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**UNIVERSITY OF ALBERTA**

**IDENTIFYING SOURCES OF JOB RELATED STRESS IN SUMMER CAMP STAFF**

by

**JOSEPH PAUL PAVELKA**



**A THESIS  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE**

**MASTER OF ARTS  
IN  
RECREATION**

**DEPARTMENT OF RECREATION AND LEISURE STUDIES**

**EDMONTON, ALBERTA**

**SPRING 1990**



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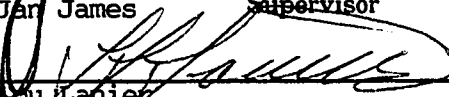
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\_\_\_\_\_  
Jan James                      Supervisor

  
\_\_\_\_\_  
Lou Lanier

  
\_\_\_\_\_  
Erwin Miklos                      External Examiner

**For my mother, Rosa, my father, the late Joseph Pavelka.**

**For my brother, George, and my sisters, Rita and Cecilia.**

**And for my wife, Mary.**

## ABSTRACT

Research in the area of recreational summer camps is limited; the majority of this research is concerned with issues of staff management. The current study used a conceptual framework based on the work of Katz & Kahn's (1978) role episode model, and derived concepts of role conflict and role ambiguity, in an attempt to explore the extent and the sources of job stress in summer camp staff. Questionnaires were administered to a sample of 157 summer camp staff members, in the fifth week of the summer season, selected from a total of 13 residential summer camps in Ontario. In addition, 29 interviews were conducted with members of the same sample. The questionnaires included demographic items, as well as measures of role conflict, role ambiguity, job satisfaction, and job stress. The interviews covered similar areas, but were intended to probe more deeply into the specific kinds of job related situations in the summer camp setting that prove stressful to the staff members.

The analysis of these data revealed that role conflict, role ambiguity, and job stress do exist in the summer camp. Certain demographic variables, such as the sex of the staff member and the size of the camp were associated with the role conflict, role ambiguity, and level of job stress of the staff member. Role conflict and role ambiguity were associated significantly with increased job stress and decreased job satisfaction, although the relationship was not strong. While role conflict and role ambiguity do exist, and are sources of job related stress they do not explain all variation in job stress. Based on the results of this study several recommendations are made for camp directors, and a number of exciting new directions for the study of summer camp staff management are suggested.

## **ACKNOWLEDGEMENTS**

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## **CHAPTER ONE STATEMENT OF THE PROBLEM**

Society has traditionally viewed summer camps as a means to enhance the growth and development of young people. There is a general recognition of the benefits of residential outdoor camp programs to the self concept and personal growth of those involved. However, the experience extends beyond that of the camper to the individuals who run the programs – the camp staff. Summer camp staff are considered to be a critical component to the success of any camp program.

In the field of camping research, staff management and specifically staff retention is a major concern. The quality of the staff management program can determine the success or failure of the camping experience for the camper and ultimately for the organization itself. Recruiting, training, managing, and retaining good staff are central concerns to all camp directors (Becker, 1984; Ball, 1979). While the importance of the personnel area is generally recognized, it is not, at this time, organized by a theoretical framework with the conceptual and methodological tools to guide research. Research projects are not necessarily directly comparable, in terms the types of questions asked or the methodology, and there is no general consensus about what specific questions should be asked, or how they might be answered.

### **Research Area**

Summer camp staff members are employees in what are at times complex organizations. There has been a considerable amount of theoretical, practical, and applied research into the successful management of individuals in organizations. Within the vast field of organizational theory and organizational behavior, a considerable amount has been achieved in terms of the understanding of the dynamics of successful employee management. Specifically, the role episode model,



and the derived concepts of role conflict and role ambiguity have been widely used in studies of job related stress, employee satisfaction, and performance in a variety of organizational settings. The concepts of role conflict and role ambiguity are relevant to understanding the experience of a staff member at a summer camp. Likewise, understanding and controlling or minimizing job stress in the camp may be critical to designing and implementing a successful staff management program.

It is primarily the responsibility of the camp director to ensure that the staff management program is meeting the needs of the organization and its members. The summer camp director assumes an even greater burden of responsibility than a director or manager in most other employment fields. Residential summer camp staff not only work at the site, they also live at the camp. Under these circumstances, far more than just job related needs must be met. Directors of residential summer camps must concern themselves with the physical, social, and emotional well being of staff members . To a certain degree, these kinds of needs must be met within the environment of the camp. There are very few other work environments in which the organization and it's managers accept such responsibility.

Over the years the nature of young people who occupy the positions as camp staff has changed. The reasons for taking a summer job at a summer camp have changed as well. Becker (1984) indicated that staff are now more concerned with acquiring skills for later life than they were in the 1950s and 1960s. The summer camp organization and the needs of the staff members are becoming more complex; management programs must address these areas if they are to be successful. The application of principles and concepts from the field of business management and organizational behavior seems appropriate for today's summer camps and their staff. An approach which acknowledges that summer camp staff

are members of complex organizations may permit directors to uncover sources of job related stress which have previously been overlooked. Once identified, these sources of stress may be addressed and minimized within the organization, thus increasing the likelihood that staff members will enjoy a more positive experience at camp, perform well for the organization, and even return the following summer. Summer camp staff management programs should address staff concerns and needs if summer camps are to continue to attract responsible youth as staff members.

### **Purpose and Objectives**

The purpose of the study was to identify sources of job related stress in summer camp staff, and to make recommendations for camp directors on stress reduction and management. Because role conflict and role ambiguity (defined and discussed below) have been found to be major sources of job related stress in many organizational settings, it was assumed that these two factors would be present in the summer camp setting, and might have an effect on the level of job stress and job satisfaction of the staff. It was also assumed that certain personal and job related demographic variables, such as the age and sex of the staff member and the size and type of the camp, might affect the extent of role conflict and role ambiguity experienced, and the level of job satisfaction and job stress.

More specifically, the objectives of the study were as follows:

- 1) to measure the level of role conflict and role ambiguity experienced by summer camp staff members;
- 2) to determine whether role conflict and role ambiguity are related to personal and demographic variables;
- 3) to determine whether job satisfaction and job stress are related to personal and demographic variables;

- 4) to test whether role conflict and role ambiguity are related to job satisfaction and job stress;
- 5) to identify at a more specific level those situations in the summer camp program which create role conflict, role ambiguity, and stress for staff members; and,
- 6) to discuss the results of this study and make concrete recommendations for camp directors regarding their staff management programs.

The outcomes of the study hold theoretical and practical implications for the camping and organizational analysis fields. Role conflict and role ambiguity have been studied in a wide variety of employment situations, but never in the residential summer camp. This study represents another empirical test of the relationship of role conflict and role ambiguity to job satisfaction and job stress. Perhaps more importantly is the investigation of these variables in summer camp staff management, which suffers considerably from a lack of theoretical direction and empirical study. The application of well developed concepts and measurements from the field of organizational analysis could lead to a more sophisticated approach to employee management than has previously existed.

The practical or applied aspects of the study focus upon the actual management of residential summer camp staff. The results of this study may offer camp directors a new perspective and a better insight into staff problems and staff management in general. By helping to identify sources of job related stress in their own summer camps, and by having a better understanding of summer camp staff stressors, directors may be in a better position to develop staff management programs which could reduce the negative outcomes of job stress. Employment environments with reduced amounts of negative stressors have been shown to have

better employee performance and staff retention, both of which are recurring problem areas in summer camp staff management.

### **Limitations and Delimitations**

This study employed a survey method for data collection. The limitations inherent in this method should be stated. The study measured the perceptions of the respondents, thus the data are only as accurate as the respondents ability or desire to accurately communicate the situation within the context of the measurement tools. Other, external factors (such as distraction due to personal matters) may have affected the respondents perception of the camp environment.

The study was administered during the fifth week of regular camp. The extremely hectic pace of a regular camp program may have caused the respondents to hurry in completing the questionnaire. The timing of the administration of the questionnaire (the fifth week of regular camp), in that it was a very busy period, also contributed to a quantity of missing data. Administering the questionnaire at this time seemed appropriate because it was felt that accurate readings of role conflict, role ambiguity, job satisfaction, and job stress could be best obtained at this time, even though there was the possibility of incomplete questionnaires being returned.

The delimitations of this study are presented so as to caution the reader with regard to generalizing the results of this study. This is not to say that these results could under no circumstances be inferred to any other camp staff population, rather, the reader should exercise caution in doing so. The results of this study may not be applicable to all camp staff, or to staff at all camps.

## Definitions

In this section several key terms which appear throughout the thesis are defined as they pertain to the study.

A *residential summer camp* is an organization which caters to young people, is organized, that is it contains structured programs and requires the clients to reside at the specified facility for the duration of their involvement with the organization.

The terms 'general program' and 'traditional program' will be used synonymously in this study. A *general or traditional program* refers to a group of planned activities associated with a residential summer camp which concentrates on a wide variety of activities. Each program is based on customary camping values such as the enjoyment of the out-of-doors, sports, and a community of friends (Robinson, 1988).

A *staff member* is one who is employed at a residential summer camp (for no less than six weeks) and also resides at the camp for the duration of his/her employment. For the purpose of this study, only those staff directly involved with the program or the clients were surveyed. Support personnel such as maintenance, kitchen, administrative, and management staff (this latter group generally includes camp directors and assistant directors) were excluded from the study.

A number of staff positions are commonly associated with a residential summer camp. A *camp counsellor* is a staff member who is assigned the care and supervision of a group of campers for a specific amount of time. A counsellor may or may not be required to sleep in the same residence as the campers, but this is usually the practice. A counsellor may also hold another title such as an activity instructor or even a section head, but his or her primary responsibility is the care and supervision of the assigned campers.

An *instructor* is a staff member who is generally assigned to teach a specific activity such as canoeing or sailing. An instructor's primary concern is to teach in his or her area of expertise but may be called upon to perform other duties such as counselling. For the purposes of this study those persons whose primary responsibility was lifeguarding or leading canoe trips were included as instructors.

An *activity head* is a staff member who is responsible for a particular activity. Examples included the sailing director or the waterfront director. Activity heads are responsible for the administration and programming of the activity whereas instructors generally only teach the activity under the direction of the activity head. In addition to teaching, an activity head may be responsible for program design, purchasing and maintenance of equipment and the supervision of instructors in that particular area. An activity head generally does not take on additional roles but in some camps this person may be called upon to be a counsellor for specified periods of time.

A *section head* is one who is generally responsible for two or more counsellors. The section head's primary concern is the supervision of the activities and concerns of the cabin units in his or her care. A section head may also be responsible for programming, instructing, and counselling.

The term *resource staff* refers to a person who does not have a specific title or position but because of previous experience or qualifications is seen as an asset to the camp program. This person is generally older than the typical counsellor and is involved in a variety of areas as the need arises.

The concepts of role conflict and role ambiguity are derived from the role episode model of Katz & Kahn (1978). These concepts are discussed in detail in Chapter 2, however a brief definition is warranted here. *Role conflict* is defined as "the simultaneous occurrence of two or more role expectations such that com-

pliance with one would make compliance with the other more difficult" (Katz & Kahn, 1978). *Role ambiguity* exists when an occupant of an office within an organization is uncertain as to exactly what behavior is expected of them, because the necessary information has not been provided or is unavailable (Katz & Kahn, 1978).

*Job satisfaction* refers to the level of enjoyment or need gratification that an individual derives from the various components of the job. *Job stress* may be created by any aspect of an individual's job environment. Job stress occurs when an individual's expectation regarding any aspect of the job experience are not met. This refers mainly to a negative experience producing anxiety. The degree to which the expectations are not met will determine the level of anxiety.

The *role set* is comprised of those individuals in the organization who can and do affect the focal person's behavior through the use of authority or influence.

The *focal person* is simply the individual who is being discussed at any time.

The term *structure* will, for the purposes of this study, refer to the policies, procedures, rules, traditions, and norms of a camp which can be used to guide the performance and behavior of its staff members.

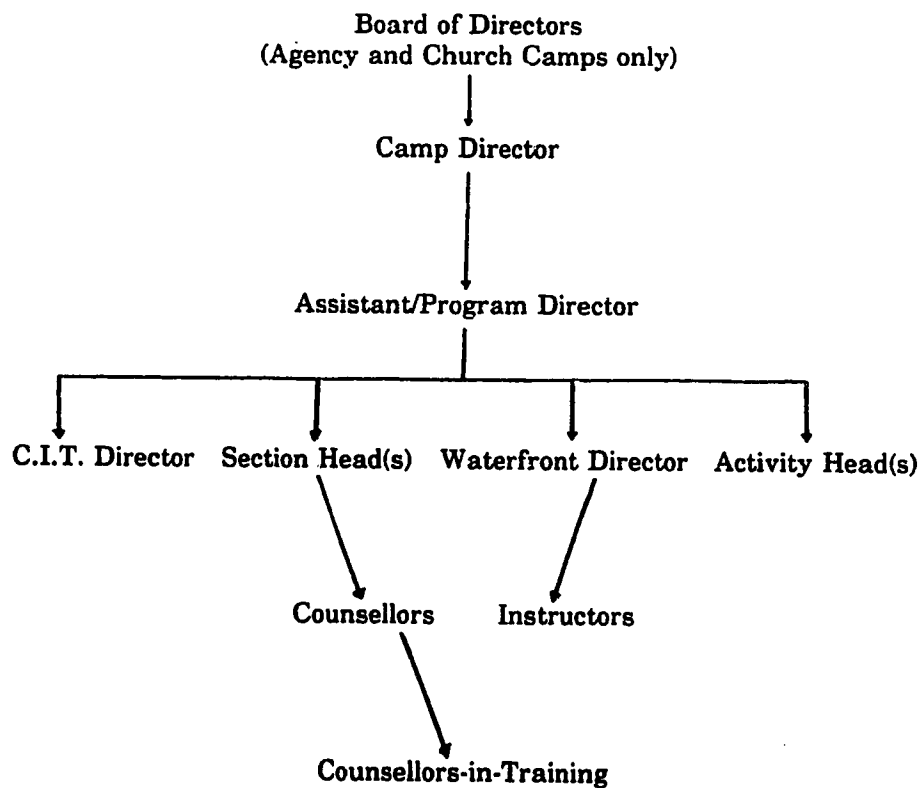
### **Summer Camp Organization**

The majority of summer camps in Ontario are complex organizations. A complex organization is one with several levels of management and staff. A complex organization contains a hierarchy of authority within which information is disseminated and gathered. The hierarchy of an organization is also referred to as the configuration. In studying role conflict and role ambiguity it is important to have an understanding of the configurational structure and lines of communication

of the organization, which determines who must report to whom. This holds great implications for role conflict because the primary form of role conflict may exist when one person must report to two supervisors. An understanding of the lines of communication within an organization is important because within these lines information is passed up and down the hierarchical structure. When the lines of communication fail to disseminate information adequately, role ambiguity may occur.

Figure 1 shows the basic configurational structure of personnel at a summer camp as discussed in this study.

**Figure 1 – Configurational Structure of a Typical Summer Camp**





There may be as many as six section heads at a camp at any time, and even more activity heads. Smaller summer camps may have fewer specialized positions. Rather than having several section heads, a small camp may have only one head counsellor, that is, one person who would assume the duties of all the section heads. Large camps generally follow a similar structure to that described above. The configurational structure of a summer camp is dynamic and may change from season to season.

The board of directors is primarily responsible for the continued operation of the camp with regard to finances, public relations, and some administrative matters. The board of directors works closely with the camp director on most matters.

Whoever is in charge of the management of the camp (usually the director, if there is no board of directors) is generally responsible for the design of the camp program, the formulation of policies and regulations regarding camp life, all administration, recruitment and training of staff, the scheduling of staff and the programs, and the creation of the general tone and atmosphere of the camp.

Section heads and activity heads with guidance from camp management personnel are generally responsible for the content of daily programs, supervision of instructors and counselling staff, and ensuring that the daily schedule is adhered to. Section heads and activity heads are also generally responsible for decision-making within their area of responsibility.

Counsellors and instructors generally concern themselves with carrying out the daily program. They are also responsible for the majority of staff contact with the campers. As this group of staff has the greatest amount of contact with the campers, they are often considered to be the most important group of staff at the camp.

## CHAPTER TWO LITERATURE REVIEW

The purpose of this chapter is to discuss role conflict and role ambiguity as a promising new direction for future camp staff management research, and will begin with a survey of current camping research. This is followed by a presentation of the role episode model and a discussion of the impact and applications of these concepts to job stress/satisfaction research. The current use of these concepts by some researchers in the field of recreation is presented, and finally, it is argued that role conflict and role ambiguity are sophisticated conceptual and methodological tools which could greatly facilitate the understanding of the many dimensions of successful camp staff management.

### Camping Research

In the field of camping research, there is a great deal of interest in various aspects of the management of camp staff. This is very much a practical concern for camp directors, since high quality, high performing staff are an essential ingredient of successful operations. Staff retention, specifically counselor retention, has long been a central issue. During the 1950s and 1960s there was a considerable amount of research into camp staff management, however, it was not until the middle of the 1980's that interest again arose in this area. The literature in this area is thus concentrated in these time periods. Generally, answers to the question of why counselors return to work at summer camp include liking children and the outdoors (Mirkin, 1955; Ott, 1956), adequate time off, good staff-director relations, good food (Metcalf, 1957), and getting away from the city, having fun, and making some money (Kaufman, 1963).

More recently, research in this area has turned to more sophisticated explanations, such as the utilization of personal skills and talents, and personal satisfaction and enjoyment (Servidio, 1981). In 1982, Henderson added 'other staff members' to the list of reasons for wanting to work in a summer camp.

Becker (1984) applied Herzberg's (1971) motivation-hygiene theory of job satisfaction to summer camp staff research in order to determine more accurately what aspects of the camp counselors' job were perceived as positive and would therefore be related to the intent to return to camp. Herzberg argues that humans face essentially two sets of needs, the need to avoid pain and dissatisfaction (hygiene needs) and the need for psychological growth and satisfaction (motivation needs). In the normal job setting, these manifest as, for example, job security and salary as hygiene factors, and achievement and recognition as motivating factors. According to Becker (1984) the motivation needs drive summer camp staff, consequently directors should focus upon ways of motivating staff, such as giving responsibility, providing opportunities for achievement, and providing recognition. He also suggests reasonable steps which can be taken to reduce dissatisfaction, such as the maintenance of good interpersonal relations among counselors, supervisors, and the camp director. Becker also points out that males and females may have differing attitudes about returning to camp, and that job related experience is very important to counselors today who are preparing to enter the competitive job market (Becker, 1986a).

Beck (1986), in discussing the importance of supervisory staff to a successful summer of camping, emphasized the importance of maturity, sensitivity, responsibility, and a good understanding of the other job roles at camp. Supervisory staff must have the ability to relate well to other staff and to campers, and must have good organizational skills. Evaluation, Beck claims, is an essential

supervisory tool, because staff members frequently complain that they received no feedback during the summer to let them know how well they were doing. Direct and indirect observation of staff (and campers), open lines of communication, and consistent enforcement of rules, will ensure good relations between supervisors and staff, by providing a good working environment.

Freeman (1984), along the same lines, argues that camp directors should set a good example of positive leadership, as well as providing useful tools to give leadership assistance. The preparation of the staff will greatly affect the quality of the summer experience for staff and camper alike. Glick and Brand (1984) also stress staff preparation, as well as the importance of staff involvement in the decision making processes of planning, implementation and evaluation of camp activities. Ensuring that staff possess adequate activity skills, and good interpersonal skills, is essential if they are to perform their roles effectively (Knapp, 1984).

Clearly, there has been a change in emphasis in staff retention. The early view was that counselors returned to camp because they liked children and the outdoors. Later views are more complex, including an awareness of the motivational needs of staff, the importance of evaluation and rule enforcement, effective leadership and staff preparation. Yet apart from Becker (1984,1986b), these issues are raised as essentially discussions of ideas and not in actual research projects. These ideas and concepts, though undoubtedly germane to the understanding of staff management issues, are not being accessed by a unified theoretical framework which would provide the conceptual and methodological tools necessary for measurement and analysis.

Shepard & Caruso (1986) do attempt to use methodological tools such as the Multiple Affect Adjective Check List and self-reports to identify sources of staff stress. They report that depression and hostility increase with the length of the

program, and urge camp administrators to be aware of factors which help eliminate staff stress, because this stress can be detrimental to staff unity and overall program effectiveness. Austin & Voelkl (1986) investigated social support and locus of control on camp staff burnout, and reported that burnout is not related to locus of control, but that the social support among staff members is significantly related to the first stage of burnout.

This recent concern with determining causes of camp staff stress and burnout represent an important shift in the direction of research, toward the kinds of issues raised in the organizational behavior and management literature. Unchecked levels of staff stress can erode the very framework of the organization, not to mention the depersonalization and even abuse of campers that may result (Freeman, 1984). Austin and Voelkl (1986) utilized concepts and measurements from social psychology, and are therefore able to directly measure some of the variables affecting camp staff experience, and to make concrete recommendations for camp directors based on their empirical investigations.

Henderson (1987) organized current camping research (from 1974 to 1983) into three headings: 1) basic or theoretical, which is typically not done by researchers or practitioners in the camping field, but by researchers in other areas interested in contributing to the theory of a related area; 2) applied or practical research which generally involves the camp as the actual field setting for the research, and seeks specific answers for existing problems; and 3) marketing research. Two of Henderson's conclusions are that new paradigms for conducting camping research should be explored, and that important topics of the field must be identified and addressed.

Attracting, training, managing, and retaining high quality staff has long been recognized as a central concern for camp directors. This area is increasing,

not decreasing, in importance. Camp staff today face new challenges with regard to the activity skills they must possess and to the demands of working with more sophisticated campers who are themselves experiencing changing social and family conditions. Perhaps most importantly, the staff members view themselves as young adults preparing to enter a competitive job market, and they seek to gain some of the tools to compete in this market while at camp. Summer camp staff can no longer be viewed as simply dedicated youth who are at camp because they love children and the outdoors. The role of the summer camp employee is diverse and challenging. The summer camp itself is a complex organization with expectations and demands coming to the staff from a variety of sources. Researchers in the field of camping can now use the knowledge and the research tools developed over the last twenty years in the field of management and organizational behavior. Since this area itself has undergone a kind of humanizing revolution, one need not fear that adopting the research tools of the business world will depersonalize the treatment of summer camp staff. Rather, it could provide actual documentation of the various kinds of problems faced by summer camp staff which would enable directors to take steps to improve the work environment and the overall experience of the staff, and therefore the campers.

In a number of instances in the camp staff management literature, stress and burnout have been specifically identified. However, situations and problems are described which are very similar to the descriptions of role ambiguity and role conflict phenomena, but they have not been identified as such. Beck (1986) reports that "one of the most frequent complaints of staff members by summers end is that they did not know what their 'supervisors' thought of the job they were doing". Shepard & Caruso (1986) point to the varied demands and diverse knowledge requirements of camp staff as a potential problem area. Austin &

Szymanski (1985) indicate that staff identify a lack of control over their work in camp as a contributor to burnout. Yet the test of the locus of control hypothesis (Austin & Voelkl, 1986) failed to show a relationship to burnout. Possibly the staff were describing role conflict or role ambiguity and not a locus of control problem. Becker & Shepherd (1989) discuss the importance of the particular staff members needs and values with respect to the specific role they play in camp. It seems likely that avoidance of role conflict due to poor role-person fit is being described here. Since role ambiguity and role conflict apparently do occur, and are associated with negative outcomes, accurate measurement and detailed documentation of the problem would be the obvious first steps in uncovering positive solutions. By helping identify and measure specific sources of job stress, the application of the concepts of role conflict and role ambiguity could lead directly to the creation of a more successful working environment which will benefit staff, campers, and the organization itself.

### **The Role Episode Model**

In classical organization theory, there are two fundamental principles. First is the principle of a chain of command with a single flow of authority from top to bottom, and second is the principle of unity of command and direction, where an employee should receive orders from one superior only, and not be caught in the crossfire of incompatible orders or expectations (Rizzo, House, & Lirtzman, 1970). The integration of role theory with classical organization theory resulted in the formulation of the role episode model and the derived concepts of role conflict and role ambiguity.

Kahn, Wolfe, Quinn, Snoek, & Rosenthal (1964) and Katz & Kahn (1978) through their theoretical model of the role episode attempt to chart the

experience/response dynamics of an individual's role path within a complex organization. The role episode charts the complete cycle of interaction between the role set and the focal person.

The role set is any group of individuals who can in some way affect the role behavior of another. The focal person is the person on whom the discussion is focused at any particular time. A role is defined as a set of activities or potential behaviors which is attached to each office. The office is any one position located within a complex organization. The role set and the focal person are constantly engaged in a dynamic relationship, the goal of which is to unify the sent messages by the role set and behaviors exhibited by the focal person.

The role episode begins with the existence of expectations which are communicated to the focal person by the role set. The communicated messages are referred to as pressures or expectations. The focal person then internalizes the pressures and must decide what behaviors will match the messages sent. The behavioral response of the focal person is then internalized by the role set and will, in part, determine the next set of pressures. This process is extremely dynamic and continues until one of the parties is no longer a member of the organization. External forces such as personality, organizational, and interpersonal factors also influence this cyclical process. These forces act as moderating influences between the role set or senders, and the focal person.

Figure 2 presents the role episode model as developed by Kahn et al. (1964). Arrow 1 represents the act of role sending, and arrow 2 the feedback portion in which the entire process is made cyclical. The core of this model is represented in boxes A to D with arrows 1 and 2.

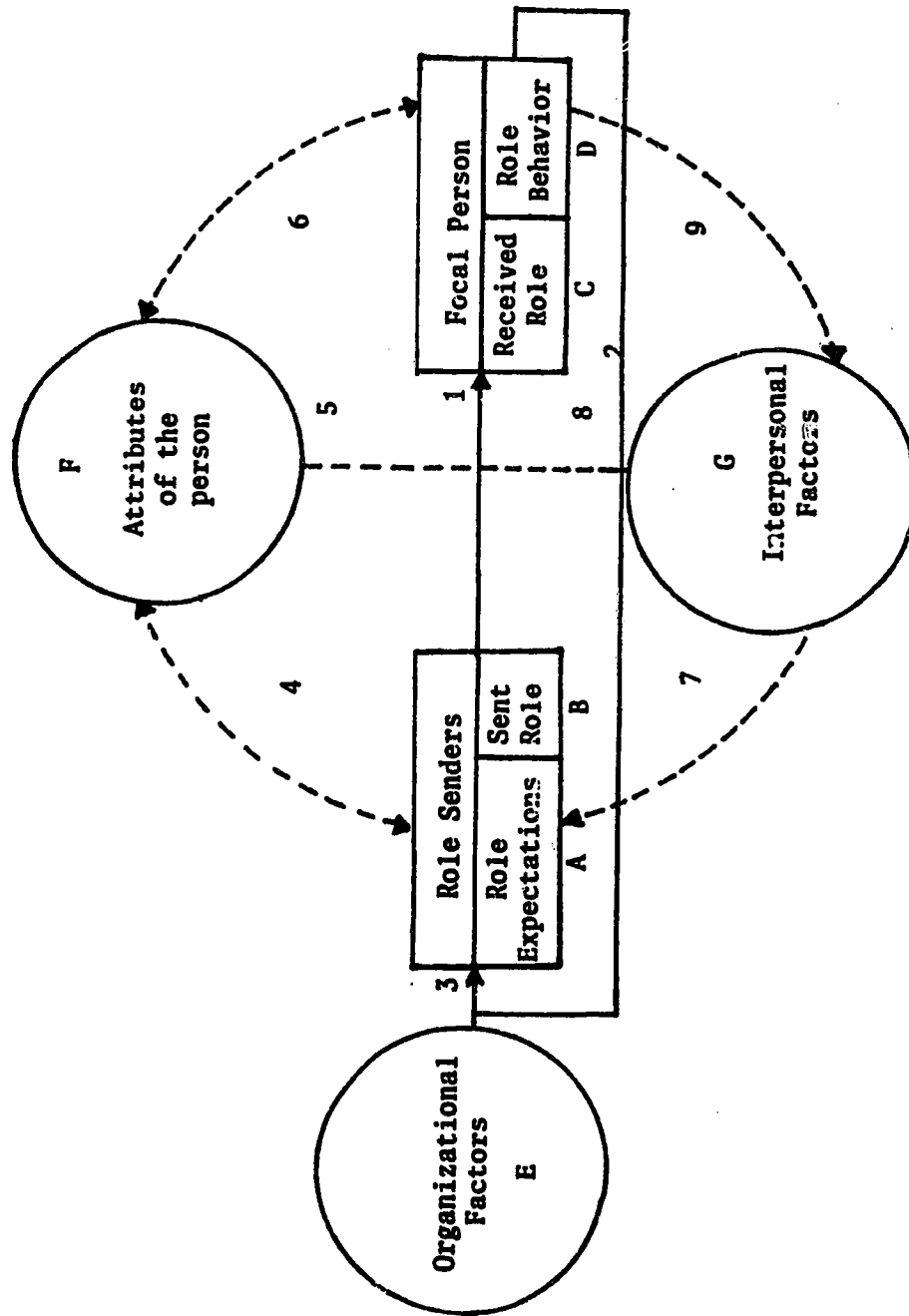
The circles represent the context in which the episode is to occur. These are the states of the organization, and the person and interpersonal relations be-



tween the focal person and the role senders. The organization (Circle E) can in part determine the content of role information sent to the focal person. The organization's policies, values, and code of behavior will determine, in part, the manner in which supervisors will behave and communicate with others in the organization. Arrow 3 represents the relationship between certain organizational variables and the role expectations communicated to any office within the organization.

Attributes of the person (Circle F) refer to all those variables that describe the propensity of an individual to behave in a certain manner. This variable is made up of the individual's motives, values, insecurities, preferences, fears, and so on. These variables will determine in part how quickly or likely the focal person is to accept or not accept the sent role. Personal attributes of a focal person may arouse specific communicative behavior from the role senders (arrow 4). These attributes may in fact effect the way in which the sent role is communicated (arrow 5). Once the sent role is internalized by the focal person it may also affect his or her personal attributes (arrow 6).

Figure 2 - Role Episode Model Adapted from Katz & Kahn, 1978



Interpersonal relations (Circle G) refer to the existing relationships between the focal person and the role senders. The behavior of the focal person feeds back into the process and will affect the interpersonal relations between the focal person and the role set (arrow 9). The focal person will interpret the sent expectations depending on his or her relationship with the role set (arrow 8). Finally, the expectations communicated to the role set by the focal person will be in part determined by the existing interpersonal relations held by the two parties (arrow 7).

When the message sent is clearly understood and compatible with the focal person, it means that both parties understand what the other's role expectations are, and the behaviors associated with the role expectations are compatible with both parties. However, at times the role related messages do not result in the desired behavioral outcomes in the focal person. The result of this may be role conflict or role ambiguity.

There are three basic ways in which role ambiguity can occur. The first occurs when clear information regarding which type of role the focal person should adopt is lacking. For example, in summer camps this may occur when a 'first time' section head must decide whether he or she will portray to the other staff members a picture of over confidence, the director's right hand person, or the counselors 'buddy'. For this section head, it may not be clear which role is most appropriate, thus causing role ambiguity. The second type of role ambiguity occurs when the type of role to follow is evident to the focal person, but information on how to carry out the role is lacking. Again, the first time section head may know that appropriate role behaviors are those that combine responsibility and compassion, but he or she may not know how to demonstrate those role behaviors. The third type of role ambiguity occurs when the focal person does not realize the con-

sequences of the role behaviors selected. For example, a new counselor at camp may have engaged in an activity with his or her cabin group that the camp director deems inappropriate. The camp director may even reprimand the counselor. The activity is only inappropriate when the director claims it to be so, and the counselor may have been using his or her best judgement. Role ambiguity may be summarized as a situation arising when information is not available or is withheld from the focal person, thus creating an environment of uncertainty for the individual.

There are five different types of role conflict. The first is intra-sender. This occurs when the focal person receives conflicting messages from the same role sender. For example, a counselor may receive conflicting messages from a section head especially if the section head lacks confidence with regard to decision-making and thereby issues instructions which contradict earlier ones. Inter-sender role conflict occurs when the focal person receives conflicting messages from two or more different people, who would be expected to present unified messages. At camp, this can occur. A counselor might be told by the section head that it is all right to have the campers stay up late one night, only to be reprimanded by the camp director, for allowing the campers to break curfew. A third type of role conflict is person-role conflict which occurs when a conflict of expectations occurs between the person and the duties of his or her role. Person-role conflict may be more prevalent at camp than most directors believe. New staff may arrive at pre-camp only to find that their expectations regarding their job responsibilities, living conditions, or social environment are not likely to be met in the camp setting. A fourth type of conflict is inter-role conflict and this occurs when one person must occupy two separate offices in an organization with conflicting roles. For example, inter-role conflict may be seen at camp when a staff member must occupy two different positions, such as a counselor and a section head, or a counselor and a canoe

instructor. The duties of a person occupying the roles of counselor/section head may come into conflict as authoritative and social obligations may clash. The final form of role conflict is role overload. This occurs when the focal person takes on a number of different roles, all compatible except with regard to time constraints. An example of role overload in the summer camp setting might involve staff members who over-extend themselves by volunteering for a number of extra projects, such as theme days and special evening programs. This does not necessarily involve incompatibility with other roles, but simply requires extra time that the staff member really can not afford. In this situation the person finds himself or herself juggling the responsibilities of various roles only to find out that time will not allow all of them to be met.

### **Applications of Role Conflict and Role Ambiguity**

Since 1966, the conceptual tools provided by the role episode model have been used extensively in the study of the behavior of individuals and organizations. It is clear now that a host of organizational, supervisory, individual, and work factors are related to stress (Cherniss, 1980; Greenberg, 1980; Schuler, 1982) and that job stress is directly related to job satisfaction (Johnson and Stinson, 1975), job retention, job performance (Motowidlo, Packard, & Manning, 1986), and burnout (Freudenberger, 1973, 1980). Specifically, role conflict and role ambiguity are seen as *the* job stressors (Jarnal, 1984), as they have been related to anxiety, reduced productivity, dissatisfaction, and employee turnover (VanSell, Brief, & Schuler, 1981). Job satisfaction is related with overall organizational effectiveness (Steers & Porter, 1983).

In 1973, Freudenberger introduced the term "burnout" to the literature. Clearly this term described a well known and familiar phenomenon, because the

term has been widely used ever since. In 1976, Maslach identified the three stages of burnout as first, emotional exhaustion, second, the depersonalization of clients and patients, and third, feelings of low personal accomplishment. Burnout quickly became associated with stress in the workplace. Specifically, burnout was seen as something which would result from excessive job stress. Stout and Williams (1985) argue that questionnaire measures of stress indicate the first stage of burnout. In subsequent literature, the term burnout is used sometimes interchangeably with stress, and it has become the dependent variable in some studies (Nagy & Davis, 1985; Jackson, 1984). Although the concept of burnout, specifically the first two stages, has become commonplace in the organizational behavior research since the mid-seventies, Capel, Sisley, & Desertrain (1987) point out that Katz & Kahn (1978) found that dehumanizing and blaming the client were two common methods of coping with job stress caused by role conflict and role ambiguity. They were therefore referring to the same burnout phenomena before Freudenberger introduced the term.

The multitude of investigations of role conflict and role ambiguity that appeared in the 1970s and 1980s certainly attest to the usefulness of these role episode concepts. Also, the development by Rizzo et al. (1970) of a questionnaire consisting of factorially independent scales for measuring role conflict and role ambiguity in complex organizations, undoubtedly provided the methodological tools necessary for operationalizing and measuring these variables. The vast majority of investigations of role conflict and role ambiguity in the work place use the Rizzo et al. (1970) scales (Batlis, 1980; Berkowitz, 1980; Dubinsky & Mattson, 1979; Helwig, 1979; Ivancevich & Donnelley, 1974; Keller, 1975; Morris & Koch, 1979; Posner & Randolph, 1979; Rogers & Molnar, 1976).

The construct validity of these role conflict and role ambiguity measurement scales has been investigated. Rizzo et al. (1970), Szilagyi, Sims, & Keller (1976), and Schuler, Aldag & Brief (1977) provide evidence of the empirical validity of the two independent scales. Tracy & Johnson (1981) argue that the factorial independence of the scales may be an artifact of differential wording of the scales, but House, Schuler & Levanoni (1983) provide evidence that such arguments can not be substantiated, and that modification of the scales based on these arguments is not necessary.

The results of the large body of research on the effects of role conflict and ambiguity on job stress and subsequent performance in the organization is varied. Stout & Posner (1984) investigated the relationship between role conflict and role ambiguity and found that they are moderately correlated with one another, but that they do not always occur together. It is possible, in other words, to be in a work environment and experience one without the other. Each of these variables is negatively related to job satisfaction, with role ambiguity apparently is the more important of the two in terms of creating job stress. Generally these data support the hypotheses of the role episode model. Three separate reviews of research on role stresses however indicate that the results are sometimes less clear cut. Van Sell, Brief & Schuler (1981) reported that while some studies show the expected negative correlation between role ambiguity and job satisfaction, others show no correlation. Likewise, Fisher & Gitelson (1983), using a quantitative meta-analysis, found no clear unequivocal relationship. Jackson & Schuler (1985) on the other hand, also using a quantitative meta-analysis of previous research, found a significant negative correlation between role ambiguity and job satisfaction.

Given the complexity of human behavior, and that of organizations, complex, multidimensional, and even conflicting results might be expected. For ex-

ample, Pierce, Durham, & Cummings (1984) suggest that the role expectation of the leader may impact differently depending on the *particular* construction of the *entire* set of expectations received by the focal person. Also, the problem of consistency in research findings may have a good deal to do with the great variety of employment situations and task environments which have been sampled. Indeed, where the objective task environment is held constant, job satisfaction was correlated with role ambiguity (Siegall & Cummings, 1986). From the practical or applied point of view, these concepts may indeed have good explanatory power, since they would be applied within a single occupational or work setting.

In spite of, or perhaps because of, the controversy regarding the validity of the Rizzo et al. (1970) scales, and the variation in research findings in different employment settings, the conceptual tools provided by the role episode model have attained a high level of methodological sophistication and have demonstrated a high degree of explanatory value in the area of understanding various aspects of employee success in complex organizations.

### **Role Conflict and Role Ambiguity in Recreation Research**

The ever growing body of research in the field of recreation has made some use of the conceptual framework of the role episode. Specifically, the educational/athletic role(s) of the teacher-coach have been the object of role conflict and role ambiguity studies (Capel, 1986; Locke & Massengale, 1978; Malone & Rotella, 1981; Capel, Sisley & Desertrain, 1987). High school coaches can be expected to experience role conflict as they try to meet the demands of the teacher role and the demands of the coaching role simultaneously, and as they try to meet the differential expectations of parents, school administrators, the local community, and the students. They might be expected to experience role ambiguity from the



lack of direction from administrators, inadequate job descriptions, and unclear evaluation procedures (Capel, Sisley, & Desertrain, 1987). This conceptual framework has provided useful insights into the understanding of the factors contributing to positive and negative outcomes in this profession.

## CHAPTER THREE METHODS

### Research Design

The design of this study was a typical survey research design utilizing both quantitative and qualitative data for analysis. Each aspect of the method by which this study was conducted will be discussed in detail, in this chapter.

In this study a survey research design was used for sampling, data collection, and analysis. Two methods for data collection were used, a self-administered questionnaire and a recorded personal interview. The population for the study consisted of summer camp staff from Ontario who were employed during the summer of 1988. The sample for the study was selected from within the population following certain guidelines which are presented later in this chapter.

The purpose of this study was to identify sources of job related stress for summer camp staff. This was carried out using the concepts and constructs of role conflict, role ambiguity, job satisfaction and job stress. Total scores for role conflict, role ambiguity, and job satisfaction were obtained as well as three separate scores for the job stress items, so that relationships among the variables could be explored. The quantitative data obtained from the questionnaire served primarily to 1) determine over-all scores for each variable, 2) make comparisons among various sample sub-groups and 3) make inferences to the appropriate population. The qualitative data obtained from the open-ended section of the questionnaire and the interview questions were primarily used to identify the sources of job stress which could be identified in the daily operations of a camp.

The actual design of the study can best be described as a combination of a descriptive, exploratory and cross-sectional study. Elements from different

designs were incorporated in order to meet the objectives of the study. This combination of design elements to formulate one complete research design is quite common in survey research.

An exploratory study is said to be a study with a purpose of gathering insights to an area previously unstudied, or breaking new ground (Saunders & Pinhey, 1974). This study applied the concepts and constructs that have been used successfully in other fields and applied them to the operation of residential summer camps. In general this study explored the extent to which role conflict and role ambiguity existed in summer camps. These sociological concepts have rarely been applied to recreational and leisure settings and never to organized summer camps.

A descriptive research design serves the purpose of describing certain social events or occurrences and concludes with an explanation of why people behave as they do under certain circumstances (Kviz & Knafelz, 1980). This study attempted to describe certain social events and occurrences for staff within the summer camp and to offer explanations as to why certain staff behave or feel as they do given certain social conditions existing in the summer camp.

A cross-sectional research design attempts to examine selected phenomena in one or more places at one point in time. A cross-sectional design contrasts with a longitudinal design which studies one phenomenon over an extended period of time. The data for this study were collected almost exclusively at one point in time (the fifth week of regular camp) at a number of different geographical locations. Though the personal interviews were conducted individually, they were all completed in a two week period in the latter portion of the summer.

Characteristics specific to the design of this study are largely related to the setting of the data collection — the residential summer camp. Data were col-

lected at the summer camps because it was felt that the responses would be more accurate if the stimuli from the summer were present during data collection. The time for data collection was selected because by the fifth week of regular camp most of the relationships were more likely to be established and the dynamics of the summer would be in progress.

Collecting data in the environment of the summer camp using a cross-sectional design proved to be challenging. The camp schedule for the staff tended to be extremely hectic; consequently, creating the time to complete the questionnaire as a group was difficult. Developing and maintaining contact with the appropriate people at each camp was also difficult because of the hectic pace. The coordination and administration of the interviews took place following the close of the camping season when the respondents and the researcher possessed greater control over their daily schedules.

### **Instrumentation**

Two separate data collection instruments were used in this study. Each respondent completed a self-administered questionnaire and 10 percent of the sample completed a personal interview which was tape recorded. The development of both the questionnaire and the interview schedule are discussed following the summary of the instrumentation in general.

The purpose of the questionnaire was to gather data pertaining to demographics, role conflict, role ambiguity, job satisfaction and job stress at camp. The questionnaire was made up of a series of questions with four open-ended items which accompanied the job stress section.

The questionnaire was divided into four sections. The first section contained the questions pertaining to the demographic characteristics of the respond-

ents. Personal information such as age and sex was collected along with information regarding the respondents camping, educational and camp employment history. The second portion of the questionnaire consisted of a twenty-nine item role conflict and role ambiguity scale developed by Rizzo, House & Litzerman in 1970. Two items from the scales were modified to provide greater clarity for the summer camp staff members. After the word 'policies' in item nine, the phrase 'camp rules' was added, in parentheses, and in item twenty one, word 'camp' replaced the word 'organization'. The third section consisted of five questions pertaining to job satisfaction. All five items were developed by the researcher so that they would be relevant to summer camp employment. The job satisfaction items were not specific to any one aspect of summer camp rather, they attempted to broadly cover camp employment in general. The final section consisted of three ordinal and four open-ended questions pertaining to job stress at camp. The job stress questions were designed to obtain a broad perspective on the subject including the dynamics and effects of job stress at camp. Each of the four sections of the questionnaire are discussed in detail later in this section.

The purpose of the interviews was to gain a deeper insight into the sources of job stress for staff at camp. Obtaining information regarding the stressors that occurred during the average day of a staff member was thought to be valuable especially when used in combination with the quantitative results. The interview schedule was based on the job stress questions from the questionnaire. All interviews were conducted by the researcher and tape-recorded with the consent of the participants.

### **Pilot Test**

A pilot study to test the questionnaire was conducted in March of 1988. The sample for the pilot study was a group of forty-five residential summer camp staff from a private summer camp in Ontario. The camp personnel were part of a relatively large summer camp of approximately sixty staff who had all been employed at the camp during the summer of 1987. Participation in the pilot study was voluntary, and permission to select the sample was obtained from directors of the camp. The pilot questionnaire used the same four sections as indicated earlier, namely, the demographic questions, the role conflict and role ambiguity, job satisfaction and the job stress measures (See Appendix A). One additional section was added to this questionnaire which asked for comments and criticisms on each section of the questionnaire. This information was used in making corrections for the final version.

Upon receiving and examining the thirty-nine pilot study returns, the researcher concluded that only minor revisions to the questionnaire were necessary. The aim of the questionnaire which was to measure levels of the variables was accomplished with the pilot questionnaire. The measurement device was examined visually for accuracy. Expert guidance, in the form of a committee member (methodologist) and a statistician, was sought to assist in the examination of the pilot questionnaire. The majority of the measures were simple and straightforward and had been tested many times before. The primary areas for revision were the job stress section and the general presentation of the questionnaire. The majority of the revisions were of a technical nature.

Question 2a on the pilot version of the questionnaire asked the respondent to indicate if he or she had been a camper or a counsellor-in-training prior to becoming a staff member at the present camp. In the final version this question

was divided into two separate questions. One asked if the respondent had been a camper at the present camp and another asked if she or he had been a counsellor-in-training at their present camp prior to becoming staff. The question was subdivided into two separate questions because a camper's experience may be considerably different from that of a counsellor-in-training. In addition, if respondents had indicated that they had been a counsellor-in-training it would imply a fairly recent exposure to the camp. However, if they indicated that they had been a camper, that exposure to the camp may have occurred a number of years ago thus decreasing the relevance to the present time and situation. The questions were re-labelled on the final version of the questionnaire as 2a and 2b respectively, and question 2b in the pilot questionnaire became 2c in the final version (See Appendix B for the final version of the questionnaire)

In the pilot questionnaire the role conflict and role ambiguity measure as well as the three job stress questions used a seven-point Likert Scale to record the responses. In the final version of the questionnaire the seven-point scale was reduced to a five-point scale for all the measures. The reason for this was practical in that a seven-point scale would require too much space on the questionnaire. It was decided that a five-point scale does not differ significantly from a seven-point scale with regard to its ability to gather information.

The final revision concerned the response format for the open-ended questions. The final version of the questionnaire supplied the respondent with four lines to record a response as did the pilot version. However, the final version labelled each line a,b,c, and d. This was done in an attempt to have the respondents submit four separate responses for each question.

## The Questionnaire

In this section the purpose, objective and justification for each question in each section will be discussed.

The demographic portion of the questionnaire contained ten items. Because there were no highly sensitive demographic items soliciting extremely personal or controversial information there was no need to organize the the questions in a manner that would ease the reader into the questionnaire. All demographic questions were easy to answer so they did not appear in any special order.

### Question 1a.

*Please indicate the total number of summers you have worked as a summer camp staff member here or elsewhere. Include the current summer in your response.*

One\_\_Two\_\_Three\_\_Four\_\_More\_\_(How Many)

The intent of this question was to record the total number of years the respondent had worked as a camp staff member at any camp. It was assumed that the level of experience a staff member had would be related to the manner in which the individual would perceive a situation and thus the questionnaire measures.

### Question 1b.

*Please indicate the number of summers (including this summer) that you have been a staff member at this camp.*

One\_\_Two\_\_Three\_\_Four\_\_More\_\_(How Many)

Question 1b sought to determine the number of years the respondent had been a staff member at their present camp. This question was included so that familiarity with a particular camp could be assessed as a possible factor in determining the levels of the four attitudinal constructs.

### Question 2a



*Were you a camper at this camp prior to becoming a staff member?*

Yes \_\_\_ No \_\_\_

This question like 1b, measures familiarity with a particular setting as a factor affecting attitudinal responses. Questions 1b, and 2a may have had a particular affect on role ambiguity because, as familiarity with a particular environment increases role ambiguity should decrease.

Question 2b.

*Were you a counsellor-in-training at this camp?*

Yes \_\_\_ No \_\_\_

Question 2c.

*If so, please indicate the total number of summers you were here.*

\_\_\_ summers

Questions 2a, 2b, and 2c were concerned with gaining information regarding the respondents experience with the camp (if any) prior to receiving employment at the camp. A first year camp staff member with a history at the camp either as a camper or a counsellor-in-training may have become familiar with the people, program, norms at the camp. Once they become staff this person may, in fact, experience less role conflict, role ambiguity and job stress than a person who is completely new to the camp.

Question 3.

*Your age is*

\_\_\_ years, \_\_\_ months

Question 3 asked the respondent for his/her age in years and months. The age variable was used in correlations with role conflict, role ambiguity, job satisfaction and job stress. Age was assumed to be a variable that might affect the individual's responses on the four constructs.

## Question 5a.

*What is your exact job title at camp this summer?*

\_\_\_\_\_

Each member of staff has, or should have, a job title, and this question asked the respondent to indicate what that was. The work environment of a sailing instructor may be considerably different from that of a section head. Stress, may in fact be more prevalent in some positions than in others. This observation has been made in other employment areas (Locke & Massengale, 1978). The question was included so that comparisons could be made between various positions at camp.

## Question 5b.

*What is the main emphasis of your work?*

- Cabin Counselling
- Instructional
- Supervisory
- other (Please State) \_\_\_\_\_

Question 5b serves as a check for question 5a, in that it is a second opportunity to indicate what work the respondent is responsible for at camp. It is also useful in the case where respondents really do not know their exact job title. With question 5b staff can indicate the nature of their work.

## Question 6.

*What is your highest level of education?*

- High School       Grade
- Community College     Years
- University             Years
- Other (Please State) \_\_\_\_\_

Question 6 asked the respondents for their current level of education. Education and age variables were used as measures of personal maturity.

Two more demographic variables were coded into the computer but did not appear on the questionnaire. The variables were camp size and camp type. The variables of camp size (large or small) and camp type (private, agency or church operated camps) were determined as the (pre-coded) questionnaires were returned from the camps. The information guiding the categorization of the camps was obtained from the Ontario Camping Association Summer Camps Directory.

The format and the wording of the demographic items were designed to facilitate coding. Each possible response for the closed-ended questions was given a code number. The coding procedure for the questionnaire was determined prior to data collection.

The next section of the questionnaire consisted of the role conflict and role ambiguity measure developed by Rizzo et al. (1970). The primary goal in using this scale was to measure the level of role conflict and role ambiguity existing in camp staff. As indicated above, the scale was slightly modified by the researcher so that it would better apply to a summer camp setting.

Fifteen items specifically measure role conflict and fourteen items measure role ambiguity. The different forms of role conflict and role ambiguity are reflected in various items. Four different types of role conflict are measured within the fifteen role conflict questions. Person-role conflict is measured in questions 3, 5, 26, and 28. Intra-sender conflict is represented in questions 1, 11, 15, 17, and 24. Role overload items are measured by questions 7 and 18, and conflicting expectations and organizational demands by questions 9, 13, 20, and 22.

Two different types of role ambiguity are measured from within the fourteen role ambiguity items. The form of role ambiguity defined as the predictability

of outcomes or responses to one's behaviour is measured by questions 8, 16, 23, and 29. Secondly, the form of role ambiguity defined as clarity of behavioral requirements in terms of inputs and outputs from the environment which guide behaviour and provide knowledge to initiate and maintain behaviour are represented in questions 2, 4, 6, 10, 12, 14, 19, 21, 25, and 27 (Rizzo et al.1970).

In the discussion which follows the role conflict items are presented and discussed separately from the role ambiguity items. However, the role conflict and role ambiguity items were integrated on the questionnaire. Some items were expressed with positive wording and others were expressed negatively. The items are expressed in this manner in order to keep respondents from making hasty responses and it requires the respondent to read each question carefully.

1. *I have enough time to complete my work.*
2. *I perform tasks which are too easy or too boring.*
5. *I have to do things that I think should be done differently.*
7. *I am able to act the same regardless of the group I am with.*
9. *I work under policies (camp rules) and regulations which are not compatible.*
11. *I receive assignments without enough help to complete them.*
13. *I have to ignore a rule or policy in order to carry out my responsibilities.*
15. *I receive assignments that are within my training and capabilities.*
17. *I have just the right amount of work to do.*
18. *I work with two or more groups which do things quite differently.*
20. *I receive incompatible requests from two or more people.*
22. *I do things that are likely to be accepted by one person but not another.*
24. *I receive assignments without the resources or the materials to complete them.*
26. *I work on things that are unnecessary.*

28. *I do work which suits my values.*

Listed below are the fourteen role ambiguity items as they appeared in the questionnaire. Respondents were asked to indicate the extent to which they agreed or disagreed with each item as it pertained to their summer camp work experience.

- 2. *I feel certain about how much authority I have.*
- 4. *My job has clear goals and objectives.*
- 6. *The lack of policies and guidelines makes my job easier.*
- 8. *I am corrected or rewarded when I really do not expect it.*
- 10. *I know that I have divided my time properly to do my job.*
- 12. *I know what my responsibilities are.*
- 14. *I have to learn in order to perform my duties.*
- 16. *I know exactly how I will be evaluated for a raise or a promotion.*
- 19. *I know exactly what is expected of me.*
- 21. *I do not know how my job is linked to the rest of the work in camp.*
- 23. *I am told how well I am doing in my job.*
- 25. *Explanations about what I am to do are clear.*
- 27. *I have to work with instructions and guidelines which are not clear.*
- 29. *I do not know if my work will be acceptable to my supervisor.*

A five-point Likert Scale was used to record the responses for the role conflict and role ambiguity items. This type of scale was selected because of the questionnaire's spatial restrictions. The scale was represented in such a manner that a response of one (1) indicated that the respondent strongly agreed with the statement, and a response of five (5) indicated that the respondent strongly disagreed with the statement. The five and seven-point Likert Scale has been used extensively in recording survey research responses (Kviz and Knafl, 1980).

Part three of the questionnaire consisted of the five item job satisfaction measure which was included for two reasons. First, job satisfaction, role conflict, role ambiguity and job stress are related concepts with regard to the greater concept of wellness in the work place. Secondly, if job satisfaction is to be used a predictor of job stress or as a predicted outcome of role conflict and role ambiguity, then a measure of total job satisfaction is required to examine these potential relationships. As there are a limited number of job satisfaction items they were designed to have a broad focus. Each item is discussed in turn below.

How satisfied are you with:

Question 1,

*...the nature of your responsibilities.*

The respondent was asked if he or she was content with the tasks required of the job at camp. This question attempted to measure staff satisfaction regarding the technical aspect of the individual's job. For example, a waterfront instructor may be very happy to be at camp with friends and working with children but detest the long hours spent patrolling the beach. This otherwise content staff member may begin to resent being at camp because of the technical requirements of the position.

Question 2.

*...the working relationship with your supervisor.*

This question asked the respondents how content they were in working with the person who is their superior. Cherniss (1980) stated that a major cause of discontent among staff in the human services was a poor or inconsistent relationship with one's supervisor. The supervisor, in a work situation, is often the immediate source of role conflict and role ambiguity (Katz & Kahn, 1978).

Question 3.

*...the working relationship with other staff.*

Relationships with other staff have been identified as important factors in staff retention in summer camps (Becker, 1984, 1986; Ball, 1956). Staff relationships have also been reported to be of great significance for staff during periods of high stress (Austin & Voelkl, 1986). Thus, poor relationships with one's colleagues can manifest themselves in other areas such as in a high level of anxiety.

Question 4.

*...the amount of freedom I have to define my job.*

Question four asked the respondent if they were satisfied with the amount of input they possess in deciding the content and the scope of their job. Some staff may not wish to take part in the formulation of their job responsibilities and would simply accept what is decreed from their superiors. Other staff may have a stronger need to assist in the structuring of their duties or to have the freedom to request changes. The involvement one wishes in defining a job is a personal preference; therefore, this question asked respondents how satisfied they were with the amount of freedom they had.

Question 5.

*...the over-all summer camp experience.*

Item five was included in the measure in order to capture the generality of job satisfaction at camp. The final question attempted to gain a broader perspective from the respondent with regard to the outcome of the summer in general. The respondent was asked to take into account all the positive and negative aspects of the summer.

A five-point Likert Scale was used to record the job satisfaction responses. A response of one (1) indicated extreme dissatisfaction and a response of five (5) indicated extreme satisfaction with a statement.

The job satisfaction questions were placed in particular order for a specific purpose. Questions one, two and three are relatively straightforward and asked the respondent for information regarding particular areas of camp. Question four was more abstract because the respondent was required to visualize what the optimum work environment would be (in relation to the level of freedom he or she had to define their job), and then subtract positive elements until they arrived at what actually existed. Question four does require the respondent to consider a greater variety of aspects of the camp environment before selecting a response. Question five required the respondent to give a score to the entire summer experience incorporating as many elements as possible. The five questions were ordered in such a way as to get the respondent to consider only a few elements of the summer experience at first (questions 1, 2, and 3) to then incorporate as many elements as possible for the latter questions (questions 4 and 5), so as to ease the respondent into more complex questions.

The final section of the questionnaire consisted of the three ordinarily structured job stress questions and four corresponding open-ended questions. The purposes of the job stress questions were twofold. First, they were used in exploring empirical relationships with role conflict, role ambiguity and job satisfaction. Secondly, the open-ended items attempted to identify some specific stressors that exist for camp staff in their daily program.

Unlike the role conflict and role ambiguity measures and the job satisfaction scales which measured single concepts, the job stress questions measured three completely different aspects of job stress. These are the level of job stress, the fluctuation in job stress, and the effect of job stress on performance. For this reason they were treated as three separate items and were not summed to produce one job stress score. Each job stress item had a corresponding open-ended question



which asked for more details on that particular topic. Listed below are the job stress items as they appeared in the questionnaire; the nature and purpose of each item is discussed.

Question 1.

*As is likely the case for any form of employment, working at a summer camp may create stress for staff members. Please indicate by circling one of the numbers on the scale below how much job related stress you have experienced. The purpose of question one was to obtain a score for the total level of job stress experienced by staff.*

Question 2.

*One can experience more or less stress at different times in the summer. Please indicate the extent to which you feel your level of stress has fluctuated over the summer.*

This question enabled the researcher to assess the dynamics of stress as experienced by staff over the course of the summer. Understanding the dynamics of stress was believed to be important because it could possibly be linked to certain events or situations during the summer that could appear in the qualitative data.

Question 3.

*Please indicate to what extent the stress you have experienced has had an effect on your performance as a summer camp staff member.*

Item five asked the respondent to evaluate the effect of the stress on their own performance. Obtaining a valid score for this item is probably difficult, not because of dishonesty among respondents but rather because it is difficult to evaluate the effect of stress on oneself (Freudenberger 1973). The item was included in an attempt to identify the manner in which staff perceive stress to influence their performance.

Presented below are the open-ended questions of the job stress section. Each question provided the respondent with four lines for the response. Each line was labelled a,b,c, and d, to encourage the respondent to give four separate responses.

**Question 1.**

*Regardless of the actual amount of stress you have experienced please identify four aspects of your work which you consider to be the greatest sources of stress.*

**Question 2.**

*What are the four most stressful periods of time you experienced during the summer.*

**Question 3.**

*Please indicate the four most significant ways in which stress has affected your work.*

**Question 4.**

*Please indicate the four most significant ways in which you have attempted to cope with the stress (regardless of the level) associated with your job.*

The job stress questions were arranged to appear in the questionnaire so as to solicit responses from the subject that ranged from the general to the specific, unlike the job satisfaction items which focused on the specific at first then moved to the general. The stress questions were placed in this order so that the respondent would begin to think about the general concept of job stress before answering more specific questions about the dynamics and the effect of the stress.

### **Reliability and Validity**

The construct validity of the role conflict and role ambiguity measurement scales has been discussed in the literature (see Applications of Role Conflict

and Role Ambiguity in Chapter 2). In addition, all three of the multi-item measures utilized in this study were examined, upon completion of the data collection, for reliability. An SPSSx covariance matrix test yielded alpha scores of 0.7436, 0.7264, and 0.7094, for role conflict, role ambiguity, and job satisfaction, respectively. Literature reports, as well as the testing of the data set consistently confirm that these instruments are both reliable and valid.

### **Interview Schedule**

The purpose of the interviews was to gain a deeper insight into the sources of job stress experienced by staff. The interview data could also suggest the manner in which stress affected the staff and the way in which the staff attempted to cope with stress. The final aim of the interview portion of the study was to obtain responses from staff regarding the aspects of camp employment that could improve in the future and possibly, identify methods for achieving this.

The interview schedule was based on the job stress section of the questionnaire. It consisted of nine questions, seven of which were based on questionnaire items. The interview schedule as it was employed appears below.

1. *Did you experience any stress related to your job at camp this summer?*
- 2a. *What aspects of camp caused you the most stress?*
- 2b. *Why?*
3. *Did you experience more or less stress at different points in the summer or did it remain constant throughout?*
- 4a. *At what points in the summer did you feel more or less stress?*
- 4b. *Why?*
5. *Do you think that the stress you experienced affected your performance in any way?*

6. *In what ways do you think the job related stress affected your performance?*
7. *Did you notice job related stress affecting the performance or personality of your friends at camp?*
8. *How did you handle the job stress that you experienced while you were at camp?*
9. *What types of things do you think your camp organization could have done to lessen the amount of job related stress you experienced this summer.*

To ensure confidentiality and anonymity respondents were asked not mention their names, the name of their camp or the names of other staff. If staff wished to refer to another individual, they were asked to do so by job title.

A reliable measure implies that if the test were to be repeated it would yield similar results. The reliability of the interview schedule was tested by comparing the results of the interviews with the results of the open ended questions. Seven of the nine interview items also appeared in the questionnaire. The two remaining items could not be tested in this manner. However, they were primarily concerned with individuals describing their own camp.

The interview schedule was examined for face validity. Interview data were checked after the first four interviews to ensure that the content of the interview responses were in accordance with the purpose of the interviews, and to ascertain if any changes to the interview schedule were required, and so it was decided that no question content changes were required.

### **The Population**

There is a great variety in summer camps in Ontario; many serve clients with special needs. These summer camps require specialized programs and staff. No longer can one assume that all the summer camps in Ontario and Canada can be classified as having a traditional summer camp program. The population of

summer camps is too heterogenous to allow them to be labelled as a unified group. A defensible assumption is that the nature of the staff that belong to this great variety of summer camps is also varied in that they share the ideals and program philosophies of their respective camps.

Information regarding the names, addresses, program specifications and operating basis (whether the camps are private, agency or church operated) was obtained from the 1988 Ontario Camping Association Summer Camp Directory. The directory listed a total of two hundred and two camps.

For the purposes of this study it was necessary to select one type of camp to serve as the population. The traditional summer camp, with a general program was selected because it remains as the largest category of summer camps. Characteristics of the traditional summer camp can still vary significantly within a given category. Therefore, more specific criteria were selected so as to identify a relatively homogenous group of summer camps.

The summer camp population for this study was made up of residential summer camps with a traditional program, co-ed clients and clientele, a minimum of eighteen staff and hold current membership in the Ontario Camping Association. A total of seventy-four known camps satisfied these criteria. However only 17 took part in the study.

### **Sampling Procedures**

In order to accommodate the various requirements of this study two sampling methods were used. The cluster method was used in the first stage to group the seventeen various camps in the study into homogenous categories. Once the categories were established, the proportional stratified method was used to select individual sampling units from within the clusters of camps.

The goal of the sampling procedure was to select a proportional number of staff in different positions (counsellors, instructors and section heads) from each summer camp category (large private camps, large agency camps, large church camps, small private camps, small agency camps and small church camps). Only program personnel were selected as subjects for the study. Support staff and those holding management positions were excluded from the sampling.

The sample of summer camp staff was secured by asking the directors of each camp to volunteer their staff for the study. Each camp director within the population of seventy four camps received a letter that explained the study and asked for their participation during the summer of 1988 (Appendix C). A letter from the Department of Recreation and Leisure Studies at the University of Alberta, and a letter from the President of the Ontario Camping Association (Appendix D) acknowledging the legitimacy of the study were also sent to each camp director. The letters to the directors were sent by mail prior to April 28, 1988.

A deadline of May 18, 1988, was selected, after which the study would proceed with only those summer camps secured at that time. Seventeen of the seventy-four camps responded positively by the deadline date. Fourteen camps replied negatively, and the remaining camps did not reply at all. It should be noted that the respondents in the small agency camps category were all associated with the YMCA or the YWCA, and those in the small church camps category were all associated with the United Church of Canada. These were the only camps that wished to participate in the study, from those categories.

The seventeen summer camps in the sample were categorized by their size and operating basis, using the cluster method. Cluster sampling implies that elements are sampled through clusters which are heterogenous in nature, yet each cluster is a group of homogenous units (Sanders & Pinhey, 1974). For example, the

camps in the small private camp cluster were assumed to be similar to one another, yet different from the other camp clusters. Actual sampling units were obtained from within each cluster of camps. Table 1 indicates the clustering results of the sampling procedure in which summer camps were placed in groups according to their size and type

**Table 1**  
Number of Camps in Sample by Size and Type

	Private	Agency	Church
Large camps	3	1	2
Small camps	4	3	4

In an attempt to obtain a representative sample of camp staff, a proportional stratified sampling method was then used to ensure that a proportional number of counsellors, instructors and supervisors were included. This was made possible by obtaining staff lists from the directors (including the name and position of each staff member) prior to the start of the summer. A staff position breakdown of 60 percent counsellors, 30 percent instructors and 10 percent supervisors was believed to be representative of most camps in the sample. This was the objective of the proportional stratified sampling procedure and was adhered to as closely as possible. In most cases attaining the appropriate percentages was possible. However, in two of the small agency camps adjustments were required which resulted in a greater proportion of counsellors being included in the study. These extra counsellors were included to make up for a shortage of available supervisory staff.

Proportional stratified sampling was conducted by obtaining the sum of employees within each staffing category (counsellors, instructors and supervisors) within each cluster. Then the appropriate percentage of staff (60 percent counsellors, 30 percent instructors, and 10 percent supervisors) was sampled from each cluster with a proportional number of staff taken from each camp in that particular cluster. For example, in the large private cluster the researcher added up separately the counsellors, instructors, and supervisors from all the camps in that cluster. Given that the total number of staff to be sampled from each cluster was to be approximately fifty, the appropriate percentage of staff were selected from the total of staff from each staffing category. For example, if there were one hundred counsellors, thirty instructors and ten supervisors in the entire large private cluster only a percentage of those would be sampled totaling fifty from the cluster. Therefore the actual final outcome for the large private cluster resulted in 30 counsellors, 15 instructors, and 5 supervisors being sampled for the study.

In selecting the appropriate number of staff within each staffing category, the standard stratified method was used. Table 2 presents the results of the proportional stratified sampling procedure. It should be noted that each camp category represents a particular number of camps as indicated in Table 2. For example, the 28 counsellors in the large private cluster were selected as equally as possible from the three camps in that cluster.

A total of fifty staff for each of the six different camp clusters resulting in a total of three hundred respondents was the goal. Due to the low numbers of staff in the small clusters of camps, a total of fifty staff was not always possible. The end result was that 25 fewer staff were sampled from the small clusters, so the total number of potential respondents was two hundred seventy-five.



**Table 2**  
Proportional Stratified Sampling Results

Camp Cluster	Counsellors	Instructors	Supervisors	Total
Large/ Private(3)	28	17	6	51
Large/ Agency(1)	26	17	7	50
Large/ Church(2)	26	17	7	50
Small/ Private(4)	22	15	7	44
Small/ Agency(3)	20	9	6	35
Small/ Church(4)	25	13	7	45
Totals	147	88	41	275

Interview respondents were selected from the totality of returned interview response forms. Each questionnaire respondent was offered the opportunity to participate in the interviews. As the decision to take part in the study was entirely voluntary, no predictions were made in advance regarding the number of interview subjects.

#### Data Collection

Data collection for this study occurred in two separate stages. Questionnaire data was collected during the fifth week of regular camp while the respondents were still at camp. The interview data was collected shortly after the respondents had completed employment at their respective camps. Interview data was collected between August 29, 1988 and, September 7, 1988.

Due to the geographically diverse locations of the summer camps involved, and the need to collect data at one point in time, a mailed self-administered questionnaire was used. A package of questionnaires was sent to each camp to be administered to groups of respondents by a designated individual.

Immediately following the confirmation of participation by each camp, the camp director or the assistant director was asked (by way of telephone conversations) to administer of the questionnaires. All of these individuals indicated that they would be on site for the fifth week of regular camp.

Prior to the beginning of the pre-camp training week (June 21, 1988), a letter explaining the duties of the questionnaire administrator was sent to each administrator (Appendix E). During the third week of regular camp (the third week of July) they were again contacted by telephone to confirm their participation in the study. At this time one camp (small, private) withdrew from the study due to time constraints and the demands of the regular program. This reduced the sample to sixteen camps.

During the fourth week of regular camp a questionnaire package was sent to each designated administrator. Each package contained a letter explaining the exact administration process, a list of the names of the individuals who were to participate, and a letter explaining the nature of the data collection. This was to be read to staff members once they had gathered to complete the questionnaire (See Appendix F). Each participant received a questionnaire, an interview response form and a return envelope (see Appendix G). For the collection of the materials, the administrator was supplied with two larger envelopes marked questionnaire returns and interview response form returns. Finally, a large self-addressed, postage paid envelope was included so that the director could promptly and easily return the all data to the researcher.

The actual administration of the questionnaire was conducted by each camp within two days of receiving the package. The designated administrators were instructed to assemble the pre-assigned individuals to one place at the earliest convenience to complete the questionnaire. The majority of the administrators reported that the procedure had been carried out after a meal or during a staff meeting.

One hundred fifty-nine questionnaires were returned. Two were deemed unusable, resulting in a response rate of 57 percent. Thirty-three persons returned interview response forms indicating that they would participate in the interviews. Once each respondent had been contacted by telephone, the total number of interview respondents decreased to twenty-nine. During the preliminary telephone conversation between the researcher and the respondent a meeting place and time was established, and the subjects were reminded that the interview would be tape recorded.

Interviews were generally conducted at the person's home, or in a quiet public place, usually a restaurant. Twenty-five interviews were conducted in the Toronto area and four were conducted in Hamilton, Ontario. The majority of the staff from the camps involved in the study were from the Toronto area.

A micro-recorder was used to record the interviews. This type of recorder was used because it was considerably less obtrusive than the larger models, conducive to battery usage, and possesses excellent recording capabilities. Interviews required an average of eighteen minutes with a range of twelve minutes to thirty-two minutes.

### **Problems and Adjustments**

The primary problem in the data collection was a low response rate. The majority of problems associated with the low response rate were logistical problems in ensuring that the questionnaires were administered at the proper time and returned to the researcher. The researcher's absence during the time of data collection meant that the director or assistant director was entrusted with the complete responsibility of the administration of the questionnaire. Six camps did not fill vacant places with replacements, thus decreasing the number of questionnaires returned. Four camps involved simply did not return any questionnaires at all. They were contacted but stated that they were too busy to have the staff complete the questionnaires. Four camps indicated that they had received the questionnaire package late as they pick up mail only once or twice a week, but all four were still able to participate.

Because these problems occurred in the latter stages of the data collection process little compensatory action was possible. However, it was decided that the return rate of 56 percent was sufficient to permit the required analysis.

### **Data Analysis**

The raw questionnaire data were entered in numerical form into a computer file using the University of Alberta mainframe and the Michigan Terminal Operating System. The raw data file was 157 lines long and 64 columns wide. These columns contained a total of 52 variables. Non-numerical questionnaire responses were coded into numerical form, for example, male=1, female=2.

The Michigan Interactive Data Analysis System (MIDAS) was used to read and analyze the data. SPSSx was used in two analyses not available through

MIDAS, namely, the test of reliability, and the post-hoc Scheffe test for the Analysis of Variance.

The first step of the analysis involved recoding responses to selected questions in the role conflict and role ambiguity items. Responses to 13 items (Q1, Q2, Q4, Q7, Q10, Q12, Q15, Q16, Q17, Q19, Q23, Q25, Q28) were recoded so that they became parallel to the other questions. For example, Q1, "I have enough time to complete my work" is worded such that the lower the response, the higher the role conflict. The responses to these items were recoded such that 1,2,3,4,5 became 5,4,3,2,1. These recoded values were used throughout the analysis, and higher mean scores equate with higher role conflict and role ambiguity. All job satisfaction questions were positively worded.

In the second stage of the analysis, three new variables were computed which expressed the *total* score, per respondent, for role conflict, role ambiguity, and job satisfaction. An additive scaling method was used to sum the responses for each item in these three multi-item measures. For example, since there were 15 role conflict items with responses ranging from one to five, the total role conflict score for each individual ranged from 15 (low role conflict) to 75 (high role conflict). The 14 role ambiguity items were scaled to a total score per individual of 14 to 70. The five job satisfaction items were summed to a total score ranging from 5 to 25. In most of the analysis, these total scores were used, however in some cases, when significant results warranted further investigation, the responses on specific questions were also analysed. As job stress was not a multi-item measure, each of the three different stress questions were analysed individually.

The data were first explored using descriptive statistics in order to check for illogical entries, and for the purposes of obtaining a basic description of the data set. The data were then further explored by various other statistical procedures.

The relationship among the continuous variables was tested using the Pearson product-moment correlation coefficient. For example, the Pearson product-moment correlations were used to test for a relationship between age and total role conflict score. The potential differences in two and more than two sample means based on breakdowns by discrete variables were tested using the Student's t-test and the oneway Analysis of Variance (ANOVA) respectively. For example, a T-test was used to test for a difference in the total role conflict score between the male and female respondents. An ANOVA was used to test for a difference in total role conflict score among private, agency, and church camps. This exploratory data analysis was followed by a regression analysis to test the hypotheses that role conflict and role ambiguity reduce job satisfaction and increase job stress.

Both the interview data and the open-ended questionnaire data were analysed using content analysis to identify the frequency of certain responses, for each question. This analysis served primarily to provide specific information on the situations within the camp program which create role conflict and role ambiguity, and which are related to job satisfaction and job stress.

## CHAPTER FOUR RESULTS

The results of the analysis of the questionnaire and interview data are presented in this chapter, beginning with a description of the sample. The results are then presented in the same order as the five objectives listed in Chapter One. Objective six, the discussion and interpretation of these results along with the concrete recommendations for camp directors, follow in Chapter Five.

### **Description of the Sample**

A description of the sample indicating job related demographic variables appears in Table 3. The table indicates the item, as it appears on the questionnaire, categories corresponding to each item, the actual number of respondents in each category, and the percentage of respondents in each category.

For the variables camper before staff and counsellor-in-training before staff, the distributions are fairly equal. Almost 52 percent of the sample were campers at their present summer camp before becoming staff, and 45 percent were counsellor-in-training at their present camp prior to becoming staff. These numbers indicate that campers do often go on to become staff at the camps where they were campers.

The job title variable classified staff into six different positions. The results show that the sample consists of 51 percent counselling staff, 26 percent instructors (instructors plus activity heads), and 12 percent supervisors, which was close to the distribution sought through the sampling procedure, of 60 percent counsellors, 30 percent instructors, and 10 percent supervisors. For the analysis the "single tripper" was omitted, due to the very small size of this category. The type of work variable closely resembled the job title variable in that they were required

**Table 3**  
**Distribution of Sample by Job Related Demographic Variables**

Characteristic	Category	Number of respondents	Percent of total
Camper before staff	Yes	81	51.6
	No	76	48.4
Counsellor in training before staff	Yes	71	45.2
	No	86	54.8
Job title	Counsellor	80	51.0
	Instructor	25	15.9
	Activity Head	17	10.8
	Section Head	20	12.7
	Resource Staff	14	8.9
	Trippler	1	0.6
Type of work	Cabin Counsellor	78	49.7
	Instructional	36	22.9
	Supervisory	38	24.2
	Other	5	3.2
Camp size	Large	78	49.7
	Small	79	50.3
Camp type	Private	40	25.5
	Agency	43	27.4
	Church	74	47.1



to indicate what was the nature of their work, however, there were considerably more respondents in the supervisory category. A possible explanation is that some resource staff and even activity heads may have perceived the primary responsibility of their job to be supervising other people, even though their job title may not have indicated a directly supervisory function.

The proportions in the camp size categories were similar, 49.7 percent of the sample worked at a large camp and 50.3 percent worked at a small camp. A camp was deemed large if it employed sixty or more people for the summer operation. The camp type variable was not distributed as evenly as the previous variable. The majority of the sample, 47.1 percent, worked at church camps, 27.4 worked at agency operated camps, and 25.5 percent worked at privately owned camps.

The distribution of respondents by personal demographic variables of education and sex are presented in Table 4. Males account for 42.7 percent of the sample, and females for 57.3 percent.

**Table 4**  
Distribution of Sample by Personal Demographic Variables

Characteristic	Category	Number of respondents	Percent of total
Sex	Male	67	42.7
	Female	90	57.3
Education	High school	105	66.83
	Post secondary	47	29.99
	Other	5	3.18

The education variable originally classified respondents into four categories. For the purposes of this analysis, community college and university students were grouped together as post-secondary. The category 'other' was dropped from further analysis because of the very small number (five) of respondents in this category. The breakdown of the sample into educational categories is consistent with the average age of the sample. Close to two thirds of the staff members in the sample were in or had just finished high school.

Table 5 contains data on three camping experience variables and the age variable. It also indicates the range, mean, and standard deviation for each item.

**Table 5**  
Distribution of Sample by Camping Experience and Age

Demographic Variable	Minimum	Maximum	Mean	Std. Dev.
Number of seasons as camp staff member	1	18	3.76	6.25
Number of seasons as staff at present camp	1	18	2.49	2.40
Number of seasons at present camp any capacity	1	25	5.15	4.00
Age	16	44	19.59	4.37

The range for both number of seasons as a staff member and number of seasons as a staff member at present camp is 17 years. The mean for the number of seasons as a staff member indicates that respondents generally had a camp staff

career of almost four summers. The mean number of seasons that staff were at their present camp is 2.49 years, which indicates that respondents generally spent their camp staff career at more than one camp. The mean for number of seasons at the present camp in any capacity, that is as a camper, counsellor-in-training, or staff member, is 5.15 seasons. Staff from this sample were generally involved with their present camp prior to becoming a staff member.

The range for the age variable is 28 years. The majority of staff belonged to the younger end of the range, 16 to 44 years of age. The mean is 19.59, with a standard deviation of only 4.37, which indicates that the majority of the respondents were at the lower end of the range.

### **Response Summaries**

Summaries of the means and standard deviations of the responses to the role conflict and role ambiguity items are presented in Table 6 and Table 7. These tables provide the mean response and the standard deviation for the entire sample. The items are listed in order from the highest mean to the lowest mean. (Distributions of responses across categories are presented in appendices H and I.)

In terms of role conflict (table 6), the responses do not indicate that perceived role conflict is extremely high. The items "I work with two or more groups that do things quite differently" and "I have to do things that I think should be done differently" displayed the highest levels of role conflict, with mean scores of 3.12 and 3.06 respectively. The items displaying the lowest levels of role conflict were "I receive assignments that are within my training and capabilities" and "I do work which suites my values" with means of 1.64 and 1.84 respectively. The standard deviations are consistent across the items.

The responses to the role ambiguity items are summarized in Table 7. The items "I have to learn in order to perform my duties" and "I know exactly how

**Table 6**  
**Mean and Standard Deviation of Responses to Role Conflict Items**

Item	Mean	Std Dev
I work with two or more groups that do things quite differently	3.12	1.38
I have to do things that I think should be done differently	3.06	1.20
I have just the right amount of work to do	2.85	1.11
I am able to act the same regardless of the group I am with	2.75	1.38
I do things that are likely to be accepted by one person but not another	2.71	1.28
I perform tasks which are too easy or too boring	2.45	1.08
I receive incompatible requests from two or more people	2.40	1.13
I receive assignments without getting enough time to complete them	2.29	1.15
I receive assignments without the resources or materials to complete them	2.27	1.17
I work on things that are unnecessary	2.17	0.99
I work under policies (camp rules) and regulations that are not compatible	2.16	1.10
I have to ignore a rule or policy in order to carry out my responsibilities	2.00	1.02
I have enough time to complete my work	1.94	0.86
I do work which suits my values	1.84	1.02
I receive assignments that are within my training and capabilities	1.64	0.91

The calculation of the mean reflects the coding of the response categories such that 1 equals low role conflict and 5 equals high role conflict.

**Table 7**  
Means and Standard Deviations of Responses to Role Ambiguity Items

Item	Mean	Std Dev
I have to learn in order to perform my duties	3.41	1.24
I know exactly how I will be evaluated for a raise or promotion	3.17	1.25
I am corrected or rewarded when I really don't expect it	2.81	1.15
I am told how well I am doing in my job	2.56	1.25
I have to work with instructions or guidelines which are not clear	2.33	1.08
Explanations about what I am to do are clear	2.29	1.06
The lack of policies and guidelines makes my job easier	2.28	1.11
I do not know if my work will be acceptable to my supervisor	2.23	1.22
My job has clear goals and objectives	2.14	1.07
I feel certain about how much authority I have	2.13	0.95
I know that I have divided my time properly to do my job	2.13	0.88
I know exactly what is expected of me	2.13	1.08
I am not sure as to how my job is linked to the rest of the work in camp	2.05	1.39
I know what my responsibilities are	1.61	0.82

The calculation of the mean reflects the coding of the response categories such that 1 equals low role ambiguity and 5 equals high role ambiguity.

"I will be evaluated" indicated the highest levels of role ambiguity with means of 3.41 and 3.17 respectively. The lowest levels of role ambiguity appeared in the items "I know what my responsibilities are" and "I am not sure how my job is linked to the rest of the work in camp." The means for these items are 1.61 and 2.05 respectively.

Table 8 presents a summary of responses to the five job satisfaction items. The mean scores are all high, with "overall summer camp experience" having a mean score of 4.40, and "amount of freedom to define my job" as the lowest mean score, at 3.94. The low standard deviations indicate that the responses were consistent for these items. Appendix J provides a summary of job satisfaction responses across the items.

**Table 8**  
Means and Standard Deviations of Responses to Job Satisfaction Items

Satisfaction Item	Mean	Std Dev
Overall summer camp experience	4.40	0.78
Working relationship with staff	4.21	0.87
Nature of responsibilities	4.08	0.83
Working relationship with supervisor	3.98	1.04
Amount of freedom to define job	3.94	1.08

The responses to the three job stress items are summarized in Table 9. The "amount of fluctuation in job stress" was the measure indicating the highest amount of reported stress, with a mean of 3.53. The reported "amount of effect it has on my performance" was lower, with a mean of 2.65. The reported "amount

**Table 9**  
Means and Standard Deviations of Responses to Job Stress Items

Stress Item	Mean	Std Dev
Fluctuation in job stress over summer	3.53	1.16
Amount of job stress experienced	3.33	1.01
Effect on performance	2.65	1.13

of job stress experienced during the summer” fell between the other scores, with a mean of 3.33. On a scale where 1 indicates low job stress, and 5 indicates high job stress, this measure is well above the midpoint of 2.5, and suggest that the perception of the level of job stress was quite high. The standard deviation around the means in this table are considerably higher than they were for the job satisfaction scores, suggesting that perceptions of the stress experienced varied more from individual to individual.

#### **Role Conflict, Role Ambiguity, and Job Satisfaction Scores**

The first objective of the study was to measure overall scores for role conflict, role ambiguity, and job satisfaction. Table 10 presents a summary of the overall scores for each of these variables.

The lowest possible overall score for role conflict was 15 and the highest possible score was 75. The table shows that the minimum score was 18 and the maximum score was 57 with a mean of 35.73. The overall mean is relatively low, but does indicate that role conflict exists in summer camp staff. A wide range of responses is indicated by the standard deviation of 7.80. (A summary of the job stress scores across the five point scale appears in Appendix K.)

**Table 10**  
 Summary of Responses to Overall Role Conflict,  
 Role Ambiguity, and Job Satisfaction Scores

Score	N	Minimum	Maximum	Mean	Std. Dev.
Total Role Conflict	157	18	57	35.73	7.80
Total Role Ambiguity	156	18	52	33.31	7.18
Total Job Satisfaction	157	11	25	20.64	3.11

The possible range for the role ambiguity score was 14 to 70, with an actual reported range of between 18 and 57. The mean and standard deviation were very similar to role conflict, at 33.31 and 7.18, respectively.

With only five items, the possible range for the overall job satisfaction score was smaller, from 5 to 25. The actual reported range was from 11 to 25, with a mean of 20.64 and a standard deviation of 3.11. This is consistent with the individual job satisfaction items in Table 9 which suggested that job satisfaction in the summer camp was high. Table 10 indicates that staff were generally quite satisfied with their work but that they did experience some role conflict and role ambiguity.

#### **Demographic Variables with Role Conflict and Role Ambiguity**

The second objective of the study was to determine whether role conflict and role ambiguity are associated with personal and job related demographic variables. Tables 11 through 18 present the results of this analysis. Tables 15 through 18 contain results which were not statistically significant. These results



are discussed however since the absence of a particular relationship or pattern may be just as informative as the presence of one.

**Table 11**  
Results of t-tests Between Personal and Job  
Related Demographic Characteristics for Total Role Conflict Score

Characteristic	Category	Mean	t value	p value
Camper before staff	Yes (N=81)	36.14	0.687	0.493
	No (N=74)	35.28		
Counsellor in training before staff	Yes (N=71)	36.67	1.380	0.170
	No (N=84)	34.95		
Sex	Male (N=67)	38.29	3.694	0.000*
	Female (N=90)	33.82		
Camp Size	Large (N=78)	35.42	0.492	0.623
	Small (N=79)	36.03		
Education	High school (N=105)	36.08	0.882	0.379
	Post Secondary (N=47)	34.87		

\*Significant at the 0.05 level.

The results of t-tests of total role conflict score with personal and job related demographic variables are presented in Table 11. According to these results, being a camper before a staff member, being a counsellor-in-training before becom-

ing a staff member, the size of the camp in which an individual is working, and the individuals level of education did not differentiate respondents by the amount of role conflict experienced. Only the sex of the respondents differentiated the amount of role conflict reported. Male staff experienced a significantly higher level of role conflict than did female staff. In order to explore this result further, the individual items which showed significant results were explored. Results are presented in Table 12.

Two significant role conflict items pertained to the type of organizational dysfunction known as person-role conflict. The items "I have to do things that I think should be done differently" and "I do work that suits my values" both are related to conflict between the individual and the role they occupied. Males scored significantly higher on both of these items.

The type of role conflict known as conflicting expectations is represented in two significant responses. The items "I work under policies and regulations that are not compatible," "I have to ignore a rule or policy in order to carry out my duties," both reflect conflicting expectations between the organization and the individual. Male staff had significantly higher levels of role conflict in all three responses, indicating that male staff experience more difficulty in working within the policies and regulations of the summer camp.

The form of role conflict known as intra-sender role conflict is represented in one significant response. The item "I receive incompatible requests from two or more people" indicates that a situation exists where an individual is in conflict with two or more supervisors or colleagues, and it usually concerns the completion of role tasks. Male staff scored significantly higher for this item than did female staff.

**Table 12**  
**Results of Significant t-tests of Responses to**  
**Role Conflict and Role Ambiguity Items by the Sex of Staff Member**

Questions	Mean Male Response (N=67)	Mean Female Response (N=90)	t value	p value
I have to do things I think should be done differently (RC)	3.31	2.87	2.276	0.024*
I work under policies and camp rules that are not compatible (RC)	2.43	1.96	2.686	0.008*
I have to ignore a rule or policy in order to carry out my duties (RC)	2.35	1.74	3.91	0.000*
I have just the right amount of work to do (RC)	3.08	2.68	2.274	0.024*
I receive incompatible requests from two or more people (RC)	2.70	2.18	2.871	0.005*
I have to work with instruction that are not clear (RA)	2.53	2.18	2.013	0.046*
I do work that suits my values (RC)	2.07	1.67	2.449	0.015*
I do not know if my work will be acceptable to my supervisors (RA)	2.47	2.05	2.179	0.031*

\*Significant at the point 0.05 level  
 RC=Role Conflict, RA=Role Ambiguity

**Table 13**  
**Results of t-tests Between Personal and Job**  
**Related Demographic Characteristics and Total Role Ambiguity Score**

Demographic Variable	Category	Mean	t value	p value
Camper before staff	Yes (N=81)	33.43	0.213	0.832
	No (N=75)	33.18		
Counsellor in training before staff	Yes (N=71)	33.74	0.686	0.494
	No (N=85)	32.95		
Sex	Male (N=66)	34.07	1.136	0.258
	Female (N=90)	32.75		
Camp Size	Large (N=78)	31.62	-3.008	0.003*
	Small (N=78)	35.00		
Education	High school (N=105)	33.89	1.406	0.162
	Post Secondary (N=47)	32.12		

\*Significant at the 0.05 level.

While overall role ambiguity was not significantly related to the sex of the staff member (table 13), there were two specific role ambiguity items which on their own were related to sex. These are included in Table 12. The two role ambiguity items which indicate that male staff experience significantly more role ambiguity both pertain to the receiving of information which is required to initiate and

**Table 14**  
Results of Significant t-tests of Responses to  
Role Ambiguity Items by Camp Size

Questions	Mean Large Camp Response (N = 78)	Mean Small Camp Response (N = 79)	t value	p value
I feel certain about how much authority I have	1.91	2.35	-2.988	0.003*
My job has clear goals and objectives	1.94	2.34	-2.341	0.021*
I know what my responsibilities are	1.38	1.83	-3.564	0.001*
I know exactly what is expected of me	1.84	2.41	-3.425	0.001*
I know exactly how I will be evaluated for a raise or promotion	2.93	3.41	-2.416	0.017*

\*Significant at the point 0.05 level.

maintain proper role behavior. These items are "I have to work with instructions which are not clear," and "I do not know if my work will be acceptable to my supervisors". Since it is unlikely that male staff are deprived of critical information regarding their role as staff members, this may be related to the greater role conflict experienced.

Table 13 presents the results of t-tests of differences in total role ambiguity score bases on the same personal and job related demographic variables. In this case, there was no significant difference between the total role ambiguity

score and the sex or education level of staff members, or between those who had been counsellors-in-training or campers before staff and those who had not. The significant demographic variable with respect to total role ambiguity was the size of the camp. Staff from smaller camps experience significantly more role ambiguity than do staff in larger camps. This relationship is explored in greater detail in Table 14, which presents those role ambiguity items that were themselves significantly related to camp size.

The first four significant responses presented in Table 14 pertain to a specific type of role ambiguity. This form of role ambiguity concerns the lack of clarity of behavioral requirements in terms of inputs and outputs from the environment which guides behavior and provides knowledge so as to allow the individual to initiate and maintain acceptable behavior. The form of role ambiguity known as the predictability of outcomes is represented in the last response.

The final response in Table 14, "I know exactly how I will be evaluated for a raise or promotion" would appear to indicate that performance related feedback is lacking in smaller camps. However, the item appears to address a situation that occurs before any performance feedback is necessary. It pertains to the performance standards established by camp management that should be communicated to the staff at the start of their employment period.

The results of correlations between camping experience and age variables with the total role conflict score are presented in Table 15. There were no significant results in this table. It appears that camping experience and age do not relate significantly to the level of role conflict experienced.

The variables of job title, type of work, and type of camp are not associated with the level of role conflict experienced by camp staff. Table 16 presents the results of this Analysis of Variance.

**Table 15**  
**Results of Correlations Between Camping Experience**  
**and Age With Total Role Conflict Score**

Demographic Variable	r value	p value
Total years as camp staff	0.015	0.852
Total years as staff at present Camp	-0.011	0.888
Total years at present camp any capacity	0.011	0.896
Age	-0.030	0.714

The investigation of the relationship between camping experience (total years as a staff member, total years as staff at present camp, total years at present camp in any capacity) and age with total role ambiguity score revealed no significant correlations. The results of ~~these correlations~~ are presented in Table 17. Likewise, no significant difference was found among the different job title, type of work, and camp type categories. For these results see Table 18.

#### **Demographic Variables With Job Satisfaction and Job Stress**

The third objective of this study was to determine if personal and job related demographic variables were associated with the levels of job satisfaction and job stress experienced by summer camp staff.

Correlation analysis of camping experience and age, with total job satisfaction yielded one significant result. The results in Table 19 indicate that the total number of seasons a staff member worked at the same camp was positively correlated with job satisfaction. The variables of total years as a staff at any camp and

**Table 16**  
**Results of ANOVA for Job Title, Type of Work,**  
**and Camp Type for Total Role Conflict Score**

Demographic Variable	Category	Mean	F ratio	p value			
Job title	Grand mean (N= 156)	35.71	0.680	0.607			
	Counsellor (N= 80)	36.56					
	Instructor (N= 25)	35.36					
	Activity head (N= 17)	33.41					
	Section head (N= 20)	35.30					
	Resource staff (N= 14)	34.79					
	Type of Work	Grand mean (N= 152)			35.75	1.159	0.312
		Cabin counsellor (N= 78)			36.58		
Instructional (N= 36)		34.17					
Supervisory (N= 38)		35.55					
Camp Type		Grand Mean (N= 157)	35.73	1.302	0.275		
	Private (N= 40)	35.28					
	Agency (N= 43)	34.42					
	Church (N= 74)	36.74					

total years at present camp in any capacity (camper, C.I.T., or staff) did not prove to be significant factors in determining overall level of job satisfaction.

Table 20 presents the results of correlations between the responses to job satisfaction items and the number of years worked at the present camp. The



**Table 17**  
**Results of Correlations Between Camping Experience**  
**and Age for Total Role Ambiguity Score**

Demographic Variable	r value	p value
Total years as camp staff	-0.100	0.214
Total years as staff at present camp	-0.119	0.140
Total years at present camp by capacity	-0.105	0.191
Age	-0.080	0.320

results indicate that as the number of years a staff member works at their present camp increases, so does their satisfaction with regard to "the nature of their responsibilities" and "the freedom to define their job". The items "relationship with supervisor", "relationship with other staff", and "overall experience" did not correlate significantly with the number of years a staff member has worked at their present camp.

Two additional t-tests were conducted comparing the mean job satisfaction responses of staff from large camps with those of small camps and the mean job satisfaction responses of male staff with those of female staff. The results appear in Table 21 and Table 22 respectively. These additional tests were conducted because camp size and sex are two demographic variables which proved to be important in the earlier results.

Table 21 contains the results of the analysis of differences in the mean responses to job satisfaction by staff from large and small camps. Differences in

**Table 18**  
**Results of ANOVA for Job Title, Type of Work,**  
**and Camp Type for Total Role Ambiguity Score**

Demographic Variable	Category	Mean	F ratio	p value			
Job title	Grand mean (N=155)	33.30	2.285	0.063			
	Counsellor (N=80)	34.69					
	Instructor (N=25)	33.28					
	Activity head (N=17)	32.18					
	Section head (N=20)	31.35					
	Resource staff (N=13)	29.31					
	Type of Work	Grand mean (N=151)			33.31	2.465	0.089
		Cabin counsellor (N=78)			34.49		
Instructional (N=36)		32.44					
Supervisory (N=38)		31.68					
Camp Type		Grand Mean (N=156)	33.31	1.061	0.348		
	Private (N=39)	34.72					
	Agency (N=43)	33.16					
	Church (N=74)	32.66					

responses to the "relationship with other staff" and "overall experience" proved to be statistically significant. In both results, staff from large camps experienced greater satisfaction in these areas.

**Table 19**  
**Results of Correlations of Total Job Satisfaction**  
**Score for Camping Experience and Age**

Demographic Variable	r	p value
Total years as camp staff	0.140	0.079
Total years as staff at present camp	0.181	0.023*
Total years at present camp any capacity	0.131	0.102
Age	-0.081	0.324

\*Significant at the 0.05 level.

**Table 20**  
**Results of Correlations of Responses to Job Satisfaction**  
**Items for the Number of Years Worked at Present Camp**

Job Satisfaction Items	r	p value
Nature of responsibilities	0.206	0.009*
Relationship with supervisor	0.136	0.090
Relationship with other staff	-0.186	0.853
Freedom to define job	0.184	0.021*
Over-all experience	0.088	0.272

\*Significant at the point 0.05 level.

**Table 21**  
Results of t-tests of Responses to Job Satisfaction  
Items between Large and Small Camps

Job Satisfaction Items	Mean Large Camp Response (N=78)	Mean Small Camp Response (N=79)	t value	p value
Nature of responsibilities	4.05	4.12	-0.569	0.570
Relationship with supervisor	4.05	3.92	0.767	0.444
Relationship with other staff	4.42	4.01	3.024	0.003*
Freedom to define job	4.02	3.87	0.888	0.376
Over-all experience	4.52	4.27	2.017	0.045*

\*Significant at the point 0.05 level.

Table 22 presents the results of t-tests comparing the mean job satisfaction responses of male staff to those of female staff. The results indicate that male staff are significantly more satisfied with their relationships with their supervisors, while female staff are significantly more satisfied in their level of freedom to define their job and with the overall experience.

Five t-tests were conducted between personal and job related demographic characteristics and the total job satisfaction score. This examination yielded no significant results. The results are presented in Table 23. Table 24 presents the results of an analysis of variance for the demographic variables of job title, type of work, and camp type and the total job satisfaction score. These demographic variables proved not be significant factors in determining the level of job satisfaction experienced by camp staff.

**Table 22**  
**Results of t-tests of Responses to Job Satisfaction**  
**Items by Sex of Staff Member**

Job Satisfaction Items	Mean Male Response (N=67)	Mean Female Response (N=90)	t value	p value
Nature of responsibilities	3.98	4.16	-1.364	0.174
Relationship with supervisor	4.17	3.84	2.018	0.045*
Relationship with other staff	4.19	4.23	-0.279	0.781
Freedom to define job	3.65	4.16	-3.021	0.003*
Over-all experience	4.23	4.52	-2.297	0.023*

\*Significant at the point 0.05 level.

The three job stress items were analyzed and presented separately, because the three items did not comprise one job stress measure. Their purpose was to measure three distinctly different aspects of job stress for staff at camp. The first question measured the level of job stress experienced by staff at camp. The second question measured the extent to which job stress fluctuated throughout the employment period. The final question measured the extent to which staff believed that the stress affected the performance of their duties as summer camp staff.

The results of correlations between the camping experience and age demographic variables with the reported level of job stress appear in Table 25. The results indicate that with an increased number of seasons as a camp staff member, the reported level of job stress decreases. Total years at the present

**Table 23**  
**Results of t-tests Between Personal and Job Related**  
**Demographic Characteristics for Total Job Satisfaction Score**

Characteristic	Category	Mean	t value	p value
Camper before staff	Yes (N=81)	20.71	0.301	0.764
	No (N=76)	20.56		
Counsellor in training before staff	Yes (N=71)	20.90	0.943	0.347
	No (N=86)	20.43		
Sex	Male (N=67)	20.25	-1.356	0.177
	Female (N=90)	20.93		
Camp Size	Large (N=78)	21.07	0.174	0.083
	Small (N=79)	20.21		
Education	High school (N=105)	20.71	0.526	0.600
	Post Secondary (N=47)	20.42		

camp, the total number of years at the present camp in any capacity, and age, did not correlate significantly with reported level of job stress.

The results of the analysis of variance for job title, type of work, and camp type yielded one significant result, as Table 26 indicates. A post-hoc Scheffe test identified mean job stress scores belonging to agency and church camps as being significantly different. Staff from agency operated summer camps ex-

**Table 24**  
**Results of ANOVA for Job Title, Type of Work,**  
**and Camp Type for Total Job Satisfaction Score**

Demographic Variable	Category	Mean	F ratio	p value			
Job title	Grand mean (N=156)	20.66	0.334	0.855			
	Counsellor (N=80)	20.60					
	Instructor (N=25)	20.48					
	Activity head (N=17)	320.41					
	Section head (N=20)	21.40					
	Resource staff (N=14)	20.57					
	Type of Work	Grand mean (N=152)			20.60	0.398	0.961
		Cabin counsellor (N=78)			20.58		
Instructional (N=36)		20.72					
Supervisory (N=38)		20.53					
Camp Type		Grand Mean (N=157)	20.64	0.213	0.808		
	Private (N=40)	20.58					
	Agency (N=43)	20.91					
	Church (N=74)	20.53					

perienced significantly higher levels of job stress than staff at church operated camps. The analysis of the job related variables of job title and type of work did not yield any significant results. Table 27 presents the results of t-tests between

**Table 25**  
**Results of Correlations Between Camping Experience**  
**and Age for Reported Level of Job Stress**

Demographic Variable	r	p value
Total years as camp staff	-0.265	0.001*
Total years as staff at present camp	-0.148	0.064
Total years at present camp any capacity	-0.045	0.579
Age	-0.094	0.242

\*Significant at the 0.05 level.

personal and job related demographic characteristics with the reported level of job stress. This table yielded no statistically significant results.

The results of t-tests between personal and job related demographic characteristics with reported levels of fluctuation in job stress are presented in Table 28. The demographic variable of camp size yielded a significant result with the staff from small camps reporting greater fluctuation in job stress than staff from large camps.

Table 29 presents the results of an analysis of variance for the demographic variables of job title, type of work, and camp type with reported fluctuations in job stress. All three variables yielded significant results. For job title, a post-hoc Scheffe test identified the positions of 'counsellor' and 'instructor' as the two with significantly different means. The related variable, type of work, yielded a significant ANOVA, but the very conservative Scheffe could not identify two sig-



**Table 26**  
**Results of ANOVA for Job Title, Type of Work,**  
**and Camp Type for Reported Level of Job Stress**

Demographic Variable	Category	Mean	F ratio	p value			
Job title	Grand mean (N=156)	3.34	1.438	0.224			
	Counsellor (N=80)	3.50					
	Instructor (N=25)	3.08					
	Activity head (N=17)	3.41					
	Section head (N=20)	3.20					
	Resource staff (N=14)	3.00					
	Type of Work	Grand mean (N=152)			3.37	2.111	0.125
	Cabin counsellor (N=78)	3.51			3.556	0.031*	
Functional (N=36)	3.11						
Advisory (N=38)	3.32						
Mean (N=40)	3.34						
Agency (N=43)	3.61**						
Church (N=74)	3.12**						

\*Significant at the 0.05 level

\*\*Denotes pairs of means significant at the 0.05 level by post-hoc Scheffe test.

nificantly different means at the 0.05 level. Although the analysis of variance found that the three means were significantly different, the Scheffe was unable to identify any pair that were significantly different.

**Table 27**  
**Results of t-tests Between Personal and Job Related**  
**Demographic Characteristics for Reported Level of Job Stress**

Characteristic	Category	Mean	t value	p value
Camper before staff	Yes (N= 81)	3.39	0.735	0.463
	No (N= 76)	3.28		
Counsellor in training before staff	Yes (N= 71)	3.42	0.958	0.340
	No (N= 86)	3.27		
Sex	Male (N= 67)	3.25	-0.897	0.371
	Female (N= 90)	3.40		
Camp Size	Large (N= 78)	3.23	-1.3203	0.189
	Small (N= 79)	3.44		
Education	High school (N= 105)	3.42	1.645	0.102
	Post Secondary (N= 47)	3.13		

A post-hoc Scheffe test applied to the significant Anova for camp type indicated that the mean scores for reported fluctuation in job stress were significantly different for staff from private and church camps.

Table 30 presents the results of correlations between the camping experience and age variables and the reported fluctuation in job stress. This table contains no significant results.

**Table 28**  
**Results of t-tests Between Personal and Job Related**  
**Demographic Characteristics for Reported Fluctuation in Job Stress**

Characteristic	Category	Mean	t value	p value
Camper before staff	Yes (N=81)	3.53	-0.133	0.990
	No (N=75)	3.53		
Counsellor in training before staff	Yes (N=71)	3.63	1.006	0.316
	No (N=85)	3.44		
Sex	Male (N=66)	3.64	0.966	0.336
	Female (N=90)	3.46		
Camp Size	Large (N=78)	3.27	-2.909	0.004*
	Small (N=78)	3.80		
Education	High school (N=105)	3.57	0.404	0.687
	Post Secondary (N=47)	3.49		

\*Significant at the 0.05 level.

Table 31 reports the results of correlations between camping experience and age with the reported effect of job stress on job performance. The results indicate that the variable of "total years as staff at present camp" is significantly correlated with the reported effect of job stress on performance. Reported effect of stress on performance decreases slightly as the number of years as a staff member

**Table 29**  
**Results of ANOVA for Job Title, Type of Work,**  
**and Camp Type for Reported Fluctuation in Job Stress**

Demographic Variable	Category	Mean	F ratio	p value			
Job title	Grand mean (N=155)	3.54	3.586	0.008*			
	Counsellor (N=80)	3.70**					
	Instructor (N=25)	2.80**					
	Activity head (N=17)	3.88					
	Section head (N=20)	3.50					
	Resource staff (N=13)	3.62					
	Type of Work	Grand mean (N=151)			3.51	4.906	0.009*
		Cabin counsellor (N=78)			3.67		
Instructional (N=36)		3.00					
Supervisory (N=37)		3.68					
Camp Type		Grand Mean (N=156)	3.53	3.544	0.031*		
	Private (N=39)	3.92**					
	Agency (N=43)	3.54					
	Church (N=74)	3.32**					

\*Significant at the 0.05 level

\*\*Denotes pairs of means significant at the 0.05 level by post-hoc Scheffe test.

at the present camp increases. A staff member who spends a number of seasons working at one particular camp is most likely quite confident in his or her abilities and performance. This would be especially true if the staff had received promo-

**Table 30**  
Results of Correlations between Camping Experience  
and Age with Reported Fluctuation in Job Stress

Demographic Variable	r	p value
Total years as camp staff	-0.139	0.084
Total years as staff at present camp	0.023	0.773
Total years at present camp any capacity	0.028	0.731
Age	-0.051	0.529

**Table 31**  
Results of Correlations Between Camping Experience  
and Age with Reported Effect of Job Stress on Job Performance

Demographic Variable	r	p value
Total years as camp staff	-0.154	0.054
Total years as staff at present camp	-0.210	0.008*
Total years at present camp any capacity	-0.095	0.238
Age	-0.142	0.076

\*Significant at the 0.05 level.

tions during the time they spent at that particular camp. No other results proved to be significant in Table 31.

Results of t-tests between personal and job related demographic characteristics with reported effect of job stress on job performance yielded one significant result, as is illustrated in Table 32. This table indicates that the mean response for the reported effect of job performance on job stress is significantly higher in staff from small camps than from those in large camps.

Table 33 presents the results of the analysis of variance for job title, type of work, and camp type with reported effect of job stress on job performance. This table contains no statistically significant results.

**Table 32**  
**Results of t-tests Between Personal and Job Related**  
**Demographic Characteristics for Reported Effect of Job Stress on Job Performance**

Characteristic	Category	Mean	t value	p value
Camper before staff	Yes (N = 81)	2.73	0.827	0.410
	No (N = 76)	2.58		
Counsellor in training before staff	Yes (N = 71)	2.72	0.626	0.532
	No (N = 86)	2.61		
Sex	Male (N = 67)	2.69	0.291	0.771
	Female (N = 90)	2.63		
Camp Size	Large (N = 78)	2.46	- 2.17	0.032*
	Small (N = 79)	2.85		
Education	High school (N = 105)	2.71	0.921	0.359
	Post Secondary (N = 47)	2.53		

\*Significant at the 0.05 level.

**Table 33**  
**Results of ANOVA for Job Title, Type of Work,**  
**and Camp Type for Reported Effect of Job Stress on Job Performance**

Demographic Variable	Category	Mean	F ratio	p value			
Job title	Grand mean (N=156)	2.66	0.542	0.705			
	Counsellor (N=80)	2.75					
	Instructor (N=25)	2.60					
	Activity head (N=17)	2.59					
	Section head (N=20)	2.70					
	Resource staff (N=14)	2.29					
	Type of Work	Grand mean (N=152)			2.70	0.540	0.584
		Cabin counsellor (N=78)			2.74		
Instructional (N=36)		2.53					
Supervisory (N=38)		2.76					
Camp Type		Grand Mean (N=157)	2.66	0.068	0.934		
	Private (N=40)	2.68					
	Agency (N=43)	2.70					
	Church (N=74)	2.62					



### **Predicting Job Stress and Satisfaction from Role Conflict and Ambiguity**

The fourth objective of the study was to test whether role conflict and role ambiguity affect job stress and job satisfaction. Table 34 presents the results of the Least Squares Regression, used to determine the extent to which role conflict scores can be used to predict job stress and job satisfaction scores. The results of these tests are all significant, with p values for the regression lines of 0.00 at two decimal places. The strength of the relationship varies with each pair of variables. The F statistic and adjacent p values present the results of the omnibus test and allow the rejection of the hypothesis that all slopes equal zero. In all cases in Tables 34 and 35, these results are significant, and interpretation of the results of the regression of the dependent variables (job stress and job satisfaction) on the independent variables (role conflict and role ambiguity) can proceed. The r value describes the strength of the relationship between each pair of variables presented. This value can be squared to express the amount of variation in job stress or job satisfaction that can be explained by variation in role conflict or role ambiguity.

In order to understand the actual relationships between each pair of variables in Tables 34 and 35, it is necessary to recall the regression equation

$$y = bx + a$$

where y is the predicted value of the dependent variable given the slope of the line (b) and the value of y when x=0 (a). The slope of the line appears in Tables 34 and 35 as the role conflict or role ambiguity coefficient, and the value of y when x=0 is the intercept, or the constant. In the first line of Table 34, the constant is 2.0, which means that if the role conflict score was zero, all staff members still have an average stress level of 2.0. By inserting the value of 0 for x (role conflict), the predicted value of y (stress level) is 2.0. Given the p values for these coeffi-

**Table 34**  
**Results of Least Squares Regressions – Predicting**  
**Job Stress and Job Satisfaction from Role Conflict**

Dependent Variable	N	r value	F ratio	p value	Constant	Role Conflict Coeff.
Stress Level	157	0.29	14.09	0.00	2.00 (p=0.00)	0.04 (p=0.00)
Stress Fluctuation	156	0.24	9.12	0.00	2.29 (p=0.00)	0.035 (p=0.00)
Stress and Performance	157	0.25	9.97	0.00	1.38 (p=0.00)	0.036 (p=0.00)
Total Job Satisfaction	157	-0.58	78.77	0.00	28.92 (p=0.00)	-0.23 (p=0.00)

coefficients is  $< 0.05$ , these coefficients, the constant and the slope, can be used to predict the value for  $y$  (stress level) given any value of  $x$  (role conflict). By increasing role conflict by one unit ( $y = (.04)(1) + 2.0$ ), the predicted value of  $y$ , stress level, increases to 2.04. For every increase of one unit of role conflict, the stress level of the staff member increases by 0.04. Although not a large increase, it is nonetheless statistically significant. A similar relationship exists between role conflict and reported fluctuation in job stress, and between role conflict and the reported effect of job stress on job performance.

The relationship between role conflict and job satisfaction is negative, and significant. In this case, the constant is 28.92, indicating that when role conflict equals zero, the job satisfaction score is 28.92, but with every one unit increase in role conflict, job satisfaction decreases by 0.23.

The results in Table 35 show similar relationships between role ambiguity and the three measures of stress and the measure of satisfaction. With every one unit increase in role ambiguity, we can predict an increase of 0.053 in stress level, 0.062 in stress fluctuation, and 0.037 in effect on performance. With every one unit increase in role ambiguity, job satisfaction decreases by 0.25.

**Table 35**  
Results of Least Squares Regressions – Predicting  
Job Stress and Job Satisfaction from Role Ambiguity

Dependent Variable	N	r value	F ratio	p value	Constant	Role Ambiguity Coeff.
Stress Level	156	0.38	25.57	0.00	1.57 (p=0.00)	0.053 (p=0.00)
Stress Fluctuation	156	0.39	27.30	0.00	1.45 (p=0.00)	0.062 (p=0.00)
Stress and Performance	156	0.24	9.02	0.00	1.42 (p=0.00)	0.037 (p=0.00)
Total Job Satisfaction	156	-0.59	81.63	0.00	29.16 (p=0.00)	-0.26 (p=0.00)

### Results of Open-Ended Questions

The purpose of both the open-ended questions and the interviews was to attempt to identify at a more specific level those situations in the summer camp program which create role conflict, role ambiguity, and job related stress for the staff members (objective five of the study).

Every respondent did not complete all four open-ended questions. Some respondents offered one or two complete comments for each question. Some respondents also repeated responses in the same question. For example, when

asked how their performance was affected by job stress, one respondent gave two responses: 'became irritable' and 'became bitchy'. This was treated as the same response and counted only once.

The open-ended questions were analyzed by content analysis. Every unique response was recorded as it appeared, and a count was made of every time a certain response reappeared. The length of individual responses ranged from one word to an entire sentence, although the majority were two or three words in length. The brevity of responses meant that many identical responses occurred. For example, when asked what aspects of camp caused stress, responses such as 'dealing with a problem camper' or 'staff laziness' were very common and often occurred in exactly these words. Responses that were the same in meaning, but different in phraseology were scored as the same response. The results of each open-ended question will be discussed separately.

Respondents were asked to identify some aspects of camp that caused stress. Table 36 presents the responses and frequencies for this question. The camp stressors were organized into four separate categories: staff related, camper related; program related; and organization related. The frequency indicates the number of respondents who reported that same stressor. A total of 60 different responses were identified but only those responses with a frequency of at least 7 were recorded in the table. Seven was chosen because it allows for accurate presentation of the results. After this frequency cut-off was applied, 24 different responses, in the four separate categories, remained.

Staff related responses consisted of those pertaining to general conflict among staff, lack of support from other staff, and conflict with supervisors. General conflict might be expected among staff, especially by the fifth week of camp because as one respondent pointed out, "you just get sick of each other".

**Table 36**  
Sources of Job Related Stress as Reported by Staff in Open Ended Questions

Source	Number of Respondents Who Identified This Source of Stress	Percentage of Respondents Who Identified This Source of Stress
<u>Staff Related</u>		
General conflict among other staff	39	24.8
Lack of support from other staff	29	18.4
Conflict with supervisors	10	6.3
<u>Camper Related</u>		
Poor attitude of campers	22	14.0
Dealing with problems campers	21	13.3
Dealing with campers in general	13	8.2
<u>Program Related</u>		
The underlying responsibility for children	16	10.1
The pace of the daily camp program	16	10.1
Canoe tripping and subsequent preparation	16	10.1
Special program planning	14	8.9
Lack of equipment	7	4.4
Program ambiguity	7	4.4
<u>Organization Related</u>		
Camp rules	11	7.0
Deadlines	11	7.0
Lack of free time	9	5.7
Evaluations	8	5.0
Lack of feedback	8	5.0
Poor communication among staff	8	5.0

Ten respondents indicated that conflict with their supervisor was a source of job stress. The majority of those who indicated they experience conflict with their supervisors attributed it to a variety of forms of abuse of power.

A total of 35 percent of the respondents indicated that dealing with campers in some way was a form of stress. Most cited 'poor attitude' on the part of campers as the most important stress associated with campers. An inability to motivate the campers was identified as another cause of stress for staff.

Problem campers were another area of concern for some staff. Many respondents indicated that emotional problems and broken homes were contributing to the behavior problems of the campers. Just under 10 percent of the sample believed that dealing with campers in general was a cause of stress.

A wide variety of program related items were reported to cause stress. Ten percent indicated that the basic responsibility of caring for campers caused them stress. The hectic pace of daily programming was also believed to cause stress according to the respondents.

Canoe tripping and preparation was reported to cause stress in 10 respondents. Trip preparations may be viewed as an extra burden for the staff as they indicated that it results in stress.

Planning special programs was viewed as causing stress by 8.9 percent of the sample. A lack of equipment is also reported to cause stress as is program ambiguity.

Organizational stressors are those for which the camp administration is responsible. These include camp rules or policies, deadlines, amount of free time, staff evaluations, feedback, and communication among staff. Each response is one that the camp organization has the ability to manipulate as it sees fit. In total,

43.5 percent of the 157 respondents reported that organizational stressors were experienced during the summer (Table 36).

Table 37 presents the most common periods during the summer in which job stress may be experienced at a higher level than other periods. The table presents responses in order from the highest frequency to the lowest frequency. Only those responses which attained a frequency of six or higher were included in the table. This cut-off point was chosen in order to allow for the presentation of as much data as possible, without including a long list of unique responses. The actual cut-off point of six was partly arbitrary, but deemed reasonable to achieve this objective. This same rationale applies to the cut-off values in the other tables. Thirty-six different responses were reported, fifteen appear in the Table 37.

Summer camp staff appear to be able to identify periods in which job stress is relatively high. The end of summer period received the greatest number of responses. Many staff indicated that they were either 'burned out' or simply tired by the end of the summer. Change over periods, that is, from the time the previous campers leave to the time the new campers arrive, was cited because staff indicated they often had to move to another cabin at this time. Staff reported that the stress and labor involved with packing, moving, and unpacking especially during a period of time when staff are supposed to be on time-off was considered to be a significant source of stress. The pre-camp period was considered to be highly stressful because staff meet each other for the first time and an individual's skill level at various activities may be tested in the presence of peers.

Additional sources of stress include being unaware of the program, and 23 respondents gave this as the reason that the first week of camp was stressful. The pressure of meeting new campers and "making them like me" was the pri-

**Table 37**  
**Periods of Increased Stress as Reported by Staff in Open-Ended Questions**

Period	Number of Respondents Who Identified This Period of Stress	Percentage of Respondents Who Identified This Period of Stress
End of summer burnout	39	24.8
Change over periods (between sessions)	24	15.2
First week of regular camp	23	14.6
Staff training week	23	14.6
First day of each new session	22	14.0
Canoe trip and preparation	22	14.0
Mid-summer period	20	12.7
Staff evaluation periods	12	12.7
Periods of extended and extreme heat	12	7.6
Clashes with other staff	12	7.6
Last day of each session	12	7.6
Parents/visitors days	11	7.0
Camper bed times	11	7.0
Rainy days	7	4.4
During a time of a staff relationship	6	3.8
During a theme day	6	3.8



mary reason for the increased level of stress experienced by staff on the first day of each session. The midsummer period was most often referred to as the "midsummer blues".

Other periods identified as being stressful pertained more to events and situations which may occur at any time throughout the summer. These include times involving canoe tripping and its preparation, evaluations, visitor's days, periods of extreme heat, clashes with other staff, camper bed time, rainy days, theme days, and times when a staff member is involved in a relationship with another staff member.

The most common ways in which job stress affects camp staff and ultimately their performance is presented in Table 38. Ten of twenty four responses are presented here, only those responses with a frequency of ten or more were included in the table. The results in Table 38 can be of value to camp directors because they can be used as indicators of increased stress or even burnout.

The first seven responses in Table 38, which are also the responses with the highest frequencies, are indicative of the first stage of burnout. Staff become physically tired and generally lose interest in their work. The response "work harder" is probably indicative of people with an aggressive outlook towards life and success in their work.

The final three responses of "rebel against authority", "become angry at staff", and "lose sleep" are more indicative of the second stage of burnout.

Table 39 presents the most common responses to coping with job stress at camp by staff. The table includes only those responses with a frequency of seven or higher, thus resulting in the presentation of 14 of a total 38 responses. The most common response, mentioned by 62 of the respondents was to talk to friends about the sources of stress.

**Table 38**  
**Behavioral Responses to Job Stress as Reported**  
**by Summer Camp Staff in Open-Ended Questions**

Response	Number of Respondents Who Identified This Response to Stress	Percentage of Respondents Who Identified This Response to Stress
I become more irritable with campers and staff	47	29.9
I become more tired	39	24.8
I lose interest in my work	37	23.5
I lose my patience with the campers	32	20.3
My performance suffers	29	18.4
I tend to ignore campers	15	9.5
I work even harder	14	8.9
I rebel against the camp organization	10	6.3
I become angry at other staff	10	6.3
I tend to lose sleep	9	5.7

The coping method of escape has long been recognized as a symptom of the first stage of burnout (Klariech,1987). The responses: go off by myself, leave camp on time off, get involved in an activity, turn to God for help, listen to music, just try to relax, go out and have fun, and work harder all suggest a course of action directed towards escape.

**Table 39**  
**Methods of Coping With Job Stress as Reported by**  
**Summer Camp Staff in Open-Ended Questions**

Method of Coping	Number of Respondents Who Identified This Method of Coping	Percentage of Respondents Who Identified This Method of Coping
Talk about the stress to close friends	62	39.4
Spend time by myself	40	25.4
Try to get more sleep	38	24.2
Vigorous exercise	24	15.2
Try to solve problem immediately	21	13.3
Leave camp during time off	21	13.3
Get involved in an activity	21	13.3
Talk about the problem to supervisors	16	10.1
Turn to God for help	16	10.1
Listen to music	11	7.0
Try to relax	10	6.3
Try to ignore the problem	9	5.7
Go out and have fun	8	5.0
Work harder	7	4.4

### **Interview Results**

A total of 29 interviews were conducted involving staff from large and small camps, male and female staff, and those from all three types of camps, and staff in various positions. Five of the six camp clusters were represented in the interview data, but no staff from the large agency cluster volunteered to participate. A qualitative analysis of the interview data revealed a number of identifiable themes in the responses. These are discussed below.

The first question asked the respondents to identify the aspects of camp that caused the greatest amount of stress. The overwhelming response was that stress originated in dealings with other staff. It appears that staff relations are not only a positive element in staff retention but, they may also act negatively as a source of job stress. Most of the staff that identified staff relations as a stressor added that it was a certain staff member's 'incompetence' that caused the stress. One staff member explained that "if I didn't do it, it wouldn't get done," in referring to the counsellors for whom he was responsible. Another staff member explained, "one of the guys I worked with just didn't want to be there," in response to a question asking him why he thought he had to work extra hard. Staff working in teams (usually as co-counsellors) indicated the level of stress they experienced completely depended on who their partners were. A first year female counsellor stated that "it (stress) completely depended on who your co-counsellor was." There was never any indication that the interviewees were the staff who caused the stress, in each case someone else was the source of discontent.

Another emergent theme pertaining to question one was that of poor director/staff relations. Displeased staff in this area generally claimed that camp directors did not treat them with the appropriate respect, and that staff were generally ill-informed of the director's plans which ultimately affected the staff.

Often, it is the counsellor that is the last to be informed of a program change. Receiving inadequate advanced warning regarding program innovations is considered to be a significant stressor for most summer camp staff. A first year staff member stated that "the junior staff didn't appreciate not knowing what would be planned for that evening." This counsellor argued that staff should receive more than one hour warning regarding program changes.

The second question asked the respondents to identify periods of time during the summer, in which job stress was at a higher level. Two themes emerged in opposition to each other. The first theme supported the results of the open-ended questions in that the periods of increased stress were the mid-summer period and the end of summer period. The second theme ran in opposition to the first theme in that, job stress appeared to be at the highest level at the start of the summer and slowly faded until there was very little stress at the end of the summer. The first theme was reported by approximately 70 percent of the interview sample, and the second theme was noted by about 30 percent of the sample. Therefore, the majority of staff appear to begin the summer with little stress and finish with higher levels. The staff were not able to articulate the reasons for this pattern, other than "I was tired," or "burned out."

The second theme pertaining to reported fluctuation in job stress implies that staff experience the greatest amount of stress during the early stages of the summer and eventually it decreases to an insignificant amount of stress. This pattern seems to come about because staff are concerned about their jobs and meeting new people at the start of summer, but as the summer progresses those concerns are lessened. One counsellor stated that "in the third session I knew what my job as a counsellor involved," which implies that it took him until the third session to become comfortable with his duties. The staff who indicated they had experienced

less job stress at the end of the summer generally attributed it to becoming more comfortable with their job and their peers.

When the respondents were asked how the job stress they experienced affected their performance they responded with many of the same responses as the corresponding open-ended question responses. The respondents generally indicated that they became irritable, tired, negative, and sought extra breaks during the day when they were to be on duty. One emergent theme was that of feelings of guilt which were associated with other stress related outcomes such as avoiding campers. Staff generally felt guilty about leaving their campers for an extended period of time (over one half hour) or becoming irritable and impatient with campers and other staff. The feelings of guilt emerged because the staff knew that they were performing at a substandard level, but their physical and mental states would over-power their sense of responsibility. However, only one respondent indicated that the feelings of guilt led to a feeling of low self-worth. The feelings of guilt that accompanied the conscious disregard of duties and the concerns of other staff are a common symptom of the first stage of burnout.

The fourth question solicited responses from staff with regard to how they attempted to cope with stress during the summer. The interview data, much like the open-ended question data revealed that staff sought support from peers, and, at times, their supervisors. The primary response was to talk about the source of the stress with close friends. Most staff indicated that the discussion with friends would turn into a 'bitch' session in which they would complain about their problems.

The final question asked respondents what they thought the camp could do in order to decrease the amount of job stress experienced by staff. Three themes emerged. The first theme was concerned with improving staff recruitment

procedures. The second theme was concerned with increasing clarity in the information which is disseminated throughout the camp, and the final theme expressed a general need for more time-off.

The camp should "be more selective when recruiting staff", stated a section head who had experienced a considerable amount of stress in relation to his supervisory duties. Another section head claimed that "they had hired all the poor staff from last year." Other staff indicated that there is a real need to recruit older staff. Most staff also claim that their camps should improve the mechanisms for the dissemination of information throughout the camp. Most of the staff firmly believed that if they are to do a better job in the future they will require more time-off, either during the day, or actual scheduled time away from camp.

The results of the analysis of the questionnaire and interview data have been presented in this chapter. A discussion of these results will be presented in Chapter Five.

## **CHAPTER FIVE DISCUSSION AND CONCLUSIONS**

This study revealed that staff in summer camps experience role conflict, role ambiguity, and job related stress. Certain demographic variables have been identified which are associated with the extent of role conflict, role ambiguity, and job stress experienced. Role conflict and role ambiguity have been shown to be negatively related to job satisfaction and positively related to job stress. A number of specific situations in the summer camp have been identified as those contributing to job stress. This chapter includes a discussion of the role conflict and role ambiguity results as they pertain to the role episode model and an exploration of a model. Also included are a discussion of the demographic data, a discussion of the recommendations for camp directors and finally, recommendations for further research.

### **Discussion of the Role Conflict and Role Ambiguity Results**

In Chapter Two it was argued that the Katz and Kahn (1978) Role Episode Model is a practical, relevant, and useful tool which could be used to explore role conflict and role ambiguity in summer camp staff. In this section the role episode model is modified to reflect a typical summer camp, and the results are discussed as they pertain to the modified role episode model.



Figure 3 - Modified Role Episode Model I  
Adapted from Katz & Kahn, 1978

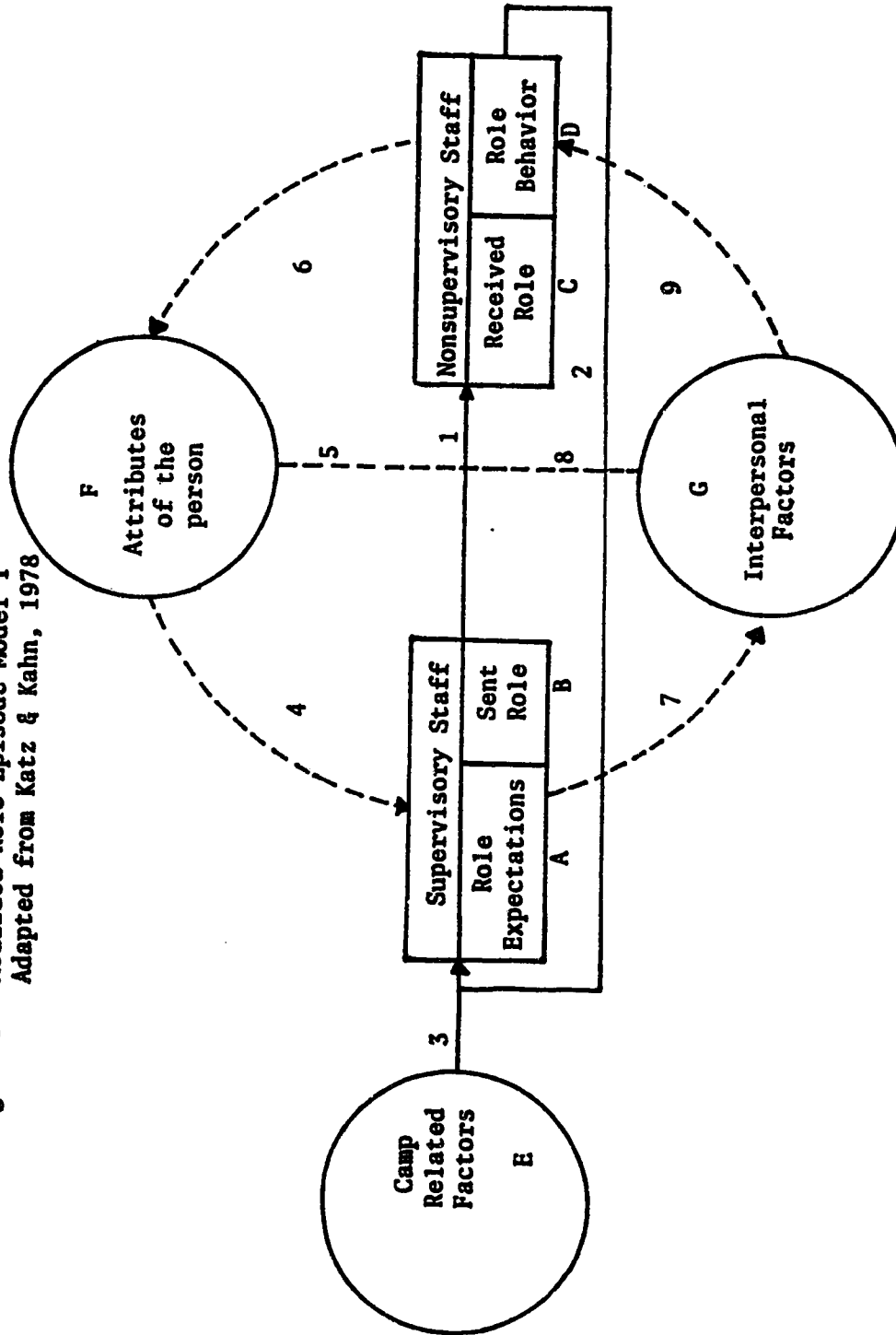


Figure 3, presents the Modified Role Episode Model. The processes of this model are the same as the original version, but some of the sub-headings are changed to suit the organization of the summer camp. This is done so that the reader can better understand how role conflict and role ambiguity may cause stress in a complex organization of a summer camp. By discussing the role conflict and role ambiguity results with the modified role episode model one can better understand how role conflict and role ambiguity operate in a summer camp setting. A description of the model is followed by a discussion of the results as they pertain to the model.

The model focuses on the areas of expectations, sent role, received role, and the focal person's behavior. It is in this part of the model that the expectations are formed by the supervisory staff and passed on to the non-supervisory staff. Supervisory staff include section heads, activity heads, and relevant resource staff. The non-supervisory staff category includes counsellors, instructors, and other staff member in a non-supervisory capacity. Non-supervisory staff generally make-up about 70 percent of the staff and supervisory staff consist of about 18 to 30 percent of the total staff. The non-supervisory staff receive the sent role and then act incorporating the expectations of their supervisors to the best of their ability or desire. For example, the interactions from the expectations to the behaviour stage can outline the process by which a counsellor is to learn of his or her duties from his or her section head. Of course, there are more factors involved in this interaction such as the Camp Related Factors, Attributes of the Person, and Interpersonal Factors.

Camp Related Factors include such elements as: the philosophy and objectives of the camp, traditions, policies and procedures, program, norms and

values, and the administrators. These factors account for a great deal of the organizational culture of the camp. The philosophy and objectives of the camp may dictate the type of program which also dictates the type of staff and skills required to operate the camp. Camp traditions, policies and procedures effect the manner in which people behave and relate to each other. Thus the norms and values of the organization are created through repeated interaction incorporating camp tradition, policies and procedures. The camp administrators are those individuals with the authority to direct any aspect of the camp for the perceived betterment of the organization.

The elements contained in 'camp related factors' can affect any aspect of the camp. However, these factors most directly affect the model by assisting the supervisory staff in the development of the role expectations for the non-supervisory staff. Camp administrators, through the development of policies and procedures can also ensure that the structural mechanisms are in place so as to allow camp supervisors the freedom and support to do their jobs effectively.

'Attributes of the Person' include the motivational and behavioral factors of the staff member, or the focal person. This component of the model includes such factors as: the reason why the individual is working at camp, what the person hopes to gain from being a staff member at camp, how well the individual can adapt to camp life, and how earnestly the individual wants to do well at camp. It also includes other non-motivational factors such as: cognitive development, skill level in relevant activities, camp experience, and personal confidence.

The attributes of the person affect the individual's camp experience and perception of role conflict and role ambiguity in several ways. These factors can often determine how the focal person is perceived by the role set, or the supervisory staff. During pre-camp, supervisory staff begin to evaluate the persons in their

charge. This is a process that continues throughout the summer. However, it is during pre-camp that the attributes of the person account for the first impressions, which also initiates the interaction between the supervisory staff and the non-supervisory staff. At the time of pre-camp the initial state of the relationship between the focal person and the entire staff is determined, unless the focal person already possesses a history with the camp and the supervisory staff.

The attributes of the person can effect the manner in which the sent role is received by the non-supervisory staff. For example, a counsellor may believe that he or she is an extremely proficient counsellor and is thus in little need of further teaching. The counsellor may perceive pre-camp training and in-summer feedback as a way in which supervisors needlessly exert their power and authority over non-supervisory staff. Because of this attitude, valuable role formulating information may be over-looked. It was this character trait of the counsellor that caused him or her to overlook the valuable information which may cause role conflict and role ambiguity for the staff member later in the summer. Attributes of the person can partially determine the extent to which information critical to the development of the focal person's role is received by that person.

The resultant role behavior displayed by a non-supervisory staff member may, in fact, affect the personal attributes of that same individual. For example, the same staff member that was described in the previous example may have been exposed to a supervisor with exceptional communication skills who was able to make the counsellor realize the vast amount of knowledge the counsellor still had to gain. The counsellor, in realizing this fact, may change his or her attitude and eventually his or her own personal attributes to suit the behavioral requirements of his or her work environment at camp. The attributes of the person can be modified by the behavior of the focal person.

The 'Interpersonal Factors' category generally contain many of the same factors as 'attributes of the person' category. However, interpersonal factors emphasizes how those factors or elements are used to develop the relationship between the focal person and the the non-supervisory staff and the supervisory staff, that is, how well the individuals interact with each other. The state of this relationship can often determine the manner in which role formulating information is passed between the two groups, or individuals.

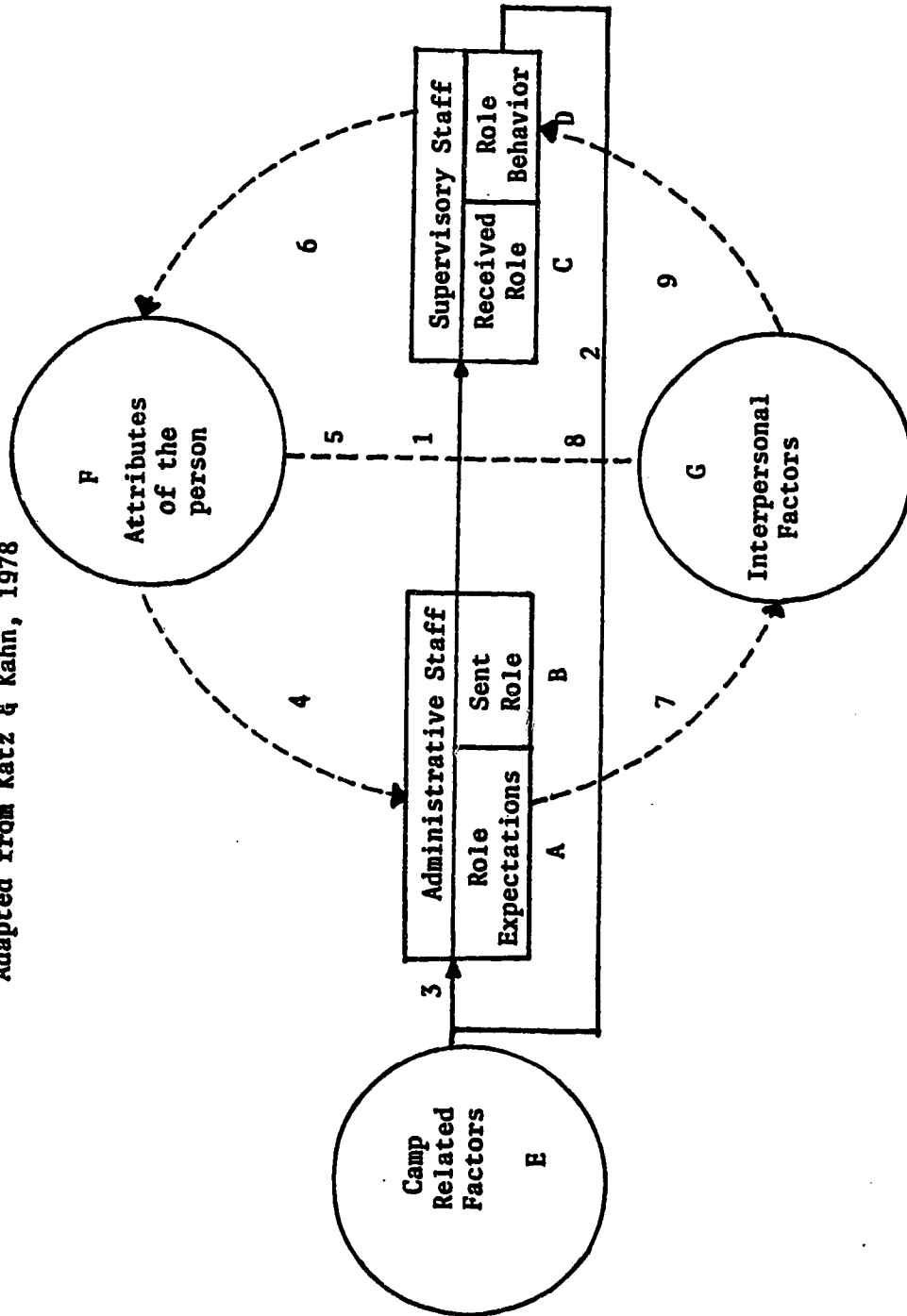
Interpersonal factors affect the model in several ways. First, interpersonal factors affect the manner in which the individual perceives those who are sending the role information. In this case, it would be the manner in which the non-supervisory staff perceive the supervisory staff. For example, if the relationship between a counsellor and a section head is very positive with each party realizing the duties and obligations of both parties, there would be few obstacles to overcome in the transmission and reception of role information.

The behavioral outcome may determine the state of the interpersonal relations between the focal person and the role set, or the non-supervisory staff and the supervisory staff. If the focal person's behavioral outcome is not congruent with the expectations of the role set; inter-personal relations may be strained. But, if the behavioral outcome is similar to the expectations of the role set then, interpersonal relations between the two parties may avoid being strained. For example, a counsellor completely ignorant of the norms and values of a camp may have his or her behavior modified through interactions with camp supervisors. The clarification of behavioral requirements may result in smoother interpersonal relations with camp supervisors and peers. Interpersonal factors affect the manner in which the non-supervisory staff interact with the supervisory staff, the manner in which role

related information is communicated, and the way in which the behavioral outcome can modify the entire interaction between the two parties.

Katz and Kahn's (1978) Role Episode Model can be used to describe the interpersonal and intrapersonal dynamics of staff at a typical summer camp. It is important to note that this model can be further modified to depict the interaction between the camp administrators and the supervisory staff. To do this, the 'camp supervisors' heading would replace the one currently presented as 'non-supervisory staff, in Figure 3, and a new heading of 'camp administrators ' would replace the current one presented as 'supervisory staff'. The processes pertaining to the latter modification would be identical to that of the first modification. Figure 4 presents these modifications.

Figure 4 - Modified Role Episode Model. II  
 Adapted from Katz & Kahn, 1978



The modified role episode model can be used to explain the role conflict and role ambiguity results of this study within the framework of a typical summer camp. The focus of this discussion will be the significant role conflict and role ambiguity relationships between male and female staff and staff from large and small camps. In locating the source of role conflict and role ambiguity in this model, it will become evident that camp related factors must accept the majority of the responsibility for the organizational dysfunctions mentioned.

Male staff exhibited greater role conflict with regard to conducting work within the parameters of the camp. The results indicate that male staff experience difficulty in working within the guidelines established by the camp organization, specifically camp guidelines and policies. Perhaps it is the personal attributes of the male staff that come into conflict with the factors pertaining to the camp organization. The role behavior, exhibited by male staff which led to the results reported by this study, may be a consequence of the interactions between male staff, camp supervisors, and the camp administration. Throughout this interaction it can be assumed, as the model indicates, that the personal attributes of the focal person will be modified in some way in accordance with the pressures exerted by the role set. In this case it is the personal attributes of the male staff experiencing greater levels of role conflict that may have their personal attributes affected in some way.

This situation is further complicated by the fact that male staff also indicated greater role conflict with regard to receiving incompatible requests from two or more people. The possible source of this conflict can be traced by examining the hierarchical structure of the camp. The feedback a counsellor receives may not always come from his or her direct supervisor. It would appear that some male staff



are receiving feedback from the camp administrators and perhaps even other supervisors, thus causing the staff member to experience conflict with the decision regarding who he must follow. This relationship or hierarchy, adds support to the possibility that the camp related factors are responsible for the organizational dysfunctions involving role conflict and male staff.

Those holding positions within the realm of camp administration have the responsibility to ensure that all staff receive clear and unilateral instructions. Camp supervisors may find it difficult to offer feedback to peers, especially negative feedback. Camp administrators can assist with this delicate task by ensuring that the proper organizational mechanisms are in place so as to allow this interaction between various levels of staff to take place with ease. At times, it can be too easy for some administrators to step in and administer negative feedback to staff without the consent of the proper supervisor because camp administrators generally possess more experience in this area. Unfortunately, as the results indicate this type of behavior can lead to problems of increased role conflict and increased staff stress.

The struggle between the needs of male staff and the needs of the camp organization are rooted in the elements of 'camp related factors' and 'attributes of the person'. The on-going friction involved in this struggle can account for male staff indicating that camp work is significantly less suited to their values than those of female staff. Male staff involved in conflict with camp administrators or camp policies may simply come to realize that their values are not as suited to a camp environment as they once believed. Ultimately, it is the camp administrators that must proactively accommodate the goals of the camp with the goals of the male staff. This is not to imply that male staff have been victimized, rather, that there is a real difference with regard to the expectations of the two groups and if

camp administrators wish to continue to attract male staff a resolution should be reached. A resolution which is perhaps based on this chapter's recommendations for camp directors.

The significant role ambiguity results, regarding the relationship between staff from large camps, and staff from small camps can also be examined with the modified role episode model. Staff from small summer camps reported a significantly higher level of role ambiguity with regard to knowledge of authority, goals and objectives, responsibilities, and standards related to evaluations and promotions. All four items are directly related to the camp organizational elements of the camp. Camp administrators are primarily responsible for the dissemination of information regarding the above mentioned items. In order for information regarding role expectations to pass through the model, it must first pass from the camp administrators to the supervisors, who then communicate it to all other staff. Therefore, camp supervisors require complete comprehension of any information they are to disseminate. It is the responsibility of camp administrators to ensure that information regarding the camp's goals and objectives, and standards is properly communicated to the supervisors. This may not be the case for other complex organizations where staff are expected to create their own goals and objectives. Summer camps, unlike other complex organizations employ their middle managers for only a short period of time; too short to expect section heads to actually develop their own criteria for evaluation independent of the camp administrators. Therefore the influence of the camp related factors becomes more evident when one considers the temporary nature of camp staff employment.

The sources of role conflict and role ambiguity, in most cases, can be traced back to the workings of the 'camp related factors'. This component of the model, as was stated earlier, possesses the greatest amount of decision-making

power and should therefore accept the majority of the responsibility for the organizational dysfunctions presented. The recommendations put forth in this chapter are appropriately directed towards camp administrators.

### **Demographic Data Discussion**

Of the ten demographic variables included in this study the variables of sex, camp size, camp employment experience, type of camp, and job title proved to be significantly related to the levels of the four constructs in this study. The results will be discussed variable by variable, because in this way camp directors can examine their own organizational structure in this systematic manner.

#### *Sex Differences*

The results indicated that male staff differ considerably from female staff especially with regard to the amount of role conflict and role ambiguity experienced. In each case male staff reported higher levels of both role conflict and role ambiguity. The source and type of role conflict and role ambiguity will be discussed in order to better understand the reasons for this difference.

Male staff reported significantly higher levels of role conflict with regard to carrying out duties which they believed should be done differently, and with regard to doing work which suited their values. These two forms of role conflict are known as person-role conflict and imply that the person is in conflict with the very nature of his or her role at work. The results imply that male staff, specifically, accept positions at camp which may not be compatible with their own values and beliefs. Those individuals responsible for staff recruitment and induction should be aware of this potential problem. Camp administrators may consider presenting potential staff with more accurate information on the complete role they would play at camp, in the program, policies, regulations, and norms of the camp environment. Since the results indicate that this occurs significantly more in male

staff than in female staff special attention should be given to the recruitment, and induction of male staff for summer camp positions.

Male staff also reported significantly higher levels of role conflict with regard to working within the policies and regulations of the camp, and with regard to receiving incompatible requests from two or more supervisors. This type of role conflict is known as conflicting expectations and implies that the individual's expectations of a situation are incompatible with those held by the organization. Similar to person-role conflict the implication is that male staff experience difficulty in working within the parameters of a summer camp. It could be that male staff enter camp employment with an unrealistic perception of camp life, or, it could be that male staff believe that they can manipulate the employment environment to suit their own needs, thus creating the potential for role conflict to exist.

Male staff also indicated that they experienced significantly more role ambiguity with regard to receiving unclear instructions and in the area of practical feedback. During pre-camp male and female staff receive the same basic instruction and the same basic orientation. Feedback mechanisms are also similar for male and female staff. However, the director can not control how much information individual staff will retain from the sessions of instruction. From the results it appears that a partial explanation is that male staff are either unable or unwilling to comprehend information as well as their female counterparts.

Male staff also differ from female staff in aspects of reported job satisfaction. Male staff reported significantly less job satisfaction with regard to the amount of freedom they possessed in defining their jobs and with regard to the outcome of the summer in general. The summer camp organization requires an individual to relinquish a certain amount of personal autonomy for the duration of the season. Perhaps, this is accomplished more easily by female staff. In any

event, these results should be helpful to camp directors in terms of recruiting and orienting male staff.

The job satisfaction results can be directly linked to the role conflict and role ambiguity results. The role conflict results indicated that male staff encountered conflict when challenging authority. This outcome could effect the job satisfaction response by decreasing the satisfaction in the area of defining one's job at camp because of a power struggle which is usually won by the organization. The over-all feeling of frustration associated with a perception of unclear instructions, a lack of feedback, conflicting expectations, and a high level of person-role conflict can account for a lower job satisfaction score for the general outcome of the summer.

The results of tests concerning the demographic variable of sex indicate that, in general, female staff are better suited to the work environment of the residential summer camp, as they experience less role conflict and role ambiguity than male staff. This is not to state that male staff are not suited to summer camp employment, rather, that camp administrators need to be aware that male and female staff experience role conflict and role ambiguity differently. This researcher does not know exactly why female staff appear to be better suited to the camp environment; this explanation would require a considerable amount of further investigation. Camp administrators should be aware that it may be best not to assume that they can treat male and female staff in exactly the same manner with regard to staff recruitment, training, and induction. The acknowledgement of a difference in male and female staff should be incorporated in their staff management program, with, of course, the realization that every individual may be different.

### *Large and Small Camp Differences*

The demographic variable of camp size distinguished between staff who worked at large summer camps (60 or more staff) and staff who worked at small camps (59 or fewer staff). The results of this study indicated that staff in these two groups experience significantly different amounts of role ambiguity, job satisfaction and job stress. Small camp staff scored significantly higher on the role ambiguity and job stress scores, and significantly lower on the job satisfaction scores. These results led to the conclusion that large camp organization can be more successful in controlling the organizational variables of role ambiguity, job satisfaction and job stress, for its staff.

Small camp staff experienced significantly more role ambiguity with regard to how certain they are of how much authority they possess, the clarity of camp goals and objectives, and what their responsibilities are at camp. These three types of role ambiguity indicate that the camp administration in small camps may not be providing enough, or sufficiently accurate information regarding aspects of the camp job. This is a serious matter because a lack of information regarding goals and objectives, authority, and responsibilities basically encompasses the entire role of the staff member. A lack of information in these areas can easily lead to stress.

Staff from small camps also reported higher levels of role ambiguity with regard to how they would be evaluated and what is expected of them. This form of role ambiguity may deter staff from initiating and maintaining proper role behavior, because a staff member who is unaware of her or his expectations may be reluctant to embark on assignments for fear of conducting them incorrectly. It may also stifle creative innovations for fear of over-stepping the parameters of expected behavior which could result in a reprimand.

The role ambiguity results in small camp staff suggest that the level of organizational structure within the camp may be the cause of the role conflict, role ambiguity, and stress experienced by staff. A small camp director generally has more daily contact with staff than a large camp director. This may lead small camp directors to forego a more formal level of structure with the assumption that they will always be in contact with staff anyway, and be in a position to communicate any relevant information to other staff. Directors of large camps generally use a more formal level of structure because personal contact with staff is extremely difficult. A more formal level of structure especially in small camps could ensure that critical information is communicated through correct channels and that the staff have assured access to the information that the director and administrators feel is important.

Staff relations and the over-all summer experience were two areas of job satisfaction in which small camp staff scored significantly lower than large camp staff. The results of the qualitative data indicated that the greatest source of job stress came from conflicts with other staff. When cliques develop in camps with a small number of staff the conflict becomes apparent and staff not directly involved in the conflict may not be able to avoid choosing sides and becoming involved. In large camps with 60 or more staff, the cliques are generally not as apparent, and not as likely to affect the experience of the majority of staff. In this regard, staff from large camps are more likely to experience greater job satisfaction with regard to peer relations, and greater satisfaction with regard to the entire summer experience.

Finally, small camp staff reported higher levels of fluctuation in job stress and the extent to which it affected their performance. The reason for this can be traced to the role ambiguity and job satisfaction results. A lack of clarity in

the dissemination of role information has been identified in the literature as a cause of job stress. The lack of information, or clarity of information only becomes relevant when a situation arises that requires staff to draw upon their supposed knowledge. It is during these periods when the staff member can not access the required knowledge to perform her or his duties that anxiety would be higher thus explaining the fluctuation in job stress. The combination of variances in the stress experienced by staff and any associated conflict can result in low staff morale. When staff morale is low staff performance usually suffers. Assuming that high job satisfaction and low job stress, low role conflict, and low role ambiguity are indicative of a good work environment, the results of this study do indicate that staff in large summer camps have a better work environment than staff in small summer camps.

#### *Level of Staff Experience*

The job related demographic variables of this study measured for camp 'staff' experience. They consisted of the number of seasons one has been a staff member in any camp, and the number of seasons one has been a staff member at their present camp. The first variable did have an effect on the amount of job stress experienced. The latter of the two appears to have affected the the reported levels of job satisfaction and job stress in staff.

A staff member who works at one particular camp for a number of seasons may experience an increase in the level of job satisfaction in the areas of the 'nature of their responsibilities' and 'the amount of freedom to define their jobs'. These results indicate that staff become more satisfied with their job at camp, and its content, and the scope of one's duties. Increased levels of job satisfaction in individuals who remain at one particular camp for an extended period of time may be due to receiving promotions during their staff career.



Staff who stay at one particular camp tend to receive promotions more regularly than those who move from camp to camp. An advancement within camp usually offers the individual a choice to move to a desired position. The promotion usually involves a position of greater responsibility and authority thus the freedom, and the ability to define their own position can also increase. Because of the loyalty a staff member exhibits by remaining with one camp over an extended period of time, camp management may be more willing to accept and operationalize the individual's suggestions. This in turn leads to greater feelings of belonging, importance and job satisfaction for the staff member.

Individuals with extensive experience in the camping field reported decreased levels of job stress. Familiarity with the summer camp environment and the additional skills which an experienced staff member may have would very likely contribute to a sense of self assurance in the work environment and thus the reduced levels of reported stress are not surprising. In addition, the fact that these individuals have chosen to return to this work environment suggests that their past experience were positive. In this way, the result may reflect the sampling.

#### *Types of Camp*

Three different types of camps were considered in this study, namely, private, agency, and church operated. The results indicated that staff from these different types of camps vary significantly only in their reported levels of the extent to which job stress fluctuates and the extent to which job stress affects their performance.

Staff from church operated camps reported the least amount of fluctuation in stress and the least amount of affect on performance resulting from stress. Staff from agency camps reported significantly higher levels of stress fluctuation and staff from private summer camps reported significantly higher effect of stress

on performance. No clear explanation for this can be offered based on the available data, however the religious motivations of staff members combined with the religious environment of the camp may well combine to reduce the effects of job related stress.

#### *Job Title Differences*

The demographic variable of job title included five different job titles which exist at camp. They consisted of counsellors, instructors, activity heads, section heads, and resource staff. This variable was successful in determining the overall level of reported fluctuation in job stress among various staff positions. The results indicate that counsellors experience significantly more fluctuation in job stress than instructors. The reason for this significant difference probably lies in the job responsibilities of the two positions and in the general program.

The responsibilities of a counsellor are such that he or she is required to be somewhere or to be doing something for at least 85 percent of the day. A counsellor does not have a great deal of free time during the day. The instructor is required to teach in his or her area all day but their duties during evening program are quite ambiguous. When this is considered in relation to the fact that both counsellors and instructors share a relatively equal level of responsibility for special events such as theme days, canoe trips, first and last days of each session, and visitors days, the discrepancy in available time becomes apparent. The increased level of fluctuation in stress for counsellors is most likely to occur when they are burdened with additional duties related to programming. Instructors in most cases use their evenings to prepare for special programs. The problem may appear to be based in the management of time, but in reality it is based in the different job requirements of the two positions of the instructor and counsellor.

In summary, the variables of age, education, being a camper before becoming a staff member and, being a counsellor-in-training before becoming staff did not yield any significant results in this study. These variables do not seem to be as important as the others in determining overall levels of role conflict, role ambiguity, job satisfaction, and job stress in summer camp staff.

### **Discussion of Open-Ended Questions**

As indicated in Chapter Four the open-ended questions attempted to gain a more in-depth understanding of the sources and responses to stress by staff at camp. This section will attempt to discuss the open-ended responses in the context of the camp program and the daily life of the staff member.

The majority of staff indicated that negative interactions with other staff were a source of stress. Staff related responses consisted of those pertaining to general conflict among staff, lack of support from other staff, and conflict with supervisors. One can expect that general conflict will likely result among staff especially by the fifth week of camp because as one respondent pointed out, "you just get sick of each other". The fact that camp staff live in often close quarters and generally have a high degree of interaction day after day can lead to squabbling and personality conflicts. For many staff this may be their first extended group living experience away from home. The period of adjustment to group living may easily bring about conflict among those in living in close quarters for the duration of the summer.

Lack of support and assistance from other staff in carrying out required tasks was a common response cited by 18 percent of the sample. A commonly held belief appears to be that "if I don't do it, no one will". This theme proved to be interesting because many of the respondents who accused other staff of being lazy admitted in a later question that stress affected them in such a way that they lost

interest in their work, or their that performance suffered. Some respondents seem to exhibit the same behavior of which they are accusing others.

Ten, of the 157 respondents indicated that conflict with their supervisor was a source of job stress. This tendency can be expected because many of the supervisors are very close in age to those in their charge and, many have had very little supervisory experience. The majority of those who indicated they experience conflict with their supervisors attributed it to a variety of forms of abuse of power which were not specified by the respondents.

Canoe tripping and preparation required for each trip were reported to cause stress in about 10 percent of questionnaire respondents. Trip preparations may be viewed as an extra burden for the staff, because staff generally have to make the time to plan and pack for their trips in addition to their other duties. The actual canoe trip may be stressful especially if the staff are inexperienced and called upon to perform skill maneuvers, show confidence on the trip, or simply because some staff do not like to take part in canoe tripping in general.

Summer camp staff appear to be able to identify periods in which job stress is greater. The end of summer period received the highest number of responses with almost 25 percent of the sample. Many staff indicated that they were either 'burned out' or simply tired by the end. Shepard and Caruso (1986) also indicated that staff from outdoor education centers became more burned out as the length of their employment increased. During this latter period of the summer an overall decrease in the level of performance is often noted.

Being unaware of the program, or changes to the program, was the reason given by 14 percent of the respondents, as an explanation for why the first week of camp was stressful. This is the time when counsellors are to lead their campers through the program thus increasing the potential for stress if the staff

are themselves uncertain about the program. This is also the time in which section heads and activity directors are expected to be in complete control of their area. Persons new to one of these positions may experience a great deal of stress because other staff will often come to them for answers, which may not be readily available to the supervisors themselves. Providing answers or direction at a time of uncertainty may lead supervisors to second guess their own decisions which may cause stress.

The pressure of meeting new campers, gaining their approval and respect and "making them like me" was the primary reason for the increased level of stress experienced by staff on the first day of each session. The last day of each session is often considered to be stressful because staff generally have special responsibilities on that day and, the success of the day depends on the staff carrying out their special duties, which are specific to that day, at the proper time. There is generally little room for error on the last day and management tends to become anxious in ensuring that campers meet their parents presentably and on time, and this pressure may be passed on to the staff.

The midsummer period was most often referred to as the "midsummer blues". Once staff have experienced the camp program for three or four weeks the enthusiasm that was present in pre-camp tends to fade. It may be because once staff have experienced an entire session they realize that the program can offer them little in the way of new stimuli. Staff often become complacent at this time.

The responses to canoe tripping and subsequent preparation, visitor's days, rainy days, and theme days are commonly viewed as periods of greater stress because they are associated with a change in the camp program. They require that the staff member be aware of the changes, and to be able to pass this in-

formation to other campers and staff. These periods usually require a greater output of energy than most other camp days.

Personal Evaluations sessions are considered to be stressful because camp staff are generally concerned about the way in which supervisors view their performance. It is at the time of the evaluation that staff are told how well or how poorly they are performing. Respondents indicated that stress increases during periods of extreme heat; presumably, intense heat makes everyone uncomfortable and more irritable. When a significant number of staff become irritable this can easily lead to stressful interactions.

Camper bed time can be a stressful period for staff because campers are often resistant to the idea. For the campers this may be a part of their normal evening pattern away from camp, but it is likely related to the excitement of being away from home. At the same time staff are often eager to engage in their evening time-off which only begins once their campers are in bed and quiet. The conflicting interests of the campers and the staff at this time usually results in stress for the staff member.

Relationships, whether romantic or platonic, can produce periods of stress for most people. Summer camp staff are no different. In fact they are in an environment where relationships and the effects of relationships may be intensified. Staff members reside in the camp, at the workplace, and if problems arise, avoidance of another staff member is very difficult. Positive or negative tension arising from a camp relationship can be particularly strong because of the more or less continual exposure to the other individual, and the inability to get away from them for any period of time.

The first seven responses in Table 38, which are also the responses with the highest frequencies, are indicative of the first stage of burnout. Staff become

physically tired and generally lose interest in their work. The response "work harder" is probably indicative of people with an aggressive outlook towards life and success in their work. Samuel Klariach (1987) in his book *The Stress Solution* labels people who work harder during periods of increased stress 'aggressive type A' people. This type of person's natural response to increased stress is to work harder and these individuals will usually be reluctant to admit that stress exists.

The final three responses of "rebel against authority", "become angry at staff", and "lose sleep" are more indicative of the second stage of burnout. During this stage staff will often make a special effort to find fault in the camp or in other staff. Losing sleep is a physiological response to increased anxiety (Klariach, 1987). The responses in Table 38 indicate that stress does exist in the camp and at high enough levels to be approximating the first two stages of burnout. The third stage of burnout, severe depression, was not reported.

Table 39 presents the most common responses to coping with job stress at camp by staff. The table includes only those responses with a frequency of seven or higher, thus resulting in the presentation of 14 of a total 38 responses. The most common response, mentioned by 62 of the respondents was to talk to friends about the sources of stress. Austen and Voelkl (1981) emphasized the importance of social support in times of increased stress for camp staff. The data in Table 39 suggest that the same is true for this sample.

Talking to friends emerged as an important response to stress at camp. While in some respects informal discussions among staff may be viewed as positive, there are some serious drawbacks. First, the organization which is responsible for these individuals should play a larger part in preventing and helping to alleviate stress. That staff members can only commiserate among themselves in response to their job stress is not necessarily a good sign for an organization.

Second, the additional responsibility of assisting with the the problems of one's peers may bring about greater stress for everyone involved. Finally, when staff attempt to cope with stress by discussing the sources of stress with friends and co-workers, they can often conclude by discussing campers, peers, and supervisors in a negative manner. This can lead to the formation of small cliques of staff who perceive to share in a similar problem. The result can often be reduced communication among colleagues and lead to increased alienation for any or all parties involved. Thus it becomes increasingly difficult for management to communicate with the staff as a whole, and to ensure a team performance. Unfortunately not all management attempts to correct the problem — for example the taking of punitive action in response to poor performance — will result in increased morale. Thus the cycle continues.

#### **Discussion of Interview Results**

The interview results were presented in Chapter Four. In this section the results will be discussed so that camp directors, and others, can better understand the relevance of the results in the context of the summer camp organization. The results are discussed as themes of responses and not in terms of individual responses.

One emergent theme pertaining to question one was that of poor director/staff relations. Displeased staff in this area generally claimed that camp directors did not treat them with the appropriate respect, and that staff were generally ill-informed about the director's plans which ultimately affected the staff. Resentment towards camp directors by some camp staff appears to be an outcome of the summer. A camp director is generally not in a position to please all staff for the duration of the summer. Inevitably, some staff will feel the camp director has treated them unfairly at some point in the summer. The only realistic course of ac-



tion the director can take is to consciously attempt to remain consistent in dealings with staff throughout the summer, and to present each decision in a manner that the staff could understand and accept.

Often, the counsellor is the last to be informed of a program change. Receiving inadequate advanced warning regarding program innovations is considered to be a significant stressor for most summer camp staff. A first year staff member stated that "the junior staff didn't appreciate not knowing what would be planned for that evening." This counsellor felt that staff should receive more than one hour's notice regarding program changes. The true problem is not the exact amount of time one should receive prior to a program change, it is just the fact that counsellors recent being the last to be informed of a change. It is the counsellor who must answer the camper's questions in most cases and when she or he is unable to do so, or answers incorrectly it re-emphasizes the lack of decision-making power the counsellor possesses.

The first theme, which was that of an increase in stress towards the end of the summer was reported by about 70 percent of the interview sample, therefore, the majority of staff appear to begin the summer with little stress and finish with higher levels. The staff were not able to articulate the reasons for this pattern, other than "I was tired," or "burned out."

The camp should "be more selective when recruiting staff", stated a section head who had experienced considerable stress in relation to his supervisory duties. Another section head claimed that "they had hired all the poor staff from last year." Other staff indicated that there is a real need to recruit older staff. Unfortunately, most directors are all too aware of these concerns but due to salary limitations many older (in their latter university years) staff must seek other forms

employment. The problems related to staff recruitment are a constant concern to camp directors.

Most staff also claim that their camp's administration should improve the mechanisms for the dissemination of information throughout the camp. In many cases, and especially at the beginning of the summer, the lines of communication do not operate effectively because, many of the staff occupying key positions are still in the process of learning their jobs. The result is that most often it is the counselors who are not informed of program changes in sufficient time to be effectively implemented.

Most of the staff firmly believed that if they are to do a better job in the future they require more time-off. Staff indicated that more time-off was required to rejuvenate oneself or to pursue leisure activities. For most directors this is a difficult request because camps generally have a limited number of human resources, and in no time (except during change-over periods) can the program stop to accommodate more time-off for staff. However, camp directors need to be aware that staff are requesting more time-off.

The suggestions of the respondents are reasonable and show a true concern for the camp. However, because of economic or time restraints on the part of the camp administration these requests are often not met. Camp administrators would be required to modify their camps, programs, and most importantly, their way of thinking, if these suggestions are ever to be realized.

### **Recommendations for Camp Directors**

This section will present six recommendations for camp directors based on the results of this study. The recommendations include the areas of; increasing autonomy for camp supervisors, the development of structural mechanisms for the dissemination of feedback information, the effective communication of performance

standards, staff training in the area of group living, an increase in orientation for staff prior to the start of employment, and the creation of positive and realistic performance and behavioral parameters for staff.

Camp administrators may consider giving greater autonomy to camp staff supervisors, such as section heads, activity heads, and resource staff. Camp administrators should attempt to give staff supervisors greater decision-making power and provide the infrastructure to allow them to exercise their authority effectively.

Structural mechanisms can be developed to allow for increased quantity and the quality of feedback offered to camp staff. This is a point that most camp directors are aware of, but according to the data of this study, proper staff evaluations are often overlooked. This problem can be at least partially solved by adjusting the program job responsibilities and the configurational structure of the camp to ensure that staff evaluations are a priority.

A better attempt should be made to communicate performance standards to all staff prior to the start of employment. Performance standards should be broken down into smaller components so that they are clearly understood by all staff. The ultimate goal of the projected performance standards must reflect the desired behavioral outcome.

Camp administrators may consider increasing staff training with regard to group dynamics among staff. Staff in-fighting appears to be a rather serious problem among camp staffs. It would greatly benefit the camp as a whole to increase training for the staff in the area of group living. Increased harmony among staff could potentially benefit many other areas of camp as inter-personal relations would be made easier.

Those responsible for staff recruitment, may consider increasing the quality and quantity of orientation for staff, especially new staff, prior to their arrival at camp for pre-camp training. It is apparent that many young people arrive at camp to be staff, but they really have no idea of what to expect from 'camp'. Staff should be made more aware of the nature of the camp environment and their role at the camp prior to their arrival.

Camp administrators should attempt to acquire a level of structure that would offer camp staff some positive parameters in which they can work and live. Guidelines developed by the camp administrators governing the areas of job performance and unacceptable behaviour should be passed on to staff so as to decrease the ambiguity associated with being a staff member at a residential summer camp.

The term 'structure' in camp programs can be associated with rigid and militaristic programming and with strict rule enforcement. This is not how it is intended to be used in this study. The definition of the term structure as it applies to this study implies a clear, and realistic set of guidelines that incorporate every aspect of the camp operation. Structure implies the existence of parameters, which everyone at camp should be aware of and have the ability to understand. Structure is not meant to rigid or restricting, rather, this type of structure is meant to allow for more freedom. If staff are constantly thinking about what they may be doing wrong, then they are not thinking about what they may be doing right.

Most camp directors would argue that this type of structure is already in place, and in most cases they are correct. The problem is that in many cases the parameters only become evident to staff after they have ventured beyond a parameter. The staff member is then informed of the infraction, or corrected in some way by the director or a supervisor. Ultimately the staff member will become hesitant about attempting something similar in the future. This process may

also curtail other positive innovations in staff. It is not realistic to believe that an organization can communicate every possible expectation to every staff member. However, an organization can consciously attempt to establish solid behavioral parameters by communicating realistic expectations to staff members in a clear and concise manner.

Camp administrators should possess a clear and realistic idea of the type of behaviour they expect from their staff. This behaviour should then be able to be defined in terms of measurable behavioral outcomes which are communicated to all staff. It is not enough to state that a person entering employment at camp should be a 'good' counsellor. The state of being a 'good' counsellor must be broken into measurable behavioral outcomes. There is no one special technique that can be used to accomplish this task. However, if camp administrators are aware of the types of behaviors they expect from their staff, then these behavioral expectations can be passed on to staff when they are hired. The communication of staff expectations will allow the potential staff member to make a more honest decision (to accept or not accept employment at the camp) and for the employer to make a more accurate decision with regard to hiring the applicant.

Summer camps are decentralized organizations as opposed to centralized organizations. A centralized organization is one which is completely controlled by a central office. A decentralized organization is one which disseminates decision-making power to autonomous units within the organization. The central office of a decentralized organization still possesses the greatest decision-making power but it is not involved in every decision that occurs in the organization.

Summer camps, though controlled by the camp director, still require that many decisions be made by other individuals such as section heads, activity heads, and counsellors. Section heads and activity heads are responsible for decision-

making within their areas of responsibility and often involve other staff. Counsellors are constantly involved in the decision-making process as associated with the management of their cabin group. Because a summer camp operates continuously when campers are present and because many different programs may be operating at one point in time, it is impossible for supervisors to monitor all the activity at all times. Therefore, all camp staff must have the ability and power to make decisions regarding the care and safety of the young people in their charge. This is a great responsibility for a person 16 years of age who may be away from home for the first time. As with other decentralized organization a high level of structure is required to guide decision-making in the absence of authority figures. This is also true for summer camps.

The need for a more formal level of structure is evident every time a canoe trip leaves camp. Canoe trip staff can be out of contact with the camp for periods of two days to six weeks, during which they are making all decisions regarding the welfare of the children in their charge. During their absence the camp director can only trust that the canoe staff have been properly trained and informed in the camp's practices and procedures. It is the knowledge of the organization's policies, procedures, and philosophy that will guide the decision-making of the trip staff. In most cases 'trip staff' do not have the option to consult with camp management about a problem while on trip; they are responsible for all decisions. Trip staff need to aware of the parameters regarding behaviour and activities for canoe trips. This may appear to be a basic issue but all too often camp directors only offer staff minimal information regarding behavioral parameters. It is not difficult to see that canoe staff need a more formal level of structure to guide decision-making because of the decentralized nature of the summer camp organization.

### **Recommendations for Further Research**

This study explored the extent to which summer camp staff experience role conflict, role ambiguity, job satisfaction, and job stress. The results identified some significant relationships among these areas which are of special interest to camp administrators. It also lends support for the continued use of well established concepts and constructs from the field of organizational behavior, such as the Role Episode Model, in camping research methodologies. However, the results indicate that the measures used in this study do not explain all the job stress experienced by camp staff.

Although role conflict and role ambiguity do not account for job satisfaction or job stress entirely, both the quantitative and qualitative results indicate that role conflict and role ambiguity-related problems do exist for summer camp staff. The results suggest some important new directions for summer camp staff management research. Four avenues for further research have been identified.

The observation method of data collection may yield some new insights into the sources of job related stress over those that can be accessed by interview and questionnaire design. Because of the relatively young age of camp staff, they may not entirely understand some of the questionnaire items. Intimidation may also be a factor in their responses; that is, they may feel uncomfortable answering questions of this nature and then turning them over to supervisory personnel in camp, even though anonymity is assured. It is well known that studies employing survey methods can only draw conclusions based on the perceptions of the respondent. An observational method might provide more data with regard to the actual behaviors of camp staff with regard to role conflict and role ambiguity. This method would involve a much smaller sample, however, it could be used to complement the existing body of survey method results in this area.

A second research avenue would be the replication of this study in other provinces with an active camping movement. For example, the overall structure of camping in Alberta is considerably different from that of Ontario. Replication of this study in a different province would allow for greater understanding of summer camps in general, and help to determine how widely the results of the present study can be generalized. A replicated study in Alberta, for example, would serve the Canadian Camping Association in providing knowledge of a provincial difference in the management of summer camp staff. In conducting a replication study the instruments of the present study could be refined in several ways. First, demographic items which proved to have no discriminating value could be omitted. Second, a multi-item stress measure could be included to more thoroughly examine the various aspects of job stress specifically. Finally, the number of interviews could be increased to include approximately 50 percent of the sample. The objectives and general presentation of the questionnaire need not be altered.

A third avenue for further research into summer camp staff management involves incorporating the 'locus of control' concept from social psychology, with the method of the present study. This concept has considerable explanatory power, by categorizing individuals as having an internal or external locus of control. A person with an internal locus of control is one who believes that he or she has considerable control over the environment. One with an external locus of control feels that he or she has little power, and that the power base is external to the individual. The concept of locus of control has been widely used in organizational behavior research. Applied to summer camp staff, this categorization could lead to the identification of personality types most suited to camp life, and help directors to place staff members in positions that are most appropriate for an individual. A canoe tripper, for example, must have the ability to be resourceful and to be confi-



dent in decision-making, and exhibit control over his or her environment. Counsellors, on the other hand, must follow a much more rigid schedule, and be able to set their personal autonomy needs aside to some extent, and allow their environment to control their lives to a certain degree. Utilization of the locus of control methodological and conceptual tools could benefit both the individual staff members by maximizing their own potential as well as the summer camp organization by gaining stronger performances from their staff.

The final avenue for further research involves exploring an area previously unstudied, that of the personal and social components of camp staff life. The utilization of job related measures such as role conflict and role ambiguity in understanding the sources of job related stress and job satisfaction, in summer camp staff, has clearly yielded some interesting results. However, it is also clear that these concepts do not explain all the sources of job stress, and job satisfaction. These concepts have been developed for application in the workplace and summer camp staff are employees in a work environment. However, the results of this study may point to a need to face the very different nature of the summer camp work environment from that of other workplaces. Primarily, the future of summer camp staff management research should recognize that the personal lives of the employees are inextricably tied in with their work lives. Relations with other staff has been shown to be very important to job satisfaction, but this should probably not be interpreted in a very narrow work environment perspective. For a summer camp staff member, peers in the work place are peers in the personal domain as well. In the popular arena, the importance of personal relationships to summer camp staff and to the overall summer camp experience is well known, but has been ignored in research on all aspects of summer camp staff management. Probably a great deal of variation in job satisfaction and job stress has as much to

do with the state of the individual's personal life in camp as it does with the more specific job related issues. Future research in this area should explore the kinds of expectations staff members have for the summer, and also, the kinds of situations they encounter at the personal and social levels. The mean age of the summer camp staff member is approximately 19, and it is naive to ignore the importance of friendship and romance to persons in this age group working at a temporary summer job. A whole new area of research and insight could be sparked by the publication of an empirical study entitled "Summer Relationships and Job Satisfaction in Summer Camp Staff".

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**APPENDICES**

**Appendix A**

**Pilot Questionnaire**

**SOURCES OF ROLE CONFLICT AND AMBIGUITY  
QUESTIONNAIRE**

**JOE PAVELKA  
UNIVERSITY OF ALBERTA**



Joe Pavelka  
Department of Recreation & Leisure Studies  
The University of Alberta  
Edmonton, Alberta  
T6G 2H9

Dear:

I trust this letter finds you in good spirits as you prepare for another summer at Wabikon or elsewhere. As you may know I am currently at the University of Alberta, Edmonton, conducting research on summer camps. My research is basically looking at the sources of job-related stress experienced by staff during the summer. Research in this area could hold positive implications for creating a summer camp environment which minimizes stress and allows staff to be relaxed and effective.

I ask you to please fill out this questionnaire to help my research. It will not take more than 15 to 20 minutes to complete. This questionnaire is a part of a preliminary study determined to see if it can actually locate sources of job-related stress. This questionnaire is an extremely critical part of my research.

When you are filling out this questionnaire please do so as though you were back in the fifth (5th) week of regular camp of last summer. Your response will only be useful if you are honest and critical. You are not required to sign this questionnaire, so all response will be anonymous and confidential.

I have provided a self-addressed stamped envelope so that you may return the questionnaire as soon as possible. It is extremely important that you return the completed questionnaire quickly as time is running out. I thank you very much for your support, it is greatly appreciated.

Sincerely,

Joe Pavelka

P.S. Have a great summer regardless of where you are or what you are doing!

**PART 1**

Please answer the following questions as carefully as possible.

1. a). Please indicate the total number of summers you have worked as a summer camp staff member here or elsewhere. Include the current summer in your response.

One  Two  Three  Four  More (How Many)

b). Please indicate the number of summers (including this summer) that you have worked at this camp.

One  Two  Three  Four  More (How Many)

2. a). Were you a camper or a counsellor-in-training at this camp before becoming a staff member?  Yes  No

b). If so, please indicate the total number of summers you were here.  summers

3. Your age is:  years  months

4. Are you?  Male  Female

5. a). What is your exact job title at camp this summer?

\_\_\_\_\_

b). What is the main emphasis of your work? (Check One)

Cabin Counselling

Instructional

Supervision of other staff

Other (Please state)

6. What is your highest level of education?

High School  Grade

Community College  Years

University  Years

Other (Please state)

**SECTION II**

The following are statements of work of summer camp staff members. Please think about each statement and indicate the extent to which it describes your job by circling one of the numbers on the scale.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

1. I have enough time to complete my work.

1 2 3 4 5 6 7

2. I feel certain about how much authority I have.

1 2 3 4 5 6 7

3. I perform tasks which are too easy or too boring.

1 2 3 4 5 6 7

4. My job has clear goals and objectives.

1 2 3 4 5 6 7

5. I have to do things that I think should be done differently.

1 2 3 4 5 6 7

6. The lack of policies and guidelines makes my job easier.

1 2 3 4 5 6 7

7. I am able to act the same regardless of the group I am with.

1 2 3 4 5 6 7

8. I am corrected or rewarded when I really don't expect it.

1 2 3 4 5 6 7

9. I work under policies (camp rules) and regulations that are not compatible.

1 2 3 4 5 6 7

10. I know that I have divided my time properly to do my job.

1 2 3 4 5 6 7

11. I receive assignments without getting enough help to complete them.

1 2 3 4 5 6 7

12. I know what my responsibilities are.

1 2 3 4 5 6 7

13. I have to ignore a rule or policy in order to carry out my responsibilities.

1 2 3 4 5 6 7

14. I have to learn as I do in order to perform my duties.

1 2 3 4 5 6 7

15. I receive assignments that are within my training and capabilities.

1 2 3 4 5 6 7

16. I know exactly how I will be evaluated for a raise or promotion.

1 2 3 4 5 6 7

17. I have just the right amount of work to do.

1 2 3 4 5 6 7

18. I work with two or more groups which do things quite differently.

1 2 3 4 5 6 7

19. I know exactly what is expected of me.

1 2 3 4 5 6 7

20. I receive incompatible requests from two or more people.

1 2 3 4 5 6 7

21. I am not sure as to how my job is linked to the rest of the work in camp.

1 2 3 4 5 6 7

22. I do things that are likely to be accepted by one person but not by others.

1 2 3 4 5 6 7

23. I am told how well I am doing in my job.

1 2 3 4 5 6 7

24. I receive assignments without resources or materials to complete them.

1 2 3 4 5 6 7

25. Explanations about what I am to do are clear.

1 2 3 4 5 6 7

26. I work on things that are unnecessary.

1 2 3 4 5 6 7

27. I have to work with instructions and guidelines which are not clear.

1 2 3 4 5 6 7

28. I do work which suits my values.

1 2 3 4 5 6 7

29. I do not know if my work will be acceptable to my supervisor.

1 2 3 4 5 6 7

### SECTION III

The statements which follow identify various aspects of the work of a summer camp staff member. Please circle one of the following numbers to indicate your present level of satisfaction according to the following scale.

Very Dissatisfied 1 2 3 4 5 6 7 Very Satisfied.

How satisfied are you with

1. the nature of your responsibilities.

1 2 3 4 5 6 7

2. the working relationship with your supervisor.

1 2 3 4 5 6 7

3. the working relationship with other staff.

1 2 3 4 5 6 7

4. the amount of freedom I have to define my job.

1 2 3 4 5 6 7

5. the over-all summer camp experience.

1 2 3 4 5 6 7

**SECTION IV**

1. As is likely the case for any form of employment, working at a summer camp may create stress for staff members. Please indicate by circling one of the numbers on the scale below how much job-related stress you have experienced.

Very Limited Stress    1   2   3   4   5   6   7    A Considerable Amount of Stress

2. Regardless of the actual amount of stress you experienced, please identify three aspects of your work which to consider to be the greatest sources of stress.

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_

3. Please indicate to what extent the amount of stress which you have experience has varied during the time you have been at camp by circling one of the numbers below.

Very Little Variation    1   2   3   4   5   6   7    A Great Deal of Variation

4. Regardless of the actual degree of variation, please indicate what factors have influenced the variations which you have experienced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Please indicate to what extent the stress you have experienced has had an effect on your performance as a summer camp staff member.

Very Limited    1   2   3   4   5   6   7    To a Great Extent

6. Please explain the ways, if any, that stress has affected your work.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Please explain how you have attempted to cope with the stress (regardless of the level) associated with your job.

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**Thank you for participating in this study. Please see next page.**

Please indicate any ways in which this questionnaire can be improved. Please keep in mind that the questionnaire should be easy to follow, easy to read, easy to look at, have clear instructions, and should not intimidate the reader.

**Section I - demographic data**

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**Section II - job-related statements**

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**Section III - satisfaction statements**

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**Section IV - source related questions**

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Thank you very much for your cooperation in this pilot study.



**Appendix B****Final Version of Questionnaire****SOURCES OF ROLE CONFLICT AND AMBIGUITY****QUESTIONNAIRE****JOE PAVELKA****UNIVERSITY OF ALBERTA**

**The purpose of this study is to identify sources of job related stress as experienced by summer camp staff while at camp. Please answer all questions as honestly and accurately as possible. Keep in mind that this questionnaire will remain completely confidential and anonymous. When you have completed the questionnaire please place it in the provided envelope, seal it yourself, and return it to the questionnaire administrator.**

**Thank you very much for participating in this study and I hope the rest of the summer goes well for you.**

**PART 1**

Please answer the following questions as carefully as possible.

1. a). Please indicate the total number of summers you have worked as a summer camp staff member here or elsewhere. Include the current summer in your response.

One  Two  Three  Four  More (How Many)

b). Please indicate the number of summers (including this summer) that you have worked at this camp.

One  Two  Three  Four  More (How Many)

2. a). Were you a camper at this camp before becoming a staff member?

Yes  No

b). Were you a Counsellor-in-Training at this camp before becoming a staff member?

Yes  No

c). If so, please indicate the total number of summers you were here. \_\_\_\_\_sum-  
mers

3. Your age is: \_\_\_years \_\_\_months

4. Are you?  Male  Female

5. a). What is your exact job title at camp this summer?

\_\_\_\_\_

b). What is the main emphasis of your work? (Check One)

Cabin Counselling

Instructional

Supervision of other staff

Other (Please state)

6. What is your highest level of education?

High School \_\_\_\_\_ Grade

Community College \_\_\_\_\_ Years

\_\_\_ University \_\_\_ Years

\_\_\_ Other (Please state) \_\_\_\_\_

## SECTION II

The following are statements of work of summer camp staff members. Please think about each statement and indicate the extent to which it describes your job by circling one of the numbers on the scale.

Strongly Disagree 1 2 3 4 5 Strongly Agree

1. I have enough time to complete my work.

1 2 3 4 5

2. I feel certain about how much authority I have.

1 2 3 4 5

3. I perform tasks which are too easy or too boring.

1 2 3 4 5

4. My job has clear goals and objectives.

1 2 3 4 5

5. I have to do things that I think should be done differently.

1 2 3 4 5

6. The lack of policies and guidelines makes my job easier.

1 2 3 4 5

7. I am able to act the same regardless of the group I am with.

1 2 3 4 5

8. I am corrected or rewarded when I really don't expect it.

1 2 3 4 5

9. I work under policies (camp rules) and regulations that are not compatible.

1 2 3 4 5

10. I know that I have divided my time properly to do my job.

1 2 3 4 5

11. I receive assignments without getting enough help to complete them.

1 2 3 4 5

12. I know what my responsibilities are.

1 2 3 4 5

13. I have to ignore a rule or policy in order to carry out my responsibilities.

1 2 3 4 5

14. I have to learn as I do in order to perform my duties.

1 2 3 4 5

15. I receive assignments that are within my training and capabilities.

1 2 3 4 5

16. I know exactly how I will be evaluated for a raise or promotion.

1 2 3 4 5

17. I have just the right amount of work to do.

1 2 3 4 5

18. I work with two or more groups which do things quite differently.

1 2 3 4 5

19. I know exactly what is expected of me.

1 2 3 4 5

20. I receive incompatible requests from two or more people.

1 2 3 4 5

21. I am not sure as to how my job is linked to the rest of the work in camp.

1 2 3 4 5

22. I do things that are likely to be accepted by one person but not by others.

1 2 3 4 5

23. I am told how well I am doing in my job.

1    2    3    4    5

24. I receive assignments without resources or materials to complete them.

1    2    3    4    5

25. Explanations about what I am to do are clear.

1    2    3    4    5

26. I work on things that are unnecessary.

1    2    3    4    5

27. I have to work with instructions and guidelines which are not clear.

1    2    3    4    5

28. I do work which suits my values.

1    2    3    4    5

29. I do not know if my work will be acceptable to my supervisor.

1    2    3    4    5

### SECTION III

The statements which follow identify various aspects of the work of a summer camp staff member. Please circle one of the following numbers to indicate your present level of satisfaction according to the following scale.

Very Dissatisfied    1    2    3    4    5    Very Satisfied

How satisfied are you with

1. the nature of your responsibilities.

1    2    3    4    5

2. the working relationship with your supervisor.

1    2    3    4    5

3. the working relationship with other staff.

1    2    3    4    5

4. the amount of freedom I have to define my job.

1    2    3    4    5

5. the over-all summer camp experience.

1 2 3 4 5 6 7

**SECTION IV**

1. As is likely the case for any form of employment, working at a summer camp may create stress for staff members. Please indicate by circling one of the numbers on the scale below how much job-related stress you have experienced.

Very Limited Stress 1 2 3 4 5 A Considerable Amount of Stress

2. Regardless of the actual amount of stress you experienced, please identify four aspects of your work which to consider to be the greatest sources of stress.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. One can experience more or less stress at different times in the summer. Please indicate the extent to which you feel your level of stress has fluctuated over the summer.

Very Little Variation 1 2 3 4 5 A Great Deal of Variation

4. What are the four most stressful periods of time that you experienced during the summer.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. Please indicate to what extent the stress you have experienced has had an effect on your performance as a summer camp staff member.

Very Limited 1 2 3 4 5 To a Great Extent

6. Please indicate the four most significant ways that stress has affected your work.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

d. \_\_\_\_\_

7. Please explain the four most important ways you have attempted to cope with the stress (regardless of the level) associated with your job.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

Thank you for participating in this study.

**Appendix C**  
**Response Form for Camp Directors Regarding**  
**Participation in the Study**

**SOURCES OF ROLE CONFLICT AND ROLE AMBIGUITY**  
**IN SUMMER CAMP STAFF**

Please indicate your intentions and return this page as soon as possible.

1.     I am interested in having Camp \_\_\_\_\_ participate in the "Sources of Role Conflict and Role Ambiguity in Summer Camp Staff" study.

Contact person \_\_\_\_\_

Camp \_\_\_\_\_

2.     As a participant, I would like to see an outline of the study and questionnaire.

\*Participants can expect to be contacted by the researcher in late May, and will be asked to supply a 1988 staff list with each staff members position.

3.     I am not interested in having Camp \_\_\_\_\_ participate in the "Sources of Role Conflict and Role Ambiguity in Summer Camp Staff" study.

Please return this page in the envelope provided *as soon as possible* to assist in the successful completion of this study. Thank you for your help!

Joe Pavelka  
 Research Director

Please note: I may be reached at 403-439-3756 (evenings) before May 20, and at 416-487-0438 after May 23.

May 5, 1988



**Appendix D**

Letter of Approval from the  
Ontario Camping Association President



**ONTARIO CAMPING ASSOCIATION SUITE 2, 1806 AVENUE ROAD, TORONTO, ONT. M5M 3Z1 781-0525**

April 21, 1988

Dear OCA Member:

This letter confirms that the Ontario Camping Association is aware of and endorses Joe Pavelka's study on "Sources of Role Conflict and Role Ambiguity Among Ontario Summer Camp Staff."

Following completion of the study, a copy of the report will be donated to the OCA Library and Archives.

Thank you for your cooperation during this busy time.

Sincerely,

Jane McCutcheon  
President  
Ontario Camping Association

JM:cs

## Appendix E

### Instructions to Questionnaire Administrators

Joe Pavelka  
48 Delhi Avenue  
Toronto, Ontario  
M5M 3B7

June 10, 1988

Dear,

The purpose of this letter is to explain the exact process by which the questionnaire (Sources of Role Conflict and Role Ambiguity in Summer Camp Staff) is to be administered.

The "questionnaire administrator" will receive in the mail a package of questionnaires, envelopes, list of staff to complete the questionnaire, separate envelope for interview responses, and a large envelope for the return of the questionnaires. Each item will be marked accordingly.

The administrator will then find a time in which all, or most of the respondents can be present in one area to complete the questionnaire. The completion of the questionnaire will not require more than 25 minutes so perhaps an appropriate time may be after dinner or during rest hour. It is important that the questionnaires all be filled out at the one time.

Once the staff have been gathered, the administrator will ask them to complete the questionnaire. They are under no obligation to do so therefore coercion should be avoided, but please encourage them to take part in the study.

Once they are ready, the administrator will explain the nature of the study as outlined in the cover letter. Please remind the respondents to place the completed questionnaire in the envelope and seal the envelope themselves. The interview response forms are to be collected separately and placed in the appropriately marked envelope and returned along with the larger envelope containing the questionnaires.

Once all of the completed questionnaires and interview response forms have been collected, please return the material in the large self-addressed stamped envelope provided. When the envelope has been mailed your part in the study is over.

Thank you very much. If you have any questions please feel free to call (416) 487-0438. All questionnaire administrators will be contacted in the fourth week of regular camp and reminded of the questionnaire.

Sincerely,

**Joe Pavelka**  
**Research Director**

**Appendix F****Letter to be Read to Respondents  
Prior to Administration of the Questionnaire**

Camp Wabikon  
Temagami, Ontario  
POH 2H0

Dear,

This letter is designed to guide you through the administration of the questionnaire. Please explain or read the following to the staff (respondents) completing the questionnaire just prior to the actual administration of the questionnaire.

This study is being conducted by Joe Pavelka, a graduate student in the Department of Recreation and Leisure Studies at the University of Alberta. The purpose of this study is to attempt to locate sources of job related stress as experienced by summer camp staff while at camp. The results of this study will hopefully benefit organized camping throughout Canada.

You can participate in this study by completing the questionnaire you have before you. This study may only be successful if you answer the questions honestly and accurately.

Please complete the entire questionnaire in the time you have been allotted, do not take the questionnaire back to your room to complete it later. Once you have completed the questionnaire place it in the envelope provided and seal it. The questionnaire administrator will collect all questionnaires and return them to the researcher. The interview forms will be collected separately and submitted in a different envelope so as to ensure that all responses remain anonymous.

All responses will remain confidential and anonymous. The data collected for this study will be used for the statistical analysis of the "Sources of Role Conflict and Role Ambiguity in Summer Camp Staff" study only.

Thank you very much for your participation in this study.

Sincerely,

Joe Pavelka

**Appendix G****Interview Response Form****INTERVIEW RESPONSE FORM****“SOURCES OF ROLE CONFLICT AND ROLE AM-  
BIGUITY IN SUMMER CAMP STAFF”**

The comments on this questionnaire serve to give the researcher a good over-all picture of the sources of job related stress at camp. However, by conducting personal interviews one can add another critical dimension to the results. If you live in the Toronto area and would like to participate in a personal interview at the completion of the summer please indicate by checking one of the spaces below.

Yes,  I would like to participate in a personal interview and the completion of this summer.

No,  I would not like to participate in a personal interview at the completion of this summer.

If you are interested, please fill in the following so that the researcher may contact you and arrange for a suitable time for the interview.

Name \_\_\_\_\_

Name of Camp \_\_\_\_\_

Home Phone Number \_\_\_\_\_

Home Address \_\_\_\_\_

You will be contacted by the researcher before you leave camp to arrange for a suitable time. Thank you for your interest and assistance.

Sincerely,

Joe Pavelka  
Research Director

**Appendix H**  
**Summary of Responses to Role Conflict Questions**

Question Number	1	2	3	4	5	Mean	Std Dev
1	0	5.7	17.2	43.3	33.8	1.94	.86
3	20.4	34.4	28.7	12.1	4.5	2.45	1.08
5	10.2	25.2	24.8	26.8	12.7	3.06	1.20
7	12.7	22.3	17.2	22.9	24.8	2.75	1.38
9	35	29.9	19.7	14.0	1.3	2.16	1.10
11	31.2	29.3	21.7	14.6	3.2	2.29	1.15
13	40.1	29.9	19.1	10.8	0	2.00	1.02
15	3.2	1.9	5.1	35.7	54.1	1.64	0.91
17	7.0	22.9	29.9	29.3	10.8	2.85	1.11
18	13.4	25.5	21.7	14.6	24.8	3.12	1.38
20	24.8	32.5	23.6	15.3	3.8	2.40	1.13
22	18.5	33.1	17.8	19.7	10.8	2.71	1.28
24	31.2	31.8	21.0	10.2	5.7	2.27	1.17
26	27.4	39.5	22.9	8.3	1.9	2.17	.99
28	3.2	4.5	12.7	33.1	46.5	1.84	1.02

The calculation of the mean reflects the recoding of the response items such that 1.0 equals low role conflict and 5.0 equals high role conflict.

**Appendix I**  
Summary of Responses to Role Ambiguity Questions

Question Number	1	2	3	4	5	Mean	Std Dev
2	1.3	7.6	22.3	40.8	28.0	2.13	.95
4	3.2	8.3	21.0	35.0	32.5	2.14	1.07
6	29.9	29.9	25.5	11.5	3.2	2.28	1.11
8	14.6	25.5	31.2	21.0	7.6	2.81	1.15
10	1.9	3.2	24.8	46.5	23.6	2.13	0.88
12	0.6	3.8	6.4	34.4	54.8	1.61	0.82
14	8.3	17.2	21.7	30.6	22.3	3.41	1.24
16	17.3	25.6	23.7	23.7	9.6	3.17	1.25
19	3.8	8.3	17.8	37.6	32.5	2.13	1.08
21	53.5	17.8	8.9	9.6	10.2	2.05	1.39
23	8.9	17.8	14.6	38.2	20.4	2.56	1.25
25	2.5	12.7	21.7	38.2	24.8	2.29	1.06
27	22.9	40.8	19.7	12.7	3.8	2.33	1.08
29	35.0	30.6	15.3	14.0	5.1	2.23	1.22

The calculation of the mean reflects the recoding of the response items such that 1.0 equals low role ambiguity and 5.0 equals high role ambiguity.

**Appendix J**  
Summary of Responses to Job Satisfaction Questions

Question	1	2	3	4	5	Mean	Std Dev
Nature of Responsibilities Relationship with Supervisor	0.6	5.1	10.8	51.6	31.8	4.08	0.83
Relationship with Staff	1.9	7.0	21.7	29.3	40.1	3.98	1.04
Freedom to Define Job	1.3	3.8	10.2	41.4	43.3	4.21	0.87
Overall Summer Experience	1.3	12.7	14.0	33.8	38.2	3.94	1.08
		3.2	8.3	33.8	54.8	4.40	0.78

**Appendix K**  
**Summary of Responses to Job Stress Items**

Question	1	2	3	4	5	Mean	Std Dev
Amount of job stress experienced	5.1	14.6	31.2	39.5	9.6	33.3	1.01
Fluctuation in job stress over the summer	5.8	14.7	21.8	35.9	21.8	3.53	1.15
Effect on performance	17.8	29.9	24.2	24.8	3.2	2.65	1.13



**Appendix L**  
**Copyright Permission Letter**

December 12, 1989

Permission Department  
John Wiley & Sons Canada Limited  
22 Worcester Rd.  
Rexdale, Ontario  
M9W 1L1

Dear Madam or Sir,

I am writing to ask permission to use a copy of a model diagram from one of your publications for inclusion in my Master's thesis. My thesis research involved the application of the Role Episode Model to the study of job stress in summer camp staff, and I discuss and cite this model in detail. The John Wiley and Sons publication involved is The Social Psychology of Organizations, by Daniel Katz and Robert L. Kahn, 1978. The diagram of the Role Episode Mode will be included, with full citation, in the thesis, which is not being published or sold.

I look forward to hearing from you.

Sincerely,

Joseph P. Pavelka