EMOTIONAL INTELLIGENCE, CAMP CLIMATE, AND CAMP IDENTIFICATION AT RESIDENTIAL SUMMER CAMP

By
Christopher J. Refsguard

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APPROVED BY THE GRADUATE COMMITTEE OF:

Dr. Kendra Liddicoat, Committee Chair

Associate Professor of Human Dimensions of Natural Resource Management

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Dr. Tom Quinn

Director of Central Wisconsin Environmental Station

Dr. Mark Ferguson

Associate Professor of Psychology

ABSTRACT

Changes in emotional intelligence (EI) and levels of camp climate and identification (CC/I) were measured during four one-week sessions at an environmentally-focused residential summer camp in Wisconsin. Data were collected from 155 campers ages nine to fourteen. Self-perceptions of EI were documented using the five-point Likert-style Trait Emotional Intelligence Questionnaire – Child Short Form (TEIQue-CSF). Information on camp climate and identification (CC/I) was gathered using a modified version of the seven-point Likert-style School Climate and School Identification Measure – Student (SCASIM-St). Existing research on emotional intelligence and social/group identity concepts support the importance EI, climate, and identification in positive youth development, especially in learning environments such as schools.

In this study, campers completed the TEIQue-CSF on the first and last days of camp. A paired-samples t-test revealed a significant increase in EI over the course of the week ($t(154) = -3.34$, $p < .001$). Comparison of the level of self-reported EI at the beginning of camp and CC/I at the end of camp, as measured by the modified SCASIM-St, indicated that EI was a significant positive predictor of CC/I (simple linear regression, $R^2=.400$, $F=101.87$, $p = .001$). A mixed methods ANOVA and t-tests conducted on the SCASIM-St data indicated that returning campers rated CC/I more positively than first-year campers. These results align with existing research on the importance of EI and healthy social/group dynamics in learning environments, while contributing new information on these constructs in the camp setting. Camps can use these data to refine program offerings, improve youth development outcomes, and communicate the value of camp to parents.

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CHAPTER 1:

INTRODUCTION

Since the late 1800's, summer camps have provided youth with an opportunity to replace reliance on technology, the urban sprawl, and pressures of school with active recreational learning opportunities amongst peers in the outdoors (Yerkes, 2010). They offer parents and guardians a safe environment for their children to experience the joys, and sometimes woes, of being away from home for an extended period. While the benefits of attending residential summer camp vary based on mission, staff, programming, location, and target audience, most residential summer camps foster an environment rich with potential for developing social and emotional skills within both cabin cohorts and activity groups. Three emotional/social concepts are discussed in this thesis. The first, emotional intelligence (EI) as defined in this project, has been a topic of discussion since the early 1990's (Salovey & Mayer, 1990). The second and third concepts of school climate and school identity (they are referred to in this project as camp climate and camp identity) date back to social and group identity theory from the late 1970's (Tajfel & Turner, 1979).

PURPOSE OF STUDY

This study aimed to discover if and how individuals' self-perceptions of EI changed over the course of a week-long residential summer camp program at the Central Wisconsin Environmental Station (CWES). In other words, this study aimed to discover how individuals' trait EI changed over the course of a week-long residential summer camp program at CWES. Through analyzing self-reported camp climate and identification (CC/I) data in conjunction with

EI data, this study also sought to discover a relationship between EI and CC/I. Moreover, this study aimed to provide valuable information for CWES on their participants' experience of camp climate and identification.

STUDY OBJECTIVES

This project had four main objectives:

1. To contribute to a limited literature base on EI and CC/I in traditional residential camp settings via analysis of self-reported EI change and CC/I.
2. To discover the effect number of years spent at camp has on CC/I.
3. To validate the SCASIM – St in a residential camp setting (CWES).
4. To provide tangible opportunities for improvements in programming, training, and camp climate and identification at CWES.

RESEARCH QUESTIONS

- Does EI change during a week at residential summer camp?
- Does a camper's level of EI at the beginning of a CWES residential camp session predict that camper's perception of CC/I?
- Does number of years spent at camp influence level of CC/I?

PROBLEM STATEMENT

Emotional and mental health concerns among youth are becoming more common. Exposure to green spaces (such as those offered at CWES) is dwindling, and less active play is trending upward (Louv, 2009). The pressures placed on children to succeed in school while

participating in extracurricular activities can often lead to emotional distress, which can manifest as destructive or defiant behavior when children are not fully equipped to deal with such pressures (Petrides et al., 2006). These patterns have the potential to influence children's development, in turn affecting their ability to be successful during later stages of childhood, and into adolescence and adulthood (American Camp Association, 2005). Children who develop strong EI are more likely to be successful through their school years, and in the workplace (Joseph & Newman, 2010). Youth develop EI through regular exposure to emotion inducing situations, especially when peer and adult support is readily available (Zeidner et al., 2002). Youth who develop strong senses of positive climate and identity are more likely to adhere to the values of an organization and contribute to that organization in meaningful ways (Cohen & Geier, 2010). Summer camps provide a setting for youth to focus on emotional and social development in a healthy way.

IMPORTANCE OF STUDY

This study aimed to contribute empirical evidence to the knowledge base that supports emotional positive youth development at residential summer camps. This research helped fill a significant gap in literature by connecting and analyzing the concepts of EI and climate and identification in a residential camp setting. These two concepts have typically been studied in adults or non-camp settings. Filling this gap will promote the benefits of EI and climate/identity development at camps, as seen in academic and professional settings (Bizumic et al., 2009; Mavroveli et al., 2008). This study opened a door for future research to be conducted on the emotional and social benefits of attending residential summer camps through its use of concepts that have been linked to success in schools, work, and neighborhoods/communities.

Additionally, this research aimed to provide a foundation that will influence the way summer staff are trained to manage camper behavior and lead daily activities at camp.

DEFINITION OF TERMS AND ABBREVIATIONS

- **Ability Emotional Intelligence** (AEI) - Cognitive form of emotional intelligence measured by external performance tests (Williams et al., 2010).
- **American Camp Association** (ACA) - A non-profit organization created to connect camps across the United States with the intention of upholding standards and sharing knowledge and skills among its network, and those interested in the camp environment (American Camp Association, n.d.).
- **Camp Climate** (CC) – (Adapted from School Climate) Components of a camp that involve camper to camper relationships and camper to staff relationships (Lee et al., 2017).
- **Camp Identification** (CI) – (Adapted from School Identification) Camper perceptions of personal identification with the mission, values, structures, and norms of a camp environment (Lee et al., 2017).
- **Camp Climate and Identification** (CC/I) – Summation of camp climate and camp identification forming an interconnected concept (Lee et al., 2017).
- **Central Wisconsin Environmental Station** (CWES) - 200-acre field station operated by the University of Wisconsin - Stevens Point offering residential summer camp programming and day camps for youth ages five to seventeen during the months of June, July, and August ("Central Wisconsin Environmental Station", n.d.).

- **Emotional Intelligence** (EI) – The ability to control one's own and others' feelings and emotions, to discriminate among and to use this information to guide one's thinking and actions (Mayer et al., 2000).
- **School Climate and School Identification Measure – Student Form** (SCASIM-St) – Quantitative seven-point Likert style survey manipulated by the author of this thesis to measure levels of climate and identification at camp (Lee et al., 2017).
- **Trait Emotional Intelligence** (TEI) – Self-report measure of emotional intelligence (Williams et al., 2009).
- **Trait Emotional Intelligence Questionnaire – Child Short Form** (TEIQue-CSF) – Quantitative survey tool used to measure trait emotional intelligence. Adapted from the TEIQue (London Psychometric Laboratory, n.d.).

ASSUMPTIONS

The following assumptions were made when planning and conducting this research:

1. Participants could fully comprehend the survey material.
2. Participants were honest with their response choices and completed the surveys to the best of their ability.

LIMITATIONS

The following limitations were either uncontrollable, or intentional based on necessity:

1. Campers in this research sample were at or above the age of nine for two reasons: a) campers younger than nine were only able to register for camps that lasted less than four nights, and b) existing research studies suggest that campers younger than this

study's youngest participants may not have possessed the cognitive capacity to participate using the instruments in this study.

2. Campers in this research sample were at or below the age of fourteen, which is the cut off age for the CWES residential camp experience.
3. Time and resource constraints restricted this data collection to four separate one-week summer camp sessions.
4. Resources only allowed for the collection of data at CWES.
5. Only campers who were accompanied by a parent or legal guardian on drop off day were eligible to participate in this study unless a completed consent form was returned to camp prior to the camper's arrival.

CHAPTER 2:
LITERATURE REVIEW

This chapter discusses academic and professional articles relevant to this study to understand trends, methods, and gaps in literature concerning emotional intelligence (EI) and camp climate and identification (CC/I). This study's research demographic will be camp-aged youth in a residential camp setting. The first section of this chapter is dedicated to literature that identifies how camp experiences provide opportunities for youth to develop social and emotional skills. The second section focuses on the understanding and development of EI. The third section discusses the importance of CC/I.

SUMMER CAMP

Purpose and Benefits of a Residential Camp Experience

Summer camps offer an abundance of programming intended to develop well-rounded individuals. Data supporting the positive influence these camps have on children across the United States is abundant. From number of participants to program depth to empirical evidence on positive outcomes, residential summer camps are highly regarded contributors to the development of a healthy childhood. Generally, the purpose of residential summer camps is to offer children a safe and fun environment in which they can learn and grow. However, the avenues for growth that each camp offers are unique to that camp. Henderson et al. (2007) reference work on youth development at camps by Nicholson et al. (2004), and the National Research Council and Institute of Medicine (2002). when suggesting that camps are committed to physical, emotional, and educational development through well-developed programs that

intentionally use a youth development model. This intertwining of individual and community is abundant in camp literature.

Importance of Camp for Youth Development

The Youth Development Outcomes of the Camp Experience study conducted by Philliber Research Associates and the American Camp Association (American Camp Association, 2005) collected data on campers using pre/post surveys from 80 camps across the country. Using a mixed methods approach, the study collected survey responses from counselors, parents, and campers about their opinions on four developmental domains before camp, at the end of camp, and six months after camp ended. Using factor analysis, the researchers created response categories and assigned each to a certain domain. They concluded that a summer camp experience has a significant positive relationship with the development of (a) positive identity ($p < .05$), (b) social skills ($p < .05$), (c) physical and thinking skills ($p < .05$), and (d) positive values and spiritual growth ($p < .05$). Henderson et al. (2007) concurred with these positive benefits of camp attendance, stating that adventure and exploration saw the highest positive response rate, followed by developments in friendship, positive identity, independence, leadership, and spirituality. Garst et al. (2011) agree, while adding that camp settings offer opportunities for connecting to nature, risk-taking in a safe space, building competence, and a sense of mattering.

These skills are the building blocks for a healthy transition from childhood, to adolescence, to adulthood. Through the development of intentional programming, emphasis on community building, and proper training of staff, camps have reached a level of providing social and cognitive development opportunities on par with academic institutions. Camp programs, however unique their goals and missions may be, typically conform to a vision of providing

enjoyable and rewarding experiences for youth in preparation for a seamless transition into adulthood (Povilaitis & Tamminen, 2018).

Role of Camp in EI and CC/CI Development

In their ongoing Youth Impact Study, the ACA has presented evidence that social and emotional skills developed during a camp experience are vital to future success (Browne, 2018). In a meta-analysis study of school-based social and emotional learning programs involving just over 270,000 students, Durlak et al. (2011) concluded that social-emotional learning supports academic performance. Dymnicki et al. (2013) expand this reasoning by suggesting that the five social-emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) are at the core of college and career readiness. As mentioned, when referencing the work of Povilaitis and Tamminen (2018), camps are frequently credited with providing youth the opportunity to test their personal limits in a safe and fun environment. Through intentionally interactive programming and communal living, campers experience activities such as tandem canoeing, log rolling, tree climbing, skits, and more that promote interdependence and the development of emotional and social skills.

Camp activities enhance prosocial behaviors including students' empathy, interpersonal skills, and self-efficacy (Mishna et al., 2001). A study on social-emotional competencies involving 93 secondary students in Singapore utilized a mixed-methods approach, concluding that camps provide avenues for growth in social awareness, self-management, relationship management, and responsible decision making (Ee & Ong, 2014). Within these studies of social and emotional development lie the concepts of EI and CC/I.

EMOTIONAL INTELLIGENCE

Origins and Definition of EI

Literature on EI dates to the 1940's with work describing emotions as adaptive organizing responses that arouse and guide action (Leeper, 1948). In 1990, Salovey and Mayer defined EI as "the ability to control one's own and others' feelings and emotions, to discriminate among and to use this information to guide one's thinking and actions" (p. 189). Promotion of emotional and intellectual growth, the employment of emotional knowledge, the facilitation of emotion-based thinking, and expression of emotion in action are all connected to nurturing EI development (Salovey & Mayer, 1997). Salovey and Mayer also suggest that these emotional skills assist in the development of a high-functioning community.

Components of EI

The two methods of categorizing EI are (Williams et al., 2009):

1. Ability EI - Measured through external identification via performance tests with right and wrong answers.
2. Trait EI - Conceptualized as a lower level personality trait measured via self-reports. It assesses both behavioral tendencies and self-perceived abilities. (This is also described as Mixed Methods EI.)

The trait EI sampling domain connected to the EI tool that was used in this study can be found in Table 2.1.

Table 2.1

Sampling domain of trait EI

Facets	*High scorers view themselves as…*
Adaptability	…flexible and willing to adapt to new conditions
Assertiveness	…forthright, frank, and willing to stand up for their rights
Emotion expression	…capable of communicating their feelings to others
Emotion management (others)	…capable of influencing other people's feelings
Emotion perception (self and others)	…clear about their own and other people's feelings
Emotion regulation	…capable of controlling their emotions
Impulsiveness (low)	…reflective and less likely to give in to their urges
Relationships	…capable of maintaining fulfilling personal relationships
Self-esteem	…successful and self - confident
Self-motivation	…driven and unlikely to give up in the face of adversity
Social awareness	…accomplished networkers with superior social skills
Stress management	…capable of withstanding pressure and regulating stress
Trait empathy	…capable of taking someone else's perspective
Trait happiness	…cheerful and satisfied with their lives
Trait optimism	…confident and likely to "look on the bright side" of life

Petrides, K.V. (2011). Ability and trait emotional intelligence. T. Chomorro-Premuzic (Ed.) The Wiley-Blackwell Handbook of Individual Differences. (25). Blackwell Publishing Ltd.

General Trends

The theories, frameworks, and models surrounding EI are becoming increasingly popular among professionals and academics. Employers and researchers are looking to literature involving EI for information on trends and benefits of EI in school and the workplace. Studies have suggested that EI has a positive relationship with job performance (Cherniss, 2002; Joseph & Newman, 2010; O'Boyle Jr. et al., 2011). Joseph and Newman (2010) and O'Boyle et al. (2011) conducted meta-analyses of over 980 published and original research articles discovering correlational relationships between job performance and both ability EI and trait EI.

The collection of research surrounding the relationship between trait EI and variables such as social behavior, health, and academic success is more immediately relevant to this study.

Data on this relationship was collected via the Emotional Quotient Inventory Youth Version from 667 high school students at the beginning of the academic year and compared the results with academic records at the end of the year (Parker et al., 2004). The researchers used latent variable path modeling to suggest that 16 – 20% of variability in academic success was explained by EI variables used in their study. Another study measured 150 college students' levels of EI using the Mayer-Salovey-Caruso Emotional Intelligence Test, Tetts Emotional Intelligence Scale, and the O'Sullivan and Guilford Social Intelligence Tests (Barchard, 2003). After multiple regression analysis of three domains (the third being EI), the author used a single regression analysis which suggested 6 factors within the trait EI domains accounted for 8% of variance in academic success.

Additional authors have discovered a similar positive association between academic achievement and the development of EI (Brackett & Mayer, 2003). Discoveries have been made using a variety of tools, including the Trait Emotional Intelligence Questionnaire – Adolescent Short Form. Using multiple ANOVAs for seven behavioral variables, a 2006 study on 160 students with a mean sample age of 10.8 years old suggested that a high level of self-reported (trait) EI is positively associated with cooperation in the classroom and pro-social behavior, and negatively associated with disruptive and aggressive behavior at school (Petrides et al., 2006). In a similar study, EI levels of 188 youth were collected using the Trait Emotional Intelligence Questionnaire – Child Form. Once collected, trait EI data were compared to responses from the Strength and Difficulties Questionnaire using a correlational analysis. The researchers found that EI and pro-social behavior were significantly correlated at $p < .001$ (Mavroveli et al., 2008). These trends are important to understanding the significance of providing children with opportunities to develop EI at a young age.

Importance of EI in Youth Development

Emotions are an important component of healthy social living. Emotions can provide insight into thoughts and perceptions (happiness indicates harmony and anger reflects feelings of injustice, etc.). Additionally, emotions complement other means of communication between groups of individuals needing to interact (Salovey & Sluyter, 1997). According to Salovey and Mayer, those who are unable to recognize their own and others' emotions will be unable to connect with others, causing themselves to be outcast (1990). As such, supporting EI skill development should be prioritized during childhood so that benefits may be realized later. Cherniss (2001) makes two claims regarding the importance of EI:

1. Teenagers scoring higher on emotional perception tests are more likeable and successful in school (even when intelligence is controlled for).
2. College students who scored higher on EI tests are healthier due to their ability to recover from stress.

Expanding on the results of EI's role in recovering from stress (as categorized within the trait EI framework), Brackett et al. (2011, p. 95) suggest that EI "should help individuals to deal effectively with unpleasant emotions and to promote pleasant emotions in order to promote both personal growth and well-being."

Gaps in Literature

Although EI has become an increasingly popular subject, research addressing the relationship between youth and EI is still outweighed by literature on EI and adults. More specifically, literature on the development, understanding, and utilization of EI in traditional residential camp environments for youth is nearly non-existent. This is especially surprising

when one considers the amount of emotion-inducing experiences children are exposed to while at residential summer camps. Week-long programs regularly place children in positively (and unfortunately, sometimes negatively) challenging situations. High-energy programming often elicits happiness and excitement, long days and diverse personalities can spark dramatic tensions, and departing from family and friends can generate feelings of sadness and isolation. These significant moments, experienced during childhood, provide real growth opportunities for youth to explore and build new skill sets that will be utilized during crucial transitional periods later in life.

Research on the process by which EI develops is also limited. Two studies suggest that EI is learned through interaction and practice (Mayer & Salovey, 1997; Zeidner et al., 2002). In addition to interaction and practice, it has been suggested that biological factors contribute to the development of EI (Zeidner et al., 2003). If this is true, biological factors contributing to EI levels should be complimented by practice through exposure to emotion inducing situations.

CAMP CLIMATE AND IDENTIFICATION

Origins and definition of CC/I

Climate and identification literature stems from theories dating back to the early 1900's, and more recently, literature that gained footing in the 1970's. Moos (1973) is often credited for influential research on social climate and group indexes within various learning settings. His work has influenced current research on climate and identity within school and non-formal education systems, mostly through literature on peer to peer relations and group dynamics. Lee et al. (2017, p. 91) describe school climate as "social aspects of the learning environment including school members' interactions and relationships, shared values and norms, and the personal

development and growth of the members." For the purpose of this study, climate and identification will be reflective of a summer camp setting, defined as the characteristics of a camp that involve camper to camper relationships, camper to staff relationships, and shared values/norms (or camp identification).

Tajfel and Turner are often considered to be seminal authors on the concept of social identity, which suggests that an individual's sense of self or identity is dependent on the group(s) they belong to (Tajfel & Turner, 1979). The concept of social identity was instrumental in the creation of school identification, from which camp identification was derived.

Components of CC/I

The amount of literature contributing to what is currently understood as school climate and identification is abundant. Lee et al. (2017) took it upon themselves to concentrate the literature into a more approachable concept encompassing high priority aspects of climate and identification in learning environments. According to Lee et al. (2017), school climate and identification has four subdimensions; (a) student to student relations, (b) student to staff relations, (c) academic emphasis, and (d) shared values and approach. Although each subdimension holds merit, this study is only concerned with the student to student, student to staff and shared values and approach subdimensions. The subdimension "academic emphasis" was not in alignment with this study's goals. Additionally, academic emphasis was not directly measurable in this study's residential summer camp setting. Within each of the three relevant subdimensions lies additional information necessary to understanding the complexity and importance of climate and identification within learning environments.

General Trends

To understand the current trajectory of climate and identification research, and to grasp each subdimension's importance, select literature from the past decade will be discussed chronologically. Climate and identification research relevant to this study has predominantly been conducted in school settings. Daily class meetings, peer interactions, student to staff interactions, extra-curricular activities, etc. all make for a fruitful study environment. A significant pattern within climate and identification research appears in the form of interactions between groups and individuals in school settings. In 2009, a study was published on the role social identity plays in individual well-being within the Australian school system (Bizumic et al., 2009). Using correlational analysis from data on students, the authors of the study concluded that school climate and identification were positively and moderately to strongly correlated with "self-esteem" (.34 & .45) and "positive affect" (between .28 and .41) when reporting Cohen's *r* effects. They also used regression analysis to conclude that school identification was significantly and negatively related to anxiety, depression, loss of emotional control, aggression, and disruptive behavior (Bizumic et al., 2009).

In 2014, work was published on climate and identity data from 492 Australian students during the 2009, 2010, and 2011 academic years (Turner et al., 2014). Using latent growth modeling to understand predictors of school climate and identification factors over time, the longitudinal project concluded that positive change in school climate and identification predicts a decrease in bullying behaviors. Increased rates of depression and anxiety predicted higher rates of bullying and victimization (Turner et al., 2014). Through a correlational analysis of data from the School Engagement Measure (five-point Likert scale survey) and the Socio-Educative Environment Questionnaire (five-point Likert scale survey) on 955 high-school students, school

climate was positively correlated (.19 < r < .50) with school engagement (Fatou & Kubiszewski, 2017).

Using correlation and multilevel SEM analysis, Maxwell et al. (2017) studied data collected from 2,257 secondary school students. In this study, Maxwell et al. suggested that student school identification was mediating the influence of school climate on dimensions of academic achievement (numeracy, writing, and reading). Each of these studies acknowledge the importance of climate and identification, either by their relationship to academic success, their predictive relationship to behavior patterns, or their relationship to engagement.

Importance of CC/I

Since the 1970's, academic literature has found meaningful ways to associate school climate with student outcomes (Lee et al., 2017). A study of 1,451 middle schoolers found school climate and the ability to adjust to new situations and ideas as being positively correlated (Way et al., 2007). Along with perceptions of peer relationships and shared mission, positive reports of school climate have been linked to reductions in disciplinary problems (Cohen & Geier, 2010), and violent or destructive behavior (Gregory et al., 2010). In residential camp environments, youth are regularly confronted with situations that demand an openness to change. When facing this change, violent or destructive behavior by peers only exacerbates tensions or stresses we attempt to eliminate through intentional programming and mentorship at camp.

Moos (1973), whose research on school climate is often regarded as foundational, suggested that "students in small schools with relatively few associates within behavior settings, in comparison with students of larger schools with relatively many associates, report twice as many pressures on them to take part in the programs of the settings, actually perform more than

twice as many responsible positions in the settings, and report having more satisfactions related to the development of competence, to being challenged, to engaging in important actions… to gaining moral and cultural values" (p. 654). Although this study is dated, the argument still holds weight. When students are given more opportunity to be actively involved in their education, they are granted a sense of ownership and responsibility within their work. This concept of increased responsibility corresponding with reduced group size is evident in programming and cabin groups at CWES summer camps. Although camp cohorts range in size from 30 – 75 campers, programming and cabin groups are much smaller. Program groups are often 8-12 campers, while cabin groups are typically 5 – 10 campers. This system allows campers an opportunity to bond with peers in a meaningful way and contribute to the group more regularly.

Gaps in Research

Climate and identification research on youth in learning environments is primarily being conducted in school settings. This research within school settings has linked climate and identification to a wide variety of social/behavioral variables, but almost entirely leaves out EI. Literature regularly suggests that higher levels of reported climate and identification are associated with various positive social/behavioral tendencies such as belonging and peer support, while being negatively associated with variables such as bullying and aggression. Bizumic et al. (2009) suggest that school identification is significantly negatively correlated with loss of emotional control, but like other literature, only comes close to approaching EI. This lack of connection seems to be an oversight, considering the mutuality between climate and identification literature and EI. Both concepts have psycho-social foundations that mingle with self-improvement through interpersonal connections.

Furthermore, the limited base of research on climate and identification within camp settings is equally perplexing. Camps are centered on retention built through community and growth. Traditional residential summer camp settings seem to be the perfect fit, but climate and identification research in camp settings is almost exclusively conducted in specialty camps with specific missions. Religious camps, sports camps, medical camps (cancer, diabetes, etc.), special needs camps (Autism Spectrum Disorder, sensory impairment, etc.) and rehabilitation camps (addiction recovery etc.) dominate climate and identification literature in camp settings. These specialty camps have pre-existing unifying themes that encourage campers to identify with the larger community, even before they show up. This attention to specialty camps has created a significant gap in CC/I literature related to traditional residential summer camps.

SUMMARY

The concepts of EI and climate and identification focus on how individuals perceive the people, settings, and situations around them. Positive development in each of these areas clearly points to social, psychological, and intellectual benefits. Youth navigating crucial periods of development are particularly sensitive to the growth that comes with both positive and negative experiences of EI, climate and identification. Residential summer camps provide youth with an environment ripe with potential for growth in the afore mentioned areas. Current research has provided an avenue by which this growth can be measured, and yet, literature on these concepts within residential camp settings remains notably thin. This study aimed to set a foundation for research on emotional intelligence, climate and identification concepts and their relationships to be tested in traditional residential camp settings in a new and meaningful way.

CHAPTER 3:

METHODS

This study collected data on camper emotional intelligence (EI) and camp climate and identification (CC/I). Data were collected using two quantitative survey tools. One survey, which was delivered twice, focused on EI, while the other survey was used to measure CC/I. The goals of this research included exploring change in EI at camp, connections between EI and CC/I, and differences in CC/I between first-year and returning campers. A survey tool designed for use in school settings was also validated for the camp setting.

RESEARCH DESIGN

This quantitative study utilized a census survey design, inviting all campers from four separate one-week camp sessions at the Central Wisconsin Environmental Station (CWES) to participate. Quantitative methods allow researchers to be objective in their analysis, representing social issues in a numeric and quantifiable manner (O'Leary, 2014). Quantitative methods allow researchers to generalize their populations, increasing external validity (Creswell, 2014; Shadish et al., 2002). Furthermore, quantitative methods were selected to reach a greater participant base, allow for comparisons with existing research, and standardize empirical data while maintaining anonymity (O'Leary, 2014). The first survey followed a pretest posttest design targeting trait EI. The second quantitative survey targeted perceptions of camp climate and camp identity. This survey was only distributed once because it was assumed that first-year campers would not have

enough camp experience to consider, if asked to respond to statements on climate and identification at CWES on the first day. The climate and identification survey focused on three dimensions of climate and identification: 1) camper to camper relationships, 2) camper to staff relationships, and 3) camp identification.

A streamlined quantitative approach was utilized to maximize the amount of data collected while operating on a strict schedule. The duties of summer camp directors on check-in and departure days at CWES limited the amount of time allowed for data collection. Additionally, this reliable quantitative method was selected to decrease the amount of time participants were asked to spend away from programming. Previously, quantitative methods have proven suitable for analyzing concepts similar to those in this study (Brackett & Mayer, 2003; Lee et al., 2017; Petrides et al., 2006).

PARTICIPANTS

Participants in this study were drawn from four purposively selected camp sessions, which met the age criteria for the study, 9-14 years of age. These chosen sessions were not intended to be representative of all CWES camp sessions or all CWES campers. Camp sessions were residential and five or six days in length. Survey data were collected from all consenting campers from each session, thus conducting a census of the selected population. The total population was 182 participants. The 155 campers who chose to complete the surveys represented 85% of the population, a high response rate.

STUDY SITE

The Central Wisconsin Environmental Station (CWES) is a 200-acre field station of the University of Wisconsin – Stevens Point (UWSP). Located in Amherst Junction, Wisconsin, the year-round teaching and learning center has been offering environmental education and recreation opportunities since 1975. Most of the year CWES operates as host for: 1) The Tomorrow River Community Charter School, 2) UWSP Environmental Education students fulfilling a practical teaching course requirement, 3) schools across the state visiting on day-long or overnight field-trips, and 4) professional/recreation groups using the space for retreats, business meetings, reunions, etc.

In the summer months (June – August), CWES offers nine weeks of environmental-themed camps. For the summer of 2019, CWES offered four day-camps for children ages 5 to 10, seven week-long residential camps for children ages 7 to 14, three off-site adventure camps for youth ages 12 to 16, and one specialized residential camp for participants looking to gain a college credit through UWSP. The participants in this research study were drawn from the following four residential camps: *Elements* (ages 9-12), *Outdoor Skills* (ages 10-12), *Sky's the Limit* (ages 11-13), *Outdoor Odyssey* (ages 12-14). Typical activities at these camps include kayaking/canoeing, tree climbing, archery, swimming, night-hikes, campfires, crafts, stargazing, shelter building, and low-ropes/challenge courses.

INSTRUMENTATION

The quantitative surveys used in this study have been tested by other researchers and are proven to be reliable measures of the concepts studied in this project (Babalis et al., 2013; Lee et

al., 2017). These tools were intentionally chosen in an attempt to create consistency with other sources of empirical findings, therefore increasing this study's validity (Shadish et al., 2002).

Emotional Intelligence

Trait emotional intelligence (TEI) was analyzed to provide information on participants' perceptions of their emotional intelligence. This study utilized the Trait Emotional Intelligence Questionnaire - Child Short Form (TEIQue-CSF) to assess EI. This self-report survey is comprised of 36 statements derived from the TEIQue and adapted for a younger audience. Responses to these statements were documented using a five-point Likert Scale, with a score of one being "Disagree Completely" and five being "Agree Completely". A copy of the TEIQue – CSF can be found in Appendix A.

The TEIQue-Child Form has been proven to be a reliable measure of TEI. In 2008, Mavrovelli et al. documented an alpha score of .76 utilizing a sample of 139 students attending state school in England (mean age of 11.23 years). The TEIQue-CSF was utilized in a study conducted in Greek Primary schools, during which an alpha score of .80 was achieved (Babalis et al., 2013). The items included in this instrument were cross-checked against the Children's Printed Word Database. This database includes standardized vocabulary intended for the first four years of primary school. Additionally, the creators of the survey administered the instrument to 30 children between the ages of 8 and 12 to ensure the statements were acceptable for and understandable by the target audience (Mavrovelli et al., 2008).

Camp Climate and Camp Identification

Camp climate and identification was measured using a modified School Climate and School Identification Measure – Student (SCASIM – St) survey. The original tool was developed by Lee et al. in 2017 to gather data on primary school children in Australia. When establishing the validity of the SCASIM – St, Lee et al. (2017) conducted three studies with a total sample of 7,209 students in grades 7-10. Founded on the theoretical framework of social identity and self-categorization theory, the instrument is comprised of 38 items that measure school climate, and six items that measure school identification. The survey asked participants to respond using a seven-point Likert scale with a response of 1 being "Strongly Disagree" and a response of 7 being "Strongly Agree". There are four subscales within the school climate measure: (a) student to student relations, (b) student to staff relations, (c) academic emphasis, and (d) shared values and approach. Of the four school climate subscales, this study only collected data on the statements under student to student relations, student to staff relations, and the 6-item school identification measure.

Some words from the original tool were changed to fit the needs of this study. The word student was changed to camper, the word staff was changed to counselor, and the word school was changed to camp. A reliability test was run after these manipulations, which yielded a Cronbach's alpha score of .934. Additionally, the survey specified that camp meant CWES. A copy of the modified SCASIM – St can be found in Appendix B.

DATA COLLECTION

Before check-in day, a preliminary e-mail was sent to parents/guardians introducing the research study. This e-mail contained information about the contents of the survey, information on the researcher, the purpose of the research, participant anonymity, and the voluntary nature of participation. To alleviate congestion on check-in day, consent forms were attached to the e-mail, which could be printed and brought to camp if their camper(s) chose to participate. Consent forms, a copy of the child assent form, and copies of the surveys were also available to parents/guardians at check-in where the researcher was present. The TEIQue-CSF was distributed and collected on the first and last days of camp (Sunday evening and Friday morning, respectively). The modified SCASIM-St was only distributed and collected on the final day of camp (Friday mornings) after breakfast. The surveys were administered to all participants at once while campers were in the main lodge after dinner on Sunday evening, and after breakfast on Friday morning.

TRUSTWORTHINESS

When assessing a study's results and methodology, threats to validity must be addressed. Validity is understood as the trustworthiness of an inference (Shadish et al., 2002). The first topic to address is the power of this study, which is related to sampling error. The census survey design utilized in this study maximized the participant pool, increasing power, which directly addressed the issue of sampling error. The greater the sample, the lower the chance of sampling error occurring. By inviting all campers to participate, the possibility of sampling error was decreased.

The use of existing instruments and census survey design increased this study's external validity. There are, however, other threats to external validity that must be considered. According to Shadish et al. (2002), researchers must contemplate interactions of the causal relationship (a) with units, (b) over treatment variations and (c) with settings. To address causal relationships with units, this study chose not to sample, but rather, to invite the population of each camp session to participate. Practical restraints prevented research being completed at camps that may represent a different demographic than those in this study, but the results from this study are representative of CWES campers. The treatment variations threat was addressed through a review of literature and discovery of similar studies being conducted over longer periods of time (Parker et al., 2005). Shadish et al. (2002) suggest that experiments of a limited duration may cause people to react differently compared to a longer experiment of the same nature. As is discussed in Chapter 2 and Chapter 5, interactions with settings as a threat to validity was addressed through literature review and purposeful selection of instruments. EI change, emotional intelligence, and climate and identification results from this study align with studies conducted in academic settings.

Finally, there are threats to internal validity that must be addressed. Such threats to consider include (a) selection, (b) maturation and (c) testing. The selection threat was addressed via response rate (85%). The maturation threat was considered due to the life stages of this study's participants. Campers at CWES are navigating crucial periods of development. The threat was addressed through the limited time frame of this study. Whereas previous studies on emotional development and climate and identification concepts take place among students and over longer periods of time, this study concerned itself with results after a week at camp. The testing threat was addressed through the decision to analyze trait EI and climate and

identification, which do not rely on an ability performance score that could be altered by an increase in familiarity through repetitive tests. On the contrary, trait EI and climate and identification care little for performance, but rather self-perceptions. Scores of 1 versus scores of 5 do not equate to a better or worse score comparatively.

DATA ANALYSIS

Data were converted to an electronic format using Microsoft Excel. Following the directions for the TEIQue-CSF (S. Mavrovelli, personal communication, April 15, 2019), scores for some statements were reverse coded. Next descriptive and inferential statistics were computed using the Statistical Package for the Social Sciences 25.0 (SPSS). A Pearson's Correlation was run to learn about the relationships between each tool used in this study. Changes in EI were analyzed using t-tests, an ANOVA, and an ANCOVA. A mixed-method ANOVA was used to analyze patterns between years spent at camp and scores of sub-factor types on the modified SCASIM-St. Linear regressions were used to analyze the relationship between EI and CC/I, specifically, analyzing EI as influencing perceptions of CC/I.

STUDY APPROVAL

This study was reviewed and approved by the Institutional Review Board for the Protection of Human Subjects at the University of Wisconsin – Stevens Point prior to data collection. A copy of the letter of approval can be found in Appendix F. Parents/guardians signed a written informed consent document and had the opportunity to ask questions about the study (Appendix C). Children also signed a written assent form before completing the survey

instruments (Appendix D). Participation was entirely voluntary, and children or parents could choose to withdraw at any time without penalty.

CHAPTER 4:
RESULTS

The purpose of this study was to discover if (a) emotional intelligence (EI) changed during a week at residential summer camp, (b) if a camper's level of EI at the beginning of a CWES residential camp session predicted perceptions of camp climate and identification (CC/I), and (c) if number of years spent at camp influenced level of CC/I. Results are organized by research question.

DEMOGRAPHICS

For privacy reasons, the only demographic information collected from participants was gender identity, age, and years of attending camp at CWES. Of the 155 survey participants, 61% identified as female, which was similar to the gender breakdown of CWES summer camps. Gender and age composition of each camp session can be found in Table 4.1. The distribution of first-year and returning campers can be found in Figure 4.1. There were 81 first-year campers and 70 returning campers.

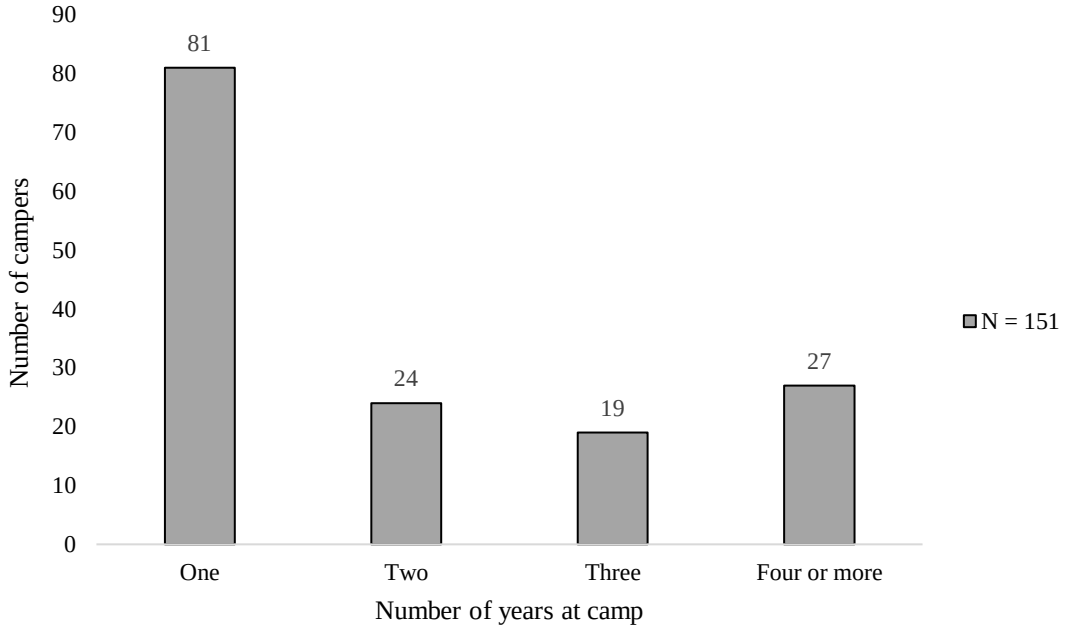
Table 4.1

Gender and age composition of survey participants

	Gender			Age	
	Males	Females	Total	Average	Range
Outdoor Skills	15	11	26	10.7	10 - 12
Sky's the Limit	18	30	48	11.9	11 - 13
Outdoor Odyssey	11	25	36	12.9	12 - 14
Elements	16	29	45	10.5	9 - 12

Figure 4.1

Study participants organized by years at camp



RELATIONSHIPS BETWEEN VARIABLES

Before specific tests were run to answer this project's research questions, Pearson's Correlations were used to analyze the relationships between each of the surveys used in this study. The findings were significant, as highlighted in correlational matrix below.

Table 4.2

Correlation Matrix of Study Instruments

	TEIQCSF PRE	TEIQCSF POST	SCASIM S1	SCASIM S2	SCASIM S3
TEIQCSF PRE	1				
TEIQCSF POST	0.84*	1			
SCASIM S1	0.59*	0.61*	1		
SCASIM S2	0.47*	0.46*	0.33*	1	
SCASIM S3	0.43*	0.50*	0.42*	0.54*	1

Note: * Correlation is significant at .01 level (2-tailed). Significant relationship indicated between all variables.

As is evident in Table 4.2, pre/post scores on the TEIQue-CSF were the most closely related, suggesting that 84% of variation in TEIQPost scores is related to TEIQPre scores.

EI CHANGE

To discover if and how campers were reporting changes in EI, campers completed the Trait Emotional Intelligence Questionnaire - Child Short Form (TEIQue-CSF by Mavrovelli & Petrides, 2009) on the first and last days of camp. This instrument asked campers to respond to 36 statements on a five-point Likert scale. Scores from each administration were compared using a paired-samples (dependent) t-test. This t-test revealed that self-reported levels of trait EI were

significantly higher on the post-test (M = 3.65, SD = 0.49) than scores on the pre-test (M = 3.57, SD = 0.53; $t(154) = -3.34$, $p < 0.001$). In other words, campers were reporting significantly higher levels of trait EI after spending a week at a CWES residential summer camp program.

Table 4.3 shows the mean score and standard deviation for each statement on the TEIQue-CSF, both pre and post, before responses were reverse scored. As prompted by the creators of the survey (S. Mavrovelli, personal communication, April 15, 2019), negatively connotated statements were reverse scored before analysis tests were run. In other words, responses on negatively connotated statements that had a value of 1 were adjusted to be 5, scores of 2 were adjusted to be 4, scores of 4 were adjusted to be 2, and scores of 5 were adjusted to be 1.

Table 4.3

TEIQue-CSF descriptive statistics

	Pre-Test		Post-Test	
	Mean	**(SD)**	**Mean**	**(SD)**
1. I always try to be in a good mood.	4.1	0.8	4.2	0.7
2. I like meeting new people.	3.9	1.0	3.9	1.0
3. I find it hard to get used to a new school year.	2.9	1.3	2.7	1.1
4. I feel great about myself.	3.8	1.1	3.8	1.0
5. When I feel sad, I try to do something to change my mood.	3.5	1.1	3.8	0.9
6. I often feel sad.	2.2	1.1	2.0	1.0
7. If I'm happy with someone, I will tell them.	3.2	1.2	3.3	1.0
8. I get along with everyone.	3.2	1.1	3.2	0.9
9. I often feel angry.	2.0	1.1	2.0	0.9
10. The kids at school like playing with me.	3.7	1.1	3.8	1.0
11. When I'm in a new place, I get used to it quickly.	3.6	1.2	3.7	1.0
12. Often, I'm not happy with myself.	2.3	1.2	2.1	1.1
13. Many times, I don't think before I do something.	2.8	1.1	2.9	1.0
14. I'm very good at understanding how other people feel.	3.6	1.1	3.5	1.0
15. I don't like trying hard for something.	2.0	1.1	2.0	1.0
16. It's easy for me to understand how I feel.	3.7	1.0	3.6	1.0
17. If I have to do something, I know I can do it very well.	3.4	0.8	3.5	0.9
18. I get angry very easily.	2.4	1.2	2.3	1.1
19. I try to do my homework as well as I really can.	4.2	1.0	4.2	0.9
20. It's easy for me to talk about my feelings.	2.5	1.1	2.6	1.0
21. I don't like waiting to get what I want.	2.7	1.0	2.6	1.0
22. I'm a very happy kid.	3.7	1.1	4.0	1.0
23. I don't like studying hard.	2.5	1.2	2.4	1.1
24. I think I may be sad when I grow up.	2.1	1.1	2.0	1.1
25. Most people like me.	3.7	1.1	3.8	0.9
26. I think very carefully before I do something.	3.2	1.0	3.3	1.0
27. I'm not good at controlling the way I feel.	2.6	1.1	2.5	1.0
28. I get used to new people very quickly.	3.6	1.1	3.6	0.9
29. I can't find the right words to tell others how I feel.	3.1	1.1	3.0	1.1
30. I don't like trying out new things.	2.1	1.1	2.0	0.9
31. I like being with other people.	4.0	1.0	4.0	0.9
32. I know how to show to others how much I care about them.	3.7	1.0	3.7	0.9
33. I'm often confused about the way I feel.	2.5	1.1	2.4	1.1
34. I find it difficult to understand what others are feeling.	2.4	1.1	2.4	1.1
35. If I don't do something well, I don't like trying again.	2.2	1.1	2.2	1.1
36. Usually, I think very carefully before I talk.	3.1	1.0	3.2	1.0

To further understand EI and EI development at camp, a mixed-methods ANOVA, t-tests, and an ANCOVA were run. Using TEIQue-CSF scores as the within-subjects dependent variable and years spent at camp as the between-subjects independent variable, the mixed-methods ANOVA ($F(1, 149) = 11.62$, $p = .001$) suggested that campers entered camp with statistically similar levels of EI, but returning campers reported higher levels of EI at the end of a camp session. The t-tests for TEIQue-CSF pre scores ($t(149) = -.03$, $p = .48$), TEIQue-CSF post scores ($t(149) = -.20$, $p = .63$), and the ANCOVA ($F(1, 148) = .05$, $p = .39$) failed to yield significant results when analyzing their relationships with years spent at camp. In interpreting the results of the ANCOVA, it was suggested that EI levels at the end of a camp session were not significantly different based on number of years spent at camp when controlling for EI levels at the beginning of camp.

RELIABILITY OF THE MODIFIED SCASIM – ST

Some wording in the School Climate and School Identification Measure – Student (SCASIM – St) was manipulated to fit this research project's needs. The survey was created to measure climate and identification in school settings, so manipulations included changing the word "school" to "camp", "students" to "campers", and "teachers" to "staff". This re-phrasing necessitated reliability tests. Four Cronbach's Alpha tests were conducted to measure the reliability of the 22-item scale. The first measure of reliability was conducted on all 22 items collectively, yielding a value $\alpha = 0.93$. The next three tests measured the reliability of each sub-factor. In order, they were S1) camper to camper relationships (seven items), S2) camper to staff relationships (nine items), and S3) camp identification (six items). The second test measured the reliability of camper to camper statements ($\alpha = 0.90$), the third measured camper to staff

relationships (α = 0.93), and the fourth measured camp identification (α = 0.92). Descriptive statistics, including mean score and standard deviation for each item on the modified SCASIM-St can be found in Table 4.4.

Table 4.4

Modified SCASIM-St descriptive statistics

Statement	Mean	(SD)
1. Campers care about each other	5.6	1.1
2. Campers are friendly to each other	5.5	1.2
3. Campers go out of their way to help each other	5.1	1.3
4. Campers treat each other with respect	5.3	1.1
5. Campers are fair to each other	5.3	1.2
6. Campers show understanding to each other	5.2	1.3
7. Campers are accepting of each other's differences	5.3	1.4
8. Camp staff care about campers	6.4	1.0
9. Camp staff are friendly to campers	6.5	1.0
10. Camp staff go out of their way to help campers	6.3	1.1
11. Camp staff treat campers with respect	6.3	1.1
12. Camp staff listen to what campers have to say most of the time	6.2	1.1
13. Camp staff involve campers in decisions and planning	5.5	1.4
14. Camp staff are fair in their dealing with campers	6.1	1.2
15. Camp staff show understanding to campers	6.1	1.1
16. Camp staff take campers' concerns seriously	6.1	1.2
17. Being a part of this camp is important to me	6.0	1.2
18. I am happy to be a part of this camp	6.3	1.0
19. I feel a strong connection with this camp	5.5	1.4
20. I identify with this camp	5.3	1.4
21. I feel I belong at this camp	5.7	1.3
22. I care about this camp	6.3	0.9

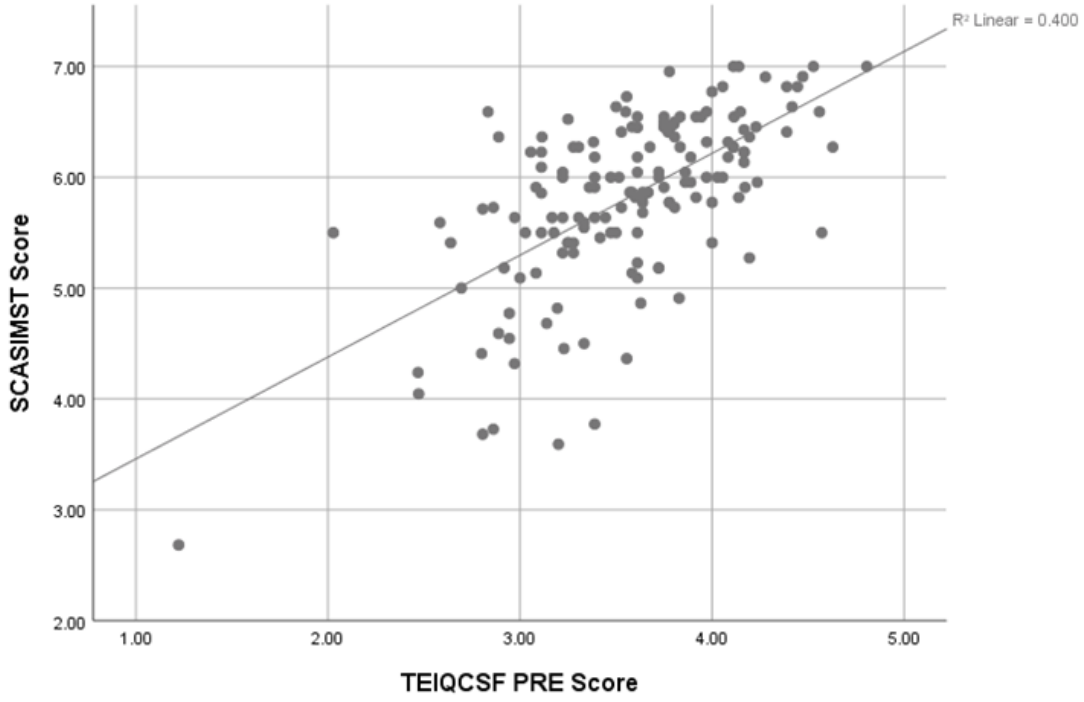
Responses were scored on a seven-point scale with the following options: 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Neither, 4 = Somewhat agree, 5 = Somewhat agree, 6 = Agree, 7 = Completely agree.

EI INFLUENCING CC/I

To understand how campers perceived CC/I, the modified SCASIM-St (original version by Lee et al., 2019) was distributed on the last day of camp. This 22-item seven-point Likert style instrument asks participants to respond to statements about their perceptions of CC/I. To answer this project's second research question "Does a camper's level of EI at the beginning of a CWES residential camp session predict that camper's perception of CC/I?" a linear regression was used with EI as the independent variable, and CC/I as the dependent variable. The linear regression indicated that level of EI significantly predicts CC/I ($R^2 = .400$, $F(1, 153) = 101.87$, $p = .001$). Campers who reported high levels of EI at the beginning of a camp session reported high levels of CC/I at the end of that camp session. The scatterplot with fit line found in Figure 4.2 represents the relationship between scores on the TEIQue-CSF pre-test and scores on the modified SCASIM-St. The pattern indicates a positive linear relationship in which 40% of variation in modified SCASIM-St scores is explained by TEIQue-CSF pre-test scores.

Figure 4.2

Regression model for TEIQue-CSF and modified SCASIM-St



To further understand the relationship between EI and CC/I, the modified SCASIM-St was separated into three sub-factors. Once the sub-factors were separated, a linear regression was run using each sub-factor as the dependent variable to see how each was influenced by EI. Table 4.5 displays the results for these three regressions.

Table 4.5

Modified SCASIM-St & TEIQue-CSF regression results by SCASIM-St sub-factor

Sub-factor	R^2	df	F	P
S1	0.329	(1, 153)	75.11	.001
S2	0.208	(1, 153)	40.16	.001
S3	0.147	(1, 153)	26.33	.001

CC/I AND YEARS SPENT AT CAMP

This project's third research question sought to discover the effect of years at camp on levels of CC/I. A mixed-methods ANOVA with modified SCASIM-St sub-factor as a within-subjects independent variable, years at camp (first-year and returner) as a between-subjects independent variable, and score on the modified SCASIM-St as the dependent variable, revealed a significant difference ($F(2, 298) = 56.00$, $p = .001$). Table 4.6 shows descriptive statistics for this analysis, organized by sub-factor. The results show returning campers responding more positively to all three statement types.

Table 4.6

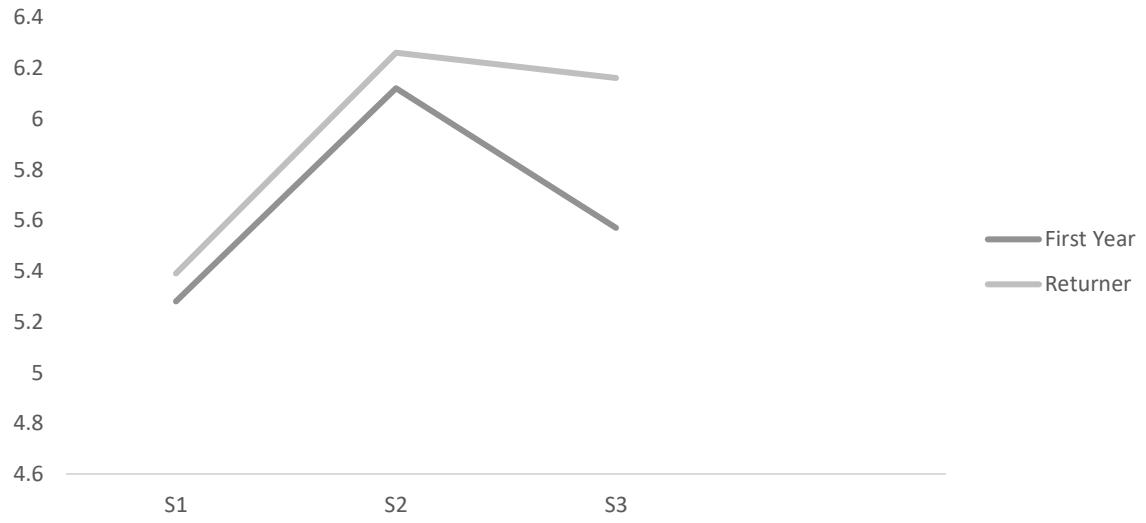
Descriptive statistics for the influence of number of years at camp on modified SCASIM-St scores

(n=151)	Camper to camper		Camper to staff		Camp identification	
	Mean	(SD)	Mean	(SD)	Mean	(SD)
First-Year Camper	5.3	1.1	6.1	0.9	5.6	1.1
Returning Camper	5.4	0.9	6.3	0.9	6.2	0.8

Figure 4.3 illustrates the relationship between variables in the mixed methods ANOVA. The graphs suggests a main effect from sub-factor three (camp identification).

Figure 4.3

Mean scores on modified SCASIM-St by sub-factor and years at camp



Independent means t-tests were run to compare each sub-factor of the modified SCASIM-St with first-year or returning camper as the grouping variable to clarify the findings of the mixed methods ANOVA. Table 4.7 reports the results of these t-tests. Mean scores for camper to staff relationships were the highest, suggesting campers viewed camper to staff relationships as the most positive aspect of CC/I. Camper to camper scores were the lowest. Camp identification scores yielded the only significant difference between groups. Returning campers reported a higher level of camp identification than first-year campers at the end of one week at CWES.

Table 4.7

Modified SCASIM-St and years at camp independent t-test results

	First-Year Campers		Returning Campers		Comparison
	M	(SD)	M	(SD)	Independent t-test
S1	5.25	1.07	5.36	0.88	t(149) = -0.72, p = 0.47
S2	6.10	0.92	6.25	0.93	t(149) = -0.97, p = 0.34
S3	4.92	0.94	5.71	0.73	t(149) = -5.70, p = .001

Note: S1 = Camper to camper, S2 = Camper to staff, and S3 = Camp Identification

SUMMARY

A pre-post design using the TEIQue-CSF indicated that campers attending one-week of residential summer camp programs at CWES reported significant increases in levels of trait EI. EI was found to be an influential factor for experiencing CC/I. Finally, the results identified first-year campers as scoring lower on the CC/I measure than their returning camper counterparts. The gap in CC/I scores was especially evident in the camp identification sub-factor of the modified SCASIM-St.

CHAPTER 5:
DISCUSSION

This study aimed to discover if and how individuals' self-perceptions of EI changed over the course of a week-long residential summer camp program at the Central Wisconsin Environmental Station (CWES). Through analyzing self-reported camp climate and identification (CC/I) data in conjunction with EI data, this study also sought to discover a relationship between EI and CC/I. Moreover, this study aimed to provide valuable information on how campers experience CC/I through the validation of the SCASIM-St in a residential camp setting.

This project explored emotional intelligence (EI) and camp climate and identification (CC/I) in the residential summer camp setting. The project addressed three research questions: (a) "Does EI change during a week at residential summer camp?", (b) Does a camper's level of EI at the beginning of a CWES residential camp session predict that camper's perception of CC/I?" and (c) "Does number of years spent at camp influence level of CC/I?". The following chapter reviews and summarizes the study's methods and findings, extrapolates the results, discusses the implications of the results, confronts limitations of the study, and proposes recommendations for both practice and future studies. The chapter starts with a review of the study objectives and the study's findings as they relate to each research question within the study objectives.

SUMMARY OF RESULTS

Objective 1

Contribute significant findings to a limited literature base on EI and climate and identification in camp settings via analysis of self-report EI change and CC/I.

Research Question 1) Does EI change during a week at residential summer camp?

Research Question 2) Does a camper's level of EI at the beginning of a CWES residential camp session predict that camper's perception of CC/I?

CWES campers experienced a significant positive change in EI after a week at a CWES residential summer camp program. The mean score for pre-camp surveys measuring trait EI was 3.57, whereas the mean score for post-camp surveys measuring trait EI was 3.65. EI was found to have a significant positive relationship with CC/I. EI accounted for 40% of the variation in CC/I scores. Also, returning campers experienced a significantly higher level of EI at the end of camp sessions compared to first-year campers.

Objective 2

To discover the effect of years at camp on CC/I.

Research question 3) Does number of years spent at camp influence level of CC/I?

Returning campers responded more positively to all three sub-factors on the modified SCASIM – St than their first-year camper counterparts. Statements on camp identification (sub-factor three) saw the only significant difference in responses between first-year campers and

returning campers (5.57 for first-year and 6.16 for returning). Participants viewed their relationships with staff members as the most positive aspect of CC/I at CWES.

Objective 3

To validate the SCASIM – St in a residential camp setting (CWES).

The modified SCASIM – St was found to be a reliable measure of climate and identification within schools. After verbiage edits were made to the survey to make it more relevant to a camp setting, the survey showed reliable internal consistency (α=0.93).

Objective 4

To provide tangible opportunities for improvements in programming, training, and camp climate and identity at CWES.

This study aimed to produce data that indicated trends which CWES could consider when creating programming and training staff. Ideally, such considerations would lead to actions that continue to support the positive perceptions of EI and CC/I that were reported at CWES, and create change that leads to the improvement of less-positively perceived aspects of EI and CC/I at CWES. Clear patterns emerged in the data, which will be discussed in "Recommendations for Practice".

LITERATURE COMPARISON

Benefits of Camp

Summer camp experiences have a significant positive relationship with the development of positive identity, social skills, physical and thinking skills, positive values and spiritual growth (ACA, 2005). CWES campers in this project reported growth in statements such as "*I think very carefully before I do something", "Usually, I think very carefully before I talk"* and *"Most people like me".* Developments in friendship, positive identity, independence, leadership, and spirituality are also positively related to camp experiences (Henderson et al.,, 2007). Camp settings offer safe spaces for developing a sense of mattering (Garst et al., 2011). CWES campers returning to camp reported higher levels of camp identification, aligning this study with discoveries on the relationship between positive identity, a sense of mattering and camp experience.

Camp activities enhance prosocial behaviors including empathy, interpersonal skills, and self-efficacy (Mishna et al., 2001). Camps provide avenues for growth in social awareness, self-management, relationship management, and responsible decision making (Ee & Ong, 2014). Campers from CWES reported positive perceptions in statements such as "*Campers care about each other*", "*Camp staff are friendly to campers*", "*I like being with other people*" and "*The kids at school like playing with me*". Again, these results align with existing literature highlighting the emotional/social benefits of camp experience. Although campers were responding positively to peer relationship statements on the modified SCASIM - St, the scores for sub-factor 1 (camper to camper relationships) received the lowest average response scores among the three statement types. This trend reinforces findings from previous studies at CWES indicating camper

friendship skills at CWES were lower than the national average, highlighting an area of need (Stewart, 2014).

Emotional Intelligence

EI change has been measured in schools over longer periods of time when compared to this project. This study measured change after an intensive week-long residential camp program, while EI change in school has typically been measured over the course of an academic year or years (Parker et al., 2005). EI was positively correlated to pro-social behavior in schools, which manifested in this study as a positive relationship between EI and CC/I.

Camp Climate/Identification

The most applicable comparison to existing literature from this study's CC/I data stems from the relationship between school climate, school identification, and emotional control. School climate has been negatively associated with loss of emotional control (Bizumic et al., 2009). This study used regression analysis to compare EI and climate, discovering a significant positive relationship between the two. Data from this study fills a gap in literature by creating a foundation that bridges the benefits of climate, identification, and camps with benefits found in academic environments.

LIMITATIONS

In addition to those listed in Chapter 1, further limitations were recognized throughout this project. The first survey was distributed after dinner on the first day of camp. The second and third surveys were distributed after breakfast on the morning of the last day at camp. The discrepancy in time of day may have influenced the data. Campers are less active in the morning compared to afternoons and evenings. This activity level difference based on time of day may have affected cognitive functioning.

As is mentioned below in recommendations for further research, the results of this project were limited by an absence of data on variables influencing EI change. While this study discovered a significant change in EI, it did not seek answers on what activities, experiences, or relationships were perceived as driving forces of EI change. In terms of methodology, this could have been addressed using a mixed methods approach through which campers were asked to reflect on their week at camp and respond to open-ended statements about aspects of the camp experience that most impacted them emotionally and socially.

RECOMMENDATIONS FOR PRACTICE

The modified SCASIM-St offers information that can easily be used in practice. Camper to camper relationship statements produced the lowest scores out of the three statement types, while camper to staff relationship statements saw the highest scores of the three statement types. Counselors and leadership staff at CWES can use this information to emphasize positive peer interactions by creating rules that encourage support amongst cabin mates, by creating programs that require non-competitive teamwork, and by using their status as influential role models to

reiterate comradery amongst campers. The results from this study and from Stewart (2014) indicate a clear opening for improvements in peer-to-peer relationship development. Leadership staff should place their focus on finding counselors with the ability to be effective emotional/social moderators when recruiting and hiring summer staff.

In addition to using the information on the surveys to influence how staff are interacting with campers and creating rules and programs, the data from this study that support the emotional/social benefits of attending residential summer camps can be used in marketing and retention efforts. Parents and guardians of camp aged children should be made aware of growth in EI that happens after just a week at one of CWES' residential summer camp programs. If parents and guardians were made aware of these growth opportunities, they would have more reason to send their children to camp. Additionally, if counselors can successfully facilitate rules and programming that improve camper to camper relationships and foster an increased level of comfort when discussing emotions, campers stand to gain a more positive camp experience. Finally, the data from this study that suggests campers who return to CWES perceive a more positive camp experience than their first-year counterparts creates a strong case for parents and guardians to send their children to CWES summer camp programs annually.

RECOMMENDATIONS FOR FUTURE RESEARCH

While this study presents new and significant information for residential camp settings on EI and CC/I, there are further opportunities to expand this research. EI and school climate and identification have been associated with and have led to higher grades, higher reported employment satisfaction, and more pro-social behavior (Chernis, 2002; Maxwell et al., 2017).

These conclusions make way for the first recommendation for further research, which would be follow-up reflective surveys with former campers at differing life-stages (school-aged youth, former campers in the workplace, retirees, etc.) to see whether they perceived growth in EI and whether that potential growth had any effect on their post-camp life. The American Camp Associate (ACA) is currently conducting a five-year impact study on the post-camp benefits of a camp experience, in which emotion regulation is a focal point. ACA found that former campers do indeed report emotion regulation development occurring at camp and benefitting their post-camp lives ("Findings from Phase 2 of ACA's Camper Impact Study", 2018). The most immediate population might be campers from this study to see if their camp experience and EI growth has impacted their schooling or other aspects of social life.

Similarly, there would be merit in distributing the TEIQue-CSF after camp to discover whether the emotional growth that happened during summer camp was maintained after camp, increased after camp, or decreased. This would allow a connection to existing literature that suggests camp attendance has a positive emotional/social effect on campers long after their camp experience ends (Browne, 2018). In addition to the recommendation of post-camp survey distribution, more demographic data and data from staff could provide beneficial information in understanding the role of camp, EI, and CC/I at CWES. Demographic variables such as gender and year in school have been considered in most existing literature (Parker et al., 2005, Lee et al., 2017). Additionally, if CWES wished to add to the effort of increasing positive perceptions of climate and identification at camp, data on how counselors perceive climate and identification at CWES could be a useful comparative study.

The final two recommendations for future research would be to (a) discover what specific aspects of the camp experience are leading to changes in EI, and (b) identify variables that CC/I

influence. If concrete information regarding which specific aspects of the camp experience were influencing EI change, camps would be able to more confidently focus their energies on developing those areas contributing to said growth. Knowledge on CC/I influence in residential camps would also provide an opportunity to compare findings to existing literature that suggests climate and identification have positive relationships with pro-social behaviors and emotional well-being (Bizumic et al., 2009).

CONCLUSION

Considering the findings of this study while accounting for the limitations highlighted in this chapter, it is safe to conclude that campers experience a significant positive change in EI after attending a week-long residential summer camp program at CWES. Additionally, campers reported positive feelings of CC/I after a week at camp. Specifically, campers responded most positively about their relationships with staff members, and returning campers responded significantly higher on their camp identification statements than first-year campers. The tools used in this study were found to be effective means of collecting emotional/social data in a camp setting. In summation, this project contributed to an existing body of literature on EI, climate, and identification by using two instruments not previously used in a traditional residential camp setting to suggest that vital emotional/social skills are being developed at CWES' residential summer camps.

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APPENDIX A

Trait Emotional Intelligence Questionnaire -Child Short Form

TEIQue – CSF

There are 5 responses for each statement. If you forget what each number means, look back at the first row. Once you're done, please quietly come to the front of the room and drop off your paper on the front table.

- Please try to answer all statements.
- Please remember there are no right or wrong answers.
- Work as quickly as possible and do not think too much about the statements.
- Circle the <u>one answer</u> that you believe describes you best.

	Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely
1. I always try to be in a good mood.	1	2	3	4	5
2. I like meeting new people.	1	2	3	4	5
3. I find it hard to get used to a new school year.	1	2	3	4	5
4. I feel great about myself.	1	2	3	4	5
5. When I feel sad, I try to do something to change my mood.	1	2	3	4	5
6. I often feel sad.	1	2	3	4	5
7. If I'm happy with someone, I will tell them.	1	2	3	4	5
8. I get along with everyone.	1	2	3	4	5
9. I often feel angry.	1	2	3	4	5
10. The kids at school like playing with me.	1	2	3	4	5
11. When I'm in a new place, I get used to it quickly.	1	2	3	4	5
12. Often, I'm not happy with myself.	1	2	3	4	5
13. Many times, I don't think before I do something.	1	2	3	4	5
14. I'm very good at understanding how other people feel.	1	2	3	4	5
15. I don't like trying hard for something.	1	2	3	4	5
16. It's easy for me to understand how I feel.	1	2	3	4	5
17. If I have to do something, I know I can do it very well.	1	2	3	4	5

	Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely
18. I try to do my homework as well as I really can.	1	2	3	4	5
19. It's easy for me to talk about my feelings.	1	2	3	4	5
20. I don't like waiting to get what I want.	1	2	3	4	5
21. I'm a very happy kid.	1	2	3	4	5
22. I don't like studying hard.	1	2	3	4	5
23. I think I may be sad when I grow up.	1	2	3	4	5
24. Most people like me.	1	2	3	4	5
25. I think very carefully before I do something.	1	2	3	4	5
26. I'm not good at controlling the way I feel.	1	2	3	4	5
27. I get used to new people very quickly.	1	2	3	4	5
28. I can't find the right words to tell others how I feel.	1	2	3	4	5
29. I don't like trying out new things.	1	2	3	4	5
30. I like being with other people.	1	2	3	4	5
31. I know how to show to others how much I care about them.	1	2	3	4	5
32. I'm often confused about the way I feel.	1	2	3	4	5
33. I find it difficult to understand what others are feeling.	1	2	3	4	5
34. If I don't do something well, I don't like trying again.	1	2	3	4	5
35. Usually, I think very carefully before I talk.	1	2	3	4	5

Reprinted from the London Psychometric Laboratory. *(n.d.) Obtaining the TEIQue.*

http://psychometriclab.com/obtaining-the-teique/

APPENDIX B

Modified School Climate and School Identification Measure – Student

SCASIM – St

How many years have you attended CWES summer camp?

a. This is my first year b. Two years c. Three years d. Four or more years

	Strongly Disagree	Disagree	Somewhat Disagree	Neither	Somewhat Agree	Agree	Completely Agree
1. Campers care about each other	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2. Campers are friendly to each other	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3. Campers go out of their way to help each other	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4. Campers treat each other with respect	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5. Campers are fair to each other	**1**	**2**	**3**	**4**	**5**	**6**	**7**
6. Campers show understanding to each other	**1**	**2**	**3**	**4**	**5**	**6**	**7**
7. Campers are accepting of each other's differences	**1**	**2**	**3**	**4**	**5**	**6**	**7**
8. Camp staff care about campers	**1**	**2**	**3**	**4**	**5**	**6**	**7**
9. Camp staff are friendly to campers	**1**	**2**	**3**	**4**	**5**	**6**	**7**
10. Camp staff go out of their way to help campers	**1**	**2**	**3**	**4**	**5**	**6**	**7**
11. Camp staff treat campers with respect	**1**	**2**	**3**	**4**	**5**	**6**	**7**
12. Camp staff listen to what campers have to say most of the time	**1**	**2**	**3**	**4**	**5**	**6**	**7**
13. Camp staff involve campers in decisions and planning	**1**	**2**	**3**	**4**	**5**	**6**	**7**
14. Camp staff are fair in their dealing with campers	**1**	**2**	**3**	**4**	**5**	**6**	**7**
15. Camp staff show understanding to campers	**1**	**2**	**3**	**4**	**5**	**6**	**7**
16. Camp staff take campers' concerns seriously	**1**	**2**	**3**	**4**	**5**	**6**	**7**
17. Being a part of this camp is important to me	**1**	**2**	**3**	**4**	**5**	**6**	**7**
18. I am happy to be a part of this camp	**1**	**2**	**3**	**4**	**5**	**6**	**7**
19. I feel a strong connection with this camp	**1**	**2**	**3**	**4**	**5**	**6**	**7**
20. I identify with this camp	**1**	**2**	**3**	**4**	**5**	**6**	**7**
21. I feel I belong at this camp	**1**	**2**	**3**	**4**	**5**	**6**	**7**
22. I care about this camp	**1**	**2**	**3**	**4**	**5**	**6**	**7**

The modified SCASIM-St was reprinted based on Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., & Smithson, M. (2017). Development of dual school climate and school identification measure-student (SCASIM-St). *Contemporary Educational Psychology, 49,* 91-106. https://doi.org/10.1016/j.cedpsych.2017.01.003

APPENDIX C

Parental Consent Form

PARENTAL CONSENT FORM FOR CWES PARTICIPANTS

Hello, and thank you for your role in this study! Your son or daughter is encouraged to take part in a research project here at the Central Wisconsin Environmental Station. Please take a moment to carefully read this consent document and ask any questions you may have before agreeing to let your child participate in this study.

Informed Consent to Participate in Human Subject Research

Christopher Refsguard, a graduate student at the University of Wisconsin – Stevens Point (UWSP), and Dr. Kendra Liddicoat, Associate Professor of Environmental Education at UWSP, are conducting research on emotional intelligence, camp culture, and camp identification at the Central Wisconsin Environmental Station's residential summer camp programs. We would greatly appreciate your child's participation in this study as we strive to continually improve your camper's experience.

If you agree to let your child participate in this study, they will be asked to fill out one survey on the first day of camp, and two on the last day of camp. The surveys take approximately 10 minutes each. Your son or daughter will take the surveys individually in a room with all other participants.

The surveys will ask participants to respond to statements using a numbered scale based on how much they agree or disagree with a statement. The surveys will include statements such as:

"I'm a very happy kid."

"I often feel sad."

"Camp staff care about campers."

"I feel I belong at this camp."

We anticipate minimal risk as a result of your child participating in this study. If your child experiences distress during or after the survey process while at camp, the Director and Summer Camp Director at CWES will be available to help support participants within their scope of practice. Because CWES is an extension of UWSP, the administrative staff can be in contact with the UWSP counseling center should the need arise.

While there may be no immediate benefit to your child as a result of their participation in this study, it is hoped that valuable information will be gained to help improve camp experiences in the future.

While this information could be obtained through interviews, we feel that surveys are the quickest and easiest method for obtaining this information. We want to minimize the time we ask your child to be away from camp activities.

You may choose not to allow your child to participate. Your decision will not affect your current or future relations with the Central Wisconsin Environmental Station, or your child's relations with the Central Wisconsin Environmental Station. Your child may withdraw from the study at any point without penalty.

If a participant withdraws from the study, all information from that participant will be destroyed and deleted.

Please know that any personally identifying information will remain strictly confidential. A code will be used to identify each participant, rather than names. No identifying information will be released. Completed surveys will be kept in a locked file cabinet in the Camp Director's office, and on a password protected UWSP computer once survey data is transferred to electronic storage.

Once the study is completed, we would be glad to give you the results. If you would like to review the results, or if you have any questions, please contact:

Christopher Refsguard
College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-2711
crefs932@uwsp.edu

Dr. Kendra Liddicoat
College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-2028
kendra.liddicoat@uwsp.edu

If you have any complaints about your child's treatment during this study or believe they have been harmed in some way by their participation, please call or write:

Anna Haines, PhD
Professor, Natural Resource Planning
Director, Center for Land Use Education
800 Reserve Street
College of Natural Resources
University of Wisconsin, Stevens Point and Extension
Stevens Point, WI 54481
(715) 346-2386
irbchair@uwsp.edu

Although Dr. Haines will ask your name, all complaints are kept in confidence.

I have read a complete explanation of the study and I give my child permission to participate.

Camper's Name _____

Parent/Guardian's Name (Print) _____

Parent/Guardian Signature _____ Date _____

This research has been approved by the UWSP Institutional Review Board for the Protection of Human Subjects.

APPENDIX D

Minor Assent Form

University of Wisconsin Stevens Point
Assent to Participate in Research

Title of Research Study: *Emotional intelligence, camp climate, and camp identification at residential summer camp*

Principal Investigator: *Dr. Kendra Liddicoat*

Why am I being asked to take part in this research study?
A research study is usually done to find a better way to treat people or to understand how things work. You are being asked to take part in this research study because you are a camper at CWES.

What should I know about a research study?
You do not have to be in this study if you do not want to do so. It is up to you if you want to participate. You can choose not to take part now and change your mind later if you want. Your decision will not be held against you. You can ask all the questions you want before you decide.

Why is this research being done?
In this study, I want to find out more about emotions and how campers feel about CWES and the camp community.

How long will the research last?
I expect that you will be in this research study for 10 minutes on the first day, and 20 minutes on the last day.

What happens if I say "Yes, I want to be in this research"?
If it is okay with you and you agree to join this study, you will be asked to fill out some surveys about how you feel and how you think. If you need help reading or completing the survey, let the person giving instructions know, and someone will be able to help you.

Is there any way being in this study could be bad for me?
There is nothing bad that will happen to you, although you may feel distress with some of the statements you are asked to respond to. If you feel like the statements are making you too stressed, you may stop at any time. If you need to talk about emotions or feelings you have after reading the sentences on the survey, please let a camp staff member know so we can make sure you are okay.

What happens to the information collected for the research?
The information you give us will be locked away until we are ready to use it. When we read your answers, we will not know that you wrote them. When we publish this data, your name won't be included. No personal information will be shared.

What else do I need to know?
If you say yes to taking part in this research study, you will be helping CWES improve and make camp an even better place. In these surveys, you will see statements like:

"I'm a very happy kid."

"I often feel sad."

"Camp staff care about campers."

"I feel I belong at this camp."

Who can I talk to?

If you have questions, concerns, or complaints about the research, talk to the research team at crefs932@uwsp.edu or (715) 346-2711. This research has been reviewed and approved by an Institutional Review Board ("IRB"). You may talk to them at (715) 346-3799 or irbchair@uwsp.edu if: your questions or concerns are not being answered by the research team; you want to talk to someone besides the research team; or you have questions about your rights as a research participant.

Signature Block for Child Assent

_____ _____

Printed name of child Date

_____

Signature of child

_____ _____

Printed name of person obtaining assent Date

_____

Signature of person obtaining assent

APPENDIX E

E-mail to Parents

E-MAIL TO PARENTS BEFORE CAMP SESSION

Dear CWES parent/guardian,

This message is to inform you that Christopher Refsguard, our Summer Camp Director, will be conducting research for his graduate project at CWES the week your camper is attending our program.

We have included the consent form which contains additional information on the project if you wish to read it before arriving at CWES. If you are willing to allow your child to participate in this study and you have no further questions, please bring a signed copy with you on check-in day. If you wish to simply read through the form and wait until you are at CWES to sign, forms will be available when you arrive. Either of these options will speed up your check-in process on Sunday. Copies of the surveys will be available on-site during the check-in process.

As you will see in the consent form, participation in this study is completely voluntary. Please know that while this study will help improve CWES summer camp programs, you and your child are welcome to decline participation.

Thank you for helping CWES continue to find ways of improving the camp experience for your child, and future campers!

APPENDIX F

IRB Approval

6/5/19

Principal Investigator: Kendra Liddicoat
Protocol Number: 2019-23-05-10
Protocol Title: Emotional intelligence, camp culture and camp identity at residential summer camp
Protocol Approval Date: 05/10/19
Protocol Expiration Date: 05/09/20
Review Category: Full Board Review
UWSP FWA: 00017591

Dear Dr. Liddicoat:

The above-referenced human-subjects research project has been approved by the University of Wisconsin-Stevens Point Institutional Review Board (IRB) Committee. This approval is limited to the activities described in the approved protocol and extends to the performance of these activities at each applicable sited identified in the application for IRB review. In accordance with this approval, the specific conditions for the conduct of this research are listed below, and informed consent from subjects must be obtained as indicated. Additional conditions for the general conduct of human-subjects research may be detailed below.

Additional Conditions:

All individuals engaged in human-subjects research are responsible for compliance with all applicable UWSP Research Policies. The Principal Investigator is responsible for assuring all protocol personnel review and adhere to applicable policies for the conduct of human-subjects research.

The IRB maintains an official protocol file for each study to meet the University's regulatory obligations for record keeping. Principal Investigators are responsible for maintaining all records related to the protocol and are required to share with the IRB. The IRB is not responsible for maintaining study documents for researchers.

Your project approval expiration date is listed above. As a courtesy, approximately 30 and 60 days prior to the expiration of this approval, IRB Administration will notify you via e-mail reminding you to apply for continuing review. It is your responsibility to apply for continuing review and receive continuing approval for the duration of the study. Lapses in approval should be avoided to protect the safety and welfare of enrolled subjects. When you plan to close your study, submit a Protocol Closure Form to irbchair@uwsp.edu.

No changes are to be made to the approved protocol or study documents (i.e., consent forms, surveys, etc…) without prior review and approval of the IRB. To modify an existing protocol, complete the Protocol Modification Form and submit to irbchair@uwsp.edu.

If there are any injuries, problems, or complaints from participants, you must notify the IRB at irbchair@uwsp.edu within 24 hours.

If you have any questions, please contact me. Good luck with your project.

Sincerely,

Anna Haines, Ph.D.
IRB Chair
ahaines@uwsp.edu
715-346-2368