

JUDITH BLAINE

G17S2427

Thesis in fulfillment of a PhD in Psychology

Department of Psychology

Rhodes University

A mixed method study exploring the psychosocial outcomes of outdoor adventure education for adolescents in a South African setting.

Supervisor: Prof J. Akhurst (J.Akhurst@ru.ac.za)

Abstract

There is an increasing appreciation that, in order to prepare learners for success in life, they require a holistic education that not only guarantees learning basic academic skills, but also psychosocial competencies that will assist them to become responsible adults and citizens. Some schools and colleges are addressing these objectives by looking for new models and processes to support adolescent development, while also preparing youth to cope and succeed in a rapidly changing and unpredictable future. Outdoor adventure education (OAE) is one such model with previous studies, predominantly in the United Kingdom, Australia and North America, suggesting that OAE is well placed to generate these desired outcomes.

Adopting an underlying social constructivist framework, drawing on the theories of experiential learning, the bioecological approach, sociocultural theory, (as well as some aspects of Positive Psychology), this research sought to understand the psychosocial outcomes and perceived value of *Journey*, a school-based OAE programme, for adolescents in a South African setting. Employing a mixed methods quasi-experimental design, a purposive convenience sample of 184 Grade 10 learners was recruited for this study. Using a four-phase approach to data collection (pre-, during and post- *Journey*; as well as four months later, adding a longitudinal dimension), this study utilised the Life Effectiveness Questionnaire (Neill, Marsh & Richards, 1997), the Emotional Literacy Questionnaire (Faupel, 2003), the Connor-Davidson Resilience Scale (Connor & Davidson, 2003); as well as focus group interviews and individual semi-structured interviews to explore learners' experiences.

Quantitative data were statistically analysed using Analysis of Variance (ANOVA). Quantitative results demonstrated that, after participating in *Journey*, there were statistically significant increases in self-reports of life effectiveness ($F(2, 141) = 12.93, p < 0.001$) and resilience ($F(2, 1279) = 6.15, p = .002$), but not for emotional literacy. Employing template analysis for the qualitative data, the findings are reported using the acronym *FLOURISHING*. These suggest that *Journey*, although challenging, was a rewarding undertaking; seemingly beneficial for most of the learners in terms of life skills, intrapersonal skills and interpersonal skills. However, it is noteworthy that not all learners felt that they benefitted from the experience. This study's findings suggest that *Journey* could possibly be enhanced or modified by adopting a strength-based approach, in an attempt to foster a sense of autonomy, relevance and competence for the participating learners. The importance of the unique contribution of this study to international and South African OAE research is discussed, with recommendations for future research and considerations of the practical implications of the findings.

Key words: Outdoor Adventure Education, Adolescents, Life Effectiveness, Resilience, Emotional literacy, Strength-based, Flourishing, Positive Psychology

Acknowledgments

Many people gave their time and support to this research project. I would like to express my gratitude towards the following:

My supervisor, Prof. Jacqueline Akhurst, for her expert guidance, constant support and encouragement, I quite honestly could not have done this without you.

All the Grade 10 learners who participated in the study, and generously shared their experiences and stories, particularly those in the Focus Groups.

Mr. Pete Andrew for his unfailing support in arranging access to the learners and accommodating me on *Journey*.

Journey leaders and members of staff at solo camp for hosting me and allowing me access to interview members of the focus group.

The principals of the schools for allowing me to conduct my research and for providing me access to the letters written to them on solo day.

Dr. Amos Chinomona of Rhodes University's Department of Statistics for his input and support with regard to the presentation and interpretation of the quantitative data collected during the research process.

Victoria Ter Morshuizen for being my abedarian and her help in editing my work.

Elaine Baxter for her assistance in the transcriptions of the interviews.

Megan Ward for her expertise in translating my ideas into a visual representation and helping format my diagrams.

To my wonderful family and friends, thank you! My friends for enduring my attempts to hone my ideas; Robert for providing the platform for me to do this project; and my gorgeous children: Kirstie, Sarah, Rachel and Nicholas for their constant love, support and understanding throughout this, my own personal journey.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS.....	x
CHAPTER 1: INTRODUCTION	1
Education in South Africa.....	3
Brief overview of the development of <i>Journey</i>	4
Rationale for the study	5
Philosophical basis and conceptual framework of the study	6
Research aims and objectives	7
Research design	8
Definition of key concepts	8
Overview of chapters	9
Concluding remarks	11
CHAPTER 2: LITERATURE REVIEW	12
Introduction.....	12
Structure of the chapter	14
Definition of OAE	14
Purpose of OAE	15
Overview of the development of OAE internationally	16
OAE in U.K.	17
OAE in U.S.A.	18
OAE in Australia	19
OAE in South Africa	19
Empirical OAE research	20
Meta-analyses of OAE	21
Life effectiveness skills	23
Empirical research into life effectiveness skills	27
Resilience	32
Empirical research into resilience	35
Emotional literacy	41
Empirical research into emotional literacy	45
Gender and OAE.....	49
Rationale for current study	53

CHAPTER 3: THEORETICAL FRAMEWORK	56
Introduction	56
Social Constructivism	56
Dewey’s Pragmatism and Experiential Learning	58
Vygotsky’s Sociocultural Theory	59
The Bioecological Model	61
Positive Psychology and the Theory of Wellbeing	63
Theoretical Synthesis	64
Conclusion	66
CHAPTER 4: METHODOLOGY	67
Introduction.....	67
Structure of the chapter	67
Research aims and objectives	67
Research questions	68
Mixed methods research design	68
Motivation for using mixed methods.....	71
Characteristics of mixed methods design in this study	73
Methodological challenges in conducting mixed methods research	74
Research setting	76
Participants.....	77
Inclusion/exclusion criteria	78
Sample size	79
Ethical considerations	79
Quantitative component	82
Overview of quantitative data collection procedure	82
Measurement scales	83
Quantitative data collection procedure	90
Quantitative data analysis	93
Qualitative component	94
Overview of focus groups	95
Motivation for using focus groups	96
Focus group sampling	97
Pilot testing	98
Overview of semi-structured interviews	98
Motivation for using semi-structured interviews	99
Overview of photo-elicitation	99
Qualitative data collection	100
Qualitative data analysis	105
Overview of Template analysis	106
Maintaining methodological integrity for qualitative research.....	108
Conclusion	111

CHAPTER 5: QUANTITATIVE RESULTS	112
Introduction.....	112
Structure of the chapter.....	112
Life Effectiveness Skills	113
Emotional Literacy	118
Resilience	120
Post <i>Journey</i> Evaluation Scores.....	123
Conclusion	124
CHAPTER 6: QUALITATIVE FINDINGS.....	125
Introduction	125
<i>FLOURISHING</i> – Key themes explained	128
Friendships	128
Life Lessons.....	132
Out-of-comfort zone	135
Ubuntu	139
Reflection	141
Intrapersonal development.....	142
Social competence	153
Humility and gratitude	158
Individual differences (including gender)	160
Nature and environmental awareness	169
Group dynamics.....	170
Conclusion	175
CHAPTER 7: DISCUSSION AND CONCLUSION	176
Introduction	176
Structure of the chapter	178
Overview of results.....	178
Life skills	178
Intrapersonal skills.....	181
Interpersonal skills	184
Practical implications of the findings	186
Strengths and limitations of this research	190
Recommendations for future research	195
Conclusion	196
Declaration of conflicting interest	197
REFERENCES	198

APPENDICES	222
A. <i>Journey</i> information booklet	222
B. <i>Journey</i> programme	223
C. Letter of approval from Institutional Review Board	233
D. Preliminary research report for schools	234
E. Parental consent form	267
F. Learner assent form	269
G. Letter of consent from schools	271
H. Permission to use CD-RISC	273
I. Proof of payment for Emotional Literacy set	274
J. LEQ conditions for use	275

List of Tables

Table 2.1	Previous meta-analyses of OAE studies	22
Table 2.2	Long-term effect sizes in different domains	31
Table 3.1	Explanation of Bronfenbrenner's (1979) ecological systems theory.....	62
Table 4.1	Four-phase approach to data collection	70
Table 4.2	Demographics of learners participating in the study	78
Table 4.3	Quantitative data collection timeline	83
Table 4.4	Explanation of Life effectiveness factors	85
Table 4.5	Overall emotional literacy student checklist: cut-off score bands	86
Table 4.6	South African studies using CD-RISC-25	89
Table 4.7	Western studies using CD-RISC-25	89
Table 4.8	Asian studies using CD-RISC-25	89
Table 4.9	Qualitative data collection: four-phase approach	95
Table 4.10	Example of randomizer selection of participants for each group	98
Table 5.1	Descriptive statistics for overall LEQ scores.....	113
Table 5.2	Pairwise comparison for LEQ across Time 1, 2 and 3	114
Table 5.3	Results of independent <i>t</i> -test of LEQ per gender.....	115
Table 5.4	Male LEQ pre-post <i>Journey</i> scores	117
Table 5.5	Female LEQ pre-post <i>Journey</i> scores	117
Table 5.6	Descriptive statistics for overall emotional literacy scores	118
Table 5.7	Results of independent <i>t</i> -test for emotional literacy per gender	120
Table 5.8	Descriptive statistics for overall resilience scores	120
Table 5.9	Pairwise comparison for resilience across Time 1, 2 and 3	121
Table 5.10	Results of independent <i>t</i> -test for resilience per gender	122

List of Figures

Figure 2.1	Yerkes-Dodson Law illustrating optimum balance.....	34
Figure 2.2	Wheel of core SEL competencies	42
Figure 4.1	Concurrent mixed methods design	71
Figure 4.2	Illustration of main focus groups and sub-groups	96
Figure 5.1	Graph illustrating mean LEQ composite scores.....	114
Figure 5.2a	Male mean LEQ scores for each factor	116
Figure 5.2b	Female mean LEQ scores for each factor	116
Figure 5.3	Graph illustrating mean overall LEQ scores	119
Figure 5.4	Graph illustrating mean resilience scores	121
Figure 5.5a	Male rating of benefits of <i>Journey</i>	123
Figure 5.5b	Female rating of benefits of <i>Journey</i>	123
Figure 6.1a	Male word cloud	126
Figure 6.1b	Female word cloud	126
Figure 7.1	Outcomes of <i>Journey</i>	176
Figure 7.2	Proposed strength-based approach to OAE	188

List of Abbreviations

ANOVA:	Analysis of Variance
ANCOVA:	Analysis of Covariance
CD-RISC:	Connor-Davidson Resiliency Scale
DV:	Dependent Variable
EL:	Emotional Literacy
IV:	Independent Variable
LEQ:	Life Effectiveness Questionnaire
NOLS:	National Outdoor Leadership School
OAE:	Outdoor Adventure Education
OB:	Outward Bound
PSD:	Personal and Social Development
PTSD:	Post-Traumatic Stress Disorder
SES:	Socio-economic Status
SDT:	Self-determination Theory
SPSS:	Statistical Package for the Social Sciences
TA:	Template Analysis
ZAD:	Zone of Actual Development
ZPD:	Zone of Proximal Development

Chapter 1

Introduction

“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.” – Plato (c. 428 BCE–c. 348 BCE)

“The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” - Sir Ken Robinson (1950 -)

Although separated by a period of over 2000 years, there is a noticeable consensus between these statements made by two outstanding educators of their age. It is also particularly apt for our youth today: learners flourish when they are engaged and intrinsically motivated. Intrinsic motivation is enhanced when an individual feels that his/her basic psychological needs for autonomy, competence and relatedness are being met, thus optimizing his/her learning and engagement (Ryan & Deci, 2000). Similarly, Dewey (1938) argues that for learning to be meaningful, it should be orientated to a student's interests and needs: requiring their active involvement and ideally incorporating some degree of reflection; thus ensuring that these skills are transferred to other contexts.

The growth in the field of positive psychology and positive youth development (Seligman & Csikszentmihalyi, 2000) has resulted in an increasing understanding that a holistic education, comprising basic academic skills and psychosocial competencies, are vital elements in preparing individuals to become responsible adults and thrive in life (Payton et al., 2008). In addition to these basic tenets, more recent studies have highlighted the importance of psychosocial skills and behaviours, for example: resilience, grit, social skills and positive mindsets to strengthen learners' achievements both within and beyond the classroom (Richmond, Sibthorp, Gookin, Annarella, & Ferri, 2018).

Psychosocial competencies are particularly pertinent for adolescents who have to navigate an increasingly demanding academic workload while undergoing transformative biological and emotional changes (Matlala, 2011). Accepting the primacy of home and

family, school experiences have the potential to be key developmental contexts in the lives of young people. By assisting them to develop skills and competencies, schools can enable learners to strive for meaningful outcomes and show them that obstacles can be overcome through perseverance. Schools and colleges are currently addressing these objectives by looking for new models and processes to support adolescent development, while preparing youth to cope and succeed in a rapidly changing and unpredictable future (Rodkin & Ryan, 2012). Outdoor adventure education (OAE) is one such model: hence the impact of OAE on learners' development is an area of great interest to educators and researchers.

Originating from the philosophy, theory and practice of experiential and environmental education, OAE proposes a balanced and integrated approach whereby learners are educated academically, socially, emotionally, physically and psychologically. In keeping with the experiential learning approach, OAE offers a promising method for developing life skills, which are often difficult to teach in a classroom. Incorporating elements of risk within a contained environment, OAE is considered by some to be an ideal platform to support adolescent growth and development (Ewert & Sibthorp, 2014). There are a number of studies demonstrating that OAE offers a promising method for enhancing both intrapersonal and interpersonal skills.

Meta-analyses and empirical OAE research, emerging predominantly from the United Kingdom (U.K.), Australia and United States of America (U.S.A.), indicate a small to moderate positive impact on typically assessed developmental outcomes such as social-skills, self-efficacy and resilience (Bowen & Neill, 2013; Carson, 1993; Cooley, Burns, & Cumming, 2015; Hattie, Marsh, Neill, & Richards, 1997; Yildiz, Özen, & Bostanci, 2016). Until recently most reports of the positive effects of OAE have not been firmly evidence based, relying on rhetoric and anecdote to make their case. Whilst intuitively appealing to believe that OAE develops positive psychological characteristics, it is important to show that these claims are evidence based. Over the last three to four decades, international empirical research has revealed that participation in OAE is associated with positive developmental outcomes such as enhanced interpersonal and social skills and personal growth (e.g., Ewert & Sibthorp, 2014; Hattie et al., 1997; Neill, 2001; Sibthorp, Paisley, Furnam, & Gookin, 2008; Thomas, 2018).

A number of studies have been published showing that OAE programmes not only increase learners' physical wellbeing, but also provide them with opportunities to achieve personal goals (Goldenberg, McAvoy, & Kenosky, 2005), increase self-efficacy (Jones & Hinton, 2007), enhance emotional intelligence (Opper, Maree, Fletcher, & Somerville, 2014), gain confidence (Ee & Ong, 2014), develop good interpersonal relationships (Mirkin & Middleton, 2014), increase life effectiveness skills (McLeod & Allen-Craig, 2007) and improve learner engagement (White, 2012). Research has also demonstrated the physiological and psychological benefits of interacting with nature (e.g., Gladwell, Brown, Wood, Sandercock, & Barton, 2013; Keniger, Gaston, Irvine, & Fuller, 2013; Profice, Santos, & dos Anjos, 2016), while exposure to nature has been shown to expand mental abilities, leading to an improvement in academic achievement (Berman, Jonides, & Kaplan, 2008). However, in spite of accumulating evidence from international sources of the beneficial effects of OAE, there is a dearth of published studies concerning the effect of OAE, especially in the South African context.

Education in South Africa

An understanding of the broader sociopolitical background of education in South Africa is important in order to contextualise both the schools and the programme (*Journey*) under investigation. South Africa's turbulent history affected not only the political, social and economic aspects of its people, but their educational status too. The strict racial hierarchy of the apartheid era (1948-1994) positioned white people at the top, governing where a person could work, live, go to school, whether they were allowed to vote, as well as determining the allocation of resources to pensions, health care services and education (Naidoo, Pretorius & Nicholas, 2017). Those classified as white received the best education, Asians and 'Coloureds' (persons of mixed European, African and Asian ancestry) lesser so, while the majority (96%) classified as Black, received a very poor education (van Alphen, 2013). Although much progress has been made in the 25 years since Apartheid ended with regard to universal access to education, inequalities in South African education system still exist due to poverty, the social situation and teacher development (Costandius & Bitzer, 2014).

Independent Schools

In 1996, the South African Schools Act (SASA) established a national schooling system recognizing public and independent schools. The state controls public schools, while the independent schools are allowed their own private governance. The participants in this study attended two historic single sex independent schools, schools that are underpinned by tradition and Christian values. These schools also place a strong emphasis on outdoor education for each year group, the longest being a 21-day OAE programme for all Grade 10 learners, commonly known as *Journey*.

Brief overview of the development of *Journey*

Journey came about after two members of staff from the schools (mentioned above) attended an international conference at Gordonstoun, Scotland, a school founded by Kurt Hahn. Hahn is considered to be a key figure of experiential education, creating OB and the Duke of Edinburgh award (similar to the Presidents Award in South Africa). The first *Journey* took place in November 2004, involving all Grade 10 males and females. It has followed similar but different routes through the years; changes in the routes being determined by various factors including farms being turned into game farms, hippopotami in the river, cost and an improved programme.

Journey is a 21-day outdoor adventure programme, mandatory for all Grade 10 learners attending two single sex independent schools in the Eastern Cape. *Journey* begins at the source of the Fish River in the Sneeu Berg mountains, near Graaff-Reinet, ending 21 days and 600 km later at the Fish River mouth. This expedition provides learners with an opportunity to explore the relatively under-populated and natural environments of the Eastern Cape by kayak, bicycle and on foot (please see Appendix A). As a cross-curricular experiential learning programme, *Journey* extends learners' education beyond history, geography and biology and is designed to challenge the learners, extend their boundaries, and build strength and resourcefulness (*Journey* Information Booklet, 2017). Please see Appendix B.

In the early years of the programme, all groups would meet up in a large camp environment every four days or so, but this was found to delay small group bonding and so

currently, the groups do not see each other between the beginning and the end of *Journey*. An attempt was also made to have ‘curriculum days’ but these proved to be ineffective. The learning that does take place is mostly described as experiential, although a certain amount of information is recorded in journals. More recently, days have been allocated for community outreach, for living solo, for an activity day and a ‘rest & create’ day, all of which appear to be worthwhile additions.

This study seeks to gain an understanding of some of the psychosocial outcomes and perceived benefits of this *Journey*) and to explore whether gender⁽¹⁾ had any effect on the outcomes or the experience of the participants. A mixed methods approach to data collection and analysis was chosen because it was felt that there was a need to generate ‘hard data’ on which recommendations could be based, whilst simultaneously seeking to obtain a ‘feel’ for the texture and richness (or not) of the experience.

Rationale for this study

While the majority of OAE research focuses on its positive effects, some studies have reported mixed results (e.g. Christie, Higgins & McLaughlin, 2014; Sheard & Golby, 2006), while others have not detected any change (Williams et al., 2018). Some researchers have suggested that OAE may not be universally beneficial (Hattie et al., 1997), with others questioning whether it can really claim to facilitate personal development (Brookes, 2003). Besides, the actual process by which development occurs is not well understood (McKenzie, 2000).

Furthermore, the transfer of learning from OAE programmes to other contexts remains a critical issue in OAE research. Often referred to as the “Achilles heel” of OAE research, learning transfer of OAE outcomes to other life contexts remains a difficult issue to overcome (Brown, 2008). The novel environments of OAE provide a unique learning context that could confound transfer of knowledge, skills and behaviours to other environments (Sibthorp, Furman, Paisley, Gookin, & Shumann, 2011).

1. It should be noted that the construct of gender in this study refers to the biological sex of ‘male’ and ‘female’, whereby a learner is defined according to genetics, anatomy and physiology. It is not the intention of the researcher to overlook those LGBTQIX who do not identify with either ‘male’ or ‘female’ but it is beyond the scope of this study to examine gender constructs beyond these two categories.

When considering what benefits may accrue from OAE, it is important to bear in mind the considerable commitment by schools in terms of staff time and resources, whilst also not forgetting the potential financial burden for families. Therefore it is important that empirical evidence be available to support the claims for the positive benefits of OAE, in order to justify this not inconsiderable investment (Christie et al., 2014).

As mentioned earlier, the bulk of OAE research has taken place in the U.S.A, U.K. and Australia, with a notable paucity of research originating within South Africa (S.A.). Besides, much of this OAE research has been quantitative in nature, typically employing pre-and post-test questionnaires evaluating the impact of the intervention, with few studies demonstrating data collection beyond the immediate follow-up period. There is the concern that, by relying solely on quantitative data, researchers may risk overlooking other influences on programme success. Whilst a number of quantitative studies have proposed qualitative methods, not many have actually employed them and even fewer have utilised a mixed methods approach (Garst, Scheider, & Baker, 2001). The majority of these published studies focus on stand-alone programmes involving learners that have, for the most part, participated of their own volition. Additionally, there is limited research into influence that gender may have on the outcomes or experiences of OAE in this context.

Given the reported needs for both quantitative and qualitative data gathered at various points (including a longitudinal element); and since a number of school-based programmes exist in S.A., this mixed methods study sought to investigate the outcomes of a school-based OAE programme, *Journey*. This study therefore provides a unique and valuable contribution to the body of knowledge in OAE, both internationally and within the South African context.

Philosophical basis and conceptual framework of the study

In keeping with previous reports of OAE research, this study adopted a social constructivist paradigm, incorporating the complementary theories of Dewey's (1934) pragmatic and experiential learning philosophy, Vygotsky's (1978) sociocultural theory, Bronfenbrenner's (1979) bioecological approach as well as some elements of positive psychology and the theory of wellbeing.

As an epistemological premise, social constructivism is founded on the principle that knowledge is actively and socially constructed through interaction with others; the emphasis placed on the importance of culture and context in understanding and applying knowledge (Raskin, 2002). Likewise, all of the theories mentioned above are based on the concept that social and psychological experiences occur within the realm of relations and interactions; they are embedded, delivered and co-constructed within context, while also being inextricably entwined into these contexts (Stetsenko, 2008). This theoretical framework, which will be discussed in a separate chapter, provides the foundations for the research aims and objectives of this study.

Research Aims and Objectives

This study aimed to add to, and extend, previous research by employing the mixed methods approach to investigate the psychosocial outcomes of OAE on adolescents within a South African setting. Male and female participants across different ethnic groups were purposively recruited. To date there have been no empirical studies into the outcomes of *Journey* at these schools, thus this research is unique in its attempt to investigate the potential psychological outcomes, the meaning and perceived benefits for the learners and gender differences in experiences of OAE in this particular context. With this in mind, the following research questions were developed:

RQ1. What is the relationship between *Journey* and life effectiveness skills, emotional literacy and resilience of Grade 10 learners?

RQ2. How does gender influence participants' experiences of *Journey*?

RQ3. What does this *Journey* mean for the learners and what are the perceived benefits for the Grade 10 learners?

Findings from this study could encourage other educators and practitioners to investigate the efficacy of their own programmes when working with adolescents, thus guiding new research into OAE in S.A. It is hoped that this research will provide a framework for considering the outcomes of OAE and to encourage a more widespread adoption of OAE, if the findings are positive.

As evident from the above research questions, some aspects can be answered using quantitative methods, with others more suited to qualitative approaches. Mixed methods research, as a third research paradigm, can provide a practical synthesis of both qualitative and quantitative research, systematically integrating both methods into a single study.

Research design

A mixed methods quasi-experimental design was employed to address the research questions. Advantages of this method include triangulation of data types (Creswell & Plano Clark, 2011), thereby overcoming the limitations of quantitative measures by eliciting complementary subjective experiences and perceptions. The underlying social constructivist ontology provides the rationale for these methods of data collection and analysis. Situational constraints prevent random assignment to control or experimental groups; hence the quasi-experimental design (Creswell, 2009) incorporating a four-phase approach.

There were a number of assumptions made in association with this study. One was that the learners voluntarily assented to participate in the study. It was also assumed that they were able to follow instructions and complete the forms with integrity, indicating that they answered all questionnaires honestly and to the best of their ability.

Definition of Key Concepts

Outdoor Adventure Education (OAE)

OAE is an experiential approach to learning that makes use of all the senses and is most likely to take place outdoors where learners interact with the natural environment (Sinclair, 2013). For the intentions of this study, OAE will refer to education in, for, about and through the outdoors, engaging in activities such as camping, hiking, running, kayaking and cycling. It is the purposeful use of adventure, involving other people and natural resources, to support a learner's positive development in terms of life skills, intrapersonal skills and interpersonal skills (Bowen, Neill, & Crisp, 2016).

Adolescence

Adolescence describes the period of transition between childhood and adulthood. It is the period that begins in puberty and ends with the establishment of culturally defined adult responsibilities and social roles (Curtis, 2015). It is characterised by growth spurts, sexual

maturing, fluctuating hormones, shifting social dynamics and identity formation (Ewert & Sibthorp, 2014). For the purposes of this study, the focus will be on middle adolescence (15-17 years).

Emotional Literacy

Emotional literacy (EL) pertains to an individual's capacity to identify, appreciate, control and appropriately express emotions; and to acknowledge, recognise and suitably respond to others' expressed emotions. EL has two key dimensions: personal competence and social competence. It is useful in developing good communication skills and enhancing relationships with others (Faupel, 2003).

Resilience

Resilience refers to qualities that promote a process of positive adaptation (de Villiers & van den Berg, 2012). These are protective coping skills that allow learners to function well in society and to handle adversities in the future (Hayhurst, Hunter, Kafka, & Boyes, 2015). Resilience develops along with social competence, autonomy, critical consciousness, problem-solving skills and a sense of purpose (Zolkoski & Bullock, 2012).

Life Effectiveness Skills

Life effectiveness can be conceptualised as a person's displayed capacity to adapt, survive and thrive across a variety of situations – in other words, how well one is prepared to deal with life's demands. Neill (2008) argues that life effectiveness skills comprise of various generic personal and social life skills that can be developed through intervention.

Overview of chapters

Following this introduction chapter, Chapter 2 provides a review of the literature. It begins by defining OAE and then outlines the purposes or outcomes of OAE. Next a brief overview of the development of OAE internationally is provided. This is followed by an introduction to empirical studies of OAE including meta-analyses. To assist with the interpretation of the literature and the findings thereof, the subsequent section describes the constructs under investigation (i.e., life effectiveness skills, resilience and emotional literacy) and critically evaluates studies on the effects of participation in OAE programmes

internationally and locally with particular reference to these (or closely related) constructs. Thereafter, an evaluation of studies that explore gender and OAE experiences is offered. The chapter concludes by situating the study and explaining the value of conducting this kind of research.

Chapter 3 provides the theoretical framework for the study, locating the research within the appropriate paradigm. There are a number of theories in OAE, the foundations of which are generally founded upon the constructivist model of humanistic psychology and more recently, the field of positive psychology (Seligman & Csikszentmihalyi, 2000). Such theoretical approaches underscore the humanistic ideas of agency and empowerment, the potential for personal growth and development of healthy relationships (White, 2012). In keeping with the theoretical underpinnings of previous OAE research, this study is grounded upon a theoretical synthesis of different complementary perspectives: Dewey's pragmatism and experiential learning (1916), Vygotsky's sociocultural theory (1978) all located within the broader bioecological model that evolved from Bronfenbrenner's (1979) initial ecological systems theory.

Chapter 4 describes the methodology for this study. It begins by offering an outline of the research design, purpose and paradigm. This is followed by the motivation for a mixed methods approach and the methodological challenges involved in such research. Thereafter the research setting and recruitment of participants for both quantitative and qualitative components of the study is introduced, followed by the outline of ethical considerations and their application throughout the research process. Subsequently, the next section provides an overview of the quantitative and qualitative research design, data sources, procedures for data collection and data analysis, including issues of validity and reliability.

Chapter 5 presents the quantitative results, which are arranged in four main sections. The first three sections display the changes in scores of the questionnaires, including descriptive statistics, overall main effects, interaction effects and sizes of any change measured. Each subsection also reports gender differences arising from the self-reported scores of the questionnaires of males and females, employing an independent *t*-test. The

final section of this chapter illustrates the scores of the post *Journey* evaluation provided by the learners.

Chapter 6 describes the qualitative findings using the acronym *FLOURISHING*; a useful template to illustrate what *Journey* meant for the learners in terms of value and perceived benefits. These are outlined as the following: **F** (Friendships), **L** (Life Lessons), **O** (Out-of-comfort zone), **U** (Ubuntu), **R** (Reflection), **I** (Intrapersonal Development), **S** (Social Development), **H** (Humility and Gratitude), **I** (Individual Differences, including gender), **N** (Nature), **G** (Group Dynamics).

Chapter 7 discusses the findings; the first section providing an overview of the results related to the research questions. Thereafter the outcomes of *Journey* are discussed, with gender differences considered in the following section. The strengths and limitations of the study are addressed followed by recommendations for future research. Subsequently, suggestions are made with regard to the practical implications of the findings. The final section provides conclusions specifically related to the thesis, including a discussion of its implications to the theoretical understanding of OAE and *Journey*.

Concluding remarks

Dewey (1938) is quoted as saying: “The world is moving at a tremendous rate. No one knows where. We must prepare our children not for the world of the past, not for our world, but for their world – the world of the future” (as cited in Hensley, 2012 p.61). Given the rapid advances in technology and social media in today’s globalised world, we cannot deny that the nature of the life experiences that young people are encountering has changed considerably in recent decades. Education systems need to seek new paradigms, policies and processes to prepare today’s youth to flourish within this unpredictable future.

Educating happy, healthy learners for life and ensuring that each one reaches his/her full potential is the ultimate goal not only of schools, but also of society. However, despite the wise counsel of philosophers and educators, most schools still adopt a ‘one-size-fits-all’ approach to education. Outdoor adventure education (OAE) is no different. Although the OAE literature supports the premise that participation in their programmes has been shown to enhance positive personal and social development for some learners, there is room for

improvement. Psychology has moved from a deficit-based model towards positive psychology; perhaps OAE should also consider a shift from the more traditional development-by-challenge model to a strength-based approach. By actively identifying and using their talents and strengths, learners could become more engaged and intrinsically motivated to deal with their world, their futures (Peterson & Seligman, 2004).

Chapter 2

Literature Review

Introduction

There is an underlying assumption of OAE that controlled exposure to challenging situations can be potentially advantageous in facilitating learners' intrapersonal and interpersonal growth (Neill & Richards, 1998). This notion is intuitively appealing to educators, researchers, policy makers and programme providers alike and as a result, a number of schools have been developing OAE programmes to support these aspects of adolescent development. For the most part the positive effects of OAE have been anecdotal, although in recent years there has been an increase in international research, which has found that this comprehensive form of education is useful in promoting the overall wellbeing of adolescents in terms of their physical, social, emotional and psychological and even academic wellbeing, for example: Fuller, Powell and Fox (2017); Gassner and Russell (2008); Gray and Martin (2012); Hayhurst et al. (2015); McLeod and Allen-Craig (2005); Neill (2008); Oppen et al. (2014); Overholt and Ewert (2015); Richmond et al. (2018) and Thomas (2018). OAE has also been found to be beneficial as an enduring holistic form of activity, inspiring individuals to appreciate and participate fully in life (Davidson, 2001). In order to enhance the positive outcomes, Passarelli, Hall and Anderson (2010) recommend employing a strength-based approach to OAE. This approach encourages learners to use their abilities and talents intentionally to perform optimally in the environment in which they are placed and will allow them to flourish.

This chapter seeks to review previous research in OAE in order to establish the context and rationale for this study. In doing so, I will explore the relationship between OAE and life effectiveness skills, resilience and emotional literacy and determine whether gender has an effect on the experiences of OAE. Databases such as ScienceDirect, ERIC, EBSCOHost, ProQuest and Google Scholar were used to source the literature for this review. After an extensive database search and broad review of the literature, selected articles on OAE were taken from peer-reviewed journals such as *Journal of Adventure Education and Outdoor Learning*, *Journal of Experiential Education*, *International Journal of Educational Research*, *British Journal of Social Psychology*, *South African Journal of*

Psychology and *Journal of Psychology in Africa*. In addition, a number of textbooks, theses and conference proceedings formed part of the review. In order to ensure that the research is current, I have attempted to include studies from the past two decades, although reference is made to older research and theories when they are regarded as pertinent to the current study.

Structure of the chapter

This chapter is divided into six sections. The first section defines OAE and outlines the purposes or outcomes of OAE. The second section provides a brief overview of the development of OAE internationally. The third section is an introduction to empirical studies of OAE including meta-analyses. To assist with the interpretation of the literature and the findings thereof, the fourth section of the review describes the constructs under investigation, that is: life effectiveness skills, resilience and emotional literacy; and critically evaluates studies on the effects of participation in OAE programmes internationally and locally with particular reference to these (or closely related) constructs. The fifth section evaluates studies that explore gender and OAE experiences and the final section situates the study and explains the rationale of the conducting this research.

Definition of Outdoor Adventure Education

Outdoor Adventure Education is an experiential approach to learning that makes use of all the senses and is most likely to take place outdoors where learners interact with the natural environment. OAE stems from a couple of fundamental bases: outdoor education and experiential education. These two derivations combine and evolve to influence the pedagogy of OAE (Ewert & Sibthorp, 2014).

OAE varies in all terms of practice, culture, philosophy and local conditions, and therefore caution should be exercised in attempting to find a strict static definition (Thomas, 2018). In the literature, there are multiple definitions that differ in terms of focus on purpose, process, outcome and/or location with phrases such as adventure education (AE), outdoor education (OE), experiential education, environmental education, adventure programming and adventure-based experiential learning (AEP) being used synonymously with OAE (Neill, 2008). This study does not have the scope to explain all of these terms in detail and for the purpose of this particular study, the term outdoor adventure education (OAE) has been adopted.

Ewert and Sibthorp (2014, p. 5) define OAE as:

A variety of teaching and learning activities and experiences usually involving a close interaction with an outdoor natural setting and containing elements of real or perceived danger or risk in which the outcome, although uncertain, can be influenced by the actions of the participants and circumstances.

Priest (1986) uses an analogy of a tree with six branches to denote the key aspects of OAE. These key aspects are: a) a method for learning, b) experiential, c) occurs primarily outdoors, d) requires the use of all senses and domains, e) constructed upon interdisciplinary material and f) concerns relationships involving people and natural resources. In principle, the amalgamation of these elements can deliver a holistic integration of physical, emotional, social, cultural, spiritual and environmental experiences in support of a learner's positive development, while also strengthening their connections to others and the community (Bowen et al., 2016; Pryor, Carpenter, & Townsend, 2005).

Purpose of Outdoor Adventure Education

A search of the literature yielded a multitude of expected outcomes related to participation in OAE programmes. Priest and Gass (1997) conceptualised the purposes of OAE by proposing four types of programmes: 1) *recreational* programmes that try to change the way learners feel - the main purposes of these being fun and enjoyment; 2) *educational* programmes that endeavour to alter the way learners feel and think - the main purpose being to learn skills and/or information; 3) *developmental* programmes, which aim to change the way learners feel, think and behave - the main purpose being to promote personal growth and 4) *therapeutic/redirectional* programmes, which aspire to change the way learners feel, think, behave and resist - the main purpose being to correct antisocial behaviour in an individual or group.

Aside from providing a unique set of challenges by removing the learners from their usual school environments and placing them into the 'wild', OAE aims to fulfill both psychosocial and environmental objectives. The serenity of the natural environment is combined with physical challenges to provide learners with an opportunity to re-evaluate their fundamental concepts of self (Leupp, 2007). Interestingly, Priest and Gass' (1997) classification did not incorporate environmental outcomes, although this was included in

both Abbott's (1990) and Ewert's (1989) earlier categories. More recently, Neill (2008) suggested that additional common purposes of OAE include physical (fitness, weight loss, health wellbeing), spiritual, environmental and relationship/family/group community functioning. Using a different form of categorisation, Ho (2014) has proposed that the core functions of OAE are qualification (e.g., teaching learners life skills), subjectification (e.g. developing critical and independent individuals) and socialisation (facilitating the bonding between learners). This proposal could also be rephrased as developing life skills, intrapersonal skills and interpersonal skills.

Journey, the OAE programme under investigation in this study, can be considered primarily as developmental, although there are also elements of the educational, environmental and even recreational within the programme. This is evident from the philosophy behind *Journey* whereby it is intended to challenge learners to extend their boundaries, building strength and resourcefulness. As a cross-curricular programme, where learning is intentionally experiential, *Journey* aims to promote personal development physically, intellectually, socially and spiritually. This includes leadership development, self-awareness, social development and community engagement. The aim is develop in each learner a strong sense of identity, place, time and culture, by promoting their interaction with diverse social and natural environments of the Eastern Cape, with the objectives of facilitating an awareness of the interconnections in the environment and of the challenges of sustainable development for both present and future generations (please see *Journey* information booklet, Appendix B).

Overview of the development OAE internationally

In order to have a contextual understanding of OAE it is important to look at the historical development. As mentioned earlier, there are two strands that have influenced the development of OAE: outdoor education and experiential education. Although there is evidence of organised camping in the late 19th century and the Scouting movement that began in the early 20th century, most researchers would agree that outdoor education started with Kurt Hahn's Outward Bound (OB) in Aberdovey, Wales in 1941. To offset what Hahn considered to be the decline of civilization, these early OB courses focused on "four pillars": physical fitness, self-discipline, craftsmanship and service (McKenzie, 2003). OB expanded rapidly through the Commonwealth and other English-speaking countries after

the Second World War; including countries in Africa, Australia, Asia and North America (Sibthorp, Funnel, Riley, Chan, & Meerts-Brandsma, 2018). OB International now operates in over 30 countries with approximately 250,000 participants per year. In addition to OB, there are a number of other OAE service providers across the world e.g., National Outdoor Leadings School (NOLS), Dirt Divas, Acord Adventures, Quest, Venture Forth, Outdoor Adventure Australia, to name but a few.

A second major influence on OAE can be traced back to Dewey's concept of experiential education. Dewey's (1938) pragmatic approach is based on the assumption that reality should be experienced and then processed (Hickman, Neubert, & Reich, 2009). Rather than learning subject matter in isolation, Dewey (1938) proposed that education should be contextual and include the learners' experiences. Dewey (1916) suggested that the education system be designed to teach learners about the world in which they live, how they fit into that world and, with any luck, to provide the learners with tools to make a contribution to that world. Most OAE programmes today follow the principles of experiential education.

The breadth of exploring OAE in every country exceeds the scope of this research project and as such, I will focus predominately on the English-speaking countries such as the U.K., the U.S.A. and Australia, as it is within these countries where most of the research into OAE originates. I will then turn the attention to OAE in South Africa.

OAE in the U.K.

Acknowledging the positive effects of Hahn's OB in Wales, the 1944 Education Act in the U.K. and the 1945 Education Act in Scotland, effectively gave rise to the statutory development of OAE in U.K. schools (Cook, 1999). The 1950s and 1960s were periods of expansion and diversification in OAE (Nicol, 2002a) and in 1970 the National Association for Outdoor Education (NAOE) was developed and an attempt was made to link OAE with the school curriculum. In the 1980s the focus on OAE outcomes began to include environmental elements as well as intrapersonal and interpersonal development. It was also during this time that attempts were made to find philosophical underpinnings for OAE (Nicol, 2002b; Nicol 2003).

Despite the 1970s and 1980s being characterised by questions of definition, aims, qualification and safety, it was not until the 1993 Lyme Bay kayaking tragedy, which resulted in the drowning of four teenagers, that an independent licensing authority was formed: the Adventure Activities Licensing Authority (AALA) to inspect and issue licences to service providers (Allison & Telford, 2005). Government budget cuts in the early 1990s resulted in a reduction in outdoor centres, which continued until the National Lottery in Great Britain allocated money to ‘good causes’ through the New Opportunities Fund (NOF). In 2004, a merger with the Community Fund resulted in the creation of the Big Lottery Fund, reported to have allocated millions of pounds specifically to out-of-school projects (Allison & Telford, 2005). In 2006 the Department for Education (DfE) implemented the *Learning Outside the Classroom Manifesto*. A key finding from a survey conducted thereafter was that, when well planned and well implemented, OAE contributed to raising academic standards and improving the personal, social and emotional development of learners (Ofsted, 2008).

In the U.K. today there are a number of service providers of OAE programmes, with the Institute of Outdoor Learning (IOL) connecting and providing support for those using OAE. The IOL also works with a number of these service providers to empirically investigate the effects of OAE (e.g., the Paul Hamlyn Foundation, Blagrave Trust and Natural England).

OAE in the U.S.A.

In the U.S.A., the first OB was established in 1962 in Colorado. The concept of outdoor education appealed to the North American culture, which was based on pioneering, individual freedom and dealing with an immense and often challenging landscape. A few years later, a dedicated school for teaching outdoor leadership skills was developed, NOLS, which then spread to other countries (Gookin, 2006). In the early 1970s, Project Adventure was developed in an attempt to bring the principles of OAE into mainstream schools with federal funding. In 1975, the Association of Experiential Education began and by 2000 it had a membership of 670 organizations. Since then the number and distribution of OAE centres have grown dramatically and the ‘professionalisation’ of OAE has resulted in an increase in training programmes offers by universities, colleges and outreach programmes (Ewert & Sibthorp, 2014). To date, much of the research in the U.S.A. has been an attempt

to ground OAE upon a more secure theoretical basis (e.g. environmental, experiential, psycho-social and multi-element theories), although have also been some empirical studies that will be evaluated in the next section.

OAE in Australia

Australia is considered by many as having ideal natural outdoor spaces, a temperate climate in parts and low population density for OAE programmes. These elements, coupled with an adventurous outdoor culture and progressive education system, has meant that Australia has become what seems to be an ideal place for developing OAE. In fact, together with the U.K. and the U.S.A., Australia is largely regarded as an international leader in OAE and related fields (Neill, 2001). Utilising outdoor experiences and activities as part of schooling has been going on in Australia since the 1890s, although it has only existed as a recognised subject in schools since the 1960s. Whilst there was an increase in OAE programmes in the 1970s, in Victoria OAE has been part of the secondary school curriculum since 1982 and in South Australia since 1984. Although the growth continued during the 1990's, as with the U.K., issues over accreditation, objectives and safety have effectively curbed recent growth, with the current literature reflecting the variation in OAE from school to school in terms of whether it is a compulsory or non-compulsory part of education (Polley & Pill, 2015).

OAE in South Africa

In S.A. there were a number of national youth organizations in the first half of the twentieth century, for example, the Student Christian Association (SCA), Scout Movements and Agricultural Clubs. However, it was *Veld and Vlei*, established in the mid-1950s that really started OAE in South Africa. Based on OB philosophies, a second *Veld and Vlei* centre was opened, followed shortly afterwards by the Wilderness Leader School (WLS) opened by Ian Player and Magqubu Ntombela in 1957, which focused on conservation awareness (Hansen, 2002).

From 1970 to 1990 the South African government was actively involved in developing campsites and cultural centres for certain population groups, with 'veld schools' becoming common practice for learners under the auspices of certain education departments. However, it was not until 1986 that the first state funded training centre for

outdoor leaders, The Outdoor Adventure and Recreation Centre (ORAT) was developed. Despite the lack of government funding, adventure-based programmes gained momentum in the 1990's, as experiential education become more appreciated and a number of schools started offering these programmes extra-curricularly. OB started in South Africa in 1992, after which a number of other non-profit organizations established adventure-based programmes for South African youth, for example, National Peace Accord Trust, President's Award Trust and EDUCO (Hansen, 2002).

There are a number of OAE service providers in South Africa today and while these are often contracted out for use by schools, there are only a few (mainly independent) schools that offer an in-house extended residential OAE for their learners (Zygmunt, 2014). Importantly, although OAE has been adopted in many countries, its practice needs to be culturally congruent in order to be meaningful for the learners. Brookes (2004) cautions against universalist approaches to OAE and suggests paying attention to the geographical, historical and sociocultural contexts of OAE. There is also very little evidence pertaining to the impact of these programmes on learners and further studies are necessary to determine whether OAE in South African schools are in fact effective, an objective that this study aims to address.

Empirical OAE Research

The objectives of OAE may have shifted over time (Zink & Boyes, 2006) but personal and social development (PSD) seems to have been an enduring theme in OAE research, both quantitatively and qualitatively. This is despite the fact that PSD is notoriously problematic to determine quantitatively (Scrutton, 2015).

International research suggests that OAE programmes not only increase learners' physical wellbeing, but also provide them with opportunities to achieve personal goals (Goldenberg et al., 2005), alter self-perceptions (Garst et al., 2001), develop resilience (Bloemhoff, 2006) enhance emotional intelligence (Oppen et al., 2014), gain in confidence (Ee & Ong, 2014), develop good interpersonal relationships (Mirkin & Middleton, 2014), enhance prosocial behaviour (Furman & Sibthorp, 2013), increase life effectiveness skills (Louw, Meyer, Strydom, Kotze, & Ellis, 2012; McLeod & Allen-Craig, 2007; Neill, 2008, Thomas, 2018) and improve learner engagement (White, 2012). Some studies demonstrate

how exposure to nature enhances wellbeing and can expand mental ability, which in turn even improves academic achievement (Berman et al., 2008). In order to provide an overview of the OAE research, I will summarise below the findings from meta-analyses conducted over the past few decades.

There has been a plethora of international OAE research in the 30 years, the majority of which has taken place in the U.K., the U.S.A. and Australia. However, there has been very little published research from S.A., particularly any research emerging from the Eastern Cape. Given the considerable potential for high-quality OAE in this region, due to the wide-open spaces and its rural nature, the paucity of empirical research is surprising. The few empirical studies that identified the outcomes of OAE in S.A. will thus also be evaluated in the following sections.

Meta-Analyses of OAE

There are a number of meta-analyses evaluating OAE programmes that have demonstrated, on average, small to moderate effects of personal and social outcomes and provide a valuable overview of the research (see Table 2.1). Meta-analysis allows for the statistical assimilation of the results of previous studies, while effect sizes are useful in providing a way to compare results across studies. The studies below however illustrate the challenges of such meta-analyses since they demonstrate a wide range and inconsistencies of programme length, target population and outcomes, as well as methodological limitations e.g. over-reliance on inferential statistics, absence of control groups, low statistical power and a lack of investigation of independent variables (Neill, 2008). It has also been suggested that research needs to move away from merely identifying and measuring outcomes towards understanding the process and evaluating how the programme works (Hattie et al., 1997).

A critique of empirical studies later in the section will focus on some of the above issues, for example, variations in participant numbers and range of effect size. As illustrated in the table below there are a variety of programmes that have been investigated, with participant numbers ranging from less than 1,000 to almost 18,000 and a range of effect sizes from .25 to .55. It could be argued that, possibly due to an increased capacity for analysis from better and improved computational power available to researchers, the more recent studies appear to be the most comprehensive.

Table 2.1
Previous Meta-Analyses of OAE studies

Author/Year	Focus	Participant Group	No. of Studies	No. of Participants	Effect Size
Cason (1993, 1994)	Adventure Education	Adolescents (USA)	43	11,238	.31
Hattie et al. (1997)	Outdoor Education	All (Australia)	96	1,728	.34
Marsh (1999)	Camping (Self-concept & Self-esteem)	Children/Adolescents (USA)	22	1,139	.25
Hans (2000)	Adventure Programme (Locus of Control)	All (USA/Australia)	24	1,632	.38
Wilson & Lipsey (2000)	Wilderness Therapy	Juvenile ⁽³⁾ Delinquents	22	3,000	.18
Bunting & Donley (2002)	Challenge (Ropes) Course	All (USA)	15		.55
Staunton (2003)	Adventure Therapy	All (USA)	17	1,000	.42
Bedard (2003, 2004)	Wilderness Therapy	Juvenile ⁽²⁾ Delinquents (USA)	23	2,042	.45
			44	2,796	.43
Gillis & Speelman (2008)	Challenge (Ropers) Course	All (USA)			
Baker (2011)	Adventure Therapy	All (Australia)	18	982	.42
George (2011)	Outdoor Behavioural Healthcare	All (USA)	25	4,172	.45
Bowen & Neill (2013)	Adventure Therapy	All (USA)	197	17,728	.47

3. Although “juvenile delinquent” is a term that has been used in research, it is not a label that I would choose to use due to the pejorative connotations and the problems with such labels.

Life Effectiveness Skills

Life effectiveness can be conceptualised as a person's displayed capacity to adapt, survive and thrive across a variety of situations - how well one is prepared to deal with life's demands. Neill (2008) argues that life effectiveness skills comprise of various generic personal and social life skills that can be developed through intervention. Although different, life effectiveness is often considered as, or correlated to, an array of other constructs e.g. self-concept, self-efficacy and resilience. Indeed the design of the Life Effectiveness Questionnaire (LEQ) was influenced by these theoretical constructs (Neill, Marsh & Richards, 2003). In essence, life effectiveness refers to how successful the learner perceives her/himself to be in various psychological and sociological ways; the extent to which a learner exhibits different fundamental life-skill behaviours such as time management, social competence, achievement motivation, intellectual flexibility, task leadership, emotional control, active initiative and self-confidence (Neill et al., 2003). It has been suggested that the greater one's life effectiveness skills, the more likely one is to achieve success in life (Neill, 2003).

Since the LEQ is one of the inventories chosen for use in the current study, the constructs that make up the overall life effectiveness score on the LEQ are briefly explained below. It should be noted that there are limitations of such measures as they rely on self-reporting and, as such it is generally the person's assessment of the associated behaviours and attitudes that pertain to these constructs that are reported, rather than a more objective assessment, hence many of the constructs below refer to the person's perceptions of the element. The LEQ measures life effectiveness using eight separate factors: time management, social competence, achievement motivation, intellectual flexibility, task leadership, emotional control, active initiative and self-confidence.

Time Management

This construct refers to how well learners use their time. It should be noted however that this concept of effective time management appears to be more desirable in industrialised western societies (Neill, 2008). Time management is likely to overlap with other constructs such as self-regulation, self-discipline and goal setting. OAE programmes,

where learners are provided with specific, challenging goals, are thought to help develop time management skills.

Social Competence

As a construct, social competence covers a wide range of social skills that represent how successful a learner's perceived social interactions are. Social competence incorporates effective communication, empathy and conflict resolution. In previous research, this construct has been referred to in various ways as interpersonal competence, interpersonal intelligence and social skills. Psychological research has shown that intervention and training can improve social skills (Gresham, 2015; Park, Ellingsen, & Laugeson, 2017), although these studies are often limited to at-risk learners or those diagnosed with specific disorders. The intention of this broad social competence construct is to be pertinent to a diverse variety of learners and across a wide range of social situations (Neill, 2008).

Developing social competence has been a fundamental objective of many OAE programmes (Hattie et al., 1997; McKenzie, 2003; Richmond, Sibthorp, Pohja, & Gookin, 2015; Paisley, Furman, Sibthorp, & Gookin, 2008). By their very nature, OAE programmes are designed to be conducive to the development of social competence in that they are usually conducted in an unfamiliar environment, in smaller groups, living in close proximity for days or weeks, where learners are exposed to diverse cultural/social perspectives and are able to try out new social roles within a (hopefully) supportive setting. Furman and Sibthorp (2013) refer to expedition behaviour, which is the prosocial behaviour that occurs in expeditionary groups. In the South African context, the term *Ubuntu* refers to this concept of sharing and togetherness, the spirit of humanity (Makoba, 2016; Nyawuwe & Mkabela, 2007).

Achievement Motivation

Achievement Motivation refers to the extent to which a learner is motivated to accomplish excellence and make the necessary effort to achieve it. Although psychological theory suggests a link between motivation and achievement (McClelland, 1985), that is the more motivated learners are to achieve, the more likely they are to achieve; it is also

probable that achievement in return boosts motivation. McClelland (1985) also proposed that achievement motivation develops over time and is shaped by life experiences. Developing achievement motivation is a common outcome sought by OAE programmes, as demonstrated by the OB motto “*to serve, to strive, and not to yield*” (Outward Bound International, 2018). The idea is that, by presenting directed opportunities for learners to achieve difficult goals during OAE, they will develop their overall motivation to achieve and excel in other aspects of their lives (Neill, 2008).

Intellectual Flexibility

Intellectual flexibility refers to the extent to which learners are amenable to the ideas of others and appropriately alter their opinions to accommodate better ideas. This could also be considered as open-mindedness or open thinking. The development of intellectual flexibility is encouraged in OAE programmes by exposing learners to new ideas, settings, viewpoints and cultures. I believe this to be particularly important in a diverse society like that in South Africa.

Task Leadership

The term Task Leadership is a gauge of how effective a learner is in motivating and leading others when a task ought to be done. Although developing leadership skills is a common goal of OAE programmes (Moore & Russell, 2002), the extent thereof is dependent on the programme design and structure of the group. Observing group leaders and peers as role models may also provide learning opportunities for effective leadership skills. It has been argued that what is considered to be leadership development in OAE, may well occur incidentally from developing other life effectiveness skills such as active initiative, effective teamwork and social competence (McKenzie, 2000).

Emotional Control

Emotional Control refers to the learners’ capacities to control their emotions in difficult or potentially stressful circumstances. Having the ability to remain calm in new, changing or stressful situations appears to be an adaptive response linked with positive life outcomes (Cherniss & Goleman, 2001). Learners who are able to control their emotions experience less psychological distress (Bonanno, Papa, Lalande, Westphal, & Coifman,

2004), greater resistance to depression and better behavioural restraint (Kanner, Feldman, Weinberger, & Ford, 1991). Duckworth and Seligman (2005) found that exercising self-discipline outdid IQ in predicting the academic performance of adolescents. In OAE programmes, the aim is often to develop a learner's emotional coping skills through guided exposure to difficult and demanding situations (Neill, 2008).

Active Initiative

Active Initiative refers to the amount of effort of a learner in initiating action and putting energy into novel situations. In addition to the likelihood of active initiative improving performance within the school setting, it can also help with managing one's personal life (Neill, 2008). Larson (2000) argued that although initiative is essential for adults in the 21st century, there are few opportunities for adolescents to learn it. Taking initiative and responsibility is a common and key outcome of OAE programmes, often described in terms of learners developing independence, becoming self-reliant and resourceful.

Self Confidence

Self-confidence refers to the extent to which learners have a sense of trust in their abilities, qualities and judgement: a belief in their self-worth and the likelihood of succeeding. Self-confidence can be understood as the combination of self-esteem and general self-efficacy (Neill, 2005). A learner with a positive belief in the efficacy of their capabilities is more likely to persevere through challenging situations in order to succeed in reaching objectives. Enhancing self-confidence is possibly the most frequently publicized aim of OAE, although researchers argue that caution needs to be taken: that interventions should help learners to develop and discover their full potentials, rather than vacuously boost self-esteem, as this is more likely to enhance self-confidence (Leather, 2012). Most OAE programmes are designed to deliver tasks of escalating difficulty, with the idea of creating a sense of mastery (Neill, 2008). While self-confidence is a common aim of OAE, it is less frequently measured as an outcome. Researchers more commonly measure associated constructs such as self-concept, self-efficacy and self-esteem.

Empirical Research into Life Effectiveness

Since its development in Australia in 2003, the LEQ has been used in a number of studies around the world to measure the impact of OAE on learners' life effectiveness skills (McLeod & Allen Craig, 2004; Sibthorp & Arthur Banning, 2004; Thomas 2018; Louw et al., 2012). This review will critically evaluate three of these studies that are most relevant to the current research, two of which were conducted in Australia and one in South Africa.

McLeod and Allen Craig (2004), using mixed methods research, evaluated an experiential learning and outdoor education programme on the life effectiveness of 104 adolescent private school boys (average age 14 years) in Australia. The boys were required to take part in, at minimum, one outdoor education trip, but no more than two. The objective of the research was twofold: one was to examine the change in life effectiveness skills after participating in each aspect of the programme; and the second aimed to establish whether the outdoor education aspect had a greater effect on life effectiveness skills when compared to other programme areas. The programme under investigation was the Pre-Senior Life Effectiveness Programme (PSLE), which was implemented over a period of ten months during year 9, with the purpose of aiding and supporting these learners to develop positive self-concepts, improve psychological wellbeing, communication and other important life skills. The programme included a "core" academic component and three "option" components, which were either expeditions (outdoor education, OE) or special co-curricular/academic interests (experiential learning). The researchers had the learners complete the Life Effectiveness Questionnaire (LEQ-H) at four points in time: pre-intervention and immediately following the first, second and third "option" components of the programme. The study also used a Social Validation Questionnaire (SVQ) to strengthen and complement the results by providing a qualitative aspect, to gain a deeper insight into the learners' LEQ responses. Learners anonymously completed the SVQ (consisting of eight open-ended questions) at the end of the "option" component each term.

Results demonstrated that while the life effectiveness skills of the learners increased after each component of the programme, there was a significant difference between the life effectiveness skills of those learners who took part in the two outdoor education programmes in contrast to those who only participated in the one. For the quantitative

aspect of the study, a one-way ANOVA was used to compare the mean scores and determine any statistical difference from pre- to post- intervention. Results indicated that the learners' life effectiveness skills significantly increased ($p < .05$) from pre-intervention to post-intervention. The authors also conducted an ANOVA to explore differences in overall Life Effectiveness between the outdoor education group and non-outdoor education group, again illustrating a significant difference between the groups ($p < .05$), with those learners who participated in two outdoor education trips demonstrating a higher mean score in Life Effectiveness skills than the combination of special curricular & academic interest groups. Interestingly, the pre-intervention overall LEQ scores were higher for those learners in the outdoor education group compared to non-outdoor education group, a factor that needs to be considered when interpreting the data.

Qualitatively, the findings from the SVQ reflected the learners' personal feelings, both backing up and disputing the results of the LEQ. The authors report that most of comments made were from those learners attending the outdoor education option. They report that while the majority of comments were positive, there were some learners who did not feel that the programme was beneficial for them. This finding supports the idea that in order for positive results to occur, there has to be preparedness for change and recognition of change (Davidson, 2001). Although this quantitative aspect of the study was an attempt to understand the outcomes and perceived benefits from the learners themselves, the SVQ did not allow for more than a few comments from the learners. The study may have benefitted from semi-structured interviews with some of the learners. An additional benefit would be to obtain the perspectives of the school staff and leaders of the PSLE programme.

The main strength of this research lay in the mixed methods approach, which provided triangulation of the data and is valuable in its contribution to OAE research in general and evaluating the outcomes of this PSLE programme in particular. However, as acknowledged by the authors, there were a number of methodological limitations including 1) an overlap of skills in the outdoor education and experiential learning options which makes it difficult to ascertain the specific aspects that contribute to improving life effectiveness skills; 2) the compulsory nature of the programme may have influenced the results, as some learners may have had a negative attitude to the programme; 3)

generalisation beyond this group of private school boys is difficult as the programme could have a different impact on learners from lower socio-economic groups, females or mixed-gender groups; and 4) there was no control group as the whole year group participated in the programme and as such the one could argue that increases in life effectiveness skills could be attributed to normal life experiences and maturation. Overall, this study contributed to the continuing discussion about the effects of OAE and provides a comparison for the LEQ aspect of the current study, even though the learners are slightly younger in the McLeod and Allen Craig (2004) study.

Thomas (2018) conducted a naturalistic study, also employing mixed methods and also focused on year 9 private school learners ($n=260$), but from different schools (Hong Kong and Brisbane, Australia); comprising both males and females. The main aim of the study was to identify teaching and learning strategies that endorse OAE learning outcomes from the learners', school teachers' and OAE leaders' points of view. Data from the qualitative component came from semi-structured interviews with teaching staff (6) and OE leaders (8) as well as five focus groups ($N = 53$ learners); three groups from the Hong Kong school and two from the school in Brisbane. Quantitatively, the LEQ-H was administered to all learners and used to measure the effectiveness of the programme and to ensure that the learning objectives were being met. This was administered pre-intervention and towards the end of the programme. The results from the LEQ-H for both schools demonstrated medium to large effect sizes (Cohen's d) for six out of eight of the subscales, the author arguing that the variations in scores across the subscales could be due to cultural differences. The overall size effect for the LEQ was Cohen's $d = 0.39$ for the Hong Kong school and Cohen's $d = 0.51$ for the Brisbane school, indicating positive changes in the learners' self-perceptions of their life effectiveness skills. The qualitative findings were presented using four themes: experiential engagement, reflection, functioning as a community and expeditionary learning.

Thomas (2018) was able to weave key theoretical concepts with current research and used quotes to support the findings. It was difficult to link the qualitative findings back to the outcomes of the LEQ in relation to the subscales, e.g., time management, intellectual flexibility and so on. Another aspect that the author did not explain in greater detail was the

large differences in scores on particular domains of the Asian learners compared to the Australian learners, which warranted further attention. For instance, the Asian school demonstrated an effect size of Cohen's $d = 0.52$ for time management, compared with the Australian school which was Cohen's $d = 0.13$. Similarly, the Australian school showed an effect size Cohen's $d = 0.74$ for achievement motivation, compared to the Asian school's effect size Cohen's $d = 0.18$. Moreover, the social competence domain did not demonstrate significant results for either schools and yet 'functioning as a community' emerged from the qualitative data. The fact that the LEQ and the qualitative aspects did not extend beyond the end of the programme is an additional limitation, since no account has been made for post-event euphoria. Other limitations as mentioned by the researcher included: that the results were perhaps not generalisable beyond the participants in this study; and similar to the McCleod and Allen-Craig (2007) study, the OAE programme was compulsory, which may affect the results.

Both of the above studies were conducted in Australia and as my study was conducted with South African learners as participants, it was imperative to try and find studies that included a more local population. There were only a few relevant published articles from South Africa, two of which focused on university students. However the study by Louw et al., (2012) quantitatively explored the impact of an OAE programme on black high school learners. Forty learners ranging in age from 12 to 17 years (mean age 14.5 years) were randomly assigned to control (20) and experiential (20) groups. The experiential group participated in a five day OAE programme in the North-West province of South Africa. The LEQ-H was administered pre-intervention, immediately post-intervention and again 6 months after the programme, in order to assess whether the effects, if any, were long lasting. Statistical analysis revealed effect sizes for overall life effectiveness skills (control vs. experimental) of Cohen's $d = 0.35$ for the short-term effect (T1 to T2) and Cohen's $d = 0.50$ for long-term effect (T1 to T3).

The domains that showed a short-term moderate practical difference for experimental group compared to controls were: social competence, emotional control and active initiative. The long-term impact of the programme on the life effectiveness skills of

the learners demonstrated a moderate practical significance in five of the eight domains (see Table 2.2 below) and a moderate effect size ($d=0.49$) for total life effectiveness.

Table 2.2

Long-term effect sizes in different LEQ domains

Domain	Effect Size (Cohen's d)
Intellectual flexibility	0.63
Self confidence	0.62
Emotional control	0.49
Achievement motivation	0.45
Social competence	0.39

Interestingly enough, although the authors begin the discussion espousing the importance of time management in life effectiveness, this is one of the domains that did not yield a positive result after participating in the OAE programme. Moreover, while the authors reported that, when compared with the control group, the experimental group demonstrated a moderate practical significant difference in total life effectiveness, the small number of participants brings into question the statistical power of the deductions.

The limitations of the study and the contradictory results were ascribed to the problems inherent in adolescent self-assessments, language barriers of the LEQ and the fact that these learners were still developing. Although the authors did mention observations and interviews in the conclusion of the study, this did not form part of the analysis. It would have added value to study to have a qualitative component in order to understand what the OAE meant for the learners and the perception of the value of this experience to them, if any. Furthermore, an ethical concern in this study is that the control group may have felt 'deprived' of the experience, especially if it was beneficial. While this study certainly contributed to existing research into evaluating the impact of OAE in South Africa, it was limited to black high school learners and no gender differences were taken into account. As is clear from the above-mentioned studies, there are gaps in the literature, which this current study aimed to address.

Resilience

Resilience as a construct is an important one to explore in OAE, since it is recognised in facilitating the development of learners' social competence, problem-solving skills and autonomy (Twenge & Campbell, 2009; Zolkoski & Bullock, 2012). These are protective coping skills that allow learners to function well in society and to handle adversities in the future (Hayhurst et al., 2015). As such, acquiring these resilience skills has been identified as an important aspect of positive youth development (Ewert & Yoshino, 2011).

However, resilience is a nebulous concept and there are still debates as to whether to consider resilience as a process, a set of traits or an outcome (Ewert & Yoshino, 2011). Most researchers do seem to agree, however, that resilience is a dynamic concept that alters with time (Whittington, Aspelmeier, & Budbill, 2016). Resilience originates from the Latin, meaning 'to jump back'. In OAE research, psychological resilience refers to the process of adapting well when faced with adversity (Hayhurst et al., 2015), an individual's ability to 'bounce back' from challenging experiences (de Villiers & van den Berg, 2012) and the capability to change or transform (Neill & Dias, 2001). Similar concepts that have been used in the literature including hardiness (Kobasa, 1979), mental toughness (Clough, Earle, & Sewell, 2002), resourcefulness (Rosenbaum, 1990) and some would argue, grit (Duckworth, Peterson, Matthews, & Kelly, 2007).

It has been claimed that experiencing a moderate amount of stress or adversity during adolescence can make a learner psychologically stronger and more resilient to future stress and adversity. This is referred to as 'steeling' or 'stress-inoculation' (Scarf et al., 2016). Similar to immunization, whereby just as one gains immunity to infections through the controlled exposure to the pathogen, so it is proposed that controlled exposure to a difficult challenge can provide a form of psychological immunisation (Rutter, 2000). In setting up OB, Hahn bemoaned the fact that that modern day lives were lacking "the inoculative, resilience-enhancing challenges, which had been an everyday part of pre-industrial lives" (Neill & Dias, 2001 p. 2).

OAE programmes mimic the internal and external factors necessary for developing resilience, often providing metaphorical and literal opportunities to practice resilience, for

example, getting back on your bicycle when you fall off, persevering when things are tough, having the courage to face your fears and the determination to tackle challenges (Whittington et al., 2016). Many OAE programmes rely upon this development-by-challenge theory (Neill, 2008) or ‘comfort zone’ model, which is based on the premise that when individuals are placed in a stressful or challenging situation and taken out of their comfort zones, they will respond by overcoming their fears and grow as individuals.

In this model learners are encouraged to ‘stretch themselves’ by moving beyond their comfort zone, expanding their preconceived limitations and, by implication, learn and become better people. Luckner and Nadler (1997) posit that creating a learning environment that has dynamic tension involving a sense of disequilibrium is key to change. The idea being that, in their attempt to re-establish equilibrium, learners will develop adaptive systems that will help them when dealing with uncertainties and challenges in the future.

However, other researchers have argued that traditional models of change that rely on risk and disequilibrium may not be the most effective ways of facilitating transfer of important life skills (Berman & Davis-Berman, 2005; Davis-Berman & Berman, 2002; Passarelli et al., 2010; Sproule, Martindale, Wang, Allison, Nash, & Gray, 2013). Brown (2008) also contends that using risk to promote states of dissonance is perhaps not the best method for learning and suggests that the ‘comfort zone model’ be reframed as a metaphor as opposed to a model. Some studies have demonstrated that activities in which the learners were pushed outside of their ‘comfort zone’ were not necessarily the ones that resulted in the best learning experiences (Leberman & Martin, 2003) and may not be appropriate in all cultures (Purdie & Neill, 1999).

Moreover, studies have also shown that it is not enough to merely participate in a challenge, but it is the overcoming of the challenge in a supportive environment that is important for personal growth (White, 2012). This is consistent with Vygotsky’s (1962) zone of proximal development (ZPD), discussed in more detail in the following chapter, which suggests that effective learning occurs when experiences are within the learners’ ZPDs. If the challenge is too easy, the learners will not be sufficiently tested to promote development; conversely, if the challenge is beyond the learners’ capabilities or comfort

zones, this could result in learners disengaging or maladaptive behaviour (White, 2012). An additional component is the nature and helpfulness of the learning that is provided. The Yerkes-Dodson Law (1908) offers a similar representation related to the degree of difficulty of a challenge, whereby performance increased with challenge but only to a certain point; when levels of challenge became too high, performance decreases (Boudreau, 2017, please see Figure 2.1). The challenges of OAE, for some learners, could be beyond this optimal point, thus provoking too much anxiety.

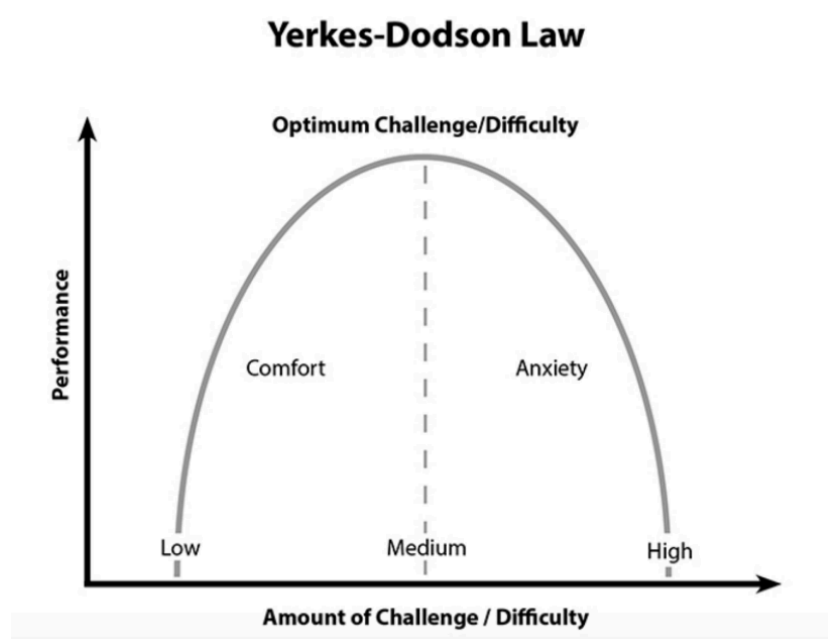


Figure 2.1

Yerkes-Dodson Law illustrating optimum balance between challenge and performance (Boudreau, 2017)

Berman and Davis-Berman (2005) advocate a positive psychology approach to OAE, maintaining that learners develop positively when they feel physically and emotionally safe. Likewise, Fredrickson, Tugade, Waugh and Larkin (2003) argue that positive emotions increase the likelihood of persevering in the face of adversity, thus enhancing resilience. Some researchers propose employing a strength-based approach, whereby an awareness of their strengths can enhance a learner's perception of their skills and in so doing, increase the chances of challenge-skill congruence (Norris, Williams, O'Connor & Robinson, 2013).

This notion of ‘playing to one’s strengths’ is supported by some OAE research, which has demonstrated that learners who show more awareness and ability to apply their natural talents reported greater levels of perceived benefits and personal growth (Passarelli et al., 2010). Similarly, providing activities that supported autonomy, appropriately balancing challenges and skills, were found to increase learner engagement (Ewert & Sibthorp, 2014). Furthermore, ensuring that learners felt competent and autonomous during OAE activities has been shown to enhance intrinsic motivation and facilitate positive group dynamics (Houge Mackenzie, Son, & Eitel, 2018).

Empirical studies on resilience and OAE will be addressed in the next section and although there are a number of studies that have reported an increase in resilience following participation in OAE programmes (e.g., Bloemhoff, 2006, 2012; Neill & Dias, 2001; Hayhurst et al., 2015; Ritchie, Wabano, Russell, Enosse, & Young, 2014), there are some studies that report no increase in resilience following participation in OAE (Skehill, 2001); and others that demonstrated no greater increases in resilience when compared with a control group that did not attend OAE (Ewert & Yoshino, 2011). Researchers argue that perhaps adversity or challenge alone does not enhance resilience but rather it is the interaction of adversity and protective factors that is central to developing resilience (Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, 2003). Adolescent learners who are well resourced, with protective factors within their own capacities, their families and within their social contexts, which may lead to increases in their abilities to adapt to adversity, that is, resilience can be enhanced (Ohlsson et al., 2003). It has been shown that social support is a good predictor of psychological resilience: a perceived supportive social network or belonging to the in-group increases an individual’s ability to deal with adversity and challenges, enhancing resilience (Neill & Dias, 2001; Scarf et al., 2016). OAE programmes, while offering controlled exposure to challenges, also attempt to provide a supportive group atmosphere to meet this objective.

Empirical Research on Resilience

A fundamental tenet of OAE lies in the premise that challenging learners will result in physical and psychological growth (Czikszentmihalyi, 1990; Luckner & Nadler, 1997).

Research suggests that challenging and/or stressful situations in which OAE participants often find themselves, are useful in helping participants develop an adaptive system that could assist them in future adverse situations (Neill & Dias, 2001; Overholt & Ewert, 2015, Whittington et al., 2016). In this section, a number of studies that examine the effect of OAE on psychological resilience will be critically evaluated.

In their seminal study, Neill and Dias (2001) reported a significant increase in resilience of young adults after participating in a 22-day OB programme in Australia when compared with a control group. The experimental group was made up of 41 young adults (19 females, 22 males) with a mean age of 21 years and a slightly smaller control group, including 31 students, of whom only 3 were male with an average age of 24 years. Resilience was measured using the Resilience Scale (RS) (Wagnild & Young, 1993) at two points in time: the first day of the course (T1) and the last day of the course (T2) for the experimental group; and for the control group the questionnaire was administered 5 weeks apart for T1 and T2. The authors reported a very large change in the overall RS score for the experimental group, with an effect size = 1.10 compared to an effect size of .34 for the control group. Data analysis using a 2 x 2 x 2 mixed-design ANOVA demonstrated a significantly greater change in resilience for the experimental group in the interaction between group and time ($p = .01$); although the interaction between time, group and gender suggested that changes in self-reported measures of resilience were consistent across gender ($p = .16$). Social support was also measured with a multiple linear regression conducted using the RS effect size at T1 and T2.

Neill and Dias's (2001) findings were that perceived social support was positively related to resilience growth during the OB programme, although this is limited due to the fact that the measures of perceived social support were previously untested single-item measurements. The greatest strength of this study was in providing empirical evidence for the notion of enhancing resilience through participation in OAE. However, the study was limited to young adults participating in a long OB course in Australia and as such may not be representative of other OAE programmes or populations. In addition, it was not clear whether participation in the OB programme (the experimental group) was voluntary or not and this could have affected the findings. This is an interesting omission, particularly as the

researchers noted that the initial resilience scores of 14 participants who withdrew from the programme for medical or personal reasons was significantly lower than those who did complete the programme. Other methodological issues include the small sample size, which raises concerns over the validity of the statistical power reported. Additionally, the longevity of the resilience gains would benefit from a more longitudinal study; and the transferability of these gains to day-to-day life also requires investigation. While quantitative measures are useful to identify outcomes of OAE, this study would have benefitted from a qualitative component to better understand the type of social support required to enhance resilience. That said, this research has influenced a number of other studies internationally and is indeed contributory to the current study, which aims to address some of the limitations mentioned above.

Hayhurst et al's., (2015) two-part study of enhancing resilience in youth during a sailing voyage around New Zealand has been lauded for its design modification in the light of methodological limitations found in the first part of the study (Scrutton & Beames, 2015). Study 1 employed experimental group of 63 voluntary participants (mean age of 16.55) and 63 in the control group (mean age of 19.42). Self-report measure of resilience, using a shortened version of Wagnild and Young's (1993) Resilience Scale (RS), was administered on day 1 (first day) and day 10 (last day) of the voyage, while the control group's were taken on the first day of a psychology course and repeated 10 days later. The researchers used a 2 x 2 mixed-model ANOVA design, with results revealing an increase in resilience of statistical significance ($p < 0.02$) for those who participated in the voyage when compared with controls. The authors' discussion revealed a number of methodological limitations, including not randomly selecting the experimental group and recruiting a non-comparable control group in terms of age and character (although baseline measures of resilience were undifferentiated). Moreover, they felt that taking the baseline resilience measurement on day 1 could have altered the outcome (i.e., measured lower resilience) due to the stress of starting the voyage. Thus they cautioned that the increases in resilience may not be attributable to the voyage but rather a return to participants' previous levels of resilience once the stress of the voyage was over. The researchers also acknowledged the lack of a longitudinal aspect of the study, noting that the increases in reported levels of resilience could be due to 'post-group euphoria' (Marsh, Richards, &

Barnes, 1986). A final limitation to the study that the authors mentioned was the fact that while levels of resilience increased, the psychosocial processes contributing to this increase were not addressed. A follow up study five months later (Study 2) addressed most of these weaknesses.

The design of part two of Hayhurst et al.'s (2015) study was adapted to employ a more comparable group, that is, the control group comprised high school students with a mean age of 16.4 (experimental group 16.5 years). A repeated measures assessment of resilience (using RS scale) was taken at four points in time: a month before the voyage (T1); day 1 of the voyage (T2); the final day of the voyage (T3) and five months post-voyage (T4). Other psychosocial measures: self-esteem, self-efficacy and social effectiveness were conducted at the beginning and the end of the voyage. Initial analyses revealed that there were no main or interaction effects for gender and so these were removed from further analysis. Repeated-measures ANOVA of resilience scores for the participants over the four time periods revealed a main effect ($p < 0.001$). Further analysis comparing T1 to T2, T2 to T3 and T3 to T4 demonstrated a significant effect only for T2 –T3 ($p < 0.0005$), indicating that resilience increased over the course of the voyage and appeared to be maintained five months post-voyage. There were also significant increases in the scores on self-esteem ($p < 0.001$), self-efficacy ($p < 0.001$) and social effectiveness ($p < 0.001$). Effect sizes were 0.24; 0.25, 0.36 respectively and were calculated using eta-squared rather than Cohen's d (which is more commonly used in OAE). Additionally the researchers ran a standard multiple regression to assess the extent of the relationship of these psychosocial constructs (and additional predictor variables of belonging, social support and perceptions of the weather) and resilience. The overall regression was significant ($R^2 = 0.37$, $F(6, 60) = 5.81$, $p < 0.001$) and there were significantly positive effects for increased social effectiveness and increased self-efficacy and a negative effect for perceived weather. In keeping with the development-by-challenge theory, this latter negative effect of the weather is an interesting one as it suggests that challenge may be an important feature in encouraging resilience development.

Whilst Hayhurst et al.'s. (2015) study has supported previous OAE research that advocates challenge and perseverance, social support and a positive self-regard in enhancing resilience, it would have benefited from a qualitative component to better

understand the perspectives of the participants on how these factors may have contributed to their increased resilience. Moreover, this study was conducted on a voyage, which has its own particular challenges that are not necessarily transferable to other OAE programmes like *Journey*. Participants came from different schools and were selected on the basis that those who demonstrated lower self-confidence would benefit more from the voyage and this could have had an effect on the results. As these studies were conducted in Australasia, it is important to gain an insight into resilience studies in a more local population. However, there is a dearth of studies from South Africa, the majority of which pertain to at-risk groups. A search for local South African literature revealed two studies that explored the effect of an adventure-based programme (ropes course) on resilience in at-risk adolescent males (Bloemhoff, 2006) and high-risk adolescent females (Bloemhoff, 2012).

Adopting a pre-post test research design with an experimental group of 46 boys (average age 16) and a control group of 60 males (average age 15.4) from two rehabilitation centres, resilience was measured using The Shortened Protective Factor Scale (Witt et al., 1996). This scale, which was administered to the learners immediately before and immediately after the intervention, comprises 10 protective factors from four conceptual domains (i.e., social environment, perceived environment, personality and behaviour). Learners in the experimental group took part in a once-off 4-hour ropes course while the control group attended class as usual and completed the questionnaire with a four-hour gap in between. After conducting a *t*-test to determine equality of pre-intervention scores between the experimental and control groups, data were analysed using ANCOVA with pre-test scores used as the covariate. The results demonstrated a highly significant increase ($p < 0.01$) in seven out of ten protective factors in the experimental group after participating in the ropes course, when compared with the control group, and a significant increase ($p < 0.05$) in one factor. The two factors that did not show an increase were 'interested & caring adults' and 'levels of control against deviant behaviour'; findings that are not consistent with previous research but which could be attributed to the short length of the programme. Although this study involved so-called at-risk adolescents, all adolescents could be considered at-risk at some point of their development into adulthood and thus, based upon these positive results, advocates the introduction of OAE programmes for all learners. There are a number of limitations to this study, a few mentioned by the author (the

absence of females and that the study was not longitudinal). Aside from the difficulty in generalising this study to other populations of learners, another limitation is the lack of a qualitative component, which would have given a better understanding of why a strengthening of these protective factors enhances resilience.

Bloemhoff (2012) addressed the one limitation in the above study by examining the effect of a ropes course on the resilience of high-risk adolescent females. This is important because the bulk of research that has been conducted in OAE in South Africa has been limited to male learners. The author once again used an experimental (29 females, average age 17.2 years) and control (38, average age 16.5 years) pre-post test design measuring resilience using The Shortened Protective Factors Scale (Witt et al., 1996), which was translated into Afrikaans. Participants were selected from a youth care and education centre for learners with special educational needs. All of these learners experienced behavioural/emotional problems.

Data collection followed the same procedure as the 2006 study conducted by the same researcher. The paired *t*-test did not demonstrate any difference in pre-test scores of both groups. ANCOVA analysis yielded results that demonstrated a significant increase in two of the factors ($p < 0.05$) and a highly significant increase for seven of the ten factors ($p < 0.01$). The one factor that did not show an increase for the experimental group was 'value attached to achievement', which was different to the findings of the males, although for the most part, the outcomes of the study are similar. Interestingly, there was a 46% attrition rate from the experimental group who decided not to participate in the ropes course. The author attributes this to a gender stereotypical perception of risk and suggests that participation in OAE programmes could in fact challenge these dominant social constructs, which has previously been considered to be a male domain. Although these studies were conducted six years apart, Bloemhoff compares the two studies, citing similarities between the results. He does, however, acknowledge that this article does not provide the scope for explaining the variances. Aside from the fact that the only construct under investigation is resilience, the limitations mentioned by the author refer to the lack of generalisability from this convenience sample of high-risk adolescent females to other populations; and the lack of longitudinal research, which is important to establish the

longer-term effects of the OAE programme. While this research does contribute somewhat to the understanding of OAE in South African adolescents, there are many limitations to the study.

Emotional Literacy

A number of studies have illustrated how participation in OAE contributes to positive personal development, particularly self-concept, for example: Ewert (1989), Hazelworth and Wilson (1990), Larson (2007) and McNamara (2002). Emotional literacy (EL) is used to explain the ability to understand and express feelings, that is being able to identify, appreciate, manage and appropriately express emotions and to distinguish, comprehend and appropriately respond to the expressed emotions of others (Faupel, 2003). EL is useful in developing good communication skills and enhancing our relationships with others. Although emotional literacy is rather an abstract concept, it helps to move away from the negative associations of emotional intelligence (Faupel, 2003).

EL signifies a shift in emphasis from cognition and behaviour in education, and also alludes to the idea that, like reading and mathematics, it is a concept that can be taught. EL has two dimensions: personal competence, (i.e., self-awareness, self-regulations, motivation and social competence, that is: empathy and social skills Faupel, 2003). This is similar to the five interrelated core competencies that the Collaborative for Academic, Social and Emotional Learning model (CASEL, 2005) suggests may provide a foundation for better school adjustment and academic achievement (please see Figure 2.2). The image below displays the CASEL model, which not only illustrates the similarity with the constructs of EL, but also demonstrates how these skills and development fit in with the various system levels that influence the learners' environments.



Figure 2.2
Wheel of core Social Emotional Learning competencies (CASEL, 2005)

The understanding and management of emotions is increasingly viewed as fundamental to the growth and development of learners. There are many who question the usefulness of academic attainment and achievement without the foundations of intra- and interpersonal skills and competencies (Robinson, 2010; Zhao, 2009; Zins & Elias, 2006). Within an increasingly globalised world, rapid advances in technology and the ever-present social media, EL has been said to be even more important in helping learners adapt to constantly changing circumstances and society (Weissberg, Kumpfer, & Seligman, 2003). The two key dimensions of EL, personal competence and social competence (Faupel, 2003), will be explained below.

Personal Competence

Personal competence consists of three main aspects, i.e., self-awareness, self-regulation and motivation. This is distinct from social competence, which includes empathy and social skills.

Self-awareness

This refers to being able to recognise and understand one's own emotions, personal preferences, strengths and weaknesses. Self-awareness represents the foundation of EL

because without this awareness and understanding, it is not possible to move on to other competencies such as self-regulation, motivation and social competence. In addition to recognizing our emotions, we also need to understand how our emotions affect our thoughts, behaviour and actions. Self-awareness requires an accurate assessment of self, knowing our strengths and weaknesses and understanding what is within our competence and what is beyond us. It is a realistic and balanced appraisal of our skills and competencies (Faupel, 2003), which is seems easy to describe but is more challenging to attain.

Self-regulation

Self-regulation refers to being able to effectively regulate one's emotions, thoughts and behaviour in different situations: successfully handling stress, managing impulses and self-motivation. This also includes being able to establish and work toward personal and academic goals (CASEL, 2013). Self-regulation is dependent upon the physiological maturity of particular brain structures and the interaction of these brain systems with experience (Casey & Caudle, 2013).

Motivation

Motivation concerns both the goals we select and the resolve to accomplish these goals. Ryan and Deci (2000) noted two types of motivation, extrinsic (outside) and intrinsic (inside). Extrinsic motivation refers to the motivation to execute a behaviour or engage in an activity in order to earn a reward or avoid punishment, while intrinsic motivation refers to engaging in a behaviour for the associated personal reward; doing an activity for its own sake. Motivation is a complex issue with some research proposing that extrinsic motivation and intrinsic motivation are not contradictory and can coexist. Successful learners are able to discriminate between when to work for which type of reward, since both types of motivation interact (Lemos & Veríssimo, 2014). While extrinsic motivation is helpful in some situations, it is argued that the most successful learners are those who are intrinsically motivated; those who enjoy what they are learning (Schunk, Pintrich, & Meece, 2008). Ryan and Deci's (2000) self-determination theory (SDT) suggests that when a learner's basic psychological needs of autonomy, competence and relatedness are met, the learner will be intrinsically motivated, which then results in optimal learning and engagement. Intrinsic motivation has also been shown to correlate positively to more effective coping

and problem solving skills, greater persistence, improved confidence, communication, collaboration, stronger relationships and ultimately better performance (Sproule et al., 2013); all of which can be enhanced by OAE (Houge Mackenzie et al., 2018).

Social Competence

Social competence refers to the ability to be aware of and to understand and to react to the emotions of those around one; and is demonstrated by empathy and social skills (Faupel, 2003). Although personal and social competences are separated from a construct perspective, it should be noted that intrapersonal and interpersonal development are inextricably intertwined and influence each other (Myers & Twenge, 2013).

Empathy

Empathy can be defined as being able to experience and appreciate the emotions of others (Vossen & Valkenburg, 2016). The way in which we understand those around us, why they behave in the way that they do, is influenced by our own life experiences and will strongly determine the quality of our relationships. Thus the first undertaking of social competence is being able to notice, read and be considerate of the thoughts and feelings of others; listening and being attentive to the signals that others are sending us form the basis of empathy (Faupel, 2003). Empathy is useful in building and strengthening positive group dynamics by learning to understand, appreciate and communicate cross-culturally. Empathy also prepares learners to be better leaders, if they need to take up such roles, as they need to understand those that they lead and demonstrate through their decisions and actions that they care.

Social Skills

Although empathy is principally about understanding how others view the world by paying attention to the messages being conveyed, the second component of empathy is being able to communicate to others that they have been heard and appreciating that their interpretation of a situation may be very different from ours. There are various levels of social skills; some are discreet, such as using appropriate facial expressions, eye contact, tone and volume of voice and body language. Others are more generalised like smiling, laughing, using humour and seeking/offering help when required. As an ideal, adolescents

should be learning to resist inappropriate social pressures, to negotiate conflict in a constructive manner, to communicate effectively and cooperate with others.

As well as developing the competence at taking the perspectives of others, appreciating diversity and respect others, another important aspect of social skill is the ability to understand the social and ethical norms for behaviour. As such, social skills would include establishing and maintaining healthy and rewarding relationships with diverse individuals and groups.

Empirical Research about Emotional Literacy

Although there have been a number of studies examining the effect of OAE on positive youth development and outcomes, such as an increase in resilience or a decrease in undesirable social behaviour; as yet there has been very little research on the impact of OAE on EL, particularly in an adolescent population. There has, however, been some research on the effects of OAE on the related concepts of social emotional competencies (SECs) and emotional intelligence, which will be reviewed below.

Using mixed method research, Ee and Ong (2014) explored which social and emotional competencies (SECs) were enhanced following participation in an OAE programme. They also examined which SECs were predictive of responsible decision-making. In this study, 93 learners (54 males and 39 females with a mean age of 14.1), who were randomly selected from two secondary schools in Singapore, attended a two-day overnight camp. Ee and Ong (2014) adapted the SEL Camp Questionnaire used in their study from the Social Emotional Competencies Questionnaire (SECQ, Zhou & Ee, 2012). The researchers administered this questionnaire twice: pre-intervention (T1) and again after the final camp activity (T2). Reliability for the subscales of self-awareness, self-management, social awareness, relationship management and responsible decision-making varied from Cronbach's alpha value of 0.84 – 0.91. In addition, learners were given a handbook in which to record their thoughts and reflections. Teachers facilitated specific reflection sessions on each day of the camp. Although the researchers did not mention any specific analysis for the qualitative data, they listed five questions that were used to guide the learners' reflections, such as: 'What I learnt about myself'; 'What I notice about

relationships (me & others and others & others) and ‘What are two or three words you can use to describe how you are feeling about this activity?’ (Ee & Ong, 2014, p. 31). Teachers were also asked to record their observations on how students behaved during certain activities and scenarios, using a checklist provided.

Data analysis on 76 completed pre- and post-camp questionnaires was conducted using a paired-samples *t*-test to examine the changes in the learners’ SECs. Results demonstrated significant increases across all five SEC scores after the camp, with effect sizes ranging from Cohen’s *d* 1.25 – 2.52 (much larger than reported in previous research).

Learners’ responses from their reflections supported these findings with 48.89% of the learners reporting a greater sense of self-awareness, 26.12% relationship management, 16.42% self-management, 4.69% social awareness and 3.88% responsible decision-making. The activity that most appeared to enhance self-awareness and self-management skills was the Night Walk, while Station Games raised the level of relationship management skills. Accounting for 71% of variance, multiple regression analysis on the post-camp questionnaire revealed that all four SECs significantly predicted responsible decision-making ($R^2 = 0.71$, $F(4,86) = 52.01$, $p < 0.001$).

The lack of a control group means that it is difficult to definitively attribute the increases in SEC competencies directly to the camp. Moreover, planned camp activities were developed with the intention of enhancing SECs which is different to many OAE programmes, which are less structured and sequenced and occur in ‘wilder’ spaces. The administration of post-camp questionnaire immediately after the final activity may have distorted the findings due to the post-camp euphoria. Furthermore, no mention was made of the cultural composition, demographics or SES status of the learners, all of which could have had an effect on the development of SECs. The qualitative aspect added strength to the study in substantiating the quantitative results, with the added dimension of the teachers’ perspectives; although more may have been gleaned from semi-structured interviews of both teachers and learners. Interestingly, in contrast to the learners’ reflections, the teachers’ evaluations of the learners were that although they demonstrated a moderate amount of self-

awareness, self-management, social awareness and responsible decision-making; relationship management was the lowest of all SECs.

In a study that appears to be closer in design to the OAE programme to be described, Oppen, Maree, Fletcher and Sommerville (2014) evaluated the efficacy of OAE in developing emotional intelligence in adolescent males. Employing a pre-post test experimental design, 76 Grade 10 learners from an independent boys high school in South Africa completed the Bar-On Emotional Quotient Inventory: Youth Version (Bar-On EQ-i:YV, Bar-On & Parker, 2000) before embarking on a 23-day OAE (also referred to as “The Journey”), at the end of “The Journey” and again three months later. The Bar-On EQ-i:YV measures EI components of inter-and intrapersonal abilities, stress management, adaptability and general mood.

Data were analysed using repeated measures MANOVA to determine programme effects at post-test and follow up against baseline scores. The results of the MANOVA univariate tests demonstrated a significant difference in all EQ factors over time ($p < 0.05$). Total EQ scores from pre- to post- “The Journey” revealed a medium effect size (partial Eta squared (η_p^2) = 0.385), which was sustained three months on ($\eta_p^2 = 0.207$). Examining the subskills of EI, there was a medium effect size increase in the scores on intrapersonal skills and adaptability and a small effect size increase in interpersonal skills, general mood and stress management after participation in “The Journey”. However, at the three month follow-up, there was only a medium effect size for scores on adaptability and small effect sizes for intrapersonal skills and general mood. This illustrates that while there was a sustainable increase in overall EI of the learners following “The Journey”, this effect appeared more lasting on certain subskills than others, although the authors did not provide an explanation for this.

The Bar-On EQ-i:YV demonstrated good validity and reliability, although studies have found that a correlation of only .21 between self-report measures of EI and an ability-based measure (Brackett & Mayer, 2003), indicating that people may not be provide accurate estimates of their emotional intelligence. Schwartz and Belknap (2017) refer to research measuring trait emotional intelligence with traits (i.e., empathy, adaptability,

persuasiveness, initiative) that correspond to constructs of both EL and life effectiveness skills.

Opper et al. (2014) acknowledged the limitations of the generalizability of the study as the participants were predominantly white males attending one independent school in South Africa. The lack of control group challenges whether changes in EI could be attributed to “The Journey”. The study would have benefited from a qualitative component, substantiating the quantitative results as well providing an insight into what “The Journey” means for the learners and the value or perceived benefits to them. This is important as the success of OAE hinges on how the learners internalise meaning from the experience and how they apply this to life beyond the OAE experience.

In the U.S.A., Stuhr, Lecomte and Sutherland (2017) conducted a qualitative case study exploring the perceptions of 12 college freshmen (age range 18-24) on their social emotional learning (SEL) following a 3-day adventure-based learning (ABL) experience. The ABL curriculum included activities that allowed the participants the opportunity to develop intra- and interpersonal relationship skills (IIRS). It should be noted that ABL uses a series of sequenced physical activities to purposefully develop IIRS. Similar to the bulk of OAE research in U.S.A. that investigates programmes offered by organizations such as OB and NOLS, these participants took part voluntarily and did not know one another before the commencement of this short OAE programme.

Data were collected several weeks after the ABL from the participants’ written journals, interviews and photo-voice journals. Analysis was directed by open and axial coding of themes that arose from the transcripts of the journals and interviews. It could be argued that the themes that emerged, friendship (social connection and social support) and mindfulness (reflective awareness and serenity) are somewhat aligned with CASEL’s two core competencies, namely relationship skills and social awareness respectively. These findings both support the literature on OAE (in terms of relationship skills and social awareness) and extend the literature with the emergence of mindfulness as an outcome. Although there is research supporting the idea that OAE encourages introspection and self-reflection (Schwartz & Belknap, 2017), mindfulness as an outcome, has not previously been

reported. Acknowledged limitations of the study included that the findings cannot be generalised to a broader population. The authors suggest a larger sample and quantitative measures to discover any statistical significance of friendship and mindfulness.

Gender and OAE

Whereas much of the research corroborates the positive effects of OAE, the impact of gender is complex and more difficult to evaluate (Carter, 2002; Leupp, 2007). This is surprising given that gender is possibly the most prevalent individual difference (Neill, 1997). Historically, OAE has typically been depicted as a masculine domain reserved for (white) men and boys (Culp, 1998; Dooley, 2016; Warren, Mitten, D'Amore, & Lotz, 2019), with programmes such as OB originally designed to make “men out of boys” (Humberstone, 2000). Even today, policy makers and OAE programme providers appear to be predominantly white males (Gray, 2016).

There is evidence of an increase in female OAE participation over the past three decades, although researchers argue that women and other ethnic groups (other than white people of European origin) are still under-represented (Gray, Allen-Craig, & Carpenter, 2017; Humberstone, 2000). It has been suggested that while women from contemporary Western societies are challenging the dominant social constructs and gender stereotypes (Bloemhoff, 2012), adolescent females still struggle to realise an accurate sense of who they are. This is exaggerated by the social contradictions they face while growing up in societies, where patriarchal attitudes may diminish female competencies (Whittington, Nixon, Mack, Budbill, & McKenney, 2011). However, other research suggests that outdoor activities could assist in challenging gender stereotyping (Pohl, Borrie & Patterson, 2000; Whittington, 2006) and resisting traditional female roles could lead to developing a new sense of self (Anthonissen, 2011). What is apparent from the literature is that where they are distinguished from each other, males and females have different expectations of OAE experiences and different qualitative experiences, which could affect the outcomes of programmes (Gray, 2016; Gustafsson, Szczepanski, Nelson, & Gustafsson, 2011; Neill, 2002).

Neill's (1997) review on the effect of gender on OAE experiences reports mixed results, with some studies showing greater changes in scores for males, some demonstrating greater "change" scores for females and some where there were no gender differences or a mixture of gender differences (Hendy, 1975; Mitchell & Mitchell, 1989; Owens, 1984; Marsh, Richards, & Barnes, 1986 as cited in Neill, 1997). There have been a number of more recent studies that have examined the impact of gender on OAE experiences (Dooley, 2016), outcomes of single-sex and co-educational programmes (Bloemhoff, 2006, 2012; Leupp, 2007; Overholt & Ewert, 2015; Whittington et al., 2011) and the psychological, social or physical processes for females and males during OAE experiences (Gustafsson et al., 2011; Richmond et al., 2018; Whittington & Aspelmeier, 2018). The results from these studies have also found mixed results, a few of which will be critically evaluated below. I have selected these particular studies as, not only do they provide a basis for comparison in terms resilience and concepts similar to life effectiveness and emotional literacy, but they also focus on gender differences in the experience of OAE.

Despite an original hypothesis that males would show a more noticeable improvement in self-concept following an outdoor education programme, Leupp (2007) found the reverse to be true from her case-study analysis of the Camp Putah programme in California, USA. Participants included in Leupp's study were boys and girls ranging in age from 9 – 14 years. Two methods of quantitative evaluation were employed and these were supplemented by qualitative data from interviews and written responses. The quantitative evaluation was used as a measure of self-concept whereby a positive programme evaluation indicated a positive change in self-concept. Thirty evaluations from 11 females and 19 males were tabulated for this part of the study. The second set of data comprised only 9 responses (5 females and 4 males) to the purposely designed questionnaires mailed to all participants attending the camp in 2006. Interviews with two females and one male, as well as one of the OAE programme co-ordinators, provided the qualitative aspect of the study. Findings revealed almost equal rankings by males and females on programme evaluation and self-assessments, although the scores for changes in self-concept were greater for females than they were for males (illustrated by an average rating scale of 2.6 out of 5 for males and 3.2 for females).

The written responses that formed part of the qualitative component of the study substantiated these results. Leupp (2007) argues that these results contradict the claims that OAE benefits males more than females and proposes that by letting females enter a traditionally male domain, OAE may have a greater effect on females' self-concept.

Although this is original and worthwhile, it is a very small-scale study and thus caution is recommended when interpreting the data and generalizing the study beyond this immediate population. Due to the small sample, statistical analysis was not possible thus limiting the validity and reliability of the results. In addition, the qualitative aspect was very circumscribed. As this was a retrospective study, the recall of the participants may not be as accurate as it would be immediately after the experience. Nevertheless, the study is valuable in that it identifies gender may be a contributory factor to an individual's experience of OAE and should not be overlooked.

In their two-phase study on the development of resilience through participating in an OAE programme offered by a large U.S.A. university, Overholt and Ewert (2015) found an interaction effect between gender and time in the first phase (quantitative) of the study. They conducted a second (qualitative) phase, which involved semi-structured interviews in order to better understand these results. The first phase involved a pre-post- survey measure of resilience, the modified resilience questionnaire (MRQ, Ewert & Yoshino, 2008). This was administered to 18 university students (mean age 20.5) enrolled in a semester-long OAE programme. Two control groups ($n = 48$ in general leisure group, and $n = 44$ in leadership course) also completed the questionnaire at the start and end of the semester. Repeated-measures ANOVA showed a significant interaction between gender and group on growth ($p < .05$). Males enrolled in the OAE and the leadership class reported decreased levels of resilience, while there was a reported increase in levels of resilience in the leisure group. In contrast, the females in the general leisure class reported a decrease in their resilience scores but in the OAE and leadership classes, there was a reported increase in females' resilience score.

In order to better understand these results and the students' experiences, semi-structured interviews were conducted with a few students (3 male and 3 female) selected

from the OAE group. This qualitative phase took place about a year after the OAE course, which the authors maintained, provided a longitudinal element to the study. On the other hand, this delay in data collection could have distorted the memories of the students and thus their own reflections. Interestingly, specific ideas of resilience did not emerge from the original analysis of the qualitative data, with the main themes being leadership, technical and teaching skills, transferring skills to real life situations, self-discovery, challenge and personal growth and relationships with colleagues and instructors. Resilience was introduced after the initial discussion and students were asked to explain their interpretations of resilience and asked to reflect on the results of phase 1. The findings suggest that males and females not only experience resilience differently, but also that the processes that enable this effect differ for males and females.

While Overholt and Ewert's (2015) study contributes to the literature by expanding understanding of the effects of gender on the outcomes of OAE, it is limited by a small sample size, particularly the experimental group and qualitative groups. Moreover, there appeared to be some overlap in the expected outcomes of the leadership course and the OAE, which could have distorted the results.

With a focus on female-only programmes, Whittington and Aspelmeier (2018) conducted a study in which 711 females (mean age 12.03 years) participated in either traditional camp setting ($n=228$); mixed camp setting ($n=248$); experiential education ($n=164$) and adventure education ($n=71$). The length of programme varied from 3 – 49 days, with an average participation of 17.7 days. Resilience was measured using the Adolescent Girls' Resilience Scale (AGRS, Whittington, Aspelmeier, & Budbill, 2014), to measure: Positive Peer Relationship and Confidence. Employing a 2 x 4 (Time 1 vs. Time 2 and programme type) mixed model ANOVA, the researchers were able to assess whether there was a change in the females' self-reported levels of resilience and whether the levels of resilience differed for different programme types.

There was a significant increase in overall resilience over time ($p < .001$); and across all four programmes females reported significantly higher levels in resilience after participating than before, although the size of change was modest. The largest effect size

when measuring the increase in resilience was observed in females who took part in the adventure programme (= .04); modest increases were reported from mixed camp settings and experiential programmes (= .02); and the smallest increases were found in the traditional programmes (= .005).

In order to understand the patterns of change in resilience fully, additional analysis of Positive Peer Relationships and Confidence was conducted. For Positive Peer Relationship, for those females who took part in adventure education, experiential education and mixed programmes, relationships with others were significantly more enjoyable after participating in the programmes, while those in the traditional camp settings did not demonstrate a significant change. There was an overall main significant effect for time for the Confidence factor ($p > .001$) and while all females taking part in all of the programmes reported significantly more confidence having taken part in programme, those who participated in the adventure programme showed the biggest change (= .05).

Whittington and Aspelmeier (2018) utilised a well-developed reliable and valid instrument to measure resilience outcomes in adolescent females. While the AGRS captures certain aspects of resilience, it does not capture personal characteristics or support structures that are also associated with resilience. There were also other factors that were not taken into account that could have altered the outcome of the results, for example demographics, length of programme and previous camp experience. The addition of a qualitative component could have further substantiated the results of the study as well as giving insights into the value and perceived benefits for the participants. Having reviewed the literature and identified the gaps in the literature, the following section provides the context for and highlights the importance of the current study.

Rationale for Current Study

As demonstrated above, there is a paucity of research studies on OAE in South African schools and to the researcher's knowledge, none that have been conducted in the Eastern Cape of South Africa; certainly none that has evaluated *Journey*. This is interesting particularly given the following historical events in and around the Great Fish River: there are a number of stone-age sites and San rock paintings in this area demonstrating that

humankind has inhabited the region for hundreds of years. The Khoekhoen (Khoi) settled in the area around 1700AD and were displaced during Frontier Wars that took place in the late 18th and 19th centuries, which saw various groups battling for ownership of the land (Boonzaier, Malherbe, Berens, & Smith, 2000). These historical sociocultural aspects, as well as the unique plants, vegetation and diverse wildlife, provide a context for learners to acquire skills and strategies for sustainable living and learning lifelong habits of observation and reflection.

In addition, there are a number of limitations and gaps in the literature that this study aims to address. The current study provides a large sample size for statistical analysis and includes data from interviews with a greater number of learners than previous studies. Also, although ethnicity was not included as an affect on outcome, the population of learners in the current study includes both genders and is multicultural, thereby addressing some of the limitations illustrated in the reviewed literature.

Moreover, *Journey* differs from most programmes in the literature in that it is a school-led programme, compulsory for all learners attending these schools whereafter the learners return to the same school setting. While the philosophy of mandatory participation in OAE is perhaps debatable, this school-led programme developed over the past 15 years has been considered to have more benefits for the learners than drawbacks (please refer to Chapter 1 for the overview of the development of *Journey*). To date very little research has been conducted on compulsory participation in OAE, with participants that are already known to one another. These are important factors that need to be taken into account when interpreting the findings. Furthermore, as males and females take part in the same *Journey*, the researcher was able to conduct a direct comparison of the quantitative measurements, as well as the perceived benefits, between the two genders. An additional strength of this study is that there are multiple constructs under investigation.

Finally, even with the increase in worldwide studies of OAE, there is limited research that examines the experiences of the main consumers, the learners themselves. The qualitative component of this study thus makes an attempt to give the learners a 'voice'. Few studies have incorporated both qualitative and quantitative data several months after an OAE. To address this gap in the literature, the current study used both quantitative and

qualitative data collection methods before, immediately after as well as four months following the OAE experience.

To address the limitations mentioned above, and to ground the research in the local context, three research questions were identified to examine the effect of *Journey* on self-reported measures of life effectiveness, resilience and emotional literacy of Grade 10 learners; to explore the effects of gender on the experience of *Journey* and to try and understand what *Journey* means for the learners in terms of value and perceived benefits. The theoretical framework underpinning this study will be introduced in the following chapter.

Chapter 3

Theoretical Framework

Introduction

The previous chapter reviewed the literature and identified gaps in the OAE research. To ground the research in the local context, research questions were developed to explore the relationship between outdoor education and the perceived psychosocial benefits for adolescents within a South African setting (these will be expanded upon at the beginning of chapter 4). This chapter locates the study within the appropriate theoretical paradigms as outlined below.

There is a tendency for OAE researchers to draw upon other disciplines such as psychology, sociology and education to develop theories and models. While there is no one “theory of OAE”, the theoretical foundations of OAE are generally based upon the constructivist model of humanistic psychology, drawing upon sociocultural theories, as well as the more recent field of positive psychology (Seligman & Csikszentmihalyi, 2000). These approaches underscore the humanistic ideas of agency and empowerment, the potential for personal growth and development of healthy relationships (White, 2012). In keeping with the theoretical underpinnings of previous OAE research, this study will also adopt an underlying social constructivist paradigm with a theoretical synthesis of different complementary perspectives: Dewey’s pragmatism and experiential learning (1916), Vygotsky’s sociocultural theory (1978) and positive psychology, all of which are located within the broader bioecological model that evolved from Bronfenbrenner’s (1979) initial ecological systems theory, all of which will be explained below.

Social Constructivism

As an epistemological premise, social constructivism is based on the principle that knowledge is socially constructed through interaction with others; the emphasis is placed on the importance of culture and context in understanding and applying knowledge (Raskin, 2002). Dewey (1916) is frequently referred to as the philosophical founder of social constructivism, while Vygotsky (1978) is arguably one of the leading theorists amongst the social constructivists. By late 20th century, Dewey’s and Vygotsky’s writings were

amalgamated into the wider approach of contemporary constructivism (Hyslop-Margison & Strobel, 2007). Although social constructivism is often considered as the basis of some learning theories, it is perhaps more appropriate to consider it as a philosophical explanation about the nature of learning (Packer & Goicoechea, 2000).

Social constructivism is governed by the following fundamental principles: that knowledge is socially constructed; learners physically construct knowledge and need experience in order to acquire it; and learners create knowledge by forming their own representations or symbols, meanings and concepts through interactions with others, often based upon internalising language that is first in the interpersonal domain (Vygotsky, 1986). While constructivism emphasises the unique experiences and interactions of each person, social constructivism highlights the influence of our cultures on us, shaping the way that we view things in life (Leather, 2012). Within the social constructivist paradigm, sense is made of the world through an individual's own encounters and actions (Adams, 2006; Leather, 2012; Quay 2003). It is recognized that learners actively construct knowledge within a social context, rather than learners being passive recipients of knowledge (Quay & Seaman, 2016). Learners then utilise the foundation of their previous experiences as a basis for new knowledge.

Furthermore, this concept of development and learning that is based on relational, dynamic interactions between individuals and their environment, is coherent with our complex, increasingly globalised world. Although perhaps not true for societies in Africa and Asia, in the Western world, the clear demarcation between societies has blurred, people are communicating and developing together on a more global scale, often working towards a common fate (Stetsenko, 2008). The remainder of this chapter will illustrate how Dewey's (1916) pragmatism and experiential learning, Vygotsky's (1978) sociocultural theory, positive psychology and the broader bioecological framework of Bronfenbrenner (1979), each make a unique contribution to the study, complementing one another to provide the theoretical underpinning for this study.

Dewey's pragmatism and experiential learning

Dewey (1938) is often touted as the philosophical founder of social constructivism and the father of contemporary experiential learning (Priest & Gass, 2005). Dewey's (1938) pragmatic approach rejected the dualistic theory of knowledge of modern philosophy and instead adopted a naturalist approach that knowledge results from an active adaptation of individuals to their environment (Hickman et al., 2009). Educationally, this means that for learners to adapt and learn, they should interact with their environments. However, Dewey believed that learners required some support and structure provided by their teachers; in other words, these experiences should not be totally free and student-led (Gray & MacBlain, 2015). Dewey contended that a progressive educational approach that allowed learners to have maximum freedom was not the solution to the restrictive limitations of traditional, instructive education; but rather that a balance was needed between the agency of the learner and the structure of the learning environment (Hickman et al., 2009). He reasoned that experiences had the ability to be educative but only under certain conditions; otherwise they may become miseducative (Dewey, 1938).

Dewey (1934) also suggested that empathy and effective self-regulation were fundamental skills which ought to be taught and practiced within an educational environment. He maintained that, rather than prepare a learner for a fixed goal, educators should encourage learners to grow and develop and to mentor them to continue this growth through into adulthood and on into the unpredictable futures they are likely to face. Hickman et al. (2009) suggest that Dewey's view on the educational system was that it should be devised to educate people about the world in which they live, how they fit into that world and thus provide them with skills to enable them to contribute to that world.

Dewey maintained that science and philosophy are rooted within the contexts of cultural practice (Hickman et al., 2009). He proposed that a learner's experiences stem from two principal sources: the learner's amassed past experiences and the interaction between past experiences and the current situation. Dewey disputed the fragmentation of knowledge, being ardently in favour of a more interdisciplinary holistic approach, where learners are able to explore their environments, while advocating that teachers be familiar with the conditions of the local community including the physical, historical and economical aspects,

so as to use them as educational resources (Colucci & Colombo, 2018). OAE, grounded in the theory of experiential learning, is well placed to provide these experiences for learners. This is similar to Vygotsky's (1978) sociocultural theory whereby the internalisation of meaning related to past interactions and experiences of the learners combine to uniquely affect their current and future experiences.

Vygotsky's Sociocultural Theory

In the early twentieth century, Vygotsky, a Russian psychologist, established a developmental learning theory known as the Sociocultural Theory of Cognitive Development. The main assertion of this is that children are embedded in different sociocultural contexts and that their cognitive development is enhanced through social interactions with more skilled individuals (Tudge, 1990).

Vygotsky's sociocultural theory incorporates and emphasises the role of other people and the specific cultural-historical milieu of the learner in the development of understanding (John-Steiner & Mahn, 1996). Paramount to this theory is the social nature of learning and the importance of communication and interactions with others. Vygotsky suggested that learning and development cannot be separated from the social context in which these are embedded. Believing that children actively construct knowledge, sociocultural theory can be considered as one of the foundations of constructivism.

Vygotsky (1962) introduced the concept of the 'zone of proximal development' (ZPD), which refers to the area where skills, knowledge and abilities are within the learner's reach but not yet mastered. However, with an appropriate amount of mediation or assistance, learners can successfully accomplish what is required of them (Gallimore & Tharp, 1990). Although the ZPD was already referred to in the 1962 translation of Vygotsky's *Thought and Language*, he advanced this idea further in his book: *Mind in Society* (Vygotsky, 1978). In his own words, the ZPD is "the distance between the actual developmental level as determined by independent problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Thus the roles of others in assisting learners are important.

As mentioned in the previous chapter, Vygotsky (1962) argued that successful learning experiences occur when they are delivered within the learners' ZPD: if the task is too easy and learners are not sufficiently tested, development may not occur. Equally, if the challenge exceeds the learners' abilities or comfort zones, the learners may disengage or partake in maladaptive behaviour (White, 2012). Other researchers have expanded the notions of the means of enhancing development in the ZPD via 'learning with assistance' or mediation (Gallimore & Tharp, 1990). While Tudge (1992) reiterates that the ZPD is created during the course of social interaction and peer collaboration, Mercer (1994) asserts that the difference between actual and potential levels of development is not merely a reflection of an individual's own cognitive potential, but is also a measure of the influence of the cultural framework supporting that learning. Learning with assistance is, therefore, inextricably bound within sociocultural contexts - a notable departure from considering learners as isolated individuals, succeeding or failing on their own.

More recently Roosevelt (2008) suggested that the fundamental purpose of education, from a Vygotskian perspective, is to ensure that learners remain within their own ZPDs as much as possible. This is achieved through learning that is interesting and culturally meaningful, and that problem-solving tasks are slightly more difficult than those they are able to do alone. As such, learners will need to work together with more competent peers (or with a teacher or adult), in order to successfully complete the task.

The premise of this approach is that once learners have completed tasks cooperatively, they will be more likely to complete that task individually on the next occasion, thus effectively raising the learner's ZPD for that particular task. This echoes Gallimore and Tharp's (1990) proposal that the process is a gradual progression from a socially regulated activity to self-regulation; where the initial need for support for new concepts and techniques encourages autonomous execution of the activity later.

Abiding by the principles of social constructivism, OAE should provide a supportive yet challenging environment, which is similar to the 'scaffolding' (Wood, Bruner, & Ross, 1976) derived from Vygotsky's sociocultural theory (1978), to support and extend learning; where teamwork is encouraged, allowing learners to develop greater independence through acquiring social and emotional skills. This learner-centered approach can be also viewed

from a bioecological perspective (Bronfenbrenner & Ceci, 1994), a useful framework from which to investigate the relationship between the biologically developing learner and the complex ecology of their lives.

The Bioecological Model

Adolescent development, particularly social and emotional development, does not exist in a vacuum but is rooted within the social, economic, cultural and political framework and across the passage of time (McHale, Dotterer, & Kim, 2009). Developmental psychologist, Urie Bronfenbrenner's book, *The Ecology of Human Development: Experiments by Nature and Design* (1979), argued that established models of human development, overlooked the vital influence of biological factors on psychological growth. He proposed that rather than considering the developing child as a "tabula rasa on which the environment makes its impact" (Bronfenbrenner, 1979, p. 21), development is a dynamic, reciprocal interaction between the individual and the environment; an environment that is not limited to the immediate surroundings, but encompassing the interconnections between different settings as well as the external influences from the broader realms. Unlike most developmental theories of that time, where the focus was on a specific domain such as cognition, social or biological factors, Bronfenbrenner (1979) emphasised the interrelationships of different domains, their progression and their contextual variations (Darling, 2007).

Bronfenbrenner (1979), one of the first psychologists to adopt a holistic approach to human development, initially formulated Ecological Systems Theory, demonstrating how development is influenced by four ecosystems, each nested within the others: the microsystem; mesosystem, exosystem and macrosystem. (Please see Table 3.1 for an explanation of the systems, which are listed from closest to the individual to the furthest).

Table 3.1
Explanation of Bronfenbrenner's (1979) Ecological Systems Theory

System	Definition
Microsystem	This system is the first and most immediate layer of the systems and refers to the pattern of activities, roles, relationships and interpersonal interactions that the developing individual experiences in a given setting with specific physical and material characteristics.
Mesosystem	This system is the next layer from the individual and encompasses the interrelations between the microsystems in which the developing individual is an active participant. (e.g., relations among school, home and peer group)
Exosystem	This third layer refers to elements of the microsystem that do not involve the active participation of the developing individual but may do so indirectly. An example is of a parent losing a job, leading to the financial strain and stress that could affect the child.
Macrosystem	This outermost layer encompasses cultural and social beliefs and values as well as political, legal and economic systems that influence the individual's development. Examples are the indirect influences of national government, ethnicity, socioeconomic status and gender norms.

Over the next few decades, Bronfenbrenner and colleagues (e.g., Bronfenbrenner, 2005; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 1998) systematically developed the ecological systems theory to become what is known as the bioecological model. Within this model, it is the person and not the environment that is at the center. A fifth system, the chronosystem was also introduced into the bioecological model, referring to the ways that individuals and their environments change over time. Further evolution of the theory placed an emphasis on the processes and role of the biological individual, with the Process-Person-Context-Time (PPCT) model becoming the foundation of the 'mature' bioecological model of human development (Rosa & Tudge, 2013).

This bioecological model or framework will be adopted in this study since it highlights the importance of acknowledging the reciprocity between developing individuals and their surrounding environmental contexts and the interactions between these contexts

(Tudge, Mokrova, Hatfield, & Karnik, 2009). This is evident in some OAE research where the authors have discussed issues pertaining to the micro- and macro-contextualisations of OAE, suggesting that the relationships between individuals, community and place be reconstructed (Waite, 2010) and understood at macro-levels (e.g., educational framework) and micro-levels (e.g., learners' self-perceptions), while also taking into account that there are relationships and reciprocal influences between and within these levels or systems (Christie et al., 2014).

Positive Psychology and the Theory of Wellbeing

Positive psychology is essentially considered to be the science of optimal human functioning or wellbeing (Passarelli, Hall & Anderson, 2010). Although Seligman (1999) has been credited with the development of the positive psychology movement, the term was in fact referred to by Maslow (1954) in his studies on motivation and personality (Lopez & Snyder, 2009) and can arguably be traced as far back as Aristotle's concept of eudaimonic wellbeing (Keyes & Annas, 2009). Seligman's (2002) notion of positive psychology began as the study of emotions, feelings and positive behaviours with human happiness as the final goal. In his later PERMA model, he suggested that positive emotion, engagement, relationships, meaning and accomplishment are measurable elements of wellbeing (Seligman, 2011). The aim of positive psychology was to redress the imbalance of the existing medical model of psychology that had been prevalent since the second World War, which focused on healing the 'diseased' mind to building strength in treating and preventing mental illness.

The use of positive psychological concepts in the field of education has been expanding over the past two decades as a means to deal with the mental health and learning needs of the youth (Conoley & Conoley, 2009). Character strengths (Park & Peterson, 2006), along with gratitude (Froh, Sefick, & Emmons, 2008), flow (Csikszentmihalyi, 1990; Fave & Massimini, 2005), hope (Snyder, Lopez, Shorey, Rand, & Feldman, 2003), grit (Duckworth, 2016), and spirituality (Koenig, 2010) are examples of concepts studied and applied to education of the youth. Additionally, a resilient learner is able to work through challenges by using these personal strengths and resources and develop protective coping skills to deal with future adversities (Hayhurst et al., 2016).

Developing these positive psychological concepts in education offers a way of generating learning environments and experiences that augment the learners' greatest resources: their natural strengths and talents. This strength-based approach to education encourages learners to intentionally use their talents to overcome obstacles and achieve success in any environment in which they find themselves (Passerelli & Hall, 2010). The philosophy and expected outcomes of *Journey* underpins this viewpoint:

The Journey is meant to challenge the participants to extend their boundaries and build their strength and resourcefulness. This personal development may be physical, intellectual, social or spiritual. The programme for the Journey is cross-curricular. It will include leadership development, group dynamics, awareness of self and community engagement. The aim is to develop in each boy and girl a strong sense of identity, place, time and culture through inter-acting with the Eastern Cape's diverse environment, both social and natural.

(Please see Appendix B Journey Booklet 2017, page 4).

Theoretical Synthesis

Positive psychology is not without its critics (e.g. Wong, 2013; Wong & Roy, 2018), particularly with regard to whether claims about human psychology and behavior can be taken from a small culture-bound Western, educated, industrialised, rich, democratic (WEIRD) sample (Henrich, Heine & Norenzayan, 2010). Wong and Roy (2018) criticize positive psychology for its elitism and scientism and argue that this positivist paradigm bears the reductionist hallmark of the cognitive-behaviourists. In addition, the focus on self as opposed to the collective could be construed as contradicting the theories of Vygotsky and Bronfenbrenner. That said, we could argue that Dewey (1934) was able to adopt a pragmatic approach that was holistic, allowing a synthesis of the larger environment with and the learners' own experiences. As such, Wong (2013) proposes a multicultural and existential positive psychology (PP 2.0.), with an emphasis on meaning rather than happiness, that is more in tune with the pain and suffering of less fortunate people and resonates better with the theories of Bronfenbrenner and Vygotsky.

As discussed above, the constructivist approach considers learning to be a dynamic process in which the learner actively constructs knowledge. This is underscored in Dewey's (1934) pragmatic experiential approach whereby knowledge is constructed from both the learner's accumulated past experiences and the interaction between these experiences and the present situation. Dewey rejected the view of education that focused on repetitive rote learning and advocated that learning be grounded in real experience. OAE is well positioned to ensure these real life experiences for the learners.

Both Dewey and Vygotsky argue that each individual has a unique sociocultural legacy arising from interactions with others and events, that in turn shape the individual, others and further events (Russell, 1993). Vygotsky also suggested that internalisation of meaning associated with the learner's previous experiences combine to influence current and future experiences; and stressed the fundamental role of languaged social interactions in development. Elements identified by positive psychology such as positive emotions, relationships and meaning also arise from interactional sources. While this sociocultural perspective appears to be relatively new in OAE, it underpins how social interactions, collaboration, co-operation and teamwork that are seen as inherent to the learner's experience of OAE (Hoad, Deed, & Lugg, 2013).

Bronfenbrenner (1979) suggested that individuals both influence and are influenced by their environments. This provides a useful framework to investigate the reciprocity between learners and the multifaceted ecology of their lives. OAE, as a context, operates within complex nest of ecosystems, taking into account more than just the immediate microsystems of the environment but also the relationships between learners and leaders, between learners and places, all within the overarching historical and cultural milieu (Wattchow & Brown, 2011).

All of the above theories are based on the concept that social and psychological experiences occur within the realm of relations and interactions; they are embedded, delivered and co-constructed within contexts while also being inextricably entwined into these contexts (Stetsenko, 2008). By considering development as a dynamic, fluid process that occurs not just within the individual or within the environment, but as a continuous

dialogue and interchange between the two, these approaches attempt to transcend the individual-society and agency-structure dualisms (Lucey, 2007).

Conclusion

In conclusion, a social constructivist paradigm provides a sound platform for the synthesis of Dewey's (1934) pragmatic and experiential philosophy, Vygotsky's (1978) sociocultural theory, within a broader bioecological approach (Bronfenbrenner, 1979), and incorporating elements of positive psychology - all of which provide the foundations for the research aims of this study. This chapter has situated the study within what appears to be an appropriate research paradigm and the following chapter will outline the choice of methodology and research design, detailing the methods used to investigate the identified research questions.

Chapter 4

Methodology

Introduction

The previous chapter provided the theoretical framework for the study. Adopting an underlying social constructivist paradigm, with a theoretical synthesis of different complementary perspectives, this study serves to explore the relationship between OAE and the perceived psychosocial benefits for adolescents within a South African setting. To ground the research in the local context, three research questions were identified to enhance the understanding of the relationship between the experience of *Journey* and the learners' life effectiveness skills, resilience and emotional literacy. This was achieved by implementing a mixed methods approach of data collection and analysis.

Structure of the chapter

This chapter is divided into five sections. Section 1 offers an outline of the research design, purpose and paradigm and is followed by the motivation for a mixed methods approach and the methodological challenges involved in such mixed method research. Section 2 introduces the research setting as well as the recruitment of participants for both quantitative and qualitative components of the study. Section 3 outlines the ethical considerations and the manner in which these were upheld throughout the research process. Section 4 provides an overview of the quantitative research design and data sources (i.e., measurement scales used), procedures for data collection and quantitative data analysis, including issues of validity and reliability. Section 5 introduces the qualitative components of the study with a description of the research design, data collection procedures and the measures taken to ensure the methodological integrity of qualitative data analysis.

Research Aims and Objectives

The study served to enhance the understanding of the relationship between the experience of *Journey* and the learners' life effectiveness skills, emotional literacy and resilience, as well as what *Journey* meant for these learners. This was achieved by implementing a mixed methods approach of data collection and analysis. This research study aimed to add to and extend previous OAE research both locally and internationally. To date there have been no empirical studies into the outcomes of *Journey* at the schools

selected for the study, thus this research is unique in its attempt to explore the psychosocial outcomes, the gender differences in experiences of OAE and what this experience means for the learners in this particular context.

Findings from this study could encourage other educators and practitioners to investigate the efficacy of their own programmes when working with adolescents, thus guiding new research into OAE in S.A. It is hoped that this research will provide a framework for considering the outcomes of OAE and to encourage more widespread adoption of OAE (if found to be effective) where feasible. Due to the investigative nature and its execution within the real world situation, the research is limited to two independent schools in S.A., thus the results may not be generalisable across other South African settings.

Research Questions

RQ1. What is the relationship between *Journey* and self-reported measures of life effectiveness skills, emotional literacy and resilience of Grade 10 learners?

RQ2. How does gender affect learners' experiences of *Journey*?

RQ3. What does this *Journey* mean for the learners and what are the perceived benefits for Grade 10 learners?

Mixed Methods Research Design

It is clear from the above research questions that aspects of these can be answered using quantitative methods, whereas other aspects are more suited to qualitative approaches. As a third research paradigm, mixed methods research provides a practical synthesis of both qualitative and quantitative research, systematically integrating both methods into a single study.

Johnson, Onwuegbuzie and Turner (2007) suggest that mixed methods research, positioned between the poles of Plato (quantitative research) and the Sophists (qualitative research), is an attempt to appreciate the wisdom of both extremes while trying to find a midpoint appropriate for many research problems. Mixed method research, with its

pragmatic philosophy, can be considered as an approach to knowledge that attempts to take into account multiple perspectives and positions, always including quantitative and qualitative research. There are a number of other terms often used interchangeably, such as blended research (Thomas, 2003); mixed research (Johnson, 2006); multimethod research (Hunter & Brewer, 2003) and integrative research (Johnson & Onwuegbuzie, 2004).

Creswell and Plano Clark (2007) offer a definition of the pragmatic nature of mixed methods:

a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

Different terms are also given to whether the data are gathered sequentially or concurrently. In sequential mixed methods design, the data are collected using one method first, followed by the second method (e.g., quantitative then qualitative), with the analysis of the first method preceding the data collection of the second method. In concurrent mixed methods designs, the data are collected during the same period, often from the same participants (Onwuegbuzie & Leech, 2006). For the purposes of this study, a concurrent mixed and equal status design was utilised; whereby both quantitative and qualitative components occurred simultaneously, being given equal weighting to addressing the research questions. This involved independent but concurrent collection and analysis of quantitative and qualitative data in order to not only to corroborate quantitative data with qualitative findings, but also to gain a deeper understanding of the experiences of OAE (Creswell & Plano Clark, 2011). In doing so, this method goes beyond the numbers and seeks to describe what the learners are going through, what they are thinking and feeling, the context of their perspectives and the environment of which they are a part of.

Data collection for this study took place between September 2017 and April 2018 during 4 phases: Phase 1 (pre *Journey*), Phase 2 (during *Journey*), Phase 3 (on the final day of *Journey*) and Phase 4 (four months post *Journey*). Please see Table 4.1 for an outline of the four phases with details of the data collected at each point.

Table 4.1
Four-Phase Approach to Data Collection

Data Collection	Phase 1: Pre <i>Journey</i>	Phase 2: During <i>Journey</i>	Phase 3: Final Day of <i>Journey</i>	Phase 4: 4 months Post <i>Journey</i>
Life Effectiveness Questionnaire (LEQ)	X		X	X
Emotional Literacy Questionnaire (Emotional Literacy Learner Checklist for Pupils) *	X		X	X
Resilience Questionnaire Connor-Davidson Resilience Scale 25 (CD-RISC-25) *	X		X	X
Post Evaluation Questionnaire *			X	
Focus Group Semi-Structured interviews #	X			X
1:1 semi-structured interviews #			X	
Sub-Focus Group (i.e. 2 males and 2 females from each group) semi-structured interviews #			X	
Letter to School Principal *		X		
X – quantitative data X – qualitative data * - all students # - focus group only				

In this study, the findings and inferences or “point of interface” (Morse, 2009) occurred during data interpretation, addressing the multi-faceted research questions. Please see figure 4.1 that graphically illustrates this study design.

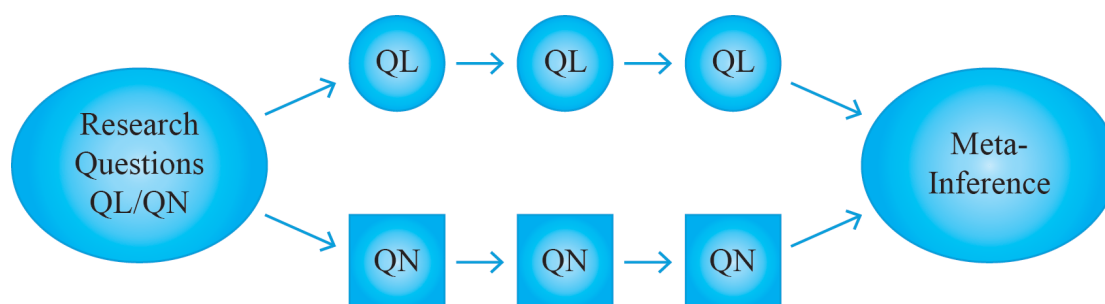


Figure 4.1
Concurrent mixed methods design with two components (QN = Quantitative, QL = qualitative)

Motivation for using mixed methods

Mixed methods use, and often draw from, clearly diverse philosophical positions (Creswell, 2005), bridging post-positivist and social constructivist worldviews, pragmatic and transformative perspectives (Greene, 2007). While recognising the significance of traditional quantitative and qualitative research methods, mixed method research provides a fuller portrayal of, and deeper insights into, the research study (Johnson et al. 2007).

Although the basis of mixed method research has been criticised for what was previously regarded as incompatible underlying paradigms (Hall, 2013), the collection of both quantitative and qualitative data in a single study is becoming increasingly popular in the social and behavioural sciences. By these means, researchers attempt to transcend the methodological debates over the merits of quantitative versus qualitative methods of studying human behaviour (Creswell, Plano Clark, Gutmann, & Hanson, 2003; Johnson & Onwuegbuzie, 2004). One of the strengths of a mixed methods approach is that with the combination of quantitative and qualitative methods, triangulation of the data occurs strengthening the validity of the study (Fraenkel & Wallen, 2006).

Triangulation is an important technique in psychological research as it enhances the credibility and validation of data through cross-corroboration from two or more sources and provides a richer and more balanced picture of the situation. There are four basic types of triangulation: data triangulation, investigator triangulation, theory triangulation and methodological triangulation (Denzin, 1978). The theoretical framework chapter has illustrated the triangulation of more than one theoretical perspective as the basis for interpreting the data; and this chapter will illustrate triangulation of data in terms of time and participants as well as methodologically, whereby a number of methods are used to gather data (e.g., interviews, observations, questionnaires and letters to the principals).

Quantitative methods are often conducted with larger samples and are mainly group-orientated, dealing with relationships between sets of constructs, in this case the relationship between the experience of *Journey* and the learners' reported measures of life effectiveness, emotional literacy and resilience (Tashakkori, Teddlie, & Sines, 2013). Quantitative studies are considered to be more empirically robust and supposedly 'objective'; however this narrow focus has the tendency towards limiting their validity to portray human experience (Wilson & Mclean, 2011). Qualitative research, in this case grounded on constructivist philosophical assumptions, assumes a subjective viewpoint whereby individuals, the researcher included, co-create their own realities. While quantitative numbers may indicate a change in scores on the self-report questionnaires, the qualitative description can provide a clearer understanding as to why these changes are occurring. By amalgamating both methods into one study, mixed method research adds clarity, depth and a better understanding of the social context (Robinson, David, & Hill, 2016).

Mixed methods studies, with their more pragmatic approach, allow for the inclusion of both quantitative and qualitative methods of data collection and analysis, thus tapping into the strengths and minimizing the weaknesses of both methods (Creswell, 2005). This approach is especially suited for exploratory research such as this, where an assortment of views is valued (Creswell & Plano Clark, 2011). Drawing from both forms of data allows the researcher to concurrently generalise results from a sample to a population and to gain a deeper insight into the phenomenon of interest (Hanson, Creswell, Plano Clark, Petska, & Creswell, 2005), while remaining methodologically congruent with the holistic philosophy

of OAE (Ewert & Sibthorp, 2014). There are a number of studies that employ both quantitative and qualitative measures to evaluate a programme as they not only complement one another, but also strengthen the research (Neill, 2008).

Characteristics of mixed methods design in this study

In this study, quantitative data collection and analysis was selected in conjunction with qualitative approaches because figures and statistics can be persuasive to policy-makers and stakeholders, for example, the school board, teachers, parents and learners (Mackenzie & Knipe, 2006), while the qualitative component offers a richer insight into the experience of the learners. Another benefit of combining both quantitative and qualitative measures is that audiences outside of academia are often more readily persuaded by narratives and visualising the research findings in context, rather than by merely being presented abstract statistical procedures (Tashakkori et al., 2013).

It is important to state that in this study, qualitative data were collected to gain a different perspective on the quantitative results and to understand what *Journey* meant for the learners, and the value that they gained from it. The intention was not to prove or disprove the efficacy of *Journey*. The addition of qualitative data in this study was useful to gain more nuanced views that would lead to deepening the meanings attached to such hard-to-measure constructs as life effectiveness, resilience and emotional literacy. Below, please find a brief description of these constructs, as these have already been explained in depth in the literature review chapter.

Life effectiveness (Neill, 2003) in this project refers to how successful the learner perceives her/himself to be in various psychological and sociological ways, that is, the extent to which an individual exhibits different fundamental life skill behaviours (e.g., time management, social competence, achievement motivation, intellectual flexibility, task leadership, emotional control, active initiative and self-confidence). It has been suggested that the greater one's life effectiveness skills, the more likely one is to achieve success in life (Neill, 2001, Neill et al., 2003).

Resilience refers to the process of adapting well when faced with adversity or challenging circumstances, the ability to ‘bounce back’ from challenging experiences (Bloemhoff, 2012). Resilience helps learners to develop social competence, problem-solving skills, autonomy and a sense of purpose (Twenge & Campbell, 2009) as well as helping them to handle future adversities (Hayhurst et al., 2015). Thus acquiring resilience has been considered a key aspect of positive youth development (Ewert & Yoshino, 2011).

Emotional literacy (EL) is being able to identify, appreciate, manage and appropriately express emotions and to distinguish, comprehend and appropriately respond to the expressed emotions of others (Faupel, 2003). EL thus has two dimensions: personal competence (self-awareness, self-regulations, motivation) and social competence (empathy and social skills).

Methodological challenges in conducting mixed method research

When conducting mixed methods research, one should anticipate methodological issues that can arise including theoretical orientation, resources, sampling issues and analytic and interpretative issues (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

Theoretical and conceptual orientation

With the growth of mixed method research, there has been a debate over the rationale for combining what were previously considered to be incompatible methodologies and discordant paradigms (Hall, 2013). Social constructivist researchers usually depend upon qualitative data collection and analysis or mixed methods, where the quantitative data effectively deepens the description of the qualitative data, thus overcoming this concern (Mackenzie & Knipe, 2006). As with any other empirical approach, constructivism does seek methodological rigor, sound accuracy and unequivocal analysis of conditions and results (i.e., empirical tests and relative truth claims). However, constructivists are also cautious about potentially exaggerated universalistic expectations ascribed to so-called scientific methods (Reich, 2009).

Resources

Mixed methods research is labour intensive and requires more resources and time than single method studies (Creswell & Plano Clark, 2011). The multiple forms of data for collection and analysis necessitate careful planning and access to participants in order to perform the various steps involved in mixed methods research.

Sampling issues

There are some sampling issue challenges, specifically of this concurrent design that should be mentioned. These include adequate sample sizes for analyses, using comparable samples and employing a consistent unit of analysis (Teddlie & Tashakkori, 2009). Evaluating the sample size is an important aspect in interpreting the relevance of the results (Smith, 2004). If the sample size is too small, it may not be possible to detect an effect. A larger sample size reduces the risk of encountering Type-I and Type-II errors and allows the researcher to increase the significance level of the findings, since the confidence of the result is likely to increase with a larger sample size. In general, the larger the sample size, the more likely the responses reflect the population (Dancey & Reidy, 2002). Increasing the sample size also provides greater power to detect differences, if in fact differences do occur (Field, 2011). The sample size for the quantitative component of this study was calculated using a 95% confidence level and a confidence interval of 8.5, effectively addressing the above-mentioned concerns.

The focus groups, forming the bulk of the qualitative data, were selected from the same pool of participants, enabling direct comparisons between the samples. In addressing the concern of using a consistent unit of analysis, this was achieved by incorporating the post-*Journey* surveys and letters to the principals (where permission had been granted) from all Grade 10 learners, in combination with the semi-structured interviews conducted with members of the focus group.

Challenges in analysis and interpretation

Integrating quantitative and qualitative data is a challenging phase for researchers when analysing data. Interpretation of the data enables meta-inferences from the data, drawing quantitative and qualitative findings into a coherent whole (Teddlie & Tashakkori,

2009). In a concurrent design, when merging the data, findings from the qualitative and quantitative components may be conflicting or contradictory. On the other hand, mixed methods may be useful in understanding the contradictions between quantitative and qualitative results, as they give a voice to the participants and ensure that the findings are grounded in the experiences of the participants (Creswell & Plano Clark, 2011).

Research Setting

A purposive convenience sample of Grade 10 learners attending two single sex independent schools in the Eastern Cape, SA, was chosen. All Grade 10 learners were required, as part of the OAE curriculum, to take part in an expedition called *Journey*. This expedition began at the source of the Fish River in the Sneeuberg mountains near Graaff-Reinet, and ended 21 days and 600km later at the Fish River mouth. The learners were divided into five (mixed gender) *Journey* groups of approximately 38 learners per group. All groups travelled down the Fish River Valley simultaneously, canoeing, cycling, running and hiking (see Appendix A for *Journey* programme); thus giving each group a unique and different experience. All learners were required to carry all of their own equipment, including tent and food for 3-4 days (or until the next food drop off spot).

During the 21 days, each group was given an opportunity for one day to rest and create (making *potjiekos*², painting a group banner, creating henna tattoos), to do their washing and to interact with their group members in a more relaxed manner. Another day was allocated to community service where the learners worked with a selected local community; this involved painting the community centre, cooking and serving food to the local people. Additionally, there was a solo day where the learners were required to build their own shelters for the night and spend the 24 hours there in solitude reflecting on their own particular journey. Learners were given a length of tarpaulin, three metres of rope cut into six pieces and were given a few ideas on how to construct a shelter.

² *potjiekos* is generally prepared outdoors, traditionally cooked in a round, three-legged cast iron pot. Originating from the Dutch oven, the literal translation is “small-pot food”.

Spiritual leaders from each school were on hand to provide support to those who required it and the leaders of the camp circulated the campsite 3-4 times before nightfall to ensure that the learners were safe and had suitable shelter. This was also an opportunity for the learners to write letters to their parents, themselves and also to their school principals.

I selected solo day to conduct the one-to-one interviews as this would ensure that the learners could speak freely without other group members there, as well as encourage them to reflect on their journey thus far.

A total of 184 learners (N = 84 females, 100 males) took part in the entire study although the in-depth qualitative data was gathered from members of the focus groups (N= 20).

Participants

Population characteristics

Participants were recruited via purposive sampling (Creswell, 2013) and this included all Grade 10 learners (184) attending two single-sex independent schools in the Eastern Cape where *Journey* was part of the curriculum. The average age of the learners was 16 years 5 months at the start of *Journey*. In order to assist with the logistics of this experience, the learners were divided into 5 smaller and more manageable groups of approximately 38 learners per group. Of the 184 Grade 10 learners at the schools, a sample of 144 participants was recruited, all of whom agreed to be part of the study.

Even though the demographic make-up of the schools included a number of different ethnic groups, detailed demographical details are not provided as they were deemed irrelevant to the research and posed an ethical risk. While this participant sample also included learners from across the categories of socio-economic status, the majority was from a middle-upper socio-economic status, which is typical of independent schools. The schools do offer scholarships to learners from lower socio-economic groups, however due to the sensitive nature of this information, the researcher was not able to access these details and thus the socio-economic status of the learners is not included in the demographics. The demographics of the participants are provided in Table 4.2. It should be noted from the table below that this sector of the population is not proportionally representative of the South African demographics which, based on the Census 2011, were 79.2% Black Africans,

8.9% Coloured (of mixed race) 8.9% white, 2.5% Indian or Asian and 0.2% who identified as another race group.

Table 4.2
Demographics of the Learners participating in the study

Demographic Groups	N	%
White	126	69.2
Black African	50	27.5
Coloured	4	2.2
Indian/Asian	2	1.1
Female	84	46.2
Male	98	53.8

Notes: It should be noted that the percentage of white and Black African are almost inverted when compared to the consensus details. To some extent this represents the still skewed nature of wealth and resources in SA, but also because learners attend these schools from other countries.

Inclusion/exclusion criteria

As *Journey* was obligatory for all Grade 10 learners, it was assumed that data would be collected from all learners who agreed (after a presentation on the study) and thus all learners gave their assent to participate in the study. However, there were a number of parents from whom we did not receive consent for their child(ren) to participate, hence these learners were excluded from the study. There was also one learner who was not physically able to participate in *Journey* and was therefore not included in this study. In addition, six learners were excluded from participating in *Journey* for transgressing school rules, three learners subsequently left the school and thus no data was collected at phase 4 from them. In addition, there were a number of learners who quite obviously randomly checked their responses on the questionnaires and these responses were also excluded from

the study. Thus the total attrition rate was 23%, resulting in a sample total of 144 learners who completed all questionnaires at all three points in time.

Sample size

Calculating the sample size is one of the first and most significant steps in designing a study (Smith, 2004). A sufficient sample size refers to the minimum number of participants required to identify a statistically significant difference, if a difference does exist. This is in order to avoid bias in interpreting results (Kadam & Bhalerao, 2010). In this study, we adopted a 95% confidence level and at a confidence interval of 8.5, the required sample size is 133 (Cohen, 1988). This sample size exceeds that recommended by Scrutton and Beames (2015), who suggest that a sample size of 80-100 is sufficient for undertaking meaningful research.

The following formula was used for this calculation:

$$ss = \frac{Z^2 * (p) * (1-p)}{c^2}$$

With:

Z = Z value (e.g., 1.96 for 95% confidence level)

p = percentage picking a choice, expressed as decimal
(.5 used for sample size needed)

c = confidence interval, expressed as decimal
(e.g., .04 = ±4)

Ethical Considerations

To obtain consent for this study, a meeting was held with the *Journey* leader and principals of both schools. An overview of the study was presented to them, providing the primary focus of the study and details on data collection. Thereafter, full ethical clearance was sought and granted by Rhodes University Ethical Standards Committee (RUESC); reference number: 7663598 (see Appendix C).

After receiving administrative consent by the schools, letters were sent to all parents proving a synopsis of the study and requesting their consent for their children to participate in the study (please see Appendices E-G). Once this consent had been obtained, learners were apprised of the study and were asked to give their assent to participate. The researcher worked respectfully, responsibly within the limits of confidence to ensure that integrity was maintained throughout the process (Smith, 2003). In accordance with the RUEESC code of ethics, the following ethical guidelines were applied and mutual respect, responsibility and integrity were maintained through the process.

Informed consent

Since the learners were under the age of 18, permission from the school as well as parental consent and learner assent was required. Information letters outlining the purpose of the research was given to all stakeholders (schools, parents and learners). Although participants are school learners and therefore operating within the context of an institution, it is unlikely that the voluntariness of their participation would have been compromised, as all learners were given the opportunity to withdraw from the study at any time. In addition, no incentive was offered and there was no consequence for not participating. The researcher is not directly involved with learners or their performance in their studies, so there was no relationship of dependency or potential conflict of interests.

Participation was voluntary, participants were given complete information about the research, advised that they need not answer uncomfortable questions and given the right to withdraw at any time, with the assurance that any information collected to that point would be destroyed. The identity of the participants was kept confidential and pseudonyms were used in this report as noted earlier. A brief report of the research, a snapshot of the findings, was offered to all stakeholders after completion of the study (appendix D).

In this study, informed consent/assent was obtained from:

- The parents or guardians of all learners: written consent (see Appendix E)
- All participants: written assent (Appendix F)
- School leaders: written consent (Appendix G)

Confidentiality and Anonymity

Anonymity was assured to all participants in the quantitative element of the study. Learners' responses to the self-report questionnaires, letters to the principals and post-*Journey* evaluation surveys were anonymised. These were coded with student numbers so that nobody, other than an identified school staff member was able to know who the participant was.

It was not possible for the participants to remain anonymous in the semi-structured interviews, although the researcher safeguarded confidentiality by ensuring that the data could not be linked to individual learners by name. The researcher selected pseudonyms for each participant (based upon an internet search for popular male and female names) and these were used for all interview responses, to ensure that no one was able to identify which participant said what in the interview. This provided participants with the power to retain ownership of their voices, particularly when private information was provided.

Feedback and Debriefing

The schools, parents and participants who expressed interest (as indicated on consent forms) were given a summary of the findings. Due to the nature of the research, it was not anticipated that debriefing was required although time was given for debriefing after the interviews. Nonetheless, participants were assured that should any discomfort or distress of any kind occur, they would be referred to school pastoral care system for counselling.

Data Storage

Backup copies of voice recordings and transcriptions were made. Access to digital files was password protected and transcriptions filed and kept in a locked cabinet when not in use. The researcher, prior to reading the post *Journey* surveys and letters to the principals, provided a student code and removed the names of the learners in order to ensure confidentiality and anonymity.

All of these were then filed and kept in a safe locked cabinet, the keys of which were kept by the researcher. When writing the report, pseudonyms were used to ensure anonymity. Participants were assured that the data, which were collected, recorded and

stored in a safe and appropriate manner, was used solely for the purposes of this study and would be destroyed after the study is complete. Since this is a PhD, it is anticipated that there will be publications arising from this study. Participants have consented to the public dissemination of the results of the study.

Quantitative Component

Outline of quantitative data collection

Whenever situational constraints prevent the use of experimental designs for programme evaluation, quasi-experimental designs are commonly used (Graziano & Raulin, 2009). As all learners in Grade 10 participated in *Journey*, this meant that there was no control group. This study thus adopted a pre-post quasi-experimental repeated measures design. Overall life effectiveness, emotional literacy and resilience scores were measured for both genders at three points in time: Time 1 (pre *Journey*), Time 2 (final day of *Journey*) and Time 3 (4 months post *Journey*). Thus the dependent variables were the scores from the self-report questionnaires; the independent variables were gender (between-subject factor) and time (within-subject factor).

The benefit of repeated measures is that it provides maximum control of extraneous participant variables (e.g. SES, IQ). Repeated measure studies also require fewer participants than independent groups (Howitt & Cramer, 2011). The disadvantage of repeated measures is counteracting the problem of order effects as the same checklist was completed by the learners both pre- and post- *Journey*. This was overcome by changing the order in which the questionnaires were completed and it was felt that sufficient time had elapsed between administering the questionnaires so that order effects would not be an issue (Field, 2011).

Overview of quantitative data collection procedure

Three valid and norm-referenced self-report measures were used in the quantitative component of the study to measure the dependent variables: i.e., scores on measures of life effectiveness, emotional literacy and resilience, at three points in time, i.e., pre *Journey* (Time 1), final day of *Journey* (Time 2) and 4 months after *Journey* (Time 3) in order to add

a longitudinal element to the study (please see Table 4.3). The use of self-report measures is a common feature of previous evaluations of OAE (Neill, 2008).

Measurement scales included the Life Effectiveness Questionnaire (LEQ), Emotional Literacy Questionnaire and Connor-Davidson Resiliency Scale (CD-RISC-25). The advantages of using existing tests and scales include the availability of detailed reliability and validity scores for particular groups and the ability to compare results with previous research (Robson, 2011). Descriptions of the self-report measures adopted in this study are presented below, while limitations of self-report measures will be addressed later in the chapter when considering issues of reliability and validity. As noted in the literature review, researchers have used a number of measurement scales to assess any psychosocial changes as a result of participation in OAE programmes. As valid tools for assessing reports of any change in the learners, the Emotional Literacy Checklist, Resilience Scale and LEQ were selected for this study. Individually, it was felt that these questionnaires did not cover the full range of psychosocial constructs and for this reason, it was determined that using all three measures would provide a broader profile of any psychosocial changes that may take place during or after *Journey* (Paulhus & Vazire, 2007).

Table 4.3
Quantitative Data Collection Timeline

Measurement Scales	Time 1: Pre <i>Journey</i>	Time 2: Final day of <i>Journey</i>	Time 3: 4 months post <i>Journey</i>
Life Effectiveness Questionnaire (LEQ-H)	All learners	All learners	All learners
Emotional Literacy Questionnaire (Emotional Literacy Checklist for Pupils)	All learners	All learners	All learners
Resilience Questionnaire Connor-Davidson Resilience Scale 25 (CD-RISC-25)	All learners	All learners	All learners

Measurement Scales

Currently there are no standardised instruments specifically designed for assessing emotional literacy and resiliency in OAE (Whittington et al., 2016) and as such, the present study utilised the Emotional Literacy Checklist and the CD-RISC-25 to examine the effect

of learners' participation on these constructs in OAE. The LEQ on the other hand, was designed specifically for assessing changes associated with participation in OAE (Neill et al., 2003). Where required, permission was sought to use these measurement scales and necessary payment made to the authors or organizations that developed the measures (please see appendices H-J). It is worth noting that all of these self-report measures were normed on different populations and thus caution is required when interpreting the results, as the scores on these measures may not reach acceptable levels of reliability and validity for this population.

Life Effectiveness Questionnaire (LEQ)

The LEQ, developed by Neill, Marsh and Richards (1997) in Australia, is a self-report measure of 'personal effectiveness'. It has been suggested that the greater one's personal effectiveness, the more likely the individual will be to flourish (Neill, 2001). The LEQ is a norm-referenced 24-item, 8-factor measure developed for the purpose of determining changes associated with adventure education programmes. Most instruments that have been used in outdoor adventure programme research were designed for assessment purposes only and generally measure just one area of personal development (Neill, 2008). The LEQ can be scored for an overall composite measure of life effectiveness or as eight separate subscales: achievement motivation, active initiative, emotional control, intellectual flexibility, self-confidence, social competence, task leadership and time management. The 24-item questionnaire contains three statements for each subscale. Learners rate themselves using an 8-point Likert rating scale on statements pertaining to each LEQ factor such as "*I manage the way I use my time well*" for time management. (Please see Table 4.4). Scores from this rating scale are as follows: a score of 1 and 2 reflects that the statement does not describe the learner or is not like the learner at all; 3 and 4 indicate that the statement is more false than true, while 5 and 6 suggest that the statement is more true than false; 7 and 8 imply that the statement is very like the learner or describes the learner very well. The highest possible total LEQ score could be 192, while the lowest score could be 24. The premise being that the higher the score, the better the learner's perception of his/her life effectiveness skills is.

The LEQ is psychometrically sound and has demonstrated good predictive validity, with some studies demonstrating an internal consistency using Cronbach's alpha of .92

(Sibthorp & Arthur-Banning, 2004). The LEQ is also an educationally meaningful tool for determining change or the absence of it (Neill, 2008). What is lacking, however, is the verification of concurrent validity with other recognised measures of comparable constructs (Neill et al., 2003). This instrument has been used as an evaluation tool in a number of other OAE studies (Allen-Craig & McLeod, 2012; Louw et al., 2012; Sibthorp & Arthur-Banning, 2004), including the most sizeable research of its type in adventure education.

Table 4.4

Explanation of Life Effectiveness Factors

Factor	Definition and example statement
Time Management	The extent that the learner perceived that he/she makes optimum use of time <i>I plan and use my time efficiently</i>
Social Competence	The degree of personal confidence and self-perceived ability in social interactions <i>I communicate well with people</i>
Achievement Motivation	The extent to which the learner is motivated to achieve excellence and put the required effort in to attain it. <i>I try to do the best that I possibly can</i>
Intellectual Flexibility	The extent to which the learner perceives that s/he can adapt her/his thinking and accommodate new information from changing conditions and different perspectives <i>I am open to new ideas</i>
Task Leadership	The extent to which the learner perceives s/he can lead others effectively when a task needs to be done and productivity is the prime requirement <i>I can get people to work for me</i>
Emotional Control	The extent to which the learner perceives s/he maintains emotional control when s/he is faced with a potentially stressful situation <i>I stay calm when things go wrong</i>
Active Initiative	The extent to which the learner likes to initiate action in new situations <i>I like to be active and energetic</i>
Self Confidence	The degree of confidence the learner has in his/her abilities and the success of their actions <i>When I apply myself to something I am confident I will succeed.</i>

Emotional Literacy Student Checklist

The Emotional Literacy Student Checklist is a self-report measure, standardised in the U.K., designed to assess the overall emotional literacy (EL) of learners aged 11-16 (Faupel, 2003). The standardisation sample was randomly selected from a nationally representative sample of English secondary schools; 967 pupils (aged 11-16) from 26 schools, 51% of whom were female. Cronbach's alpha for reliability for overall emotional literacy is 0.75, which deals with the degree to which items on the checklist were measuring the same underlying concept. Validity was assessed by inspecting patterns of correlations between items on the checklist with the subscale with overall emotional literacy scores and by using principal components of factor analysis, revealing underlying dimensions of patterns of scores in the standardisation data. Correlations between total scores of the subscales ranged from 0.67 – 0.88 (Faupel, 2003).

The student checklist comprises 25 items that correspond to the components of EL as outlined by Goleman (1997). These are: self-awareness, self-regulation, motivation, empathy and social skills. Learners self-rate on statements such as “*I often lose my temper*” using a 4-point Likert scale with response options of: “very like me”, “quite like me”, “only a bit like me” or “not at all like me”. Each item on the checklist is rated 1 - 4. Using the appropriate scoring key, the overall emotional literacy scores are obtained, a higher total score indicating a more sound assessment of perceptions of emotional literacy (Faupel, 2003). Please see Table 4.5. The checklists were scored to obtain an overall literacy rating for each pupil at the three points in time, as mentioned above.

Table 4.5
Overall emotional literacy student checklist cut-off for score bands

Score Band	Description	Score Range
1	Well below average	61 or below
2	Below Average	62-66
3	Average	67-78
4	Above Average	79-83
5	Well Above Average	84 or above

The Connor-Davidson Resilience Scale 25

The Connor-Davidson Resilience Scale 25 (CD-RISC-25), arguably one of the best-known instruments in assessing resilience (González, Sierra, Martínez, Martínez-Molina, &

Ponce, 2015), was developed in the U.S.A. to provide a valid and reliable measure to quantify resilience. Although initially developed for assessment of Post-Traumatic Stress Disorder (PTSD), CD-RISC-25 has been administered to thousands of participants in the USA, drawn using a national random digit dial sample (Connor & Davidson, 2003). It has also been administered to medical students in China (Peng et al., 2012); U.S.A. high school graduates (Clauss-Ehlers & Wobrowski, 2007); Australian university students (Bitska, Sharpley, & Peters, 2010); University first years in England (Allan, McKenna, & Dominey, 2014); Singaporean adolescents (Lim, Broekman, Wong, Wong, & Ng, 2011) to name but a few. This scale was selected for this study since, not only has it been employed in studies across a number of cultures, but it also demonstrates high sensitivity in pre-and post-intervention measures of resilience (Connor & Davidson, 2003).

As a norm-referenced, standardised scale administered to learners for self-rating (Connor & Davidson, 2003), there are 25 items such as: *“I am not easily discouraged by failure”*, on which learners rate themselves on a 5-point Likert scale by indicating how much they agree with the statements as they applied to themselves over the last month. Scores range from 0 (not at all true) to 4 (true nearly all the time). The full range for the CD-RISC-25 scores is 0 – 100, with a higher score reflecting greater self-reported resilience. Mean CD-RISC-25 item scores in the general population from different countries ranged from 60 (Ziaian, De Anstiss, Antonious, Baghurst, & Sawyer, 2012) to 80.4 (Connor & Davidson, 2003). Statements are grouped into five factors or dimensions that are focused on personal competence, adaptability, control, tolerance of negative effects and spiritual influences (Asante & Meyer-Weitz, 2015; González et al., 2015).

The scale has also been used widely in research with adolescents internationally (Fu, Leoutsakos, & Underwood, 2013; Gucciardi, Jackson, Coulter & Mallett, 2011; Lim et al., 2011; Yu, Lau, Mak, Zhang, Lui & Zhang, 2011,) as well with South African adolescents (Asante & Meyer-Weitz, 2015; Bruwer, Emsley, Kidd, Lochner, & Seedat, 2008; Fincham, Altes, Stein, & Seedat, 2009; Jörgensen & Seedat, 2008). The CD-RISC-25 exhibits good psychometric properties, with sound internal consistency and test-retest reliability and demonstrates validity comparative to other measures of hardiness and responses to stress.

Test-retest reliability has shown a correlation coefficient of 0.87, with internal consistency for the full scale using Cronbach's alpha measuring 0.89 (Connor & Davidson, 2003).

The mean scores of studies conducted with South African adolescents are presented in the Table 4.6 below. What is interesting is that the mean scores from these South African youth appear to be slightly lower than the mean scores of the youth from U.S.A. and other Western countries (Table 4.7), and more similar to the mean scores reported from Asian studies (Table 4.8). However, caution should be exercised when interpreting these scores as the studies and populations vary considerably in age, socio-economic status and other extraneous variables that may not have been noted.

Table 4.6

South African studies using CD-RISC-25

Authors	Participant Sample	No. of Participants	Mean (SD)
Jørgensen & Seedat (2006)	School sample adolescents	701	64.8 (18.9)
Bruwer et al. (2008)	Convenience sample of high school students	502	65.9 (18.6)
Fincham et al. (2009)	Secondary school sample	787	63.7 (17.9)

Note: studies selected include a sample of < 250 participants for comparative purposes

Table 4.7

Western studies using CD-RISC-25

Authors	Participant Sample	No. of Participants	Mean (SD)
Otto et al. (2010)	USA College Students	856	72.9 (13.5)
Brown & Tylka (2011)	USA African American students	290	76.0 (13.2)
Allan et al. (2014)	England University Freshmen	1534	75.1 (12.8)

Note: studies selected include a sample of < 250 participants for comparative purposes

Table 4.8

Asian studies using CD-RISC-25

Authors	Participant Sample	No. of Participants	Mean (SD)
Peng et al. (2012)	Chinese medical students	1998	61.7 (10.6)
Kang et al. (2013)	Korean college students	321	67.2 (12.7)
Lu et al. (2016)	Chinese healthy college students	1534	63.5 (18.7)

Note: studies selected include a sample of < 250 participants for comparative purposes

Quantitative Data Collection Procedure

Quantitative data collection took place at three points in time: pre *Journey*, final day of *Journey* and 4 months after *Journey*. This corresponds to phases 1,3 and 4 as outlined in table 4.1. Quantitative data were not collected at phase 2, i.e., during the course of *Journey*.

Phase 1 - Pre *Journey*

During the two-day overnight pre-*Journey* overnight camp, the learners were divided into their 5 groups. For this camp, the males and females came on different days, the idea being to get to know their tent partners before going on *Journey*. I was invited to this pre-*Journey* camp as it was felt that this would be a good forum to explain the study and administer the pre *Journey* questionnaires. I explained the purpose of the study to each group as they rotated around a number of activities (e.g., administration, water conservation, putting up tents, safe cycling, equipment and hygiene). As part of the administration rotation, I was able to ensure that the learners were well briefed on the study and understood what I was asking of them. To encourage truthful responses to the statements, it was emphasised that learner responses would be confidential and anonymous and would be analysed collectively rather than individually. Learners were reassured that there were no right or wrong responses to the statements and honest responses were important in the study (Capurso & Borsci, 2013). I reiterated that participation in this study was voluntary and that they could withdraw from the study at any time. The learners were each given a pen, a clipboard and the following questionnaires to complete:

1. Life Effectiveness Questionnaire (LEQ)
2. Emotional Literacy Student Checklist
3. Connor-Davidson Resilience Scale 25 (CD-RISC-25)

The learners were first asked to complete the assent form providing their full names and signatures. The instructions were then read to the participants and an explanation given about completing the background information. On these questionnaires, to ensure anonymity, the learners were asked to provide only their group numbers and the first part of their email addresses. In this way I, as researcher, would not be able to readily identify the learners. However, in the unlikely event that the scores were so low as to be of concern, the

school would be able to identify those individuals for further assessment and/or appropriate intervention. For example an email address would read something like *fx19stej*:

f for female,

x for the house name,

19 being the year that this cohort of students would graduate,

ste being the first 3 letters of the learner's surname

j the first letter of their first name.

The learners were asked to complete the form as honestly as they were able to and without talking to one another. Some examples were given prior to commencing the questionnaires and learners were encouraged to ask for clarification when required. After the first two groups had completed their questionnaires, it was apparent that clarification for the same statements was required. These clarifications were given to the remaining groups during the instruction period. For example, the statement "*I can get people to work for me*" in the LEQ was explained in terms of persuading others to 'buy into your project' and "*I am competent in social situations*" was explained as being socially able or comfortable in social situations. Interestingly enough, both of these statements also required clarification by those who developed the LEQ (Neill, 2008). Since the EL checklist was developed in England, a number of learners did not understand "*I can make friends again after a row*" – a row was explained as a quarrel.

Once the learners had completed all three questionnaires, I ensured that the all the forms were properly coded and the answers marked in the appropriate area of the forms. The time taken to complete the questionnaires was approximately 12-15 minutes. The completed forms were then placed inside an envelope marked with *Journey* group numbers.

Unfortunately there were a number of learners (approximately 30 in total) missing from the pre-*Journey* camp, most of whom were on a school exchange to foreign countries or at sporting commitments. A time was found in their busy calendars for them to complete the questionnaires on their return to school. Due to time constraints, this group of learners completed their questionnaires in one large group in a school lecture theatre, males and females together. I mention this as it could well have affected the responses on the self-

report questionnaires as the learners may not have felt comfortable in this ‘examination-like’ environment. The same procedure was followed as outlined above.

Phase 3 - Final day of *Journey*

On the final day of *Journey*, all groups met up at a camp a few kilometers from the Fish River Mouth. The purpose of regrouping at the camp was that all Grade 10 learners hike the final stages of their expedition to the river mouth together. The learners were asked to complete the questionnaires in the same manner as the first time, that is, to complete the form as honestly as they are able and without talking to one another. The learners were each given a pen, a clipboard and the following questionnaires to complete (please note that the order of the questionnaires was altered to reduce order effects):

1. Emotional Literacy Student Checklist
2. Connor-Davidson Resilience Scale 25 (CD-RISC-25)
3. Life Effectiveness Questionnaire (LEQ)

The data collection in this phase proved to be more difficult than phase 1 as there were not enough pens and clipboards to go around and so learners needed to wait their turn. In addition, the learners completed the questionnaires in their full groups (males and females), which differed from phase 1 data collection pre-*Journey*. However, as the learners had spent a full 21 days with each other, it was felt that they would be comfortable enough to provide honest responses to the statements. On scanning these responses, there were very few spoilt questionnaires at this point of collection.

Phase 4 - Four months post *Journey*

The date for the final phase of data collection was selected as this constituted the end of term 1 of the school year following *Journey*. Since it was 4 months on from the start of *Journey*, it provided an insight into any changes that may have occurred over time, whether any measured at phase 2 were sustained and also counteracting any immediate post *Journey* euphoria. Post group euphoria, the potential inflation of immediate post-intervention results, is a common threat to the validity of studies using self-report measures (Marsh et al., 1986). This occurs when the participants’ strong feelings of belonging,

support and confidence diminish once they are removed from the environment in which these positive feelings developed (Hayhurst et al., 2015). In this instance, the learners were not in their *Journey* groups but in their respective school halls as this was a convenient time to get all the now Grade 11's together. Once again, learners were each given a pen, a clipboard and the following questionnaires to complete (please note that once again the order of the questionnaires was altered to reduce order effects):

1. Connor-Davidson Resilience Scale 25 (CD-RISC-25)
2. Life Effectiveness Questionnaire (LEQ)
3. Emotional Literacy Student Checklist

Quantitative Data Analysis

Prior to analysis, data was screened for data entry accuracy, missing values, univariate outliers and formed into 144 matched sets. Missing or incomplete data were excluded from analysis. Learners who did not meet the inclusion criteria were excluded from further analysis. The final matched sample was 48.6% female with a mean age of 16 years 5 months.

Statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS) programme. An alpha level (p-value) of .05 was used for all statistical tests (Coolican, 2009). A repeated measures 3 x 2 mixed design was conducted in order to analyse the data. In principle, this analysis was employed to examine the differences between pre- and post-*Journey* self-reports of overall life effectiveness, emotional literacy and resilience scores, as well as the differences between genders. An ANOVA was then used to compare mean scores at Time 1, Time 2 and Time 3. A preliminary analysis to check that the assumptions for ANOVA were met, that is, the dependent variables (LEQ, EL and Resilience) were continuous and both independent variables (Gender and Time 1, 2 and 3) consist of two or more categorical, independent groups, with independence of observations between the groups (Wilson & MacLean, 2011). Employing Box's test of equality of covariance matrices and Mauchly's test of sphericity for all measures, $p > 0.05$ across the board and therefore both equality of covariance and sphericity were assumed. Skewness and Kurtosis for each independent variable demonstrated z-values of between -1.96 and +1.96. Shapiro-Wilk test of normality demonstrated nonstatistical significance for

all variable except for females LEQ at Time 1 and Time 2 and Emotional Literacy at Time 2 for males.

However, ANOVA is quite robust to violations of normality and requires only approximate normal data distribution and therefore the decision was made to continue with transforming the data (Field, 2013). Levene's test for homogeneity of variances was met for LEQ and Resilience but not met for EL as $p < 0.05$ but again, as ANOVA was robust to violations and as such, it was decided to continue with the analysis. Cohen's d effect size was calculated using Becker's effect size calculator as this not only illustrates whether there is a practical importance but also helps to compare the results against other studies (Becker, n.d.).

Qualitative Component

Outline of qualitative data collection

Qualitative data collection took place in a 4-phase approach (as illustrated in in Table 4.9) and included transcripts from semi-structured interviews, post evaluation surveys, learners' letters to the principals, field notes and observations. Semi-structured interviews were conducted with members of the focus groups, both individually and in groups (as illustrated in Figure 4.2). Post evaluation surveys from all Grade 10 learners (males and females) and their letters written to the principals on solo day were also included in the qualitative data, along with the researcher's field notes and observations.

Throughout the qualitative component of the study, the aim was to elicit and document rich descriptions of the learners' experiences of *Journey*, their expectations, concerns and perceived value or benefits of *Journey* (before, during and after), and their interpretations and descriptions of how *Journey* had affected them. Participant selection and procedure will be explained for each method of data collection within each phase described below.

Table 4.9

Qualitative Data Collection: Four-Phase Approach

Data Collection	Phase 1: Pre <i>Journey</i>	Phase 2: During <i>Journey</i>	Phase 3: Final Day of <i>Journey</i>	Phase 4: 4 months Post <i>Journey</i>
Post Evaluation Questionnaire			All Learners	
Focus Group Semi- Structured interviews	Selected learners			Selected learners *
Sub-Focus Group		Selected learners	Selected Learners	
Letters to School Principal		All Learners		

* photo-elicitation used in this phase

Overview of Focus Groups

The use of focus groups provided a convenient opportunity to explore the thoughts, feelings and perceptions of the learners with respect to *Journey*. In this study, focus groups were used as a method in order to contextualise the quantitative data, to understand learners' subjective experiences and to glean a richer understanding of inter- and intrapersonal dynamics and the different experiences within each group. In-depth interviews were conducted with members of the focus group in four phases, with photo-elicitation used in Phase 4 to trigger memories and responses (Meo, 2010).

Figure 4.2 illustrates the interview process with members of the focus groups. Due to the fact that members of both male and female focus groups were in separate *Journey* groups, different sub-groups were formed. In addition, in order to accommodate the learners' timetables and other previous commitment, there were some changes made to the composition of the focus groups as described below.

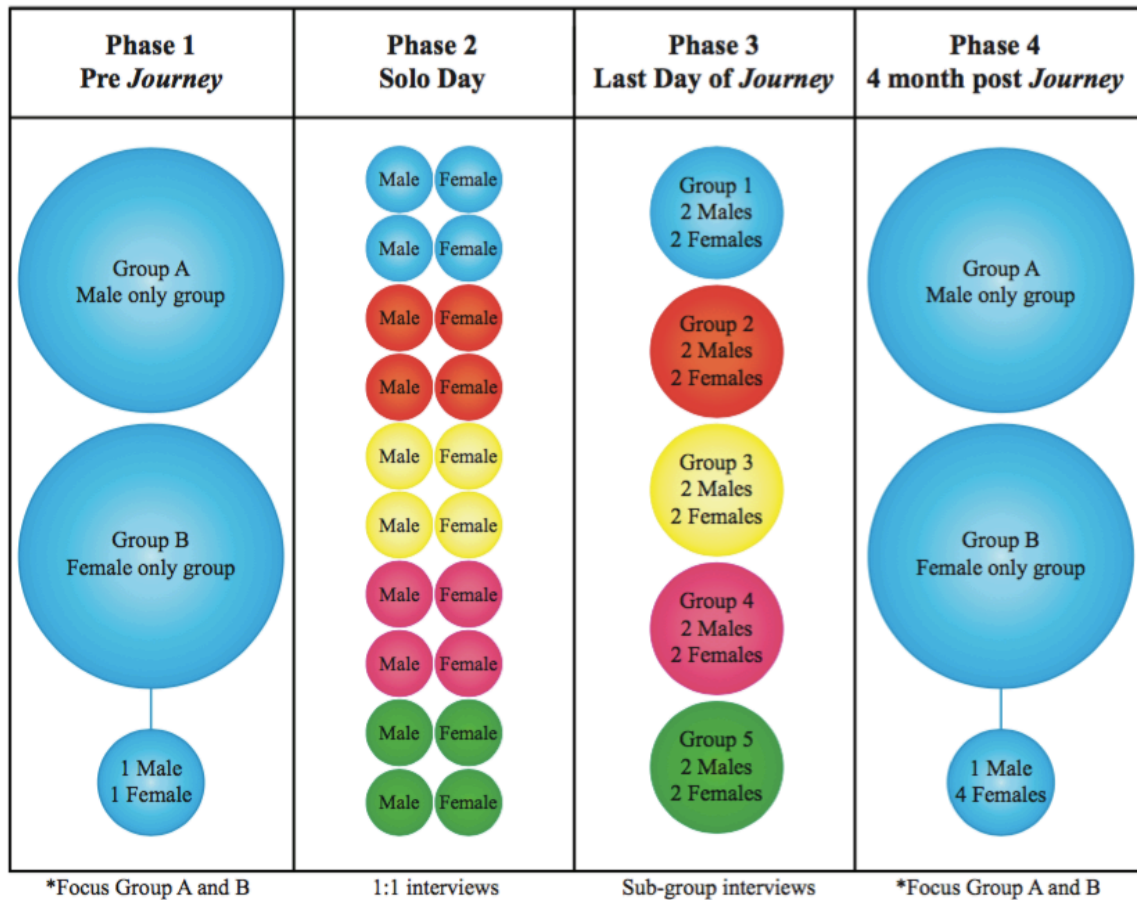


Figure 4.2
Illustration of main focus groups and sub-groups

Motivation for using focus groups

Focus groups are a good way of obtaining rich information within a social context. A unique feature of focus groups is that the interaction of participants during group discussions generates more candid and critical comments than in one-on-one interviews (Morgan, 1997). The advantage of focus groups is that they reduce potential power differential between the researcher and the learners, thereby not only empowering the learners, but also facilitating research *with* them as opposed to *on* them (Carey & Asbury, 2012). Positive group dynamics place the participants at ease and promote in-depth discussion while non-verbal behaviour can be observed and be used as a research input (Wilkinson, 1998). This method is also useful in discovering how the different groups think and feel about *Journey*, while adding a human dimension and deepening our understanding of the impersonal quantitative data. However, care must be taken with this approach to

encourage all participants to speak up and to keep in check those individuals who are inclined to dominate the conversation (Creswell, 2007). Participants were guided in an interactive facilitated discussion about their experiences and opinions.

Focus Group sampling

Based upon the goals of the qualitative component, it was planned that learner participants would be selected to participate in the qualitative aspect through of mixture of purposive and random sampling. Acknowledging the suggestions of Charmaz (2014) and Creswell (2007), 10 members from each school were selected for the focus groups. There were a total of 5 *Journey* groups, each group made up of both males and females. I decided that in order to get a broad representation across all groups, the focus groups should be made up of 2 males and 2 females from each *Journey* group i.e. 10 males and 10 females (Teddlie & Yu, 2007). In this manner, we were also able to compare the perceptions of *Journey* according to each group, as these may have been different. Learners from each group were then randomly selected using “Research Randomizer” (n.d), a computer generated programme similar to drawing names out of a hat. In so doing, the simple random sample ensured that the selection was unbiased with each learner having the same chance of being selected and independent, i.e., the selection of each learner is not affected by the selection of other learners. However, I did attempt to ensure that the sample was representative of the student body so as to capture a wide range of demographics, experiences and opinions. The final composition of learner interviewees for the males was similar to the demographic makeup of the school although with the females, 50% were black learners, which is more than the representation of the school demographics (please see Table 4.2).

Table 4.10
Example of Randomizer selection of participants for each group

Group Number	Student Numbers
Group 1	5,3
Group 2	10,3
Group 3	5, 4
Group 4	1,14
Group 5	14,13

There were 10 participants in each main focus group, one males' group and one females' group. From these main groups, five subgroups were formed i.e. 4 learners from each of the *Journey* groups - made up of 2 males and 2 females from each group to ensure equal gender representation within the groups (please see figure 4.2). Sub-groups were necessary as each *Journey* group took a slightly different route or means of transport down the Fish River Valley and as such, it was not possible to conduct an interview with the two main focus groups during the course of the *Journey*.

Pilot Testing

Although there was no pilot testing for the quantitative aspect of this study (due to the fact that the measurement scales used were norm-referenced and previously tested for validity and reliability), a pilot test was conducted to assist in determining any flaws or limitations in the interview design and to refine the interview questions (Turner, 2010). This helped assess and reduce researcher bias, gather background information, develop relevant questions and fine-tune research procedures, e.g., recording. Participants for pilot testing were selected based on convenience and access, they were learners that were also going on *Journey* but were not part of the focus group. Unfortunately, the pilot testing only included females, which was a limitation that future studies could address.

Overview of Semi-Structured Interviews

A semi-structured interview is a qualitative method of inquiry where the interviewer and participants engage in a formal interview (Cohen & Crabtree, 2006). Semi-structured interviews are concerned with developing an understanding of the participants' perspective in an exploratory manner, rather than testing a hypothesis. The interviewer develops and uses a set of pre-determined open questions or interview guide. This not only provides

uniformity across interviews thus delivering reliable comparable qualitative data, but also allows the interviewer the opportunity to explore themes or issues that may not have been previously considered (Jamshed, 2014).

Motivation for using semi-structured interviews

Semi-structured interviews are used in situations where the research would benefit from a relatively open framework. They are widely used as an interviewing format with both individuals and within a group, thus useful for this study. While structured interviews glean information from detailed set questions, semi-structured interviewing begins with general questions and the more targeted questions are posed as and when they emerge during the interview (DiCicco-Bloom & Crabtree, 2006). This flexible approach provides the researcher with more freedom to discover aspects from the participants' viewpoints rather than pre-empting the issues. Because the questions can be prepared ahead of time, this allows the researcher to be organised and appear professional and competent during the interview. Moreover, semi-structured interviews achieve optimum use of interview time - the interview guide keeps the interview focused on the research project and allows for a systematic, comprehensive exploration of many participants (Horton, Macve, & Struyven, 2004).

Overview of Photo-elicitation

Photo-elicitation concerns the use of a single, or set of, photograph(s) as a stimulus during a research interview to capture the symbolic significance, to reveal perceptions and experiences of the learners and to stimulate new thoughts and prompt memories (Huworth, 2003; Smith, Gidlow, & Steel, 2012). Photo-elicitation has a number of advantages, which include promoting rapport and enabling researchers to understand the perspectives and social worlds of the youth (Cappello, 2005) and prompt deeper conversations about the memories and reflections (Clark-Ibanez, 2004). This method also expands the participation of the learners beyond the traditional role of interviewees and research subjects. Likewise, it smoothens the process of interaction, while facilitating communication between the learner and the researcher. Photo-elicitation provides a method for more collaborative research in that the researcher listens as the participant interprets the images for the researcher and opens up ways of seeing their own *Journey* experience, providing a richer in-depth narrative

(Loeffler, 2004). It is worth noting that it is not the photographs *per se* that are the focus of the photo-elicitation method, rather they become a point of discussion between the researcher and interviewees (Smith et al., 2010). The images were used to elicit responses during the interview process, often providing a symbolic significance, to capture perceptions and experiences, to stimulate new thoughts and prompt memories of the learners (Huworth, 2003).

Qualitative Data Collection

Phase 1 - Pre *Journey*

Focus Group Semi-Structured Interviews

As illustrated above, two main focus groups were formed (10 males and 10 females). During phase 1 of the study, separate semi-structured interviews with each focus group were conducted in a comfortable, relaxed setting; free from distractions and convenient to researcher and participants within the school premises. In terms of setting, I provided a few refreshments, positioned the chairs around the table in a non-threatening arrangement, allowing the learners to choose whether to sit beside me or at a perpendicular angle along the table. I started each interview with an informal discussion explaining the purpose of the study and the interview process; distancing myself from the school and *Journey* leaders in the sense it was not the institution that was trying to establish how they felt.

The females' session ran smoothly and was conducted free from noise and distractions. Unfortunately, despite having reserved the same room for both interviews, the males' session had to be moved to another classroom, which was not as quiet as expected. The purpose of the study was explained, including the length of time needed for the interview given and the plans for using the results from the interview. Rapport with participants was established with the researcher employing active listening skills, i.e. consistent eye contact, open body language, paraphrasing and using an appropriate tone of voice (Creswell, 2005). Interviews were designed to provide a deeper understanding of the participants' perceptions of *Journey* and what they expected to gain from *Journey* personally and within their groups. As such, questions were kept as open-ended as possible to allow the learners to decide which aspects to emphasise, disclosing each learner's relevance structure (Zygmunt & Naidoo, 2018). At the end of the interview, learners were

given the opportunity to ask any questions or voice any concerns. Learners were thanked for their participation, reminded of their ethical rights including the right to withdraw at any stage. The females' session lasted approximately 45 minutes, while the males' session was shorter at approximately 23 minutes.

During these initial discussions, each member of the focus group was given a disposable camera to take with them on *Journey*. The learners wrote their names and group numbers on a sticker and photographed using their disposable cameras. Photographing the sticker was useful to check that the camera was working and also to identify to whom the photographs belonged when it came to developing them. Cameras were collected at the end of this session and redistributed on the morning of *Journey* and then collected once again for developing on their return to school. Due to ethical concerns regarding having cameras on *Journey*, the learners were requested to employ ethically sound photography practices and not take photographs where people were identifiable or compromising to person or place but to take images that were meaningful and/or symbolic of their personal *Journey* (Huworth, 2003). In addition, the fact that these images were not digital made it more difficult for the learners to circulate on social media after they had been given the photographs during the final focus group discussion (phase 4). It was explained to the learners that the pictures would be used for a discussion of the symbolic significance of the images, to capture perceptions and experiences, to stimulate new thoughts and prompt memories. Semi-structured interviews were audio recorded using an iPhone 6 and downloaded to a personal computer (PC). Discussion took place around the following questions:

- What do you expect to gain from *Journey* on both a personal level and within your group?
- What is your biggest concern about going on *Journey*?
- What aspect of *Journey* are you most looking forward to?

Phase 2: During *Journey*

1:1 Interviews

All members of the focus groups were individually interviewed on their respective solo days since all groups passed through this point at different times, and therefore all participants were accessible. This period of time was also selected as it was a period of

reflection for all learners to contemplate their experience of *Journey* thus far. Another reason that solo day was selected for individual interviews was that the spiritual leaders from both schools were on hand to provide emotional support to the learners in the unlikely event that any questioning caused distress to the learners. The interview setting was very rustic, with both the learner and I sitting on a rock at their solo place. At times it was very windy, which made the recording of the interviews quite difficult. Interviews lasted on average 10-15 minutes and discussion took place around the following questions:

- What are you enjoying the most about *Journey*?
- What have been your best days so far?
- What has been your least favourite thing about *Journey* so far?
- Have you any concerns going forward?
- How are things within your group working?
- In what ways, if any, do you think *Journey* has benefitted you so far?

Questions during these individual interviews were not always asked using exactly the same words but did follow a similar basic sequence of the main questions mentioned above. The interviews varied, with some learners very articulate in reflecting their experiences, while others struggled to relate their thoughts and feelings. Throughout all the interviews, I tried not to impose my own ideas or sentiments based on previous research, although this was quite difficult particularly with those learners whose responses were more strained. At the end of the interview, I gave the learners an opportunity to ask me any questions and/or to add to the discussion. Occasionally this resulted in further discussion but most often not. At the end of each interview, I thanked each of the learners for their responses and reminded them once again of their ethical rights and their right to withdraw. When necessary, I spent time with the learners to discuss their feelings or debriefed them. Interviews were audio recorded using an iPhone 6 and downloaded to a PC. Field notes were also collected, documenting participants' behaviours and visual reactions to the questions.

Field notes

The manner in which people interact and use interpersonal space is integral to how social settings are constructed. Unstructured observation is usually the main method of collecting this data (Schwandt, 2007). Field notes allow the researcher to take note of the

interaction between groups, capture the context and can assist in explaining the influence of the physical environment (Angrosino & Mays de Perez, 2000). Field notes were written as soon after the observation as possible, containing location, date, time and key details. I jotted down a few words or short sentences that would help me remember something observed or comments made out of recordings. In addition, the preliminary analysis of these field notes allowed for self-reflection, which is key to understanding and meaning-making (Burgess, 1991).

Letters to the principal – all learners

During the solo period of *Journey* (i.e., 24 hours entirely alone in the camp site), each learner is asked to write a letter to the school principal. The purpose of the letter is to reflect on their personal journeys at school and in particular what this physical *Journey* has meant to them. Although the learners' names appeared on the original letters to the principals, the copies of the letters that were used as part of the qualitative data were de-identified by the researcher (i.e., names were removed before viewing the contents of the letters). This meant that individuals could not be identified, which in turn maintains confidentiality and anonymity.

Phase 3: Final Day of *Journey*

Post Evaluation Questionnaires – All learners

Successful OAE programmes consider not only validity and reliability of content and measures, but also how valuable the programme is to those for whom it is designed (Wolff, 1978). Post evaluation questionnaires were administered to all learners in order to determine the nature of their thoughts, opinions and feelings. Learners were asked evaluate *Journey* based upon the following questions:

- Please could you write a few sentences to sum up your experience of *Journey*?
- What do you value the most having been on *Journey*?
- Did *Journey* meet your expectations? If so why/why not?
- On a scale of 1-10, how beneficial do you feel *Journey* is for Grade 10 learners?
- Explain why you allocated this score?

Each learner was given an A4 sheet of paper with the above questions typed (Cambria font, 12). Questions were spaced so that there was sufficient space for the learners to record their responses to the questions. Data from these surveys formed part of the qualitative data and were analysed using template analysis (King, 2012).

Subgroup Semi-Structured Interviews

Members of the subgroup focus groups (i.e., 2 males and 2 females from each *Journey* group) were interviewed on the final day of *Journey* as they entered camp. The interviews took place in a side bedroom off the staff quarters, not an ideal space but the only space that allowed some privacy. It did mean, however, that the learners and I were in very close proximity to one another, which could have affected the learners' responses. Discussion took place around the following questions:

- What was the most significant moment for you during *Journey*?
- How do you feel you have benefitted as a person from this experience?
- Did *Journey* meet your expectations? If so, why/why not?
- In what ways might *Journey* be different if it was an all-males/all-females programme?
- What do you think are the benefits of *Journey* being co-ed?

Interviews were once again audio recorded using an i-Phone 6 and downloaded to a PC. Field notes were also collected, documenting participants' behaviours and visual reactions to the questions. This is important so that the researcher can record the interaction between the participants (Angrosino & Mays de Perez, 2000), as well providing an opportunity for the researcher's reflexivity, which is essential when it comes to meaning-making and understanding the perceptions of the learners (Burgess, 1991).

Phase 4: Four Months Post *Journey*

Focus Group Semi-Structured Interviews

Prior to the end of Term 1 of the subsequent year (which was approximately four months after the start of *Journey*), semi-structured interviews with the main focus groups were conducted. As this phase took place approximately 4-months after the start of *Journey*, it added an important longitudinal aspect to the study, thus strengthening the study. This interval also provided a period of time in which the learners were able to reflect on their

experience and possible personal growth and development. Separate semi-structured interviews with both main focus groups were conducted in a quiet, comfortable, relaxed setting, free from distractions and convenient to researcher and participants within the school premises. Each session lasted approximately 45 minutes. Due to timetable constraints and other commitments, the females' focus group interviews were split into one group of 7 learners and a smaller group comprising of 3 females (with 1 male that had missed the males' focus group discussion, please see Figure 4.2).

The disposable cameras that had been given to the learners were collected on the last day of *Journey*. I personally oversaw the development of the photographs and as such, I had control over the images and destroyed those where individuals are identifiable or containing any images that appeared compromising to person or place. The images, once developed were used for this final focus group discussion. The learners were given a few moments to look at the photographs and to select a few for discussion (see interview questions above) After this session, the photographs and negatives were given to the learners to take home. This final phase of interviews was based upon photo-elicitation (as described above) as well as discussion around the following questions:

- Looking through your pictures, could you select your three most memorable pictures explain why you took these particular photographs?
- What memories of *Journey* do these evoke for you?
- Of the things that you learnt while on *Journey*, which one, in your opinion, is the most valuable to you now?
- Is there anything you learned on *Journey* that has negatively affected your everyday life? If so, what was it?
- Are there ways in which you have changed as a result of *Journey*?
- Are there ways in which you are better (or worse) off than you were before this experience?

Qualitative Data Analysis

All interviews were transcribed verbatim. These and the other qualitative data (post evaluation questionnaires, field notes, observations and letters to the principals) were read and analysed using Template Analysis (TA) to complement the quantitative data

(Onwuegbuzie & Combs, 2011). TA is a flexible method of analysis that is compatible with the social constructivist approach of this research and provides a rich, detailed and complex account of the data, while allowing the initial coding phase to be guided by previous research and the research questions of this study (King, 2004).

Letters to the principals and post-*Journey* surveys from all the learners were read and key words highlighted. These words were then entered into a word cloud where the most frequently used words are depicted bigger and bolder (“Word Clouds”, n.d.) These word clouds, along with the constructs from the questionnaires, formed the basis of the *a priori* themes used in the template analysis.

Overview of Template Analysis:

TA is a type of thematic analysis in which the researcher produces a list of codes (i.e. the template) that represents the themes that have been identified from the data. While certain of these themes will have been defined *a priori*, the researcher is able to modify and add to the themes as the interpretation of the data continues (King, 2004). Commonly the themes are represented in a hierarchical structure, although this fairly high level of structure is balanced by the flexibility to revise and adapt the codes as the need arises. This then enables a more holistic approach to the data as opposed to considering one code or theme at a time (McDowall & Saunders, 2010). Implementing King’s (2012) procedural steps, coding was undertaken in a hierarchical method described below:

Defining a priori themes

In TA, because a research project usually begins with an assumption that there are certain aspects of the phenomena that should be focused on, it is quite common to identify themes in advance. These are referred to as *a priori* themes. In this study, exploration of the literature, the resilience scale, subscales from LEQ and Emotional Literacy questionnaires, as well as the research questions and the word cloud, gave rise to a number of *a priori* themes. The main advantage of using *a priori* themes is that they assist in speeding up the initial coding phase of analysis. However, there are some risks that need to be considered when using *a priori* themes. First of all, by focusing on data to fit into the *a priori* themes, it is easy to overlook other important material that does not relate to the themes. Secondly,

one can neglect to appreciate when an *a priori* theme is perhaps not the most effective way of describing the data. In order to avoid these dangers, it is important to understand *a priori* theme as provisional and as open to modification or removal as any other theme (McDowall & Saunders, 2010).

Familiarisation with the data

Interview recordings were listened to a few times in order to get a good overview of the interview and to make notes of relevant ideas, emergent themes or important points made. The interviews were then transcribed verbatim with each line numbered to assist in selecting quotes to include in the report. By transcribing the interviews, the researcher was able to become very familiar with the data, thus informing the early stages of analysis. The transcripts, as well as the post evaluation questionnaires and letters to the principals were read through a few times before being read systematically, line by line, examined for meaning. Notes were made in the right hand margin.

Initial coding

The initial coding of the data involved identifying parts of the transcripts relevant to the research questions. When these were covered by one of the *a priori* themes, a code was attached to identify the section. In the case where there was no associated theme, a new one was devised or an existing theme modified.

Initial template development

The initial template was produced after coding the initial focus group interviews. Themes (or nodes) identified from these interviews were then grouped into a smaller number of higher-order codes describing the broader themes in the data. This was carried out using NVivo software, a software package used for managing, analysing, interpreting and storing qualitative data (Smith et al., 2010).

Application of template to data

The template was thus developed and applied to the full data set. Whenever there was a relevant piece of text that did not fit comfortably into an existing theme, the template was modified accordingly. Consistent with the constructivist approach, whereby the

researcher assumes that there are multiple interpretations of any phenomenon, concern with coding reliability in TA is therefore not that relevant.

Interpretation of findings

The final template was used to help interpret and write up the findings.

Quality and reflexivity checks

Quality and reflexivity checks were conducted at the stage of template development. For each data set to which the template was applied, I attempted to ensure that that I did not distort the analysis by my own predeterminations and assumptions. Researcher reflexivity, attempting to approach the topic from different perspectives and producing rich descriptions, are important requirements in TA.

Producing the report

Once the themes and sub-themes were determined, the final stage of analysis and report writing began. The first report, that is the summary and feedback to the stakeholders (Appendix D), was used as a framework and assisted in expanding and improving the quality of the data analysis. The final analysis and writing of the qualitative findings will be addressed in more detail in Chapter 5, the results section.

Maintaining Methodological Integrity for Qualitative Data

Trustworthiness is often questioned when analysing and interpreting qualitative data as the concepts of validity and reliability cannot be addressed in the same way as in quantitative studies. Nonetheless, a number of researchers have shown that qualitative researchers can incorporate measures to address these concerns (e.g., Lincoln & Guba, 1985; Shenton, 2004). According to Shenton (2004), the constructs to ensure trustworthiness for qualitative data as suggested by Lincoln and Guba (1985), include credibility, transferability, dependability and confirmability. It can be argued that these criteria can be matched nicely to the principles adopted by quantitative researchers to ensure the trustworthiness of the research: qualitative credibility corresponds to quantitative internal validity; qualitative transferability to quantitative external validity/generalisability; qualitative dependability to quantitative reliability and qualitative confirmability to

quantitative objectivity. These constructs and the provisions that the qualitative researchers could use to meet them are outlined below.

Credibility

Merriam (1998) argues that in order to ensure credibility, qualitative researchers need to focus on how congruent the findings are with reality. This can be achieved by making the following provisions:

- Examination of previous research findings
- Adopting well established research methods
- Developing familiarity early on in the research process with the participating organizations before first data collections takes place
- Random sampling of participants to reduce researcher bias
- Triangulation, i.e., using different methods for collection of qualitative data
- Strategies to help assist in gaining responses that are honest as the participants are able to provide
- Rich, detailed description of the phenomenon under examination
- Researcher's reflexivity

Transferability

Transferability pertains to whether the results of the study can be applied to a wider population. Some researchers argue that the findings of a qualitative study are specific to a small number of individuals in a particular environment and as such it is not possible to show that the findings are relevant to other situations and populations (Krefting, 1991). In contrast, others suggest that while each case is unique, these are merely examples within a wider group and as such one should not outright reject the prospect of transferability (Denscombe, 2003; Stake, 2005). Indeed, Hollway (2007) maintains that while it is correct that one cannot generalise statistically from a small sample, it is inaccurate to suggest that one cannot generalise from a small sample.

In these qualitative components of the study, the aim was not to generalise the findings, but to provide an explanation of the quantitative findings and gain an insight into

the subjective experience and meaning making of *Journey* for these participants. This also provides the potential for application to similar OAE studies.

Dependability

So as to assure dependability, the research process and procedure needs to be reported in detail so that another researcher can repeat the study (Krefting, 1991). This should include:

- Research design and implementation describing the deliberate planning and execution. This has been given attention as explained earlier with an outline of the design and a clear description of the scheduling and application of the research process.
- Minute detail of data collection in the field. Once again, this was dealt with in the explanation of how I collected the qualitative data in each phase of the study.
- Reflective evaluation of the study, assessing the effectiveness of the process of investigation employed. This aspect will be addressed below under reflexivity, an important factor in qualitative research since the researcher undoubtedly brings with them their own pre-conceived ideas which can affect the analysis of the data.

Confirmability

This construct is comparable to objectivity in quantitative research. It is important that measures are taken to ensure that findings of the study are the result of the experiences and ideas of the participants and not merely the researcher's preferences and characteristics. Triangulation of data promotes confirmability (Morrow, 2005). Detailed methodological description and an "audit trail" allows the reader to trace the course from the data to the emerging constructs (Shenton, 2004). Particular attention was paid to the tensions characteristic of focus group analysis in trying to distinguish between collective and individual voices of the learners (Anderson & Graham, 2016). Reflexivity, in which the researcher acknowledges his/her own predispositions also aids with confirmability of the research.

Reflexivity

It has been suggested that reflexivity, as an inter-subjective reflection, forms an important component in improving the rigor and trustworthiness of qualitative research (Hollway,

2007). This refers to the researcher reflecting upon what influences may have had an effect on the interpretation of the data and whether their personal background, beliefs, values and biases could have affected the design, collection and interpretation of the data (Finlay & Langdridge, 2007).

As a white South African female, with children attending these two schools, I had to be aware of my own ideas, preconceived ideas and assumptions as well as recognise the role of my own reflections on the findings. Moreover, my own socio-economic status and upbringing may have impacted on my own subjectivity as a researcher. In addition, having conducted extensive research on the subject, I needed to attempt to bracket my own knowledge of the subject and, even though it is not ever fully possible, allow the findings to emerge from the data. Incorporating TA, particularly the *a priori* code, was useful in this regard as it allowed a certain amount of structure from previous research findings, whilst allowing flexibility in adapting the codes as other themes/codes emerged from the data.

Conclusion:

As demonstrated, the choice of mixed methods in this study effectively amalgamated the post-positivist aspect of quantitative assessment tools with the social constructivist qualitative method (Greene, 2007). In doing so, this approach allowed the research to transcend the methodological debates of quantitative versus qualitative methods (Creswell et. al., 2003), while providing triangulation of the data (Fraenkel & Wallen, 2006).

Chapter 5

Quantitative Results

Introduction

Since this is a mixed methods study, there are both quantitative results and qualitative findings to address the research questions. In essence, the quantitative component addresses the research question that explores the relationship between *Journey* and self-reported measures of life effectiveness skills, emotional literacy and resilience of Grade 10 learners. In doing so, a comparison was also made between male and female scores, thus partially addressing the research question on how gender affects participants' experiences of *Journey*.

Self-report measures of overall life effectiveness, emotional literacy and resilience scores were measured for both genders at three points in time: Time 1 (pre *Journey*), Time 2 (final day of *Journey*) and Time 3 (four-months post *Journey*). Data were analysed using a 2 x 3 mixed design ANOVA. The within-factors were the self-reported scores from the measurement scales employed in the study: the LEQ, the Emotional Literacy Checklist and the CD-RISC-25. Between-subject factors included gender (male and female) and three points in time as mentioned above.

The qualitative aspect of the study, also addressing the effects of gender on the learners' experiences, focused mainly on what *Journey* meant for the learners, the perceived benefits of this experience for Grade 10 learners. The qualitative findings are presented in the following chapter.

Structure of the chapter

Results are organized in four main sections. The first three sections reflect the changes in the scores of the measurement scales employed in the study: the LEQ, the Emotional Literacy Checklist and the CD-RISC-25 and the final section reveals the scores of the post-*Journey* evaluation, which were completed by Grade 10 learners on the final day of *Journey*. Included within the main sections are the descriptive statistics, overall main effects, interaction effects and effect sizes of any change measured. The final part of each

subsection reports gender differences of the self-reported scores of the questionnaires of males and females, employing an independent *t*-test.

Life Effectiveness Skills

To determine whether learners' sense of their life effectiveness skills changed after participating in *Journey*, the self-report LEQ scores obtained at three points in time (please see Table 4.1 in the methodology section) were compared. Table 5.1 reports the descriptive statistics for the overall LEQ scores, the means and standard deviation (SD).

Table 5.1
Descriptive statistics for overall LEQ scores

	N	Time 1		Time 2		Time 3	
		M	SD	M	SD	M	SD
Male	74	142.42	18.40	150.04	18.33	148.92	19.28
Female	70	145.04	17.50	147.57	22.25	150.90	22.79
Total	144	143.69	17.95	148.84	20.30	149.88	21.01

Main Effect

Employing the Wilks' Lambda multivariate test, the LEQ showed a statistical significant effect for overall main effect for time: $F(2, 141) = 12.93$, $p < 0.001$, multivariate partial eta squared (η^2) = .16.

Interaction Effect

These results were qualified by a non-significant interaction between gender and time, $F(2, 141) = 2.96$, $p = 0.55$, $\eta^2 = .04$.

Pairwise comparison

Results for LEQ were statistically significant, therefore a pairwise comparison was conducted in order to determine which group differences (time) were statistically significant. As demonstrated in Table 5.2, pairwise comparisons between Time 1 & Time 2 and Time 1 & Time 3 were significant $p < 0.001$ but not between Time 2 & Time 3 where $p = 0.97$ (which is to be expected as one would hope that the increases in life effectiveness skills would be sustained after the end of Journey).

Table 5.2
Pairwise comparison for LEQ across Time 1, 2 and 3

Time	Difference	<i>p</i> value	95% confidence interval	Decision
1 vs 2	-0.508	0.00	(-8.03, -2.12)	sig. *
1 vs 3	-6.18	0.00	(-9.26, -3.10)	sig. *
2 vs 3	-1.10	0.97	(-3.79, 1.58)	ns *

*Decision based upon *p*-value < 0.05 or > 0.05

Figure 5.1 graphically illustrates the mean composite LEQ scores for males and females at three points in time.

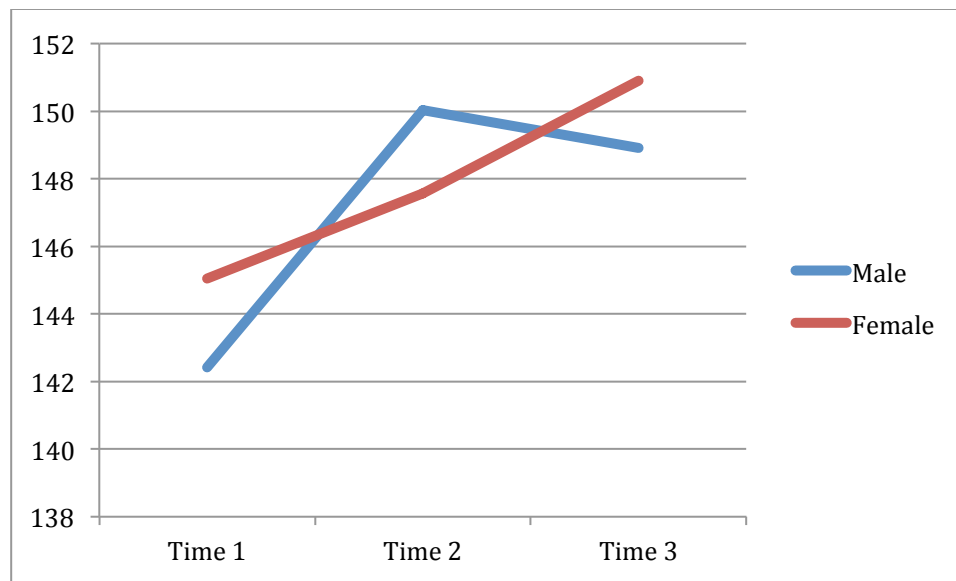


Figure 5.1

Mean scores for male and female composite LEQ scores

Effect Size

Although the changes in the overall LEQ scores were statistically significant, statistical significance does not necessarily indicate the practical importance of any given effect. In order to evaluate whether there was practical importance of the effect, Cohen's *d* was calculated in and results compared against other studies in this area. Indeed most OAE studies report Cohen's *d* as an effect size. The important measurements here are between Time 1 and Time 2 (pre-*Journey* to immediately post *Journey*) as this assessed whether there is any change in the scores and again between Time 1 and Time 3 to ascertain whether these effects have been maintained. Cohen (1988, 1992) has suggested a standard for evaluating *d*: large = .80, medium = .50, and small = .20.

The overall effect size from Time 1 – Time 2 for the LEQ was $d = .26$; males demonstrated a higher effect ($d = .41$) than females ($d = .13$). This overall effect was maintained at Time 3 ($d = .30$) with males dipping slightly lower than Time 2 with $d = .34$ and females increasing slightly with $d = .29$. These correlations suggest that whilst the benefits of participating in *Journey* are small, there was a positive effect on learners' overall life effectiveness skills after participating in *Journey*.

Gender Differences on Life Effectiveness Skills

A set of supplementary analyses (independent t tests) assessed the effects of gender on self-reported life effectiveness skills. Table 5.3 illustrates the differences between males and females on the self-reported measures of the LEQ.

Table 5.3
Results of independent t-test of LEQ per Gender

Time	<i>t-value</i>	df	<i>p value</i>	95% confidence interval	Decision
T 1	-0.88	142	0.38	(-8.55, 3.30)	ns
T 2	0.73	142	0.47	(-4.23, 9.17)	ns
T 3	-0.56	142	0.57	(-4.27, 4.96)	ns

No significant difference between LEQ scores by gender at Time 1, Time 2 and Time 3 because the *p-value* > 0.05.

Factors of LEQ

Since we were able to gain information on the different factors of the LEQ, additional analyses were calculated and compared. In figures 5.2a and 5.2b two bar charts present the mean for each factor of the LEQ at Time 1, Time 2 and Time 3 for males and females. When presented visually, there seem to be slightly different patterns for each factor for males and females. Tables 5.4 and 5.5 demonstrate whether there are any statistical differences for each factor.

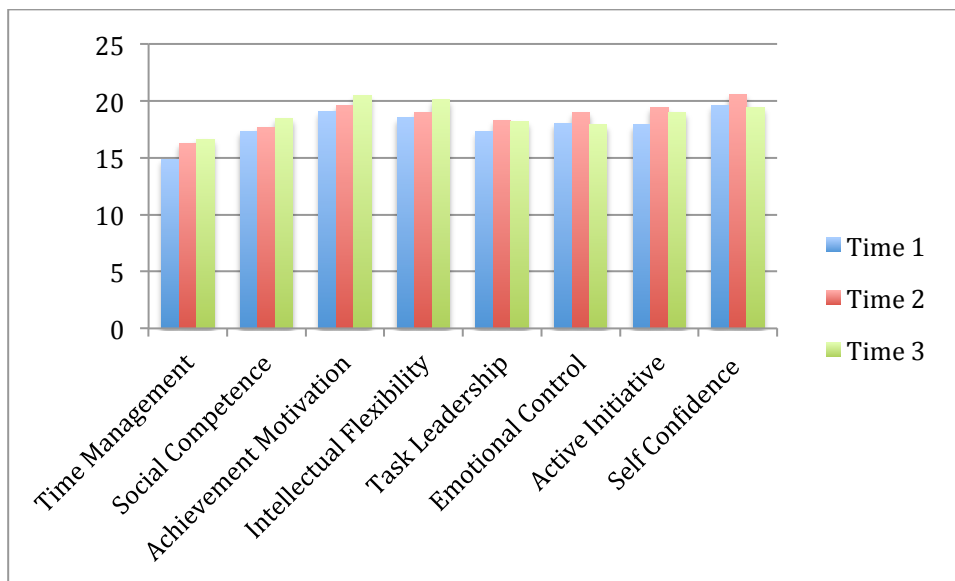


Figure 5.2a
Male Mean LEQ Scores for each factor

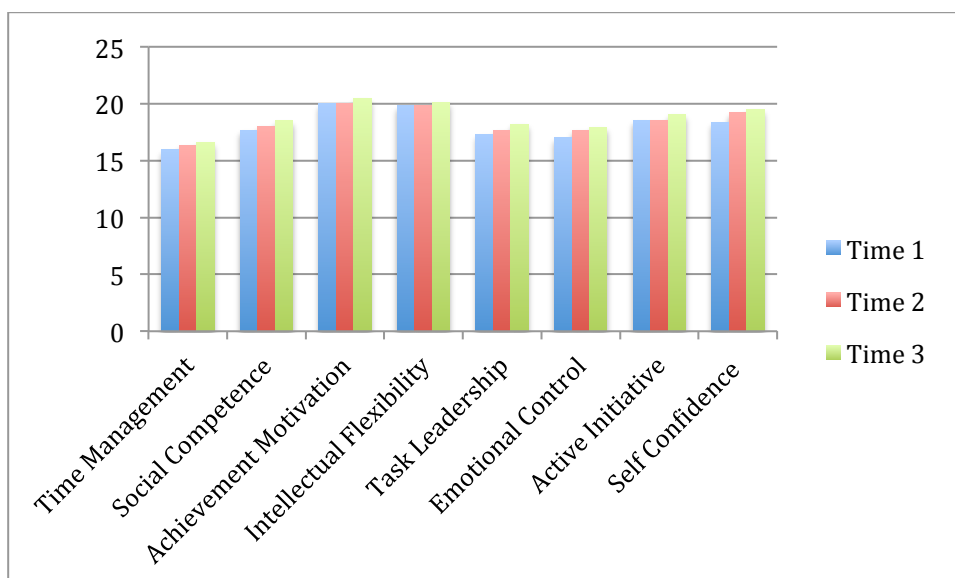


Figure 5.2b
Female Mean LEQ Scores for each factor

Table 5.4

Male LEQ pre-post Journey scores

LEQ Factor	Time 1		Time 2		Time 3		<i>t</i>	Sig.
	M	SD	M	SD	M	SD		
Time Management	14.86	3.60	16.26	3.67	16.13	3.95	0.00	sig
Social Competence	17.34	4.0	17.67	4.09	17.68	3.67	0.40	ns
Achievement Motiv'tn	19.06	3.24	19.57	2.75	19.55	2.67	0.16	ns
Intellectual Flexibility	18.51	2.99	18.98	3.03	19.10	2.59	0.09	ns
Task Leadership	17.38	3.56	18.02	3.52	18.98	2.80	0.01	sig
Emotional Control	18.02	3.52	18.98	2.80	18.20	3.11	0.01	sig
Active Initiative	17.89	4.49	19.45	3.61	18.80	4.17	0.00	sig
Self-Confidence	19.56	3.13	20.58	2.97	19.93	3.29	0.00	sig

*Decision based upon *p-value* < 0.05 or > 0.05

Table 5.5

Female LEQ pre-post Journey scores

LEQ factor	Time 1		Time 2		Time 3		<i>t</i>	Sig.
	M	SD	M	SD	M	SD		
Time Management	15.95	3.17	16.37	3.52	16.62	4.01	0.22	ns
Social Competence	17.63	3.80	18.04	4.17	18.49	4.01	0.02	sig
Achievement Motiv'tn	20.01	2.77	20.06	3.09	20.47	2.77	0.04	sig
Intellectual Flexibility	19.85	2.66	19.81	2.81	20.11	2.83	0.40	ns
Task Leadership	17.27	3.18	17.68	3.93	18.21	3.98	0.01	sig
Emotional Control	17.04	3.13	17.65	3.55	17.90	3.67	0.03	sig
Active Initiative	18.49	3.81	18.56	4.12	19.02	4.05	0.07	ns
Self-Confidence	18.36	3.30	19.23	3.46	19.46	3.77	0.01	sig

*Decision based upon *p-value* < 0.05 or > 0.05

Noteworthy here is that the females' scores demonstrated significant differences between pre and post *Journey* in six of the eight LEQ factors, while the males' scores showed significant differences in five out of eight LEQ factors. Interestingly, for the most part, the significance for males and females occurred in different domains, with intellectual flexibility being the one factor that did not demonstrate a statistical significance.

Emotional Literacy

To establish whether learners' sense of their emotional literacy changed after participating in *Journey*, the self-report EL scores obtained at three points in time were compared. Table 5.6 presents the descriptive statistics for the overall EL scores.

Table 5.6
Descriptive statistics for overall Emotional Literacy scores

	N	Time 1		Time 2		Time 3	
		M	SD	M	SD	M	SD
Male	74	71.23	5.98	72.20	6.49	71.00	7.15
Female	70	73.03	8.0	72.33	8.69	72.89	9.49
Total	144	72.0	7.07	72.26	7.61	71.92	8.39

Main Effect

There was no significant difference between Emotional Literacy scores by gender at Time 1, Time 2 and Time 3 because the $p\text{-value} > 0.05$. $F(2, 141) = 0.202$, $p = 0.82$, $\eta^2 = .003$.

Interaction effect

These results were qualified by a non-significant interaction between gender and time, $F(2, 141) = 2.19$, $p = 0.12$, $\eta^2 = .03$ and therefore no pairwise comparison was required. A graphical illustration of the non-significant interaction can be seen in Figure 5.3.

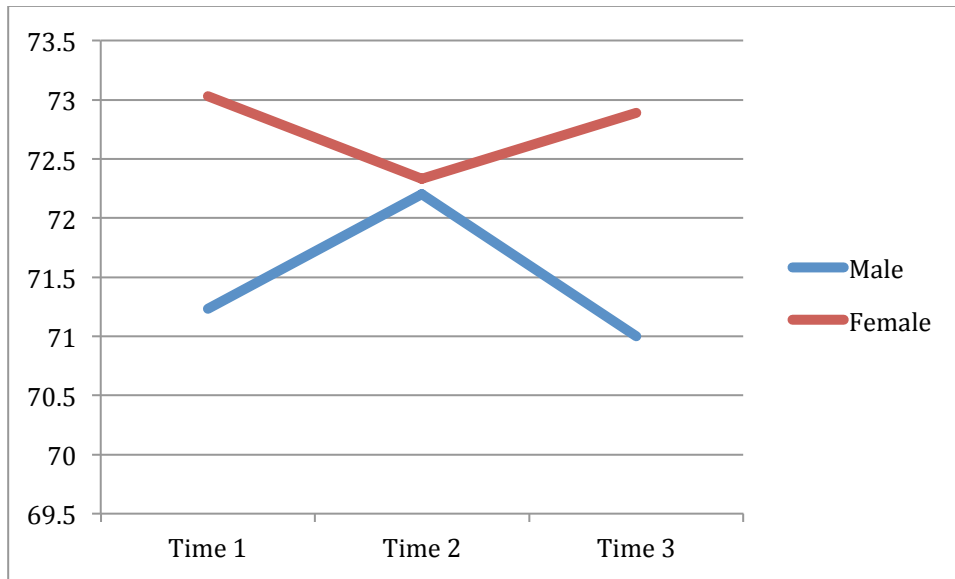


Figure 5.3
Mean overall Emotional Literacy scores

Effect Size

As with LEQ, the effect sizes were calculated from Time 1 and Time 2 to establish whether there was a practical difference in the scores and again from Time 1 to Time 3 to ascertain if this effect has been maintained 4 months on. Overall, Emotional Literacy from Time 1 to Time 2 showed an insignificant gain ($d = .02$) with males at $d = .16$ and females $d = .08$. Interestingly, Time 1 to Time3 actually showed a slight decrease in overall effect size, $d = -.02$ (males $d = -.03$ and females $d = -.02$).

Gender Differences on Emotional Literacy

An independent t -test was conducted to ascertain if there were differences between males and females self-reported EL scores.

Table 5.7
Results of independent t-test for Emotional Literacy per gender

Time	<i>t-value</i>	df	<i>p value</i>	95% confidence interval	Decision
T 1	-1.53	142	0.13	(-4.12, 0.52)	ns
T 2	-0.10	142	0.92	(-2.64, 2.39)	ns
T 3	-1.35	142	0.18	(-4.64, 0.87)	ns

No significant difference between Emotional Literacy scores by gender at Time 1, Time 2 and Time 3 was found because the *p-value* > 0.05.

Resilience

To ascertain whether the learners' sense of their resilience altered after participating in *Journey*, the self-report resilience scores as measured on the CD-RISC-25 were obtained at three points in time (please see Table 4.1 in methodology section) and then compared. Table 5.8 presents the descriptive statistics for the overall resilience scores.

Table 5.8
Descriptive statistics for overall resilience scores

	N	Time 1		Time 2		Time 3	
		M	SD	M	SD	M	SD
Male	74	69.27	11.20	75.53	11.07	75.38	10.55
Female	70	69.79	10.63	71.01	12.38	73.39	12.63
Total	144	69.52	10.89	73.33	11.90	73.92	11.66

Main Effect

There was a main statistical significant effect for time: $F(2, 1279) = 6.15$, $p = .002$, $\eta^2 = 0.010$.

Interaction Effect

These results were qualified by a significant interaction between gender and time, $F(2, 141) = 4.86$, $p = 0.01$, $\eta^2 = .064$.

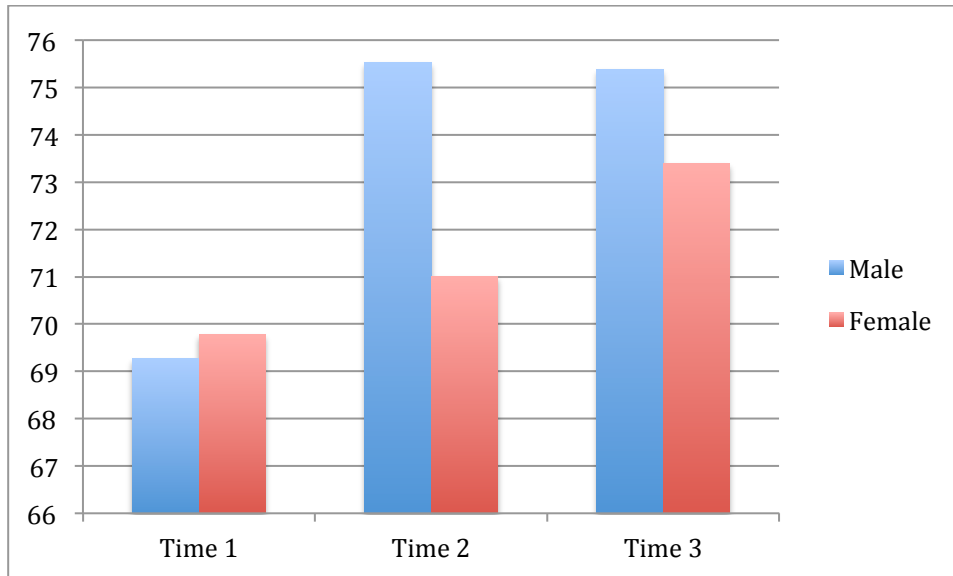


Figure 5.4
Graph illustrating mean scores for resilience scores

Pairwise comparison

Results for Resilience were statistically significant, therefore a pairwise comparison was conducted in order to determine which group differences (time) were statistically significant. As demonstrated in Table 5.9 pairwise comparisons between Time 1 & Time 2 and Time 1 & Time 3 were significant $p < 0.001$ but not between Time 2 and Time 3 where $p = 1.00$. Again, this is to be expected as one would hope that the increases in resilience would be sustained after the end of *Journey*.

Table 5.9
Pairwise comparison for Resilience across Time 1, 2 and 3

Time	Difference	<i>p</i> value	95% confidence interval	Decision
1 vs 2	-3.74	0.00	(-5.72, -1.77)	sig. *
1 vs 3	-4.35	0.00	(-6.26, -2.45)	sig. *
2 vs 3	-0.61	1.00	(-2.36, 1.14)	ns *

*Decision based upon p -value < 0.05 or > 0.05

Effect Size

Resilience scores demonstrated the biggest effect size of all the measurements with the overall effect size between Time 1 and Time 2 ($d = .33$), which actually increased 4 months on to $d = .39$. The effect size for males' Time 1 to Time 2 was $d = .56$, while the females again showed an increase in the longitudinal scores (Time 1 to Time 2, $d = .1$ and T1-T3, $d = .22$).

Gender differences in resilience scores

While the graph above (Figure 5.4) illustrates the differences in the mean self-reported resilience scores of males and females at the three points in time, it does not reveal whether these differences were statistically significant or not. Therefore an independent t -test was conducted to ascertain if there were significant differences between males and females self-reported resilience scores. These are reported in Table 5.10 below.

Table 5.10
Results of independent t -test for Resilience per Gender

Time	t -value	df	p value	95% confidence interval	Decision
T 1	-0.28	142	0.79	(-4.12, 3.09)	ns
T 2	2.309	142	0.02	(-0.65, 8.38)	ns
T 3	1.55	142	0.12	(-0.83, 6.81)	ns

There is no significant difference between Resilience scores by gender at Time 1 and Time 3 because the p -value > 0.05 , however, there was a significant difference at Time 2 where the p -value < 0.05 .

Post- *Journey* Evaluation Scores

Learners were asked to rate, on a scale of 1 to 10, how beneficial they felt that *Journey* was for Grade 10 learners. Figures 5.5a and 5.5b illustrate these scores graphically.

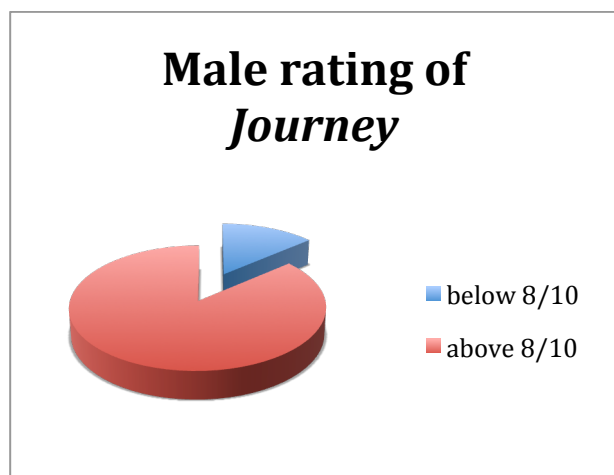


Figure 5.5a
Male rating of benefits of *Journey*

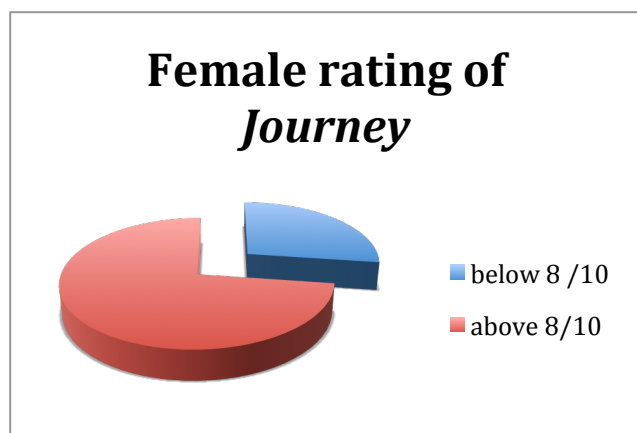


Figure 5.5b
Female rating of benefits of *Journey*

The responses varied but the majority of learners felt that it was a beneficial experience. As illustrated above, 86% of the males rated *Journey* above eight out of ten, while 73% of females felt that *Journey* warranted a score above eight for how beneficial they felt the experience was for them.

Conclusion

As outlined above, the results of this study demonstrated that, after participating in *Journey*, there were statistically significant increases in overall life effectiveness and resilience of Grade 10 learners but not for emotional literacy. Overall scores of males and females were compared in an attempt to quantify whether there were any gender differences in the outcomes measured. The results indicated that there were no significant gender differences in scores for LEQ and EL, although there was a significant difference in the male and female resilience scores measured on the final day of *Journey* (Time 2). These findings will be discussed in more details in Chapter 7.

While quantitative numbers may indicate a change in scores on the self-report questionnaires, we can only understand why these changes occur through a more qualitative description. Thus in this study, qualitative data were collected to gain a different perspective on these quantitative results and to understand what *Journey* meant for the learners and the value that they gained from it. The following chapter presents these qualitative findings.

Chapter 6

Qualitative Findings

Introduction

Undoubtedly, the success of any OAE programme depends on how effectively the learners internalise the meaning made from the experience and how they report having applied these to real life (Zygmunt & Naidoo, 2018). While the quantitative component of this study examined the impact of *Journey* on self-reported measures: life effectiveness, resilience and emotional literacy and the differences in these constructs between genders, it is also important to try to understand the meaning made from the experience of *Journey* by the learners. The qualitative aspect of this study attempts to do just that.

In order to glean an overall understanding of the learners' experiences of *Journey* and what they valued most having been on *Journey*, a word cloud was generated from the post- *Journey* survey and the letters that all Grade 10 learners wrote to their Principals. In word cloud, the most frequently used words are depicted bigger and bolder (please see Figures 6.1a and 6.1b). These provide a visual comparator for the reader.

words in conjunction with the constructs from the quantitative measures of Life Effectiveness Skills, Emotional Literacy and Resilience, formed the initial coding of the data, that is the *a priori* themes of the template analysis (King, 2004).

Members of the focus groups discussed their expectations and experiences of *Journey*, sharing their perspectives on the purposes, outcomes and overall effectiveness of *Journey*. After familiarising myself with the transcripts from these semi-structured interviews, the initial template was revised and the acronym *FLOURISHING* was constructed as a useful guide to illustrate what *Journey* meant for the learners in terms of value and perceived benefits. In this context, *FLOURISHING* is defined as a psychosocial construct that includes having rewarding and positive relationships, feeling competent and confident and believing that life is meaningful and purposeful. Although listed as independent features, the factors within the *FLOURISHING* model are interdependent, where changes in one factor may cause changes in another and vice versa (Sibthorp & Jostad, 2014). These elements also related directly to the expected outcomes of *Journey* outlined in the *Journey* information booklet, a copy of which all parents received (please see Appendix B). *FLOURISHING* was felt to be an apt acronym with the focus on flourishing in schools becoming especially valuable during adolescence - a key stage of development that has implications for effective functioning across the lifespan (Norrish et al., 2013). In what follows, each of the elements of the acronym will be explored with references both to the evidence in the data, as well as links made to the literature.

***FLOURISHING* – Key themes explained**

F: Friendships

L: Life lessons

O: Out-of-comfort zone

U: Ubuntu

R: Reflection

I: Intrapersonal development

S: Social development

H: Humility and gratitude

I: Individual differences (including gender)

N: Nature

G: Group dynamics

F: Friendships

It has been shown that relationships with school contemporaries and staff are intrinsically linked to learner wellbeing and mental health (Seligman, 2011). Positive social relationships have the ability to strengthen and support an adolescent's development and understanding of self (Jostad, Sibthorp, Pohja, & Gookin, 2015). Interpersonal relationships with their peers are particularly important for young people as they navigate the uncertainties of adolescence (Scholte & van Aken, 2006; Wilkinson, 2004). As illustrated from the word clouds, social connectedness was the most reported outcome, with many learners mentioning new friends and the friendships formed. This was reiterated in the focus group discussions where learners emphasised the bonds that were formed and friendships with friends both old and new, that were intensified. As is evident by the comments made by the learners, the bonds of friendship and the relationships that developed over the course of *Journey* were something that they also deeply valued. The following four examples illustrate the importance of friendships:

It was about the bond we created, the love we shared and the true friendship between new and old. (Alyssa, interview final day of Journey)

I have made many new friendships which I hope will last a lifetime.

(Male, Post Journey Survey)

Before Journey, I never knew some of the friends that I do now, and through the tough times you become closer by going through the experiences together.

(Liam, interview solo day)

I have gotten to know more people and created many new friendships and memories that will last forever. (Female, Letter to Principal)

This concept of making friends with people that they would not usually encounter at school, due to being in different classes or playing different sports, was mentioned by many of the learners and an aspect of *Journey* that they really valued, as illustrated by the following:

Interacting with people that I would not interact with in normal circumstance; this lead to unbelievable friendships that I would not have formed otherwise. (Female, post Journey survey)

And it seems that like you end up building friendships with people that you never thought you would actually talk to. Or people that you thought would never talk to you. (Elijah, solo day interview)

I feel like I have made so many new close friends and bonded with people who I didn't really know before which is so special.

(Male, letter to Principal)

Interestingly, friendships were important even to those who did not enjoy other aspects of *Journey*, as exemplified in the comment below:

I hate hiking from 6.00am to 15:00pm, I hate waking up as early as 5am or 4.30am, I hate cycling 60m and I hate camping but I loved building new friendships, I love singing with my friends, I love supporting others.

(Male, letter to Principal)

Although for the most part, the comments on friendships and making new friends were positive, there were a few remarks made that referred to cliques of friendship groups that were already established prior to going on *Journey* as the following examples show:

I have enjoyed it even the cliché 'bonding' that has happened between group members. However most of the time people who are already friends are speaking to each other as the groups have been divided the same as at school by popularity.
(Male, Letter to Principal)

Friend groups did not really mix, was still 'us and them' most of the time.
(Female, post *Journey* survey)

I thought it was gonna be more... I think they put too many friends in our group because there's like a whole group of 10 people who are really good friends already. (William, solo day interview)

...like in our group, there were a lot of friendships before Journey. Sort of like they have got a lot deeper, but like you know you're sort of on the outside. (Hannah, interview solo day)

During the more in-depth discussion during the interviews with members of the focus group, a number of learners suggested that in future, *Journey*, staff members should try and split up friendship groups to ensure better mixing:

*... when they made the group, they were like, "Ooh ja, we split these people well."
...And then like they didn't split well. Coz if you look at how they split it, we've got
like three under-16 rugby players, all in the same team together. The rest of them
are cricket players all together. The girls all play polo in the same team. They all...
so if you look... I mean if like, people on the list, ja they split it well. Alphabetically.
But then you... Ja you split the houses well, but if you look at their friendship
cliques, they haven't broken them up at all.*

(Elizabeth, interview final day of *Journey*)

Others suggested that during the activities during *Journey*, an attempt be made to split the existing friendship groups in order to allow for more integration of the groups.

*Or like for activity days and stuff like that, split up the groups, you know. Coz like, I
remember for like for the potjie things, like all the groups just kind of stayed
together because they didn't put us in groups. So, everyone's, like everyone's groups
was still all together...*

(Alyssa, interview final day of *Journey*)

*Ja, like I think it could be like smaller compulsory things like smaller groups, you
know. Like if there were four or five maybe.*

(Hannah, interview solo day)

Although many of the learners referred to making 'life-long friendships' and possibly some of the friendships formed were sustained months later, during the final interviews with members of the focus group, it was mentioned by others that it was difficult to maintain these friendships made on *Journey* back in the school environment.

*....and on Journey, we became so close, and even now, he sees me he's like
"Natalie!" And then he gives me a hug and like we talk, and like at the airport we'll
be sitting next to each other, and like we enjoy being around each other. (Natalie,
final focus group meeting)*

But you sort of do go back to your old, like your same friendship group that you had before. You go back to them. Umm, but then you do have a lot more in common with the people that aren't really in your like friendship group.

(Alex, interview final focus group meeting)

Ja, I think if, if it's one of the people you were friends with on Journey, and because you're back and you just be like good connections with them in your everyday day to day life. You just never see them coz you're not in the same class or anything. Then it's a bit hard sometimes to go out of your way to see them. (Ethan, interview final focus group)

In addition to friendships made, many learners made reference to how *Journey* was a 'life-changing' experience for them and taught them life lessons that they would perhaps not have been able to learn within the classroom.

L: Life Lessons

Anecdotally, many previous learners and staff members have described *Journey* as 'life-changing'. During the pre-*Journey* interviews with members of the focus group, this concept of *Journey* being a 'life-changing' experience was raised and discussed as a number of learners had been told that this was the experience of the older grades. Judging by the comments of many learners in their letters in letters to the Principals and the post- *Journey* surveys, this was clearly a life altering experience for some: In the post- *Journey* survey, male learners made comments on their experience of *Journey* as: '*Wonderful, excellent, life changing*'; '*Journey was a life-changing experience*' and '*I think it is a life changing experience*'. This was echoed by the females in their post- *Journey* survey where they wrote that *Journey* '*was a journey and honestly changed my life*' and '*changes your outlook on life...*'

Even in the letters to the principal, learners reported that, despite the challenges, *Journey* has been a life-altering event. Examples of the comments of the males to their Principal include: '*Although Journey has been tough, I would count this as one of the most life*

changing events of my life'; 'Journey has made me look at life in a different way' and 'Journey has not only broadened everyone's take on life but it has also stretched our physical limits'. The females echoed these sentiments as illustrated by their own comments in their letters to the Principal: '...it honestly has been life changing!' '...a truly life changing experience' and 'I will be forever grateful for this life-changing opportunity'.

But a number of learners felt that while a few life lessons were learned, it was not the life-altering experience that was anticipated. This is illustrated in the males' post- *Journey* survey comments such as 'it was enjoyable but not life-changing', although they did acknowledge that it was beneficial: 'it didn't change my life but I did benefit from it'. Similarly, the female comments in the post- *Journey* survey reflected similar sentiments and suggested that while the experience was good and thought provoking, it was not life changing per se. This is illustrated by the following remarks: 'it is not what I'd call life-altering or life-changing but definitely thought provoking' and 'it was a great life experience but it wasn't as life changing as it was said to be.'

Although not necessarily life altering, OAE does offer a promising method for developing life skills, skills that are difficult to teach in a classroom environment (Cooley et al., 2015). This refers not only to the practical life lessons as mentioned by some learners, but also to the transferable skills such as problem solving, leadership and communication skills. *Journey* seemed to teach a number of valuable practical skills as well as independence and self-sufficiency as noted below.

...It has taught me valuable life lessons that I will never forget.

(Male, letter to Principal)

I guess it's made me a bit more self-sufficient...Like, I can cook for myself. I can pitch my own tent. I can do my own thing you know.

(Madison, interview solo day)

.... I learned how to read and interpret a map, new card games and how to see which way North is by looking at ants. (Ethan, interview final day of Journey)

I don't know if this is a good or bad thing, but like now I put up a tent in 30 seconds flat. (Elizabeth, final focus group interview)

And being able to look, being able to look after your own stuff and being able to ration your stuff, and being more responsible with your things.

(Nick, interview solo day)

Research has shown that life-skills such as leadership can be developed from participating in OAE. In their meta-analysis of adventure programmes, Hattie et al. (1997) found large effects of adventure programmes on most leadership dimensions. *Journey* also seemed to be a forum for leadership development as noted in the following comments in response to being asked what their perceived benefits of *Journey* were:

I think leadership, coz I think I've, like, from a strong point, I think I can help people that are struggling, and I can see they're not doing well. And I can use like the advantages that I've got naturally, to use back, to their advantage. (Jacob, interview solo day)

It has taught me personally a lot about leadership and not thinking about yourself but rather others before yourself.

(Male, letter to Principal)

In addition to the above aspects, a number of the learners referred to skills which they felt could not be taught in the classroom.

It's an experience where you'll learn lessons about life that you wouldn't learn elsewhere, and it definitely immensely benefited my life.

(Male, post *Journey* survey)

I think Journey teaches you things that you can't learn inside the classroom, like perseverance and endurance. (Female, letter to Principal)

The life lessons learnt and life changing experiences could be attributed the development-by-challenge theory (Neill, 2008) that is popular in OAE. In this study, for many learners, it was the physical, social and psychological challenges that helped them learn these life lessons. There was a sense of self discovery in being challenged that was mentioned by both males and females members of the focus group:

... I think we underestimate ourselves a lot. Coz you're not challenged in this way in your school environment, so like I never realised like how strong my character can be at times, and ja, I think I did underestimate like my mindset and my mind, and like what I can do and what I can't. So it's a growing experience. I am learning more about myself.

(Emily, interview solo day)

So then, like going out into Journey... It gives you that sense of trying to just like, "Okay, so no-one's gonna give you anything unless you push for it. No-one's gonna give you anything unless you work hard for it. Nothing, nothing is ever given to you in this life... So I just came back with the mentality that if I work hard enough, and the rewards will be better than I think it is.

(Elijah, interview final focus group)

...you become less scared of things, coz I know most people are scared of snakes, spiders and all of that. But once you come out here like you face your fears. (Oliver, interview solo day)

Oftentimes, the challenges that they faced on *Journey* took them out of their comfort zones.

O: Out-of-comfort zone

The comfort zone model or metaphor has been frequently described in OAE. The premise being that when individuals are placed in a stressful situation, they will respond by overcoming their fears and growing as individuals. In response to these situations, they ostensibly develop adaptive systems that will help them in the future situations of stress and

uncertainty. There is a certain empowerment through challenge which was evident for a number of learners as shown by the following comments:

Journey is hard, Journey pushes your limits, Journey throws you out of your comfort zones and Journey tests your faith HOWEVER with all the hardships and discomfort comes a feeling of triumph and a sense of growth that absolutely no words can describe...Journey is one of the most mentally and physically challenging things I've ever done, it's hard, but it's created so much positivity and so many incredible moments that the hard parts become worth it. (Female, letter to Principal)

It gets you out of your comfort zone and puts you in a space where you appreciate everything...It was a challenging experience allowing us to grow and learn in different ways and outside our comfort zone.

(Male, post Journey survey)

Journey for me has been very interesting because it was out of my comfort zone and has made me realise I can do way more than I thought I could. It has made me see how I react to different situations.

(Female, post Journey survey)

A key aspect to dealing with being out of their comfort zone that many learners mentioned was mental strength and mindset. Mental strength and particularly a positive mindset was raised by a number of learners. They felt that a positive mindset is what helped them deal with the more challenging aspects of *Journey*.

I think one that I know I learnt on Journey was very predominant throughout the entire umm, thing, is mental strength. Is actually a real thing. Like we also talk about mental strength at school... like finishing work, but when you climb up a mountain you like, "Yoh, it's not gonna happen, like I'm not gonna finish this mountain." And I think while on Journey, my mental strength becomes stronger and stronger as the days went on, and it's just... I thought it was something amazing.
(Natalie, interview final focus group)

I'm not a fan of the outdoors and I don't think I ever will be but Journey has taught me quite a few valuable lessons and one of them is to be positive, so I'm going to be positive and finish all the journeys that I come across in my life and I will never forget this one. (Male, letter to Principal)

...personally, I felt like I grew a lot as a person. Like mentally my strength was absolutely amazing. I didn't think I could ever feel like that mentally strong, ever in my entire life. And Journey proved to me that I really could achieve that.

(Male, post Journey survey)

Having a strong and positive mindset seemed to help the learners' in their personal growth and self-concept.

It taught me to see that a positive mindset is the only way to get through life's challenges. (Male, post Journey survey)

Although I sometimes struggled with dealing with some personalities, a positive mindset got me through it and I had a good time.

(Female, post Journey survey)

...I told myself when I was going to come on Journey that I'm gonna try go in with a positive mindset, even though it's not really my thing to be outdoors.

(Emily, interview solo day)

There were also those who reportedly entered *Journey* with a negative mindset and so perhaps did not gain as much out of *Journey* as those that entered with a positive mindset.

Umm, depending on your mindset, yes. I think. Coz if you're not in a good space and you're thinking negatively with the experience, and you don't have a group leader who's checking on you all the time, or encouraging you, then it will be much harder.

(Chloe, interview solo day)

Some people go on Journey with such a negative mindset that they aren't able to take in everything Journey offers. (Female, post Journey survey)

As outlined in the literature review, there is a relationship between challenge and personal growth. Increased challenge can assist in improving performance but only up to a certain point, when the challenge becomes excessive, performance decreases. For some learners, *Journey* was perceived to be beyond this point. Furthermore, while many OAE programmes assume this 'development-by-challenge' perspective, which educes a particular behaviour; this does not necessarily mean that they are learning. It is therefore important that staff educators in OAE consider individual differences within this development-by-challenge theory. Ideally, group leaders should first assess the learner's zone of actual development (ZAD) and once this is understood, arrange activities with increasing levels of difficulty and perceived risk (scaffolding) in order to stretch the learner from ZAD to ZPD. These points are illustrated by the comments below:

....It went past a healthy challenge and became something that brought out the worst in some people and was too difficult for others
(Madison, interview final focus group meeting)

I absolutely cannot wait until this is over because it feels like hell, I don't know what hell feels like but I'm pretty sure that it's the worst. (Female, letter to Principal)

Most people learnt some things but a few hated every second of it.
(Male, post *Journey* survey)

However, research has also demonstrated that it is not enough to merely participate in a challenge, but it is the overcoming of the challenge in a supportive environment that is important for personal growth (White, 2012). The supportive environment in OAE is fundamental to the whole experience, with research purporting the importance of prosocial supportive behaviour or within expeditionary groups (Furman & Sibthorp, 2013). Within the South African context, the term *Ubuntu* could perhaps be used to explain this expeditionary behaviour.

U: Ubuntu

Derived from Zulu proverb ‘umuntu ngumuntu ngabantu’, which translates as ‘one is a person through others’; Ubuntu can be described as a philosophy or worldview, a social ethic of African humanness, spirit of humanity (Nyawuwe & Mkabela, 2007). This worldview emphasises the interconnections and interdependence of self with others, that our full human potential can only be realised in our association and relationships with others. The emphasis is on the collective spirit, the value of community, caring and sharing with others. Ubuntu refers to the holistic interconnections of people; socially, spiritually and physically (Mkabela, 2015). In this context, Ubuntu can also be regarded as prosocial behaviour that develops in expeditionary groups (Furman & Sibthorp, 2013). Ubuntu was evident in a number of the groups as described by the comments below:

The, the unity I guess... But you're getting support and then you get that togetherness with unity. And it gives you strength throughout the day.

(Elijah, interview solo day)

I think it's taught me ... put someone else forward first before you. And it's not always about what you want, but what the group wants.

(Jacob, interview solo day)

This concept of unity and social connectedness was mentioned by many of the learners in the focus group interviews and the importance of working together as a unit. This *Ubuntu* was implied to be the spirit of *Journey* for some learners as illustrated by the following comments:

Our group captured the essence of Journey, becoming one unit I could call my family. (Bella, interview final focus group meeting)

Its made me realise that I'm not one individual. Sure I can go up a mountain, but I want to help everyone else. And maybe you realise that you can find strength in unity in a lot of things...if Journey taught me one thing, that you are not alone at all. You cannot make it alone. (Elijah, interview final focus group)

We were a community...a family, whether it be climbing up Angel (mountain). These people mean everything to me, we put so much trust in to each other and care fiercely for one another, to this day you still see the connection. It shows the true meaning of Ubuntu and what it's like to have a family outside of a family.

(Natalie, interview final focus group)

In their letters to the Principals, the learners alluded to this sense of *Ubuntu* as illustrated by the following comments from the male learners: *'It was about finding strength in the unity of it all, building trust and learning to love each other, through the struggle'* and the importance of being able sacrificing their comfort the sake of others: *'The lesson on willing to sacrifice and suck up the discomfort of yourself for other people...'* This was echoed by the females too where there was a recognition of the importance of being kind and selfless as shown by the following observation made in a letter to the Principal: *'I have also recognised the importance of treating others well without expecting anything in return, and that tiny acts of kindness towards others helps them to feel more comfortable and allows them to come out of their shell.'*

Unfortunately, not all groups had this sense of *Ubuntu*, (this will be explored further in the group dynamics section) and is shown in the following quotes:

I just felt like people weren't helping us at the back, so I guess I just thought it was like a really massive divide between the fast people and the back. And so it felt like survival of the fittest and it's just not okay.

(Anna, interview solo day)

Not everyone learnt how to work together or support the people who struggle. Friend groups did not really mix, was still us and them most of the time.

(Female, post *Journey* survey)

The sense of *Ubuntu*, the feeling of connectedness and social support in expeditionary groups is particularly important in adolescent development and understanding of self

(Jostad et al., 2015). Another component of OAE that has been shown to influence this understanding of self; one's attitudes, beliefs and self-perception is solo day where the learners have time to reflect (Gassner & Russell, 2008).

R: Reflection

Renowned for his contribution to experiential learning, Dewey (1938) argued that, in order to learn from the experience, reflection is required. OAE can be viewed as a type of experiential learning based upon the assumption that personal growth occurs through reflection on experiences (Oppen et al., 2014). Structured reflection took place during solo day where learners were required to write to their parents, their school principals and their future selves. Learners were also encouraged to keep journals. On their return to school the following term, learners were required to write a reflective essay on their experience of *Journey* and what they learnt about themselves and others. Below are some of the comments from the learners' reflections, illustrating the diversity of topics they raised in the different formats. These comments highlight the importance of allowing time for the learners to reflect and process on their experiences (Thomas, 2018).

I have used my solo day to reflect on my Journey experiences and have learnt what my weaknesses are and I am going to work on them and keep acting towards my strengths. (Female, letter to Principal)

Journey was a life-changing experience. It was special time where I could reflect on myself and on my goals for life.
(Male, post *Journey* survey)

I think we do need time to look back on what we've achieved, and to almost prepare ourselves for what's ahead in life.
(Liam, interview solo day)

Journey is a chance for one to do serious introspection and to decide whether they are going to use this opportunity to see how much they can find out about themselves, others... (Female, letter to Principal)

I think that was another important part that helped, well me, get through Journey. Just thinking and reflecting, and like grounding myself. With my busy schedule at school, I am not often given time to simply reflect... Having the time to think and reflect has definitely balanced my character which is always good for the soul.

(Emily, interview final focus group meeting)

The quotes above suggest that there were definite benefits of this reflection on the learners' personal development. These ranged from comments on weaknesses and strengths, goals, achievements and future aspirations, insights and the final showing appreciation for having time to reflect.

I: Intrapersonal Development

Meta-analyses have been conducted on the outcomes of OAE and demonstrate that these programmes have small to moderate impacts on intrapersonal development (Neill, 2002). To a large extent, the qualitative findings of this study supports previous research, as do the results with respect to life effectiveness skills and resilience. This was not the case for the quantitative results for emotional literacy however, a matter that will be addressed in the discussion. Many learners mentioned improvements in a number of intrapersonal non-cognitive constructs such as self-awareness, self-concept, self-efficacy, empathy, self-confidence, motivation, self-regulation, patience and tolerance. A number of these concepts overlap as noted below:

Self awareness and self-concept

Self-awareness is a learner's realistic understanding of his/her strengths and limitations, with a correspondingly consistent desire for self-improvement. Self-concept refers to the perceptions that a learner holds of herself/himself, including physical, psychological and social characteristics. The ability to accurately recognise one's own emotions, thoughts, and values and how they influence behaviour is key to social and emotional competence (CASEL, 2005). This includes being able to truthfully evaluate one's strengths and limitations. Some researchers have suggested that the unfamiliar environment allows the learners a certain freedom to experiment with different psychological approaches or new aspects of identity (McKenzie, 2000). Research has demonstrated reported increases in self-

awareness and self-concept of participants following an OAE programme, for example: Goldenberg et al. (2005); Larson (2007) and Mcnamara (2002). Similarly, this study found that the learners' made reference to enhanced self-awareness and more accurate self-appraisal after participating in *Journey*.

For some learners, *Journey* seemed to be beneficial in the process of self-discovery as expressed by the following comments on the post *Journey* surveys and letters to the Principals: '*It helps a lot in discovering yourself*'; *You learn and experience a different side of yourself*' and *Journey has given me the time to find out who I truly am.*' For others *Journey* gave them an opportunity to make more accurate self-judgements as exemplified by the following comment: '*I've also been given the opportunity during this time to learn more about myself and think about many a things such as like and may values and morals and what I do and don't stand for*'.

Several learners found that *Journey* provided them with an opportunity to realise their aptitudes and capabilities, for example: '*Journey was challenging and made me get over my fears and discover some hidden talents*' and '*An experience that helped me discover my abilities e.g., how far I can push myself*'.

These sentiments of self-discovery and self-growth were echoed during the interviews with the focus groups, although interestingly enough, the comments were mainly from the females. This is evident by the following utterances:

.....So it's a growing experience. I am learning more about myself.

(Emily, interview solo day)

...but I've also learned about me. I understand my boundaries and know that they can still be pushed.

(Bella, interview final focus group meeting)

Although a big element of Journey is to integrate with other people, someone I go to spend a lot of time with is in fact myself. I have learnt about my strengths, my weakness, formed new opinions and gained new perspectives.

(Emily, interview final focus group meeting)

I'm a lot more real. Like, I'm really more... Uh, I don't know how to say it. Like I won't use the wrong word, but more realistic of myself, I suppose. So, it's like I, I understand, not my capabilities rather, but I understand my mindset, and I understand myself as a person. (Natalie, interview final focus group meeting)

OAE research has shown that the environment perhaps provides a setting where females can escape conformity to traditional roles and discover aspect of themselves that had previously been withheld (Overholt & Ewert, 2015). A number of female learners made reference to being authentic, being stripped of a façade and being their true selves. This next comment sums up those sentiments well:

And then on Journey... you know, try to like keep the façade going. And then you just realise that there's no point. You can't be here for 21 days and be completely fake and not break it at least once, you know. So now I'm just like, "Okay, let me just stop and actually be myself." And that's when I actually started getting really close with people, and I... People actually liked me for being me, and that's when I realised that like you don't have to pretend to be someone else for people to like you, because you will meet the friends that are meant to be your friends, you know.

(Chloe final focus group meeting)

Self-regulation

The wilderness environment is often credited with encouraging self-awareness and self-regulation (Sheard & Golby, 2006) by virtue of there being naturally occurring consequences rather than 'rules' which learners may otherwise contest as inappropriate or unjust. As one of the core social-emotional competencies, self-regulation refers to the ability of learners to successfully regulate their emotions, thoughts, and behaviours in different situations—effectively managing stress, controlling impulses, and motivating

oneself (CASEL, 2013). A number of learners alluded to how *Journey* helped them develop this self-regulation:

And that's one of the things that I experienced and am grateful to have learned, coz sometimes I don't know when to stop. Like especially for conversation or something like you realise where, like wow, like a line needs to be drawn, and you push back, and you realise, take a step back and look at the bigger picture. (Samantha, interview final focus group meeting)

And I think I got a lot better with that, and grew in the way of learning to like keep myself calm, and also, a big thing I did ...was like calming myself and grounding myself. And that was... I think perhaps that like helped me a lot on Journey, as being able to step back in situations just to calm..
(Elizabeth, interview final focus group meeting)

I have learnt to control my body and my mind... I was able to change my mood by choice, which is something I've always struggled with and that was something great that I learnt from Journey.
(Chloe, interview final focus group interview)

This self-regulation or self-control such a learning to self-pacify, to become more mindful of others and developing self-discipline seems to have translated into other areas of their lives, as indicated from the following comment.

Aah yes ma'am, just where I handle a lot more work now. Umm, I feel a lot less pressure. Like I can cope with more work ma'am....like self-control...
(Nick, interview final focus group meeting)

Self-Confidence

Fostering positive self-concept development in learners should be a key objective of any educational system (Richmond et al., 2018). Self-confidence in the learners seemed to develop in response to overcoming challenges, learning to take pride in their accomplishments and feeling more confident in social contexts as illustrated in some of the quotes below:

Great for health, different socially, it's able to create friendships, creates confidence... (Male, post Journey survey)

Journey I believe is one of the most important things you do in your (school) time – it has helped me gain self confidence, expand my friendship group and attempt to push myself to both my physical and emotional limits. It's a literal journey every child should go on and I hope its efforts never fade.

(Male, letter to Principal)

Ja, I feel like I've... Like I'm a bit more confident around people, so like I can express myself and talk to people a lot more.

(Oliver, interview final day of Journey)

And I think it's also made me a bit more self-confident in the way that I don't have to look the way that people want me to look. I can look like I want to.

(Liam, interview solo day)

Interestingly, while the males generally made reference to gaining self-confidence in social contexts, females tended to refer more to persona aspects vs a more authentic self as explained in the comment below:

Umm, I think in myself, like I have become a lot more confident with my, like my actual personality because obviously when you are at school you have to like compromise so that you can get people to like you and stuff. But then here, like you obviously can't put up a façade the whole time, coz it gets tiring. So you just be yourself and then people like you for that. So it just kind of fills your self-confidence.

(Chloe, interview final day of Journey)

Even those learners for whom the concept of Journey was not 'their thing', gained in confidence:

...the school wants you to say that it was like a wonderful life-changing experience in which you learnt how to work with people, and like grow strength, and resilience,

and stuff like that, which I didn't really. I think that I just grew a bit in like confidence, like approaching people. It's not as scary as I thought it was.

(Madison, interview final focus group meeting)

This self-confidence appeared to be sustained and generalised into other aspects, as mentioned in the final focus group meeting 4 months after *Journey*:

Umm, I think it made me a lot more confident in myself, just in terms of like doing things physically, like that I wouldn't normally do now. I don't really see it as a big obstacle, and I'm like, "Oh, it's not that bad. I can do that."

(Hannah, interview final focus group meeting)

I feel more confident when it comes to school work and I am keen to try new things because I now know that I have what it takes to climb the obstacle in front of me.

(Logan, interview final focus group meeting)

Resilience and Grit

A number of studies have suggested that OAE can be effective in enhancing levels of resilience (e.g., Bloemhoff, 2012; Overholt & Ewert, 2015). Programmes such as *Journey* often provide opportunities to practice resilience as the learners develop perseverance when the going gets tough, develop courage as they face their fears and determination to overcome challenges (Whittington et al., 2016).

There were numerous comments from the learners on their ability to “dig deep” and demonstrate determination, perseverance and grit.

I wouldn't go so far as to say that I've "changed" but the past 10 days have shown me that have grit and that I can do anything I set my mind to.

(Female, letter to Principal)

This experience is a personal growth in ones life. You learn grit, patience, determination and life skills... it has taught me that when I'm determined, I can really achieve the things I though I could never.

(Female, post *Journey* Survey)

Journey was a challenge at times but getting through the challenges is what has made me a strong person...

The grit and perseverance of getting through it.

(Male, post *Journey* Survey)

As demonstrated above, the learners felt that the experience of *Journey* has helped them develop grit and determination. This notion of setting your mind to the challenge and persisting when times were tough was further elaborated on during the interviews with the focus group as the following comments demonstrate:

It's, it's really when you just... It's really just about not about how talented you are or think you are. It's about how much you decide to endure. It's either you fall, and you just lay there and die, or you decide to just stick it out. (Elijah, interview final focus group meeting)

I think it's just proven that if I put my mind to it, I can do whatever I want no matter how tough it is on the body.

(Liam, interview final day of *Journey*)

Research suggests that OAE may help participants develop resilience, which will assist them during uncertain or demanding occasions in the future (e.g., Overholt & Ewert, 2015). This concept of grit seemed to translate into other aspects of life, where learners were able to draw on these experiences to help them negotiate day-to-day challenges, as mentioned by one of the learners a few months on:

...but like in the holidays we had like a big supper, and I cooked and stuff. And obviously, if you cook, you clean. So, there were tons and tons of dishes, and I was like, "I can't do this." And I was like, "No, I have to do this." And you get it done, and it's so strange, like when you tell yourself, when you make yourself do it, like it must be done, it just gets done easily and better.

(Bella, interview final focus group meeting)

Patience and Tolerance

A number of learners mentioned how they felt less stressed out of the school environment, with many of them voicing how being on *Journey* would help and had helped them develop patience and tolerance. In response to the question in our first focus group meeting on what they expected to gain from *Journey* on a personal level, a number of them made reference to patience and tolerance. During the interviews that followed on solo day, the last day of *Journey* and four months on, it was clear that quite a few learners felt that they had developed patience and tolerance over the course of *Journey*.

Like I said before I came on Journey, you'll learn how to tolerate people, so like tolerance has been a big thing.

(Emily, interview solo day)

...I learnt tolerance, to tolerate people and even things I didn't get along with or like...

(Elizabeth, interview final day of *Journey*)

I feel more patient and relaxed because I just take it one step at a time and I don't try to fix tomorrow's problems today.

(Logan, interview final focus group meeting)

So I think as an individual I learned tolerance and to show compassion. (Emily, interview final day of *Journey*)

This sense of compassion and empathy was echoed by a number of learners as they became more sensitive to the needs of others. Development of empathy on *Journey* was indicated by a number of learners, both males and females:

I think I am a lot more sort of sensitive to other people, like not in the sense that I'm nicer, but like I can pick up that some things like off with them, and maybe I will make more of an effort to make sure that they feel better or something like that. I can't really explain it.

(Natalie, interview final focus group meeting)

I'm more in tune with those around. ... like I can, I pick up people's behaviour better I think now than I did before. ...I know how to approach things differently. Like I approach them differently than the way I would have done before.

(Bella, interview final focus group meeting)

Emotionally...I could see other people crumbling and so a good idea was to help others overcome what must have been quite a difficult time with them.

(Jacob, interview final focus group meeting)

So you look around you and people are so...are so broken. Are so like heartbroken and you just like, "Wow, I wonder how I can help?" And then you are just trying to support everyone.

(Elijah, interview solo day)

And also learning people's capabilities...and stuff like that and being able to help them. And when they're in trouble, not always just doing stuff at your own speed and your own time, and stuff like that. By actually helping other people as well. (Nick, interview final day of *Journey*)

Empathy refers to the experience of understanding another person's thoughts, feelings and condition from their perspective rather than one's own and enables prosocial behaviour that comes from within, leading to more compassion for others. As shown by the comments above, learners seemed to develop empathy and demonstrate prosocial behaviour during the course of *Journey*. These findings somewhat conflict the quantitative results on emotional literacy which showed improvement for both males and females from pre to post-*Journey*. This will be discussed in the next chapter.

Motivation

Findings from outdoor-adventure based programmes suggest that participation in these programmes could enhance participants' intrinsic motivation (Houge Mackenzie et al.,

2018), and in doing so, also increases the motivation to achieve in other areas of life (Neill, 2008). This intrinsic motivation was evident in a number of the learners' comments as illustrated below:

You end up saying, "No listen, at the end of the day you have to do it. Just get it over and done with. And you can do it with your own motivation. And then telling myself, "I can do it, I can do it, I can do it," actually ends up helping, and you watch it help you. (Natalie, interview last focus group meeting)

Like I'm, I support myself. I don't know if you'd understand this, but I need to motivate myself. I can't be motivated by other people.
(Bella, interview solo day)

This intrinsic motivation seemed to be sustained and transferred to other aspects of life back at school as demonstrated by this comment:

Ja, like with Journey you find that you have to self-motivate yourself a lot of the time. Like trying to get up 'Angel' or getting through a hike, and because you do that for yourself, you want to do that for other people, and you find yourself doing that at school.

(Alex, interview last focus group meeting)

Open-mindedness/intellectual flexibility

The quantitative results, as measured by the LEQ, show that while there was a slight increase in self-reported levels of intellectual flexibility for both males and females after participating in *Journey*, this was not statistically significant. However, the qualitative findings show that a number of learners found that they had become more open-minded, particularly with respect to others after participating in *Journey* and how their preconceived ideas about others were challenged. This was illustrated by the following:

Journey has not only broadened everyone's take on life but it has also stretched our physical limits. (Male, letter to Principal)

Journey has changed my ways of thinking and how I am going to look at things from now, how I take things in and what I do with it.

(Male, post *Journey* survey)

...another thing I learnt is that umm, not to, not to have pre-conceived ideas of people. Umm, because there's so much more depth to people than what they put out, and especially at school... it makes it easier to get to know other people because, like I've kinda understood how people operate, if you know what I mean. And how there's different layers to them.

(Bella, interview final focus group meeting)

But it has also like kind of changed my mindset a bit on how I view people, like sometimes... Like beforehand, if someone said something ignorant, I'd just be like, "Ah, they're so stupid. Like why would they say that?" But now it's like, now it's more like, "I get why you said that"...

(Madison, interview final focus group meeting)

I think to be a lot more open-minded on how you approach things in the future, and not set your mind to one thing coz it could be the complete opposite to what you expect.

(Liam, interview final day of *Journey*)

*I think I learned that not everyone is what they seem from the outside, like from school like you see a person and you like are quick to judge what kind of person they are. Then because you're forced to get to know them over *Journey*, you get to find out how they're not always the same person you think they are.*

(Ethan, interview final day of *Journey*)

Much of the open-mindedness referred to above relates to not pre-judging others of jumping to conclusions too quickly without exploring other ways of making meaning. Community

service also served to open the learners' minds to those less fortunate themselves as shown by this learner's comment:

So far Journey has changed the way I look at things and how I approach them. Journey has made me look at life in a different way. When we did the community service day, I realised when we handed (out) food that life isn't just about money and what you wear. I realised that you can take something and trade it for food. I also didn't see the other half of the world and how they had to get food. I didn't see their struggle, I know as learnt from that day that food means a lot and not to waste.
(Male, letter to Principal)

However, not all learners felt that the community service was beneficial to them as individuals as evident from this comment:

No, not really, coz I mean I wasn't doing anything directly involved with the community. I was painting windows. You know, it's not like feeding the mouths of the people or anything. It's like I'm just painting your windows that you probably don't need that much. It's like you know, painting windows isn't going to be someone's saving grace.
(Madison, interview solo day)

Whilst many of the above factors have been grouped as intrapersonal attributes, patience, tolerance and compassion are also important as contributors to social interactions and social competence.

S: Social competence

The magnitude of relationships and social connectedness was evident from the word clouds, where new friends and friendships were the main words used by the learners of their experience of *Journey*. Developing social competence is a common and often key objective of OAE programmes. A number of studies have demonstrated that participating in OAE has an important effect on the learners' social skills such as group cooperation and communication competencies (e.g., Richmond et al., 2018). Living closely and intensely together for few weeks at a time in smaller groups provides a great opportunity for

developing social competence. The comments from these learners tended to support this finding as demonstrated below:

Journey teaches you people skills, how to talk to people you don't know.

The interpersonal skills I developed and all the friendships I made.

(Male, post *Journey* survey)

I feel like I've learnt to be less selfish and to be team player and have grown to become a more mature and determined person. It is hard being isolated from all people and everything you know, but doing so, it helps to really come out of shell and show people who you really are.

(Male, letter to Principal)

I think accepting like people for who they are, and then like not try not see the negative in them but always look for the positive. I mean that was like one of the bigger things for me.

(Jacob, interview final focus group meeting)

The males referred to how *Journey* helped them develop interpersonal skills and described this in terms of their actions, for example, looking for the positives in others and being less self-centered. Females alluded to the fact that they were able to cultivate the interpersonal relationships on *Journey* as this environment allowed them to more authentic and it seemed to bring out their 'true selves'. This was apparent in the post *Journey* surveys and letters to the Principal, shown by the comments below:

It allows people who are not as social or interactive at school to open themselves up in a different environment.

(Female, post *Journey* survey)

When the social pressures of school are eradicated for the equation, people are more comfortable being themselves and others are more willing to accept this.

(Female, letter to Principal)

Interviews with members of the focus group added to this notion of developing social competence and being oneself. They also mentioned that being on *Journey* gave them the confidence to approach people outside of their friendship group. This is exemplified in the following comments:

... on the first few days I was kind of like a little bit shy, coz I'm a generally shy person. But then it was really nice because I just started opening up a lot, and I can just talk to people, so much easier and be myself more. Umm, I don't know, it feels like me being, people like me being myself, more than...

(Chloe, interview solo day)

For some learners, social skills were developed but demonstrating restraint and to weigh up the situation before taking action. This was succinctly portrayed by the following comment:

I think it's also really helping with like people skills. Like I've learned to keep my mouth shut about certain things, and just watch people do their own thing. Just to see how it turns out. (Anna, interview solo day)

Being on *Journey*, aside from being in a different, less pressured environment, also gave the learners the time and opportunity to get to know their group members properly, as is expressed by the following comment:

I've learnt that everybody has a different story that you didn't know and you can always get to know people better if you take the time.

(Female, letter to Principal)

A fundamental aspect of all social interactions and social competence is communication which will be addressed in the next section.

Communication

As alluded to in some of the comments above, a number of studies on OAE programmes have demonstrated improvement in communication skills, which is key to social competence (Paisley et al., 2008).

Umm, and also in terms of approaching people. Like beforehand, I wouldn't talk to someone coz I thought that maybe they wouldn't like me, or maybe they'd think that I was weird or something like that. Now I just talk to them like a normal person, and they communicate back and it's not like weird or awkward. And it's not as bad as I expected it to be.

(Madison, interview solo day)

A number of learners mentioned how the lack of technology and social media was beneficial in recognizing the value of and developing these social skills:

But the thing is you talk to other people, and talking face to face is so much more enjoyable than in a text message, coz there's so much more emotion and expression that you can see in people, and kind of see the kind of people that they've become.

(Elijah, interview solo day)

As 16/17 year olds, we are so occupied in social media and technology that we forget that there is more to life, that there are fun times and that there are hardships we'll have to face and Journey provides for that.

(Female, post Journey survey)

It has been such a nice break from technology and Journey has taught me a lot of things like social skills which technology couldn't really do.

(Female, letter to Principal)

One particularly poignant comment, with regard to communication, was made by a learner in her letter to the Principal where she mentions how she got to know people on a deeper level and that:

... I have found that in this environment, people are more willing to listen with the intent of understanding which isn't so common at school.

(Female, letter to Principal)

The social environment created on *Journey* was not easy for all learners however, as illustrated by the following comment:

The physical aspect of Journey is challenging but I struggled mostly with the social aspect. (Female, post *Journey* survey)

In fact, one learner was particularly vociferous in the post *Journey* survey with her description of the challenges she faced and how the social aspect was not something she would chose to do:

It was challenging all physically, mentally and socially. It was hell in all aspects..., the stupidity of people in my group, being made to socialise. (Female, post *Journey* survey)

Another key aspect of social competence is the understanding of boundaries, with the use of a metaphor, this was effectively illustrated during a focus group interview on the final day of *Journey*:

Like we're standing in front of a fence. This like represents the boundaries we have, like on Journey and like, like you can't like cross the lines of some people. And like you learn, like you learn people's like... How it is to like interact with certain people and like what not to do, and what to do.
(Aylssa, interview final day of *Journey*)

Shared narrative

As illustrated in previous research on social connectedness (Richmond et al., 2018), there was a lot of mention made of shared challenges and memories made together, as well as being part of something bigger:

... you create the relationship coz you were there struggling together...
(Elijah, interview solo day)

The friendships made and memories made with the friends in the group. Also having a memory that only a small number of people will share with me.

(Female, post *Journey* survey)

Sharing an experience with thousands of people who have done Journey before me.

(Male, post *Journey* survey)

After writing our names in the book it was then when I realised that I was truly a part of something bigger than me. (Logan, interview final day of *Journey*)

You just feel special, like you're part of something. Like there are so many generations of Journey that have been through there, and you just feel special.

(Alex, interview final day of *Journey*)

Learners lived, travelled and connected with a smaller subset of their peers; these shared experiences and shared challenges worked as an important way for bringing learners closer to form part of a common identity. Additionally, strengthened relationships and a sense of belonging enhance self-efficacy, which some reported had been transferred to the school environment.

H: Humility and Gratitude

Humility can be viewed as a decreased self-focus and an increased 'other' focus and is usually indicated by an accurate self-concept, lack of arrogance, a balanced awareness of one's strengths and weaknesses (Jankowski, Sandage, & Hill, 2013). Gratitude is an emotion that occurs when individuals recognise that they have benefited from the actions of others and may also incorporate an overall acknowledgement and appreciation for life (Bartlett & DeSteno, 2006). Both humility and gratitude are prosocial behaviours that a number of learners mentioned as a result of their experience of *Journey*. The following comments from the males illustrate this point:

Journey was an amazing experience that allows us as humans to realise how insignificant we are in relation to the world we live in, however as these insignificant

and finite species we are able to conquer obstacles that we never thought were possible before this experience... Being put on Journey and given the minimum to survive has really made me realise how lucky I am to have what I have. (Male, post Journey survey)

Being on *Journey*, seemed to evoke an appreciation and gratitude for things which were usually taken for granted, as illustrated by the following comment:

.... and appreciate a lot of things that you have. Be grateful for running water. Be grateful for cooked food that you get every day. Be grateful for a roof over your head. Be grateful for all of those things. A meal every day. (Elijah, interview solo day)

This attitude of humility and gratitude that developed during the course of *Journey* was also revealed by the females as the following comments illustrate:

Being in nature has humbled me and reminded me that there is so much more to the world. (Female, letter to Principal)

Like it teaches you so much, and like I said, it humbles you and makes you realise. It has taught me a lot of things... like being humble and grateful. (Samantha, interview solo day)

It has been suggested that the contrast of the unfamiliar environment in which OAE programmes take place, allows learners to view their own familiar environments from a new perspective (MacKenzie, 2000). As noted earlier, community service also allowed the learners to take stock of their own situations and to appreciate how privileged their lives are.

This Journey so far has made (me) truly appreciate my situation in life and also highlighted how it is so very different from so many others. ... It is now day 12 on Journey and as the sun begins to set and I have already come to appreciate many things. From learning and understanding more about the people in my group to appreciating the very small things in life like a kettle or a bed. So for these reason and many more, I am very grateful.

(Male, letter to Principal)

Not all the learners comment in such ways though. For some learners, *Journey* was not something that they valued or said that they had benefitted from. This then emphasises individual differences, since the experience of *Journey* was arguably due to the individual and how they approached and interacted with the whole experience.

I: Individual Differences (including Gender)

Although gender is the most ubiquitous individual difference, there are other individual differences such as physical strength, motivation, personal preferences and fitness, previous experience with outdoor adventure activities and cultural factors that need to be taken into consideration. Consistent with the underlying social constructivist paradigm of this study, these findings illustrate the importance of taking into account these individual differences as they will inevitably affect the learners' experience of *Journey* and the variations in outcomes, meaning and perceived benefits of the learners. This is underscored by the following comments:

With the rite of passage thing, I think, umm, for some, I think it does kind of mark the rite of passage, but I think it depends on the person. Like if you like sport and stuff you will think that it's a rite of passage. But someone that absolutely hates sports and outdoors, isn't gonna think it's the rite of passage. But if they really liked music or something, and they got asked to play at some festival for two weeks in the UK, that would be their rite of passage. Maybe if at this school there were different options. (Chloe, interview first focus group meeting)

I just think it's different with different people. ...life-changing could mean that you, it's helped you build character, so that's life-changing to you. Or that you've pushed physical boundaries, so that's life changing to you. Or if you met your best friend and it's made you step out of your comfort zone...

(Chris, interview final focus group meeting)

However, I think that Journey is not for everyone as it might be a culture shock or the girls won't feel comfortable doing a lot of the things ...It's a 50/50

situation/experience because it is what each individual makes out of it. It could be the most life changing experience and for others it could have no effect at all...Some people, like myself, really don't like people and doing physical activity and this really isn't comfortable for them. (Female, post Journey survey)

Aside from the individual differences in culture and personal preferences, the familiarity with environment and previous experiences of outdoor activities featured strongly in the focus group interviews, a few examples are given below:

Camping for me was easy as I have lived on a farm my entire life, making fires and all sorts of natural things. For many Journey was tough.

(Jacob, interview final day of Journey)

Well for me I look at it more at which environment I grew up in, and which environment certain boys grew up in, for example. And I'll be like cycling or something, and you see these boys like cycling through, thriving, living life. ... And I talked to David and he was like, "Ja, this seriously looks just like home for you," and I'm like, "Oh." I'm like, "I'm from like a big city," so being out like in farms just made zero sense to me at all.

(Natalie, interview final focus group meeting)

... like, so we, right, were not used to the going outside into the environment where we're forced to now live in tents and all these things. Where, like out of our element. And adapting to that is a bit hard for us.

(Elijah, interview final focus group meeting)

In addition to these individual differences, the compulsory nature of *Journey* may well have affected the results as learners require a willingness and readiness to accept change for positive results to occur. If forced to participate, learners could adopt a negative attitude, giving rise to in no change or even a decrease in effectiveness and impact. This is evident in comments such as:

It's a good experience and it certainly is worth it, but if someone can't deal with it or really really doesn't want to be there, it's not the end of the world, if they despise it so much, what benefit can it really have?

(Female, post *Journey* survey)

I believe it can create great bonds and help people find themselves but it still not for everyone. (Male, post *Journey* survey)

While a number of learners said that *Journey* was not for everyone, there is still an acknowledgement that the experience encouraged learning:

...I didn't like the idea of Journey, mostly because it as something that I was being forced to do and something I didn't think I could do. But now that I am here, I appreciate Journey for what it is. I've changed a lot more than I thought I would and more than I thought I could.

(Chloe, interview solo day)

....many people may not have enjoyed the experience but I believe that everyone comes out of Journey a new and different person to what they went in.

(Female, letter to Principal)

I'm not a fan of the outdoors and I don't think I ever will be but Journey has taught me quite a few valuable lessons. (Male, letter to Principal)

For a number of learners however, it was felt that *Journey* was of no benefit to them at all.

It has been called a "life changing experience" and a "place of growth and friendships" but I honestly feel as if my life hasn't changed very much and I haven't really grown as a person.

(Female, post *Journey* survey)

I didn't enjoy it, I didn't learn anything.

(Male, post *Journey* survey)

No, reflecting on it, like there were moments that were like pleasant you know...I had pleasant moments and really terrible moments. But like I didn't have any moment where I was like, "Wow, this is something I'll treasure for the rest of my life." You know what I mean? Like I didn't have that at any point, I don't think.

(Madison, interview last day of *Journey*)

Gender

Numerous studies have explored whether gender affects the outdoor education experience with conflicting results (Gray, 2016; Leupp, 2007; Neill, 2005). It may well be that the difference between males and females as demonstrated in the quantitative results are due to males in adolescence having a stronger physical self-concept and adapting better than adolescent females (who generally may have a lower physical self-concept). It could also be that *Journey* is perceived by some to be designed for males and is so less pertinent and for females than males (Anthonissen, 2011). In many societies, there is a stereotype that presumes that males are stronger physically than females and a few learners mentioned this concept of physicality, with comments such as:

... being a boy in my group, I'm able to cope with most of the challenges that we have faced so far but the girls somewhat battle with all the walking and challenges we face. ... if someone can't cope, I like to help them in anyway I can.

(Male, letter to Principal)

I think the boys push the girls in that aspect, that they are always in front of us, and they are quicker, and bigger, and stronger than us. But it keeps the girls going thinking that like it's also good to get support from the boys, coz they give really good support. Like if you need someone there to give you a pat on the back, or to push up the hill, or to say... To take a tent even, that makes a big difference to some people.

(Natalie, interview final focus group meeting)

Other learners referred to both similarities and differences between males and females, suggesting that while males may be physically stronger overall, females were able to cope

with *Journey* better than the males from an emotional maturity viewpoint, as explained by the following comments:

I think there's a lot of similarities, but there is differences that they are going through and we aren't. Where we know we should be physically more stronger but I think they have the same mental powers as us, so the pushing forward isn't really the issue. It's more they have smaller issues that we don't face in the day. (Oliver, interview solo day)

Umm, ja I think so. I feel like they find it more physical than emotional. Umm, I don't know. I just... Seems like they're a bit more mature than we are. Umm, ja. (Logan, interview solo day)

But what I mean, well my perspective of that is, I mean they feel their emotions. They let it out and it's over. Guys sort of push it down and hide it, and then ja, it just comes out the wrong way. Ja, then nasty negative energy, and then just, ja... So I think girls are a bit more emotionally intelligent or have more emotional intelligence. Before just letting it out and then it's over and done and just carry on. (Jacob, interview final focus group meeting)

While other learners appreciated that the physical aspect may be more difficult for the females, there was an acknowledgement that this depended largely upon the individual. This is elucidated by the a comment made during an interview on solo day:

... I think for the girls, there are obviously some girls that obviously excel and some girls that don't at all. And then there are girls, I am not sure if... It's the same with the guys, but I think the girls struggle more. (Jacob, interview solo day)

A few female learners alluded to the fact that males may have found the experience of *Journey* more straightforward as the expectations for them to 'groom' was different to the females as shown by this remark:

Ja. But it's sort of easier for them to live out in the, you know like, every day they don't brush their hair, and they don't fix themselves in the mirror sort of stuff, ja.
(Hannah, interview solo day)

Interestingly though, while the quantitative results paint a picture that shows relatively substantial differences between males' and females' scores, in the qualitative accounts, the differences not as evident. Many of the focus group explained that, rather than there being gender differences per se, it was individual differences that accounted for more.

...some boys you know you look at the general stereotype and you think, "Aah, this is so easy for them." Like they climb over 'Angel,' once quickly done at the top and they come back and help us up, and carry my tent. It's so easy for them, but often, like people will forget the emotional side of it and they miss people too. ... They find it challenging as well. I think physically, yes it might be easier for some of them. And physically it might be easier for some of the girls and some of the boys, but umm, emotionally-wise I think everyone's going through the same like problems...(Samantha, interview solo day)

... I mean fair enough, you get to know boys, but the girls it's also like there is a lot to know about them, and how like strong they are. And you can underestimate the girls. I mean, most guys do. And then you just get shocked and you see, and it just changes your perspective completely.
(Jacob, interview final focus group meeting)

You could see the physical aspects and the more like domestic aspects of it. But then as we got further along the Journey, I think other skills and tips came out, that were like conjoined and shared between us mutually. That a lot of the other things came like where you wouldn't expect them, like for physically, you say cycling day. Some girls thrived and others crashed. Like I was talking to some of the boys about it, and I said, "Do you not have that fear factor," coz I have such a big fear factor for cycling. I just don't trust myself, especially going downhill, and that was something

I was really scared of. And I said, “Where’s your fear factor,” and they said, “What fear factor?” They didn’t even imagine like how you could be scared of something like that.

(Bella, interview final focus group meeting)

While there were some obvious stereotyped differences between males and females in terms of attitudes to physical ability, bravado and emotional expression as mentioned above, *Journey* also allowed learners to challenge gender stereotypes as evident from the comments below.

Ja and you learn. Like the boys pick up very quickly who is good at setting up tents, and who isn’t. And girls who aren’t... The boys come back and help them. And the boys who aren’t, like the girls will do it and we figured out very quickly in the first four days, the boys said, “We’ll make the fires, we’ll do this,” and the girls went, “No you won’t! We’ll do the fires. You guys can go cook food, or something like that.” And often they sit there with our pasta and noodles, and we go and make the fire. (Elizabeth, interview solo day)

Some learners expressed that *Journey* may have provided a forum to challenge the stereotype with respect to males expressing emotion as the following comment suggests:

...I always feel like, like I don’t know like it was just very stereotypical, the boys kind of like have to look like, you know, sort of like macho like. You know they tried to not have emotions, so like I don’t know, I think Journey kind of, I don’t know, it kind of like was a, an opening for them to be able to have that like sensitive— (Hannah, interview final focus group meeting)

Some research has argued that same-sex programmes work better than a mixed-sex group and while there was some concern before *Journey* that females (and males) may act differently in the presence of the opposite sex, the discussions that took place on the last day of *Journey* suggested that having males and females together on *Journey* seemed to have

made it a more fun and positive experience for the majority of learners as demonstrated by the following remarks:

I think, basically from a boy's side, if it was all boys, it would be way more chaotic, and people would just like, I don't know, be a lot more, like being with co-ed it's like a lot more calmed down.

(Ethan, interview final day of *Journey*)

And also some girls like, if they weren't there, Journey wouldn't have been as bants (fun) as it was. ... Right, like you just go to class with them, come back. Just, that's it. So when you go out there, you don't really know who those people are. And when you get to know who they are, they're just really great people. (Elijah, interview final day of *Journey*)

It was also apparent from the discussions during the focus group interviews that the learners appreciated the opportunity of getting to know the opposite sex and also mentioned how this helped with the integration between the two schools.

Because I think the way everyone interacted with each other would have been different if it was just boys and just girls, coz they all learned to sort of umm, accept other people and be open-minded. Aah, whereas if it was just boys, I mean you are with them every day, so nothing much would have changed. (Chris, interview final day of *Journey*)

The, well girls and boys feel awkward around each other, like in classes and stuff like that. So I think being forced to live with each other for three weeks like really lets people open up to one another, and interact with one another, and be comfortable around one another. (Alyssa, interview final day of *Journey*)

I would like just to say with the all-girls thing, when like there were some nights when we all just chatted together and spoke about issues that we go through together. Like I think we all understand, but the boys might not have understood.

And I think if it was 21 days and it was just girls, that umm, sisterhood would have gotten a lot stronger, I think. But I really think the co-ed was better because we already had that much opportunity to get to know the boys on a platonic level without it being weird. Or umm, ja just doesn't really, you don't get the opportunity that often. And so it was nice to get to know people and to see them for who they really are. (Bella, interview final day of *Journey*)

It was interesting to follow the development in thinking that evolved during the course of *Journey* with respect to the mixed-gender experience. This is reflected in Liam's comments from solo day and the final day of *Journey*.

I think if it was just boys... we would get into a lot more trouble coz when you're by yourself with just boys, you get up to things that you normally wouldn't do around girls and vice-versa. (Liam, interview solo day)

--being with the girls, it's helped us to stay closer together, not make Journey such a bad thing. (Liam, interview final day of *Journey*)

Other learners were more pragmatic in their comments suggesting that a mixed-environment was important as it reflected the world in which we live as shown by Madison's remark:

Umm, I think it would just be pretty weird if it was like just one gender, coz the world isn't like that. You know you're not going to just interact with one gender. You're going to have to interact with like the spectrum.
(Madison, interview final day of *Journey*)

As with friendships made, the hope is that this integration shifts perceptions and communication and continues back in the normal school environment.

N: Nature and Environmental awareness

There is plenty of research conducted on the beneficial effects of being out in nature (e.g., Gladwell et al., 2013; Keniger et al., 2013), with research demonstrating strong links between experiencing nature and stress reduction (Freeman, Akhurst, Bannigan, & James, 2017; Freeman & Akhurst, 2018; Mutz & Müller, 2016). A small number of learners on *Journey* also reflected this sentiment.

Being in nature has also relieved a lot of stress and taken away some of my responsibilities. (Male, letter to Principal)

Being out in nature seemed to produce biophylic tendencies that evoked feelings of humility in, and appreciation for, nature (Profice et al., 2016).

....like you're understanding the environment and you're with the environment. (Male, letter to Principal)

Being out in nature in this state makes me think of that lack of appreciation I may have been showing, being out here reminds us how fortunate we are; being out here shows us the privilege, how much we take for granted. (Female, letter to Principal)

No-one ever speaks about like the places you go, the views you see while you're doing like the things... Like on cycling day, I just remember every single day was so beautiful. Like the places we cycled through, and the places we hiked through and stuff like that. Like where we are, the world is so amazing, and no-one really knows that. No-one tells people that. (Alyssa, interview solo day)

I will always remember the beautiful scenery that surrounded us on our hikes and how small and unimportant our problems felt when looking down from the top of Angel. (Female, letter to Principal)

Nature is quite simply amazing once you've stopped looking at screens and actually fully appreciated what mother nature has given you, for example the singing of birds or bugs, the wind rustling in the trees and ever the gi-normous mountains. (Male, letter to Principal)

Researchers often mention a nature deficit, a disconnect, between humans and their role in nature and argue that OAE is well placed to offer environmental education in order to help create an appreciation of and an awareness of environmental studies. Some researchers suggest that childhood experiences in nature can influence adult pro-environmental behaviour (Rosa, Profice, & Collado, 2018). What was surprising in this study was how few learners expressed environmental awareness or concern. Although some mention was made of environmental issues, particularly the drought and water shortage, this only came after being explicitly asked.

Maybe it's also because we are outdoors so much at home we take it for granted a little bit. (Jacob, interview final focus group meeting)

I'm kinda used to, not like used to it, but I'm kinda used to the outdoors and like, like you know, nothing really new to me.

(Bella, interview final focus group meeting)

This may well be due to the developmental stage of adolescents, but could also be attributed to the mostly privileged sociocultural context in which they are raised. During the final focus group meetings, I mentioned the fact that I was intrigued by how few people made any mention of environmental issues. The response was enlightening as it does appear that many of South Africans (from this socio-cultural strata of society) do perhaps spend more time outdoors than many other countries where research has been conducted.

G: Group Dynamics

As different individuals come together and form a group, there are a number of elements within the social system that interact to prompt behaviour at group-level that governs how the group forms and functions in OAE. The remoteness of the environment plays a role in the group dynamics, producing an interdependence between group members

and creating a supportive encouraging social system (which was discussed in *Ubuntu*). As mentioned by a number of learners, groups with previous friendships also influenced group dynamics (discussed earlier in the Friendships section). Generally, participating in OAE has been correlated with increases in-group cohesion (Sibthorb & Jostad, 2014) and this was reportedly the case for some groups.

Bonding with my group. I'm in love with my group. We're all very close. I made a lot of friends. (Natalie, interview solo day)

The camaraderie of the group was always intact.
(Male post *Journey* survey)

I cannot describe the best times when the group felt as though we were a family and as if we were the only ones on earth, engulfed in sounds of everyone in fits of laughter at the camp fire. (Female, letter to Principal)

I was lucky enough to be in Group xxx. Never in my life had I seen such a perfect mix of people, and I'm not saying we never fought or disagreed, we did, on multiple occasions but it always seemed to be functional conflict. We were a community...a family, whether it be climbing up Angel... we put so much trust in to each other and care fiercely for one another.
(Natalie, interview final focus group meeting)

However, groups differed in their dynamics with some showing much more cohesion than others. For some groups, group dynamics evolved as the learners got to know one another but for other groups, this did not happen. Prevailing hierarchies from school social networks continued in some *Journey* groups, which affected the group dynamic:

Joh, at the beginning there was a very very evident divide. Like it was strong. It loosened up some days and then it would go back, almost like bounce back, but it still is there I can say, but we all got over it if that makes sense. Like one group was

making more of an effort to include the other group, and the others, so it just got tiring. So we just accepted that.

(Natalie, interview final day of *Journey*)

Yeah, like in our group, like I just felt like our group didn't really integrate very well. (Anna, interview final day of *Journey*)

Journey was great at times but the divide in our group made it less enjoyable. ...loved being outside and got to know people I didn't know before but I didn't enjoy the group dynamics our group had.

(Female, post *Journey* survey)

Allows people to bond but they usually have popularity based groups within the bigger groups. (Male, post *Journey* survey)

On the last day of *Journey*, those groups that had bonded well actually felt a sense of loss having to integrate back to their previous friendships:

...it was bitter-sweet coz like I love my group, and to this day I will always love my group and everyone in it. It was also nice to see my other friends back. Also weird being around my normal friend group, rather than being away from my group. Like your heart like just felt weird. (Natalie, interview last focus group meeting)

From the social constructivist point of view, this concept of social connectedness is not unilateral with how group dynamics affects the learners but the learners themselves have a great effect on the group too. This was mentioned by a few learners during the interviews.

Everyone does feel it. So it's like every individual has an impact on a group, one way or another. (Elizabeth, interview last focus group meeting)

....On Journey, I became aware of, you as a person. You have influence over other people, like whether you know it or not, whether you realise it or not. And your mood can very much determine the mood of someone else or the general atmosphere in... the campsite sort of thing....so it was just like your mood very much determines... And if someone is upset, it affects the whole group.

(Bella, interview last focus group meeting)

Group Leaders

Despite the impact and importance of the relationship between group leaders and learners, there is relatively little attention given to this relationship in OAE research. However, the existing literature strongly suggests that positive interpersonal relationships between group leaders and the learners fosters commitment, confidence and camaraderie (Priest, 1999). Group leaders usually work to guide group dynamics but their own personalities, abilities and expectations are naturally infused into the group, which in turn influences the social structure of the group (Sibthorp & Jostad, 2014). Some researchers suggest that group leaders' unattainable expectations or shifting goals can negatively influence the experience of the learner (McKenzie, 2003) and possibly hinder the beneficial development effects of OAE (Anthonissen, 2011). However, when participants are able to respect, appreciate and feel the support of their leader, it makes it easier to identify with the leader and other members of the group. In this study, group leaders were reported to have been fundamental to the facilitation of the group dynamic as is evident from the following remarks:

Like, it's they (Journey leaders) are kind of like the things that are holding, the thing that's holding everything together. (Chloe, interview solo day)

... I think if we didn't have these specific Journey leaders it would be quite, we wouldn't be as friendly, our group wouldn't be as friendly as we were.

(Chloe, interview solo day)

I really enjoy our leaders. I think Mr White knows exactly what he's doing. He's, he's good for this like he, he understands that everyone's like, the either the higher end, like physical-wise or the lower end like he respects the people who'll be slow.

... I think they're good leaders and they know what they're doing, putting us like all together. They know how to handle the situation.

(Samantha, interview solo day)

For many learners, the group leaders had a great influence on how the learners experienced *Journey*. The learners seemed to appreciate the change in the adult/learner relationship, where the group leaders' existing hierarchy shifted from positions of power and authority to friendlier, approachable mentors. This is illustrated by the following comments:

I think they could ruin your Journey to be honest, if they... Like Mr White been great. He's let us do what we wanna do. He has been hard on us, like when we're moaning and stuff. And I think if it's just, if he allows you to do what you want, and there's no sense of like, if there are no rules and stuff, then I think it would just go nowhere. And everyone would just do what they wanted. So I think they do play a big part, but they've also got to know... Like, be your friend at times. Like to have a chat with them or like when you're hiking with them, talk to them and stuff. (Alex, interview solo day)

I think our leaders just make it more fun and enjoyable time with their jokes and them trying to interact with us, and not act as a power figure, more as a friend. So I think that you find that you can be more open and talk to them about stuff that you wouldn't normally talk to them about.

(Liam, interview solo day)

Learners also mentioned how much they valued the group leaders that intentionally engaged with the learners and gave them some autonomy, which would have had an affect on their experience of *Journey* as this remark demonstrates:

I think they (Journey leaders) play an important role. I absolutely love Mr White because he stepped back and gave us responsibility. But as soon as we made a mistake he would... He wouldn't shout at us or be angry, he would fix, or help fix the problem. And advise us to do it this way instead of that way, and ja, umm...
(Alex, interview final day of *Journey*)

This is consistent with Dewey's (1938) suggestion that the purpose of education should be to develop the capacity of learners and groups to actively participate in democratic societies. However, there were some groups that did not have the same rapport with their leaders, with some learners alluding to the fact that the leaders continued the existing patterns of hierarchy on *Journey*. This could possibly have undermined the ability of the group leaders to connect with the learners and thus direct the development of the group dynamic. As illustrated in the remarks below, continuing these position of power and authority is likely to have created barriers between the group leaders and the learners:

Our leaders were quite strict. They were quite, they didn't really let us do a lot of stuff, or we didn't have that much freedom I guess

(Male, post *Journey* survey)

Mr. Black is quite like straight-forward, and he knows what he wants, and then if it doesn't happen, then obviously he doesn't, he doesn't take any stragglers. So he's not very lenient, so he kind of pounces on you

(Jacob, interview solo day)

Like when Mr. Black was having a bad day, everyone was in a bad mood sort of thing. Like when he was like you know wanted to go, and like he wasn't taking any breaks, and you know, everyone was kind of like in a bad mood. (Hannah, interview solo day)

Conclusion

Overall the subsections above with illustrative comments suggest that *Journey* is a challenging, yet rewarding undertaking that is largely beneficial for the learners' development, both intrapersonally and interpersonally. How these findings address the research questions, how the findings compare with previous research and the limitations of this study will be discussed in the following chapter.

Chapter 7

Discussion and Conclusion

Introduction

The aim of this research was to explore the psychosocial outcomes of *Journey*, an OAE programme, on adolescents in a South African setting. In doing so, this mixed methods study addressed the three research questions: 1) to examine whether there was any effect on the self-reported measures of life effectiveness, resilience and emotional literacy of Grade 10 learners after participating in *Journey*; 2) to explore whether there were any effects of gender on the experience of *Journey*; and 3) to try and understand what *Journey* meant for the learners in terms of value and perceived benefits.

The findings support and extend the considerable body of literature demonstrating the positive effects of OAE on fostering life skills, intrapersonal skills and interpersonal skills. In the light of previous anecdotal evidence and the existing research indicating the effectiveness OAE programmes, the positive findings of this study are reassuring. Noteworthy, though, is the recognition that not all learners felt that they benefitted from the experience. This suggests that *Journey* could possibly be enhanced or modified by adopting a strength-based approach in an attempt to foster a sense of autonomy, relevance and competence for the learners participating in *Journey*, so as to enhance the prospect that participants may benefit from the experience.

While the overlap of the three quantitative measures under investigation (i.e. life effectiveness skills, resilience and emotional literacy) provides additional validity to the study by data triangulation, it does somewhat confound the interpretation of the quantitative results in terms of a unified framework. Similarly, while the *FLOURISHING* acronym (please see chapter 6) provided a useful structure for interpreting the qualitative findings, it is the meta-inference of both methods that is required to form the basis of this discussion (please see Figure 4.1 in the methodology section). In response, the meta-inferences of the data will be presented in terms of life skills, intrapersonal skills and interpersonal skills (please see Figure 7.1), which are in essence the outcomes of *Journey* and are also consistent with previous OAE research. Please note that although *FLOURISHING*, as a

dynamic and multidimensional construct, where changes in one factor may impact changes in another, for this study it is heuristically used as an acronym in interpreting the data.



Figure 7.1

Outcomes of *Journey*

It is worth noting that in this study, qualitative data were collected to gain a different perspective on the quantitative results and to understand what *Journey* meant for the learners and the value that they perceived from participating in the programme. The intention was not to prove or disprove the efficacy of *Journey*. The addition of qualitative data was therefore useful to gain more nuanced views, that would lead to deepening the meanings attached in such difficult to measure constructs as life effectiveness, resilience and emotional literacy.

This chapter will discuss the key findings, the strengths, limitations and practical implications of the present research. The value and importance of these findings will be described and interpreted in light of previous OAE research and thus explore how this study extends our understanding of the perceived psychosocial benefits for adolescents within a South African setting.

Structure of the Chapter

This chapter is divided into eight sections. The first section will provide an overview of the results in relation to the research questions. Thereafter sections two, three and four will discuss the outcomes of *Journey* under the subheadings of life skills, intrapersonal skills and interpersonal skills, with gender differences considered where applicable. Section five will discuss the practical implications of the findings. The strengths and limitations of the study will be addressed in section six and section seven will provide recommendations for future research. Section eight provides a conclusion to the chapter.

Overview of results

Overall, the findings are very promising. The results from the study are congruent with findings from previous research in other countries that showed the positive effects of OAE on fostering life skills, intrapersonal skills and interpersonal skills (e.g., Fuller et al., 2017; Hayhurst et al., 2015; McLeod & Allen-Craig, 2005; Neill, 2008; Oppen et al., 2014; Overholt & Ewert, 2015; Richmond et al., 2018; Thomas, 2018).

Despite using different assessment measures to obtain quantitative data, the domains examined were similar to previous studies, lending further support to efficacy of OAE programmes to foster life skills, intrapersonal skills and interpersonal skills. The results of this study demonstrated that, after participating in *Journey*, there were statistically significant increases in life effectiveness and resilience of Grade 10 learners, but not in emotional literacy. The implications of this result will be discussed in more detail under intrapersonal skills.

Qualitative findings were reported using the acronym *FLOURISHING*, a term congruent with the aims of positive psychology, which is to facilitate optimal functioning of an individual through understanding and enhancing factors that lead to growth (Berman & Davis-Berman, 2005). Consistent with the purposes of positive youth development, *FLOURISHING* as a concept also underpins the philosophy and expected outcomes of *Journey* (please see *Journey* information booklet, Appendix B). The qualitative findings of this research suggest that *Journey*, although challenging, was a rewarding undertaking for the most that is seemingly beneficial for the learners' development in terms of life skills, intrapersonal skills and interpersonal skills. However, the lack of statistically significant

findings for emotional literacy is somewhat at odds with these findings and warrants careful discussion. This will be addressed in the section on Intrapersonal Skills later in this chapter.

Life Skills

OAE, coherent with experiential learning, offers a promising method for developing life skills, skills that are often difficult to teach in a classroom environment. In this study, the LEQ was used to quantitatively measure changes in learners' self-reported life effectiveness skills. Consistent with previous research, there was an increase in overall LEQ after participating in *Journey* (Louw et al., 2012; McLeod & Allen-Craig, 2004; Sibthorp & Arthur Banning, 2004; Thomas 2018). In addition, it was interesting that the males demonstrated a substantial increase on their self-rated LEQ scores on the final day of *Journey*, but these then dropped slightly 4 months on. The reason for this could be explained by post-*Journey* euphoria on the last day, with a perhaps more realistic assessment of their LEQ when back in the school environment. The females' scores increased steadily both from time 1 to time 2 and then again from time 2 to time 3, which could indicate that the effects of *Journey* on their life effectiveness skills were somewhat transferable to their day-to-day lives.

Qualitatively, there were quite a number of learners that referred to successfully gaining knowledge in practical life skills as well as learning other transferable skills such as problem solving, leadership and communication skills as a result of being on *Journey*. This is consistent with other studies that have demonstrated improvement in outdoor skills, communication skills, problem solving and on most leadership dimensions (Hattie et al., 1997; Paisley et al., 2008).

There were also some learners who reported that they did not benefit from participating in *Journey* and questioned the point of compulsory participation, as they felt that it was 'not for everybody'. This is a pertinent point since learners require a willingness and readiness to accept change for positive results to occur (Sibthorp et al., 2011). If forced to participate, learners could adopt a negative attitude (or resistance), giving rise to no change or even a detrimental experience.

There are those who argue that OAE programmes are historically steeped in a culture of hegemonic masculinity (Humberstone, 2000; Overholt & Ewert, 2015). Indeed no research is culturally neutral and evaluation of programmes such as *Journey*, need to take the sociocultural context and history into account. This matter was raised during a presentation of my preliminary findings to my colleagues, where it was suggested that *Journey* perhaps reflects remnants of “the white Colonial male, tromping through the landscape, trying to tame it”. Whilst *Journey* is arguably imbued in masculine colonial and postcolonial histories with gender the most ubiquitous of the individual differences; there are other differences such as physical strength, motivation, personal preferences and fitness, previous experience with outdoor adventure activities and cultural factors that need to be taken into consideration. It is these individual differences that may account for much of the variation in outcomes, meaning and perceived benefits for the learners.

Congruent with Vygotsky’s social cultural theory as well as Dewey’s (1938) theory of continuity and interaction, it is imperative to acknowledge these individual differences. Dewey maintains that no experience has pre-ordained value; a learner’s present experience is a function of the interaction between her/his past experiences and the present situation. What is rewarding for one learner, could well be a detrimental experience to another. Dewey advocated that learners be educated in a manner in which they understand their world and how they fit into that world; and to develop the tools to contribute to that world (Hickman et al., 2009). This is an important consideration, for whilst the experience of *Journey* is highly individual, it is also decidedly social and inextricably linked to the culture and historical context in which it takes place.

Another interesting and somewhat surprising finding, was lack of environmental consciousness and community awareness. Unlike other international studies where environmental and community accountability have been widely reported as outcomes for OAE (Gladwell et al., 2013; Keniger et al., 2013; Profice et al., 2016), this was not a major outcome for the learners in this study. A possible interpretation of this is that at this stage of development, adolescent learners are typically more concerned with their social group and peers, than about the broader context in which they find themselves (Scales, 2010). Another explanation for the limited environmental awareness found in this study is that there is possibly not the same ‘nature deficit’ at this particular sociocultural level of society

compared to possible lack of exposure in other countries. With the probable tendency of many of these learners to have multiple opportunities to spend more time outdoors, there is perhaps an existing connection with nature that other adolescents of similar age in other countries may lack. That said, being out in nature did seem to evoke a biophilic response, with some learners reporting a certain awe and gratitude for the natural environment.

Intrapersonal Skills

Meta-analyses conducted on the outcomes of OAE demonstrate that these programmes have small to moderate impacts on intrapersonal development (e.g., Hattie et al., 1997; Neill, 2002). Intrapersonal skills referred to in this study encompass a wide range of outcomes including resilience, self-confidence, emotional control, achievement motivation, intellectual flexibility (subscales from the LEQ) and self-awareness, self-regulation, motivation (subscales from the EL questionnaire). It has been suggested that adolescents are concerned with exploring their social identities and that possibly OAE programmes like *Journey* provide a novel setting in which they can experiment with a different sense of self and new relationships. In doing so, they are able to establish a greater understanding of themselves, their social realms and their places in the world (Ewert & Sibthorp, 2014).

The quantitative results of this study showed significant increases in self-reported measures of resilience and life effectiveness of the learners, but not in emotional literacy. Unfortunately, only overall scores of life effectiveness and emotional literacy were provided and thus it is not possible to accurately discern which of the subscales of these measures were changed. However, the qualitative findings referred to below were able to provide some insight into how the learners felt *Journey* benefitted them.

Resilience

A number of studies have suggested that OAE can be effective in enhancing levels of resilience, the underlying premise being that challenging conditions often characteristic of OAE may help participants develop adaptive methods, which could assist them during uncertain or demanding occasions in the future (Overholt & Ewert, 2015). Consistent with previous findings of OAE participation and resilience, there was a moderate overall effect size after participation in *Journey* (Bloemhoff, 2006, 2012; Hayhurst et al., 2005; Neill &

Dias, 2001; Ritchie et al., 2014, Whittington et al., 2016). In fact there was a further increase in the effect size of resilience measured four months on, which could be interpreted as the learning transfer of these skills into their lives back at school. The effect size for males' resilience increased significantly immediately post *Journey* and these scores more or less remained constant four-months on. This is interesting when compared with the females' scores, which demonstrated an incremental increase from T1 to T2 to T3. The effect size for males was almost double that of the females at T2 ($d = .56$ and $d = .22$ respectively). While there needs to be caution when interpreting these results, one explanation could be that *Journey*, like many OAE programmes, is perhaps typically described (and developed) as a masculine domain reserved for men and boys and, as a result, the females did not benefit as much in terms of their perceptions of developing resilience as the males did.

Increases in resilience were supported by the qualitative findings where the learners reported that they felt that the challenges that *Journey* presented had helped them develop perseverance and grit. Previous literature has suggested that females and males experience resilience differently (Overholt & Ewert, 2015), although in this study the qualitative responses of males and females were quite similar. Fredrickson et al. (2003) maintain that positive emotions can increase perseverance and resilience, which was evident in the number of learners that mentioned the importance of a positive mindset. Scarf et al. (2016) suggested that an increase in resilience on OAE was related to adolescents' sense of belonging and perceived social support. This was also apparent in this study where the learners reflected how important their *Journey* group was when they faced the challenges presented by *Journey*. This will be elaborated in the following section.

Emotional Literacy

In the quantitative part of this study, there was no statistical difference in the emotional literacy scores pre- and post-*Journey*. Although the males did show an increase in the mean scores immediately post-*Journey* (possibly due to post-*Journey* euphoria as mentioned above), there was a slight decrease in the mean scores calculated four months post *Journey*. It could well be that while some aspects of emotional literacy were easily demonstrable on *Journey*, they were not sustained back in the school environment or that there was a lack of transfer of learning. The females' mean scores decreased slightly from

their pre-*Journey* scores as measured on the last day of *Journey*, as well as four months on. One explanation for the slight decline in the emotional literacy scores is that, having had the experience of *Journey* and time to reflect on what they perceive themselves to be, they are able to provide a more accurate assessment of themselves. As is evident in Figure 5.3, the emotional literacy profile for males and females is remarkably different. It could be argued that the decrease in female self-rating scores from T1 to T2 could perhaps be a reflection of dissonance with the ‘masculine’ aspects of *Journey*. Interestingly, while the males’ self-reported scores of emotional literacy decreased from T2 to T3, the females demonstrated an increase over this period of time. The increase in females’ emotional literacy scores from T2 to T3 could be attributed to the recent discovery and newfound personal awareness (Anthonissen, 2011), which subsequently led to personal growth and development.

Although the quantitative results of this study suggest that *Journey* did not have an effect on the emotional literacy of the learners, the qualitative findings do not support this conclusion; with a number of learners remarking on how participating in *Journey* had helped them develop intrapersonal skills. Many learners mentioned improvements in a number of intrapersonal constructs such as an increase in self-awareness, self-confidence, self-efficacy, open-mindedness, patience and tolerance, self-regulation and motivation after participation. Even though not supported by measured scores, the qualitative reports are consistent with previous research, both local and international, which reported that participation in OAE resulted in an increase in overall EI (Oppen et al., 2014); self-concept (White, 2012); self-confidence (Leather, 2012), self-esteem (Hayhurst et al., 2015) and self-efficacy (Yildiz et al. 2016). These differences could be a function of some limitations of the quantitative measures.

In the past two decades the influence of positive psychology has suggested that providing learners with a greater understanding of themselves; their character strengths, values, priorities, their friendships and relationships with others, is more likely to foster the growth and development of intrapersonal and interpersonal skills than more traditional teaching methods (Seligman, 2011; Seligman & Csikszentmihalyi, 2000). Park, Peterson and Seligman (2004) emphasised that using one’s strengths greatly enhanced one’s feelings of wellbeing, proposing that in order to flourish an individual requires some essential

characteristics such as positive emotions, engagement, relationships, meaning and achievement. The implications of employing a strength-based approach on *Journey* will be discussed later in the chapter.

Gender differences

While the quantitative results show differences between the males and females on self-reported measures, the qualitative findings suggest that the differences were perhaps due to individual differences rather than to gender. Results from previous studies examining the gender differences in OAE are mixed, although most researchers concur that gender may be a contributory factor on how a learner experiences OAE; and that males and females often differ in emphases they place on the desired outcomes of OAE (Neill, 1997; Overholt & Ewert, 2015; Whittington et al., 2011). It is also worth noting that gender may also affect how the learner responds to the questionnaires. What is clear is that a better understanding of the differences between males and females in further OAE research is needed.

Interpersonal Skills

Of the three meta-outcomes of *Journey*, developing interpersonal skills and social connectedness appeared to be the dominant theme reported by these Grade 10 learners. Developing interpersonal skills is not a surprising finding, given that the learners live and travel closely and intensely together for a few weeks in smaller groups with their peers; providing a valuable opportunity for developing social competence. This is consistent with existing literature where enhancing social competence is often an expected and major outcome of OAE (e.g. Jostad et al., 2015; Richmond et al., 2018, Sibthorp, 2003). Since during this developmental stage of adolescence, peer relationships and friendships become more important leading to learners pursuing the supposedly secure social environment of their peers (Scales, 2010). Furthermore, evidence suggests that relationships with school contemporaries and staff are intrinsically linked to learner wellbeing and mental health (Seligman, 2011), with some research suggesting that a sense of belonging to a group can help to increase a learner's resilience (Scarf et al., 2016) and self-efficacy (Richmond et al., 2018).

Although difficult to quantify due to the LEQ and EL questionnaires only providing an overall score and not a separate social skills section, the qualitative findings provide very strong support for the importance of friendships, relationships and group dynamics as contributors to the experience of *Journey*. Learners appreciated the opportunities to interact with those outside of their usual social mix. Many learners referred to shared narratives with a small number of others. Living and travelling together in these small groups provided an opportunity to form closer bonds with members in their groups. Quite a few learners referred to the interconnectedness and spirit of humanity within the group, specified in this study as *Ubuntu*. This is similar to what Furman and Sibthorp (2013) refer to as prosocial behaviour that develops during expeditions. This prosocial behaviour or *Ubuntu* is only possible if learners are able to develop and demonstrate empathy, the ability to understand the thoughts, feelings and perspectives of others. While patience, tolerance and empathy may be considered intrapersonal attributes, they are also important to facilitate social interactions and social competence.

However, the development of social connections can be difficult for some learners and poor group dynamics could detrimentally affect their whole experience of OAE. This was the case for a few of the learners on *Journey*. There were a number of remarks made that referred to cliques that formed within the groups, with suggestions made by certain learners that an attempt be made to split friendship groups. They also proposed that during activities, smaller groups be formed so that the learners would be compelled to interact with people who were outside of their original friendship groups. Moreover, while some of the friendships formed were maintained months later, others were not longer-lasting. It would be useful to arrange post-*Journey* group activities so that these friendships could be given an opportunity to develop further in the school environment.

Existing research has demonstrated that participating in OAE has a noteworthy effect on the learners' reported social skills such as group cooperation, prosocial behaviour and communication competencies (e.g., Furman & Sibthorp, 2013; Richmond et al., 2018). Other research has referred to the short-term sense of community that residential camps can provide (e.g., Smith et al., 2010) and the importance of these socially constructed units to the experience of OAE. McKenzie (2000) suggested that the following features of group life

contributed to positive social outcomes: group size of 7-15 people, reciprocity, interpersonal relationships, group cohesiveness and a balance between autonomy and belonging. Viewed through the lens of social constructivism, with particular emphasis on the bioecological model, the social system within an OAE group is clearly a dynamic and complex set of interrelated components that cannot be understood independently of one another. As different learners come together and eventually form a group, there are a number of factors that influence the formation and function of the group (Sibthorp & Jostad, 2014). Group size and group leaders play a role in the group dynamics.

Consistent with existing research, *Journey* leaders were able to guide group dynamics and to a certain extent influence the social structure of the group (McKenzie, 2003; Jostad et al., 2015). The *Journey* leaders' personalities, abilities and expectations also seemed to have had a profound effect on how the learners experienced *Journey*, with some leaders providing the learners with a sense of autonomy, while other leaders continued acting from positions of power and authority. As advocated in previous research in OAE and experiential learning, *Journey* leaders are encouraged to be mindful of the way in which they facilitate the learners' experiences of *Journey* (Thomas, 2018). Coherent with Vygotsky's sociocultural theory, *Journey* leaders are well placed to ensure that the learners are 'scaffolded' to develop into independent thinkers, while acknowledging the ethnic and cultural diversity of the learners. This is in keeping with positive youth development, whereby allowing an adolescent to feel a sense of self-determination (autonomy, competence and relatedness) within certain boundaries enhances positive psychosocial outcomes (Sibthorp et al., 2008; Sproule et al., 2013).

Practical Implications of the findings

There are several important practical implications that arise from these findings. As demonstrated, *Journey*, on the whole, appeared to be a positive experience for many of Grade 10 learners in terms of enhancing life skills, intrapersonal skills and interpersonal skills. However, not all learners experienced such positive changes. Given the complexity of adolescent development and the psychosocial outcomes that are thought to occur on OAE, this finding is perhaps not surprising.

Accepting that the overall findings from this study suggest that personal and social development is an important outcome of *Journey*, this needs to be more specifically defined for each learner. Consistent with the underlying social constructivist paradigm of this study, this illustrates the importance of taking into account these individual differences, as they will inevitably affect the learners' experiences of *Journey* and the variations in outcomes, meaning and perceived benefits for the learners. For learners to experience *Journey* as their own personal journey, it is important to recognise individual differences and move away from a "one-size-fits-all" approach. There may be ways in which *Journey* could be carefully crafted, planned and facilitated in order to ensure that all learners feel intrinsically motivated to participate in the programme.

A suggestion for addressing these issues is to adopt a strength-based approach to *Journey*. This would provide the learners with a sense of self-determination (i.e., autonomy, competence and relevance) towards the experience, which in turn increases the learners' engagement and thus enhances the outcomes of *Journey*. This is congruent with the underlying principles of positive psychology whereby the use of signature strengths has been shown to be associated with improved subjective and psychological wellbeing and fewer psychological disorders (Peterson & Seligman, 2004). Rather than operate from the notion of 'development-by-challenge' common to most OAE programmes, a strength-based approach advocates that growth occurs when positive factors are present (Berman & Davis-Berman, 2005). In order to encourage learners to flourish, it is recommended that the following positive factors are present during the course of *Journey*: positive relationships, learner engagement, positive emotion, meaning, competence and autonomy (please see Figure 7.2). Adopting the metaphor for OAE as the campfire that 'heats up the pot' of learners to encourage personal growth, the positive factors are analogous to the logs in this metaphor - the fuel that is added to the fire, enabling the learners to flourish. In essence, by identifying and developing their character strengths and defining their intended outcomes, learners may feel more autonomous, competent and intrinsically motivated to participate in OAE. This will then enhance positive outcomes, ensure that the experience is more meaningful to the learners and increase the chances that these benefits are transferred to other areas of their lives.

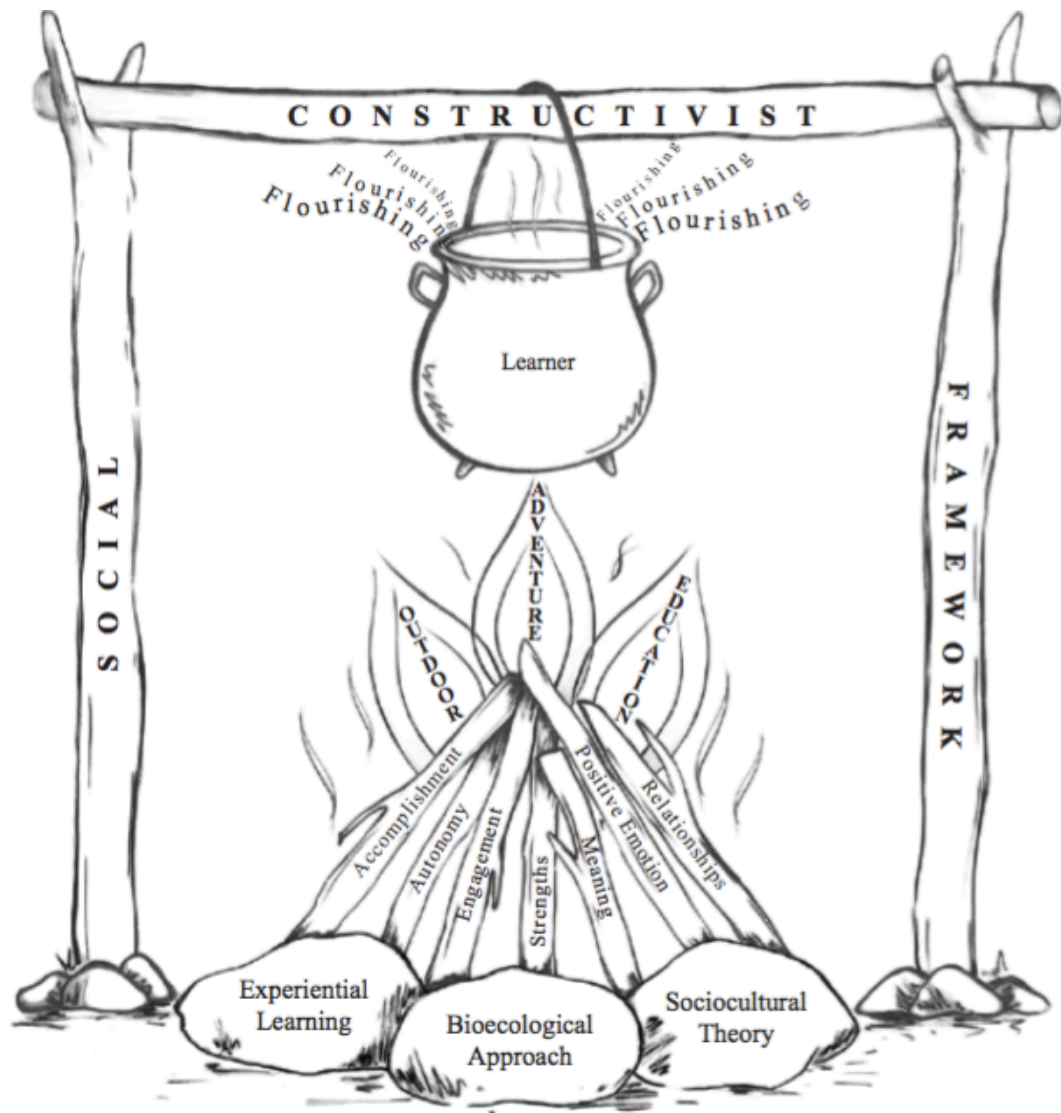


Figure 7.2

Proposed strength-based approach to OAE

It is with this image in mind that the following practical suggestions are made to divide learners into smaller groups, define clearly the intended outcomes in terms of goals and strengths; and to determine learners' personal strengths before the start of *Journey*.

Smaller groups

Research has shown that the ideal group size approximately 10-15, not too big that learners get lost, but not too small that the group lacks dynamic diversity (Neill, 2001; Sibthorp & Jostad, 2014). While group dynamics occur regardless of the group size, it may be worth considering splitting the Journey groups of 38-40 learners each into two subgroups

of 18-20 learners, to promote in-group cohesion and to avoid the prevailing hierarchies from school and cliques that were reported by some groups. Another option would be to divide each group into 4 smaller groups of 10 and allocate one *Journey* leader per 10 learners. This could assist with both group dynamics as well as promoting a closer relationship between learners and group leaders.

Mix-up groups during activities

There are a number of set activities that occur over the course of *Journey*, for example kayaking, community service and making *potjie*. Leaders could divide the groups up for these activities to ensure that learners in the group mix with others, which could be helpful in preventing cliques and promote positive group dynamics.

Define intended outcomes

Perhaps a future consideration would be for staff members and group leaders to develop a pre-*Journey* goal setting worksheet for learners. Self-determination theory suggests that when behaviours originate from choice, they are more likely to be internalised (Ryan & Deci, 2000). In this manner, if learners are able to set and work towards their own goals, perhaps developmental and educational outcomes of *Journey* would be enhanced.

Determine learners' personal strengths

In order to ensure that all learners benefit from the experience of *Journey*, one suggestion would be to determine their personal strengths prior to embarking on the programme. Strength-based assessment is a measurement of emotional and behavioural characteristics, competencies and skills that promote a sense of personal achievement, foster supportive and satisfying relationships, enhance the ability to cope with challenges and encourage interpersonal, intrapersonal and academic development (Park et al., 2004). There are a number of assessment scales developed to assess strength-related constructs. One of the most comprehensive assessment tools for adolescents is the VIA Inventory of Strengths by Youth (VIA Youth Survey), a survey that uses 198 items to measure 24 signature strengths. The idea behind this is that if learners are able to identify their individual strengths, with the idea of developing these on *Journey*, it would perhaps allow them to feel a sense of accomplishment over the course of *Journey* and also find more relevance in the experience. Of course, such a measure would need to be trialed and normed for the diversity

of the SA population, as represented in any year group of learners, which in itself is a challenge.

Strengths and Limitations of this research

Strengths

Methodological Strengths

To date there have been no empirical studies into the outcomes of *Journey* at these schools, thus this research is unique in its attempt to investigate the potential psychological benefits, the social validity for the learners and gender differences in experiences of an OAE programme in this particular context. In addition, in the SA literature, there is no evidence of a comprehensive mixed methods study that incorporates a longitudinal element, which has been achieved by this study. The strengths of this study lie within the various layers of assessment that a mixed method study allows. This approach not only provided a triangulation of the data, thus increasing the validity of the study, but also provided a clearer and more in-depth understanding of the social context of the study.

The use of three different measurement scales also provided triangulation of the data, lending greater validity to the study. Collecting data four months after the *Journey* provided a longitudinal aspect to the study that is often missing in OAE. This was particularly useful in addressing the possible immediate post-*Journey* euphoria that was found in the males' responses. However the discrepancies between the quantitative and qualitative data on emotional literacy highlight the complicated nature of conducting mixed method research.

As mentioned in the methodology section, utilising photo-elicitation has several advantages including promoting rapport, prompting recall and deeper conversations around the experience, promoting rapport and enabling the researcher to better understand the perspectives and social worlds of the learners. Employing photo-elicitation in the study was an additional strength of this study in promoting rapport between researcher and learners and triggering the learners' memories and reflections. However, although the intention was to prompt deeper conversations and enable a understanding of the perspectives and social world of the learners (Smith et al., 2012), in reality, the photographs merely evoked a

narrative response of what happened that day, rather than providing any more in-depth discussion or substance to the data. It may be that a more focused use of this method, with some attention to ways of enhancing reflections, could add to further research.

Theoretical Strengths

The findings of this study support the choice of social constructivist framework to explore the psychosocial benefits of *Journey*. In congruence with the bioecological model, not only are the learners' active participants in their own meaning-making, but they also have a profound effect on the experience of those around them. This active participation and learning by doing that took place on *Journey* is consistent with an experiential learning approach, which advocates that it is the community, rather than the classroom, that becomes the context of learning (Boss, 2007). Moreover, sociocultural theory is useful to help us to understand, adopt and best respond pedagogically to the diverse ethnic and cultural diversity of the learners attending these schools (Winsler, 2003). As with most research, this study has a number of caveats that will be outlined below. The reader may wish to keep these limitations in mind when interpreting the findings.

Limitations

Self-report measures

There are a number of limitations that plague the use of self-report measures, for example: social desirability bias, random responses, over-conforming and deception (Fan et al., 2006). There are those that argue that self-report measures are perhaps not able to measure concepts that require a certain degree of self-awareness to provide more accurate answers; thus the reader is encouraged to consider these factors when interpreting the data (McDonald, 2008). Reliance on self-report measures only could result in limited and inaccurate data, while these measures are not able to capture the complexities of social and interpersonal interactions. These issues were somewhat mitigated by the qualitative aspects of this study.

Choice of measurement scales

Although, the LEQ was designed specifically for measuring changes associated with OAE participation, the CD-Risc-25 and EL checklist were not designed for this purpose, which may limit the appropriateness of these measurement scales for this study. More

importantly however, is that all of these measurement scales utilised in this study were normed on populations from other countries and therefore may not be appropriate for this population of learners. In addition, perhaps measures that could be disaggregated into the different elements of emotional literacy may well have produced more useful results. However, time constraints and not wanting to construct a battery that was too lengthy or onerous which would impact on learner motivation, dictated the choice of measurement tool.

Compulsory Nature of the Programme

Unlike many other OAE studies, there was no self-selection bias of this sample as it is mandatory for all Grade 10 learners to participate in *Journey*, therefore motivation is not necessarily generated. Thus, the compulsory nature of *Journey* may well have influenced the findings, as learners need to be willing and ready to accept change for such results to occur (Davidson, 2001; McCleod & Allen Craig, 2007). As demonstrated by some of the comments, if learners are forced to participate, a negative attitude may be adopted resulting in no change or even a decrease in the attitudes of learners as reflected in qualitative reports. Engaging the learner and ensuring a positive mindset is thus an important factor that would influence the outcomes of *Journey*.

Lack of Control Group

This study employed a quasi-experimental pretest–posttest design and the lack of a control group adds limitations to the study. Most notably, the observed changes in LEQ, Resilience Scale and EL questionnaire could be attributed to other factors beyond participation in *Journey*, such as normal developmental growth. This is particularly notable during adolescence, with the fluctuation of self in changing environments and contexts (Curtis, 2015). These threats to the validity of the study make it difficult to confidently attribute any changes to *Journey*. However, while a control group would have been beneficial to provide a more accurate indication of the effectiveness of *Journey* on the learners' perceptions of their life effectiveness, resilience and emotional literacy, due to the curriculum structure, parental expectations and ethical concerns, it was not possible for this study to have a control group that did not participate in *Journey*. Due to many broader

differences in context, a control group of learners in a different school would also have proved very difficult to arrange.

Generalizability of the findings

The generalisability of the findings is also a consideration because although there may be other models of OAE, we examined only one model. As such our findings may not generalise to other OAE programmes of different lengths, components, voluntary participation or non-residential camps. Likewise, this research considered only learners from two co-operative independent schools, which form a unique educational environment with exceptional resources. Moreover, the population sample was somewhat biased, with the participants from a predominately white and high SES thus not representative of the South African population. This immediately broaches the question about the effect of OAE programmes such as *Journey* on adolescent learners from other schools and socio-economic backgrounds. It should be noted that the sample in the study was selected because of the programme characteristics, not those of the sample population. However, future research may like to consider OAE programmes for a more diverse group of learners, drawn from a wider cross-section of the population, to ascertain whether similar findings result.

Power relations

Due to the perceived power differential between the adult researcher and adolescent learners, qualitative data may have also been somewhat skewed. Although an earnest attempt was made to develop a good rapport, responses to interview questions may have been compromised by learners responding in a manner in which they felt may be pleasing to the researcher. Alternatively, as is common with this developmental stage of adolescence, the need for autonomy and independence (and for some learners a sense of rebelliousness) may have meant that they did not willingly respond with was expected of them. This was demonstrated in a number of response sheets as mentioned in the methodology section.

Researcher bias

An additional caveat is that the interpretations of the qualitative findings are a personal reflection of the researcher and while the method of analysis (template analysis) provides both structure and flexibility, the views of the researcher undoubtedly affect the interpretation of the findings. In order to add to the trustworthiness and representivity of the

data, cross-checking was done by the supervisor. In addition, a report of the preliminary findings was delivered to the school with subsequent discussions prior to writing this thesis (please see Appendix D).

Moreover, individual studies within their social contexts are inevitably affected by the research methods adopted, qualitative or quantitative. By conceding that methods do affect the knowledge that is produced, the onus is on the researcher to acknowledge these influences and ensure that the ontological and methodological commitments are made clear (Hollway, 2007).

As with most mixed method or qualitative studies, this research was also vulnerable to preconceptions, educational background and personal experiences of the primary researcher (Charmaz, 2014). Employing only one researcher can therefore be considered as a limitation to the research. My interpretation of the learners' comments through my own lenses may have inadvertently distorted the reports of their experiences. This was somewhat moderated by researcher reflexivity, an important process for any research.

Although the importance of reflexivity was in the methodology section, it is perhaps worth reiterating this aspect particularly with respect to my interpretation of the qualitative data. As a privileged white South African female raised in the Apartheid era, I was conscious of the need to bracket my own experiences and be cognizant of my own ideas, preconceived notions and assumptions, while recognizing the role of my reflections on the findings (Langdrige, 2007). An example of this arose during the presentation of my preliminary findings to my colleagues at the university. After the presentation, a colleague queried the use of the use of term *Ubuntu*, asking whether those that demonstrated *Ubuntu* were of African descent. As an African philosophy, it was implied that perhaps *Ubuntu* was the domain of only the more indigenous population of South Africa. This was an interesting point as I had not considered *Ubuntu* to be exclusively Black African as learners from different ethnic groups in this study demonstrated *Ubuntu*. It was for this reason that I chose not to include the *Ubuntu* philosophy as an underlying theory to form the basis of the study, despite the way in which this approach complements the theories adopted for the study and the principles of social constructivism that underpin the study.

Recommendations for Future Research

This study has addressed a number of gaps in the literature and responded to appeals for increased research into the outcomes, processes and theory of OAE. Although the research has added to the body of knowledge especially in the South African context, it is inevitable that there will be more gaps to fill. As such, the following suggestions are made for future research on OAE in general and *Journey* in particular.

Firstly, it is important to note that the findings from this study only reflect the perspectives of the learners; future studies could perhaps investigate the outcomes of *Journey* from the perspective of other stakeholders, that is, teachers and parents.

Further research is needed to examine the factors that underpin and predict the outcomes measured, especially when there is no control group. Furthermore, additional research is required to better understand these outcomes in more diverse contexts. It is also advisable to try to establish which components of *Journey* related to which developmental outcomes, thereby enabling the programme to be more targeted to the desired outcomes.

Although for the purposes of this study, neither SES nor ethnicity was specifically considered as an independent variable, future explorations into the differences in outcomes based on gender, ethnicity, SES and their interactions may be useful to consider.

Even though this study demonstrates positive developmental outcomes, it does not address how well these positive outcomes transfer to life post-*Journey* or whether these benefits are maintained beyond the four months of the follow-up. Future research could consider a follow up perhaps two and five years hence, to assess whether the outcomes of *Journey* are sustained.

Future studies could also include a number of other measures that might demonstrate the effectiveness of an OAE programme like *Journey*. This includes academic achievement, perceived gains in leadership, perceptions of school engagement and personal empowerment. An additional suggestion for further research would be to implement a strength-based approach, whereby the learners' strengths are assessed and identified prior to the start of *Journey*. Learners could then be requested to explicitly reflect on and use these

strengths over the course of the programme for both personal and interpersonal gain (Passarelli et al., 2010). Psychosocial attributes could then be assessed before and after the programme using different outcome measures. This and other practical suggestions are discussed in the following section.

Conclusion

As illustrated in this research, the overarching social constructivist approach provides an ideal framework for the underlying theories of Dewey, Vygotsky and Bronfenbrenner to explore OAE: the principle being that all experiences, both social and psychological, are entrenched, produced, co-constructed and intricately intertwined within the context of the experience.

This research provides persuasive evidence for the support of OAE in this form for adolescent learners. Findings suggest that *Journey* was a rewarding undertaking that is ostensibly beneficial for most of the learners' development in terms of life skills, intrapersonal skills and interpersonal skills. However, this was not the case for all learners, some of whom felt that they had not benefited from the experience. I argue that by adopting a strength-based approach to *Journey*, learners might feel a greater sense of autonomy, competence and relatedness, which would enhance that they are intrinsically motivated to participate. This would then potentially increase the positive outcomes of *Journey*, while also making the experience more meaningful and beneficial to the learners.

Due to the investigative nature and its execution within the real world situation, the research is limited to two private schools in S.A., thus the results may not be generalisable across other South African settings. However, this study is unique in that it appears to be the first study of OAE in the Eastern Cape of South Africa. The length of the programme (21-days) was unusual in that most of the OAE studies examine the effects of programmes of much shorter duration. Furthermore, the choice of mixed methods to address the research questions was noteworthy, with the quantitative component providing a more empirically robust indication of changes on self-report measures, while the qualitative descriptions provided a better understanding of the context and why these changes occur. Additionally, the longitudinal aspect of the study mitigates the (oft neglected) post-experience euphoria. Another significant value of this study was the exploration of how gender affects the

learners' experiences of OAE. Based upon the findings of this study, educators may be able to provide experiences that result in better growth and development for both females and males.

While greater empirical and conceptual understanding of the ways in which OAE can benefit learners is needed, the findings of this study may have implications for pedagogical practice and policy within the South African education system and further afield. This research could encourage other educators and practitioners to investigate the efficacy of their own programmes when working with adolescents, thus guiding new research into OAE in SA. It is hoped that this research will provide a framework for considering the effects of OAE and encouraging more widespread adoption of strength-based OAE where feasible.

Positive psychology and positive education advocate that by cultivating resilience, positive emotions and character strengths, the overall wellbeing of the learner can be improved. With the rapid advances in technology, social media and globalisation dramatically changing our world, 21st century education systems need to find new approaches to ensure that our youth flourish in this changeable future. Strength-based OAE programmes, in conjunction with other positive youth development programmes, may well offer such an approach.

Declaration of Conflicting Interests

The researcher declared no potential conflicts of interest with regard to the research, authorship and/or publication of this study.

References

- Abbott, C. (1990). *The adventure revolution: Using the outdoors in corrections - history and concepts*. Proceedings of the 1st National Conference on Outdoor/Wilderness Programs for Offenders. Canberra, Australian Capital Territory: Adult Corrective Services.
- Adams, P. (2006). Exploring social constructivism: theories and practicalities. *Education*, 34(3), 243-257.
- Akhurst, J. E., & Odendaal, D. (2018). Drawing from Vygotsky's ideas: mediation and collaboration by counselling psychology master's trainees during community-based service learning. In G. Rich et al. (Eds). *Teaching Psychology around the world* (Vol 4. pp. 248-264). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Allan, J. F., McKenna, J., & Dominey, S. (2014). Degrees of resilience: profiling psychological resilience and prospective academic achievement in university inductees. *British Journal of Guidance & Counselling*, 42, 9-25.
- Allison, P., & Telford, J. (2005). Turbulent times: outdoor education in Great Britain 1993-2003. *Australian Journal of Outdoor Education*, 2, 21-30.
- Anderson, D. L., & Graham, A. P. (2016). Improving student wellbeing: having a say at school. *School Effectiveness and School Improvement*, 27(3), 348-366.
- Angrosino, M., & Mays de Perez, K.A. (2000). Rethinking observation: from method to context. In N. K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd Edition, pp.673-702). Thousand Oaks, CA: Sage.
- Anthonissen, L. (2011) *An exploration of gendered discourse in the talk of female facilitators of a wilderness programme* (Unpublished master's thesis). Stellenbosch University, Stellenbosch, South Africa.
- Asante, K., & Meyer-Weitz, A. (2015). International note: Association between perceived resilience and health risk behaviours in homeless youth. *Journal of Adolescence*, 39, 36-29.
- Bar-On, R., & Parker, J. (2000). *Bar-On emotional inventory: youth version*. Toronto, Ontario, Canada: Multi-Health Systems.
- Bartlett, M., & DeSteno, D. (2006). Gratitude and Prosocial Behavior: Helping When It Costs You. *Psychological Science*, 17(4), 319–325.
- Becker, L. (n.d). Effect size calculators. Retrieved from <https://www.uccs.edu/lbecker/>
- Berman, D., & Davis-Berman, J. (2005). Positive Psychology and Outdoor Education. *Journal of Experiential Education*, 28(1), 17-24.
- Berman, M., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. *Psychological Science*, 19(12), 1207-1212.

- Bloemhoff, H. (2006). The effect of an adventure-based recreation programme (ropes course) on the development of resiliency in at-risk adolescent boys confined to a rehabilitation centre. *South African Journal for Research in Sport, Physical Education, Recreation*, 28(1), 1-11.
- Bloemhoff, H. (2012). High-risk adolescent girls, resiliency and a ropes course. *African Journal for Physical, Health Education & Recreation*, 18(3), 128-139.
- Bonanno, G. A., Papa, A. J., Lalande, K. M., Westphal, M., & Coifman, K. G. (2004). The importance of being flexible: the ability to both enhance and suppress emotional expression predicts long-term adjustment. *Psychological science*, 15 (7), 482-487.
- Boonzaier, E., Malherbe, C., Berens, P., & Smith, A. (2000). *The cape herders: a history of the Khoikhoi of South Africa*. Cape Town and Johannesburg: David Phillip Publishers.
- Boss, J. A. (2007). Outdoor education and the development of civic responsibility. *Taproot Journal*, 17(2), 19-23.
- Boudreau, J. (2017). *Goal Science and how to set goals that drive results (Part 1)*. Retrieved from <https://www.envisionable.com/blog/goal-science-and-the-impact-of-setting-company-goals-part-i/>
- Bowen, D.J. & Neill, J.T. (2013). A meta-analysis of adventure therapy outcomes and moderators. *The Open Psychology Journal*, 6, 28-53.
- Bowen, D., Neill, J., & Crisp, S. (2016). Wilderness adventure therapy effects on the mental health of youth participants. *Evaluation and Program Planning*, 58, 49-59.
- Brackett, M., & Mayer, J. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1-12.
- Bronfenbrenner, U. (1979). *The ecology of human development: experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2(1), 37-43.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage Publications Ltd.
- Bronfenbrenner, U. (2005). The developing ecology of human development: paradigm lost or paradigm regained. In U. Bronfenbrenner (Ed.), *Making human beings human: bioecological perspectives on human development* (pp. 94–105). Thousand Oaks, CA: Sage.
- Bronfenbrenner, U., & Ceci, S.J. (1994). Nature-nurture reconceptualized in developmental perspective: a bioecological model. *Psychological Review*, 101(4), 568–586.
- Bronfenbrenner, U., & Morris, P. (1998). The ecology of developmental processes. In R.M. Lerner (Ed.), *Theoretical models of human development* (pp. 993–1028). New York: Wiley.

- Brookes, A. (2003). A critique of neo-Hahnian outdoor education theory. Part one: Challenges to the concept of “character building”. *Journal of Adventure Education and Outdoor Learning*, 3(1), 49-62.
- Brookes, A. (2004). Astride a long-dead horse: Mainstream outdoor education theory and the central curriculum problem. *Australian Journal of Outdoor Education*, 8(2), 22-33.
- Brown, M. (2008). Comfort zone: Model or metaphor? *Australian Journal of Outdoor Education*, 12(1), 3–12.
- Bruwer, B., Emsley, R., Kidd, M., Lochner, C., & Seedat, S. (2008). Psychometric properties of the Multidimensional Scale of Perceived Social Support in youth. *Comprehensive Psychiatry*, 49, 195-201.
- Bunting, C. J., & Donley, J. P. (2002). Ten years of challenge course research: a review of affective outcome studies. *Research in Outdoor Education*, 6, 158-159.
- Burgess, R. G. (1991). *In the Field: An Introduction to Field Research*. London: Routledge.
- Cappello, M. (2005). Photo interviews: Eliciting data through conversation with children. *Field Methods*, 17(2), 170-182.
- Capurso, M., & Borsci, S. (2013). Effects of a tall ship sail training experience on adolescents’ self-concept. *International Journal of Educational Research*, 58, 15-24.
- Carey, M. A., & Asbury, J. (2012). *Focus group research*. Walnut Creek, CA: Left Coast Press.
- Casey, B., & Caudle, K. (2013). The Teenage Brain: Self Control. *Current directions in Psychological Science*, 22(2), 82–87.
- Cason, D., & Gillis, H.L. (1994). A meta-analysis of outdoor adventure programming with adolescents. *Journal of Experiential Education*, 17, 40-47.
- Charmaz, K. (2014). Grounded Theory in Global Perspective: Reviews by International Researchers. *Qualitative Inquiry*, 20(9), 1074–1084.
- Cherniss, C., & Goleman, D. (2001). Training for emotional intelligence. In C. Cherniss, and D. Goleman (Eds), *The emotionally intelligence workplace*. (pp. 209-233). New York: Jossey-Bass.
- Christie, B., Higgins, P., & McLaughlin, P. (2014). Did you enjoy your holiday? Can residential outdoor learning benefit mainstream schooling? *Journal of Adventure Education and Outdoor Learning*, 14(1), 1– 23.
- Clark-Ibáñez, M. (2004). Framing the social world with photo-elicitation interviews. *American Behavioral Scientist*, 47(12), 1507-1527.

- Clauss-Ehlers, C., & Wibrowski, C. R. (2007). Building educational resilience and social support: the effects of the educational and opportunity fund program among first- and second-generation college students. *J of College Student Development*, 48, 574-584.
- Clough, P. J., Earle, K., & Sewell, D. (2002). Mental toughness: the concept and its measurement. In I. Cockerill (Ed.), *Solutions in Sport Psychology* (pp. 32-43). London: Thomson.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.
- Cohen, J. (1992). A Power Primer. *Psychological Bulletin*, 112(1), 155-159.
- Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project*. Robert Wood Johnson Foundation. Retrieved from <http://www.qualres.org/HomeRefl-3703.html>
- Collaborative for Academic, Social and Emotional Learning (CASEL), (2005). *An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs* retrieved from <http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/5331c141e4b0fba62007694a/1395769665836/safe-and-sound-il-edition.pdf>
- Collaborative for Academic, Social and Emotional Learning Guide (CASEL), (2013). *Effective social and emotional learning programs – Preschool and elementary school edition*. Chicago, IL: Author.
- Colucci, F., & Colombo, M. (2018). Dewey and Lewin: a neglected relationship and its current relevance to psychology. *Theory & Psychology*, 28(1), 20-37.
- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: the Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18, 71-82.
- Conoley, C. W., & Conoley, J. C. (2009). *Positive psychology and family therapy: Creative techniques and practical tools for guiding change and enhancing growth*. Hoboken, NJ, US: John Wiley & Sons Inc.
- Cook, L. (1999). The 1944 education act and outdoor education: from policy to practice. *History of Education*, 28(2), 157-172.
- Cooley, S. J., Burns, V. E., & Cumming, J. (2015). The role of outdoor adventure education in facilitating groupwork in higher education. *Higher Education*, 69(4), 567-582.
- Creswell, J.W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd ed.) Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

- Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: Sage.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Washington DC: Sage.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). Thousand Oaks, CA: Sage.
- Coolican, H. (2009) Psychological tests and measurements scales in *Research Methods and Statistics in Psychology*, London: Hodder Education.
- Costandius, E & Bitzer, E. (2014) Moderating emotional dimensions of learning in a visual arts curriculum through critical citizenship education. *South African Journal of Higher Education*. 28(1). 72-90
- Culp, R. H. (1998). Adolescent girls and outdoor recreation: a case study examining constraints and effective programming. *Journal of Leisure Research*, 30(3), 356-379.
- Curtis, A. (2015) Defining adolescence. *Journal of Adolescent and Family Health*, 7(2). 1-39.
- Czikszentmihalyi, M. (1990). Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*, 24(1), 93–94.
- Dancey, C. P., & Reidy, J. (2002). *Statistics without Maths for Psychology using SPSS for Windows*. Essex, England: Pearson Education Limited.
- Darling, N. (2007). Ecological Systems Theory: The Person in the Center of the Circles. *Research in Human Development*, 4(3-4), 203-217.
- Davidson, L. (2001). Qualitative research and making meaning from adventure: a case study of boys' experiences of outdoor education at school. *Journal of Adventure Education & Outdoor Learning*, 1(2), 11-20.
- Davis-Berman, J. & Berman, D. (2002). Risk and anxiety in adventure programming. *Journal of Experiential Education*, 25(2), 305-310.
- Denscombe, M. (2003). *The Good Research Guide: For Small-Scale Social Research Projects* (2nd edition). Buckingham: Open University Press.
- Denzin, N. K. (1978). *Sociological methods*. New York: McGraw – Hill.
- De Villiers, M. & van den Berg, H. (2012). The implementation and evaluation of a resiliency programme for children. *South African Journal of Psychology*. 42, 93–102.

- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dewey, J. (1934). The need for a philosophy of education. *Schools*, 7(2). 244-245.
- Dewey, J. (1938/1997). *Experience and Education*. New York: Simon and Schuster.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40, 314–321.
- Dooley, J. (2016). Young, Wild, and Female: Gendered Experiences at an Outdoor Adventure Camp. *Honors Theses AY 15/16*. 50. Retrieved May 13, 2017, from https://repository.uwyo.edu/honors_theses_15-16/50
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY, US: Scribner/Simon & Schuster.
- Duckworth, A., Peterson, C., Matthews, M. & Kelly, D. (2007). Grit: perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1110.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939-944.
- Ee, J., & Ong, C. W. (2014). Which social emotional competencies are enhanced at a social emotional learning camp? *Journal of Adventure Education and Outdoor Learning*, 14(1), 24-41.
- Ewert, A. (1989). *Outdoor adventure pursuits: Foundations, models, and theories*. Columbus, OH: Publishing Horizons, Inc.
- Ewert, A., & Sibthorp, J. (2014). *Outdoor Adventure Education: Foundations, Theory and Research*. Champaign, IL: Human Kinetics.
- Ewert, A., & Yoshino, A. (2008). A preliminary exploration of the influence of short-term adventure-based expeditions on levels of resilience. *Journal of Experiential Education*, 30(3), 262–266
- Ewert, A. & Yoshino, A. (2011). The influence of short-term adventure-based experience on levels of resilience. *Journal of Adventure Education and Outdoor Learning*, 11(1), 35-50.
- Fan, X., Miller, B. C., Park, K., Winward, B. W., Christensen, M., Grotevant, H. D. et al. (2006). An exploratory study about inaccuracy and invalidity in adolescent self-report surveys. *Field Methods*, 18, 223–244.
- Faupel, A. (2003). *Emotional Literacy Assessment and Intervention – Ages 11-16*, Southampton Psychology Service, GL Assessment, Chiswick, London, UK.

- Fave, A. D., & Massimini, F. (2005). The Investigation of Optimal Experience and Apathy: Developmental and Psychosocial Implications. *European Psychologist*, 10(4), 264-274.
- Field, A. (2011). *Discovering statistics using SPSS*. (3rd ed). (pp 15-18). Thousand Oaks, California: Sage Publications.
- Field, A. (2013). *Discovering Statistics with IBM SPSS*. Newbury Park, CA: Sage.
- Fincham, D. S., Altes, L. K., Stein, D. J., Seedat, S. (2009). Posttraumatic stress disorder symptoms in adolescents: risk factors versus resilience moderation. *Comprehensive Psychiatry*, 50, 193-199.
- Finlay, L., & Langdridge, D. (2007). Embodiment. In W. Hollway, H. Lucey, & A. Phoenix (Eds.) *Social Psychology Matters*. (pp 190-219). Maidenhead, Open University Press.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). New York: McGraw-Hill.
- Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Larkin, G. R. (2003). What good are positive emotions in crises? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. *Journal of Personality and Social Psychology*, 84(2), 365–376.
- Freeman, E., Akhurst, J., Bannigan, K., & James, H. (2017). Benefits of walking and solo experiences in UK wild places. *Health Promotion International*, 32, 1048-1056.
- Freeman, E., & Akhurst, J. (2018). Walking through and being with nature: meaning-making and the impact of being in UK wild places. In L. McGrath & P. Reavey (Eds), *Mental Distress and Space: Community and Clinical Applications* (pp.214-233). UK: Routledge.
- Froh, J., Sefick, W., & Emmons, R. (2008) Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. *Journal of School Psychology*, 46, 213-233.
- Fu, C., Leoutsakos, J-M., & Underwood, C. (2013). Moderating effects of a post-disaster intervention on risk and resilience factors associated with posttraumatic stress disorder in Chinese children. *Journal of Traumatic Stress*, 26, 663-670.
- Fuller, C., Powell, D., & Fox, S. (2017). Making gains: the impact of outdoor residential experiences on students' examination grades and self-efficacy. *Educational Review*, 69(2), 232-247.
- Furman, N., & Sibthorp, J. (2013). The development of prosocial behavior in adolescents: A mixed methods study from NOLS. *Journal of Experiential Education*, 37(2), 160-175.
- Gallimore, R., & Tharp, R. (1990). Teaching mind in society: Teaching, schooling, and literate discourse. In L. C. Moll (Ed.), *Vygotsky and education: Instructional implications of socio-historical psychology* (pp. 175-205). Cambridge: Cambridge University Press.

- Garst, B., Scheider, I., & Baker, D. (2001). Outdoor adventure program participation impacts on adolescent self-perception. *Journal of Experiential Education*, 24(1), 41-49.
- Gassner, M. E., & Russell, K. C. (2008). Relative impact of course components at Outward Bound Singapore: A retrospective study of long-term outcomes. *Journal of Adventure Education and Outdoor Learning*, 8, 133-156.
- Gillis, H. L., & Speelman, E. (2008). Are challenge (ropes) courses an effective tool? A meta-analysis. *Journal of Experiential Education*, 31(2), 111-135.
- Gladwell, V. F., Brown, D. K., Wood, C., Sandercock, G. R., & Barton, J. L. (2013). The great outdoors: How a green exercise environment can benefit all. *Extreme Physiology & Medicine*, 2(3), 1-7.
- Goldenberg, M., McAvoy, L. & Klenosky, D. B. (2005). Outcomes from the components of an Outward Bound experience. *Journal of Experiential Education*, 28(2), 123–146.
- Goleman, D. (1997). *Emotional intelligence*. New York: Bantam.
- González, V., Sierra, M., Martínez, B., Martínez-Molina, A., & Ponce, F. (2015). An in-depth psychometric analysis of the Connor-Davidson Resilience Scale: calibration with Rasch-Andrich model. *Health and Quality of Life Outcomes*, 13(154), 1-12.
- Gookin, J. (2006). *NOLS Wilderness Educator Notebook*. Lander, WY: National Outdoor Leadership School.
- Gray, T. (2016). The “F” word: feminism in outdoor education. *Journal of Outdoor and Environmental Education*, 19(2), 25-41.
- Gray, T., Allen-Craig, S. & Carpenter, C. (2017). Selective hearing: the unrecognised contribution of women to the outdoor profession. *Journal of Outdoor and Environmental Education*, 20(1), 25-34.
- Gray, C., & MacBlain, S. (2015). *Learning theories in childhood* (2nd ed.). London: SAGE Publications Ltd.
- Gray, T., & Martin, P. (2012). The role and place of outdoor education in the Australian National Curriculum. *Australian Journal of Outdoor Education*, 16(1), 39-50.
- Graziano, A. M., & Raulin, M. L. (2009). *Research methods: A process of inquiry* (7th edition). Boston, MA: Allyn & Bacon. Hardcover.
- Gresham, F. M. (2015). Evidence-based social skills interventions for students at risk for EBD. *Remedial and Special Education*, 36(2), 100-104
- Gucciardi, D. F., Jackson, B., Coulter, T. J. & Mallett, C. J. (2011). The Connor-Davidson Resilience Scale (CD-RISC): dimensionality and age-related measurement invariance with Australian cricketers. *Psychology of Sport and Exercise*, 12(4), 423-433.

- Gustafsson, P. E., Szczepanski, A., Nelson, N., & Gustafsson, P. (2011). Effects of an outdoor education intervention on the mental health of schoolchildren, *Journal of Adventure Education & Outdoor Learning*, 12, 1-17.
- Hall, R. (2013). Mixed Methods: in search of a paradigm. *Conducting Research in a Changing and Challenging World*. Retrieved on January 16th 2017 from file:///Users/Judy/Downloads/MixedMethodsPaper%20(1).pdf
- Hans, T. A. (2000). A meta-analysis of the effects of adventure programming on locus of control. *Journal of Contemporary Psychotherapy*, 30(1), 33-60.
- Hansen, J. (2002). *Guidelines for intervention through adventure-based programmes for youth-at-risk* (Master's thesis). University of Pretoria. Pretoria. Retrieved on June 28th 2018 from <https://repository.up.ac.za/bitstream/handle/2263/27704/Complete.pdf?sequence=8>
- Hanson, W. E., Plano Clark, V. L., Petska, K. S., Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52(2), 224-235.
- Hayhurst, J., Hunter, J., Kafka, S., & Boyes, M. (2015). Enhancing resilience in youth through a ten day developmental voyage. *Journal of Adventure Education and Outdoor Learning*, 15(1), 40-52.
- Hazelworth, M. & Wilson, B. (1990). The effects of an outdoor adventure camp experience on self-concept. *The Journal of Environmental Education*, 21(4), 33-37.
- Hattie, J., Marsh, H. W., Neill, J. T., & Richards, G. E. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Educational Research*, 67, 43-87.
- Henrick, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83.
- Hensley, S. (2012). Cultivating Stewardship and awareness through sustainable education. In J. Lin, J., & R. Oxford. (Eds). *Transformative EcoEducation for Human and Planetary Survival*, 61 – 74.
- Hickman, L., Neubert, S. & Reich, K., (Eds.). (2009). *John Dewey between pragmatism & contructivism*. New York, NY: Fordham University Press.
- Hoad, C., Deed, C., & Lugg, A. (2013). The potential of humor as a trigger for emotional engagement in outdoor education. *Journal of Experiential Education*, 36(1), 37-50.
- Hollway, W. (2007). Methods and knowledge in social psychology. In W. Hollway, A. Lucey, & A. Phoenix. (Eds) *Social Psychology Matters* (pp 84-111). Milton Keynes: Open University Press.

- Horton, J., Macve R., & Struyven, G. (2004). Qualitative research: experiences in using semistructured interviews. In C. Humphrey & B. Lee (Eds.) *The real life guide to accounting research: A behind-the-scenes view of using qualitative research methods*. (pp 339-358). London: Elsevier.
- Houge Mackenzie, S., Son, J. & Eitel, K., (2018). Using outdoor adventure to enhance intrinsic motivation and engagement in science and physical activity: An exploratory study. *Journal of Outdoor Recreation and Tourism*, 21, 76-86.
- Howitt, D., & Cramer, D. (2011). *Introduction to Research Methods in Psychology* (3rd ed.). (pp. 179-181). Harlow, Essex: Pearson Education Limited.
- Humberstone, B. (2000). The 'outdoor industry' as social and educational phenomena: gender and outdoor adventure/education. *Journal of Adventure Education and Outdoor Learning*, 1(1), 21-35.
- Hunter, A. & Brewer, J. (2003). Multimethod research in sociology. In A. Tashakkori and C. Teddlie, C. (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research*, (pp. 577–594). Thousand Oaks: Sage.
- Hyslop-Margison, E. & Strobel, J. (2007). Constructivism and education: Misunderstandings and pedagogical implications. *The Teacher Educator*, 43(1), 72-86.
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87–88.
- Jankowski, P. J., Sandage, S. J., & Hill, P. C. (2013). Differentiation-based models of forgivingness, mental health and social justice commitment: Mediator effects for differentiation of self and humility. *The Journal of Positive Psychology*, 8(5), 412-424
- Johnson, R. B. (Ed.). (2006). New directions in mixed methods research [Special issue]. *Research in the Schools*, 13(1), v-vi.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14–26.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2), 112–133.
- John-Steiner, V., & Mahn, H. (1996) Sociocultural approaches to learning and development: a Vygotskian framework. *Educational Psychologist*, 31(3/4), 191-206.
- Jones, J. J., & Hinton, J. L. (2007). Study of self-efficacy in a freshman wilderness experience program: measuring general versus specific gains, *Journal of Experiential Education*, 30(3), 382-385.
- Jørgensen, I. E. & Seedat, S. (2008). Factor structure of the Connor-Davidson Resilience Scale in South African adolescents. *International Journal Adolescent Medical Health*, 20, 23- 32.

- Jostad, J., Sibthorp, J., Pohja, M., & Gookin, J. (2015). The adolescent social group in outdoor adventure education: making social connections that matter. *Research in Outdoor Education*, 13, 16-37.
- Kadam, P., & Bhalerao, S. (2010). Sample size calculation. *International Journal of Ayurveda Research*, 1(1), 55–57.
- Kanner, A. D., Feldman, S. S., Weinberger, D. A., & Ford, M. E. (1991). Uplifts, hassles, and adaptational outcomes in early adolescents. In A. Monat & R. S. Lazarus (Eds.), *Stress and coping: An anthology* (pp. 158-181). New York, NY, US: Columbia University Press.
- Keniger, L. E., Gaston, K. J., Irvine, K. N., & Fuller, R. A. (2013). What are the benefits of interacting with nature?. *Int J Environ Res Public Health* 10(3), 913–935.
- King, N. (2004). Using Templates in Thematic Analysis of Text. In C. Cassell & G. Symon (Eds) *Essential Guide to Qualitative Methods in Organizational Research* (pp. 256-270). London: Sage.
- King, N. (2012). Doing Template Analysis. In G. Symon & C. Cassell (Eds) *Qualitative Organizational Research: Core Methods and Current Challenges* (pp. 426-459). London: Sage.
- Kobasa, S. C. (1979), Personality and resistance to illness. *American Journal of Community Psychology*, 7, 413-423.
- Koenig, H. G. (2010), Spirituality and mental health. *Int. J. Appl. Psychoanal. Studies*, 7, 116-122.
- Krefting, L. (1991). Rigor in qualitative research: the assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45(3), 214-223.
- Langdrige, D. (2007). *Phenomenological Psychology: Theory, Research and Method*. Harlow, UK: Pearson Education.
- Larson, R. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55, 170-183.
- Larson, B. (2007). Adventure camp programs, self-concept, and their effects on behavioral problem adolescents. *Journal of Experiential Education*, 29(3), 313–330.
- Leather, M. (2012). Seeing the wood from the trees: constructionism and constructivism for outdoor and experiential education. Conference Paper. Retrieved on May 19th 2017 from file:///Users/Judy/Downloads/Leather2012SeeingthewoodfromthetreesEdinburgh%20(2).pdf
- Leberman, S., & Martin, A. (2003). Does pushing comfort zones produce peak learning experiences? *Australian Journal of Outdoor Education*, 7(1), 10–19.

- Lemos, M., & Verissimo, L. (2014). The relationships between intrinsic motivation, extrinsic motivation and achievement, along elementary school. *Procedia-Social and Behaviour Sciences*, 112, 930-938.
- Leupp, A. (2007). Gendered wilderness: The effect of outdoor education on girls' and boys' self concept. *Explorations: An Undergraduate Research Journal*, 74-86.
- Lim, M. L., Broekman, B. F., Wong, J. C., Wong, S. T., & Ng, T. P. (2011). The development and validation of the Singapore Youth Resilience Scale (SYRESS). *International Journal of Education and Psychological Assessment*, 8, 16-29.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.
- Loeffler, T. (2004). A photo elicitation study of the meanings of outdoor adventure experiences. *Journal of Leisure Research*, 36(4), 536-556.
- Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *Oxford library of psychology. Oxford handbook of positive psychology (2nd ed.)*. New York, NY, US: Oxford University Press.
- Louw, P., Meyer, C., Strydom, G., Kotze, H., & Ellis, S. (2012). The impact of an adventure based experiential learning programme on the life effectiveness of black high school learners. *African Journal for Physical Activity and Health Sciences*, 18(1), 55-64.
- Luckner, J. L., & Nadler, R. S. (1997). *Processing the experience: strategies to enhance and generalize learning*. (Second Edition). Dubuque, IA: Kendall Hunt.
- Lucey, H. (2007). Families. In W. Lucey, H. Lucey, & A. Phoenix, (Eds.), *Social Psychology Matters* (pp. 112-129). London: Open University Press.
- Luthar, S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71, 543-562.
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: paradigms, methods and methodology. *Issues In Educational Research*, 16(2), 193-205.
- Makoba, N. (2016). Ubuntu: A phantasmagoria in rural Kwazulu-Natal? *African Journal of History and Culture*, 8(5), 41-51.
- Marsh, P. (1999). Does camp enhance self-esteem? *Camping Magazine*, 72(6), 36-40.
- Marsh, H. W., Richards, G. E., & Barnes, J. (1986). Multidimensional self-concepts: the effect of participation in an outward bound program. *Journal of Personality and Social Psychology*, 50, 195-204.
- Matlala, M. (2011). *The role of social factors influencing the moral development* (Doctoral thesis, University of South Africa, Pretoria). Retrieved on April 30th 2017 from <http://hdl.handle.net/10500/5899>

- McCleod, B., & Allen-Craig, S. (2007). What outcomes are we trying to achieve in our outdoor programs? *Australian Journal of Outdoor Education*, 11(2), 41-49.
- McClelland, D. (1985). How motives, skills and values determine what people do. *American Psychologist*, 40(7), 812-825.
- McDonald, J. D. (2008). Measuring Personality Constructs : The Advantages and Disadvantages of Self-Reports , Informant Reports and Behavioural Assessments. *Enquire*, 1(1), 75-94.
- McDowall, A. & Saunders, M. (2010). UK managers conceptions of training and development *Journal of European Industrial Training*, 34(7), 609-630.
- McHale, S. M., Dotterer, A., & Kim, J. Y. (2009). An ecological perspective on the media and youth development. *The American Behavioral Scientist*, 52(8), 1186–1203.
- McKenzie, M. D. (2000). How are adventure education program outcomes achieved? A review of the literature. *Australian Journal of Outdoor Education*, 5(1), 19–28.
- McKenzie, M.D. (2003). Beyond the “Outward Bound process.” rethinking student learning. *Journal of Experiential Education*, 26(1), 8–23.
- Mcnamara, D. N. (2002). Adventure-based programming: Analysis of therapeutic benefits with children of abuse and neglect. *Dissertation Abstracts International*, 62(7A), 2353.
- Meo, A. I. (2010). Picturing students’ habitus: The advantages and limitations of photo-elicitation interviewing in a qualitative study in the city of Buenos Aires. *International Journal of Qualitative Methods*, 9(2), 149-171.
- Mercer, N. (1994). Neo-Vygotskian theory and classroom education. In B. Steirer, & J. Maybin (Eds.). *Language, literacy and learning in educational practice* (pp. 92-110). Clevedon, Avon: Multilingual Matters and Open University Press.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mirkin, B. J., & Middleton, M. J. (2014). The social climate and peer interaction on outdoor courses. *Journal of Experiential Education*, 37(3), 232–247.
- Mkabela, Q. (2015). Ubuntu as a foundation for researching African indigenous psychology. *Indilinga African Journal of Indigenous Knowledge Systems*, 41(2), 284-291.
- Moore, T., & Russell, K. (2002). *Studies of the use of wilderness for personal growth, therapy, education, and leadership development: An annotation and evaluation*. University of Idaho Wilderness Research Center, Moscow, ID. USA.
- Morgan, D. L. (1997). *Qualitative research methods series (Vol. 16). Focus groups as qualitative research* (2nd ed.). Thousand Oaks, CA, US: Sage Publications, Inc.

- Morrow, S. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology*, 52(2), 250-260.
- Morse, J. M. (2009). Mixing Qualitative Methods. *Qualitative Health Research*, 19(11), 1523–1524.
- Mutz, M., & Müller, J. (2016). Mental health benefits of outdoor adventures: results from two pilot studies. *Journal of Adolescence*, 49, 105-114.
- Myers, D. G., & Twenge, J.M. (2013). *Social Psychology* (11th ed.), New York, NY: McGraw Hill.
- Naidoo, A., Pretorius, T. & Nicholas, L. (2017). The emergence of Career Psychology in South Africa: A socio-historical perspective. In GB Stead & MB Watson (eds). *Career psychology in the South African context* (3rd ed). Pretoria, South Africa: Van Schaik.
- Neill, J. (1997). *Gender: How does it affect the outdoor education experience?* A paper presented to the 10th National Outdoor Education Conference (pp.183-192). Sydney, Australia.
- Neill, J. (2001). A profile of outdoor education programs and their implementation in Australia. *Japanese Outdoor Education Journal*, 5(2), 1-9.
- Neill, J. (2002). *Meta-analytic research on the outcomes of outdoor education*. Paper presented to the 6th Biennial Coalition for Education in the Outdoors Research Symposium, Bradford Woods, IN. Retrieved on 20th January 2017 from <http://wilderdom.com/research/researchoutcomesmeta-analytic.htm>
- Neill, J. (2003). Reviewing and benchmarking adventure therapy outcomes: Applications of meta-analysis. *Journal of Experiential Education*, 25(3), 316–321.
- Neill, J. (2005). Definitions of Various Self Constructs: Self-esteem, self-efficacy, self-confidence & selfconcept. Retrieved on 22nd January 2017 from <http://wilderdom.com/self/>
- Neill, J. (2008). *Enhancing life effectiveness: The impacts of outdoor education programs* (Unpublished PhD thesis). Department of Philosophy, University of Western Sydney, Sydney, Australia. Retrieved on 22nd January 2017 from <http://wilderdom.com/phd2/Neill2008EnhancingLifeEffectivenessTheImpactsOfOutdoorEducationPrograms.pdf>
- Neill, J., & Dias, K. (2001). Adventure education and resilience: the double-edged sword. *Journal of Adventure Education and Outdoor Learning*, 1(2), 35-42.
- Neill, J., Marsh, H., & Richards, G. (2003). The Life Effectiveness Questionnaire: Development and psychometrics Unpublished manuscript, University of Western Sydney, Sydney, NSW, Australia. Retrieved on 22nd January 2017 from <http://www.wilderdom.com/pdf/NeillinpreparationLEQPsychometricsDec2002.pdf>
- Neill, J., & Richards, G. (1998). Does outdoor education *really* work? A summary of recent meta-analyses. *Australian Journal of Outdoor Education*, 3(1), 2-9.

- Nicol, R. (2002a). Outdoor education: research topic or universal value? Part one. *Journal of Adventure Education and Outdoor Learning*, 2(1), 29–42.
- Nicol, R. (2002b). Outdoor education: research topic or universal value? Part two. *Journal of Adventure Education and Outdoor Learning*, 2(2), 85–100.
- Nicol, R. (2003). Outdoor education: research topic or universal value? Part three. *Journal of Adventure Education and Outdoor Learning*, 3(1), 11–28.
- Norrish, J., Williams, P., O'Connor, M. & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147-16.
- Nyawuwe L. J. & Mkabela N. Q. (2007). Revisiting the Traditional African Cultural Framework of Ubuntuism: A Theoretical Perspective. *Indilinga African Journal of Indigenous Knowledge Systems* 6(2), 152-163.
- Ofsted (2008). Learning outside the classroom: How far should you go? Retrieved from <https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf>
- Olsson, C., Bond, L., Burns, J., Vella-Brodrick, D., & Sawyer, S. (2003). Adolescent Resilience: A Concept Analysis. *Journal of Adolescence*, 26, 1-11.
- Onwuegbuzie, A., & Combs, J. (2011). Data analysis in mixed research: a primer. *International Journal of Education*, 3(1), 1-25.
- Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures 1. *The Qualitative Report*, 11(3), 474-498. Retrieved from <https://nsuworks.nova.edu/tqr/vol11/iss3/3>
- Opper, B., Maree, J. G., Fletcher, L., & Sommerville, J. (2014). Efficacy of outdoor adventure education in developing emotional intelligence during adolescence. *Journal of Psychology in Africa*, 24(2), 193-19.
- Overholt, J. R., & Ewert, A. (2015). Gender matters: Exploring the process of developing resilience through outdoor adventure. *Journal of Experiential Education*, 38(1), 41-55.
- Outward Bound International (2018). Retrieved on May 20th 2017 from <https://www.outwardbound.net/>
- Packer, M., & Goicoechea, J. (2000). Sociocultural and Constructivist Theories of Learning: Ontology, Not Just Epistemology, *Educational Psychologist*, 35(4), 227-241.
- Paisley, K., Furman, N., Sibthorp, J. & Gookin, J. (2008). Student learning in out-door education: a case study from the National Outdoor Leadership School. *Journal of Experiential Education*, 30(3), 201–222.
- Park, N., & Peterson, C. (2006). Values in Action (VIA) Inventory of Character Strengths for Youth. *Adolescent & Family Health*, 4(1), 35-40.

- Park, N., Peterson, C., & Seligman, M. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology*, 23(5), 603-619.
- Park, M., Ellingsen, R., & Laugeson, E. (2017). Cognitive and behavioural interventions to improve social skills . In S. Goldstein & M. DeVries (eds), *Handbook of DSM-5 disorders in children and adolescents* (pp. 637-630), Cham: Springer.
- Passarelli, A., Hall, E., & Anderson, M. (2010). A strengths-based approach to outdoor and adventure education: possibilities for personal growth. *Journal of Experiential Education*, 33(2), 120-135.
- Paulhus, D. L. & Vazire, S. (2007). The self-report method. In R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), *Handbook of research methods in personality psychology* (pp. 224-239). New York, NY, US: The Guilford Press.
- Payton, J. W., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *Positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews* (Technical Report). Chicago: Collaborative for Academic, Social, and Emotional Learning.
- Peng, L., Zhang, J., Li, M., Zhang, Y., Zuo, X., Miao, Y., & Xu, Y. (2012). Negative life events and mental health of Chinese medical students: the effect of resilience, personality and social support. *Psychiatry Research*, 196(1), 138-141.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press and Washington, DC: American Psychological Association.
- Pohl, S. L., Borrie, W. T., & Patterson, M. E. (2000). Women, wilderness and everyday life: A documentation of the connection between wilderness recreation and women's everyday lives. *Journal of Leisure Research*, 32(4), 415-434.
- Polley, S., & Pill, S. (2015) A review of the literature on outdoor education in Australian schools. *Edited Proceedings of the 29th ACHPER International Conference* (pp. 33-40), 13-15 April, Adelaide. Retrieved on 1st June 2017 from https://www.researchgate.net/profile/Shane_Pill/publication/279182088_A_Review_of_the_Literature_on_Outdoor_Education_in_Australian_Schools/links/558cd89708ae591c19da168d.pdf
- Priest, S. (1986). Redefining outdoor education: A matter of many relationships. *Journal of Environmental Education*, 17(3), 13-15.
- Priest, S. (1999). National life cycles in outdoor adventure programming. *The Outdoor Network*, 10(1), 34-35.
- Priest, S. (1999). The adventure experience paradigm (2nd ed.). In J.C. Miles, & S. Priest (Eds.), *Adventure Recreation*. (pp.159-162). State College PA: Venture Publishing.

- Priest, S., & Gass, M. (1997). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Priest, S. and Gass, M. (2005). *Effective leadership in adventure programming*. (2nd ed). Champaign, IL Human Kinetics.
- Profice, C. Santos, G., & dos Anjos, N. (2016). Children and nature in Tukum Village: Indigenous education and biophilia. *Journal of Child & Adolescent Behaviour*, 4(320), 1-6.
- Pryor, A., Carpenter, C., & Townsend, M. (2005). Outdoor education and bush adventure therapy: A social-ecological approach to health and wellbeing. *Australian Journal of Outdoor Education*, 9(1), 3-13.
- Purdie, N. & Neill, J. T. (1999). Japanese students down-under: Is Australian outdoor education relevant to other cultures? *Australian Journal of Outdoor Education*, 4(1), 48–57.
- Quay, J. (2003). Experience and participation: Relating theories of learning. *Journal of Experiential Education*, 26(2), 105-116.
- Quay, J., & Seaman, J. (2016). Outdoor studies and a sound philosophy of experience. In H. Prince & B. Humberstone (Eds.), *International Handbook of Outdoor Studies* (pp. 40-48). London: Routledge.
- Raskin, J. D. (2002). Constructivism in psychology: personal construct psychology, radical constructivism, and social constructionism. In J. D. Raskin & S. K. Bridges (Eds.), *Studies in meaning: exploring constructivist psychology* (pp. 1-25). New York: Pace University Press.
- Ritchie, S., Wabano, M., Russell, K., Enosse, L., & Young, N. (2014). Promoting resilience and wellbeing through an outdoor intervention designed for Aboriginal adolescents. *Rural and Remote Health*, 14(2523), 1-19.
- Richmond, D., Sibthorp, J. Pohja, M., & Gookin, J. (2015). Social dynamics in outdoor adventure groups: factors determining peer status. *Journal of Outdoor Recreation, Education, and Leadership*, 8(1) 41-56.
- Richmond, D., Sibthorp, J., Gookin, J., Annarella, S., & Ferri, S. (2018). Complementing classroom learning through outdoor adventure education: out-of-school-time experiences that make a difference. *Journal of Adventure Education and Outdoor Learning* 18(1), 36-52.
- Robson, C. (2011). *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*, (2nd Edition.). Sussex: A. John Wiley and Sons Ltd.
- Robinson, K. (2010). Bring on the learning revolution! [Video]. Retrieved on January 26th 2014 from https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution

- Robinson, R. V., David, E. J., & Hill, M. (2016). Participatory mixed methods research across cultures. In L. A. Jason, and D. S. Glenwick (Eds). *Handbook of methodological approaches to community- based research: Qualitative, quantitative and mixed methods* (pp. 273-283). New York: Oxford University Press.
- Rodkin, P. C. & Ryan, A. M. (2012). Child and adolescent peer relations in educational context. In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA handbooks in psychology. APA educational psychology handbook, Vol. 2. Individual differences and cultural and contextual factors* (pp. 363-389). Washington, DC, US: American Psychological Association.
- Rosa, C. D., Proffice, C. C., & Collado, S. (2018). Nature Experiences and Adults' Self-Reported Pro-environmental Behaviors: The Role of Connectedness to Nature and Childhood Nature Experiences. *Frontiers in Psychology*, 9(1055), 1-10.
- Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: its evolution from ecology to bioecology. *Journal of Family Theory & Review*, 5, 243–258.
- Rosenbaum, M. (1990). The role of learned resourcefulness in the self-control of health behavior. In M. Rosenbaum (Ed.), *Springer series on behavior therapy and behavioral medicine, Vol. 24. Learned resourcefulness: On coping skills, self-control, and adaptive behavior* (pp. 3-30). New York: Springer Publishing Co.
- Roosevelt, F. D. (2008). Zone of Proximal Development. *Encyclopedia of Educational Psychology*. SAGE publication.
- Russell, D. (1993). Vygotsky, Dewey, and externalism: beyond the student/discipline dichotomy. *Journal of Advanced Composition*, 13(1), 173-197.
- Rutter, M. (2000). Resilience reconsidered: Conceptual considerations, empirical findings, and policy implications. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (pp. 651-682). New York: Cambridge University Press.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Scarf, D. , Moradi, S. , McGaw, K. , Hewitt, J. , Hayhurst, J. G., Boyes, M. , Ruffman, T. & Hunter, J. A. (2016), Somewhere I belong: Long-term increases in adolescents' resilience are predicted by perceived belonging to the in-group. *British Journal of Social Psychology*, 55, 588-599.
- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2008). *Motivation in education: Theory, research, and applications*. Upper Saddle River, N.J: Pearson/Merrill Prentice Hall.
- Schwandt, T. A. (2007). *The SAGE Dictionary of Qualitative Inquiry*. 4th edition. Thousand Oaks, CA: Sage.

- Schwartz, F., & Belknap, C. (2017). Effects of a college outdoor orientation program on trait emotional intelligence. *Journal of Outdoor Recreation, Education, and Leadership*, 9(1), 69-82.
- Scholte, R. H., & van Aken, M. (2006). Peer relations in adolescence. In S. Jackson & L. Goossens (Eds.), *Handbook of adolescent development* (pp. 175-199). New York, NY, US: Psychology Press.
- Scrutton, R. (2015). Outdoor adventure education for children in Scotland: quantifying the benefits. *Journal of Adventure Education & Outdoor Learning*, 15(2), 123-137.
- Scrutton, R., & Beames, S. (2015). Measuring the unmeasurable: upholding rigor in quantitative studies of personal and social development in outdoor adventure education. *Journal of Experiential Education*, 38(1), 8-25.
- Seligman, M. E. P. (1999). The president's address. *American Psychologist*, 54, 559-562.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY, US: Free Press.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY, US: Free Press.
- Seligman, M., & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist*, 55(1), 5-14.
- Sheard, M., & Golby, J. (2006). Effect of a Psychological Skills Training Program on Swimming Performance and Positive Psychological Development. *International Journal of Sport and Exercise Psychology*, 4, 149-169.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- Shwartz, F., & Belknap, C. (2017) Effects of a college outdoor orientation program on trait emotional intelligence. *Journal of Outdoor Recreation, Education and Leadership*. 9(1), 69-82.
- Sibthorp, J. (2003) Learning transferable skills through adventure education: The role of an authentic process, *Journal of Adventure Education & Outdoor Learning*, 3(2), 145-157.
- Sibthorp, J., & Arthur-Banning, S. (2004). Developing Life Effectiveness through Adventure Education: The Roles of Participant Expectations, Perceptions of Empowerment, and Learning Relevance. *Journal of Experiential Education*, 27(1), 32-50.
- Sibthorp, J., Funnell, A., Riley, M., Chan, B., & Meerts-Brandsma, L. (2018) Outdoor Adventure Education in East Asia: Interpreting Data from Outward Bound Hong Kong. *Journal of Outdoor Recreation, Education and Leadership*, 10(1), 67-78.

- Sibthorp, J., Paisley, K., Furman, N., & Gookin, J. (2008). Long-term impacts attributed to participation in adventure education: Preliminary findings from NOLS. *Research in Outdoor Education*, 9, 86–102.
- Sibthorp, J., Furman, N., Paisley, K., Gookin, J., & Schumann, S. (2011). Mechanisms of learning transfer in adventure education: qualitative results from the NOLS transfer survey. *Journal of Experiential Education*, 34, 109-126.
- Sibthorp, J., & Jostad, J., (2014). The social system in outdoor adventure education programs. *Journal of Experiential Education*, 37(1), 60–74.
- Sibthorp, J., Collins, R., Rathunde, K., Paisley, K., Schumann, S., Pohja, M., Gookin, J. & Baynes, S. (2015). Fostering experiential self-regulation in college age students through outdoor adventure education. *Journal of Experiential Education*, 38(1), 26-40.
- Sibthorp, J., Funnell, A., Riley, M., Chan, B., & Meerts-Brandsma, L. (2018) Outdoor Adventure Education in East Asia: Interpreting Data from Outward Bound Hong Kong. *Journal of Outdoor Recreation, Education, and Leadership*, 10(1), 67-78.
- Skehill, C. M. (2001). Resilience, coping with an extended stay outdoor education program, and adolescent mental health (Unpublished thesis). University Canberra, Canberra, Australia. Retrieved on May 28th 2017 from <http://www.wilderdom.com/pdf/Skehill2001ResilienceCopingOutdoorEducation.pdf>
- Smith, D. (2003, January). Five principles for research ethics. *Monitor on Psychology*, 34(1). Retrieved on 10th January 2017 from <http://www.apa.org/monitor/jan03/principles>
- Smith, M. (2004). Is it the sample size of the sample as a fraction of the population that matters? *Journal of Statistics Education*, 12(2), 1-10.
- Smith, E. F., Gidlow, B., & Steel, G. (2012). Engaging adolescent participants in academic research: the use of photo-elicitation interviews to evaluate school-based outdoor education programmes. *Qualitative Research*, 12(4), 367-387.
- Smith, E. F., Steel, G., & Gidlow, B. (2010). The temporary community: student experiences of school-based outdoor education programmes. *Journal of Experiential Education*, 33(2), 136-150.
- Snyder, C. R., Lopez, S. J., Shorey, H. S., Rand, K. L., & Feldman, D. B. (2003). Hope theory, measurements, and applications to school psychology. *School Psychology Quarterly*, 18(2), 122-139.
- Sproule, J., Martindale, R., Wang, J., Allison, P., Nash, C., & Gray, S. (2013). Investigating the experience of outdoor and adventurous project work in an educational setting using a self-determination framework. *European Physical Education Review*, 19(3), 315-328.

- Stake, R. E. (2005). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 443-466). Thousand Oaks, CA: Sage Publications Ltd.
- Stetsenko, A. (2008). From relational ontology to transformative activist stance on development: expanding Vygotsky's (CHAT) project. *Cultural Studies of Science Education*, 3, 471-491.
- Stuhr, P., Lecomte, H., & Sutherland, S. (2017). A portrait of social and emotional learning within Sequoia National Park. *Journal of Outdoor Recreation, Education, and Leadership*, 9(4), 403-424.
- Tashakkori, A., Teddlie, C., & Sines, M. (2013). Utilizing mixed methods in psychological research. In J. A. Schinka, W. F. Velicer, & I. B. Weiner (Eds.), *Handbook of psychology: Research methods in psychology* (pp. 428-450). Hoboken, NJ, US: John Wiley & Sons Inc.
- Teddlie, C. & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Qualitative and Quantitative Approaches in the Social and Behavioral Sciences*. Thousand Oaks, CA: Sage Publications.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100.
- Thomas, G. (2018). Effective teaching and learning strategies in outdoor education: findings from two residential programmes based in Australia. *Journal of Adventure Education and Outdoor Learning*, 19(3), 1-14.
- Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Sage Publications, Inc.
- Tudge, J. (1990). Vygotsky, the zone of proximal development, and peer collaboration: implications for classroom practice. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 155-172). New York, NY: Cambridge University Press.
- Tudge, J. (1992). Vygotsky, the zone of proximal development, and peer collaboration: Implications for classroom practice. In L. C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 155-172). New York, NY, US: Cambridge University Press.
- Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and Misuses of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory & Review*, 1, 198-210.
- Turner, D. W. (2010). Qualitative Interview Design: a practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.
- Twenge, J. M., & Campbell, W. K. (2009). *The narcissism epidemic: Living in the age of entitlement*. New York, NY, US: Free Press.

- Van Alphen, H.P. (2013). *Social and Emotional Education in South Africa: Challenges of the Rainbow Nation*. [Online] Botin Foundation, Santander, Spain, (197 – 241). Available at http://www.fundacionbotin.org/international-analysis_botin-platform_education.htm
- Vossen, H., & Valkenburg, P. (2016). Do social media foster or curtail adolescents' empathy? A longitudinal study. *Computers in Human Behaviour*, 63, 118-124.
- Vygotsky, L. S. (1962). *Thought and language*. New York: M.I.T. Press. (Translated by E. Hanfmann & G. Vakar). Retrieved on 26th May 2017 from http://s-f-walker.org.uk/pubsebooks/pdfs/Vygotsky_Thought_and_Language.pdf
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language*. Kozulin, A., (Ed. and Trans.) Cambridge, MA: MIT Press. Retrieved from http://s-f-walker.org.uk/pubsebooks/pdfs/Vygotsky_Thought_and_Language.pdf
- Wagnild G., & Young H, (1993). Development and psychometric evaluation of the Resilience Scale. *Journal of Nursing Measurement*, 1(2), 165-178.
- Waite, S. (2010). Losing our way? The downward path for outdoor learning for children aged 2–11 years. *Journal of Adventure Education and Outdoor Learning*, 10(2), 111-126.
- Warren, K., Mitten, D., D'Amore, C., & Lotz, E. (2019). The Gendered Hidden Curriculum of Adventure Education. *Journal of Experiential Education*, 42(2), 140-154.
- Wattchow, B., & Brown, M. (2011). *A pedagogy of place: outdoor education for a changing world*. Clayton, Vic: Monash University Publishing.
- Weissberg, R., Kumpfer, K., & Seligman, M. (2003). Prevention that works for children and youth: An introduction. *American Psychologist*, 58 (6-7), 425- 432.
- White, R. (2012). A sociocultural investigation of the efficacy of outdoor education to improve learner engagement. *Emotional & Behavioural Difficulties*, 17(1), 13-23.
- Whittington, A., Nixon, E., Mack, N., Budbill, N., & McKenney, P. (2011). All-girls adventure programmes: what are the benefits? *Journal of Adventure Education and Outdoor Learning*, 11(1), 1–14.
- Whittington, A., Aspelmeier, J., & Budbill, N. (2014). Measuring outcomes of girls' participation: Creating statistically tested scales. Poster presented at the Coalition for Education in the Outdoors Research Symposium. Indianapolis, IN.
- Whittington, A. Aspelmeier, J., & Budbill, N. (2016). Promoting resiliency in adolescent girls through adventure programming. *Journal of Adventure Education and Outdoor Learning*, 16(1), 2-15.

- Whittington, A., & Aspelmeier, J. (2018). Resilience, Peer Relationships and Confidence: Do Girls' Programs Promote Positive Change? *Journal of Outdoor Recreation, Education and Leadership*, 10(2), 124-138.
- Wilkinson, R. B. (2004). The role of parental and peer attachment in the psychological health and self-esteem of adolescents. *Journal of Youth & Adolescence*, 33(6), 479-493.
- Wilkinson, S. (1998). Focus group methodology: A review. *International Journal of Social Research Methodology*, 1, 181–203.
- Williams, I., Rose, L., Raniti, M., Waloszek, J., Dudgeon, P., Olsson, C., Patton, G., & Allen, N. (2018). The impact of an outdoor adventure program on positive adolescent development: a controlled crossover trial. *Journal of Outdoor and Environmental Education*, 221, 207-236.
- Wilson, S. J., & Lipsey, M. W. (2002). Wilderness challenge programs for delinquent youth: a meta-analysis of outcome evaluations. *Evaluation and Program Planning*, 23(1), 1-12.
- Wilson, S., & MacLean, R. (2011). Introduction to statistics and describing data In S. Wilson & R. MacLean (Eds). *Research methods and data analysis for psychology* (pp. 281-315), London, UK: McGraw-Hill.
- Winsler, A. (2003). Introduction to Special Issue: Vygotskian perspectives in early childhood education: translating ideas into classroom practice, *Early Education and Development*, 14(3), 253-270.
- Witt, P. A., Baker, D., & Scott, D. (1996). *Protective factors scale*. (unpublished manuscript), College Station, Texas: A&M University.
- Wolf, M. M. (1978). Social validity: the case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11(2), 203–214.
- Wong, P. T. P. (2013). Positive psychology. In K. Keith (Ed.), *Encyclopedia of cross-cultural psychology* (pp.1021-1026). Oxford, England: Wiley Blackwell.
- Wong, P. T. P., & Roy, S. (2018). Critique of positive psychology and positive interventions. In N. J. L. Brown, T. Lomas, & F. J. Eiroa-Orosa (Eds.), *Routledge international handbooks. The Routledge international handbook of critical positive psychology* (pp. 142-160). New York, NY, US: Routledge/Taylor & Francis Group.
- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology & Psychiatry*, 17, 89-100.
- Word Clouds (n.d.). Free online word cloud generator. Retrieved June, 19th 2018 from <https://www.wordclouds.com/>
- Yıldız, N. O., Özen, G., & Bostancı, T. G. (2016). The effects of one-day outdoor education on self- efficacy. *Journal of Human Sciences*, 13(3), 6098-6103.

- Yu, X., Lau, J.T.F., Mak, W.W.S., Zhang, J., Lui, W.W.S., & Zhang, J. (2011). Factor structure and psychometric properties of the Connor-Davidson Resilience Scale among Chinese adolescents. *Comprehensive Psychiatry*, 52, 218-224.
- Zhao, Y. (2009) *Catching Up or Leading the Way: American Education in the Age of Globalization*, ASCD, Alexandria, Virginia, USA.
- Zhou, M., & Ee, J. (2012) Development and validation of the Social Emotional Competence Questionnaire (SECQ). *The International Journal of Emotional Education*, 4(2), 27-42.
- Ziaian, T., de Anstiss, H., Antoniou, G., Baghurst, P., & Sawyer, M. (2012). Resilience and its association with depression, emotional and behavioural problems, and mental health service utilization among refugee adolescents living in South Australia. *International Journal of Population Research*, Article ID 485956
- Zink, R., & Boyes, M. (2006). The nature and scope of Outdoor education in New Zealand school. *Australian Journal of Outdoor Education*, 10(1), 11-21.
- Zins, J., & Elias, M. (2006). Social and emotional learning. In G. G. Bear & K.M. Minke (Eds), *Children's needs III: Development, prevention, and intervention* (pp.1-13). Bethesda, MD: NASP Publications.
- Zolkoski, S., & Bullock, L. (2012). Resilience in children and youth: A review. *Children and Youth Services Review*, 34(12), 2295-2303.
- Zygmunt, C. S. (2014). A phenomenographical study of the qualitative variation of adventure/wilderness programme experiences among adolescent high school participants in the Western Cape (Unpublished doctoral dissertation). Stellenbosch University, Stellenbosch, South Africa.
- Zygmunt, C. S., & Naidoo, A. V. (2018). A phenomenographic study of factors leading to variation in the experience of a school-based wilderness experiential programme. *South African Journal of Psychology*, 48(1), 129–141.

Appendices

Appendix A Journey Programme

		GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
15	W	TRAVEL: (Excelsior)	TRAVEL: (Welgemoed Dam: walk in)	TRAVEL: (KRR - Kristalkop)	TRAVEL: via SE to (Spring Grove)	TRAVEL: (Petrusdal: walk in)
16	T	Hike: Excelsior to (Welgemoed Dam)	Hike - Welgemoed - (Petrusdal)	Hike - Kristalkop - (Karoo River Rafters)	Hike: Spring Grove to (Excelsior)	Hike: Petrusdal to (Brinksdal)
17	F	Hike: Welgemoed to (Petrusdal)	Hike: Petrusdal to Rietpoort Travel to (Soutpansdrift)	Canoe: KRR to Woolwyn Travel to (Brinksdal)	Hike: Excelsior to (Welgemoed Dam)	Hike: Brinksdal to (Excelsior)
18	S	Bike: Petrusdal - (Clifton)	Canoe - Soutpansdrift to (Baroda Weir)	Hike: Brinksdal to (Petrusdal)	Hike: Welgemoed Dam to Petrusdal Travel to (Karoo River Rafters)	Hike: Excelsior to (Spring Grove)
19	S	Bike: Clifton to (Woolwyn)	Comm.Serv: Cradock: Vukesebenza Camp: (Kareebosch)	Hike: Petrusdal to Rietpoort Camp: (Cradock Spa)	Canoe: KRR to Woolwyn Camp: (Karoo River Rafters)	Run - Fish River Rd - /Middelburg Rd Travel: Travel to (Baroda Weir)
20	M	Bike: Woolwyn-Cradock Spa Travel: Cradock Spa to (Soutpansdrift)	Hike: Kareebosch to (Klipfontein 1)	Comm.Serv: Cradock: Vukesenenza & JAN Nca Nca Camp: (Umlindi)	Run: KRR to (Cradock Spa)	Canoe: Baroda Weir to Marlow Causeway Travel to (Kareebosch)
21	T	Canoe - Soutpansdrift to (Baroda Weir)	Hike: Klipfontein 1 to (Oudekraaldam)	Run: Junction to Blomfontein Camp: (Blomfontein)	Bike: Cradock Spa to (Kareebosch)	Hike: Kareebosch to (Klipfontein 1)
22	W	Comm.Serv: Cradock: Vukesenenza & JAN Nca Nca Travel: (Blomfontein)	Hike: Oudekraaldam to (Kroonkop) Solo: Kroonkop area for overnight solo	Hike: Blomfontein to (Mt Marlow Dam)	Bike: Kareebosch to (Lombard)	Hike: Klipfontein(1) to (Oudekraaldam)
23	T	Hike: Blomfontein to (Mt Marlow Dam)	Hike: Kroonkop to (Charlton)	Hike: Mt Marlow to (Oudekraaldam)	Bike: Lombard to Cambrere Travel: Cambrere to (Mt Marlow Lodge)	Hike: Oudekraaldam to (Kroonkop) Solo: Kroonkop area for overnight solo
24	F	Hike: Mt Marlow Dam to (Oudekraaldam)	Hike: Charlton to Somerset East Camp: (De Kala)	Hike: Oudekraaldam to (Kroonkop) Solo: Kroonkop area for overnight solo	Rest & Create: (Mt Marlow Lodge)	Hike: Kroonkop to (Cambrere)
25	S	Hike: Oudekraaldam to (Kroonkop) Solo: Kroonkop area for overnight solo	Rest&Create: (De Kala)	Hike: Kroonkop to (Charlton)	Hike: Mt Marlow to (Oudekraaldam)	Bike: Cambrere to (van Niekerk)
26	S	Hike: Kroonkop to (Charlton)	Run: Sheldon to (Buffelsdrift) (Walk in: Camp)	Hike: Charlton to Somerset East (Camp: Olivewoods)	Hike: Oudekraaldam to (Kroonkop) Solo: Kroonkop area for overnight solo	Bike: van Niekerk to (Kriegerskraal)
27	M	Hike: Charlton to Somerset East Travel to (De Kala)	Hike: Buffelsdrift to (Waterkloof)	Rest&Create: (Olivewoods)	Hike: Kroonkop to (Waalnek Graskop)	Bike: Kriegerskraal to Waterkloof (Camp: Waterkloof house)
28	T	Rest&Create: (De Kala)	Hike: Waterkloof to (Misty Hill)	Run: Sheldon to Delpoit (Camp: Waterkloof)	Hike: Waalnek Graskop to (Kommetjies)	Rest&Create: (Waterkloof House)
29	W	Run: Sheldon to (Buffelsdrift) (Walk in: Camp)	Hike: Misty Hill to (Willowfountain)	Bike: Delpoit to (Signal Hill)	Hike: Kommetjies to (Olivewoods)	Hike: Waterkloof House to (Burchells)
30	T	Hike: Buffelsdrift to (Waterkloof)	Hike: Willowfountain to Kommadagga (Camp: Hellsport)	Bike: Signal Hill to (Inverleith)	Travel: Olivewoods to Cookhouse Comm.Serv: Cookhouse Primary Travel to (Goodwood)	Hike: Burchells to Riebeeck East (Camp: Lister)
1	F	Hike: Delpoit to (Misty Hill)	Activity: Hellsport (Camp: Lakeside)	Bike: Inverleith to Lakeside (Camp: Frasers Camp House)	Run: Dikkop Flats to Douglas Heights Camp: (Glen Boyd)	CommServ:Riebeeck East: Bambethane (Camp: Hellsport)
2	S	Hike: Misty Hill to Kommadagga Travel to (Hellsport)	Bike: Lakeside to Fish Bridge (Camp: Frasers Camp Shop)	Activity: (Fraser's Camp)	Hike: Glen Boyd to (Trumpeters Dam)	Activity: Hellsport (Camp - Glen Boyd)
3	S	Activity: Hellsport (Camp: Fountain View)	Bike: Frasers Camp to (Shaw Park)	Hike: Frasers camp to (Fountain View Dam)	Hike: Trumpeters to (Frasers Ruins)	Hike: Glen Boyd - (Frasers Camp shop)
4	M	Run: Fountain View to (Kap River Res)	Bike: Shaw Park to (Kap River Res)	Hike: Fountain View to (Kap River Res)	Activity: Fraser's Camp Travel to (Kap River Res)	Run: Coombs to (Kap River Res)
5	T	Hike to Mouth- bus to Ght	Hike to Mouth- bus to Ght	Hike to Mouth- bus to Ght	Hike to Mouth- bus to Ght	Hike to Mouth- bus to Ght
6	W	FINAL ASSEMBLY				

Appendix B: Journey Information Booklet

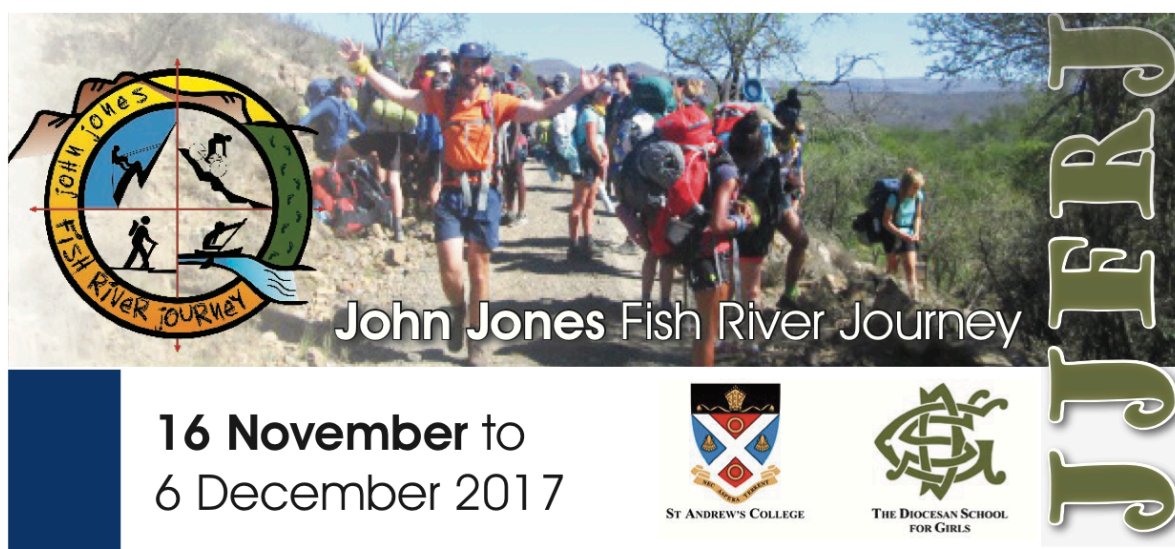


Table of Contents

THE FISH RIVER JOURNEY EXPERIENCE

Introduction	Page 2
Letter from the Heads	Page 3
Philosophy behind the Journey	Page 4
Outcomes of the Journey	Page 5

SPECIFIC INFORMATION REGARDING THE JOURNEY

A brief description of the Journey	Page 6
Accommodation	Page 6
Food	Page 6
Hygiene	Page 6
Equipment	Page 6
Safety	Page 8
Medical	Page 9

PRE-TRIP PREPARATION AND PLANNING

Physical Preparation	Page 9
Mental Preparation	Page 10



Introduction

The Fish River Journey will involve Grade 10 boys and girls from St Andrew's College and Diocesan School for Girls'. Their physical journey will begin at the source of the Fish River, and end at the mouth of the river. This is a 21-day trip, which will give learners an opportunity to explore the true beauty of the Eastern Cape via canoe, bicycle and on foot. In addition, the students will be away from the 'constraints' of timetables and watches, as well as the modern-day attractions of TV, Cell phones, Ipods and Ipads, and therefore it will also be a journey where individuals can explore their emotional and spiritual state and

allow this to develop beyond the normal 'rushed' environment of teenage life. This trip has been carefully planned by a group of experienced and dedicated teachers, as well as other experts in the field of Outdoor Education. Whilst on the Journey, staff members will be on the route to assist and guide the learners, but their primary aim will be the safety of the young people. To achieve as much as possible from this unique challenge it is important that all the participants are well prepared, and thoroughly organised before commencing the Journey, and that they give of their best throughout the preparation stages and during the Journey itself. It is only through being fully committed to a new and exciting experience, that they will gain the most. Please take time to read this booklet carefully, to more fully understand the Journey. It is also important to ensure you are fully aware of the requirements and related information regarding the Journey.

Should you have any further questions, or concerns, please feel free to contact Pete Andrew on p.andrew@sacschool.com or 083 301 1098.



Letter from the Heads

Dear Parents

The Fish River Journey is one of the memorable parts of the DSG/ St Andrew's experience. The staff have planned it meticulously, with special attention to each group's programme and safety and the logistics required to move 200 people down a river! The Fish River Journey is really the Journey of the First South Africans. With its rich fossil diversity, the Fish River environs are not only the location of one of the largest extinction events in the history of the world, but also the crucible of the formation of our modern nation. Here Europeans met Africans in trade and conflict, here Christian faith flourished.

According to latest research, the development of the human brain was assisted by the Strandlopers' consumption of molluscs and other seafood along our coast, and here too, Khoisan painted, and bred cattle. The Fish River catchment area is rich in prehistory, in history and in modern socio and economic development: as examples, the tunnel which takes water from the Orange to the Fish has had a huge impact on the economy; the publishing of "A Story Of An African Farm" registered South Africanness; the killing of the Cradock Four by South African Police was one of many examples that teach us of the evils of racism; the reclamation of commercial land for nature reserves is a compelling study in land use and sociology. Because the Fish River is full of educational, social and economic interest, learning will be taken beyond the classroom walls. We hope that children will learn about caring for the earth, strategies for sustainable living and how to improve the quality of human life while living within the capacity of supporting ecosystems. We hope that in walking through history, prehistory and veld, they will begin the life-long learning habits of observation and reflection. Camps at night and the Solo experience will facilitate analysis and the sharing of thoughts and feelings. A journey is complete: it has a beginning and an end. It is also personal: the children will learn much about themselves and others. They will learn of their own strengths and what should be truly valued in others: un-selfishness, sharing, fortitude and thoughtfulness, to name a few. They will be meeting on neutral territory and in sharing the effort and achieving the goal, the bond of this group will be lasting. There will be spin-offs for the leadership of the schools in their senior years. Although the idea of a journey came first to David Wynne and David Wylde at the Australian (AHISA) Conference in 1995.

This outdoor education experience builds on the tradition of the Long Walk, and will be unique to St Andrew's and DSG because it is an in-depth exploration of our place, where we are in the Eastern Cape, and will confirm again that our locality is one of the pillars of strength of our schools. We hope that the information in this booklet will cover your questions and concerns, but if there are any issues about which you would like further information, please don't hesitate to contact one of the organisers or ourselves.

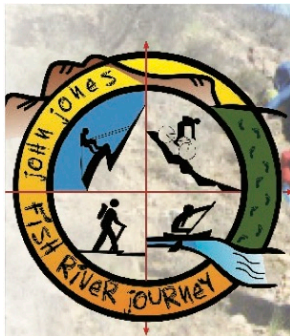
Yours sincerely

Alan Thompson

HEADMASTER
ST ANDREW'S COLLEGE

Shelley Frayne

HEADMISTRESS
THE DIOCESAN SCHOOL FOR GIRLS




JERJ

John Jones Fish River Journey

**16 November to
6 December 2017**



ST ANDREW'S COLLEGE



THE DIOCESAN SCHOOL
FOR GIRLS

Philosophy behind the Journey

The Fish River Journey is an opportunity to learn in new and exciting ways. The Journey is meant to challenge the participants to extend their boundaries and build their strength and resourcefulness. This personal development may be physical, intellectual, social or spiritual. The programme for the Journey is cross-curricular. It will include leadership development, group dynamics, awareness of self and community engagement. The aim is to develop in each boy and girl a strong sense of identity, place, time and culture through interacting with the Eastern Cape's diverse environment, both social and natural. From the origins of humankind through to the forging of modern South Africa, this region has been a vital crucible of human and environmental interactions. In addition, the aim is to promote awareness of the inter-connections in the environment and of the challenges of sustainable development for present and future generations. The learning on the Journey will be experiential. There will be many cycles of preparation, experience and reflection. So, for example, before the Journey, learners will study aspects of literature, history, geography and biology which are relevant to the area. On the Journey they will experience, first-hand, various land forms, sites of historical and literary significance, and the flora and fauna of the region. Learning will be consolidated by reflection in the form of a personal journal to record significant experiences. At the conclusion of the Journey the group will reflect on their experience in a report-back and in further work in the classroom. So also, at a personal level, participants will be prepared, through exercise and training, to cope with the physical and emotional challenges of going the distance. On the Journey they will experience the rigours of the road and the river. And there will be times in camp to rest and reflect and share. Through the variety of experiences there will be an opportunity for all on the Journey to make a contribution, to learn and to teach. Emotional, organisational and practical intelligence will be as important as physical prowess or intellectual ability. Teamwork will be a key factor in all aspects of the Journey. Relationships will be tested and new ones formed. Finally, the Journey is meant to be a unique experience. It will be challenging, enjoyable and memorable in ways which, though hard to predict, will be unmistakable and lasting.



Outcomes of the Journey

It is hoped that each learner's personal experience, as well as experiences with others and the Eastern Cape environment, will enrich him or her fully. The concepts and values that are explored on the Journey are relevant to each individual, and it is hoped that this experience will enrich each learner's school and home life, as well as provide him or her with valuable lessons and life skills to face a dynamic and challenging future.

INDIVIDUAL OUTCOMES

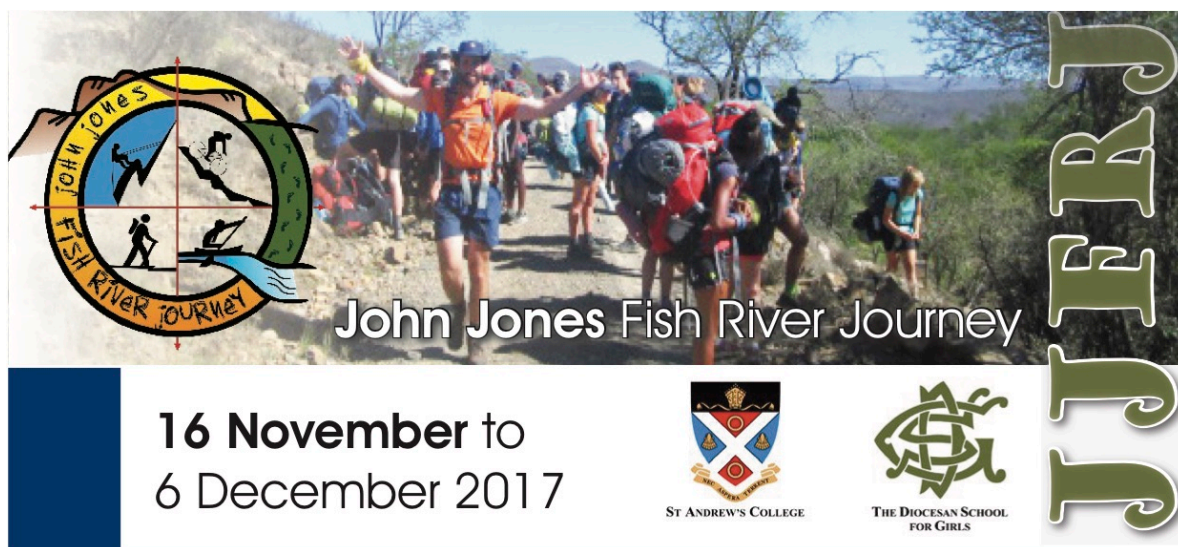
- ▶ To enable each learner to experience independence in the outdoors, in an unfamiliar environment.
- ▶ To enable learners to develop their own leadership skills and adopt their own personal leadership styles, self-confidence and self-esteem.
- ▶ To allow personal development and growth through physical and mental challenges.
- ▶ To allow learners to appreciate the simplicities and necessities of life.
- ▶ To encourage learners to set their own personal goals, to be self-motivated, accept challenges and to experience exhilarating moments of true achievement and the attainment of own personal goals.
- ▶ To encourage reflection and spiritual growth.
- ▶ To enable learners to learn and improve a range of outdoor activities and skills.
- ▶ To enable learners to appreciate the rich diversity and uniqueness of the Eastern Cape landscape and heritage.
- ▶ To enrich each individual's knowledge, understanding and appreciation of a range of natural wonders, heritage and literature of the region.

SOCIAL OUTCOMES

These outcomes are achieved through each learner's interaction with their peers and people they meet on the Journey.

- ▶ To encourage learners to develop co-operative skills, tolerance and understanding of themselves and others.
- ▶ To allow learners to experience life in a small community and be exposed to all of its components such as decision-making, controversy and trust.
- ▶ To provide opportunities of getting to know other people, and truly appreciate them for their values and qualities.
- ▶ To provide opportunities for developing new friendships.
- ▶ To provide opportunities for the development of leadership.





HYGIENE

There will be a water source at each camp: either natural, or water that is brought in. It is important that learners do not pollute natural water sources with soap, food scraps and human wastes. Therefore each learner will be supplied with bio-degradable soap. Learners will learn to be responsible for their own hygiene. Facilities for dish washing and hand washing will be provided, although this is sometimes limited and must be used thoughtfully. Containers for showering, hair-washing and clothes washing will be provided at certain camps. Learners will be strongly urged to use each opportunity to wash themselves or their clothes.

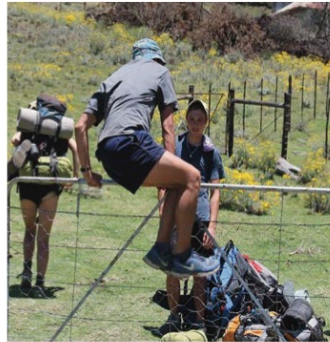
EQUIPMENT

All specialist equipment is provided, including canoes, bicycles, tents, gas stoves and cooking utensils. Learners will be provided with a good quality tent that they will share with a partner and for which you will be charged a rental fee. Please see the attached letter for more details. Please read the equipment list below very carefully, as learners may have to purchase or bring something from home after the holidays.

CLOTHING

The weather in the Karoo, and throughout the Eastern Cape is very changeable. Learners **MUST** be well equipped for all forms of weather.

- 2 x pairs of shorts (should be light weight; darker colours show less dirt!)
- 2 x T-shirts
- 4 changes of underwear
- Water/wind proof jacket (it will definitely rain – be prepared for all weather) – Note: Drimacs are not water proof and are heavy when they get wet.
- Swimming costume (full costume for girls)
- Warm top
- A pair of long pants (NOT JEANS)
- 6 x pairs of good, thick socks
- Hat or cap
- Towel (A quick-dry camping towel has been sourced at a very good price. Orders for these will be taken)
- Strops/crocs
- Good walking shoes (running shoes) or hiking boots – it is of **CRITICAL** importance that learners bring along comfortable shoes/boots that they have worn in. It is no use bringing new footwear which may cause blisters. They will be covering a great distance by foot over 21 days, so good shoes will be their most valuable asset.



A brief description of the journey

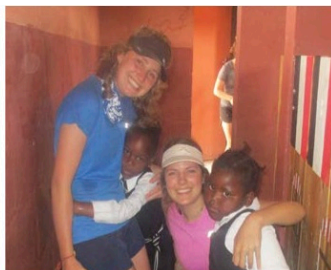
The Journey will take place over 21 days in the Eastern Cape Province. The Grade 10 class will have been divided into five groups of about 40 learners before the Journey begins. Each group will be accompanied by at least one female and one male teacher. The Journey will start out at the source of the Fish River which is on the Nardousberg, 2429 meters above sea level, situated in the Kwaggashoek Mountains, 51km from Graaff- Reinet. Each group will journey from the source to the mouth of the Fish River, and will use a variety of means to cover the diverse terrain. During the 21 day journey, each group will have an opportunity to canoe on the Fish River, cycle, run as well as hike. All the groups will be travelling down the Fish River Valley simultaneously using different modes of transport thus giving each group a unique and different experience. During the 21 days, learners will be given time to 'rest', reflect, do washing and interact with their group members in a more relaxed manner.

ACCOMMODATION

Learners will be camping in tents for the duration of the Journey. Their camp sites may be on a farm, beside a river, in a field or in a Nature Reserve. They will have the opportunity to sleep in the most beautiful surroundings! Boys and girls sleep separately in all camps.

FOOD

Food is supplied by the 'support team' every few days, depending on the group activity. Learners will therefore be expected to carry their own food for sections of the Journey. All meals will be provided and carefully worked out according to energy requirements and the nature of the activity. Learners will generally have to prepare their own food and clean up their own eating and cooking utensils. Those for whom this is a new experience get better at it as the Journey progresses! Alternative dietary requirements must be communicated with the group leaders so that all needs concerning food and diet are met. It is very important that learners have a water bottle/s (capacity at least 2 litres) on them at all times while on the Journey.



Pre-trip Preparation and Planning

Physical Preparation

There is no doubt that this Journey is physically demanding. Whilst it has been carefully planned to ensure that the distances covered every day are manageable, some physical preparation is essential. If one is in good physical health, and able to cope comfortably with endurance activities, the Journey will be a far more worthwhile and rewarding experience. Everyone is going to be expected to run, hike, paddle and cycle. As this is not a race, it is the endurance that is important, not the speed. Some will be stretched to the limit of their endurance, while others will not even work up a sweat. This is part of the group experience. We would like everyone to start off feeling physically strong and capable of keeping up with the group. We will not force anyone to do anything that they are not capable of doing, but we believe that no part of the Journey is beyond any 16-year-old's capabilities. The group leaders want your son/daughter to gain maximum benefit from the experience of the Journey and experience has proven that children who are well-prepared enjoy the experience more than those whose only thoughts are of their aching feet and burning lungs. The Fish River Journey experience is going to be an opportunity of a lifetime. To help your son/daughter benefit fully from this outdoor experience, please encourage them to prepare physically, particularly if they have a low level of fitness. For those who are physically prepared, the rewards, both physical and emotional, will be that much greater. To start their fitness programme during the holiday, your son / daughter may find the following advice helpful as a starting point:

"If you have a very low level of fitness, start walking (not strolling!) every day for the remainder of the holiday to get a head start. When you are comfortable walking, include a 5 minute jog in the middle of a 30 minute walk. Start with a short distance, walking and running, and build up to greater distances. Include some hills when you get fitter. Find a group of friends with similar fitness levels to run with.

When you get back to school, keep running regularly to maintain your fitness. Any physical activity is going to increase your endurance, which will ensure that the physical discomfort of the Fish River Journey does not dominate your mind and detract from what you are expected to gain from such a unique experience. Mr Redfern, Mr Marx and Mr York will be arranging cycling outings most afternoons of the week throughout the third term. It is vital that you go on these and if you need the fitness training or are not confident on a bicycle, attend as many as you can. **If you cannot ride a bicycle, you need to attempt to learn over the holiday and then attend every training ride to learn and gain confidence.**

Attached please find an indemnity form which must be completed, signed and emailed/faxed for attention Ms Yolanda Teyise y.teyise@sacschool.com (046) 603 2381 by 8 September 2017.

Medical

All parents who have children with medical conditions **MUST** let staff know beforehand. All personal medicine must be carefully labelled and handed over to staff in charge with specific instructions. Fully stocked first aid kits will be carried by the adults in each group. A medical doctor will be on call throughout the Journey. Medical services in the nearest towns will be contacted beforehand to ensure that there will be assistance available in the event of an emergency. In the event of a serious injury a helicopter will be available to air lift the individual/s to Port Elizabeth.



Mental Preparation

The Journey is not

- A holiday or a luxurious camp

BUT it can be

- an activity where you will learn a lot about yourself and others
- a chance to make new friends
- a challenge where you will realise that you are capable of doing things that you thought were never possible
- an opportunity to gain more self-confidence and further develop self-esteem
- an adventure in which you will appreciate your home comforts!
- a fun experience

EXPECT...

- to be in the bush for 21 days.
- to get dirty: your hair will get greasy and your nails will break.
- to get wet, either in the rain, or in the river.
- to have some very hot days, and some very cold nights.
- to be tired, irritable and thirsty - but rest when required, and then carry on.
- others to be tired, irritable and thirsty.
- to have to go as fast as the slowest and weakest members of the group.
- to accept people for who they are, encouraging them along the way.
- to work hard, both physically and mentally.
- to take responsibility for yourself, and others.
- to be part of the team for the entire duration.
- to be responsible, sensible and act maturely.
- to put in your best.



Toiletries

- Toothbrush & small tube of toothpaste
- Comb/brush
- Deodorant
- Soap (bio-degradable soap and detergent will be supplied)
- Small biodegradable shampoo
- **Personal care kit:**
- Insect repellent – the roll on type and not the aerosol
- 2 x Sunscreen – at least factor 30
- Labelled personal medications – to be handed over to group leader
- No learner will be allowed to keep with him/her any form of medication unless with parental permission. No learner will be allowed to dispense any kind of medicine to another learner.

General Equipment

- Good, well-fitting backpack (Cape Union Mart stock the Summit 50l or 60l backpack that is well-priced). Please note that with Cape Union Mart opening in Grahamstown I will not be placing orders for back packs
- Sleeping bag (-5°C or 0°C will be adequate, a compression bag is useful to reduce the size of the bag for packing into the backpack.) I will not be placing order for sleeping bags. Cape Union Mart have a suitable option.
- Small camping pillow or similar – OPTIONAL - you can also use your sleeping bag stuff sack filled with clothes as a pillow
- Camping mat for sleeping on (for insulation as well as some comfort)
- Water bottles (each person must be able to carry at least 2 litres)
- Cutlery (knife, fork and spoon) / “Spork”
- Mug (plastic or tin)
- Headlamp with extra batteries
- Matches
- Black/steel bags (the strong type – for water proofing)
- Drying up cloth
- Camera –optional, and brought at owner’s risk NOTE: Each group will have a camera and photos from this camera will be put onto a CD for each learner at the end of the Journey.

Cell phones and other electrical devices

Under NO circumstances may any cell phones, Ipods or other electrical equipment (this includes any kind of music-playing device) besides a camera, be brought along. Electronic equipment will be confiscated immediately. The likelihood of such equipment getting damaged or lost is possible.

Safety

The safety of the children is the most important issue for all involved in the Journey and will not be compromised over any other goals. All camp sites and routes have been thoroughly explored by staff members. A support vehicle will be on route for the entire duration of the Journey. All staff members will have a cell phone and satellite phones are available for use in areas where phone reception is lacking. A professional canoeing company, with river guides, has been hired to lead river excursions. A team of paramedics (who have been involved with the Journey since 2005) will accompany the groups.

Appendix C – Letter of approval from Institutional Review Board



Rhodes University Ethical Standards Committee
PO Box 94, Grahamstown, 6140, South Africa
t: +27 (0) 46 603 8055
f: +27 (0) 46 603 8822
e: ethics-committee@ru.ac.za
www.ru.ac.za/research/research/ethics

12 June 2017

Judith Stevenson
stevensonhk@me.com

Dear Judith Stevenson,

Re: HUMAN SUBJECTS ETHICS APPLICATION
Exploring the psychosocial benefits of outdoor adventure education for adolescents in a South African setting, using mixed methods
Reference number: 7663598
Submitted: 4/12/2017

This letter confirms that the above research proposal has been reviewed by the Rhodes University Ethical Standards Committee (RUESC).

The committee decision is APPROVED.

Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloguing number allocated.

Sincerely,

Helen Kruuse
Chair: Human Subjects Ethics sub-committee, RUESC

Note:

1. This clearance is valid for three years from the date of this letter.
2. The ethics committee cannot grant retrospective ethics clearance.

Appendix D – Research Report of John Jones Fish River Journey

The psychosocial effects of outdoor adventure education on adolescents in a South African setting, using mixed methods

A snapshot of the findings

No portion of this report may be copied or replicated without the permission of the author, electronically or otherwise. An electronic link to the full Doctoral Dissertation will be made available to interested parties as soon as it has been examined.

Acknowledgements

Many people gave their time and support to this research project. I would like to express my gratitude to the staff and learners at St. Andrew's College and the Diocesan School for Girls.

Special thanks to:

All the Grade 10 learners who participated in the study, and generously shared their experiences and stories, particularly those in the Focus Groups.

Mr. Pete Andrew for his unfailing support in arranging access to the learners and accommodating me on the JJFRJ.

Journey leaders and members of staff at Solo camp for hosting me and allowing me access to interview members of the focus group.

The principals of SAC and DSG, Mr. Thompson and Mrs. Frayne, for allowing me access to the letters written to them on Solo day.

My supervisor, Prof. Jacqueline Akhurst, for her constant support and encouragement.

Overview of the Study

Outdoor adventure education (OAE), originating from the philosophy, theory, and practices of experiential and environmental education proposes a more holistic approach whereby learners are educated academically, socially, emotionally, physically and psychologically. More recently, with the influence of positive psychology (Seligman, 2002), the main purposes of experiential learning in OAE include the facilitation of valuable life skills by providing learners with a greater understanding of themselves; their values and priorities; their friendships and relationships with others (Sproule, Martindale, Wang, Allison, Nash & Gray, 2013).

There is an increasing appreciation that, in order to prepare learners for success in life, they require a holistic education that not only guarantees learning basic academic skills, but also social emotional competencies that prepare them to become responsible adults. Recent research highlights the importance of non-cognitive skills and behaviours e.g. resilience, grit, social skills and positive mindsets, that strengthen learners' achievement both within and beyond the classroom. OAE is well placed to generate these desired outcomes. Until fairly recently, the effects of OAE had been reported in the form of anecdotal evidence and passionate rhetoric. There is now empirical research that has been conducted, predominantly in the United Kingdom, Australia and North America, which has shown that participation in outdoor adventure education has been associated with the positive developmental outcomes such as personal growth, enhanced interpersonal skills and social skills. Alongside their homes, schools are one of the most important developmental contexts in the lives of young people and can be a key source to assist learners in developing skills and competencies, to help them to strive for meaningful outcomes and persevere despite obstacles. This is particularly important as the youth today face the challenges of an increasingly global and competitive workforce.

The Diocesan School for Girls (DSG) and St. Andrew's College (SAC) offers the John Jones Fish River Journey (hereafter known as *Journey*) to the Grade 10 learners, which forms part of the schools' mandatory outdoor education curriculum. As a cross-curricular experiential learning programme, "*Journey*" extends learners' education beyond history, geography and biology and is designed to challenge the learners; extending their boundaries, building strength and resourcefulness. In addition to the physical challenges presented, learners learn about the rich historical, cultural and environmental heritage of the Eastern Cape, while confronted by the social and sustainability issues they encounter during this trek. Moreover, away from the 'constraints' of timetables, social media and the usual intense pace of teenage life, learners are able to explore their emotional and spiritual views.

This study explores the effects of the *Journey* on Grade 10 learners' life effectiveness skills, emotional literacy and resilience. The study explores whether gender affects participants' experiences of *Journey* and also what *Journey* means for the learners and what, if any, are the perceived benefits of the experience. This was achieved by implementing a mixed-methods approach to data collection and analysis.

The research was designed to address the following key research questions:

- *What is the relationship between Journey and life effectiveness skills, emotional literacy and resilience of Grade 10 learners?*
- *How does gender affect participants' experiences of Journey?*
- *What does this "Journey" mean for the learners and what are the perceived benefits for Grade 10 learners?*

Participants:

All Grade 10 learners attending SAC and DSG gave their assent to participate in the study. Where we did not receive parental consent, learners' data was excluded from the study. There were also a few learners who did not participate in *Journey*, left early or left the school altogether, so their data was omitted from this study. Also excluded from the study were those learners whose responses to the questionnaires were quite obviously randomly checked, as they did not make sense at all. Thus total attrition rate was 21% with data from 144 learners that were used in all phases of the study. Data collection took place between September 2017 and April 2018 and was conducted in 4 phases: Phase 1 (pre *Journey*), Phase 2 (during *Journey*), Phase 3 (on the final day of *Journey*) and Phase 4 (four months post *Journey*).

Table 1: Data Collection: Four-Phase Approach

X – quantitative data

X – qualitative data

* - all learners

- focus group only

Data Collection	Phase 1: Pre <i>Journey</i>	Phase 2: During <i>Journey</i>	Phase 3: Final Day of <i>Journey</i>	Phase 4: 4 months Post <i>Journey</i>
Emotional Literacy Questionnaire (Emotional Literacy Learner Checklist for Pupils) *	X		X	X
Resilience Questionnaire Connor-Davidson Resilience Scale 25 (CD- RISC-25) *	X		X	X
Post Evaluation Questionnaire *			X	
Focus Group Semi- Structured interviews #	X		X	X
Group specific (i.e. 2 boys of 2 girls from each group) semi-structured interviews #		X		
Letter to School Principal *			X	

Quantitative Data Collection

All quantitative data, as well as post survey questionnaires and letters to the Principals, were anonymised to ensure confidentiality.

Instruments used for quantitative data collection for all learners at three points in time (Time 1: pre-*Journey*, Time 2: immediately post- *Journey* and Time 3: 4-months post *Journey*) were:

- ***Life Effectiveness Questionnaire (L.E.Q. -H)***: *LEQ measures life effectiveness using eight separate factors: achievement motivation, active initiative, emotional control, intellectual flexibility, self-confidence, social competence, task leadership, and time management.*
- ***Emotional Literacy Student Checklist***: *The student checklist comprises 25 items that corresponded to the five components of EL as outlined by Goleman (1996) i.e. self-awareness, self-regulation, motivation, empathy and social skills.*
- ***The Connor-Davidson Resilience Scale 25 (CD-RISC-25)*** *was developed provide a valid and reliable measure to quantify resilience i.e. the process of adapting well when faced with adversity; the ability to “bounce back” from challenging experiences.*

Comments on Interpreting Quantitative Results:

Please note that caution needs to be exercised when interpreting these results for a number of reasons, including but not exclusive to:

- a) Biases in self-reports could be due to social norms within the learners' peer group, social desirability and how learners wish others to perceive them;
- b) Post-event euphoria occurs when learners return from *Journey*, a common outcome that could influence scores on self-report measures;
- c) These constructs as measured are rather ephemeral and thus these results should be interpreted along with the qualitative data in the following section;
- d) The fact that these results were only taken from 78% of the learners, not all learners.
- e) Set responses to statements restrict learners' feedback;
- f) Questions may have been misunderstood, although opportunities were given for clarification and typically misunderstood statements explained.

Findings from Quantitative Data

Life Effectiveness Questionnaire

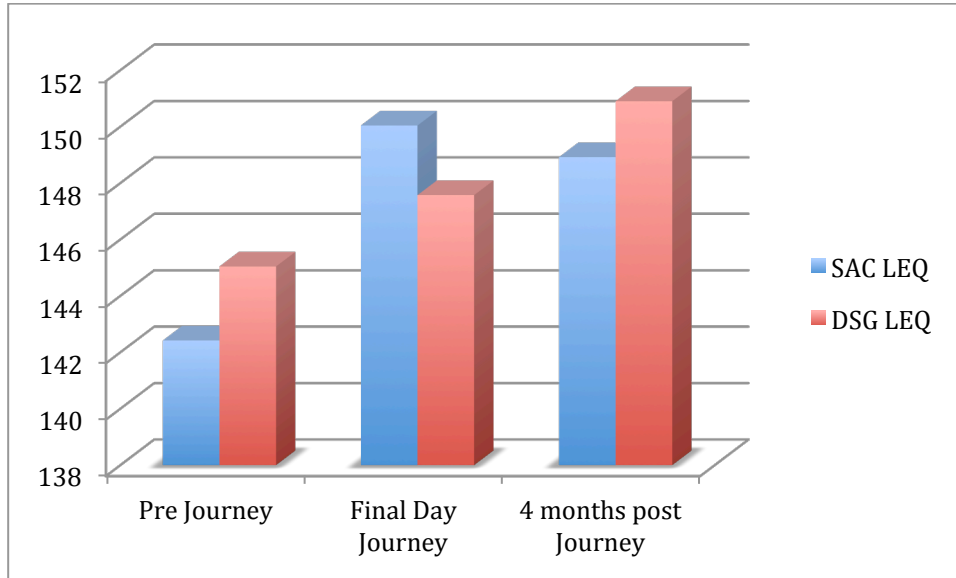


Figure 1: Scores from Life Effectiveness Questionnaires

Comments on LEQ findings:

The boys demonstrated a substantial increase on their self-rated LEQ scores on the final day of *Journey*, these then dropped slightly 4 months on. The reason for this could be explained by post *Journey* euphoria on the last day of *Journey*, with a perhaps more realistic assessment of their LEQ when back in the school environment.

The girls' scores increased steadily both from time 1 to time 2 and then again from time 2 to time 3, which could indicate that the effects of *Journey* for them on their LEQ were transferable to their day-to-day lives.

Resilience Scale

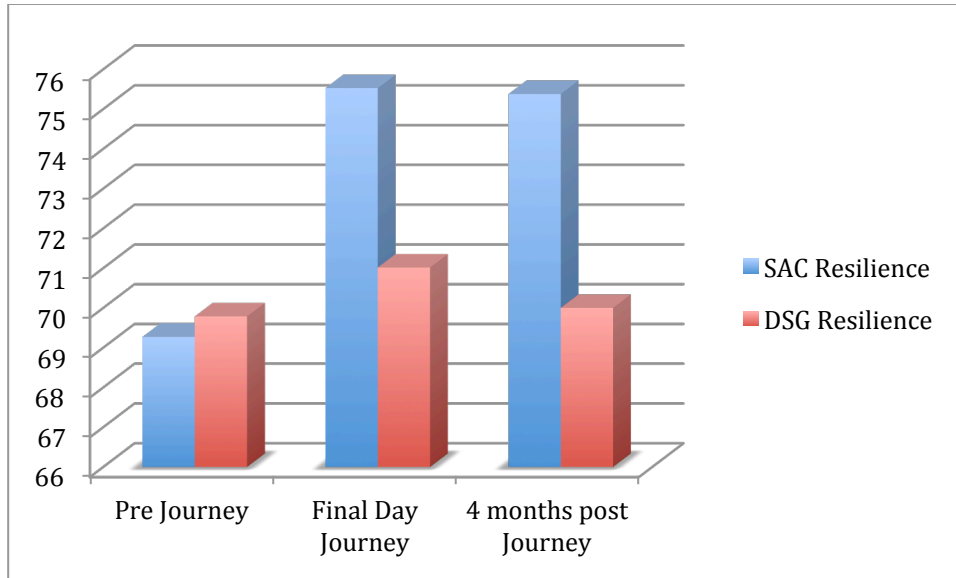


Figure 2: Scores from Resilience Scale

Comments on Resilience Scale Findings:

Resilience scores for the boys increased considerably immediately post *Journey* and these scores more or less remained constant, 4-months on. This is interesting when compared with the girls' scores, which did not demonstrate such a great increase either immediately post *Journey* nor 4-months on. While caution needs to be taken when interpreting these results, one explanation could be that OAE has typically been depicted as a masculine domain reserved for men and boys and as a result, the girls did not benefit as much in terms of their perceptions of developing resilience as the boys did.

Emotional Literacy Scale

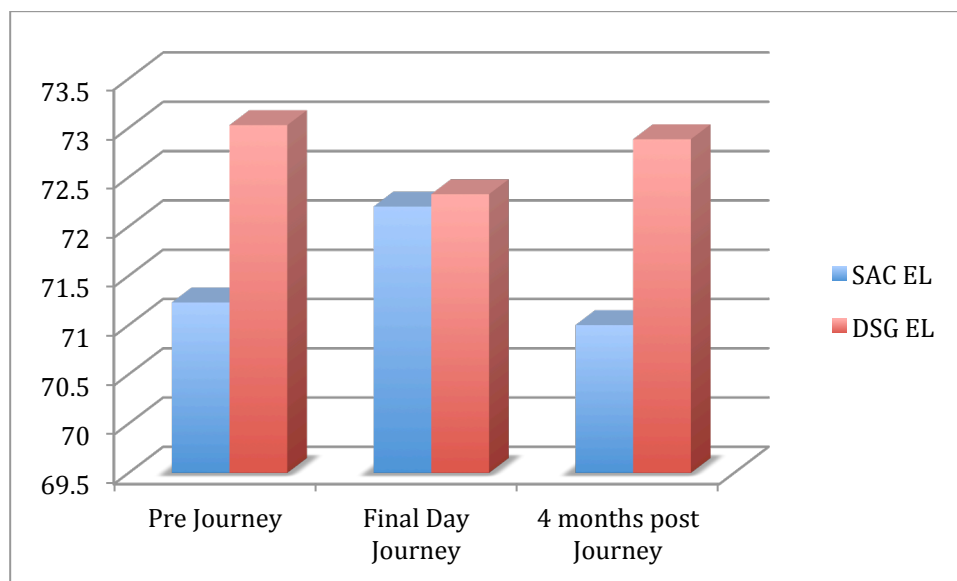


Figure 3: Scores from Emotional Literacy Questionnaire

Comments on Emotional Literacy Scale

Previous research has revealed overall gender differences in emotional literacy scores for boys and girls, which is evident in these pre-*Journey* scores. Once again the boys demonstrate an increase in the scores immediately post-*Journey*, which then actually decreases to below the pre-*Journey* scores. As these scores are measures of self-awareness, self-regulation, motivation, empathy and social skills, it could well be that while these aspects of emotional literacy were easily demonstrable on *Journey*, but they were not sustained back in the school environment or that there was a lack of transfer of learning.

One explanation for the girls' drop in the emotional literacy scores is that, having had the experience of *Journey* and time to reflect on their true selves, were able to provide a more accurate assessment of themselves.

Post *Journey* Evaluation Score

Learners were asked to rate, on a scale of 1 to 10, how beneficial they felt that *Journey* was for Grade 10 learners. The responses varied but the majority of learners felt that it was a beneficial experience. Figure 4 illustrates these scores graphically

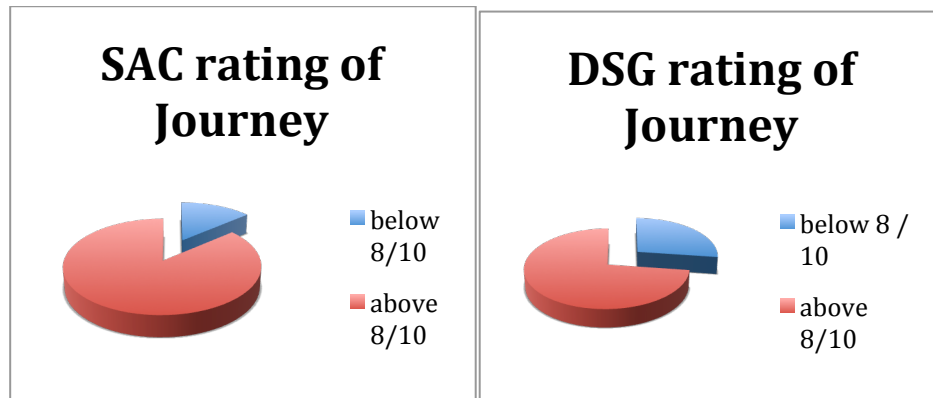


Figure 4

Qualitative data was collected by means of semi-structured interviews with members of the focus groups, individually and in groups, in a 4-phase approach (i.e. before *Journey*, during *Journey*, final day of *Journey* and 4 months post *Journey*) as well as from a few reflective essays on *Journey* as part of Life Orientation course-work. In addition, all Grade 10 learners were requested to complete a post evaluation survey where they were asked to write a few sentences to sum up their experience of *Journey* and what they valued most having been on *Journey*. All learners were also required to write a letter to their school principal on solo day. Where names do appear in the comments, pseudonyms have been used to safeguard the confidentiality agreement with the learners.

Figure 5: SAC word cloud



[illegible]

F: Friendships
L: Life Lessons
O: Out-of-comfort zone
U: Ubuntu
R: Reflection
I: Intrapersonal Development
S: Social Development
H: Humility and Gratitude
I: Individual Differences (including Gender)
N: Nature
G: Group Dynamics

244

Findings from Qualitative Data:

Although the majority of the Outdoor Adventure Education (OAE) research has revealed support for the positive impacts of OAE on components of the self, there are some studies that report mixed results where not all participants experience such positive changes. Similarly, while findings of this study were on the whole extremely positive, there were a handful of learners who felt that they did not benefit from *Journey* as their comments reflect. An additional caveat is that the interpretations of the qualitative findings are a personal reflection of the researcher and while the method of analysis (template analysis) provides both structure and flexibility, the views of the researcher undoubtedly affect the interpretation of the findings.

F: Friendships

Evidence suggests that relationships with school contemporaries and staff are intrinsically linked to learner wellbeing and mental health (Seligman, 2011). As noted from the word cloud, new relationships formed and friendships were mentioned frequently by the learners both in the focus group meetings and also in the letters to the Principals and the post *Journey* survey. Below are a few comments made by the learners, illustrating the how they felt friendships and relationships developed over the course of *Journey*, particularly making friends with people that would not usually encounter at school due to different classes, sports and so on:

Interacting with people that I would not interact with in normal circumstance; this lead to unbelievable friendships that I would not have formed otherwise. (SAC post Journey Survey).

And it seems that like you end up building friendships with people that you never thought you would actually talk to. Or people that you thought would never talk to you. But you're getting support and then you get that togetherness with unity. And it gives you strength throughout the day." (SAC Focus Group).

I feel like I have made so many new close friends and bonded with people who I didn't really know before which is so special (DSG letter to Principal)

In fact, friendships were significant even to those who did not enjoy other aspects of *Journey*:

I hate hiking from 6.00am to 15:00pm, I hate waking up as early as 5am or 4.30am, I hate cycling 60m and I hate camping but I loved building new friendships, I love singing with my friends, I love supporting others. (SAC letter to Principal)

There were a few comments referring to cliques with suggestions made for the future to try and split up friendship groups:

'I thought it was gonna be more... I think they put too many friends in our group because there's like a whole group of 10 people who are really good friends already. (SAC focus group)

...so if you look... I mean if like, people on the list, ja they split it well. Alphabetically. But then you... Ja you split the houses well, but if you look at their friendship cliques, they haven't broken them up at all.' (SAC/DSG focus Group)

I have enjoyed it even the cliché “bonding” that has happened between group members. However most of the time people who are already friends are speaking to each other as the groups have been divided the same as at school by popularity. (SAC Letter to Principal)

Friend groups did not really mix, was still us and them most of the time. (DSG post Journey Survey)

Unfortunately, while some of the friendships formed were sustained months later, for some learners, the friendships made on *Journey* were difficult to maintain back at school for a number of reasons:

....and on Journey, we became so close, and even now, he sees me he’s like “Suzy!” And then he gives me a hug and like we talk, and like at the airport we’ll be sitting next to each other, and like we enjoy being around each other. (DSG Focus Group)

‘But you sort of do go back to your old, like your same friendship group that you had before. You go back to them. Umm, but then you do have a lot more in common with the people that aren’t really in your like friendship group. Like you actually won’t talk to them, and ask them how they are and stuff (SAC focus group).

‘Ja, I think if, if it’s one of the people you were friends with on Journey, and because you’re back and you just be like good connections with them in your everyday day to day life. You just never see them coz you’re not in the same class or anything. Then it’s a bit hard sometimes to go out of your way to see them.’(SAC focus group).

L: Life Lessons

Outdoor Adventure Education (OAE) offers a promising method for developing life skills, skills that are difficult to teach in a classroom environment. This refers to not only the practical life lessons as mentioned by some learners, but also the transferable skills that many learners felt could not be taught in the classroom such as problem solving, leadership and communication skills.

Practical skills:

‘I don’t know if this is a good or bad thing, but like now I put up a tent in 30 seconds flat.’ (DSG Focus Group).

‘Like, I can cook for myself. I can pitch my own tent. I can do my own thing you know. (DSG Focus Group)

On Journey I learned how to read and interpret a map, new card games and how to see which way North is by looking at ants. (SAC Focus Group Reflective Essay)

Skills that one cannot learn in a classroom:

It’s an experience where you’ll learn lessons about life that you wouldn’t learn elsewhere, and it definitely immensely benefited my life. (SAC Post Journey Survey)

I think Journey teaches you things that you can’t learn inside the classroom, like perseverance and endurance. (DSG letter to Principal)

I learnt things I would never learn anyway else besides here. (SAC post Journey survey)

Leadership

In their meta-analysis of adventure programmes, Hattie, Neill and Richards (1997) found large effects of adventure programmes on most leadership dimensions. *Journey* also seemed to be a forum for leadership development as noted in the following comments:

I think leadership, coz I think I've, like, from a strong point, I think I can help people that are struggling, and I can see they're not doing well. And I can use like the advantages that I've got naturally, to use back, to their advantage. (SAC Focus Group)

It has taught me personally a lot about leadership and not thinking about yourself but rather others before yourself. (SAC Letter to Principal)

Communication

A number of studies on OAE programmes have demonstrated improvement in communication skills (Paisley, Furman, Sibthorp & Gookin, 2008). This, coupled with the fact that the learners were without access to telephones or social media, was evident on *Journey*. In fact many learners made reference to the fact that they were happy to not have their phones with them.

But the thing is you talk to other people, and talking face to face is so much more enjoyable than in a text message, coz there's so much more emotion and expression that you can see in people, and kind of see the kind of people that they've become. (SAC Focus Group)

I really enjoyed being away from my phone and social media. (DSG post *Journey* Survey)

Sustained effects of life-lessons:

Boy 1...For example, just at home in December straight after Journey, I find myself helping out more and offering to do things--'

Boy 2 : 'Ja, me too.'

Boy 3 : '—and being more resourceful.

Boy 4 'In a way like one of the reasons you're sort of more helpful is as you kind of appreciate your parents when you're on Journey. Like at least for me like thinking back, I don't know, like all the stuff that they do for me.' (SAC Focus Group)

O: Out-of-comfort zone:

The comfort zone model or metaphor has been frequently described in OAE; the premise being that when individuals are placed in a stressful situation, they will respond by overcoming their fears and grow as individuals (and develop adaptive systems that will help them in the future when facing uncertainty and demanding situations). There is a certain empowerment through challenge which was evident for a number of learners as shown by the following comments:

Journey is hard, journey pushes your limits, journey throws you out of your comfort zones and journey tests your faith HOWEVER with all the hardships and discomfort comes a feeling of triumph and a sense of growth that absolutely no words can describe. (DSG Letter to Principal)

It gets you out of your comfort zone and puts you in a space where you appreciate everything. (SAC post *Journey* Survey)

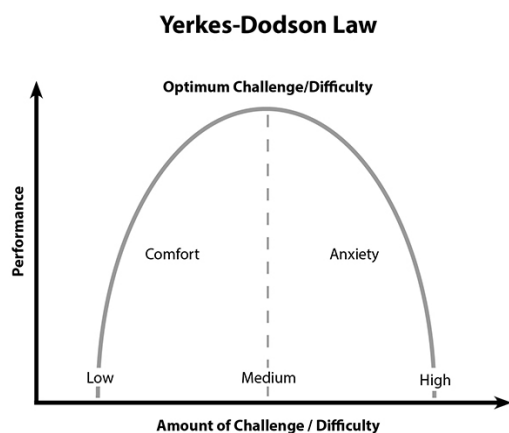
Journey for me has been very interesting because it was out of my comfort zone and has made me realize I can do way more than I thought I could. It has made me see how I react to different situations. (DSG Post *Journey* Survey)

Journey is one of the most mentally and physically challenging things I've ever done, it's hard, but it's created so much positivity and so many incredible moments that the hard parts become worth it. (DSG letter to Principal)

....many people may not have enjoyed the experience but I believe that everyone comes out of Journey a new and different person to what they went in. (SAC Letter to Principal)

It was a challenging experience allowing us to grow and learn in different ways and outside our comfort zone (SAC post Journey Survey).

The Yerkes-Dodson Law (see below) proposes a relationship between performance and arousal/challenge. Increased challenge can assist in improving performance but only up to a certain point, when the challenge becomes excessive, performance decreases. For some learners, *Journey* was perceived to be beyond this point.



Furthermore, while a lot of OAE programmes assume this ‘development-by-challenge’ perspective i.e. placing a learner in a challenging position, which educes a particular behaviour; this does not necessarily mean that they are learning. Thus, for this concept to work successfully, leaders need to understand individual differences in the learners as not all learners are willing or motivated to engage in *Journey*.

These points are illustrated by the comments below:

I absolutely cannot wait until this is over because it feels like hell, I don't know what hell feels like but I'm pretty sure that it's the worst. (DSG Letter to Principal)

'It was trash. It was terrible. I fell from my bike at least once a day. I crashed into people. People crashed into me... And, ah, I hated cycling. I hated it with a passion.' (DSG Focus Group)

'Umm, depending on your mindset, yes. I think. Coz if you're not in a good space and you're thinking negatively with the experience, and you don't have a group leader who's checking on you all the time, or encouraging you, then it will be much harder.' (DSG Focus Group)

It's a good experience and all, however I do feel like it's a bit unnecessary (SAC post Journey Survey)

And this one over here is a photo of the end, where I remind myself that I would never ever, ever go back on Journey (SAC Focus Group)

...so we, right, we're not used to the going outside into the environment where we're forced to now live in tents and all these things. We're, like out of our element, where usually dealing with like real life problems with people. Not trying to go out in the wild and helping others. And adapting to that is a bit hard for us.' (SAC Focus Group)

A key aspect to dealing with being out of their comfort zone that many learners mentioned was mental strength and mindset.

Mental Strength

Mental strength and particularly a positive mindset was raised by a number of learners. They felt that a positive mindset is what helped them deal with the more challenging aspects of *Journey*.

'I think one that I know I learnt on Journey was very predominant throughout the entire umm, thing, is mental strength. Is actually a real thing. Like we also talk about mental strength at school and take down like finishing work, but when you climb up a mountain you like, "Yoh, it's not gonna happen, like I'm not gonna finish this mountain." And I think while on Journey, my mental strength becomes stronger and stronger as the days went on, and it's just... I thought it was something amazing.' (DSG Focus Group)

'I'm not a fan of the outdoors and I don't think I ever will be but Journey has taught me quite a few valuable lessons and one of them is to be positive, so I'm going to be positive and finish all the journeys that I come across in my life and I will never forget this one.' (SAC Letter to Principal)

'And I've also learned like how strong my mind is. Like you don't really know coz you're not tested to that extent when you are at school. But like just having a positive mindset makes everything so much easier.' (SAC/DSG Focus Group)

Having a strong and positive mindset seemed to help the learners' in their personal growth and self-concept.

It has taught me that when I'm determined, I can really achieve the things I though I could never. (DSG post Journey Survey)

...personally, I felt like I grew a lot as a person. Like mentally my strength was absolutely amazing. I didn't think I could ever feel like that mentally strong, ever in my entire life. And Journey proved to me that I really could achieve that. (SAC post Journey Survey)

There were also those who entered *Journey* with a negative mindset and so perhaps did not gain as much out of *Journey* as those that entered with a positive mindset. This was picked up by a number of learners across both schools.

Negative mindset:

Most people learnt some things but a few hated every second of it. (SAC post Journey Survey)

Some people go on Journey with such a negative mindset that the aren't able to take in everything Journey offers. (DSG post Journey Survey)

U: Ubuntu

For the purposes of this study, the term *Ubuntu* refers to the spirit of humanity – sharing and togetherness. *Ubuntu* in this context can also been seen as expedition behaviour i.e. prosocial behaviour in expeditionary groups (Furman & Sibthorp, 2014). This was evident in a number of the groups as described by the comments below:

It's made me appreciate a lot of things. It's made me realise that I'm not one individual. Sure I can go up a mountain, but I want to help everyone else. And maybe you realise that you can find strength in unity in a lot of things, and appreciate a lot of things that you have (SAC Focus Group).

I think it's taught me ... put someone else forward first before you. And it's not always about what you want, but what the group wants (SAC Focus Group).

In one way, if Journey taught me one thing, that you are not alone at all. You cannot make it alone.'(SAC/SAC Focus Group)

And we need each other to... Like we're one community in such like we're isolated from everyone else, and we need each other. There's nothing you can really do just for yourself. You have to do it for everybody. (DSG Focus Group)

It was about finding strength in the unity of it all, building trust and learning to love each other, through the struggle (SAC letter to Principal).

And also just like becoming more selfless as a person, because you remember... I said this to you earlier on, when I was saying you realise it's not just you, it's your entire group. And we need to help everybody else. If you want the same people to finish with you, you need to help them out, whether it's just giving them like your coffee, or maybe swapping something else, or like helping them with a light or something. The small things do help a lot. (SAC/DSG Focus Group)

Unfortunately, not all groups had this sense of *Ubuntu*, (this will be explored further in the group dynamics section) and is shown in the following quotes:

I just felt like people weren't helping us at the back, so I guess I just thought it was like a really massive divide between the fast people and the back. And so it felt like survival of the fittest and it's just not okay. (DSG Focus Group)

Not everyone learnt how to work together or support the people who struggle. Friend groups did not really mix, was still us and them most of the time. (DSG post Journey Survey)

R: Reflection

Renowned for his contribution to experiential learning, Dewey (1938) argued that, in order to learn from the experience, reflection is required. OAE can be viewed as a type of experiential learning based upon the assumption that personal growth occurs through reflection on experiences (Oppen, Maree, Fletcher & Sommerville, 2014). Structured reflection took place during solo day where learners were required to write to their parents, their school principals and their future selves. Learners were also encouraged to keep journals. On their return to school the following term, learners were required to write a reflective essay on their experience of *Journey* and what they learnt about themselves and others. Below are some of the comments from the learners with respect to reflection.

Journey was a life-changing experience. It was special time where I could reflect on myself and on my goals for life. (SAC post Journey Survey).

Thinking and reflecting was particularly important to me and I will continue to do this religiously as I've learnt how effective it was for my wellbeing. I wrote in my journal daily in order to keep track of my thoughts and challenge my feelings. (DSG focus group)

With my busy schedule at school, I am not often given time to simply reflect... Having the time to think and reflect has definitely balanced my character which is always good for the soul. (DSG focus group)

I have used my solo day to reflect on my journey experiences and have learnt what my weaknesses are and I am going to work on them and keep acting towards my strengths. (DSG letter to Principal)

Journey is a chance for one to do serious introspection and to decide whether they are going to use this opportunity to see how much they can find out about themselves, others and the bush or shy away and complain. (DSG letter to Principal)

I think we do need time to look back on what we've achieved, and to almost prepare ourselves for what's ahead in life. (SAC Focus Group)

When at school, we get so caught up in our busy schedules and don't often have time to think and reflect on our days, to think of what we've learnt and to simply find gratitude (DSG Focus Group Reflective Essay)

I: Intrapersonal Development:

Meta-analyses have been conducted on the outcomes of OAE and demonstrate that these programmes have small to moderate impacts on intrapersonal development (Neill, 2002). Many learners mentioned improvements in a number of intrapersonal constructs such as self-awareness, self-concept, self-efficacy, empathy, self-confidence, motivation, self-regulation, patience and tolerance. A number of these intrapersonal constructs overlap as noted below:

Self awareness:

This ability to accurately recognize one's own emotions, thoughts, and values and how they influence behaviour is key to social and emotional competence. This includes being able to truthfully evaluate one's strengths and limitations. A number of studies have revealed that learners report a greater sense of self-awareness following OAE and this was found following *Journey* too:

I'm a lot more real. Like, I'm really more... Uh, I don't know how to say it. Like I won't use the wrong word, but more realistic of myself, I suppose. So, it's like I, I understand, not my capabilities rather, but I understand my mindset, and I understand myself as a person. And now I know, "Okay, I've worked through this." I wouldn't do that. But if I was in a situation where I had to do what I wouldn't want to do, I'd know how to execute it. (DSG Focus Group)

You discover who you are, what you believe in, your mentality, how much strength you have, your strengths and weaknesses, what you want to stand for in life and it's also an opportunity to redefine and update oneself. (DSG Letter to Principal)

I've also been given the opportunity during this time to learn more about myself and think about many a things such as like and may values and morals and what I do and don't stand for. (DSG Letter to Principal).

It helps a lot in discovering yourself. (SAC post Journey Survey)

You learn and experience a different side of yourself (SAC Letter to Principal).

Although a big element of journey is to integrate with other people, someone I go to spend a lot of time with is in fact myself. I have learnt about my strengths, my weakness, formed new opinions and gained new perspectives (DSG Focus Group Reflective Essay).

You discover who you are, what you believe in, your mentality, how much strength you have, your strengths and weaknesses, what you want to stand for in life and it's also an opportunity to redefine and update oneself. (DSG Letter to Principal)

Self-regulation:

The wilderness environment is credited with encouraging self-awareness and self-regulation by virtue of the fact that there are naturally occurring consequences rather than 'rules' which learners may otherwise contest as inappropriate or unjust. As one of the core social emotional competencies, self-regulation refers to the ability of learners to successfully regulate their emotions, thoughts, and behaviours in different situations—effectively managing stress, controlling impulses, and motivating oneself (CASEL, 2013). A number of learners alluded to how *Journey* helped them develop this self-regulation:

So I often, I often snap and I think leading into those sort of situations... I've learnt straight after Journey, and on Journey, I learnt very quickly to calm myself down and think about it with like a perspective. (DSG focus group)

Great for health, different socially, it's able to create friendships, creates confidence, something people have not done and won't again (SAC Post Journey Survey)

And I think I got a lot better with that, and grew in the way of learning to like keep myself calm, and also, a big thing I did ...was like calming myself and grounding myself. And that was... I think perhaps that like helped me a lot on Journey, as being able to step back in situations just to calm down and meditate... (DSG Focus Group)

This self-regulation appeared to have some sustained effect as

'Aah yes ma'am, just where I handle a lot more work now. Umm, I feel a lot less pressure. Like I can cope with more work ma'am....like self-control but a... (SAC Focus Group)

Self-Concept:

Self-concept or self-identity refers to the perceptions of him or herself, including physical, psychological and social characteristics. A number of studies have reported increases in self-concept of participants following an OAE programme (Goldenberg, McAvoy & Klenosky, 2005). This was also evident for a number of these learners as illustrated by the following comments.

And then on Journey... You get on Journey and then like on the first one or two days just try to like stick with that. You know, try to like keep the façade going. And then you just realise that there's no point. You can't be here for 21 days and be completely fake and not break it at least once, you know. So now I'm just like, "Okay, let me just stop and actually be myself." And that's when I actually started getting really close with people, and I... People actually liked me for being me, and that's when I realised that like you don't have to pretend to be someone else for people to like you, because you will meet the friends that are meant to be your friends, you know. (DSG focus group)

An experience that helped me discover my abilities e.g. how far I can push myself. (SAC post Journey survey)

Journey has also allowed me to look at myself and see the parts that need improving and be able to do something about it without the pressure of school on top of that as well. (DSG focus group)

Journey was challenging and made me get over my fears and discover some hidden talents. (SAC post Journey Survey)

Some researchers have suggested that the unfamiliar environment allows the learners a certain freedom to experiment with different psychological approaches or a new sense of identity (MacKenzie, 2000)

Self-efficacy:

Bandura (1994) describes perceived self-efficacy as an individual's beliefs about his/her innate ability to achieve goals. Beliefs in self-efficacy determine how people feel, think, behave and motivate themselves. There were numerous comments from the learners who expressed how their self-efficacy had increased having successfully dealt with the challenges presented on *Journey*.

'I think it's just proven that if I put my mind to it, I can do whatever I want no matter how tough it is on the body.' (SAC/DSG Focus Group)

'I think it's shown me what I'm capable of. ... The fact that I've been able to do everything that has been asked of me.' (DSG Focus Group)

... I think we underestimate ourselves a lot. Coz you're not challenged in this way in your school environment, so like I never realised like how strong my character can be at times, and ja, I think I did underestimate like

my mindset and my mind, and like what I can do and what I can't. So it's a growing experience. I am learning more about myself.' (DSG focus group)

Journey has also helped me understand and expand my mental and physical limits/ I have learnt many things about myself and other people in my grade. (SAC letter to Principal).

Resilience and Grit:

A number of studies have suggested that OAE can be effective in enhancing levels of resilience, the underlying premise being that challenging conditions often characteristic in OAE may help participants develop adaptive methods, which will assist them during uncertain or demanding occasions in the future (Overholt & Ewert, 2015). Resilience is inherently difficult to define and apply with some researchers arguing that perhaps it should not be considered as a single, underlying psychological quality but rather a series of related but distinct qualities.

I wouldn't go so far as to say that I've "changed" but the past 10 days have shown me that have grit and that I can do anything I set my mind to (DSG letter to Principal).

This experience is a personal growth in ones life. You learn grit, patience, determination and life skills (DSG post Journey Survey)

Journey was a challenge at times but getting through the challenges is what has made me a strong person (SAC Post Journey Survey).

The grit and perseverance of getting through it (SAC post Journey Survey)

It has taught me that when I'm determined, I can really achieve the things I thought I could never (DSG post Journey Survey)

I struggled a lot and I won't lie about that, but I didn't take one offer from a boy who was willing to carry my bag, not once through the entire Journey in fact, and that made me feel real pride in myself, and it made me realize my strength even though I had to really dig for it; and I'll never think I'm too weak to do anything again. (DSG Focus Group Reflective Essay)

It's, it's really when you just... It's really just about not about how talented you are or think you are. It's about how much you decide to endure. It's either you fall, and you just lay there and die, or you decide to just stick it out. (SAC/DSG Focus Group)

This concept of grit seemed to translate into other aspects of life as mentioned by one of the learners a few months on:

...but like in the holidays we had like a big supper, and I cooked and stuff. And obviously. if you cook, you clean. So, there were tons and tons of dishes, and I was like, "I can't do this." And I was like, "No, I have to do this." And you get it done, and it's so strange, like when you tell yourself, when you make yourself do it, like it must be done, it just gets done easily and better. (DSG Focus Group)

Empathy:

Empathy refers to the experience of understanding another person's thoughts, feelings and condition from their perspective rather than one's own. Empathy enables prosocial behaviour that comes from within as opposed to being forced, so that we behave more compassionately. Development of empathy on *Journey* was indicated by a number of learners:

'I think I am a lot more sort of sensitive to other people, like not in the sense that I'm nicer, but like I can pick up that some things like off with them, and maybe I will make more of an effort to make sure that they feel better or something like that. I can't really explain it.' (DSG Focus Group)

I'm more in tune with those around. Like as you said, like I can, I pick up people's behaviour better I think now than I did before. And I just, I, I know how to approach things differently. Like I approach them differently than the way I would have done before. (DSG Focus Group)

Emotionally I was stable but I could see other people crumbling and so a good idea was to help others overcome what must have been quite a difficult time with them. (SAC Focus Group)

I have also recognized the importance of treating others well without expecting anything in return, and that tiny acts of kindness towards others helps them to feel more comfortable and allows them to come out of their shell. (DSG Letter to Principal)

So you look around you and people are so...are so broken. Are so like heartbroken and you just like, "Wow, I wonder how I can help?" And then you are just trying to support everyone. (SAC Focus Group)

Motivation:

Findings from outdoor-adventure based programmes suggest that participation in these programmes could enhance participants intrinsic motivation (Houge Mackenzie, Son & Eitel, 2018), which was evident in a number of the learners' comments, see the example below:

You end up saying, "No listen, at the end of the day you have to do it. Just get it over and done with. And you can do it with your own motivation. And then telling myself, "I can do it, I can do it, I can do it," actually ends up helping, and you watch it help you. (DSG focus group)

This intrinsic motivation seemed to be sustained and transferred to other aspects of life back at school as demonstrated by this comment:

Ja, like with Journey you find that you have to self-motivate yourself a lot of the time. Like trying to get up 'Angel' or getting through a hike, and because you do that for yourself, you want to do that for other people, and you find yourself doing that at school.' (SAC Focus Group)

Open-mindedness:

A number of learners made reference to the fact that *Journey* forced them to reconsider their preconceptions about themselves and others.

And also umm, another thing I learnt is that umm, not to, not to have pre-conceived ideas of people. Umm, because there's so much more depth to people than what they put out, and especially at school. Like I can talk to a lot more easily, and it makes it easier to get to know other people because, like I've kinda understood how people operate, if you know what I mean. And how there's different layers to them. (DSG focus group)

Journey has changed my ways of thinking and how I am going to look at things from now, how I take things in and what I do with it. (SAC post Journey survey)

Community service also served to open the learners' minds to those less fortunate themselves as shown by this learner's comment:

So far Journey has changed the way I look at things and how I approach them. Journey has made me look at life in a different way. When we did the community service day, I realized when we handed (out) food that life isn't just about money and what you wear. I realized that you can take something and trade it for food. I also didn't see the other half of the world and how they had to get food. I didn't see their struggle, I know as learnt from that day that food means a lot and not to waste. (SAC Letter to Principal)

Self-Confidence:

Fostering positive self concept development in learners should be a key objective of any educational system (Richmond, Sibthorp, Gookin, Annarella & Ferri, 2018). Self-confidence in the learners seemed to develop in

response to breaking out of their comfort zones and learning to take pride in their accomplishments, learning to support others and just being their true selves.

Umm, I think in myself, like I have become a lot more confident with my, like my actual personality because obviously when you are at school you have to like compromise so that you can get people to like you and stuff. But then here, like you obviously can't put up a façade the whole time, coz it gets tiring. So you just be yourself and then people like you for that. So it just kind of fills your self-confidence. So it's really good. (DSG/SAC focus group)

Journey I believe is one of the most important things you do in your College time – it has helped me gain self confidence, expand my friendship group and attempt to push myself to both my physical and emotional limits. It's a literal Journey every child should go on and I hope its efforts never fade. (SAC Letter to Principal)

And I think it's also made me a bit more self-confident in the way that I don't have to look the way that people want me to look. I can look like I want to. (SAC focus group)

Even those learners for whom the concept of *Journey* was not 'their thing', gained in confidence:

... say the school wants you to say that it was like a wonderful life-changing experience in which you learnt how to work with people, and like grow strength, and resilience, and stuff like that, which I didn't really. I think that I just grew a bit in like confidence, like approaching people. It's not as scary as I thought it was. (DSG Focus Group)

This self-confidence appeared to be sustained as mentioned in the final focus group meeting 4 months after *Journey*:

'Umm, I think it made me a lot more confident in myself, just in terms of like doing things physically, like that I wouldn't normally do now. I don't really see it as a big obstacle, and like, "Oh, it's not that bad. I can do that." (DSG focus group)

Patience and Tolerance:

A number of learners mentioned how stress free they felt out of the school environment with many of them voicing how they felt being on *Journey* would help and had helped them develop patience and tolerance.

In response to the question in our first focus group meeting on what they expected to gain from *Journey* on a personal level, a number of them made reference to patience and tolerance.

- I think umm just also patience and stuff, patience, tolerance and all that stuff that because it is going to be a full 21 days and it's going to be different to the boarding house where you can kind of like escape people, you can avoid them but like I mean they are everywhere on journey, so you can't really do that (DSG Focus Group)

I feel more patient and relaxed because I just take it one step at a time and I don't try to fix tomorrow's problems today. I feel more confident when it comes to school work and I am keen to try new things because I now know that I have what it takes to climb the obstacle in front of me (SAC Focus Group).

There were of course a handful of learners who felt that they did not gain anything from *Journey*:

I didn't enjoy it, I didn't learn anything (DSG Letter to Principal)

It has been called a "life changing experience" and a "place of growth and friendships" but I honestly feel as if my life hasn't changed very much and I haven't really grown as a person. (DSG post *Journey* Survey)

No, reflecting on it, like there were moments that were like pleasant you know. But there wasn't anything like people saying like I had the lowest 'lows,' and like the highest 'highs,' but like I had pleasant moments and really terrible moments. But like I didn't have any moment where I was like, "Wow, this is something I'll treasure for the rest of my life." You know what I mean? Like I didn't have that at any point, I don't think. (DSG Focus Group)

S: Social competence

Social competence refers to a broad spectrum of social skills to represent overall effectiveness of a learner's social interactions. Developing social competence is a common and often major objective of OAE programmes. Living closely and intensely together for few weeks at a time in smaller groups provides a great opportunity for developing social competence. In fact, a number of studies have demonstrated that participating in OAE has a significant effect on the learners' social skills such as group cooperation and communication competencies (Richmond, *et al* 2018). The comments from these learners tended to support this finding. As was evident from the word cloud for both DSG and SAC, friendships and new people were key values for most learners with regard to *Journey*. Many learners referred to the fact of authenticity and how *Journey* seemed to bring out individual's 'true selves'.

I think accepting like people for who they are, and then like not try not see the negative in them but always look for the positive. I mean that was like one of the bigger things for me. (SAC focus group)

Journey teaches you people skills, how to talk to people you don't know. (SAC post Journey Survey)

I feel like I've learnt to be less selfish and to be team player and have grown to become a more mature and determined person. It is hard being isolated from all people and everything you know, but doing so, it helps to really come out of shell and show people who you really are. (SAC Letter to Principal)

I think it's also really helping with like people skills. Like I've learned to keep my mouth shut about certain things, and just watch people do their own thing. Just to see how it turns out. (DSG Focus Group)

Umm, and also in terms of approaching people. Like beforehand, I wouldn't talk to someone coz I thought that maybe they wouldn't like me, or maybe they'd think that I was weird or something like that. Now I just talk to them like a normal person, and they communicate back and it's not like weird or awkward. And it's not as bad as I expected it to be. (DSG Focus Group)

I've learnt that everybody has a different story that you didn't know and you can always get to know people better if you take the time. (DSG Letter to Principal)

I think I learned that not everyone is what they seem from the outside, like from school like you see a person and you like are quick to judge what kind of person they are. Then because you're forced to get to know them over Journey, you get to find out how they're not always the same person you think they are. (SAC/DSG Focus Group)

It allows people who are usually not as social or interactive at school to open themselves up in a different environment. (SAC post Journey Survey)

When the social pressures of school are eradicated for the equation, people are more comfortable being themselves and others are more willing to accept this. (DSG Letter to Principal)

While these may considered intrapersonal attributes, patience, tolerance and compassion are also important with regards to social interactions and social competence.

Like patience walking for like long hours into the day and not moaning about it and not umm, complaining. And then also when you do get irritated with someone, accepting that maybe you don't get along well, but you still got to like get on with them coz you still like got 21 days with that person (SAC Focus Group)

Like that was just so nice, those moments being with other people encouraging each other. So I think as an individual I learned tolerance and to show compassion. (DSG Focus Group)

Like we're standing in front of a fence. This like represents the boundaries we have, like on Journey and like, like you can't like cross the lines of some people. And like you learn, like you learn people's like... How it is to like interact with certain people and like what not to do, and what to do. (SAC/DSG Focus Group)

Mention was also made of how the lack of technology and social media was beneficial in developing these social skills:

It has been such a nice break from technology and journey has taught me a lot of things like social skills which technology couldn't really do (DSG Letter to Principal)

But the thing is you talk to other people, and talking face to face is so much more enjoyable than in a text message, coz there's so much more emotion and expression that you can see in people, and kind of see the kind of people that they've become (SAC Focus Group).

Shared narrative:

In line with previous research on social connectedness (Richmond *et al* 2018), there was a lot of mention made of shared challenges and memories made together as well as being part of something bigger:

The friendships made and memories made with the friends in the group. Also having a memory that only a small of people with share with me. (DSG post Journey Survey)

After writing our names in the book it was then when I realised that I was truly a part of something bigger than me. (SAC Focus Group Reflective Essay)

Sharing an experience with thousands of people who have done journey before me. (SAC post Journey Survey)

Learners lived, travelled and connected with a smaller subset of their peers; this shared experience and shared challenge worked as an important way for bringing learners closer and building a common identity. Additionally, strengthened relationships and a sense of belonging enhance self-efficacy, which can be transferred to the school environment.

H: Humility and Gratitude

Humility can be viewed as a decreased self-focus and an increased other focus and is usually indicated by an accurate self-concept, lack of arrogance, a balanced awareness of ones strengths and weaknesses. Gratitude is an emotion that occurs when an individual recognizes that they have benefited from the actions of others and may also incorporate an overall acknowledgement and appreciation for life. A number of learners expressed both humility and gratitude as a result of their experience of *Journey*.

Journey was an amazing experience that allows us as humans to realize how insignificant we are in relation to the world we live it, however as these insignificant and finite species we are able to conquer obstacles that we never thought were possible before this experience. (SAC post Journey Survey)

Being in nature has humbled me and reminded me that there is so much more to the world. (DSG Letter to Principal)

I was humbled by being in nature. Hiking up mountains and strolling down valleys reminded me of my place in the world and how small man is on this earth we roam. (DSG Focus Group Reflective Essay)

And then you're just looking around and you're like, "Wow, I am a lucky man." That my parents, our, our generation of parents decided that we wanted to work harder, and we want to get to that place. (SAC Focus Group)

I value the life I have. Being put on Journey and given the minimum to survive has really made me realize how lucky I am to have what I have. (SAC post Journey Survey)

It has been suggested that the contrast of the unfamiliar environment in which OAE programmes take place, allows learners to view their own familiar environments from which they have come with a new perspective (MacKenzie, 2000).

Community Service:

As noted earlier, community service allowed the learners to take stock of their own situation and to appreciate how privileged their lives were to others.

This Journey so far has made (me) truly appreciate my situation in life and also highlighted how it is so very different from so many others. (SAC Letter to Principal)

I have really come to appreciate the amazing experiences that have occurred to me because of Journey. It is now day 12 on Journey and as the sun begins to set and I have already come to appreciate many things. From learning and understanding more about the people in my group to appreciating the very small things in life like a kettle or a bed. So for these reason and many more, I am very grateful. (SAC letter to Principal)

Not all the learners felt that way however, for some learners, community service wasn't quite as meaningful:

....I wasn't doing anything directly involved with the community. I was painting windows. You know, it's not like feeding the mouths of the people or anything. It's like I'm just painting your windows that you probably don't need that much. It's like you know, painting windows isn't going to be someone's saving grace. Ja, I mean it helps, I suppose, in a way for like morale, maybe. (DSG Focus Group)

This then leads on to the fact of individual differences as the experience of *Journey* was arguably due to the individual and how they approached and interacted with the whole experience.

I: Individual Differences (and Gender)

While gender is indisputably the most ubiquitous individual difference, there are other individual differences such as physical strength, motivation, personal preferences and fitness, previous experience with outdoor adventure activities and cultural factors that need to be taken into consideration; as these may account for much of the variation in outcomes, meaning and perceived benefits for the learners.

This is highlighted by the following comments made by the learners:

With the right of passage thing, I think, umm, for some, I think it does kind of mark the rite of passage, but I think it depends on the person. Like if you like sport and stuff you will think that it's a rite of passage. But someone that absolutely hates sports and outdoors, isn't gonna think it's the rite of passage. But if they really liked music or something, and they got asked to play at some festival for two weeks in the UK, that would be their rite of passage. Maybe if at this school there were different options. (DSG Focus Group)

However, I think that journey is not for everyone as it might be a culture shock or the girls won't feel comfortable doing a lot of the things like feeling confident within herself to walk in her journey sports bra with boys around. (DSG post Journey Survey)

Some people, like myself, really don't like people and doing physical activity and this really isn't comfortable for them. (DSG post Journey Survey)

It's a 50/50 situation/experience because it is what each individual makes out of it. It could be the most life changing experience and for others it could have no effect at all. (DSG post Journey Survey)

It actually makes sense coz like I think maybe... Well for me I look at it more at which environment I grew up in, and which environment certain boys grew up in, for example. And I'll be like cycling or something, and you see these boys like cycling through, thriving, living life. And I was like, "Oh," like, "That's nice," and you see like [wants to make a fire] and having himself the time. And I talked to David and he was like, "Ja, this seriously looks just like home for you," and I'm like, "Oh." I'm like, "I'm from like a big city," so being out like in farms just made zero sense to me at all. So it was really nice to learn from them and like pick up new things. (DSG Focus Group)

... like, so we, right, were not used to the going outside into the environment where we're forced to now live in tents and all these things. Where, like out of our element, where usually dealing with like real life problems with people. Not trying to go out in the wild and helping others. And adapting to that is a bit hard for us. (SAC Focus Group)

I believe it can create great bonds and help people find themselves but it still not for everyone. (SAC post Journey Survey)

In addition to these individual differences, the compulsory nature of *Journey* may well have affected the results as learners require a willingness and readiness to accept change for positive results to occur. If forced to participate, learners could adopt a negative attitude, giving rise to in no change or even a decrease in results. This is evident in comments such as:

Some people go on journey with such a negative mindset that they aren't able to take in everything Journey offers. (SAC post Journey Survey)

It's a good experience and it certainly is worth it, but if someone can't deal with it or really really doesn't want to be there, it's not the end of the world, if they despise it so much, what benefit can it really have? (DSG post Journey Survey)

While a number of learners felt that *Journey* was not for everyone, there is still an acknowledgement that the experience has been a learning one:

...I didn't like the idea of journey, mostly because it as something that I was being forced to do and something I didn't think I could do. But now that I am here, I appreciate Journey for what it is. I've changed a lot more than I thought I would and more than I thought I could. (DSG Focus Group)

...many people may not have enjoyed the experience but I believe that everyone comes out of Journey a new and different person to what they went in. (DSG Letter to Principal)

I'm not a fan of the outdoors and I don't think I ever will be but Journey has taught me quite a few valuable lessons and one of them is to be positive, so I'm going to be positive and finish all the journeys that I come across in my life and I will never forget this one. (SAC Letter to Principal)

Gender:

Numerous studies have explored whether gender affects the outdoor education experience with conflicting results. Some researchers maintain that OAE has typically been depicted as a masculine domain reserved for men and boys. They argue that although in our contemporary Western society, women are challenging the dominant social constructs and gender stereotypes (Bloemhoff, 2012), adolescent girls battle to realize a true sense of who they are, exaggerated by the social contradictions they face while growing up in a society that is, at times, deemed to diminish femaleness. It may well be that the difference between boys and girls as demonstrated in the quantitative results are due to the fact that the boys at adolescence have a stronger physical self-concept and adapt better to the 21-day journey than adolescent girls (who generally may have a lower physical self-concept). It could also be that *Journey* is perceived by some to be designed for males and is so less pertinent and consequently less effective for females than males. This was noted by a few of the boys with comments such as:

... being a boy in my group, I'm able to cope with most of the challenges that have faced so far but the girls somewhat battle with all the walking and challenges we face. ... if someone can't cope, I like to help them in anyway I can. (SAC Letter to Principal)

Ja, I think so. I think for the girls, there are obviously some girls that obviously excel and some girls that don't at all. And then there are girls, I am not sure if... It's the same with the guys, but I think the girls struggle more. (SAC Focus Group)

I think there's a lot of similarities, but there is differences that they are going through and we aren't. Where we know we should be physically more stronger but I think they have the same mental powers as us, so the pushing forward isn't really the issue. It's more they have smaller issues that we don't face in the day. (SAC/DSG Focus Group)

Ja. But it's sort of easier for them to live out in the, you know like, every day they don't brush their hair, and they don't fix themselves in the mirror sort of stuff, ja. (DSG Focus Group)

'Umm, ja I think so. I feel like they find it more physical than emotional. Umm, I don't know. I just... Seems like they're a bit more mature than we are. Umm, ja.' (SAC Focus Group)

Interestingly, while the quantitative results paint a picture that shows relatively substantial differences between boys' and girls' scores, qualitatively there did not appear to be such a difference. There were however, some obvious differences between boys and girls in terms of attitudes to physical ability, the fear factor and emotional expression.

You could see the physical aspects and the more like domestic aspects of it. But then as we got further along the Journey, I think other skills and tips came out, that were like conjoined and shared between us mutually. That a lot of the other things came like where you wouldn't expect them, like for physically, you say cycling day. Some girls thrived and others crashed. Like I was talking to some of the boys about it, and I said, "Do you not have that fear factor," coz I have such a big fear factor for cycling. I just don't trust myself, especially going downhill, and that was something I was really scared of. And I said, "Where's your fear factor," and they said, "What fear factor?" They didn't even imagine like how you could be scared of something like that. (DSG Focus Group)

I think the boys push the girls in that aspect, that they are always in front of us, and they are quicker, and bigger, and stronger than us. But it keeps the girls going thinking that like it's also good to get support from the boys, coz they give really good support. Like if you need someone there to give you a pat on the back, or to push up the hill, or to say... To take a tent even, that makes a big difference to some people. (DSG Focus Group)

But what I mean, well my perspective of that is, I mean they feel their emotions. They let it out and it's over. Guys sort of push it down and hide it, and then ja, it just comes out the wrong way. Ja, then nasty negative energy, and then just, ja... So I think girls are a bit more emotionally intelligent or have more emotional intelligence. Before just letting it out and then it's over and done and just carry on. (SAC focus group)

So I think girls are a bit more emotionally intelligent or have more emotional intelligent. Before just letting it out and then it's over and done and just carry on. (SAC Focus Group)

However, *Journey* also seemed to challenge aspects of the gender stereotype:

And I would say it's better for the boys but I always feel like, like I don't know like it was just very stereotypical, the boys kind of like have to look like, you know, sort of like macho like. You know they tried to not have emotions, so like I don't know, I think Journey kind of, I don't know, it kind of like was a, an opening for them to be able to have that like sensitive-- (DSG Focus Group)

Ja and you learn. Like the boys pick up very quickly who is good at setting up tents, and who isn't. And girls who aren't... The boys come back and help them. And the boys who aren't, like the girls will do it and we figured out very quickly in the first four days, the boys said, "We'll make the fires, we'll do this," and the girls

went, "No you won't! We'll do the fires. You guys can go cook food, or something like that." And often they sit there with our pasta and noodles, and we go and make the fire. (DSG Focus Group)

Ja I think it was perfect because it's, I mean fair enough, you get to know boys, but the girls it's also like there is a lot to know about them, and how like strong they are. And you can under-estimate the girls. I mean, most guys do. And then you just get shocked and you see, and it just changes your perspective completely.' (SAC Focus Group)

Some research has argued that same-sex programmes work better than a mixed-sex group and there was some concern before *Journey* that girls (and boys) may act differently in the presence of the opposite sex:

I spoke to some boys, and it's like "Ja, some guys just start changing around the girls." So it's not like it's just us, the girls. It's like a lot of boys also like change in front of girls, but then will revert back, I assume, when you realise everyone is in the same boat as you, and you don't have to try put up this wall or pretend to be someone you're not. (DSG Focus Group)

Umm, I think it depends on the individual because like for me, I think it was good that it was co-ed because that could force me to talk to like other boys coz I didn't really see them. But like for some girls, I didn't think they took the opportunity to grow because they were too concerned about what the boys were thinking. (DSG Focus Group)

I think that's why there was a divide at the beginning. Just because umm, not all the girls were comfortable being with boys. So they were behaving a certain way which was just weird, and that's why there was a divide. But I think we're moving past that quite quickly. (DSG Focus Group)

While some girls could see the benefit of a single-sex *Journey*, most learners felt that a mixed-sex *Journey* was beneficial for all.

At the beginning, I thought it would be better, coz like girls would be more confident. Like they'd be able to be themselves and stuff. I think at the end of the day like, it's good being out of your comfort zone, just being like it... Like its good to experience something like that with the boys and like it makes you closer to a small group. (DSG Focus Group)

I would like just to say with the all-girls thing, when like there were some nights when we all just chatted together and spoke about issues that we go through together. Like I think we all understand, but the boys might not have understood. And I think if it was 21 days and it was just girls, that umm, sisterhood would have gotten a lot stronger, I think. But I really think the co-ed was better because we already had that much opportunity to get to know the boys on a platonic level without it being weird. Or umm, ja just doesn't really, you don't get the opportunity that often. And so it was nice to get to know people and to see them for who they really are. (DSG Focus Group)

I think, basically from a boys side, if it was all boys, it would be way more chaotic, and people would just like, I don't know, be a lot more, like being with co-ed it's like a lot more calmed down. (SAC Focus Group)

I think if it was just boys and girls we would get into a lot more trouble coz when you're by yourself with just boys, you get up to things that you normally wouldn't do around girls and vice-versa. So I think--' (SAC Focus Group)

Integration:

The overwhelming response across both schools was how having a mixed-sex *Journey* allowed for positive integration between the two schools.

And also some girls like, if they weren't there, Journey wouldn't have been as bants (fun) as it was.' (SAC/DSG Focus Group)

'Like, like, like you just see them as DSG girls at first. Right, like you just go to class with them, come back. Just, that's it. So when you go out there, you don't really know who those people are. And when you get to know who they are, they're just really great people.' (SAC Focus Group)

Because I think the way everyone interacted with each other would have been different if it was just boys and just girls, coz they all learned to sort of umm, accept other people and be open-minded. Aah, whereas if it was just boys, I mean you are with them every day, so nothing much would have changed. (SAC Focus Group)

--being with the girls, it's helped us to stay closer together, not make Journey such a bad thing.'(SAC/DSG Focus Group)

The, well girls and boys feel awkward around each other, like in classes and stuff like that. So I think being forced to live with each other for three weeks like really lets people open up to one another, and interact with one another, and be comfortable around one another. (SAC/DSG Focus Group)

Umm, I think it would just be pretty weird if it was like just one gender, coz the world isn't like that. You know you're not going to just interact with one gender. You're going to have to interact with like the spectrum.' (SAC/DSG Focus Group).

As with friendships made, the hope is that this integration continues back in the normal school environment and that *Journey* does, as one learner wrote:

Journey...form friendships and bonds that we can value for the rest of our SAC/DSG career. (SAC Post Journey Survey)

N: Nature and Environmental awareness

There is plenty of research conducted of the effects of nature on participants in OAE with findings showing a strong correlation between experiencing nature and stress reduction (Mutz & Müller, 2016). This was echoed in the comments of few learners as well as an appreciation for nature.

Being out in nature in this state makes me think of that lack of appreciation I may have been showing, being out here reminds us how fortunate we are; being out here shows us the privilege, how much we take for granted. (DSG Letter to Principal)

No-one ever speaks about like the places you go, the views you see while you're doing like the things... Like on cycling day, I just remember every single day was so beautiful. Like the places we cycled through, and the places we hiked through and stuff like that. Like where we are, the world is so amazing, and no-one really knows that. No-one tells people that.' (SAC/DSG Focus Group)

I will always remember the beautiful scenery that surrounded us on our hikes and how small and unimportant our problems felt when looking down from the top of Angel (mountain). (DSG Letter to Principal)

Being in nature has also relieved a lot of stress and taken away some of my responsibilities. (SAC Letter to Principal)

Nature is quite simply amazing once you've stopped looking at screens and actually fully appreciated what mother nature has given you, for example the singing of birds or bugs, the wind rustling in the trees and ever the gi-normous mountains. (SAC Letter to Principal)

Researchers often mention a nature deficit, a disconnect, between humans and their role in nature and argue that OAE is well placed to offer environmental education in order to help create an appreciated of and awareness of environmental studies with some researchers suggesting that childhood experiences in nature can influence adult pro-environmental behaviour (Okaty, 2012). Surprising in this study was how few learners expressed environmental awareness or concerns. Although some mention was made of environmental issues, particularly the drought and water shortage, this only came after being explicitly asked.

The learners are reaching stage of being teenagers and being exposed to nature helps them see that there is more to life than cellphones. (SAC post Journey survey)

I've first hand experienced the effects of the drought and now feel even more encouraged to save water. (DSG Letter to Principal)

"Ja, we need to conserve." Umm, especially with the drought. Like, like I always knew to conserve water, and I, I saw it today when like we ran out of water coz we were getting like this tank, and there was water like left over from like the last group that was there. And like people were so selfish. Like they finished the water. That was supposed to be our hiking water but there was nothing there.' (SAC Focus Group)

Especially we passed a lot of dry rivers and dams, and it made like, me really think about how little water there is at the moment.' (SAC/DSG Focus Group)

During the final focus group with SAC, I mentioned the fact that I was intrigued how few people made any mention of environmental issues and their response was enlightening as I feel that South Africans in general do spend more time outdoors than many other countries where research has been conducted.

'Maybe it's also because we are outdoors so much at home we take it for granted a little bit.' (SAC focus group)

G: Group Dynamics (including Group leaders)

There are a number of elements within the social system that interact to prompt behaviour at group-level that governs how the group forms and functions in OAE. The remoteness of the environment plays a role in the group dynamics, producing an interdependence between group members and creating a supportive encouraging social system (which was discussed in Ubuntu). As mentioned by a number of learners, groups with previous friendships also influenced group dynamics (this was discussed in the Friendships section). Generally, participating in OAE has been correlated with increases in group cohesion (Sibthorpe & Jostad, 2014) and this was the case for some groups. However, groups differed in their dynamics with some showing much more cohesion than others.

Bonding with my group. I'm in love with my group. We're all very close. I made a lot of friends. (DSG Focus Group)

The camaraderie of the group was always intact. (SAC post Journey Survey)

I cannot begin to describe the challenging times when another step felt impossible and likewise, I cannot describe the best times when the group felt as though we were a family and as if we were the only ones on earth, engulfed in sounds of everyone in fits of laughter at the camp fire. (DSG Letter to Principal)

I was lucky enough to be in the one and only amazing group xxx. Never in my life had I seen such a perfect mix of people, and I'm not saying we never fought or disagreed, we did, on multiple occasions but it always seemed to be functional conflict. We were a community...a family, whether it be climbing up Angel... These people mean everything to me, we put so much trust in to each other and care fiercely for one another, to this day you still see the connection. (DSG Focus Group)

For some groups, group dynamics evolved as the learners got to know one another but for other groups, this did not happen:

Joh, at the beginning there was a very very evident divide. Like it was strong. It loosened up some days and then it would go back, almost like bounce back, but it still is there I can say, but we all got over it if that makes sense. Like one group was making more of an effort to include the other group, and the others, so it just got tiring. So we just accepted that. (DSG Focus Group)

Yeah, like in our group, like I just felt like our group didn't really integrate very well. Like, ja. So like, it was like-- (DSG Focus Group)

Journey was great at times but the divide in our group made it less enjoyable. (DSG post Journey Survey)

I loved being outside and got to know people I didn't know before but I didn't enjoy the group dynamics our group had. (DSG post Journey Survey)

Allows people to bond but they usually have popularity based groups within the bigger groups. (SAC post Journey Survey)

On the last day of *Journey*, those groups that had bonded well actually felt a sense of loss having to integrate back to their previous friendships:

'...it was bitter-sweet coz like I love my group, and to this day I will always love my group and everyone in it. It was also nice to see my other friends back. Also weird being around my normal friend group, rather than being away from my group. Like you heart like just felt weird. I can't really explain that. (DSG Focus Group)

Group Leaders:

Group leaders usually work to guide group dynamics but their own personalities, abilities and expectations are naturally infused into the group, which in turn influences the social structure of the group. Some researchers suggest that unattainable expectations or shifting goals can negatively influence the experience of the learner (McKenzie, 2003).

'Like, it's they (Journey Leaders) are kind of like the things that are holding, the thing that's holding everything together.'(SAC Focus Group)

'I think our leaders just make it more fun and enjoyable time with their jokes and them trying to interact with us, and not act as a power figure, more as a friend. So I think that you find that you can be more open and talk to them about stuff that you wouldn't normally talk to them about.' (DSG Focus Group)

... I think if we didn't have these specific Journey leaders it would be quite, we wouldn't be as friendly, our group wouldn't be as friendly as you were. I think--' (DSG Focus Group)

I think they could ruin your journey to be honest, if they... Like Mr White been great. He's let us do what we wanna do. He has been hard on us, like when we're moaning and stuff. And I think if it's just, if he allows you to do what you want, and there's no sense of like, if there are no rules and stuff, then I think it would just go nowhere. And everyone would just do what they wanted. So I think they do play a big part, but they've also got to know... Like, be your friend at times. Like to have a chat with them or like when you're hiking with them, talk to them and stuff. It's not like--'(SAC Focus Group)

I think they (Journey Leaders) play an important role. I absolutely love Mr Green because he stepped back and gave us responsibility. But as soon as we made a mistake he would... He wouldn't shout at us or be angry, he would fix, or help fix the problem. And advise us to do it this way instead of that way, and ja, umm...'

'I, I really enjoy our leaders. I think Mr. Brown knows exactly what he's doing. He's, he's good for this like he, he understands that everyone's like, the either the higher end, like physical-wise or the lower end like he respects the people who'll be slow. And he respects the fast people. He knows, like the just of everything. How it's going.

And of course there were those groups who did not quite have the same rapport with their leaders:

'Our leaders were quite strict.' (SAC post Journey Survey)

They were quite, they didn't really let us do a lot of stuff, or we didn't have that much freedom I guess.' (SAC Post Journey Survey)

'Ja. Mr Black is quite like straight-forward, and he knows what he wants, and then if it doesn't happen, then obviously he doesn't, he doesn't take any stragglers. So he's not very lenient, so he kind of pounces on you.'(SAC/DSG Focus Group).

Discussion:

This study extends and supports previous studies on OAE which maintain that participation in these programmes results in positive inter and intrapersonal skills (Sproule *et al* 2013). Closer to home, Oppen, *et al* (2014) reported that adolescent boys' participation in OAE resulted in an increase in overall Emotional Intelligence (EI) which was sustainable in subskills such as general mood, adaptability and interpersonal skills) but improvements in interpersonal skills and stress management were not sustained. Similarly, when looking at the quantitative evidence in response to the research question, it appears that participation in *Journey* did result in a sustainable increase in resilience and LEQ but not in emotional literacy for Grade 10 learners. While there was a difference in the quantitative scores of boys and girls, for the most part the qualitative findings showed that while gender may have some effect on the participants' experiences of *Journey*, it was more to do with individual differences in the mindset of the learners than gender per se. Qualitatively, the research allowed us to better understand what *Journey* meant for the learners (depicted by the word cloud) as well as the perceived benefits for the learners. Overall, it was apparent that most learners did indeed flourish on *Journey*.

Management Implications:

References:

- Bandura, A (1994). Self-efficacy. In V. S. Ramachaudran (Ed.) *Encyclopedia of human behavior*. 4. 71-81. New York. Academic Press.
- Bloemhoff (2012) High-risk adolescent girls, resiliency and a ropes course. *African Journal for Physical, Health Education, Recreation and Dance (AJPHERD)*, Suppl. 3, 128-139
- CASEL (2013) Collaborative for Academic, Social and Emotional Learning Guide Effective social and emotional learning programs – Preschool and elementary school edition. Chicago, IL: Author.
- Dewey, J. (1938/1997). *Experience and Education*. New York: Simon and Schuster.
- Furman, N., & Sibthorp, J. (2014). The development of prosocial behavior in adolescents: A mixed methods study from NOLS. *Journal of Experiential Education*, 37(2), 160-175.
- Goldenberg, M., McAvoy, L., & Klenosky, D. B. (2005). Outcomes from the components of an outward bound experience. *Journal of Experiential Education*, 28(2), 123–146
- Hattie, J., Marsh, H., Neill, J., & Richards, G. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Educational Research*. 67(1). 43–87
- Houge Mackenzie, S., Son, J. & Eitel. (2018). Using outdoor adventure to enhance intrinsic motivation and engagement in science and physical activity: An exploratory study. *Journal of Outdoor Recreation and Tourism*. 21. 76-86.
- MacKenzie, S. (2000). How are adventure education program outcomes achieved? A review of the literature. *Australian Journal of Outdoor Education*. 5. 19-28
- Mutz, M & Müller, J. (2016). Mental Health Benefits of Outdoor Adventures: Results From Two Pilot Studies, *Journal of Adolescence*. 49. 105-114.
- Neill, J., Marsh, H., & Richards, G. E. (2003). The Life Effectiveness Questionnaire: Development and psychometrics. Sydney: University of Western Sydney.
- Neill, J. (2002). *Meta-analytic research on the outcomes of outdoor education*. Paper presented to the 6th Biennial Coalition for Education in the Outdoors Research Symposium, Bradford Woods, IN.

- Okaty, J. (2012) The effectiveness of outdoor education on environmental learning, appreciation and activism. *FIU Electronic Theses and Dissertations*. 791. <http://digitalcommons.fiu.edu/etd/791>
- Opper, B., Maree, J., Fletcher & Sommerville, J. (2014) Efficacy of outdoor adventure education in developing emotional intelligence during adolescence, *Journal of Psychology in Africa*, 24:2, 193-19
- Overholt, J., & Ewert, A. (2015). Gender matters: Exploring the process of developing resilience through outdoor adventure. *Journal of Experiential Education*, 38(1), 41-55
- Paisley, K., Furman, N., Sibthorp, J., & Gookin, J. (2008). Student learning in adventure education: A case from the National Outdoor Leadership School. *Journal of Experiential Education*, 30(3), 201-222
- Richmond, D., Sibthorp, J., Gookin, J. Annarella, S & Ferri, S. (2018) Complementing classroom learning through outdoor adventure education: out-of-school-time experiences that make a difference. *Journal of Adventure Education and Outdoor Learning*. 18(1). 36-52
- Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: Free Press
- Seligman M. (2011) *Flourish*. New York, NY: Simon & Schuster.
- Sibthorp, J & Jostad, J. (2014). The social system in outdoor adventure education programs. *Journal of Experiential Education*. 37(1), 60-74.
- Sproule, J., Martindale, R., Wang, J., Allison, P., Nash, C., & Gray, S. (2013). Investigating the experience of outdoor and adventurous project work in an educational setting using a self-determination framework. *European Physical Education Review*, 19(3), 315-328.

Appendix E – Parental consent form

My name is Judith Stevenson, a PhD student at Rhodes University. I am requesting permission for your child to take part in a study that will involve all grade 10s at St. Andrew's College and the Diocesan School for Girls embarking on John Jones Fish River Journey, hereafter referred to as "Journey". The purpose of the study is to investigate the relationship between the learners' resilience, life effectiveness and emotional literacy and "Journey". It also aims to address gender differences in this experience as well as trying to understand the learners' perspective on what journey means for them.

The research process will consist of self-report questionnaires, which will be administered at three points in time: before, on the last day of, and 4 months after "Journey". Results will be collated and statistically analysed. In order to understand what journey means for them, all learners will complete a post evaluation questionnaire. Additionally the letters written to the principals on solo day will also be used for this purpose. Semi-structured interviews/discussions with focus groups of ± 20 learners (10 boys and 10 girls) before, immediately after and 4 months after "Journey" will be conducted in order to understand their subjective experiences. Participants for focus groups will be randomly selected. There will be at least two boys and two girls from each of the 5 journey groups to account for gender differences as well as individual differences across groups. These learners will also be interviewed during the course of "Journey".

Your child's responses in the interview will be treated with utmost confidentiality and all information will be kept anonymously so that no one will be able to identify what your child has said. Questionnaires and letters will be anonymous with each learner given a number, so that only responsible school staff will be able to identify in the unlikely event of undue stress. Since this is a PhD, it is anticipated that there will be publications arising from this study. The raw data will not be made available to other people unless it has been stripped of all identifying information. All data will be password protected and securely stored.

Your consent and your child's participation are completely voluntary and your child may withdraw at any time. There will be no reward for participating and no consequence for not participating. I will also seek assent from your child to participate before s/he begins the research process. It is anticipated that this research will be beneficial to the learners and to the school to provide insight into personal responses and allow for reflection on the experience of "Journey." As a strengths-based project, we do not expect that any irreversible risks will arise. Should there be discomfort or distress of any kind as a direct result of this research, the adult group leaders will be on hand to assist the learner. If required, the participant can be referred to for professional counselling by the wellness team (school Chaplain and school counselors) during "Journey".

Parental Consent Form

RHODES UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

AGREEMENT BETWEEN RESEARCHER AND PARENT OF PARTICIPANT

I _____ (name of parent) agree for my child _____ (name of child) to participate in the research project of Judith Stevenson entitled *Exploring the psychosocial benefits of outdoor adventure education for adolescents in a South African setting, using mixed methods*.

I understand that:

1. The researcher is a student conducting the research as part of the requirements for a PhD degree at Rhodes University. The researcher may be contacted on 0824817981 or stevensonhk@me.com. The research project has been approved by RUESC (ref no: 7663598) and is under the supervision of Prof. Jacqui Akhurst in the Psychology Department at Rhodes University, who may be contacted on 046-6037084 or j.akhurst@ru.ac.za.
2. The researcher is interested in *exploring the psychosocial benefits of outdoor adventure education for adolescents in a South African setting*.
3. My child's participation will involve completing self-report measures on emotional literacy and resilience and a post evaluation questionnaire. The surveys are expected to take approximately 15-20 minutes to complete.
4. My child may also be interviewed about "Journey" for short periods before, during and after journey. Before and after journey interviews will take the format of focus groups of 10, while ad hoc 1:1 or 1:2 interviews will take place during the course of "Journey".
5. I also agree to my child's letters to the Principal being used but understand that these will be anonymised and confidential i.e. it will not be possible for my child to be identified by the researcher or any reader.
6. My child may be asked to answer questions of a personal nature, but s/he can choose not to answer any questions about aspects of her/his life that s/he is not willing to disclose.
7. I am invited to voice to the researcher any concerns I have about my child's participation in the study, or consequences my child may experience as a result of their participation, and to have these addressed to my satisfaction.
8. My child is free to withdraw from the study at any time.
9. The report on the project may contain information about my child's personal experiences, attitudes and behaviours, but the report will be anonymised so that it will not be possible for my child to be identified by the researcher or any reader.

Signed on (Date):

Parent: _____

Researcher: _____

☐ Please tick this box if you are interested in receiving a summary of the research findings.

Appendix F – Learner assent form

My name is Judith Stevenson, a PhD student at Rhodes University. I will be exploring the effects of John Jones Fish River Journey, (hereafter referred to as “Journey”) the potential psychosocial benefits of journey. This study also aims to understand your perspective of what “Journey” means for you as well exploring any gender differences in this experience. All students will be asked to complete self-report questionnaires at three points in time: before, immediately after and 4 months after “Journey”. A post evaluation questionnaire will also be completed at the end of journey. I will also ask your permission to use the content of the letters that you write on journey. Questionnaires and letters will be anonymous with a number given so that only the school staff will be able to identify you if needed.

A few of you will be asked to form focus groups (10 boys and 10 girls). These participants will be selected from each journey group. These people will take part in semi-structured group interviews before and after journey in order to understand your experience of journey. The focus group members may also be interviewed during the course of journey. Responses to interview questions will be treated with utmost confidentiality and all information will be kept anonymously using pseudonyms, so that no one will be able to identify what you have said. This also applies to the letters that you write to the school principal on solo day. Any information shared by people participating in the focus groups, individual interviews or other assessment activities is to be kept confidential at all times. Since this is a PhD, it is anticipated that there will be publications arising from this study. The raw data will not be made available to other people, unless it has been stripped of all identifying information. All data will be password protected and securely stored.

Your consent to participate is completely voluntary and you may withdraw at any time. There will be no reward for participating and no consequence for not participating. It is anticipated that this research will be beneficial to you and to the school as you may gain insight into your personal responses and it may assist your reflection on the experience of “Journey.” As a strengths-based project, we do not expect that any irreversible risks will arise. Should there be discomfort or distress of any kind, the adult group leaders will be on hand to deal directly with your concerns. If required, you can request professional counselling by the wellness team (school Chaplain and school counselors) during “Journey”.

AGREEMENT BETWEEN RESEARCHER AND RESEARCH PARTICIPANT

I _____ (participant's name) agree to participate in the research project of Judith Stevenson entitled *Investigating the potential psychological benefits and social validity of outdoor adventure education*.

I understand that:

1. The researcher is a student conducting the research as part of the requirements for a PhD degree at Rhodes University. The researcher may be contacted on 0824817981 or stevensonhk@me.com. The research project has been approved by the relevant ethics committee(s), and is under the supervision of Prof. Jacqui Akhurst in the Psychology Department at Rhodes University, who may be contacted on 046-6037084 or j.akhurst@ru.ac.za.
2. The researcher is interested in investigating the potential psychosocial benefits and social validity of outdoor adventure education.
3. My participation will involve completing self-report measures on emotional literacy and resilience and a post evaluation questionnaire. The surveys are expected to take approximately 15-20 minutes to complete.
4. I also agree to my letters to the Principal to be used but understand that these will be anonymised and confidential i.e. it will not be possible for me to be identified by the researcher or any reader.
5. I agree to be interviewed about the John Jones Fish River Journey for short periods before, during and after journey. I understand that any information concerning the identities and information shared by people participating in project-related focus groups, individual interviews, or other needs assessment activities is to be kept confidential at all times.
6. I am aware that I may be asked to answer questions of a personal nature, but I can choose not to answer any questions about aspects of my life that I am not willing to disclose.
7. I am invited to voice to the researcher any concerns I have about my participation in the study, or consequences I may experience as a result of my participation, and to have these addressed to my satisfaction.
8. I am free to withdraw from the study at any time. I commit myself to full participation unless some unusual circumstances occur, or I have concerns about my participation, which I did not originally anticipate.
9. The report on the project may contain information about my personal experiences, attitudes and behaviours, but that the report will be designed in a confidential manner so that it will not be possible for me to be identified by the researcher or any reader.

Signed on (Date):

Participant: _____

Researcher: _____

☐ Please tick this box if you are interested in receiving a summary of the research findings

Appendix G – Letter of consent from schools



ST ANDREW'S COLLEGE

Mrs Judith Stevenson
C/O Rhodes University
Grahamstown

9 June 2017

Dear Mrs Stevenson

Permission to conduct research around the emotional effects of the John Jones Fish River Journey:

I hereby confirm that St Andrew's College is happy for you to conduct your research around the emotional impact of the John Jones Fish River Journey on the Grade 10 learners involved. We understand that you will engage with the staff and the learners involved in this outdoor expedition before, during and after the event which will be held from 16 November to 6 December 2017.

Yours sincerely

PH Andrew
Director of Sport and Outdoor Education
St Andrew's College

Headmaster: Alan Thompson MEd, BEd (Hons) (Witwatersrand) MBA

Somerset Street | PO Box 182, Grahamstown, 6140, South Africa

Tel: +27 46 603 2300 Fax: +27 46 603 2381 E-mail: contact@sacschool.com | Website: www.sacschool.com

NEC ASPERA TERRENT

Appendix G (cont.) Letter of consent from schools



THE DIOCESAN SCHOOL
FOR GIRLS

Rhodes Ethics Board
Rhodes University
Grahamstown

21 June 2017

LETTER OF CONSENT

I, Shelley Margaret Frayne, ID No. 661004 0073 082, Headmistress of The Diocesan School for Girls (DSG) do hereby grant Ms Judy Stevenson permission to conduct research at our school.

Please feel free to contact me for further information.

Yours sincerely

Shelley Frayne

Headmistress: Shelley Frayne
P O BOX 194, GRAHAMSTOWN, 6140, SOUTH AFRICA. • TEL: +27 46 603 4300 FAX: +27 46 603 2363
Email: office@dsgschool.com • Website: www.dsgschool.com
Member of the Independent Schools Association of Southern Africa • Member of SAHISA

E N A V A N T

Appendix H: Permission to use CD-RISC

Jonathan Davidson, M.D.

To: Stevenson Judy

Re: Judith Stevenson

6 August 2017 at 10:06 PM

Inbox - iCloud

JD

Dear Judith:

Thank you for returning the forms and sending payment. I have pleasure to enclose the CD-RISC in English and Afrikaans, and the manual. Please let me know if I can be of further assistance.

Best wishes for success in your research,

Jonathan Davidson

273

Appendix I: Proof of Payment for Emotional Literacy Set



COPY INVOICE

Payment Enquiries To:
Credit Control, GL Education Group
Unit 28 Bramble Road
Techno Trading Estate
Swindon Wilts UK SN2 8HB
Tel: 01793 516 347
Fax: 0330 123 5472
credit.control@gl-assessment.co.uk
Customer Services: 0330 123 5375

Invoice To:

Ms Judith Stevenson
Judith Stevenson
House 9 Stanley Court
9 Stanley Mound Road
Stanley
Hong Kong

Deliver To:

Ms Judith Stevenson
Judith Stevenson
House 9 Stanley Court
9 Stanley Mound Road
Stanley
Hong Kong

Invoice No	Invoice Date	Reference	Customer	Order No
SINV00104801	01/11/2016	QUOTE 2016	200011	SON00097750

Product	Quantity	Unit Price	%Disc	Amt Disc	Net	VAT Total	Total inc VAT
9781406014495 EMOT LIT: Emotional Literacy 11-16: Complete Set	1	135.00			135.00	0.00	135.00

194.95 : UK Export Normal 0.00

Pupil Booklets should be submitted to GL Assessment for scoring no later than 15 months after the purchase date to guarantee the use of the scoring service. Pupil Booklets submitted after this time period may be subject to an additional scoring charge.

Total Exc VAT	135.00
Delivery	59.95
Total Exc VAT	194.95
Tax amount	0.00
Total Inc VAT	194.95



Remittance Advice Slip

Please detach and include with payment

Our Inv Ref: SINV00104801 Our Inv Date: 01/11/2016 Customer: 200011

Invoice Total 194.95 GBP

Balance Remaining 0.00 GBP

Payment Accepted via Cheque, Credit Card or BACS. Cheques made payable to GL Education Group Ltd.

BACS: Barclays Bank Plc A/c No: 10435317 Sort Code: 20-78-98

Bank Swift Code: BARCGB22 IBAN No. GB 32 BARC 2078 9810 4353 17 Remittances to: credit.control@gl-assessment.co.uk

Our standard terms are 30 days, please settle invoice by 01/12/2016

Payments To:
Credit Control, GL Education Group
Unit 28 Bramble Road
Techno Trading Estate
Swindon Wilts UK SN2 8HB
Tel: 01793 516 347 Fax: 0330 123 5472
credit.control@gl-assessment.co.uk
gl-assessment.co.uk

GL Education Group LTD
REGISTERED No. 02603456
VAT No. GB 811 5417 59
REGISTERED OFFICE: 1st Floor Vantage London, Great West Road, Brentford, TW8 9AG, UK.
This sale is subject to GL Education Group Standard Terms & Conditions



Appendix J: LEQ conditions for use



page | discussion | view source | history

Log in

LEQ/Conditions of use

< LEQ
(Redirected from LEQ Conditions of use)

You are deemed to have accepted these conditions if you copy, modify or distribute the research instrumentation and/or associated documentation and materials (including instructions, templates for data entry, code for statistical analysis, sample reports, etc.) in a way requiring permission under copyright law.

These materials are shared in good faith, at no cost, and in the spirit of [open source](#) publication. The intent is to follow the principles of [copyleft](#) and thus these materials are dual licensed and distributed under the GNU Free Documentation License] (GFDL) and the Creative Commons Attribution (CC-by-A) licenses (see details: [Copyright](#)), with the addition of the following specific conditions:

1. **Alteration/Modification:** No alterations of the distributed instrument(s) are to be undertaken without the permission of the author(s). The intent here is not to restrict use, adaptation and development, but rather is to help ensure reliable and valid application of the distributed instrumentation. What this condition seeks to prevent is the scenario in which some of the items in an instrument are tampered with, but that the instrument's name and identity is kept the same. It should be noted that permission is granted to create derivative instruments, provided they are given a different name, they acknowledge the source of the intellectual property, and that they are themselves further distributed under the terms of GNU Free Documentation License or Creative Commons Attribution licenses.
2. **Ethical Usage:** Use of the instrument should be undertaken in accordance with relevant human ethics research policies (e.g., informed consent, protection of privacy).
3. **Contribution:** A copy of any data sets collected using the distributed instrumentation is to be provided on the open web and/or emailed to the instrument author(s) for possible inclusion in a cumulative database. This database is used to further the psychometric analysis and development of the instrument and for overall analysis of intervention program effectiveness and outcomes. Before being sent, supplied data sets should be stripped of personally and organisationally identifying information. No identifying information would ever be reported about your dataset(s) without permission. Acknowledgement of your contribution would be included in a general manner in any publications or distributions of the database. Access to the database is currently available by emailing a request to [James Neill](#), however the intention is to put the data on the open web.
4. **Translation:** Distributed instrumentation and documents may be translated without permission. Translated versions are to be considered new versions unless there is a validation process (including back-translation) conducted in conjunction with the material's author(s).
5. **Notification:** Whilst not a condition of use, it is strongly recommend that potential users email either the [LEQ discussion group](#) [or](#) [James Neill](#) with a description of the intended use(s) and any specific questions.

Category: LEQ