



**Cenk Temel<sup>1</sup>, Aysel Namlı<sup>1</sup>, Seçkin Doğaner<sup>2</sup>, Velittin Balcı<sup>2</sup>**

<sup>1</sup>İnönü University, School of Physical Education and Sports, Malatya, Turkey

<sup>2</sup>Ankara University, Faculty of Sport Sciences, Ankara, Turkey

[cenktemel@hotmail.com](mailto:cenktemel@hotmail.com)

ORIGINAL ARTICLE

## EVALUATION OF THE YOUTH CAMPS AS A COMMON LIVING SPACE ACCORDING TO THE PERCEPTION OF THE PARTICIPANTS

### *Abstract*

In this research, it was aimed to analyse how the youth camps which offer new experiences in a common living area within a given period of time for the young people were perceived with the help of metaphors by the participants. This study is a qualitative study in a phenomenological pattern which analyses the campers' perceptions about the youth camps through metaphors. The study of the research consisted of 273 people including both men and women who were participating in the youth camps organized by the Ministry of Youth and Sports in Karabük and Bolu during the summer of 2014. According to the findings of the research it was determined that the participants created 120 metaphors related to the youth camps which were described in seven categories. As a result it was stated that the majority of the campers who participated in the youth camps organised by the Ministry of Youth and Sports were satisfied with the camp life and the activities, the camps provided them experiences beside the entertainment, they could experience the sense of unity and solidarity due to the groups formed by the participants coming from different cities, the activities introduced them novelties, the camp life made the participants relaxed by taking them away from the daily stress and troubles, beside all these it was stated that the camp life had also disciplinary features by providing the compliance of the participants to the culture of the common solidarity.

**Keywords:** Youth camps, metaphors, perceptions

\* This study was orally presented in 13. International Sport Sciences Congress (ISSC), in Selçuk University, Turkey.

## **INTRODUCTION**

The youth camp while it allows the participants to assess their free times with various social, cultural and sporting activities helps them to rest, entertain and improve through the camp activities. The youth camp which is a kind of leisure time activity in a sense; is a very important educational activity presenting opportunities for personal development and socialization in a certain period of time and at a certain place for the youth who participate voluntarily, giving them the feeling of freedom, and allowing them to express themselves and to be creative (Karaküçük, 2008:69-76). Due to the unfavourable conditions and the lack of open space recreation resources especially in the urban areas, those living in the cities seem to participate in outdoor recreation outside the cities. The outdoor recreation fields are known to affect the persons significantly, to offer them opportunities for rest and recreation, to create significant opportunities for exercise and for spending energy. One of these most important fields is the camp (Gültekin and Girdi Gültekin, 2012; Kılıç and Şener, 2013). An individual who participates in a camp activity has a discontinuous secondary group experience by showing participation in programmed activities within a particular time (Güney, 2006:145-148). Ekici and Çolakoğlu (2005) suggested that the social lives of the young people with camp experiences changed positively, their knowledge and skills were improved and their desires for volunteering and cooperation were woken up. Nevertheless the camping experiences can be characterized by multiple interactions such as meeting new peers, developing social communication skills, participating in physical activities, organizing individual or group activities, experiencing the team spirit. Each camp takes place in a certain physical environment and this is usually a natural environment. In the studies of behavioural sciences and group dynamics it is an important research area how the physical location within the individual or the group affects them. In these researches it was investigated how the groups which were under the water, under the ground and in war were affected. In these researches a bidirectional study approach can be mentioned:

1. The impact of the environmental conditions on the group's life,
2. The impact on the individuals within the group.

The studies suggested that the physical environment of the group supported the integration of the group, the occurrence of the leadership feature and the emergence of cooperation and reconciliation among the group members. On the other hand, the group's reaction to the environmental conditions is also an important topic to be researched. Because the group tends to control the environment in which it is situated (Mavili Aktaş, 1997:28-30). Starting from this, the physical environment affecting the individual or group activities,

requires cognitive, affective and psycho-motor processes, it is obvious that it uses one or more than one of these processes. This situation points out that the camp experiences carried out within a natural physical environment is a unique opportunity for the young people to experiences which are very different from the ordinary and monotonous city life. Even, summer camps are organized for the young people with chronic diseases which aim to heal through the social influence (Allsop, et al 2013). Therefore, the camps offer developing opportunities in outdoor environments for all participants in the world for more than a hundred and fifty years (Henderson et al 2007; Paris, 2008). The American Camp Association (ACA, 2005) stated that the camp experience and life was a unique educational opportunity during the youth. According to a research conducted by this association the campers were determine to exhibit significant improvement in four areas including positive personality, social skills, physical and mental skills, positive values and spirituality as the result of the camping experiences. In addition the following benefits were observed in the participants at the end of the camp experience. These are;

- Experiences increasing the confidence and self-esteem
- The development of the social skills by establishing new friendships
- Being more independent and acquiring more leadership features
- Willing to try more new things
- Providing development for the mental and physical skills as a result of the socialization.

The camps can be characterized by establishing new friendships and gaining unique friendship experiences. The results obtained from the camp are usually based on social interactions and in the form of experiences that can occur among people such as gaining competence in the social areas and strengthening the values of the community (Sibthorp et al, 2013).

Acting together in order to live together and showing respect for each other are known to be important. The basic condition for being “We” is to have the same spirit, to become a member of the same group, to increase the common living area and to ensure the unity. According to Murphy (1987), the need for socialization in the communal area among the group members is one of the most important shares. The defining features of being a group member are cases like the age, gender, family, social environment (Aktaş, 2011). It can be stated that an important part of the benefits such as the socialization, establishing friendships

from different cities, being a group and having the spirit of “we” was fulfilled through the participation in the youth camps. Besides, the holistic development the participants are supported thanks to the activities carried out within a natural camp life. It offers the opportunity of participating in sports activities which are not offered by the school due to the character of the activity (Beets et al. 2013; Hickersen and Henderson, 2014). Acquiring the sport habits can affect the people to feel safe, to be excited, to establish new friendships, to be able to prove themselves and to be able to reveal the talents (Ekici and Çolakoğlu, 2005). The camp life can contribute the youth to gain sport habits and to participate in sporting activities during the free time periods. The camp activities in which especially the young people and students participate are organized by the public institutions, private sector organizations and civil society organizations, during the winter and summer months when the schools are closed. Although there is not a full unity among the camp organizing institutions, all the organizations tend to ensure the psycho-social development of the youth, to allow them to meet new friends and cultures, and to grow up as an individual with universal values (Çoşkuner, 2009).

In terms of the facilities and the number of the participants the most common youth camps organized by the public organizations are those which are organized by the Ministry of Youth and Sports. The mentioned camps which aim to integrate the young people in social, cultural and sporting activities provide opportunities for the students at different age to participate in sea camps ( the age group between 12 and 15) and in nature camps ( age group between 16 and 22). (<http://genclikkamplari.gsb.gov.tr>). In this research it was aimed to investigate with the help of metaphors how the youth camps which aimed to contribute to the participants’ physical, psychological and personal developments and offered new experiences for the young people in a common living area for a specific period of time were perceived by the participants.

## **METHODOLOGY**

This study is a qualitative case study in phenomenology which examines the campers’ perceptions about the youth camps through metaphors. Phenomenology focuses on the fact we are aware of but we do not have in –depth and detailed understanding about it (Yıldırım and Şimşek, 2005). Metaphors were used in the research (Bektaş et al, 2013). In this way it was aimed to understand the views, emotions, thoughts and feelings of the participants deeper.

### Study Group

The study group consisted of 273 people including both men and women who were participating in youth camps organized in Bolu and Karabük during the summer of 2014. The demographic characteristics of the participants were given below, in Table 1.

**Table 1:** Characteristics of the Participants

Variables	n=273	f	%
Gender	Female	142	52
	Male	131	48
Educational status	High School	252	92,3
	University	21	7,7
Grade Level	High Sch. 9	1	0,4
	High Sch.10	38	13,9
	High Sch.11	110	40,3
	High Sch.12	103	37,7
	University 1	6	2,2
	University 2	8	2,9
	University 3	4	1,5
	University 4	3	1,1

As it is seen in the Table above, 52% of the study group was female while 48% was male. The participants mainly consisted of 11<sup>th</sup> and 12<sup>th</sup> grade high school students.

### Data Collection Tool

Semi-structured interview form was applied in order to determine the perceptions of the campers forming the study group about the youth camps. The first part of the form contained information about the features of the participants while in the second part the research data was collected through semi-structured open-ended questionnaire. The semi-structured interview technique provides convenience to the researchers by providing systematic and comparable data (Yıldırım and Şimşek, 2005). The campers participating in the study were asked to complete the sentences in the form of “Youth camp is like..... Because....” in order to reveal the metaphors related to the perceptions they had about the youth camp. The concept of “Because” was also given for the participants in order to be able to present a reason for the created metaphors.

### Data Analysis

During the analysis of the metaphors produced by the participants of the research about the youth camps the data analysis was carried out at three different stages. At the first stage, the metaphors produced by the participants were analysed and the form which did not contain metaphors and the metaphors which were not related to the study were eliminated.

Then the formed metaphors were depicted according to the sources and the frequency of use and were tabulated. In the created table the source of the metaphor and the frequency of their use were examined. At the second stage the developed metaphors were subjected to an in-depth analysis in terms of the relationship between the source and the subject of the metaphor. At this stage, 24 forms were found which metaphors did not offer any rationale with the subject, and these forms were not subjected to the analysis. Finally, after the above mentioned elimination and in-depth examination, the metaphors which had common features with certain aspects were grouped under the same conceptual category, by performing content analysis. Seven categories were created by taking the metaphors used by the participants and the source of the metaphors into consideration. In a qualitative research it is very important reporting the collected data in a detailed manner and explaining in details how the result of the research was reached are among the important criteria of the validity (Yıldırım and Şimşek, 2005). Therefore, it was described in details on behalf of the validity how these conceptual categories used in the research were obtained. In addition, some of the opinions written by the participants were attached to the study in a way that each category would be represented. Additionally, in order to ensure the reliability, after the eliminating process, the metaphors were divided into conceptual categories by the researchers and reached consensus about the categories. As a result of this comparison, the number of agreements and disagreements of the comparison process was identified. The reliability of the research was calculated by using the Reliability formula of Miles and Huberman ( $\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreements}}$ ). Considering that in cases when the compliance between the expert and the researchers is above 90% the reliability is ensured, the fact that the reliability study carried out specifically on this study achieved a compromise of 92% was seen to be sufficient in terms of the study's reliability.

## **RESULTS**

This part of the research was primarily given to the metaphors produced by the participants. Then the tables of the categories created according to the sources of these produces metaphors.

**Table 2:** Metaphors produced by the Participants

S.N	Metaphor	f	S.N	Metaphor	f	S.N	Metaphor	f
1.	Military service	16	41.	Discovery	1	81.	Difficult Course	1
2.	Holiday	16	42.	Girl	1	82.	Memory	1
3.	Ant	14	43.	Book	1	83.	Car	1
4.	School	13	44.	Nursery	1	84.	Friend	1
5.	Nest	10	45.	Culture	1	85.	Finding Friends	1
6.	Brotherhood	8	46.	Sea of Culture	1	86.	Moon light	1
7.	Family	7	47.	Nest of Culture	1	87.	Bear	1
8.	Bee	7	48.	Mine	1	88.	Baby	1
9.	Entertaining center	7	49.	Spirit	1	89.	Municipal Bus	1
10.	Life	7	50.	Fruit Tree	1	90.	Brain	1
11.	Home	7	51.	Candle	1	91.	Plant	1
12.	Nature	5	52.	Happiness	1	92.	Ice Age	1
13.	Friendship	5	53.	Ocean	1	93.	Mosque	1
14.	Entertainment	5	54.	Partner central	1	94.	Heaven	1
15.	Rainbow	5	55.	Self-esteem	1	95.	Gazelle	1
16.	Bird	5	56.	Panda	1	96.	Flower	1
17.	Survivor	5	57.	Cake	1	97.	Multi-purpose	1
18.	Education	4	58.	Rehabilitation Canter	1	98.	Enthusiasm	1
19.	Activity	3	59.	Dream	1	99.	Ice-cream	1
20.	My Home	3	60.	Friendly	1	100.	Address of friendshi	1
21.	Scouting	3	61.	Confidant	1	101.	Tree of friendship	1
22.	Fusion	3	62.	Taking Responsibility	1	102.	Turning point	1
23.	Cicada	2	63.	Sports	1	103.	Bread	1
24.	Beehive	2	64.	Water	1	104.	Repres.of Equality	1
25.	Lion	2	65.	Camp of the Smurfs	1	105.	Activity	1
26.	Experience	2	66.	Team Game	1	106.	Home	1
27.	Recreation	2	67.	Mechanic	1	107.	Different	1
28.	Fellow	2	68.	Meeting Ceremony	1	108.	Conquest	1
29.	World	2	69.	Experience	1	109.	Sprouted Tree	1
30.	Development	2	70.	Therapy	1	110.	Trip	1
31.	İnternet	2	71.	Brick	1	111.	Sun	1
32.	Funfair	2	72.	Passion	1	112.	Pilgrimage	1
33.	Freedom	2	73.	Salt	1	113.	Dough	1
34.	War	2	74.	Tour of Turkey	1	114.	Excellent	1
35.	Exam	2	75.	Ladybug	1	115.	Military College	1
36.	Socialization	2	76.	Hope	1	116.	Dream	1
37.	Socialization Area	2	77.	University	1	117.	Embark to Life	1
38.	Utopia	2	78.	Learning Life	1	118.	Interesting	1
39.	Olive Branch	2	79.	New World	1	119.	Campus	1
40.	Butterfly	1	80.	Innovation	1	120.	Eagle	1

120 metaphors were produced by the participants. “Holiday and military service “were the metaphors which were produced most commonly by the participants. The categories of these metaphors produced by the participants are given in the table below.

**Table 3:** The Categories of the Metaphors created by the Participants

Categories	Metaphors	f	%
Camp is a place which provides experience	Ant (8), School (8), Survivor (4), Bee (7), Life (3), Activity (3), War (2), Lion (2), Experience (2), World (2), Learning Life, Candle, Difficult Course, New World, Ice Age, Innovation, Hope, Butterfly, Enthusiasm, Freedom, Discovery, Exam, Education, Ocean, self-esteem, Dormitory, İnternet, Socialization, Multi-purpose, Spirit, Brain, Development, Mosque, Eagle, Fruit Tree, Fellow, Salt, Sports, Cicada, Experience, Bread, Ladybug, Moon Light, Turning point, Conquest, Different, Taking Responsibility, Plant, Mine	80	29,3
Camp is a funny and enjoyable place	Holiday (15), Entertaining center (7), Entertainment (5), Rainbow(5), Recreation (2), Funfair (2), Therapy, Memory, Embark to Life, Freedom, Camp of the Smurfs, Utopia, Heaven, İnternet, Activity, Ice-cream, Development, Happiness, Dream, Excellent, Girl, Car, Passion, Cicada	54	19,8
Camp is a place providing unity and solidarity	Brotherhood (8), Fusion (3), Olive Branch (2), Beehive (2), Fellowship (2), Friendship Tree, Meeting Ceremony, Finding Friends, Address of the friendship, Representation of Equality, Sea of Culture, Nest of Culture, Sprouted Tree, Team Game, Cake, Panda, Tour of Turkey, Utopia, Military School , Family, Culture, Nest, Friend, Ant, Brick, Pilgrimage, Dough, Municipal Bus	41	15
Camp is a place of teaching discipline	Military service(15), Ant (5), Dormitory (4), School (3), Bear, Survivor, Military School, Exam, Nursery, Education	33	12,1
Camp is a place of seeing innovations	Life (4), Nature (4), Fellowship (3), Socialization Area (2), Education(2), Dormitory (2), Partner Central, Socialization, Interesting, Campus, University, Friendly, Trip, School, Flower, Dream, Baby, Book	29	10,6
Camp is a place of love and solidarity	Nest (9),Family (6), My home (3), House, Sun, Fellow, Water	22	8,1
Camp is a place of providing comfort	Bird(5), Scouting (3), Confidant, Gazelle, Nature, Rehabilitation centre, Mechanic, Holiday	14	5,1

In Table 3 the categories of the metaphors which were developed by the participants for the concept of the “youth camps” were shown. After evaluating the metaphors produced by the participants and the source of the metaphors it can be said that the perceptions formed 7 different categories. In the category of “*The camp is a place of Unity and Solidarity*” the intimate relationships were mentioned which were established between the people coming from different cultures and cities. Besides, in the category of “*The camp is a funny and enjoyable place*” it was focused especially on the entertaining function of the camps. In the category of “*The camp is a place providing discipline*” it was mentioned that each case in the camps were done within the framework of discipline and rules. In the category of “*The camp is a place of observing innovations*” most of the participants mentioned that they faced some initial experiences in the camp and that the camps added some innovations to their lives. The

participants also gave place to metaphors related to the warm relations in the camps and these metaphors were considered in the category called “*The camp is a place of love and solidarity*”. In the category of “*The camp is a place providing comfort*” contained metaphors about the relaxation and rest that the participants had there. When evaluating the participants’ opinions generally, there were very few negative metaphors created. All of the created metaphors are associated with the fact that these camps are very disciplined and orderly. If it is considered that there are too many people in a camp then it can be easily understood why there is a need for putting certain orders and rules.

Some of the participants’ opinions were given below:

*“Youth camp is like a representation of equality, because people are coming for all regions and all of us are doing the same activities and are moving together.”* KK17, *“Youth camp is like a holiday, because we walk around, make trips, eat delicious food and establish good friendships. What more you could wish.”* EK204, *“Youth camp is like hope, because did activities which I might have never experienced or might never see in my life. As my opportunities are limited financially, youth camp was a hope for me”.* KK47, *“Youth camp is like brotherhood because we do not remain alone, we can be more than brother and sister with the people coming from different provinces.”* KK65, *“Youth camp is like cake, because it combines the people of different cities into a slice by teaching them the sense of unity. Each of them is a different slice of the same cake.”* KK55 *“Youth camp is like an utopia because utopia is a dream world and each human dreams about brotherhood. And here is a place that represents brotherhood the best.”* KK64, *“Youth camp is like ants, because we act as disciplined, planned and scheduled as they do. We work and rest all together.”* EK245, *“Youth camp is like dough, because people from different cultures are fused with each other.”* EK255, *“Youth camp is like a mechanic because it fixes our problems and troubles.”* EK272.

## DISCUSSION AND CONCLUSION

According to the findings of the research, it was determined that the participants of the youth camps created metaphors described in seven different categories. Accordingly, it was observed that the most metaphors were produced in the category of “*The camp is a place providing experiences*” and the participants gained experiences in youth camps and used expression about how they developed themselves (Table 3). As a result of the study conducted by the American Camp Association (ACA, 2005) it was stated that the camp environment helped 74% of the campers to do the activities they were afraid to do first, and helped 92% of the campers to feel themselves better. Sheard and Golby (2006) emphasized that improvement was observed in the character features of the individuals who participated in outdoor activities such as rock climbing, canoeing, camping life and orienteering and the struggle they made

while facing the difficulties of these activities contributed significantly to the structure of their personalities. It can be said that these efforts of the group which left the ordinary environment and tried to deal with the difficulties of a one-week period, led to positive developments in their perception of self-efficacy and should be transferred to the normal life. Indeed, it was stated that the challenge occurred in relation to the experiences gained in outdoor areas and the success and the sense of resistance which comes after the challenges will lead the people to feel themselves better psychologically (transferred from Özen et al 2014). Neill (2007) stated that the open –air recreational activities thanks to the active participation of the campers gains qualifications such as physical fitness, self-confidence which could be used in the real-life. When evaluating the obtained results together with the results of the mentioned researches it can be said that camp experience was an important tool which provided opportunity for gaining experiences through different activities for the young people. The entertainment activities which were carried out in groups had an important place in the acquisition of new experiences in the camp life. The entertainment activities can be included within every activity which is carried out or it can be arranged only in a way of entertainment-aimed night activities or concerts. In the study it was seen that a significant portion of the metaphors was created within the category of “*The camp is a funny and enjoyable place*”. According to this, the participants associated the youth camp with the concepts of fun and pleasure, so it could be understood that they enjoyed the camp life and that they participated in the activities for fun and pleasure. In the category of “*The camp is a place providing unity and solidarity*” the participants stressed both on formation of the “we” concept by sharing the same environment with other unknown individuals and also on friendships. When evaluating the participations’ views, the importance of friendships and fellowships established within the camp and the spirit of being together could be understood. In the study of ACA, 96% of the campers stated that camps helped to establish new friendships and 94% of them said that it helped to know other campers who were different. Güney (2006:163) determined that the people wanted to be the member of a group due to some reasons such as being close to other people, learning certain things from them, sharing their joy and sorrow. In this sense, one of the basic feature of the group is the unity among the group’s members so the formation of the team spirit. The noteworthy thing here is the psychological process that can convert a mass of people into a group (Hogg and Vaughan 2007:320-321). The individual who was a member of a group inevitably during the camp life had to be able to establish healthy relationships with the member of the group. Because the person feels loyalty to the group where he feels good and where he can act how he wants by improving his appreciation (Mavili Aktaş, 1997). The

realization of the camp experiences about the provision of unity and solidarity can be suggested as an important tool to experience the sense of unity and solidarity of the youth camps. The KK65 and later the KK55 expressions of the participants attending the survey supported this suggestion: “Youth camp is like a brotherhood because we are not alone and we are more than brothers and sisters with the unknown persons coming from different provinces.”, “Youth camp is like cake, because it combines the people of different cities into a slice by teaching them the sense of unity. Each of them is a different slice of the same cake.”

It can be said that within the findings there were less negative metaphors created about the camp experiences than in the other categories. Such metaphors were collected in the category of “The camp is a disciplinary place”. A few of these are the followings: “Youth camp is like a military camp because each morning we get up and are trained like soldiers.” KK36, “Youth camp is like military because we have to be precise, we need to be at certain places at certain time.” KK125, “Youth camp is like a bear because it works in the morning than it goes back to its place, it collects food in the morning then eats and goes back to sleep.” EK “Youth camp is like a nursery, because the force that you have to fulfil the orders of the leader, you have to move systematically, you have to get permission constantly reminded me of my childhood.” There were 33 metaphor created for this category and when these metaphors were analysed according to the gender it was observed that 28 of them were created by girls. Looking at the metaphors created by girls most of them was the metaphor of military (f=15). This showed that the female participants tended to feel that discipline was emphasized too much during the camp life.

The concept of discipline was associated with concepts like power, authority, rule and norms. Max Weber described the members of an authoritarian organization or group comply with the orders of the manager or leader willingly and unconditionally. This means that the camp participants accepted to comply with the rules and regulations of the camp activities in which they participated by their own will from the beginning. Discipline is an inevitable result of all kinds of crowded organizations. However, Christopher et al (2007) stated that low number of participants indicated negative perceptions about the camp life. In the same research, it was suggested that some participants cannot enjoy the camp environment and the activities because the interests, skills and developmental needs of these participants did not comply with the activities of the camps or because of the longings they felt towards the family and home. In a study made by Hanna and Berndt (1995) on how a group or the friends accept an individual it was found that those campers who participate with their close friends in a

summer camp could be the member of a group more easier. But this case had both negative and positive aspects, it was determined that these campers were further away from their own groups than the other members and the group got also far from them without compromise. The campers generally tended to participate with one or more friends to the camps. Sometimes the campers who wanted to be together during the camp life are included in different groups and their bedrooms and canteens were also far from each other. In cases like this, the concept of discipline in the camps can create negative associations in terms of the participants.

Within the category of “*The camp is a place to see innovations*” some of the participants noted that they met many new cases through the camp. For example, the KK47 participant stated that the camp life provided her access to events which were new for her with the following expressions: “*Youth camp is like hope because I took part in activities which I would never see and experience throughout my life.*” According to the research of Ramsing and Sibthorp (2008) it was stated that the non-competitive, student-based camping activities developed the individual autonomy of the youth. The artistic applications, craft activities, sport and game activities beside the temporary changes which occurred in the eating habits, the participation in design and creative activities also supported the permanent development of the young people’s autonomy. The discovery of autonomy can be achieved by the recognition of oneself. Each “new” achieved by the individual shapes him as an autonomous entity. This means that not the routines but the new things are precious. Therefore, the activities in the youth camps may be new for the participants.

The lowest numbers of metaphors was produced within the category of “*The camp is a place of comfort*”. A large portion of the participants (93.2%) attended high school education. The participants stated that by thinking that they were in the middle of an intense examination and school marathon they could completely get rid of their stress and anxiety and focus on the new environment, rules and friendships. Young people should experience the thrill of doing new activities by making both sport and social activities, discovering new places, experiencing things which they had never experienced before, having fun, relaxing, obeying the rules and taking responsibilities.

As a result it was stated the majority of campers who participated in the youth camps organised by the Ministry of Youth and Sports were satisfied with the camp life and the activities, the camps provided them experiences beside the entertainment, they could

experience the sense of unity and solidarity due to the groups formed by the participants coming from different cities, the activities introduced them novelties, the camp life made the participants relaxed by taking them away from the daily stress and troubles, beside all these it was stated that the camp life had also disciplinary features by providing the compliance of the participants to the culture of the common solidarity. Accordingly, it can be stated that policies should be taken in order to ensure the participation of more young people to these youth camps.

## REFERENCES

- Aktaş, G.G., (2011). "The traces of the Spatial Social Life in Anatolia, Art and Design Magazine, Issue 7, page: 55-68.
- Allsop, J., Sandra, N., Sibthorp, J., (2013). "Assessing the Social Effect of Therapeutic Recreation Summer Camp for Adolescents with Chronic illness". Therapeutic Recreation Journal volume: XLVII, No. 1 page: 35-46
- Beets, M.W., Weaver, R.G., Beighle, A., Webster, C. ve Pate, R.R., (2013). "How Physically Active Are Children Attending Summer Day Camps?". Journal of Physical Activity and Health, 10, 850-855.
- Bektaş, F., Bayazoğlu, G., Yıldırım, İ., Yılmaz, İ., (2013). "Exploring the Perceptions of The Volunteers For The 2011 European Youth Olympics Through Metaphors". Niğde University Journal of Physical Education and Sport Sciences Volume: 7, No: 2
- Christopher, A. T., Scanlin, M.M., Scheuler, L., Henderson, K. A., (2007). "Youth Development Outcomes of the Camp Experience: Evidence for Multidimensional Growth". J Youth Adolescence 36: 241–254 DOI 10.1007/s10964-006-9142-6.
- Çoşkuner, Z., (2009). The analysis of the Youth Camps in Turkey, Institute of Health Sciences, Firat University, Master's Thesis, Elazığ.
- Ekici, S. and Çolakoğlu, T., (2005). Comparing the benefit levels of the young people at different age from youth camps organized by the Ministry of Youth and Sports, Gazi University, Gazi Eğitim Fakültesi Dergisi, Volume: 25, Issue:2, Page: 145-156.
- Gültekin, Y.Ş., Girdi Gültekin, P., (2012). Kabatepe Camp Forest-Caravan and Tent Campground Recreational Value of Protecting and Recommendations for the Development of <[http://akademikpersonel.duzce.edu.tr/selmangultekin/bildiri/selmangultekin19.10.2012\\_11.08.36bildiri.pdf](http://akademikpersonel.duzce.edu.tr/selmangultekin/bildiri/selmangultekin19.10.2012_11.08.36bildiri.pdf)> (Retrieved, September 24, 2014)
- Güney, S., (2006). Behavioural Sciences, Enhanced 3rd edition, Nobel Yayın Dağıtım: Ankara.
- Hanna, N. A., Berndt, T.J., (1995). "Relations between Friendship, Group Acceptance, and Evaluations of Summer Camp". doi: 10.1177/0272431695015004004, The Journal of Early Adolescence, Volume: 15 No: 4 456-475

- Henderson, K.A., Bialeschki, M.D., Scanlin, M.M., Thurber, C., Whitaker, L.S. ve Marsh, P.E., (2007). "Components of Camp Experiences for Positive Youth Development". Journal Of Youth Development Bridging Research And Practice, Volume: 1, Number: 3.
- Hickersen, B.D. ve Hendersen, K.A., (2014). "Since Many Children Are Not In School During These Months, Alternative Forms Of Services Can Be Offered With The Aim Of Encouraging Healthy Behaviors". Journal of Physical Activity and Health, 11, 199- 205.
- Hogg, M.A. ve Vaughan G.M., (2007). "Social Psychology", Çeviri: Yıldız, İ., Gelmez A., Ankara, Ütopya Publication
- <http://www.acacamps.org/sites/default/files/images/research/Inspirations.pdf> (Retrieved, September 11, 2014).
- <http://genclikkamplari.gsb.gov.tr> (Retrieved August 28, 2014).
- Karaküçük, S., (2008). Recreation, evaluating the leisure time, Sixth Edition, Gaze Publishing: Ankara.
- Kılıç, M.; Şener, G., (2013). Social Factors and Structural Constrains in the University Students' participations in Recreational Activities. Yükseköğretim ve Bilim Dergisi/Journal of Higher Education and Science, Volume: 3, No: 3, Page: 220-227 DOI: 10.5961/jhes.2013.080.
- Mavili Aktaş, A., (1997). Group Process and Group Dynamics, Sistem Publication: İstanbul.
- Miles, M.B., ve Huberman, A.M., (1994). Qualitative Data Analysis. Thousand Oaks, CA, US: Sage Publications, Inc.
- Neill, J.T. (2007). Psychological aspects of outdoor education.  
<<http://www.wilderdom.com/Psychological.html>> (Retrieved September 07, 2014).
- Özen, G., Özen, Ş. ve Tiryaki Sönmez, G., (2014). "The effects of camping experiences and Barrier activities on the self-efficacy perceptions of the participants". Journal of Sports and Performance Researches, Volume: 5, No: 2.
- Paris, L., (2008). Children's Nature: The Rise of the American Summer Camps. New York University Press.
- Ramsing, R., Sibthorp, J., (2008). "The Role of Autonomy Support in Summer Camp Programs: Preparing Youth for Productive Behaviors". Journal of Park and Recreation Administration, Volume: 26, No: 2.
- Sibthorp J., Bialescki M.D., Morgan C. ve Browne L., (2013). "Validating, Norming, and Utility Of A Youth Outcomes Battery for Recreation Programs and Camps". Journal Leisure Research, Volume: 45, No: 4, Page: 514- 536.
- Yıldırım, A., Şimşek, H., (2005). Qualitative Research Methods in Social Sciences 5<sup>th</sup> Press. Ankara: Seçkin Publication.