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What Motivates Individuals to Participate in *Camp Adventure*TM *Child and Youth Services*?

Jennifer Lynn Engler
University of Northern Iowa

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WHAT MOTIVATES INDIVIDUALS TO PARTICIPATE IN *CAMP ADVENTURE™*
CHILD AND YOUTH SERVICES?

A Thesis

Submitted

In Partial Fulfillment

Of the Requirements for the Designation

University Honors

Jennifer Lynn Engler

University of Northern Iowa

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This Study by: Jennifer Lynn Engler

Entitled: What motivates individuals to participate in *Camp Adventure™ Child and Youth Services?*

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Julianne Gassman, Honors Thesis Advisor, HPELS

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Jessica Moon, Director, University Honors Program

Introduction

Edginton, Hudson, Lankford, and Larsen (2008) say that “the most important resources in any organization today are its human ones. The success of an organization will rest on the efforts of individuals within organizations” (p. 116). Leisure services and summer camps are no exception to this. These organizations serve thousands of children and youth each year. In order for children and youth to have a high quality experience, there needs to be a high quality staff at the camp. These qualified individuals can provided children and youth with an educational experience, foster leadership, create friendships, build self esteem, encourage teamwork, and be the positive role models children need.

Camp administrators face the challenge of finding qualified individuals to work at their camps to provide an excellent experience, but camps must also compete with other summer jobs that are available to potential camp counselors. According to the American Camp Association’s 2009 camper enrollment and staff recruitment survey, one of the top issues identified by camp directors was being unable to offer competitive wages due to lack of funds available (ACA, 2009). In order to compete with other available positions and use recruitment measures effectively, administrators must know what it is that makes people seek camp jobs as opposed to other jobs. This includes positions within *Camp Adventure™ Child and Youth Services* (CACYS), an educational program for college students that provides camp experiences for youth. Camps can use this information to emphasize these important motivators to prospective counselors so they will desire the position.

This thesis investigates the motivations of individuals who participate in CACYS and which motivation factors are most important to current participants. It will seek to answer the following research questions:

1. What are the motivations of college students to participate in CACYS?
2. Does motivation for participating in CACYS differ based on the major of the participant?
3. Does motivation for participating in CACYS differ based on the participant's year in school?
4. Does motivation for participating in CACYS differ based on the age of the participant?
5. Does motivation for participating in CACYS change with the number of years participated in the program?
6. Does motivation for participating in CACYS differ based on gender?
7. Does motivation for participating in CACYS differ among staff development sites?

Hypothesis

According to Pinder (1984) hygiene factors tend to be associated with shorter-lasting job experiences than were motivators because hygiene factors were able to cause people to act in the short run. Since CACYS is a short program lasting only a couple of months, it is predicted that participants will value hygiene factors as more important than motivators. Since participants are all college students, relatively close in age, and most haven't participated for a large number of years, it is not expected that these factors will

have a major impact on motivation. Gender and staff development site are not expected to have an impact either.

Literature Review

This literature review will discuss the definitions of motivation and the existing theories used to explain motivation. There is little to no research done on college students' motivations for participating in leisure service activities, so motivation and profession will be discussed instead of motivation and college major since most majors are related to a future profession of the participants. It will also discuss the research on gender and motivation. Because of the lack of research done on college students, the areas of year in school and age will not be discussed. Because of the unique nature of the CACYS program, the areas of years participated in the program and staff development site will not be discussed. This literature review will discuss the existing research about motivation and leisure services in general, as well as discuss the history and specifics of the CACYS program.

Motivation and Motivation Theories

People have always had a desire to understand what makes people do what they do. This desire has brought forth many different theories that attempt to explain motivations and where they come from, such as Maslow's Hierarch of Needs, and Herzberg's Motivation/Hygiene theory (Pinder 1984). One area where these theories are used in is the workplace. Managers want to know why their employees do what they do so they can keep the employees they have, increase productivity, quality, and the ability to do more with less (Edginton & Lankford, 2001).

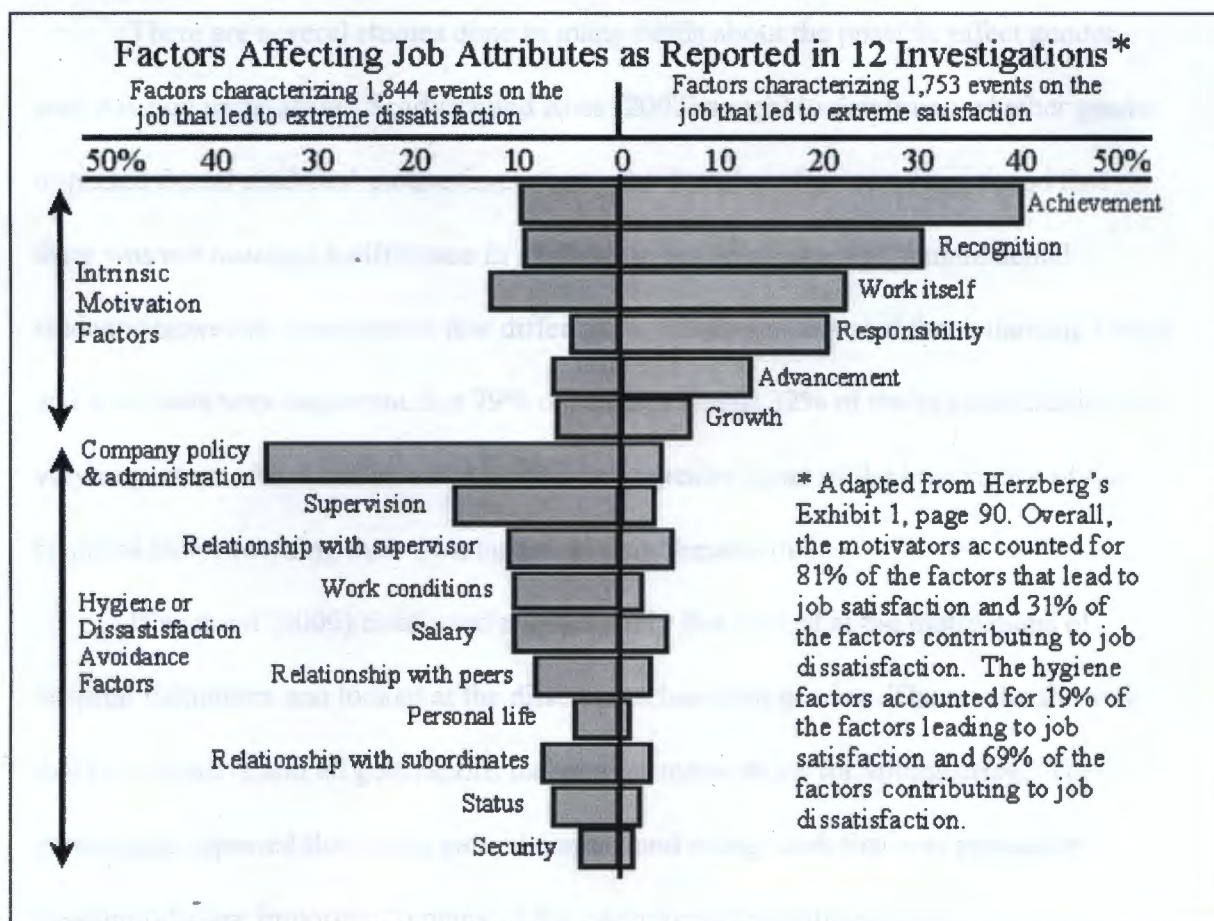
In order to understand what motivates people in certain areas, it is important to understand motivation. Motivation is a complex idea with many definitions. Motivation comes from the Latin word “movere” which means “to move”. According to Steers and Porter (1979), this one word is not an adequate definition: “What is needed is a description which sufficiently covers the various aspects inherent in the process by which human behavior is activated” (p. 5). Laming (2004) described motivation as “the switching on of some pattern of behavior, or a program of action specified within the individual” (p. 2). Schaefer (1977) has the most basic definition, “motivation, simply stated, is why people do what they do” (p. 3).

For motivation to occur some force, typically a need of a person, must cause a person to do something. Needs can be divided into the two categories of primary needs and secondary needs. Primary needs are things that are unlearned and physical such as hunger, thirst, sex, and shelter. Secondary needs are individual to each person and can include things like needing to be with others, or the need for recognition (Edginton, Hudson, & Lankford, 2001). Maslow looked into what it was about these needs that actually moved people to act. Maslow’s Hierarchy of Needs Theory is made up of five categories of needs: physical, safety, social, esteem, and self-actualization (Steers 1979). He ranked the needs with the more basic needs (the primary needs) at the bottom and the more complex needs (the secondary needs) toward the top. His theory claimed that the needs at the bottom needed to be met first, and then the individual could strive to meet the needs at the next level. Once those needs were met, the individual could strive to meet their needs at the next level, and so on. Employers use this theory by determining

what level the employee is striving for, and using those needs and goals to release the individual's current work capacity (Edginton, Hudson, & Lankford, 2001).

Another work motivation theory that developed from Maslow's theory is Herzberg's Motivation/Hygiene Theory. Herzberg interviewed many people about their job satisfaction and motivation. After looking at all of the instances, Herzberg (1959) determined that there were two factors in the workplace affecting motivation and job satisfaction: hygiene factors and motivators (p. 113-114). Hygiene factors are important in preventing job dissatisfaction such as policies, type of administration, interpersonal relations, and salary. They do not, however, cause job satisfaction or motivate someone to work. The other factors called motivators, which refer to more of the content of the job as opposed to the context, are what cause motivation. Motivators are things such as recognition, personal growth, and worthwhile work. The motivators can have a positive effect on job satisfaction and increase job performance. Thus job satisfaction and job dissatisfaction are not opposites, but in fact are independent of each other (Herzberg, Mausner, & Snyderman, 1993). (See Figure 1).

Figure 1 Factors Causing Job Satisfaction or Dissatisfaction



Source: Gerber, J. (2003). *One more time: how do you motivate employees?* Retrieved from <http://www.maaw.info/ArticleSummaries/ArtSumHerzberg6803.htm>.

Profession and Motivation

Jones (2004) analyzed the motivations of people to volunteer in gardens across the country, specifically the Missouri Master Gardeners. The results showed that while a majority of the people who were volunteers in the gardens were retired, the rest of the volunteers' professions were pretty evenly split. This showed that profession had no significant impact on people's motivation to volunteer in the gardens.

Gender and Motivation

There are several studies done in many fields about the possible effect gender may have on motivation. Scarbez and Ross (2002) sought to determine whether gender impacted dental students' motivation to enter the dental profession. They found that there was not much of a difference in motivation between male and female dental students; however, there were a few differences. Both genders said that balancing family and work was very important, but 79% of females versus 32% of males rated childcare as very important. Also, males had a significantly greater mean of the importance of the business factor (owning their own business) than females did.

Blanchard (2006) conducted another study that looked at the motivations of hospital volunteers and looked at the differences based on gender. The results showed that both genders and all generations had similar motivations for volunteering. The participants reported that direct patient contact and doing work that was personally meaningful were important to many of the participants for both genders.

Leisure Services and Motivation

In the leisure service field, Herzberg's Motivation/Hygiene Theory is widely used. Powell discusses Hoff, Ellis, and Crossley's (1988) study that concluded that there is a need to understand how to attract, motivate, and retain seasonal recreational employees, and they suggested the use of Herzberg's Theory as a basis for designing strategies for recruitment and development of seasonal employees (Powell, 2005). Recruitment is one of the major issues within the field of leisure services. An American Camping Association survey (1995) found that nearly 50% of agency camp directors and almost 40% of all camp directors identified staff recruitment and retention as their

greatest concern, and the concern has steadily increased for five years (DeGraaf, 1996). Recruitment is an important issue because for many leisure service agencies, their services are carried out directly by the staff members, so finding and keeping the right staff members is essential to the organization's success. Many agencies employ college students, and college students face large debts and may want a higher pay than camps and other organizations can offer.

Several studies have been done relating Herzberg's theory to the motivations of seasonal camp staff. Hoff, Ellis, and Crossley (1988) sought to determine whether Herzberg's theory was valid, and whether or not motivation and hygiene importance ratings differed by gender, school status, and desired job setting. They found that Herzberg's theory was valid for seasonal staff and that high school students rated hygiene factors higher than college students did, indicating age may make a difference.

DeGraaf (1992) conducted a study to determine the motivation of seasonal staff to accept a camp job, work through the summer, and return in future years, as well as the impact of independent variables such as type of camp and camp experience would have on motivation. He concluded that motivations stayed the same throughout the summer and the independent variables such as gender and age did not make a significant difference.

Yan (2005) studied what motivates college students to become first year CACYS counselors. He found that the counselors ranked motivator factors higher than they did hygiene factors. Costa (2008) examined the motivators of camp supervisors and counselors to accept their jobs in different camps throughout Greece. He determined that

Herzberg's theory only partially explains the motivations behind accepting a job because four of the top six were hygiene factors.

Camp Adventure™ Child and Youth Services

CACYS is a program that was founded in 1985 by Dr. Christopher Edginton. It was founded in order to provide an educational experience for college students by having the students provide summer day camp programs for children of military families all around the world. Currently, there are nearly 1000 college students from across the country participating in the program each year. These students participate in a staff development program in order to improve leadership skills, as well as gain knowledge about child development, behavior management, youth programming, and character development (Camp Adventure Brochure 2008, 2008).

The way that CACYS carries out its services is primarily through the counselors. According to Edginton and Luneckas (1993), "The student counselors that are part of Camp Adventure are encouraged to believe in and enjoy programming for youths enough to commit the time and the physical and creative energy to create magic. A high level of effort is required to do anything that is worthwhile and of quality" (p. 62). In order to reach this high level of quality, commitment, and productivity, the student counselors need to have some sort of motivation to act and do what they do.

There has been much research conducted in this area already, but the world is continuously changing and the results may not hold true for today. With today's economy, motivations for accepting a job and staying with a program may be completely different than they were in years past. This study will seek to find what exactly motivates today's CACYS counselors to participate in the program.

Methods

First, this study obtained IRB approval, and then recruited participants to complete the survey. Participants from this study were college students participating in CACYS staff development during the spring 2010 semester at Iowa State University, the University of Iowa, and the University of Northern Iowa. These schools were chosen because they were easily accessible. Two hundred eighteen students took the survey. Participants included both veterans of the CACYS program, as well as new members who have not participated before. Participants were given a self-reporting survey to complete voluntarily at a typical weekly staff development night at each of the staff development sites.

On the survey, participants were asked to rate 38 different motivation and hygiene factors based on how important those particular factors were in their decision to participate in CACYS in that particular year. They were asked to rate them as very important, important, unimportant, very unimportant, or not applicable to them. The motivation and hygiene factors used on the survey were similar to the ones used in Yan's study (2005) where he researched what motivates college students to become first year counselors in CACYS. Yan based the factors off of motive stems related to Herzberg's Motivation/Hygiene Theory that DeGraaf (1992) identified. Since Yan was only interested in the motivations of first year participants and this study included first year participants and veteran participants, several more factors from DeGraaf's motive stems were added to the survey that would apply to the veterans. The participants were also asked to give some demographic information including major, year in school, age,

gender, number of years participated in the program, and staff development site in order for the investigator to compare data and answer the research questions.

The results of the surveys were analyzed using SPSS 17.0 software. The means and standard deviations were computed for each question and put in rank order. The means of each question were compared for each area of the demographic information available.

Definitions

Camp Adventure™ Child and Youth Services (CACYS) – a service learning organization founded in 1985 provides an educational experience for college students through providing quality camp experiences for children and youth. CACYS mainly serves children and families on military bases in the U.S. and abroad. Students from universities across the United States participate in the program as camp counselors and camp directors. Students participate in staff development and are responsible for programming activities and supervising children and youth. CACYS offers many types of camps and services including day camps, resident camps, teen camps, child development center assistants, aquatics and swimming lessons instructors, and specialized camps such as sports camps or theatre camps.

Motivation - what it is that influences a person to do something or behave in a certain way.

Staff Development - training that the participants of CACYS must go through before going to and working at a camp. Participants learn things such as how to program,

behavior management techniques, songs and games, recognizing signs of child abuse, and the “Camp Adventure Way”. There are many staff development sites across the country.

Participants in Camp Adventure™ Child and Youth Services - refers to college students who have been accepted into the program and will be camp counselors, CDC assistants, or aquatics instructors for the summer. Participants may be new to the program or may already have been camp counselors in previous summers.

Motivation Hygiene Theory - Herzberg’s theory that attempts to explain work motivation. Motivation can be divided into hygiene factors and motivators. Hygiene factors are extrinsic and associated with environmental conditions of a job. These may lead to job dissatisfaction, but not satisfaction. Satisfaction is caused by the motivators, which are intrinsic factors such as personal growth and helping others. Job satisfaction and dissatisfaction are independent.

Veteran – someone who has already completed staff development and has gone into the field and been a camp counselor already. They also intend to participate in CACYS for another summer.

Significance

In order for a day camp to provide the services it is designed for, it needs to have qualified and competent staff. Thus, one of the most important tasks in the leisure field and in camp settings is to recruit and attract the appropriate staff. Without a

knowledgeable and willing staff day camps would not function well, or would cease to exist at all. Administrators face the task of finding and recruiting essential staff.

Most administrators have difficulty finding anyone to take camp positions at all, much less the highly qualified staff they would like to hire. According to an emerging issues survey, the American Camp Association (2009) found that 54.8% of the camps surveyed stated that staff recruitment and hiring was a very important issue and concern, while 38.6% said it was an important issue. When looking at the issue of staff training, 61% of the camps said that it was a very important issue and concern, while 32.7% said that it was an important issue (American Camp Association 2009). Another issue with finding the appropriate staff is that with the current economy, people may seek jobs that pay more money than the camps can offer. With many camps facing these concerns, it becomes very important to understand why people do seek these jobs so that camps can make their recruitment as effective as possible.

Since Camp Adventure Child and Youth Services employs thousands of people to work in camps each year, it also faces some of the same concerns and issues with recruitment and acquiring a qualified and willing staff as other camps do. This study of the counselors in CACYS will assist the organization with recruiting staff in upcoming years. Through understanding what it is that brings people to the organization and makes them participate, CACYS can try to bring in new members emphasizing the same factors that were effective with other staff. Many factors may contribute to the motivations of participants including the participants' ages or years of experience, so looking at the differences in motivation within the group and targeting different groups for different reasons can make recruitment even more effective. Since CACYS is similar to other

camps, understanding the motivations of participants can help with recruitment in not only CACYS, but other camp organizations as well.

Results

The survey was completed by 218 participants, including 45 from Iowa State University, 118 from the University of Northern Iowa, and 55 from the University of Iowa. After comparing the means of the 38 factors that were investigated (Table 1), the top five most important factors in the participants' decision to participate in the program this year were as follows:

1. Having Fun
2. Helping children and their families
3. Working with youth
4. The opportunity to travel
5. The opportunity for a leadership role

The number 1, number 3, and number 4 factors were hygiene factors, and the number 2 and number 5 were motivators. The five least important factors in the participants' decision were as follows:

1. A family member participated in the program
2. Salary/Stipend
3. Friends are in the Program
4. A previous positive camp experience
5. A personal connection to Camp Adventure

All of these factors were hygiene factors.

Table 1: Overall Rankings of Motivation Factors for All Study Participants

Factor	Rank	Mean	N	SD	Mot.Factor
Having fun	1	3.72	218	.472	hygiene
Helping children and their families	2	3.70	218	.490	motivation
Working with youth	3	3.69	218	.528	hygiene
Opportunity to travel	4	3.59	218	.571	hygiene
Opportunity for a leadership role	5	3.50	218	.624	motivation
Opportunity to spend free time in another country	6	3.50	218	.726	hygiene
Opportunity for personal growth	7	3.48	218	.609	motivation
Personal satisfaction and enjoyment	8	3.46	218	.615	motivation
Meeting new people	9	3.42	218	.604	hygiene
Opportunity to be a role model	10	3.37	218	.667	motivation
Opportunity to learn new skills	11	3.35	218	.717	motivation
Interesting work	12	3.34	218	.709	motivation
Resume development	13	3.32	218	.748	hygiene
Be part of a team	14	3.29	218	.610	hygiene
Use personal skills and talents	15	3.16	218	.716	motivation
Discover new professional opportunities for the future	16	3.16	218	.868	motivation
Hold a variety of responsibilities	17	3.13	218	.667	motivation
Sense of Accomplishment	18	3.13	218	.804	motivation
Help other counselors	19	3.04	218	.749	motivation
Opportunity to be creative	20	2.98	218	.783	motivation
Outside benefits (Ex. Free airfare)	21	2.93	218	.967	hygiene
Relates to majors	22	2.89	218	1.215	motivation
Good working conditions	23	2.86	218	.892	hygiene
Opportunity to be outdoors	24	2.83	218	.936	hygiene
Opportunity to use program skills	25	2.83	218	.894	motivation
Liked/respected other staff	26	2.82	218	.962	hygiene
Opportunity for Advancement	27	2.81	218	.904	motivation
Opportunity to join a student organization	28	2.68	218	.862	hygiene
Specialized nature of camps	29	2.53	218	1.124	hygiene
Opportunity for spiritual growth	30	2.48	218	1.169	motivation
Academic Credit	31	2.33	218	1.108	hygiene
Encouragement from Parents	32	2.23	218	1.173	hygiene
Routine of camp life	33	2.21	218	.814	hygiene
Personal connection (you were a camper)	34	2.16	218	1.321	hygiene
Previous positive experiences	35	2.11	218	1.511	hygiene
Friends are in the program	36	1.89	218	1.186	hygiene
Salary/Stipend	37	1.86	218	.905	hygiene
Family member participated in program	38	.75	218	1.122	hygiene

Even though there were three hygiene factors in the five factors rated most important, when looking at all of the factors in the top half there were actually 12 out of 19 that were motivators. When looking at the bottom half of all of the factors there were 14 out of 19 that were hygiene factors. This shows that overall the participant rated the motivators as more important and the hygiene factors less important.

Motivation and Major

For this study, the different majors of the participants were divided into the following categories: the arts, business/economics, communicative disorders/speech pathology/languages, education, English/history, leisure youth and human services (LYHS), the sciences, social work/families, and undecided. There were 10 participants in the arts, 19 in business/economics, 19 in communicative disorders/speech, 88 in education, 9 in English/history, 13 in LYHS, 40 in the sciences, 15 in social and family work, and 9 undecided.

When comparing how each major rated each factor, there wasn't much of a difference. The only factor where there was a slightly larger difference was in the area of relating to the participants' major as could be predicted. The majors of education, LYHS, and social work rated this factor as much more important than the other majors did.

The top four most important factors and the three least important factors were looked at for each major and are listed in Table 2. The English/history majors and the undecided majors had no motivators in their top factors; the arts, sciences, and business/economics majors had one motivator; the communications, education, and social work majors had two motivators, and leisure youth and human services majors had three motivators. It seems like the majors that are more typically associated with working with

children (LYHS, education, and social work) have more motivators in their most important factors than the majors that do not typically work with children. All majors had all 3 of their least important factors as hygiene factors.

Table 2: Motivation Factors According to Major

Rank	Arts	Buis/Econ	Comm
1	opp. To travel	opp. To travel	opp. To travel
2	having fun	free time in another country	help children/families
3	use personal talents	having fun	interesting work
4	free time in another country	personal enjoyment	having fun
36	previous positive exper.	salary/stipend	personal connection
37	relates to major	previous positive exper.	salary/stipend
38	family member participated	family member participated	family member participated
Rank	Education	Eng/Hist	LYHS
1	work with youth	opp to travel	help children/fam
2	help children/families	having fun	opp for leadership
3	having fun	free time in another c.	having fun
4	relates to major	resume development	new skills
36	friends in the program	friends in program	Encourage from parents
37	salary/stipend	personal connection	salary stipend
38	family member participated	family member parti.	family member parti
Rank	Science	Soc.Work	Undecided
1	having fun	work with youth	outside benefits
2	work with youth	help children/family	having fun
3	help children/family	opp for leadership role	opp to travel
4	opp to travel	having fun	free time in another count.
36	encourage from parents	salary/stipend	routine of camp life
37	friends in the program	previous positive experi.	friends in program
38	family member participated	family member participated	family member participated

Motivation and Year in School

For this study, participants were asked to choose which year they were in school, either first, second, third, fourth, fifth, or a graduate student. The participants in this study were 48 first years, 68 second years, 56 third years, 22 fourth years, 9 fifth years, and 15 graduate students.

When comparing how each year in school rated each factor, there wasn't much of a difference. The two factors that did have a difference were the areas of academic credit and the opportunity to join a student organization. Both of those areas were more important to the first years and decreased as the number of years in school increased, except for the graduate students. Both areas were also important to the graduate students. This could be due to the fact that the undergraduate students need to complete less and less credits as they go through school, but 1st years and new graduate students need the credits. Also, first year students and new graduate students may not already be in other organizations but third, fourth, and fifth year students have already had time to join organizations.

The top four most important factors and the three least important factors were looked at for each year in school and are listed in Table 3. In the top four factors, the second year students have one motivator; the first years, third years, and fourth years have two motivators; and the fifth years and graduate students have three motivators. It seems as if the students who have been in college the least number of years have more hygiene factors than motivators in their top factors, and the students who have been in college the longest have more motivators than hygiene factors in their top factors. All of the three least important factors were hygiene factors for all of the years in school.

Table 3: Motivation Factors According to Year in School

Rank	1st	2nd	3rd
1	opp to be creative	work with youth	work with youth
2	free time in another country	having fun	having fun
3	having fun	help children/fam	help children/fam
4	help children/families	opp to travel	leadership role
36	salary/stipend	friends in program	academic credit
37	friends in program	salary/stipend	salary/stipend
38	family member part	family member part	family member part
Rank	4th	5th	Grad
1	help children/families	work with youth	help children/fam
2	having fun	personal growth	having fun
3	personal growth	help children/fam	future professional opps
4	free time in another country	relates to major	leadership role
36	academic credit	salary stipend	encour fm parents
37	salary/stipend	academic credit	salary/stipend
38	family member part	family member part	family member part

Age and Motivation

Participants were divided into age groups: 18, 19, 20, 21, 22, 23, and 24 and older. There were 20 18 year olds, 56 19 year olds, 60 20 year olds, 43 21 year olds, 19 22 year olds, 13 23 year olds, and 7 who were 24 or older.

When comparing how each age rated each factor, there wasn't much of a difference. The areas of academic credit, friends in the program, and encouragement from parents did have a slight difference between the ages. As students got older, they thought that academic credit was less important in their decision to participate. Also, as students got older, having friends in the program became more important, and they also thought that encouragement from parents was less important. This could be due to the

fact that most of the 18 year olds have probably just recently moved out of their parents' houses, while older students have been away from their parents for a longer period of time.

The top four most important factors and the three least important factors were looked at for each year in school and are listed in Table 4. In the four most important factors the 18, 19, 20, and 21 year olds all had one motivator and the 22, 23, and 24+ year olds had two motivators. It seems as if the older the participants got the more important motivators became.

Table 4: Motivation Factors According to Age of Participants

Rank	18	19	20	
1	time in another count.	help children/fam	having fun	
2	opp to travel	work with youth	work with youth	
3	having fun	having fun	help children/fam	
4	help children/fam	opp to travel	opp to travel	
36	salary/stipend	previous positive exper	salary/stipend	
37	friends in program	friends in program	friends in program	
38	family member part	family member part	family member part	
Rank	21	22	23	24+
1	work with youth	help children/fam	having fun	free time in another count
2	help children/fam	having fun	leadership role	personal enjoyment
3	having fun	personal growth	free time in another count	personal growth
4	opp to travel	work with youth	help children/fam	opp to travel
36	salary/stipend	academic credit	salary/stipend	salary/stipend
37	academic credit	salary/stipend	encourage fm parents	encourage fm parents
38	family member part	family member part	family member part	family member part

Years in the Program and Motivation

In this study, there were participants who had participated zero, one, two, three, and four years in CACYS. There were 168 who had completed zero years, 31 who had

completed one year, 9 who had completed two years, 5 who had completed three years and 5 who had completed four years in the program.

When comparing how the participants that had participated in the program for different amount of years rated each factor there were some slight differences in many of the areas. Part of this may be due to the fact that there were very few people who had participated for three or four years, so the results for those numbers of years may not be representative. However, when looking at how participants new to the program (completed zero years) and veteran participants (completed one or more years) rated each of the factors there was not much of a difference. The two factors that the veterans rated as much more important than the non-veterans were the factors of friends in the program and a previous positive camp experience. The non-veterans probably have not had a camp experience before so it would not be important to them, and the veterans probably have developed friendships in the program throughout their years of participation that the non-veterans have not developed yet.

The top four most important factors and the three least important factors were looked at and are listed in Table 5. In the most important factors the participants that had completed zero years and one year had one motivator; two years had two motivators, and three and four years had three motivators. It seems like the longer people participate in the program, the more important motivator factors become. All of the three least important factors were hygiene factors for all of the years participated in the program.

Table 5: Motivation Factors According to Years Participated in the Program

Rank	0	1	2	3	4
1	having fun	having fun	work with youth	help children/fam	meet new people
2	helping children/fam	work with youth	help children/fam	leadership role	help children/fam
3	work with youth	help children/fam	personal growth	personal growth	learn new skills
4	opp to travel	free time in oth count	having fun	having fun	relates to major
36	previous positive exp	academic credit	salary/stipend	academic credit	academic credit
37	friends in the program	salary/stipend	spiritual growth	salary/stipend	family member part
38	family member part	family member part	family member part	family member part	salary/stipend

Gender and Motivation

In this study there were 181 females and 37 males who completed the survey.

Table 6 shows the top four most important factors and the three least important factors according to each gender.

According to the data, males and females were almost identical in their motivations for participating in CACYS. They both had one motivator in their four most important factors, and all three of their least important factors were hygiene factors.

There were no factors that one gender or another stood out over the other. It seems like gender does not have an impact on participants' motivation.

Table 6: Motivation Factors According to Gender

Rank	Female	Male
1	having fun	having fun
2	helping children/fam	work with youth
3	work with youth	helping children/fam
4	opp to travel	opp to travel
36	salary/stipend	previous positive exper.
37	friends in program	salary/stipend
38	fam member participated	fam member participated

Staff Development Site and Motivation

There were three staff development sites represented in this study. There were 45 participants from Iowa State University, 118 from University of Northern Iowa, and 55 from the University of Iowa.

When comparing how each staff development site rated each factor, there wasn't much of a difference. The one factor that was slightly different was regarding major, which UNI ranked the factor of "relating to major" as more important than the other two schools did. UNI is predominately a school known for education and many UNI participants had education as their major, which may explain why this factor was more important there.

The four most important factors and the three least important factors were looked at for each staff development site and are listed in Table 7. At all three staff development sites there was one motivator in the most important factors. All of the least important factors were hygiene factors. It seems like the staff development site does not have any impact on the motivations of participants.

Table 7: Motivation Factors According to Staff Development Site

Rank	ISU	UNI	U of I
1	working with youth	having fun	having fun
2	help children/fam	helping children/fam	free time in other count
3	having fun	work with youth	opp to travel
4	opp to travel	opp to travel	help children/fam
36	friends in program	friends in program	salary/stipend
37	salary/stipend	salary stipend	friends in program
38	family member part	family member part	family member part

Validation of Hypothesis

Based on the analysis of the data, the hypothesis was validated in some areas but not in others. When looking at the five most important factors overall there were more hygiene factors than motivators as predicted; however, when looking at the top 19 factors overall, the participants seemed to rank the motivators higher than the hygiene factors. As predicted the gender of the participants and the staff development site had no impact on participants' motivations. However the participants' majors, year in school, age, and number of years previously participated in the program did have somewhat of an effect on motivation. Majors that related to children found motivators more important than the other majors did. As the participants' year in school, age and number of years participated in the program increased, the participants found motivators more important.

Limitations

There are a few limitations to this study. The three schools chosen for this study may not be representative of all students at all staff development sites across the country. There were few males represented in this study. There may also have been a response bias. CACYS's discusses helping children and their families often, so participants may have ranked that factor more important than they actually believed because they thought that was what was expected of them. This study is also limited because CACYS is an organization designed mostly to provide college students with an educational experience, and is not solely focused on providing day camp services to children like other organizations looked at in this study.

Recommendations

As discovered through the data analysis, some groups have different motivations than other groups do in CACYS, thus different groups should have different factors emphasized to them. The younger, less experienced people with non related majors found hygiene factors more important, so these factors such as the traveling and having fun should be emphasized to them through things such as scrapbooks or other participants sharing their fun stories. The older, more experienced participants with related majors found motivators more important, so factors such as helping children and their families should be emphasized to these participants. This information can be used to recruit new participants and keep the existing participants. Camp directors and other people in charge of the summer camps can use this information to better understand their counselors.

It is recommended that participants from other staff development sites be included in further studies. It is also suggested that more males be included in the study, although it may not be possible since participants in the entire CACYS organization have a female majority.

Conclusion

Finding the right people to work at a summer camp can be a daunting task. It is important that the right people are found because the staff is the ones who can make camp a success, or doom it to failure. In order for camp administrators to find the right people, they need to know what motivates people to seek these positions in the first place.

One way that the leisure service field uses to explain motivation is Herzberg's Motivation Hygiene theory. This states that there are some factors like working

conditions that can cause job dissatisfaction called hygiene factors, and there are some factors like recognition and helping others that cause job satisfaction called motivators.

CACYS also needs to look at what motivates its counselors to participate in the program so that they can use this information for recruiting the next year's participants, as well as understanding the current participants to better serve their needs. There are several things that have been identified as possible factors in the participants' motivation to participate in the current year. Individual factors including a participants' major, year in school, age and number of years participated in the program can impact the participant's motivation. Motivators have been found to be more important than hygiene factors, and the specific motivators found most important to participants in this study were helping children and their families, the opportunity for a leadership role, opportunity for personal growth, personal satisfaction, the opportunity to be a role model, and the opportunity to learn new skills.

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Appendix A
Informed Consent

University of Northern Iowa
Human Participants Review
Informed Consent

Project Title: What motivates individuals to participate in *Camp Adventure™ Child and Youth Services?*

Investigator: Jennifer Engler

I am an undergraduate student at the University of Northern Iowa. I am in the honors program at my university, and I invite you to participate in my research study which is part of the requirements to complete the program. My project is to identify what factors are most important in the decision of college students to participate in *Camp Adventure™ Child and Youth Services*. Since you are invited to participate in a research project conducted through the University of Northern Iowa, you must give your signed consent to participate in the study. The following information should help you make an informed decision on whether or not to participate.

The purpose of this study is to identify which factors are most important in the decision of college students to participate in *Camp Adventure™ Child and Youth Services* by looking at a sample of participants that attended the staff development programs at the University of Northern Iowa, Iowa State University, and the University of Iowa. There is no direct benefit of you participating in this survey, but hopefully this study can provide information to help *Camp Adventure™* with recruiting counselors, as well as making sure they are meeting the needs of what current counselors want and expect from the program.

A self-reporting questionnaire will be given to you to complete. The survey should take approximately 6-10 minutes to complete. This is a voluntary survey, and you may choose to withdraw your participation, or choose not to participate at any time and you will not be penalized or be affected in any way. Your responses will not be looked at as a qualification to participate in *Camp Adventure™*, and your responses will in no way have any affect on your placement, evaluations, or standing within the *Camp Adventure™* program. The staff within *Camp Adventure™* will not assess your answers, and your answers are anonymous. This study involves minimal risk to you which entails no risks to your physical or mental health beyond those encountered in the normal course of everyday life. Any information gathered during the study that could identify you is kept confidential, and the data will be kept and analyzed solely by the investigator. The summarized findings with no identifying information may be presented at a conference or published in an academic journal.

Your help is very important for the success of this study, and I would appreciate your willingness to complete the survey. If you have any questions about this study or desire any information about your participation or the study in the future, you may contact me at 563-543-5077. You may also contact the office of the IRB Administrator, University of Northern Iowa, at 319-273-6148 for answers to questions about rights of research participants and the participant review process.

If you are not willing to complete the survey, please return the blank questionnaire. If you are willing to participate, please sign the following agreement, and thank you for your participation.

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

Signature of Participant

Date

Printed name of Participant

Signature of Investigator

Date

Signature of instructor/advisor

Date

Appendix B Survey

Thank you for taking the time to complete this survey. This survey will remain confidential, so please do not put your name on the survey. Your participation is important to this study and is vital for its success. Please answer the questions honestly. Thank you again for your participation!

Each factor represents a possible reason you may have for choosing to participate in *Camp Adventure™ Child and Youth Services* this year. Please rate each factor by circling the number that best represents the importance of that factor in your decision to participate in Camp Adventure this year. The rating scale is as follows: 4=very important, 3=important, 2=unimportant, 1= very unimportant and 0=not applicable to you.

Factors	Level of Importance in your Decision to Participate				
	Very Important	Important	Unimportant	Very Unimportant	N/A
1. Opportunity for personal growth	4	3	2	1	0
2. Opportunity to spend free time in another country	4	3	2	1	0
3. Opportunity to learn new skills	4	3	2	1	0
4. Relates to my major/future profession	4	3	2	1	0
5. Meeting new people	4	3	2	1	0
6. The routine of camp life	4	3	2	1	0
7. Opportunity to be a role model	4	3	2	1	0
8. Opportunity to use personal skills/talents	4	3	2	1	0
9. Salary/Stipend	4	3	2	1	0
10. Academic credit	4	3	2	1	0
11. Opportunity to join a student organization	4	3	2	1	0
12. Opportunity to be creative	4	3	2	1	0
13. Opportunity to travel	4	3	2	1	0
14. Friends are in the program	4	3	2	1	0
15. Desire for sense of accomplishment	4	3	2	1	0
16. Having fun	4	3	2	1	0
17. Helping children and their families	4	3	2	1	0
18. Opportunity to help other counselors	4	3	2	1	0
19. Interesting work	4	3	2	1	0
20. Good working conditions	4	3	2	1	0
21. Respect/like camp director and other staff	4	3	2	1	0
22. Previous camp experiences were positive	4	3	2	1	0
23. Opportunity to be outdoors	4	3	2	1	0
24. Outside Benefits (ex. free airfare, free housing)	4	3	2	1	0
25. Discover different professional opportunities for the future	4	3	2	1	0
26. Encouragement from parents	4	3	2	1	0

Factors	Level of Importance in your Decision to Participate				
	Very Important	Important	Unimportant	Very Unimportant	N/A
27. Opportunity to work with youth	4	3	2	1	0
28. Resume development	4	3	2	1	0
29. Opportunity for leadership role	4	3	2	1	0
30. Be part of a team	4	3	2	1	0
31. Personal connection (ex. You were a camper, stories from teachers, etc.)	4	3	2	1	0
32. Opportunity for advancement	4	3	2	1	0
33. Opportunity to use program skills	4	3	2	1	0
34. Family member participated in program	4	3	2	1	0
35. Personal satisfaction and enjoyment	4	3	2	1	0
36. Opportunity for spiritual growth	4	3	2	1	0
37. Opportunity to hold a variety of responsibilities	4	3	2	1	0
38. Specialized nature of camps (Ex. day camps, sport camps, travel camps, CDC, etc.)	4	3	2	1	0

Major: _____

Year in School (please circle): 1st 2nd 3rd 4th 5th Graduate

Gender (please circle): F M

Age: _____

Are you a veteran in the program (please circle)? Y N

If yes, how many years have you participated in the program (not including this year)? _____

Staff Development Site (please circle): UNI ISU U of I

Thank you for completing the survey!