

# **The Role and Potential of Environmental Education for Enhancing the Wellbeing of Young People: A Case Study of the Field Studies Council, Slapton Ley**

*Rachel Manning*

Submitted by Rachel Manning to the University of Exeter as a thesis for the degree of  
Doctor of Philosophy in Human Geography

08/06/2021

This thesis is available for library use on the understanding that it is copyright material and  
that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and  
that no material has previously been submitted and approved for the award of a degree by  
this or any other University.

Signed:  .....

## Abstract

This thesis explores the role that curriculum-based environmental education plays in influencing young people's wellbeing. It adopts a social constructivist approach to understand how wellbeing is understood, articulated and experienced by young people in residential learning environments. The thesis argues that positivistic and adult-centred accounts of wellbeing have restricted our appreciation of the diverse ways in which young people engage with and recognise their emotions in educational settings. In adopting an alternative framework, the thesis argues for experiential and subjective understandings of wellbeing to be developed through a range of methodological tools. The research sought to develop these ideas by focusing on the experiences of students visiting the Field Studies Centre at Slapton Ley (Devon, UK) and utilised focus groups and solicited participant diaries, providing a basis for phenomenological inquiry that enabled a direct engagement with young people participating in environmental education programmes.

The empirical research focused on the experiences of young people between the ages of 14 and 18 years on a residential, curriculum-based environmental education programme and examined the role and potential of environmental education for supporting the wellbeing of young people. From an initial thematic analysis of the data, five elements were identified as key to the participants' wellbeing: *wellbeing as multidimensional, social elements, psychological elements, physical health and environmental elements*. These elements were then used to provide a framing for understanding young people's experiences of wellbeing throughout the lived experience of curriculum-based environmental education and, as a result, the research yielded three themes that provide an understanding of the key experiences of environmental education and its connection to wellbeing: *experiences of place, experiences of people, and the learning experience*. Using these themes and the participants' conceptualisations of wellbeing, the research then

explored how strategies can be developed within environmental education to promote the wellbeing of young people and reveals the importance of *fostering feelings of restoration, increasing social bonds and developing a sense of achievement and accomplishment*. Consequently, this research contributes to the fields of environmental education and health and wellbeing research within a geographical context through demonstrating the importance of qualitative approaches in revealing the ways young people articulate their emotions in educational settings. Alongside this, it challenges assumptions about the way nature is utilised in wellbeing interventions, highlighting the role that social and cultural backgrounds can play in the way nature is experienced by different groups and how this can be addressed within environmental education. Therefore, a key contribution of this research is in providing an empirical analysis for the relationship between environmental education and wellbeing, and how to best design environmental education programmes that meet the needs of young people.

## Acknowledgements

I would like to extend my thanks to the Field Studies Council and the University of Exeter for allowing me to carry out this research, without the funding and support from both organisations this thesis would not have been possible. I would also like to thank my amazing supervisors Dr Ewan Woodley and Professor Stewart Barr for their patience, feedback and constant reassurance and encouragement throughout every step. I am truly grateful for the guidance of supervisors that are attentive and engaged with the whole research process and the needs of myself as a PhD student. I would also like to thank all the members of staff that I worked with at Slapton Ley Field Centre, with special thanks to Andy Pratt and Maryanne Wills for their enthusiastic support in the design of this study and the subsequent data collection. I would also like to show my appreciation to the young people that participated in my research, without whom this research would never have been possible. I am very appreciative of the time they gave up and the enthusiasm they had for taking part.

I would like to thank my whole family for supporting me through every step and encouraging me to keep going through the hardest moments of writing. My mum, who not only has encouraged every decision I have made but supported me in doing so - a massive thank you. For always looking after me, encouraging my education, those countless phone calls and for helping me in ways only mums can (and for proofreading this whole thesis!). My Dad, for just telling me to get on with it in a way that only dads can. To all my friends that have had to deal with my stress and constant need for long bike rides to escape, you have helped me more than you will ever know.

<b>Abstract</b>	<b>ii</b>
<b>Acknowledgements</b>	<b>iv</b>
<b>List of figures</b>	<b>x</b>
<b>List of photos</b>	<b>xi</b>
<b>List of tables</b>	<b>xii</b>
<b>Chapter 1: Introduction</b>	<b>1</b>
1.1. Research Context: Wellbeing and young people’s lives	2
1.1.1. Understanding wellbeing	5
1.1.2. Wellbeing in young people’s lives	8
1.1.3. Current understandings of the performance of environmental education for wellbeing	10
1.1.4. Wellbeing and environmental education research – a gap in the field	11
1.2. Research aim and objectives	15
1.3. Research approach	16
1.3.1. Research setting	16
1.3.2. Outline of the research strategy	18
1.3.3. Research contributions and empirical framework	19
1.4. Thesis structure	21
<b>Chapter 2: Environmental education and wellbeing: insights from literature</b>	<b>23</b>
2.1. Introduction	24
2.1.1. Epistemological framework	27
2.2. Understanding wellbeing	29
2.2.1. Dimensions of wellbeing	31
2.2.2. Measuring wellbeing – objective and subjective approaches	36
2.2.3. Evaluative measures of subjective wellbeing	39
2.2.4. Experience measures of subjective wellbeing	41
2.2.5. Criticisms of subjective wellbeing measures	43
2.3. Adolescent wellbeing	45
2.3.1. Understanding adolescence	45
2.3.2. Shaping adolescent wellbeing	47
2.3.3. Social connectedness and wellbeing	50
2.3.4. Positivist approaches to understanding wellbeing	52
2.3.5. Shaping adolescent wellbeing in education	52
2.3.6. Wellbeing in compulsory and formal education	54

2.3.7. Socio-ecological perspective of wellbeing in education	56
2.3.8. Goal achievement and wellbeing	58
2.4. Environmental education: purpose and practice	62
2.4.1. The history of environmental education	62
2.4.2. How environmental education has taken shape in schools in the UK	66
2.5. Understanding emotions in environmental education	68
2.5.1. Connection to nature and wellbeing	70
2.5.2. Environmental education and wellbeing: framing the relationship	73
2.5.3. Environmental education and connection to nature	77
2.5.4. Affordances in the natural environment	78
2.5.5. Competing goals of environmental education	80
2.6. Environmental education research from the perspective of young people	82
2.7. Concluding summary	85
<b>Chapter 3: Methodology</b>	<b>88</b>
3.1. Introduction	89
3.2. Research aim and objectives	89
3.3. Methodological approach	90
3.3.1. Current approaches to researching wellbeing in the context of young people's lived experiences	90
3.3.2. Rationale for a qualitative based approach to the study	97
3.4. Framework of enquiry	99
3.4.1. Phenomenological case study approach	99
3.4.2. Case study approach	101
3.4.3. Case study site	104
3.4.4. Nature of the collaboration with the FSC	105
3.5. Field Methods	107
3.5.1. Focus groups and participatory visual methods	108
3.5.2. Solicited participant diaries	115
3.6. Data Analysis	117
3.6.1. Thematic Analysis	118
3.6.2. Coding and analysis of data	121
3.7. Limitations to research methodology	124
3.7.1. Limitations to case study approach	124

3.7.2. Researching affective experiences and a social constructivist framework	125
3.8. Research ethics	126
3.8.1. Engaging with young people in research (issues of consent)	129
3.8.2. Data protection	131
3.8.3. Risk assessment	131
3.9. Concluding summary	132
<b>Chapter 4: Young people's conceptions of wellbeing</b>	<b>134</b>
4.1. Introduction	135
4.2. A young person's understanding of wellbeing	139
4.3. Wellbeing as multidimensional	141
4.4. Social Elements (interpersonal)	144
4.4.1. Friends and family	147
4.4.2. Quality of relationships	151
4.5. Psychological elements (self)	153
4.5.1. Feelings and emotions	154
4.5.2. Positivity and sense of self	160
4.5.3. Enjoying oneself	161
4.6. Health (Physical)	163
4.6.1. Diet and food	164
4.6.2. Exercise and fitness	166
4.6.3. Sleep	168
4.7. Environmental Elements	169
4.7.1. Stability (financial)	170
4.7.2. Safety and security	172
4.8. Concluding summary	176
<b>Chapter 5: The lived experience of wellbeing in environmental education</b>	<b>181</b>
5.1. Introduction	182
5.2. Experiences of place	184
5.2.1. The natural environment	184
5.2.2. FSC Slapton Ley centre and accommodation	197
5.3. Experiences of people	201
5.3.1. Friends	201
5.3.2. Tutors	207
5.4. Learning experience	212

5.4.1. Structure of the trip	213
5.4.2. The relevance of work and meeting the participants' needs	219
5.4.3. Learning outside	222
5.5. Concluding summary	227
<b>Chapter 6: Promoting wellbeing in environmental education</b>	<b>233</b>
6.1. Introduction	234
6.2. Fostering feelings of restoration	236
6.2.1. Unstructured time in the natural environment	236
6.3. Increasing social bonds	241
6.3.1. Free time with friends	242
6.4. Sense of achievement and accomplishment	246
6.4.1. Relevant learning experiences	247
6.4.2. Opportunities for challenge	254
6.5. Concluding Summary	260
<b>Chapter 7: Discussion</b>	<b>265</b>
7.1. Introduction	266
7.2. Understanding how young people characterise wellbeing	267
7.2.1. The importance of a multidimensional viewpoint of young people's wellbeing	267
7.2.2. The value of social and relational experiences of wellbeing	268
7.2.3. Psychological experiences of wellbeing	270
7.2.4. Participants' relationships with themselves as shaping their psychological wellbeing	271
7.2.5. The physical self as a component of wellbeing	272
7.2.6. Environmental considerations of wellbeing	273
7.2.7. Summary	274
7.3. Identifying and exploring how and why residential environmental education experiences may influence the individual wellbeing of young people	275
7.3.1. Young people's affordances in environmental education	276
7.3.2. The relational construct of wellbeing in environmental education	279
7.3.3. Agency and autonomy in learning experiences	282
7.3.4. Perceptions of the role of curriculum-based environmental education	285
7.3.5. Summary	285



7.4. Exploring how residential environmental education can promote the wellbeing needs of young people	286
7.4.1. Developing socially and culturally relevant experiences for young people's wellbeing	288
7.4.2. Providing opportunities for transformative experiences	291
7.4.3. Summary	293
7.5. Concluding summary	294
<b>Chapter 8: Conclusion</b>	<b>297</b>
8.1. Introduction	298
8.2. Recapitulation of research and findings	298
8.2.1. Research aim and objectives	305
8.3. Research contributions	299
8.3.1. Challenges to positivist and quantitative-based understandings of wellbeing	301
8.3.2. The value of young people's perspectives of environmental education programmes	302
8.3.3. The multidimensional nature of field learning experiences for wellbeing	304
8.3.4. Getting the balance right – the challenging nature of curriculum-based environmental education for wellbeing	305
8.3.5. Challenging the dominant perceptions of the restorative qualities of nature	307
8.4. The complex realities of situating the recommendations of this research	309
8.5. Limitations to research	310
8.5.1. Focus group time management	310
8.5.2. Participants within the focus groups	311
8.5.3. Researcher-participant interactions (focus groups)	312
8.5.4. Participants' engagement with diaries	312
8.6. Recommendations for future research	313
8.6.1 Exploring further issues beyond the scope of this thesis	313
8.6.2. Further application of qualitative research, from a social constructivist perspective	314
8.6.3. Applying this research approach to other environmental education contexts	315
8.6.4. Including longitudinal research into the exploration of young people's lived experiences of environmental education and wellbeing	315
8.7. Concluding remarks	315

Appendix 1: School recruitment email	318
Appendix 2: School Information sheet and consent form	320
Appendix 3: Parent and guardian information sheet	326
Appendix 4: Participant information leaflet	329
Appendix 5: Focus Group Consent Form	331
Bibliography	333

## List of figures

<b>2.1.</b>	Bronfenbrenner's model of human development (Source: Bronfenbrenner, 1979; Bronfenbrenner, 1986)	57
<b>3.1.</b>	Example of a participant's wellbeing mind map	112
<b>3.2.</b>	Example of a participant's drawing of an environment that supports their wellbeing	112
<b>3.3.</b>	Example of a participant's timeline	114
<b>4.1.</b>	A participant's wellbeing mind map	138
<b>4.2.</b>	A participant's drawing of an environment that supports their wellbeing	138
<b>4.3.</b>	A wellbeing environment drawn by a participant highlighting social elements	145
<b>4.4.</b>	A wellbeing mind map showing the inclusion of friends and family	148
<b>4.5.</b>	An example of a participant stating how taking part in an activity enhances their wellbeing	151
<b>4.6.</b>	A participant highlighting that a calm environment enhances their wellbeing	174

## **List of photos**

<b>5.1.</b>	Example of FSC Slapton Ley classroom (photo credit: Field Studies Council)	185
<b>5.2.</b>	Students in a woodland area (photo credit: Field Studies Council)	185
<b>5.3.</b>	Students learning on the beach (photo credit: Field Studies Council)	185
<b>5.4.</b>	Students learning in Plymouth (photo credit: Field Studies Council)	185
<b>5.5.</b>	The beach at Slapton (source: <a href="http://geograph.org.uk">geograph.org.uk</a> )	189
<b>5.6.</b>	Views of the coastline (photo credit: Field Studies Council)	189

## **List of tables**

<b>3.1.</b>	School information and participant coding	118
<b>3.2.</b>	Consent procedure for fieldwork	132
<b>4.1.</b>	Young people's conceptualisation of wellbeing	140

*Chapter 1*

# **Introduction**

## **1.1. Research context: wellbeing and young people's lives**

Socioeconomic disparities, globalisation, environmental degradation and political instability are reshaping the contexts of young people's lives (Ansell, 2016; Butler & Muir, 2017; Parmar et al., 2016). Young people are being increasingly exposed to complex ways of thinking, experiences, problems and pressures that they may not be well equipped to handle, and there is growing evidence that social pressures are seeing mental health and wellbeing issues in young people grow at an unprecedented rate (Hagell et al., 2015; Pitchforth et al., 2019). There has been expressed concern for the wellbeing of young people, as research has shown that their levels of stress have been building as a result of academic pressures and the impact of social media upon perceptions of physical appearance and popularity, fuelled by high expectations of peers (Aveyard, 2018; McLoughlin et al., 2018). Further to this, the increase in young people engaging with online forms of communication has led to a rise in reports of anxiety, depressive symptoms, poor self-worth, social isolation and loneliness, psychosomatic complaints, suicidal ideation, and suicide attempts (Al-Ghabban, 2018; Cowie & Myers, 2021). The current Covid 19 crisis has been seen to exacerbate issues that surround the mental health and wellbeing of young people and as a result, the importance of the wellbeing of young people has never been more apparent in wider society and media as it is now, as Covid 19 is considered to have a considerable impact upon young people's developmental trajectories (Cowie & Myers, 2021; Gonzalez et al., 2020; Imran et al., 2020). According to the United Nations (2020), there is a heightening concern for young people's psychological and physical wellbeing as normal life course activities have been disrupted and restrictive guidelines stemming from the Covid 19 pandemic have hampered young people's activities and social interactions.

The adolescent years have been highlighted as a critical transition period for young people, within which rapid physical, emotional, social, and cognitive development occurs. As a result, these years are considered a key opportunity for the prevention of ill mental

health through interventions that support and develop the health and wellbeing of young people, helping them to grow and develop healthily into adulthood (Inchley et al., 2020). Research has demonstrated that mental health difficulties during the life stage of adolescence can negatively impact young people's physical health, educational attainment and participation and satisfaction with work, alongside impacting upon mental health and wellbeing in later adult life (Breslau et al., 2008; Patel et al., 2007; Pitchforth et al., 2019). Therefore, research must explore approaches and interventions that support and develop the wellbeing of young people. It is against this backdrop of the aforementioned health and wellbeing concerns of young people that there has been growing emphasis placed upon education and public health policy for supporting the prevention of wellbeing issues in young people and developing early interventions, based upon the positive role that schools and educational contexts are considered to play in the promotion of mental health (Haycock et al., 2020; Walker et al., 2019).

Research has identified a wide range of benefits that arise from education, such as labour market outcomes, feelings of higher status, self-esteem, and other psychological and emotional domains. Several literature reviews have highlighted the positive impact of education on subjective wellbeing, revealing that the school climate is associated with a range of different affective, behavioural, academic and health-related outcomes (Cohen et al., 2009; Thapa et al., 2013). Subsequently, as highlighted by Cornelius-White (2007), the use of the term wellbeing as an explicit educational aim has become increasingly common. In its 2015 report, *Future in Mind* (Department of Health, 2015), the Children and Young People's Mental Health Taskforce made a set of recommendations on school-based mental health and stated a national commitment to encourage schools to develop whole-school approaches to promoting health and wellbeing that was endorsed by Public Health England (PHE) (Public Health England, 2015). Resulting from this, the British government published a set of proposals (DH & DfE, 2018) reinforcing the government's commitment to expanding



the role of schools for supporting the wellbeing of young people that followed the publication of the 2017 Green Paper *Transforming Children and Young People's Mental Health Provision* (DH & DfE, 2017).

Furthermore, the rise in mental health disorders in young people worldwide has highlighted an increasing need for experiences that are readily available to young people to support their mental health and wellbeing development and subsequently, there is a strong argument that outdoor education practices such as environmental education should constitute towards a comprehensive nature-based public health strategy (Pryor *et al.*, 2005). Evidence suggests that contact with nature is important for young people as it is significantly associated with promoting imagination, creativity, cognitive and intellectual development, and enhancing social relationships. Alongside this, stronger feelings of connection to nature are also found to positively correlate with higher levels of self-esteem (Kellert, 2005). From an educational perspective, it is considered that contact with nature enhances young people's development of cognitive and emotional connections to their social and biophysical worlds, enhancing their knowledge of nature and understanding of their place in the world (Bratman *et al.*, 2015; Cramer, 2008; Wilson & Wilson, 2007).

In order to develop appropriate strategies for supporting wellbeing in educational based settings, research needs to consider what influences young people's experiences of wellbeing in these settings. There is considerable literature about effective approaches to educational change for wellbeing, with some attempts to position young people and students in discussions surrounding educational reform and their wellbeing (Cook-Sather, 2006; Fullan, 2005; Hargreaves & Shirley, 2009; Joyce & Calhoun, 1991; Kostenius, 2011). As research seeks to better understand the mental health and wellbeing of young people, the focus of research needs to be on the young people themselves in order to truly progress our understanding of their experiences of wellbeing. The emerging interdisciplinary field of childhood studies has extensively documented the importance and legitimacy of involving

children and young people in research and has highlighted the need for an emphasis on research that accesses and prioritises young people's understandings of experiences that relate to their lives (Allinson, 2007; deMarrais & Tisdale, 2002; Hill, 2005; Scott, 2008).

This research explores how young people experience wellbeing in the setting of curriculum-based environmental education, in order to provide an insight into the effective design and delivery of environmental education programmes to support the development of young people's wellbeing. In addition, this study will seek to further the case for utilising qualitative-based research approaches with young people in order to position their perspectives at the heart of research that concerns their everyday lives. There is a growing body of research into the mediators of wellbeing for young people, mostly within developmental and psychology literature; however, much of this research has focused on quantitative, positivist explorations of young people's wellbeing. Therefore, this research utilises a social constructivist framework, conducting an in-depth, inductive, qualitative inquiry into the complex linkages between environmental education and wellbeing in order to fill existing theoretical and empirical gaps in the literature.

This chapter introduces the research by broadly exploring the key components of this thesis. It begins by providing an overview of the literature and the research problem in order to provide context for the research objectives. The research objectives are then outlined, followed by an overview of the research setting, research strategy and contributions, and empirical framework. The structure of the thesis is then outlined, concluding this chapter.

### *1.1.1 Understanding wellbeing*

Research and interest in wellbeing has grown dramatically over the last decade. However, whilst the concept of wellbeing is growing in both national and international agendas, the definition of wellbeing remains a controversial topic — wellbeing is considered a complex, multifaceted construct that has eluded definition and measurement and has

become a rapidly adopted and operationalised term yet still, a little-understood concept as the definition of wellbeing continues to be unresolved (Bell et al., 2017; Forgeard et al., 2011; Pollard & Lee, 2003).

A major contributing factor towards the difficulty in defining wellbeing is often considered to be the interdisciplinary nature within which wellbeing is used. On one side, wellbeing has been operationalised in a material context, where levels of wealth, economic growth, and development are viewed as positive indicators of societal wellbeing. This idea of wellbeing is based on the assumption that increased individual and population wealth allows individuals to acquire a better quality of life, based on higher incomes and consumption of goods, alongside the greater quality of services available to people (Andrews et al., 2014; D'Acci, 2011; Paul Dolan & White, 2007). Criticisms of this approach have been raised owing to differing views on how to achieve higher levels of wellbeing through the economy as there is growing evidence that disparities exist between levels of GDP and reported wellbeing across societies (Kitchin & Thrift, 2009; Stevenson & Wolfers, 2008). Wellbeing is also viewed as an individual's subjective evaluation of one's life. Commonly known as subjective wellbeing, this refers to wellbeing as an individual's collective thoughts and feelings as to how their life is going according to themselves and their feelings of life satisfaction. Reflecting an individual's evaluation of their own life, subjective wellbeing refers to the emotional quality of an individual's everyday experiences and the frequency of positive and negative feelings that make an individual's life pleasant or unpleasant (Diener & Ryan, 2009; Gasper, 2007). However, there remains a debate as to how wellbeing should be defined in this context with terms such as quality of life, flourishing, life satisfaction, and the ability to fulfil goals often used to capture wellbeing. These multiple terms highlight the multidisciplinary nature of wellbeing but are often considered to place a focus on descriptions and dimensions of wellbeing rather than a solid definition of the term (Christopher, 1999; Dodge et al., 2012).

Wellbeing is a term that is widely operationalised as a concept within organisations and by policymakers, and is becoming an important term that is being understood and used by individuals within society - with this in mind wellbeing is often considered to be a socially constructed term that is embedded in society and culture and prone to redefinition over time (Fattore et al., 2007). Many previous attempts at defining wellbeing have often been criticised for being too individualistic, leading to the consideration that we need to better understand the societal and cultural influences of how individuals come to understand and experience wellbeing to create a shared definition. Deneulin & McGregor (2010) reason that shared meanings are consciously and unconsciously present in social interactions and as a result, wellbeing must be viewed as socially and psychologically co-constituted.

With growing interest in how to improve the wellbeing of individuals and society and wellbeing being indisputably complex, questions as to where this leaves wellbeing research and policy arise. Bache *et al* (2016) view wellbeing as a 'wicked problem'. Wicked problems are seen as ubiquitous, difficult to define and have no definitive or objective answers, as Coyne (2005) argues, wicked problems that are ill-defined and awkward are the norm in policymaking with well-defined and rational policy-making being an exception (Coyne, 2005; Peters, 2017). This understanding of wicked problems resonates with current debates on wellbeing, with a central argument surrounding how we define wellbeing for policy and practice. Bache *et al* (2016) state it is easy for individuals to say what they feel is important for their wellbeing; however, policy processes consist of a plethora of different organisations and parties all with different interests and values. What makes wellbeing a wicked problem is based upon the previously described lack of definition of wellbeing, there are no definitive factors involved in the construct of wellbeing, no exhaustively describable solution set, choice of explanation is based on the solution and the problem is resolved rather than solved (Bache et al., 2016). However, viewing wellbeing as an ill-defined concept presents an opportunity to embrace wellbeing as multidimensional, as Conklin (2005) states, the first

step in understanding a wicked problem is to recognise its nature and come to understand that with wicked problems there is very rarely a set solution (Head, 2008). Attempting to capture wellbeing in a single metric or definition has a clear appeal for policy by producing easy-to-analyse statistics, but arguably this presents a detrimental problem for understanding wellbeing in different ways. Mathews and Izquierdo (2008) comment that the very act of measuring wellbeing presumes a common cultural scale, privileging some cultural conceptions over others and assuming a single mode of wellbeing.

It remains a problem that the operationalisation of wellbeing raises limitations and questions, however wellbeing remains an important term and concept for many areas in public policy and research. The need to readdress our understanding of wellbeing has been called for by researchers and policymakers and to focus on the very reasons why wellbeing has become so hard to define (Bache et al., 2016; Fuller, 2016; Scaria et al., 2020). Wellbeing is a complex idea with multiple different understandings. By compartmentalising wellbeing into set domains and definitions, we present a possible danger of losing the value of wellbeing that makes it so easy to be used in different settings (Smith & Reid, 2018). By leaving the very understanding of wellbeing open to redefinition, the nature of wellbeing and its subjectivity is kept sensitive to the diverse cultural and social meanings of the term, to ensure that measurement, assessment and policy are meeting the needs of all members of society (Gillett-Swan, 2014).

### *1.1.2 Wellbeing in young people's lives*

Research into the concept of wellbeing has increased over the last decade and has been attributed to the number of global social, economic, cultural, and ecological changes that the human race is facing (Bessant et al., 2017; Horton, 2016; Signoretta et al., 2019). As a result, the wellbeing of society has grown in importance amongst political policy as it becomes increasingly more recognised that wellbeing is directly related to the economy,

political ideals, and sustainable development (Andersen, 2015; Kickbusch, 2012). The importance of wellbeing in young people is also undisputed; it has long been considered that positive subjective wellbeing builds resources that enhance coping mechanisms to deal with life stressors and is considered a prerequisite for optimal mental health (Cohn et al., 2009; Diener & Chan, 2011; Fredrickson, 2001; Park, 2004).

This research will place a focus on the wellbeing of young people between the ages of 14 and 18 years, as discussed further in chapter 3. The age at which young people navigate both secondary school and college brings challenges from multiple areas, with changes in social behaviours, cognitive maturation, school pressures and levels of independence leading to the occurrence of increased levels of stress (Chaplin, 2009; Uusitalo-Malmivaara, 2014). Studies have demonstrated a lack of motivation and decreased positive attitudes towards education during secondary school (Van Petegem et al., 2007), it is consistent within research that engagement with education markedly declines throughout secondary school and can be linked to depressive symptoms and behavioural problems (Marks & Fleming, 1999; Skinner et al., 2008). Alongside this, Kaplan and Kaplan (1989) have asserted that during the adolescent years there is a shift away from preference towards natural environments towards urban environments. From a developmental perspective, it can be argued that urban environments provide adolescents with opportunities that are more in line with activities that are important for young people at this stage of development, yet it is also argued that time spent in natural environments facilitates restoration from stress and fatigue and provides context for important developmental processes (Korpela et al., 2001; Maller, 2009; Owens & McKinnon, 2009). Developing self-identity and transitioning into adulthood is a crucial component of adolescence but is a time when young people are increasingly considered to become more disconnected from each other and nature. However, Thomashow (2002) states that during adolescence many fight to guard an inner self that feels too fragile for public display and that young people ache for the relief that

nature provides from the pressure to conform and perform (Heerwagen & Orians, 2002; Thomashow, 2002).

### *1.1.3 Current understandings of the performance of environmental education for wellbeing*

There is growing interest in the field of environmental education research, as it is being recognised internationally that the challenges that arise from unsustainable development and environmental degradation are connected to education and young people (Rickinson, 2001; Suave, 1999). Environmental education is a commonly used tool to counter environmental problems with an end goal of protecting and conserving the environment (Potter, 2009). Supported by research demonstrating that experiences in nature as children are positively associated with pro-environmental behaviours and concern for the environment at a later age, integration of environmental education into the curriculum for young people is of topical concern (Conde & Sanchez, 2010; Liefländer et al., 2013; Wells & Lekies, 2006). Further to this, the natural environment is being ever more valued as a useful intervention for enhancing a variety of wellbeing indicators, as such an important concern for environmental educators is understanding the mediators that contribute towards the development of wellbeing in the natural environment (Liefländer et al., 2013). A handful of studies have explored the influence of environmental education on connection to nature and some findings have argued the need for a time frame of sufficient duration for experiences of nature to influence feelings of connectedness and wellbeing (Cheng & Monroe, 2012; Ernst & Theimer, 2011; Kossack & Bogner, 2012). Yet further research has highlighted that short-term, as well as long-term implementations, can have a positive effect on connection to nature and wellbeing. For example, a study by Drissner *et al* (2010) recorded positive effects on a half-day environmental education programme. However, there remains a lack of consistent research into the key influencing factors between environmental

education, experiences of the natural environment, and wellbeing (Kossack & Bogner, 2012; Liefländer et al., 2013).

Research has begun to highlight that places are more than just geographic settings, and that experiences of the natural environment are dependent upon a range of influences. Places have definitive physical and textual characteristics that are influenced by the dynamic context of social interaction, cultural values and past experiences, leading to the notion that not all experiences of nature could be considered restorative (Barbour, 2007; Milligan & Bingley, 2007). In the context of environmental education, it is important to consider how the experience of a certain place is constructed by an individual and how this might influence their wellbeing from their lived experience within a certain setting. Ryden (1993) asserted that places take on the meanings that people assign them and that the experience of place is not intrinsic to the physical setting itself but the social and human interpretation of it that is constructed through experience (Stedman, 2003). Adding to this, Eisenhauer *et al* (2000) proposed that people confer meaning to an environment in ways that reflect their social and cultural experiences, suggesting that there are multiple variations in the way that people experience landscapes and places, and that meanings of certain environments are socially constructed. This holds important implications for the consideration of the role of environmental education for wellbeing, and the notion that experiences of nature in environmental education can contribute towards young people's wellbeing, highlighting the need for research that explores how the experience of education within the natural environment further influences experiences of the natural environment, and in turn the role it plays in developing wellbeing in young people.

#### *1.1.4. Wellbeing and environmental education research – a gap in the field*

The prevalence of mental health problems in young people and adolescents is growing worldwide and evidence is suggesting that the onset of depressive symptoms has



shifted from adulthood to adolescence, as such there has been increased interest in early health and wellbeing interventions (Forgeard et al., 2011; McGorry et al., 2013; O'Reilly et al., 2018). However, psychologists and researchers in the field have only recently addressed the concept of wellbeing among young people, resulting in a shortage of subjective data on young people's perceptions and evaluations of their wellbeing (Casas, 2011; Park, 2004). Initially, much of the wellbeing research on young people has focused on survival indicators, such as rates of mortality and disease, with little insight into the social realities that impact younger members of a population and as a result researchers have called for increased positive and subjective indicators of their wellbeing. Expanding upon this, a review by Huebner (2004) criticised studies on child and adolescent wellbeing as being too focused on specific or small populations with particular health problems. For example, the US indicators system measures child wellbeing focusing primarily on health problems and negative outcomes and has been critiqued for lacking breadth and balance and most importantly, lacking an understanding of the concept in a way that resonates with young people themselves (Moore et al., 2003). The human and social sciences have also been criticised for their lack of subjective research on young people's wellbeing, with researchers in these fields often arguing that research from a young persons' perspective has low reliability and validity, owing to young people's lack of development when situated against adults (Fattore et al., 2012; Hill, 2006; Vujčić et al., 2019). However, in contrast to this, new perspectives from child indicators research argue for the need to adopt perspectives from young people and argue for their voices to be heard, moving away from education, health, and demographic indices and expanding our understanding towards values, social skills and interests (Ben-Arieh, 2007; Casas, 2011). Addressing wellbeing must arguably, therefore, contain the perceptions, evaluations and aspirations of those involved, with research into wellbeing needing to contain the voices and opinions of the young people under study. Stemming from this, an investigation into young people's subjective views of wellbeing is

being considered increasingly vital, for its potential to influence how wellbeing in the context of young people is understood and to encourage researchers to think critically about currently held beliefs and stereotypes of wellbeing (Casas, 2011; Fattore et al., 2007; Gilman & Huebner, 2006).

A large body of literature exists supporting the notion that young people derive both physical and psychological benefits from spending time in natural environments and developing a connection to nature (Brymer et al., 2010; Herzog & Strevey, 2008; Louv, 2005; Mayer et al., 2009); however, details of the relationship between environmental education and wellbeing in the context of young people's lives remains unclear. Nisbet *et al* (2011) state that much of the environmental psychology research within environmental education places a focus on environmental attitudes, pro-environmental behaviours and beliefs as opposed to exploring primary individual differences in human-nature relationships, experiences and influences on wellbeing. It can be argued that this is down to the dominant research interest into the cognitive aspect of environmental education believed to play a primary role in supporting pro-environmental behaviours in young people, which has now come under recent critique (Randler et al., 2005; Schumm & Bogner, 2016). Research into the cognitive aspects of learners in environmental education has formed a useful discussion point for the development of environmental education, yet there has been little insight into the impact of environmental education on affective domains of young people and reveals little of the everyday emotions experienced within the learning process. Similarly, as previously stated, exposure to nature is thought to lead to a variety of positive outcomes, yet the mediator of this relationship is currently understudied (Hartig et al., 2014; Joye & van den Berg, 2011; Mayer et al., 2009).

Building on the above, it is understood that connection to nature directly influences an individual's subjective wellbeing, as well as being a strong predictor of pro-environmental behaviour (Mackay & Schmitt, 2019; Otto & Pensini, 2017; Rosa et al., 2018). Environmental

education in recent years has seen a shift in focus and is now commonly concerned with combining knowledge acquisition with developing intrinsic motivation for connection to nature (Lumber et al., 2017; Otto & Pensini, 2017). As a result, several studies have highlighted the need for research that investigates the factors that mediate a connection to nature and the mechanisms through which nature has positive benefits for wellbeing. Lumber *et al* (2017) call for an increased understanding of the factors that promote connection to nature to enhance endeavours that aim to improve both human and environmental wellbeing, such as environmental education. Underpinning this is the need to produce a more reflexive understanding of environmental education, to aid practitioners with the effective development and application of suitable pedagogies and theory development in the field (Ferreira & Venter, 2016; Maas et al., 2008; Mayer et al., 2009). Alongside this, Belanger (2003) ascertains that in order to enhance education we need to further understand the interaction between an individual, their environment, and their ecological perceptions and how individual insights are prompted by their life contexts. This point is particularly important as it has also been highlighted that most environmental education programmes approach education, not from a young persons' perspective, but an adult perspective (Randy & Stoecklin, 2008; Rickinson et al., 2004). Correspondingly, only a few studies have researched the effects of connection to nature on young people. Results from the studies that have explored the relationship between nature, wellbeing and young people remain inconsistent as a result of varying definitions and understandings of wellbeing and broad age captures of 'young people'. This is exemplified by two broad studies where Vries *et al* (2003) reported that the relationship between natural environments and lower rates of depressive symptoms were lowest in young people under twelve, whilst a study by Barton and Pretty (2010) concluded that the relationship was strongest in young people when defined as less than thirty years old (Donovan et al., 2013). A lack of accounts that focus directly on young people in the context of environmental education and their wellbeing

prevents them from becoming a part of the wider dialogue in environmental education development, with research missing out on the important lived experience of young people.

## **1.2. Research aim and objectives**

This study focuses on curriculum-based environmental education in a residential context with young people from the UK between the ages of 14 and 18 years. The research aims to explore the role and potential of environmental education for supporting the wellbeing of young people. To uncover the mediators of wellbeing within environmental education, wellbeing from the perspective of young people will be explored; and their experiences of wellbeing within the setting of Field Studies Council (FSC) Slapton Ley will be investigated. The experiences of the participants will also be considered for developing strategies within environmental education that can be implemented to support and develop the wellbeing of young people that engage with environmental education programmes. Through qualitative inquiry, this research seeks to explore the emotional dimensions of environmental education experiences, going beyond the current positivist inquiry of young people's wellbeing to broaden the understanding of the potentiality of environmental education to be supportive of their wellbeing. The objectives of this research thus emerge from the need to utilise a research framework that offers the participants under study an opportunity to express their experiences and perspective on topics that are important to them, allowing this research to be representative of young people. This presents an opportunity to understand residential curriculum-based environmental education beyond positivist research traditions through a phenomenological understanding of the perspectives of young people.

The empirical component of this research is organised around the following three objectives:

*Objective 1 – To understand how young people characterise wellbeing*

This objective sets out to develop a bottom-up understanding of wellbeing, by producing a description of wellbeing as conceptualised by the participants themselves. It seeks to describe how young people understand wellbeing and elements that they consider are important mediators of wellbeing.

*Objective 2 – To identify and explore how and why residential environmental education experiences may influence the individual wellbeing of young people*

This objective seeks to establish whether and how environmental education experiences are conducive to wellbeing. It seeks to understand the positive and negative mediators of wellbeing within environmental education, in doing so interrogating existing viewpoints of the relationship between environmental education and wellbeing to explore affective experiences of environmental education from the viewpoint of the people who are experiencing them.

*Objective 3 – To explore how residential environmental education can promote the wellbeing needs of young people*

This objective seeks to explore the empirical data further to explore the mediators and pathways to wellbeing and consider how these can be utilised within environmental education to improve young people's wellbeing.

### **1.3. Research approach**

#### *1.3.1. Research setting*

This research was a result of a collaboration between the FSC and the University of Exeter and was jointly funded by the FSC and the University of Exeter. A detailed discussion

of the collaboration will take place in the methodology chapter, where the nature of the collaboration will be outlined, how the collaboration shaped the research and a reflection of the benefits and tensions of the collaboration will be highlighted. The focus of this research is FSC Slapton Ley Field Centre. FSC Slapton Ley is one of twenty-nine FSC centres across the UK that provide opportunities for people to learn about, discover and explore the environment. The FSC vision is to inspire everyone to be curious, knowledgeable, passionate and caring about the natural environment. It seeks to get people outdoors, provide high-quality outdoor learning and advocate sustainability by creating outstanding opportunities that inspire everyone to engage with and care for the environment by bringing learning to life on curriculum-linked trips (FSC, 2021). Natural and human environments such as local towns and cities are used within the residential learning programmes to offer first-hand learning experiences that link to the curriculum, in order to carry out fieldwork and practical learning requirements of the national curriculum and link work back to school (FSC, 2021).

The centre's main function is to supplement the curriculum by providing a variety of programmes and courses for learners. The main age group is school students between the ages of 14 and 18, with the visits focusing on undertaking fieldwork that meets the requirements for General Certificate of Secondary Education (GCSE), International Baccalaureate (IB), and A-Levels. Students visit with their school groups and typically stay on a residential field trip for between 3 and 5 days. The teaching at FSC Slapton Ley is predominantly undertaken by tutors at the field centre who have been trained to teach the curriculum. The students stay in shared accommodation that is fully catered for on-site. The learning days are a mixture of classroom and lab work and practical activities in the surrounding area. Days typically start at 8.30 am and finish at 8.00 pm, where students then have free time to spend in the common rooms or outside areas on site. FSC Slapton Ley is located in the East Devon village of Slapton, which sits in the area of Start Bay. The centre

is situated next to Slapton Ley National Nature Reserve and jointly manages this site with the Wild Planet Trust. The surrounding area is a mixture of coastal areas, woodland, and farmland providing a wide variety of experiences for young people.

### *1.3.2. Outline of the research strategy*

Broadly, this research has employed a qualitative research strategy that is informed by a social constructivist framework. This provided the basis for a phenomenological inquiry that enabled direct engagement with young people taking part in environmental education programmes at FSC Slapton Ley. The research approach allowed for a subjective interpretation of the empirical data collected within the field to explore the affective lived experiences of environmental education. This presented a novel approach to researching young people's experiences of environmental education, where research into the cognitive impact of environmental education that prioritises the learning outcomes and not the process has dominated. Further to this, where research into the wellbeing of young people has occurred, it has commonly been undertaken from quantitative and positivist-based approaches in the form of surveys and questionnaires that prioritise the researcher's prior assumptions of the wellbeing of young people.

The data for this research were collected on-site at FSC Slapton Ley with visiting school groups throughout 2019, between March and November. For the data collection process, a number of different data collection techniques were utilised; focus groups with participatory visual techniques that included mind maps, drawings, and timelines, alongside solicited participant diaries. These techniques were utilised to collect both individual and collective data on the lived experience in order to provide methodological approaches that gave the participants multiple different ways in which to engage with the research, accounting for the differing ways in which young people may choose to communicate. The focus group data were collected through audio recordings that were subsequently

transcribed. Upon completion of the fieldwork, the data were then subject to analysis. However, in line with thematic analysis, part of the analysis procedure had already occurred, where familiarising myself with the data happened throughout the transcription process. The research adopted a thematic approach to the analysis of the data, whereby the data were subject to familiarisation and line-by-line coding following an open coding process to develop a coding framework. Further analysis of these coding frameworks developed the main themes for the research, with each theme bringing together data from within the different codes to capture the key aspects of the data, which in turn gave insight into the three research objectives. Finally, the last stage of the research was the writing up of the data in the form of an empirical narrative that related to each research objective, these narratives are discussed in detail within the three empirical chapters within this research. The approach to writing up focused on the representation of the discussions with the participants that were captured within the focus groups, utilising a number of verbatim quotes and visual aids such as mind maps and drawings. The data from the participant diaries also helped shape the research and empirical findings, with direct quotes included that were taken from the diaries. Further details of the research strategy and methodology are discussed in chapter 3.

### *1.3.3. Research contributions and empirical framework*

This research study has explored young people's lived experiences of wellbeing within curriculum-based environmental education, resting upon a subjective and qualitative inquiry and was guided by a social constructivist framework. The value of this framework is demonstrated within the detailed empirical data collected using a phenomenological case study approach. This approach challenges the predominant positivist notions of wellbeing research that are apparent in research with young people. This research and its conceptual framing yield new and original evidence for employing an alternative approach to exploring young people's experiences of environmental education that move beyond researching pre-



determined outcomes of environmental education, where learning outcomes are prioritised over the learning experience and process. It provides a detailed insight into environmental education practice and its intersection with curriculum-based residential experiences and builds upon research that has explored the cognitive impacts of environmental education to provide an exploration of the affective domain (Ardoin et al., 2018; Jose et al., 2016; Otsuka et al., 2018). It further builds upon existing literature that has sought to understand the contested and contrasting values of environmental education, to provide a narrative for exploring the structure and experience of formal and instrumental learning experiences within a context that also seeks to enhance wellbeing. It seeks to provide an evidence base for guiding further research and education policy and practice that aims to support the healthy development of young people, focusing on the pathways in which curriculum-based environmental education supports young people's wellbeing.

This thesis recognises that there has been a large amount of research that has focused on the experience and performance of the natural environment within outdoor education experiences for supporting young people's wellbeing. However, it seeks to understand how the natural environment is understood in the context of formal outdoor learning experiences, where nature is utilised as a learning tool and the impact this may have upon young people's experiences of the natural environment for wellbeing. Further to this, this research seeks to contribute to current research into experiences of environmental education by gathering new empirical evidence that focuses primarily on young people's experiences and understanding of wellbeing. The inductive approach to this research seeks to consider young people's perspectives on their wellbeing and how this is experienced within environmental education to illuminate the potentially complex intersection of wellbeing in curriculum-based environmental education.

## **1.4. Thesis structure**

This thesis is structured to include four main elements:

### *Literature review: Chapter 2*

A comprehensive review of the literature is presented, giving an overview of the literature in the fields of wellbeing and environmental education to understand the rationale and objectives of the study. It will explore theories and literature in the fields of wellbeing, education and environmental education, alongside current approaches to wellbeing research with young people. It aims to help develop a concise overview of the influence educational practices and contexts can have on young people's wellbeing, with a specific focus on environmental education.

### *Methodology: Chapter 3*

This chapter details current approaches to wellbeing research with young people. In doing so it provides a rationale for the methods used within this research. It will then highlight the data collection techniques and analysis process that has been utilised within this research, forming a discussion of the appropriateness of these techniques before highlighting the ethical considerations and limitations to the research.

### *Empirical analysis: Chapters 4, 5, and 6*

These chapters describe the key findings of the research and provide an insight into the empirical material that was collected within the data collection process. Each chapter addresses one of the three research objectives and they are divided into substantive themes that emerged from the process of analysis.

### *Discussion: Chapter 7*

In this chapter, the empirical material that has been addressed within the empirical chapters is discussed in relation to current literature, and conclusions are reached drawing from the empirical material. The observations that have emerged from each empirical

chapter are discussed in detail and the material is considered in relation to the research objectives.

*Conclusion: Chapter 8*

This chapter provides a concluding overview of the research. It discusses the contributions that this thesis makes, the limitations of the research as well as highlighting recommendations for future research.

*Chapter 2*

**Environmental education and  
wellbeing: insights from literature**

## **2.1. Introduction**

This chapter provides a comprehensive overview of the relevant literature in the fields of wellbeing and environmental education in order to understand the rationale and objectives of the study. The chapter will explore key theories and literature in the fields of wellbeing, education and environmental education. It will also discuss current approaches to researching wellbeing with young people in order to conceptualise the research approaches and empirical chapters that follow. This review of the literature focuses on the theoretical approaches to understanding wellbeing, broadly and in the context of adolescence, and highlights theories that can be applied to educational settings to help develop a concise overview of the influence educational practices and contexts can have on young people's wellbeing, with a specific focus on environmental education.

As the objective of this thesis is to develop new insights into the processes and mechanisms that impact young people's wellbeing within environmental education, this chapter will firstly broadly discuss how wellbeing has been defined and understood by highlighting the existing theoretical approaches to wellbeing. This section will explore what is considered as the two main approaches to understanding wellbeing; objective and subjective wellbeing. In considering the application of objective wellbeing in research and policy it highlights the critiques of the objective approach, particularly how the objective approach fails to capture the non-material aspects of people's lives that may influence their wellbeing. This review will then highlight how critiques of the objective approach to wellbeing have led to the development and inclusion of more subjective understandings of wellbeing within research. Following on from this, this chapter will discuss the dominant approaches to assessing wellbeing before moving on to focus specifically on how wellbeing has been understood in relation to young people and adolescents.

This chapter will then move on to consider the intersection of wellbeing and education. Within this section, literature is discussed that provides an understanding of how

achievement-based educational settings, such as formal education environments impact young people's wellbeing. This section will also explore the history of environmental education and how it has evolved within school settings; as environmental education programmes become increasingly linked to formal education goals such as supporting coursework and exams. The relationship between formal education settings and settings that are away from school, yet used to support formal education, needs to be discussed in order to understand any similarities or differences between the contexts that aim to support the development of wellbeing in young people. This is an important consideration within this research, where the key focus of schools that visit FSC Slapton Ley is to collect data for coursework and exams, moving beyond the traditional conservation and green movement agenda that led to the emergence of environmental and outdoor education as highlighted within this review.

The final section of the literature review focuses on environmental education and wellbeing, and current approaches to understanding how environmental education supports the development of wellbeing. This section will highlight how the concept of connection to nature has been the main focus of studies that have set out to explore the intersection of wellbeing and environmental education. It will discuss the main theories within this concept, highlighting the positives and negatives of utilising nature connection as a key theory of wellbeing in environmental education contexts. It will then explore the ecological and social environments of environmental education, focusing on the role of challenge, affordances, and the social context of learning. Finally, this section will turn to the main consideration of this thesis – to consider how the wellbeing of young people should be measured and assessed in order to develop a comprehensive understanding of young people's wellbeing and the role that environmental education can play in supporting their wellbeing. This chapter will conclude with a summary of the discussed literature in which the conceptual framework for the thesis will be developed. Alongside this, specific gaps in the literature will

be identified and will discuss how this research will seek to address these gaps in order to provide a perspective for the empirical chapters that follow.

This research will be guided by a constructivist approach to understanding young people's wellbeing in order to adopt a more process-oriented view of wellbeing that emphasises a holistic understanding of child development. It takes the stance that wellbeing is a socially constructed, context-specific and variable phenomenon (Creswell, 2009; Mashford-Scott et al., 2012). To contextualise the use of a constructivist approach to this research, this chapter will address literature that spans multiple different perspectives of wellbeing. It will highlight economic perspectives of wellbeing whereby objective indicators are the key measure of wellbeing, alongside psychological perspectives that focus on young people's social-emotional behaviours that are most commonly reported by adults that are deemed as experts on children's lives, such as parents and teachers (OECD, 2009). Further to this, the philosophical perspective of wellbeing will also be discussed that draw from theories around human wellbeing that link to life satisfaction, where satisfaction with life indicators are commonly used. However, as reported by Hamilton and Redmond (2010), children and young people have not yet had the opportunity to report their perspectives on these philosophical conceptualisations of wellbeing as a result of research commonly using quantitative-based surveys (Mashford-Scott et al., 2012). These highlighted perspectives of wellbeing reflect a positivist paradigm to wellbeing research, where it is considered that realities such as wellbeing exist independent of social contexts and can be discovered and understood through objective, quantitative measures that are context-free, value-free, bias-free and replicable (Plack, 2015). The constructivist approach to this research moves beyond these existing positivist foundations to develop an approach to research that focuses on wellbeing across different levels that introduces literature from the sociology of childhood in order to unpack the influence of a range of different domains upon young people's wellbeing. This thesis will also be underpinned by social constructivism, which asserts that

meaning is derived from the knowledge that is generated through the social context of people's lives; from their social interactions and the social processes that occur within their lives (Gergen, 1995). This approach allows this research to move beyond the traditional adult interpretations of wellbeing to form a framework for understanding young people's wellbeing from their perspective. The following section highlights the framework for this research in more detail.

### *2.1.1. Epistemological framework*

Guided by the literature, this research will be directed by a social constructivist perspective, viewing the concept of subjective wellbeing and experiences of nature within environmental education as being collectively formed through a young persons' social world. Social constructivism is concerned with how individuals and groups create their reality and make sense of it, taking the stance that people develop meanings to reality using collective notions as building blocks (Berger & Luckmann, 1966; Williamson, 2006). Whilst this research makes use of a social constructivist approach, it also engages with and provides an evidenced critique of positivistic approaches throughout the chapters.

In line with this, Stables and Bishop (2001) indicate that the 'environment' can be understood in different ways and the ideas of the environment that we engage with can be perceived from the ways in which people read the environment historically and aesthetically. They conclude that different cultural and social groups will almost inevitably hold different views of the environment and environmental issues, as a result, individual's worldviews may change as they move through different social settings (Loughland et al., 2003; Stables & Bishop, 2001). Recognising that learning is a multifaceted process that includes social, cognitive and emotional aspects has been the subject of recent education research (Durlak et al., 2011; Krasny et al., 2010; Lundholm, 2004; Payton et al., 2008). As such, Dillon (2003) has stated that sociological learning theories allow for an exploration of the informal learning



spaces provided by environmental education and an examination of the social processes through which learning occurs. From this perspective, it is also paramount to place a focus on the role that environmental educators play in influencing wellbeing and connection to nature within young people, as Bernstein (1970) stated 'if the culture of the teacher is to become part of the consciousness of the child, then the culture of the child must first be in the consciousness of the teacher'. The traditional knowledge transfer approach in education has long been criticised as removing the importance of the learners everyday lived experience and as a result, it has been considered that in order for current environmental education pedagogies to place a focus on human and environmental wellbeing, we should be concerned with reworking understandings of the social constructions placed in education (Payne, 2006).

Social constructivism is also considered an appropriate approach when researching young people's wellbeing as critiques of individualism in research have led to increased understandings of the significance of social relationships in children's development to be formed (Corrie & Leitao, 1999; Cribari-Assali, 2019; Jones & Sumner, 2009). Whilst it is considered reasonable to assert that wellbeing comes from an individual's evaluation of their life, research is required to understand the influences of the societal nature of human beings on definitions of wellbeing. Deneulin & McGregor (2010) reason that shared meanings are consciously and unconsciously present in social interactions and as a result, wellbeing must be viewed as socially co-constituted. Similarly, introducing a social constructivist approach to wellbeing research with young people can answer important questions about how they are understood in relation to other social groups and lead to an understanding of the power dynamics between young people and educators as questions arise over whose actions impact upon who (Tisdall & Punch, 2012). Understanding the power relations which could be present in health promotion interventions for wellbeing is crucial for developing

appropriate strategies for enhancing environmental education's focus on human health (Alanen & Mayall, 2001; Brady et al., 2015; Currie et al., 2009).

## **2.2. Understanding wellbeing**

A large body of literature advances the understanding of wellbeing, highlighting several debates about the definition and conception of wellbeing. These debates have focused on an economic understanding of wellbeing that focuses on GDP and the economic performance of a country, to objective and subjective approaches that consider a multidimensional understanding of wellbeing (Dodge et al., 2012; Sharma & Vansiya, 2018; Voukelatou et al., 2021). As a precursor to discussions around environmental education and wellbeing, it is important to consider how wellbeing has been defined and understood. This section introduces the key conceptions of wellbeing that have been predominantly used and highlights the complexities surrounding the definition of wellbeing from within different fields of research. This section will conclude by presenting a case for the operationalisation of a subjective approach to wellbeing in research, to allow for the multiple different dimensions of wellbeing to become apparent and for an individual's understanding of wellbeing to become clear.

Wellbeing is considered a complex construct that has made it a difficult concept to define and measure, with Thomas (2009) stating that wellbeing is 'intangible, difficult to define and even harder to measure' (p. 11). A large body of literature and research exists surrounding the concept of wellbeing across several different academic disciplines ranging from geography, sociology, psychology and economics. This has arguably led to a confusing and sometimes contradictory research base, giving rise to indistinct and overly broad definitions of wellbeing. The World Health Organisation's (WHO) (1978) understanding of health as a complete state of physical, mental and social wellbeing and not merely the absence of disease and infirmity became a high-profile definition of wellbeing that

reconceptualised health away from a purely medicinal concept to encompass a broad range of human experiences. Further to this, different academic fields tend to focus on different constructs and understandings of wellbeing, for instance, as highlighted by Fegter *et al* (2010), sociological approaches tend to focus on more objective and structural aspects of wellbeing, whereas psychological approaches draw from the subjective reports of an individual's feelings and emotions (McLellan & Steward, 2015). Adding to the issue of complexity surrounding wellbeing, terms such as quality of life, life satisfaction, and flourishing are also used in conjunction with wellbeing, each with different underlying meanings, leading to debates emerging as to whether these are theoretically the same as wellbeing or different (Skevington & Böhnke, 2018).

The 2009 report by Stiglitz *et al* (2009) on the measurement of economic performance and social progress argues that individual wellbeing is a multidimensional concept (Duckworth *et al.*, 2005). This is further supported by researchers from the field of positive psychology that suggest that wellbeing should be characterised as a profile of indicators across a number of different domains based upon the idea that individuals care about many different aspects of their lives (Decancq & Lugo, 2012; Frey & Stutzer, 2010; Keyes, 2007; Seligman, 2012). Adding to this, Prilleltensky (2012) defines wellbeing as a positive state of affairs brought about by the simultaneous and balanced satisfaction of needs of individuals, relationships, organisations and communities. This definition suggests that wellbeing rests upon a balance of satisfaction of needs, across multiple different spheres of life where different cultures and individuals can thrive and the people and the systems with which they interact can progress in equilibrium (McLellan & Steward, 2015; Prilleltensky & Prilleltensky, 2007).

### *2.2.1. Dimensions of wellbeing*

Despite a strong argument for the multidimensional nature of wellbeing, there remains a lack of a clear framework as to what constitutes the different dimensions of wellbeing leading to problems undertaking comparative research (Dodge et al., 2012). In the most recent literature, wellbeing is depicted as consisting of objective and subjective wellbeing (Cummins, 2000; Diener et al., 2009). Objective wellbeing is based around socio-economic indices that reflect an individual's objective circumstances and quality of life and is commonly measured in terms of personal income, GDP and education levels (Haq & Zia, 2013). Throughout much of social policy, there has been a focus on objective indicators of wellbeing placing wellbeing in line with the success of the nation's economy. Up until recently, it has been a commonly held assumption that economic growth and development is a significant positive indicator of wellbeing as it allows individuals to acquire a better quality of life through greater consumption and purchase of goods (D'Acci, 2011; Dolan & White, 2007; Kahneman & Krueger, 2006a).

In contrast, subjective wellbeing refers to how people experience and evaluate their own lives and encompasses self-appraisals about one's life based upon an assessment of life satisfaction, meaning, purpose to life, accomplishment and achievement and relationships with others (Keyes et al., 2002; King et al., 2014). Subjective wellbeing is considered to be made up of three key components; high levels of positive affect, low levels of negative affect and the overall judgment of one's satisfaction with life, with happiness sometimes being used as an overall umbrella term for the three constructs (Park, 2004). Within the different components of subjective wellbeing, satisfaction with life has been recognised as a distinct construct of subjective wellbeing and is conceptualised by Diener (1984) as a cognitive evaluation of one's life, thus representing an evaluative judgment of wellbeing or one's liking or disliking of his or hers life. Satisfaction with life is linked to domains of life literature that states that life satisfaction can be understood as a general

construct of specific domains, with life satisfaction coming from the feeling of being satisfied with specific domains. In this sense, life satisfaction is considered to be a subjective state of mind and it can only be understood by asking people (Cummins, 2003; Salvatore & Sastre, 2001).

Researchers place different amounts of value on domains of life satisfaction. However, Rojas (2004) argues that placing a demarcation on the domains is arbitrary as satisfaction with life can cover all aspects of human activity and spheres of being and that the domains that are selected in life satisfaction research depend upon the researcher's objective. Cummins (1996) carried out a meta-study of literature and argued that there should be a seven-domain partition of life satisfaction to include the following domains: material wellbeing, health, productivity, intimacy, safety, community, and emotional wellbeing. Van Praag *et al* (2003) studied life satisfaction through the domains of health, financial situation, job, housing, leisure, and environment; whereas Rojas (2004) utilised health, economic, job, family, friendship, personal, and community domains. The multiple different domains that researchers choose to operationalise within life satisfaction research highlights the issues with a domain-based approach, as there is not a clear-cut understanding of wellbeing within this field of research.

Expanding upon this, subjective wellbeing is often considered to be an overview of how someone feels in the current moment and for extended periods, referring to the emotional quality of an individual's everyday experiences, therefore reflecting someone's evaluation of their own life (Hills & Argyle, 2001). Wellbeing in the subjective sense is often considered to be related to the frequency and intensity of positive and negative factors such as joy, stress, sadness, anger and affection that makes an individual's life pleasant or unpleasant (Diener, 2000; Kahneman & Deaton, 2010). Furthermore, from a psychological perspective, it has been stated that wellbeing revolves around two different philosophical conceptions - hedonism and eudaimonism (Ryan & Deci, 2001a). Hedonistic theories of

wellbeing imply that pleasure and pain are the key indicators of good and bad in one's life, asserting that what is good for a person's wellbeing is the greatest achievable positive effect over negative effect. Focusing on the key drivers of a pleasant experience, hedonism is viewed as the ultimate pursuit of pleasure (Crisp, 2006; Deci & Ryan, 2008; Henderson & Knight, 2012).

In comparison with hedonism, some researchers have suggested that the pursuit of pleasure does not ultimately make people happy and has led researchers to draw from Greek philosophy to define the concept of eudaimonic wellbeing (Ryff & Singer, 2008; Waterman, 1993). A eudaimonic approach recognises wellbeing as the level to which an individual is fully functioning. Concerned with the concept of human flourishing, eudaimonic wellbeing is related to realising one's true potential and living well. This means engaging in thoughts and actions that promote fulfilment and engagement with life activities that are in accordance with their true self (Deci & Ryan, 2008; McMahan & Estes, 2010; Ryan & Deci, 2001a). It is considered that it is under these circumstances when an individual's activities are closely aligned with their deeply held values and are holistically engaged that increased levels of wellbeing occur (Ryan & Deci, 2001a; Waterman, 1993).

Whilst objective and subjective approaches to wellbeing contrast in their definitions, it has also been argued that overviews of wellbeing should incorporate both constructs. McGregor and Gough (2007) define wellbeing as a state of being with others, where human needs are met, where one can act meaningfully to pursue one's goals, and where one enjoys a satisfactory quality of life, this approach to wellbeing suggests that individuals are likely to subjectively experience their objective wellbeing in different ways (McGregor & Gough, 2007; Sen, 1999). From this perspective, the conceptualisation of wellbeing should capture people's life evaluations, hedonic experiences and priorities, ultimately reflecting the multidimensional nature of wellbeing (Connolly, 2013; Holländer, 2001). Previous studies that have sought to research the association between objective and subjective wellbeing

have shown that increased socio-economic conditions can lead to higher levels of subjective wellbeing (Diener & Biswas-Diener, 2008; Haq & Zia, 2013). It has been also been further suggested that the causal arrow goes in both directions as research has been shown to demonstrate that people with higher levels of subjective wellbeing could on average have a higher income. A study by Diener and Lucas (2000) showed that for most respondents, a cheerful disposition in late adolescence was followed by a somewhat higher income in adulthood compared to those with a less cheerful disposition. A review by Pollard and Lee (2003) highlights the need for a more conjoined approach and state that wellbeing has commonly been utilised in narrow studies that only assess a single domain or indicator of wellbeing without considering the relationship between the multiple dimensions and indicators that make up the overall construct of wellbeing and argue for an overview of wellbeing that incorporates both the subjective and objective dimensions. However, despite this argument for a more holistic approach to wellbeing, it is also considered that this approach leads to overly broad conceptualisations of wellbeing making it an increasingly hard concept to operationalise (Frey & Luechinger, 2007). With this in mind, a rise in indicators of wellbeing has been seen; a study by Bandura (2008) reported a total of forty-eight indices in a list of wellbeing indicators. Although many early studies have attempted to identify indices of wellbeing, there has been little analytical attention paid to the major components of wellbeing, as stated by Pacione (2003) there is no generally accepted social theory setting out the conditions that define human wellbeing.

The literature discussed here has highlighted that there is a lack of clear understanding of how to approach wellbeing in research, with several different and contested ways of understanding and defining wellbeing. Objective and subjective understandings of wellbeing have been utilised as two key understandings of wellbeing, however, there remains a lack of clear understanding of the importance individual's place upon domains within both approaches of wellbeing. This highlights that within research there

is a need to focus on the participants' perspectives of wellbeing, to form an overview of wellbeing that represents a culturally specific understanding of wellbeing that includes their own life evaluations and priorities. It is not only important to understand how people are doing, but also why they are doing or not doing well. As the aim of this research is to explore young people's understandings and experiences of wellbeing to develop environmental education strategies that promote young people's wellbeing, this study will explore wellbeing from a subjective understanding. Utilising subjective wellbeing allows researchers to understand what matters most to young people in order to develop strategies and policies that support their own understanding of wellbeing and quality of life (Wood & Selwyn, 2017).

Within the context of this research, the subjective view of wellbeing will be used to gather reports on young people's experiences of wellbeing within environmental education. The central argument to this research is that young people's own accounts of their lives are essential to our understanding of their wellbeing when viewing wellbeing as inherently subjective and subject to change based upon differing contexts and social environments. Utilising subjective wellbeing sits in line with the constructivist-based framework and methodology of this research that seeks to foster an understanding of the processes that are embedded in a phenomenon of interest, in this case, the relationship between young people, environmental education and wellbeing. In line with constructivist methodologies, as will be further discussed within chapter 3, this research avoids imposing any pre-defined definitions of subjective wellbeing in order to explore the perceptions of wellbeing from the perspectives of the participants involved within the research. The focus of a subjective understanding of wellbeing will be further expanded upon in the following section that explores how wellbeing is assessed in both the objective and subjective domains. This section will subsequently explore the main arguments for moving away from objective measures of wellbeing to focus on subjective, further highlighting how individual



understandings of wellbeing are crucial for understanding effective wellbeing interventions and make a case for using a subjective understanding of wellbeing within this research.

### *2.2.2. Measuring wellbeing – objective and subjective approaches*

Following on from exploring the definitions of wellbeing, this section discusses how the different definitions of wellbeing have been operationalised in research that seeks to understand the wellbeing of populations and individuals. It highlights the traditional economic approach to measuring wellbeing that focuses on GDP, equating wellbeing to welfare and economic development. The critiques of this approach are highlighted before moving on to explore how objective and subjective definitions of wellbeing have been utilised, further supporting the use of a subjective wellbeing framework within this thesis. This section makes a case for the use of subjective measures in research and highlights two main approaches; evaluative and experience. To conclude, this section highlights the need for measurements of wellbeing that capture the cultural and societal differences to wellbeing based upon a constructivist approach. This thesis argues for an approach to wellbeing research that recognises an individual's judgement of wellbeing may vary across cultural conditions within a group of individuals and that behaviours should be guided by the cultural theory that is salient or activated within a situation (Hong et al., 2000; Tov & Diener, 2007).

Economics has traditionally played a central role in the measurement of wellbeing as policymakers have often viewed higher levels of wellbeing as a result of positive influences on objective measurements, such as health, education, and income (Dolan & White, 2007; Sen, 1999). As a result, throughout much of social policy, there has been a focus on objective indicators of wellbeing, thus placing wellbeing in line with the success of the nation's economy. Viewing wellbeing as inherently linked to the success of the economy led to the use of levels of Gross Domestic Product (GDP) to measure social progress and

wellbeing. GDP was traditionally designed to measure the monetary value of goods and services produced in an economy, however it fast became the gold standard for measuring the welfare of nations as economists and policymakers assumed that GDP output reflected desirable progress and social goals linked to increased consumption and spending (Adler & Seligman, 2016).

Despite the relative simplicity of using GDP as a measurement of wellbeing, GDP has recently been considered an inadequate measurement of wellbeing as emerging research demonstrates the apparent disparities between increased GDP and wellbeing for several reasons. Firstly, GDP ignores the value of non-market economic activity such as volunteering and donations and the value of social relations and economic security (Michaelson et al., 2009). Secondly, GDP overlooks the unequal distribution of wealth within a nation and the problems this can cause; Talbarth *et al* (2006) discuss the link between income disparity and poorer overall health in a country, decreased worker productivity, and social unrest. Thirdly, GDP counts all economic activity as positive activity without separating the wellbeing enhancing and wellbeing reducing activity. For example, defensive expenditure spent on crime, defence, and war improves GDP as they increase marketed activity in the economy but may not contribute towards individual wellbeing within a country (Cobb et al., 1995; Costanza et al., 2013). In addition to this, GDP measurements fail to reflect the environmental costs and depletion of natural resources that are vital to environmental and human wellbeing as a result of economic growth, yet the cost of the remediation of environmental degradation is included as production (Bleys, 2012; Giannetti et al., 2015).

Furthermore, the contextual significance of wealth and income and how this differs across different places and societies are not included in GDP (Fleuret & Atkinson, 2007). An economic approach to measuring wellbeing also misses out on components and activities that improve wellbeing but don't include a monetary transaction, such as the act of

growing home-grown vegetables and cooking a meal from them (Costanza et al., 2013). These principles also highlight that other factors such as increases in education and health do not necessarily correlate with higher levels of wellbeing and happiness of society, further demonstrating that new approaches to measuring wellbeing are needed that are aimed at capturing important insights into the multiple different factors that influence wellbeing. Moving beyond the focus of GDP and economics as a measurement of objective wellbeing, several researchers have suggested that focusing on a single domain of wellbeing presents a substantial challenge as the multi-dimensional nature of wellbeing becomes increasingly recognised (Voukelatou et al., 2021). As a result, further variables of the objective domain that are considered to be important for the good life, such as measures of education, residential and population densities, unemployment rates and pollution levels have been used to capture social progress and wellbeing (Li et al., 2018). Objective indicators of wellbeing such as these are frequently utilised in wellbeing research as they are easy to collect and understand and sit in line with policy and governmental goals, yet as Rablen (2012) highlights, the choice of objective indicators within wellbeing research is influenced by the values of those who construct the indicators and may not always reflect public preference and can fail to recognise the social and cultural factors that may be present within each domain (Veenhoven, 2002).

The highlighted shortcomings of objective measures of wellbeing that relate to GDP, income and related life domains have led researchers to place a focus on multidimensional, subjective measures, to derive a more comprehensive and detailed appreciation of people's lives (Stiglitz et al., 2009). As such, research has expanded in ways that capture the non-material dimensions of human life to account for dynamic experiences of wellbeing that are ecologically embedded and reflect people's resources, agency and pursuit of living standards that are relevant to them (Gasper, 2007; King et al., 2014; Narayan et al., 2000).

In contrast to the objective measures of wellbeing, subjective wellbeing measurement draws upon human perception, commonly utilising self-report measurements that leave the individual to decide what is best about their lives. From a psychological perspective of subjective wellbeing, human perception is considered fundamental to understanding wellbeing, as arguably the only person who knows whether or not they are feeling well is the individual themselves (Cooper & Layard, 2005). Subjective wellbeing measures can help ascertain whether and how things matter to people for their wellbeing. This approach removes aspects of paternalism, as individuals are allowed to make their own assessments about their wellbeing, as external checklists that are commonly used in objective measures tend to be avoided (Waldron, 2010). There have been many different attempts by researchers to create a clear framework for subjective wellbeing measures (Dolan & White, 2006; Kahneman & Riis, 2005; Waldron, 2010), with two broad categories of measures being identified: evaluative and experience.

### *2.2.3. Evaluative measures of subjective wellbeing*

Evaluative measures of subjective wellbeing require individuals to make a self-assessment of their life based upon how they feel overall or how they feel that their life is going in general (Testoni et al., 2018). Evaluative measures are commonly focused on levels of life satisfaction, such as satisfaction with job, health, or relationships, and have been widely used within wellbeing research. Economists have long been interested in life satisfaction as it has been shown to correlate with income, employment status, health, personal characteristics and major life events making it appealing to policymakers (Dolan et al., 2008). Life satisfaction assessments use questions within surveys that seek to address various domains of wellbeing, the British Household Panel Survey (2005) presents a list of domain satisfactions to include health, income, house/flat, job, social life, amount of leisure time, and use of leisure time (BHPS, 2005), research by Dolan *et al* (2008) highlight that

satisfaction with a partner and social life have the biggest correlation with overall life satisfaction.

The Satisfaction With Life Scale (SWLS) developed by Diener *et al* (1985) is one of the most cited life satisfaction measures in scientific literature and is used as a brief assessment of life satisfaction. The scale uses five positive statements that reflect different indicators of life satisfaction (e.g., the conditions of my life are excellent) that correlate with a seven-point Likert scale to reach an overall life satisfaction score; the higher the score the higher the participants' levels of life satisfaction. The use of multiple indicators within the SWLS makes it a useful measure for assessing life satisfaction as highlighted by Vazquez (2009), as many other measures are made up of single items leading to psychometric limitations (Vázquez *et al.*, 2013). Feelings of general happiness are also used as an evaluative measure of wellbeing by asking questions such as 'how happy are you these days, all things considered' (Waldron, 2010). Measures of happiness and life satisfaction have been shown to yield similar results in terms of impact upon key variables of wellbeing, just like life satisfaction, happiness is dependent upon many things such as job characteristics, health, leisure, family and social relationships with much of the happiness research being used to inform the concept of subjective wellbeing (Ahn *et al.*, 2004; Frey & Stutzer, 2002; Selim, 2008).

General affect is also referred to in evaluative measures of wellbeing; measures of general affect refer to the balance of people's positive and negative emotions (Fredrickson & Joiner, 2002). Two examples of general affect measures are the Positive and Negative Affect Scale (PANAS) (Watson *et al.*, 1988) and the Affect Balance Scale (ABS) (Bradburn, 1969). Similar to the SWLS, Likert scales are used to recall a score against a pre-determined set of words relating to positive and negative emotions felt during a period of time, with numbers being added to give both a positive and negative affect to demonstrate the correlation between positive and negative emotions. However, Huppert and Whittington

(2003) highlight that it is important to be wary when using the overall scores in general affect measures, as positive and negative affect scales are seen to be somewhat independent of one another (Dolan & Metcalfe, 2012). These approaches to measuring wellbeing are considered problematic and have come under scrutiny for their reliability; judgments of wellbeing are the result of a complex thought experiment that can be influenced by transient factors (Jovanović, 2015). A self-assessment of one's wellbeing is considered a retrospective judgment, normally constructed only when asked and presents the challenge of capturing wellbeing that it is also sensitive to minor life events on a given day. Events such as the weather, finding a coin, and earlier questions in a survey can all influence an individual's responses in a self-report assessment (Connolly, 2013; Kahneman & Krueger, 2006b; Strack & Schwarz, 1999). Our emotions are considered to be situated throughout our everyday experiences and the places we encounter, and these experiences play an important role in understanding the development of wellbeing and as a result, experience measures of wellbeing have been incorporated into wellbeing measures.

#### *2.2.4. Experience measures of wellbeing*

Experience measures of wellbeing differ from that of evaluative measures in that they encompass the emotional quality of an individual's experience and are understood in terms of how people feel in any given moment (Testoni et al., 2018). Within experience measures, emotions such as happiness, sadness, or anxiety are assessed in terms of their frequency and intensity and are normally a reflection of a stated period of time. There are a number of different measures that aim to capture experienced wellbeing. The Day Reconstruction Method (DRM) (Daniel Kahneman et al., 2004) and the Ecological Momentary Assessment (EMA) which encompass a range of methodological approaches to capture participants' emotions over time (Shiffman et al., 2008; Stone et al., 2007) are commonly used diary-based methods where respondents report their feelings at different times of the day. An

example of questions that might be used within these measures are 'how happy do you feel right now?' or 'how much purpose do you feel right now?', these will be marked next to activities that the respondents were undertaking at the time and who they were with and the time of day. Both forms of measurement ask respondents to state how they feel, the EMA asks for reports throughout the current day whereas the DRM asks for the frequency and intensity of feelings from the previous day. The DRM approach of emotion recall from the previous day has been devised to avoid any potential fatigue from the everyday invasive nature of the EMA (Csikszentmihalyi & Hunter, 2014). However, the EMA is considered least subject to recall bias as data is collected in the moment (Scollon et al., 2003). In a simpler approach that is considered useful in research with large populations, it is also possible to ask respondents questions that relate to the overall day as a whole e.g., 'overall, how positive did you feel yesterday?' as is the approach of the US Gallop World Poll and the Daily Poll (Dolan et al., 2011; Hicks et al., 2013).

Whilst experience methods are valuable for capturing wellbeing data that is close to the time of activities and experiences as they happen, informed by the context of respondents' everyday lives, they are also thought to place a considerable amount of burden upon respondents who are being asked to make recordings within their daily lives. Further to this, research by Smallwood and Schooler (2006) highlighted that experiences of wellbeing can be influenced by mind wandering, where attention drifts to think about concerns about other things and can contribute towards an increased negative effect on reported experiences, occurring in up to 30 percent of sampled moments in a day (Watkins, 2008). Another general limitation to these measures is that considerations of wellbeing and life satisfaction are seen to be correlated with an outside variable such as income and employment. Feelings that are assessed within experience measures such as DRM are not seen to correlate with important variables, leading to important questions as to whether these measures can be used to demonstrate correlations with important wellbeing measures

outside of these variables (Diener & Tay, 2014; Dockray et al., 2010). Evaluative measures have also been more commonly used in research owing to the fact that they are cheaper and easier to use in research and lend themselves to research with larger populations, yet experience measures are considered to capture the true experience of people's lives (Haybron, 2008).

#### *2.2.5. Criticisms of subjective wellbeing measures*

Just like the objective measures, subjective measures also face further criticisms (Frey & Luechinger, 2007). One key issue surrounding subjective wellbeing measurement is that of reliability. The reliability of subjective wellbeing measures is seen to be considerably lower than that of objective measures that typically have a reliability score of .90 compared to that of subjective wellbeing scores that vary between .40 and .83 (Krueger & Schkade, 2008). However, the SWLS has been shown to have a higher reliability score than single-item measures since it uses multiple emotional indicators, thus reducing error through aggregation (Eid & Diener, 2004; Krueger & Schkade, 2008). The issues of reliability when measuring subjective wellbeing can be attributed to the susceptibility of respondents' answers to be shaped by transient mood effects. The circumstances that surround the participants' responses are seen to influence the answers given and as such results may reflect immediate feelings of wellbeing but are unable to demonstrate an overall daily average (Bok, 2010; Krueger & Schkade, 2008). For example, research by Connolly (2013) has shown that overall women are more responsive to environmental variables and report lower life satisfaction on rainier days.

These highlighted concerns present a further argument within this thesis against the use of a positivist approach to measuring wellbeing that relies upon pre-determined numerical scores making it difficult to explore wellbeing data that can be reliably compared across time frames and societies. Many of these subjective wellbeing measures, much like



objective measures rely on numerical scales, and the ordinal nature of these set up cognitive bounds for the understanding of wellbeing to the individual, resulting in pre-conceived perceptions usually from the researcher's perspective. Fleuret and Atkinson (2007) argue that if subjective wellbeing measurement is to be based upon quantifiable indicators they need to be complemented by the study of processes and social constructions of wellbeing, in order for the measurement of wellbeing to be a meaningful tool for action (Fleuret & Atkinson, 2007; Tella & MacCulloch, 2006). From a constructivist perspective, quantifying subjective wellbeing measures also faces concerns around cultural differences and social norms in evaluations of happiness. Cultural differences in understandings of words and what it means to 'be well' can influence reports and may lead to respondents feeling judged in the measurement situation and respond with answers that are considered 'good' in societies eyes (Bertrand & Mullainathan, 2001; Frey & Luechinger, 2007). Sparks and Smith (2008) assume that we live in a world where stories and narratives constitute social realities, therefore the understanding of wellbeing from different cultures and groups of people is constructed through the different narratives that they engage with (Puroila et al., 2012). This sentiment is reflected in research that highlights wellbeing as being understood differently across different countries; for example, it has been revealed in research that Chinese people hold a more socially oriented theory of subjective wellbeing, whereas Americans are more individualistic (Lu & Gilmour, 2006; Tam et al., 2010).

This section has provided an important overview of the definitions and measurements of wellbeing across broader society. It has highlighted the need for a more subjective approach to researching wellbeing in order to appropriately capture insights into wellbeing that reflect individual, cultural and societal perceptions without placing their understanding into predefined categories of wellbeing. The next section will turn to focus on wellbeing in adolescents, bringing together the broader understanding of wellbeing and the life stage of adolescence to contextualise this research and place a focus on wellbeing from the

perspective of young people (Sparkes & Smith, 2008). The central argument within this research is that wellbeing needs to be explored in relation to the group of people that are under study to allow for the assignment of differing culturally and socially placed understandings of wellbeing that are formed by different individuals and groups.

### **2.3. Adolescent wellbeing**

The focus of this research is on young people between the ages of 14 and 18 years, which is commonly recognised as the period of adolescence, as such an understanding of adolescence and wellbeing in adolescence is vital to this research. Further to this, it is important to understand how wellbeing is shaped in the stage of adolescence as research has highlighted that adults and young people have differing views on wellbeing and that we do not ultimately know whether adult-centric indicators of wellbeing are meaningful to adolescents and young people (Fattore et al., 2007). Owing to this, this section will firstly provide an overview of adolescence as a life stage in order to provide context as to how adolescent wellbeing is currently viewed as being shaped. This section will then explore the key variables within adolescence that are considered to shape and contribute towards the development of wellbeing during the adolescent life stage such as agency, identity, and relational and situational factors and will highlight the importance of these theories for discussing adolescent wellbeing within this research.

#### *2.3.1. Understanding adolescence*

Adolescence is considered a key life stage that provides opportunities for young people to explore who they are and is conventionally understood as the years between the onset of puberty and the establishment of independence (Bandura, 2006; Steinberg, 2014). According to the American Psychological Association (APA) (2002) the most commonly used chronological definition of adolescence includes the ages of between 10 and 18, but

may also span across the ages of 9 and 26 dependent upon the definition (Jaworska & MacQueen, 2015). Adolescence is a phase of profound developmental change where many young people experience significant social and emotional growth as changes occur across psychological, social, academic, and vocational domains (Rose et al., 2016; Sawyer et al., 2012). During the adolescent phase, many first steps are taken by young people towards establishing themselves as adults capable of decision-making skills and independence. As a result, adolescence is where many adulthood lifestyle choices are established, as an adolescent's worldview expands to include new contexts that have the potential to lead to lifelong implications for both positive and negative health and wellbeing (Call et al., 2002). Research has shown that whilst many young people are able to navigate the developmental stage of adolescence without serious issues, several psychological behaviours may emerge in some individuals, alongside the proneness to engage in risky behaviours (Patel et al., 2007; Steinberg, 2008). Studies by Goldbeck *et al* (2007) and Bisegger *et al* (2005) demonstrate that life satisfaction and quality of life can be seen to decrease during adolescence, as a result, life satisfaction is considered an important psychological variable in the period of adolescence (Çivitci & Çivitci, 2009). Subsequently, Oberle *et al* (2011) consider life satisfaction as a fundamental construct for assessing adolescent wellbeing due to its relationship with a number of different positive personal and social variables.

There are several different reasons for which the developmental stage of adolescence may lead to decreased life satisfaction presenting important implications for later life. Longitudinal studies have shown that lower levels of life satisfaction are linked to future externalising and internalising behaviours and peer victimisation experiences (Antaramian et al., 2008; Haranin et al., 2007). Furthermore, studies have also shown that adolescents with higher levels of life satisfaction have increased feelings of self-efficacy, positive attitudes and develop stronger relationships. For example, a study by Gilman and Huebner (2006) showed that adolescents with high life satisfaction were able to establish

more positive relationships with peers and parents. Similarly, Suldo and Huebner (2006) also highlight that adolescents with high levels of life satisfaction experience fewer emotional and behavioural problems. The importance of life satisfaction in adolescent wellbeing research has been highlighted in a number of studies as research seeks to explore what resources and competencies can foster adolescents' positive healthy development (Lerner, 2002; Theokas & Lerner, 2006). Despite this, literature from a developmental perspective has considered the decrease in life satisfaction during adolescence to be a normal developmental phenomenon as a result of the many different challenges that they are faced with, as the time of adolescence is seen to be a breakdown of the former framework of life, with decreased life satisfaction being a direct consequence of this (Bisegger et al., 2005; Bradford et al., 2002; Goldbeck et al., 2007).

### *2.3.2. Shaping adolescent wellbeing*

Past research has identified life satisfaction as an important indicator of youth and adolescent wellbeing and subsequent studies have sought to identify the factors of life satisfaction that are associated with different models of wellbeing, such as emotional and behavioural regulation models (Batum & Yagmurlu, 2007) , biopsychosocial models (Gottlieb, 2003; Liu, 2004) and ecological models (Bronfenbrenner, 1979), each presenting an array of factors that contribute towards adolescent wellbeing. Based upon these models, the factors that contribute towards adolescent subjective wellbeing can be viewed as not solely psychological or structural but must be understood in relation to the context of young people's life course development and interactions with the environment. As illustrated in the Bronfenbrenner ecological model of adolescent development (Bronfenbrenner, 1979), the wellbeing of young people is anchored in interactions between individual and environmental factors at different levels (Ben-Arieh & Frønes, 2011), further highlighting the need for a constructivist perspective of wellbeing for understanding how different environments impact

individual's understandings of wellbeing. Fleuret and Atkinson (2007) highlight that the ever-increasing broader conceptualisations of wellbeing facilitate room for greater prominence of research into factors that are linked to adolescent subjective wellbeing that move away from biomedicine and health care, and emphasise the importance of the relationships between health and the places and spaces which produce and reproduce experiences of health, which becomes the approach of this research.

Sense of agency has been identified as a key variable for understanding the period of adolescence (Pajares & Urdan, 2006). Human agency is defined as the ability to influence one's environment and functioning for the ability to originate and direct actions for given purposes (Zimmerman & Cleary, 2006). According to Bandura (2006), there are four key facets to human agency: 1. developing intentions or plans along with methods to attain them 2. visualising the future through forethought 3. self-regulating actions based on personal principles to foster satisfaction and a sense of worth 4. examining one's functioning through self-reflection. Self-efficacy is a fundamental aspect of agency. Self-efficacy is an individual's belief in the capability of their actions and how successfully they can influence, control and negotiate experiences that affect their lives. Without this belief and self-efficacy, individuals do not have the capacity to act upon their surroundings (Bandura, 1982). High levels of self-efficacy are considered a vital force for supporting motivation, wellbeing and accomplishment in all areas of life (Bosmans & van der Velden, 2015; Schnoll et al., 2011; Zimmerman & Cleary, 2006), with self-efficacy being enhanced by experiences of successfully dealing with pressing issues, vicarious experiences, encouragement from others and positive physiological feedback (Bandura, 1977).

In the period of adolescence, agency is viewed as a key positive-identity developmental asset, as feelings of being in control and having personal power over events that occur in their lives are developed, young people begin to develop feelings of independence and form their own identity in a way that can help them become self-sufficient

agents (Benson et al., 2012; Saarikallio et al., 2020). The concepts of agency and identity are considered to be closely linked, with agency increasing identity formation. In turn, self-esteem, purpose in life, ego strength and locus of control positively relate to identity formation (Cote & Schwartz, 2002). According to early literature, there is an association between identity achievement and a locus of control, Lillevoll *et al* (2013) state that an internal locus of control relates to identity achievement, whilst an external locus of control is related to foreclosure and diffusion. Erikson (1968) considered the stage of adolescence as a time where young people are free to explore their potential identities and enhance ego capacities such as agentic abilities and strengths, and master potential difficulties that arise in social environments (Erikson, 1968). A major challenge for the development of agency and identity in adolescence is often considered to be their social and environmental contexts, as developing agency can be viewed as a social action that emerges when individuals associate with each other (Engle & Conant, 2002). Several studies have highlighted the tensions between different social and environmental structures and the agency of young people, with family, school, peers and media all playing a part in influencing agentic behaviour (Gergely, 2002; Hayes-Conroy & Vanderbeck, 2005; Wiseman et al., 2012).

According to Schwartz *et al* (2005) increased pressures on young people in western societies have amplified the need for feelings of agency in adolescence, as well as self-determination and self-directedness (Saarikallio *et al.*, 2020). Self Determination Theory (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2000) is a broad framework for understanding the factors that facilitate or undermine motivation and psychological wellness and further stresses the importance of autonomy and competence as essential features for wellbeing, stating that intrinsic motivation is sustained by the satisfaction of the basic psychological need for autonomy, relatedness and competence (Deci & Ryan, 2002; Vansteenkiste et al., 2010). Within SDT (Deci & Ryan, 1985, 2000), autonomy refers to a sense of initiative and

ownership of one's actions and is commonly used in conjunction with agency. Competency concerns the feeling of having a sense of mastery and achievement and a sense that one can succeed and grow, whilst relatedness is the sense of belonging and connectedness. An important tenet of this is that motivation and positive wellbeing outcomes are not explicitly linked to whether or not an environment solely supports autonomy but whether or not the environment supports the three basic needs of relatedness, sense of belonging, and connectedness. Research has demonstrated that autonomous motivation and needs satisfaction is strongly linked to a number of different positive outcomes such as creativity, and positive educational outcomes such as attainment and persistence, as well as healthy eating choices and lifestyle behaviours that support wellbeing (Baard et al., 2004; Pelletier et al., 2004; Zuroff et al., 2007).

### *2.3.3. Social connectedness and wellbeing*

An important consideration for supporting the development of positive outcomes in adolescence is understanding the social conditions that support the needs satisfaction and motivation of young people. Relatedness within the SDT framework is understood as the need to establish close bonds and secure attachments to people, reflecting the desire to be emotionally connected to and involved in caring, interpersonal relationships (Reeve, 2004). Reeve *et al* (2004) explain that this social connectedness is important during the period of adolescence as relatedness enhances motivation and the capacity of adolescents to relate themselves authentically to others and internalise the values endorsed by significant others in their lives. The importance of social interactions for wellbeing is further emphasised in developmental literature that highlights that people do not live in isolation but are embedded in a complex web of social relations which can influence wellbeing from both subtle and indirect interactions, as such the need to feel a sense of belonging and connectedness is widely considered to be a fundamental human need (Aral & Walker, 2012; Christakis &

Fowler, 2013; Kadushin, 2012). It has long been considered that feeling a sense of belonging and relatedness is a basic psychological need; Baumeister and Leary (1995) stated that belongingness can almost be as compelling as food and that human nature is conditioned by the pressure to provide and feel a sense of belonging.

Research has identified links amongst adolescent wellbeing and feelings of connectedness to four particular social contexts: family, school, peers, and community (Jose et al., 2012), with research suggesting that social acceptance and social connectedness play an important protective role in adolescent health and wellbeing (Silvera et al., 2004). However, a major developmental component of adolescence is pronounced physical, emotional, and social transformations and as a result of this, young people seek a growing investment in social relationships away from the main family unit as they look to form their own identities and subsequently engage in more complex social interactions. As such, the establishment of close and satisfying peer relationships becomes an important developmental task (Burnett & Blakemore, 2009; Steinberg & Morris, 2001). Studies have shown that friendship experiences are particularly important for mental health problems in adolescence; friendship is considered an important source of social support for youth development as friendships provide approval, understanding and insight and support the development of social skills (Hiatt et al., 2015). According to Shaffer (2005), positive social relationships can strengthen, solidify and complement adolescents' development and self-understanding. This is supported by further research that demonstrates that having high-quality friendships that are considered supportive are associated with better psychological adjustment and wellbeing in young people (Akin et al., 2016; Bakalım & Taşdelen Karçkay, 2016; Chow et al., 2013; Rinn et al., 2011).



#### *2.3.4 Positivist approaches to understanding wellbeing*

Understanding adolescent wellbeing is a key focus of this research, as highlighted in the preceding section. The wellbeing of adolescents is considered to differ from that of adult wellbeing as a number of different developmental and contextual factors specific to this age category play a role in shaping their wellbeing. The approaches to wellbeing that have been considered in this review are consistent with psychological approaches that tend to focus on positivist understandings of wellbeing, which is problematic within research that seeks to explore participants' perceptions and experiences as it assumes there is an existence of set facts about concepts such as wellbeing. Positivist approaches to understanding wellbeing, particularly when not complemented by alternative models of knowledge as stated by Fattore *et al* (2007), enable researchers to ignore the fact that wellbeing, as argued by constructivist approaches, is socially contingent and embedded in society and culture that makes it prone to change and redefinition over time (Manderson, 2005). The constructivist epistemological framework of this research contrasts much of the prior positivist-based research on subjective wellbeing with young people and seeks to clarify how wellbeing is understood from the perceptions of young people. This research will be based upon the view that young people and adults move between different cultures and societies that contribute to the formation of knowledge and information about their lives to ensure that this thesis is focused on young people's lives as they experience it.

#### *2.3.5. Shaping adolescent wellbeing in education*

This thesis aims to explore the role and potential of environmental education for supporting the development of environmental education. Environmental education in the setting of FSC Slapton Ley, and within the scope of this research is situated in a curriculum-based educational context, whereby the goal of the environmental education programme is to support the required curriculum coursework and exam outcomes. The purpose of this

following section is to discuss the intersection of wellbeing and education, highlighting the factors that are at play within educational settings that previous research has considered as playing a part in shaping young people's wellbeing. The literature reviewed in this section will provide a theoretical overview of the pedagogical contributions towards wellbeing and explores avenues for understanding wellbeing in educational contexts that draw from environmental, psychological and relational understandings of wellbeing. The recent attention given to adolescent wellbeing has led to several different perspectives on the development of young people's health and wellbeing, and the contextual and environmental factors that promote their wellbeing, as interest in the importance of identifying factors that contribute towards adolescent subjective wellbeing is increasing. This section will identify some of these key perspectives, highlighting the traditional positivist frameworks that have placed a focus on education as an outcome to support wellbeing in later life. It will then move on to discuss some key approaches that can be seen to draw from social constructivism based upon the fact that young people live in varying geographical, cultural, historical, interactional, material, and situational spaces. According to Farrugia (2014), space and place are constitutive dimensions to young people's lives and subsequently to shaping their wellbeing (Honkanen et al., 2017). Social scientists and geographers of health, alongside researchers in the field of sociology of childhood who have been interested in the intersection between space and health, have expounded upon the role that particular environments play in facilitating wellbeing. Subsequently, much of the mainstream research into spaces and places of wellbeing for adolescence has focused on the significant role that educational settings play in promoting wellbeing, owing to the fact that this is where young people spend a significant period of their lives.

### *2.3.6. Wellbeing in compulsory and formal education*

The health of young people has been addressed since the start of compulsory education in the form of physical health, through programmes such as physical education (Cunningham, 2012), however, research has recently begun to focus more on the emotions and psychological wellbeing of young people in school. Work by Weare (2003) began to advocate for the 'emotionally literate school' in order to support young people's social and emotional literacy, to positively impact behaviour, attendance, and performance (Hallam, 2009; Weare, 2003). Yet according to Atkinson (2013), this view of wellbeing in schooling and education defines it as a determinant or significant process factor, whereby wellbeing and its attributes are held in a neo-liberal point of view and are regarded in terms of their potential to enhance economic competitiveness and in turn contribute towards overall national economic performance. Consequently, much of the literature surrounding education has mainly focused on how it benefits an individual through economic forms, reflecting an objective approach to wellbeing (Franz, 2019; Spratt, 2017). Education is thought to increase an individual's labour market outcomes, as higher levels of education enhance job prospects and opportunities, which in turn lead to improved feelings of self-esteem that can arise from status in a job and opportunities for better health as a result of increased income. However, this viewpoint places a higher focus on the objective outcomes of education focusing on later life, without taking into account the subjective wellbeing factors and the current feelings of wellbeing for young people (Kristoffersen, 2018; Wolfe & Haveman, 2002). Further to this, young people's wellbeing in the educational setting has also been viewed as an important indicator of the education process and, as highlighted previously, for adolescents with low levels of certain wellbeing domains such as self-esteem this is likely to impact negatively on coping mechanisms, achievement and motivation in school (Weare, 2003). Adding to this, Pels (2011) argues that the personal development of individuals is an important function of education and schooling (Skrzypiec & Slee, 2017). This viewpoint of

education further reflects the positivist-based approach to research that has commonly been used with young people, purporting ideas that knowledge and truth exist outside the mind of the individual and that knowledge can be transferred from one individual to another.

In order to improve the health and wellbeing of young people, a coordinated response from all sectors has been called for by the World Health Organisation (WHO) (2014), who noted that education is key to playing a critical role in supporting adolescent mental health and wellbeing. Alongside the fact that young people spend the majority of their time in an educational setting, education is considered crucial for supporting young people's wellbeing due to the fact that many mental health and wellbeing issues are considered to arise during adolescence as a result of adolescent developmental processes and, as such, early interventions, prevention and care are important (Butler et al., 2010; Skrzypiec & Slee, 2017). Furthermore, school settings are social environments that play an important part in the development of young people's wellbeing, accordingly, the social environment of educational settings and schools can be purposefully changed to influence health-related outcomes, to the extent that factors such as poverty and deprivation can be offset (Aldridge & McChesney, 2018; Soutter, 2011). In order to develop appropriate strategies for supporting wellbeing in educational based settings, research needs to consider what influences young people's experiences of wellbeing in these settings. According to Dewey (1916), the environment affects the learner and interactions will take place between the learner and the environment, asserting that knowledge is based upon experience and that from a constructivist based approach the emphasis should be upon the design of the overall learning environment rather than instructional sequences (Huang et al., 2010; Jonassen, 1994).

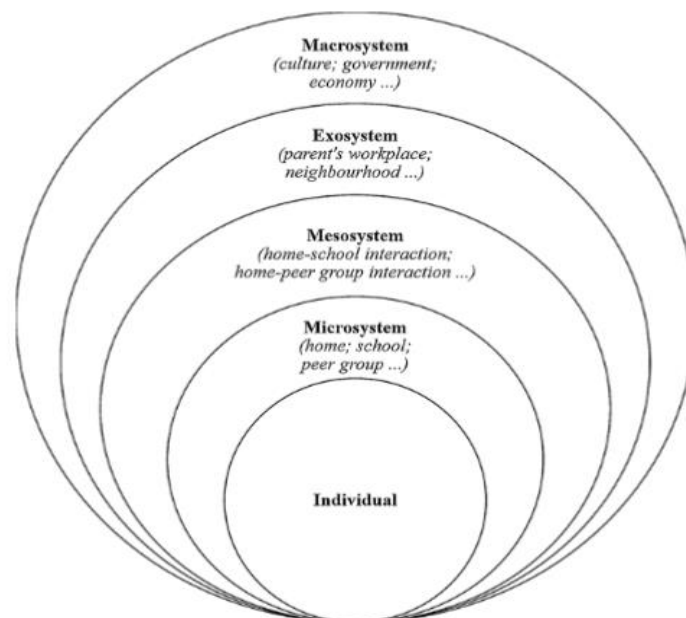
Several literature reviews have highlighted the positive impact of education on subjective wellbeing, showing that school climate is associated with a range of different affective, behavioural, academic and health-related outcomes (Cohen et al., 2009; Thapa et

al., 2013). Dimensions of a positive school climate that are considered important are: a sense of safety, mutual understanding, positive peer and student-teacher relationships, students' perceptions of the learning process that relate to student engagement and satisfaction from the school context, the school's physical environment that relates to better academic performance, sense of belonging and school connectedness (Doll et al., 2012; Gietz & McIntosh, 2014). Psychological standpoints on education and wellbeing that emphasise the social and emotional aspects of education indicate that a positive school climate, close relationships and belonging in the school community are strongly related to wellbeing, resilience and social and academic adjustment. A study by Aldridge *et al* (2016) examined the relations between six aspects of the school climate; teacher support, peer connectedness, school connectedness, affirming diversity, rule clarity, reporting and seeking help. It was found that all six factors were related to student wellbeing. Whilst there is a body of literature supporting the notion that school climate can be positively linked to subjective wellbeing, it is important to recognise the negative aspects of school climate in order to highlight effective strategies for mediating the negative aspects. For example, several studies have highlighted the correlation between academic stress and the development of health complaints such as headaches, tiredness, and burnout (Cadime et al., 2016; Pascoe et al., 2020; Torsheim & Wold, 2001).

### *2.3.7. Socio-ecological perspective of wellbeing in education*

From a social constructivist-based approach, the socio-ecological perspective on settings acknowledges that the environmental systems in which people function play a key part in influencing their health and wellbeing. This perspective highlights the importance of interactions between the individual and their interactions within the environment, presupposing that there is a level of influence from the environment upon an individual's behaviour (Akinola & Gabhainn, 2015; McLaren, 2005). The socio-ecological health

promotion perspective proposed by McLeroy *et al* (1988) identified the interconnected perspectives at the intrapersonal, interpersonal, organisational, policy and community levels and is based upon Bronfenbrenner's ecological theory of human development (Bronfenbrenner, 1979, 1986) that describes how environmental factors or characteristics could influence human growth and development. Bronfenbrenner's ecological model envisages a number of different environments as a nested series of systems in which people interact (see fig 2.1). The circles within the model demonstrate the most immediate (microsystem) environments to the broadest (macrosystem) environments. Within this model, school environments have been placed as the most immediate developmental context for young people, assigning them as a context that has the greatest influence over adolescent development (Aldridge & McChesney, 2018; Atkins *et al.*, 2010). Despite the literature highlighting that there is a significant link between learning environments and the health of young people, there is limited research into the association of the school socio-ecological environment and the health and wellbeing of young people (Sandberg, 2017).



*Fig 2.1. Bronfenbrenner's model of human development (Bronfenbrenner, 1979; Bronfenbrenner, 1986)*

Opdenakker and van Damme (2000) studied wellbeing in the school context and ascertained that achievement and goal orientation in education settings plays a considerable role in the development of wellbeing in young people and highlighted that variables concerning instruction and knowledge acquisition were effective for both feelings of achievement and wellbeing (Konu, 2002). Goal orientation can be broadly defined as the desire to develop, attain or demonstrate competence in an activity and describes how individuals frame, focus and approach performance situations (Cerasoli & Ford, 2014; Harackiewicz & Elliot, 1993). Achievement goals define an individual's purpose for engaging in a task in the first place and the affect, cognition and behaviour needed to obtain a task objective. In the context of educational environments, achievement goals refer to a learner's tendencies for approaching, engaging in and evaluating their academic progress and achievement in performance-based settings (Maehr & Nicholls, 1980). Two main achievement goal orientations were originally identified, being mastery and performance goals; mastery goals refer to an individual's desire to learn and improve competence through acquiring new knowledge and skills, related to a valued standard; whereas performance goals correspond to 'normative competence' and the desire to demonstrate competence relative to other students (Tuominen-Soini et al., 2008; Walker, 2012). However, a third goal orientation, 'performance-avoidance' was introduced by Nicholls *et al* (1985) based upon observations that not all students strive for competence in educational settings (Elliot & Church, 1997; Nicholls et al., 1985). Learners and young people that are focused on avoiding looking incompetent and being outperformed by others are considered to have a performance-avoidance goal orientation (Elliot, 2005; Tian et al., 2017).

### 2.3.8. Goal achievement and wellbeing

The majority of young people's lives within educational settings are framed around learning and achieving academic goals, with the wellbeing of learners commonly being

associated with the goal orientations they pursue in achievement-based settings. As such, achievement goal orientations are an important line of research into wellbeing in young people and present an important consideration for the study of wellbeing in educational settings as studies have suggested that an individual's subjective wellbeing is associated with the goals that they wish to achieve and outcomes they seek to attain (Tian et al., 2017). A study by Kaplan and Maehr (1999) concluded that achievement goals are linked with emotions and cognitions that contribute to effective learning alongside wellbeing. Further to this, Roeser *et al* (2002) linked goals and motivational tendencies to general socio-emotional functioning. In Roeser *et al*'s ( 2002) study, levels of achievement, self-esteem and motivation to achieve were seen to be linked to levels of self-esteem, anger and sadness, engagement with learning and withdrawal from the school environments. Further to this, performance and achievement avoidance in young people and learners have been linked to maladaptive outcomes such as hopelessness, shame, stress, and anxiety (Pekrun et al., 2006; Sideridis, 2005; Smith et al., 2002; Tian et al., 2017).

These highlighted studies suggest that young people's wellbeing in educational settings such as school is associated with the kind of goals and achievements that they seek to obtain. It has been further argued that an individual's personal goals and how they are appraised play an important role in the development and maintenance of subjective wellbeing (Little et al., 2007; Tuominen-Soini et al., 2008). With this in mind, in order to understand how wellbeing is achieved within educational settings, it is important to understand the value that young people place on current or future events and how they are evaluated in relation to one's goals and resources available to them, reflecting their own experiences of educational settings (Boekaerts & Niemivirta, 2000). Expectancy Value Theory (EVT) (Eccles, 1983) is grounded in the social cognitive perspective of motivation and provides a comprehensive framework for understanding adolescents social and academic experiences, values and beliefs, task-specific expectancy and achievement



behaviour (Doménech-Betoret et al., 2017; Loh, 2019). Drawing again from SDT (Deci & Ryan, 1985; Ryan & Deci, 2001b), motivation is viewed as an important predictor of outcomes and has been linked to needs satisfaction in young people; in particular, autonomous forms of motivation have been linked to positive outcomes such as increased creativity, persistence at school, healthier lifestyle choices and more positive psychological outcomes (Boiché et al., 2008; Milyavskaya & Koestner, 2011; Zuroff et al., 2007).

Expectancy value models of motivation have focused on two aspects that promote motivation in learning; the expectancy of being successful in a task and the value for engaging with a task. Expectancy value is found to be a strong predictor for high school students' engagement with and achievement in subjects such as maths and science, with increased engagement and achievement subsequently leading to improved subjective wellbeing in achievement-based settings (Durik et al., 2006; Simpkins et al., 2006). A key aspect of EVT models for helping understand how motivation and goal orientation is the subjective value that individuals place on tasks, with research highlighting that the satisfaction that is gained from a task is well explained by the task value (Artino, 2007; Diep et al., 2017). EVT perspectives that focus on young people's emotions in academic settings also suggest that there is a correlation between desiring success in given academic domains and performance anxiety and worry, owing to the fact that emotions and the need to achieve will be intensified if a task or an activity is subjectively valuable (Pekrun et al., 2006). Feelings of anxiety and worry can, therefore, lead to burnout in academic settings when an outcome is perceived as subjectively valuable but not attainable. A study by Bieg *et al* (2013) demonstrated that there is a significant correlation between adolescent's expectancy and value beliefs that predict feelings of anxiety and worry, highlighting that it is particularly important to investigate young people's emotions in academic contexts in relation to task value (Bieg et al., 2013; Lauermann et al., 2017).

In line with the socio-ecological perspective of environments that support young people's development, the social environment of educational settings such as schools can play a key role in the development of wellbeing that arises from goal orientations. Commonly, research into goal orientation has focused on the individual context, considering achievement-based behaviours as being apprehended solely between an individual and a task, yet achievement-based tasks in educational settings are normally carried out in contexts that include other people (Darnon et al., 2007). Motivation research and theory has begun to recognise that motivation and goal orientation emerges from the social interactions between individuals within the social context of the classroom and education setting, reflecting a social constructivist framework approach to wellbeing that arises from motivation in educational environments. This viewpoint assumes that an individual's perspective of their academic work, such as their beliefs about their academic ability and expectations about the outcomes of taking part in a task is influenced by social-contextual factors; for example, the difficulty of the task, perceived classmates' ability and importance of the learning material (Bandura, 1982; Urdan & Schoenfelder, 2006; Weiner, 1986).

This section has provided an overview of how wellbeing is considered to be shaped within educational environments. It is clear from the highlighted literature that education has commonly been linked to wellbeing outcomes in later life, reflective of objective wellbeing measurements that relate to job prospects, income and health which places little focus on the immediate context of young people's lives. This section then goes onto discuss socio-ecological models of human development that have been used within research that has begun to recognise the importance of different contextual factors within educational settings that may influence young people's wellbeing. As demonstrated within research into goal orientation and achievement, there is a recognised need to focus on the social construction of young people's lives and how these impact upon their affective domain and shapes their wellbeing. The literature discussed within this section further perpetuates the need for

research that is contextually relevant to young people's lives, that is based upon their current reflections of wellbeing. Within this research, the focus is on revealing ways in which young people construct and apply knowledge of wellbeing to their own lives when viewing wellbeing as a socially mediated context. Subsequently, the next section will discuss the history and development of environmental education in schools in order to provide context for understanding the application of educational-based wellbeing theories to the setting of environmental education.

## **2.4. Environmental education: purpose and practice**

To explore how wellbeing is currently understood in environmental education settings, the historical underpinnings and goals of environmental education and how it has taken shape in schooling needs to be considered. This section explores the historical context of environmental education and sets the scene for how the contested nature of environmental education has been developed, where key debates surrounding the important outcomes of environmental education are discussed. It also highlights the competing discourses of environmental education that exist in the crossover between informal environmental education settings and its conception within formal school settings. This section sets the context for the following section that brings together the literature that has been addressed relating to wellbeing, young people and education, to then discuss current understandings of how environmental education plays a role in developing wellbeing in young people.

### *2.4.1. The history of environmental education*

The history of environmental education can be seen to be anchored in the early twentieth-century nature study movement, where nature and outdoor study was promoted and it became affiliated with conservation education, outdoor education, nature study,

education for sustainable development and environmental literacy (Heimlich, 2010; Stevenson, 2007). This movement emerged from concerns that urban migration would result in young people losing touch with nature and in turn opportunities to learn from direct contact with nature as a result of rapid urbanisation (Bailey, 1903). In line with this, the conservation movement also grew during the twentieth century as a post-war production surge fuelled economic growth and increased levels of consumption, introducing a concern for the preservation of species and areas of natural significance through improved management (Cooper & McNeill, 2000; Stevenson, 2007).

Rachel Carson's *Silent Spring* (1962) helped put the warnings of an imminent ecological disaster at the forefront of media coverage. *Silent Spring* focused on threats to environmental and human health from the burgeoning use of synthetic chemicals post World War 2, with Carson (1962) drawing particular attention to the pesticide Dichloro-Diphenyl-Trichloroethane (DDT). The work of Rachel Carson translated scientific literature into a language and style that could easily be understood by the lay public in order to educate people on the unintended side effects of synthetic organic pesticides, and as a result, *Silent Spring* is acknowledged as a pivotal contribution to emergent modern environmentalism (Gunter, 2005; Waddell & Brooks, 2000).

Following on from *Silent Spring*, environmental organisations such as Friends of the Earth (FoE) and Zero Population Growth began to emerge that reflected the need to change the prevailing pattern of environmental misuse and address issues such as the use of nuclear power and air and water pollution from industry. Combined with the timely public campaign to raise awareness of global warming by Al Gore through '*An Inconvenient Truth*', environmental issues became more frequently addressed in mainstream media (Rome, 2003; Walter, 2009). *Silent Spring* was published in *The New Yorker* and a global revolution in environmental awareness was stimulated, launching a new decade of protest and rebellion and an increased interest in education that was linked to the environment,

underpinned by the idea that nature under stress was seen to question the quality of life of humans (Gottlieb, 2005; Parks, 2017).

The concept of 'environmental education' was first defined by Stapp (1969. p31), he stated that 'environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve the problems and motivated to work towards their solutions'. Troost and Altman (1972) agreed with this definition of environmental education and added that an additional goal should be to produce an active, environmentally-oriented citizen, the combination of these aims highlight the beginnings of the interdisciplinary nature of environmental education that sought to engage with both the natural and social sciences. However, this multidisciplinary approach to environmental education has led to some critical discussions about the discourse of environmental education and its intended outcomes. Tilbury's (1995) historical review of environmental education revealed that up until the 1970s environmental education was not accepted in its own right and struggled to form its own identity and was subsequently used as a vehicle in a diverse number of disciplines that used the environment for educational purposes. The history of environmental education reflects a close connection between the growing concerns for the natural environment and how environmental education was defined and promoted (Carter & Simmons, 2010). Despite the long-standing interest in environmental education, the purpose of environmental education has long been shrouded in debate as a result of the emphasis that educators place on the multiple and competing environmental and educational outcomes of environmental education programmes (Fraser et al., 2015).

In an attempt to address the competing discourses of environmental education, Lucas (1972) defined environmental education in three ways: learning about ecological processes and problems; outdoor nature education, and education for the environment. Despite this attempt to define the different aspects of environmental education, it was met with several

criticisms. Firstly, Jickling and Spork (1998) viewed the education for the environment approach as instrumental advocacy, describing it as propaganda and indoctrination. Yet this standpoint was also met with criticisms as Fien (2000) argued that the liberal tenet held by Lucas (1972) encompassed the multiple practices of environmental education for the environment that included logical and critical thinking, political literacy and community problem solving that represented a socially-critical orientation (Fraser et al., 2015). The 1977 Tbilisi Declaration declared the goal of education to be to foster clear awareness of and concern about, economic, social, political and ecological interdependence in urban and rural areas; to create new patterns of behaviour of individuals, groups, and society as a whole towards the environment. This prompted Sauve (1999) to argue that environmental education aligned with the Tbilisi declaration, in that it reflected modernist notions of scientific education, whereas the socially critical movement of the 1980s focused on postmodern issues of justice, action, economics, politics, and culture as emancipatory. Further to this, Hungerford *et al* (1980) devised the “Goals for Curriculum Development in Environmental Education” in response to the lack of structure of definitions for environmental education with the four goals being: Ecological Foundations, Conceptual Awareness, Investigation and Evaluation, and Issue Resolution Skills. Each of the goals outlines the ideas and concepts that individuals should know after taking part in environmental education (Hungerford et al., 1980).

Environmental education has traditionally placed a focus on changing individual behaviours towards pro-environmental behaviours and actions (Chawla & Cushing, 2007; Krasny & Roth, 2010), as stated by Hungerford and Volk (1990), the ultimate aim of education is shaping human behaviour. Adding to the debate surrounding the definition and purpose of environmental education, Orr (2004) argued that all education exists as environmental education, and that what is taught as part of the learning process is what

really matters and that what is included or excluded within environmental education is what leads learners to consider themselves as part of or apart from the natural world.

#### *2.4.2. How environmental education has taken shape in schools in the UK*

Two key types of educational discourses can be distinguished within environmental education in the UK; instrumental and emancipatory education. The long-standing dominant approach has been instrumental; the instrumental approach to learning asserts that the desired outcome of the education programme is already known and is aimed at changing pre-determined behaviours. The instrumental approach to environmental education starts with specific goals that have been formulated in terms of the preferred behavioural outcomes of a specific group that are viewed as passive receivers (D'Amato & Krasny, 2011; Wals et al., 2008). There are several critiques concerning instrumental environmental education, arguing that it is more concerned with the indoctrination and manipulation of learners. Despite this, proponents argue that instrumental approaches offer more measurable outcomes and indicators that are able to prove the effectiveness of environmental education (Fletcher, 2015; Fraser et al., 2015; Jickling & Wals, 2008; Kopnina, 2015). Further to this, it has also been argued that owing to the growing environmental concerns facing the planet, education should use all means possible to educate and inform learners about sustainable practices (Lennon et al., 2017). In contrast, an emancipatory approach to environmental education utilises more participatory approaches to learning, utilising social learning processes that try to engage learners in an active dialogue to establish co-owned learning objectives, shared meanings and a joint, self-determined plan of action to contribute towards a more sustainable society as a whole (Wals & Jickling, 2002). Whilst it is argued that an emancipatory approach is able to make manageable and sustainable change through learning that requires a more reflexive approach to thinking; critics ascertain that by the time

empowerment, reflexivity and emancipation have occurred we will have reached the worlds carrying capacity (Cincera et al., 2019; Wals & Jickling, 2002).

Several studies have highlighted that there is a predominant pattern when reviewing the pedagogical approaches of environmental education within formal education settings (Goodlad, 1984; Goussia-Rizou & Abeliotis, 2004; Varela-Losada et al., 2016). The predominant approach has been viewed as focusing on the teacher as the dispenser of factual knowledge, thus putting much of formal environmental education in line with an instrumental approach to learning, whereby student participation and thinking is commonly confined to exploring pre-set factual information to a situation where a solution has already been determined (Cincera et al., 2019; Sosu et al., 2008). According to Stevenson (2007), this presents some contradictions between environmental education and schooling. Namely, within the original environmental education rhetoric, learners are considered to be active thinkers that generate and create their own knowledge for immediate use that adds social value for a sustainable, emancipated quality of life. In contrast, within school-based, formal settings of environmental education, learners are considered passive recipients of other people's knowledge, where the knowledge is stored for future use for the enhancement of job prospects, individual status, and economic wellbeing. According to Cotton (2006) introducing the rhetoric of environmental education into schools presents a challenge for teachers as they need to present complex and emotive issues to students and young people in a coherent and non-biased manner. This is often thought to challenge the existing transmission of knowledge that is present within school settings and is thought of as conflicting for many teachers when approaching teaching and learning, with many subsequently being accused of failing at presenting environmental education effectively, indoctrinating young people with 'green slogans' rather than teaching a deeper understanding of the complexity of the issues (Cotton, 2006; Liu et al., 2015; Valderrama-Hernández et al., 2017).



This section has explored the historical context of environmental education, highlighting how it has developed and taken place in both a formal and informal setting. Understanding the aims and goals of environmental education is important to consider in order to understand the different ways people might view environmental education and how this links to the development of wellbeing in the differing contexts of environmental education, schooling and the contrast between pedagogical approaches. To further explore this, the following section will discuss wellbeing within environmental education, highlighting the call for increased focus on the emotional dimensions of environmental education in order to move away from a more instrumental-based approach to learning. It will then explore the dominant approach to understanding how wellbeing is developed within environmental education settings, focusing on theories concerning connection to nature.

## **2.5. Understanding emotions in environmental education**

Environmental education can be considered to consist of diverse and sometimes contradictory pedagogical approaches, on one hand, environmental education places a focus on changing environmental behaviours, whilst other approaches focus on developing skills in individuals for effectively participating in a democratic society (Sauve, 2005). Environmental education evolved as a response to the environmental problems that began to arise in the early twentieth century, yet today society is faced with global environmental change on an unprecedented scale and again environmental education is called upon to re-examine its approaches. As a result of the recent attention to the disconnect of society from natural environments, Marcinkowski (2009) states that the field of environmental education must again decide what role it will play in addressing environmental and societal threats to our collective future (Krasny et al., 2010; Marcinkowski, 2009).

According to Russell and Oakley (2016), an increased understanding of the emotional dimensions of environmental education is important and they subsequently highlight further

reports that argued for a focus on these dimensions. Much of the research surrounding emotions in environmental education has focused on the 'doom and gloom' aspects of learning about environmental problems and the crisis discourse that comes with learning about environmental degradation and environmental problems (Kelsey & Armstrong, 2012; Russell et al., 2013). However, this has placed a focus on emotions such as loss and grief, reflecting an embrace of the focus on problems, in turn emphasising young people learning about what has been coined 'dark ecology' over recent years. With research that has focused on the pedagogies of discomfort, the intersubjectivities of learning and abjection; there has been little research into broader emotional aspects of environmental education, despite a more affective turn within the social sciences and humanities (Russell & Oakley, 2016).

With the view of the purpose of environmental education being to produce citizens that have knowledge of and care for the natural environment, that are environmentally responsible and that are aware of environmental problems and motivated to work to solve them (Mangas et al., 1997; Stapp, 1969), a clear assumption of environmental education is that it needs to provide learners with enough knowledge of the environment to support these outcomes (Pooley & O'Connor, 2000). The initial emphasis placed upon providing basic knowledge of environmental and ecological principles has resulted in there being little attention paid to the development of environmental values, environmentally conscious behaviours and the affective impacts of environmental education. Drawing from the learning model presented by Eiss and Harbeck (1969), an individual's response to their environment is based on three domains: affective, cognitive and behavioural, therefore suggesting that to address the goals of environmental education and to effectively develop environmentally conscious behaviour the affective domain is a key entry point. This highlights the need for an emotional understanding of the learner within environmental education (Pooley & O'Connor, 2000).

Adding to this, with an increase in mental health disorders in young people worldwide there is a growing need for experiences that are readily available to young people to support their mental health and wellbeing development, subsequently, there is a strong argument that outdoor education practices, such as environmental education should constitute towards a comprehensive nature-based public health strategy (Pryor et al., 2005). As such, much of the research on environmental and outdoor education programmes for supporting the wellbeing of individuals has been viewed from a connection to nature standpoint with much of the empirical work by social psychologists asserting that feeling a deep connection with the natural world results in positive psychological health responses. However, one potential argument for the abundance of research based upon connection to nature, as stated by Russell *et al* (2013), is the predominance of positivistic assessment in clinical-based health research that frequently assesses isolated components of health using quantitative measures rather than a comprehensive view of health. As a result of this, there is little background into the causal factors of an individual's connectedness with nature and young people's cultural perceptions of the natural environment that may influence their wellbeing in natural-based settings and environments (Milligan & Bingley, 2007). The next section will turn to how connection to nature has been explored within the backdrop of environmental education and how it has been developed as a precursor for developing environmental education programmes that place a focus on wellbeing.

### *2.5.1. Connection to nature and wellbeing*

The relationship between people and nature, mediated both culturally and psychologically has been prominent in the fields of geography, sociology, psychology and anthropology, with connection to nature evolving as a concept that relates to an individual's psychological and spiritual relationship with the natural world. It represents an individual's trait level of feeling a sense of oneness with the natural world, encompassing a sense of

belonging to, and sense of community with nature (Dutcher et al., 2007; Mayer & Frantz, 2004; Russell et al., 2013; Tang et al., 2015). From this understanding, connection to nature goes beyond being familiar with nature, but includes an individual's sense of kinship with nature, seeing oneself as belonging to the natural world as much as it belongs to us and the welfare of the natural world as being directly related to the nature of oneself (Ernst & Theimer, 2011; Mayer & Frantz, 2004). From an evolutionary perspective, it is argued that humans have an innate need to affiliate with nature and have an inborn tendency towards a preference of natural environments, defined by Wilson (1984) as Biophilia. Thus, asserting the fact that as humans, we have evolved alongside the natural environment and demonstrate a genetically based human need to affiliate with nature. The Biophilia Hypothesis (Kellert & Wilson, 1993) expanded upon the ideas of Biophilia and attributed our desire to be in natural environments to our relatively late separation from the natural world and maintains that humans still have the value of nature embedded into our biology (Kellert & Wilson, 1993; Wilson, 1984).

Understanding the relationship between connection to nature and wellbeing is an important component to developing theories of effective practice across a variety of settings that aim to utilise nature as a restorative resource (Mayer et al., 2009). Capaldi *et al* (2014) explore the multiple concepts that have been used to understand the relationship between nature and wellbeing and include these as; connection to nature, commitment to nature, emotional affinity towards nature, environmental identity, the inclusion of nature in self and nature relatedness (Clayton, 2003; Davis et al., 2009; Dutcher et al., 2007; Mayer & Frantz, 2004; Nisbet et al., 2009; Schultz, 2000). Research in the field of wellbeing has recognised the influence of natural environments in enhancing people's perceptions and feelings of physiological, emotional, psychological and spiritual wellbeing (Brymer et al., 2010; Herzog & Strevey, 2008; Maller et al., 2006; Pryor et al., 2005). Experience in the natural environment has emerged as a significant factor that impacts upon varying domains of

young people's wellbeing and increased engagement with the environment has been associated with a range of cognitive, physical and affective benefits (Adams & Savahl, 2017; Gill, 2014; Kellert, 2005).

Evidence suggests that contact with nature is important for young people as it is significantly associated with promoting imagination, creativity, cognitive and intellectual development, and enhancing social relationships. Alongside this, increased feelings of connection to nature are also found to positively correlate with higher levels of self-esteem (Barton et al., 2016; Bloomfield, 2017; Heerwagen & Orians, 2002; Kellert, 2005). From an educational perspective, contact with nature enhances young people's development of cognitive and emotional connections to their social and biophysical worlds, enhancing their knowledge of nature and understanding of their place in the world (Cramer, 2008; Moore et al., 2003; Weare, 2003). Additional research has shown that developing connections with nature is associated with meaning in life and vitality as the restorative influence of natural environments is associated with increased self-efficacy, self-image, self-control, self-confidence, decision making and self-empowerment (Berman & Davis-Berman, 2005; Hoag et al., 2013; Norton & Watt, 2014; Russell et al., 2013).

The idea of 'connection' in studies behind nature connection and wellbeing is perhaps one of the most pertinent and linked to the sociological underpinning of this research. A sense of connectedness is defined by Cojuharenco *et al* (2016) as the perceived unity and interdependence with others. Terms such as bonding, belonging, community relatedness and attachment are used to describe the construct of connectedness (Libbey, 2004). Connectedness and a sense of belonging are in general considered to be a basic psychological need as high levels of social connectedness are frequently found to positively correlate with higher levels of wellbeing (Ryan & Deci, 2001b). Research demonstrates that individuals who feel better integrated into social communities and feel a satisfying sense of connection with others tend to experience more positive emotions, meaning in life and

increased life satisfaction (Reis et al., 2000). It is possible to extend this understanding of connection and belonging to non-human relationships, as positive interactions and experiences with nature can lead to increased levels of inclusion of self with nature (Davis et al., 2009; Kals & Maes, 2002; Liefländer et al., 2013). In line with this, the concept of environmental identity refers to the inclusion of the environment in one's self and the extent to which the natural environment is an important part of how we identify ourselves with nature. Environmental identity is similar to the concept of collective identities such as gender, race and nationality and plays the same role in developing a sense of belonging to a wider social structure and supportive environment, as such environmental identity is considered to play an important part in guiding personal and social behaviour towards the environment (Blatt, 2013; Clayton, 2003).

The concept of connection to nature has been a prominent feature in educational theory, and environmental education is commonly attributed as one of the main strategies for facilitating a connection to nature (Fletcher, 2017). Providing a positive educational experience of nature, where a child can develop an appreciation for the natural environment, is considered a building block towards constructing a sense of affinity towards nature and in turn pro-environmental behaviours. As stated by Knapp (2000), the definitive aim of environmental education is to change individual behaviours towards the environment by producing environmentally literate and responsible behaviours in individuals (Knapp, 2000; Louv, 2005).

### *2.5.2. Environmental education and wellbeing: framing the relationship*

As demonstrated, there is a strong body of literature supporting the notion that the concepts of wellbeing and connection to nature are strongly interrelated (Capaldi et al., 2014; Cervinka et al., 2012; Hinds & Sparks, 2009; Kellert, 2002). However, educationalists have played a less distinct role in the field of wellbeing and as a result, the impact of

educational experiences and environments on wellbeing is less prominent in research and literature (Van Petegem et al., 2007). It is considered that placing wellbeing as a central focus in environmental education requires a new way to conceptualise theories of learning. Recent research reinforces the importance of understanding the role learning environments play in shaping the development of young people and equipping them with the resources and skills that enable them to thrive. Alongside this, understanding the relationship between connection to nature and wellbeing is an important component to developing theories of effective practice across settings that aim to utilise nature as a restorative resource for wellbeing and is an important consideration within this thesis for developing constructivist-based understandings of the development of wellbeing in environmental education (McLeod & Wright, 2016; Johanna Wyn & Dwyer, 2000).

Young people are considered the global future decision-makers and leaders of society and combined with their accessibility to learning programmes they are often the primary audience of environmental education (Ballantyne & Packer, 2002; Ojala, 2012). Research by Ballantyne *et al* (2001) states that the best way to engage young people with an environmental message is to immerse them in experiences in the environment which enable them to observe evidence of environmental problems and the impacts of these on wildlife, habitats and humans. However, Wimberley (2009) argues that in this context, environmental education is prescriptive and places a higher focus on changing learner behaviours with no regard for human and community needs. Learning about environmental problems is considered to trigger an emotional response in students, and research indicates that learning about environmental problems can cause negative emotions such as pessimism, worry, anger and hopelessness. These negative feelings are considered to increase when young people attempt to make sense of the complexity of the problems they are confronted with and in particular when the understanding of a problem shifts from something intellectual and detached, to a personal and connected knowing, commonly

reflected in environmental education (Hicks & Bord, 2001; Ojala, 2012; Taber & Taylor, 2009).

Adding to this, formal education in all its forms has traditionally placed a focus on transmitting existing knowledge that is widely recognised and accepted by society (Kyburz-Graber et al., 2006). Compared with traditional school settings, the rhetoric of environmental education requires students to engage with problematic inquiry, complex problem solving and critical thinking and, as a result, the sort of learning linked with environmental education demands could be unappealing as immediate feelings of satisfaction and accomplishment are considered limited. Rogers & Tough (1996) state that learning about complex problems, directly confronting uncertainty about the future, and critically examining deeply held worldviews can lead to feelings of emotional turmoil. These experiences of negative affect can lead to a disconnect from the reality of the situation, consequentially leading to a halt in the learning process rather than activating informed choice and action. This stems from the notion that humans are considered to have great difficulty subjecting their own worldview to scrutiny and this difficulty is enhanced when negative features of the human condition are highlighted (Hicks & Bord, 2001). As a result, it can be considered that this accentuates the problem of the relationship between constructing knowledge of environmental issues and enhancing learners' wellbeing in environmental education.

Whilst it is important to acknowledge the potential adverse effect of negative experiences, Svanstrom *et al* (2008) assert that in order for education to foster behavioural change, a key element is critical thinking and the integration of different perspectives. The underlying themes of negative affect that arise here concerning environmental education draw parallel to theories of transformative learning and as such, it is considered possible to view feelings of negative affect as an important part of the learning process (Mezirow, 2003; Thomas, 2009). Transformative learning is the process of critically reviewing one's habitual frame of reference and making them more open, reflective, inclusive and emotionally able



to change (Mezirow, 2003). The key element to transformative learning is the experience of a 'disorienting dilemma' and the feeling of no longer being able to interpret current experiences and understandings against prior assumptions. These experiences result in a constructive discourse that uses the experiences of others to assess reasons for justifying assumptions, to make sense of new constructs and make confusing perceptions intelligible (Cranton et al., 2006; O'Sullivan, 2002). This type of learning when situated in environmental education is thought to lead to personal growth, alongside questioning and changing one's behaviours towards the environment and is considered an essential approach to developing young people's skills to handle uncertainty in their lives (D'Amato & Krasny, 2011; Zsóka et al., 2013). The challenge for environmental education is creating opportunities and learning situations for young people to explore and analyse environmental problems that include their prior experiences and perspectives of themselves and develop effective pedagogical approaches that show parallels between individual transformations and ecologically responsible behaviours (Feinberg & Willer, 2013; Kyburz-Graber et al., 2006; Stevenson, 2007).

Evaluating the relationship between wellbeing and environmental education can draw from a wide range of literature on learning theories. A learning environment can be described as consisting of active interactions between learner and teacher or learner and learner (So & Brush, 2008). Learning is also considered to be a process that takes into account the learning environment, consisting of interactions between human and non-human components that surround the learners. Correspondingly, Brody and Tomkiewicz (2002) suggests that environmental education is a product and process of the relationship between personal, social and physical realms. Learning in environmental education occurs in a wide variety of contexts and sources that extend beyond traditional classroom settings (Brody, 2005; Littledyke, 2008). An investigation into how young people learn in environmental education and construct an understanding of nature is required in order to understand the

influence it plays on wellbeing. The concept of connection to nature has been explored in the wider literature; however, there is little research in the context of environmental education and yet it is argued that exploring young people's relationship with nature can help frame environmental education to meet the needs of young people (Bonnett, 2007; Heerwagen & Orians, 2002; Kalvaitis & Monhardt, 2012; Loughland et al., 2003).

### 2.5.3. *Environmental education and connection to nature*

It is a commonly held assumption that immersing young people in nature increases affect and care for the environment. Traditional approaches to understanding connection to nature and pro-environmental behaviour have been based on the information deficit model, attributing lack of action and concern for the environment to a lack of understanding from an absence of knowledge (Blanchet-Cohen, 2008; Kollmuss & Agyeman, 2002). However, a review of research by Rickinson *et al* (2004) concluded that better knowledge of the natural world does not automatically lead to a positive relationship with nature (Bögeholz, 2006; Kollmuss & Agyeman, 2002). Phenice and Griffore (2003) state that the quality and type of environmental education determines how young people see themselves in relation to the natural world. For example, research by Milligan and Bingley (2007) sought to explore how woodland impacted young people's wellbeing and concluded that we cannot accept uncritically that the notion of the environment is inherently therapeutic. Gibson's (1979) theory of affordances points to the possibilities and restrictions that emerge from environments and can be used as a framework to understand how engagement with the natural environment in environmental education can influence wellbeing. Affordances are defined as the opportunities offered by an environment to take actions aimed at fulfilling one's needs and are functionally significant properties considered in relation to an individual (Ettema & Smajic, 2015; Gibson, 1979; Kyttä, 2003). The affordances of an environment can be physical, such as a park bench for elderly people to sit on or a tree that provides

shade from the sun (Lennon et al., 2017). Alongside this, they can also be considered to be symbolic and of a social kind, with both holding important implications for how environmental education environments might play a role in the development of young people's wellbeing.

#### *2.5.4. Affordances in the natural environment*

Affordances in natural environments have received a great deal of attention in studies with younger children, specifically Kyttä (2002), who highlighted that affordances in the pre-school outdoor adventure environment refer to what the environment provides and what is perceived or recognised by children as realisable in relation to their needs, interests, motivations and capabilities (Larrea et al., 2019). When applied to the setting of environmental education this provides a key framework for considering the affordances of wellbeing, as certain environments need to offer something that the individual perceiving it can detect as a possible enabler or constrainer of actions, consequentially the actualisation of affordances depends upon not only the individual's capabilities and endowments within the environment but also the socio-cultural practices shaping the perception of potential affordances and their actualisation (Ergler et al., 2013; Kyttä, 2002; Reed, 1996). In the case of environmental education, it is important to consider the affordances that young people are looking for within the setting in order to understand the elements that may or may not support their wellbeing. Marcus *et al* (2016) argue that affordances should not be imposed by experts, but the meanings of places need to be understood by the local community e.g. in the case of environmental education the learner's perceptions of the environmental affordances in the setting (Nissen et al., 2020). It could be considered that the setting of environmental education could cause conflict upon the actualisation of their affordances. As previously highlighted, studies have demonstrated that nature offers various affordances for young people in relation to their wellbeing, in direct relation to affordances a study by Rantala and Puhkka (2020) indicated that nature allows young people to be calm and get away from

the pressures of everyday life but that the right amount of time and the right place for encountering nature are needed.

In contrast to this, curriculum-based environmental education has the competing goal for the natural environment to also afford opportunities for young people to learn, yet is dependent upon the value that young people place on learning during environmental education, as young people attach their own values and knowledge upon spaces and places and their affordances (Borden , 2001; King & Church, 2013; Robinson, 2009). As highlighted earlier, pedagogical wellbeing in educational settings is an important part of the learners' overall wellbeing with a key characteristic being that it is developed in the everyday practices of schooling (Pyhältö et al., 2010). Yet, an important consideration for environmental education and the ability for learning experiences to influence pedagogical wellbeing, is the impact that peers and teachers have upon young people, as it is considered that the learning community regulates learning, such as the ability to concentrate, how the environment is observed, how feedback is perceived and how affordances are perceived (Deci & Ryan, 2002; Kristensson & Ohlund, 2005). According to Bell *et al* (2003), it is the presence of others within environments that contest how young people's differing meanings and values are actualised and as such young people negotiate spaces through a paradox of freedom and control (Bell *et al.*, 2003; King & Church, 2013). This places particular importance upon the facilitators within environmental education for understanding the young people's values and affordances that are placed upon an environment at a particular time, again this leads to an important consideration of the goals of environmental education and whether or not it seeks to support wellbeing, enhance the curriculum or promote environmental advocacy.

According to Hunter (2007), the role of a facilitator is to guide the group process to help participants achieve their agreed purpose. Priest and Gass (2005) argue that the participants and the objectives and context of an outdoor learning programme should dictate how the facilitator leads the programme. This is an important consideration for

environmental education contexts that are based around meeting curriculum needs, but also seek to enhance young people's wellbeing as it has been suggested that teacher control over what is learned, even in settings that are based around experiential learning techniques conveys a message of control over students rather than empowerment (Estes, 2004; Thomas, 2010). Learner autonomy is widely cited in traditional education literature, with studies indicating that teachers who support student autonomy are more effective at fostering developmental outcomes such as perceived competence, self-esteem, creativity, and conceptual understanding (Sibthorp et al., 2008). Outdoor learning environments and the pedagogical practices within them have been associated with autonomy, with much of the research focusing on how outdoor learning programmes can be designed to support learner autonomy by implementing pedagogical approaches that allow choice, provide a rationale to participants about decisions and that take on learners' perspectives (Barrable, 2020; Cincera et al., 2020; Sheldon et al., 2003). The empowering process of these approaches to learning have been considered to equate to the development of key adolescent wellbeing elements such as self-efficacy, life effectiveness and leadership and communication skills (Sibthorp, 2003; Sibthorp et al., 2007; Sibthorp & Arthur-Banning, 2004).

#### *2.5.5. Competing goals of environmental education*

As a result of the recent attention that has been paid to the apparent disconnect of society from natural environments and the negative effects of increasingly limited access to nature, a new 'humanising' approach to environmental education has been conceptualised (Louv, 2005; Strife, 2010). This approach suggests that a new approach to environmental education is required that encompasses learning for the health and wellbeing of human society and that enhances youth development (Krasny & Roth, 2010; Schusler et al., 2009). A humanistic approach to education practices focuses on how education can purposefully

support the development of educational environments that facilitate constructive growth of the whole person and focuses on education to empower individuals to participate in society; as opposed to education that emphasises environmental facts and concepts. According to Fien (1993), a humanistic approach to environmental education is social education that is committed to promoting social justice, equality and democracy through active pedagogical initiatives (Hanley et al., 2020; Strife, 2010).

Divergent views of environmental education can be seen as useful in terms of critical reflection and pedagogical innovation, however, a lack of common goals and constructive dialogue is thought to lead to confusion and ineffectiveness and the inclusion of human-centric goals in environmental education has led to a contested debate about its situation outside the commonly perceived boundaries and aims of environmental education (Fraser et al., 2015; Scott, 2009). This diverse approach to environmental education opens up contention about the importance of research into the effects different forms have on young people, paying particular attention to wellbeing, as the need to work together towards achieving mutual goals becomes critical (Chawla & Cushing, 2007; Tidball & Krasny, 2010).

The knowledge constructed from environmental education is key to both a young person's understanding of themselves and ultimately their wellbeing, as well as an orientation towards pro-environmental behaviour. What constitutes environmental education that facilitates a relationship between wellbeing and pro-environmental behaviours has had little research and remains relatively unknown. In order to explore the kinds of experiences young people have in environmental education, research needs to be based on young people's understandings of the environment. To understand how young people handle problems, situations and the world around them, research also needs to understand how young people experience phenomena for themselves (Loughland *et al.*, 2002; Rickinson, 2001; Stables, 2001).

## **2.6. Environmental education research from the perspective of young people**

In the fields of environmental education, geography, health and environmental psychology, young people's relationship with the natural environment has been the subject of scrutinous research since 'Last Child in the Woods' (Linzmayer & Halpenny, 2013; Louv, 2005). However, many of the studies researching young people's experiences of environmental education have focused on external evaluations - reflecting other people's interpretations of a young person's experience, or an adult's recall of their own childhood, arguably causing a misconstruction in the evaluation of how young people experience the world around them (Adams & Savahl, 2017; Gurevitz, 2000; Linzmayer & Halpenny, 2013). The dominant approach to measuring young people's experiences has traditionally been from an adult centred research orientation across both the fields of education and wellbeing and this has again led to an adult's interpretation of the lived experience. Concepts such as connection to nature and wellbeing can be considered as socially contingent in that they evolve through society and culture and are therefore prone to change and redefinition over time (Manderson, 2005). Social constructivism theories argue that knowledge and meaning are socially and culturally constructed, leading to the understanding that the definitions young people and adults place on concepts such as connection to nature and wellbeing are likely to be different based upon time and generational differences (Demeritt, 2002; Fattore et al., 2007).

Critically, it has been argued that these traditional approaches to understanding wellbeing are based upon the developmental outcome for later adult life. The emphasis placed on wellbeing in this context, as highlighted in the discussed literature, considers adolescence as a developmental stage, implying the need for enhanced wellbeing to prepare young people for the transition into adulthood as active members of society. It has been argued that this approach devalues the period of adolescence, viewing young people as incomplete, unfinished, or less than fully human and has led to a reconceptualisation of

childhood and growth in childhood studies research privileging young people's voices (Ben-Arieh, 2007; Ben-Arieh, 2005; Fattore et al., 2007).

A recent focus on young people's voices in research draws from elements of social studies and the new sociology of childhood. Alongside this, research from within psychology, sociology and geography makes the case for childhood research that includes young people's constructions of their social worlds, recognising that young people are competent in interpreting their everyday worlds (Danby & Farrell, 2004; Mason & Hood, 2011; Mayall, 2012). From a sociology of childhood perspective, young people are seen to be competent in developing relationships from their own viewpoint, in contrast to theoretical perspectives labelling them as being passive and dependent on others (Mason & Hood, 2011). Situating young people as competent social actors sees the world of a young person being constructed in relation to an adult's social world, as they are deemed capable of influencing each other. This presents an important factor for environmental education, as increasing research into education from a sociological perspective recognises the significant role of student-teacher interactions in developing young people's social development, sense of belonging and motivation to learn (Bolger et al., 2003; Danby & Farrell, 2004; Osterman, 2000). Supporting this, Honkanen *et al* (2017) state that young people live in varying geographical, cultural, historical, interactional, material and situational spaces and as such research into young people's perspectives of how they interpret these spaces and how they impact their everyday lives in the context of environmental education, helps to understand their perspectives and standpoints on the development of their wellbeing (Fattore et al., 2012; Fattore et al., 2007). The overarching viewpoint is that young people need to be recognised as the experts of their own lives in order for their views to be taken into account at the policy level for the design of educational policy and appropriate learning environments (Honkanen et al., 2017).



Young people are considered within the social constructivism framework to be constructed in relation to their particular society - their beliefs, understanding and values are underpinned by their existence in different societies at different times and framed around the expectation of society resulting from these constructions (King, 2004). In the context of education, constructivism theory assumes learners do not just passively acquire knowledge, but that they create their knowledge as they attempt to understand their experiences and emphasises the role young people play in gaining and assimilating knowledge into their own worldview (Driscoll, 2000; Loughland et al., 2003; Terwel, 1999). Constructivist learning theories have implications for how environmental education is viewed and researched. Colburn (2000) states that young people as learners bring their own beliefs and knowledge about how the world works to the learning environment. Consequently, young people enter a learning situation with their own complex beliefs, values and emotions and make sense of the world around them by applying new knowledge to their pre-existing understanding (DiEnno & Hilton, 2005; Pritchard & Cartwright, 2004).

Previous research into environmental education from a constructivist approach explores young people's conceptions of the environment compared to adults. Results have demonstrated that young people's understanding differs from that of adults, in that young people view the environment and environmental issues in how it affects them and how it relates to their personal experience, creating a conflict of knowledge construction between learner and teacher (Cullingford, 1996). From this standpoint, it is argued that in order to understand how young people make sense of environmental education in settings that have the potential to challenge their worldview, we first have to understand how young people experience problems. Evidence demonstrates that understanding a young person's worldview is fundamental to take into account when designing environmental education programmes, finding out the way young people experience environmental education and construct knowledge is related to ways that they may then act and feel (Lijmbach et al.,

2002; Loughland et al., 2003). Consequentially, the relationship between young people's prior knowledge and how it relates to the worldview they are forming through the experience of environmental education is of importance for evaluating the effects of environmental education on young people's wellbeing. Similarly, as previously stated, insights from sociology argue that individuals have a myriad of environmental experiences and subsequently relate to the environment in different ways as a result of varying structural and cultural constructions of the environment (Rudy & Konefal, 2007).

Moreover, understanding young people's perspectives of how they interpret spaces and how they impact upon their everyday lives in these contexts leads to a more comprehensive development of young people's wellbeing (Fattore et al., 2012; Fattore et al., 2007). From a sociology position there lies a multifaceted array of social and cultural factors of wellbeing in young people, as different cultures, societies and generations equate wellbeing to different factors. For example, Eckersley (2011) posits that new cultural focuses on 'the good life' enhances pressures to meet ever-increasing standards to achieve higher levels of wellbeing, heightening the risks of negative feelings associated with decreased wellbeing (Eckersley, 2011; Sweeting et al., 2010). These distinctions of wellbeing in young people remain contested as there is a contradiction between viewing young people as social actors who shape their own lives and viewing young people as influenced by structures and cultural forms (Bourke & Geldens, 2007; Miles, 2000; Wyn & White, 2000).

## **2.7. Concluding summary**

This chapter has explored the complexity in defining and understanding wellbeing in order to explore how it is developed in the context of environmental education. It has built upon the topics that were introduced in the preceding chapter and drawn upon literature that provides context for the study's aims and objectives in relation to understanding the role environmental education can play in enhancing the wellbeing of young people. It explores

how wellbeing has been understood and explored in previous research, in the broadest sense, and applied to young people and adolescents. It has also explored the factors that have been considered to influence and support wellbeing and the key educational environments that impact young people's wellbeing. The intersection of wellbeing, educational contexts and environmental education has also been explored.

In considering the definition and understanding of wellbeing, this chapter has highlighted that the ways in which people understand wellbeing. Much of the wellbeing research that has taken place has focused on objective measurements of wellbeing, or subjective measurements that rely on quantifiable indicators that have been subject to criticisms centred on the need for a multi-dimensional approach to wellbeing that is able to explore wellbeing from the perspective of the individuals under research. In light of this, this chapter highlighted constructivist approaches to understanding how people develop knowledge and understanding of the world around them that demonstrate the need for understanding wellbeing from a socially collaborative perspective. This understanding of wellbeing provides a framework to develop the methods of this research, that are best suited to meet the aims and objectives of this study in order to focus on developing a socially and culturally relevant understanding of wellbeing from a young person's perspective.

This chapter has also explored the intersection of wellbeing and formal education environments. Education has long been explored in educational research as a means for enhancing objective wellbeing domains, however calls to understand the psychological aspect of educational settings became more apparent as health and wellbeing issues in young people increase. It has been highlighted in research by Bronfenbrenner (1979) that the school environment is a key developmental environment for young people, and as such research should seek to explore the mediators of wellbeing within these environments. Understanding these mediators within formal educational settings provides a foundation for understanding how wellbeing may develop within curriculum-based environmental

education settings, as discussed further in the chapter, the approaches of environmental education and formal school settings can often have similar instrumental approaches to learning. Within this body of research, several studies identify the key mediators of wellbeing in educational settings as being related to theories of motivation, achievement and identity. To date, little attention has been paid to the role of these elements within environmental education, with much of the wellbeing research focusing on connection to nature and the affective domain relating to conservation, developing environmental knowledge and feelings of concern for the environment. As a result of a lack of research exploring wellbeing within curriculum-based environmental education from a perspective that focuses on young people's values and perceptions of both environmental education and wellbeing, this research will seek to explore how young people interpret the spaces around them in the context that are relevant to them at the time. By utilising a subjective understanding of wellbeing that allows for wellbeing to be explored from the perspective of the individual this research will seek to provide contextualised insight into the participants' wellbeing constructs and explore the dimensions of wellbeing that are important to them in the setting of environmental education.

In order to address the highlighted shortcomings, this research will ensure that appropriate research methods are utilised, that allow for the participants' perspectives of wellbeing and environmental education to come through. Subsequently, following on from this chapter, the next chapter describes the methodological approaches that have been employed within this study to meet the aims and objectives of this research in order to set the scene for the empirical chapters that follow.

*Chapter 3*

# **Methodology**

### **3.1. Introduction**

This chapter provides an account of the methodology used within this research and a justification of the methods used in order to address the research objectives. The chapter will firstly highlight the research aim and objectives, before moving on to discuss current research approaches in this field. Following on from this, the ethical considerations that are associated with this study will be summarised. The final sections of this chapter will provide an overview of the procedures that were used to analyse the empirical data. The limitations of this study will also be highlighted taking into consideration the framing of the research, the data collection and the analysis procedure. This chapter provides context for understanding the research process and the development of the subsequent empirical chapters.

### **3.2. Research aim and objectives**

This research focuses on students from across the UK, ranging between the ages of 14 and 18. The research aims to explore the role and potential of residential, curriculum-based environmental education programmes in enhancing the wellbeing of young people, drawing from participants' experiences of residential environmental education at FSC Slapton Ley. This research primarily seeks to understand how young people understand wellbeing from their perspective, and considers how these perspectives shape the participants' experiences of wellbeing within environmental education. Moving beyond exploring experiences of wellbeing, this research explores possible strategies for residential environmental education to promote the wellbeing of young people.

The objectives of this research emerge from the need to understand wellbeing from the perspective of the people involved in the research and to understand the lived experiences of young people's wellbeing in the nexus of wellbeing and curriculum-based environmental education and wellbeing.

As stated in chapter 1, the objectives of this study are:

Objective 1 – To understand how young people characterise wellbeing

Objective 2 – To identify and explore how and why residential environmental education experiences may influence the individual wellbeing of young people

Objective 3 – To explore how residential environmental education can promote the wellbeing needs of young people.

### **3.3. Methodological approach**

#### *3.3.1. Current approaches to researching wellbeing in the context of young people's lived experiences*

Research into improving young people's wellbeing has been increasingly prioritised across many national and international governments, as subjective wellbeing has been linked to a number of different developmental outcomes for adolescents across psychological, social and health-related domains, such as academic performance, social development and self-esteem (Schonert-Reichl & Lawlor, 2010; Trainor et al., 2010; Vujčić et al., 2019). However, the complexity of wellbeing, as highlighted in chapter 2, has made it a difficult concept to define and measure, leading to several different approaches that capture wellbeing in research with adolescents. For example, a review by Fane *et al* (2016) into measuring young children's wellbeing highlighted 87 different tools used to measure and assess their wellbeing, with much of the research with children and adolescents being focused on developing psychometric instruments that capture wellbeing, based upon domain approaches and social indicators.

Using social indicators in wellbeing research is the most common approach to assessing wellbeing as they provide a simple means for providing a statistical overview of wellbeing in a quantifiable way. Indicators are able to describe trends across cultural, social

and economic dimensions of wellbeing and can be used to study the status and living conditions of adolescents (Ben-Arieh, 2007). Atkinson *et al* (2002) define social indicators as a set of specific indices covering a broad range of social concerns, with dimensions of adolescent wellbeing often focusing on material wellbeing, housing and environment, education, health and safety, risk behaviours and quality of school life (OECD, 2009). Specific indicators, therefore, include life expectancy, child mortality, access to health services, access to water, access to sanitation, infant mortality, calorie intake, literacy, years of schooling and school enrolment ratios. There continues to be some agreement that social indicators in research with children and young people are a vital tool for providing researchers with the opportunity to quantify different aspects of wellbeing, making it easily measurable to track programme outcomes, set goals and provide accurate measures of young people's lives for public policy (Asher Ben-Arieh, 2010; Mashford-Scott *et al.*, 2012). Despite this, there are questions as to whether these assessments take into account young people's priorities, values and visions of wellbeing, owing to the fact that indicators research with children and young people has been typically studied from an adults' point of view with little insight into adolescents' perspectives on their wellbeing. Equally, many of the indicators of wellbeing use separate measures of wellbeing, relying on one or two domains of wellbeing and subsequently miss the multidimensional nature of wellbeing (Pollard & Lee, 2003).

As interest is growing into how young people's conceptualisation of wellbeing is constructed, there is increasing awareness that quantitative measures of wellbeing, whilst important, are not able to capture the perspectives of participants involved in the research at a given time. This presents an argument against the use of numerical scores in the evaluation of wellbeing and whether the data can be reliably compared across different time frames and societies (Crivello *et al.*, 2009; Groundwater-Smith *et al.*, 2014). The ordinal nature of self-report measures on wellbeing sets up cognitive bounds to the understanding of wellbeing from the individual, resulting in preconceived perceptions of wellbeing, usually



from the researcher's perspective on the participants. Fleuret and Sechet (2002) argue that if subjective wellbeing is to be based on quantifiable indicators, they need to be complemented by the study of processes and social constructions of wellbeing to be a meaningful tool for action (Sebastien Fleuret & Atkinson, 2007; Tella & MacCulloch, 2006). Quantifying subjective wellbeing also faces concerns around cultural differences and social norms in the evaluations of wellbeing, which is particularly prevalent in research into adolescents' wellbeing.

The wellbeing of young people has typically been studied from an adult point of view, with many of the existing theoretical approaches and studies on wellbeing relying on external, adult assessments of what constitutes wellbeing - with adult experts developing the categories and measures used to assess young people's wellbeing, this has arguably led to an adult's interpretation of the lives of children and young people (Camfield & Tafere, 2009; Vujčić et al., 2019). Further to this, this approach to wellbeing research raises issues of validity as cross-generational differences become apparent. Fattore *et al* (2007) highlight that we do not ultimately know whether adult-centric indicators of wellbeing are meaningful to children and young people. In some instances, it can be considered that adults such as parents and teachers hold valuable insights into the lives of adolescents. However, it is now being widely considered that adults' perceptions of wellbeing differ from that of young people. A study by Sixsmith *et al* (2007) researching children's, parent's and teacher's perceptions of wellbeing demonstrated that whilst similarities are apparent, young people hold different views of wellbeing to that of their parents and teachers, indeed, children included pets in their conceptualisations of wellbeing, whereas adults perceived school as being more important. Moreover, Steinberg *et al* (2008) highlight that even among adolescents there may be differences in perspectives of wellbeing, with younger adolescents tending to be less future-oriented and desire more immediate gratification than older adolescents.

A number of studies have sought to include young people's perspectives on wellbeing in quantitative research. Both Rees *et al* (2009) and Hanafin and Brooks (2009) used data collected from the perspectives of the participants involved in the research to develop indices of children's subjective wellbeing. Rees *et al* (2009) index consist of a five-item measure of overall wellbeing and ten single-item measures of happiness with different aspects of life, derived from previous research and consultation with young people to develop a better understanding and measurement of wellbeing as it relates to them. Hanafin and Brooks (2009) highlight the challenges in developing a national set of child wellbeing indicators using a consensus approach involving multiple stakeholders, including children. Indicators included in the set relate to information about socio-demographics; children's relationships, children's health, educational, and social, emotional and behavioural outcomes and formal and informal supports for children. The key challenges that arose in developing a quantitative data set included: 1. availability of data 2. variability in the quality of data 3. harmonisation of demographic variables 4. how reports should be compiled and presented.

Despite these attempts to draw from children's perspectives there is increasing awareness that quantitative measures of wellbeing cannot provide detailed information that is required to capture a broad understanding of wellbeing to create responsive and appropriate health services that capture the participants' perspectives of their worldview (Darbyshire *et al.*, 2005). Hamilton and Redmond (2010) ascertain that the measurement of wellbeing for young people and adolescents should include interpretations of the person as a whole and view the person as a critical and reflexive agent. In relation to educational settings, Kozol (1991) wrote that the voices of children have been missing from the whole discussion of education and educational reform (p.5). Further to this, Levin (1994) argued that the most promising educational reform strategies involve treating students and young people as capable persons, capitalising on their knowledge and interests and involving them

in determining goals and learning methods. Over the last few years, with the emergence of the sociology of childhood, it has been emphasised that children, as capable social actors, are the best experts in their own lives. Therefore, research should be expressed as being 'with children', as opposed to 'on children' (Christensen & James, 2000), listening to children (Clark, 2005), child-centred research (Scott, 2014) or children as co-researchers (Freeman & Mathison, 2009).

According to Ben-Arieh (2005), in order to better answer questions about young people's lives, children and young people need to be actively involved in studies as the primary source of information, as their daily life is something they know the most about. In order to gain an accurate measure of and provide meaningful monitoring and understanding of young people's wellbeing, methods need to be developed that gather children's subjective perceptions of their world and insights into their experiences. A study by Backe-Hansen (2004) demonstrated that young people not only know what is important to them but have clear views on how these issues should be measured, yet throughout much of the literature, there have been highlighted concerns about the accuracy of young people's self-reports, resulting in many cases using parents, guardians or even other adults such as teachers as the source of information on children's lives, preventing research that takes into account their perspectives. However, the recognition of children and young people as a distinct group has given impetus to a different understanding of children's wellbeing, highlighting the significance of individual perceptions, in relation to measures of happiness and quality of life, with the emphasis being placed upon the concept and experiences of wellbeing as declared by the person who is the focus of the research (Qvortrup, 1994). This highlights the fact that the positivistic approach of measuring children's competencies in adult-centric ways, against those of adults, incorporates assumptions about children as becoming adults, and ultimately we do not know whether the domains and measures identified by adult researchers are meaningful to children (Ben-Arieh, 2005).

Critically, it has been argued that traditional approaches to understanding young people's wellbeing have been based upon the developmental outcome for later adult life. The emphasis placed on wellbeing in this context considers childhood as a developmental stage, implying the need for enhanced wellbeing to prepare young people for the transition to adulthood as active members of society, dismissing childhood as an important stage in and of itself, and viewing it as well-becoming (Ben-Arieh, 2010). It has been argued that this approach devalues childhood, viewing young peoples as incomplete, unfinished, or less than fully human and has led to a reconceptualisation of childhood and a growth in childhood studies research privileging children's and young people's voices (Ben-Arieh, 2007; Bühler-Niederberger, 2010; Fattore et al., 2007). Young people's agency is a core issue in the sociology of childhood and increasingly conceptualisations of children and young people that decontextualise their lives are being viewed as problematic (Brady et al., 2015; Singal & Muthukrishna, 2014). These highlighted concerns are part of a shift towards a more qualitative contribution in research to encompass areas of people's lives that they view as important and influential. Researchers from sociology have begun developing more inclusive and participatory methodologies with the voices of young people at the centre of the research (Barker & Weller, 2003; Ben-Arieh, 2005). The contribution of qualitative research with young people that places a focus on their agency makes it possible for research to encompass areas of their lives that are influential and important. According to Camfield *et al* (2009), qualitative methods can make research more relevant to participants and provide contextual information to explain particular outcomes.

Methodological techniques that include drawing, photography and storytelling have been developed as qualitative platforms for young people to communicate through and a number of studies utilise a mixture of these techniques to be inclusive of the different ways young people prefer to communicate (Christensen & James , 2000). The mosaic approach developed by Clark (2005) is a commonly used multi-method approach for research with

young children, involving adults and children working together to gather and document perspectives through the use of participatory tools such as photography, drawing and walking tours. A study into secondary school students' perspectives of their surrounding environments by Morrow (2001) utilised photography to allow students to take pictures of their environments and describe the value they have for their wellbeing, producing important data about how young people relate to and perceive their environments. Examples of research that uses further types of qualitative methods are also well documented; interviews and focus groups have all been used to elicit conceptions of young people's wellbeing. A study by Armstrong *et al* (2004) used interviews to gather understandings of what constitutes ill-being and wellbeing with local people in Sri Lanka, with the research highlighting the differences between young people's and adult's responses. Timelines have also been used in wellbeing research, acting as a tool to study young people's understanding of the life course and wellbeing in relation to specific events, to capture an overview of important influences on wellbeing (Christensen & James, 2000; James, 2005). Within sociological research, ethnographic and participatory research methods have an important part to play in the evaluation of young people's wellbeing in creating an important dialogue between researchers and participants, however, they raise important concerns about quality and ethics (Cooke & Kothari, 2001; Cornwall & Pratt, 2002). According to Jans (2004), the process of being involved in participatory research may open up potentially new and profound ways of thinking for young people and how they engage with their social world, as such researchers need to be sensitive to cultural relativism and universal principles (James *et al.*, 1997; Jans, 2004; Jones & Sumner, 2009).

This draws important implications for the consideration of wellbeing research in the context of environmental education. Geographers of health have emphasised the importance of relationships between health and the spaces and places that produce experiences of wellbeing (Kearns & Moon, 2002), bringing a broad lens to wellbeing

research with researchers taking into consideration and exploring the processes that generate and promote wellbeing, exploring the relationships between spatial and social aspects of health (Fleuret & Atkinson, 2007). Expanding upon this, Honkanen *et al* (2017) state that young people live in varying geographical, cultural and situational spaces, as such research into young people's perspectives of how they interpret these spaces is vital to understand standpoints of developing wellbeing in settings such as environmental education (Fattore *et al.*, 2012; Fattore *et al.*, 2007). However, there has been little research into these experiences from a qualitative perspective with many researchers relying on the traditional social indicators and scale approach to assess the outcomes of experiences of place.

### *3.3.2. Rationale for a qualitative based approach to the study*

The preceding chapters highlight the need for a more participant-focused, subjective exploration of young people's wellbeing in environmental education. This study aims to explore the role and potential of environmental education for enhancing young people's wellbeing, utilising the first-hand experiences of young people taking part in residential environmental education programmes. Making sense of experiences, alongside the construction of wellbeing can be seen as subjective to the individual, with the view of wellbeing as a concept that is perceived and defined by the individual themselves, taking into account their everyday experiences of people and their environments (Crivello *et al.*, 2009). As a result of this subjectivity, young people can be considered to experience environmental education in different ways, therefore examining experiences from the perspective of the research participant is crucial to this research. Working from within the epistemological viewpoint that human development is socially situated and knowledge is constructed through interaction with others is consistent with the view that wellbeing is a social construct and re-asserts the adoption of a social constructivist framework to this research that is in contrast to positivist approaches. This research will be driven by a

participant-focused methodology, to produce case-specific knowledge concerning the young people in question. This epistemological approach ultimately challenges many of the assumptions of positivistic wellbeing research that has traditionally been undertaken.

Quantitative-based approaches to understanding wellbeing have dominated much of the previous research into young people's lives and have mainly been driven by a positivist approach (Camfield et al., 2010; McLellan & Steward, 2015; Phan & Ngu, 2015). Whilst this approach has been fundamental in placing wellbeing firmly on the policy agenda, a quantitative methodological approach is not without its critiques. A positivist perspective focuses on the quantifiable elements of wellbeing and therefore does not consider the contextual or societal factors that may influence young people's experiences and understandings of wellbeing. Quantitative methodologies that are underpinned by positivist epistemologies, according to Waters (2009), hold an 'instrumental' view of wellbeing. This view asserts that wellbeing is experienced by young people when they have learned a particular set of skills or dispositions and that only when these are observable by researchers, parents or teachers is wellbeing possessed (Mashford-Scott et al., 2012).

To capture the participants' experiences of wellbeing in environmental education, this thesis will employ a mixture of qualitative methods. The use of multiple qualitative research methods has been explored with young children and has been demonstrated as an appropriate way to capture the broad range of ways that young people choose to express themselves (Armstrong et al., 2004; Crivello et al., 2009). The use of qualitative research is considered interpretive and realistic towards participants, Denzin and Lincoln (1995) note that qualitative research methods are used to study an occurrence that is supported by the social meaning from the individuals involved and within the environment it naturally occurs (Flick, 2004; MacDonald, 2012). Social determinants of health, such as education, can be seen to be embedded in social constructivism frameworks, whereby learning is regarded as a shared social activity and therefore invite qualitative research designs (Nyika & Murray-

Orr, 2017; Watson, 2001). The social constructivist approach adopted in this research offers a different perspective as a way of attending to the social context of wellbeing and addressing the hegemony of more quantitatively oriented research designs (Busch et al., 2013).

It has often been argued that qualitative research lacks objectivity; however, Kirkman (2002) highlights that the narrative focus in qualitative research places an emphasis on the linguistic reality of human existence and is not limited by pre-existing formal systems, in essence adding more breadth and rigour into the meaning of experience. With this in mind, a qualitative research approach was identified as most appropriate for this study. Utilising a qualitative research approach allows the complex situation of environmental education and wellbeing to be explored from the participants' perspectives, providing personal and specific accounts of experiences of environmental education in their own words. Further to this, qualitative research is considered a useful approach for addressing questions relating to how social experiences are given meaning, creating a picture of the experience within a specific environment and making the experience visible for research (Denzin & Lincoln, 2000). Using multiple qualitative methods of data collection can lead to a more detailed and comprehensive understanding of the concept under research and allow for the limitations of each methodology and triangulation of data. The next section of this chapter highlights the methods that have been chosen to fit into the social constructivist ontology of this research.

### **3.4. Framework of enquiry**

#### *3.4.1. Phenomenological case study approach*

As previously noted, this study is informed by a social constructivist ontological position, therefore within this research, the concept of wellbeing is not seen as pre-defined but subjective, and dependent upon the context within which it is constructed. According to Riegler (2001), constructivism is the idea that we construct our own worldview rather than it



being determined by external reality and that reality is resultant from the human mind that consists of both the individual and the collective. Social constructivism asserts that an indispensable part of the construction of our worlds is the incorporation of the agency of the individual and others and that for an individual to make sense of the social environment they must interact with others. Further to this, as a result of the mediatory features of language and other forms of communication, knowledge constructs are considered to be formed first on an inter-psychological level before becoming internalised (Adams, 2006). Within the social constructivist outlook, it is also asserted that culture binds humans in how they interact with each other and the natural environment, owing to the fact humans are considered to create meaning and ontological beliefs in cultural participation (Eybers, 2018; Fleury & Garrison, 2014).

As mentioned in the previous section, there are a number of different ways to assess and measure the wellbeing of young people, however, many of these approaches rely on quantitative, positivist approaches, and as such section 3.3.2 of this chapter outlined the rationale for a qualitative approach within this research. This thesis challenges the positivist notions and examines the nexus of wellbeing and environmental education through an inductive lens and aims to develop insights into the participants' experiences of environmental education and its potential for enhancing wellbeing. This viewpoint asserts that an increased understanding of the cultural and contextual factors that influence wellbeing based upon the participants' experiences is necessary to maximise potential positive outcomes for individuals when considering the structure of environmental education programmes. A case study approach to this research provides a platform for exploring participants' experiences of wellbeing in environmental education in an inductive and in-depth study, with the methods selected for this research sitting in line with this framework. This research design follows elements of phenomenology, which is considered an 'insiders' approach' (Conrad, 1987). The goal of phenomenological research is to capture and

describe the experience of a phenomenon such as wellbeing from the perspective of those who have experienced it, by exploring what was experienced and how it was experienced, making it well suited to this research (Neubauer et al., 2019; Teherani et al., 2015). The phenomenological approach views knowledge as being dynamic and changing and linked to an individual's previous experience and understanding (Leonard, 1994; Plager, 1994). This research seeks to develop novel understandings of the participants' experiences of environmental education and its potential for enhancing wellbeing, therefore the participants' definition of wellbeing is developed through an inductive process that is driven by the data rather than pre-existing definitions of wellbeing. Thus, allowing for the participants' experiences of wellbeing within environmental education to be situated against their perceptions and definition of wellbeing. Specifically, this research will utilise a phenomenological case study approach.

#### *3.4.2. Case study approach*

A case study approach has been deemed most suitable for meeting the objectives of this research. Case studies allow for the exploration and understanding of complex issues by explaining both the process and outcome of a phenomenon through complete observation, reconstruction and analysis of the cases under investigation, allowing for the investigation of contemporary phenomena within its real-life context (Tellis, 1997; Yin, 2009). According to Crowe *et al* (2011) the case study approach lends itself to research that seeks to capture information on the what, why and how; such as how a health or wellbeing intervention is being received on the ground, as they allow researchers to disentangle complex factors and relationships by concentrating specifically on the context in which the study evolves, generating as full a picture as possible of the case under study (Punch, 2009). Therefore, according to Easton (2010) case study research can be defined as a research

method that develops a holistic description of a situation, where data is collected using multiple sources through an iterative research process.

However, whilst case studies have been considered an appropriate methodology to use in health and education research to uncover the lived experiences of participants, it has also been argued that they lack rigour and reliability and that they do not address issues surrounding generalisability (Noor, 2008; Punch, 2009) – a key argument against the use of case studies is the lack of ability to reach a generalising conclusion. Further to this, Yin (1993) stated case studies as microscopic, owing to the limited sample cases and case-specific setting. A common test for the validity of quantitative research is the ability to generalise findings to wider groups and circumstances, yet Patton (2002) asserts that generalisability in reference to qualitative studies is dependent upon the case selected and studied (Golafshani, 2015). Yin (2009) also argues that case studies do not aim to generalise populations, they aim to generalise theories and replication of the research may be claimed if two or more cases are shown to support the same theory. In addition to this, further defending the use of case studies against critiques of their lack of generalisability, they explore a phenomenon in a specific context, such as wellbeing in environmental education practice at FSC Slapton Ley; the examination of the data must be conducted within the context of its use (Yin, 1984).

This research seeks to explore the impact of environmental education on the wellbeing of young people in the setting of FSC Slapton Ley and will utilise two different methodologies to triangulate the data; these will be focus groups and solicited participant diaries. Triangulation of data has risen as an important methodological consideration within naturalistic and qualitative research in order to control for bias and validate results against other resources, with combining methods and data within research stated as being able to strengthen a study (Golafshani, 2015; Mathison, 1988; Patton, 2002). Yet, Barbour (1998) argues against the use of multiple methods within research, suggesting that mixing methods

within one paradigm, such as qualitative research, can be problematic as each method utilised comes with its own assumption, in terms of the theoretical frameworks that the researcher asserts upon the research. However, the social constructivist standpoint used within this research is based upon the view that knowledge is constructed through interactions between human beings and their world and thus indicates that there are multiple or diverse constructions of reality, thus in order to acquire and understand these multiple and diverse values in research, multiple methods must be used. According to Golafshani (2015) engaging multiple methods in constructivist, qualitative research leads to a more valid, diverse and reliable construction of realities.

This research is interested in exploring the mediators of wellbeing within environmental education; therefore, an exploratory instrumental case study approach was taken to obtain an in-depth description of the experience of the participants within the setting of environmental education (Stake, 2005). According to Stake (2005), the purpose of an instrumental case study is to gain an understanding of the phenomenon of interest, and not of the participant or specific case, each participant within the study is considered a case for exploring the phenomena. In this study, the phenomenon of interest is wellbeing, specifically the mediators that enhanced or detracted from wellbeing within environmental education experiences. This instrumental case study methodology allowed an intensive and in-depth description and analysis of the social phenomenon that was bounded by the context and setting of FSC Slapton Ley and permitted an exploration into the characteristics and perceptions of environmental education experiences that influence wellbeing (Bloomberg & Volpe, 2008).

### *3.4.3. Case study site*

#### Slapton Ley Field Centre

The focus of this research is FSC Slapton Ley, located in the East Devon village of Slapton, which sits in the area of Start Bay. The centre is situated next to Slapton Ley National Nature Reserve and the FSC jointly manage this site with the Wild Planet Trust. The surrounding area is a mixture of coast, woodland and farmland providing a wide variety of experiences for young people. It is one of twenty-nine FSC centres across the UK that provide opportunities for people to learn about, discover and explore the environment. The centre's main function is to provide a variety of programmes and courses for learners that supplement their curriculum learning. The main age group is school students between the ages of 14 and 18 years, with the visits focusing on undertaking fieldwork that meets the requirements for GCSE, IB and A-Levels. The days at FSC Slapton Ley are structured around classroom and lab sessions, as well as utilising the surrounding area for hands-on, practical sessions, with the teaching being undertaken by tutors at the field centre, who have been trained to teach the curriculum. Students visit with their school groups and typically stay on a residential field trip for between 3 and 5 days and stay in shared accommodation that is fully catered for on-site.

FSC Slapton Ley was considered an appropriate site for this research as it provides plenty of opportunities to explore the experiences of the research participants in the lived experience of environmental education. The centre offers a number of different experiences that provide a rich backdrop for the participants' discussions and a broad setting for the participants to draw from. The nature-based experience of FSC Slapton Ley combined with the focus on meeting curriculum needs provided an important element to this research in helping to explore the impact of combining nature-based experiences with formal learning, to help understand young people's wellbeing in these settings. Further to this, a large number of school groups and young people visit the centre which provided an extensive

pool of potential participants. The structure of the learning at FSC Slapton Ley also allowed the research to be undertaken – having enough time to fit in focus groups alongside the participants learning was vital to this research and to ensure the young people’s learning was not negatively impacted upon. FSC Slapton Ley was able to accommodate the research and therefore was considered an appropriate site for this research to be carried out within.

#### *3.4.4 Nature of the collaboration with the FSC*

As previously mentioned within the introduction, this research was a collaborative studentship that was jointly funded by the FSC and the University of Exeter. Environmental education providers are increasingly exploring the impact of their programmes on the health and wellbeing of young people as environmental education researchers place increased emphasis on exploring the links between environmental quality and human wellbeing (Ardoin et al., 2012). Whilst the FSC were aware that these issues were being addressed through some of their current initiatives, this studentship was formed through the FSC recognising that a knowledge gap existed concerning the role that environmental education can play in enhancing the wellbeing of young people, particularly through residential educational experiences and social learning. The FSC had previously jointly funded a PhD with the University of Exeter, so continued with the funding partnership to allow for further exploration of its educational practice. Whilst the collaborative nature of this studentship allowed me to work closely with the FSC through supporting their tutors and applying my research through workshops with staff and contributing towards quality assurance documents, it has not been without some challenges.

Initially, it was envisaged that the research would be a mixed-method approach that deployed both qualitative and quantitative techniques to measure and explore wellbeing. However, through my initial exploration of the literature relating to understanding wellbeing of young people in environments, I suggested to the FSC that I would like to focus on a

purely qualitative research approach in order to capture the lived experiences and mediators of wellbeing within an environmental education setting. Throughout discussions with the FSC concerning my research approach, it was emphasised that they would like quantitative data to see how their educational programmes were impacting upon domains of wellbeing. In order to address these different approaches to the needs of the research, we agreed that I would focus my research on qualitative data whilst simultaneously working with the FSC to design a Likert style survey that could be handed out to learners on different programmes. Throughout this time, I had to ensure that the FSC understood that the survey could only be used internally and was not attached to my research as it has not been included within any of my ethical procedures.

Further to this, it was recognised that the use of focus groups within the teaching time could place a strain on the tutors and other members of staff based at FSC Slapton Ley. The time-consuming nature of focus groups sometimes meant that tutors had to rush to ensure that the participants had finished their teaching sessions on time to ensure that they made it to the focus groups. Equally, if focus groups started late, it sometimes meant participants were late to dinner which impacted upon the timings of the catering. There are clear benefits to working so closely with an organisation to capture the experiences of participants as they happen; however, it sometimes presented an awkward and challenging position when navigating how I could fit my position as a researcher around the tutors' needs to ensure that they were sticking to the pre-set course timetable agreed with the school. Exacerbating this at times was the expectation of some tutors that I could discuss the conversation I had within the focus groups with them and the expectation that the discussions were going to be solely framed around positive experiences. In order to address this, I carried out workshops with the tutors to help them understand my research and the need for confidentiality when discussing wellbeing within focus groups. This in turn led to the senior management team at FSC Slapton Ley asking me to run a workshop for the staff

to discuss their understandings of wellbeing in the workplace in order for the management team to better understand the needs of their staff.

Similarly, there was some expectation from the FSC that the quotes gathered from focus groups could be used for marketing material, highlighting key wellbeing benefits to taking part in an educational programme at FSC Slapton Ley. This presented some tension because whilst I understood how the quotes from the research could be beneficial from a marketing sense, from a research perspective, participants were not asked if they were happy for quotes to be used from marketing. Additionally, singular quotes would be taken out of context and would not be supported by theoretical context or further empirical data to give a clear sense of what was said to lead to that particular quote.

Despite some tensions and challenges, without the collaboration with the FSC and the flexibility offered within the studentship, from the support of the tutors and all the staff at FSC Slapton Ley, I would not have been able to capture the amount of data that I managed. Working collaboratively allowed me to design a research project that directly impacted and supported an organisation in developing their practice and allowed me to develop research skills in a real-world setting.

### **3.5. Field Methods**

The previous section has outlined the rationale for using a qualitative case study approach within this research and the framework of the study. This section will discuss the methods that have been used within this research and consider them in relation to how they allowed the empirical data to be elicited in order to meet the aims and objectives of the research. The methods used in this research were centred on focus groups and solicited participant diaries that were carried out within residential school visits. The purpose of this research is to explore the emotions and wellbeing of young people from their perspective and, as such, a key consideration for the field methodologies was how to appropriately



engage with young people with the research to allow them to freely give their perspective of the environmental education experience. Traditional research methods with children and young people have ranged from experimentation to observation with the power lying with the researcher, leading to adult-centric interpretations of the data (Morrow, 2008). In some cases, research methodologies have excluded the perspectives of young people from the research process as data obtained from children was considered unreliable and invalid as children were deemed too immature to understand their worlds (Kirk, 2007; Punch, 2002).

However, the sociology of childhood perspective reframed the position of children and young people in research and views childhood as socially constructed, emphasising the social, cultural and historical variability of childhood (James, 2001; James et al., 1997). In this sense, young people are viewed as being competent social actors that are actively involved in shaping and responding to their social worlds (Hutchby, 2005; Scott, 2008), consequently, children are viewed as active agents within the research process, rather than passive objects. This reframing of the understanding of children and young people has been supported by research that has demonstrated that children and adults have held different views and experience events differently from each other, which leads to the suggestion that adult's interpretations cannot give valid and accurate accounts of young people's social worlds (Beresford, 1997; Dixon-Woods et al., 1999). Therefore, the methods chosen within the research must be appropriate for the young people involved, taking into account their social and cultural context and the research questions.

### *3.5.1. Focus groups and participatory visual methods*

This study was centred on capturing participants' perceptions and experiences of wellbeing. It has been noted by Deneulin and McGregor (2010) that constructs and experiences of wellbeing are situated in and influenced by an individual's social and cultural context and are born out of people's shared values and meanings. As a result, focus groups,

combined with participatory visual techniques were deemed an appropriate method for forming a guided discussion within this research, in order to allow the participants to discuss issues in the context of their shared cultural background (Barbour, 2007). Focus groups are a commonly used research method in the sociology of health and wellbeing and educational research (Anderson & Shattuck, 2012; Schulze & Angermeyer, 2003). They have been deemed as an appropriate method to be used with young people as they allow an in-depth exploration of the way people think, feel and act in a certain manner and allow flexibility for participants to engage with the research in a relaxed manner (Harper & Makatouni, 2002). Focus groups provide a platform for participants to play a role in shaping the research as dialogues between the researcher and participants are constructed, as opposed to interrogations and can expose the multiple and diverse differences, contradictions, experiences, views, perceptions and attitudes of different group members (Bennett, 2002; Hydén & Bülow, 2003). Yet, it is argued that the collective nature of focus groups may be a limit to the data collection process as some participants may feel that certain topics are too sensitive to be discussed within a group setting and would prefer a more private environment (Phillips & Johns, 2012). However, Hopkins (2007) suggests that focus groups can also be combined with other qualitative techniques to reveal individual opinions that may not be revealed in the group approach. It is for this reason that participatory visual techniques have been utilised within the focus groups in this research.

Participatory visual methods in research use creative methods such as drawings, photography and maps to elicit data collection and are predominantly used in research with children and young people (Clark, 2005; Lomax, 2012). Visual methods have been emerging in research as a tool not just for collecting data, but as a way to generate new knowledge, alongside addressing the power imbalance that can often occur between the researcher and the participants (Packard, 2008; Pink, 2020). As stated, there often arises an issue within focus groups with participants being nervous to discuss certain topics, particularly prevalent

when discussing topics such as health and wellbeing. As part of a focus group setting, visual methods can be more suited to some participants, with respondents being more willing to disclose their experiences and reactions in a more secluded form of data and help participants that may find it difficult to express their ideas verbally and investigate ideas that cannot easily be put into words (Gauntlett, 2007). Using visual data in research with young people allows the interpretive process of information to be more collaborative as the participants have increased control over the artefacts that they use to represent their knowledge and information (Barley & Russell, 2019). As a result, producing visual data with young people allows the research participants to provide an insight into how they represent themselves, understand their own life story and connect with the social world. It is argued by Knowles and Sweetman (2004) that visual data can reveal what is hidden in the inner mechanisms of the ordinary and what is frequently taken for granted (Gauntlett, 2007; Rose, 2014).

For this research, the visual techniques used within the focus groups consist of mind maps, drawings and a variant of the Life Course TimeLine. Mind maps provide a visual representation of an individual's understanding of a concept. Wheeldon and Faubert (2009) state that the use of mapping allows for the identification of key concepts and connections based on how participants frame their understanding and experience, as such mind maps will be used to help the participants illustrate what wellbeing means to them. Further to this, drawings will also be utilised, where the participants can draw an environment that is considered by them to support their wellbeing in order to draw out further their understandings of wellbeing and what it means to them. Drawing techniques have been used in previous research, with Punch (2002) using drawings in an exploratory study to discover what children consider to be important aspects of their lives and have been used in further studies within the field of health (Horstman & Bradding, 2002; Sartain et al., 2000). The drawing technique has become popular in research as a method of eliciting young

people's views in a way that encourages communication between the participants and the researcher, encourages motivation and trust in the participants and offers an alternative form of communication within focus groups (Gibson et al., 2005). Alongside this, timelines will be used to provide a visual representation of the participants' experiences, where events can be displayed in chronological order, showing the significance and meaning of certain events and experiences. According to Gramling and Carr (2004) timelines facilitate the recollection and sequencing of personal events and are useful for comparison with other data. Within a focus group setting, they are also considered a useful tool for facilitating reflection on the participants' experiences as there is an opportunity for participants to represent their own version of reality whilst reflecting on the significance of individual events and the relationship between them (Berends, 2014; Harris & Huntington, 2000).

The focus groups were coordinated with the schools and the staff at FSC Slapton Ley before the participants arrived at the field site. The schools were asked for between six and ten volunteers to take part in the focus groups. Before the participants volunteered, they were provided with a detailed overview of what the focus groups would consist of (detailed later in this chapter). This research consisted of two focus groups, the first focus group being carried out at the beginning of the participants' stay and the second at the end of their stay. The discussions within the focus group were guided using a semi-structured approach, to allow for an open response to the questions and flexibility for the participants to guide the discussions. Bryman (2004) states that following a semi-structured approach allows discussions to be broader than a more closed approach, but the incorporation of questions that guide the discussion ensures that the discussions remain relevant to the research aims.

## Focus group 1

Focus group 1 was used in this study primarily to meet objective 1 of this research: the ways in which young people come to understand wellbeing and the mediators of wellbeing within their lives. However, it also connected to objective 2, in that it provided additional context for understanding the participants' expectations of the residential experience and the thoughts and feelings they had before the stay that may play a part in influencing their wellbeing during the trip. The focus group lasted between 45 and 60 minutes and took place on-site at FSC Slapton Ley. The first focus group was structured around creating a wellbeing mind map (see fig 3.1. for an example), with the objective of the wellbeing mind maps being for the participants to create an overview of what wellbeing means to them and what wellbeing is made up of. When the participants had finished their mind maps, they were then asked to turn over their piece of paper and draw and describe

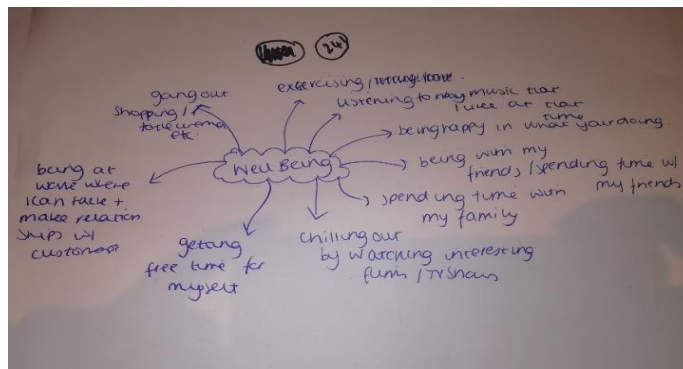


Fig 3.1. Example of a participant's wellbeing mind map

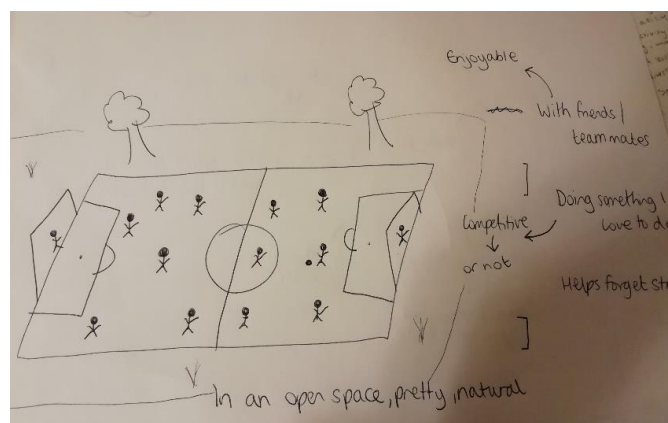


Fig 3.2. Example of a participant's drawing of an environment that supports their wellbeing

an environment that they feel supports their wellbeing (see figure 3.2. for an example). The wellbeing mind maps and drawings were followed by a group discussion about wellbeing in order to bring the individual and collective definitions together, the output of this exercise was a number of wellbeing elements (e.g. friends and family, health).

The discussion then moved on to discuss perceptions, emotions and expectations towards the field trip and was led by some semi-structured questions to guide the discussion and the participants were encouraged to take a lead in the discussion. The structure of the focus group discussion was as follows:

#### Visual techniques

- What does the term wellbeing mean to you?
  - o Mind map to show what wellbeing and feeling good means to you
  - o Annotate what contributes to/enhances these feelings of wellbeing
- What is an environment that you feel supports your wellbeing?
  - o Draw/describe an environment that enhances your feelings of wellbeing

#### Discussion

- What does wellbeing mean to you?
- Why are these elements you have drawn important to your wellbeing?
- How does this environment support your wellbeing?
- What do you think is the purpose of residential environmental education?
- How do you feel about this trip?
- How do you think it might make you feel?
- What would you like to get out of this trip?

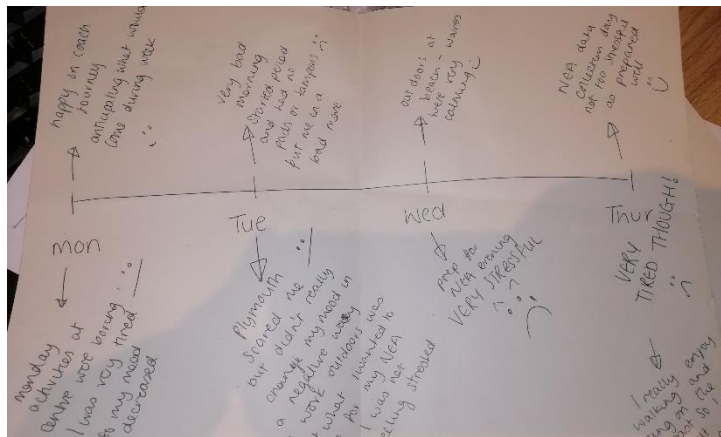


Fig 3.3. Example of a participant's timeline

## Focus group 2

The second focus group was carried out with the same participants at the end of their stay at FSC Slapton Ley and lasted between 45 and 60 minutes. This focus group connected primarily to objectives 2 and 3: to uncover the mediators of wellbeing within environmental education and to explore the role that environmental education experiences play in influencing the participants' wellbeing. This focus group started with the participants being asked to create timelines of their stay (see fig 3.3 for example) on which they annotated key experiences and emotions that they felt throughout their time at FSC Slapton Ley, to elucidate the participants' key individual moments of the trip. The participants were asked to provide both positive and negative emotions and annotate them with detail where relevant and required. In order to situate these experiences within a collective, group understanding, the last part of the focus group turned to a discussion about the experiences of the participants and their feelings of wellbeing throughout their stay.

The focus group was structured in the following manner:

### Visual techniques

- Create a timeline of your stay at FSC Slapton Ley and annotate it with key feelings and emotions and the experiences that mediated these feelings
  - o What made you feel this way?

- Why did it make you feel this way?

## Discussion

- How has FSC Slapton Ley affected your wellbeing?
- How have you felt and what has made you feel this way?
- What do you think would support your wellbeing in environmental education?

### 3.5.2. *Solicited participant diaries*

The focus groups were combined with solicited participant diaries, with the anticipation that participants would engage with some methods more than others (Meth, 2003); the multimethod approach can also enhance the credibility and dependability of research findings by developing data in different formats (Barbour, 2007). Solicited participant diaries are diaries kept by participants, whereby the participants are aware that they are going to be read by the researcher and used to inform the research and can provide an important platform for participants to write about and reflect upon their experiences, thoughts and emotions (Morrison, 2012). Meth (2003) states that the use of diaries within human geography research has been growing as there has been an emergence of interest in accessing ways of understanding the world through embodiment and emotionality, alongside a response to criticisms of geography's methodological conservatism (Crang, 2005). However, much of the research that utilises participant diaries has focused on participants logging items from a list of health indicators that are composed of fixed response questions (Fricke & Unsworth, 2001; Morey et al., 2003; Rook, 2001), this commonly used structured format is then not that dissimilar to that of survey techniques, with open diaries within qualitative research being rarely used (Milligan et al., 2005).

Research using open solicited participant diaries is now considered a useful tool in qualitative health and geography research as participants are able to record and reflect upon their own experiences. Diaries can be designed to facilitate structured or unstructured



responses that allow room for participants to depict their own priorities and are considered a useful means for capturing the weight and meaning of different events and experiences in people's lives (Milligan et al., 2005). An important consideration in relation to this research is the ability of participant diaries to capture events as they unfold. Diaries are less subjective to vagaries of memory and retrospective censorship and provide an important means for uncovering the routine and everyday experiences and moments that could otherwise be easily forgotten (Meth, 2003; Thomas, 2007). In this sense, participant diaries differ to focus groups in that they challenge the issue of retrospective recall. Neff and Karney (2005) consider the data collected through diaries to be more accurate than focus groups as they are more consistent with the way people process everyday activities and emotions (Latham, 2016). However, the use of diaries is met with several criticisms. Notably, when leaving participants to carry out diaries, the researcher is relinquishing control of part of the research process, according to Bolger *et al* (2003), this can lead to concerns about the participants' motivations and forgetfulness. Further to this, by relinquishing control of the process it has been suggested that researchers are at the mercy of the participants' selectivity, thus the types of data gathered may vary from diary to diary and that this irregularity in the data type could be viewed as a sign of weakness (Meth, 2003; Plummer, 2001). However, Ross *et al* (1994) argue that this relinquishing of control allows for freedom of expression by the participants – participants may choose to record data about topics other than the one the research has set out to study, revealing connections that the researcher may have unforeseen and may become useful to the research upon further investigation, particularly when discussed within focus groups or interviews that allows the participants to unpack their information with the guidance of the researcher (Mackrill, 2008).

The diary method within this research was aimed at capturing the participants' lived experiences as they happen, and to complement the focus group data with individual accounts to counteract any issues with participants being reserved about discussions of

their experiences in front of other people. In order to address issues that arose from the ethics (see ethics section within this chapter for further information), the diaries were also offered to every student from the visiting school group and not just the participants that were taking part in the focus groups.

In order to elicit the most information from the participants, the diaries contained some brief question at the beginning such as:

- What do you think is the purpose of environmental education?
- What sort of activities help improve your wellbeing and make you feel good?

The diaries were then structured around each day of the participants' trip and space was provided for them to write about each day. Each day was prompted with the following question:

- 'Use the boxes to write about your experiences and feelings of wellbeing and feeling good during your stay at FSC Slapton Ley. Think about how you have felt during each day and what made you feel this way. Was there a particular moment, experience, or time of day that made you feel a certain way? How long did these feelings last? Was it a good or bad feeling? What was your overall feeling today? Use keywords to describe your feelings if you find it easier to talk about your experiences.'

### **3.6. Data Analysis**

Altogether this research generated a large quantity of data, with 284 participants being involved in the research. 10 hours and 40 minutes of audio data were recorded within the focus groups, with 588 pieces of visual data collected within the focus groups (in the form of mind maps, environment drawings and timelines). Alongside this, 284 solicited participant diaries were collected. The audio files were transcribed into word documents and broken down into sections for analysis. The visual data (mind maps, timelines and environment drawings) and participant diaries were uploaded into NVivo 12 Plus ready for

analysis. Table 3.1 below provides a summary of all the schools engaged in the study. It also includes the code given to each school and participant to protect the anonymity of participants' responses in the process of writing up the research findings.

School code	School type	No. of pupils at school	School location	No. of pupils in research	Individual pupil codes	GCSE/A Level
School 1	State	730	Oxfordshire	7	1.1 – 1.7	GCSE
School 2	Grammar	1260	Buckingham	12	2.1 – 2.12	A Level
School 3	Private	650	Surrey	7	3.1 – 3.7	A Level
School 4	Private	952	Oxford	9	4.1 – 4.9	A Level
School 5	Grammar	1095	Slough	37	5.1 – 5.37	GCSE
School 6	Private	930	London	13	6.1 – 6.13	A Level
School 7	Private	650	Bristol	16	7.1 – 7.16	GCSE
School 8	State	749	Wolverhampton	9	8.1 – 8.9	A Level
School 9	State	1560	Sherborne	4	9.1 – 9.4	A Level
School 10	State	1865	Hampshire	10	10.1 – 10.10	A Level
School 11	State	1206	Hertfordshire	14	11.1 – 11.14	A Level
School 12	State	1312	Bristol	11	12.1 – 12.11	A Level
School 13	State	802	Bristol	7	13.1 – 13.7	A Level
School 14	State	1812	Oxfordshire	8	14.1 – 14.8	A Level
School 15	State	305	Wiltshire	6	15.1 – 15.6	GCSE
School 16	State	1035	Brighton	5	16.1 – 16.5	GCSE
School 17	Private	400	Malvern	11	17.1 – 17.11	GCSE
School 18	State	1650	Hertford	9	18.1 – 18.9	A Level
School 19	State	1669	Bristol	21	19.1 – 19.21	A Level
School 20	State	1812	Banbury	8	20.1 – 20.8	A Level
School 21	State	1285	Hertfordshire	12	21.1 – 21.12	A Level
School 22	State	1420	Burford	22	22.1 – 22.22	A Level

*Table 3.1: School information and coding. For example, 16.4 relates to participant 4 from school 16.*

### 3.6.1. Thematic Analysis

This research seeks to inductively explore the links between environmental education and wellbeing in young people, through local constructs of wellbeing and experiences of the phenomena. Therefore, thematic analysis was deemed most appropriate for the analysis process within this research. Thematic analysis is often used in phenomenological inquiry, as the goal of thematic analysis is to achieve an understanding of patterns of meanings within data that is derived from lived experiences (Dahlberg & Dahlberg, 2003; Sundler et al., 2019), thus thematic analysis is in line with phenomenological research that uses an

interpretive lens to understand, explain and describe people's lived experiences (Charmaz, 1996; Trinidad, 2007).

Existing research and literature exploring young people's wellbeing within environmental education is limited, making the use of inductive thematic analysis within this research even more pertinent. Thematic analysis has commonly been used within psychology research, particularly in health settings as it has been considered a useful approach for describing and interpreting participants' views, as well as providing rich insights into complex constructs such as wellbeing (Smith & Firth, 2011). Previous studies focusing on adult conceptions of wellbeing have utilised thematic analysis; a study by Haga *et al* (2012) used semi-structured interviews analysed with thematic analysis to gain insights into depressive symptoms and the wellbeing of first-time mothers. Similarly, Volker and Kistemann (2011) used thematic analysis to gather the impacts of blue space upon human health and wellbeing. Owing to a lack of previous research into the stated studies, in line with this research, thematic analysis was stated as being a key component to researching experiences that the participants have lived through themselves. This draws important parallels to this research, as a central concern is the participants' experiences and understandings of wellbeing and environmental education as they live them. Thematic analysis is also further considered an important analysis approach due to its flexibility, lending itself to constructivist paradigms by allowing key themes and the analysis approach to flow in relation to the aims of the research (Braun & Clarke, 2006).

The flexibility of thematic analysis is widely described by Braun and Clarke (2006), with the thematic analysis process being described as an iterative and reflective process that develops over time. In order to address some criticisms that thematic analysis faces around a lack of clear and concise guidelines for carrying out the process Braun and Clark (2006) developed a linear six-phase method for thematic analysis where the researcher familiarises themselves with the data, generates codes, searches for themes, refines

themes, names themes and produces the report. However, they acknowledge that these are guidelines for the research process and that movement through the steps is recursive, where movement between the steps is back and forth as needed throughout the phases (Nowell et al., 2017). A key aspect of thematic analysis is the development of themes throughout the process, empirical data are organised and analytical structures are developed in order for the researcher to identify the key themes that are representative of the empirical data. It is these themes that are considered in the final analysis of the data when writing up the empirical chapters and forming a discussion of research findings connecting the results to the wider literature (Cope and Hertz, 2016; Yin, 2016).

This traditional approach to thematic analysis was applied to the data that existed as text (transcribed focus groups, wellbeing mind maps and timelines). To analyse the drawings a form of thematic analysis was utilised based on Kuhn's (2003) model of analysis of children's drawings. Kuhn (2003) highlights that analysing children and young people's drawings comes with four main areas of concern: 1. the level of drawing talent; 2. conditioning of drawings by social and environmental conditions; 3. difficulties of interpretation due to disuse of psychological interpretation; 4. uncertainty of the meaning of drawing; as such he proposed a model for the thematic analysis of drawings that encompasses the drawer's perspectives. The focus of this model is on observation, noticing the motives, any text in the drawing, how characters are portrayed, the activities and interactions in the drawing and the environments they take place in (Kisovar-Ivanda, 2014). At the beginning of the analysis the elements (objects and people) and structural categories (people's actions) are observed and is followed by three steps:

1. The first interpretation involves the descriptive evaluation that identifies the drawing elements and distinguishes between people (e.g., friends, family), the environment (e.g., trees, sea, and flowers), objects (e.g., football) and any text.

2. Secondly, the interpretation moves on to the evaluation of space or location, the social relationships and activities that are taking place.
3. Thirdly, evaluation moves on to the development of thematic evaluations.

These described steps were used within this research to analyse the drawings the participants drew of environments that support their wellbeing and make them feel good and were combined with the analysis of the written data to inform the results. When talking about the thematic analysis of the visual data, this is the analysis protocol followed for the drawings, all other written data followed the six-stage method developed by Braun and Clark (2006).

### *3.6.2. Coding and analysis of data*

#### *Focus group transcripts*

The process of analysis commenced during the transcribing process of the focus group audio recordings, where the writing up of the transcriptions allowed for familiarisation of the data. The coding process then started by developing line-by-line codes following a grounded theory approach to allow codes and themes to develop from the data (Glaser & Strauss, 2017). This initial coding followed an open coding process presenting an unrestricted approach to analysis that renders multiple codes that will later be collapsed and reorganised into a more representative whole (Duchscher & Morgan, 2004). According to Savage (2000), the coding process is a process of reflection and a way of interacting with the data, it is during this initial coding process that codes are attached to important sections of the text that are considered useful in relation to the research objectives. This process of initial coding was carried out in word documents, with the text being highlighted and the corresponding codes being placed into an excel document to create a book of codes. Each initial code was supported by a description that defined it and how it represented the data

(King et al., 2014). This coding process was repeated, with the transcripts being read several times over and codes were identified and refined until a level of saturation had occurred.

The next stage of analysis occurred when all the initial data had been coded and collated. A list of initial codes was created in an excel document, I read through this list of initial codes multiple times to familiarise myself with the data set before beginning to sort them into potentially relevant themes. According to DeSantis and Ugarizza (2000) a theme is an abstract entity that brings meaning and identity to a recurrent experience and its variant manifestations – a theme should capture and unify the nature or basis of an experience into a meaningful whole (p.362). I created thematical mind maps to link the themes and display relationships between the data and the themes to help understand what the data was showing me. Once these initial themes were identified the data was further reviewed in order to refine the themes and consider whether they reflected the data as a whole. It is during this phase of analysis that some themes are collapsed into each other due to a lack of supporting data or are broken down into further themes (Braun & Clarke, 2006), this allows the themes to be broken down into a more manageable set of significant themes that succinctly summarises the data (Attride-Stirling, 2001). In this phase, I reviewed the initial themes to check that the themes could be supported with sufficient amounts of data and to check they reflected the participants' voices with appropriate changes to themes being made. Finally, once themes had been reviewed multiple times and broken down, the themes that remained were given appropriate names. During this phase, a detailed analysis was written for each theme that identified how the theme fits into the overall story of the data and the research objectives.

#### *Visual data (mind maps, environment drawings and timelines) and participant diaries*

This data followed a similar process of analysis to that of the transcriptions, however, due to the amount of data the analysis took place in Nvivo 12 in order to help organise and

analyse the data. Once the data had been uploaded into Nvivo 12 I was able to follow the same coding process that I undertook for the focus group transcripts to generate themes. These themes were then compared and linked to the themes that were developed within the focus groups to create overarching themes that utilised all of the data types within the research.

Once all the data had been analysed, overarching themes in relation to each research objective were identified. The themes drew from the relevant data that suited the needs of the research objectives to capture the key aspects of data to provide a rich description of and insight into the three research objectives. The following empirical chapters emerge from this coding process. However, the key thematic areas that will be discussed within these chapters are briefly summarised as follows:

*Objective one: To understand how young people characterise wellbeing*

Overarching theme: wellbeing is multidimensional

Key elements of wellbeing for the participants:

- Social elements
- Psychological elements
- Health (physical)
- Environmental elements

*Objective two: identify and explore how and why residential environmental education experiences may influence the individual wellbeing of young people*

- Experiences of place
- Experiences of people
- The learning experience



*Objective three: explore how residential environmental education can promote the wellbeing needs of young people:*

- Fostering feelings of restoration
- Increasing social bonds
- Sense of achievement and accomplishment

### **3.7. Limitations to research methodology**

Whilst this section has demonstrated the importance and appropriateness of utilising a qualitative approach to this research and the methods of enquiry, it is important to recognise and acknowledge the potential limitations of the research methodology. This section will consider the limitations of a case study approach as well as issues that surround research into affective experiences from a social constructivist framework. Further limitations of this research will also be considered within the conclusion chapter (chapter 8), where limitations that became apparent throughout the research will be highlighted.

#### *3.7.1. Limitations to case study approach*

As discussed previously within this chapter, case studies have sometimes been criticised for their lack of basis for generalisation, which leads some researchers to discredit case study research as less reliable and valid than other approaches (Yin, 2009). This research presents no real way of knowing, empirically, to what extent the experience of the young people at FSC Slapton Ley is similar to that of young people engaging in other environmental education programmes across the UK. Furthermore, the qualitative-based approach to this case study research is deemed by some researchers as not being able to provide a way to establish that the probability of the data is reflective of a larger population.

However, this research has presented several responses to these limitations. As highlighted by Crowe *et al* (2011) these concerns can be addressed by utilising multiple

methods of inquiry and drawing from a particular conceptual framework, which is the approach that this research has taken. It is also important to consider that the research provided from single-case studies can contribute to larger studies of a phenomenon. Järvensivu and Törnroos (2010) suggest that theorising from a case study can provide novel ideas that can be used in other case studies, and that arguably from a constructionist point of view, the purpose of a case study is not to reveal universal truths but to generate local and culturally context-specific understandings.

### *3.7.2. Researching affective experiences and a social constructivist framework*

According to Zembylas (2007), the study of emotions has long been considered problematic in research due to disagreements about the relative contributions of nature (universal expressions), cultural rules and social interactions, as well as how the experience of feelings and emotions are communicated and uncovered. As a result, research into affective issues in educational settings has been considered more complex than research into cognition (Zembylas, 2007). The value of a social constructivist framework has been made evident in research that concerns emotions, owing to the fact it is being increasingly recognised that emotions at the individual level are governed by social interactions (deMarrais & Tisdale, 2002). However, this framework must consider the influence of the research upon the researchers and the research participants.

According to Heath *et al* (2009), the interplay of power dynamics is a critical and complex characteristic of researcher/participant interactions and the outcomes of these interactions and how it influences the research cannot be predicted (Gallagher, 2008). As a result, the subjectivity of emotions and the positionality of myself as the researcher when situated against the participants could influence the knowledge generated by the participants, when viewing emotions and knowledge as always being partially socially situated, particularly in research that is framed by a social constructivist framework such as

this. Given the participants' prior understanding of this research and the discussions that were undertaken within the focus groups, the participants' responses could be influenced by the feeling of needing to respond in a particular way and further influenced by the atmosphere in the focus groups. Thus, leading to data that has been impacted by multiple dimensions that are not always recognised within the framework.

### **3.8. Research ethics**

The participation of young people in research is a much-discussed and contested issue and, as such, ethical consideration plays a key part in research design, planning and delivery (Bruzzese & Fisher, 2003; Chabot et al., 2012; Holder, 2008). Several challenges arise from research with young people and it has been highlighted that research in educational settings raises the issue of whether or not genuinely free and informed consent can ever be possible as a result of the power dynamics that are implied and the nature of structural and relational constraints (Osler, 2010; White & Choudhury, 2010). This section will provide an overview of the main ethical issues of this research and how these issues were addressed following the ethical approval process and guidelines of the University of Exeter Geography Department's ethics committee and the consideration of ethics as a dynamic process as the researcher moves through the research process.

Qualitative research is interested in exploring a phenomenon from the perspective of cultural insiders, the methods used are designed to allow researchers to get close to the action and the participants. The purpose of this research is to describe and explain a concept and experience from the participants' point of view and the intention of the researcher is to listen to the voice of the participants and interpret the experiences. As a result, qualitative research that involves human participants can raise complex ethical, legal, social and political issues (Karnieli-Miller et al., 2009; Orb et al., 2001; Skelton, 2008). Firstly, a key ethical consideration that arises from this research is the focus on secondary school children

and those under the age of 18 that are often considered minors in educational settings. Within research with young people there exists a wide set of implications that can influence the research process – research with young people is surrounded by issues of power relations, consent and validity, and as such research strategies need to be thought through carefully (Sibley & James, 1991; Young & Barrett, 2001). Therefore, ethical practices have been developed to recognise the different power relations that exist between research participants and the researcher (Sinclair, 2004). Secondly, the central aim of this research is understanding the lived experiences of young people in an environmental education setting, and as a result, this raises questions about the differing standpoints of young people and adults in research and the potential for researcher bias (Morrow, 2008; Punch, 2002).

Researcher bias is a common threat to research that is underpinned by a constructivist framework and occurs when a researcher has prior assumptions about the outcome of the research (Onwuegbuzie, 2003; Onwuegbuzie & Leech, 2007). In ethnographic research, it has been recognised that researchers are unable to put their own prior understandings of the social world in order to achieve objectivity, as meaning is created in the same way for both the research participants and the researcher (Pellatt, 2003). To overcome issues of bias and validity, this research has been developed to use multiple data collection methods. According to Creswell & Miller (2000), the use of triangulation within research is considered to reduce the personal bias of researchers that stem from singular methodologies and reduces the possibility of chance associations (Onwuegbuzie & Leech, 2007). The constructivist approach that this research adopts values the multiple realities that individuals construct in their minds and as such the use of triangulation is required to unearth the multiple and diverse realities that may exist within the research participants' understandings. Engaging with multiple methods such as focus groups, visual techniques and diaries within this research can lead to more diverse, reliable and valid constructions of realities (Golafshani, 2015; Healy & Perry, 2000; Patton, 2002). Furthermore, as this

research is concerned with the interpretations of young people's experiences it presenting further issues surrounding bias and validity. Ethics within research with young people, particularly within this research, is centrally concerned with the differences between adults and young people, moving away from a positivistic approach to research. The use of multiple methods within this research further addresses issues around validity and power relations, using a great range of methods with young people allows a greater opportunity to capture young people's perceptions and for their ideas to be developed. Equally, multiple methods give young people a choice about the ways in which they engage with the research, redistributing the power dimension that is apparent within research that involves young people. Mukherjee *et al* (2002) highlighted that young people recognise that different research methods suit different people and research purposes, and as a result, they should be offered a choice and range of methods to engage with (Ansell & Van Blerk, 2004; Christensen & James, 2000; Mayall, 2012).

From this standpoint, during the research process recognising that research is formed jointly between the researcher and the participants engaging in the practice of reflexivity is paramount to the ethical consideration in this study. Reflexivity is the active consideration of one's positionality and the explicit recognition of how this may affect the process and outcomes of the research (Buckner, 2005; Stronach *et al.*, 2007). This recognises the impact the researcher's background and worldview have in influencing research outcomes and interpretation of data and the internal nature of subjectivity. Reflexivity aims to monitor and critically analyse the research process accounting for beliefs, values, knowledge and biases of the researcher (Cutcliffe, 2003). As a result, throughout the research process, I critically reflected on how I am constructing knowledge throughout the research process, noting the factors that influenced my construction of the knowledge and how these influences related to the planning, analysis and write up of the research (Guillemin & Gillam, 2004; Fonow & Cook, 2005).

This study was focused on young people within educational settings and school groups across secondary schools and colleges. A variety of age groups were engaged within this research ranging from the age of 14 – 18, as such some of the participants within this research were considered minors and care was needed in developing the safeguarding of participants throughout the research. The research following the strict guidelines of the university's ethics committee with the following considerations taken into account.

### *3.8.1. Engaging with young people in research (issues of consent)*

Research with young people requires consent from the participants. Within this research viewing young people as capable of making their own decisions about their lives consent was sought from the participants themselves, enabling them to make their own informed decisions about taking part in the research. Prior to the research taking place, consent was sought from both the school (teachers involved) and the prospective participants. To ensure the participants understood the research before giving consent, a detailed project description leaflet was sent to the school for both the teachers and the participants to read. When young people are asked to give informed consent, they must understand the language used within the research to ensure that they have understood the full scope of the research to make an informed decision about participation (Norðdahl & Einarsdóttir, 2015). A further consideration within this research was the idea of ongoing consent. According to Alderson & Morrow (2004) consent should be seen as ongoing and should involve more than just saying yes or no to taking part in research, therefore throughout the research process it was made clear to the participants that they could ask questions about the research whenever they needed to and had the opportunity to withdraw from certain tasks and the research if they did not want to participate any further. Within the consent process, the confidentiality of the research was also made clear and it was highlighted that the participants' identities will be kept protected, with no names of individuals or schools to be used.

## Project information sheets

Project information sheets were developed for both the schools and the students to consider their participation in the research. Two versions of the project information sheets were developed, one for the school teachers and one for the students. The project information sheets gave an overview of the research project and outlined what engaging with the research project would involve. For the school, the project information sheet informed them of nature of the research and how the school and students could engage with it, how students can volunteer to take part in the research, detailing how they can opt-in and have the choice to opt-out whenever they feel the need and the confidentiality of the data that they will provide. The participants were also provided with the same details, worded in a way that was more appropriate for their age categories. The project information sheets can be seen in appendixes 2, 3 and 4.

## Consent forms

Consent was collected from both the schools and individual participants. Consent from the school was required in the form of a written email agreement prior to each school's arrival at FSC Slapton Ley. Within the project information sheet to the schools and teachers, it was highlighted that consent was not needed from individual parents, however, the parents needed to be made aware of the research and should they explicitly not want their child to take part the school was to let myself know to ensure that they were not included within the research. Upon arrival at the centre, the volunteer students were given a brief recap of the information that they were given at school and individual consent forms detailing what they were giving consent to and how they could withdraw their consent at any time. Participants had to give their consent before any research activities could be carried out with them. See appendix 5 for the consent forms.

### 3.8.2. Data protection

Where possible all data was collected electronically and stored in secure, password-protected folders. For ease of collecting a large number of consent forms from participants, the consent forms were in paper format and stored in locked filing cabinets. All data was stored in relation to current data protection laws. Participants remained anonymous throughout the research and information was not used in any way that could allow for the identification of individuals. The names of schools were not used in the research in order to ensure anonymity. Participants were reassured that their data could be destroyed if they wish. Audio recordings took place throughout the focus groups, these recordings were kept stored in password-protected electronic folders. The recordings will not be used in any presentations, they will be strictly used for creating transcripts of the focus groups to avoid individuals being recognised through their voices.

### 3.8.3. Risk assessment

A risk assessment was carried out as part of the Exeter University's fieldwork risk assessment process. The main consideration within the risk assessment was that of lone working, where I would be driving to my field site by myself. The risk assessment ensured that the correct protocol was followed for lone working. The risk assessment also made apparent issues of first aid when working with the participants, this was deemed to not be an issue as the research was undertaken at FSC Slapton Ley where there was always a designated first aid person on site.

<b>Group</b>	<b>Communication</b>	<b>Type of consent</b>	<b>Action to be taken by the researcher</b>
Field site – FSC Slapton Ley residential centre	Email from researcher outlining the approach of the research and what is required	Written consent form required from the head of the centre at FSC	The study will not start until consent has been received from FSC Slapton Ley



		Slapton Ley – letter of support	
Schools	An email will be sent to schools at least 4 weeks before their arrival date at FSC Slapton Ley	Email consent for schools to take part required from group/school leader	The school will not be able to participate in research unless consent has been given
Participants (diaries)	Arrangement on arrival at the centre	Participants made aware that they can fill in a diary if they want but are under no obligations to volunteer to do so – verbal consent required	Only participants that volunteer to take a diary to take part in the research
Participants (focus groups)	Arrangement upon arrival at the centre	Written consent required	Participants will be asked for their written permission to take part in the focus group and to be recorded. They will be reminded they can opt-out at any time and withdraw their contributions

*Table 3.2. Consent procedure for fieldwork*

### **3.9. Concluding summary**

This chapter provides a detailed account of the overall research design, the rationale for the research approach, the research methods and the approach to data analysis to be conducted in order to address the objectives of the research. This chapter begins with a discussion of the current approaches to researching wellbeing in the context of young people’s lived experiences and highlights the long-standing positivist, quantitative-based approach, with a case being made for utilising multiple methods of phenomenological inquiry within a case study of FSC Slapton Ley for this research. Following on from this, the specific methods of inquiry and approach to the data analysis are described, with their relevance and value that these approaches bring to this research and its objectives considered. The

potential limitations to this research are also highlighted within this chapter. With these methodological approaches in mind, the following chapters move on to discuss the empirical material that this research has produced. The three empirical chapters address each of the three research objectives and are informed by the themes that have been developed within the coding structure that has been discussed within this chapter.

*Chapter 4*

**Young people's conceptions of  
wellbeing**

#### 4.1. Introduction

As highlighted in chapter 3, and argued by Fattore *et al* (2007), dominant approaches to wellbeing research with children and young people that measure wellbeing through quantifiable variables often ignore the socio-cultural, political and economic elements that influence the development of young people, undermining the fact that wellbeing is culturally and socially contingent. Many previous studies aiming to elicit young people's experiences of wellbeing in health promotion initiatives have been situated within the positivist domain, placing a focus on questionnaire style surveys that utilise statistics and numerical scales - whilst useful for capturing broad trends of wellbeing over time, the meaning, perspectives and social context of wellbeing cannot be elicited (Morrow, 2001). Research has highlighted that wellbeing is prone to change and re-definition over time as what constitutes wellbeing differs between individuals and groups and from one geographical context to another, and as a result, wellbeing research cannot rely on individualistic perspectives. Atkinson *et al* (2012) highlight the need to capture contextualised understandings of wellbeing, to include individual and collective dimensions of wellbeing and the spatial contexts within which they are formed (Atkinson, 2013; Fleuret & Prugneau, 2015).

This positivist approach to research into the lives and wellbeing of young people has presented further problems in the context of young people's wellbeing. It has been highlighted that many of the existing studies on wellbeing with young people have relied on adults' perspectives of wellbeing, with categories and measures that are designed to assess young people's wellbeing often being developed by adult experts (Fattore *et al.*, 2012; Vujčić *et al.*, 2019). As is the case with social indicators research, many of the current child wellbeing indicator frameworks are lacking the perspectives of young people, with the concepts and domains of wellbeing originating from research with adults (Llewellyn & Leonard, 2010). Whilst it could be considered that adult experts such as parents and teachers may hold key insights into the lives of young people, many studies indicate that an

adult's perspectives of wellbeing are different from that of young people (Taylor *et al.*, 2010). For example, a study by Sixsmith *et al* (2007) demonstrated a difference in the understanding of wellbeing between parents, teachers and children. Fitzpatrick *et al* (2010) discuss the differences between how young people and adults interpret questions within research. Research by Taylor *et al* (2010) demonstrated how the word 'satisfaction', which is commonly used within wellbeing surveys, was confused by young people for the word 'satisfactory' leading to different interpretations of questions.

Emerging developments in the sociology of childhood have recognised the increasing need to include young people's perspectives in research to better understand and develop comprehensive wellbeing frameworks. Utilising participants' understandings of wellbeing within research allows the participants to situate their own experiences and perspectives of life within the research context, subsequently acknowledging the agency of children and young people (Fattore *et al.*, 2012). Incorporating young people's perceptions, perspectives and experiences of wellbeing allow researchers to assess wellbeing validly and reliably. Casas (2016) asserts that information on children and young people is most valid when it comes from themselves, being the most relevant experts on their lives (Ben-Arieh *et al.*, 2014; Vujčić *et al.*, 2019). This perspective has led researchers to highlight the need for more qualitative, participatory approaches to understanding young people's wellbeing, that focuses less on measuring outcomes but more on generating meaning in order to place the young people at the centre of the research and recognising young people as competent social actors and experts of their own lives (Crivello *et al.*, 2009).

As such, this chapter presents the findings of the research elicited from focus groups and journals to address the first objective of the study; to understand how young people characterise individual wellbeing. This first empirical chapter aims to conceptualise how the participants in this study come to understand and define wellbeing from their perspective. Whilst the primary objective of this chapter is to draw attention to the participants'

conceptualisation of wellbeing, the material within this chapter will also be used to inform the two following empirical chapters. The development of the participants' conceptualisation of wellbeing will contribute towards the second empirical chapter, where the role and value of residential environmental education in influencing wellbeing will be explored. In combination with the second empirical chapter, this chapter then will be used to inform the third chapter to explore how residential environmental education can promote the wellbeing needs of young people. This methodological approach will ensure that the strategies explored within this research to enhance wellbeing in environmental education are consistent with participants' understandings, meanings and perceptions of wellbeing and the experiences that mediate wellbeing.

In order to meet the first research objective, this chapter draws from the data that was derived from the focus groups and the visual material that was created within the focus groups, in the form of wellbeing mind maps (fig 4.1) that asked the participants to define what wellbeing means to them and drawings of places and spaces that the participants consider as being conducive to increased feelings of wellbeing (fig 4.2). In addition, it also draws from the written data from the questionnaire section of the participants' journals where the participants answered questions about their understanding of wellbeing. The combination of data types allowed an overview of wellbeing to form, which was reflected through both written and verbal data, capturing a broad and deep range of the participants' perceptions rather than relying on one technique. The themes that are stated below emerged as a result of an in-depth, thematic analysis of the data. The thematic analysis enabled the participants' representation of wellbeing to become apparent, with data coded using descriptive markers that allowed for the participants' meanings of wellbeing to develop without relying on any pre-existing frameworks. The analysis process was informed by Braun and Clark's six-phase analysis procedure that views coding as a flexible, active and reflexive approach where the process bears the mark of the researcher, suggesting there is

no singularly accurate way to code data (Clarke & Braun, 2013). In this way, the chapter produces a detailed representation of the participants' understanding of wellbeing that considers the reality of wellbeing to the participants through an exploration of their own experiences of wellbeing, alongside the understanding and the meanings they attach to their experiences.

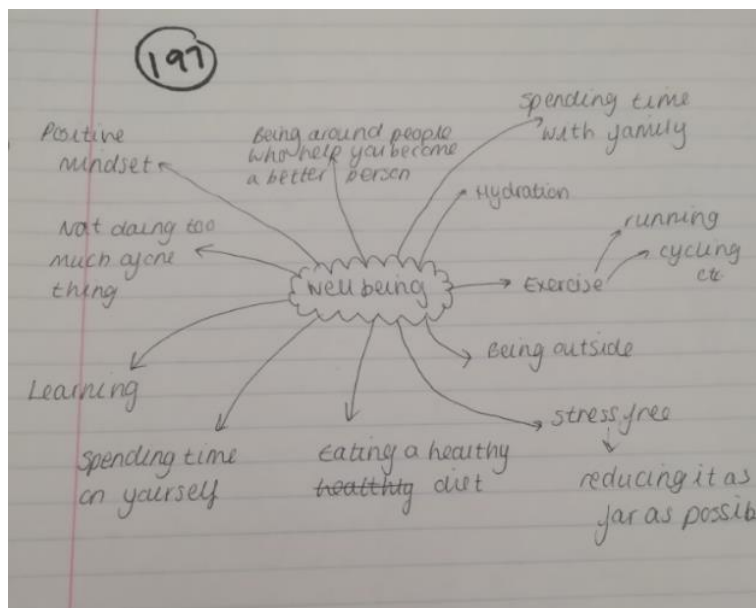


Fig 4.1. Example of a participant's wellbeing mind map

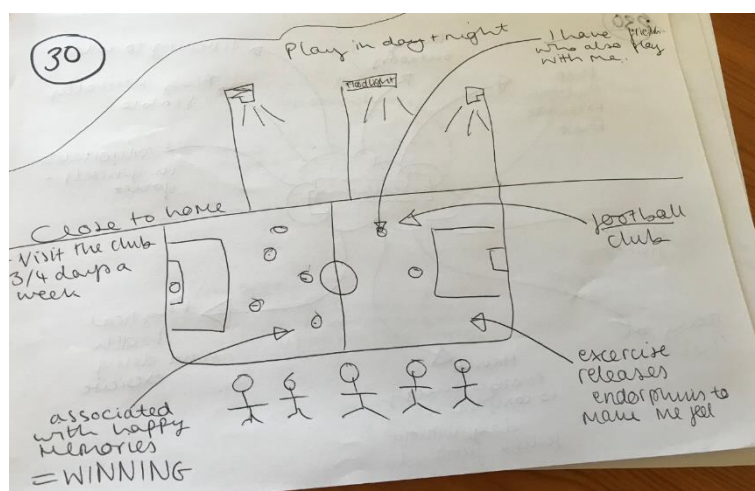


Fig 4.2 Example of a participant's drawing of an environment that supports their wellbeing

In the section that follows, a broad understanding of wellbeing as highlighted by the participants throughout the focus groups and journals will firstly be presented, it will then move on to highlight the key elements that participants reported as contributing to and affecting their wellbeing. The themes and subthemes will be presented in this chapter and will include examples and quotes from the data that demonstrate and support the development of these themes. The themes will be presented in order of relevance to the participants, with the first theme being the most pertinent theme across the data. However, it is important to consider that whilst the themes are being presented here as separate, the themes and subthemes have considerable overlap and are understood as interconnected and interdependent. This chapter will firstly highlight the participants' multidimensional views of wellbeing and discuss how this underpins the multiple themes and subthemes that emerge throughout the data, before moving onto an exploration of the key themes.

#### **4.2. A young person's understanding of wellbeing**

Through the data analysis as described in Chapter 3, the process of immersing oneself in the data and 'repeated reading' of the data (Braun & Clarke, 2006) led to the development of several initial codes that identified key features of the data that were considered relevant to the objective. These initial codes then provided a data set that allowed for key themes to be identified within larger sections of the data, as a result of combining similar codes that address the same aspect within the data. All initial codes that were deemed relevant to the objective were incorporated into a relevant theme.

As a result of this coding process, five main themes were identified as a means to capture and display the participants' understanding and conceptualisation of wellbeing, table 4.1. lists these elements and the subsequent sub-themes that arose within each theme.



These themes reflect the majority of the participants' conceptualisations and descriptions of wellbeing.

<b>Young people's conceptualisation of wellbeing</b>			
<b>Wellbeing as a multidimensional concept</b>			
<b>Social elements (interpersonal)</b>	<b>Psychological elements (self)</b>	<b>Health (physical)</b>	<b>Environmental elements</b>
<b>Friends and Family</b>	Feelings and emotions	Diet and food	Stability
<b>Quality of relationships</b>	A positive sense of self	Exercise	Safety and security
	Enjoying oneself	Sleep	

*Table 4.1. Young peoples' conceptualisation of wellbeing*

Of these themes, wellbeing as a multidimensional concept is utilised as an over-arching theme that highlights the participants overall understanding of wellbeing as a concept that is made up of, and influenced by multiple elements, highlighting that the participants view wellbeing as made up of multiple different elements that are interconnected and intertwined. Within this multidimensional understanding of wellbeing, this chapter will discuss the four key elements that the participants considered as important for their wellbeing. Analysis at both an individual and collective level revealed that social elements were considered the most important dimension of wellbeing. Slightly less pertinent but also a key dimension were psychological elements. Participants also expressed the importance of elements related to health, this was not expressed as commonly as social and psychological elements but still common. Lastly, environmental elements were also considered to some extent as being an important dimension towards wellbeing. As previously stated, whilst it is possible to generate over-arching themes from the data, these themes are not mutually exclusive but in line with the participants' understanding of

wellbeing they are viewed as interconnected and interdependent. The section that follows will explore each theme in more detail using extracts from the data and verbatim quotes from the focus groups, highlighting that these themes are central to understanding participants' conception of wellbeing.

### **4.3. Wellbeing as multidimensional**

The analysis of the data revealed that the participants portrayed an overall understanding of wellbeing as a multidimensional concept - this was not always discussed directly but an underlying feature of the way the participants spoke about wellbeing, as consisting of the fulfilment of several different elements. The analysis reveals that participants come to understand wellbeing as comprised of many different dimensions that are influenced by a variety of elements. For example, during focus group discussions participants frequently considered wellbeing as comprised of multiple different dimensions that take into consideration social, health and environmental elements. It was also common for the participants to highlight several different elements that might impact these dimensions of wellbeing:

*"I said it was made up of lots of things, you have mental wellbeing and physical wellbeing and emotional wellbeing, so a lot of different things can play into it. So, say I have deadlines, I may not be feeling as well and a lack of physical activity can also affect it, so yeh" (Focus Group 1, School 21)*

For some participants, the multidimensional view of wellbeing was more explicit within their discussions, with many participants using language such as 'holistic' to describe their understanding of wellbeing, highlighting the participants' view of wellbeing as made up of a collection of parts that impact upon each other:

*“I feel like wellbeing is more holistic, so like it takes everything into account, like you can be happy and physically unhealthy. Wellbeing is like mental and physical happiness and being content and like everything coming together to form a good feeling. Having a balance of everything in proportions and stuff”* (focus group 1, school 12)

*“R4 – I think all 3 yeah, I think a lot of people only focus on 1, but it’s all important R5 – oh yeh I was going to say physical, mental and emotional health as well”* (focus group 1, school 21)

The multidimensional view of wellbeing was particularly evident through the participants’ mind maps. The use of mind maps allowed the participants to identify concepts and connections that relate to wellbeing from their own experiences. The participants used the mind maps to highlight multiple different elements that are related to wellbeing, with every participant attributing wellbeing to multiple different dimensions and elements that are important within their lives, further revealing that participants view wellbeing as dependent upon a multitude of different elements. The creation of these mind maps also allowed for the four key themes to emerge which will be discussed further in this chapter.

Within this multidimensional conceptualisation of wellbeing, it also became apparent that the participants view their state of wellbeing as resting upon the balance of their perceived state of the different dimensions of wellbeing that they highlighted,

*“Wellbeing is mental, social and physical. If all these things are good, then wellbeing is good if they are all in good stead, but if one of them is not good wellbeing is not good”* (mind map, participant 21.12)

Expanding upon this further, the participants recognised that their emotions play an important part in the development of their wellbeing and are directly related to the balance of the identified elements they relate to wellbeing. For example, during a focus group a participant discussed how ill-health affects your ability to do things and as a result your happiness:

*“erm having health as well, because without health you don’t really have happiness, because if you are ill it debilitates you from doing things you would do if you were healthy, so without your health, you can’t be happy” (focus group 1, school 21).*

Participant 2.8 referred to wellbeing within their mind map as having the right amount of emotions - “wellbeing is having the right amount of fear, excitement and jealousy etc.”, this is further reflected in participant 3.3’s mind map - “wellbeing is having an equal balance of a range of feelings/emotions”. This demonstrates how wellbeing, as understood by the participants, is not only influenced by different lifestyle elements and experiences, but also the emotions that are attached to these experiences, implying that emotions and experiences are inextricably linked when it comes to wellbeing.

The participants also highlighted that wellbeing takes into consideration both positive and negative experiences. The combination of perceived positive and negative states can lead to the fluctuation of wellbeing, altering the balance of emotions and elements that contribute towards overall experiences of wellbeing, as highlighted by participants during a focus group discussion:

*“R1 – erm I think it [wellbeing] could be positive and negative as well R3 – yes especially with physical and mental like, you can physically feel very well and be very*

*well, and at the same time have really poor mental wellbeing, like if you are going through issues R1 – you can like go from one extreme to the other R2 – and that can have an effect like on your physical and mental wellbeing as well R3 – or vice versa” (focus group 1, school 14).*

This overarching theme has sought to describe the understanding of wellbeing as discussed by the participants throughout the focus groups and journals. It argues that participants view wellbeing as a multidimensional concept that is made up of many different elements and is further understood as a balance of both positive and negative emotions and life experiences. The following sections will discuss the elements that the participants elicited as being key aspects that influence their wellbeing.

#### **4.4. Social Elements (interpersonal)**

Social elements and interpersonal relationships emerged as a key theme throughout the individual and collective analysis of the data. Across the different data types, the participants continuously expressed that social relationships, alongside the quality of the relationships that they consider important to them, have a major impact on their wellbeing. Throughout the analysis procedure it was important to consider the way participants were expressing the concept of relationships. In some instances, participants would be saying the same thing but expressing it in different ways. Accordingly, in order for the research to not be too restrictive if participants were saying the same thing but in different words, the data would be placed within the same theme or sub-theme, this allowed for clear themes to develop from a variety of participant perspectives. As a result, when reviewing the data within the social elements theme, data that mentioned significant relationships and other people in multiple different ways, including both human and animal relationships were

placed within this theme e.g., “being with my horses and dog contributes towards my wellbeing” (mind map, participant 22.21) was placed within the theme of social elements.

Data placed within this theme included elements that articulated or described different aspects of relationships that are important to the participants, such as the quality or characteristics of relationships, for example: “talking to trusted people” (mind map, participant 15.6) was considered an aspect of supportive relationships and “providing others with a safe environment to be open and honest” (mind map, participant 11.6) was included within the scope of overall quality of relationships. This inclusion of a wide variety of data allowed for the theme to be explored in greater detail and depth and for the wider perspectives of the participants to become apparent within the research.

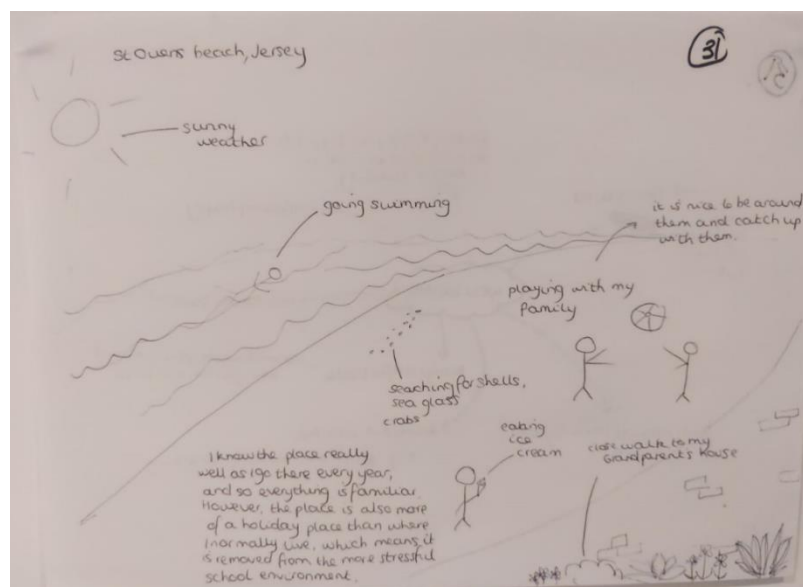
The majority of participants attributed their feelings of wellbeing to social elements and discussed the importance of socialising and interpersonal relationships. This was highlighted by many of the participants through the consistent discussions of broad understandings of social elements such as ‘social life’ and ‘social interactions’:

*“Social and family life, because if you have a bad social life or are in an unhealthy relationship then it can affect your mood all the time”* (focus group 1, school 7)

*“If you have a lot of like good social interaction and like support around you to like help you, especially if you do have mental health issues and if you are like struggling with things”* (focus group 1, school 14)

*“Erm to me like I think for emotional and mental health you have to have social interactions, I think that is really important, for example, your fitness to make friends and like who have the same interests as you is really important. It’s really important err to, yeh it increases your good mental health side”* (focus group 1, school 21)

The data that became apparent through the participants' drawings of spaces and places that support their wellbeing also revealed the importance the participants place on various social elements for their wellbeing. Initial analysis of the drawings emphasised that the participants highly valued spaces and places that include other people, where they were socialising with others, or spaces and places that facilitate social activity, providing the participants with the opportunity to socialise and meet new people, highlighting social elements as a clear reference point for considering wellbeing. Fig 4.3 provides an example of a participant's environment drawing that illustrates the inclusion of social elements within an environment that supports their wellbeing. In this case, the social dimension of wellbeing could be considered by participants as not only resting upon the important interpersonal relationships that they have but also the spaces and places that are available to them that enable and support increased social wellbeing, through empowering the development of meaningful social interactions. This consideration highlights a relationship between the environmental elements that participants consider important to wellbeing as well as the social elements, articulating the interconnected view of wellbeing held by the participants.



*Fig 4.3. A wellbeing environment drawn by a participant highlighting social elements*

Upon further analysis of the data within this theme, it became evident that the participants emphasised particular attributes, such as the quality of relationships and types of relationships, for example, friends and family as being key towards their wellbeing. Overall, the discussion of social elements provides a broad overview of the importance of interpersonal relationships towards the participants' wellbeing. However, the type of relationship and qualities of these relationships are two key elements that are important within this theme. The participants revealed that the relationships they considered as important to their wellbeing were that of relationships with friends and family and key qualities that participants consider important within these relationships were also highlighted throughout the participants' conceptualisations of wellbeing. This consequently led to the development of two key sub-themes: friends and family and quality of relationships.

#### *4.4.1. Friends and family*

Within this research, the participants' wellbeing shows a clear link to their social networks. When discussing elements of their social networks that contribute towards their wellbeing, the participants highlighted that certain types of relationships were seen as more influential than others. The relationships that the participants most frequently mentioned throughout the data were relationships with friends and family. The importance that the participants place on relationships with friends and family was most apparent within the mind maps. Combined, friends and family were mentioned in relation to wellbeing across 188 of the 210 mind maps that were created. A mind map created by participant 18.4 (see fig 4.4) demonstrates how friends and family were included in the participants' conceptualisations of wellbeing.

Most accounts of friends and family were expressed in a similar way across the wellbeing mind maps. For example, the following statements were used by the participants when highlighting what is important for their wellbeing: "family and friends" (mind map,



participant 7.16), “having friends” (mind map, participant 13.3), “the people are you – family and friends” (mind map, participant 16,3). Correspondingly, when the participants were asked what is important for their wellbeing within the journals and focus group discussions, the participants responded with statements such as: “family and friends” (journal, participant 5.22), “being with people I like – family and friends” (journal, participant 7.9). The participants also emphasised how spending time with family and friends was important for additional aspects of wellbeing such as their mental health:

*“Wellbeing is like mental health, spending time outside and spending time with friends and family” (focus group 1, school 18)*

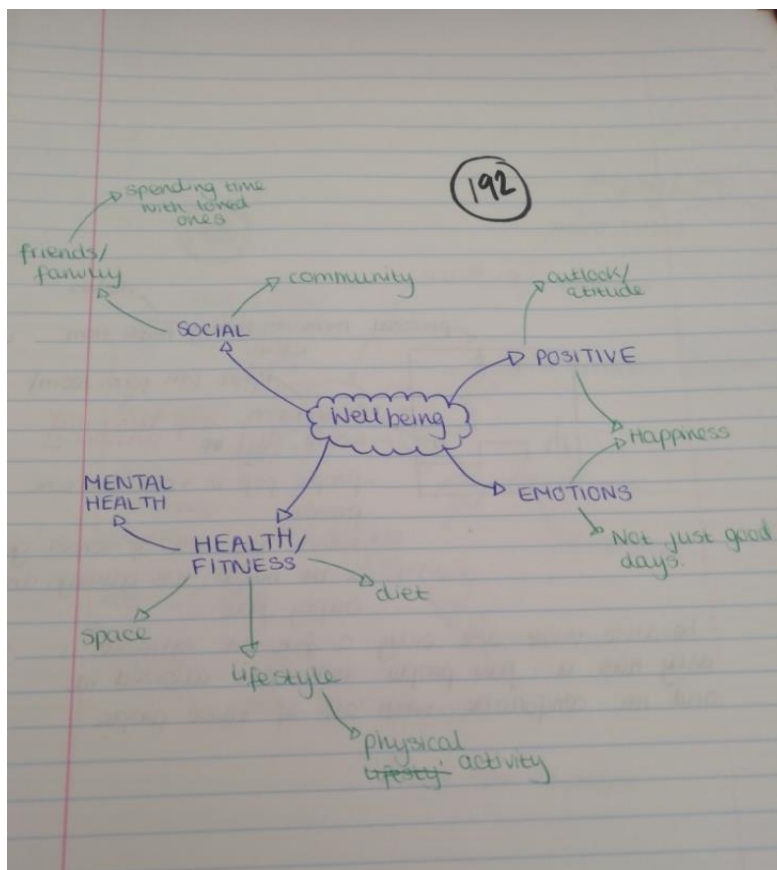


Fig 4.4. A wellbeing mind map showing the inclusion of friends and family, participant 18.4

The participants also discussed how a lack of time spent with family and friends or not being able to see family and friends negatively impacts their wellbeing. This demonstrates that the participants take into consideration both positive and negative aspects of their wellbeing and how key elements may play a part in the positive or negative development of their wellbeing:

*“Things that effect my wellbeing, so like if I don’t get enough sleep, enough food or if I am not with my friends and family”* (focus group 1, school 19)

Based upon these discussions it is evident that whilst interpersonal relationships are important to the participants in the study, the social networks they have and the types of relationships they have are considerably important in relation to their wellbeing. With this in mind, the data revealed that the participants’ relationships with friends were considerably more important than that with family members, with friendships being mentioned more frequently than family relationships across all the types of data.

When discussing friendships, the participants also highlighted the role these relationships can play in both the positive and negative development of wellbeing, depending upon the circumstances of the friendship. Important relationships come with the caveat that the interactions that exist within them come with a stronger positive or negative effect as there is greater potential for influencing feelings and emotions that come from actions within the friendship. For example, participant 6.4 stated when asked what influences their wellbeing, that they are less worried if their friends are not stressed: “happy friends – if they aren’t stressed it is less worry for you” (mind map, participant 6.4). During a discussion within a focus group a participant also revealed that friendships can put you down and recognised the importance of good interpersonal relationships:

*“So positive and negative energy, you want to surround yourself with people who bring positive energy, because you could make friends with people and they could potentially put you down and you don’t even know about it, erm so surround yourself with people who lift you up as opposed to putting you down erm”* (focus group 1, school 21).

The participants considered friends and family as integral to their wellbeing. The language used by the participants also demonstrates the importance the participants place on being able to socialise and spend quality time with the people that are significant to them. Within the journals, when the participants were asked what activities help improve their wellbeing and make them feel good, the participants frequently mentioned spending time with friends and family and included descriptions of how they would like to socialise with them, such as: ‘relaxing with’, ‘laughing with’, ‘going out with’ or ‘playing sports with’. For example: “chilling with friends and family” (journal, participant 11.9), “being around friends and family and spending quality time with each other” (journal, participant 19.6), “being with friends and family and having a good time” (journal, participant 19.5). Spending time with and socialising with friends and family was also depicted within the participants’ drawings of environments that support their wellbeing. As previously stated, a prominent feature within these drawings was other people and included the participants socialising with people and taking part in activities, as demonstrated in participant 21.10’s drawing of an environment that supports their wellbeing (see fig 4.5). The importance of being able to socialise with people can be linked to the further sub-theme of ‘enjoying oneself’ which will be discussed later in this chapter.

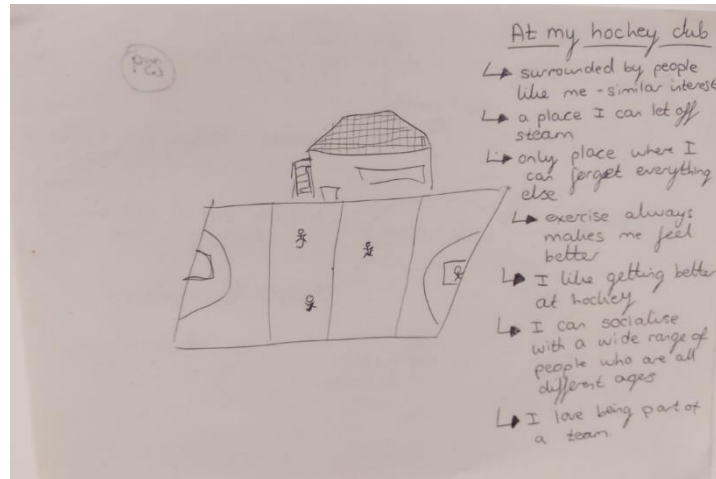


Fig 4.5. An example of a participant taking part in an activity enhances their wellbeing

#### 4.4.2. Quality of relationships

Expanding further on this theme, the qualities and characteristics of important relationships that the participants have were also considered to be linked to their wellbeing, with participants regularly highlighting particular qualities of relationships. Throughout the data, the participants described the types of relationships and certain qualities and characteristics of relationships that had a considerable impact upon their wellbeing, for example: “good relationships with people – family and friends” (mind map, participant 21.2), “happy relationships” (mind map, participant 19.6), “being comfortable in relationships” (mind map, participant 21.2). The discussion of different characteristics of relationships was a common occurrence, highlighting the participants’ needs for positive interactions within relationships to support their wellbeing, and their understanding of the impact interpersonal relationships have on them.

Having supportive relationships came up as the most important relationship quality for the participants and can be identified as the key relationship characteristic that participants seek out within relationships that support their wellbeing.

*“Wellbeing is a state of mental and physical stability where you feel supported by others”* (journal, participant 12.7)

*“Good social interactions – being supported by friends and family”* (mind map, participant 15.3)

For the purpose of this research, alongside explicit mentions of ‘being supported’, relationship qualities and characteristics such as the importance of having someone to talk to and feeling like friends and family are there when needed were also included in the ‘being supported’ category, highlighting that a variety of different types of support is important to the participants and further identifying the relational aspect of wellbeing for the participants. For example:

*“Being looked after”* (mind map, participant 10.4)

*“Talking to trusted people”* (mind map, participant 15.6)

*“Having others show that they care”* (mind map, participant 1.2)

*“Having your friends and family instil confidence in you”* (mind map, participant 3.2)

Having someone to talk to was revealed by the participants as being an important aspect of supportive relationships. The participants valued having trusted people to talk to and having someone to listen to their problems, showing that participants may also value relationships for their buffer against negative experiences when needed. Similarly, participants also recognised the importance of a support network work that works both ways.

Several participants highlighted that good relationships are also about supporting others as well as feeling supported themselves. Participants linked their wellbeing to being able to make others feel better and improve the wellbeing of other people, thus suggesting that participants that feel supported by others feel a need to reciprocate social support for the people that they feel close to or supported by:

*“[Wellbeing is] achieved through doing acts of kindness towards others”* (mind map, participant 1.2)

*“[Wellbeing is] being able to support others as well as feeling supported”* (mind map, participant 19.8)

*“[Wellbeing is] making someone feel good and helping others”* (mind map, participant 1.2)

This theme highlights the importance of interpersonal relationships for the participants in this study, in particular, the type of relationships and the quality of the relationships. The participants revealed that friends and family were important for their wellbeing, stating also that feeling supported within relationships was an essential component of relationships for healthy wellbeing. The participants also highlighted that as a result of the importance of particular relationships such as friendship, these relationships can impact wellbeing in both a positive and negative way.

#### **4.5. Psychological elements (self)**

Psychological elements that related to participants' emotions and relationship with themselves were also stressed as being important to the wellbeing of the participants, for

both their conceptualisation of what wellbeing is and the elements that influence their wellbeing. The theme of psychological elements incorporates the participants' discussions that relate to their sense of self, as well as emotions, perceptions of self-esteem and views of oneself. Psychological elements were frequently discussed by participants, and data often referred to several different emotions, alongside being able to manage these emotions as playing a vital role in the participant's development of wellbeing. For this research, emotions are being considered as constitutive towards wellbeing due to the frequent mention of emotions in relation to wellbeing. However, it is possible to link the emotions that participants express within this research as being causally related to other dimensions and themes within this chapter, thus further highlighting the participants interconnected view of wellbeing. Further to this, many participants highlighted the importance of having a positive sense of self for wellbeing, which incorporated considerations of the importance of self-esteem, self-care and self-compassion. Being able to enjoy oneself was also included under the theme of psychological elements, relating to how participants value the importance of being able to do things that are considered important and enjoyable to them. The following section will provide a breakdown of each subtheme with the inclusion of key examples from the data.

#### *4.5.1. Feelings and emotions*

The psychological domain was an important conceptualisation of the participant's wellbeing and reflected their understanding of how emotions and feelings influence overall wellbeing. When the participants were asked how they understand wellbeing and the elements that influence their wellbeing, there was considerable mention of different sorts of emotions. The participants commonly described wellbeing as an emotional experience that relates to everyday feelings and emotions that contribute towards wellbeing. For example: "wellbeing is how you are feeling" (mind map, participant 10.3), "wellbeing is your feelings"

(mind map, participant 13.3) “wellbeing is how you feel regularly” (mind map, participant 16.3).

The participants articulated specific emotions that play an important role in their wellbeing. For some participants, these emotions were used to describe wellbeing as a state of being, such as ‘wellbeing is happiness’, for others the incorporation of feelings and emotions into the conceptualisation of wellbeing surrounded how particular feelings and emotions can positively and negatively affect overall feelings of wellbeing. Three key emotions were highlighted as being key to the participant’s definition and understanding of wellbeing from their perspective and these were: happiness, stress, and a positive sense of self.

### Happiness

Happiness was the most frequently mentioned emotion by the participants. When the participants were asked what wellbeing is, the importance of ‘happiness’ and ‘feeling happy’ was repeatedly referred to and included a reference to aspects of their lives that made them happy e.g., “[wellbeing is] feeling happy within myself” (journal, participant 3.3), “being happy with where you are” (mind map, participant 2.12).

For many of the participants, a common perspective was that happiness is a part of wellbeing, stating that wellbeing is how happy you are and your state of happiness:

*“[Wellbeing is] feeling happy”* (mind map, participant 19.4)

*“[Wellbeing is] happiness”* (mind map, participant 17.11)

*“[Wellbeing is] happy mental state”* (mind map, participant 7.10)



This view of happiness and wellbeing construes the two as closely related and interconnected dimensions that the participants find hard to separate from each other, demonstrating the importance of happiness for overall wellbeing. Some participants included happiness in their understanding of wellbeing as also impacting upon dimensions such as physical and mental health, suggesting that happiness is an important element of wellbeing in combination with other dimensions.

*“Wellbeing = mental and physical health, state of happiness”* (journal, participant 2.6)

*“Wellbeing is a result of the health and happiness of an individual”* (mind map, participant 5.14)

*“Wellbeing is a state of emotional, social and physical happiness”* (journal, participant 12.6)

Whilst many of the participants viewed wellbeing and happiness as being closely related to one another, some participants were able to differentiate between the two and point them out as separate concepts. Demonstrating that for many feeling happy and happiness has important implications for wellbeing but they are separate yet interconnected concepts:

*“Happiness helps your wellbeing, but it’s not the same thing”* (focus group 1, school 16)

Happiness was also further understood as a purely emotional concept, where happiness is a state that is influenced by different aspects of an individual's life. It was also understood as an emotion that required balance, recognising that being happy is not a state that is achievable all the time. From this standpoint, participants recognise that emotions and the subsequent fluctuation of wellbeing are important elements of life and that levels of happiness need to be at a sustainable level.

*"Wellbeing is being mentally healthy – not happy 24/7 but also not depressed and sad"* (journal, participant 14.8)

*"Wellbeing means being happy and contented for a sustainable period of time"* (journal, participant 3.1)

In line with the participants' understanding of elements that are important wellbeing, the majority of the participants, when discussing their levels of happiness included social elements such as friendship, alongside being able to do things that make them feel happy:

*"Being happy – socialising with my friends"* (journal, participant 7.10)

*"Wellbeing is feeling happy, which comes from being with friends and family"* (journal, participant 5.16)

*"[Wellbeing is] being happy when doing something"* (mind map, participant 11.14)

Overall, the participants recognise that happiness and wellbeing are closely related yet separate concepts. The participants' view the feeling of happiness as an important

contributor towards wellbeing and highlight different aspects of their lives that can influence their happiness, and as a result, contribute towards overall levels of wellbeing when combines with other elements of wellbeing.

## Stress

Stress was also identified as a key emotion that plays a part in the participant's overall feelings of wellbeing. In contrast to the participants' discussions about happiness as an emotion that required good levels of happiness for wellbeing, stress was discussed by participants as an emotion where wellbeing is dependent upon having low or decreased levels of stress. This inclusion of stress as an important element when considering wellbeing reiterates that participants' views of emotions in wellbeing include both positive and negative aspects.

Throughout the study, the participants highlighted that they feel good when they are stress-free and that their wellbeing depends upon their levels of stress.

*"I feel good when I am not stressed"* (journal, participant 6.4)

*"Being stress-free"* (journal, participant 4.8)

*"Stable mentally without getting too stressed and breaking down"* (journal, participant 2.4)

In this case, stress is viewed by the participants as an important emotion to balance. The participants repeatedly mentioned the importance of being able to reduce their stress and manage their stress levels and therefore can be viewed as participants stating the importance of being able to cope well and be in control of their feelings and emotions.

*“Stress-free – reducing it as far as possible”* (mind map, participant 18.9)

*“Reducing stress”* (mind map, participant 3.4)

When considering the participants’ reflections on managing and reducing stress levels, this was frequently linked to having people to talk to and the support networks they have to be able to work through negative experiences and life events that create stress, further compounding the importance of social elements and interpersonal relationships for participants’ wellbeing and the need for supportive relationships:

*“Doing things I enjoy with people I want to be with - they help me forget other things going on which are bad”* (journal, participant 11.11)

Throughout the study, the participants also regularly discussed elements of their lives that played a role in influencing their stress levels. This became an important topic throughout the discussions, as participants expressed strong views about the impact that school work had upon their levels of stress and consequently their wellbeing:

*“Stress – not an overload of work”* (mind map, participant 21.2)

*“School not stressing you out too much”* (mind map, participant 21.11)

*“Stress-free – time away from school”* (mind map, participant 4.7)

*“I feel good not being under pressure from school”* (journal, participant 4.5)

The participants' frequent discussions and mentions of stress in relation to their wellbeing throughout the data, in particular the stress that occurs from everyday life experiences such as school and schoolwork, suggest that stress is a common emotion experienced by the participants. Thus, the consideration of feelings and emotions in relation to participant's wellbeing can be seen as an important dimension as participants understand how aspects of their lives may influence their overall emotional state.

#### *4.5.2. Positivity and sense of self*

Alongside happiness and stress, many of the participants' perspectives of wellbeing focused on positivity and having a positive state of mind as an important element of wellbeing: "I think staying positive for your mental wellbeing and being happy" (focus group 1, school 9), "Wellbeing means have a positive attitude towards life and seeing the best in people and experiences" (journal, participant 18.8), as well as feeling content "like whether you are content, like with your house and friends and family" (focus group 1, school 12),

Positivity was strongly related to developing a positive sense of self, and consequently, participants frequently mentioned the importance of having a positive sense of self for wellbeing, which concerned their view of and relationship with themselves. The participants highlighted that a positive sense of self can stem from certain characteristics and personal traits such as feeling confident, being a good person, their perceptions of themselves, alongside self-care.

*"Physical and mental health – self-esteem/self-perception"* (journal, participant 21.4)

*"Looking after my mind and body"* (journal, participant 9.1)

*“Wellbeing is feeling comfortable in yourself to the point where you can do whatever you want with ease”* (journal, participant 2.4)

The participants expressed the importance of being able to feel that they can do something that makes them feel good in relation to self-care, which is further expressed in the sub-theme of ‘enjoying oneself’, such examples include “just relaxing, in your room and like your own space (focus group 1, school 8), “reading books and my bible makes me feel good” (journal, participant 19.18), “having time to reflect on oneself” (journal, participant 12.6).

A further key element that contributed towards developing a positive sense of self, according to the participants, is self-confidence and believing in themselves. The participants regularly viewed higher levels of self-confidence and self-esteem as being important for the development of their wellbeing and linked to their judgments of themselves.

*“Good mental and physical health – feeling confident”* (journal, participant 18.1)

*“Feeling confident and happy within myself”* (journal, participant 3.2)

#### *4.5.3. Enjoying oneself*

An important element of wellbeing expressed by participants is the importance of enjoyment of life; doing things that they enjoy and feeling that they are enjoying themselves were commonly stated throughout the data e.g., “enjoyment of life – doing things you enjoy” (mind map, participant 4.6), “doing things you enjoy makes you feel good” (journal, participant 16.1). The participants linked enjoyment to a wide variety of activities and made frequent mention of hobbies such as sport and exercise, socialising, reading and playing music.

*“Enjoying yourself – getting outside/hobbies/avoiding things you don’t want to do”*  
(mind map, participant 10.8)

*“Personally, for me wellbeing is err something that I enjoy doing and being involved with that kind of brings good emotions to me and like kind of pushes out all those bad emotions that might be lingering about”* (focus group 1, school 11)

*“R5 – doing things you want to do I – why is that important? R5 – so you won’t feel depressed, you have to be able to do the things you want to do”* (focus group 1, school 7)

Enjoyment was also linked to several other elements and not based solely on the enjoyment of the activity. Sports (both formal competition and informal sports (e.g., rollerblading)) was the most frequently mentioned activity that the participants enjoyed as a contributor towards their wellbeing. Participants doing activities that they enjoy can also be linked to feelings of achievement, increased social bonds and physical health, as well as feelings of freedom and autonomy that come with being able to spend time doing things that they feel are enjoyable.

*“I like playing sports to boost my wellbeing as it makes me feel that I am part of something when I am in a team”* (journal, participant 1.5)

*“Exercise – it makes me feel like I have achieved something”* (journal, participant 4.7)

*“I enjoy sports because it gives me a sense of freedom and healthy competition is good”* (journal, participant 8.4)

*“Gym and football because exercise makes me feel satisfied and proud when I have finished”* (journal, participant 16.2)

*“Playing rugby takes my mind into a different headspace and improves my confidence”* (journal, participant 19.16)

#### **4.6. Health (Physical)**

The idea of health also played an important role in the participant’s conceptualisations of wellbeing. The participants considered the role of health within wellbeing quite broadly stating that wellbeing is: “good health” (mind map, participant 19.14), “being healthy” (mind map, participant 19.17), “[wellbeing is] overall health” (mind map, participant 19.13), “[wellbeing is] how good and healthy you feel” (mind map, participant 21.8). Perceptions of health were also related to both physical and mental wellbeing, “heathy – physically and mentally” (mind map, participant 21.3), “healthy mind and body” (mind map, participant 7.16), “great physical, emotional and mental state”, thus indicating that the participants’ understanding of health is related to both physical and mental domains, with the domains closely interlinked further expanding upon the participant’s multidimensional view of wellbeing.

However, within this theme of health, the participants’ perceptions of and levels of physical health were repeatedly expressed as being an overall important element for their wellbeing. When taking into consideration the previous sub-themes, good physical health was viewed by the participants as an element that also impacts upon elements situated within the theme of psychological elements, as participants’ perceptions of themselves and



their emotional and mental wellbeing are seen to be linked to physical health. For example, taking part in exercise for physical health was also highlighted by participants as being linked to improved management of emotions - reducing negative emotions and increasing positive emotions.

*“Walking improves my wellbeing as it allows me to be active but also think through my thoughts”* (journal, participant 11.7)

*“Rugby is good for my wellbeing as it allows me to stay healthy and fit, also it allows me to release anger and frustration”* (journal, participant 11.12)

*“I was going to say like [being] healthy, like a healthy body and everything will be ok”*  
(focus group 1, school 1)

The participants attributed their physical health to several different everyday elements, these elements were discussed in relation to physical health. However, it was also apparent that the participants found it quite hard to separate the physical and mental health domains, as the participants further stressed the connection between physical and mental health within these discussions. The three key elements that participants commonly expressed in relation to physical health are: diet and food, exercise, and sleep and these will be expanded upon below.

#### *4.6.1. Diet and food*

When discussing physical health, the participants most commonly mentioned elements related to diet and food, “eating” (mind map, participant 7.6), “diet” (mind map, participant 7.9) “food” (mind map, participant 20.7). When participants were asked to create

mind maps of what wellbeing means to them they stated the importance of a healthy diet and healthy food as well as staying hydrated as being important for their physical health and wellbeing:

*“Eating properly and staying hydrated”* (mind map, participant 19.8)

*“Eating healthily and hydration”* (mind map, participant 18.5)

*“Food and nutrition”* (mind map, participant 200)

From this standpoint, the relationship some participants have with food and diet concerning their physical health can be seen as positive and deemed as an important aspect by the participants for the functioning of their body when linking a good diet to physical health. However, further to this, several participants discussed the importance of food and diet and physical health in relation to their physical appearance, expressing how what you eat impacts how you look.

*“R3 – diet I – why diet? R3 – well your diet, it’s the food you eat, it can affect you a lot, if you eat chocolate every day it will make you not look as good”* (focus group 1, school 7)

*“[wellbeing is] eating less”* (mind map, participant 5.4)

This link between physical health and physical appearance focuses less on how the body functions healthily as a result of a healthy diet, but how physical health and appearance are linked to thoughts and feelings about oneself and the positive and negative effect of

perceptions of appearance as a result of what food they eat. Diet and food are seen to play an important role in the physical wellbeing of the participants, with their food practices also being linked to their emotions and perceptions of their appearance as a result of diet on their appearance.

#### 4.6.2. Exercise and fitness

Taking part in exercise and having good fitness was also seen by participants as having an important role in the development of physical health. Taking part in physical activity, being fit and active was commonly mentioned by participants throughout the data:

*“Physical wellbeing – eating healthy and being active/fit” (journal, participant 14.8)*

*“Physical wellbeing – exercise” (mind map, participant 10.3)*

*“Physical wellbeing – doing physical activities” (mind map, participant 3.2)*

In further discussions, many of the participants highlighted that taking part in physical activity and exercise contributed towards their overall wellbeing as it leads to good levels of fitness, in turn improving their perceptions of their physical appearance. This highlights that for some participants physical health and appearance are inextricably linked when contributing towards wellbeing.

*“Running makes me feel better because of the fresh air, but also because I am benefitting my body and I feel better about my body image” (journal, participant 21.6)*

*“I like going to the gym because when I leave, I feel like I have let off some steam. I also want to stay physically fit which is a major part of wellbeing for me”* (journal, participant 12.4).

Exercise and fitness can also be further linked to the theme of psychological elements, specifically the sub-theme of enjoying oneself, as participants frequently expressed the importance of taking part in activities that they enjoy as being important for their psychological health and physical health, with each dimension complementing each other. For example, when participants were asked what sort of things they liked to do to improve their wellbeing, participants frequently mentioned the importance of taking part in hobbies that involved exercise such as swimming or team sports, as well as making sure that they go to the gym regularly or go for a walk. The participants then linked many of these activities to physical health elements alongside psychological and social elements:

*“Swimming helps me to keep fit and I enjoy it because I have been every week since I was young”* (journal, participant 1.7)

*“Exercise like running or walking – they make me feel healthier and more accomplished”* (journal, participant 2.2)

*“Walking outside because it is not hard exercise and it is relaxing”* (journal, participant 6.10)

The participants highlighted that exercise and fitness are important aspects for developing physical health and contributing towards overall wellbeing. The physical health dimension of wellbeing can also be linked to the participants’ descriptions of wellbeing within

the psychological element domain, with good levels of physical health allowing participants to take part in sport and activities that are valued by them. In further discussions, some participants mentioned the importance of having good levels of physical health for allowing them to take part in exercise and fitness-related activities that they enjoy and consequently linking this to being able to socialise. Therefore, within these elements of wellbeing, multiple interrelated elements are being operationalised, considering that exercise and fitness can provide opportunities for developing physical, social and emotional wellbeing.

#### 4.6.3. Sleep

A proportion of the participants reported that sleep was also important to their overall feelings of physical health and subsequent wellbeing. Elements that related to sleep within the analysis of the data included not feeling tired, having good sleep patterns and getting enough sleep, for example:

*“Sleep as much as you really need” (mind map, participant 4.7)*

*“Having a good sleep schedule” (mind map, participant 4.2)*

*“Not tired – a lot of sleep” (mind map, participant 6.3)*

The participants also stated that having enough sleep and feeling well-rested was interconnected with feelings of having enough energy to take part in activities and do things that they enjoy. Getting enough sleep as was also associated with self-care, further compounding the connections between physical and psychological health and wellbeing.

*“Sleep – well-rested and having energy to do things” (journal, participant 6.2)*

*“Self-care – keeping fit/making sure you eat, drink and sleep”* (mind map, participant 10.8)

Overall, the participants highlighted three everyday functionings and activities that play an important role in influencing and impacting their wellbeing. For most of the participant’s these were seen as positively contributing towards their wellbeing e.g. good sleep, food and exercise leads to increased physical health and wellbeing. However, within categories such as diet, the participants highlighted the potential negative impacts of a poor diet and how this made them feel. Highlighting that the participants recognise both the positive and negative mediators of wellbeing and the value of these mediators in the development of their wellbeing.

#### **4.7. Environmental Elements**

Throughout this research the participants highlighted a number of different environmental elements that were supportive of their wellbeing, these considered both material and objective environmental elements, as well as subjectively experienced environmental elements. To incorporate the participants’ multiple views of significant environmental elements contributing towards wellbeing, within this theme the ‘environment’ is understood as both the participants’ physical, built environment (e.g. housing) as well as their wider socio-cultural and socio-economic environments (e.g. feelings of safety). In examining the data within this subtheme, two key elements emerged that participants considered important for their wellbeing: stability (financial) and a combination of safety and security. Descriptions of environments that enhance wellbeing will also be included within this theme to expand upon the participants’ conceptualisations and understanding of ‘feeling safe’ in an environment.

#### 4.7.1. Stability (financial)

Stability was frequently mentioned by participants as being important for their wellbeing. For some participants, stability was mentioned in isolation and represented overall feelings of stability throughout their lives. For example, within the mind maps, participants included 'stability' and 'overall feelings of stability' as a dimension of wellbeing: "stability in my life" (mind map, participant 21.9).

However, expanding upon this, many of the participants frequently related feelings of stability to financial and economic stability, commonly discussing the importance of feeling stable as being related to and dependent upon their income and their economic situation.

*"Steady income"* (mind map, participant 20.8)

*"Economic situation contributes towards your wellbeing"* (mind map, participant 11.12)

*"Housing and income levels"* (mind map, participant 11.12)

The age of the participants and their discussions of financial and job stability suggests that they are at an age where the thought of their future stability may also become an important aspect of their wellbeing, as a number of the participants are at an age to begin to think about living independently at university. Several participants highlighted that thinking about their future opportunities and education was an important aspect of their wellbeing. This suggests that future life changes and stability play an integral role for some of the participants' wellbeing as they enter a transitional period of their lives. For example,

participants conceptualisations of wellbeing within their mind maps included elements such as:

*“Future opportunities” (mind map, participant 14.1)*

*“Level of education” (mind map, participant 19.8)*

*“Academic life – success at school and university” (mind map, participant 21.9)*

Correspondingly, this was more commonly expressed by participants in the study undertaking their A Levels as they are closer to an age to begin to consider leaving home and taking more responsibility for themselves.

The participants generally discussed stability and financial stability in relation to meeting everyday needs and feeling secure, such as being able to buy food, have a house to live in and buy clothes. Whilst this was the case for the majority of participants that included stability and financial stability within their conceptualisations of wellbeing, some participants expressed financial elements beyond stability, but relating to success, wealth and social status:

*“[wellbeing is] money success” (mind map, participant 12.11)*

*“[wellbeing is] wealth” (mind map, participant 12.10)*



#### 4.7.2. Safety and security

Feeling safe and secure in an environment was also attributed as an important element towards the participants' wellbeing, with the participants frequently mentioning aspects relating to 'safety', 'feeling safe' and 'security'.

*"Feeling safe"* (mind map, participant 17.9)

*"Security/safety"* (mind map, participant 19.10)

*"Safety and health, how safe you are basically"* (focus group 1, school 21)

The participants' consideration of feeling safe and secure was generally related to the emotional state of feeling safe and secure in an environment, for example, "feeling safe and secure in my environment" (mind map, participant 15.1) with this feeling being important when the participants were considering certain key environments and certain characteristics of these environments. For the participants, feeling safe and secure at home and where they live, alongside school environments was an important consideration for their wellbeing.

*"Safe – surroundings/house/home"* (mind map, participant 19.20)

*"Erm, having a home and shelter and like being looked after, rather than being on your own and not knowing that to do and being somewhere that you are scared of and things like that"* (focus group 1, school 21)

Further to this, other participants included aspects of online safety, extending the concept of environment to include virtual aspects. This is an important consideration for

participants of this age as much of their time may be spent communicating via social media and engaging with online technologies.

*“Feeling safe at home/school/online”* (mind map, participant 10.5)

In addition to this, the participants discussed how feelings of being unsafe in an environment can lead to negative emotions such as worry, highlighting that positive and negative emotional responses are an important consideration for participants in certain environments.

*“Feeling safe and happy with what I am doing – being stressed and worried is the worst”* (journal, participant 21.3)

The data also revealed the sort of environments that participants viewed as safe and supportive of their wellbeing. Within the drawings the participants created of spaces and places they considered to be good for their wellbeing, the participants frequently annotated their drawings with words such as ‘quiet’, ‘calm’, and ‘peaceful’ (see fig 4.6). Environments that were commonly annotated as being calm and peaceful were environments with fewer people (unless with family and friends), open space and lots of greenery and wildlife. The participants stated that these environments made them feel safe, free and less anxious and allowed them to escape their thoughts.

For example, when participant 10.6 was asked what environment they consider good for their wellbeing they explained how open spaces have no boundaries which can lead to feelings of freedom:

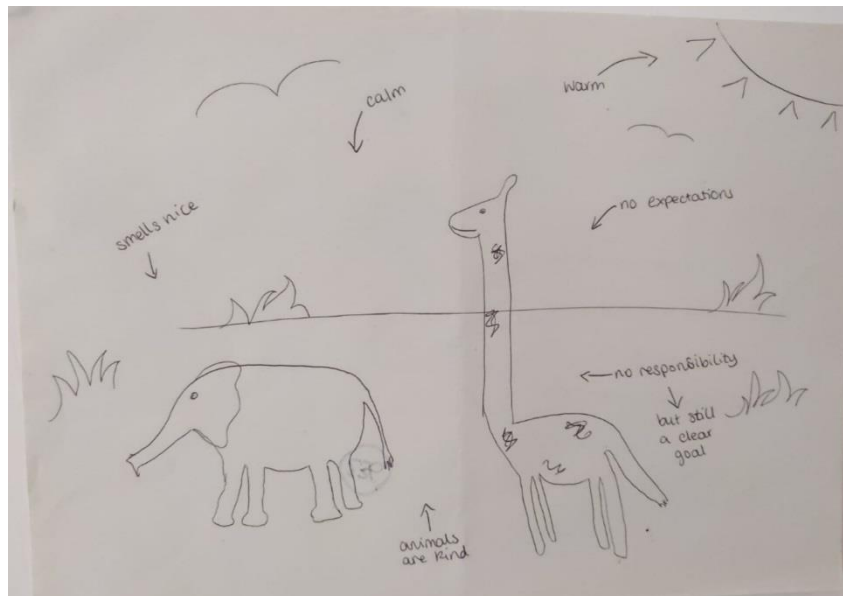


Fig 4.6. Participant 21.7 highlighting that a calm environment is good for their wellbeing

*“Open spaces - spaces of freedom, they make me feel good because there are no boundaries and they are always different every time you visit (nature is living)”*  
(journal, participant 10.6)

Participant 10.4 also expressed that open space and views are important for wellbeing, leading to feelings of calmness and safety:

*“Beautiful hills, nice views, space – feel safe, feel calm, fresh air, warmth”* (journal, participant 10.4).

Whilst the majority of participants stated that spending time in natural, open environments makes them feel calm, peaceful and safe, several participants when asked how being in natural environments made them feel, felt that being in these environments is unsettling or leads to negative feelings.

*“It can be unsettling, like bugs or wild things”* (journal, participant 22.21)

*“Moody – I have allergies and I hate bugs”* (journal, participant 19.8)

*“Horrible – I don’t like spiders and insects and I hate to get messy”* (journal, participant 19.6)

Throughout the study, many participants also noted the importance of places that are familiar to them and described certain specific places that they considered important for their wellbeing, often these were highlighted explicitly as familiar places: “I would go to my garden at home because it is a familiar place” (environment drawing, participant 18.8), or places with good memories “On holiday on a beach with my family and friends in an area I have good and happy memories” or through participants describing environments that they spend time in regularly such as friends’ houses, grandparent’s houses or their church. The participants’ feelings within these environments were similar to those experienced in natural environments, in the sense that spending time in familiar environments feels comfortable, safe and relaxing and personal to their own needs. For example, when participants were asked to describe environments that they think are good for their wellbeing, participants responded with the following descriptions:

*“Places I feel comfortable in socially and physically, like my house, in bed”* (journal, participant 21.6)

*“My garden at home because it is a familiar place that has positive memories associated with it”* (journal, participant 18.8)

*“Home/grandparents – feel safe and relaxed”* (journal, participant 18.6)

The participants' considerations of environmental elements that influence their wellbeing revealed that there are certain qualities within environments that participants look for in order for places, spaces and landscapes to enhance their wellbeing. Overall, stability can be viewed as an element linked to participants' economic environment, whilst safety and security can be seen to relate to broader environmental elements such as socio-cultural environments and how the participants subjectively perceive certain environments. Participants have highlighted that not all environments have the same meaning for each person as different environments were considered as safe, comfortable or more supportive of wellbeing than others.

#### **4.8. Concluding summary**

This chapter has provided a detailed account of the participants understanding of wellbeing and revealed the key elements that influence the participants' wellbeing addressing the first objective of the research, which aims to understand how young people characterise individual wellbeing. The research has revealed that the participants hold a multidimensional view of wellbeing, whereby multiple elements contribute towards and influence their wellbeing. The research demonstrated that the participants understood that the various elements that make up their wellbeing are interconnected and interdependent of each other. The thematic analysis of the data revealed four key themes when considering the elements that make up the participants' wellbeing, with the multidimensional view of wellbeing underpinning these key themes. The key dimensions of wellbeing were consistent across all the data types, in that the highlighted themes of social, psychological, physical and environmental elements were consistent in dominating the participants' descriptions of wellbeing. Whilst these domains are discussed within this chapter in order of importance as revealed by the participants, this chapter also highlights the interconnected nature of the

domains and the interdependent role they play in the development of the participants' wellbeing.

The participants' repeated considerations of social elements and valued interpersonal relationships dominated the participants' considerations of wellbeing. The effect of interpersonal relationships on young peoples has been widely discussed within literature and previous studies into significant components of young people's wellbeing (Bakalım & Karçkay, 2016; Chu et al., 2010; Spithoven et al., 2017). The findings from this chapter further highlight the important role that interpersonal relationships, particularly friendships, play in developing young people's wellbeing, alongside the mediating role that supportive relationships play in relation to negative aspects of participants' lives.

The findings from this chapter also identify the importance of psychological elements for the participants' wellbeing, relating to important emotions and feelings that are experienced by the participants. Drawing upon findings from within this theme, the participants presented a clear focus towards happiness within this domain of wellbeing. Happiness in relation to wellbeing has been frequently explored in studies, as research seeks to clarify lay people's perceptions of happiness and wellbeing, as the two concepts appear closely related (Mcmahan & Estes, 2010). The findings from this research accentuate the understanding of wellbeing and happiness as closely interlinked, as wellbeing was frequently understood by participants as being a state of happiness, suggesting there is some difficulty in separating the two concepts. Alongside happiness, this chapter revealed that the participants also related wellbeing to levels of stress. The participants' inclusion of managing stress in their conceptualisations of wellbeing brings into focus the problem of the prevalence of stress in young people's lives that is currently being considered as detrimental to their wellbeing (Moksnes et al., 2010; Schraml et al., 2011).

Research by Jayanthi *et al* (2015) explore the relationship between academic stress and depression amongst adolescents, finding that academic matters are a leading cause of

stress among school children. Participants in this study also related stress to their schoolwork, consistent with research into causes of stress in young people (Bhat, 2017; Norohona, 2016). Further contributing towards the psychological elements theme were participants' ideas of positivity, particularly in relation to their sense of self, self-esteem and self-confidence, as well as the participants expressing the importance of feeling like they were enjoying themselves and taking part in activities that they value. Leisure activity in adolescents has been highlighted in research as being an important aspect of adolescent psychological wellbeing as it provides opportunities for people to form social relationships and enhance self-identity (Bartko & Eccles, 2003; Trainor et al., 2010). This view is particularly important again for compounding the importance of social elements as the key contributing element towards wellbeing, as social elements and the importance of forming relationships were also linked across the further themes.

This chapter also revealed the capacity of the participants' physical health to impact their wellbeing, which included diet and food and exercise and sleep as key contributing elements that affect physical health. Physical health within this study was viewed by the participants as playing a role in further enhancing the psychological and social domains. The state of physical health directly influences an individual's ability to take part in activities that allow for socialising and increased physical fitness, leading to an improved sense of self-esteem and perception of self as recognised by Archer (2014). This further emphasises the influence that certain elements have across multiple domains of wellbeing, as understood by the participants in this study and previous studies. The participants within this study also reported a number of environmental elements that they consider to be supportive of their wellbeing. Several participants felt that financial stability is an important aspect of their wellbeing, as stability ensures housing, food and water. Stability in adolescent's lives has been explored in relation to adolescents' wellbeing (Fiese, 2000; Fomby & Cherlin, 2007), but mainly from the perspective of family stability, yet as this chapter has highlighted, young

people are also aware of financial aspects in their lives, and their future prospects as a result of education and exam results. It is this consideration of future financial stability that also may add to the stress that is stated as resulting from academic pressures and schoolwork. Environmental elements were also considered by participants in terms of qualities of environments that make them feel safe and secure and their relationships with these environments. The participants often described environments that were known to them or that they had good memories of as positively influencing their wellbeing and places that they could easily socialise and meet new people. This sits in line with research into the significance of place attachments for young people's wellbeing (Jack, 2010; Rollero & De Piccoli, 2010). Natural environments were also mentioned by the participants as spaces that were calm, relaxing and peaceful leading to feelings of safety and security. Many studies have highlighted the important role that nature connection and time spent in nature plays in the development of wellbeing in people across all ages (Gill, 2014; Pritchard et al., 2020; White et al., 2019), however for some participants, experiences in nature can lead to negative feelings such as being moody or worrying about bugs and insects. As discussed by Milligan and Bingley (2007) and highlighted in chapter 2, not all nature experiences can be considered as restorative and positive for people, as a range of influences shape people's experiences in these environments.

This chapter has revealed the multiple elements that are considered to influence the participants' wellbeing, as well as highlighting the participants' multidimensional perspective of wellbeing, clearly contributing towards objective 1. As previously stated much of the research on young people's wellbeing has focused on adults' perceptions, placing their inferences on young people's experiences of wellbeing. This chapter has centred on the subjective experience of wellbeing from the participants' perspective, eliciting a variety of elements and understandings to characterise individual and collective wellbeing from a young person's standpoint. The following chapter will explore how residential environmental



education experiences influence the participants' feelings of wellbeing and will draw from the findings from this chapter to help contextualise the participants' experiences with their own understanding of wellbeing.

*Chapter 5*

**The lived experience of wellbeing in  
environmental education**

## 5.1. Introduction

This chapter presents findings gathered from focus groups and participant journals in order to primarily address the second objective of this study: to identify how and why residential environmental education experiences may influence the individual wellbeing of young people. This chapter aims to explore the role and value of residential environmental education in influencing the participants' wellbeing. In conjunction with the first empirical chapter, this chapter will also be used to inform the third research objective, which explores how residential environmental education strategies can be designed to promote the wellbeing of young people in these settings.

The purpose of this chapter is not to measure the participants' wellbeing but to understand how they experience wellbeing in the setting of residential environmental education and the experiences that play a role in influencing their wellbeing. The chapter will also seek to explore how wellbeing is understood within environmental education through young people's own language, giving priority to the participants' discourse of wellbeing. As a result, a qualitative approach is used to identify and explore the participants' experiences, with data derived from focus groups and individual participant diaries. As discussed within chapters 3 and 4, research into young people's wellbeing must provide opportunities for their own perspectives to become apparent in order to understand their representations and experiences of wellbeing. A qualitative approach was chosen in order to explore the participants' experiences of wellbeing in the residential environmental education setting. The use of qualitative methods such as focus groups and solicited participant diaries have become recognised as a means of empowerment for young people in research, allowing participants greater control of the data and in the case of diaries, give the participants space and time to depict their own priorities in as little or as much detail as they feel willing to (Milligan & Bartlett, 2017). The use of these methods is deemed appropriate as it has been highlighted that much of the wellbeing research has been

commonly on young people, as opposed to with young people (Honkanen et al., 2017; Vujčić et al., 2019). Alongside this, much of the research exploring environmental education with young people has placed a focus on the cognitive effects and environmental attitudes of young people engaging with environmental education, with little understanding of the affective impacts of the overall residential environmental education experience where they exist (Littledyke, 2008; Russell & Oakley, 2016).

The material presented within this chapter will draw from the thematic analysis of the focus group that was conducted at the end of their stay, where a group discussion was facilitated about how they felt during their stay and what made them feel a particular way. Alongside the focus group data, it also draws from the participants' journals, where each day the participants wrote down how they felt and what made them feel that way. The combination of the individual and group data leads to a greater understanding of the individual and collective experiences of wellbeing in residential environmental education settings. The identified themes that highlight how environmental education influences the participants' wellbeing are the result of an in-depth thematic analysis process to draw out experiences of wellbeing from the participants' perspectives as highlighted within the methodology chapter. Identifying these mediators of wellbeing from the participants' perspective will help to optimise the design and integration of wellbeing interventions within environmental education that meet the needs of the young people that participate in these programmes.

The empirical data analysis identified three overarching experiences that played a role in influencing the participants' wellbeing, these are: experiences of place, experiences of people, and the learning experience. This chapter will firstly explore how the participants' experiences of place played a central role in influencing their wellbeing. The participants' experience of place is explored in relation to the certain types of places that impacted their wellbeing and how these places impacted their wellbeing. The chapter will then move on to

explore how the people and the types of experiences that were had with different people at the centre played a role in the development of wellbeing. Lastly, this chapter will explore how the participants' academic experiences during residential environmental education related to their wellbeing. This section will consider how the participants' learning experience impacted their wellbeing. These sections will explore both the positive and negative role that each theme has on young people's wellbeing, to gather an in-depth understanding of participants' experiences.

## **5.2. Experiences of place**

This theme describes how participants were impacted by the places and environments they interacted with throughout their stay at FSC Slapton Ley. Whilst people experience the environment in different ways, it is clear from the data that certain experiences of place in the context of residential environmental education can be linked to the participants' wellbeing. Residential environmental education programmes at FSC Slapton Ley take place in several different environments, ranging from the classroom (see photo 5.1), to woodland areas (see photo 5.2), coastal areas (see photo 5.3) and urban areas (see photo 5.4); it was experiences in the natural environment that were particularly pertinent to the participants. The FSC centre was also discussed as well as the learning environment of the classroom and how it made them feel throughout their stay.

### *5.2.1. The natural environment*

Overall, the impacts of seeing and being in nature were referred to most frequently within the focus groups and participant journals as influencing feelings of wellbeing. Participants referred to experiences of seeing and being in nature as leading to feelings such as happiness: *"the beautiful landscape made me happy"* (journal, participant 5.34),



*Photo 5.1 Example of Slapton classroom*



*Photo 5.2 Students in a woodland area*



*Photo 5.3 Students learning on the beach*



*Photo 5.4 Students learning in Plymouth*

feeling refreshed: *“the views were refreshing after living in urban areas all my life”* (journal, participant 4.4) and feeling calm: *“I felt free and calm walking through nature. It makes me feel like the real me and the stream and trickling of water helped me relax more”* (journal, participant 1.2). One participant within their journal explicitly mentioned that how being surrounded by greenery and nature helped improve their wellbeing:

*“We walked through Slapton Ley Nature Reserve and it made me improve my wellbeing because I was surrounded by greenery and nature”* (journal, participant 5.26)

There are a number of different environmental qualities and characteristics the participants are exposed to during their stay at FSC Slapton Ley. As highlighted above, many of the participants discussed broad elements of their surroundings such as nature and views. However, some participants identified specific elements of the environment that contributed towards feelings of wellbeing, consequentially highlighting that there are diverse elements of the natural environment that can contribute to feelings of wellbeing. For example, during a focus group one participant highlighted the specific emotions they felt from experiencing certain aspects of the environment:

*“R1 – I felt like walking, I think it was day two where we did a route where we walked from Start Point down to Slapton, I really liked that because it was all different scenery that we weren’t really used to and there was lots of different colours and plants and houses and things like that, and it was quite quirky so it’s not really anything we are surrounded by when we are at home. Erm and just seeing the sea and the views that are there and the coastline and things made me feel quite safe, because it was really relaxing, it was like an escape I – so what made you feel safe? R1 – I think it was just seeing erm all the different colours there really because rather than it be quite dark and dreary and miserable it was light and kind of made you feel uplifted and kind of protected”* (focus group 2, school 11)

The restorative impact of the natural environment was most commonly discussed by the participants. The majority of the participants spoke about the relaxing and calming effect of the natural environment, with a focus on how the experiences they had when in the natural environment were able to make them forget about stress, feel relaxed and overcome negative moments of the trip. These feelings were predominantly linked to the immersive experience of being in the natural environment that included both the physical and emotional experiences of seeing and experiencing nature. For example, the participants often expressed how the physical experience of walking up a hill was intertwined with the emotional experience of seeing views of nature whilst walking:

*“R6 – the views made me feel more motivated I – what made it motivating? R7 – because obviously, you walk up a hill and then after you get tired but then you look back and it’s all worth it, looking at such a nice view”* (focus group 2, school 7)

Further to this, during a focus group another participant highlighted how the beautiful scenery helped relieve feelings of stress, further identifying the restorative effect and positive influence that views and beautiful scenery have on the participants’ feelings of wellbeing:

*“R4 – actually in some places there wasn’t that much noise so you could hear everything and the second you turn around there was like beautiful scenery and that made it all worth it, so it was really enjoyable then, you sort of forgot the stresses a bit”* (focus group 2, school 5).

Whilst there was an over-arching sense that seeing beautiful scenery and views leads to participants feeling relaxed, calm and helping them reduce feelings of stress, the research highlighted that for the participants a key environment that was influential for their wellbeing



was the coastal environment. Coastal characteristics such as the beach or views along the coastline (see photos 5.5 and 5.6) were most frequently mentioned by the participants, suggesting that for many of the participants, there are particular environments and environmental characteristics that can impact their wellbeing more than others.

One participant spoke about the impact that seeing the ocean had and the subsequent sense of awe and excitement it provoked before they had even arrived at the centre:

*“On our journey here, driving through the farms and seeing the ocean made me really excited and I was in complete awe of its natural beauty from the time we arrived until now (night time) and I am still in awe)”* (journal, participant 12.6)

Spending time on the beach and along the coastline was regularly discussed by the participants as providing a relaxing environment, leading to the participants feeling happy, free and refreshed. Within these discussions, highlighting the relaxing properties of the coastal environment, it became apparent that the experiences in coastal environments were commonly linked to times where the participants were not taking part in structured work-related activities, but where they were free to be in the environment in a way that was considered important and meaningful to them, such as spending time with friends or having the time to take in the environment that they were in. With this in mind, the environment can be considered to have positive impacts on wellbeing in its own right as a result of its characteristics and qualities but also through the opportunities it facilitates, such as increased social bonds when being able to spend time with friends and share experiences with them. For example:

*“We went down to the beautiful beach and we spent time with friends and bought ice cream there and it was an amazing time and everyone felt peaceful and relaxed watching the sea” (journal, participant 15.4)*

As stated above, the majority of the participants discussed how being near the sea made them feel relaxed. The participants frequently noted the role that the sound of the sea and waves had on their wellbeing, referring specifically to the soothing and calming nature of the sound of the waves which could be understood as a therapeutic experience for the participants, as demonstrated within the following journal entry:



*Photo 5.5. Beach at Slapton*



*Photo 5.6. Views of the coastline*

*“I love nature, especially the beach because I like the sound of the sea and the waves as it makes me feel relaxed and at ease, it was especially nice to get away from the classroom there” (journal, participant 15.3)*

A conversation within a focus group further demonstrates this:

*“R4 – and then we were like lying down on the beach on Sunday and the sound of the waves was sooo nice R2 – I could have fallen asleep All – yeh it was so nice R2 – relaxing All – yeh we felt relaxed” (focus group 2, school 2)*

Alongside the calming and relaxing role the beach played in developing feelings of wellbeing, the participants also discussed how the beach provided space for them to interact with their friends and have fun, in turn contributing towards improving their mood and overall sense of wellbeing. As will be discussed further within this chapter, social interactions within environmental education have been highlighted by the participants as having an impact upon their wellbeing in both positive and negative ways dependent upon the experience. When considering the role that place has upon the participants' wellbeing it can be seen within this research that particular environments, such as the beach, play a part in facilitating important and meaningful social interactions for young people that can lead to positive impacts upon wellbeing. For the purpose of this research, when participants discussed an experience using the term 'we', this was considered to be an experience where social elements were an important factor of the experience.

For example, in a focus group a participant spoke about building slate stacks on the beach and how it was relaxing doing something they felt was fun and highlighted the importance of doing something they all wanted to do:

*“R3 – yeh I think, so any moment where we were just outside, like just enjoying being beside the sea or being in Plymouth and you like when we were building that massive stack of slate I – was the slate stacking by choice? R3 – yeh we, we just got bored (laughing) so we built a massive stack of slates but that is not the point, back to the thing I was trying to say, erm when you are just out there doing what you want to do and just having a nice time by the sea it was like really relaxing and enjoyable but when we really had to think about what we were doing and be like oh I have all of this to do in the next hour it was really stressful” (focus group 2, school 2)*

This was further expressed by a participant within their journal, where the act of skimming stones on the beach with friends led to the participant being in a better mood and feeling calm:

*“Being on the beach put me in a much better mood, I liked being outside with friends and skimming stones, I felt calm” (journal, participant 15.6)*

Being with friends on the beach was also highlighted by the participants as being able to transform experiences that would normally be considered negative experiences (such as being in the rain) into experiences that have a positive effect on the participants’ emotions and wellbeing. As discussed by one participant, being in the rain on the beach and throwing stones triggered positive feelings as the participant felt happy and free.

*“It started heavily raining and we ran down to the water and started throwing stones. Being in the rain relaxing and laughing made me feel happy and free-living in the moment!” (journal, participant 22.4)*

These quotes highlight the role that the natural environment plays in being able to facilitate feelings of restoration and interactions with people that are supportive of the participants' wellbeing. It is clear from this data that the beach and the sea play a key role in influencing feelings of wellbeing when given the freedom to take part in activities on the beach that the participants value as important can lead to feelings of increased wellbeing.

The importance of these experiences for the participants' feelings of wellbeing and escaping stress was further highlighted by the participants, not as part of experiences they had but experiences they felt they missed out on. This is suggestive that the participants place value on experiences of the natural environment for their wellbeing and recognise the positive role it can play. In part, it also highlighted that the participants felt that the structure of the trip and the time they were able to freely spend in the natural environment also impacted their wellbeing, as will be discussed later within this chapter. For the majority of the participants, it was recognised that seeing and being in nature could improve their wellbeing and they craved these experiences and often cited how working in the environments didn't give them time to experience them in a way that suited them:

*"R1 – like the time at the seaside, because we do live in a rural area but we don't live by the sea so if we could have just like, I feel like it would have taken the edge off a little bit, just like, because like experiencing nature, it didn't ever feel like that R6 – we just saw it R1 – yeh it felt like we were just walking to get here and we are coming to see a particular thing and then we have seen it let's go straight away, it was never just like, let's look at this for a bit"* (focus group 2, school 21)

Another discussion between the participants further highlighted this, explaining that they felt there didn't get enough time to enjoy what they were doing and appreciate their

surroundings. From this standpoint, it could be viewed that the participants are expressing the need to develop an appreciation for, and relationship with the environment they are in for positive affectual experiences in natural environments:

*“R8 – we got a lot done, however, it was like we spent 15 minutes somewhere and then right onto the next thing and yeh R9 – it felt like we were being marched around lots R4 – yeh we didn’t get time to really enjoy what we were doing really, we didn’t like get time to appreciate our surroundings”* (focus group 2, school 2).

For the majority of the participants, the natural environment was seen as supportive of their wellbeing by providing a relaxing environment that made them feel calm and stress-free, was enhanced by the sound of the waves and the freedom to spend time with friends. Escaping feelings of stress is important to the participants. As highlighted in chapter 4, feelings of stress were expressed by the participants as a key emotion that influences their wellbeing and that they felt good when they were stress-free or can reduce and manage their stress levels. For many of the participants, school and schoolwork was highlighted as a key contributor towards their everyday feelings of stress and the feelings of stress from schoolwork were subsequently recognised during their stay at FSC Slapton Ley; for example:

*“R3 – oh yeh I have been really stressed because I have had to be doing work in the evenings, so I haven’t had any free time because all of my other subject teachers think it’s ok to email me all the work, I’m stressed. I haven’t even had like, I finish at 8.00 pm and then we have what like 2.5 hours of work from last night so where is my free time?”* (focus group 2, school 19)

Further to this, in contrast to the positive experiences of the natural environment, some participants said that the natural environment negatively impacted feelings that relate to their wellbeing. The natural environment for some of the participants is an environment that they are not used to spending time in, leading to feelings of discomfort and anxiety. This was particularly evident when the participants felt that they were not given enough time to take the environment in and were expected to be able to just get on with the tasks they had been set even when feelings of discomfort were apparent; for example:

*“When we went into the woods, I hated it because we had to walk pretty fast and I was in an environment which I wasn’t comfortable in but we were all just expected to get on with it which I hated – had to touch insects and dirt and go up and down steep hills”* (journal, participant 10.3)

Further to this, wellbeing in natural environments was that related to the participants’ learning and the impact of real-world learning. Many of the participants described the important role that the natural environment played in facilitating experiences that supported their learning and discussed how this contributed to their feelings of wellbeing. The participants frequently referred to experiences of learning by doing and learning by seeing and frequently highlighted how this enhanced the relevance of their learning, leading to feelings of enjoyment. Working in the natural environment allowed the participants to see what they were learning about in real life and provided a fun environment for the participants away from the normal confines of the classroom:

*“P1 – I really liked today P6 – it was like everything we were learning about we were seeing, it was like oh look there is a rock fall P4 – we were actually seeing stuff we had learned about in action and also we were like, I could understand how it was*

*relevant, how I am going to use this information and our tutor spoke so clearly” (focus group 2, school 6)*

Many of the participants also expressed how learning outside does not feel like real work and as a result can be considered beneficial to their wellbeing because the work is easier to remember, making it feel better and more enjoyable:

*“R1 – it was much better [learning outside] it almost doesn’t feel like you are doing work because you are outside and you are kind of having fun, having a laugh as well and you know the work is not too difficult and it’s a lot easier to remember it and understand it when you are actually doing it rather than just reading it, it gets in your head more and it just feels better, so it’s more enjoyable” (focus group 2, school 1)*

As will be discussed further within this chapter, the academic experience and relevance of the work within environmental education play a key role in shaping the participants’ feelings of wellbeing. This research highlights the key role experiences in the natural environment play in facilitating the participants learning and the importance of relevant learning environments. Accordingly, for some participants, the positive effect of learning in the natural environment was challenged when the environment they were in was not considered supportive of their learning needs. When discussing these experiences, the participants frequently emphasised how this led to feelings such as stress, anxiety and worry:

*“R4 – yeh before we started measuring the trees I liked just walking and but yeh when we started collecting data it was a bit boring and stressful as they said it wasn’t really relevant and stuff and it was just a bit restricting really” (focus group 2, school 12)*



This was further expressed by a participant within their journal:

*“Measuring the size of pebbles was negative as it was not particularly enjoyable and focused on the part of Geography I was less interested in and would not be doing my NEA (independent investigation) on”* (journal, participant 14.7)

The participants also spoke about the conflicting experience of working in the natural environment and the impact this had upon them. As expressed earlier within this theme, it became clear throughout this research that the majority of the participants view the natural environment as a place to escape the stresses of everyday life such as school and schoolwork, and when they are in these environments they seek out relaxing and restorative opportunities. As a result, several participants felt that the stress of having to work in the natural environment detracts from the positive role that nature can play in enhancing feelings of wellbeing for example:

*“We had to think about school in these environments, which I wouldn’t normally do. I would normally come to this kind of place to let go of stress but it was constantly on my mind here”* (focus group 2, school 7)

This feeling was expressed in another focus group:

*“R8 – these kinds of places are the places you go to forget about the stress like school, but we were actually thinking about it while we were here, it was like the point so we didn’t get any feeling of relaxation from the environment”* (focus group 2, school 2)

### 5.2.2. FSC Slapton Ley centre and accommodation

Alongside the natural environment, the centre and accommodation played a role in influencing the participants' wellbeing, with participants expressing several different emotions relating to the feel of the centre, the rooms and the atmosphere. The centre and village of Slapton added to the participants' feelings of wellbeing with many of the participants saying they felt calm at the centre, alongside feeling a sense of welcome. The calm feelings stated by many of the participants were attributed to the quietness of the area and the friendliness of the people that they saw at the centre and in the village:

*“Walking around Slapton village was enlightening and calming as there were few people around. There was a sense of security and welcoming as people walking by smiled and said hi, it put me in a good mood”* (journal, participant 4.1)

*“We walked around Slapton and I felt good because of the calm atmosphere and nice trees and plant everywhere, which lasted for the whole time I was walking around”* (journal, participant 4.9)

Whilst some participants experienced benefits to their wellbeing from staying in the rural location of Slapton village, other participants expressed negative emotions and feelings. Many of the participants come from busy, urban areas and for a number of these participants the contrast of being in such a small, rural village led to them feeling anxious and isolated, highlighting the way individuals' perceptions of the environment and their cultural norms influence feelings of wellbeing that arise from different environments:

*“Introduced to a very rural area, sense of isolation and a little bit anxious, fear of getting bored”* (journal, participant 11.9)

A group of participants within a focus group discussed how the deserted feel of Slapton made it feel creepy, coupled with the cold weather and rain:

*“R3 – Slapton was boring and depressing All – it was just empty and cold R4 – Slapton itself was just boring and depressing when it’s raining and cold and you are just really tired R3 – it just looked really creepy R2 – it was just really deserted and no people”* (focus group 2, school 3)

It was also common for participants to discuss how the isolated environment made them feel sad and that there was nothing for them to do. This was particularly prevalent for participants that expressed how much they enjoy living and being in an urban environment:

*“R8 - It’s too quiet, I don’t like being in the middle of nowhere, like in a city there are loads of people and like here in the middle of nowhere there is just like nothing to do”*  
(focus group 2, school 7)

*“I feel sad and trapped here”* (journal, participant 19.13)

For others, certain elements of being in the natural environment led to feelings of stress. For participants that stated that they were not used to spending time in these environments, particularly in such a rural area it was often stated that being in the natural environment made them feel isolated and it was these feelings of isolation that contributed towards feeling stressed:

*“R5 – we are in the middle of nowhere I – and how does that make you feel? R5 – I mean its fine, I am just a bit like isolated which kind of stresses me out I – why? R5 – I don’t know, you are just so far away from other people and so far from shops and obviously I am used to living right in the town centre so I can walk down the road and there will be like a Sainsburys and you can walk to the shop.”* (focus group 1, school 12)

In addition to the surrounding environment and feel of FSC Slapton Ley, the environmentally friendly nature of the centre was commented on by participants, with participants expressing how it made them feel happy staying in a place that showed concern about the natural environment:

*“It made me feel happy to know Slapton was trying to protect the natural environment, whereas back at home (London) there aren’t enough rules and regulations to protect the environment from litter. In Slapton, there is hardly any litter which made me happy as I was in a cleaner environment”* (journal, participant 5.25)

A similar significance was placed on the accommodation at the centre, with several different factors impacting upon the participants’ feelings about the accommodation. The accommodation, in particular, the bedrooms played an important role in the participants’ wellbeing. The participants frequently stated how the cleanliness and facilities impacted how they felt. One participant described how the room was dirty and this led to feelings of being scared for the whole stay:

*“I felt very dirty, quite scared about the room which has lasted the whole time”* (journal, participant 11.11)

Another participant stated that the rooms made them upset due to how small they were:

*“I was apprehensive at looking at the room due to the poor reviews online. When I saw the room, I was very upset due to how cramped the room was and the fact we couldn’t open the window”* (focus group 2, school 1)

Equally, for some participants, the temperature of the room was upsetting particularly after a long day outside:

*“R6 – the rooms are freezing R7 – ah they are so cold R6 – we walk in there and everyone just complains I – how did that make you feel? R6 – awful, it just made me feel grumpy. Yesterday, after like we all got really stressed during NEA preparation and then we went back to these freezing rooms and it was just ergh”* (focus group 2, school 18)

This section has highlighted the important role that places and spaces play in impacting the participants’ wellbeing. The natural environment and experiences of nature play an important part in the development of the participants’ wellbeing; however, it is apparent within this data that multiple different experiences are held by the participants, demonstrating the complex and personal ways that individual feelings of wellbeing are reached. As the data demonstrates, not all experiences in the natural environments are positive and often contradictory and conflicting feelings of wellbeing become apparent, particularly when there is a cross-over between what is normally understood as a relaxing

environment by the participants and the stressful experience of working in these environments.

### **5.3. Experiences of people**

The data indicated that the participants' interactions and relationships with people throughout their stay at FSC Slapton Ley also played an important role in their wellbeing. The analysis revealed that for many of the participants the relational aspects of environmental education can be seen to promote their feelings of overall wellbeing, contributing towards enhanced social wellbeing as a result of increased interactions with classmates and bonding over shared experiences. The data also demonstrated the impact the tutors at FSC Slapton Ley had on the participants' wellbeing as the tutors were viewed by the participants as playing an important part in shaping the overall environmental education experience.

Subsequently, two sub-themes will be discussed within this theme; the impact of friends and the impact of tutors. This theme can be seen to be linked back to the participants' experiences of place. For many of the participants social experiences were linked to certain places and the opportunities these places offered for increased social interaction and bonding further enhancing the relational aspects that can be linked to wellbeing in environmental education relating to both people and place.

#### *5.3.1. Friends*

The residential aspect of environmental education trips provides learners with an opportunity to spend time with their friends in ways that they wouldn't normally be able to - sharing rooms, spending all day and night together, and bonding over the shared experience of the trip. The findings from this research indicate that residential environmental education can be seen to promote the overall wellbeing of many of the participants, as well as improve

feelings of social wellbeing that arise from increased social interactions and bonding with friends. The participants in this study focused on residential environmental education as an opportunity for socialising and strengthening friendships and regularly expressed the impact this had upon their overall enjoyment of the trip and feelings of happiness.

Increased social bonds were most commonly expressed as playing a role in influencing the participants' wellbeing. The residential aspect of the trip allowed the participants to spend time together in a way that many of them aren't used to and the participants regularly highlighted the impact this has had on feelings of connectedness to their friends, explaining that sharing a room with friends helped them feel closer to each other and that close bonds can help make a day seem better than it is, highlighting the powerful impact of relationships with friends for wellbeing:

*“R1 – it has been nice because the people you are in a room with, you get close with them so each morning like at least that is something for me to look forward to and I can get up and have a nice time with the people I am in a room with even if the rest of the day ruins it for me at least I have had a nice time in the morning with my friends”*

(focus group 1, school 21)

Adding to this, when speaking about the residential aspect of environmental education several participants described how this provided opportunities for them to connect to people they wouldn't normally speak to. The opportunity for developing new relationships was considered by participants to foster feelings of improved self-confidence as they became more comfortable being around people and established new relationships:

*“R7 – I think there are a lot of people who I haven't previously talked too much, but I think I probably feel more confident about talking to them now. Because we have all*

*been staying on the same site and have been together, it made me more confident talking to other people that I previously didn't know very well"* (focus group 2 school 15)

The discussions revealed the important part that free time with friends, away from the pressures of work plays in the development of friendships, with the freedom of these experiences allowing the participants to connect to classmates that they wouldn't usually spend time with:

*"R4 – I think it was quite nice to be with everyone and bond and like there was some free time that we could go and play ping pong or like football and that was nice R1 – because like outside of school like a lot of us aren't particularly close like we have our friends so it was nice to get to know everyone"* (focus group 2, school 14)

Expanding upon this, for the majority of the participants, the fun and enjoyable experiences happened with friends during free time. Much like the experiences of the natural environment the participants felt they enjoyed themselves more when they had the freedom to be with their friends doing things they enjoyed and in turn, this had a positive impact on how they felt. Many of the participants referred to activities such as playing football, chilling in the room with their friends, or watching the sunset with friends as making them feel happy:

*"I remember feeling happy playing football and table tennis with others in the evening for about an hour"* (journal, participant 12.7)

*"R4 – yeh because the evenings were great, we were all like outside playing football and stuff and being with each other and that was like really cute, but during the days*



*obviously it was like more work and irrelevant stuff some of it, but like I said the evening was really nice and enjoyable so” (focus group 2, school 12)*

It became apparent throughout the research that for many of the participants the development of these friendships within the environmental education experience and the opportunities provided for bonding with people became supportive of the participants' wellbeing by also acting as a buffer that mitigated the effects of negative aspects of the trip. Being with friends was regularly cited by the participants as being able to offset common feelings of being tired and unhappy on the trip. For example, a participant stated how the long day had made them feel unhappy, but being with friends in their room helped them overcome these feelings:

*“I felt very tired and quite unhappy as it has been a long day but once I was in a room with my friends I had so much fun and was really happy” (journal, participant 6.10)*

Another participant mentioned how school trips are part of life and not always the nicest of places to be but how being with friends can help make the experience better:

*“R3 – these trips are part of life yeh, but if you are with your friends it's a good laugh even though it's not the nicest place to be” (focus group 2, school 4)*

Further highlighting the positive role of enhanced social bonds within environmental education on participants' wellbeing, some participants explicitly stated that shared experiences of the trip, including negative experiences, were able to bring the participants closer together:

*“R4 – I think it was a positive experience because I feel like we have come together as a class and like got to know people better and I feel like even in the negative moments it brought us together, because like we are all complaining about the same thing R1 – yeh the one thing we all have in common”* (focus group 2, school 12)

In contrast to this, it is important to note that a small number of participants expressed negative experiences of wellbeing in relation to the social aspects of residential environmental education. Whilst the majority of participants considered being surrounded by friends as an opportunity for enhancing relationships with friends and other classmates, for some participants the constant pressure of being around people all the time was considered to lead to negative emotions and feelings. Several participants had concerns about spending too much time with their friends in a tense environment and this subsequently affecting their friendship. Some participants openly discussed in the focus groups how they felt like they were on the edge of getting wound up by their friends:

*“R1 – I’m not going to lie, no offence guys but I just got bored of you. I am bored of seeing everyone’s faces. Like I spent like way too much time with everyone in this room, to the fact that like everyone is just starting to irritate me. It’s the tiniest of things that are ready to knock me off the edge. Like him breathing in my face, I feel like I need to attack him”* (focus group 1, school 19)

This was discussed further within that same focus group, with the participants recognising that the experience and FSC Slapton Ley was making them snap at each other and affecting their friendships:

*“R5 – yeh but I love my friends, but I have started to hate my friends, because in college you get a good amount of them, but if you stay with people 24 hours a day for 5 days then you are going to get annoyed because you don’t want to be here anyway and it’s like the little things, like we were all saying yesterday we are snapping with each other because we aren’t enjoying ourselves and we are taking it out on each other but like I don’t want to ruin a friendship because I am angry about being here”* (focus group 2, school 19)

Further highlighting the potential negative role that the experiences of people and the presence of others can play on feelings of wellbeing during residential environmental education were some participants’ concerns about coming away on a trip with people that they don’t know very well. For many of the participants, being with good friends contributed positively to the development of wellbeing, however, for several of the participants coming on the trip with less developed friendships led to feelings of anxiety and dread:

*“This morning I felt dread about coming on this trip, I didn’t want to come on a residential with people that I don’t know and feel like I won’t enjoy it, this made me feel anxious”* (journal, participant 10.3)

Another stated:

*“I felt homesick when I arrived because I was with people I didn’t know that well. I was also a bit anxious to make friends with my roommates”* (journal, participant 14.1)

Adding to this, for some participants seeing how other people were feeling also impacted how they felt, in both a positive and negative way. For participants that were

struggling with the social aspect of the trip, they often mentioned that seeing other people enjoying themselves made it harder for them, particularly when not being able to spend time by themselves, for example:

*“I’m not very open about my emotions so it upset me realising how everyone else was coping but all I wanted to do was be alone”* (journal, participant 11.6)

These statements highlight the importance of relationships with friends during residential trips for improving and sustaining wellbeing, showing that being able to share experiences and bond with friends is a supportive factor for the participants within this study.

### 5.3.2. Tutors

The role that the tutors played in influencing how the participants felt and their wellbeing was also emphasised within this research. Within the participants’ discussions, it became apparent that the tutors played a key role in shaping their experiences, for some groups this was related to how the tutor made them feel, and in other groups whether or not the participants felt the tutor was suitably facilitating their learning. The importance of learning for the participants’ feelings of wellbeing will be highlighted further in this chapter.

The importance of the tutors in creating a positive environment was demonstrated by the participants. It was regularly discussed within the focus groups that the tutor’s mood and attitude would influence how the participants were feeling, and the importance of having a good connection with the tutor; this was discussed in both positive and negative experiences with the tutors. These findings highlight the crucial impact that the FSC tutors have upon the participants’ wellbeing, with the tutors’ perceived interest and motivation to teach and engage with the participants showing a direct relation to the participants’ experiences of wellbeing throughout their stay.

For example, the participants highlighted that having a tutor that was engaging and excited about their learning made them feel good and as a result would lead to good memories of the trip:

*“R3 – in the moment I was so unhappy, but looking back at it I will be looking at a picture of that road and I will be like oh yeh because our tutor was telling us all about that in a fun way and like R1 – at the time we were all like depressed but right now two hours later we are like the liveliest R5 – because when we talk about memories of the trip we will talk about our tutor”* (focus group 2, school 12)

Throughout many of the participants’ discussions, it was seen that there was a link between the tutors’ emotions and the participants’ emotions. The tutors that were seen to be enjoying the role of teaching the participants and that were supportive in engaging them with their work, played a key part in supporting feelings of wellbeing. The positive role the tutor can play in developing wellbeing is exemplified within a focus group discussion below:

*“R3 – I think our tutor brought a massive buzz to the group really All – laughing R3 – like for me if I was exhausted or down, I would always look at our tutor, not in a weird way and they would cheer me up”* (focus group 2, school 4)

Expanding upon this, the participants highlighted the characteristics of tutors that support their wellbeing. The participants’ positive experiences of wellbeing were linked to tutors that engage them and that they feel they can develop a connection with. As a result, the participants identified that experiences with tutors where they felt there was a lack of connection negatively impacted their wellbeing, further highlighting the important role of interpersonal relationships within environmental education for supporting wellbeing:

*“Our tutor was rude to us which affected my wellbeing”* (journal, participant 12.10)

Similarly, another participant stated the lack of connection with the tutor decreased feelings of being excited about coming on the trip:

*“I felt really excited coming to Slapton, this feeling lasted until our first experience in a classroom when I felt like our tutor had no connection with us”* (journal, participant 14.2)

Expanding further upon this, some participants voiced the role that the tutors played in making them feel safe. For many of the participants feeling safe in environments was discussed as an important factor for their wellbeing and as stated earlier in this chapter, being in an unfamiliar environment led some participants to feel anxious. The data demonstrated that the tutors played a role in helping the participants overcome these feelings and supporting them in feeling settled in an unknown environment, emphasising the importance of positive tutor-student relationships for supporting the participants' wellbeing, as highlighted by a participant within a focus group:

*“R2 – I think looking at the wellbeing mind map, looking at feeling safe, I think that's one of the things the tutors do really well, because obviously they did the risk assessment with us and they took all our numbers down and they made sure that if we got lost that they could call us and even just things like the teachers checking that we were all in the rooms at night, like I feel safe I – is that important for you? R2 – yeh I feel like if they were to say just go off and do your own thing, I would feel like I've never been to this place”* (focus group 2, school 21)

These feelings were also further expressed within another focus group:

*“R1 – I found it quite enjoyable because all the tutors were really nice, they were good at welcoming us when we arrived and it made me feel safe and secure whilst I was staying here” (focus group 2, school 15)*

In comparison to the feelings that the tutors helped some participants feel safe by having things in place to look out for them, several participants felt that this level of control led to negative feelings related to loss of autonomy and freedom. Some participants discussed this within focus groups and there were feelings that they were not being treated appropriately for their age:

*“R5 – they [tutors] would not let us cross the road, they would not let us touch the sea and they treated us like five-year-olds R2 – yeh I think I know my limits touching the sea without getting swept out. It was like being treated like I wasn’t capable of just dipping a finger in really shallow water without being swept out to sea. I get the waves are strong and like it could be dangerous, but I’m not going to be stupid enough to go so deep that I can’t get back in” (focus group 2, school 17)*

The tutors were also discussed as playing a key role in influencing how the participants could interact with their environment. As highlighted in the previous section, being able to interact and experience the environment in a way that the participants wanted to is important for their wellbeing. Correspondingly, the role that the tutors play in keeping them safe was often cited by the participants as making them feel annoyed as they weren’t allowed to touch the sea or trees:

*“R3 – so we wanted to stand near the sea and the tutors were like you might drown do not go near the water! I was annoyed because like, I like the sea and I kind of like just standing in the water, like that’s why I would want to bring wellies so I can stand in the water”* (focus group 2, school 2)

*“R3 – oh you weren’t allowed to touch the trees I – you weren’t allowed? R3 – no and I was like on one and our tutor told me to get off because we were like on a nature reserve, but I wasn’t even hurting it, you can’t hurt trees, it was annoying”* (focus group 2, school 12)

The data revealed the important role of the relational experience within environmental education for the development of wellbeing for the participants. Experiences of bonding with friends and being around new people were seen to both positively and negatively impact upon individual’s wellbeing. It is clear within this research that different people’s experiences of people within environments can impact wellbeing in a variety of ways. The tutors play a big role in developing wellbeing and feelings of safety amongst the participants and there is a large emphasis placed on the tutors’ teaching style and the way they interact with the participants in playing a part in developing feelings of wellbeing. It is important to recognise that what might be a positive experience for some individuals may be a negative experience for others and vice versa, thus highlighting the importance of capturing a broad range of participants’ perspectives when seeking to understand the mediators of wellbeing in certain scenarios and situations. In a similar way to the participants’ discussions of experiences in the environment and place, a common occurrence throughout the discussions within this theme is the need for the participants to feel like they have the freedom to spend time with friends in a way that suits their needs. Most of the discussions about spending time with



friends and the subsequent feelings of wellbeing that arose from this were exemplified when the participants had free time to socialise and bond away from the formal learning setting, when they had the freedom to create relationships away from the more controlled academic learning environment.

#### **5.4. Learning experience**

The final theme to emerge from the discussions as playing a role in influencing the participants' wellbeing was the learning experience. The participants described the main value of the trip as being for education purposes and understood the importance of being at the FSC Slapton Ley to collect data for their exams and coursework. For example, during the first focus group, when the participants were asked what they were looking to get out of the trip the majority of the participants referred to educational outcomes, such as:

*“R1 – we are here for education R2 – to help us pass our exams R3 – yup purely education”* (focus group 1, school 18)

*“R2 – I just want to get a good NEA to be honest, I have come all this way to do it so it would be pointless wasting with anything else, so get as much data and evidence in terms of what I need”* (focus group 1, school 21)

*“R5 – I just want to learn something, like get some knowledge about the things I am doing and have a good time as well”* (focus group 1, school 16).

These quotes exemplify the value the participants place on the learning experience meeting their needs and expectations to help them prepare for their course work and exams. The later focus group discussions then revealed that this value played a role in influencing

their wellbeing and was related to whether or not the learning experience at FSC Slapton Ley met their learning needs and expectations.

The learning experience played a role in the development of the participants' wellbeing for several reasons; firstly, the structure of the trip, secondly, relevance of the work and meeting learning needs, and thirdly, with links to experience of place, the impacts of outdoor learning.

#### *5.4.1. Structure of the trip*

The structure of the trip and the working hours had a big influence on the participants' wellbeing. Students discussed the length of the day and the sessions in relation to their wellbeing and how this linked to their ability to focus on the work and feelings of being overtired or overwhelmed. As highlighted in the previous sections, the participants valued free time in the environment and being able to socialise with friends, giving them opportunities to support their wellbeing and for many, the long hours and working days had a negative influence on their feelings of wellbeing. The long days had a key impact upon the participants' wellbeing, with many of the participants linking the long days to negative feelings, predominantly making them feel tired and upset, for example:

*“Very long day, very tired, miserable – negative feelings and drained out”* (journal, participant 18.1)

Several participants stated how being tired from the long working hours impacted their ability to focus and their levels of motivation, consequently influencing their ability to work, with many participants citing the long working hours as the worst aspect of the trip:

*“R5 – it was tiring and then when we got back we didn’t have that long a break until we were back in the classroom doing work again R7 – yeh and my focus had gone and we were physically tired R4 – yeh that was the worst thing we would do long days and then we had to try and concentrate in the evening”* (focus group 2, school 12)

In addition to this, the structure of the lessons and the long hours impacted upon the participants’ views of the rest of the stay:

*“Really long lessons so I felt disappointed and wasn’t really looking forward to the rest of the week”* (journal, participant 7.14)

The key element of the structure of the trip that the participants attributed towards negative feelings was the work in the evenings. The participants highlighted how normal school would have finished before the evening, so it was hard work being asked to work past normal school hours. This was demonstrated by many participants stating how tired they were and how this impacted them. Many of the participants used language that suggested their annoyance at this and how it subsequently negatively impacted upon their feelings and emotions:

*“I was too tired to just do anything. I really don’t want to work any further, it was already past the school day and I just wanted food, I also just wanted to go home”*  
(journal, participant 19.6)

Another participant stated in a focus group how the evening work was making them feel unhappy:

*“R1 – I felt kind of unhappy, like just knowing you couldn’t go back and just relax after you have done loads of hard work. You had to go straight back into work again, again and again. It would have been nice to have more of a rest” (focus group 2, school 1)*

As highlighted earlier in this chapter, the participants spoke about the importance of social connection and experiencing the environment for their wellbeing and how these factors led to them feel happy, refreshed and relaxed and overcoming the negative aspects of the trip, but also as highlighted within this chapter the value of the educational experience. Correspondingly, the participants described that when there was a good balance of free time and structure it led to positive experiences, enhancing their engagement with learning as well as feelings of autonomy and bonding with friends. A discussion in one focus group highlighted how the participants felt during more structured days and days where there was more independence:

*“R6 – yeh I don’t like being in quite a controlled environment, so like at school it’s fine because you aren’t there all day, you go home and stuff, but here I don’t like being somewhere you have to get up at certain times and like go down to breakfast and then have to be put in a classroom all day and then get taken out somewhere and then have to stay there all day. I just don’t like that kind of environment at all I – how did that make you feel then? R6 – I just don’t think any 17 or 18-year-old would like being in a controlled environment where they aren’t able to do their own thing R8 – until today, I felt like that most other days but today was good because it was more independent. So, like, we spent the whole day on Slapton Sands in a group of 3 of us and the tutor was there but wasn’t with us the whole time, so that was good, we could get on with it and had enough time (focus group 2, school 21)*

Similarly, another participant highlighted how being in an environment working on the same thing so much leads to a lack of enjoyment of the day:

*“R6 – yes we are forced to do Biology 11 hours of the day, how am I meant to enjoy something when I am being forced to do it 24/7. Like, I am not going to lie even if it is something you love, if you are forced to do it, like I like playing with my cats but if I do that every day then I would hate it regardless, so I don’t even think they want me to like Biology”* (focus group 2, school 19)

Whilst the participants consistently spoke about the need for less structured free time in the natural environment and to socialise with friends, some participants felt some confusion concerning feelings of needing to work and the need for free time, often resulting in stress. During a focus group one participant described how the downtime and long hours caused stress for them the next day because they hadn’t finished their work and questioned whether downtime was worth the stress:

*“R2 – but then again I hadn’t done my survey or packing for the next day and we came back so late and it just created a lot of stress, like this morning to try and finish that questionnaire that I had to do and everything and I mean I guess it’s like a good thing to have downtime but then you follow it with immediate stress that comes the next day, then it’s a bit was it worth it? To get that stressed the next day because I was literally in such a big rush to finish that questionnaire just sitting there in lesson time”* (focus group 2, school 5).

In contrast to this, when speaking about how the trip was very structured and focused on work, some participants described that this had a positive impact on how they felt. One

participant described how the structure of the trip made it feel organised and subsequently made them feel more at ease:

*“The structure of the day helped me to make things organised and make me more at ease” (journal, participant 14.1)*

Other participants also described the importance of having a learning style that was less structured, giving them independence and freedom. The participants described how having less strict timings for the day helped them feel less rushed as evidenced when the participants were discussing how carrying out the data collection for their independent investigations made them feel:

*“R1 – erm yesterday when we were doing a lot of walking along the coast, because there was more than in Plymouth, erm when we were with the tutors it felt very rushed and we had to be here and we had to keep up and stuff, but today when we did our data collection, we had all day from like 9.30 am to at least 5.00 pm to collect our data, so it didn’t feel as rushed. So today felt much better than yesterday even though we were collecting actual data for our NEA, whereas yesterday we were just like preparing so I don’t know why but I think it’s the fact we weren’t being rushed on just even small things like just having to be at a particular location in 5 minutes. Having the time today to just take out time to walk somewhere or do whatever, it was less stressful” (focus group 2, school 21)*

This is an important insight as the feeling of being rushed as a result of the structure of the day was regularly cited by the participants as influencing their wellbeing. For many of

the participants the feeling of being rushed caused stress relating to whether or not they were able to learn effectively.

*“R4 – I think that in my mind we had to have everything ready by the time we came here, we had decided on what title we were doing, we had decided whether we were doing human or physical and that’s what was implied to me, so the fact that we now, at the start of the week, Monday to Wednesday we had to go through rural, coastal and city in a rush when I had already decided on sort of what way, I had already decided I was doing human geography and the topic I wanted to focus on. It just stressed me out even more thinking well why couldn’t I have prepared this earlier in the week and it was all so quick with like showing us the sampling methods I just thought, I don’t even know what to do, because there are so many and I can’t even remember them because we didn’t even get to see them” (focus group 2, school 21)*

For other participants being rushed meant they felt like there weren’t enough breaks to help them have a breather from their work meaning they often felt tired; for example:

*“R1 – I feel like it was when we were at the beaches and when we were at Totnes, I feel like we could have done with a little bit longer just to kind of have a break and just relax, because we had been on our feet all day and we hadn’t really had the chance to get anything to eat or just explore and we kind of had about half an hour just to be able to eat and then look in like one or two shops and then we were back to doing our work, so it was a little bit annoying because we were all so knackered and we just wanted to be able to relax and just have a breather really” (focus group 2, school 21)*

#### 5.4.2. The relevance of work and meeting participants’ needs

When asked about their experiences of environmental education for their wellbeing, students frequently spoke about how the relevance of the work they were doing played a role in influencing their wellbeing. The participants, as stated above, valued their learning needs being met and subsequently, it became clear that the work they were undertaking had an important impact on their wellbeing. Many of the participants within both the focus groups and from their journals gave examples of how they felt the relevance of the learning was impacting upon their feelings of wellbeing; this was discussed in terms of positive and negative impacts.

One participant felt that they did not have the freedom to collect data that was relevant to their coursework, as a result this led to feelings of stress and frustration, as well as removing a sense of freedom. This sense of freedom that comes from the structure of the trip will be highlighted further within in this section:

*“R1 – I didn’t feel that sense of freedom that people are talking about, because while I appreciate the teachers and centre have such a massive emphasis on safety and I really agree with it, it was always if you are in the town centre you have got to be with other people and you, like if you are going from one place to another you have to go with other people and for a lot of what I was doing it was more, there were a lot of places where I didn’t feel like I could get any information because I couldn’t be there alone and I couldn’t go to certain places I wanted to go to because no one else was going there and that was really frustrating because I just knew I wasn’t getting what I needed and that just made me really stressed out” (focus group 2 school 21)*

For some participants the impact of the pressure to collect all the work influenced their wellbeing and made them feel worried about getting all the work done:



*“R4 – so I think not many of us wanted to come, but because we are in year 11 I feel like there is a lot of pressure on us to do well that we are so worried about making the most of this, like we are so worried about getting all the work done because it is year 11” (focus group 1, school 17)*

Another stated the lack of time and resources to complete their coursework made them feel sad:

*“R1 – and it’s just a little bit sad really that I know I am not going to be able to do as well on my coursework because of like limitations on time and resources and stuff like that” (focus group 2, school 14)*

There was an overwhelming sense of stress from the participants during the planning of their independent investigation. For many of the participants this was the main source of worry and stress throughout the trip as this was that they had primarily come away for:

*“R1 – I think it [the trip] was largely positive apart from when we were trying to develop our questions All – yeh R6 – yeh we were all like close to tears I – why was it so stressful? R2 – I don’t know, it was like everything was bogged down R5 – it was quite tense, wasn’t it? R5 – there was a lot to do and it was quite time-pressured to an extent R4 – yeh because we had to have it all done or decide our questions and make all our like things we needed to collect the data and design it all in one evening R2 – and we know it is really important R5 – yeh it is quite daunting” (focus group 2, school 4)*

Another participant in a focus group further highlighted the importance of the independent investigation and the resulting stress from it:

*“R3 – it’s 20% of our A-Level, so it’s important and yesterday was stressful probably from planning it all, coming up with one question to define 20% of our A Level” (focus group 2, school 14)*

Whilst the participants felt stressed by the pressure of their independent investigations in the planning stages when collecting the data for their investigations, the independence they had and freedom to choose their methods became a positive experience and the participants spoke about feelings of having fun with friends and having some freedom in their work:

*“R3 - The third day was good wasn’t it when we were all collecting our data, well I can’t speak for everyone else but it was for our group. For the physical [geography] group yeh when we were out, I would say that was the best day really because we were all laughing and joking R5 – and we were in really pretty places I – so what made the day so good? R3 – I think it was the independence where you had, we were all together like we all get on in this group R5 – and we got away R3 – from the adults” (focus group 2, school 8)*

Further to this, for some participants the overall learning experience was positive as they felt they were learning in relevant environments that were suitable for their coursework. This led to feelings such as excitement, inspiration and accomplishment:

*“It was exciting to see that our fieldwork matched our hypothesis about sizes of sediment”* (journal, participant 5.26)

*“I felt tired when we arrived at Slapton, but we went to Totnes and I felt inspired by the projects”* (journal, participant 2.1)

*“You feel a sense of accomplishment that you have gone out and done it all yourself and you have been independent”* (focus group 2, school 8)

This data demonstrates the value of relevant learning experiences for the participants and could be linked to the educational value that the participants place on the trip. For many of the participants, the environmental education programme is a key part of helping them pass their exams. As a result, for experiences to support wellbeing, the learning environment and activities need to in line with the values of the learners.

#### *5.4.3. Learning outside*

The final theme to emerge from the participants’ discussions of their experiences of residential environmental education was that of the impact of learning outside. In describing their experiences of learning outside during the trip, the majority of the participants recognised that learning outside played a role in developing positive feelings of wellbeing. Learning outside was cited by the participants as contributing towards feelings of enjoyment and happiness:

*“Sketching beach profiles = more appreciation for the coast and a happy feeling”*  
(journal, participant 3.2)

To add further context to this, many of the participants described the fact that working outside was more enjoyable because you can have fun and have a laugh at the same time.

For example:

*“R1 – definitely it was much better learning here because it doesn’t almost feel like you are doing work because you are outside and you have kind of having fun, having a laugh as well and you know the work is not too difficult and it’s a lot easier to remember it and understand when you are actually doing it rather than just reading it, it gets in your head more and it just feels better, so it’s more enjoyable”* (focus group 2, school 1)

During one focus group, a participant stated that doing work outside such as counting flowers is a form of meditation:

*“R2 – I do agree that the work is too long, but like the work isn’t hard and like counting plants is like a form of meditation because your brain is so switched off”* (focus group 2, school 19)

This sentiment was reflected by other participants, with one participant stating in their journal that working outside felt less boring and more like time to relax:

*“The work was hard but I enjoyed it. I think working outside helped because the work felt less boring and more like time to relax”* (journal, participant 22.3)

Another participant wrote:

*“Overall, being surrounded by a natural environment whilst doing these activities (work) made me feel calm, and it was a nice view to be surrounded by”* (journal, participant 4.7)

These quotes demonstrate how participants felt that working outside was a relaxing and enjoyable experience but highlight some contradictions. As stated earlier within this chapter, many of the participants found it hard to experience the benefits of being outside whilst working. However, some participants were able to combine both the positive experiences of being outside and the learning experiences to lead to positive experiences for their wellbeing, consequently highlighting the interplay between all the themes that have been raised within this chapter when considering how wellbeing is developed in residential environmental education.

The participants also attributed many positive experiences of wellbeing to the real-world learning that comes from learning outside. Learning outside, as stated by many of the participants, allowed them to see in real life what the tutors were talking about and seeing what they were learning about right in front of them. Many of the participants stated how much they liked working outside:

*“R1 – I really liked today R6 – it was like everything we were learning about we were seeing, it was like oh look there is a rock fall R4 – we were actually seeing stuff we were learning about in action and also I could understand how I am going to use this information”* (focus group 2, school 6)

This led to many of the participants discussing how learning outside led to feelings of enjoyment that came from being able to engage with their work and creating good memories for their learning:

*“R3 – they told us some interesting stories on the walk that we really enjoyed erm about the cliff and the house and the sisters and they were engaging because you are outside and you are learning about something visually right in front of you. So, I will remember the stories because I can remember where I was”* (focus group 2, school 17)

One participant highlighted how even uncomfortable experiences when learning outside were useful for their learning and led to positive feelings of being interested and creating memories:

*“R1 – on the third day it was really like erm interesting going to Stonehouse and it was really interesting to see how different it is to anywhere I have ever seen. It was kind of almost scary because it was like a dangerous place at the end of the day I – and how did you feel? R1 – it was a positive experience because I will remember that experience and it will help me at some point”* (focus group 2, school 1)

On the other hand, learning outside was also considered frustrating for some participants and they related this to how the conditions when learning outside made it hard to focus on what they were being taught:

*“R2 – when you are sitting by the waves and all you can hear is just the waves instead of the actual tutor and then talking about the information that we have just learned*

*and I feel like I am clueless because I don't know what they are talking about and you just miss information that is important and that's annoying" (focus group 2, school 5)*

Another participant highlighted the conflict they felt trying to learn in the natural environment but also wanting to enjoy the natural environment, and stated that having separate time away from working was important to help them gain benefits from being outside:

*"P6 – I think it is better if it is separated [work and free time in the environment] because whilst our tutor was talking we were all doing something, like at least me and my friends were, like we weren't exactly concentrating, but then when we were walking and he wasn't talking, like if there was a large hill we could run down and feel so free and it was really enjoyable, but if we are trying to do that whilst our tutor was talking we would just miss out like information and we would get into trouble so yeh" (focus group 2, school 5)*

Similarly, when discussing working outside and carrying out fieldwork another participant noted how it is hard to collect the right sort of information when doing outside fieldwork, which can make them feel annoyed:

*"R5 – the light metres were constantly changing, apparently it was lighter in the shade than in the sun and that kind of annoyed me because I know that is going to affect my results, it means my evaluation will be better but it always seems as though whenever we do fieldwork, I think that is one of the reasons why I am not the biggest fan of fieldwork because the data never, it's not sufficient which puts me off because I feel annoyed" (focus group 2, school 10)*

The outside learning experience impacted the participants' wellbeing, as highlighted by these quotes in different ways to simply spending time outside, as discussed previously in the chapter. Learning outside was directly related to the learning experience of the participants and, as highlighted, the learning experience and relevance of learning play an important role in influencing the participants' feelings of wellbeing and is linked to the real-world setting of the learning environment that allows them to create fun and enjoyable memories of their learning.

## **5.5. Concluding summary**

This chapter has explored how and why participants' wellbeing is influenced by residential environmental education experiences, by doing so addressing the second objective of this research. The focus groups and participant journals provided space for the participants to reflect upon their experiences at FSC Slapton Ley and the role environmental education plays in influencing their wellbeing. Several studies have sought to explore the wellbeing benefits of residential outdoor learning, focusing on experiencing nature and the benefits of being in natural environments, alongside the broader wellbeing benefits that arise from these experiences (Gustafsson et al., 2012; Largo-Wight et al., 2018; McAnally et al., 2018). However, much of this research has been carried out from a researcher's perspective, relying on quantitative measures of participants' wellbeing. Correspondingly, there has been little insight into what mediates feelings of wellbeing within outdoor learning and in particular, outdoor learning experiences that are framed around meeting curriculum needs such as the residential environmental education programme at FSC Slapton Ley. The findings from this chapter highlight the value of a qualitative approach for exploring the role environmental education plays in developing participants' wellbeing, as the participants were able to provide a rich description of their experiences.



This chapter provides an insight into the participants' lived experiences of wellbeing during a residential environmental education programme at FSC Slapton Ley, illuminating pathways and barriers to wellbeing within the experience. In this section, the main themes of this chapter are re-addressed and discussed in relation to relevant literature. The participants discussed many aspects of environmental education that impacted upon their wellbeing, however, it emerged through the analysis that the most prominent themes centred on experiences of place, people, and learning.

The participants' experience of place within environmental education played the most significant role in the development of the participants' wellbeing with a particular focus on the natural environment. For the majority of the participants being in the natural environment was a new experience as many of the schools visiting the centre came from urban settings. It was regularly expressed that being in nature provided an opportunity to escape the stress of the busy urban environments they live in and forget about the stress of school and home life, with many of the participants discussing the natural environment in relation to its restorative properties, such as helping them feel calm and relaxed. Of particular pertinence to the participants' wellbeing was the experience of the coast. Recent research has suggested that the coastal environment has benefits for human wellbeing (Ashbullby et al., 2013; Bell et al., 2015), and in line with this research, many of the participants valued the immersive experience of being by the coast, where they were able to listen to the waves, take in the views of the coastline and relax with friends. Consistent with existing literature on Attention Restoration Theory (ART) (Kaplan & Kaplan, 1989) that suggests environments are restorative and beneficial to wellbeing based upon four properties: being away, fascination, compatibility and extent. The participants prioritised the moments where they were able to spend time away from work and were able to spend time in nature in a way that was conducive to improving their wellbeing from their perspective, reflecting the four key properties of ART.

It was also identified that the participants' experiences of the centre and surrounding village influenced their wellbeing, with the rural and quiet location of the FSC centre playing many different roles in influencing their wellbeing. Some participants appreciated the rural, isolated location and valued the calming and relaxed atmosphere, however, for other participants, the thought of being away from an urban area, away from amenities and people caused anxiety, stress and feelings of isolation. Experiences of place in environmental education and its implications for wellbeing within this research can be seen to come from the participants' relationship with space and their ability to develop a connection to the place through taking part in valued activities and their prior conceptions and meanings they attach to these environments. The theory of affordances (Gibson, 2013) offers a framework for considering how young people relate to their environment, by considering the individual's perception of the environment and the affordances it offers based upon the individual's intentions, previous experiences and the context. This brings into focus how experiences of place may be conducive to supporting wellbeing for some but not for others and highlights the need to understand the participants' values, previous experiences and their expectations of certain places and the implications this holds for the development of wellbeing environmental education.

The findings from this chapter also highlighted the important role that people play in the participants' wellbeing, specifically the role of friends and tutors. As highlighted in chapter 4, a key dimension of wellbeing for the participants related to social factors, with the participants highlighting the important role that interpersonal relationships, in particular friendships, play in supporting their wellbeing and this was reflected within the participants' experiences of residential environmental education. The relational aspects of residential environmental education were a key discussion point for the participants' feelings of wellbeing. The participants highlighted that the residential aspect of environmental education provided new ways for spending time together and sharing experiences, leading

to higher feelings of connectedness. However, the positive impact of the residential aspect of the trip and feelings of increased social connectedness was not universal across all participants. For some participants, the prospect of spending time with people that they don't know, or not having the freedom to get away from friends led to feelings of anxiety and stress as they felt concerned about developing friendships and the challenge of managing friendships when spending too much time together.

These results support studies that have demonstrated that outdoor education programmes create a unique social environment for developing friendships (Loeffler, 2004; Lynch, 2000). However, whilst the findings in this research concur with previous research, as with experiences of place, the important social experiences with friends that supported the participants' wellbeing most frequently occurred away from the formal learning setting. This is important to highlight as revealed within the theme on the learning experience and influence of the structure of the trip on the participants' wellbeing, the participants discussed how there is often little time for unstructured social time as there is a heavy focus on the academic learning within curriculum-based environmental education, in order to achieve the desired academic outcomes of the trip.

The importance of experiences of people within environmental education was also evidenced through the participants' discussions relating to their tutors and the impact they had upon their wellbeing. The tutors were seen to influence participants' wellbeing both positively and negatively and this rested upon the participants' feelings of the tutors' abilities to build positive relationships with them and the supportive role they were able to play for their learning. Learner-teacher relationships and the effect that they have on wellbeing has been well documented in research (Dessel et al., 2017; McCallum & Price, 2010; Murray-Harvey & Slee, 2007) and alongside the participants' discussions of the relational impact of environmental education on wellbeing within this research, is reflective of calls for educational experiences to provide opportunities for enhancing the learners' wellbeing

through wellbeing informed pedagogies that take into account the relational dynamics of educational environments (Graham et al., 2016).

This chapter also further revealed how the learning experience within environmental education affected the participants' wellbeing. The participants revealed that they valued the environmental education experience for achieving their learning needs, consequently, the structure of the trip, learning relevance and outdoor learning was seen to impact the participants' wellbeing. The structure of the trip was the most commonly expressed element of the learning experience that affected the participants' wellbeing. Whilst the participants valued their learning, the long hours and evening work at FSC Slapton Ley was seen to negatively impact the participants' wellbeing as participants became tired and unable to focus on their work. Similarly, the participants' perceptions of the relevance of the learning and the role that learning outside plays in supporting learning also played a key part in influencing the participants' wellbeing. Outdoor learning was seen by the participants as an opportunity for their learning to be contextualised through real-world learning experiences, making their learning more relevant and memorable. The importance of the structure of the trip and relevant learning experiences for enhancing wellbeing can be seen to link to elements of SDT (Deci & Ryan, 1985, 2000) in that the participants place value on aspects of autonomy, competence and relatedness within their learning environment. As Sproule *et al* (2013) suggest, positive outcomes within educational settings may be enhanced when these concepts are integrated into practice and learning facilitators are encouraged to create autonomy-supportive environments (Reeve, 2004).

This chapter has revealed several important factors that influence the participants' wellbeing in residential environmental education. However, some contradictions arise in the participants' discussions, as there are some tensions exposed between designing environmental education programmes that support the participants' need for autonomous relational experiences with their friends and the natural environment as well as meeting the

participants' valued learning needs. In exploring the participants' experiences of wellbeing, the participants' discussions also raised several ways they felt that environmental education could be used to support and promote their wellbeing. Using the empirical data within this chapter and drawing from the participants' conceptualisations of wellbeing in chapter 4, the following empirical chapter will explore how strategies within residential environmental education can be designed to promote and support the wellbeing needs of young people.

*Chapter 6*

**Promoting wellbeing in  
environmental education**

## 6.1. Introduction

This is the final empirical chapter within this research and brings together the findings from the previous empirical chapters in order to address objective three of this study; to explore how residential environmental education can promote the wellbeing needs of young people. Whilst the previous chapter illustrated the participants' experiences of wellbeing in environmental education and what influenced their wellbeing, this chapter seeks to explore the significance of those experiences and how they can be used to understand strategies that can be built into environmental education to promote the wellbeing of young people. This chapter will illustrate the ways in which environmental education can be designed with a focus on young people's wellbeing. It will draw from the participants' perspectives and experiences of wellbeing to consider ways in which environmental education programmes can be delivered to support the mission of enhancing young people's wellbeing alongside their learning during curriculum-based environmental education programmes.

As with the previous chapters, this chapter will draw from the thematic analysis of material collected from focus groups and individual participant diaries. This chapter will also draw from the material presented in the previous chapters (chapters 4 and 5) to support and explain the strategies put forward within this chapter for promoting young people's wellbeing. Chapter 5 revealed the impact that places, people and the learning experience can have on participants' wellbeing. From this research it can be observed that the majority of participants' feelings of wellbeing can be linked to the embodied experience of being in and observing nature, spending time with friends, and valuable and relevant learning experiences. Whilst there is a large amount of literature discussing the impact that outdoor learning has on young people's wellbeing, there is a lack of research focusing on young people's perspectives, with a particular lack of focus on young people's perspectives of strategies within environmental education for promoting their wellbeing needs. Thus, the purpose of this chapter is to contribute to and further the literature related to wellbeing

strategies in environmental education by illuminating the participants' perspectives of how environmental education can support and develop feelings of wellbeing.

Using the empirical data and drawing from data within chapters 4 and 5, this chapter will present three key themes in order to address the third research objective. Three themes have been identified as key emotional experiences contributing towards the participants' feelings of wellbeing within environmental education. This chapter will begin by exploring how feelings of restoration within environmental education contributed to the participants' wellbeing. Drawing from the empirical findings and data from chapter 5, this theme will describe the value the participants placed upon experiencing the natural environment in an unstructured manner away from work and their subsequent recognition of these moments for supporting their feelings of being relaxed, calm and stress-free. This will be explored in within this chapter as restoration. This chapter will then explore the participants' feelings of wellbeing in relation to the development of social bonds within environmental education. As will be highlighted within this chapter and in line with data previously discussed within chapter 4, interpersonal relationships are considered an important element of wellbeing by the participants. As such, the need for free time to develop social relationships with friends and classmates in the setting of environmental education was considered by the participants as important for their wellbeing. Lastly, this chapter will explore the participants' feelings of achievement and accomplishment within environmental education and address how relevant learning experiences and opportunities for challenge are needed to foster feelings of achievement within environmental education and promote wellbeing. Whilst this research has explored the experiences of participants from their perspective, it is important to consider that these themes have been developed through thematic analysis that seeks to combine the individual and group perspectives to reach key themes. As a result, the subjectivity of each experience for the individual should be considered and it subsequently



acknowledged that the strategies discussed within this research may not reflect the collective experience of all young people.

## **6.2. Fostering feelings of restoration**

As previously highlighted within chapter 5, the participants regularly linked experiences within environmental education to feelings of restoration. For the purpose of this research, descriptions of increased or restored feelings of relaxation, feeling calm and reduced stress are considered feelings linked to restoration. It was made apparent within the participants' discussions that feeling relaxed, calm and reducing stress was a fundamental contributor towards wellbeing within environmental education, with the participants frequently expressing experiences of the natural environment as playing a key role. This theme will seek to explore the components of environmental education that can be viewed as contributing towards participants' feelings of restoration and how they can be utilised to promote the wellbeing of young people when designing environmental education.

### *6.2.1. Unstructured time in the natural environment*

From the participants' reflections of how experiences of nature impact their wellbeing, it became apparent that the participants valued unstructured free time in the natural environment for promoting feelings of restoration. The participants frequently described how spending unstructured time in the natural environment contributed towards feelings of restoration and the role that nature plays in supporting these feelings.

A student within a focus group described how having increased time in the natural environment to see and experience nature is important when considering ways to help them feel mentally refreshed:

*“R4 – say if we did get given more free time, then when it came round to doing the school work, we might be more mentally refreshed from having the time to ourselves like outside and doing what we want like going exploring and then when it did actually come to the evening, we might have been more relaxed and sort of ready to sit up and do the work until 11.00 pm”* (focus group 2, school 2)

Further to this, being able to spend unstructured time in the natural environment was identified by a participant as having the potential to increase their feelings of enjoyment of the trip resulting from the feelings of being relaxed from being in a pretty place and not having to worry about anything:

*“R3 – I think it would have like, especially down by the coast I think it would have really improved my trip if I had more time just to you know walk around and enjoy the sea and the whole area and because it’s just very relaxing to just not have to worry about anything and just be able to be like oh this is a pretty place to be in. erm so I think it would have improved my trip a lot if we had been allowed to just go off on my own and not be supervised 24/7”* (focus group 2, school 2)

The sub-theme of ‘structure of the trip’ within chapter 5 highlighted that many of the participants feel tired and drained as a result of the long working days at FSC Slapton Ley. The provision of more unstructured time in the surrounding natural environment can be seen as a response to the participants’ feelings of being overtired and the desire for the need to explore the natural environment away from work to support feelings of being relaxed and help the participants to recover from the fatigue of working.

These statements connect with the participants’ conceptualisations and descriptions of wellbeing, as highlighted within chapter 4. The participants’ descriptions and

understandings of what wellbeing means to them highlighted the importance they placed on psychological elements of their wellbeing, where feelings and emotions impacted upon their overall feelings of wellbeing. Within the theme of psychological elements, the participants stated that enjoying themselves and feelings of stress played a key part in influencing their wellbeing and in particular, being able to manage and reduce stress was viewed as important to the participants.

The need to be able to spend unstructured time in the environment was regularly expressed by the participants as contributing towards their feelings of being relaxed. For many of the participants, the natural environment was considered a relaxing environment and played an important role in their feelings of wellbeing, even when not in the setting of FSC Slapton Ley. The value of unstructured time in the natural environment within environmental education can also be seen to connect to the participants' descriptions of wellbeing within chapter 4, where the participants revealed that environments with lots of space and greenery are considered important to them and for helping them feel good. It was most commonly stated that spending time in natural areas is important to the participants as it can help them escape their thoughts and the pressure of their busy lives. As a result, being able to spend time in the natural environment in an unstructured manner, reflecting what the participants are used to was important for the participants' feelings of being relaxed and calm and fostering feelings of restoration that leads to increased wellbeing. Many participants stated that it would have been good to have more time for this during their stay. This was frequently illustrated within the focus groups and diaries, for example:

*“R2 – I would like it if we could do the stuff you usually do on the beach and not sorting through pebbles R5 – I would be happy just to relax there, it was perfect weather and it felt wasted doing all the work that we found dull, with the ocean right there and we aren't allowed to go in it” (focus group 1, school 13)*

*“At the beach we had quite a lot of time, but not much to just sit and take in the sun and the sea and talk with each other and look at different rocks just for leisure. I wish we had a good half an hour for that”* (journal, participant 5.19)

Further to this, one participant explicitly stated how free time in the environment contributed towards feelings of being relaxed and enjoyable compared to the negative feelings that came from a lack of freedom, leading to a desire for environmental education to provide more opportunities to explore the natural environment:

*“Without considering the actual fieldwork, being in the environment was relaxing and made the day enjoyable. The good feelings definitely came from as a result of the environment. Any negative feelings definitely came from a result of a lack of freedom, it would have been nice if we had free time to explore the natural environment”* (journal, participant 4.7)

Another participant stated how free time away from work in nature helped make their day better after a stressful period of work:

*“On day 2 we did work on rivers, I think that this was a very hard day as there was lots of walking and it was extremely hot. I didn’t feel nervous at all but, it was very stressful. In the spare time we had my friends and I watched the clouds on the field and played some music which made the day a lot better as it was peaceful and calm”* (journal, participant 15.4)

The importance of unstructured time in the natural environment for the participants’ wellbeing can also be considered in relation to their expectations of the trip. Within the initial

focus group, the participants were asked what they were expecting from the trip and what they thought they might get out of it. For many, having the chance to relax in and experience the environment was a key part of the trip they were looking forward to and expecting from the experience:

*“R4 – coming on the trip will be a chance to escape from everyday life R1 – it will be a chance to like get away and relax in the environment”* (focus group 1, school 18)

*“I thought we might be able to at least touch the sea R5 – I was also expecting to be able to relax for at least a second on the beach”* (focus group 1, school 17)

The participants' expectation and desire for unstructured time in the natural environment is an important consideration for the design of environmental education programmes to support the wellbeing of young people, in particular curriculum-based environmental education where there is often pressure on young people to achieve the educational objectives of the trip. The participants' statements and discussions highlight that experiences of the 'environment' within environmental education may have given way to the 'education' aspect of environmental education within curriculum-based experiences, leaving little time for the participants to connect to and utilise nature for their wellbeing.

These reflections on how environmental education influences wellbeing highlights the role that the natural environment plays in promoting and supporting students' wellbeing by providing opportunities for feelings of restoration. The data underline the need for environmental education to provide opportunities for young people to engage with the natural environment in a way that is deemed important to them, by allowing them unstructured time to be away from the pressures of work, to be in nature and engage with

the natural surroundings in a way that is comfortable to the participants to foster feelings of restoration.

### **6.3. Increasing social bonds**

Chapter 5 highlighted the range of impacts that being around friends and classmates had on the participants' wellbeing within environmental education. The most commonly stated impact was focused on how certain experiences increased feelings of connectedness to friends and helping them make new friends, in turn enhancing their social bonds. As explored in chapter 4, interpersonal relationships were considered by the participants in this research as having a major impact upon their wellbeing, with the impact of friends, and quality of friendships playing a particularly important role. It also became apparent within the data that the participants valued being able to spend time with their friends where they can freely socialise, relax and take part in activities together. For many of the participants spending time with friends and bonding with friends contributed towards feelings of happiness and was commonly stated as the most enjoyable aspect of the trip, for example:

*“R4 – it has been nice being all together for the week, like we have bonded quite a lot and had a good laugh” (focus group 2, school 9)*

*R1 – we have bonded R2 – yeh we have got closer R3 – we always did get on in the group, but it was still very like R3 – in school it was like our table, their table whereas now when we are in geography we are all going to talk and we are all going to get along” (focus group 2, school 8)*

Environmental education, explored in the setting of FSC Slapton Ley, provided opportunities for the participants to enhance their social bonds through several different

ways, with the participants stating these as valuable experiences for enhancing their feelings of wellbeing. Whilst interactions in the natural environment can be linked to the participants' feelings of restoration, the natural environment can also be seen to help improve their feelings of social bonds and connectedness to others. This section will focus on the importance of providing participants with the space to socialise with friends away from work to support their feelings of wellbeing that comes from feeling closer to others.

### *6.3.1. Free time with friends*

In speaking about social bonds and feelings of connectedness with others within experiences of environmental education at FSC Slapton Ley, the participants regularly described experiences where they had free time to spend with their friends. For many of the participants' free time with friends was a key aspect of the trip that contributed towards feelings of bonding and happiness. This highlights the need for environmental education to make time for activities that promote social cohesion between people and allow young people to develop important social skills to confidently interact with other people.

The residential aspect of the trip created a social context that was new to many of the participants and provided an opportunity for them to spend time with each other in ways they wouldn't normally be able to do within a traditional school setting or at home. As a result, many of the participants described key experiences that led to feelings of increased social bonds and wellbeing as those that happened in between the formal learning activities, such as moments in the bedrooms, socialising in the common rooms and activities such as football and star gazing. These moments are a key part of the experience of residential trips and the participants' discussions highlight the importance of the inclusion of them within environmental education to promote their wellbeing.

Many of the participants described how the experiences during breaks and free time in the evening contributed towards creating good memories and feelings of happiness,

highlighting that these were key moments for supporting the development of social bonds within environmental education. For example, participants frequently mentioned how feelings of happiness came from the experiences they had with friends during breaks and free time:

*“Being in Plymouth made me feel happy as we had lots of time and we all went for lunch together which was nice”* (journal, participant 6.6)

*“R4 – I think it was quite nice to be with everyone and bond and like there was some free time that we could go and play ping pong or like football and that was nice R1 – because like outside of school like a lot of us aren’t particularly close, like we have our friends, so I suppose it was nice to like get to know everyone”* (focus group 2, school 14)

An important aspect of this was the participants having spaces where they could go to spend time with each other. For the participants within this research, having free time in the common room was regularly highlighted as an experience that enhanced their feelings of connectedness and bonding with friends and classmates:

*“R5 – it was just like every evening after we had a shower and would get a couple of hours to ourselves and we could go to like the common room, we would all go in there and just talk for a couple of hours R2 – yeh that is good memories R3 – it’s just like when we were out and about we were all just laughing and joking about with each other”* (focus group 2, school 8)



*“All – Love Island! R2 – because there was like what 30 of us R5 – and we were all just talking about it, it was quite funny R3 – and if like you have the same common interests as someone, and then there was like so many people in one room it was just like aww R5 – and we were all like cheering and stuff” (focus group 2, school 3)*

Further to this, these moments not only enhanced their feelings of connectedness with people that they already knew but also helped many of the participants make new friends; an important aspect of the trip for people who may not have known many people on the trip before arriving:

*“I really liked it at the end of the day when we were all in the TV room watching Love Island. This was because I was talking to people that I hadn’t talked to before at school as they weren’t in my classes. It felt very united as we were all having a good time. This lasted the whole time we were together and was a good feeling” (journal, participant 14.6)*

Having free time during the environmental education programme was also expressed by the participants as being important for their wellbeing as it gave them time to take part in activities such as football and rounders with their classmates and teachers. For many of the participants this provided them with the opportunity for the whole group to come together and form important connections with each other:

*“The best part of the day was after dinner when we all played football together as a class. It was nice to all be together and outside exercising. It gave us a sense of community and family” (journal, participant 12.4)*

*“One particular experience that made me feel happy was the orienteering as I was doing it with friends meaning that I had someone to share the experience with giving it a positive feeling” (journal, participant 15.1)*

For the majority of participants, the residential experience was an opportunity to get to know their classmates better in a different way from what they are used to. Further highlighting the importance of the residential aspect of environmental education, sharing bedrooms was identified and described by the participants as contributing further towards social bonding. Many of the participants also stated that it was these moments where they were bonding with their friends in the rooms that helped them overcome negative feelings that developed throughout their stay:

*“R2 – I think it’s like the, because you are sharing a room with other people, you kind of get to know them a bit more and just that aspect and then being like around the countryside is really nice because it’s just not what we do in like day to day life, so it’s really nice to get away” (focus group 2, school 10)*

*“I felt very tired and quite unhappy as it had been a long day, but once I was in the bedroom with my friends I had so much fun with them and I was really happy” (journal, participant 6.10)*

These quotes highlight how creating space and time within residential environmental education, where young people can develop meaningful relationships, enhance their social skills and improve their social bonds can, in turn, improve their feelings of wellbeing. The data highlights how these experiences can not only enhance the participants’ feelings of wellbeing through increased social bonds but can also enhance their feelings of happiness

and help them feel satisfied and overcome negative feelings that may arise within residential environmental education trip. This provides an important insight into the development of young people's wellbeing as it emphasises the need for young people to have freedom within environmental education to spend time bonding with friends in autonomous ways away from school-related contexts, thus allowing for new and different social experiences to occur. The data also further underlines the important role that relationships play in supporting young people's wellbeing and highlights the need for environmental education to consider ways in which they can support young people's wellbeing within residential settings through developing activities that can aid in the development of young people forming positive social relationships.

#### **6.4. Sense of achievement and accomplishment**

Whilst it was common for the participants to express the importance of free time and autonomous experiences within environmental education for promoting their wellbeing needs, the participants also expressed the importance of learning appropriate information to help them with their education, referred to within this research as their sense of achievement and accomplishment. The first focus group demonstrated that the participants placed an important value on the trip for helping them achieve their desired academic outcomes. As highlighted in chapter 5, when the participants were asked what they wanted to achieve from the trip they frequently stated the importance of collecting relevant data for their independent investigations, alongside gaining relevant academic fieldwork experience. This highlights the educational value the participants placed on their stay at FSC Slapton Ley. For example:

*“R3 – well at the end of the day there is no point having a laugh here and then getting only like 10% on the project because then it will just be for nothing, ultimately we all,*

*well most people in here want to go to university so we need to get the grades so we can't put on our UCAS we had a great time at Slapton, it was a big fun sesh and then we got rubbish grades, that's not really going to help anyone"* (focus group 1, school 18)

*"R2 – I just want to get a good NEA to be honest, I have come all this way to do it so it would be pointless wasting with anything else, so get as much data and evidence in terms of what I need"* (focus group 1, school 21)

It became clear within chapter 5, that the learning experience within environmental education played a key role in influencing the participants' wellbeing; the participants frequently discussing the impact that feeling they were engaging in relevant work throughout their stay at FSC Slapton Ley as being key towards their feelings of wellbeing and this section will refer to this as the participants' feelings of learning gain.

The participants highlighted the impact that the learning experience within environmental education at FSC Slapton Ley contributed towards their feelings of learning gain and achievement. This theme will explore how environmental education can promote the participants' wellbeing through providing learning experiences that meet the needs and motivations of the participants in order to promote their feelings of learning gain.

#### *6.4.1. Relevant learning experiences*

The participants' discussions of how the learning experience influenced their wellbeing showed that the participants considered the pedagogical activities within environmental education as being an important context for their wellbeing, in particular the inclusion of learning experiences that were considered to meet their individual learning needs. The learning experiences that were considered by the participants as being

supportive of their wellbeing were the activities that were important for meeting the needs of their independent investigations that contribute towards a percentage of the coursework for either their GCSEs or their A-Levels.

It was common for the participants to express how the learning experiences that didn't feel relevant to them for their learning often led to feelings of confusion, stress and frustration as they struggled to meet their learning goals and needs of the trip. Highlighting the importance of relevant learning experiences for the participants:

*“R4 – it was just annoying that we had to like, like yesterday at the beach I was like I know what I am doing for human so there is no point me learning about coastal management here because I'm not going to be doing anything on it around this area I – so days on the beach when it wasn't what you were interested in what were your feelings then? R4 – I was a bit bored like I didn't really want to be there, I was finding it a bit pointless, I was a bit like I have to know what I'm doing for human geography so it was slightly annoying” (focus group 2, school 14)*

*“We had a day in Plymouth today – I didn't need this for my NEA so it felt like a waste of a day and this meant that I started to feel more stressed” (journal, participant 21.6)*

It became clear within the data that the independent investigation was an important aspect of the trip for the participants. Subsequently, it was important for the learning experiences provided by FSC Slapton Ley to be relevant and able to support the participants in enhancing and developing appropriate skills and knowledge needed for the participants to complete their data collection. As one participant highlighted, experiences within environmental education that weren't contributing towards helping with exams were considered pointless:

*“P5 – in a way it is quite useful to see it and experience it but also at times we do have to be so exam-focused, like if it’s not exam helpful and I’m missing school for it, then it’s like what am I doing with my life” (focus group 2, school 6)*

Another participant further highlighted the importance of providing relevant learning experiences, with the participant expressing that it was hard to see the point of taking part in the trip if it wasn’t supporting their learning needs:

*“P4 – the thing is we don’t mind learning when it is interesting P5 – no we like learning, because we are here to do well, we are here to get like an A and if someone is not helping us to get that, it sounds so bad but like we are just going to switch off if this isn’t useful, I could like I could be in bed, I could be out, I could think of a million things that I would rather be doing than this. Like I am here to do well and you’re not helping me do that so like why” (focus group 2, school 6)*

Further demonstrating the importance of relevant learning within environmental education, the learning experiences that were described as being tailored to the participants’ needs, combined with a supportive tutor were frequently referred to in relation to positive feelings of wellbeing:

*“R1 – I mean like the place is really nice, like yesterday was good going around in groups and collecting the data you actually need, because it felt like you were doing something constructive and people were passing by, and it was nice chilled because like we were with our teacher and it was nice weather as well, it was a good day” (focus group 2, school 12)*

*“On Wednesday we did coastal prep work which I enjoyed because I knew I wanted to base my course work on this so I was excited to see what methods I could use”*  
(journal, participant 21.5)

It was within these discussions of the need for relevant learning experiences for the participants where it became apparent that these experiences contributed towards the participants’ feelings of wellbeing by leading to a sense of accomplishment and achievement, and subsequent feelings of learning gain. With the participants valuing the learning experiences that linked to their exams and coursework, these feelings of learning gain most frequently came from the activities within the environmental education learning experience that supported and contributed towards their independent investigations, when the learning experience was tailored to their needs and they were achieving the learning goals that were valuable to them. From these discussions, it also became clear that when the participants felt like they were achieving something from their learning experiences, their overall learning and wellbeing experience is enhanced as there is a stronger sense of enjoyment and positivity. For example:

*“There was one moment that made me feel good and that was at the end of the independent fieldwork. This was not only because it had been a long day and I was looking forward to a rest, but because I felt proud of myself for putting the effort in and achieving something”* (journal, participant 15.1)

*“R4 – and some days were better than others I would say, like in Plymouth I felt so much better because like I was focusing on human R5 – yeh because you were doing*

*stuff you were actually going to do for your A Level, unlike during physical you weren't just sat there like oh well" (focus group 2, school 14)*

These statements and discussions from the participants have identified how relevant learning experiences that allow the participants to achieve the learning goals and needs that are of value to them, can facilitate a sense of achievement and learning gain as the participants feel accomplished in their learning, arising from the experience of completing a valued piece of work. Several of the participants also expressed the need for the learning experience at FSC Slapton Ley to take in their individual learning needs related to the coursework and exams to ensure that they were not wasting time on learning experiences they feel are irrelevant to them:

*"R3 – well we spent so much time in the classrooms in the morning doing pointless stuff R1 – and we were also literally just talking about the place that we are going to, why couldn't we just do that when we were there R6 – what should have happened I think, like a lot of people knew that they either wanted to do human or physical and, like if you know you want to do human then do the like Totnes day and then if you don't want to do that just spend the day planning your thing and then vice versa"*  
(focus group 2, school 18)

In addition to this, it was common for the participants to express the need for more specific learning experiences within environmental education that were relevant to their exams and coursework, and made suggestions as to how experiences at FSC Slapton Ley could be framed to support their needs:



*“R1 – yeh like a lot of people already knew what they wanted to do like at school before we came and then I feel like most of the week was just like doing loads of both when really it should have just been like R5 – from the start if we split into two groups and did physical stuff and human stuff R4 – then we could have done our data collection when it wasn’t raining R5 – exactly like we wasted almost half the trip on stuff we aren’t actually doing for our A Level” (focus group 2, school 14)*

As discussed in chapter 5, this could be reflective of the dominant feelings of stress that the participants stated as being linked to the pressures of having to complete their independent investigations and further highlighting the importance of the educational value of the trip and how this links to their feelings of wellbeing.

However, these discussions can also be seen to lead to some contradictions between what the participants felt were important experiences in environmental education for supporting their wellbeing. As previously stated within this chapter, it was clear that experiences in the natural environment were important for many of the participants’ feelings of wellbeing by contributing towards feelings of restoration and time away from the stress of learning. Further discussions revealed that several of the participants felt that the need to achieve the learning goals were more important than having time away from the stress of learning, with several participants stating that time away from the work can potentially enhance the feelings of stress. This furthers the discussion about relevant learning experiences and a need to achieve goals as being an important part of the participants’ wellbeing in the context of environmental education. For example, a participant within a focus group highlighted that not achieving the work that needs to be done can contribute towards increased levels of stress:

*R2 – but then again I hadn't done my survey or any packing for the next day and we came back so late and it just created a lot of stress, like this morning to try and finish that questionnaire that I had to do and everything and I mean I guess it's like a good thing to have downtime but then you follow it with immediate stress that comes the next day, then it's a bit, was it worth it? To get that stressed the next day because I was literally in such a big rush to finish that questionnaire just sitting there in lesson time (focus group 2, school 5)*

Further highlighting the contradictions between the need for relevant learning experiences to promote feelings of wellbeing and the need for free time to spend in the natural environment, was the impact that the pressure on learning had on the participants' ability to enjoy the natural environment. Several participants noted that they found it hard to enjoy the environment as the pressure of learning was too much and that perhaps the benefits gained from the setting of environmental education were dependent on how the individual can manage the pressure of the learning setting:

*“R6 – I think your enjoyment of this trip because I like the countryside too and I think a lot of us like nature but I think it really depends on whether you can put that (the work) to the back of your mind or not, because like fair enough that your chemistry has been put on hold, but I think you guys might have a better ability than the rest of us to be able to forget about that and the work, which I envy you for because it's constantly at the front of my mind right now, which is making me unable to enjoy this” (focus group 2, school 19)*

This presents an important consideration for environmental education on how to best manage the needs, expectations and differences between how individuals are able to cope

with the variety of pressures that exist within the environmental education setting when implementing strategies for promoting the wellbeing needs of young people.

However, from these reflections regarding relevant learning experiences during their trip, it is evident that the participants value these experiences for enhancing their feelings of achievement and academic mastery, through the use of tailored learning experiences to the needs of individual school groups and their learning needs. This section highlights the value of the learning experience to the participants, alongside the important role that having a sense of academic achievement has upon the participants' feelings of wellbeing. Relevant learning experiences may also promote the participants' sense of wellbeing by contributing towards an increased sense of enjoyment of their work, decreased feelings of stress and being proud of oneself as a result of the sense of achievement. This section also presents the challenge of managing the participants' differing expectations and outcomes of the experiences of the trip when considering how to design curriculum-based experiences to support the wellbeing of young people. It also highlights a potential discord between supporting the participants learning in relevant ways and the use of free time in the natural environment within environmental education that places a focus on curriculum-based learning and academic achievement.

#### *6.4.2. Opportunities for challenge*

The data also revealed that for many of the participants, challenging experiences within environmental education were viewed as contributing towards their sense of achievement and overall feelings of wellbeing. For the purpose of this research, a challenging experience was considered as any experience or activity that pushed the participants out of their comfort zones, stretching them either physically or mentally. Whilst none of the participants explicitly mentioned 'challenging experiences', it was clear from many of the participants' discussions that challenging experiences were occurring

throughout their stay at FSC Slapton Ley. For example, the below quote would be used as an example of a challenging experience for a participant as they found walking up a hill frustrating and tiring, challenging them to do a physically demanding task:

*“Day 2 was a little exhausting as we walked across all of the coast and I felt extremely frustrated that we had to walk up really steep hills” (journal, participant 5.7)*

This section again raises some interesting contradictions when considering the participants’ discussions of wellbeing within environmental education. The setting of FSC Slapton Ley provided both physically and mentally challenging experiences for the participants and was often discussed in relation to negative emotions. However, upon further reflection by the participants and analysis of the data, it became clear that being able to overcome the challenges that were presented to them also led to feelings of accomplishment, competence and increased self-confidence. Firstly, the most frequently stated challenging experience was the planning of the independent investigation. Many of the participants linked feelings of stress and negative emotions to the independent investigation planning, stemming from the importance of the activity and often the lack of time they felt they had to complete it. For example:

*“R1 – I think it was all largely positive apart from when we were trying to develop our questions All – yeh R6 – yeh we were all like close to tears I – why was it so like that? R2 – I don’t know, it was like everything was bogged down R5 – it was quite tense, wasn’t it? R5 – there was a lot to do and it was quite time-pressured to an extent R4 – yeh because we had to have it all done or decide our questions and make all our like things we needed to collect the data and design it all in one evening R6 – yeh we*

*had to design R2 – and we know it is really important so R5 – yeh it is quite daunting*  
(focus group 2, school 4)

Secondly, it was common for the participants to express how the long walks that were part of their stay led to feelings of being challenged. Many of the participants found the walk quite tiring, with the weather playing a part in exacerbating the negative feelings that arose from the walk when it was considered too hot or it was raining:

*“Day 2 was a little exhausting as we walked across all of the coast and I felt extremely frustrated that we had to walk up really steep hills”* (journal, participant 5.7)

*“I wasn’t very happy due to getting sunburn and having to walk several miles uphill”*  
(journal, participant 12.9)

Whilst it was common for the participants to highlight these experiences as leading to negative emotions that affected their sense of wellbeing, it also became apparent that for many of the participants opportunities where there were feelings of being challenged could lead to an improved sense of wellbeing as a result of being able to overcome both the challenges and the negative feelings, leading to a greater sense of accomplishment and achievement.

The impact of the challenging experiences for promoting positive experiences of wellbeing was highlighted by a discussion between participants within a focus group. In discussing their experiences of planning their individual investigations, feelings such as stress and exhaustion were highlighted, portraying the challenge of the situation. However, the participants were able to identify that it was these negative feelings at the beginning that

contributed towards more positive feelings at the end of the investigation planning, with the participants stating that this made it seem more worth it:

*“R1 – I think it was largely positive apart from when we were trying to develop our questions R6 – yeh we were all like close to tears I – why was that? R2 – I dunno, everything was getting so bogged down I – so how did that make you feel? R1 – exhausted R4 – yeh but kind of relieved because I just wanted to get on with it the next day R1 – I was stressed though in case I missed something and forgot to do something R5 – overall it was positive R1 – it was a negative feeling that turned into a positive feeling I – why was it negative feelings that turned into positive feelings? All – it was just stressful R3 – but once it was all done we realised like it had all been worth it sort of situation R5 – and because it was stressful and negative at the beginning it meant that it felt more positive because it was finished does that make sense? (focus group 2, school 4)*

Expanding upon these statements attesting to the fact that negative experiences lead to more positive feelings, it was apparent that within much of the data in both the focus groups and the individual journals, that when the participants were reflecting upon experiences of challenge within environmental education they were able to review these experiences in a positive light and recognise the feelings of accomplishment and achievement; for example:

*“I felt extreme stress and bordering on a mental breakdown when I couldn’t decide on my NEA topic, however, once I had decided what I was doing I felt so good and it was such a relief. I felt very positive for the rest of the evening” (journal, participant 4.8)*

*“We went back to Plymouth for the day, I felt very stressed out and drained thinking about my data collection. However, it was very productive so in the end, I felt a sense of accomplishment and achievement which brightened my mood”* (journal, participant 20.1)

As stated at the beginning of this section, the challenges present within environmental education were not solely related to the learning experience. For many of the participants, the long walks that were integrated into the day can be considered a challenging experience where they felt physically stretched and tired. Several participants expressed that the walking was not an enjoyable experience whilst they were taking part in it, however the feeling of reaching the end of the walk or the top of the large hill, combined with the embodied experience of seeing views and landscapes, as discussed within chapter 5, contributed towards the participants’ feelings of wellbeing by further enhancing feelings of achievement and accomplishment.

*“I felt accomplished after the long walk. It was nice but I wasn’t happy whilst I was doing it”* (journal, participant 11.10)

*“I felt very tired walking up and down the steep hills. However, it made me feel very accomplished when I got to the top. It made me feel very proud and good”* (journal, participant 9.1)

It is also important to note that the challenging experiences that occurred at FSC Slapton Ley provided opportunities for the participants to explore new sides of themselves and push themselves to do things they wouldn’t previously do as a result of the social and

environmental settings. In the context of the walk, one participant described how she pushed herself to keep going so as not to hold anyone up and the feelings that she gained from stretching herself both physically and mentally. This highlights the importance of challenging experiences for helping participants realise what they are capable of and to enhance their feelings of accomplishment:

*“I quickly became tired during the walk as we reached the top of the headland and I wanted to stop but being with a group of boys made me want to keep up the pace and not hold anyone up. I felt really good afterwards and physically really capable and fit. I really enjoyed stretching my fitness and mental capacity and feeling a sense of achievement. I kept telling myself I would feel the benefits afterwards”* (journal, participant 12.7)

Another participant also expressed how challenging experiences contributed towards wellbeing as they were able to explore new sides to their emotions. When asked about the experience they had in Plymouth the participant noted that it led to feelings of anxiety, but anxiety that they hadn't experienced before and they felt positive feeling new emotions:

*“I was tired and my anxiety levels increased but I still had fun – Stonehead made me feel worried, this was a positive feeling though as it allowed me to explore a new area of my anxiety that I hadn't experienced before”* (journal, participant 1.2)

These reflections of experiences within environmental education that have been considered as challenging for the participants, as demonstrated through the language used, highlight that challenging experiences provide opportunities for participants to develop feelings of wellbeing as a result of increased feelings of achievement and accomplishment.



These discussions also highlight the need for environmental education to challenge participants in ways that might make them feel uncomfortable to begin with but can be seen to lead to a positive end experience. Whilst the participants did not explicitly state the need for these sorts of challenging experiences to be included within environmental education it is clear that they play a key role in promoting the feelings of wellbeing within young people. However, the implementation of suitable challenging experiences within environmental education for promoting wellbeing also becomes a challenge for the providers. Firstly, when thinking about the sorts of experiences that can challenge the participants appropriately and in ways that are relevant to them as individuals and secondly ensuring that the participants can reflect on how the experience was able to lead to positive feelings that can contribute towards overall feelings of wellbeing in order to recognise the positive outcome.

## **6.5. Concluding Summary**

This chapter has identified how environmental education can promote the wellbeing of young people, as discussed and evidenced by the participants of this research, subsequently addressing the third objective of the study; to explore how environmental education can promote the wellbeing needs of young people. The opportunities that have been discussed related to the embodied experience of environmental education, where both physical and mental experiences of wellbeing are intertwined with the landscape, social experiences and learning experiences that occur within environmental education.

Through the discussions, a number of strategies and opportunities were identified by the participants for promoting their wellbeing, and in turn, these can be considered as important strategies to be included when designing environmental education programmes that aim to promote the wellbeing of young people. Firstly, the participants discussed how feelings of being relaxed, calm and peaceful in the natural environment contributed to their feelings of wellbeing during their stay at FSC Slapton Ley and were highlighted within this

research as contributing towards feelings of restoration. For many of the participants, these feelings of restoration were attributed to the unstructured free time that they spent in the environment, taking part in activities that they enjoyed and that were considered relaxing to them. It has long been considered that exposure to natural environments can help restore depleted emotional and cognitive resources. As discussed in chapter 5, ART (Kaplan & Kaplan, 1989) and Psychophysiological Stress Recovery Theory (PSRT) (Ulrich et al., 1991) argues that natural environments promote the recovery of depleted cognitive resources and can lead to emotional restoration. An important element of these theories is the opportunity to get away from the demands of directed attention and settings where there is increased physiological stress (Kaplan, 1995; Ulrich, 1983). Whilst there is little research into curriculum-based environmental education experiences and the stress responses of participants to feelings of learning intensity when in the natural environment, the discussions by the participants within this research revealed significant feelings of stress in relation to the work experiences at FSC Slapton Ley.

This raises important considerations for the planning of curriculum-based environmental education programmes for promoting the wellbeing of young people, where research shows that environmental preference is affected by an individual's need for restoration. Correspondingly, restoration from mental fatigue, as highlighted by Staats *et al* (2003) tends to give higher preference to the natural environment over the urban environment, further compounding the importance of experiences that promote restoration within the natural environment for the participants (Berton, 2014). However, the reliance on nature-based experiences for promoting restoration and wellbeing within environmental education needs careful consideration and an understanding of young people's differing perceptions of what equates to a restorative environment, hence the highlighting of unstructured free time where participants can be free to choose experiences in the natural environment that support them in developing feelings of restoration. This sits in line with

elements of ART, where restoration occurs when an environment is compatible with an individual's desires and goals and is able to support them and help realise these desires (Kaplan, 1995; Stevenson et al., 2018).

Secondly, it was common for the participants to express how spending free time with friends helped them increase their feeling of social connectedness, enjoyment and happiness during their stay. The participants highlighted the positive impact that free time within environmental education to socialise had upon their wellbeing through the development of increased feelings of bonding with friends and the development of new friendships. The focus of many of the participants' discussions on their social experiences within environmental education, combined with the data from chapter 4 that demonstrates the importance of interpersonal relationships for the participants' wellbeing, highlights the value that the role of free time with friends has for promoting the wellbeing of young people. Residential environmental education programmes offer a distinct environment for developing the feelings of connectedness to others and social bonds that are important for young people's wellbeing. Residential settings provide an environment where young people are surrounded by friends and classmates all day and socialising in ways that may be new and unfamiliar to them and with research showing that negative experiences may occur within environmental educational experiences if young people are not given the opportunity to develop social connections, such as feelings of isolation (Goossens, 2020; Jostad et al., 2015), the importance of providing experiences within environmental education to support the social needs of young people in order to promote their wellbeing becomes key.

The inclusion of free time within environmental education with a purpose to promote social wellbeing, specifically within curriculum-based courses may present some challenges for the designing of environmental education courses that seek to promote wellbeing and also meet the curriculum goals that schools are paying for. Environmental education promoting the wellbeing needs of people through providing opportunities for free time to

develop social bonds and meet learning needs may face the ongoing challenge of defining what exactly the purpose of environmental education programmes might be and adds to the discourse that environmental education has many competing goals and priorities, such as, supporting academic success, promoting youth development, promoting environmental knowledge and social transformation (Fraser et al., 2015; Stevenson, 2007)

Thirdly, the data highlighted that feelings of achievement and accomplishment within the environmental education experience promote feelings of wellbeing and relate to the participants learning needs, such as the need for relevant learning experiences. It was also seen within the data that challenging experiences promote feelings of achievement and accomplishment among the participants. The need for relevant learning experiences for promoting the participants' wellbeing can be seen to relate to the value the participants place on the environmental education experience at FSC Slapton Ley for supporting them in their learning as the purpose of the trip has been framed around collecting coursework needed for A-Levels and GCSE's and again can make links back to the competing goals of environmental education programmes. The participants' desires for the learning experience to be relevant to their needs is indicative of research into cognitive engagement, which refers to learners' investments into learning activities and the commitment to the mastery of learning (Sedaghat et al., 2011). Research by Gonida *et al* (2009) and Gutierrez (2017) has demonstrated that learners' achievement goal orientations are linked to increased levels of engagement with learning and subsequently increased engagement with learning can contribute towards higher levels of subjective wellbeing, thus supporting the participants' notions of the value of relevant learning experiences within environmental education leading to feelings of achievement and accomplishment to promote wellbeing.

This chapter also highlighted the important role that challenging experiences within environmental education can play in promoting wellbeing. Throughout chapter 5, it became apparent that both mentally and physically challenging experiences were a frequent part of

the experience at FSC Slapton Ley and when framed appropriately and leading to opportunities for success many of the participants were able to turn these challenging experiences into feelings of achievement and accomplishment. Challenge experiences can be understood as tasks that exceed an individual's current level of comfort or that have an uncertain outcome and growing attention has been paid to the inclusion of challenging experiences within learning programmes for young people to promote positive development (Shellman & Hill, 2017). Bandura's (1977) theory of self-efficacy asserts that people tend to avoid experiences and situations that they believe challenge them beyond their capabilities, as feelings of efficacy influence motivation and persistence in the face of challenge, yet it is considered that individuals that persist in the face of challenge enhance feelings of self-efficacy, satisfaction, achievement and enhanced feelings of competency (Davidson, 2001). Through the inclusion and focus on activities that foster these feelings of challenge and accomplishment for young people, environmental education can be seen to be promoting wellbeing through the development of a sense of achievement and accomplishment as a result of learning experiences and the wider environmental, social and physical experiences that occur within environmental education. A study by Widmer *et al* (2014) showed that challenging outdoor experiences can be intentionally designed to increase academic efficacy and motivation in adolescents (Taniguchi et al., 2017)

Through an in-depth analysis of the participants' discussions of their experiences of environmental education, several important strategies have been revealed that can be used to promote the wellbeing needs of young people. The strategies focus on both the learning experiences and the overall embodied experiences of environmental education, highlighting the importance of utilising the environment, social and academic aspects of curriculum-based environmental education in promoting wellbeing.

*Chapter 7*

# **Discussion**

## 7.1. Introduction

This research has provided an examination of environmental education that brings about an alternative conceptual framing for exploring young people's experiences of wellbeing within environmental education. The research has engaged with environmental education that takes place in the residential setting of FSC Slapton Ley to explore ways in which the participants' experiences of wellbeing are constructed and experienced in this context. The framework and methodology of this research centred on utilising participants' voices in research to ensure that the data utilised within the study is specific to the participants. The value of this conceptual framework was demonstrated by the empirical data that was collected through a qualitative approach, which contrasts to the predominantly quantitative-based approach to wellbeing research that relies upon Likert-based surveys that draw from pre-defined understandings of life satisfaction. The methods used in this research to engage with the conceptual framework included the use of focus groups that used participatory visual methods to gather collective group information, alongside solicited participant diaries to capture individual experiences of wellbeing in environmental education. The empirical evidence that was collected throughout the research process addressed the following objectives:

### *Objective 1*

To understand how young people characterise wellbeing.

### *Objective 2*

To identify how and why residential environmental education experiences may influence the individual wellbeing of young people.

### *Objective 3*

To explore how residential environmental education can promote the wellbeing needs of young people.

This discussion chapter brings together the data that has been identified in the preceding empirical chapters into an overall discussion to identify how each objective and their subsequent themes feed into each other to provide a complete picture of the research. This chapter will consider how the themes that have emerged from this research inform existing knowledge about young people's wellbeing in the context of environmental education. The chapter will then move on to discuss the objectives of the study concerning both the empirical data of this research and the reviewed theoretical material highlighted in chapter 2.

## **7.2. Understanding how young people characterise wellbeing**

The first objective of the research sought to explore how young people characterised wellbeing and used focus groups to that their perspectives. The focus groups utilised a semi-structured approach to discussing wellbeing and the creation of individual mind maps to provide a visual map of the participants' construction of wellbeing.

### *7.2.1. The importance of a multidimensional viewpoint of young people's wellbeing*

Chapter 4 is dedicated to developing a participant-driven understanding of wellbeing. To date, as identified within the literature review, literature exploring the nature of wellbeing from the perspective of young people has been remote and is often approached through a positivist, adult-centric standpoint (Fattore et al., 2007). The methodology employed within this research has produced new evidence that has demonstrated the relevance and importance of specific domains of young people's lives that influence their everyday



wellbeing. The approach to research in this study has enabled direct engagement with the participants within the research, which provided empirical evidence to further understand how the young people within this study define wellbeing. The participants' expressions of wellbeing were encompassed by a multi-dimensional viewpoint, with participants coming to understand wellbeing as comprised of many different dimensions that are influenced by a variety of elements. The research demonstrated that the participants understood that the various elements that make up their wellbeing are interconnected and interdependent of each other. The four key themes that arose from this research are social, psychological, physical and environmental elements. The following section of this chapter will discuss these elements in more detail and situate them against current literature.

### *7.2.2. The value of social and relational experiences of wellbeing*

It became clear within the theme of social elements that the participants highly valued relationships with their friends and family and the quality of these relationships. Developmental literature relating to the life stage of adolescence, alongside theories relating to SDT (Deci & Ryan, 1985; Ryan & Deci, 2000) support the notion that social and interpersonal relationships are a key element of young people's wellbeing, Reeve *et al* (2004) argue that relatedness and social-connectedness are important for adolescents as it supports their feelings of motivation, ability to internalise values and relate to others. Within research that links adolescent wellbeing to social and interpersonal relationships, Jose *et al* (2012) also further highlight that spending time with family and peers provide important social contexts for young people's wellbeing. This research has affirmed this statement, by revealing the value and importance attributed by the participants to family and friends for feelings of social wellbeing. Being in the presence of, and being able to spend quality time with family and friends prompted feelings of happiness and enjoyment, and as discussed

further within this chapter these are key emotions that the participants state as being important for their wellbeing.

The value of relationships with family and friends was also expressed particularly in relation to the quality of these relationships, with participants identifying the qualities and characteristics of these relationships that make them supportive of their wellbeing. Supportive relationships were considered by the participants as a key contributor towards feelings of wellbeing, as well as having the ability to mediate negative aspects of their lives. Further to this, whilst the participants revealed that friends and family were important for their wellbeing, participants mentioned friendships more frequently than relationships with family members. The capacity of friendships, in particular friendships that are considered satisfying, have been identified within adolescent development research as being important for young people, as it is during the stage of adolescence young people are considered to go through major transformations that lead them to seek important relationships away from the well-known family unit in order to form their own identities (Burnett & Blakemore, 2009; Steinberg & Morris, 2001). Adding to this, in line with data within this study, it is recognised that friendships are particularly important for supporting young people with their mental health as they provide insight and support and can lead to better psychological adjustment (Hiatt et al., 2015). Many of the participants frequently stated the important influence that friendships have upon their feelings of wellbeing and that the stronger the friendship the greater the influence on emotions, both positively and negatively. From this perspective, the impact of social relationships upon young people's wellbeing within this research can be seen to be concurrent with constructivist-based approaches to understanding wellbeing, such as Bronfenbrenner's (1979) ecological model of adolescent development, highlighting that understanding young people's subjective wellbeing should be understood in relation to their life course and the important interactions that exist within certain environments.

### *7.2.3. Psychological experiences of wellbeing*

The participants also discussed how important their emotions were to their overall feelings of wellbeing. Feelings of happiness were found to be important in the development of the participants' wellbeing. This standpoint is consistent with much of the literature that seeks to conceptualise wellbeing, as happiness is commonly used as an umbrella term for the construct of wellbeing, with levels of happiness also being used as an evaluative measure of wellbeing within research (Park, 2004; Waldron, 2010). Reflecting the notion in the literature that happiness is closely linked to wellbeing, the participants recognised the close relationship between feelings of happiness and wellbeing, with many describing wellbeing as a state of happiness, yet they were able to identify happiness and wellbeing as separate constructs. In line with literature pertaining to happiness and life satisfaction research (Ahn et al., 2004; Frey & Stutzer, 2002; Selim, 2008), the participants also recognised that several different variables contribute towards their overall feelings of happiness, alongside the importance of social and interpersonal relationships for the participants' wellbeing. Happiness was most frequently attributed to spending time with friends and family. The participants' viewpoint that there are a number of different variables that contribute towards feelings of happiness and wellbeing perpetuates research from the field of positive psychology that ascertains wellbeing should be characterised across multiple life domains, as individuals care about multiple aspects of their lives (Keyes, 2007; Seligman, 2011).

Hedonistic conceptualisations of wellbeing imply that wellbeing is the relationship between positive and negative affect, inferring that individuals will have greater wellbeing if positive emotions are experienced more frequently than negative emotions (Keyes & Annas, 2009; Veenhoven, 2003). Notably, this study highlighted the value the participants placed upon stress as an emotion that plays a key role in influencing their wellbeing, with the participants recognising that both positive and negative emotions play a key role in shaping

how they feel. The participants discussed stress as an emotion that needed to be decreased in order to support their wellbeing and subsequently highlighted certain contexts that led to increased feelings of stress. By highlighting these contexts, the participants recognised the importance of managing their emotions effectively to support their wellbeing. This research revealed how the participants most commonly attached their feelings of stress to academic settings, with workload and academic pressures contributing to increased feelings of stress. A review by Cohen *et al* (2009) highlighted that a positive school climate is strongly associated with young people's healthy development, however, in line with the participants' discussions regarding school-related stress, further studies have highlighted the links between burnout and decreased wellbeing in young people as a result of academic pressures and stress (Cadime *et al.*, 2016; Pascoe *et al.*, 2020; Torsheim & Wold, 2001). The findings from this research and literature highlight the need to explore the development of wellbeing in certain settings and environments from both a positive and negative viewpoint, as it has been revealed within this research that young people are able to recognise the importance of highlighting the negative aspects of their wellbeing as well as the important positive aspects.

#### *7.2.4. Participants' relationships with themselves as shaping their psychological wellbeing*

In line with positive emotions of wellbeing, the participants did, however, further exaggerate the importance of feeling positive and having a positive sense of self for their wellbeing, as well as the importance of being able to enjoy oneself. A positive sense of self was discussed by the participants as relating to having a positive sense of identity, self-confidence, self-esteem and feeling like a good person. These findings parallel with existing literature that links adolescent wellbeing to having a sense of identity, which increases wellbeing through developing feelings of agency (Furrow *et al.*, 2004; Kumpulainen *et al.*, 2014). According to Cote and Schwartz (2002), agency and identity are closely linked and

highlighted that factors related to positive identity increased young people's feelings of agency. The concept of agency and identity formation in adolescents can be linked to the participants' expression of the importance of feeling that they are enjoying themselves and feeling that they can take part in activities that make them feel good. These findings can be situated against SDT (Deci & Ryan, 1985; Ryan & Deci, 2000), which ascertains a sense of initiative and ownership of one's actions is strongly linked to positive outcomes that relate to wellbeing (Baard et al., 2004). The participants frequently linked being able to take part in activities that led to feelings of enjoyment as contributing towards feelings of achievement and increased social-connectedness, alongside increased feelings of physical health when taking part in sporting activities. From this perspective, the participants' understandings of wellbeing can be seen to be further linked to elements of SDT, where relatedness and connectedness are considered key drivers towards feelings of autonomous motivation that is seen to enhance young people's feelings of identity and self-confidence.

#### *7.2.5. The physical self as a component of wellbeing*

Physical health was a further key element considered by the participants as an important contributor to their wellbeing. Many of the participants held a broad understanding of health, for example; 'wellbeing is feeling healthy'. However, further discussions with the participants revealed the value they attributed towards physical health and the certain lifestyle factors that impact their physical health and wellbeing, with the three key factors being diet, exercise and sleep. It was common for the participants to frequently mention their physical health and the impact the state of their physical health had upon their feelings of self-confidence and ability to create bonds with people, as good physical health makes it easier to socialise. The links the participants make between the physical domain and other elements of wellbeing, further contribute towards the understanding of wellbeing as multidimensional as it becomes ever more apparent that the participants view their wellbeing

as being inextricably linked across multiple domains, with more objective domains such as physical health being hard to separate from subjective domains such as feelings and emotions. Further reiterating this point is the participants' considerations of environmental factors that contribute towards and influence their wellbeing that took into consideration both the objective and material aspects of their environments, as well as how they subjectively experienced the environment. Financial stability was considered the main aspect of the participants' wellbeing related to their environments, with financial security also being linked to feelings of overall security and safety.

#### *7.2.6. Environmental considerations of wellbeing*

These results have important implications for considering the wellbeing of young people from a social constructivist perspective, drawing from Bronfenbrenner's (1979) ecological theory of human development that states that environmental factors and characteristics play a key role in influencing the health and wellbeing of young people, as interactions between their environments can influence upon their behaviour (John-Akinola & Gabhainn, 2015; McLaren, 2005). This was particularly clear within the participants' discussions of the certain types of environments that contribute towards their wellbeing, as the discussions highlighted that they attached different types of meanings to environments depending upon their experiences within them, with not all participants attaching the same meaning to certain environments. For example, some participants expressed the importance of spending time in natural environments for their wellbeing, whereas others described being in the natural environment as unsettling and contributing to feelings of stress. Many of the participants also attached meaning to their environments based upon the social interactions that they had experienced in places. Socio-ecological models of health promotion highlight the impact that varying different interpersonal and intrapersonal relations have on people's wellbeing depending upon their context. Subsequently, in line with the findings of this

research, Bronfenbrenner's (1979; 1986) ecological model of development envisages a number of different environments as a nested series of systems in which people interact, with recent research by Kelly and Coughlan (2019) suggesting that components of mental health recovery and wellbeing are embedded in the ecological context of influential relationships.

#### *7.2.7. Summary*

These insights highlight the participants' perceptions and understandings of their wellbeing. Using the empirical data and highlighted literature I argue that my research contributes to a wider body of knowledge that recognises the multidimensional and interconnected nature of wellbeing (Fava et al., 2017; Halleröd & Seldén, 2013). The empirical evidence gathered in this research has revealed the importance of considering young people's wellbeing in terms of themselves and individuals, and their relational selves, when situated in different social and environmental contexts. From this perspective, I argue that in order to understand the development of young people's wellbeing we must firstly draw from their own perceptions of wellbeing, and secondly, we must look at the young person as an individual and their situation within their immediate environments, alongside the social and interpersonal interactions that occur within these environments. Furthermore, from these considerations of wellbeing provided by the young people themselves, this research shows that young people are able to acknowledge and consider the elements of their lives that are important to their wellbeing. This arguably demonstrates that young people are capable of understanding complex concepts such as wellbeing and can make important decisions about their own lives, thus highlighting the importance of using methodologies that can draw out these considerations from young people themselves. Based upon these perspectives, how young people experience wellbeing within environmental education will be explored in objective 2 in the following section.

### **7.3. Identifying and exploring how and why residential environmental education experiences may influence the individual wellbeing of young people**

In addressing objective 2, the discussion now turns to the lived experience of the participants in the setting of FSC Slapton Ley in order to explore the impact that residential environmental education experiences have upon their wellbeing. This objective is concerned with exploring the role and value of residential environmental education experiences in influencing the participants' wellbeing, concerning both the positive and negative aspects. Understanding how young people's wellbeing is shaped within environmental education programmes requires an approach to research that prioritises the participants' worldviews. Focus groups and solicited participant diaries were used within this research in order to explore the participants' experiences of wellbeing from their perspectives. The use of these qualitative methods, in particular the participant diaries, allowed the participants to have an element of control over the creation of the data, enabling them to produce data that was important to the research in their own time and in as little or as much detail as they felt necessary. The purpose of the discussion of this objective is to give space to consider the mechanisms and mediators that influence wellbeing within the overall environmental education experience from the perspective of the young people taking part in this research. The findings in this study contribute to the knowledge on wellbeing as being anchored in experiences between individual and environmental factors, that acknowledges that the ways in which people function is dependent upon the environmental systems that they function within, therefore suggesting that there is a level of influence from environmental factors upon an individual's behaviour (John-Akinola & Gabhainn, 2015; McLaren, 2005). The analysis of data pertaining to objective 2 identified three key themes that played an important role in influencing the participants' wellbeing; experiences of places, experiences of people and the learning experience. The social constructivist approach of this research leads to valuable



insights into how the participants' experiences of these three elements are derived from larger discourses and that an individual's experiences of the world is changed as they move through different settings and become influenced by different cultural and social contexts (Loughland et al., 2003; Stables & Bishop, 2001).

### *7.3.1. Young people's affordances in environmental education*

The participants' experiences of place during the residential experience at FSC Slapton Ley was of particular importance to their wellbeing. The way that the participants experienced the environment within this research can be linked to the theory of affordances (Gibson, 2014), in that it offers a framework for considering how young people relate to their environment, by considering the individual's perception of the environment and the affordances it offers based upon the individual's intentions and previous experiences within a particular context. In particular, the participants' experiences of the natural environment as an experience of 'place' played an important role in influencing the participants' wellbeing and can be understood in relation to affordances. Of particular importance within this research was the participants' discussions of how the natural environment contributed towards their feelings of wellbeing in relation to their learning expectations and values. The natural environment was seen by the participants as being an important factor that helped contextualise and make their learning relevant. As described by Kytta (2002), affordances in an outdoor adventure environment refer to what an environment can provide for a child or young person and what is subsequently perceived or recognised in relation to what they need within that environment, alongside their interests and motivations. From this perspective, the value that the natural environment holds in relation to their learning needs was a key influential factor for their wellbeing within the natural environment, with the academic experience and relevance of the work within environment education playing a key role in shaping the participants' feelings of wellbeing.

Further compounding the role that affordances play in shaping the participants' experiences of wellbeing, is the value that the participants place on the natural environment for enhancing their wellbeing. It has long been considered that the natural environment plays an important role in the development of wellbeing, as it has been argued that from an evolutionary perspective humans have an innate need to affiliate with nature, defined by Wilson (1984) as Biophilia. Biophilia is recognised as the inborn tendency for humans to have a natural preference towards natural environments as we have evolved alongside nature and have a genetically based need to affiliate with it. The experience of the natural environment for many of the participants was related to its restorative potential, in that experiences in the natural environment provided opportunities for the participants to relax, forget about everyday stresses and overcome any negative aspects of the trip, reflective of research that supports the restorative properties of the natural environments that draw from ART (Kaplan & Kaplan, 1989) and Stress Reduction Theory (SRT) (Ulrich, 1983).

In contrast to this, several participants stated the negative impact that the natural environment had upon their feelings of wellbeing, which is contradictory to theories of Biophilia and research that supports the restorative properties of natural environments. Feelings of anxiety and discomfort were frequently experienced by some participants as a result of being in the natural environment and were discussed in relation to feelings of unfamiliarity, thus ascertaining that there is an element of feeling connected to and belonging to nature that is needed in order to foster positive experiences. The negative influence of the natural environment upon the participants' wellbeing in the context of FSC Slapton Ley can also be seen to be linked to the participants' capacity to actualise certain affordances, as the participants spoke about the conflicting feelings of having to do work in the natural environment that also led to a negative impact upon their wellbeing. In line with the theory of affordances, the majority of the participants view the natural environment as a place where they normally go to relax and escape stress, yet the stress of having to work in

the natural environment was contextually different from their usual experiences of nature and prevented them from actualising the affordances that would normally be placed upon the natural environment, such as having the time and space to relax and experience nature in a way that is important to them. Rantala and Puhkka (2020) highlight that nature allows young people to be calm and get away from the pressures of everyday life, but that the right amount of time and places for encountering nature are needed. These results make it clear that the affordance and value young people place on experiences in the natural environment need to be considered in order to maximise the potential of nature to support their wellbeing, and that it is important to consider how the construction of experience within these environments can maximize affordance potential for important wellbeing behaviours.

Whilst experiences in the natural environment were considered as playing an important role in the development of the participants' wellbeing, the experience of the residential centre environment and the surrounding environment as a whole were also pertinent to the participants' experiences of wellbeing. The lived experience of FSC Slapton Ley as a residential centre and the surrounding area of Slapton presented some challenges for the participants and was expressed through the discussions of negative feelings and emotions that detracted from their feelings of wellbeing. As described by Sparks and Smith (2008) we live in a world where stories and narratives constitute social realities and our understanding of realities is situated within narratives and cultures that we are engaged with, asserting the importance of understanding the different realities of cultures and groups to understand how they may experience something. The participants' experiences of the residential setting at FSC Slapton Ley reflect this notion, many of the participants of this research study come from urban areas, where experiences in isolated, rural areas are limited. The participants that were used to spending time in natural environments tended to express fewer feelings of anxiety about being in Slapton and had a generally positive experience of the rural location. In contrast, other participants who described how they are

used to enjoy urban environments, and value the busyness of towns and cities expressed negative emotions when discussing the environment of Slapton and the surrounding area. This highlights a need to understand the range of influences that shape an individual's relationship with the places and environments that they are interacting with in order to consider the role that they play in developing their wellbeing.

This need to explore the cultural and social backgrounds of young people to position their experiences of place and landscape against a wellbeing context has been discussed in previous literature. Conradson (2005) ascertains that there remains a tendency to frame certain settings as having therapeutic and restorative properties, equating the mere physical presence in a certain place or landscape as having unproblematic therapeutic influence. Furthermore, according to Milligan and Bingley (2007), the negative experiences of places that are commonly deemed as therapeutic are less documented in literature and argues that it is important to document the negative aspects and how these might be mediated in order to further understand participants' experiences of wellbeing in certain places. As such, this research highlights the key role experiences in environments and places play in facilitating the participants learning, in particular the importance that is placed on relevant learning environments by the participants, suggesting that within a formal learning environment the affordances that are available in relation to the participants' values and motivations play a key role in influencing their wellbeing. Alongside this, the cultural and societal backgrounds of young people can influence the experiences of certain places, based upon prior expectations and feelings of being in certain places.

### *7.3.2. The relational construct of wellbeing in environmental education*

This research also reveals the important interpersonal aspects that influence young people's wellbeing, understood within this research as 'experiences of people'. The importance of experiences of people for supporting the participants' wellbeing is aligned

against how they feel towards friends on the trip and the tutors. This research also finds that the participants' experiences of people are intertwined with their experiences of place, as the way the participants could engage with the people around them was directly linked to the affordances of the environment for allowing them to socialise in particular ways. The participants' main discussions were related to how free time during their stay at FSC Slapton Ley allowed them to improve their social bonds and enhance friendships. These results support studies that have previously demonstrated that outdoor education programmes create a unique social environment for developing friendships (Loeffler, 2004; Lynch, 2000). It also furthers research by Silvera *et al.*, (2004) that highlights social connectedness and bonding as playing an important protective role in adolescent health and wellbeing. Further studies show how friendship experiences are particularly important for mental health problems in adolescence, as friendship is considered an important social support source tool for youth development by providing approval, understanding and insight and can support the development of social skills (Hiatt *et al.*, 2015). However, whilst the findings in this research concur with previous research, as with experiences of place, the important social experiences with friends that supported the participants' wellbeing most frequently occurred away from the formal learning setting. This is important to highlight as revealed within the theme pertaining to the learning experience and influence of the structure of the trip on the participants' wellbeing, the participants discussed how there is often little time for unstructured social time as there is a heavy focus on the academic learning within curriculum-based environmental education to achieve the desired academic outcomes of the trip.

Adding to this, the participants also felt that the tutors at FSC Slapton Ley influenced their wellbeing. The participants viewed the tutors as an important aspect of how they felt during their stay at FSC Slapton Ley, resting upon their ability to form positive relationships with them and how supportive the tutors were for their learning. Learner-teacher

relationships and the effect that they have on wellbeing has been well documented in research (Dessel et al., 2017; McCallum & Price, 2010; Murray-Harvey & Slee, 2007); in educational settings, Van Petegem *et al* (2007) emphasised the concept of wellbeing as being highly dependent upon the classroom climate and that learners' relationships to their teachers represent one predictor of wellbeing. Further to this, Cornelius-white (2007) also suggests that optimal learning is related to student-teacher relationships but must be understood in terms of learners' differing personal needs and expectations of the learning environment, subsequently suggesting that there is a key link between interpersonal relationships and achievement in education-based settings (Engels et al., 2004; Holfve-Sabel, 2014). The conclusions of this research correspond with research that suggests that the social environment in education settings plays a key role in the development of wellbeing in motivation and achievement-based settings. Darnon *et al* (2007) note that achievement-based tasks in educational settings are normally undertaken in contexts that include other people, therefore considerations of wellbeing in these settings must be based upon informed pedagogies that take into account the relational dynamics of educational environments (Goralnik et al., 2012; Graham et al., 2016).

This is a key consideration within this research, as the participants stated the importance of social interactions for their wellbeing in objective 1. Adding to this, this view of environmental education being framed around meeting learning objectives with little focus on the emotional and affective impacts is concurrent with research that highlights many environmental education programmes and strategies tend to favour providing basic knowledge of environmental and ecological principles (Pooley & O'Connor, 2000; Pryor et al., 2005). Supporting the argument that outdoor education practices such as environmental education should constitute toward a comprehensive nature-based public health strategy by providing a holistic approach that takes into consideration both education and health and wellbeing objectives.

As explored in the previous section, the dynamic between the social context and learning is considered by the participants as playing a key role in the development of their wellbeing. This is an important consideration, as the overall learning experience was stated by the participants as playing a key role in influencing their wellbeing. This research has demonstrated the mediators within learning contexts of residential environmental education that impacted the wellbeing of the participants. The learning experiences of the participants that influenced their wellbeing presented themselves in three ways: the structure of the trip, relevance of the work and meeting learning needs and outdoor learning. Challenges were present in the structure of the trip for the participants and learning was valued as an important outcome of the trip, but the long hours and evening work were deemed by the participants to negatively influence their wellbeing. This was evident in the participants' discussions of feelings of burnout and being overly tired, leading to negative emotions which subsequently negatively impacted their ability to work effectively. As highlighted earlier within this research, the participants spoke about the importance of having time to increase social connections and experience the environment in order for them to feel happy, refreshed and relaxed and overcome the negative aspects of the trip. The value of the educational experience was also emphasised. Consequentially, understanding how the participants value both free time and structure to learning is vital to understanding the role that the structure of environmental education plays in developing wellbeing.

### *7.3.3. Agency and autonomy in learning experiences*

A key consideration within this research is the role that autonomy plays in young people's wellbeing. Within objective 1 the participants spoke about the importance of being able to take part in activities that they enjoy and have leisure time that enables them to socialise. Young people's self-efficacy has been previously considered concerning their wellbeing, for young people, the need to be able to feel like they have control over their lives

has been noted to be important to enhance their feelings of motivation, wellbeing and sense of accomplishment (Benson et al., 2012; Saarikallio et al., 2020). Engel and Conant (2002) consider a major challenge of developing agency in adolescence to be the social and environmental contexts that they move through, as developing agency is considered to be influenced by the social actions that occur within different environments. Research within developmental literature has further argued that a decline in social-emotional wellbeing in educational contexts is reflective of developmentally inappropriate changes to the nature of the educational environment and that individual development reflects the agentic processes that are either apparent or not apparent within the structural supports and constraints of the learning environment (Deci & Ryan, 2002; Eccles & Roeser, 2010, 2011). This is reflective of the participants' discussions surrounding the impact of the structure of learning within the environmental education programmes at the FSC, as a key part of the overall learning experience for enhancing their wellbeing were the boundaries a structured learning approach placed upon them, with several of the participants noting that this often made them feel like they were being treated younger than they are, feelings of being rushed and not having enough time to themselves.

Furthering the notion of agency and motivation being a key driver of wellbeing within environmental education experiences, the relevance of the work that the participants were carrying out during their stay and how the work met their learning needs was considered by the participants as playing a key role in influencing their wellbeing. This was also seen to be linked to learning outside. Outdoor learning was seen by the participants as an opportunity for their learning to be contextualised through real-world learning experiences, making their learning more relevant and memorable, yet learning outside was seen by the participants as only able to enhance their wellbeing if the setting and context was considered relevant to their learning and educational needs. Exploring this in more detail, the trip to FSC Slapton Ley was fundamentally framed around meeting curriculum needs, with the participants



stating that achieving their learning needs was an important motivational factor for participating in the trip and that meeting the required learning outcomes was a priority. An interesting consideration that arises here, is the apparent conflict between the participants need and wants to also spend free time in the natural environment but have enough time to meet their learning needs. For many of the participants, feeling that their learning was not relevant and did not meet their needs led to feelings of stress and anxiety, subsequently detracting from how they felt during their free time.

Expanding upon theories of motivation, as discussed previously, it is key to consider these findings in relation to models that seek to explore the expectations that young people place on experiences such as those within environmental education. EVT (Eccles, 1983), as discussed in the literature review, is grounded in the social-cognitive perspective of motivation and provides a comprehensive framework for understanding adolescents' social and academic experiences. A key aspect of EVT is understanding the subjective value that individuals place on tasks, with research by Artino (2007) and Diep *et al* (2017) highlighting that the satisfaction that is gained from the task is explained by the subjective value of the task. Expanding upon this, research by Pekrun (2006) suggested there is a correlation between the need to achieve in academic contexts and performance and anxiety worry since emotions and the need to achieve will be considerably higher if the task is subjectively valuable. This research has affirmed this assertion, by revealing the value and importance the participants attach to their need to achieve in the academic context of environmental education and the subsequent feelings of wellbeing. Further to this, it has been demonstrated that there is a significant correlation between adolescents' expectancy and value beliefs that predict feelings of anxiety and worry in educational settings. This research concludes that it is vital to understand young people's expectancy-value and how this is shaped in different educational settings in order to positively influence their wellbeing (Bieg *et al.*, 2013).

#### *7.3.4. Perceptions of the role of curriculum-based environmental education*

A key discussion point from this objective is the considerably different expectations the participants place on spending time outside and learning outside and the conflict this presents in an educational setting. A number of contradictions arise in the participants' discussions as there are several tensions exposed between designing environmental education programmes that support the participants need for autonomous relational experiences with their friends and the natural environment, as well as meeting the participants' valued learning needs. This can be seen to sit in line with current and contemporary debates surrounding the aims and objectives of environmental education, where there has been continued debate as to whether environmental education should solely seek to enhance environmental and ecological awareness or support the emotional and affective domains of participants (Chawla & Cushing, 2007; Fraser et al., 2015). Considering the perceived outcomes of environmental education and how this influences the wellbeing of participants becomes particularly relevant in the setting of FSC Slapton Ley and curriculum-based environmental education, whereby participants are presented with a conflicted understanding of what they want to gain from the experience. The participants highlighted the contradictions they felt between wanting to learn in the natural environments and wanting to just spend time in it often leading to feelings of conflict and frustration. The historical emphasis placed upon providing basic knowledge of environmental and ecological principles in environmental education has resulted in there being little attention paid to the development of wellbeing and affective impacts of curriculum-based environmental education, yet the cognitive and affective components cannot be uncritically separated.

#### *7.3.5. Summary*

The empirical data and literature discussed in relation to this objective have led to an exploration of the ways in which curriculum-based residential environmental education

influences young people's wellbeing. This research argues that young people's wellbeing in environmental education, particularly curriculum-based environmental education, is dependent upon a carefully balanced environment that offers young people the opportunity to explore their values, in terms of affordances, and have these values and learning needs met, with their agency and autonomy considered. In line with theories such as the theory of affordances (Gibson, 1979) and SDT (Deci & Ryan, 1985; Ryan & Deci, 2000), this research has revealed the importance young people place on being able to carry out tasks that are relevant and suitable to them and their needs. Using this literature, this research also shows that the underlying debates surrounding the purpose of environmental education (Palmer, 2002; R. Stevenson, 2007), not only causes contention with policymakers and practitioners, but with the participants of environmental education themselves. This research makes the case that learners within environmental education are faced with a confusing understanding of the outcomes that are expected of them within curriculum-based programmes that seek to impact their wellbeing. The view the participants hold of curriculum-based environmental education experiences as holding both important wellbeing and learning values for them highlights the need for a more rounded approach to environmental education practice. The following objective will discuss how the empirical data from this research explores how environmental education can promote the wellbeing of young people.

#### **7.4. Exploring how residential environmental education can promote the wellbeing needs of young people**

This final objective speaks about the strategies that can be implemented in environmental education in order to promote the wellbeing of young people. In objective 2, the mediators within environmental education on the participants' wellbeing were explored, the purpose of this section is to identify and explore strategies that can be used within environmental education to support the wellbeing of young people based upon these

findings. When considering the participants' experiences of environmental education, it is clear that several experiences impact the participants' wellbeing, reflecting their multidimensional conceptualisation of wellbeing in objective 1. This research highlighted three key aspects of environmental education that can be seen to enhance and promote the wellbeing of young people: (i) fostering feelings of restoration, understood in terms of utilising unstructured time in the natural environment, (ii) increasing social bonds through free time with friends and (iii) developing a sense of achievement and accomplishment through relevant learning experiences and opportunities for challenge.

As previously discussed, this research has provided further evidence of the capacity of the natural environment to provide opportunities for young people to experience feelings of restoration and how these experiences are mediated within residential environmental education contexts. Many of the participants discussed how experiences in the natural environment led to them feeling relaxed, stress-free, calm and peaceful, all of which contributed to their wellbeing. These feelings of wellbeing were commonly attributed to time spent in natural environments, such as on the beach or in a woodland that was unstructured. Subsequently, many of the participants expressed a desire for experiences throughout their time at FSC Slapton Ley that were separate from their work and offered them an opportunity to escape the structured activities that are linked to the stressors of learning. Residential environmental education is ideally situated to provide opportunities for young people to engage with the natural environment in ways that enhance their wellbeing as the majority of the stay is taking place in natural environments. Whilst research has long highlighted the importance of natural environments for enhancing the wellbeing of young people, through theories such as ART (Kaplan & Kaplan, 1989) and SRT (Ulrich, 1983) that highlight the natural environments ability to restore depleted emotional and cognitive resources, there has been little research into experiences of restoration during curriculum-based experiences of nature.

#### *7.4.1. Developing socially and culturally relevant experiences for young people's wellbeing*

This research highlights the important role of unstructured time in natural environments for young people during environmental education, combining theories of restoration and sense of agency. Unstructured opportunities provide young people with the chance to escape the stresses of work and experience nature in a way that is considered important to them, thus reflective of the affordances and values they seek to place on experiences of nature. Further to this, offering unstructured time for the participants removes the backdrop of the environment as being solely a learning setting in the context of environmental education and allows young people to explore their surroundings in a way that is valuable to them. As highlighted in chapter 5, spending time in the natural environment was considered to be beneficial to the participants for developing feelings of bonding with their friends, which is a key aspect of the participants' wellbeing as highlighted in chapter 4. The consideration of unstructured free time in the natural environment is also situated against the understanding that experiences of nature need to be relevant to the social and cultural background of the individual, many studies ascertain that any nature experience can contribute towards enhanced wellbeing. However, this thesis along with research by Milligan and Bingley (2007) shows that not all experiences within nature are positive experiences. The natural environment for some of the participants was considered to be an environment that they are not used to spending time in, leading to feelings of discomfort and anxiety. This was particularly evident when the participants felt that they were not given enough time to take in the environment and were expected to be able to just get on with the tasks they had been set, even when feelings of discomfort were apparent. This further highlights the important role of unstructured time in nature to enhance young people's relationship with nature to support their wellbeing. Subsequently, the reliance on nature-based experiences for promoting restoration and wellbeing within environmental education needs careful consideration and an understanding of young people's differing

perceptions of what equates to a restorative environment, hence the highlighting of unstructured free time where participants are able to choose experiences in the natural environment that can support them in developing feelings of restoration. This sits in line with elements of ART, where the environment is compatible with an individual's desires and goals to support them and help realise these desires to foster restoration (Kaplan, 1995; Stevenson et al., 2018).

Drawing again from objectives 1 and 2, it is clear within this research that spending time with friends and being able to develop close connections with people is an important part of young people's wellbeing. Subsequently, opportunities for increasing social bonds through being able to spend free time with friends can be considered a key strategy within environmental education planning for enhancing young people's wellbeing. Stoddart (2004) has noted that residential outdoor and environmental education is well placed to enhance the social capital of young people, through the development of important social relations that come with spending time in informal community living and participating in shared activities. Beames and Atencio (2008) note that historically, outdoor and environmental education programmes have focused on the building of social capital and social connectedness through tasks that are specifically designed to facilitate teamwork, yet this has been met with some criticisms. Brookes (2002) ascertains that outdoor-based education programmes need to incorporate knowledge of the participants understanding of the natural environment, by creating approaches that are more attuned to human and environmental relationships to support the development of relationships; this resonates with Ife's (2000) principles of community development that includes letting the community develop in culturally appropriate ways.

This research presents further evidence for the inclusion of unstructured free time where young people can spend time with their friends for the development of their wellbeing during environmental education programmes. For the majority of participants, the residential

experience was an opportunity to get to know their classmates better in a different from what they are used to, identifying the importance of the relational aspect of environmental education. Providing free time for young people within environmental education practice can enable young people to develop meaningful relationships, enhance their social skills and improve their social bonds, reflective of elements of wellbeing that are important to them. Furthermore, providing opportunities for young people to spend free time with their friends can not only enhance the participants' feelings of wellbeing through increased social bonds but also their feelings of happiness and help them feel satisfied, and overcome negative feelings that may arise within residential environmental education trips. For young people, spending time with their friends in autonomous ways can also help them develop a sense of agency and identity away from the school-based context of learning, allowing young people to develop social experiences that are important to them for fostering feelings of connectedness to others.

As previously discussed, relevant learning experiences during outdoor education are important for the participants' wellbeing as they value the learning experience, and the affordances the learning environment offers them are of high importance. As a result, an important strategy for environmental education planning is to offer young people opportunities for a sense of accomplishment and achievement. This study revealed that the best way to incorporate this into environmental education is to ensure that relevant learning experiences and opportunities for challenge are a key part of the programme. This research revealed how relevant learning experiences allow the participants to achieve goals that they subjectively value. An important aspect of this approach to understanding wellbeing in relation to young people's learning values and goals, is to understand their learning motivations and needs. The participants' desires for the learning experience to be relevant to their needs is indicative of research into cognitive engagement, which refers to learners' personal investments into learning activities and the commitment to the mastery of learning

(Sedaghat et al., 2011), and has yet to be explored in detail within environmental education research. Much of the environmental education research has focused on learner outcomes, with little attention to the participants' values and achievement motivations within curriculum-based environmental education. This research has clearly shown a need to understand the achievement-based emotions that occur within curriculum-based environmental education programmes, such as hope for success or anxiety about failure that arise from the learning experience in order to design relevant learning experiences that supports participants' wellbeing (Doménech-Betoret et al., 2017; Pekrun, 2006). In attending to this, environmental education programmes must not apply a 'one size fits all' approach to designing their programmes, but must consider the social, cultural and educational backgrounds of young people and understand their learning values and priorities to design learning programmes that can meet their intrinsic learning motivations that support their wellbeing.

#### *7.4.2. Providing opportunities for transformative experiences*

Opportunities for challenge can also be seen as a valued aspect for developing young people's wellbeing within environmental education, in relation to sense of achievement and accomplishment. The overall learning experience at FSC Slapton Ley, alongside the residential setting, is a different experience from what many of the participants are used to experiencing, with the participants stating that feelings of challenge, both mentally and physically were a common experience at FSC Slapton Ley and it was these challenging experiences that led to opportunities to feel a sense of accomplishment and achievement. Transformative learning, according to O'Sullivan (2002) occurs when we can no longer interpret current experiences in terms of our old assumptions and our cognitive systems search for new ways to understand them until they make sense, reflective of the participants' experiences of challenge. These transformative experiences are followed by increased critical self-reflection, social interactions, planning for action and building competence and



self-confidence in new roles and relationships as a result of experiences that are considered to lead to personal growth (D'Amato & Krasny, 2011; Mezirow, 2003). The participants' reflections of challenging experiences within environmental education support these notions that disorienting experiences, which are followed by reflection and feelings of accomplishment, can be implemented within environmental education to support young people's wellbeing.

An important consideration within this approach to developing wellbeing from challenging experiences is the role that tutors play in supporting the participants to overcome the challenges and the relevance of the challenges to their learning needs – linking back to motivation and subjective value of tasks (if there was no value to the challenge that the participants could see, the challenge was more likely to lead to negative emotions). Within this research, the participants often emphasized the role that the tutors played in influencing their feelings of wellbeing. Within the participants' discussions, it became apparent that the tutors played a key role in shaping the participants' experiences, for some groups this was related to how the tutor made them feel and in other groups, whether or not the participants felt the tutor was suitably facilitating their learning. Feeling safe is an important aspect of challenging experiences, with adventure education philosophers arguing that the feeling of controlled exposure to challenge can enhance people's psychological resilience (Neill & Dias, 2001). Within this research, the participants noted the role of the tutors in making them feel safe when they felt challenged or out of their comfort zones. The empirical data demonstrated that the tutors played a role in the participants overcoming these feelings of challenge and supporting them in feeling settled in an unknown environment, emphasising the importance of positive and supportive tutors that understand and value the needs of learners. This finding is in line with literature that has explored the experience of challenge within outdoor experiences as a predictor of wellbeing and highlights that social support and a perceived sense of a supportive social network within these experiences is an important

predictor for developing psychological resilience and positive feelings within these settings (D'Amato & Krasny, 2011; McKenzie, 2000; Neill & Dias, 2001).

Whilst the data reveals that challenge is an important consideration for developing wellbeing within environmental education, it is important to ensure that these challenging experiences lead to feelings of accomplishment and positive emotions, thus the implementation of suitable challenging experiences within environmental education for promoting wellbeing can become a challenge. Firstly, when thinking about the sorts of experiences that can challenge the participants appropriately and in ways that are relevant to them as individuals through both physical and mental challenges and secondly, ensuring that the participants are able to reflect on how the experience was able to lead to positive feelings that can contribute towards overall feelings of wellbeing to recognise the positive outcome. As a result, this research reveals that the inclusion and focus on opportunities for young people within environmental education that foster feelings of challenge and accomplishment can be seen to promote wellbeing through the challenges that occur through learning experiences and the wider social, environmental and physical experiences of environmental education.

#### *7.4.3. Summary*

Combined with the empirical data and literature, this objective has highlighted approaches to environmental education that can promote and support the development of wellbeing in young people in ways that have been considered by young people themselves. This research makes the case for ensuring that approaches to environmental education are situated in socially and culturally relevant experiences for young people that support and develop their feelings of autonomy and agency that are in line with their conceptualisations of wellbeing. In considering how environmental education can support young people's wellbeing this research has made it apparent that learning experiences must have the

interest of young people as a central underpinning of its programme development and must seek to recognise their expectations and values. Further to this, challenge plays an important part in developing young people's wellbeing in these settings; this research, combined with relevant literature asserts that challenging and transformative experiences are key to developing wellbeing. In line with research by O'Sullivan (2002) and Mezirow (2003), this research objective has highlighted the need for environmental education programmes to provide relevant and challenging experiences for young people, combined with supportive environments to develop their wellbeing that consider their autonomy and agency.

## **7.5. Concluding summary**

This chapter has situated the empirical data against the objectives of this research in relation to current and relevant literature. Within this chapter, several key points have been brought to the fore in considering young people's wellbeing and its development within environmental education against literature and the objectives of this research making important contributions along the way.

Although considered in some detail in chapter 4, the key social elements of young people's conceptualisation of wellbeing have been expanded upon within this chapter and discussed in consideration of how these social and relational elements of young people's wellbeing are supported and developed within environmental education. It has been well established within literature that residential outdoor and environmental education approaches have a number of important social wellbeing impacts (Loeffler, 2004; Lynch, 2000), yet this research has raised important considerations into how these social benefits are formed within a curriculum-based environmental education, with many participants attributing these benefits to free time away from learning, which makes up a small part of their time on environmental education programmes. This research subsequently makes a

case for the importance of curriculum-based environmental education programmes to offer young people free time away from learning to develop social bonds, through autonomous experiences that are afforded to them in less structured activities.

Further to this, feelings of self-confidence and enjoyment, as discussed within the participants' conceptualisation of wellbeing, have been linked to agency and autonomy and linked to a positive sense of identity that increases through developing feelings of agency (Furrow et al., 2004; Kumpulainen et al., 2014), which was subsequently discussed by the participants in relation to their experiences of wellbeing within environmental education. Theory of affordances and SDT (Deci & Ryan, 1985; Ryan & Deci, 2000) have been discussed in relation to the empirical data within this chapter and support key arguments of this research that environmental education needs to consider young people's expectations and values in order to support their autonomy and agency to promote their wellbeing. This research also presents an important insight into the participants' experiences of challenge within environmental education and how this can be framed to promote their wellbeing. Transformative learning experiences are seen by both the participants within this research and current literature as being supportive of wellbeing when combined with a supportive learning environment offered by staff and tutors within environmental education settings. However, it is key for these experiences to be relevant to the participants, for them to place value on them and be motivated to achieve the important outcomes that come with these challenging experiences, as highlighted by D'Amato and Krasny (2011).

Arguably, this research has highlighted the importance of considering young people's perceptions of their wellbeing and experiences of environmental education through the use of methodologies that challenge positivist approaches to research and that can give voice to young people. The social constructivist-based framework to this research has allowed young people's experiences and perceptions of environmental education to be at the fore of the research and has highlighted the importance of understanding young people's values

and learning needs to understand how curriculum-based environmental education can support and develop their wellbeing. These considerations have been underpinned by the role that young people's agency and autonomy plays in enhancing their overall wellbeing across many of the elements of wellbeing that have been discussed within this chapter. The following chapter will conclude this research by discussing the key conceptual contributions of this thesis, the wider context and the limitations and make suggestions for further research.

*Chapter 8*

# **Conclusion**

## **8.1. Introduction**

This thesis has positioned itself as an examination of environmental education in the UK according to the lived experience of young people and presents a novel approach to exploring the complex relationship between environmental education and wellbeing, using social constructivism as an underlying theoretical framework. The research has engaged with young people from across the UK in order to understand how wellbeing is constructed by young people and subsequently experienced in the setting of environmental education, specifically in the case of FSC Slapton Ley. Emerging from this research is a set of themes relating to each of the research objectives, with these themes forming the basis of the empirical analysis and discussion that takes place in chapter 7. This final concluding chapter brings together the findings presented in empirical chapters 4, 5 and 6, to present a more detailed discussion into the broader conceptual contributions of this thesis, the wider context and the limitations, followed by some concluding comments.

## **8.2. Recapitulation of research and findings**

### *8.2.1. Research aim and objectives*

This research has presented a qualitative inquiry to capture young people's conceptualisations of wellbeing and their lived experience of environmental education. Presenting multiple interlinked themes, it has been driven by three core objectives in relation to the current research gap in environmental education research:

Objective 1: To understand how young people characterise wellbeing.

Objective 2: To identify how and why residential environmental education experiences may influence the individual wellbeing of young people.

Objective 3: To explore how residential environmental education can promote the wellbeing needs of young people.

This research has focused on residential environmental education in the UK that has a curriculum-based focus, exploring the perspectives of young people between the ages of 14 and 18. The research aimed to explore young people's conceptualisations of wellbeing, seeking to understand how they come to define and understand wellbeing from their perspective. Further to this, the research aimed to identify the ways in which curriculum-based residential environmental education can be seen to influence young people's wellbeing. The research has explored the lived experiences of young people and how these experiences have contributed towards shaping, challenging and promoting their feelings of wellbeing. Taking these experiences into account, this research then explored the ways in which environmental education can support the positive development of young people's wellbeing through appropriate and effective teaching and learning strategies and the framing of environmental education experiences. The findings of this research are central to this thesis' original contribution, given the predominant focus on instrumental learning within the FSC their recent engagement with wellbeing within their learning programmes presents a timely and relevant consideration of strategies that seek to promote the wellbeing of young people given the current educational and health and wellbeing debates within the UK.

### **8.3. Research contributions**

This research has contributed to the fields of environmental education and health and wellbeing within a geographical context. Alongside this, it has furthered and developed insights into the importance of qualitative research methods in wellbeing research that seeks to gather insights into the lives of young people. Previous research and literature within these fields, along with previous approaches to similar research, have been explored within



chapter 2. This thesis has explored the empirical data gathered throughout the research process in relation to literature and will now move onto highlight the key contributions that this research has made as a result of the assimilations made between the empirical findings and literature.

Broadly, this research has challenged assumptions about the way nature is utilised in wellbeing interventions, highlighting the role that social and cultural backgrounds can play in the way nature is experienced by different groups and explored ways in which this can be addressed within environmental education. Therefore, a key contribution of this research is in addressing the identified research gaps by providing an empirical analysis of the relationship between environmental education and wellbeing. This represents a departure from existing approaches in two ways. Firstly, a social constructivist approach to wellbeing research acknowledges the dynamic interplay between the social and environmental contexts of young people's lives, offering an alternative space for exploring how wellbeing benefits arise, particularly concerning experiences in the natural environment. Secondly, this research left behind outcome-based research into wellbeing experiences to focus on the participants' lived experiences of wellbeing to expose the mediators of wellbeing within environmental education and the values and motivators that individuals hold that can play a part in contributing towards their experience of wellbeing in various settings. Autonomy and agency manifested themselves as the linking element for exploring the mechanisms that direct the environmental education and wellbeing relationship. Subsequently, the point of this research has been to move debates forward as to how to best design environmental education programmes that meet the needs of the young people taking part in them and highlight methodologies that give a voice to young people and explore their own lived experience. The main contributions of this research to the wider field of education, health and wellbeing will be highlighted in the following points:

### *8.3.1. Challenges to positivist and quantitative-based understandings of wellbeing*

This research has presented an alternative conceptual framework for the exploration of wellbeing in the context of curriculum-based environmental education. By undertaking research through a geographical lens and drawing from a social constructivist framework this thesis has offered a novel approach to exploring the complex relationship between curriculum-based environmental education and wellbeing, and how environmental education strategies can be designed to support the wellbeing of young people. This study was undertaken using a qualitative approach, moving away from the predominant focus of wellbeing scales used to understand wellbeing (Ben-Arieh, 2007; Ben-Arieh, 2010) by focusing on participants' perspectives, in doing so, countering the predominant positivist understanding of young people's wellbeing (Fattore et al., 2007). Specifically, the use of solicited participant diaries which is considered under-utilised as a qualitative technique in wellbeing research allowed for an in-depth exploration of the participants' emotions and how these were mediated during their time at FSC Slapton Ley (Milligan et al., 2005). Combined with focus groups, this research approach provided a contrast to positivist methodologies by enabling an exploration of the participants' construction of wellbeing and their lived experiences throughout curriculum-based environmental education at FSC Slapton Ley. In this way, the exploration of the participants' experiences incorporated both the individual and group understandings of wellbeing and their experiences, to form a socially constructed overall understanding of the mediators of wellbeing in environmental education. The data that was collected throughout this research did not seek to be representative of the experiences of all young people that participate in curriculum-based environmental education across different settings, yet it offers valuable insights and answers to the research objectives and has generated important, cross-cutting themes for each objective that have been described throughout this chapter.

The qualitative, social constructivist framework to this research has been an important basis for developing the key themes that apply to the design and delivery of environmental education strategies that seek to support and develop the wellbeing of young people. In addition to this, this research has provided evidence of the importance of gathering qualitative data that unearths people's perceptions and experiences of wellbeing. The value of utilising a qualitative-based approach to wellbeing research, with a social constructivist framework, has been discussed within chapter 3 and throughout chapters 4, 5 and 6. This research has therefore highlighted the need for and value that a qualitative based approach to researching wellbeing can bring to the field. This research sits in line with and supports recent research in the emerging field of sociology of childhood that has reinforced the value of moving beyond positivist understandings of wellbeing that focus on quantitative methodologies, to include young people's constructions of wellbeing. This approach can enhance our understanding of the lived experience of wellbeing in the spaces and places young people move between, subsequently enabling researchers to appropriately frame health and wellbeing interventions (Danby & Farrell, 2004; Mason & Hood, 2011; Mayall, 2012). Within geographical research, there has been particular attention paid to the intersection of health and space and the role that particular environments play in supporting wellbeing, paying specific attention to the role of educational spaces for young people's wellbeing, owing to the fact this is where they spend the majority of their adolescent lives (Fleuret & Atkinson, 2007; Fuller, 2016).

### *8.3.2. The value of young people's perspectives of environmental education programmes – giving young people voice*

This study has demonstrated how considering young people's perspectives and giving them voice in educational decisions that affect their lives is a valuable process and can broaden our understanding of the complex and relational dynamics involved in the

learning processes that influences their wellbeing. Educational decisions that are undertaken by those of power in residential learning settings (especially when focusing in curriculum-driven residential settings) can be seen to affect young people's wellbeing by taking away their ability to carry out tasks that they value and as this research has highlighted negatively influence their feelings of agency and autonomy.

Young people should be active agents of their own learning, Lipmann (2003) suggests that the most disappointing aspect of traditional education approaches is its failure to form individuals that are able to reason and think for themselves. In line with this, this research argues that environmental education needs to be a space where young people's agency and autonomy is realised, and educational opportunities are offered to young people through a collaborative and exploratory process, with both the learners and the educators involved in shaping the learning approach, in this way giving voice and mechanism to young people as competent actors of their own worlds. By exploring young people's lived experiences of environmental education and their subsequent feedback of the experiences framed around their wellbeing, this research makes the case that within environmental education, in particular instrumentally driven experiences such as those at FSC Slapton Ley that prioritise education outcomes over the process and learning attainment over the overall experience, educators must seek to understand and prioritise learners' values and expectations.

In line with motivation theories such as EVT (Eccles, 1983) and SDT (Deci & Ryan, 1985; Ryan & Deci, 2000), I argue that the research findings imply that within achievement-based education settings, the conditions of learning experiences for wellbeing need to nurture young people's psychological need satisfaction, the need for feelings of competence and the need for feeling of volition and autonomy over the activities that they are undertaking. This argument is based upon the fact that young people are entering environmental education settings with their own pre-determined cultural and social norms

and identities that frame their expectations and that without considering these, environmental education programmes cannot meet the needs required to support and develop young people's wellbeing (Rickinson, 2001; Zachariou et al., 2019).

### *8.3.3. The multidimensional nature of field learning experiences for wellbeing*

This research has uncovered the various ways in which environmental education can impact the wellbeing of young people, highlighting the multidimensional nature of field learning experiences. The research has provided an illuminating insight into the intersection of the formal and informal learning experiences that occur within curriculum-based environmental education and highlights the physical, social, emotional and cognitive elements that play a part in the development of young people's wellbeing within environmental education. Through the examination of young people's lived experience of environmental education, this research has furthered the understanding of the multidimensional nature of young people's wellbeing experiences and indicates that curriculum-based environmental education that seeks to positively impact upon wellbeing must consider the multidimensional nature of both wellbeing and the field experiences that impact upon wellbeing. Thus, this research builds upon work by Wals and Dillon (2013) that states that environmental education should create space for the multiple, meaningful interactions to take place and that authentic and multidimensional experiences are essential to environmental education (Nazir & Pedretti, 2016).

Arguably, this research challenges the view that nature-based experiences within outdoor education experiences uncritically lead to increased wellbeing and recognises that there are a number of different elements at play within environmental education that play a part in developing the wellbeing of young people (MacKerron & Mourato, 2013; Martin, 2004; Milligan & Bingley, 2007). Alongside this, this research highlights the need to understand young people's values and motivations within learning environments that influence how the

multidimensional elements of environmental education impact their wellbeing. It is argued that much of the research into young people's experiences of nature, particularly in the setting of environmental education fail to reflect a conceptualisation of experience that synthesises the different dimensions of experience and incorporate how experiences of environmental education exist beyond those related to the performance and experience of the natural environment (Linzmayr et al., 2014). I argue that the findings of this research contribute to the body of knowledge that seeks to move beyond the sole focus of the experience of nature within environmental education and assert that field-based learning offers a myriad of experiences that can be harnessed to support the wellbeing of young people. From this viewpoint, this research has highlighted that we must seek to incorporate the relational, cognitive and place-based experiences that young people highlight as being relevant to their wellbeing within environmental education. Alongside this, the multiple values and motivations that young people hold regarding environmental education must be incorporated into strategies and approaches that are designed to support young people's wellbeing. The multidimensional nature of environmental education experiences that have been discussed within this research must be considered, to incorporate the differing ways in which young people engage with and experience the setting and context of environmental education (Brown, 2012; Quay, 2013; Taguchi, 2010).

#### *8.3.4. Getting the balance right – the challenging nature of curriculum-based environmental education for wellbeing*

In the case of this research, it became clear that the participants had a variety of different perceptions of the purpose and objectives of curriculum-based learning within an environmental education context, reflecting previous research which has highlighted the contentious issue of the purpose and practice of environmental education (Potter, 2009; Rickinson, 2001; Stevenson, 2007). However, this research has uncovered several different

expectations of environmental education, particularly within the framing of curriculum-based environmental education. It has highlighted tensions between educators' core work at FSC Slapton Ley of providing a formal learning environment, yet also providing wellbeing outcomes for learners.

Arguably, the performance of the natural environment from a curriculum-based environmental education perspective has been viewed as pedagogically based and utilised as a learning tool (Hernández-Morcillo et al., 2013; Russell, 2005), yet as highlighted within this research, this can present some conflict between young people's understanding of the natural environment as a space for providing an opportunity for restoration, relaxation, feelings of calmness and a setting to develop social bonds. As a result, a number of the participants spoke about the conflicting feelings that arose from having to do work whilst in natural environments as negatively impacting their wellbeing. According to Stables and Bishop (2001), environmental education is considered a field that needs to be underpinned by experiences of hard science and learning, whilst others argue that environmental education needs to be self-directed learning that forges a relationship between the learner and the natural world through exploration. Consequently, this research highlights that it is not only researchers and policymakers that struggle to define and understand the purpose and objectives of nature-based environmental education but also the learners engaged with the programmes furthering research by Waite (2007) and Waite & Davis (2007) that suggests that when learning is taken beyond the classroom, the structures which define work and play may become distorted.

This study has revealed a difference of understanding between learners and their views of environmental education, with several participants expressing a need for structure and a more cognitive-based approach to learning to support their wellbeing, whilst others valued and understood environmental education as an opportunity for experiencing the natural world and developing a connection to nature and others, to enhance their wellbeing.

Therefore, this research argues that the development of wellbeing strategies within curriculum-based environmental education requires a careful balance of learning approaches that fully accommodate the complexity of environmental education perceptions that young people hold. From this perspective, this research makes the case that environmental education approaches that seek to support the wellbeing of young people should foster interventions and approaches that can balance young people's cognitive values and aspirations and their need for free time to experience nature in an unstructured manner away from formal learning approaches and that consider young people's multiple perceptions of environmental education. A key contribution of this research is therefore the highlighting of the need for environmental education to balance the multiple expectations of learning programmes that exist, alongside the multiple ways in which wellbeing is fostered within these settings and provides an interesting insight into how the contested purpose of environmental education is not only an important consideration within research but for young people themselves and in turn their wellbeing.

#### *8.3.5 Challenging the dominant perceptions of the restorative qualities of nature*

Contributing to the fields of environmental psychology, cultural geography and geographies of health, this research also challenges the dominant perceptions of the restorative qualities of nature. The restorative benefits of natural environments has been well documented within literature (Bowler et al., 2010; Miller, 2006; White et al., 2013); however this research has highlighted that not all young people gain restorative benefits from the natural environment. In line with research by Gatersleben and Andrews (2013) and Milligan and Bingley (2007), my research has demonstrated that people have different perceptions of the natural environment and that a range of different influences shape young people's relationship with the natural environment. Young people construct a variety of meanings and understandings about the social and spatial environments in which they live



and the environments within which young people move through have changed over recent years, with urban environments being the setting for the majority of most Western young people (Béneker et al., 2010; McKendrick, 2000).

A large number of the participants within this research come from urban backgrounds and subsequently stated that they are comfortable in urban environments and not used to the rural, isolated environment of Slapton Ley, with it sometimes making them uneasy. Arguably, we must begin to consider the environmental spaces that have framed young people's lives and begin to take a more critical stance towards the notion of the natural environment as a restorative for young people. As highlighted by Kellert (2002) and Louv (2005) in an era of declining access to nature, evidence suggests that the expected affinity to nature is not so instinctive. This research begins to reveal that how nature has been previously experienced in young people's lives may play a part in moderating the restorative effects of nature and that in order to utilise the natural environment as a tool for enhancing the wellbeing of young people we need to first understand young people's perceptions of the natural environment.

This finding furthers research by Bixler and Carlisle (1994) that explored minority groups' perceptions of the nature and identified that young people held multiple fears relating to animals, hazards and debris. This led to the suggestion that for many young people, new experiences in natural environments can lead to 'cognitive chaos' where they become overwhelmed by the number of new experiences, unrecognisable objects, smells and sounds. Further to this and supporting the argument within this thesis, a study by Hyun (2005) noted that fears of nature are passed down from one generation to another and subsequently influence how nature is experienced. A key contribution of this research is highlighting the need for outdoor practitioners and teachers to understand how young people formulate meaning of nature and therefore offers new insights into the concepts of restorative environments. To further this understanding, this thesis argues for a deeper

understanding of how environments are experienced by individuals from varying cultural and social backgrounds and how this influences the restorative potential of the natural environment for young people.

#### **8.4. The complex realities of situating the recommendations of this research**

This thesis has made several recommendations to take into consideration when designing environmental education programmes that seek to enhance the wellbeing of young people. However, it is important to acknowledge the complex realities of putting these recommendations into practice. It is relatively easy to make recommendations from research about the best pedagogical approaches for supporting young people, yet formal education programmes are situated within a wider political landscape of educational policy that has a dominant focus on assessment-based education. Alongside this, schools that are engaging with formal environmental education programmes are faced with increased pressures to succeed academically and environmental education providers have to consider the financial realities of reframing environmental education for wellbeing.

When considering how environmental education can promote the wellbeing needs of young people, particularly in the context of formal environmental education, this thesis highlights the need to develop culturally and socially relevant experiences for young people alongside providing transformative experiences for young people. Yet, putting this into practice presents further implications for environmental education as the idea of reframing programmes to meet the specific needs of young people can take valuable time and money from the running of an organisation. Viewing this in a broader sense, questions also may arise as to how environmental education providers and schools can feasibly understand the social and cultural backgrounds of young people before they engage with them.

Furthermore, as previously mentioned within this thesis, the role and purpose of curriculum-based environmental education has come under scrutiny as questions arise as

to whether environmental education should offer hard science and learning, or begin to develop softer skills in young people that develop resilience, happiness and wellbeing (Potter, 2009; Stables & Bishop, 2001; Stevenson, 2007). The context of this research is framed around curriculum-based environmental education and with this in mind, implementing strategies for wellbeing within environmental education programmes that are framed around the needs of the curriculum and academic achievement may be met with contention. Schools visiting and paying for environmental education expect academic needs to be made a priority, in order to meet the curriculum aims and to achieve academic success. Implementing wellbeing strategies within formal environmental education settings must be seen to add value to the learning of young people and contribute towards to political landscape of the current educational climate.

## **8.5. Limitations to research**

In the process of developing this research, a number of methodological strengths and limitations were uncovered, as discussed in chapter 3. Throughout the fieldwork, further implications to carrying out this research became apparent. This section will provide a summary of the key limitations and problems with carrying out the research. The main focus on the limitations will be on the time frame for the research and the issues that arose working with school groups visiting a centre with a busy timetable. It will also discuss the interactions with the participants and how these may influence the data.

### *8.5.1. Focus group time management*

The framing of this research was around exploring the lived experience of young people taking part in curriculum-based environmental education, utilising focus groups pre and post-visit, ideally carried out before any activities were undertaken with FSC tutors to ensure the participants had not developed any preconceptions before the initial focus group

(carried out on the day the participants arrive and the day they leave). It soon became apparent that as a result of the busy time schedules the participants have during their stay at FSC Slapton Ley, this would not be possible with every group. It was also important to recognise that the students needed their free time at FSC Slapton Ley and I did not want to impinge upon that with my research. As a result of this, several focus groups took place after the participants had had a day of activities at FSC Slapton Ley meaning that they came into the initial focus group with some preconceptions about their stay before we discussed how they thought it might make them feel and the expectations they had of the trip. Similarly, a number of post-trip focus groups were carried out in the evening before they left, meaning they still had some experiences left to occur. It would have been valuable for this research to ensure that all focus groups were carried out at the same points of the participants' trip to ensure that there was continuity across the participants' experiences when discussed in the focus groups. However, owing to the busy schedules of the participants and the tutors, ensuring this was not a viable option and an element of flexibility had to be given to this research.

#### *8.5.2. Participants within the focus groups*

An issue with focus groups is the number of participants that can take part within them. Often schools visiting would have a large number of students meaning I could not carry out focus groups with every student. This would often lead to school teachers choosing students that had volunteered to take part in the research. A number of teachers stated that they had chosen students that would be talkative, loud and be able to offer the most to my research. When viewed within the research setting, it could be seen that this leads to bias in my research as students taking part in the focus groups were often young people that enjoy talking and were happy to engage with conversations about their feelings, emotions and experiences, thus not reflective of a broader demographic of students visiting FSC

Slapton Ley. Whilst this was not the case for the majority of the focus groups, it is worth reflecting on and further noting that this research does not seek to reflect the overall opinions of young people. However, the participant diaries which were taken out by most of the students were able to counteract this and include perspectives of students that were less willing to take part in focus groups.

#### *8.5.3. Researcher-participant interactions (focus groups)*

Further expanding upon the above limitation, similar issues arose in response to questions used within the focus groups. Whilst many of the participants were happy to engage in the conversations within the focus groups, some participants found it harder to engage with the discussions and found the topic of conversation quite difficult. As a result, gathering responses from all participants within the focus groups also presented a challenge, further reflecting that the data is not fully comprehensive of all the individuals that took part. In addition, owing to the ethical considerations of this research, the participants were aware of the purpose of this research the key objectives. This led to some interactions with the participants becoming biased, with the participants sometimes seeking to answer questions in ways that they thought I wanted them to. I tried to make sure that the participants knew they could say whatever they wanted throughout the focus groups in order to eliminate any potential bias, but it is not always possible to remove this completely. Therefore, it is important to reflect that there may be some participant bias apparent in this research.

#### *8.5.4. Participants' engagement with diaries*

Throughout the research, it became clear that participants engaged with the diaries in different ways. Some participants completed their diaries with lots of detail each day, whilst others chose to only write a couple of sentences or even leave pages blank. Again,

this reflects how participants engaged with the research in different ways and reiterates the point that each element of data is not reflective of the group as a whole.

## **8.6. Recommendations for future research**

In undertaking research that is considered more of an alternative approach to research health and wellbeing interventions, this research has revealed a number of different opportunities for further research and inquiry. The following section highlights a number of these potential avenues, relating to the nexus of environmental education and wellbeing, and the advancement of the wellbeing agenda within curriculum-based environmental education.

### *8.6.1. Exploring further issues beyond the scope of this thesis*

This thesis has explored the role and potential for of environmental education for enhancing the wellbeing of young people however, the data that has been collected within this thesis could be used to address a range of different issues beyond the scope of this research. Drawing from discussions within this this research that highlight the need for socially and culturally relevant environmental education experiences, the data collected throughout this research could be used to further research into the differences that individual characteristics of young people may have on their feelings of being in or out of place within the natural environment. Individual characteristics of the participants involved in this research such as school type, race, gender, age were collected – analysing this data and exploring correlations between these individual characteristics and experiences of the natural environment and environmental education could contribute towards fields of environmental psychology and cultural geography by illuminating any potential characteristics that influence how young people engage with and relate to the natural environment. Further to this, this research collected data in the form of drawings that

captured spaces and places that contribute to young people's wellbeing. Exploring these drawings in more detail and focusing specifically on places and the activities that happen in these places that contribute towards the wellbeing of young people can help build a detailed picture of what spaces and places are valuable to young people. This data can then contribute to research that seeks to understand the values of young people and the ways in which environments can be designed to enhance their wellbeing.

#### *8.6.2. Further application of qualitative research, from a social constructivist perspective*

This research has provided valuable qualitative insight into the lived experiences of wellbeing at one curriculum-based environmental education provider, from a social constructivist perspective that seeks to explore how experiences are constructed in relation to social backgrounds and relational experiences. Whilst it provides a good overview of the experiences of the young people that took part in this research, further inquiry that is set within the social constructivist perspective is advocated in order to build a detailed and in-depth research base that further illuminates the value of this research perspective in exploring the wellbeing experiences of young people in environmental education contexts. This thesis presented a case for the use of methods that prioritise the voices of young people through the use of focus groups and journals. Within the field of the sociology of childhood, a number of different methods to capture young people's voices have been explored such as video, audio diaries, photography and interviews (Prout and James, 2003; Clark, 2005; Brady, Lowe and Lauritzen, 2015). In order to further qualitative research from a social constructivist perspective, a range of other methodological approaches can be utilised in similar research.

### *8.6.3. Applying this research approach to other environmental education contexts*

This research has been carried out within a very specific location, with the experiences the participants had, such as the education and environmental, cultural and social setting being specific to FSC Slapton Ley. FSC Slapton Ley is situated in a very rural, coastal area which provides opportunities for learners to experience geographical processes and environments that are unique to the setting. Other environmental education providers are situated within different surroundings and environments, therefore extending this research to different contexts would yield rich empirical data, which could subsequently be explored and compared and contrasted across each setting to search for any similarities and differences between how the participants experience curriculum-based environmental education. Further to this, it could also offer a more diverse understanding of how different social and cultural backgrounds perceive this lived experience as more young people become involved in this sort of participant perspective research.

### *8.6.4. Including longitudinal research into the exploration of young people's lived experiences of environmental education and wellbeing*

This research has provided a snapshot of the lived experiences of the participants during their stay at FSC Slapton Ley as they unfold. To further understand how these lived experiences influence young people's wellbeing it would be valuable to capture and explore how the influence of environmental education extends beyond the immediate experience, to explore if and how any changes last for an extended period of time.

## **8.7. Concluding remarks**

This thesis has challenged positivist approaches to wellbeing and interrogated current knowledge about how young people experience the natural environment within environmental education and the interlinkages between curriculum-based experiences of



environmental education and feelings of wellbeing. Drawing from a social constructivist framework this research has presented an analysis that provides a deep insight into young people's perspectives of wellbeing and the mediators of wellbeing within environmental education. Through utilising this conceptual framework, this thesis has identified the value of embracing a learner-focused approach to the development of wellbeing in environmental education, focusing on the autonomy and agency of young people within educational experiences to carry out the experiences that they value. It has identified the value of a richer engagement with the social and cultural contexts of learner's lives and the need to include emotional dimensions that relate to restoration, interpersonal experiences and achievement within policies and practices that are aimed at supporting the development of wellbeing for young people in these settings. However, this research has also identified there exists a conflict of interest for extending these practices into curriculum-based outdoor experiences, as the participants often highlight some contention between the values and outcomes they wish to achieve in these settings, with conflict between restorative outcomes, social outcomes and achievement-based outcomes. Thus, highlighting the tensions that exist in curriculum-based wellbeing interventions and the need for formal education practice and environmental education to balance the competing values of young people in these settings, whilst simultaneously delivering the aims of the environmental education programmes.

In centring teaching and learning approaches on the wellbeing of people, environmental education providers have undergone a dramatic shift from the traditional approach of predominantly focusing on developing ecological knowledge and awareness. By utilising an emotionally situated, socially constructed approach, environmental education providers have the potential to reimagine the connections between the natural environment and young people as they move through programmes and help develop wellbeing in young people in socially and culturally appropriate ways. Altogether, this study has contributed to

a wider existing literature by revealing how young people understand wellbeing and what meanings they attach to it and the lived experience of wellbeing within curriculum-based environmental education. Through placing value on and listening to young people's voices on the lived experience of wellbeing in environmental education, this research helps to illuminate the pathways through which experiences within environmental education can contribute towards wellbeing. These pathways include the creation of learning experiences that promote young people's agency and autonomy, where their values and motivations are understood and connections to both people and the natural environment are fostered. These mediators and pathways are important to note, as the health and wellbeing of young people are becoming valued as a core component of educational policy. Therefore, this is a relevant and timely opportunity to explore how environmental education practices might contribute to the wellbeing of young people. With a recent increase in the focus of the wellbeing of young people and creating educational environments where their social, emotional and mental competencies are supported and developed alongside their academic learning, this study provides an important exploration of how young people themselves experience wellbeing in curriculum-based environmental education experiences, providing an insight into the ways in which the design and delivery of environmental education can support young people's wellbeing.

## **Appendix 1: school recruitment email**

Dear

I am writing to inquire about working with your school during your visit to FSC Slapton Ley.

I am a doctoral student at Exeter University working on a research project that is jointly funded by Exeter University and The Field Studies Council. My research project 'exploring the relationship between environmental education and young people's wellbeing' aims to examine how young people experience environmental education and the everyday experiences and practices that contribute towards positive feelings in residential settings.

The research will focus on young people's direct experiences and I am looking to work with students between the ages of 14 and 18 as they take part in activities at FSC Slapton Ley - as a result, I am looking for schools who are visiting FSC Slapton Ley that would be willing to take part in this research. By taking part in this research, your school would be contributing towards a project that will deepen the understanding of the relationship between wellbeing and learning environments for young people, as such contributing towards developing ways of enhancing environmental education for students in the future.

Participation from your school would allow me to work with consenting students in focus groups and offer students the opportunity to keep a diary during their stay at FSC Slapton Ley. The focus groups will be audio-recorded and written consent from students will be required for this. Only consenting students will take part in the research and full information about the research will be provided for the students before they make a decision about participation, participants may also withdraw at any point should they wish to. Exeter University has strict ethical procedures on conducting research with young people in line with current UK guidelines and this research has full ethical approval.

I have attached an information sheet that provides further details about the research and the research process. Please have a read through the information sheet and decide if you

would like your school to participate in the research, if you have any questions then please do not hesitate to contact me via email [rm642@exeter.ac.uk](mailto:rm642@exeter.ac.uk) or phone 07541797562.

Once you have decided if your school would like to take part then please email me the attached consent form at the bottom of the information sheet and I will send you further information and details of what happens next.

I look forward to hearing from you.

Best Wishes,

Rachel Manning

## **Appendix 2: School Information sheet and consent form**

### **Researcher name**

Rachel Manning

### **Invitation**

Your school is invited to take part in research exploring the relationship between environmental education and young people's wellbeing. Before you decide if you would like your school to participate in this research it is important that you understand the purpose of the research and what it will involve. Please read the following information carefully and take time to decide if you would be happy for your school to participate. If you have any questions, then please don't hesitate to contact me for more information.

### **Why is my school being approached?**

This research is placing a focus on young people's experiences of environmental education. As part of this research I need to work alongside groups as they take part in environmental education activities. As you have a planned visit to FSC Slapton Ley, I would like to invite you to take part in this research.

### **Title of research**

Exploring the relationship between environmental education and young people's wellbeing

### **What is the research project?**

The central aim of this research is to explore the everyday experiences and practices within environmental education that contribute towards positive feelings of wellbeing in young people. Firstly, the research seeks to understand how young people define wellbeing and secondly, how residential environmental education programmes influence daily feelings of

wellbeing. There is a lack of accounts focusing on young people and their wellbeing in the setting of environmental education that prevents their voices becoming a part of the wider dialogue in the development of education programmes, this research will utilise student voice to understand how young people themselves define wellbeing and experience environmental education.

### **Who is funding this research and what is it for?**

Exeter University and the Field Studies Council are jointly funding this research. The research will be used to form my final thesis and will be used to produce knowledge that will contribute towards how the FSC develop their education programmes to support the needs of learners. I hope that some of the research will also be written into academic journals and shared at conferences so the knowledge will be shared and have an impact in a wider context.

### **What will this research involve?**

If your school chooses to take part in the research, you will need to sign the below consent form and send it back to me via email. Upon your school agreeing to take part information forms will then need to be sent to parents and guardians to ensure they are aware of the research. Students will be given the option to consent to participation in the research themselves, after ensuring they fully understand the purpose and context of the research. The data collection will then be carried out alongside your stay at Slapton Field Studies Centre. An initial group discussion will take place to ensure all participants understand the purpose and context of the research. Within this group discussion, students will be asked to volunteer to take part in focus groups and writing diaries. The first focus group will take part at the beginning of your stay and will discuss what feeling well and wellbeing means to the participants and the relationship between these feelings and the natural environment. The

second focus group will take part at the end of your stay and participants will be asked to create timelines of their stay, detailing key moments of the environmental education sessions that impacted their feelings of wellbeing. Participants will be asked to detail why particular moments made them feel that way. I will carry out the focus groups and would like to make sure you are happy with me running these without a teacher present to help students talk more openly, unless it is deemed necessary to have a teacher present. Participants will also be asked to complete diaries, the diaries will ask participants to log their feelings and experiences throughout their stay at FSC Slapton Ley – documenting key moments/activities that impacted their immediate feelings of wellbeing and in what way. The diaries will include a set of questions for the participants to answer to gain insight into their previous experiences and understandings of nature and wellbeing. If you would like to see the diary, please let me know and I can email it across to you. All of the research will be designed to fit around your stay and will fit in around your timetable for activities at FSC Slapton Ley.

### **How will the information be used?**

Any data that is collected will be treated as confidential and will not be used in any way that could allow for the identification of any individual and the school. Data will be stored on a secure, password-protected database, under current data protection laws. Names of your students or school will never be used. The results of the research will be used to form part of my PhD thesis and will be used in research papers and presentations. Upon completion of my thesis I am happy to provide you with a summary of the research and results if you wish to know the outcomes of the project.

### **Consent**

For the purpose of this research, we won't be asking for parental consent for each student. Students are being asked to make their own decision about taking part in the research to ensure there is no external feelings of pressure to participate and to empower young people to make their own informed decisions about participation. Each student's participation in the research is entirely voluntary and they will be reminded that they can withdraw from the research at any time during and after the research process. Students that volunteer to take part in discussion groups will be asked to sign a written consent form to demonstrate that they are happy to be voice recorded during the discussions. *The research has full ethical approval from Exeter University ethics committee and I also have a full DBS check. If you would like to see a copy of the ethical guidelines, then please let me know.*

### **Further Information**

If you would like any further information on the research project and process please, don't hesitate to contact me: [rm642@exeter.ac.uk](mailto:rm642@exeter.ac.uk)/07541797562

**It is important to know that as a school, you are happy to take part in this research project. If you are happy to take part in this research please sign the consent form below and return to me. I will then send over further information for students and parent/guardians. Please remember participation is optional and is entirely your choice. Participants have the right to withdraw from the research at any stage should they no longer wish to take part**

Many Thanks,

Rachel Manning



**Agreement**

I agree to the participation in the above research project. I have read and understood what the project involves and recognise that the school and students have the right to withdraw from participating at any time.

I agree to send out a parent/guardian research information sheet to inform parents/guardians about the research

I understand that all data will be kept confidentially and stored in accordance with current data protection laws.

I understand that as part of the research consenting students will be asked to take part in focus groups and will be asked to keep diaries during their time at Slapton.

I am happy for focus groups to be run by the researcher (Rachel) without a teacher present

I understand that students' participation in the research is entirely voluntary

I understand that audiotapes will be used in this research with consenting students and that the identities of students will be kept confidential.

Please complete the consent form and email back to [rm642@exeter.ac.uk](mailto:rm642@exeter.ac.uk).

Name ..... of  
School.....  
.....

Name ..... of ..... authorising ..... member ..... of  
staff.....

Signature.....  
.....

Date.....  
.....

---

**Name** of  
researcher.....  
.....

**Signature** of  
researcher.....  
.....

**Date**.....  
.....

---

## **Appendix 3: Parent and guardian information sheet**

### **Researcher name**

Rachel Manning

### **Overview**

Your school has agreed to take part in a research project whilst on their field trip to the Slapton Ley Field Studies Centre. The research is a joint partnership between Exeter University and the Field Studies Council. Below is some information about the research project so you are aware of the activities your child will be involved in if they choose to participate.

### **Title of project**

Exploring the relationship between environmental education and young people's wellbeing

### **Who is funding this research and what is it for?**

Exeter University and the Field Studies Council are jointly funding this research. The research will be used to form my final thesis and will be used to produce knowledge that will contribute towards how the FSC develop their education programmes to support the needs of learners. I hope that some of the research will also be written into academic journals and shared at conferences so the knowledge will be shared and have an impact in a wider context.

### **Purpose of the research**

The central aim of this research is to explore the everyday experiences and practices within environmental education that contribute towards positive feelings of wellbeing in young people. Firstly, the research seeks to understand how young people define wellbeing and

secondly, how residential environmental education programmes influence daily feelings of wellbeing. There is a lack of accounts focusing on young people and their wellbeing in the setting of environmental education that prevents their voices becoming a part of the wider dialogue in the development of education programmes, this research will utilise student voice to understand how young people themselves define wellbeing and experience environmental education.

### **What will the research involve?**

The research will involve two discussion groups and a diary for the students to keep during their stay. The first discussion group will discuss with the students what they understand by the term wellbeing and what makes them feel well and also environments that they think contribute towards their wellbeing. The second discussion group will discuss with students' key moments about their stay, how they felt and what they learnt from these key moments. I will ask 8-10 volunteers to take part in the focus groups. The focus groups will be recorded; however, these recordings will not be used in any presentations so individuals can't be recognised by voice and will be used for the sole purpose of turning into written scripts. All students will be invited to fill in diaries during their stay at FSC Slapton Ley. The diaries will ask students to document their feelings and experiences during their stay at FSC Slapton Ley and answer a few questions about their perceptions of wellbeing and natural environments.

### **Your child's participation**

For the purpose of this research, we won't be asking for parental consent for each individual student. Students are being asked to make their own decision about taking part in the research to ensure there is no external feelings of pressure to participate and to empower young people to make their own informed decisions about participation. Each student's

participation in the research is entirely voluntary and they will be reminded that they can withdraw from the research at any time during and after the research process. Students that volunteer to take part in discussion groups will be asked to sign a written consent form to demonstrate that they are happy to be voice recorded during the discussions. The name of the schools and the names of students will not be collected in this research, all data will be completely anonymous and confidential. *The research has full ethical approval from Exeter University ethics committee and I also have a full DBS check. If you would like to see a copy of the ethical guidelines, then please let me know.*

### **How will the information be used?**

The data collected will be used for the purpose of my research. Any data that is collected will be treated as confidential and will not be used in any way that could allow for the identification of individuals and will be stored on a secure, password-protected database. Names of your child/children will never be used. The results of the research will be used to form part of my PhD thesis and will be used in research papers and presentations. Upon completion of the thesis, I am happy to provide you with a summary of the research and results if you wish to know the outcomes of the project.

### **Further Information**

**If you would like any further information on the research project and the process, or to discuss your child's participation then please don't hesitate to contact me:**

**rm642@exeter.ac.uk**

**Thank you very much for taking the time to read over the project information.**

**Rachel Manning**

**PhD Researcher, University of Exeter**

## Appendix 4: Participant information leaflet

### Questions that you may have

#### What will you write about me?

I will not write anything personal about you. Information you provide in the diaries and discussion groups may be used in the research, but I will never use your name or personal information. Nobody will be able to identify you from any of the work.

#### Who is organising the research?

The research is supported and organised by Exeter University and The Field Studies Council, who provide outdoor learning activities in the UK.

#### How will this research benefit me?

This research is an opportunity for you to take part in research that can help improve outdoor learning for young people in the future. It can also help you learn to communicate information in an effective manner. You will also learn how research is carried out which may be useful in your future studies. Once the research is completed I will send you a summary.

### Researcher Contact Details

If you have any questions after the research or would like to withdraw from the research then please get in touch.

#### Email

rm642@exeter.ac.uk

#### Address

Rachel Manning  
Geography PGR, Room 360  
Amory Building  
University of Exeter  
Streatham Campus  
Northcote House  
Exeter  
EX4 4Q

**The role of environmental education in enhancing young people's wellbeing**



**Rachel Manning**  
PhD Researcher  
University of Exeter

UNIVERSITY OF  
**EXETER**



### The Research

My name is Rachel and I am a researcher at Exeter University. I am interested in education that happens in and about natural environments and the way it makes young people feel.

This particular research will firstly focus on understanding what makes you feel good in general and secondly if and how environmental education makes you feel good. The purpose of this research is to help educators understand how we can best design learning programmes in natural environments to suit the needs of young people and enhance positive feelings.

As you are a student about to take part in learning at FSC Slapton I would like to invite you to take part in this research. The research will involve keeping a diary throughout your time at Slapton and taking part in discussion groups if you would like to. More information on this is in the leaflet and we will discuss the research as a group to make sure you understand everything.

### Research Diaries

If you would like to take part in this research I would like to invite you to keep a diary during your stay at FSC Slapton.

The diary will ask you to write down how you feel and what made you feel that way.

The diary will ask you a few questions

about your wellbeing and time in nature.

The diary is completely optional and you can fill it in as much or little as you like.

### Discussion Groups

You will also be invited to take part in discussion groups which will be audio recorded. There will be two discussion groups, one at the beginning of your stay and one at the end of your stay. I will be asking for 6-10 volunteers for each one.

The discussions will be about what feeling good means to you and about your time at FSC Slapton. We will need a signature from you if you would like take part in the discussion groups.

If you would like to take part then please let myself, a teacher or a member of staff know. You will have some time to think about if you would like to take part or not.

### Do I have to take part in this research?

No, your participation is entirely voluntary for both the diary and the focus groups. If you decide you would like to keep a diary and then change your mind that is fine, just stop filling it in and we won't collect it for the research. We will be looking for volunteers for the focus groups, no one will be asked to take part if they don't want to.

### How do I let someone know I don't want to take part?

If you don't want to take part in the research just let myself, a teacher or a member of FSC staff know and we will make sure you aren't involved in the research and that no information you have supplied is used.

### Can I decide when I'm back at school that I don't want my information used?

Yes, that is fine. You can email me or let your teacher know and they will be able to contact me. None of the information you provided will then be used in the study.

## **Appendix 5: Focus Group Consent Form**

Dear participant,

Thank you for agreeing to take part in this research and volunteering to participate in the discussion group. I would like to ask permission to record the conversations that take place throughout our group discussion. I will make sure that no one can identify who you are from the recordings. The recordings will be turned into a written script and then the recording will be destroyed, this will ensure that no one can recognise you from your voice. Your name will also never be used within any of the research.

Please remember that even though you have volunteered to take part in the discussions you can leave at any time. If you feel like you want to leave the discussion, then please let me know by either telling me or writing it down and showing me. If you would like to withdraw the information you have provided after the discussion or when you are back at school then please let me know by telling me or emailing me and I can remove your information from the research.

Thank you for your time and interest in this research, please sign below to acknowledge that you have read and understand the information that I have provided you.

Rachel Manning

PhD Researcher, Exeter University

Rm642@exeter.ac.uk



**Agreement: I agree to be voice recorded as part of the discussion groups and for the information I provide to be used within the research. I understand that I can withdraw from the research at any stage and ask for the information I have provided to not be included in any part of the research.**

**Name:**

**Signature:**

**Date:**

## Bibliography

- Adams, P. (2006). Exploring social constructivism: theories and practicalities. *Education 3-13*, 34(3). <https://doi.org/10.1080/03004270600898893>
- Adams, S., & Savahl, S. (2017). Nature as children's space: A systematic review. *The Journal of Environmental Education*, 48(5), 291–321. <https://doi.org/10.1080/00958964.2017.1366160>
- Adler, A., & Seligman, M. E. P. (2016). Using wellbeing for public policy: Theory, measurement, and recommendations. *International Journal of Wellbeing*, 6(1). <https://doi.org/10.5502/ijw.v6i1.429>
- Ahn, N., García, J. R., & Jimeno, J. F. (2004). *The impact of unemployment on individual well-being in the EU*.
- Akin, U., Akin, A., & Uğur, E. (2016). Mediating Role of Mindfulness on the Associations of Friendship Quality and Subjective Vitality. *Psychological Reports*, 119(2). <https://doi.org/10.1177/0033294116661273>
- Al-Ghabban, A. (2018). A compassion framework: the role of compassion in schools in promoting well-being and supporting the social and emotional development of children and young people. *Pastoral Care in Education*, 36(3). <https://doi.org/10.1080/02643944.2018.1479221>
- Alanen, L., & Mayall, B. (2001). *Conceptualizing child-adult relations*. Psychology Press.
- Alderson, P., & Morrow, V. (2004). *Ethics, social research and consulting with children and young people*. Barnardos.
- Aldridge, J. M., Fraser, B. J., Fozdar, F., Ala'i, K., Earnest, J., & Afari, E. (2016). Students' perceptions of school climate as determinants of wellbeing, resilience and identity. *Improving Schools*, 19(1). <https://doi.org/10.1177/1365480215612616>
- Aldridge, J. M., & McChesney, K. (2018). The relationships between school climate and adolescent mental health and wellbeing: A systematic literature review. *International Journal of Educational Research*, 88. <https://doi.org/10.1016/j.ijer.2018.01.012>
- Allinson, J. (2007). Giving Voice to Children's Voices: Practices and Problems, Pitfalls and Potentials. *American Anthropologist*, 109(2). <https://doi.org/10.1525/aa.2007.109.2.261>
- Andersen, H. (2015). Social Health and Sustainability - What Conceptual Framing and Common Language can Help Move a Shared Agenda Forward. *The Journal of Transdisciplinary Environmental Studies*, 14, 65–75.
- Anderson, T., & Shattuck, J. (2012). Design-Based Research. *Educational Researcher*, 41(1). <https://doi.org/10.3102/0013189X11428813>
- Andrews, G. J., Chen, S., & Myers, S. (2014). The 'taking place' of health and wellbeing: Towards non-representational theory. *Social Science & Medicine*, 108. <https://doi.org/10.1016/j.socscimed.2014.02.037>

- Ansell, N. (2016). *Children, Youth and Development* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203829400>
- Ansell, N., & Van Blerk, L. (2004). Children's migration as a household/family strategy: Coping with AIDS in Lesotho and Malawi. *Journal of Southern African Studies*, 30(3), 673–690. <https://doi.org/10.1080/0305707042000254155>
- Antaramian, S. P., Huebner, E. S., & Valois, R. F. (2008). Adolescent Life Satisfaction. *Applied Psychology*, 57(s1). <https://doi.org/10.1111/j.1464-0597.2008.00357.x>
- Aral, S., & Walker, D. (2012). Identifying Influential and Susceptible Members of Social Networks. *Science*, 337(6092). <https://doi.org/10.1126/science.1215842>
- Archer, T. (2014). Health Benefits of Physical Exercise for Children and Adolescents. *Journal of Novel Physiotherapies*, 04(02). <https://doi.org/10.4172/2165-7025.1000203>
- Ardoin, N. M., Bowers, A. W., Roth, N. W., & Holthuis, N. (2018). Environmental education and K-12 student outcomes: A review and analysis of research. *The Journal of Environmental Education*, 49(1). <https://doi.org/10.1080/00958964.2017.1366155>
- Ardoin, N. M., Schuh, J. S., & Gould, R. K. (2012). Exploring the dimensions of place: a confirmatory factor analysis of data from three ecoregional sites. *Environmental Education Research*, 18(5), 583–607. <https://doi.org/10.1080/13504622.2011.640930>
- Armstrong Miranda, Boyden Jo, Galappatti Ananda, & Hart Jason. (2004). *Piloting Methods for the Evaluation of Psychosocial Programme Impact in Eastern Sri Lanka Final Report for USAID*.
- Artino, A. R. (2007). Motivational beliefs and perceptions of instructional quality: predicting satisfaction with online training\*. *Journal of Computer Assisted Learning*, 24(3). <https://doi.org/10.1111/j.1365-2729.2007.00258.x>
- Ashbullby, K. J., Pahl, S., Webley, P., & White, M. P. (2013). The beach as a setting for families' health promotion: A qualitative study with parents and children living in coastal regions in Southwest England. *Health & Place*, 23. <https://doi.org/10.1016/j.healthplace.2013.06.005>
- Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2010). Toward the Integration of Education and Mental Health in Schools. *Administration and Policy in Mental Health and Mental Health Services Research*, 37(1–2). <https://doi.org/10.1007/s10488-010-0299-7>
- Atkinson, S. (2013). Beyond Components of Wellbeing: The Effects of Relational and Situated Assemblage. *Topoi*, 32(2). <https://doi.org/10.1007/s11245-013-9164-0>
- Atkinson, T., Cantillon, B., Marlier, E., & Nolan, B. (2002). *Social indicators: The EU and social inclusion*. OUP Oxford.
- Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*, 1(3). <https://doi.org/10.1177/146879410100100307>

- Aveyard, B. (2018). Response to Humphrey's "Are the Kids Alright?" *Psychology of Education Review*, 42(1), 17–21.
- Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic Need Satisfaction: A Motivational Basis of Performance and Well-Being in Two Work Settings<sup>1</sup>. *Journal of Applied Social Psychology*, 34(10). <https://doi.org/10.1111/j.1559-1816.2004.tb02690.x>
- Bache, I., Reardon, L., & Anand, P. (2016). Wellbeing as a Wicked Problem: Navigating the Arguments for the Role of Government. *Journal of Happiness Studies*, 17(3). <https://doi.org/10.1007/s10902-015-9623-y>
- Backe-Hansen, E. (2004). Young people between home and school. In R. Edwards (Ed.), *Children, Home and School* (pp. 183–198). Routledge.
- Bailey, L. (1903). The Nature Study Movement. *The Journal of Education*, 58(4), 79. <https://doi.org/https://doi.org/10.1037/e597402010-027>
- Bakalim, O., & Taşdelen Karçkay, A. (2016). Friendship Quality and Psychological Well-Being: The Mediating Role of Perceived Social Support. *International Online Journal of Educational Sciences*, 8(4). <https://doi.org/10.15345/iojes.2016.04.001>
- Ballantyne, R., Fien, J., & Packer, J. (2001). Program Effectiveness in Facilitating Intergenerational Influence in Environmental Education: Lessons From the Field. *The Journal of Environmental Education*, 32(4), 8–15. <https://doi.org/10.1080/00958960109598657>
- Ballantyne, R., & Packer, J. (2002). Nature-based Excursions: School Students' Perceptions of Learning in Natural Environments. *International Research in Geographical and Environmental Education*, 11(3). <https://doi.org/10.1080/10382040208667488>
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2). <https://doi.org/10.1037/0003-066X.37.2.122>
- Bandura, A. (2006). Adolescent development from an agentic perspective. In Urdan T & Pajares Frank (Eds.), *Self-Efficacy Beliefs of Adolescents* (pp. 1–43). IAP.
- Bandura, Albert. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, Albert. (2008). An agentic perspective on positive psychology. *Positive Psychology*, 1, 167–196.
- Barbour, R. (1998). Mixing Qualitative Methods: Quality Assurance or Qualitative Quagmire? *Qualitative Health Research*, 8(3). <https://doi.org/10.1177/104973239800800306>
- Barbour, Rosaline. (2007). *Doing Focus Groups*. SAGE Publications Ltd. <https://doi.org/10.4135/9781849208956>
- Barker, J., & Weller, S. (2003). "Is it fun?" developing children centred research methods. *International Journal of Sociology and Social Policy*, 23(1/2). <https://doi.org/10.1108/01443330310790435>

- Barley, R., & Russell, L. (2019). Participatory visual methods: exploring young people's identities, hopes and feelings. *Ethnography and Education*, 14(2), 223–241. <https://doi.org/10.1080/17457823.2018.1441041>
- Barrable, A. (2020). Shaping space and practice to support autonomy: lessons from natural settings in Scotland. *Learning Environments Research*, 23(3). <https://doi.org/10.1007/s10984-019-09305-x>
- Bartko, W. T., & Eccles, J. S. (2003). Adolescent Participation in Structured and Unstructured Activities: A Person-Oriented Analysis. *Journal of Youth and Adolescence*, 32(4). <https://doi.org/10.1023/A:1023056425648>
- Barton, J., Bragg, R., Pretty, J., Roberts, J., & Wood, C. (2016). The Wilderness Expedition. *Journal of Experiential Education*, 39(1), 59–72. <https://doi.org/10.1177/1053825915626933>
- Barton, J., & Pretty, J. (2010). What is the Best Dose of Nature and Green Exercise for Improving Mental Health? A Multi-Study Analysis. *Environmental Science & Technology*, 44(10), 3947–3955. <https://doi.org/10.1021/es903183r>
- Batum, P., & Yagmurlu, B. (2007). What counts in externalizing behaviors? The contributions of emotion and behavior regulation. *Current Psychology*, 25, 272–294.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3). <https://doi.org/10.1037/0033-2909.117.3.497>
- Beames, S., & Atencio, M. (2008). Building social capital through outdoor education. *Journal of Adventure Education & Outdoor Learning*, 8(2). <https://doi.org/10.1080/14729670802256868>
- Bélanger, P. (2003). Learning environments and environmental education. *New Directions for Adult and Continuing Education*, 2003(99), 79–88. <https://doi.org/10.1002/ace.112>
- Bell, S. L., Phoenix, C., Lovell, R., & Wheeler, B. W. (2015). Seeking everyday wellbeing: The coast as a therapeutic landscape. *Social Science & Medicine*, 142. <https://doi.org/10.1016/j.socscimed.2015.08.011>
- Bell, Simon, Thompson, C. W., & Travlou, P. (2003). Contested views of freedom and control: Children, teenagers and urban fringe woodlands in Central Scotland. *Urban Forestry & Urban Greening*, 2(2). <https://doi.org/10.1078/1618-8667-00026>
- Ben-Arieh, A. (2007). *Measuring and monitoring the well-being of young children around the world*.
- Ben-Arieh, Asher. (2005). Where are the Children? Children's Role in Measuring and Monitoring Their Well-Being. *Social Indicators Research*, 74(3). <https://doi.org/10.1007/s11205-004-4645-6>
- Ben-Arieh, Asher. (2010). From Child Welfare to Children Well-Being: The Child Indicators Perspective. In Ben-Arieh A (Ed.), *From Child Welfare to Child Well-Being*. Springer Netherlands. [https://doi.org/10.1007/978-90-481-3377-2\\_2](https://doi.org/10.1007/978-90-481-3377-2_2)

- Ben-Arieh, Asher, Casas, F., Frønes, I., & Korbin, J. E. (2014). Multifaceted Concept of Child Well-Being. In Ben-Arieh A, Casas F, Frønes I, & Korbin J (Eds.), *Handbook of Child Well-Being*. Springer Netherlands. [https://doi.org/10.1007/978-90-481-9063-8\\_134](https://doi.org/10.1007/978-90-481-9063-8_134)
- Ben-Arieh, Asher, & Frønes, I. (2011). Taxonomy for child well-being indicators: A framework for the analysis of the well-being of children. *Childhood*, 18(4). <https://doi.org/10.1177/0907568211398159>
- Béneker, T., Sanders, R., Tani, S., & Taylor, L. (2010). Picturing the city: young people's representations of urban environments. *Children's Geographies*, 8(2), 123–140. <https://doi.org/10.1080/14733281003691384>
- Bennett K. (2002). Interviews and focus groups. In Shurmer-Smith P (Ed.), *Doing Cultural Geography* (pp. 151–162). SAGE.
- Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (2012). Beyond the “Village” Rhetoric: Creating Healthy Communities for Children and Adolescents. *Applied Developmental Science*, 16(1). <https://doi.org/10.1080/10888691.2012.642771>
- Berends, L. (2014). Embracing the Visual: Using Timelines with In-depth Interviews on Substance Use and Treatment. *The Qualitative Report*, 16(1). <https://doi.org/10.46743/2160-3715/2011.1036>
- Beresford B. (1997). *Personal accounts: involving disabled children in research*. SPRU Papers .
- Berger, P., & Luckmann, T. (1966). *The social construction of reality. A treatise in the sociology of knowledge*. Anchor Books.
- Berman, D. S., & Davis-Berman, J. (2005). Positive Psychology and Outdoor Education. *Journal of Experiential Education*, 28(1), 17–24. <https://doi.org/10.1177/105382590502800104>
- Bertrand, M., & Mullainathan, S. (2001). Do People Mean What They Say? Implications for Subjective Survey Data. *American Economic Review*, 91(2), 67–72. <https://doi.org/10.1257/aer.91.2.67>
- Bessant, J., Farthing, R., & Watts, R. (2017). *The Precarious Generation*. Routledge. <https://doi.org/10.4324/9781315644493>
- Bhat, R. (2017). Emotional Intelligence of Adolescents in Relation to Their Test Anxiety and Academic Stress. *Rehabilitation Sciences*, 2(1), 21–25.
- Bieg, M., Goetz, T., & Hubbard, K. (2013). Can I master it and does it matter? An intraindividual analysis on control–value antecedents of trait and state academic emotions. *Learning and Individual Differences*, 28. <https://doi.org/10.1016/j.lindif.2013.09.006>
- Bisegger, C., Cloetta, B., von Bisegger, U., Abel, T., & Ravens-Sieberer, U. (2005). Health-related quality of life: gender differences in childhood and adolescence. *Sozial- Und Präventivmedizin SPM*, 50(5). <https://doi.org/10.1007/s00038-005-4094-2>
- Bixler, R. D., Carlisle, C. L., Hammltt, W. E., & Floyd, M. F. (1994). Observed Fears and Discomforts among Urban Students on Field Trips to Wildland Areas. *The*

*Journal of Environmental Education*, 26(1), 24–33.  
<https://doi.org/10.1080/00958964.1994.9941430>

- Blanchet-Cohen, N. (2008). Taking a stance: child agency across the dimensions of early adolescents' environmental involvement. *Environmental Education Research*, 14(3), 257–272. <https://doi.org/10.1080/13504620802156496>
- Blatt, E. N. (2013). Exploring environmental identity and behavioral change in an Environmental Science course. *Cultural Studies of Science Education*, 8(2), 467–488. <https://doi.org/10.1007/s11422-012-9459-2>
- Bleys, B. (2012). Beyond GDP: Classifying Alternative Measures for Progress. *Social Indicators Research*, 109(3). <https://doi.org/10.1007/s11205-011-9906-6>
- Bloomberg, L., & Volpe, M. (2008). *Completing Your Qualitative Dissertation: A Roadmap from Beginning to End* (Vol. 4). SAGE Publications, Inc.  
<https://doi.org/10.4135/9781452226613>
- Bloomfield, D. (2017). What makes nature-based interventions for mental health successful? *BJPsych. International*, 14(4), 82–85.  
<https://doi.org/10.1192/S2056474000002063>
- Boekaerts, M., & Niemivirta, M. (2000). Self-Regulated Learning. In Boekaerts M, Pintrich P, & Zeidner M (Eds.), *Handbook of Self-Regulation*. Elsevier.  
<https://doi.org/10.1016/B978-012109890-2/50042-1>
- Bögeholz, S. (2006). Nature experience and its importance for environmental knowledge, values and action: recent German empirical contributions. *Environmental Education Research*, 12(1), 65–84.  
<https://doi.org/10.1080/13504620500526529>
- Boiché, J. C. S., Sarrazin, P. G., Grouzet, F. M. E., Pelletier, L. G., & Chanal, J. P. (2008). Students' motivational profiles and achievement outcomes in physical education: A self-determination perspective. *Journal of Educational Psychology*, 100(3), 688–701. <https://doi.org/10.1037/0022-0663.100.3.688>
- Bok, D. (2010). *What government can learn from new research on wellbeing*. Princeton University Press. <http://www.jstor.org/stable/j.ctt7t6m0>
- Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary Methods: Capturing Life as it is Lived. *Annual Review of Psychology*, 54(1).  
<https://doi.org/10.1146/annurev.psych.54.101601.145030>
- Bonnett, M. (2007). Environmental education and the issue of nature. *Journal of Curriculum Studies*, 39(6). <https://doi.org/10.1080/00220270701447149>
- Borden, I. (2001). *Skateboarding, space and city: architecture and the body*. Berg.
- Bosmans, M. W. G., & van der Velden, P. G. (2015). Longitudinal interplay between posttraumatic stress symptoms and coping self-efficacy: A four-wave prospective study. *Social Science & Medicine*, 134.  
<https://doi.org/10.1016/j.socscimed.2015.04.007>
- Bourke, L., & Geldens, P. M. (2007). Subjective Wellbeing and its Meaning for Young People in a Rural Australian Center. *Social Indicators Research*, 82(1), 165–187. <https://doi.org/10.1007/s11205-006-9031-0>

- Bowler, D. E., Buyung-Ali, L. M., Knight, T. M., & Pullin, A. S. (2010). A systematic review of evidence for the added benefits to health of exposure to natural environments. *BMC Public Health*, *10*(1), 456. <https://doi.org/10.1186/1471-2458-10-456>
- Boychuk Duchscher, J. E., & Morgan, D. (2004). Grounded theory: reflections on the emergence vs. forcing debate. *Journal of Advanced Nursing*, *48*(6), 605–612. <https://doi.org/10.1111/j.1365-2648.2004.03249.x>
- Bradburn, N. (1969). *The Structure of Psychological Well Being*. Aldine.
- Bradford, R., Rutherford, L., & John, A. (2002). Quality of life in young people: ratings and factor structure of the Quality of Life Profile—Adolescent Version. *Journal of Adolescence*, *25*(3). <https://doi.org/10.1006/jado.2002.0469>
- Brady, G., Lowe, P., & Olin Lauritzen, S. (2015). Connecting a sociology of childhood perspective with the study of child health, illness and wellbeing: introduction. *Sociology of Health & Illness*, *37*(2), 173–183. <https://doi.org/10.1111/1467-9566.12260>
- Bratman, G. N., Daily, G. C., Levy, B. J., & Gross, J. J. (2015). The benefits of nature experience: Improved affect and cognition. *Landscape and Urban Planning*, *138*. <https://doi.org/10.1016/j.landurbplan.2015.02.005>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2). <https://doi.org/10.1191/1478088706qp063oa>
- Breslau, J., Lane, M., Sampson, N., & Kessler, R. C. (2008). Mental disorders and subsequent educational attainment in a US national sample. *Journal of Psychiatric Research*, *42*(9). <https://doi.org/10.1016/j.jpsychires.2008.01.016>
- Brody, M. (2005). Learning in nature. *Environmental Education Research*, *11*(5). <https://doi.org/10.1080/13504620500169809>
- Brody, M., & Tomkiewicz, W. (2002). Park visitors' understandings, values and beliefs related to their experience at Midway Geyser Basin, Yellowstone National Park, USA. *International Journal of Science Education*, *24*(11), 1119–1141. <https://doi.org/10.1080/09500690210134820>
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist*, *34*(10). <https://doi.org/10.1037/0003-066X.34.10.844>
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, *22*(6). <https://doi.org/10.1037/0012-1649.22.6.723>
- Brookes A. (2002). Gilbert White never came this far South: naturalist knowledge and the limits of universalist environmental education. *Canadian Journal of Environmental Education*, *7*(2), 73–87.
- Brown M. (2012). Student perspectives of a place-responsive outdoor education programme. *New Zealand Journal of Outdoor Education*, *3*(1), 64–83.
- Bruzzese, J.-M., & Fisher, C. B. (2003). Assessing and Enhancing the Research Consent Capacity of Children and Youth. *Applied Developmental Science*, *7*(1). [https://doi.org/10.1207/S1532480XADS0701\\_2](https://doi.org/10.1207/S1532480XADS0701_2)



- Bryman, A. (2004). *Social research methods*. Oxford University Press.
- Brymer, E., Cuddihy, T. F., & Sharma-Brymer, V. (2010). The Role of Nature-Based Experiences in the Development and Maintenance of Wellness. *Asia-Pacific Journal of Health, Sport and Physical Education*, 1(2).  
<https://doi.org/10.1080/18377122.2010.9730328>
- Buckner, S. (2005). TAKING THE DEBATE ON REFLEXIVITY FURTHER. *Journal of Social Work Practice*, 19(1), 59–72.  
<https://doi.org/10.1080/02650530500071969>
- Bühler-Niederberger, D. (2010). Introduction. *Current Sociology*, 58(2), 155–164.  
<https://doi.org/10.1177/0011392109354239>
- Burnett, S., & Blakemore, S.-J. (2009). Functional connectivity during a social emotion task in adolescents and in adults. *European Journal of Neuroscience*, 29(6), 1294–1301. <https://doi.org/10.1111/j.1460-9568.2009.06674.x>
- Busch, V., de Leeuw, J. R. J., de Harder, A., & Schrijvers, A. J. P. (2013). Changing Multiple Adolescent Health Behaviors Through School-Based Interventions: A Review of the Literature. *Journal of School Health*, 83(7).  
<https://doi.org/10.1111/josh.12060>
- Butler, H., Bowes, G., Drew, S., Glover, S., Godfrey, C., Patton, G., Trafford, L., & Bond, L. (2010). Harnessing Complexity: Taking Advantage of Context and Relationships in Dissemination of School-Based Interventions. *Health Promotion Practice*, 11(2), 259–267. <https://doi.org/10.1177/1524839907313723>
- Butler, R., & Muir, K. (2017). Young people’s education biographies: family relationships, social capital and belonging. *Journal of Youth Studies*, 20(3).  
<https://doi.org/10.1080/13676261.2016.1217318>
- Cadime, I., Pinto, A. M., Lima, S., Rego, S., Pereira, J., & Ribeiro, I. (2016). Well-being and academic achievement in secondary school pupils: The unique effects of burnout and engagement. *Journal of Adolescence*, 53.  
<https://doi.org/10.1016/j.adolescence.2016.10.003>
- Call, K. T., Riedel, A. A., Hein, K., McLoyd, V., Petersen, A., & Kipke, M. (2002). Adolescent Health and Well-Being in the Twenty-First Century: A Global Perspective. *Journal of Research on Adolescence*, 12(1).  
<https://doi.org/10.1111/1532-7795.00025>
- Camfield, L., Crivello, G., & Woodhead, M. (2009). Wellbeing Research in Developing Countries: Reviewing the Role of Qualitative Methods. *Social Indicators Research*, 90(1), 5–31. <https://doi.org/10.1007/s11205-008-9310-z>
- Camfield, L., Streuli, N., & Woodhead, M. (2010). Children’s Well-being in Developing Countries: A Conceptual and Methodological Review. *The European Journal of Development Research*, 22(3). <https://doi.org/10.1057/ejdr.2010.11>
- Camfield, L., & Tafere, Y. (2009). ‘No, living well does not mean being rich’: Diverse understandings of well-being among 11–13-year-old children in three Ethiopian communities. *Journal of Children and Poverty*, 15(2).  
<https://doi.org/10.1080/10796120903310889>
- Capaldi, C. A., Dopko, R. L., & Zelenski, J. M. (2014). The relationship between

- nature connectedness and happiness: a meta-analysis. *Frontiers in Psychology*, 5. <https://doi.org/10.3389/fpsyg.2014.00976>
- Carson, R. (1962). *Silent Spring*. Houghton Mifflin.
- Carter, R. L., & Simmons, B. (2010). The History and Philosophy of Environmental Education. In *The Inclusion of Environmental Education in Science Teacher Education*. Springer Netherlands. [https://doi.org/10.1007/978-90-481-9222-9\\_1](https://doi.org/10.1007/978-90-481-9222-9_1)
- Casas, F. (2011). Subjective Social Indicators and Child and Adolescent Well-being. *Child Indicators Research*, 4(4). <https://doi.org/10.1007/s12187-010-9093-z>
- Casas, F. (2016). Children, Adolescents and Quality of Life: The Social Sciences Perspective Over Two Decades. In Maggino F (Ed.), *A life devoted to quality of life: Festschrift in honour of Alex C. Michalos*. Springer. [https://doi.org/10.1007/978-3-319-20568-7\\_1](https://doi.org/10.1007/978-3-319-20568-7_1)
- Cerasoli, C. P., & Ford, M. T. (2014). Intrinsic Motivation, Performance, and the Mediating Role of Mastery Goal Orientation: A Test of Self-Determination Theory. *The Journal of Psychology*, 148(3). <https://doi.org/10.1080/00223980.2013.783778>
- Cervinka, R., Röderer, K., & Hefler, E. (2012). Are nature lovers happy? On various indicators of well-being and connectedness with nature. *Journal of Health Psychology*, 17(3). <https://doi.org/10.1177/1359105311416873>
- Chabot, C., Shoveller, J. A., Spencer, G., & Johnson, J. L. (2012). Ethical and Epistemological Insights: A Case Study of Participatory Action Research with Young People. *Journal of Empirical Research on Human Research Ethics*, 7(2). <https://doi.org/10.1525/jer.2012.7.2.20>
- Chaplin, L. N. (2009). Please May I Have a Bike? Better Yet, May I Have a Hug? An Examination of Children's and Adolescents' Happiness. *Journal of Happiness Studies*, 10(5), 541–562. <https://doi.org/10.1007/s10902-008-9108-3>
- Charmaz K. (1996). Grounded Theory. In Smith J, Harre A, & Langenhove R (Eds.), *Rethinking methods in psychology* (pp. 27–49). Sage.
- Chawla, L., & Cushing, D. F. (2007). Education for strategic environmental behavior. *Environmental Education Research*, 13(4), 437–452. <https://doi.org/10.1080/13504620701581539>
- Cheng, J. C.-H., & Monroe, M. C. (2012). Connection to Nature. *Environment and Behavior*, 44(1), 31–49. <https://doi.org/10.1177/0013916510385082>
- Cheng, Y. (2019). Wellbeing, Equity and Education: A Critical Analysis of Policy Discourses of Wellbeing in Schools, by Spratt, Jennifer. (Ed.). . In *Journal of Language, Identity & Education* (Vol. 18, Issue 4). Springer. <https://doi.org/10.1080/15348458.2019.1624173>
- Chow, C. M., Ruhl, H., & Buhrmester, D. (2013). The mediating role of interpersonal competence between adolescents' empathy and friendship quality: A dyadic approach. *Journal of Adolescence*, 36(1). <https://doi.org/10.1016/j.adolescence.2012.10.004>
- Christakis, N. A., & Fowler, J. H. (2013). Social contagion theory: examining dynamic

- social networks and human behavior. *Statistics in Medicine*, 32(4).  
<https://doi.org/10.1002/sim.5408>
- Christensen P, & James A. (2000). *Research with Children: Perspectives and Practices*. Falmer Press.
- Christopher, J. C. (1999). Situating Psychological Well-Being: Exploring the Cultural Roots of Its Theory and Research. *Journal of Counseling & Development*, 77(2).  
<https://doi.org/10.1002/j.1556-6676.1999.tb02434.x>
- Chu, P. Sen, Saucier, D. A., & Hafner, E. (2010). Meta-Analysis of the Relationships Between Social Support and Well-Being in Children and Adolescents. *Journal of Social and Clinical Psychology*, 29(6).  
<https://doi.org/10.1521/jscp.2010.29.6.624>
- Cincera, J., Boeve-de Pauw, J., Goldman, D., & Simonova, P. (2019). Emancipatory or instrumental? Students' and teachers' perceptions of the implementation of the EcoSchool program. *Environmental Education Research*, 25(7).  
<https://doi.org/10.1080/13504622.2018.1506911>
- Cincera, J., Simonova, P., Kroufek, R., & Johnson, B. (2020). Empowerment in outdoor environmental education: who shapes the programs? *Environmental Education Research*, 26(12). <https://doi.org/10.1080/13504622.2020.1814205>
- Çivitci, N., & Çivitci, A. (2009). Self-esteem as mediator and moderator of the relationship between loneliness and life satisfaction in adolescents. *Personality and Individual Differences*, 47(8). <https://doi.org/10.1016/j.paid.2009.07.022>
- Clark, A. (2005). Ways of seeing: using the mosaic approach to listen to young children's perspectives. In Clark A, Kjørholt A, & Moss P (Eds.), *Beyond listening: Children's perspectives on early childhood services*. Bristol University Press. <https://doi.org/10.2307/j.ctt1t89j0f.8>
- Clarke V, & Braun V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*. SAGE.
- Clayton, S. (2003). Environmental Identity: A Conceptual and an Operational Definition. In Clayton S & Opatow S (Eds.), *Identity and the natural environment: The psychological significance of nature* (pp. 45–65). MIT Press.
- Cobb, C., Halstead, T., & Rowe, J. (1995). If the GDP is up, why is America down? *Atlantic Boston*, 276, 59–79.
- Cohen, J., McCabe, L., Michelli, N., & Pickeral, T. (2009). School Climate: Research, Policy, Practice, and Teacher Education. *Teachers College Record*, 111(1), 180–213.
- Cohn, M. A., Fredrickson, B. L., Brown, S. L., Mikels, J. A., & Conway, A. M. (2009). Happiness unpacked: Positive emotions increase life satisfaction by building resilience. *Emotion*, 9(3). <https://doi.org/10.1037/a0015952>
- Cojuharenco, I., Cornelissen, G., & Karelaiia, N. (2016). Yes, I can: Feeling connected to others increases perceived effectiveness and socially responsible behavior. *Journal of Environmental Psychology*, 48, 75–86.  
<https://doi.org/10.1016/j.jenvp.2016.09.002>

- Colburn, A. (2000). An inquiry primer. *Science Scope*, 23(6), 42–44.
- Conde, M., & Sanchez, J. (2010). The School Curriculum and Environmental Education: A School Environmental Audit Experience. *International Journal of Environmental and Science Education*, 5(4), 477–494.
- Conklin J. (2005). *Dialogue Mapping: Building Shared Understandings of Wicked Problems*. John Wiley & Sons.
- Connolly, M. (2013). Some Like It Mild and Not Too Wet: The Influence of Weather on Subjective Well-Being. *Journal of Happiness Studies*, 14(2), 457–473. <https://doi.org/10.1007/s10902-012-9338-2>
- Conrad, P. (1987). The experience of illness: Recent and new directions. *Research in the Sociology of Health Care*, 3, 1–31.
- Conradson, D. (2005). Landscape, care and the relational self: Therapeutic encounters in rural England. *Health & Place*, 11(4). <https://doi.org/10.1016/j.healthplace.2005.02.004>
- Cook-Sather, A. (2006). Sound, Presence, and Power: “Student Voice” in Educational Research and Reform. *Curriculum Inquiry*, 36(4). <https://doi.org/10.1111/j.1467-873X.2006.00363.x>
- Cooke, B., & Kothari, U. (2001). *Participation: The New Tyranny*. Zed Books.
- Cooper, R. N., & Layard, R. (2005). Happiness: Lessons from a New Science. *Foreign Affairs*, 84(6), 139. <https://doi.org/10.2307/20031793>
- Cooper, R. N., & McNeill, J. R. (2000). Something New under the Sun: An Environmental History of the Twentieth-Century World. *Foreign Affairs*, 79(4). <https://doi.org/10.2307/20049837>
- Cornelius-White, J. (2007). Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis. *Review of Educational Research*, 77(1). <https://doi.org/10.3102/003465430298563>
- Cornwall, A., & Pratt, G. (2002). *Pathways to Participation: Critical Reflections on PRA*. Institute of Development Studies.
- Corrie, L., & Leitao, N. (1999). The Development of Wellbeing: Young Children’s Knowledge of their Support Networks and Social Competence. *Australasian Journal of Early Childhood*, 24(3), 25–31. <https://doi.org/10.1177/183693919902400306>
- Costanza, R., Alperovitz, G., Daly, H., Farley, J., Franco, C., Jackson, T., Kubiszewski, I., Schor, J., & Victor, P. (2013). *Building a Sustainable and Desirable Economy-in-Society-in-Nature*. ANU Press. <https://doi.org/10.22459/BSDESN.12.2013>
- Côté, J. E., & Schwartz, S. J. (2002). Comparing psychological and sociological approaches to identity: Identity status, identity capital, and the individualization process. *Journal of Adolescence*, 25(6), 571–586. <https://doi.org/10.1006/jado.2002.0511>
- Cotton, D. (2006). Teaching controversial environmental issues: neutrality and

- balance in the reality of the classroom. *Educational Research*, 48(2).  
<https://doi.org/10.1080/00131880600732306>
- Cowie, H., & Myers, C. (2021). The impact of the COVID-19 pandemic on the mental health and well-being of children and young people. *Children & Society*, 35(1).  
<https://doi.org/10.1111/chso.12430>
- Coyne, R. (2005). Wicked problems revisited. *Design Studies*, 26(1).  
<https://doi.org/10.1016/j.destud.2004.06.005>
- Cramer, J. (2008). Reviving the connection between children and nature through service-learning restoration partnerships. *Native Plants Journal*, 9(3).  
<https://doi.org/10.2979/NPJ.2008.9.3.278>
- Crang, M. (2005). Qualitative methods: there is nothing outside the text? *Progress in Human Geography*, 29(2). <https://doi.org/10.1191/0309132505ph541pr>
- Cranton, P., Dirkx, J. M., Gozawa, J., Kasl, E., & Smith, R. O. (2006). Reflections on the Sixth International Transformative Learning Conference. *Journal of Transformative Education*, 4(2), 140–156.  
<https://doi.org/10.1177/1541344606286337>
- Creswell, J. W. (2009). Editorial: Mapping the Field of Mixed Methods Research. *Journal of Mixed Methods Research*, 3(2), 95–108.  
<https://doi.org/10.1177/1558689808330883>
- Creswell, J. W., & Miller, D. L. (2000). Determining Validity in Qualitative Inquiry. *Theory Into Practice*, 39(3), 124–130.  
[https://doi.org/10.1207/s15430421tip3903\\_2](https://doi.org/10.1207/s15430421tip3903_2)
- Cribari-Assali, C. (2019). Children’s Resilience and Constructions of Childhood: Cross-Cultural Considerations. In A. Imoh, M. Bourdillon, & S. Meichsner (Eds.), *Global Childhoods beyond the North-South Divide* (pp. 165–186). Springer International Publishing. [https://doi.org/10.1007/978-3-319-95543-8\\_9](https://doi.org/10.1007/978-3-319-95543-8_9)
- Crisp, R. (2006). Hedonism Reconsidered. *Philosophy and Phenomenological Research*, 73(3). <https://doi.org/10.1111/j.1933-1592.2006.tb00551.x>
- Crivello, G., Camfield, L., & Woodhead, M. (2009). How Can Children Tell Us About Their Wellbeing? Exploring the Potential of Participatory Research Approaches within Young Lives. *Social Indicators Research*, 90(1).  
<https://doi.org/10.1007/s11205-008-9312-x>
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11(1).  
<https://doi.org/10.1186/1471-2288-11-100>
- Csikszentmihalyi, M., & Hunter, J. (2014). Happiness in Everyday Life: The Uses of Experience Sampling. In Csikszentmihalyi M (Ed.), *Flow and the Foundations of Positive Psychology*. Springer Netherlands. [https://doi.org/10.1007/978-94-017-9088-8\\_6](https://doi.org/10.1007/978-94-017-9088-8_6)
- Cullingford, C. (1996). Children’s attitudes to the environment. In *Change in Education: Environmental Issues in Education* (pp. 21–36). Arena.
- Cummins, R. A. (2000). OBJECTIVE AND SUBJECTIVE QUALITY OF LIFE: AN

INTERACTIVE MODEL. *Social Indicators Research*, 52, 55–72.

- Cummins, R. (2003). Normative Life Satisfaction: Measurement Issues and a Homeostatic Model. *Social Indicators Research*, 64, 225–256.  
<https://doi.org/https://doi.org/10.1023/A:1024712527648>
- Cummins, Robert. (1996). The domains of life satisfaction: An attempt to order chaos. *Social Indicators Research*, 38(3). <https://doi.org/10.1007/BF00292050>
- Cunningham, H. (2012). *The Invention of Childhood*. Random House.
- Currie, C., Zanotti, C., Morgan, A., Currie, D., De Looze, M., Roberts, C., Samdal, O., Smith, O., & V, B. (2009). *Social determinants of health and well-being among young people*.
- Cutcliffe, J. R. (2003). Reconsidering Reflexivity: Introducing the Case for Intellectual Entrepreneurship. *Qualitative Health Research*, 13(1), 136–148.  
<https://doi.org/10.1177/1049732302239416>
- D'Acci, L. (2011). Measuring Well-Being and Progress. *Social Indicators Research*, 104(1). <https://doi.org/10.1007/s11205-010-9717-1>
- D'Amato, L. G., & Krasny, M. E. (2011). Outdoor Adventure Education: Applying Transformative Learning Theory to Understanding Instrumental Learning and Personal Growth in Environmental Education. *The Journal of Environmental Education*, 42(4). <https://doi.org/10.1080/00958964.2011.581313>
- Dahlberg, H., & Dahlberg, K. (2003). To not make definite what is indefinite: A phenomenological analysis of perception and its epistemological consequences in human science research. *The Humanistic Psychologist*, 31(4), 34–50.  
<https://doi.org/10.1080/08873267.2003.9986933>
- Danby, S., & Farrell, A. (2004). Accounting for young children's competence in educational research: New perspectives on research ethics. *The Australian Educational Researcher*, 31(3), 35–49. <https://doi.org/10.1007/BF03249527>
- Darbyshire, P., MacDougall, C., & Schiller, W. (2005). Multiple methods in qualitative research with children: more insight or just more? *Qualitative Research*, 5(4).  
<https://doi.org/10.1177/1468794105056921>
- Darnon, C., Butera, F., & Harackiewicz, J. M. (2007). Achievement Goals in Social Interactions: Learning with Mastery vs. Performance Goals. *Motivation and Emotion*, 31(1). <https://doi.org/10.1007/s11031-006-9049-2>
- 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).  
<https://doi.org/10.1080/14729670185200041>
- Davis, J. L., Green, J. D., & Reed, A. (2009). Interdependence with the environment: Commitment, interconnectedness, and environmental behavior. *Journal of Environmental Psychology*, 29(2). <https://doi.org/10.1016/j.jenvp.2008.11.001>
- de Bell, Siân, Graham, H., Jarvis, S., & White, P. (2017). The importance of nature in mediating social and psychological benefits associated with visits to freshwater blue space. *Landscape and Urban Planning*, 167.

<https://doi.org/10.1016/j.landurbplan.2017.06.003>

- de Vries, S., Verheij, R. A., Groenewegen, P. P., & Spreeuwenberg, P. (2003). Natural Environments—Healthy Environments? An Exploratory Analysis of the Relationship between Greenspace and Health. *Environment and Planning A: Economy and Space*, 35(10), 1717–1731. <https://doi.org/10.1068/a35111>
- Decancq, K., & Lugo, M. A. (2012). Inequality of Wellbeing: A Multidimensional Approach. *Economica*, 79(316), 721–746. <https://doi.org/10.1111/j.1468-0335.2012.00929.x>
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109–134. [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6)
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4). [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: an introduction. *Journal of Happiness Studies*, 9(1). <https://doi.org/10.1007/s10902-006-9018-1>
- Deci, E., & Ryan, R. (2002). *Handbook of self-determination research*. University of Rochester Press.
- deMarrais, K., & Tisdale, K. (2002). What Happens When Researchers Inquire Into Difficult Emotions?: Reflections on Studying Women’s Anger Through Qualitative Interviews. *Educational Psychologist*, 37(2). [https://doi.org/10.1207/S15326985EP3702\\_6](https://doi.org/10.1207/S15326985EP3702_6)
- Demeritt, D. (2002). What is the ‘social construction of nature’? A typology and sympathetic critique. *Progress in Human Geography*, 26(6), 767–790. <https://doi.org/10.1191/0309132502ph402oa>
- Deneulin, S., & McGregor, J. A. (2010). The capability approach and the politics of a social conception of wellbeing. *European Journal of Social Theory*, 13(4). <https://doi.org/10.1177/1368431010382762>
- Denzin, N., & Lincoln, Y. (1995). Transforming Qualitative Research Methods. *Journal of Contemporary Ethnography*, 24(3), 349–358. <https://doi.org/10.1177/089124195024003006>
- Denzin, N., & Lincoln, Y. (2000). The discipline and practice of qualitative research. In *Strategies of qualitative inquiry* (pp. 1–43). SAGE Publications Inc.
- Department of Health. (2015). *Future in Mind*.
- DeSantis, L., & Ugarriza, D. N. (2000). The Concept of Theme as Used in Qualitative Nursing Research. *Western Journal of Nursing Research*, 22(3). <https://doi.org/10.1177/019394590002200308>
- Dessel, A. B., Kulick, A., Wernick, L. J., & Sullivan, D. (2017). The importance of teacher support: Differential impacts by gender and sexuality. *Journal of Adolescence*, 56, 136–144. <https://doi.org/10.1016/j.adolescence.2017.02.002>

- Dewey, J. (1916). Nationalizing Education. *Journal of Education*, 84(16), 425–428.  
<https://doi.org/10.1177/002205741608401602>
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3).  
<https://doi.org/10.1037/0033-2909.95.3.542>
- Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34–43.  
<https://doi.org/10.1037/0003-066X.55.1.34>
- Diener, E., & Biswas-Diener, R. (2008). *Happiness: Unlocking the Mysteries of Psychological Wealth*. Wiley. <https://doi.org/10.1002/9781444305159>
- Diener, E., & Chan, M. Y. (2011). Happy People Live Longer: Subjective Well-Being Contributes to Health and Longevity. *Applied Psychology: Health and Well-Being*, 3(1). <https://doi.org/10.1111/j.1758-0854.2010.01045.x>
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49(1), 71–75.  
[https://doi.org/10.1207/s15327752jpa4901\\_13](https://doi.org/10.1207/s15327752jpa4901_13)
- Diener, E., & Lucas, R. E. (2000). Explaining Differences in Societal Levels of Happiness: Relative Standards, Need Fulfillment, Culture, and Evaluation Theory. *Journal of Happiness Studies*, 1(1), 41–78.  
<https://doi.org/10.1023/A:1010076127199>
- Diener, E., & Ryan, K. (2009). Subjective Well-Being: A General Overview. *South African Journal of Psychology*, 39(4).  
<https://doi.org/10.1177/008124630903900402>
- Diener, E., Sandvik, E., & Pavot, W. (2009). Happiness is the Frequency, Not the Intensity, of Positive Versus Negative Affect. In Diener E (Ed.), *Assessing Well-Being* (Vol. 39). Springer. [https://doi.org/10.1007/978-90-481-2354-4\\_10](https://doi.org/10.1007/978-90-481-2354-4_10)
- Diener, E., & Tay, L. (2014). Review of the Day Reconstruction Method (DRM). *Social Indicators Research*, 116(1), 255–267.  
<http://www.jstor.org/stable/24720529>
- DiEnno, C. M., & Hilton, S. C. (2005). High School Students' Knowledge, Attitudes, and Levels of Enjoyment of an Environmental Education Unit on Nonnative Plants. *The Journal of Environmental Education*, 37(1), 13–25.  
<https://doi.org/10.3200/JOEE.37.1.13-26>
- Diep, A.-N., Zhu, C., Struyven, K., & Blicek, Y. (2017). Who or what contributes to student satisfaction in different blended learning modalities? *British Journal of Educational Technology*, 48(2). <https://doi.org/10.1111/bjet.12431>
- Dillon, J. (2003). On Learners and Learning in Environmental Education: Missing theories, ignored communities. *Environmental Education Research*, 9(2), 215–226. <https://doi.org/10.1080/13504620303480>
- Dixon-Woods, M., Young, B., & Heney, D. (1999). Partnerships with children. *BMJ*, 319(7212). <https://doi.org/10.1136/bmj.319.7212.778>
- Dockray, S., Grant, N., Stone, A. A., Kahneman, D., Wardle, J., & Steptoe, A. (2010). A Comparison of Affect Ratings Obtained with Ecological Momentary



- Assessment and the Day Reconstruction Method. *Social Indicators Research*, 99(2). <https://doi.org/10.1007/s11205-010-9578-7>
- Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3). <https://doi.org/10.5502/ijw.v2i3.4>
- Dolan, P., Layard, R., & Metcalfe, R. (2011). *Measuring subjective wellbeing for public policy: recommendations on measures*.
- Dolan, P., & Metcalfe, R. (2012). Measuring Subjective Wellbeing: Recommendations on Measures for use by National Governments. *Journal of Social Policy*, 41(2). <https://doi.org/10.1017/S0047279411000833>
- Dolan, P., Peasgood, T., & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29(1). <https://doi.org/10.1016/j.joep.2007.09.001>
- Dolan, Paul, & White, M. (2006). Dynamic Well-Being: Connecting Indicators of what People Anticipate with Indicators of what they Experience. *Social Indicators Research*, 75(2), 303–333. <https://doi.org/10.1007/s11205-004-6298-x>
- Dolan, Paul, & White, M. P. (2007). How Can Measures of Subjective Well-Being Be Used to Inform Public Policy? *Perspectives on Psychological Science*, 2(1). <https://doi.org/10.1111/j.1745-6916.2007.00030.x>
- Doll, B., Pfohl, W., & Yoon, J. (2012). *Handbook of Youth Prevention Science* (Beth Doll, W. Pfohl, & J. S. Yoon (eds.); 1st ed.). Routledge. <https://doi.org/10.4324/9780203866412>
- Doménech-Betoret, F., Abellán-Roselló, L., & Gómez-Artiga, A. (2017). Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.01193>
- Donovan, R. A., Huynh, Q.-L., Park, I. J. K., Kim, S. Y., Lee, R. M., & Robertson, E. (2013). Relationships Among Identity, Perceived Discrimination, and Depressive Symptoms in Eight Ethnic-Generational Groups. *Journal of Clinical Psychology*, 69(4), 397–414. <https://doi.org/10.1002/jclp.21936>
- Driscoll, M. (2000). *Psychology of Learning for Instruction*. Allyn and Bacon.
- Drissner, J., Haase, H.-M., & Hille, K. (2010). Short-term Environmental Education - Does it work? - An evaluation of the 'Green Classroom.' *Journal of Biological Education*, 44(4), 149–155. <https://doi.org/10.1080/00219266.2010.9656215>
- Duckworth, A., Steen, T. A., & Seligman, M. E. P. (2005). Positive Psychology in Clinical Practice. *Annual Review of Clinical Psychology*, 1(1), 629–651. <https://doi.org/10.1146/annurev.clinpsy.1.102803.144154>
- Durik, A. M., Vida, M., & Eccles, J. S. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology*, 98(2). <https://doi.org/10.1037/0022-0663.98.2.382>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B.

- (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1). <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Dutcher, D. D., Finley, J. C., Luloff, A. E., & Johnson, J. B. (2007). Connectivity With Nature as a Measure of Environmental Values. *Environment and Behavior*, 39(4). <https://doi.org/10.1177/0013916506298794>
- Easton, G. (2010). Critical realism in case study research. *Industrial Marketing Management*, 39(1). <https://doi.org/10.1016/j.indmarman.2008.06.004>
- Eccles, J. S., & Roeser, R. W. (2010). An Ecological View of Schools and Development. In Meece J & Eccles J (Eds.), *Handbook of Research on Schools, Schooling and Human Development* (pp. 6–22). Routledge. <https://doi.org/10.4324/9780203874844.ch2>
- Eccles, J. S., & Roeser, R. W. (2011). Schools as Developmental Contexts During Adolescence. *Journal of Research on Adolescence*, 21(1). <https://doi.org/10.1111/j.1532-7795.2010.00725.x>
- Eccles J. (1983). Expectancies, values and academic behaviours. In Spence J (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 75–146). Freeman.
- Eckersley, R. (2011). A new narrative of young people's health and well-being. *Journal of Youth Studies*, 14(5), 627–638. <https://doi.org/10.1080/13676261.2011.565043>
- Eid, M., & Diener, E. (2004). Global Judgments of Subjective Well-Being: Situational Variability and Long-Term Stability. *Social Indicators Research*, 65(3). <https://doi.org/10.1023/B:SOCI.0000003801.89195.bc>
- Eisenhauer, B., Krannich, S., & Blahna, D. (2000). Attachments to Special Places on Public Lands: An Analysis of Activities, Reason for Attachments, and Community Connections. *Society & Natural Resources*, 13(5). <https://doi.org/10.1080/089419200403848>
- Elliot, A. (2005). A conceptual history of the achievement goal construct. In Elliot A & Dweck C (Eds.), *Handbook of Competence and Motivation* (pp. 57–72). Guildford Publications.
- Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72(1), 218–232. <https://doi.org/10.1037/0022-3514.72.1.218>
- Engels, N., Aelterman, A., Petegem, K. Van, & Schepens, A. (2004). Factors which influence the well-being of pupils in Flemish secondary schools. *Educational Studies*, 30(2). <https://doi.org/10.1080/0305569032000159787>
- Engle, R. A., & Conant, F. R. (2002). Guiding Principles for Fostering Productive Disciplinary Engagement: Explaining an Emergent Argument in a Community of Learners Classroom. *Cognition and Instruction*, 20(4). [https://doi.org/10.1207/S1532690XC12004\\_1](https://doi.org/10.1207/S1532690XC12004_1)
- Ergler, C. R., Kearns, R. A., & Witten, K. (2013). Seasonal and locational variations in children's play: Implications for wellbeing. *Social Science & Medicine*, 91.

<https://doi.org/10.1016/j.socscimed.2012.11.034>

- Erikson, E. (1968). *Identity, youth and crisis*. W W Norton.
- Ernst, J., & Theimer, S. (2011). Evaluating the effects of environmental education programming on connectedness to nature. *Environmental Education Research*, 17(5), 577–598. <https://doi.org/10.1080/13504622.2011.565119>
- Estes, C. A. (2004). Promoting Student-Centered Learning in Experiential Education. *Journal of Experiential Education*, 27(2). <https://doi.org/10.1177/105382590402700203>
- Ettema, D., & Smajic, I. (2015). Walking, places and wellbeing. *The Geographical Journal*, 181(2). <https://doi.org/10.1111/geoj.12065>
- Eybers, O. O. (2018). Friends or foes? A theoretical approach towards constructivism, realism and students' wellbeing via academic literacy practices. *South African Journal of Higher Education*, 32(6), 251–269. <https://doi.org/10.20853/32-6-2998>
- Fane, J., MacDougall, C., Redmond, G., Jovanovic, J., & Ward, P. (2016). Young Children's Health and Wellbeing Across the Transition to School: A Critical Interpretive Synthesis. *Children Australia*, 41(2), 126–140. <https://doi.org/10.1017/cha.2016.4>
- Farrugia, D. (2014). Towards a spatialised youth sociology: the rural and the urban in times of change. *Journal of Youth Studies*, 17(3). <https://doi.org/10.1080/13676261.2013.830700>
- Fattore, T, Mason, J., & Watson, E. (2012). Locating the Child Centrally as Subject in Research: Towards a Child Interpretation of Well-Being. *Child Indicators Research*, 5(3). <https://doi.org/10.1007/s12187-012-9150-x>
- Fattore, Toby, Mason, J., & Watson, E. (2007). CHILDREN'S CONCEPTUALISATION(S) OF THEIR WELL-BEING. *Social Indicators Research*, 80, 5–29. <https://doi.org/10.1007/s11205-006-9019-9>
- Fava, N. M., Li, T., Burke, S. L., & Wagner, E. F. (2017). Resilience in the context of fragility: Development of a multidimensional measure of child wellbeing within the Fragile Families dataset. *Children and Youth Services Review*, 81. <https://doi.org/10.1016/j.childyouth.2017.08.023>
- Fegter, S., Machold, C., & Richter, M. (2010). Children and the good life: Theoretical challenges. In Andresen S, Diehm I, Sander U, & Ziegler H (Eds.), *Children and the Good Life: New Challengers for Research on Children* (pp. 7–12). Springer Netherlands.
- Feinberg, M., & Willer, R. (2013). The Moral Roots of Environmental Attitudes. *Psychological Science*, 24(1), 56–62. <https://doi.org/10.1177/0956797612449177>
- Ferreira, J. G., & Venter, E. (2016). The interconnectedness between well-being and the natural environment. *Applied Environmental Education & Communication*, 15(4), 291–300. <https://doi.org/10.1080/1533015X.2016.1237902>
- Fien, J. (1993). *Education for Sustainable Living: An International Perspective on*

- Environmental Education. *Southern African Journal of Environmental Education*, 13, 7–20.
- Fien, John. (2000). 'Education for the Environment: A critique'—an analysis. *Environmental Education Research*, 6(2). <https://doi.org/10.1080/713664671>
- Fiese, B. (2000). Family matters: A systems view of family effects on children's cognitive health. In Sternberg R & Grigorenko E (Eds.), *Environmental effects on cognitive abilities* (pp. 39–58). Psychology Press.
- Fitzpatrick A, Grant C, Bolling K, Owen R, & Millard B. (2010). *Extending the British Crime Survey to children: A Report on the methodological and development work*.
- Fletcher, R. (2015). Nature is a nice place to save but I wouldn't want to live there: environmental education and the ecotourist gaze. *Environmental Education Research*, 21(3). <https://doi.org/10.1080/13504622.2014.993930>
- Fletcher, R. (2017). Connection with nature is an oxymoron: A political ecology of "nature-deficit disorder." *The Journal of Environmental Education*, 48(4). <https://doi.org/10.1080/00958964.2016.1139534>
- Fleuret, Sebastien, & Atkinson, S. (2007). Wellbeing, health and geography: A critical review and research agenda. *New Zealand Geographer*, 63(2). <https://doi.org/10.1111/j.1745-7939.2007.00093.x>
- Fleuret, Sébastien, & Prugneau, J. (2015). Assessing students' wellbeing in a spatial dimension. *The Geographical Journal*, 181(2). <https://doi.org/10.1111/geoj.12098>
- Fleury, S., & Garrison, J. (2014). Toward a New Philosophical Anthropology of Education: Fuller Considerations of Social Constructivism. *Interchange*, 45(1–2). <https://doi.org/10.1007/s10780-014-9216-4>
- Flick, U. (2004). Triangulation in Qualitative Research. In *A companion to qualitative research* (3rd ed., pp. 178–183). SAGE.
- Fomby, P., & Cherlin, A. J. (2007). Family Instability and Child Well-Being. *American Sociological Review*, 72(2), 181–204.
- Forgeard, M. J. C., Jayawickreme, E., Kern, M. L., & Seligman, M. E. P. (2011). Doing the Right Thing: Measuring Well-Being for Public Policy. *International Journal of Wellbeing*, 1(1). <https://doi.org/10.5502/ijw.v1i1.15>
- Franz, J. (2019). Towards a Spatiality of Wellbeing. In Hughes H, Franz J, & Willis J (Eds.), *School Spaces for Student Wellbeing and Learning*. Springer . [https://doi.org/10.1007/978-981-13-6092-3\\_1](https://doi.org/10.1007/978-981-13-6092-3_1)
- Fraser, J., Gupta, R., & Krasny, M. E. (2015). Practitioners' perspectives on the purpose of environmental education. *Environmental Education Research*, 21(5). <https://doi.org/10.1080/13504622.2014.933777>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>

- Fredrickson, B. L., & Joiner, T. (2002). Positive Emotions Trigger Upward Spirals Toward Emotional Well-Being. *Psychological Science*, 13(2).  
<https://doi.org/10.1111/1467-9280.00431>
- Freeman, M., & Mathison, S. (2009). *Researching children's experiences*. Guilford Press.
- Frey, B., & Luechinger, S. (2007). *Concepts of happiness and their measurement*. Metropolis Verlag.
- Frey, B. S., & Stutzer, A. (2002). What Can Economists Learn from Happiness Research? *Journal of Economic Literature*, 40(2).  
<https://doi.org/10.1257/jel.40.2.402>
- Frey, B., & Stutzer, A. (2010). Happiness and public choice. *Public Choice*, 144(3–4). <https://doi.org/10.1007/s11127-010-9681-y>
- Fricke, J., & Unsworth, C. (2001). Time use and importance of instrumental activities of daily living. *Australian Occupational Therapy Journal*, 48(3), 118–131.  
<https://doi.org/10.1046/j.0045-0766.2001.00246.x>
- Fullan, M. (2005). The Meaning of Educational Change: A Quarter of a Century of Learning. In *The Roots of Educational Change* (pp. 202–216). Springer Netherlands. [https://doi.org/10.1007/1-4020-4451-8\\_12](https://doi.org/10.1007/1-4020-4451-8_12)
- Fuller, S. (2016). *Wellbeing and Place* (S. Atkinson (ed.)). Routledge.  
<https://doi.org/10.4324/9781315547534>
- Furrow, J. L., King, P. E., & White, K. (2004). Religion and Positive Youth Development: Identity, Meaning, and Prosocial Concerns. *Applied Developmental Science*, 8(1). [https://doi.org/10.1207/S1532480XADS0801\\_3](https://doi.org/10.1207/S1532480XADS0801_3)
- Gallagher, M. (2008). 'Power is not an evil': rethinking power in participatory methods. *Children's Geographies*, 6(2).  
<https://doi.org/10.1080/14733280801963045>
- Gasper, D. (2007). Human Well-being: Concepts and Conceptualizations. In M. McGillivray (Ed.), *Human Well-Being: Concept and Measurement* (pp. 23–64). Palgrave Macmillan UK. [https://doi.org/10.1057/9780230625600\\_2](https://doi.org/10.1057/9780230625600_2)
- Gatersleben, B., & Andrews, M. (2013). When walking in nature is not restorative—The role of prospect and refuge. *Health & Place*, 20, 91–101.  
<https://doi.org/10.1016/j.healthplace.2013.01.001>
- Gauntlett, D. (2007). *Creative Explorations*. Routledge.  
<https://doi.org/10.4324/9780203961407>
- Gergely, G. (2002). The Development of Understanding Self and Agency. In Goswami U (Ed.), *Blackwell Handbook of Childhood Cognitive Development*. Blackwell Publishers Ltd. <https://doi.org/10.1002/9780470996652.ch2>
- Gergen, K. (1995). Social construction and the educational process. In Steffe L & Gale J (Eds.), *Constructivism in education*. Routledge.
- Giannetti, B. F., Agostinho, F., Almeida, C. M. V. B., & Huisingsh, D. (2015). A review of limitations of GDP and alternative indices to monitor human wellbeing and to

- manage eco-system functionality. *Journal of Cleaner Production*, 87. <https://doi.org/10.1016/j.jclepro.2014.10.051>
- Gibson, F., Richardson, A., Hey, S., Horstman, M., & O'Leary, C. (2005). *Listening to children and young people with cancer*.
- Gibson, J. (1979). *The Ecological Approach to Visual Perception*. Houghton Mifflin.
- Gibson, J. J. (2013). *The Ecological Approach To Visual Perception*. Psychology Press. <https://doi.org/10.4324/9780203767764>
- Gietz, C., & McIntosh, K. (2014). Relations Between Student Perceptions of Their School Environment and Academic Achievement. *Canadian Journal of School Psychology*, 29(3). <https://doi.org/10.1177/0829573514540415>
- Gill, T. (2014). The Benefits of Children's Engagement with Nature: A Systematic Literature Review. *Children, Youth and Environments*, 24(2). <https://doi.org/10.7721/chilyoutenvi.24.2.0010>
- Gillett-Swan, J. K. (2014). Investigating Tween Children's Capacity to Conceptualise the Complex Issue of Wellbeing. *Global Studies of Childhood*, 4(2). <https://doi.org/10.2304/gsch.2014.4.2.64>
- Gilman, R., & Huebner, E. S. (2006). Characteristics of Adolescents Who Report Very High Life Satisfaction. *Journal of Youth and Adolescence*, 35(3). <https://doi.org/10.1007/s10964-006-9036-7>
- Glaser, B., & Strauss, A. (2017). *Discovery of grounded theory: Strategies for qualitative research*. Routledge.
- Golafshani, N. (2015). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8(4), 597–607. <https://doi.org/10.46743/2160-3715/2003.1870>
- Goldbeck, L., Schmitz, T. G., Besier, T., Herschbach, P., & Henrich, G. (2007). Life satisfaction decreases during adolescence. *Quality of Life Research*, 16(6). <https://doi.org/10.1007/s11136-007-9205-5>
- Gonida, E. N., Voulala, K., & Kiosseoglou, G. (2009). Students' achievement goal orientations and their behavioral and emotional engagement: Co-examining the role of perceived school goal structures and parent goals during adolescence. *Learning and Individual Differences*, 19(1), 53–60. <https://doi.org/10.1016/j.lindif.2008.04.002>
- Gonzalez, S., Gardiner, D., & J, B. (2020). *Youth and COVID-19: impacts on jobs, education, rights and mental well-being: survey report 2020*.
- Goodlad, J. (1984). *A place called school*. McGraw-Hill.
- Goossens, L. (2020). Affect, emotion, and loneliness in adolescence. In Jackson S & Goossens L (Eds.), *Handbook of Adolescent Development*. Psychology Press. <https://doi.org/10.4324/9780203969861-4>
- Goralnik, L., Millenbah, K. F., Nelson, M. P., & Thorp, L. (2012). An Environmental Pedagogy of Care: Emotion, Relationships, and Experience in Higher Education Ethics Learning. *Journal of Experiential Education*, 35(3), 412–428.

<https://doi.org/10.1177/105382591203500303>

- Gottlieb, G. (2003). Probabilistic epigenesis of development. In Valsiner J & Connolly K (Eds.), *Handbook of developmental psychopathology* (pp. 3–17). SAGE.
- Gottlieb, R. (2005). *Forcing the spring: The transformation of the American environmental movement*. Island Press.
- Goussia-Rizou, M., & Abeliotis, K. (2004). Environmental Education in Secondary Schools in Greece: The Viewpoints of the District Heads of Environmental Education. *The Journal of Environmental Education*, 35(3), 29–34.
- Graham, A., Powell, M. A., & Truscott, J. (2016). Facilitating student well-being: relationships do matter. *Educational Research*, 58(4).  
<https://doi.org/10.1080/00131881.2016.1228841>
- Gramling, L. F., & Carr, R. L. (2004). Lifelines. *Nursing Research*, 53(3).  
<https://doi.org/10.1097/00006199-200405000-00008>
- Groundwater-Smith, S., Dockett, S., & Bottrell, D. (2014). *Participatory research with children and young people*. SAGE.
- Guillemin, M., & Gillam, L. (2004). Ethics, Reflexivity, and “Ethically Important Moments” in Research. *Qualitative Inquiry*, 10(2), 261–280.  
<https://doi.org/10.1177/1077800403262360>
- Gunter, V. J. (2005). News Media and Technological Risks: The Case of Pesticides after Silent Spring. *The Sociological Quarterly*, 46(4).  
<https://doi.org/10.1111/j.1533-8525.2005.00031.x>
- Gurevitz, R. (2000). Affective Approaches to Environmental Education: Going beyond the Imagined Worlds of Childhood? *Ethics, Place & Environment*, 3(3), 253–268. <https://doi.org/10.1080/713665905>
- Gustafsson, P. E., Szczepanski, A., Nelson, N., & Gustafsson, P. A. (2012). Effects of an outdoor education intervention on the mental health of schoolchildren. *Journal of Adventure Education & Outdoor Learning*, 12(1), 63–79.  
<https://doi.org/10.1080/14729679.2010.532994>
- Haga, S. M., Lynne, A., Slinning, K., & Kraft, P. (2012). A qualitative study of depressive symptoms and well-being among first-time mothers. *Scandinavian Journal of Caring Sciences*, 26(3), 458–466. <https://doi.org/10.1111/j.1471-6712.2011.00950.x>
- Hagell, A., Rigby, E., & Perrow, F. (2015). Promoting health literacy in secondary schools: A review. *British Journal of School Nursing*, 10(2), 82–87.  
<https://doi.org/10.12968/bjsn.2015.10.2.82>
- Hallam, S. (2009). An evaluation of the Social and Emotional Aspects of Learning (SEAL) programme: promoting positive behaviour, effective learning and well-being in primary school children. *Oxford Review of Education*, 35(3).  
<https://doi.org/10.1080/03054980902934597>
- Halleröd, B., & Seldén, D. (2013). The Multi-dimensional Characteristics of Wellbeing: How Different Aspects of Wellbeing Interact and Do Not Interact with

- Each Other. *Social Indicators Research*, 113(3). <https://doi.org/10.1007/s11205-012-0115-8>
- Hamilton, M., & Redmond, G. (2010). *The conceptualisation of social and emotional wellbeing for children and young people and policy implications, report for the Australian Research Alliance for Children and Youth and the Australian Institute of Health and Welfare.*
- Hanafin, S., & Brooks, A.-M. (2009). From Rhetoric to Reality: Challenges in Using Data to Report on a National Set of Child Well-being Indicators. *Child Indicators Research*, 2(1), 33–55. <https://doi.org/10.1007/s12187-008-9024-4>
- Hanley, T., Winter, L. A., & Burrell, K. (2020). Supporting emotional well-being in schools in the context of austerity: An ecologically informed humanistic perspective. *British Journal of Educational Psychology*, 90(1). <https://doi.org/10.1111/bjep.12275>
- Haq, R., & Zia, U. (2013). Multidimensional Wellbeing: An Index of Quality of Life in a Developing Economy. *Social Indicators Research*, 114(3). <https://doi.org/10.1007/s11205-012-0186-6>
- Harackiewicz, J. M., & Elliot, A. J. (1993). Achievement goals and intrinsic motivation. *Journal of Personality and Social Psychology*, 65(5). <https://doi.org/10.1037/0022-3514.65.5.904>
- Haranin, E. C., Huebner, E. S., & Suldo, S. M. (2007). Predictive and Incremental Validity of Global and Domain-Based Adolescent Life Satisfaction Reports. *Journal of Psychoeducational Assessment*, 25(2). <https://doi.org/10.1177/0734282906295620>
- Hargreaves, A., & Shirley, D. (2009). *The Fourth Way: The Inspiring Future for Educational Change.* Corwin Press. <https://doi.org/10.4135/9781452219523>
- Harper, G. C., & Makatouni, A. (2002). Consumer perception of organic food production and farm animal welfare. *British Food Journal*, 104(3/4/5), 287–299. <https://doi.org/10.1108/00070700210425723>
- Harris, J., & Huntington, A. (2000). Emotions as analytic tools: qualitative research, feelings, and psychotherapeutic insight. In Gilbert K (Ed.), *The Emotional Nature of Qualitative Research.* CRC Press. <https://doi.org/10.1201/9781420039283-12>
- Hartig, T., Mitchell, R., De Vries, S., & Frumkin, H. (2014). Nature and Health. *Erratum Annu. Rev. Public Health*, 35, 207–228. <https://doi.org/10.1146/annurev-publhealth-032013-182443>
- Haybron, D. (2008). *The pursuit of unhappiness: the elusive psychology of wellbeing.* Oxford University Press.
- Haycock, D., Jones, J., & Smith, A. (2020). Developing young people's mental health awareness through education and sport: Insights from the Tackling the Blues programme. *European Physical Education Review*, 26(3). <https://doi.org/10.1177/1356336X20942264>
- Hayes-Conroy, J. S., & Vanderbeck, R. M. (2005). Ecological Identity Work in Higher Education: Theoretical Perspectives and a Case Study. *Ethics, Place & Environment*, 8(3). <https://doi.org/10.1080/13668790500348265>



- Head, B. (2008). Wicked problems in public policy. *Public Policy*, 3(2), 101–106.
- Healy, M., & Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research: An International Journal*, 3(3), 118–126.  
<https://doi.org/10.1108/13522750010333861>
- Heath, S., Brooks, R., Cleaver, E., & Ireland, E. (2009). *Researching Young People's Lives*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446249420>
- Heerwagen, J., & Orians, G. (2002). The Ecological World of Children. In P. Kahn & S. Kellert (Eds.), *Children and Nature* (pp. 29–64). The MIT Press.  
<https://doi.org/10.7551/mitpress/1807.003.0003>
- Heimlich, J. E. (2010). Environmental education evaluation: Reinterpreting education as a strategy for meeting mission. *Evaluation and Program Planning*, 33(2).  
<https://doi.org/10.1016/j.evalprogplan.2009.07.009>
- Henderson, L., & Knight, T. (2012). Integrating the hedonic and eudaimonic perspectives to more comprehensively understand wellbeing and pathways to wellbeing. *International Journal of Wellbeing*, 2(3).  
<https://doi.org/10.5502/ijw.v2i3.3>
- Hernández-Morcillo, M., Plieninger, T., & Bieling, C. (2013). An empirical review of cultural ecosystem service indicators. *Ecological Indicators*, 29.  
<https://doi.org/10.1016/j.ecolind.2013.01.013>
- Herzog, T. R., & Strevey, S. J. (2008). Contact With Nature, Sense of Humor, and Psychological Well-Being. *Environment and Behavior*, 40(6), 747–776.  
<https://doi.org/10.1177/0013916507308524>
- Hiatt, C., Laursen, B., Mooney, K. S., & Rubin, K. H. (2015). Forms of friendship: A person-centered assessment of the quality, stability, and outcomes of different types of adolescent friends. *Personality and Individual Differences*, 77.  
<https://doi.org/10.1016/j.paid.2014.12.051>
- Hicks, D., & Bord, A. (2001). Learning about Global Issues: Why most educators only make things worse. *Environmental Education Research*, 7(4).  
<https://doi.org/10.1080/13504620120081287>
- Hicks, S., Tinkler, L., & Allin, P. (2013). Measuring Subjective Well-Being and its Potential Role in Policy: Perspectives from the UK Office for National Statistics. *Social Indicators Research*, 114(1). <https://doi.org/10.1007/s11205-013-0384-x>
- Hill, M. (2005). Ethical Considerations in Researching Children's Experiences. In Greene S & Hogan D (Eds.), *Researching Children's Experience*. SAGE Publications Ltd. <https://doi.org/10.4135/9781849209823.n4>
- Hill, M. (2006). Children's Voices on Ways of Having a Voice. *Childhood*, 13(1).  
<https://doi.org/10.1177/0907568206059972>
- Hills, P., & Argyle, M. (2001). Emotional stability as a major dimension of happiness. *Personality and Individual Differences*, 31(8), 1357–1364.  
[https://doi.org/10.1016/S0191-8869\(00\)00229-4](https://doi.org/10.1016/S0191-8869(00)00229-4)
- Hinds, J., & Sparks, P. (2009). Investigating Environmental Identity, Well-Being, and

- Meaning. *Ecopsychology*, 1(4). <https://doi.org/10.1089/eco.2009.0026>
- Hoag, M. J., Massey, K. E., Roberts, S. D., & Logan, P. (2013). Efficacy of Wilderness Therapy for Young Adults: A First Look. *Residential Treatment For Children & Youth*, 30(4), 294–305. <https://doi.org/10.1080/0886571X.2013.852452>
- Holder, A. R. (2008). Research with Adolescents: Parental Involvement Required? *Journal of Adolescent Health*, 42(1). <https://doi.org/10.1016/j.jadohealth.2007.10.014>
- Holfve-Sabel, M.-A. (2014). Learning, Interaction and Relationships as Components of Student Well-being: Differences Between Classes from Student and Teacher Perspective. *Social Indicators Research*, 119(3). <https://doi.org/10.1007/s11205-013-0557-7>
- Holländer, H. (2001). On the validity of utility statements: standard theory versus Duesenberry's. *Journal of Economic Behavior & Organization*, 45(3). [https://doi.org/10.1016/S0167-2681\(01\)00144-5](https://doi.org/10.1016/S0167-2681(01)00144-5)
- Hong, Y., Morris, M. W., Chiu, C., & Benet-Martínez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55(7). <https://doi.org/10.1037/0003-066X.55.7.709>
- Honkanen, K., Poikolainen, J., & Karlsson, L. (2017). Children and young people as co-researchers – researching subjective well-being in residential area with visual and verbal methods. *Children's Geographies*, 16(2). <https://doi.org/10.1080/14733285.2017.1344769>
- Hopkins, P. E. (2007). Thinking critically and creatively about focus groups. *Area*, 39(4), 528–535. <https://doi.org/10.1111/j.1475-4762.2007.00766.x>
- Horstman, M., & Bradding, A. (2002). Helping children speak up in the health service. *European Journal of Oncology Nursing*, 6(2). <https://doi.org/10.1054/ejon.2002.0185>
- Horton, J. (2016). Anticipating service withdrawal: young people in spaces of neoliberalisation, austerity and economic crisis. *Transactions of the Institute of British Geographers*, 41(4). <https://doi.org/10.1111/tran.12134>
- Huang, H.-M., Rauch, U., & Liaw, S.-S. (2010). Investigating learners' attitudes toward virtual reality learning environments: Based on a constructivist approach. *Computers & Education*, 55(3). <https://doi.org/10.1016/j.compedu.2010.05.014>
- Huebner, E. S. (2004). Research on Assessment of Life Satisfaction of Children and Adolescents. *Social Indicators Research*, 66(1/2). <https://doi.org/10.1023/B:SOCI.0000007497.57754.e3>
- Hungerford, H., Peyton, R. Ben, & Wilke, R. J. (1980). Goals for Curriculum Development in Environmental Education. *The Journal of Environmental Education*, 11(3), 42–47. <https://doi.org/10.1080/00958964.1980.9941381>
- Hungerford, H. R., & Volk, T. L. (1990). Changing Learner Behavior Through Environmental Education. *The Journal of Environmental Education*, 21(3). <https://doi.org/10.1080/00958964.1990.10753743>

- Hunter, D. (2007). *The art of facilitation: The essentials for leading great meetings and creating group synergy*. Wiley.
- Huppert, F. A., & Whittington, J. E. (2003). Evidence for the independence of positive and negative well-being: Implications for quality of life assessment. *British Journal of Health Psychology*, 8(1).  
<https://doi.org/10.1348/135910703762879246>
- Hutchby, I. (2005). Children's talk and social competence. *Children & Society*, 19(1).  
<https://doi.org/10.1002/chi.858>
- Hydén, L.-C., & Bülow, P. (2003). Who's talking: drawing conclusions from focus groups—some methodological considerations. *International Journal of Social Research Methodology*, 6(4). <https://doi.org/10.1080/13645570210124865>
- Hyun, E. (2005). How is young children's intellectual culture of perceiving nature different from adults'? *Environmental Education Research*, 11(2), 199–214.  
<https://doi.org/10.1080/1350462042000338360>
- Imran, N., Zeshan, M., & Pervaiz, Z. (2020). Mental health considerations for children & adolescents in COVID-19 Pandemic. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4).  
<https://doi.org/10.12669/pjms.36.COVID19-S4.2759>
- Inchley, J. C., Stevens, G. W. J. M., Samdal, O., & Currie, D. B. (2020). Enhancing Understanding of Adolescent Health and Well-Being: The Health Behaviour in School-aged Children Study. *Journal of Adolescent Health*, 66(6).  
<https://doi.org/10.1016/j.jadohealth.2020.03.014>
- Jack, G. (2010). Place Matters: The Significance of Place Attachments for Children's Well-Being. *British Journal of Social Work*, 40(3).  
<https://doi.org/10.1093/bjsw/bcn142>
- James, A. (2001). Ethnography in the Study of Children and Childhood. In *Handbook of Ethnography* (Morton H). SAGE Publications Ltd.  
<https://doi.org/10.4135/9781848608337.n17>
- James A, Jenks C, & Prout A. (1997). *Theorising Childhood*. Polity Press.
- James, Allison. (2005). Life Times: Children's Perspectives on Age, Agency and Memory across the Life Course. In Qvortp J (Ed.), *Studies in Modern Childhood*. Palgrave Macmillan UK. [https://doi.org/10.1057/9780230504929\\_15](https://doi.org/10.1057/9780230504929_15)
- Jans, M. (2004). Children as Citizens. *Childhood*, 11(1).  
<https://doi.org/10.1177/0907568204040182>
- Järvensivu, T., & Törnroos, J.-Å. (2010). Case study research with moderate constructionism: Conceptualization and practical illustration. *Industrial Marketing Management*, 39(1). <https://doi.org/10.1016/j.indmarman.2008.05.005>
- Jaworska, N., & MacQueen, G. (2015). Adolescence as a unique developmental period. *Journal of Psychiatry & Neuroscience*, 40(6), 386–386.  
<https://doi.org/10.1503/jpn.150268>
- Jayanthi, P., Thirunavukarasu, M., & Rajkumar, R. (2015). Academic stress and depression among adolescents: A cross-sectional study. *Indian Pediatrics*,

52(3). <https://doi.org/10.1007/s13312-015-0609-y>

- Jickling, B., & Spork, H. (1998). Education for the Environment: a critique. *Environmental Education Research*, 4(3), 309–327. <https://doi.org/10.1080/1350462980040306>
- Jickling, B., & Wals, A. E. J. (2008). Globalization and environmental education: looking beyond sustainable development. *Journal of Curriculum Studies*, 40(1). <https://doi.org/10.1080/00220270701684667>
- John-Akinola, Y. O., & Nic Gabhainn, S. (2015). Socio-ecological school environments and children's health and wellbeing outcomes. *Health Education*, 115(3/4). <https://doi.org/10.1108/HE-03-2014-0041>
- Jonassen, D. (1994). Thinking Technology: Toward a Constructivist Design Model. *Educational Technology*, 34(4), 34–37.
- Jones, N., & Sumner, A. (2009). Does Mixed Methods Research Matter to Understanding Childhood Well-Being? *Social Indicators Research*, 90(1). <https://doi.org/10.1007/s11205-008-9311-y>
- Jose, P., Ryan, N., & Pryor, J. (2012). Does Social Connectedness Promote a Greater Sense of Well-Being in Adolescence Over Time? *Journal of Research on Adolescence*, 22(2), 235–251. <https://doi.org/10.1111/j.1532-7795.2012.00783.x>
- Jose, S., Patrick, P. G., & Moseley, C. (2016). Experiential learning theory: the importance of outdoor classrooms in environmental education. *International Journal of Science Education, Part B*, 7(3). <https://doi.org/10.1080/21548455.2016.1272144>
- Jostad, J., Sibthorp, J., Pohja, M., & Gookin, J. (2015). The Adolescent Social Group in Outdoor Adventure Education: Social Connections That Matter. *Research in Outdoor Education*, 13(1). <https://doi.org/10.1353/roe.2015.0002>
- Jovanović, V. (2015). Beyond the PANAS: Incremental validity of the Scale of Positive and Negative Experience (SPANE) in relation to well-being. *Personality and Individual Differences*, 86. <https://doi.org/10.1016/j.paid.2015.07.015>
- Joyce, B., & Calhoun, E. (1991). The New Meaning of Educational Change. In *School Effectiveness and School Improvement* (Vol. 2, Issue 4). <https://doi.org/10.1080/0924345910020406>
- Joye, Y., & van den Berg, A. (2011). Is love for green in our genes? A critical analysis of evolutionary assumptions in restorative environments research. *Urban Forestry & Urban Greening*, 10(4). <https://doi.org/10.1016/j.ufug.2011.07.004>
- Kadushin, C. (2012). *Understanding social networks: Theories, concepts, and findings*. Oxford University Press.
- Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*, 107(38), 16489–16493. <https://doi.org/10.1073/pnas.1011492107>
- Kahneman, Daniel, & Krueger, A. B. (2006a). Developments in the Measurement of

- Subjective Well-Being. *Journal of Economic Perspectives*, 20(1).  
<https://doi.org/10.1257/089533006776526030>
- Kahneman, Daniel, & Krueger, A. B. (2006b). Developments in the Measurement of Subjective Well-Being. *Journal of Economic Perspectives*, 20(1), 3–24.  
<https://doi.org/10.1257/089533006776526030>
- Kahneman, Daniel, Krueger, A. B., Schkade, D. A., Schwarz, N., & Stone, A. A. (2004). A Survey Method for Characterizing Daily Life Experience: The Day Reconstruction Method. *Science*, 306(5702).  
<https://doi.org/10.1126/science.1103572>
- Kahneman, Daniel, & Riis, J. (2005). Living, and thinking about it: two perspectives on life. In Huppert F, Baylis N, & Kaverne B (Eds.), *The science of wellbeing: integrating neurobiology, psychology and social science*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780198567523.003.0011>
- Kals, E., & Maes, J. (2002). Sustainable Development and Emotions. In Schmuck P & Schultz W (Eds.), *Psychology of Sustainable Development*. Springer US.  
[https://doi.org/10.1007/978-1-4615-0995-0\\_6](https://doi.org/10.1007/978-1-4615-0995-0_6)
- Kalvaitis, D., & Monhardt, R. M. (2012). The architecture of children’s relationships with nature: a phenomenographic investigation seen through drawings and written narratives of elementary students. *Environmental Education Research*, 18(2), 209–227. <https://doi.org/10.1080/13504622.2011.598227>
- Kaplan, A., & Maehr, M. L. (1999). Achievement Goals and Student Well-Being. *Contemporary Educational Psychology*, 24(4).  
<https://doi.org/10.1006/ceps.1999.0993>
- Kaplan, R., & Kaplan, S. (1989). *The experience of nature: A psychological perspective*. Cambridge University Press.
- Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology*, 15(3).  
[https://doi.org/10.1016/0272-4944\(95\)90001-2](https://doi.org/10.1016/0272-4944(95)90001-2)
- Karnieli-Miller, O., Strier, R., & Pessach, L. (2009). Power Relations in Qualitative Research. *Qualitative Health Research*, 19(2), 279–289.  
<https://doi.org/10.1177/1049732308329306>
- Kearns, R., & Moon, G. (2002). From medical to health geography: novelty, place and theory after a decade of change. *Progress in Human Geography*, 26(5).  
<https://doi.org/10.1191/0309132502ph389oa>
- Kellert, R. (2005). Nature and Childhood Development. In Kellert R (Ed.), *Building for Life: Designing and Understanding the Human-Nature Connection* (pp. 68–89). Island Press.
- Kellert, S. (2002). Experiencing Nature: Affective, Cognitive, and Evaluative Development in Children. In Kahn P & Kellert S (Eds.), *Children and Nature*. The MIT Press. <https://doi.org/10.7551/mitpress/1807.003.0006>
- Kellert, S., & Wilson, E. (1993). *The Biophilia Hypothesis*. Island Press.
- Kelly, M., & Coughlan, B. (2019). A theory of youth mental health recovery from a

- parental perspective. *Child and Adolescent Mental Health*, 24(2).  
<https://doi.org/10.1111/camh.12300>
- Kelsey, E., & Armstrong, C. (2012). Finding hope in a world of environmental catastrophe. In Wals A & Corcoran P (Eds.), *Learning for sustainability in times of accelerating change*. Wageningen Academic Publishers.  
[https://doi.org/10.3920/978-90-8686-757-8\\_11](https://doi.org/10.3920/978-90-8686-757-8_11)
- Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist*, 62(2). <https://doi.org/10.1037/0003-066X.62.2.95>
- Keyes, C. L. M., & Annas, J. (2009). Feeling good and functioning well: distinctive concepts in ancient philosophy and contemporary science. *The Journal of Positive Psychology*, 4(3). <https://doi.org/10.1080/17439760902844228>
- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82(6). <https://doi.org/10.1037/0022-3514.82.6.1007>
- Kickbusch, I. (2012). 21st century determinants of health and wellbeing: a new challenge for health promotion. *Global Health Promotion*, 19(3).  
<https://doi.org/10.1177/1757975912454783>
- King, K., & Church, A. (2013). 'We don't enjoy nature like that': Youth identity and lifestyle in the countryside. *Journal of Rural Studies*, 31.  
<https://doi.org/10.1016/j.jrurstud.2013.02.004>
- King, M. F., Renó, V. F., & Novo, E. M. L. M. (2014). The Concept, Dimensions and Methods of Assessment of Human Well-Being within a Socioecological Context: A Literature Review. *Social Indicators Research*, 116(3), 681–698.  
<https://doi.org/10.1007/s11205-013-0320-0>
- King, N. (2004). Using Templates in the Thematic Analysis of Text. In Cassell C & Symon G (Eds.), *Essential Guide to Qualitative Methods in Organizational Research*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446280119.n21>
- Kirk, S. (2007). Methodological and ethical issues in conducting qualitative research with children and young people: A literature review. *International Journal of Nursing Studies*, 44(7). <https://doi.org/10.1016/j.ijnurstu.2006.08.015>
- Kirkman, M. (2002). What's the plot? Applying narrative theory to research in psychology. *Australian Psychologist*, 37(1), 30–38.  
<https://doi.org/10.1080/00050060210001706646>
- Kisovar-Ivanda, T. (2014). Thematic Analysis of the Children's Drawings on Museum Visit: Adaptation of the Kuhn's Method. *World Journal of Education*, 4(3), 60–67.  
<https://doi.org/10.5430/wje.v4n3p60>
- Kitchin, R., & Thrift, N. (2009). *The international encyclopedia of human geography*. Elsevier.
- Knapp, D. (2000). The Thessaloniki Declaration: A Wake-Up Call for Environmental Education? *The Journal of Environmental Education*, 31(3), 32–39.  
<https://doi.org/10.1080/00958960009598643>

- Knowles, C., & Sweetman, P. (2004). *Picturing the social landscape: Visual methods and the sociological imagination*. Routledge.
- Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239–260. <https://doi.org/10.1080/13504620220145401>
- Konu, A. I. (2002). Factors associated with schoolchildren's general subjective well-being. *Health Education Research*, 17(2). <https://doi.org/10.1093/her/17.2.155>
- Kopnina, H. (2015). Neoliberalism, pluralism and environmental education: The call for radical re-orientation. *Environmental Development*, 15. <https://doi.org/10.1016/j.envdev.2015.03.005>
- Korpela, K. M., Hartig, T., Kaiser, F. G., & Fuhrer, U. (2001). Restorative Experience and Self-Regulation in Favorite Places. *Environment and Behavior*, 33(4). <https://doi.org/10.1177/00139160121973133>
- Kossack, A., & Bogner, F. X. (2012). How does a one-day environmental education programme support individual connectedness with nature? *Journal of Biological Education*, 46(3), 180–187. <https://doi.org/10.1080/00219266.2011.634016>
- Kostenius, C. (2011). Picture this – our dream school! Swedish schoolchildren sharing their visions of school. *Childhood*, 18(4). <https://doi.org/10.1177/0907568211398158>
- Kozol J. (1991). *Savage inequalities: children in America's schools*. . Harper Perennial.
- Krasny, M. E., Lundholm, C., & Plummer, R. (2010). Environmental education, resilience, and learning: reflection and moving forward. *Environmental Education Research*, 16(5–6). <https://doi.org/10.1080/13504622.2010.505445>
- Krasny, M. E., & Roth, W. (2010). Environmental education for social–ecological system resilience: a perspective from activity theory. *Environmental Education Research*, 16(5–6). <https://doi.org/10.1080/13504622.2010.505431>
- Kristensson, P., & Ohlund, L. S. (2005). Swedish upper secondary school pupils' sense of coherence, coping resources and aggressiveness in relation to educational track and performance. *Scandinavian Journal of Caring Sciences*, 19(1). <https://doi.org/10.1111/j.1471-6712.2005.00320.x>
- Kristoffersen, I. (2018). Great expectations: Education and subjective wellbeing. *Journal of Economic Psychology*, 66. <https://doi.org/10.1016/j.joep.2018.04.005>
- Krueger, A. B., & Schkade, D. A. (2008). The reliability of subjective well-being measures. *Journal of Public Economics*, 92(8–9). <https://doi.org/10.1016/j.jpubeco.2007.12.015>
- Kuhn, P. (2003). Thematic Drawing and Focused, Episodic Interview upon the Drawin - A Method in Order to Approach to the Children's Point of View on Movement, Play and Sports at School. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 4(1).
- Kumpulainen, K., Lipponen, L., Hilppö, J., & Mikkola, A. (2014). Building on the

- positive in children's lives: a co-participatory study on the social construction of children's sense of agency. *Early Child Development and Care*, 184(2).  
<https://doi.org/10.1080/03004430.2013.778253>
- Kyburz-Graber, R., Hofer, K., & Wolfensberger, B. (2006). Studies on a socio-ecological approach to environmental education: a contribution to a critical position in the education for sustainable development discourse. *Environmental Education Research*, 12(1), 101–114.  
<https://doi.org/10.1080/13504620500527840>
- Kyttä, M. (2002). AFFORDANCES OF CHILDREN'S ENVIRONMENTS IN THE CONTEXT OF CITIES, SMALL TOWNS, SUBURBS AND RURAL VILLAGES IN FINLAND AND BELARUS. *Journal of Environmental Psychology*, 22(1–2).  
<https://doi.org/10.1006/jevp.2001.0249>
- Kyttä, M. (2003). *Children in Outdoor Contexts. Affordances and Independent Mobility in the Assessment of Environmental Child Friendliness*.
- Largo-Wight, E., Guardino, C., Wludyka, P. S., Hall, K. W., Wight, J. T., & Merten, J. W. (2018). Nature contact at school: The impact of an outdoor classroom on children's well-being. *International Journal of Environmental Health Research*, 28(6). <https://doi.org/10.1080/09603123.2018.1502415>
- Larrea, I., Muela, A., Miranda, N., & Barandiaran, A. (2019). Children's social play and affordance availability in preschool outdoor environments. *European Early Childhood Education Research Journal*, 27(2).  
<https://doi.org/10.1080/1350293X.2019.1579546>
- Latham, A. (2016). Respondent Diaries. In N. Clifford, M. Cope, T. Gillespie, & S. French (Eds.), *Key Methods in Geography* (pp. 157–169). SAGE.
- Lauermann, F., Eccles, J. S., & Pekrun, R. (2017). Why do children worry about their academic achievement? An expectancy-value perspective on elementary students' worries about their mathematics and reading performance. *ZDM*, 49(3). <https://doi.org/10.1007/s11858-017-0832-1>
- Lennon, M., Douglas, O., & Scott, M. (2017). Urban green space for health and well-being: developing an 'affordances' framework for planning and design. *Journal of Urban Design*, 22(6). <https://doi.org/10.1080/13574809.2017.1336058>
- Leonard, V. W. (1994). A Heideggerian Phenomenological Perspective on the Concept of Person. In Brenner P (Ed.), *Interpretive Phenomenology: Embodiment, Caring, and Ethics in Health and Illness*. SAGE Publications, Inc.  
<https://doi.org/10.4135/9781452204727.n3>
- Lerner, R. (2002). *Adolescence: Development, diversity, context, and application*. Pearson Education.
- Levin, B. (1994). Educational Reform and the Treatment of Students in Schools. *The Journal of Educational Thought (JET) / Revue de La Pensée Éducative*, 28(1), 88–101. <http://www.jstor.org/stable/23767543>
- Li, Q., Stoeckl, N., King, D., & Gyuris, E. (2018). Using Both Objective and Subjective Indicators to Investigate the Impacts of Coal Mining on Wellbeing of Host Communities: A Case-Study in Shanxi Province, China. *Social Indicators*



*Research*, 137(3). <https://doi.org/10.1007/s11205-017-1624-2>

- Libbey, H. P. (2004). Measuring Student Relationships to School: Attachment, Bonding, Connectedness, and Engagement. *Journal of School Health*, 74(7). <https://doi.org/10.1111/j.1746-1561.2004.tb08284.x>
- Liefländer, A. K., Fröhlich, G., Bogner, F. X., & Schultz, P. W. (2013). Promoting connectedness with nature through environmental education. *Environmental Education Research*, 19(3), 370–384. <https://doi.org/10.1080/13504622.2012.697545>
- Lijmbach, S., Van Arcken, M. M., Van Koppen, C. S. A. (Kris), & Wals, A. E. J. (2002). “Your View of Nature is Not Mine!”: Learning about pluralism in the classroom. *Environmental Education Research*, 8(2), 121–135. <https://doi.org/10.1080/13504620220128202>
- Lillevoll, K. R., Kroger, J., & Martinussen, M. (2013). Identity Status and Locus of Control: A Meta-Analysis. *Identity*, 13(3). <https://doi.org/10.1080/15283488.2013.799471>
- Linzmayr, C. D., & Halpenny, E. A. (2013). “It was Fun”: An Evaluation of Sand Tray Pictures, an Innovative Visually Expressive Method for Researching Children’s Experiences with Nature. *International Journal of Qualitative Methods*, 12(1). <https://doi.org/10.1177/160940691301200115>
- Linzmayr, C. D., Halpenny, E. A., & Walker, G. J. (2014). A Multidimensional Investigation into Children’s Optimal Experiences with Nature. *Landscape Research*, 39(5). <https://doi.org/10.1080/01426397.2012.751094>
- Lipman, M. (2003). *Thinking in education*. Cambridge University Press.
- Little, B., Salmela-Aro, K., & Phillips, S. (2007). *Personal project pursuit: Goals, action, and human flourishing*. NJ Elbraum.
- Littledyke, M. (2008). Science education for environmental awareness: approaches to integrating cognitive and affective domains. *Environmental Education Research*, 14(1). <https://doi.org/10.1080/13504620701843301>
- Liu, J. (2004). Childhood Externalizing Behavior: Theory and Implications. *Journal of Child and Adolescent Psychiatric Nursing*, 17(3). <https://doi.org/10.1111/j.1744-6171.2004.tb00003.x>
- Liu, S.-Y., Yeh, S.-C., Liang, S.-W., Fang, W.-T., & Tsai, H.-M. (2015). A National Investigation of Teachers’ Environmental Literacy as a Reference for Promoting Environmental Education in Taiwan. *The Journal of Environmental Education*, 46(2). <https://doi.org/10.1080/00958964.2014.999742>
- Loeffler, T. A. (2004). A picture is worth... capturing meaning and facilitating connections: Using outdoor education students’ photographs. *Journal of Outdoor and Environmental Education*, 8(2), 56–63. <https://doi.org/10.1007/BF03400804>
- Loh, E. K. Y. (2019). What we know about expectancy-value theory, and how it helps to design a sustained motivating learning environment. *System*, 86. <https://doi.org/10.1016/j.system.2019.102119>

- Lomax, H. (2012). Contested voices? Methodological tensions in creative visual research with children. *International Journal of Social Research Methodology*, 15(2), 105–117. <https://doi.org/10.1080/13645579.2012.649408>
- Loughland, T., Reid, A., Walker, K., & Petocz, P. (2003). Factors Influencing Young People's Conceptions of Environment. *Environmental Education Research*, 9(1), 3–19. <https://doi.org/10.1080/13504620303471>
- Louv, R. (2005). *Last child in the woods: saving our children from nature deficit disorder*. Alonquin.
- Lu, L., & Gilmour, R. (2006). Individual-oriented and socially oriented cultural conceptions of subjective well-being: Conceptual analysis and scale development. *Asian Journal Of Social Psychology*, 9(1). <https://doi.org/10.1111/j.1467-839X.2006.00183.x>
- Lucas A. (1972). *Environment and Environmental Education: Conceptual Issues and Curriculum Implications*. Ohio State University.
- Lumber, R., Richardson, M., & Sheffield, D. (2017). Beyond knowing nature: Contact, emotion, compassion, meaning, and beauty are pathways to nature connection. *PLOS ONE*, 12(5), e0177186. <https://doi.org/10.1371/journal.pone.0177186>
- Lundholm, C. (2004). Case studies—exploring students' meanings and elaborating learning theories. *Environmental Education Research*, 10(1), 115–124. <https://doi.org/10.1080/1350462032000173733>
- Lynch, P. (2000). Fitting In and Getting On: Learning in the School of the Outdoors. *Children's Issues: Journal of the Children's Issues Centre*, 4(2), 32–35. <https://search.informit.org/doi/10.3316/informit.403515032780744>
- Maas, J., Verheij, R. A., Spreeuwenberg, P., & Groenewegen, P. P. (2008). Physical activity as a possible mechanism behind the relationship between green space and health: A multilevel analysis. *BMC Public Health*, 8(1). <https://doi.org/10.1186/1471-2458-8-206>
- MacDonald, C. (2012). UNDERSTANDING PARTICIPATORY ACTION RESEARCH: A QUALITATIVE RESEARCH METHODOLOGY OPTION. *Canadian Journal of Action Research*, 13(2), 34–50.
- Mackay, C. M. L., & Schmitt, M. T. (2019). Do people who feel connected to nature do more to protect it? A meta-analysis. *Journal of Environmental Psychology*, 65. <https://doi.org/10.1016/j.jenvp.2019.101323>
- MacKerron, G., & Mourato, S. (2013). Happiness is greater in natural environments. *Global Environmental Change*, 23(5). <https://doi.org/10.1016/j.gloenvcha.2013.03.010>
- Mackrill, T. (2008). Solicited diary studies of psychotherapy in qualitative research—pros and cons. *European Journal of Psychotherapy & Counselling*, 10(1). <https://doi.org/10.1080/13642530701869243>
- Maehr, M., & Nicholls, J. (1980). Culture and achievement motivation: A second look. In Warren N (Ed.), *Studies in Cross-Cultural Psychology* (Vol. 2, pp. 221–267). Academic Press.

- Maller, C. J. (2009). Promoting children's mental, emotional and social health through contact with nature: a model. *Health Education, 109*(6), 522–543. <https://doi.org/10.1108/09654280911001185>
- Maller, C., Townsend, M., Pryor, A., Brown, P., & St Leger, L. (2006). Healthy nature healthy people: 'contact with nature' as an upstream health promotion intervention for populations. *Health Promotion International, 21*(1), 45–54. <https://doi.org/10.1093/heapro/dai032>
- Manderson, L. (2005). *Rethinking Wellbeing*. API Network.
- Mangas, V. J., Martinez, P., & Pedauyé, R. (1997). Analysis of Environmental Concepts and Attitudes Among Biology Degree Students. *The Journal of Environmental Education, 29*(1). <https://doi.org/10.1080/00958969709599104>
- Marcinkowski, T. J. (2009). Contemporary Challenges and Opportunities in Environmental Education: Where Are We Headed and What Deserves Our Attention? *The Journal of Environmental Education, 41*(1). <https://doi.org/10.1080/00958960903210015>
- Marcus, L., Giusti, M., & Barthel, S. (2016). Cognitive affordances in sustainable urbanism: contributions of space syntax and spatial cognition. *Journal of Urban Design, 21*(4). <https://doi.org/10.1080/13574809.2016.1184565>
- Margaret Fonow, M., & Cook, J. A. (2005). Feminist Methodology: New Applications in the Academy and Public Policy. *Signs: Journal of Women in Culture and Society, 30*(4), 2211–2236. <https://doi.org/10.1086/428417>
- Marks, G. N., & Fleming, N. (1999). Influences and Consequences of Well-Being among Australian Young People: 1980-1995. *Social Indicators Research, 46*(3), 301–323. <http://www.jstor.org/stable/27522374>
- Martin, P. (2004). Outdoor adventure in promoting relationships with nature. In *Australian Journal of Outdoor Education* (Vol. 8, Issue 1).
- Mashford-Scott, A., Church, A., & Tayler, C. (2012). Seeking Children's Perspectives on their Wellbeing in Early Childhood Settings. *International Journal of Early Childhood, 44*, 231–247. <https://doi.org/10.1007/s13158-012-0069-7>
- Mason, J., & Hood, S. (2011). Exploring issues of children as actors in social research. *Children and Youth Services Review, 33*(4). <https://doi.org/10.1016/j.childyouth.2010.05.011>
- Mathews, G., & Izquierdo, C. (2008). *ursuits of happiness: Well-being in anthropological perspective*. Berghahn Books.
- Mathison, S. (1988). Why Triangulate? *Educational Researcher, 17*(2). <https://doi.org/10.3102/0013189X017002013>
- Matthews, H. (2001). Citizenship, Youth Councils and Young People's Participation. *Journal of Youth Studies, 4*(3), 299–318. <https://doi.org/10.1080/13676260120075464>
- Mayall, B. (2012). The Sociology Of Childhood In Relation To Children's Rights. In W. Vandenhole, E. Desmet, D. Reynaert, & S. Lembrechts (Eds.), *Children's Rights: Progress and Perspectives* (pp. 429–446). Brill.

<https://doi.org/10.1163/ej.9789004190498.i-527.120>

- Mayer, F. S., & Frantz, C. M. (2004). The connectedness to nature scale: A measure of individuals' feeling in community with nature. *Journal of Environmental Psychology, 24*(4). <https://doi.org/10.1016/j.jenvp.2004.10.001>
- Mayer, F. S., Frantz, C. M., Bruehlman-Senecal, E., & Dolliver, K. (2009). Why Is Nature Beneficial? The role of connectedness to nature. *Environment and Behavior, 41*(5). <https://doi.org/10.1177/0013916508319745>
- McAnally, H. M., Robertson, L. A., & Hancox, R. J. (2018). Effects of an Outdoor Education Programme on Creative Thinking and Well-being in Adolescent Boys. *New Zealand Journal of Educational Studies, 53*(2), 241–255. <https://doi.org/10.1007/s40841-018-0111-x>
- McCallum, F., & Price, D. (2010). Well teachers, well students. *The Journal of Student Wellbeing, 4*(1), 19. <https://doi.org/10.21913/JSW.v4i1.599>
- McGorry, P., Bates, T., & Birchwood, M. (2013). Designing youth mental health services for the 21st century: examples from Australia, Ireland and the UK. *British Journal of Psychiatry, 202*(s54). <https://doi.org/10.1192/bjp.bp.112.119214>
- McGregor, J., & Gough, I. (2007). *Wellbeing in Developing Countries* (I. Gough & J. A. McGregor (eds.)). Cambridge University Press. <https://econpapers.repec.org/RePEc:cup:cbooks:9780521857512>
- McKendrick, J. (2000). The Geography of Children. *Childhood, 7*(3), 359–387. <https://doi.org/10.1177/0907568200007003007>
- McKenzie, M. D. (2000). How are Adventure Education Program Outcomes Achieved?: A review of the literature. *Journal of Outdoor and Environmental Education, 5*(1). <https://doi.org/10.1007/BF03400637>
- McLaren, L. (2005). Ecological perspectives in health research. *Journal of Epidemiology & Community Health, 59*(1). <https://doi.org/10.1136/jech.2003.018044>
- McLellan, R., & Steward, S. (2015). Measuring children and young people's wellbeing in the school context. *Cambridge Journal of Education, 45*(3). <https://doi.org/10.1080/0305764X.2014.889659>
- McLeod, J., & Wright, K. (2016). What does wellbeing do? An approach to defamiliarize keywords in youth studies. *Journal of Youth Studies, 19*(6), 776–792. <https://doi.org/10.1080/13676261.2015.1112887>
- McLeroy, K. R., Bibeau, D., Steckler, A., Karen Glanz, D., & Kenneth McLeroy, M. R. (1988). An Ecological Perspective on Health Promotion Programs. *Health Education & Behaviour, 15*(4), 351–377.
- McLoughlin, L., Spears, B., & Taddio, C. (2018). The importance of social connection for cyber victims: How connectedness and technology could promote mental health and wellbeing in young people. *International Journal of Emotional Education, 10*(1), 5–24.
- Mcmahan, E. A., & Estes, D. (2010). Measuring Lay Conceptions of Well-Being: The

- Beliefs About Well-Being Scale. *Journal of Happiness Studies*, 12, 267–287. <https://doi.org/10.1007/s10902-010-9194-x>
- Meth, P. (2003). Entries and omissions: using solicited diaries in geographical research. *Area*, 35(2). <https://doi.org/10.1111/1475-4762.00263>
- Mezirow, J. (2003). Transformative Learning as Discourse. *Journal of Transformative Education*, 1(1), 58–63. <https://doi.org/10.1177/1541344603252172>
- Michaelson, J., Abdallah, S., Steuer, N., Thompson, S., Marks, N., Aked, J., Cordon, C., & Potts, R. (2009). *National Accounts of Well-being: bringing real wealth onto the balance sheet*.
- Miles, S. (2000). *Youth lifestyles in a changing world*. McGraw-Hill Education.
- Miller, J. R. (2006). Restoration, reconciliation, and reconnecting with nature nearby. *Biological Conservation*, 127(3). <https://doi.org/10.1016/j.biocon.2005.07.021>
- Milligan, C., & Bartlett, R. (2017). Solicited Diary Methods. In Liamputtong P (Ed.), *Handbook of Research Methods in Health Social Sciences*. Springer Singapore. [https://doi.org/10.1007/978-981-10-2779-6\\_15-1](https://doi.org/10.1007/978-981-10-2779-6_15-1)
- Milligan, C., & Bingley, A. (2007). Restorative places or scary spaces? The impact of woodland on the mental well-being of young adults. *Health & Place*, 13(4). <https://doi.org/10.1016/j.healthplace.2007.01.005>
- Milligan, C., Bingley, A., & Gatrell, A. (2005). Digging deep: Using diary techniques to explore the place of health and well-being amongst older people. *Social Science & Medicine*, 61(9). <https://doi.org/10.1016/j.socscimed.2005.04.002>
- Milyavskaya, M., & Koestner, R. (2011). Psychological needs, motivation, and well-being: A test of self-determination theory across multiple domains. *Personality and Individual Differences*, 50(3). <https://doi.org/10.1016/j.paid.2010.10.029>
- Moksnes, U. K., Moljord, I. E. O., Espnes, G. A., & Byrne, D. G. (2010). The association between stress and emotional states in adolescents: The role of gender and self-esteem. *Personality and Individual Differences*, 49(5). <https://doi.org/10.1016/j.paid.2010.04.012>
- Moore, K., Brown, B., & Scarupa, H. (2003). *The uses (and misuses) of social indicators: Implications for public policy*. Child Trends.
- Morey, M. C., Dubbert, P. M., Doyle, M. E., MacAller, H., Crowley, G. M., Kuchibhatla, M., Schenkman, M., & Horner, R. D. (2003). From Supervised to Unsupervised Exercise: Factors Associated with Exercise Adherence. *Journal of Aging and Physical Activity*, 11(3). <https://doi.org/10.1123/japa.11.3.351>
- Morrison, C.-A. (2012). Solicited diaries and the everyday geographies of heterosexual love and home: reflections on methodological process and practice. *Area*, 44(1). <https://doi.org/10.1111/j.1475-4762.2011.01044.x>
- Morrow, V. (2001). Using qualitative methods to elicit young people's perspectives on their environments: some ideas for community health initiatives. *Health Education Research*, 16(3). <https://doi.org/10.1093/her/16.3.255>
- Morrow, Virginia. (2008). Ethical dilemmas in research with children and young

- people about their social environments. *Children's Geographies*, 6(1), 49–61. <https://doi.org/10.1080/14733280701791918>
- Mukherjee, S., Lightfoot, J., & Sloper, P. (2002). Communicating about pupils in mainstream school with special health needs: the NHS perspective. *Child: Care, Health and Development*, 28(1), 21–27. <https://doi.org/10.1046/j.1365-2214.2002.00242.x>
- Murray-Harvey, R., & Slee, P. T. (2007). Supportive and Stressful Relationships With Teachers, Peers and Family and Their Influence on Students' Social/Emotional and Academic Experience of School. *Australian Journal of Guidance and Counselling*, 17(2), 126–147. <https://doi.org/10.1375/ajgc.17.2.126>
- Narayan, D., Chambers, R., Shah, M. K., & Petesch, P. (2000). *Crying Out for Change*. The World Bank. <https://doi.org/10.1596/0-1952-1602-4>
- Nazir, J., & Pedretti, E. (2016). Educators' perceptions of bringing students to environmental consciousness through engaging outdoor experiences. *Environmental Education Research*, 22(2). <https://doi.org/10.1080/13504622.2014.996208>
- Neff, L. A., & Karney, B. R. (2005). Gender Differences in Social Support: A Question of Skill or Responsiveness? *Journal of Personality and Social Psychology*, 88(1). <https://doi.org/10.1037/0022-3514.88.1.79>
- Neill, J. T., & Dias, K. L. (2001). Adventure education and resilience: The double-edged sword. *Journal of Adventure Education & Outdoor Learning*, 1(2). <https://doi.org/10.1080/14729670185200061>
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90–97. <https://doi.org/10.1007/s40037-019-0509-2>
- Nicholls, J. G., Patashnick, M., & Nolen, S. B. (1985). Adolescents' theories of education. *Journal of Educational Psychology*, 77(6). <https://doi.org/10.1037/0022-0663.77.6.683>
- Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2009). The Nature Relatedness Scale. *Environment and Behavior*, 41(5), 715–740. <https://doi.org/10.1177/0013916508318748>
- Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2011). Happiness is in our Nature: Exploring Nature Relatedness as a Contributor to Subjective Well-Being. *Journal of Happiness Studies*, 12(2). <https://doi.org/10.1007/s10902-010-9197-7>
- Nissen, S., Prendergast, K., Aoyagi, M., Burningham, K., Hasan, M. M., Hayward, B., Jackson, T., Jha, V., Mattar, H., Schudel, I., Venn, S., & Yoshida, A. (2020). Young people and environmental affordances in urban sustainable development: insights into transport and green and public space in seven cities. *Sustainable Earth*, 3(1). <https://doi.org/10.1186/s42055-020-00039-w>
- Noor, K. B. M. (2008). Case Study: A Strategic Research Methodology. *American Journal of Applied Sciences*, 5(11). <https://doi.org/10.3844/ajassp.2008.1602.1604>
- Norðdahl, K., & Einarsdóttir, J. (2015). Children's views and preferences regarding

- their outdoor environment. *Journal of Adventure Education and Outdoor Learning*, 15(2). <https://doi.org/10.1080/14729679.2014.896746>
- Norohona L. (2016). Implication of Academic Stress in Adolescents. *International Journal of Scientific Research and Modern Education*, 1(1), 2455–5630.
- Norton, C. L., & Watt, T. T. (2014). Exploring the Impact of a Wilderness-Based Positive Youth Development Program for Urban Youth. *Journal of Experiential Education*, 37(4), 335–350. <https://doi.org/10.1177/1053825913503113>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406917733847>
- Nyika, L., & Murray-Orr, A. (2017). Critical race theory–social constructivist bricolage: A health-promoting schools research methodology. *Health Education Journal*, 76(4). <https://doi.org/10.1177/0017896916689108>
- O'Reilly, M., Dogra, N., Whiteman, N., Hughes, J., Eruyar, S., & Reilly, P. (2018). Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. *Clinical Child Psychology and Psychiatry*, 23(4), 601–613. <https://doi.org/10.1177/1359104518775154>
- O'Sullivan, E. (2002). The Project and Vision of Transformative Education. In E. O'Sullivan, A. Morrell, & M. O'Connor (Eds.), *Expanding the Boundaries of Transformative Learning* (pp. 1–12). Palgrave Macmillan US. [https://doi.org/10.1007/978-1-349-63550-4\\_1](https://doi.org/10.1007/978-1-349-63550-4_1)
- Oberle, E., Schonert-Reichl, K. A., & Zumbo, B. D. (2011). Life Satisfaction in Early Adolescence: Personal, Neighborhood, School, Family, and Peer Influences. *Journal of Youth and Adolescence*, 40(7). <https://doi.org/10.1007/s10964-010-9599-1>
- Ojala, M. (2012). Hope and climate change: the importance of hope for environmental engagement among young people. *Environmental Education Research*, 18(5), 625–642. <https://doi.org/10.1080/13504622.2011.637157>
- Onwuegbuzie, A. J. (2003). Effect Sizes in Qualitative Research: A Prolegomenon. *Quality and Quantity*, 37(4), 393–409. <https://doi.org/10.1023/A:1027379223537>
- Onwuegbuzie, A. J., & Leech, N. L. (2007). A Call for Qualitative Power Analyses. *Quality & Quantity*, 41(1), 105–121. <https://doi.org/10.1007/s11135-005-1098-1>
- Opendakker, M.-C., & Van Damme, J. (2000). Effects of Schools, Teaching Staff and Classes on Achievement and Well-Being in Secondary Education: Similarities and Differences Between School Outcomes. *School Effectiveness and School Improvement*, 11(2). [https://doi.org/10.1076/0924-3453\(200006\)11:2;1-Q;FT165](https://doi.org/10.1076/0924-3453(200006)11:2;1-Q;FT165)
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in Qualitative Research. *Journal of Nursing Scholarship*, 33(1), 93–96. <https://doi.org/10.1111/j.1547-5069.2001.00093.x>
- Orr, D. (2004). *Earth in mind: On education, environment, and the human prospect*. Island Press.
- Osler A. (2010). *Student's perspectives on schooling*. Open University Press.

- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323–367. <https://doi.org/10.3102/00346543070003323>
- Otsuka, K., Nakamura, K., Hama, Y., & Saito, K. (2018). The Creation of Learning Scales for Environmental Education Based on Existing Conceptions of Learning. *Sustainability*, 10(11). <https://doi.org/10.3390/su10114168>
- Otto, S., & Pensini, P. (2017). Nature-based environmental education of children: Environmental knowledge and connectedness to nature, together, are related to ecological behaviour. *Global Environmental Change*, 47. <https://doi.org/10.1016/j.gloenvcha.2017.09.009>
- Owens, P., & McKinnon, I. (2009). In pursuit of nature: the role of nature in adolescents' lives. *The Journal of Developmental Processes*, 4(1), 43–58.
- Pacione, M. (2003). Urban environmental quality and human wellbeing—a social geographical perspective. *Landscape and Urban Planning*, 65(1–2), 19–30. [https://doi.org/10.1016/S0169-2046\(02\)00234-7](https://doi.org/10.1016/S0169-2046(02)00234-7)
- Packard, J. (2008). 'I'm gonna show you what it's really like out here': the power and limitation of participatory visual methods. *Visual Studies*, 23(1), 63–77. <https://doi.org/10.1080/14725860801908544>
- Pajares, F., & Urdan, T. (2006). *Self(-)Efficacy Beliefs of Adolescents*. Information Age Processing.
- Palmer, J. (2002). *Environmental Education in the 21st Century*. Routledge. <https://doi.org/10.4324/9780203012659>
- Park, N. (2004). ARTICLE THE ANNALS OF THE AMERICAN ACADEMY ROLE OF SUBJECTIVE WELL-BEING IN YOUTH DEVELOPMENT 591 January The Role of Subjective Well-Being in Positive Youth Development. <https://doi.org/10.1177/0002716203260078>
- Parks, P. (2017). Silent Spring, Loud Legacy: How Elite Media Helped Establish an Environmentalist Icon. *Journalism & Mass Communication Quarterly*, 94(4). <https://doi.org/10.1177/1077699017696882>
- Parmar, D., Stavropoulou, C., & Ioannidis, J. P. A. (2016). Health outcomes during the 2008 financial crisis in Europe: systematic literature review. *BMJ*. <https://doi.org/10.1136/bmj.i4588>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1). <https://doi.org/10.1080/02673843.2019.1596823>
- Patel, V., Flisher, A. J., Hetrick, S., & McGorry, P. (2007). Mental health of young people: a global public-health challenge. *The Lancet*, 369(9569). [https://doi.org/10.1016/S0140-6736\(07\)60368-7](https://doi.org/10.1016/S0140-6736(07)60368-7)
- Patton, M. (2002). *Qualitative evaluation and research methods* (3rd ed.). SAGE Publications Inc.
- Payne, P. (2006). Environmental Education and Curriculum Theory. *The Journal of Environmental Education*, 37(2), 25–35. <https://doi.org/10.3200/JOEE.37.2.25->



- Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report*. <https://files.eric.ed.gov/fulltext/ED505370.pdf>
- Pekrun, R. (2006). The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice. *Educational Psychology Review*, 18(4). <https://doi.org/10.1007/s10648-006-9029-9>
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2006). Achievement goals and discrete achievement emotions: A theoretical model and prospective test. *Journal of Educational Psychology*, 98(3). <https://doi.org/10.1037/0022-0663.98.3.583>
- Pellatt, G. (2003). Ethnography and reflexivity: emotions and feelings in fieldwork. *Nurse Researcher*, 10(3), 28–37. <https://doi.org/10.7748/nr2003.04.10.3.28.c5894>
- Pelletier, L. G., Dion, S. C., Slovinec-D'Angelo, M., & Reid, R. (2004). Why Do You Regulate What You Eat? Relationships Between Forms of Regulation, Eating Behaviors, Sustained Dietary Behavior Change, and Psychological Adjustment. *Motivation and Emotion*, 28(3). <https://doi.org/10.1023/B:MOEM.0000040154.40922.14>
- Peters, B. G. (2017). What is so wicked about wicked problems? A conceptual analysis and a research program. *Policy and Society*, 36(3). <https://doi.org/10.1080/14494035.2017.1361633>
- Phan P, & Ngu B. (2015). Validating personal well-being experiences at school: A quantitative examination of secondary school students. *Education*, 136(1), 34–52.
- Phenice, L. A., & Griffore, R. J. (2003). Young Children and the Natural World. *Contemporary Issues in Early Childhood*, 4(2), 167–171. <https://doi.org/10.2304/ciec.2003.4.2.6>
- Phillips, R., & Johns, J. (2012). Fieldwork In Human Geography. In *Encyclopedia of Geography*. SAGE Publications, Inc. <https://doi.org/10.4135/9781412939591.n426>
- Pink, S. (2020). A Multisensory Approach to Visual Methods. In *The SAGE Handbook of Visual Research Methods* (pp. 523–533). SAGE Publications, Inc. <https://doi.org/10.4135/9781526417015.n33>
- Pitchforth, J., Fahy, K., Ford, T., Wolpert, M., Viner, R. M., & Hargreaves, D. S. (2019). Mental health and well-being trends among children and young people in the UK, 1995–2014: analysis of repeated cross-sectional national health surveys. *Psychological Medicine*, 49(08). <https://doi.org/10.1017/S0033291718001757>
- Plack, M. (2015). Human Nature and Research Paradigms: Theory Meets Physical Therapy Practice. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2005.1847>

- Plager, K. A. (1994). Hermeneutic Phenomenology: A Methodology for Family Health and Health Promotion Study in Nursing. In Brenner P (Ed.), *Interpretive Phenomenology: Embodiment, Caring, and Ethics in Health and Illness*. SAGE Publications, Inc. <https://doi.org/10.4135/9781452204727.n4>
- Plummer, K. (2001). The Call of Life Stories in Ethnographic Research. In *Handbook of Ethnography* (pp. 395–406). SAGE Publications Ltd. <https://doi.org/10.4135/9781848608337.n27>
- Pollard, E. L., & Lee, P. D. (2003). CHILD WELL-BEING: A SYSTEMATIC REVIEW OF THE LITERATURE. *Social Indicators Research*, 61.
- Pooley, J. A., & O'Connor, M. (2000). Environmental Education and Attitudes. *Environment and Behavior*, 32(5). <https://doi.org/10.1177/0013916500325007>
- Potter, G. (2009). Environmental Education for the 21st Century: Where Do We Go Now? *The Journal of Environmental Education*, 41(1). <https://doi.org/10.1080/00958960903209975>
- Priest S, & Gass M. (2005). *Effective leadership in adventure programming*. Human Kinetics.
- Prilleltensky, I, & Prilleltensky, O. (2007). *Promoting well-being: Linking personal, organizational, and community change*. John Wiley & Sons.
- Prilleltensky, Isaac. (2012). Wellness as Fairness. *American Journal of Community Psychology*, 49(1–2). <https://doi.org/10.1007/s10464-011-9448-8>
- Pritchard, Alan, & Cartwright, V. (2004). Transforming what they read: helping eleven-year-olds engage with Internet information. *Literacy (Formerly Reading)*, 38(1), 26–31. <https://doi.org/10.1111/j.0034-0472.2004.03801005.x>
- Pritchard, Alison, Richardson, M., Sheffield, D., & McEwan, K. (2020). The Relationship Between Nature Connectedness and Eudaimonic Well-Being: A Meta-analysis. *Journal of Happiness Studies*, 21(3). <https://doi.org/10.1007/s10902-019-00118-6>
- Prout A, & James A. (2003). A New Paradigm for the Sociology of Childhood? Provenance, Promise and Problems. In James A & Prout A (Eds.), *Constructing and Reconstructing Childhood*. Routledge. <https://doi.org/10.4324/9780203362600-8>
- Pryor, A., Carpenter, C., & Townsend, M. (2005). Outdoor education and bush adventure therapy: A socio-ecological approach to health and wellbeing. *Journal of Outdoor and Environmental Education*, 9(1). <https://doi.org/10.1007/BF03400807>
- Punch, K. (2009). *Introduction to research methods in education*. SAGE.
- Punch, S. (2002). Research with Children. *Childhood*, 9(3), 321–341. <https://doi.org/10.1177/0907568202009003005>
- Puroila, A.-M., Estola, E., & Syrjälä, L. (2012). Having, loving, and being: children's narrated well-being in Finnish day care centres. *Early Child Development and Care*, 182(3–4). <https://doi.org/10.1080/03004430.2011.646726>

- Pyhältö, K., Soini, T., & Pietarinen, J. (2010). Pupils' pedagogical well-being in comprehensive school—significant positive and negative school experiences of Finnish ninth graders. *European Journal of Psychology of Education, 25*(2). <https://doi.org/10.1007/s10212-010-0013-x>
- Quay, J. (2013). More than relations between self, others and nature: outdoor education and aesthetic experience. *Journal of Adventure Education & Outdoor Learning, 13*(2). <https://doi.org/10.1080/14729679.2012.746846>
- Qvortrup, J. (1994). Childhood matters: An introduction. In *Childhood Matters: Social Theory, Practice and Politics*. Avebury.
- Rablen, M. D. (2012). The promotion of local wellbeing: A primer for policymakers. *Local Economy: The Journal of the Local Economy Policy Unit, 27*(3). <https://doi.org/10.1177/0269094211434488>
- Randler, C., Ilg, A., & Kern, J. (2005). Cognitive and Emotional Evaluation of an Amphibian Conservation Program for Elementary School Students. *The Journal of Environmental Education, 37*(1), 43–52. <https://doi.org/10.3200/JOEE.37.1.43-52>
- Randy, W., & Stoecklin, V. (2008). Nurturing children's biophilia: Developmentally appropriate environmental education for young children. *Collage: Resources for Early Childhood Educators, 1–11*.
- Rantala, O., & Puhakka, R. (2020). Engaging with nature: nature affords well-being for families and young people in Finland. *Children's Geographies, 18*(4). <https://doi.org/10.1080/14733285.2019.1685076>
- Reed, E. (1996). *Encountering the world: Toward an ecological psychology*. Oxford University Press.
- Rees, G., Bradshaw, J., Goswami, H., & Keung, A. (2009). *Understanding Children's Well-Being: A National Survey of Young People's Well Being*.
- Reeve, J. (2004). Self-determination theory. A dialectical framework for understanding sociocultural influences on student motivation. In McInerney D & Etten S (Eds.), *Research on sociocultural influences on motivation and learning: Big theories revisited* (pp. 31–59). Information Age Press.
- Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. (2000). Daily Well-Being: The Role of Autonomy, Competence, and Relatedness. *Personality and Social Psychology Bulletin, 26*(4), 419–435. <https://doi.org/10.1177/0146167200266002>
- Rickinson, M, Dillon, J., Teamey, K., Morris, M., Choi, M., Sanders, D., & Benefield, P. (2004). *A Review of Research on Outdoor Learning*.
- Rickinson, Mark. (2001). Learners and Learning in Environmental Education: A critical review of the evidence. *Environmental Education Research, 7*(3). <https://doi.org/10.1080/13504620120065230>
- Riegler, A. (2001). Towards a Radical Constructivist Understanding of Science. *Foundations of Science, 6*, 1–30.
- Rinn, A. N., Reynolds, M. J., & McQueen, K. S. (2011). Perceived Social Support

- and the Self-Concepts of Gifted Adolescents. *Journal for the Education of the Gifted*, 34(3). <https://doi.org/10.1177/016235321103400302>
- Robinson, C. (2009). 'Nightscapes and leisure spaces': an ethnographic study of young people's use of free space. *Journal of Youth Studies*, 12(5). <https://doi.org/10.1080/13676260903081657>
- Roeser, R. W., Strobel, K. R., & Quihuis, G. (2002). Studying Early Adolescents' Academic Motivation, Social-Emotional Functioning, and Engagement in Learning: Variable- and Person-Centered Approaches. *Anxiety, Stress & Coping*, 15(4). <https://doi.org/10.1080/1061580021000056519>
- Rogers, M., & Tough, A. (1996). Facing the future is not for wimps. *Futures*, 28(5), 491–496. [https://doi.org/10.1016/0016-3287\(96\)00021-3](https://doi.org/10.1016/0016-3287(96)00021-3)
- Rojas M. (2004). The complexity of wellbeing: a life-satisfaction conception and a domains-of-life approach. In I. Gough & J. A. McGregor (Eds.), *Wellbeing in Developing Countries*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511488986.013>
- Rollero, C., & De Piccoli, N. (2010). Does place attachment affect social well-being? *European Review of Applied Psychology*, 60(4). <https://doi.org/10.1016/j.erap.2010.05.001>
- Rome, A. (2003). "Give Earth a Chance": The Environmental Movement and the Sixties. *Journal of American History*, 90(2). <https://doi.org/10.2307/3659443>
- Rook, K. S. (2001). Emotional Health and Positive Versus Negative Social Exchanges: A Daily Diary Analysis. *Applied Developmental Science*, 5(2). [https://doi.org/10.1207/S1532480XADS0502\\_4](https://doi.org/10.1207/S1532480XADS0502_4)
- Rosa, C. D., Profice, 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. <https://doi.org/10.3389/fpsyg.2018.01055>
- Rose, G. (2014). On the Relation between 'Visual Research Methods' and Contemporary Visual Culture. *The Sociological Review*, 62(1), 24–46. <https://doi.org/10.1111/1467-954X.12109>
- Rose, T., Shdaimah, C., de Tablan, D., & Sharpe, T. L. (2016). Exploring wellbeing and agency among urban youth through photovoice. *Children and Youth Services Review*, 67. <https://doi.org/10.1016/j.chilyouth.2016.04.022>
- Ross, M. M., Rideout, E. M., & Carson, M. M. (1994). The Use of the Diary as a Data Collection Technique. *Western Journal of Nursing Research*, 16(4). <https://doi.org/10.1177/019394599401600406>
- Rudy, A. P., & Konefal, J. (2007). Nature, Sociology, and Social Justice. *American Behavioral Scientist*, 51(4). <https://doi.org/10.1177/0002764207307739>
- Russell, C., Cameron, E., Socha, T., & McNinch, H. (2013). Fatties cause global warming": Fat Pedagogy and Environmental Education. *Canadian Journal of Environmental Education*, 18, 27–45.
- Russell, C. L. (2005). 'Whoever does not write is written': the role of 'nature' in post-

- post approaches to environmental education research. *Environmental Education Research*, 11(4). <https://doi.org/10.1080/13504620500169569>
- Russell, C., & Oakley, J. (2016). Engaging the Emotional Dimensions of Environmental Education. *Canadian Journal of Environmental Education*, 21, 13–22.
- Russell, R., Guerry, A. D., Balvanera, P., Gould, R. K., Basurto, X., Chan, K. M. A., Klain, S., Levine, J., & Tam, J. (2013). Humans and Nature: How Knowing and Experiencing Nature Affect Well-Being. *Annual Review of Environment and Resources*, 38(1), 473–502. <https://doi.org/10.1146/annurev-environ-012312-110838>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1). <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R. M., & Deci, E. L. (2001a). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1). <https://doi.org/10.1146/annurev.psych.52.1.141>
- Ryan, R. M., & Deci, E. L. (2001b). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 141–166. <https://doi.org/10.1146/annurev.psych.52.1.141>
- Ryff, C. D., & Singer, B. H. (2008). Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-Being. *Journal of Happiness Studies*, 9(1). <https://doi.org/10.1007/s10902-006-9019-0>
- Saarikallio, S. H., Randall, W. M., & Baltazar, M. (2020). Music Listening for Supporting Adolescents' Sense of Agency in Daily Life. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02911>
- Salvatore, N., & Sastre, M. T. M. (2001). Appraisal of Life: “Area” versus “Dimension” Conceptualizations. *Social Indicators Research*, 53(3), 229–255. <http://www.jstor.org/stable/27526918>
- Sandberg, G. (2017). Different children's perspectives on their learning environment. *European Journal of Special Needs Education*, 32(2). <https://doi.org/10.1080/08856257.2016.1216633>
- Sartain, S. A., Clarke, C. L., & Heyman, R. (2000). Hearing the voices of children with chronic illness. *Journal of Advanced Nursing*, 32(4), 913–921. <https://doi.org/10.1046/j.1365-2648.2000.t01-1-01556.x>
- Sauve, L. (2005). Currents in environmental education: Mapping a complex and evolving Pedagogical field. *Canadian Journal of Environmental Education*, 10(1), 11–37.
- Savage, J. (2000). One voice, different tunes: issues raised by dual analysis of a segment of qualitative data. *Journal of Advanced Nursing*, 31(6). <https://doi.org/10.1046/j.1365-2648.2000.01432.x>
- Sawyer, S. M., Afifi, R. A., Bearinger, L. H., Blakemore, S.-J., Dick, B., Ezeh, A. C., & Patton, G. C. (2012). Adolescence: a foundation for future health. *The Lancet*, 379(9826). [https://doi.org/10.1016/S0140-6736\(12\)60072-5](https://doi.org/10.1016/S0140-6736(12)60072-5)

- Scaria, D., Brandt, M. L., Kim, E., & Lindeman, B. (2020). What Is Wellbeing? In Kim E & Lindeman B (Eds.), *Wellbeing*. Springer. [https://doi.org/10.1007/978-3-030-29470-0\\_1](https://doi.org/10.1007/978-3-030-29470-0_1)
- Schnoll, R. A., Martinez, E., Tatum, K. L., Glass, M., Bernath, A., Ferris, D., & Reynolds, P. (2011). Increased self-efficacy to quit and perceived control over withdrawal symptoms predict smoking cessation following nicotine dependence treatment. *Addictive Behaviors*, 36(1–2). <https://doi.org/10.1016/j.addbeh.2010.08.024>
- Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The Effects of a Mindfulness-Based Education Program on Pre- and Early Adolescents' Well-Being and Social and Emotional Competence. *Mindfulness*, 1(3), 137–151. <https://doi.org/10.1007/s12671-010-0011-8>
- Schraml, K., Perski, A., Grossi, G., & Simonsson-Sarnecki, M. (2011). Stress symptoms among adolescents: The role of subjective psychosocial conditions, lifestyle, and self-esteem. *Journal of Adolescence*, 34(5). <https://doi.org/10.1016/j.adolescence.2010.11.010>
- Schultz, P. W. (2000). New Environmental Theories: Empathizing With Nature: The Effects of Perspective Taking on Concern for Environmental Issues. *Journal of Social Issues*, 56(3), 391–406. <https://doi.org/10.1111/0022-4537.00174>
- Schulze, B., & Angermeyer, M. C. (2003). Subjective experiences of stigma. A focus group study of schizophrenic patients, their relatives and mental health professionals. *Social Science & Medicine*, 56(2). [https://doi.org/10.1016/S0277-9536\(02\)00028-X](https://doi.org/10.1016/S0277-9536(02)00028-X)
- Schumm, M. F., & Bogner, F. X. (2016). Measuring adolescent science motivation. *International Journal of Science Education*, 38(3), 434–449. <https://doi.org/10.1080/09500693.2016.1147659>
- Schusler, T. M., Krasny, M. E., Peters, S. J., & Decker, D. J. (2009). Developing citizens and communities through youth environmental action. *Environmental Education Research*, 15(1). <https://doi.org/10.1080/13504620802710581>
- Schwartz, S. J., Côté, J. E., & Arnett, J. J. (2005). Identity and Agency in Emerging Adulthood. *Youth & Society*, 37(2). <https://doi.org/10.1177/0044118X05275965>
- Scollon, C. N., Kim-Prieto, C., & Scollon, C. N. (2003). Experience Sampling: Promises and Pitfalls, Strengths and Weaknesses. *Journal of Happiness Studies*, 4(1). <https://doi.org/10.1023/A:1023605205115>
- Scott, J. (2008). Children as Respondents: The Challenge for Quantitative Methods. In Christensen P & James A (Eds.), *Research With Children* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203964576-11>
- Scott J. (2014). Children's families: a child-centred perspective. In Treas J, Scott J, & Richards M (Eds.), *The Wiley-Blackwell companion to the sociology of families* (pp. 404–423). John Wiley & Sons.
- Scott, W. (2009). Environmental education research: 30 years on from Tbilisi. *Environmental Education Research*, 15(2). <https://doi.org/10.1080/13504620902814804>

- Sedaghat, M., Abedin, A., Hejazi, E., & Hassanabadi, H. (2011). Motivation, cognitive engagement, and academic achievement. *Procedia - Social and Behavioral Sciences*, 15. <https://doi.org/10.1016/j.sbspro.2011.04.117>
- Seligman, M. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.
- Seligman M. (2011). *Flourish: A new understanding of happiness, well-being and how to achieve them*. Nicholas Brealey Publishing.
- Selim, S. (2008). Life Satisfaction and Happiness in Turkey. *Social Indicators Research*, 88(3). <https://doi.org/10.1007/s11205-007-9218-z>
- Sen, A. (1999). *Development as Freedom*.
- Shaffer, D. (2005). *Social and personality development 5th edition*. Wadsworth.
- Sharma, S., & Vansiya, Y. (2018). Measuring Well Being: Evolution from GDP to Sustainability. *International Journal of Movement Education and Social Science*, 7(2), 171–177.
- Sheldon, K., Williams, G., & Joiner, T. (2003). *Motivating Physical and Mental Health*. Yale University Press. <http://www.jstor.org/stable/j.ctt1nq4jp>
- Shellman, A., & Hill, E. (2017). Flourishing through Resilience: The Impact of a College Outdoor Education Program. *Journal of Park and Recreation Administration*, 35(4). <https://doi.org/10.18666/JPra-2017-V35-I4-7779>
- Shiffman, S., Stone, A. A., & Hufford, M. R. (2008). Ecological Momentary Assessment. *Annual Review of Clinical Psychology*, 4(1). <https://doi.org/10.1146/annurev.clinpsy.3.022806.091415>
- Sibley, D., & James, S. (1991). Children's Geographies: Some Problems of Representation. *Area*, 23(3), 269–271. <http://www.jstor.org/stable/20002994>
- Sibthorp, J. (2003). An Empirical Look at Walsh and Golins' Adventure Education Process Model: Relationships between Antecedent Factors, Perceptions of Characteristics of an Adventure Education Experience, and Changes in Self-Efficacy. *Journal of Leisure Research*, 35(1). <https://doi.org/10.18666/jlr-2003-v35-i1-611>
- 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). <https://doi.org/10.1177/105382590402700104>
- Sibthorp, J., Paisley, K., & Gookin, J. (2007). Exploring Participant Development Through Adventure-Based Programming: A Model from the National Outdoor Leadership School. *Leisure Sciences*, 29(1). <https://doi.org/10.1080/01490400600851346>
- Sibthorp, J., Paisley, K., Gookin, J., & Furman, N. (2008). The Pedagogic Value of Student Autonomy in Adventure Education. *Journal of Experiential Education*, 31(2). <https://doi.org/10.5193/JEE.31.2.136>
- Sideridis, G. D. (2005). Goal Orientation, Academic Achievement, and Depression:

- Evidence in Favor of a Revised Goal Theory Framework. *Journal of Educational Psychology*, 97(3). <https://doi.org/10.1037/0022-0663.97.3.366>
- Signoretta, P. E., Buffel, V., & Bracke, P. (2019). Mental wellbeing, air pollution and the ecological state. *Health & Place*, 57. <https://doi.org/10.1016/j.healthplace.2019.03.003>
- Silvera, D. H., Seger, C. R., Krull, D., Perry, J., & Halvor Teigen, K. (2004). Feeling good about ourselves: Unrealistic self-evaluations and their relation to self-esteem in the United States and Norway. *JOURNAL OF CROSS-CULTURAL PSYCHOLOGY*, 35(5), 571–585. <https://doi.org/10.1177/0022022104268389>
- Simpkins, S. D., Davis-Kean, P. E., & Eccles, J. S. (2006). Math and science motivation: A longitudinal examination of the links between choices and beliefs. *Developmental Psychology*, 42(1). <https://doi.org/10.1037/0012-1649.42.1.70>
- Sinclair, R. (2004). Participation in practice: making it meaningful, effective and sustainable. *Children & Society*, 18(2), 106–118. <https://doi.org/10.1002/chi.817>
- Singal, N., & Muthukrishna, N. (2014). Education, childhood and disability in countries of the South – Re-positioning the debates. *Childhood*, 21(3), 293–307. <https://doi.org/10.1177/0907568214529600>
- Sixsmith, J., Nic Gabhainn, S., Fleming, C., & O’Higgins, S. (2007). Childrens’, parents’ and teachers’ perceptions of child wellbeing. *Health Education*, 107(6). <https://doi.org/10.1108/09654280710827911>
- Skelton, T. (2008). Research with children and young people: exploring the tensions between ethics, competence and participation. *Children’s Geographies*, 6(1), 21–36. <https://doi.org/10.1080/14733280701791876>
- Skevington, S. M., & Böhnke, J. R. (2018). How is subjective well-being related to quality of life? Do we need two concepts and both measures? *Social Science & Medicine*, 206. <https://doi.org/10.1016/j.socscimed.2018.04.005>
- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100(4), 765–781. <https://doi.org/10.1037/a0012840>
- Skrzypiec, G., & Slee, P. (2017). Implementing Quality Wellbeing Programs in Schools. In C. Cefai & P. Cooper (Eds.), *Mental Health Promotion in Schools* (pp. 207–220). SensePublishers. [https://doi.org/10.1007/978-94-6351-053-0\\_13](https://doi.org/10.1007/978-94-6351-053-0_13)
- Smallwood, J., & Schooler, J. W. (2006). The restless mind. *Psychological Bulletin*, 132(6), 946–958. <https://doi.org/10.1037/0033-2909.132.6.946>
- Smith, J., & Firth, J. (2011). Qualitative data analysis: the framework approach. *Nurse Researcher*, 18(2), 52–62. <https://doi.org/10.7748/nr2011.01.18.2.52.c8284>
- Smith, L., Sinclair, K. E., & Chapman, E. S. (2002). Students’ Goals, Self-Efficacy, Self-Handicapping, and Negative Affective Responses: An Australian Senior School Student Study. *Contemporary Educational Psychology*, 27(3). <https://doi.org/10.1006/ceps.2001.1105>
- Smith, T. S. J., & Reid, L. (2018). Which ‘being’ in wellbeing? Ontology, wellness and



- the geographies of happiness. *Progress in Human Geography*, 42(6).  
<https://doi.org/10.1177/0309132517717100>
- So, H.-J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & Education*, 51(1), 318–336.  
<https://doi.org/10.1016/j.compedu.2007.05.009>
- Sosu, E. M., McWilliam, A., & Gray, D. S. (2008). The Complexities of Teachers' Commitment to Environmental Education. *Journal of Mixed Methods Research*, 2(2). <https://doi.org/10.1177/1558689807313163>
- Soutter, A. K. (2011). What can we learn about wellbeing in school? *The Journal of Student Wellbeing*, 5(1). <https://doi.org/10.21913/JSW.v5i1.729>
- Sparkes A, & Smiths B. (2008). Narrative constructionist inquiry. In Holstein J & Gubrium J (Eds.), *Handbook Constructionist Research* (pp. 295–314). The Guilford Press.
- Spithoven, A. W. M., Lodder, G. M. A., Goossens, L., Bijttebier, P., Bastin, M., Verhagen, M., & Scholte, R. H. J. (2017). Adolescents' Loneliness and Depression Associated with Friendship Experiences and Well-Being: A Person-Centered Approach. *Journal of Youth and Adolescence*, 46(2).  
<https://doi.org/10.1007/s10964-016-0478-2>
- 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. <https://doi.org/10.1177/1356336X13495629>
- Staats, H., Kieviet, A., & Hartig, T. (2003). Where to recover from attentional fatigue: An expectancy-value analysis of environmental preference. *Journal of Environmental Psychology*, 23(2). [https://doi.org/10.1016/S0272-4944\(02\)00112-3](https://doi.org/10.1016/S0272-4944(02)00112-3)
- Stables, A., & Bishop, K. (2001). Weak and Strong Conceptions of Environmental Literacy: Implications for environmental education. *Environmental Education Research*, 7(1), 89–97. <https://doi.org/10.1080/13504620125643>
- Stake, R. (2005). Qualitative case studies. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 443–466). SAGE.
- Stapp, W. B. (1969). The Concept of Environmental Education. *Environmental Education*, 1(1). <https://doi.org/10.1080/00139254.1969.10801479>
- Starks Susan Brown Trinidad, H. (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. *Qualitative Health Research*, 17(10). <https://doi.org/10.1177/1049732307307031>
- Stedman, R. (2003). Is It Really Just a Social Construction?: The Contribution of the Physical Environment to Sense of Place. *Society & Natural Resources*, 16(8). <https://doi.org/10.1080/08941920309189>
- Steinberg, L. (2014). *Age of opportunity: lessons from the new science of adolescence*. Houghton Mifflin Harcourt.

- Steinberg, Laurence. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review, 28*(1). <https://doi.org/10.1016/j.dr.2007.08.002>
- Steinberg, Laurence, & Morris, A. S. (2001). Adolescent Development. *Annual Review of Psychology, 52*(1). <https://doi.org/10.1146/annurev.psych.52.1.83>
- Stevenson, B., & Wolfers, J. (2008). Economic Growth and Subjective Well-Being: Reassessing the Easterlin Paradox. In *Brookings Papers on Economic Activity* (Issue 1). <https://doi.org/10.3386/w14282>
- Stevenson, M. P., Schilhab, T., & Bentsen, P. (2018). Attention Restoration Theory II: a systematic review to clarify attention processes affected by exposure to natural environments. *Journal of Toxicology and Environmental Health, Part B, 21*(4). <https://doi.org/10.1080/10937404.2018.1505571>
- Stevenson, R. (2007). Schooling and environmental education: contradictions in purpose and practice. *Environmental Education Research, 13*(2). <https://doi.org/10.1080/13504620701295726>
- Stiglitz, J., Sen, A., & Fitoussi, J. (2009). *Report by the Commission on the Measurement of Economic Performance and Social Progress*.
- Stone, A., Shiffman, S., Atienza, A., & Nebeling, L. (2007). *The Science of Real-Time Data Capture: Self-Reports in Health Research*. Oxford University Press.
- Strack, F., & Schwarz, N. (1999). Reports of Subjective Well Being: Judgemental Processes and Their Methodological Implications. In Kahneman D, Diener E, & Schwarz N (Eds.), *The Foundations of Hedonic Psychology* (pp. 61–84). Russell Sage.
- Strife, S. (2010). Reflecting on Environmental Education: Where Is Our Place in the Green Movement? *The Journal of Environmental Education, 41*(3). <https://doi.org/10.1080/00958960903295233>
- Stronach, I., Garratt, D., Pearce, C., & Piper, H. (2007). Reflexivity, the Picturing of Selves, the Forging of Method. *Qualitative Inquiry, 13*(2), 179–203. <https://doi.org/10.1177/1077800406295476>
- Suave, L. (1999). Environmental Education between Modernity and Postmodernity: Searching for an Integrating Educational Framework. *Canadian Journal of Environmental Education, 4*, 9–35.
- Suldo, S. M., & Huebner, E. S. (2006). Is Extremely High Life Satisfaction During Adolescence Advantageous? *Social Indicators Research, 78*(2). <https://doi.org/10.1007/s11205-005-8208-2>
- Sundler, A. J., Lindberg, E., Nilsson, C., & Palmér, L. (2019). Qualitative thematic analysis based on descriptive phenomenology. *Nursing Open, 6*(3), 733–739. <https://doi.org/10.1002/nop2.275>
- Svanström, M., Lozano-García, F. J., & Rowe, D. (2008). Learning outcomes for sustainable development in higher education. *International Journal of Sustainability in Higher Education, 9*(3), 339–351. <https://doi.org/10.1108/14676370810885925>
- Sweeting, H., West, P., Young, R., & Der, G. (2010). Can we explain increases in

- young people's psychological distress over time? *Social Science & Medicine*, 71(10), 1819–1830. <https://doi.org/10.1016/j.socscimed.2010.08.012>
- Taber, F., & Taylor, N. (2009). Climate of concern: A search for effective strategies for teaching children about Global Warming. *International Journal of Environmental and Science Education*, 4(2), 97–116.
- Taguchi H. (2010). Rethinking pedagogical practices in early childhood education: A multidimensional approach to learning and inclusion. In Yelland N (Ed.), *Contemporary Perspectives On Early Childhood Education* (pp. 14–33). Open University Press.
- Talbarth D, Cobb C, & Slattery N. (2006). *The Genuine Progress Indicator 2006: A tool for sustainable developmen.*
- Tam, K.-P., Lau, H. P. B., & Jiang, D. (2010). Culture and Subjective Well-Being. *Journal of Cross-Cultural Psychology*, 43(1). <https://doi.org/10.1177/0022022110388568>
- Tang, I.-C., Sullivan, W. C., & Chang, C.-Y. (2015). Perceptual Evaluation of Natural Landscapes. *Environment and Behavior*, 47(6). <https://doi.org/10.1177/0013916513520604>
- Taniguchi, S. T., Bennion, J., Duerden, M. D., Widmer, M. A., & Ricks, M. (2017). Self-Efficacy of Risk Taking in Outdoor Recreation as a Predictor of the Self-Efficacy of Risk Taking in Essay Writing. *Journal of Outdoor Recreation, Education, and Leadership*, 9(4). <https://doi.org/10.18666/JOREL-2017-V9-I4-8653>
- Teherani, A., Martimianakis, T., Stenfors-Hayes, T., Wadhwa, A., & Varpio, L. (2015). Choosing a Qualitative Research Approach. *Journal of Graduate Medical Education*, 7(4), 669–670. <https://doi.org/10.4300/JGME-D-15-00414.1>
- Tella, R. Di, & MacCulloch, R. (2006). Some Uses of Happiness Data in Economics. *Journal of Economic Perspectives*, 20(1). <https://doi.org/10.1257/089533006776526111>
- Tellis, W. (1997). Application of a Case Study Methodology. *The Qualitative Report*, 3(3), 1–19. <https://doi.org/10.46743/2160-3715/1997.2015>
- Terwel, J. (1999). Constructivism and its implications for curriculum theory and practice. *Journal of Curriculum Studies*, 31(2), 195–199. <https://doi.org/10.1080/002202799183223>
- Testoni, S., Mansfield, L., & Dolan, P. (2018). Defining and measuring subjective well-being for sport policy. *International Journal of Sport Policy and Politics*, 10(4). <https://doi.org/10.1080/19406940.2018.1518253>
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3). <https://doi.org/10.3102/0034654313483907>
- Theokas, C., & Lerner, R. M. (2006). Observed Ecological Assets in Families, Schools, and Neighborhoods: Conceptualization, Measurement, and Relations With Positive and Negative Developmental Outcomes. *Applied Developmental Science*, 10(2). [https://doi.org/10.1207/s1532480xads1002\\_2](https://doi.org/10.1207/s1532480xads1002_2)

- Thomas, F. (2007). Eliciting emotions in HIV/AIDS research: a diary-based approach. *Area*, 39(1). <https://doi.org/10.1111/j.1475-4762.2007.00723.x>
- Thomas, G. (2010). Facilitator, Teacher, or Leader? Managing Conflicting Roles in Outdoor Education. *Journal of Experiential Education*, 32(3). <https://doi.org/10.5193/JEE.32.3.239>
- Thomas, I. (2009). Critical Thinking, Transformative Learning, Sustainable Education, and Problem-Based Learning in Universities. *Journal of Transformative Education*, 7(3), 245–264. <https://doi.org/10.1177/1541344610385753>
- Thomashow, C. (2002). Adolescents and ecological identity: Attending to wild nature. In P. Kahn & S. Kellert (Eds.), *Children and nature: Psychological, sociocultural, and evolutionary investigations* (pp. 259–278). MIT Press.
- Tian, L., Yu, T., & Huebner, E. S. (2017). Achievement Goal Orientations and Adolescents' Subjective Well-Being in School: The Mediating Roles of Academic Social Comparison Directions. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.00037>
- Tidball, K. G., & Krasny, M. E. (2010). Urban Environmental Education from a Social-Ecological Perspective: Conceptual Framework for Civic Ecology Education. *Cities and the Environment*, 3(1), 1–20. <https://doi.org/10.15365/cate.31112010>
- Tilbury, D. (1995). Environmental Education for Sustainability: defining the new focus of environmental education in the 1990s. *Environmental Education Research*, 1(2), 195–212. <https://doi.org/10.1080/1350462950010206>
- Tisdall, E., & Punch, S. (2012). Not so 'new'? Looking critically at childhood studies. *Children's Geographies*, 10(3), 249–264. <https://doi.org/10.1080/14733285.2012.693376>
- Torsheim, T., & Wold, B. (2001). School-Related Stress, School Support, and Somatic Complaints. *Journal of Adolescent Research*, 16(3). <https://doi.org/10.1177/0743558401163003>
- Tov W, & Diener E. (2007). Culture and subjective wellbeing. In *Handbook of cultural psychology* (pp. 691–713). The Guilford Press.
- Trainor, S., Delfabbro, P., Anderson, S., & Winefield, A. (2010). Leisure activities and adolescent psychological well-being. *Journal of Adolescence*, 33(1). <https://doi.org/10.1016/j.adolescence.2009.03.013>
- Troost, C., & Altman, H. (1972). *Environmental Education: A Sourcebook*. John Wiley & Sons.
- Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2008). Achievement goal orientations and subjective well-being: A person-centred analysis. *Learning and Instruction*, 18(3). <https://doi.org/10.1016/j.learninstruc.2007.05.003>
- Ulrich, R. S. (1983). Aesthetic and Affective Response to Natural Environment. In Altman I & Wohlwill J (Eds.), *Behavior and the Natural Environment* (Vol. 6, pp. 85–125). Springer US. [https://doi.org/10.1007/978-1-4613-3539-9\\_4](https://doi.org/10.1007/978-1-4613-3539-9_4)
- Ulrich, R. S., Simons, R. F., Losito, B. D., Fiorito, E., Miles, M. A., & Zelson, M.

- (1991). Stress recovery during exposure to natural and urban environments. *Journal of Environmental Psychology*, 11(3). [https://doi.org/10.1016/S0272-4944\(05\)80184-7](https://doi.org/10.1016/S0272-4944(05)80184-7)
- Urdañ, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of School Psychology*, 44(5). <https://doi.org/10.1016/j.jsp.2006.04.003>
- Uusitalo-Malmivaara, L. (2014). Happiness Decreases during Early Adolescence—A Study on 12- and 15-Year-Old Finnish Students. *Psychology*, 05(06), 541–555. <https://doi.org/10.4236/psych.2014.56064>
- Valderrama-Hernández, R., Alcántara, L., & Limón, D. (2017). The Complexity of Environmental Education: Teaching Ideas and Strategies from Teachers. *Procedia - Social and Behavioral Sciences*, 237. <https://doi.org/10.1016/j.sbspro.2017.02.137>
- Van Petegem, K., Aelterman, A., Rosseel, Y., & Creemers, B. (2007). Student Perception As Moderator For Student Wellbeing. *Social Indicators Research*, 83(3). <https://doi.org/10.1007/s11205-006-9055-5>
- van Praag, B. M. ., Frijters, P., & Ferrer-i-Carbonell, A. (2003). The anatomy of subjective well-being. *Journal of Economic Behavior & Organization*, 51(1). [https://doi.org/10.1016/S0167-2681\(02\)00140-3](https://doi.org/10.1016/S0167-2681(02)00140-3)
- Vansteenkiste, M., Niemiec, C. P., & Soenens, B. (2010). The development of the five mini-theories of self-determination theory: an historical overview, emerging trends, and future directions. In Urdañ T & Karabenick S (Eds.), *The Decade Ahead: Theoretical Perspectives on Motivation and Achievement (Advances in Motivation and Achievement (Vol. 16))*. Emerald Group Publishing Limited. [https://doi.org/10.1108/S0749-7423\(2010\)000016A007](https://doi.org/10.1108/S0749-7423(2010)000016A007)
- Varela-Losada, M., Vega-Marcote, P., Pérez-Rodríguez, U., & Álvarez-Lires, M. (2016). Going to action? A literature review on educational proposals in formal Environmental Education. *Environmental Education Research*, 22(3). <https://doi.org/10.1080/13504622.2015.1101751>
- Vázquez, C., Duque, A., & Hervás, G. (2013). Satisfaction with Life Scale in a Representative Sample of Spanish Adults: Validation and Normative Data. *The Spanish Journal of Psychology*, 16, E82. <https://doi.org/DOI:10.1017/sjp.2013.82>
- Veale, A. (2005). Creative Methodologies in Participatory Research with Children. In *Researching Children's Experience: Approaches and Methods* (pp. 253–272). SAGE Publications Ltd. <https://doi.org/10.4135/9781849209823.n14>
- Veenhoven, R. (2002). Why Social Policy Needs Subjective Indicators. In Hagerty M, Vogel J, & Moller V (Eds.), *Assessing Quality of Life and Living Conditions to Guide National Policy*. Kluwer Academic Publishers. [https://doi.org/10.1007/0-306-47513-8\\_3](https://doi.org/10.1007/0-306-47513-8_3)
- Veenhoven, R. (2003). Hedonism and Happiness. *Journal of Happiness Studies*, 4(4). <https://doi.org/10.1023/B:JOHS.0000005719.56211.fd>
- Völker, S., & Kistemann, T. (2011). The impact of blue space on human health and

- well-being – Salutogenetic health effects of inland surface waters: A review. *International Journal of Hygiene and Environmental Health*, 214(6).  
<https://doi.org/10.1016/j.ijheh.2011.05.001>
- Voukelatou, V., Gabrielli, L., Miliou, I., Cresci, S., Sharma, R., Tesconi, M., & Pappalardo, L. (2021). Measuring objective and subjective well-being: dimensions and data sources. *International Journal of Data Science and Analytics*, 11(4). <https://doi.org/10.1007/s41060-020-00224-2>
- Vujčić, M., Brajša-Žganec, A., & Franc, R. (2019). Children and Young Peoples' Views on Well-Being: A Qualitative Study. *Child Indicators Research*, 12, 791–819. <https://doi.org/10.1007/s12187-018-9559-y>
- Waddell, C., & Brooks, P. (2000). *No And No Birds Sing: Rhetorical Analyses of Rachel Carson's "Silent Spring": Rhetorical Analyses of Rachel Carson's Silent Spring*. Southern Illinois University Press.
- Waite, S. (2007). 'Memories are made of this': some reflections on outdoor learning and recall. *Education 3-13*, 35(4). <https://doi.org/10.1080/03004270701602459>
- Waite S, & Davis B. (2007). The contribution of free play and structured activities in Forest School to learning beyond cognition: an English case. In Ravn B & Kryger N (Eds.), *Learning beyond cognition* (pp. 257–274). the Danish University of Education.
- Waldron, S. (2010). *Measuring Subjective Wellbeing in the UK*.
- Walker, C. (2012). Student perceptions of classroom achievement goals as predictors of belonging and content instrumentality. *Social Psychology of Education*, 15(1), 97–107. <https://doi.org/10.1007/s11218-011-9165-z>
- Walker, I. F., Stansfield, J., Makurah, L., Garnham, H., Robson, C., Lugton, C., Hey, N., & Henderson, G. (2019). Delivering national public mental health-experience from England. *Journal of Public Mental Health*, 18(2), 112–123.  
<https://doi.org/10.1108/JPMH-06-2018-0032>
- Wals, A. E. J., Geerling-Eijff, F., Hubeek, F., van der Kroon, S., & Vader, J. (2008). All Mixed Up? Instrumental and Emancipatory Learning Toward a More Sustainable World: Considerations for EE Policymakers. *Applied Environmental Education & Communication*, 7(3). <https://doi.org/10.1080/15330150802473027>
- Wals, A. E. J., & Jickling, B. (2002). "Sustainability" in higher education: from doublethink and newspeak to critical thinking and meaningful learning. *Higher Education Policy*, 15(2). [https://doi.org/10.1016/S0952-8733\(02\)00003-X](https://doi.org/10.1016/S0952-8733(02)00003-X)
- Wals A, & Dillon J. (2013). Conventional and emerging learning theories: implications and choices for educational researchers with a planetary consciousness. In Stevenson R, Brody M, Dillon J, & Wals A (Eds.), *International Handbook of Research on Environmental Education* (pp. 253–661). Routledge.
- Walter, P. (2009). Philosophies of Adult Environmental Education. *Adult Education Quarterly*, 60(1). <https://doi.org/10.1177/0741713609336109>
- Waterman, A. S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality*

- and *Social Psychology*, 64(4). <https://doi.org/10.1037/0022-3514.64.4.678>
- Waters J. (2009). Wellbeing. In Walker T (Ed.), *An introduction to early childhood*. SAGE.
- Watkins, E. R. (2008). Constructive and unconstructive repetitive thought. *Psychological Bulletin*, 134(2). <https://doi.org/10.1037/0033-2909.134.2.163>
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6). <https://doi.org/10.1037/0022-3514.54.6.1063>
- Watson, J. (2001). Social constructivism in the classroom. *Support for Learning*, 16(3). <https://doi.org/10.1111/1467-9604.00206>
- Weare, K. (2003). *Developing the Emotionally Literate School*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446215081>
- Weiner, B. (1986). An Attributional Theory of Achievement Motivation and Emotion. In *An Attributional Theory of Motivation and Emotion*. Springer US. [https://doi.org/10.1007/978-1-4612-4948-1\\_6](https://doi.org/10.1007/978-1-4612-4948-1_6)
- Wells, N. M., & Lekies, K. S. (2006). Nature and the Life Course: Pathways from Childhood Nature Experiences to Adult Environmentalism. *Children, Youth and Environments*, 16(1), 1–24. <http://www.jstor.org/stable/10.7721/chilyoutenvi.16.1.0001>
- Wheaton, B., Waiti, J., Cosgriff, M., & Burrows, L. (2020). Coastal blue space and wellbeing research: looking beyond western tides. *Leisure Studies*, 39(1), 83–95. <https://doi.org/10.1080/02614367.2019.1640774>
- Wheeldon, J., & Faubert, J. (2009). Framing Experience: Concept Maps, Mind Maps, and Data Collection in Qualitative Research. *International Journal of Qualitative Methods*, 8(3), 68–83. <https://doi.org/10.1177/160940690900800307>
- White, M. P., Alcock, I., Grellier, J., Wheeler, B. W., Hartig, T., Warber, S. L., Bone, A., Depledge, M. H., & Fleming, L. E. (2019). Spending at least 120 minutes a week in nature is associated with good health and wellbeing. *Scientific Reports*, 9(1). <https://doi.org/10.1038/s41598-019-44097-3>
- White, M. P., Pahl, S., Ashbullby, K., Herbert, S., & Depledge, M. H. (2013). Feelings of restoration from recent nature visits. *Journal of Environmental Psychology*, 35. <https://doi.org/10.1016/j.jenvp.2013.04.002>
- White S, & Choudhury S. (2010). Children’s participation in Bangladesh: issues of agency and structures of violence. In *A Handbook of Children and Young People’s Participation*. Routledge.
- Widmer, M. A., Duerden, M. D., & Taniguchi, S. T. (2014). Increasing and Generalizing Self-Efficacy. *Journal of Leisure Research*, 46(2). <https://doi.org/10.1080/00222216.2014.11950318>
- Williamson, K. (2006). Research in Constructivist Frameworks Using Ethnographic Techniques. *Library Trends*, 55(1), 83–101. <https://doi.org/10.1353/lib.2006.0054>

- Wilson, E. (1984). *Biophilia*. Harvard University Press.
- Wilson, R., & Wilson, R. (2007). *Nature and Young Children*. Routledge.  
<https://doi.org/10.4324/9780203940723>
- Wimberley E. (2009). *Nested ecology: the place of humans in the ecological hierarchy*. John Hopkins University Press.
- Wiseman, R. M., Cuevas-Rodríguez, G., & Gomez-Mejia, L. R. (2012). Towards a Social Theory of Agency. *Journal of Management Studies*, 49(1).  
<https://doi.org/10.1111/j.1467-6486.2011.01016.x>
- Wolfe, B., & Haveman, R. (2002). Social and non-market benefits from education in an advanced economy. *Education in the 21st Century: Meeting the Challenges of a Changing World*, 47, 97–131.  
<http://www.bostonfed.org/economic/conf/conf47/index.htm>
- Wood, M., & Selwyn, J. (2017). Looked after children and young people's views on what matters to their subjective well-being. *Adoption & Fostering*, 41(1).  
<https://doi.org/10.1177/0308575916686034>
- Wyn, J., & White, R. (2000). Negotiating Social Change. *Youth & Society*, 32(2), 165–183. <https://doi.org/10.1177/0044118X00032002002>
- Wyn, Johanna, & Dwyer, P. (2000). New Patterns of Youth Transition in Education. *International Social Science Journal*, 52(164), 147–159.  
<https://doi.org/10.1111/1468-2451.00247>
- Yin, R. (1984). *Case Study Research: Design and Methods*. SAGE Publications Inc.
- Yin, R. (1993). *Applications of case study research*. SAGE.
- Yin, R. (2009). *Case study research, design and method*. SAGE.
- Young, L., & Barrett, H. (2001). Issues of Access and Identity. *Childhood*, 8(3), 383–395. <https://doi.org/10.1177/0907568201008003005>
- Zachariou, F., Voulgari, I., Tsami, E., & Bersimis, S. (2019). Exploring the Attitudes of Secondary Education Students on Environmental Education in Relation to their Perceptions on Environmental Problems: The Case of the Prefecture of Viotia. *Interdisciplinary Journal of Environmental and Science Education*, 16(1).  
<https://doi.org/10.29333/ijese/6442>
- Zembylas, M. (2007). Theory and methodology in researching emotions in education. *International Journal of Research & Method in Education*, 30(1).  
<https://doi.org/10.1080/17437270701207785>
- Zimmerman, A., & Cleary, T. (2006). Adolescents' development of personal agency. In Pajares F & Urdn T (Eds.), *Self Efficacy Beliefs of Adolescents* (pp. 45–69). Information Age Publishing.
- Zsóka, Á., Szerényi, Z. M., Széchy, A., & Kocsis, T. (2013). Greening due to environmental education? Environmental knowledge, attitudes, consumer behavior and everyday pro-environmental activities of Hungarian high school and university students. *Journal of Cleaner Production*, 48, 126–138.  
<https://doi.org/10.1016/j.jclepro.2012.11.030>



Zuroff, D. C., Koestner, R., Moskowitz, D. S., McBride, C., Marshall, M., & Bagby, M. R. (2007). Autonomous motivation for therapy: A new common factor in brief treatments for depression. *Psychotherapy Research, 17*(2).  
<https://doi.org/10.1080/10503300600919380>