked about how being away from technology and media was not a deterrent to attend camp. Additionally, another participant shared, "not having a cell phone, not having a TV…doesn't make you not want to come…but all your friends are there, so it's not like you have anyone to talk to anyways."

Some participants discussed how nature is a teacher at camp. One participant shared, "One of the best parts of the nature aspect is you have kids who have never been outside of a concrete city sidewalk…then they're swimming down the Little Miami like 'it's a turtle, I want to catch it!'" Some participants also discussed the mystery of nature and the animals at camp. "I like being scared of all the noises I hear in the woods…wondering if the cat-coon is real…it just adds to the stories." Additionally, one participant discussed how being in nature allows for reflection. He stated, "when I can wander off on one of the trails by myself…just have a quiet place to reflect."

One participant described how little nature is incorporated into their camping program. She said, "when you think about going to camp you think of…learning what this tree is…but we

didn't really do that, we had active activities…we were just too busy with these activities to even think about the nature part of it."

Summary.

Across groups, the strongest motivating factor contributing to returning to camp were the relationships and sense of belonging formed during the camp experience. From a camper's perspective, many participants discussed returning to see friends, have fun, and to experience the sense of freedom in the camp environment. As a counselor, many participants found personal satisfaction in taking on responsibility while still having a sense of freedom, being a role model for campers and passing on traditions to younger counselors.

First memories associated with camp as an important place were related to specific activities. Other memories of attachment included risk taking, emotional feelings for the last night of camp, and the kindness and encouragement from counselors. When discussing how participants decided to initially come to camp, many received encouragement from parents, siblings, extended family, and friends. Several participants shared some initial hesitation and resistance, however retrospectively appreciated the encouragement to attend camp from others.

Many participants described feeling a sense of accomplishment by serving as a role model for campers as well as being part of campers' joy. Many participants discussed the immeasurable incentives that empowered them to return to camp each year. Many participants discussed feeling personally satisfied when watching campers transition to being counselors.

Participants expressed that the utility of camp was immeasurable, and the only tangible advantage was listing it on their resume. The usefulness of the experience was much greater than a resume. Participants found participating in camp from a young age promoted the development

of skills that were transferable to other aspects of life. Additionally, some participants attribute their career choice to the camp experience.

Overall, participants indicated that while nature played a part in the camp experience, it was not the main motivating factor to return to camp each year. Participants expressed strong appreciation for the physical isolation that camp provided and disconnection from the media and society. Many participants indicated many camp memories were affiliated with nature, and nature provided educational opportunities for campers. Some participants shared their enjoyment for the mystery of the natural environment. Some participants indicated that while they were immersed in a natural environment, it did not play a large part in the programming for their camp program.

Few participants discussed some negative relationships formed at camp, and there was a strong attachment to memories related to nature, but few participants were attached to the natural environment alone. Overall, the sense of belonging and deep relationships were strong motivators to return to camp each year for participants. Feeling accepted, included, and the removal of stereotypes were discussed. Enduring friendships and the continuous urge to reconnect with camp friends is still strong for many.

Influence on Camp Attachment

A number of factors influence place attachment to residential camp (Table 4). All factors were described by all four groups used in this study. Details on each factor follow.

Table 4

Influence on Camp Attachment

Element	Group 1	Group 2	Group 3	Group 4
Tenure at camp	X	X	X	X
Physical location	X	X	X	X
People	X	X	X	X
Other camp	X	X	X	X

Tenure at camp.

Overwhelmingly, participants indicated that attachment to camp grew over time. "It's just grown more and more each year so you feel more and more attached to it."

Many participants discussed sadness when aging out of the camp program. "I can't imagine not going back…to think about not going back, it's just something that you don't want to do if at all possible."

Physical location.

Many participants expressed attachment to specific locations at Camp Graham. "Camp Graham does play a huge part for me…because like Vesper Trail…all the hidden spots...the name tag tree." Another participant added, "the counselor hunt we had…seeing some of the kids that had older siblings, they had this one hiding spot…their whole families have hid there …you could only find that at Camp Graham." One group talked about how family tradition and camp traditions are tied to Camp Graham. He said, "there's a tree back behind cabin 10 where my uncles carved all their names in it, my dad's name is carved in it."

Several participants discussed how camp could take place anywhere. "I view it as a venue…it's going to be different everywhere else but it's going to be the same feeling…I view it as a camp thing, that it's a camp, and if you would move it, it would be the same thing…just

somewhere else." While some participants in two groups believed that the location of camp could not be changed.

Many participants discussed the importance of seclusion and being away from normal life. One participant shared, "it's in one of those places…everyone knows how to get there…out in a place you don't normally see." Another participant added, "it's just nice and secluded back off the road and plenty of land to go and play and…not be distracted by the outside." Some participants discussed camp as a second home and familiarity with the facility leads to comfort. One participant said, "it's familiar and that makes you feel more comfortable. Going to a different camp would be like going to someone else's house that you've never been to."

Some participants discussed how being physically close to Camp Graham triggered memories. "I was just driving around exploring and I found camp and I was just in the best mood ever…I just associate it with all these great memories." Few participants believed that if their experience began at a different location, it would not matter, however changing locations during their camp tenure would have been difficult. One participant shared, "if we didn't know Camp Graham at all…and we're going to have 4-H camp at this other place and that's what we grew up knowing, I think that that would be our version of camp."

Participants shared mixed perspectives on the importance of physical location and the attachment to camp. Many participants believed if the camp experience began elsewhere, it would not change the experience. Some indicated that the rustic campground was critical to the camp atmosphere. "It would be different if we went to a different camp…because they have those nice facilities and I think it gives us a different edge…like how to live for a week without air-conditioning." Another participant added, "It makes you open up…for some reason you know

you kind of get hooked to it…you better get to the shower first…or you're going to have a cold shower."

Some participants felt that changing facilities would affect the activities performed at camp. One participant said, "We did mud volleyball…we hooked up a garden hose…so there were lines of kids and like you'd run down with the shampoo bottle and everybody would scrub…then you had to be inspected before you could get in the pool." Some participants felt that a different facility would have provided a different experience, and the rustic campground allows for alumni to find ways to give back to camp. Additionally, a few participants discussed feeling as though the facility belonged to their group and have difficulty seeing other groups on the grounds.

People.

Many participants indicated deep attachment to the relationships formed at camp. "I don't feel as attached to the camp as I do the relationships that I made with the people at camp." Some participants discussed their attachment to the relationships built at camp as stronger than their attachment to the physical facility. "I think the experience would be the same and I'd have the same attachment because it's really…not the place…it's the people that you grow the attachment to, not the facility itself."

Some discussed the atmosphere of camp. One participant talked about how the location of camp is important, but the people are even more important. She shared,

When you look out and not see one person…it's peaceful but it's kind of sad because you're like "this is not how I think of camp" I think of billions of kids running in the field…so I think you could make camp anywhere you wanted to…location plays a part in it but it's not a very major part.

Some participants felt changing camps would have been challenging. One participant said, "if I had started half way through and I was an outsider…that would be the hardest part…letting go of mine [my camp] and picking up some of the new ones that I don't understand." And others believed their camp experience would not have been as memorable, motivation to return would have diminished, and the camp experience would not have been as enjoyable with a different group of people.

There was a great divide when discussing attending camp with different people. Some participants believed that the experience would have been vastly different since people make the experience memorable. "The people…is what makes the camp…not that the location isn't important …it's the people that makes you come back and makes camp worth it…these people here …they're still my best friends even though I don't go to camp anymore." Others believed if they had started with a different group of people, the experience would be equally memorable since they would have built the same relationships with others. One participant said, "it depends on the group you grow up with, that's who you get attached to…other 4-H camps…feel the same way about their friends."

Camp graham as a standard.

Many participants had not attended other camps, or were unable to return to other camps due to camp limitations or schedule conflicts. Those who attended other camps were less motivated to return since they did not feel attached to the camp. One participant offered, "for some people I guess they have that experience and they wanted to go back again, but…I just didn't. I didn't have the same feelings towards it, I didn't have the same fun, I didn't make the same friends."

However, some participants attained specific skill sets from attending other camps. One participant shared, "I liked it but I decided…I really just didn't have the artistic ability…I felt like I could help out more at something…I had more of an interest in." While another participant stated, "it was the activity more than the people on that camp whereas at county camp it was the people more than the activity."

For many participants, everything is compared to Camp Graham at the high standard. Some participants discussed a sense of pride in Camp Graham. One participant shared, "to us it's what we've grown up with, so obviously we're going to be proud of it, and we're going to love it." However, other participants mentioned that they used other camps to collect ideas for Camp Graham. "I would just come back and teach it [new song] to our camp…I used them all as learning experiences for our camp."

Some participants acknowledged that different camps provide different experiences and they are not comparable. One participant tried to make another camp like Camp Graham, "you just try to make it more like that because I knew that I had so much fun." She then discussed that some efforts were made consciously, while others were unconscious. One participant suggested that she did not return to a camp because she was unable to influence the program. "I wasn't really attached to it…I felt like it was someone else telling me what to do and I couldn't change it or make it better." Another participant believed that personal expectations set for a different camp generate the tone for the experience.

> I didn't expect [another camp] to be like 4-H camp, nor did I expect [another camp
> grounds] to be like 4-H Camp Graham, so I was able to look at them both as being
> different experiences…if you go in saying this is never going to be as good as Camp

Graham…it's not, because you've already resigned yourself to it's not going to be as

good.

And finally, some participants expressed their dislike for another camp's physical

facilities and that was motivation not to return. Additionally, another participant expressed that

they enjoyed their time at a different camp, but had no motivation to return.

Summary.

When discussing how attachment to camp occurred, the general consensus among all groups was

that there is an initial attachment the first year of attending camp, and this attachment continues

to grow over time, which made graduating from the camping program difficult.

Participants had many memories tied to physical locations at Camp Graham and viewed

the camp as a home away from home. Some participants shared that camp could have

successfully taken place elsewhere because the camp atmosphere is created by individuals, not

the specific location. Other participants discussed feeling the physical place was critical in the

camp experience. Some believed that if their camping experience had been elsewhere, it

wouldn't have mattered, however most participants indicated that being physically close to

Camp Graham at any time of the year triggered positive camp memories.

Many participants believed that if their camp experience had taken place at a different

facility, it would be acceptable as long as their experience began there. When discussing

changing locations during the camp tenure, many participants indicated that it would have been

difficult. The rustic feel of Camp Graham was very important to many participants and allows

the alumni to give back to the facility. Additionally, many participants indicated that being

secluded from the media and society while at camp was crucial. Many participants found the

physical location of Camp Graham shapes traditions and memories so they believed if camp took

place at a different facility, it would have been a very different experience. Most importantly, many participants indicated that the attachment to the people was stronger than the physical attachment to Camp Graham.

When discussing the outcomes of attending camp with different people, there was a great divide in opinions among participants. Some believed a change in people would make the camp experience completely different since the people make camp what it is. Other participants believed if they began their camp experience with different people, it would have been similar to past experience. All participants indicated that changing camps during their camp tenure would be difficult. Some participants indicated that their camp experience would not have been as memorable or their motivation to return would have diminished.

Many participants had never attended other camps, however many of those who had were not able to return due to stipulations set by the camp. Some participants attended another camp and chose not to return due to the lack of attachment. Some participants attended another camp to gain specific skills rather than the sense of belonging, the main motivation to return to 4-H camp. Some participants confided they were constantly comparing other camps with 4-H camp, or attending another camp purely to gain ideas to bring to 4-H camp.

Despite whether participants were more attached to memories formed at camp or the physical location of camp, there was a strong attachment to either one or both of these elements for all participants. While all participants indicated attachment to the other people at camp, few participants recognized a connection between all people who attend camp, regardless of the camp's affiliation. Few participants indicated that they did not compare other camps to Camp Graham, while most participants indicated that they had.

Value of Attachment to Camp

        A number of factors affected the value of attachment to camp for campers and counselors (Table 5). All factors were described by all four groups during this study. Details on each factor follow.

Table 5

Value of Attachment to Camp

Element	Group 1	Group 2	Group 3	Group 4
Camp memories	X	X	X	X
Personal development	X	X	X	X
Growth over time	X	X	X	X
Priorities	X	X	X`	X
Camper attachment	X	X	X	X
Counselor attachment	X	X	X	X

        Camp memories.

        Camp specific activities were often participants' earliest memories of camp such as bonfires, tetherball, night swims, and warm fuzzies. "I remember when I was really little sometimes I would do the night swim and not change because I was so excited to do the polar bear swim in the morning." Another participant said, "Bonfires is what brought me back, because that's the time when everybody is together." Additionally, unstructured time to joke and laugh was a common response. Participants discussed specific memories of unstructured time which encouraged camaraderie between campers and began the formation of deep relationships between counselors and campers. "One of my earliest memories of loving it [camp] was definitely cabins…I remember…singing at the top of our lungs."

        Many participants discussed taking risks. One participant described, "We took one of the cabins', all of their left shoes, every left shoe in the cabin." Another participant stated, "One night …we stole his flip-flops…and we were all sitting on one person's bed in the middle of the

night with our flashlights pretending we were all sneaky." Lastly, the kindness and encouragement shown by counselors, the friendships made during camp, camp crushes, and looking up to counselors as role models were all mentioned as favorite camp memories.

Additionally, some participants discussed not wanting to miss out on an opportunity to help create more memories. One participant offered that missing years at camp was difficult and she was sad to miss out on the memories made during that time.

Some participants indicated that all of their memories and traditions are tied to the physical location of Camp Graham which made it difficult to picture camp elsewhere. One participant shared, "all the traditions…are there too. Vesper trail…the walks to campfire without flashlights …and the little trail that goes from the boys' cabin area up."

And finally, many participants discussed reminiscing throughout the year about camp. One participant described, "even those weeks that I'm not at camp I go through camp pictures almost every week. It's a comfort thing" and "I can be in the worst mood ever and then I look at my warm fuzzies from my campers…that's the one thing that makes me smile."

Personal development.

Participants across groups recognized their experience at camp helped them become more outgoing and help others do the same. One of them said, "When I was a kid there was always a counselor that helped me come out of my shell…so seeing the campers come out of their shell, coming back year after year, that's a personal satisfaction." Teamwork at camp also shaped their sense of collaboration. One participant shared, "sometimes you have…to accept that you can't just do everything and sometimes you just have to let other people do things too."

Some participants described how the camp environment encouraged self discovery, self awareness, and learning about others on a deeper level. One participant stated, "it wasn't until I

looked back and had seen what had changed about me and why it had changed…I'm really glad that I went to camp…because it did so many different things for me."

Other formative skills gained at camp included social and communication skills, associations with other groups, conflict management skills, problem solving, selflessness, being a positive role model, patience, listening skills, creative thinking, self acceptance, becoming independent, development of personal values, courage to approach others, empathy, and responsibility.

Many participants discussed having increased self confidence. Additionally, several participants talked about gaining leadership skills, "All around it's like definitely a leadership thing, I think camp is all about leadership and stepping up." Several participants also talked about being open-minded and non-judgmental of others. One participant shared, "you learn to respect people and not judge them right away." Another participant stated, "it's made me open my eyes more and realize that not everything is what it seems. You really can't judge a book by its cover." Many participants mentioned how the camp experience has developed their public speaking skills. Enthusiasm and positive attitude were also discussed. "Enthusiasm. Man, I can be happy no matter what!" Taking initiative was also mentioned by a few participants.

Some participants discussed work ethic and taking pride in the work they have done. One participant shared, "I learned how to work hard because if you don't…complete your responsibilities and put the hard work into it, it's not going to come out well." Responsibility was also discussed. One participant shared, "I am more responsible from my years as a counselor." Additionally, some participants mentioned gaining planning skills and learning to manage projects. Several participants also discussed learning the value of friendship and love, as well as how friendships can grow over time. One participant said, "camp teaches you the true value of

friendship and love." Another participant shared, "I didn't think I was ever going to like that kid and now I can't wait for him to come home from college so we can hang out." And finally, learning to break stereotype barriers, learning to persevere, learning to assess others' skill sets, learning to help others more freely, and developing proper manners were also discussed.

Growth over time.

Most participants indicated immediate attachment to camp the first summer of attendance. Attachment to camp then grew progressively over time. Several participants shared that the initial attachment was closely linked to wanting to feel the same attachment to camp as their counselors had. One participant shared, "the counselors, just seeing how much they loved camp and how much it means to them" and another participant stated, "seeing some of the people that you respect most cry about it…I knew that it was special to some people and I wanted it to be special to me."

Many participants described how strong their attachment became, and having difficulty letting go was when they graduated from the camp program. "I don't think you realize…how much something means to you…until you're approaching the end." Another participant shared "I cried when I was packing my stuff up and taking it out of the cabin…this stage of my life is over…I have to get involved in a different way." One participant discussed her lack of understanding when individuals attend camp and do not get attached, "she would have fun when she's at camp…but didn't ever know if she was going to go back, and for me…seeing that she didn't have that same attachment to it that I did, it broke my heart."

Priorities.

For most participants across groups, few things prevented them from attending camp. "I plan my summer around camp, so there's camp week and everything else fits around it." Camp

was described as a top priority for many participants. Some participants discussed how they value the camp experience more than other activities because they learned more from participating in the camp program. One participant said, "as I got older…you realize 'well sports…are going to end at some point'…but the things you get at camp…a lot of those things will never end." Another participant shared, "I feel like you get things out of camp that you don't get out of other things."

Some participants expressed having to make a difficult decision between going to camp and participating in other activities such as other camps, family vacations, sports, work, participating in the state fair, and studying abroad. For most participants, camp won. One participant said, "my last year of 4-H camp I was chosen to go to [another camp] and they were the same week. I was really torn but I knew 4-H camp would always win because it was home."

When faced with the decision between attending camp and another activity, some participants chose an alternative activity. All participants who chose an alternative activity retrospectively expressed some level of regret. One participant stated,

> The Sunday of camp…I wasn't going to be able to make it back for camp and I remember…I was just bawling my eyes out…it honestly just absolutely broke my heart….when I got in, they all surprised me…that meant so much to me because I knew what I was missing out on.

Some participants indicated that the length of time at camp changes where camp falls on their priority list. One participant said, "the more you go back [to camp] the more you…appreciate the little things about camp." Another participant stated, "Camp moves up on your priority scale the longer you go."

Camper attachment to camp.

Across groups, campers were attached to the new and old friendships at camp. One participant shared, "I think that it was a combination of all three of these things [relationships, facilities, nature] that got me hooked on camp. Number one was definitely the relationships that I made with others." Many participants described being attached to the escape from reality, freedom, and a feeling of independence. Additionally as a camper, most participants indicated an attachment to the activities preformed at camp that cannot be done elsewhere.

One participant indicated considering 4-H and 4-H camp as her alternate life. "I always said it was my second life…I have friends that actually refer to camp and 4-H as my second life…but that's my favorite life…I'd rather live that all the time." Another participant described how, as a camper, she disliked all of the activities at camp because it separated her from her friends. "I remember I hated doing the activities…because they'd separate you from your friends."

Some participants discussed being attached to physical places at camp, memories with friends which caused them to return each year, attachment to being in nature, feeling attached to specific counselors, being attached to the non-judgmental environment that camp provided, and feeling accepted. Additionally, some participants describe being attached to the facility due to the relationships formed there.

Some participants discussed how their attachment as a camper revolved around being attached to specific counselors. One participant shared, "he was one of my first counselors and he was the reason I kept coming back because he was my counselor." Another participant added, "she was my counselor…she made it a lot of fun for me…it's the counselor thing."

Counselor attachment to camp.

As counselors, participants across groups were most attached to the relationships formed at camp. Additionally, participants were attached to the sense of belonging they felt during the camp experience. One participant shared, "the relationships become an even bigger part too…you're choosing your friends…the people you want to hang out with and the people you want to share your life with." Another participant shared that because their time at camp is limited; it makes the experience even more unique. He stated, "we're there one to three weeks maximum per year. One time a year thing…that makes it more special."

Additionally, participants across groups talked about being attached to camp as a counselor because they were role models for younger members just as their counselors were role models for them. They shared that they wanted to be a positive influence on others and enjoyed working with campers. One participant stated,

> You get to see firsthand how you changed this person…when people stand up and say what they're going to miss about you and what you did for them…you finally get that satisfaction of, "I did this for this person…I wasn't just wasting my time here"…they finally put your mind at ease of what you accomplished at camp.

Many participants discussed being attached to the responsibility and authority as counselors. A few participants discussed having authority, but still having the ability to be silly. One participant shared, "people listen to me…even leading songs, like just doing stuff that's fun and getting pies in the face." Some participants discussed memories and their attachment to the facility. One participant said, "it's fun to walk down the trail and say 'well this is where so and so tripped and broke their arm…or this is the pond where somebody threw the fishing net in it.'"

Some participants discussed how the camp atmosphere has no hate or fear. One participant shared, "it's so much easier to sit and have peaceful thoughts and just think about whatever comes to mind because you're at peace with where you're at." Another participant added "being in that atmosphere…it doesn't even matter…nothing really matters because everything is perfect where you are. It's like everything else that's bad around you in the real world stops when you're at camp."

Summary.

Many participants expressed deep attachment to camp through memories, and not wanting to miss out on creating more memories. Some participants who did not attend camp every year expressed remorse over the lost opportunity to make memories. Camp traditions were also a prominent aspect of camp attachment memories. Participants described positive personal development and the development of tangible skills applicable in other aspects of life such as responsibility, becoming more outgoing, teamwork, self awareness, public speaking, communication skills, self discovery, and self confidence.

Participants indicated that camp was a very high priority. Many participants felt the value of camp was much greater than other activities they were involved in. Some participants discussed choosing camp over other opportunities, while others indicated that they chose another activity over camp. When another activity was chosen, some level of regret was expressed. Additionally, participants indicated that the longer you attend camp, the higher it moved on the priority scale.

As a camper, many participants expressed their initial desire to be attached to camp due to their counselors' strong attachment. Since their counselors were role models, the participants, as campers, wanted to be attached to camp like their counselors. As a camper, participants were

also attached to friendships, the escape and freedom that camp provided, the novelty of activities that cannot be done elsewhere, and the attachment to the physical environment.

As a counselor, participants indicated that the sense of belonging and relationships were very strong motivators to return to camp each year. Additionally, being a role model for campers just as their counselors were to them was also a common response. Many participants shared that they enjoyed working with campers and also enjoyed taking on responsibility and being a leader.

A few participants indicated the personal development at camp was formed specifically by negative incidents or negative relationships. Additionally, when making the choice to attend another activity over going to camp, a few participants indicated a low level or regret.

Other Findings

As indicated previously, data was collected face-to-face and online. Three groups of participants were physically gathered for a focus group session, while one group completed an online survey, therefore eliminating the interaction between participants. While the data was more extensive in the face-to-face interaction, the online data mirrored the opinions expressed in the focus groups.

Overall Findings

The figure below (Figure 5) diagrams the findings of this study.
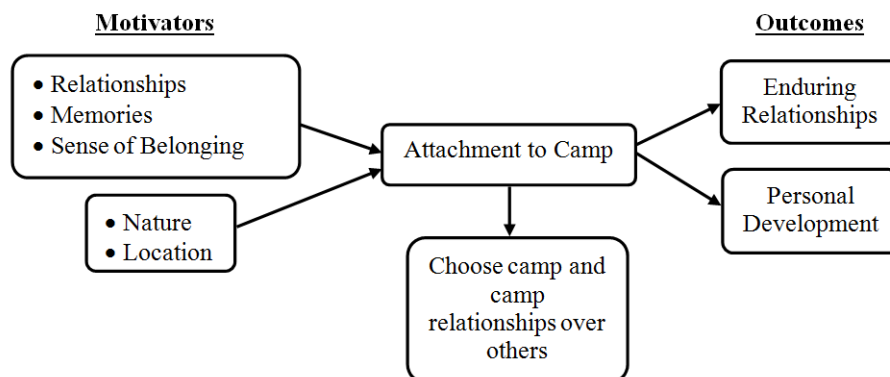
Figure 5: Motivations to Return to Camp

Overall, campers and counselors were primarily motivated to return to camp each year due to the relationships and memories formed at camp as well as the sense of belonging created in that environment. While nature and location play a role in the camp experience by providing a secluded environment free from media and outside influence, these attachments are secondary to that of the relationships, memories, and sense of belonging. Participants' attachment to camp grew over time as participants became more invested in their relationships. Participants prioritize and value the camp experience very highly and tend to chose camp friendships and the camp experience over other experiences available to them.

Longevity in participating in the camping program influences how strongly participants get attached to that environment. However, only a retrospective review by participants surfaced the growth of attachment to camp, as they described an immediate attachment the first summer of camp attendance. Participants acknowledged the personal development from their time at camp and the enduring friendships created.

Chapter 5

Summary, Conclusions, Implications, and Recommendations

This chapter presents the discussion and conclusions from the qualitative analysis of the data generated by this study. Additionally, limitations, recommendations for theory, recommendations for future research, and recommendations for practice are presented.

Expectancy-Value Theory of Achievement Motivation

Using the expectancy-value theory of achievement motivation, this study focused primarily on subjective task value. Attainment value was defined as "the importance of doing well on a given task" (Wigfield & Eccles, 2000, p. 72). When an individual performs a task that is intrinsically valued, there are more important psychological consequences for them which are generally positive (Deci & Ryan, 1985).

The results of this study strongly confirm the attainment value aspect of this theory. Participants described personal satisfaction and joy from participating in their respective residential camping program. Additionally, participants described developing life skills at camp.

The utility value or usefulness refers to "how a task fits into an individual's future plans" (Wigfield & Eccles, 2000, p. 72). The utility value aspect of this theory was also supported through the results of this study. Many participants indicated the camp experience highly influenced their career choice, however participants had difficulty articulating any other utility from the residential camping experience.

Cost refers to "how the decision to engage in one activity limits access to other activities, assessments of how much effort will be taken to accomplish the activity and its emotional cost" (Wigfield & Eccles, 2000, p. 72). The cost aspect of this theory was supported by this study, as most participants shared that returning to camp each year was a high priority. Many participants

discussed having to make the choice between attending camp and participating in another activity, therefore applying varying costs on activity participation. The cost aspect has potential to affect participants beyond the time they are able to spend at camp. When participants chose camp over another activity, the repercussions of this decision may affect them past their residential camping tenure.

Sense of Community, Relatedness, and the Need to Belong

The need to belong is more than affiliation. Many of the strongest emotions people experience are linked to belongingness (Baumeister & Leary, 1995). The results of this study very strongly support belongingness theory. Participants indicated the strongest motivation to return to camp each year was the relationships formed at camp and the sense of belonging they felt in that environment.

When life transitions take place, people usually promise to remain in contact and continue the relationship long term (Baumeister & Leary, 1995). As participants grew older, they discussed the difficulty of transitioning away from the camping program and into the next stage of their lives. All participants had graduated from their respective camping programs and indicated the majority of their camp relationships have endured over time. This supports the concept in belongingness theory of promising to remain in contact with other people via other venues. According to Bridges (1980), people typically cry or show other signs of distress over the coming separation. Experiencing an emotional response and showing distress was also affirmed, as participants discussed crying and having difficulty letting go of their respective camping programs.

Place Attachment Theory

Place attachment is generally applicable to recreational contexts where individuals are primarily visitors or recreationalists, meaning interaction is typically sporadic with the environment (Trentleman, 2009). Since the residential 4-H Camp Graham experience happens once each year for no longer than one week, campers and counselors fit the aspect of place attachment theory, meaning their interaction is sporadic with the environment.

Place attachment is described as a positive bond that develops between groups of individuals and the environment (Williams et al., 1992). In this study, the vast majority of participants demonstrated positive place attachment.

Places that individuals become most attached to include those they have the highest levels of experience with, normally because of long term exposure to the specific location (Hay, 1998). As noted in the findings, participants indicated the more years they spent at camp, the deeper their attachment to camp became.

Low and Altman (1992, p. 6) suggest attachment can result from "affective feelings toward the symbols of places" rather than actual places. However it has been suggested that attachment to place is environmentally based (Riley, 1992; Hufford, 1992). This study highly supports Low and Altman's claim, because many participants indicated they were primarily attached to camp relationships, sense of belonging, and memories formed with nature at camp.

Place identity.

Place identity involves "those dimensions of self that define the individual's personal identity in relation to the physical environment" (Proshansky, 1978, p. 155). While Lalli (1992) argued "place identity can be viewed as part of self-identity" (p. 287). Connections to place develop as a result of personal experiences, which form a part of personal identity, therefore

showing a relationship between identity and place (Nanzer, 2004). The strength of place identity

includes two factors: the emotional investment made by individuals into a specific place, and the

length of association with the location (Nanzer, 2004). Participants indicated a high level of

emotional investment in camp by explaining their motivation to return each year for the

relationships and sense of belonging. Additionally participants indicated the longer they attended

camp, the deeper the attachment became. The data suggests that the emotional investment made

by participants was invested in relationships with others rather than the physical location of the

camping program. However due to a strong attachment to the relationships in that environment,

this led to participants becoming attached to the physical location of the camp.

While it is possible to become attached to a place and incorporate it into the "self" after a

single experience, place identity is more likely to occur after multiple visits or long-term

emersion in the environment. Individuals with the longest immersion in the particular place are

more likely to include the environment in their place identity (Nanzer, 2004). This study

validates Nanzer's claim, as participants indicated that there was an immediate attachment after

the first summer of attending camp, however this attachment to camp grew over time.

Additionally, Nanzer implies that those individuals with the highest rate of exposure to the

environment are more likely to include the environment in their place identity. This was also

confirmed, as some participants who attended camp from a young age indicated that 4-H Camp

Graham serves as a second home.

Place dependence.

Place dependence defined by Stokols and Shumaker (1981) includes a form of attachment

associated with the potential of a particular place to satisfy the needs and goals of an individual.

Satisfying these needs develops a level of dependence on the environment and occurs "when the

occupants of a setting perceive that it supports their behavioral goals better than a known alternative" (Williams et al., 1992, p. 31). The data implies that 4-H Camp Graham was satisfying this type of relationship and sense of belonging need for many participants as that was the highest motivation to return for many participants.

Relationships and Connections

According to this study, there is immediate attachment to camp after the first summer of attendence, however this attachment continues to grow over time. Participants are primarily attached to the relationships and memories formed at camp as well as the sense of belonging created in that environment. Longevity at camp fosters personal development and deep attachment, and while nature and physical location are important, they were considered secondary. The results of this study show that the affinity for nature is a secondary motivation for returning to rediential camp each summer compared to relationships, sense of belonging, and memories. Due to this result, it can be speculated that the opportunity for youth to have a camp-like experience while lacking a natural place is possible.

This study showed some decentralized consistency across camp clusters. While participants have the 4-H organization and the 4-H Camp Graham environment in common, counselor training and camp programming are conducted independently. Because each camping cluster trains and facilitates their own program, the activities, classes, and camp schedules are independent of each other. Interestingly, the results for each cluster were very similar, even though they function independently. This consistency may be explained by the environment that residential camping creates for its participants. This provides promise that the results of this study may be applicable to other residential camping environments.

Roark (2005) found that the five most important considerations to camp counselors for choosing summer resident camp employment included personal satisfaction and enjoyment, the opportunity to be a role model for youth, the opportunity to work with youth, the opportunity to meet people and make new friends, and the opportunity for personal growth. Additionally, McNeely and Ferrari (2005) discovered that counselors experienced a high level of teamwork and social skills, initiative, identity, and interpersonal relationships due to their experiences at camp, while a very low level of negative experiences were reported. These two studies provide strong support for the findings of this study.

Data was collected primarily through a focus group method with an online survey containing all of the open-ended questions used in the focus groups. While sometimes focus groups can take on a "group think" attitude, it should be noted that the same results were found in the online survey, therefore the data were triangulated and supportive of each other.

Rockwell and Kohn (1989) found that "a pretest taken at the beginning of…a program may be invalid because participants have limited knowledge in responding accurately to the questions being asked on the pretest" (p. 1). Therefore a retrospective pretest at the end of the program is more accurate because the questions are answered in the same frame of reference as the posttest. Using this method to identify behavioral changes, such as what was done in this study, can provide substantial evidence of program impact.

Expanding Theory

Little literature exists exploring the connection between camp leadership and how camp attachment forms for campers and counselors. The results of this study show that Extension educators who lead camps may influence the attachment of participants to camp.

74

The sense of belonging literature claims that people strive to achieve a certain quantity and quality of social contacts, but once that level is met, the formation of further social attachments is subject to diminishing returns (Baumeister & Leary, 1995). This research suggests that camp friendships are more important to participants than other friendships shaped outside of the camp environment as a whole, therefore examining how the quantity and quality of social contacts is determined by an individual, and how these social contacts are replaced over time should be investigated. Additionally, examining individuals who were not attached to camp may provide additional insight into this area. Participants who do not feel as attached to 4-H camp may have already met their level of social contacts, and therefore do not find camp as attractive since that need is fulfilled.

Due to the results of this study, the place attachment theory may include some attachment to the seclusion provided by a natural environment. Additionally, it may be determined that place attachment really stems from being attached to the familiarity that a specific place brings due to habitual immersion. Since this study supports the place dependence theory as well as the need to belong, it appears that the void 4-H Camp Graham filled for participants that causes place dependence is the need to belong.

Many participants indicated that their attachment to camp was very strong which made transitioning out of the program very difficult. Examining the grieving process of leaving camp behind may lead to a deeper understanding of the attachment felt by participants. Is it possible to become obsessed with camp because of its "perfect world" state and does this lead to an unhealthy addiction to camp? Many participants described reuniting with camp friends and reminiscing about memories and experiences endured during their days at 4-H Camp Graham. Additionally, participants shared that social networking sites such as Facebook have become part

of their reminiscing process. Some participants shared that they are unable to log onto Facebook without seeing something about camp posted by a friend.

Participants discussed having 4-H camp as a top priority which relates directly back to the cost aspect of expectancy-value theory. Because attachment to camp grows over time, it might be interesting to know to what degree do participants give up other activities and opportunities to attend camp and how that may hinder their lives upon graduation from the camping program.

While all aspects of the expectancy-value theory are supported through this study, this theory should be further examined in the context of residential camping. The primary motivation to return to camp each year according to this study included the sense of belonging, relationships, and memories built at camp. While attainment value, utility, and cost were all supported by this study, the primary motivators identified in this study including relationships, sense of belonging, and memories were not included in this theory.

Limitations

The researcher attempted to make the research process as transparent as possible. Limitations for this study included age and specific camp affiliation of participants, the participant recruitment process, the inability to disconnect 4-H camp with other 4-H affiliated events, and differences across camping clusters. All participants were within the age limits set forth, therefore this study only represents the viewpoints of very recent alumni from each of the camping programs. Opinions and observations from those who are over age 24 may provide a different perspective on the same issues. Additionally, as participants discussed memories of being at camp as a camper, it appeared that time healed most bad memories that participants may

have experienced. Time away from the residential camping experience may lead to faded emotional response and an increased articulation of utility.

Due to the nature of this study, participants were initially recommended by their respective Extension Educator. The researcher was dependent on the educator and other participants to generate a list of potential participants and therefore could have missed perspectives that could have been valuable to this research.

Many participants discussed other 4-H events while talking about 4-H camp. It should be noted that the attachment expressed at camp may be closely linked to the attachment participants felt to the 4-H organization as a whole.

Differences across camping clusters were also a limitation. Each camping cluster provides all camp classes, activities, and recreation for their respective camps during their time at 4-H Camp Graham. In addition, counselor training prior to attending camp is handled by the respective camp director; therefore some variation exists in this venue as well. Because of these differences, each camping cluster has had a different experience at 4-H Camp Graham. This provides some difficulty when comparing the data between groups. While the camps have many similarities, there are some differences.

Recommendations for Research

This study was exploratory in examining the interrelationship of motivation, the need to belong, and place attachment in a residential 4-H camping environment – therefore, there are additional recommendations for future research.

One limitation of this study included parameters common to graduate student research. The study, conducted by one researcher, considered a limited number of participants and only one camp. Future research should include additional camps with different organizational

affiliations, and an increased number of participants. This would provide additional data to better determine if the conclusions drawn from this study are transferable to a wider context. Additionally, examining participants' age, gender, years at camp, and training program could expand on current findings.

Camp Graham's affiliation with 4-H was believed to drastically affect camp programming tendencies, activities, training programs, and participant demographics to a limited degree. Therefore additional research exploring how a camp's affiliation effects the motivation to return to camp could be beneficial. Additionally, examining involvement in 4-H outside of camp may provide another perspective overlooked by this study. It may be found that a high level of participation in other 4-H activities increases attachment to 4-H camp, or the attachment built at camp extends outside of that environment and increases motivation to attend other 4-H functions.

This research explored only positive experiences at 4-H Camp Graham, and therefore potentially overlooked other important data. Further research should seek out participants who did not return to camp each year, or who endured bad experiences at camp. These bad experiences may have deterred their return and should be explored.

A strong utility value was expressed by participants in this study, however many participants had difficulty expressing the utility beyond using the camp experience on a resume. Why do participants have difficulty explaining the usefulness of this experience? How does the inability to express the physical value of camp hinder evaluation of the residential camping experience?

The sense of belonging experienced by the participants in this study was very strong even though participants were only engaged for approximately one week each year. While the sense of

belonging theory was supported through this study, the researcher recommends further examining how the sense of belonging is formed. In the residential camping experience the researcher speculates that it is built by experiencing deep trust due to experiencing new things as a collective group.

As participants grew older, they experienced difficulty transitioning from the camping program to the next stage in their lives. When life transitions approach, people usually promise to remain in contact and continue the relationship through other venues (Baumeister & Leary, 1995). This appeared to be true through the data collected. Gathering camp counselor alumni in an older age group to investigate whether these relationships have endured and to see if the emotional attachment to camp and camp relationships is as strong as it is in younger alumni is recommended to further test this theory.

Participants indicated that camp could take place at another facility and not change their motivation to return. This affirms that participants were more attached to the relational aspects of the camp experience, therefore further research should investigate if place attachment truly exists, if it is purely an emotional attachment to other campers and counselors, or if it is a secondary source of motivation behind the relationships, memories, and sense of belonging identified in these results.

Recommendations for Practice

This research suggests that campers and counselors return to camp each year mainly for the relationships, memories and sense of belonging created at camp. It is suggested that camp directors and adult staff take these findings into consideration when selecting camp counselors to ensure success in program implementation. Additionally, purposefully designed counselor trainings and specially planned activities for campers that are carefully crafted to develop

relationships, a sense of belonging, and making memories may increase the desire to return for campers and counselors alike. Developing a recruitment plan for staff and campers based on these findings would be beneficial to 4-H Camp Graham camping clusters and would increase the number of participants in each camping cluster.

Findings from this study present tangible claims that may be used in the recruitment of staff and participants for camp programs. Marketing the value of camp to parents is sometimes a challenging endeavor, however with the results of this research, parents may be more convinced that their child has a need for the relational and sense of belonging aspect available through the camp experience. Since many camps solicit funding to support programming from external stakeholders, the results of this study may aid in sharing the value of the camp experience with supporters. Developing a brochure, writing regular newsletters, creating a physical display to be used at 4-H events and local school districts, and generating a universal presentation based on the findings from this study will provide several avenues to share the evidence created by this study that speaks to the void that camp fills for youth.

The results presented in this study may also be used to orient new Extension educators and camp directors to share the importance of the camp experience. Additionally, this research could assist in shaping other camp programs outside of 4-H Camp Graham and the 4-H program.

Conclusion

Minimal research has examined the interrelationship between motivation, place attachment, and the need to belong in a residential camping environment. Overall, campers and counselors were primarily motivated to return to camp each year due to the relationships, memories and sense of belonging formed at camp. While nature and location played a role in the camp experience by providing a secluded environment free from outside influence, these

attachments were secondary. Attachment to camp grew over time and participants valued the camp experience highly and tended to chose camp friendships and the camp experience over other opportunities. Participants acknowledged that longevity at camp influences the strength of attachment and the camp experience strongly contributes to personal development.

The results of this research mostly supports each theory investigated. However there are aspects of each theory that should be investigated further to expand the literature. Several limitations existed in this study and the researcher attempted to make the research process as transparent as possible. Some limitations included a younger age range, a restricted participant pool from only one camping facility, and inconsistency between staff trainings and specific camp schedules.

Due to the exploratory nature of this study, there were several recommendations for further research such as including additional camps with different organizational affiliations and increasing the number of participants to determine if the results found in this study are transferable. Additionally, exploring participation in other 4-H events might bring other interesting results. Seeking out participants who did not return to camp each year, examining how sense of belonging is formed at camp, and investigating the difficulty transitioning away from the camping program would also provide interesting insight into the attachment to camp.

It is suggested that camp directors and adult staff take these findings into consideration when selecting staff members to ensure success in program implementation. Intentionally designed staff training and specifically planned activities crafted to develop relationships, a sense of belonging, and making memories may increase the desire to return.

The tangible claims presented from the findings may assist in the recruitment of staff and participants to camping programs and marketing the value of camp to potential funders and

parents. Additionally, these results could be used to assist in the orientation of new Extension

educators and camp directors.

References

American Camp Association. (1998). *Accreditation standards for camp programs and services.*

    Martinsville, IN: ACA.

American Camp Association. (2005). *Directions: Youth development outcomes of the camp*

    experience.

Anderson, D. H., & Fulton, D. C. (2008). Experience preferences as mediators of the wildlife

    related recreation participation: Place attachment relationship. *Human Dimensions of*

    Wildlife, *13*, 73-88. doi: 10.1080/10871200701669971

Arnold, M. E., Bourdeau, V. D., & Nagele, J. (2005). Fun and friendship in the natural world:

    The impact of Oregon 4-H residential camping programs on girl and boy campers. *Journal*

    of Extension, 43(6). Retrieved from http://www.joe.org/joe/2005december/rb1.php

Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological*

    Review, 64, 359-372. Retrieved from http://psycnet.apa.org/journals/rev/64/6p1/359.pdf

Baumeister, R.F., & Leary, eM. R. (1995). The need to belong: Desire for interpersonal

    attachments as a fundamental human motivation. *Psychological Bulletin, 117,* 497-529.

Beck, R. C. (2000). *Motivation: Theories & principles* (4th ed.). Upper Saddle River, NJ:

    Prentice-Hall, Inc.

Brandt, J., & Arnold, M. E. (2006). Looking back, the impact of the 4-H camp counselor

    experience on youth development: A survey of counselor alumni. *Journal of Extension,*

    44(6). Retrieved from http://www.joe.org/joe/2006december/rb1.php

Bridges, W. (1980). *Transitions: Making sense of life's changes.* Reading, MA: Addison-

    Wesley.

Clark, M. S. (1984). Record keeping in two types of relationships. *Journal of Personality and Social Psychology, 47,* 549-557.

Curlis, J. (2008). *4-H camp graham: History*. Retrieved from http://4hcampgraham.osu.edu/history.html

Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* New York: Plenum.

Deci, E. L. & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11(*6), 227-268. doi: 10.1207/S15327965PLI1104_01

Dillman, D. A. (2007). *Mail and internet surveys: The tailored design method (2nd ed.).* Hoboken, NJ: John Wiley & Sons, Inc.

Donne, J. (1975). *Devotions upon emergent occasions.* Montreal, Canada: McGill Queens University Press.

Eccles, J. S. (2005). Subject task value and the Eccles et al. model of achievement-related choices. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 105-121). New York, NY: Guilford Press.

Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). Expectancies, values and academic behaviors. In J. T. Spence (Eds.), *Achievement and achievement motivation* (pp. 75-146). San Francisco, CA: W. H. Freeman.

Ferrari, T. M., & McNeely, N. N. (2007). Positive youth development: What's camp counseling got to do with it? Findings from a study of Ohio 4-H camp counselors. *Journal of Extension, 45*(2). Retrieved from http://www.joe.org/joe/2007april/rb7.php

Franz, N.K., & Townson, L. (2008). The nature of complex organizations: The case of

cooperative extension. In M. T. Braverman, M. Engle, M.E. Arnold, & R.A. Rennekamp

(Eds.), *Program evaluation in a complex organizational system: Lessons from cooperative*

extension: New directions for evaluation, *120*, (pp. 5-14).

Garst, B. A., & Bruce, F. A. (2003). Identifying 4-H camping outcomes using a standardized

evaluation process across multiple 4-H educational centers. *Journal of Extension, 41*(3).

Retrieved from http://www.joe.org/joe/2003june/rb2.php

Garst, B. A., Franz, N. K., Baughman, S., Smith, C., & Peters, B. (2009). "Growing without

limitations:" Transformation among young adult camp staff. *Journal of Youth*

Development, *4*(1).

Garst, B. A., & Johnson, J. (2005). Adolescent leadership skill development through residential

4-H camp counseling. *Journal of Extension, 43*(5). Retrieved from

http://www.joe.org/joe/2005october/rb5.php

Grudens-Schuk, N., Lundy Allen, B. & Larson, K. (2004). *Focus group fundamentals.* Ames,

IA: Iowa State University Extension.

Guba, E. & Lincoln, Y. (1989). *Fourth generation evaluation.* Newbury Park, CA: Sage.

Gunderson, K., & Watson, A. (2007). Understanding place meanings on the bitterroot national

forest, Montana. *Society and Natural Resources*, *20*, 705-721. doi:

10.1080/08941920701420154

Hatch, J.A. (2002). *Doing qualitative research in education settings.* Albany, NY: State

University of New York Press.

Hay, R. (1998). Sense of place in developmental context. *Journal of Environmental Psychology*,

18, 5-29. doi:10.1006/jevp.1997.0060

Henderson, K. A., Bialeschki, M. D., Scanlin, M. M., Thurber, C., Whitaker, L. S., & Marsh, P. E. (2007). Components of camp experiences for positive youth development. *Journal of Youth Development, 1*(3).

Hufford, M. (1992). Thresholds to an alternate realm: Mapping the chaseworld in New Jersey's pine barrens. In I. Altman & S. M. Low (Eds), *Place attachment: Human behavior and environment* (pp. 231-252). New York, NY: Plenum Press.

Hull, C. L. (1943). *Principles of behavior: An introduction to behavior theory.* New York: Appleton-Century-Crofts.

Jorgensen, B. S., & Stedman, R. C. (2001). Sense of place as an attitude: Lakeshore owners attitudes toward their properties. *Journal of Environmental Psychology*, *21*, 233-248. doi: 10.1006/jevp.2001.0226

Kaltenborn, B. (1997). Nature of place attachment: A study among recreation homeowners in southern Norway. *Leisure Sciences,19,* 175-189. doi: 10.1080/01490409709512248

Klem, M. D., & Nicholson, D. J. (2008). Proven effectiveness of Missouri 4-H camps in developing life skills in youth. *Journal of Youth Development, 2*(3).

Korpela, K. M. (1989). Place-identity as a product of environmental self-regulation. *Journal of Environmental Psychology*, *9*, 241-256. doi: 10.1016/S0272-4944(89)80038-6

Krueger, R. (1988). *Focus groups.* Thousand Oaks, CA: Sage Publications.

Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Lacoursiere, R. B. (1980). *The life cycles of groups: Group developmental stage theory.* New York: Human Sciences Press.

Lalli, M. (1992). Urban-related identity: Theory, measurement, and empirical findings. *Journal of Environmental Psychology*, *12*, 285-303. doi: 10.1016/S0272-4944(05)80078-7

Low, S.M. & Altman, I. (1992). Place attachment: a conceptual inquiry. In I. Altman & S. M. Low (Eds.), *Place attachment: Human behavior and environment* (pp. 1-12). New York, NY: Plenum Press.

Madreiz, E. (2000). Focus groups in feminist research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Marcia, J. (1987). Identity in adolescence. In J. Adelson (Eds.), *Handbook of adolescent psychology.* New York: Wiley.

Maslow, A. H. (1968). *Toward a psychology of being.* New York: Van Nostrand.

McMillan, D. W. & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology, 14*, 6-23.

McNeely, N. N. & Ferrari, T. M. (2005). Results of a study of the Ohio 4-H camp counseling experience and implications for programming. Symposium conducted at the meeting of the American Camp Association National Conference, Orlando, FL. Abstract retrieved from http://www.acacamps.org/research/connect/handouts_05.pdf

Moore, R.L. & Graefe, A.R. (1994). Attachments to recreation settings: The case of rail-trail users. *Leisure Sciences, 16,* 17-31. doi: 10.1080/01490409409513214

Murray, H.A. (1938). *Explorations in personality.* New York: Oxford University Press.

Nanzer, B. (2004). Measuring sense of place: A scale for Michigan. *Administrative Theory & Praxis*, *26*(3), 362-382.

National 4-H Headquarters. (2001). *National 4-H impact assessment project.* Cooperative State Research, Education, and Extension Service. U.S. Department of Agriculture.

NIFA Overview. (2009, September 30). Retrieved from

      http://www.csrees.usda.gov/about/background.html

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (third ed.). Thousand Oaks:

      Sage Publications.

Pintrich, P. R. & Schunk, D. H. (1996). *Motivation in education: Theory, research, and*

      applications. Englewood Cliffs, NJ: Merrill-Prentice Hall.

Proshansky, H. M. (1978). The city and self-identity. *Environment and Behavior*, *10*(2), 147-

      169.

Rasmussen, W. (1989). *Taking the university to the people: Seventy-five years of Cooperative*

      Extension. Ames: Iowa State University Press.

Riley, R.B. (1992). Attachment to the ordinary landscape. In I. Altman & S. M. Low (Eds.),

      Place attachment: Human behavior and environment (pp. 14-36). New York, NY:

      Plenum Press.

Roark, M. (2005). Camp counselor motivations for choosing summer resident camp

      employment. Symposium conducted at the meeting of the American Camp Associaition

      National Conference, Orlando, FL. Abstract retrieved from

      http://www.acacamps.org/research/connect/handouts_05.pdf

Rockwell, S. K. & Kohn, H. (1989). Post-then-pre evaluation. *Journal of Extension, 27*(2).

      Retrieved from http://www.joe.org/joe/1989summer/a5.php

Rossman, G.B., & Rallis, S.F. (2003). *Learning in the field: An introduction to qualitative*

research (2nd ed.). Thousand Oak, CA: Sage.

Scherl, L.M. (1989). Self in wilderness: Understanding the psychological benefits of individual

    wilderness interaction through self-control. *Leisure Sciences, 11*, 123-135. doi:

    10.1080/01490408909512212

Schunk, D.H. (2008). *Learning theories: An educational perspective.* Merrill, Columbus, OH.

Seevers, B., Graham, D., & Conklin, N. (2007). *Education through Cooperative Extension* (2nd

    ed.). Columbus: Curriculum Materials Service.

Smith-Lever Act of 1914, 7 U.S.C. § 342 (2002).

Steele, C. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L.

    Berkowitz (Eds.), *Advances in experimental social psychology* (pp. 262-302). New York,

    NY: Academic Press.

Steele, F. (1981). *The sense of place.* Boston: CBI Publishing.

Stokols, D. & Shumaker, S.A. (1981). People in places: A transactional view of settings. In J.

    Harvey (Eds.), *Cognition, Social Behavior, and the Environment*. NJ: Erlbaum.

The 4-H Story. (2009). Retrieved November 4, 2009, from http://4-h.org/4hstory.html

Trentelman, C. K. (2009). Place attachment and community attachment: A primer grounded in

    the lived experience of a community sociologist. *Society and Natural Resources*, *22*, 191-

    210. doi: 10.1080/08941920802191712

Tuan, Y.F. (1977). *Space and place.* Minneapolis: University of Minnesota Press.

Vines, C. A., & Anderson, M. A. (Eds.). (1976). *Heritage horizons: Extension's commitment to

    people*. Madison, WI: Journal of Extension.

Weiss, R. S. (1973). *Loneliness: The experience of emotional and social isolation.* Cambridge,

    MA: MIT Press.

White, R. H. (1959). Motivation reconsidered: The concept of competence. *Psychological Review, 66,* 297-333.

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25,* 68-81. doi: 10.1006/ceps.1999.1015

Williams, D. R., Patterson, M. E., Roggenbuck, J. W., & Watson, A. E. (1992). Beyond the commodity metaphor: Examining emotional and symbolic attachment to place. *Leisure Sciences*, *14*, 29-46. Retrieved from http://www.fs.fed.us/rm/value/docs/commodity_metaphor_emotional_attachment_place.pdf

Woods, A. (2002, January/February). Teenagers and risk-taking at camp. *Camping Magazine*, 48-50.

Young, J., A. (2004). Experiences in ethnographic interviewing about race. In M. B. J. Solomos (Eds.), *Researching race and racism*. New York, NY: Routledge.

Appendix A

Interview Guide

Once again, thank you for agreeing to participate in this study. Please take a few minutes to read the informed consent form and please let me know if you have any questions, or comments, and if you are willing to participate in the interview. Your signature indicates that you agree to participate and have reviewed the form thoroughly. You may freely withdraw from this study at anytime throughout the interview if you choose.

The purpose of this study was to better understand the role of place attachment in facilitating 4-H Camp Graham campers and counselors interest in returning to residential 4-H summer camp year after year.

There will be a chance for you to tell me about anything you feel is important that you would like me as the researcher to know about, regarding your experiences at 4-H Camp Graham. Is there anything that you would like to share before we begin the interview?

Okay, let's get started!

1. Please share your name and why you go to camp.
2. To what degree are you still involved in your respective camping programs and how?
3. Has your motivation to return to camp changed over time? If so, how?
   a. Between years at camp as a camper
   b. Between years at camp as a counselor
   c. Camper vs. counselor motives
4. How has participating in camp helped to shape who you are?
5. What characteristics do you see in yourself due to attending camp?
   a. What are they?
   b. Why?
6. What have you done differently in your life as a result of participating in the camp program?
7. Why do you return to camp every year?
   a. Camper vs. Counselor perspective
   b. Personal satisfaction? (Incentive and attainment value)
   c. Performing well? (Incentive and attainment value)
   d. Helpful for your future? (Utility value)
   e. Priorities? (cost)
      i. Did you have to make a choice between camp and other activity?
         1. How did you make that decision?
   f. Nature?
   g. Location? (Place attachment)
   h. Sense of belonging? (the need to belong)
8. How do the relationships you built at camp affect your motivation to return?
   a. Describe how those relationships have changed over time.
9. How did your attachment to camp occur?

a. Camper vs. Counselor
b. After one summer?
c. Grow a little each year?
10. What is it about camp that you were attached to as a camper?
    a. Relationships/people?
    b. Facilities? i.e. particular cabins, campfire circle, etc.
    c. Nature?
11. What is it about camp that you were attached to as a counselor?
    a. Relationships/people?
    b. Facilities? i.e. particular cabins, campfire circle, etc.
    c. Nature?
12. Why did you go to camp the first year?
13. What are your earliest memories of camp that you feel reflect how you are attached to camp as a place?
    a. Why?
14. How do you think your number of years coming to Camp Graham affects your attachment?
15. How would your camp experience be different or the same if it were not held at 4-H Camp Graham?
16. How would your camp experience be different or the same if you would have attended camp with different people?
17. Have you ever been to a different camp and you didn't return after the first year? Why?
18. Are there any topics that I have not addressed about what brings you back to camp each year?

*At the conclusion of the interview, each participant will be thanked for participating in the study.

Appendix B

Consent for Expectancy-Value Theory Model

ELSEVIER LICENSE
TERMS AND CONDITIONS
Apr 04, 2010

This is a License Agreement between Jenna M Genson ("You") and Elsevier ("Elsevier") provided by Copyright Clearance Center ("CCC"). The license consists of your order details, the terms and conditions provided by Elsevier, and the payment terms and conditions.

All payments must be made in full to CCC. For payment instructions, please see information listed at the bottom of this form.

Supplier
Elsevier Limited
The Boulevard,Langford Lane
Kidlington,Oxford,OX5 1GB,UK
Registered Company Number
1982084
Customer name
Jenna M Genson
License Number
2402120272725
License date
Apr 04, 2010
Licensed content publisher
Elsevier
Licensed content publication
Contemporary Educational Psychology
Licensed content title
Expectancy–Value Theory of Achievement Motivation
Licensed content author
Allan Wigfield, Jacquelynne S. Eccles
Licensed content date
January 2000
Volume number
25
Issue number
1
Pages
14
Type of Use
Thesis / Dissertation
Portion
Figures/tables/illustrations
Number of Figures/tables/illustrations
1
Format
Both print and electronic
You are an author of the Elsevier article
No

INTRODUCTION

1. The publisher for this copyrighted material is Elsevier. By clicking "accept" in connection with completing this licensing transaction, you agree that the following terms and conditions apply to this transaction (along with the Billing and Payment terms and conditions established by Copyright Clearance Center, Inc. ("CCC"), at the time that you opened your Rightslink account and that are available at any time at http://myaccount.copyright.com).

GENERAL TERMS

2. Elsevier hereby grants you permission to reproduce the aforementioned material subject to the terms and conditions indicated.

3. Acknowledgement: If any part of the material to be used (for example, figures) has appeared in our publication with credit or acknowledgement to another source, permission must also be sought from that source. If such permission is not obtained then that material may not be included in your publication/copies. Suitable acknowledgement to the source must be made, either as a footnote or in a reference list at the end of your publication, as follows:

"Reprinted from Publication title, Vol /edition number, Author(s), Title of article / title of chapter, Pages No., Copyright (Year), with permission from Elsevier [OR APPLICABLE SOCIETY COPYRIGHT OWNER]." Also Lancet special credit - "Reprinted from The Lancet, Vol. number, Author(s), Title of article, Pages No., Copyright (Year), with permission from Elsevier."

4. Reproduction of this material is confined to the purpose and/or media for which permission is hereby given.

5. Altering/Modifying Material: Not Permitted. However figures and illustrations may be altered/adapted minimally to serve your work. Any other abbreviations, additions, deletions and/or any other alterations shall be made only with prior written authorization of Elsevier Ltd. (Please contact Elsevier at permissions@elsevier.com)

6. If the permission fee for the requested use of our material is waived in this instance, please be advised that your future requests for Elsevier materials may attract a fee.

7. Reservation of Rights: Publisher reserves all rights not specifically granted in the combination of (i) the license details provided by you and accepted in the course of

this licensing transaction, (ii) these terms and conditions and (iii) CCC's Billing and Payment terms and conditions.

8. License Contingent Upon Payment: While you may exercise the rights licensed immediately upon issuance of the license at the end of the licensing process for the transaction, provided that you have disclosed complete and accurate details of your proposed use, no license is finally effective unless and until full payment is received from you (either by publisher or by CCC) as provided in CCC's Billing and Payment terms and conditions. If full payment is not received on a timely basis, then any license preliminarily granted shall be deemed automatically revoked and shall be void as if never granted. Further, in the event that you breach any of these terms and conditions or any of CCC's Billing and Payment terms and conditions, the license is automatically revoked and shall be void as if never granted. Use of materials as described in a revoked license, as well as any use of the materials beyond the scope of an unrevoked license, may constitute copyright infringement and publisher reserves the right to take any and all action to protect its copyright in the materials.

9. Warranties: Publisher makes no representations or warranties with respect to the licensed material.

10. Indemnity: You hereby indemnify and agree to hold harmless publisher and CCC, and their respective officers, directors, employees and agents, from and against any and all claims arising out of your use of the licensed material other than as specifically authorized pursuant to this license.

11. No Transfer of License: This license is personal to you and may not be sublicensed, assigned, or transferred by you to any other person without publisher's written permission.

12. No Amendment Except in Writing: This license may not be amended except in a writing signed by both parties (or, in the case of publisher, by CCC on publisher's behalf).

13. Objection to Contrary Terms: Publisher hereby objects to any terms contained in any purchase order, acknowledgment, check endorsement or other writing prepared by you, which terms are inconsistent with these terms and conditions or CCC's Billing and Payment terms and conditions. These terms and conditions, together with CCC's Billing and Payment terms and conditions (which are incorporated herein), comprise the entire agreement between you and publisher (and CCC) concerning this licensing transaction. In the event of any conflict between your obligations established by these terms and conditions and those established by CCC's Billing and Payment terms and conditions, these terms and conditions shall control.

14. Revocation: Elsevier or Copyright Clearance Center may deny the permissions described in this License at their sole discretion, for any reason or no reason, with a full refund payable to you. Notice of such denial will be made using the contact

information provided by you. Failure to receive such notice will not alter or invalidate the denial. In no event will Elsevier or Copyright Clearance Center be responsible or liable for any costs, expenses or damage incurred by you as a result of a denial of your permission request, other than a refund of the amount(s) paid by you to Elsevier and/or Copyright Clearance Center for denied permissions.

<div align="center">LIMITED LICENSE</div>

The following terms and conditions apply only to specific license types:

15. **Translation**: This permission is granted for non-exclusive world **English** rights only unless your license was granted for translation rights. If you licensed translation rights you may only translate this content into the languages you requested. A professional translator must perform all translations and reproduce the content word for word preserving the integrity of the article. If this license is to re-use 1 or 2 figures then permission is granted for non-exclusive world rights in all languages.

16. **Website**: The following terms and conditions apply to electronic reserve and author websites:

Electronic reserve: If licensed material is to be posted to website, the web site is to be password-protected and made available only to bona fide students registered on a relevant course if:

This license was made in connection with a course,

This permission is granted for 1 year only. You may obtain a license for future website posting,

All content posted to the web site must maintain the copyright information line on the bottom of each image,

A hyper-text must be included to the Homepage of the journal from which you are licensing at http://www.sciencedirect.com/science/journal/xxxxx or the Elsevier homepage for books at http://www.elsevier.com , and

Central Storage: This license does not include permission for a scanned version of the material to be stored in a central repository such as that provided by Heron/XanEdu.

17. **Author website** for journals with the following additional clauses:

All content posted to the web site must maintain the copyright information line on the bottom of each image, and

he permission granted is limited to the personal version of your paper. You are not allowed to download and post the published electronic version of your article (whether PDF or HTML, proof or final version), nor may you scan the printed edition to create an electronic version,

A hyper-text must be included to the Homepage of the journal from which you are licensing at http://www.sciencedirect.com/science/journal/xxxxx , As part of our normal production process, you will receive an e-mail notice when your article appears on Elsevier's online service ScienceDirect (www.sciencedirect.com).   That e-

mail will include the article's Digital Object Identifier (DOI). This number provides the electronic link to the published article and should be included in the posting of your personal version. We ask that you wait until you receive this e-mail and have the DOI to do any posting.

Central Storage: This license does not include permission for a scanned version of the material to be stored in a central repository such as that provided by Heron/XanEdu.

18. **Author website** for books with the following additional clauses:

Authors are permitted to place a brief summary of their work online only.

A hyper-text must be included to the Elsevier homepage at

http://www.elsevier.com

All content posted to the web site must maintain the copyright information line on the bottom of each image

  You are not allowed to download and post the published electronic version of your chapter, nor may you scan the printed edition to create an electronic version.

Central Storage: This license does not include permission for a scanned version of the material to be stored in a central repository such as that provided by Heron/XanEdu.

19. **Website** (regular and for author): A hyper-text must be included to the Homepage of the journal from which you are licensing

at http://www.sciencedirect.com/science/journal/xxxxx. or for books to the Elsevier homepage at http://www.elsevier.com

20. **Thesis/Dissertation**: If your license is for use in a thesis/dissertation your thesis may be submitted to your institution in either print or electronic form. Should your thesis be published commercially, please reapply for permission. These requirements include permission for the Library and Archives of Canada to supply single copies, on demand, of the complete thesis and include permission for UMI to supply single copies, on demand, of the complete thesis. Should your thesis be published commercially, please reapply for permission.

21. **Other Conditions**: None

Appendix C

Online Survey

Your comments through this survey will help us better understand the role of place attachment in facilitating 4-H Camp Graham campers and counselors interest in returning to residential 4-H summer camp year after year. We will not connect your personal identity with your comments in any written or verbal report. Participation in this survey likely has no more than minimal risks, is voluntary, and you may discontinue participation at any time without penalty. If you have questions about this survey, contact Jenna Genson at jmg@vt.edu or 937-626-9984.

Please share why you go to camp.

To what degree are you still involved in your respective camping program and how?

In the following question please consider if your motivation to attend camp changed between camper and counselor years, between years at camp as a camper, and between years at camp as a counselor. Please explain.

Has your motivation to return to camp changed over time? If so, how?

How has participating in camp helped to shape who you are?

What characteristics do you see in yourself due to camp? Why do you think that is?

[text box]

What have you done differently in your life as a result of participating in the camp program?

[text box]

Why do you return to camp every year? Please check all that apply.

☐ Personal satisfaction

☐ Sense of performing well

☐ Helpful to my future

☐ Being in nature

☐ Location

☐ Sense of belonging

Other: [text box]

In addition to explaining your choices above, please explain how returning to camp fit into your priorities. Did you have to make a choice between camp and other activities? How did you make that decision?

Please explain your response(s) from above.

[text box]

How do the relationships you built at camp affect your motivation to return? Describe how those relationships have changed over time.

[text box]

In the following question please address how long it took you to become attached to camp. After one summer? Did it grow each year?

How did your attachment to camp occur?

```


```

What is it about camp that you were attached to as a camper?

☐ Relationships and other people

☐ Facilities such as particular cabins, the campfire circle, etc.

☐ Nature

Other: _____

Please explain.

```


```

What is it about camp that you were attached to as a counselor? Please check all that apply.

☐ Relationships and other people

☐ Facilities such as particular cabins, the campfire circle, etc.

☐ Nature

Other: _____

Please explain.

```


```

Why did you go to camp the first year?

```


```

What are your earliest memories of camp that you feel reflect how you are attached to camp as a place? Please explain why.

How do you think your number of years coming to Camp Graham affects your attachment to camp?

How would your camp experience be different or the same if it were not held at 4-H Camp Graham?

How would your camp experience be different or the same if you would have attended camp with different people?

Have you ever been to a different camp and you didn't return after the first year? Why?

Are there any topics that have not been addressed about what brings you back to camp each year?

Name:

Phone number:

[   ]

E-mail address:

[   ]

Mailing address:

[   ]

○ Male

○ Female

Current Occupation:

[   ]

Ethnicity (optional):

[   ]

Age:

[   ]

Camping cluster:

○ Butler & Brown

○ Clermont & Hamilton

○ Montgomery

○ Warren

Years at camp as a camper:

[   ]

Years at camp as a counselor:

[   ]

Years in 4-H:

[   ]

I would like a copy of the research results.

○ Yes

○ No

Thank you for participating in this survey!

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants in Research Projects Involving Human Subjects

Title of Project: Examining the Interrelationship of Motivation and Place Attachment in a Residential 4-H Camping Environment

Investigator(s): Jenna Genson

I. **Purpose of this Research**

The purpose of this study was to better understand the role of place attachment in facilitating 4-H Camp Graham campers and counselors interest in returning to residential 4-H summer camp year after year. The study will be conducted using a focus group interview design. The following research questions guide this study:

1. What motivates campers and counselors to return to camp each year?
2. What influences the place attachment to residential camp that campers and counselors experience?
3. How is attachment to camp valued by campers and counselors?

The results will be presented in the form of an academic thesis, and will include an interpretation of statements by participants. The results of this study will assist camp directors in the recruitment of seasonal staff and campers by having the ability to explain why other campers and counselors have returned in the past. The results will note the personal value that camp participants associate with the residential camping experience. The results will also provide insight into effective ways that camp can be marketed to parents and returning staff. This study will also contribute to the body of knowledge related to camp experiences and identity formation.

A purposeful sample for this study will include six to eight individuals from the four 4-H camping clusters at 4-H Camp Graham for a total of 24 to 32 participants. All participants must have been camp counselors between the years of 2004 and 2009 who returned two consecutive summers as campers or counselors. All participants must be native English speakers, at least 18 years of age, graduated from high school, former 4-H members, and attended 4-H camp for two consecutive summers. In addition, all participants had been counselors at 4-H camp for at least one of those two summers.

II. **Procedures**

Focus group interviews will be conducted based on a written interview guide created by the researcher. Before each focus group begins, the researcher will review the consent form, outline the interview guide, and address questions the participants have about the focus group process or research project.

Each participant will be asked to sign one copy of the consent form and keep one copy of the form for his or her records. Participants are asked to be open and honest about their 4-H residential camping experiences at 4-H Camp Graham.

The focus group will be audio-recorded to complement the field notes that will be gathered during the interview. The audio-recorded interviews will be transcribed, coded, and analyzed into an interpretation of meaningful statements, patterns, and themes which will be reported in narrative form.

III. Risks
There are no more than minimal risks for participating in this study.

IV. Benefits
This research will contribute to the body of literature related to the place attachment theory, residential camping environment, and personal identity constructs.

There is no promise or guarantee of benefits to encourage you to participate.

The participant may contact the researcher in May of 2010 for a summary of the research results.

V. Extent of Anonymity and Confidentiality
Your information will be kept strictly confidential, and no one other than the researcher will know your identity. Upon completion of the interview, you will be assigned a pseudonym as an identifier. Individuals will be referred to by this code number for data analyses and for any publication of the results. No one will know the identity of any of the participants, and others will only see the data in its final interpreted form.

All recordings, transcripts, and consent forms will be kept confidentially in a locked cabinet in Jenna Genson's office, 106-B Hutcheson Hall, Blacksburg, Virginia. Any data in digital form will be stored on Jenna's computer with password protection. Only the researcher will have access to the data. Your code number will also be kept separately from the results in a separate locked file cabinet at the interviewing researcher's home.

Communication between the researcher and participant will also be kept confidential. Electronic mail and files will be saved in a password-protected file on the researcher's computer.

It is possible that the Virginia Tech Insitutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of, and the protection of human subjects involved in research.

VI. Compensation
Light refreshments will be provided. Otherwise, you will not be compensated for participating in this study.

VII. Freedom to Withdraw
If you agree to participate in this study, you are free to withdraw from the study at any time without penalty.

VIII. **Subject's Responsibilities**

I voluntarily agree to participate in this study. I have the following responsibilities for my respective focus group session:

1. Arrive at the designated place at the scheduled time.
2. Respond truthfully to questions presented by the researcher.

IX. **Permission Statement**

I have read the preceding Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date_____

Subject Signature

Participant Information:

Printed name: _____

Phone number: _____

E-mail address: _____

Mailing address: _____

_____

Male or Female: _____

Current Occupation: _____

Ethnicity (optional):_____

Age: _____

Camping cluster: _____

Years at camp as a camper: _____

Years at camp as a counselor: _____

Years in 4-H: _____

☐ I would like a copy of the research results.

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

Investigator: Jenna Genson   937-626-9984
                                    jmg@vt.edu

Faculty Advisor: Dr. Nancy Franz   540-231-1634
                                    nfranz@vt.edu

IRB Chair: Dr. David M. Moore   540-231-4991
                                    moored@vt.edu