



Outward Bound Programme South Africa

Report

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COMPRES: Service Delivery Division

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Executive Summary

This report presents the qualitative findings and quantitative results of the questionnaire administered to a sample of participants who completed the Outward Bound Programme. The questionnaire administered to the participants consisted of the Adult Resilience Measure (ARM) and the Mental Health Continuum Short Form (MHC-SF), which were administered pre- and post-intervention. Additionally, qualitative data were collected using a reflective qualitative questionnaire, which was completed post-intervention. The ARM and MHC-SF data were analysed using descriptive and inferential statistics in SPSS. Furthermore, the qualitative data collected from a reflective qualitative questionnaire post-intervention were analysed using thematic analysis. The quantitative results did not show any increases in mean scores between the pre- and post-intervention scores of the ARM and MHC-SF, nor did they reveal any significant differences between the mean scores. The qualitative findings encompass themes related to self-discovery, activities, and the application of plans.

Background

A purposive sample of young adults ($n = 50$) was recruited for this evaluation.

Individuals were required to complete the ARM and the MHC–SF pre- and post-intervention, as well as a reflective qualitative questionnaire following the intervention.

Findings and Results

Qualitative Findings

A thematic analysis was conducted to inductively synthesise the answers from a qualitative questionnaire completed by young adults after an intervention. Specific themes emerged from the activities included in this adventure-based intervention.

Table 1: Self-discovery (Self-Ontdek)

Identified Themes	Identified Codes	Supporting Verbatim Quote
Theme 1: Building Courage and Confidence	moed, braaf wees, sterk wees, vrese oorkom, selfvertroue bou, nie opgee nie	P2: “Ja, ek het geleer om oor my swakpunte soos bang vir hoogte om dit te oorkom...” P12: “Ja ek het baie uit gevind oor myself soos om paar van my vrese te oorkom...” P19: “Ja ek het geleer dat ek einlik n braav mens is en dat ek dinge kan doen sonder ander mense/vriende se help...” P20: “Ek het geleer ek is baie brawe en ek het nog nooit geweet ek was so sterk en het baie selfkonvirdens...” P36: “Ja: Dat wanneer dinger hard is vir jou moet jy nie opgee nie en dat ek teenmy bang gees kan weg en veilig wees...”
Theme 2: Recognising weaknesses and personal growth	vrese identifiseer, emosies bestuur, selfbeheersing, groei uit swakpunte	P2: “Ja, ek het geleer om oor my swakpunte soos bang vir hoogte om dit te oorkom...” P32: “Yes, when someone does something wrong then I get stressed. I get angry fast.” P22: “Ek het respek geleer by ander mense en ek rak gou kwad.”
Theme 3: Developing a sense of belonging and trust	spanwerk ontdek, familiegevoel, ander vertrou, luister na raad	P1: “En om saam te werk as n span want ek het nie van saamwerking gehou nie.” P10: “Dat ek kan invit by ander en omgee vir ander. As n tien kaptyn het ek gevoel asof ek het n familie gestig op my eye...” P12: “Ja, ek het baie pret gehe saam met die span en ons het meeste van die tye saam gewerk.”
Theme 4: Strengthening self-acceptance and identity	self glo, identiteit vorm, goed luister, aanvaarding van self en lewe, selfbeeld verbeter	P15: “ja, ek het iets nuuts geleer om self an jou self te glo.” P27: “What I learned about myself is that, I like to help and I like to give up easily, and I’m a good listener.” P18: “Dat ek n goeie mens is en is ek hard werk kan ek alles beryk wat ek wil he...” P37: “YES, I learned to accept life as it is, and I needed to stay away my phone just for a couple of days.”

Theme 5: Learning life skills and independence	verantwoordelikheid, onafhanklikheid, praktiese vaardighede, oorlewingsvaardighede	P29: “Ek het geleer om self te kook. Ek het geleer om goed skoon te maak wat ek vauil gemaak het.” P40: “Ja, that I caan manage my responsibilities...” P28: “how to savave in live and how to stand yuo grohnd...”
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Theme 1: Building courage and confidence

A strong thread of self-discovery emerged as children realised they were braver and stronger than they had thought. Participant 2 explained how they overcame a specific fear: *“Ja, ek het geleer om oor my swakpunte soos bang vir hoogte om dit te oorkom...”* Similarly, Participant 12 reflected on personal growth, saying they had discovered how to face fears and that *“spanwerk is belangrik.”* Participant 19 shared that they realised they were “actually a brave person” who could manage tasks independently, while Participant 20 said: *“Ek het geleer ek is baie brawe en ek het nog nooit geweet ek was so steerk en het baie selfkonvirdens...”* For Participant 36, courage meant perseverance: *“Wanneer dinger hard is vir jou moet jy nie opgee nie...”* Collectively, these voices show that children discovered resilience, bravery, and confidence in themselves, often for the first time.

Theme 2: Recognising Weaknesses and Personal Growth

Alongside their strengths, children also became aware of their own weaknesses and areas for improvement. Participant 2 reflected on fear of heights, while Participant 22 noted: *“Ek het respek geleer by ander mense en ek rak gou kwad.”* This highlights a growing awareness of emotional triggers. Participant 32 shared that when others make mistakes, they quickly become stressed and angry. These insights demonstrate how children recognised personal challenges but framed them as opportunities for growth and development. Self-discovery, in this sense, was not only about celebrating strengths but also about confronting vulnerabilities and finding ways to improve.

Theme 3: Developing a Sense of Belonging and Trust

Self-discovery also emerged in the way children connected with others through teamwork. Participant 1 noted: *“En om saam te werk as n span want ek het nie van*

saamwerking gehou nie.” For Participant 10, teamwork created a sense of belonging and even family: *“As n tien kaptyn het ek gevoel asof ek het n familie gestig op my eye...”*

Participant 12 echoed this by describing the enjoyment of working together and how much fun they had as a group. These reflections demonstrate that children not only discovered themselves as individuals but also as members of a supportive collective, where trust and belonging became integral to their identity.

Theme 4: Strengthening Self-Acceptance and Identity

Another critical area of self-discovery involved identity and self-acceptance.

Participant 15 explained: *“ek het iets nuuts geleer om self an jou self te glo,”* signalling a stronger belief in themselves. Participant 27 reflected on personal qualities, noting that they enjoy helping others, are a good listener, but also tend to give up easily — an honest self-assessment that shows both strengths and vulnerabilities. Participant 18 highlighted self-worth by saying: *“Dat ek n goeie mens is en is ek hard werk kan ek alles beryk wat ek wil he...”* Meanwhile, Participant 37 spoke about accepting life as it comes: *“I learned to accept life as it is... and I needed to stay away my phone just for a couple of days.”* These accounts demonstrate how children began to view themselves more positively, recognising their strengths while also developing a sense of identity and acceptance.

Theme 5: Learning Life Skills and Independence

Finally, several children described self-discovery through acquiring new skills that gave them a sense of independence. Participant 29 noted: *“Ek het geleer om self te kook. Ek het geleer om goed skoon te maak wat ek vaail gemaak het,”* expressing pride in learning practical life skills. Participant 40 highlighted responsibility: *“Ja, that I can manage my responsibilities...”* Participant 28 broadened the concept of skills to survival and resilience: *“how to savave in live and how to stand yuo grohnd...”* These experiences show that self-

discovery was not only emotional but also practical — children realised they could take care of themselves, manage daily tasks, and prepare for future challenges.

Conclusion on Self-Discovery (Self-Ontdek) as a Multifaceted Process

The children’s reflections show that *self-ontdek* is not a single experience, but a multifaceted process that encompasses courage, growth, belonging, identity, and independence. They discovered bravery and confidence in themselves (Theme 1), while also becoming aware of weaknesses and areas for personal improvement (Theme 2). At the same time, teamwork and shared experiences enabled them to develop a sense of trust and belonging (Theme 3), which strengthened their self-perception and their place within the group. These experiences fostered a deeper understanding of self-acceptance and identity (Theme 4), enabling children to value who they are and what they can achieve. Finally, learning life skills and practical responsibilities (Theme 5) gave them independence and prepared them for future challenges. Together, these themes paint a holistic picture of self-discovery, combining inner resilience, relational growth, and everyday skills that can empower individuals in life beyond the programme.

Table 2: Activity (Aktiwiteit)

Identified Themes and Outcomes linked to Activity	Codes	Activity	Supporting Verbatim Quote
Theme 1: Teamwork and cooperation	spanwerk, samewerking, ander help, respek, luister na raad	Canoeing Paddling Washing dishes Cleaning Jacob’s ladder	P1: “Toe ek begin om leet dat ons moet werk as n span, is toe ons op water gewees dit, toe moet jy en jou maat saam, gewerk dit.” P6: “Dit was by die skotelgoed en die opruim as n span, dit het baie verander dit het my geraak dat ons moet as n span werk.” P9: “Tydens padeling I was so proud about the team, if one of the children can't padel whe all stoped and helped each other and whe moved as a team.” P21: “Om ssos 'nspan te werk tydens die canoeing. Om mekaar te respek - toe ons gestry het.”

Theme 2: Overcoming fear and building confidence	selfvertroue, vrese oorkom, braaf wees, moed, deurdruk	Rock climbing Abseiling/upsailling Jacob's ladder Mountain descent	P7: "Toe ons van n berg moet afklim toe was ek bang maar toe dink ek dat ek moet myself vertrou..." P8: "Dat ek kan deur drik wanneer ek swak is soos padding en hugtevrus." P11: "Tydens die Jacobs leader het ek geleer dat n vrees kan oorkom word as jy probeer." P18: "Ek het my braav by die abseiling geleer/gesien. Ek was baie bang gewees maar ek het dit gedoen..." P24: "The up seiling made me release not to let fear take over you."
Theme 3: Learning patience, persistence, and problem-solving	geduld, nie vinnig nie, nie opgee nie, deursettingsvermoë	Rock climbing Abseiling Hiking Jacob's ladder	P11: "Tydens rock-climbing het ek geleer nie alles moet vinnig gedoen word nie." P26: "To ek kinohen hen dk gileer om nioot op te geenie." P30: "I learrned to clean after myself also not to be scared of everything and the mountain climbing down us the one that made me to be calm no matter what." P38: "Ek het dit geleer toe ek up sayling gedoen het ... en die tyd te mors nie want tyd is kosbaar."
Theme 4: Practical skills and responsibility	kook, skoonmaak, leierskap, verantwoordelikheid	Cooking Washing dishes Camp chores Being leader	P3: "Ek het kook en my geliet by die kamp." P19: "Die was toe ek begin het kook toe kan ek nie kook nie toe leer ek." P29: "My activity was washing dishes and helping cutting things for others. My other activity was also cooking." P42: "When we washed the dishes and cooking the food, when I was selected to be a leader and I must be the first one to wake up in the meming."
Theme 5: Reflection and Self-awareness	stilte, dinktyd, selfbewustheid, kalmte	Hiking Solo activity Quiet time	P34: "The activity is called 'solo' because in a solo you sit alone for some time no noise just peace and you get a chance to think about a lot of things." P36: "When we were padling ... and also when we did the solo where we were sitting alone and when we were hiking."
Theme 6: Respect, values and emotional awareness	respek, waardes, emosiebeheer	Canoeing Group conflict Cooking	P21: "Om ssos 'nspan te werk tydens die canoeing. Om mekaar te respek - toe ons gestry het." P31: "I learned from cooking that I get stressed and angry fast."

Theme 1: Teamwork and Cooperation

Activities such as canoeing, paddling, washing dishes, and working together on chores created opportunities for children to learn the value of teamwork. Participant 1 described realising the importance of cooperation on the water when they and their partner had to paddle together to move forward. Similarly, Participant 6 reflected on how washing dishes and cleaning as a group taught them that working together can be transformative: *“Dit was by die skotelgoed en die opruim as n span, dit het baie verander dit het my geraak dat ons moet as n span werk.”* In paddling, Participant 9 proudly shared how the group stopped to help one another so that they could move forward together, highlighting the value of unity. For Participant 21, teamwork also meant learning respect for peers, even in times of disagreement. These examples demonstrate that cooperative activities help children understand the significant benefits of teamwork.

Theme 2: Overcoming Fear and Building Confidence

Challenging outdoor activities such as rock climbing, abseiling, and the Jacob’s ladder provided powerful lessons in bravery and confidence. Participant 7 explained how descending a mountain forced them to trust themselves, while Participant 8 linked paddling and overcoming fear of heights to pushing through personal weaknesses. Participant 11 highlighted how the Jacob’s ladder taught them that fears can be conquered through effort. The abseiling activity was especially significant — Participant 18 shared that despite being very scared, completing the task gave them the courage to recognise their bravery: *“Ek het my braav by die abseiling geleer/gesien. Ek was baie baie bang gewees maar ek het dit gedoen...”* Similarly, Participant 24 noted that upsailing helped them realise they must not allow fear to take over. These reflections demonstrate how directly facing physical challenges translates into greater confidence and resilience.

Theme 3: Learning Patience, Persistence, and Problem-Solving

Alongside courage, children discovered the importance of patience and persistence. Participant 11 explained that rock climbing showed them that not everything needs to be done quickly, while Participant 26 reflected on learning not to give up. Participant 30 shared that mountain climbing down taught them calmness and not to be afraid of everything, while Participant 38 described how upsailing and hiking helped them understand that time is precious and should not be wasted. These experiences highlight how physically demanding activities encouraged problem-solving, persistence, and an appreciation of patience in reaching goals.

Theme 4: Practical Skills and Responsibility

Cooking, washing dishes, and other camp chores provided valuable lessons in responsibility and independence. Participant 3 expressed enjoyment in learning to cook at camp, while Participant 19 reflected on initially not knowing how to cook but then learning through the experience. Participant 29 described washing dishes and helping prepare food as meaningful contributions, and Participant 42 shared that being selected as a leader taught them responsibility, such as waking up early to set an example. These activities helped children recognise that responsibility extends beyond physical tasks — it includes leadership, reliability, and accountability to others.

Theme 5: Reflection and Self-Awareness

The solo activity stood out as a key moment for children to engage in reflection and self-awareness. Participant 34 described the solo as sitting quietly alone in peace, with time to think about many things. For Participant 36, solo time combined with paddling and hiking offered an opportunity to reflect and connect with themselves in silence. These reflective experiences gave children the chance to slow down, process their thoughts, and become more aware of themselves in ways that the more active group tasks did not allow.

Theme 6: Respect, Values, and Emotional Awareness

Finally, children gained a deeper understanding of values, respect, and emotions through activities that tested their patience and fostered group dynamics. Participant 21 explained that canoeing helped them learn respect for others, even in moments of conflict:

“Om ssos 'nspan te werk tydens die canoeing. Om mekaar te respek - toe ons gestry het.”

Meanwhile, Participant 31 reflected on how cooking made them realise that they tend to get stressed and angry quickly, showing how everyday tasks can also become spaces for emotional learning. These activities encouraged self-reflection on emotional triggers and the importance of respect and values in group living.

Conclusion on Activities

The activities provided during the programme served as powerful tools for self-discovery and personal development. Outdoor challenges such as abseiling, rock climbing, hiking, and the Jacob's ladder pushed children to confront their fears, build confidence, and develop resilience. At the same time, group-based tasks like canoeing, paddling, washing dishes, and cooking reinforced the importance of teamwork, respect, and shared responsibility. These activities highlighted that growth does not only come from overcoming fears but also from learning patience, persistence, and problem-solving in the face of obstacles.

Equally important, quieter moments, such as solo activities, allowed children to reflect on themselves, their emotions, and their place within the group, fostering deeper self-awareness. Everyday tasks, such as cooking and cleaning, also taught responsibility, leadership, and emotional regulation, showing that even routine chores can have transformative outcomes.

Taken together, the activities created a holistic environment where children could develop courage, responsibility, and a sense of identity while building meaningful

connections with others. They discovered that personal growth comes not only from individual achievements but also from collaboration, reflection, and learning how to navigate emotions in shared spaces.

Table 3: Application of Plans (Planne Toepassing)

Identified Themes	Identified Codes	Supporting Quotes
Theme 1: Applying healthy habits and discipline	oefen, gesond leef, selfdiscipline, nie lui wees nie, selfbeheersing	P1: "Om elke dag te oefen... ek kies om fit te wees en nie onfit nie." P37: "My plan is to study and not use my phone everyday and not to play all day. I must stop being lazy to work at home." P44: "My plan is becoming better in things that I do, timing managing so that everthing can be done in time..."
Theme 2: Positive thinking and emotional regulation	positief wees, emosies beheer, stres hanteer, nie kwaad wees nie	P2: "Wat ek geleer is dat alles net n positiewe en negatiewe kant... om altyd positiewe emosies te het." P40: "That I should control myself from being angry, stressed. That somethings are not going to be good when you are angry or stressed."
Theme 3: Sharing experiences and helping others	ander leer, ander help, spanwerk, kennis deel	P3: "Ek gaan huistoe en vir my vriende gaan vir tel hoe lekker was dit hier by die kamp." P7: "Ek het geleer hoe om in n span te werk, as ons sokker speel by die skool dan kan ons as n span werk..." P39: "Ek gaan ander kinders help leer. As ek sokker speel gaan ek vir die ander kinders ander oefeninge wys..."
Theme 4: Family and community responsibility	familie help, span by huis, kerk, gemeenskap, kosmaak	P6: "Ek gan vir my huisgesin se ons moet altyd as n span werk soos met kook, opruim, en skotelgoed..." P10: "To be respeck full agents athers and to help the people thats rong. To be come sigesesful in life you need to believe in yourself and to motivate people..." P16: "My planne is om die experience saam my in die lewe te vat om n beter mens te wees in my gemeenskap, skool en huis."
Theme 5: Bravery, confidence, and persistence	braaf wees, self glo, nie opgee nie, vrese oorkom	P14: "Dat as mense jou uit lag wat jy doen moet altyd brave gaan met jou lewe aan..." P23: "My plan is om dit te gebruik teen die lewe... dan het braavnis nodig om die stryd te oor win." P35: "My plan is to never give up if I can do it, then I will do it."
Theme 6: Practical skills and independence	kook, skoonmaak, selfstandig, verantwoordelikheid	P43: "To never give up to overcome my fears." P8: "Die planne wat ek geleer het was om te koook en ek weet nou hoe om in die natuur te leef." P33: "When I go back home I'm going to use the things by helping in the house, and cooking, cleaning." P41: "I have learned to clean after my self and my family will not be there when you need or

Theme 7: Respect, values, and a voice	respek, ander verstaan, selfuitdrukking, regte pad volg	want them.” P42: “Ek kan kenooer op my ye en ek kan vis gaan fan en ek kan aan myself kyk wanneer iets vir beer.” P12: “Om te lyslug bang onder wysirs te skryf en te lystur an jou onder wysur te lystur.” P18: “om opbetestaan ver myself en te se hoe ek voel en die regte pad te volg...” P38: “om vroeg op te staan en hoe om mense te respek en ander mense.”
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Theme 1: Applying Healthy Habits and Discipline

Several children discussed implementing discipline and healthier routines in their daily lives. Participant 1 described a shift in perspective, choosing to exercise daily and no longer identifying as a “lazy person.” Participant 37 planned to limit phone use, avoid laziness, and focus on studies, while Participant 44 aimed to manage time more effectively and complete tasks on schedule. Together, these reflections show how children wanted to adopt structured habits and discipline that support healthier, more productive lives.

Theme 2: Positive Thinking and Emotional Regulation

Children also emphasised the importance of carrying positive attitudes forward and managing emotions. Participant 2 noted that every situation has both positives and negatives and committed to holding onto positive emotions, even when things are difficult. Participant 40 planned to manage anger and stress more effectively, acknowledging that these emotions often lead to adverse outcomes. These reflections reveal how children learned to use emotional regulation and positive thinking as strategies for resilience.

Theme 3: Sharing Experiences and Helping Others

For some, the focus was on taking lessons learned and sharing them with peers. Participant 3 wanted to tell friends about camp and share what they had learned, while Participant 7 spoke of applying teamwork lessons in school soccer by helping others when they needed support. Participant 39 planned to teach other children exercises and canoeing skills, showing how knowledge transfer was a key outcome. These responses highlight how children sought to extend their growth to benefit others in their communities.

Theme 4: Family and Community Responsibility

Children often reflected on responsibility within family and community contexts. Participant 6 planned to teach their family about teamwork through cooking, cleaning, and chores. Participant 10 linked responsibility to respect, helping others, and motivating people to believe in themselves. Participant 16 explicitly framed their plan as becoming a better person within their school, home, and community. These reflections show how lessons from camp extended beyond the individual to broader social responsibilities.

Theme 5: Bravery, Confidence, and Persistence

A strong theme was the importance of courage and persistence in the face of challenges. Participant 14 resolved not to let ridicule discourage them but to continue bravely with life. Participant 23 explained that life brings struggles, and one needs bravery to overcome them, while Participant 35 committed to never giving up if something could be done. Similarly, Participant 43 planned to use bravery to overcome fears. Collectively, these plans reflect how bravery, persistence, and confidence became guiding values for their future actions.

Theme 6: Practical Skills and Independence

Children also highlighted practical life skills and independence. Participant 8 planned to continue cooking and apply survival skills in nature. Participant 33 wanted to help at home through cooking and cleaning, while Participant 41 reflected on learning to clean up after themselves and not relying on family for everything. Participant 42 proudly stated that they could now canoe, fish, and take care of themselves. These plans reveal that independence and responsibility were meaningful takeaways that children intended to apply in their daily lives.

Theme 7: Respect, Values, and Voice

Lastly, children reflected on respect, values, and self-expression. Participant 12 described listening to teachers and respecting authority, while Participant 18 highlighted the

importance of speaking up, expressing feelings, and following the right path. Participant 38 emphasised the importance of waking up early, respecting others, and maintaining discipline in daily routines. These responses show how children internalised respect and developed a stronger voice for themselves, framed within values of responsibility and fairness.

Conclusion on the application of their Plans

The children's reflections on their plans show that the lessons from camp extended well beyond the immediate experience, shaping their intentions for everyday life at home, school, and in their communities. Many expressed a desire to build healthier routines and discipline, such as exercising, studying, and managing their time more effectively. Others focused on maintaining positive attitudes and regulating their emotions, showing that resilience and emotional awareness were essential outcomes.

Equally significant was their commitment to sharing what they had learned with others. Children planned to help peers with teamwork at school, teach friends new skills, and support their families by contributing through chores and cooperation. This sense of responsibility extended into the community, where they aspired to be seen as better individuals who motivated and respected others.

Bravery and persistence were also central to their future outlooks, with several participants emphasising the importance of not giving up in difficult times, overcoming fears, and continuing with confidence despite challenges. Alongside these values, practical skills such as cooking, cleaning, and even survival abilities were highlighted as tools for independence. Finally, children expressed the importance of respect and voice — listening to others, standing up for themselves, and following the right path.

Together, these plans illustrate how the camp experience acted as a catalyst for long-term growth. The children envisioned themselves not only as individuals becoming stronger and more disciplined but also as contributors to their families, schools, and communities. The

programme, therefore, fostered a vision of self-improvement intertwined with collective responsibility, shaping them into young people who seek to live with courage, respect, and purpose.

Quantitative Results

Firstly, a descriptive statistical analysis of the data is provided. These statistics provide a picture of the data before the inferential analysis is conducted. Secondly, an inferential quantitative analysis was conducted on the pre- and post-test data from two psychometric questionnaires: the Adult Resilience Measure (ARM) and the Mental Health Continuum Short Form (MHC-SF). The ARM has two sub-scales: personal resilience and relational resilience. The MHC-SF has three sub-scales: emotional well-being, personal well-being, and social well-being.

Descriptive Statistics

Tables 4 and 5 present a breakdown of the descriptive statistics for the total scores and subscale scores of the ARM and the MHC-SF. These statistics illustrate measures of central tendency and measures of variability.

Table 4 represents the scores of the ARM pre- and post-tests. There was a decrease in the mean total ARM score post-intervention ($M = 66.90$, $SD = 7.313$) compared to the pre-intervention total ARM score means ($M = 67.76$, $SD = 8.178$). Additionally, the minimum score of 47 was lower post-intervention compared to pre-intervention, which was 50. Thus, lower scores for overall resilience were reported post-intervention. A maximum of 82 was noted for both pre- and post-intervention scores. With that being said, the variance of the post-intervention scores ($\sigma^2 = 53.480$) was smaller compared to the pre-intervention scores of the total ARM ($\sigma^2 = 66.880$).

Furthermore, when looking at the subscales of the ARM: personal resilience and relational resilience, a decrease between the means of both subscales is noted for pre- and post-intervention scores. Firstly, the mean scores of the relational resilience subscale pre-intervention ($M = 28.12$, $SD = 4.144$) are higher than post-intervention ($M = 27.38$, $SD = 4.299$). Additionally, the minimum score of 16 and the maximum score of 33 were lower post-intervention compared to pre-intervention, with a minimum score of 19 and a maximum score of 34. The variance of the post-intervention scores ($\sigma^2 = 18.485$) was larger compared to the pre-intervention scores of the relational resilience subscale ($\sigma^2 = 17.169$).

Secondly, the mean scores of the personal resilience subscale pre-intervention ($M = 39.64$, $SD = 5.583$) are higher than post-intervention ($M = 39.52$, $SD = 4.626$). It should be noted that there was not a significant decrease in the mean scores pre- and post-intervention, as there is only a 0.12 difference. Additionally, the minimum score of 29 and maximum score of 49 was lower post-intervention compared to pre-intervention, which has a minimum score of 27 and a maximum score of 50. The variance of the post-intervention scores ($\sigma^2 = 21.398$) was smaller compared to the pre-intervention scores of the personal resilience subscale ($\sigma^2 = 31.174$).

Table 5 represents the scores of the MHC-SF pre- and post-tests. There was a decrease in the mean of the total MHC-SF score post-intervention ($M = 38.40$, $SD = 11.810$) compared to the total MHC-SF score pre-intervention means ($M = 39.10$, $SD = 11.123$). Additionally, the minimum score of 17 was lower post-intervention compared to pre-intervention, with a minimum score of 18. In contrast, the maximum score of 68 was higher post-intervention than the maximum score of 63. Thus, lower scores for overall well-being were reported post-intervention, although there was an increase in the maximum score post-intervention. With that being said, the variance of the post-intervention scores ($\sigma^2 = 139.469$)

was larger compared to the pre-intervention scores of the total well-being score ($\sigma^2 = 123.724$).

Furthermore, when examining the subscales of the MHC-SF —emotional well-being, social well-being, and psychological well-being —a decrease in the means of the emotional and social well-being subscales is observed between pre- and post-intervention scores, whereas an increase is noted in the psychological well-being subscale between pre- and post-intervention scores. Firstly, the mean scores of the emotional well-being subscale pre-intervention ($M = 7.88$, $SD = 3.173$) are higher than post-intervention ($M = 7.70$, $SD = 2.950$). Additionally, the minimum score of both pre- and post-intervention was 3, whereas the maximum score of 16 was lower post-intervention compared to pre-intervention, with a maximum score of 17. The variance of the post-intervention scores ($\sigma^2 = 8.704$) was smaller compared to the pre-intervention scores of the emotional well-being subscale ($\sigma^2 = 10.067$).

Secondly, the mean scores of the social well-being subscale pre-intervention ($M = 16.50$, $SD = 5.269$) are higher than post-intervention ($M = 15.32$, $SD = 4.783$). Additionally, the minimum score of 8 was higher post-intervention compared to pre-intervention, which had a minimum score of 7, whereas the maximum score of 25 was lower post-intervention compared to pre-intervention, which had a maximum score of 29. The variance of the post-intervention scores ($\sigma^2 = 22.875$) was smaller compared to the pre-intervention scores of the social well-being subscale ($\sigma^2 = 27.765$).

Thirdly, the mean scores of the psychological well-being subscale pre-intervention ($M = 14.72$, $SD = 5.429$) are lower than post-intervention ($M = 15.38$, $SD = 5.792$). Additionally, the minimum score of 6 was lower post-intervention compared to the pre-intervention, which had a minimum score of 7. Conversely, the maximum score of 29 was lower post-intervention compared to the pre-intervention, which had a maximum score of 31. The

variance of the post-intervention scores ($\sigma^2 = 33.547$) was larger compared to the pre-intervention scores of the social well-being subscale ($\sigma^2 = 29.271$).

Although the descriptive statistics indicate a decrease in mean scores and minimum and maximum scores, this does not necessarily indicate that the intervention is not effective. The decreases in the ARM and MHC-SF scores post- and pre-intervention may be due to the specific sample or due to growing awareness during the intervention, i.e. the participants only became aware of particular strengths or skills they lack during the intervention and thus marked themselves lower after the intervention, as they only understand the processes after the fact.

Table 4

Descriptive table explaining the results of the ARM pre- and post-tests

[illegible]

Table 5

Descriptive table explaining the results of the MHC-SF pre- and post-tests

[illegible]

Inferential Statistics

Inferential statistics were used to investigate the relationships between the pre- and post-tests of both the ARM and the MHC-SF. Tables 6 and 7 show a breakdown of the inferential statistics related to the total scores and subscale scores of the ARM and the MHC-SF. Tables 6 and 7 show the t-test results between the pre- and post-intervention scores of the ARM and MHC-SF and their subscales. Parametric assumption tests were conducted on the data, and it was found that the data did not meet these assumptions; thus, the following tests were conducted using non-parametric test statistics.

T-tests between the Pre- and Post-Intervention scores of the ARM and MHC-SF. As stated earlier, parametric assumption tests indicated that the data did not meet parametric assumptions (*Shapiro-Wilk* < .005), and as a result, non-parametric tests (Wilcoxon Signed Ranks Test) were used when conducting the analysis.

Table 6 shows the non-parametric t-test results of the ARM pre- and post-intervention scores. There are no significant differences between the means of the pre- and post-intervention scores of total resilience ($Z = -.509, p = .611$), personal resilience ($Z = -.097, p = .923$), and relational resilience ($Z = -1.717, p = .086$). Therefore, there are no significant differences in the means between the pre- and post-intervention ARM and subscale scores.

Table 6

Non-parametric t-test results of the ARM pre- and post-tests

	Resilience Post-test Personal - Resilience Personal Pre-test	Resilience Post-test Relational - Resilience Relational Pre-test	Resilience Post-test Total - Total Resilience Pre-test
<i>Z</i>	-.097 ^b	-1.717 ^c	-.509 ^c
Asymp. Sig. (2-tailed)	.923	.086	.611

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.

Table 7 shows the non-parametric t-test results of the MHC-SF pre- and post-intervention scores. There are no significant differences between the means of the pre- and post-intervention scores of total well-being ($Z = -.520, p = .603$), emotional well-being ($Z = -.085, p = .933$), social well-being ($Z = -1.840, p = .066$), and psychological well-being ($Z = -1.059, p = .289$). Therefore, there are no significant differences in the means between the pre- and post-intervention MHC-SF and subscale scores.

Table 7

Non-parametric t-test results of MHC-SF pre- and post-tests

	Emotional Well-being Post-test - Emotional Well-being Pre-test	Social Well-being Post-test - Social Well-being Pre-test	Psychological Well-being Post-test - Psychological Well-being Pre-test	Total Well-being Post-test - Total Well-being Pre-test
<i>Z</i>	-.085 ^b	-1.840 ^b	-1.059 ^c	-.520 ^b
Asymp. Sig. (2-tailed)	.933	.066	.289	.603

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

Conclusion

The evaluation of the Outward Bound Programme highlights a valuable balance between measurable stability and qualitative growth. While the quantitative findings from the ARM and the MHC-SF showed no statistically significant differences between pre- and post-intervention scores, this does not necessarily indicate a lack of impact. A possible explanation is that participants developed greater self-awareness during the intervention, leading to a shift in how they evaluated themselves. This “response shift” may have resulted in more critical self-assessments post-intervention, thereby masking developmental gains in the quantitative results. In other words, by becoming more aware of their strengths and limitations, participants may have rated themselves more cautiously.

The qualitative findings, however, clearly demonstrate that participants experienced meaningful personal and social growth. They discovered courage by facing fears, learned patience and persistence through challenges, and embraced responsibility through daily tasks and leadership roles. They also strengthened their identity, improved their self-acceptance, and developed life skills that foster independence. Importantly, they expressed a commitment to applying these lessons in their homes, schools, and broader communities.

In conclusion, the programme contributed to profound developmental outcomes, even if standardised psychometric measures did not fully capture such growth. This suggests that future evaluations may benefit from combining quantitative tools with qualitative and developmental measures that are more sensitive to shifts in self-perception and relational skills. Implications for practice include: 1) Maintaining the emphasis on teamwork, reflection, and experiential challenges, 2) Considering follow-up sessions to reinforce skills learned, and 3) Exploring additional outcome measures that better capture nuanced changes in identity, resilience, and self-concept. The Outward Bound programme, therefore, continues to play an important role in building resilience, responsibility, and community-mindedness among young adults, equipping them with strengths that extend far beyond the intervention setting.