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CROSS-CULTURAL COMPARISON OF SPA AND

WELLNESS SERVICES FOR TEENAGERS

Master Thesis

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This Master thesis has been compiled independently. All works by other authors used while compiling the thesis as well as principles and data from literary and other sources have been referred to.

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INTRODUCTION

In the past years many nations have been in the cultural transition from cultural and cross-cultural to transcultural and global culture. Traditionally, culture has been a vital factor in imparting and strengthening identity of groups and peoples. It has protected their traditions and modes of life, and it distinguishes one group or people from the other. However, today global culture entails the promotion of a specific kind of life-style, consumption pattern, products, and identities. Technology, goods and services, promoted by the present era of globalization, have deep cultural implications. Also, it is perfectly true that many nations still speak different languages, have different religions and different foods, keep their households in different ways, but if we analyze the structure we can see certain kind of patterns which get repeated in almost all these societies (e.g. fast music, fast technology, fast food, etc.).

Due to globalization process many spas are beginning to resemble large and expensive beauty salons with wellness content. Similarly, spas with standardization of facilities and services are now springing up all over the world and have become a standard feature of luxury chain hotels and resorts. Thus, the author considered importance to investigate which kind of consequences and the impact these transitions from cultural, cross-cultural to transcultural and global culture have on wellness and spa culture particularly on wellness and spa services for teenagers in different countries. It was significant to determine differences and similarities of spa and wellness services for teenagers since spa and wellness institutions in the world might reflect diverse practices.

On the other hand there are teenagers in their transitional period from the childhood to adulthood with their perception, needs and expectations. On the journey to adulthood and maturity their subjective well-being is influenced by many external factors such as social networks, school, community, family, peers, environment, etc. As a result, it was necessary to gain knowledge of teens' needs and expectations among different cultures influenced by different factors and how these factors are ready to meet requirements of youngsters.

Therefore, the research explored *what are cross-cultural differences or similarities of spa and wellness services for teenagers.* In addition, as *the aim* of this project is to introduce differences and similarities of cross-cultural spa and wellness services for teenagers as a special group of consumers and understand their needs and demands based on relevant culture, value and life style, the *objectives* of this research were formulated:

(1) to compare spa and wellness services for teenagers in different countries
(2) to identify needs and expectations of teenagers from different countries when consuming wellness and spa services

The author decided to study the phenomena from different sides in order to receive a two-dimensional view: from teenagers' perspective in four different countries (Estonia, Serbia, Norway and Australia) and from professionals' (e.g. wellness and spa specialists, school and community representatives, etc.) perspective in four different countries (Estonia, Serbia, Ukraine and Canada).

In this research non-probability sampling was used, specifically convenience sampling, in both cases, the sample of teenagers and the sample of professionals. From the teenagers' perspective the author decided to chose samples of 25 teenagers (n=25) in each of the four countries that have been selected, which means all together a hundred adolescents (n=100). From the professionals' perspective the author decided to choose a sample of 10 professionals (n=10) in each of the four countries that were selected, which means altogether forty professionals (n=40).

The project has a philosophical approach as, according to interpretivists, the subjectivity of the researcher affects the ways of conducting social research, including the choice of a particular research methodology. Also, interpretivists believe that varied backgrounds, assumptions and experiences, in this case the author's, professionals' and teenagers', give multiple perspectives and subjective experiences that influence the outcome of the research.

The cross-cultural research strategy was used in order to compare and reach both objectives. For the first objective the model of Valsiner (2003) - Creating generalized

knowledge through sample-to-population inference - was implemented to compare wellness and spa services for teenagers from their and professionals' perspectives in schools, communities and spas of different countries. The second model - The Indivisible Self: An Evidence-Based Model of Wellness (IS-WEL) by Sweeney and Myers (2003) - was used for the second objective to identify needs and expectations of teenagers from different countries when consuming wellness and spa services.

When considering comparative research design, the author employed a few countries comparison adapted by Landman (2008). Lead by this research design, it was decided to utilize a combination of both approaches, The Most Similar Systems Design (MSSD) and The Most Different Systems Design (MDSD) by Lor (2011) in order to present wellness and spa services for teenagers. In each country the number of questioned teens and the age of teens are the same; still each country has a different wellness and spa culture and history (e.g. Nordic well-being, sauna culture, Balkan wellness, etc.) that might have reflection and influence on wellness and spa services for teenagers.

A mixed research method was employed by using two different self-administrated questionnaries for both teenagers and professionals. Questions for the questionnaires were structured to be mainly open-ended in order to induce critical thinking and undirected opinion of the respondent and a few close-ended so that a statistical interpretation could be undertaken. In addition, questions were created to be more interesting and understandable for adolescents and therefore the questionnaire for professionals was constructed to coincide with it. The data was obtained from questionnaires that were administered in person and electronically in the period from December 2014 to February 2015. Ten (10) questions in total were developed for teenagers in English, Norwegian and Serbian languages and ten (10) for professionals in English language.

Received responses were analyzed and presented in tables and figures compiled by the author. Moreover, discussion of research outcome and suggestions for the further study were presented as well as theoretical and research gaps. Finally, summary was written in a Serbian language.

1. LITERATURE REVIEW

This chapter will give information on the cultural transition, teenagers' development and behavior in cultural and social context, and their subjective well-being as well as the influence of school, community and social media on teens' life. In addition, the role and influence of different wellness and spa services for adolescents will be presented.

1.1. Cultural Theories and the Influence of Globalization

Peterson in the book Cultural Intelligence (2004) likens culture to an iceberg. There is the part you can see, the tip of the iceberg, which represents the behaviors and obvious characteristics such as language, food, population, music, clothing, pace of life, gestures, eye contact, and leisure activities. Then there is the part of the iceberg under water that we cannot see: opinions, attitudes, philosophies, values and convictions (Peterson, 2004). Furthermore, the cross-cultural concept describes and compares peoples' behavior within and across different countries and cultures and seeks to understand and improve the interaction of cultures around the world. Cross-cultural differences are not only limited to language, food or dance, but are also experienced in a variety of human interactions like non-verbal behavior, religious beliefs, time orientation, attitude to privacy, manners, customs, forms of address, body language or gestures (Reisinger & Turner, 2003).

The concept of transculturalism is related to the concept of cross-cultural in the sense that it rejects the notion that there is only one way of knowing, behaving, of communicating and therefore trancultural reality is more closely aligned with a concept of globalism (Milhouse, 2001). The prefix 'trans-' suggests moving through spaces and across borders, not merely between points. Unlike cross- or intercultural communication that tends to study contacts between individuals from different cultures that are assumed to be discrete entities, transcultural communication believes all cultures to be inherently mixed (Kraidy, 2005). Transculturalism can be defined as "culture's potential for self-awareness and self-transformation" and "seeing oneself in the other". Just as culture liberates humans from the oppression of the raw instincts of nature, so transculturalism liberates humans from the oppression of the symbols of culture (Epstein, 2005).

In today's globalizing world where cultures increasingly connect and collide, the art of finding distinctive or even unique characteristics of any national culture is becoming harder. Greater access to knowledge, data and multiple opinions adds complexity rather than simplifies our ability to capture and distil the essence of a nations' culture accurately (Swarnalatha & Vasantham, 2014). Still, people see globalization as good or bad. As a good aspect of globalization it nourishes innovative ideas that can be easily implemented and it's a unity of world culture where people are able to share their beliefs, rituals, values, and goals (Satwase, 2011). On the other hand, the growing concern towards the implications of global terrorism is not without base. Global conflicts are interwoven with the attempts at globalization. Also, globalization may lead to loss of cultural identity as Western ideas are always imposed upon the Eastern thoughts (Borade, 2011).

In that context, adolescents have a pivotal role in the process of globalization as they have enough maturity and autonomy to pursue information and experiences outside the confines of their families. Unlike adults, they are not yet committed to a definite way of life and have not yet developed ingrained habits of belief and behavior and they are more open to what is new and unusual. They tend to have more interest in global media such as recorded music, movies, television, the Internet that opens the way for other changes in beliefs and behavior (Arnett, 2002). As an 'online' and the most 'globalised' generation today's teens do not even remember a time when things were different (e.g. without technology, global medias, etc.), especially in developed countries (Anderson & Rainie, 2012). Today, market researchers try to sell to "global teens" because urban adolescents worldwide follow similar consumption patterns and have similar preferences for "global brands" of music, videos, T-shirts, soft drinks, and so on. However, adolescents are also viewed in some cultures as being especially vulnerable to the allurements of the global culture, and adolescent problems such as substance use and premarital pregnancy are sometimes blamed by adults on the intrusion of Western values through globalization (Arnett, 2002).

Due to the globalization process many spas are beginning to resemble large and expensive beauty salons with wellness content. As such, it combines features from regions around the globe, including American commercialism with its emphasis on beauty, pampering and

destination experiences; Asian service ethics, holistic therapies and spiritual practices; European medical traditions and clinical acumen; and the indigenous knowledge and environmental consciousness of various tribal cultures. Thus, spas with standardization of facilities and services are now springing up all over the world and have become a standard feature of luxury chain hotels and resorts. The global spa culture appears to be emerging from the intersection of the global, jet-set elite and the hippie counterculture both of which transcend national borders and have arisen from the baby boomer generation. Baby boomers grew up with an expanded view of individual freedom associated with feminism, civil, gay, handicapped and animal rights, and a shift away from formal religion and culture towards an emphasis on personal spiritual experience. However, in the spa industry it is still a trend to use and promote the uniqueness and authenticity (e.g. Balkan Wellness - ethno style) in order to attract spa-goers who are looking for originality and have different needs (Bodeker & Cohen, 2008).

1.2. Teenagers' Development and Behavior in Cultural and Social Context

Adolescence is a transitional period of development between youth and maturity. It is a process of achieving the desirable growth, attitude beliefs and methods for affective participation in society as an adult. It is today defined as a distinct period of adjustment or as a journey to adulthood, where a teenager has to face rapid physical, cognitive and social change. It is commonly divided into three periods: early adolescents (12-14 years old), middle adolescence (15-17 years old) and late adolescence (18-22 years old). Adolescence as a developmental period is filled with many challenges (Samridhi & Preeti, 2014). Moreover, one of the famous aging experts Robert James Havighurst (1948) argued that identifying and mastering developmental tasks help us to understand the way change affects our lives. Another way to understand life span changes is to identify those needs that must be satisfied if personal goals are to be achieved. The developmental tasks of adolescence comprise: (1) achieving new and more mature relations with age-mates of both sexes, (2) achieving a masculine or feminine social role, (3) accepting one's physique and using the body effectively, (4) achieving emotional independence from parents and other adults, (5)

preparing for marriage and family life, (6) preparing for an economic career, (7) acquiring a set of values and an ethical system as a guide to behavior, (8) developing an ideology, and (9) desiring and achieving socially responsible behavior (Havighurst, 1948).

Many processes can influence needs, demands, expatiations and behavior of teenagers. For instance, the term psychosocial reflects the dynamic relationship between psychological and social processes. Psychological processes are internal; they include thoughts, feelings, emotions, understanding and perception. Social processes are external; they are comprised of social networks, school, community, family and environment. It is important to remember that what happens in one of these areas will affect aspects of the others. How we are feeling internally affects how we relate to the environment around us. Similarly, our traditions, customs, culture and community affect how we feel. The materials, biological and psychosocial aspects of well-being are integrally related, and it is not helpful to try to separate them in program development (Williamson & Robinson, 2006).

However, there are many risk factors for the development of problem behavior within teens such as (1) Individual: Biological (e.g. age, sex, learning disability, hyperactivity, attention deficits, etc.), Psychological (e.g. self-concept, relevant personality factors, mood and emotional adjustment, etc.), Cognitive (e.g. locus of control, alcohol expectancies, etc.), Behavioral (e.g. early onset of aggressiveness, noncompliance, substance use, etc.), Life experience (e.g. early contact with the juvenile justice system, etc.); (2) Psychosocial: Familial (e.g. quality of attachment and social bonds, parental control, etc.), Educational (e.g. academic failure, school discipline referrals and truancy, etc.), Peer (e.g. delinquent vs. conventional peer associations, etc.); (3) Community: Socioeconomic status and poverty, Neighborhood (e.g. neighborhood stress, community violence, etc.), Gang activity; and (4) Demographic: Various aspects of teen culture (e.g. subculture of violence, etc.) that may provide access to delinquent peers and role models, Ethnic norms and values that can provide protective buffering against these influences (Milkman & Wanberg, 2012).

When talking about teens as consumers, several factors which are individual and environmental factors affect teens' behavior in the decision-making process. Individual

factors are motivation, personality, perception, learning, values, beliefs, attitudes and life style. Environmental factors are personal influence, reference group, family influence, social class and culture. For instance, behavior of consumers from similar culture or social group are similar to each other because they have similar lifestyles, their learning, perception and motivation are close to each other. Another affecting factor on behavior is demographic factors. For example, consumers are different sex, education level, occupation, religion, have different needs and wants, also their perception may change according to their ages (Akdemir & Temel, 2006).

1.3. Teenagers Subjective Well-being (SWB)

Well-being is a state of successful performance throughout the life course which includes strength in physical, cognitive, and social-emotional functioning as well as the successful integration of these three domain functions. The two concepts of wellbeing are usually referred to as hedonic and eudaimonic. Hedonic wellbeing refers to feeling good, whereas eudaimonic wellbeing refers to living a good life i.e. meaningful, honorable, or realistic. A measure of hedonic wellbeing is often called subjective wellbeing (SWB). SWB is generally defined as the optimistic situation of mind that encompasses all over the life for different practices in daily routine (Manzoor et al., 2014).

According Huebner (2005), Myers and Diener (1995), Konu et al. (2002) and Ben-Zur (2003), subjective well-being is generally considered to be comprised of three interrelated but distinct factors, namely the relative presence of positive effect, absence of negative affect and perceived quality of life, or life satisfaction. Life satisfaction is defined as a cognitive evaluation of one's life as a whole and/or of specific life domains. Measures of life satisfaction range from multi-item scales to single questions aimed at assessing global life satisfaction. In contrast to a wealth of research on the life satisfaction of adults, few studies of life satisfaction in children and adolescents have been conducted. In general, most adolescents report positive global life satisfaction. Similar to findings with adults, studies of youth have revealed that subjective well-being is weakly related to demographic variables such as gender, age and socio-economic status whereas personal and/or social

resources contribute to subjective well-being and life satisfaction substantially. Subjective well-being is positively related to the internal qualities of self-esteem, sense of control, optimism and extraversion and to a variety of interpersonal variables that include measures of quality of teenagers' relationships with parents, as well as with non-family relations that provide emotional support, such as experiences in school, community and with peers (as cited in Šaric et al., 2008).

However, in the UK, suicide is the most common cause of death in young men. In a psychological autopsy study of completed suicide in young people aged between 15 and 24, found that 19 out of 27 individuals (70%) had suffered from a mental illness and that depression was the most common diagnosis, affecting 15 (56%) of those studied. Eight individuals (30%) had had a personality disorder and nine (33%) had had a comorbid psychiatric disorder. It is notable that very few of these young people were receiving psychiatric care when they died. Therefore, the Government's published National Suicide Prevention Strategy (Department of Health) acknowledges the importance of improved recognition and treatment of mood disorders in young adults, particularly within the young male population (Smith & Blackwood, 2003).

In addition, social media platforms, like Facebook, Twitter, YouTube or WhatsApp, have significant impact on adolescents' subjective well-being. (Krasnova, 2014)

1.3.1. The Role of School on Teenagers' Subjective Well-being (SWB)

School plays a major part in the psychosocial, intellectual, and vocational development of adolescents. Teachers, curricula, school activities, and school culture all provide raw material that contributes to the adolescent's growing sense of self and increasing base of knowledge and skill. However, it is important to note that educational institutions have been increasingly challenged to make changes that support the developmental needs of adolescents (Carnegie Council on Adolescent Development). This movement derives both from the recognition that many contemporary adolescents face a host of social and academic problems that threaten their well-being and from the increasing body of evidence that demonstrates a stage-environment mismatch between adolescents and their schools

(Broderick & Blewitt, 2010). Also, Baker and Gerler (2001) noted that the goal of developmental guidance is "to promote emotional, social, and cognitive growth while preventing problems in the lives of young people". In addition, they noted that a balanced guidance program includes both "primary and secondary prevention strategies". These goals are consistent with the National Model for School Counselling Programs proposed by the American School Counsellor Association (ASCA), notably the suggestion that school counsellors should be most concerned with the comprehensive needs of their students (i.e. academic, career, and social/personal; ASCA, 2003) (as cited in Rayle & Myers, 2004). From an operational perspective, Fukuyama (2001, p. 329) stated that wellness programming and holistic counselling are "closely linked to prevention". Thus, according to Myers, Sweeney and Witmer (2000), the implementation of holistic wellness initiatives provides an important means for counsellors to meet a broad range of developmental and remedial needs, and for school counsellors, who work with diverse groups of students (Lee, 2001), meeting developmental and remedial needs in a cost-effective manner (Swisher, 2001) is of utmost importance (as cited in Rayle & Myers, 2004).

Regarding the issue on what determines whether adolescents positively evaluate and experience their school lives, specifically their school-related subjective well-being. Research on self-determination theory (SDT) has shown the importance of basic psychological needs satisfaction for general subjective well-being (Eryilmaz, 2011). However, few studies have examined the influence of basic psychological needs satisfaction at school on adolescents' school-related subjective well-being. Additionally, numerous studies have shown that school-related subjective well-being is not only important in and of itself, it also influences important adaptive outcomes, such as academic achievement, students' behaviours in school, and basic psychological needs satisfaction at school (Tian et al., 2013). For instance, Opdenakker and van Damme (2000) used a well-being questionnaire consisting of eight indicators: well-being at school, social integration in the class, relationships with teachers, interest in learning tasks, motivation towards learning tasks, attitude to homework, attentiveness in the classroom and academic self-concept. They noted that the same variables concerning instruction and knowledge acquisition were

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effective both for achievement and well-being. Teacher–staff co-operation and pupil counselling were also related to both achievement and well-being, whereas co-operation and professional contacts between teachers were related only to school well-being (Konu et al., 2002).

Furthermore, school-based health centers (SBHC) have become important components of the nation's safety net that facilitate access to care among youth in the USA. Founded on the premise that health care for youth can be most effective and efficient if delivered within schools, SBHCs focus on primary and preventive care and offer providers the opportunity to conduct health maintenance and surveillance, education, screening, anticipatory guidance, counselling, and early intervention. Moreover, the scope of typical clinical preventive services at SBHCs can effectively address the predominant risk-taking behaviors that mark adolescence, including drug and alcohol use, tobacco use, unsafe sexual practices, violence, poor dietary habits, physical inactivity, and injury-related behaviors, and also account for nearly 70% of adolescent injury, morbidity, and mortality (Parasuraman & Shi, 2014).

Also, youth spend much of their day at school; therefore, in-school physical activity programs provide the opportunity for students to acquire a substantial portion of recommended daily physical activity through physical education (PE) programs and other physical activity opportunities integrated into the school day. (Erfle & Gamble, 2014) For example, regarding school activities, a pan-Canadian School Travel planning intervention promoted active school travel (AST). The use of active school travel (AST) like walking and cycling has been identified as an opportunity for young people to incorporate physical activity into their daily life and assist in meeting this recommendation. Evidence confirms that children who use AST are more physically active overall than children who travel by car or bus. A novel component was exploring emotion, well-being, and travel mode framed by the concept of "sustainable happiness." (Ramanathan et al., 2014) Adolescents' subjective evaluations and experiences in school significantly relate to their overall life quality (Huebner et al., 2011).

In California, Congress recognizes that schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor

nutrition and physical inactivity. To formalize and encourage this role, Congress passed legislation in 2004 requiring all school districts participating in federal nutrition programs to develop a wellness policy starting in 2006 to 2007. The policy must include: (1) Nutrition guidelines for all foods available on campus during the day, (2) Goals for nutrition education, physical activity, and other school-based activities, (3) Assurance that the district's guidelines for reimbursable school meals not be less restrictive than federal regulations, (4) A plan for measuring the implementation of wellness policies, including the designation of staff responsible for policy implementation (Agron et al., 2010). Similarly, in America, school-based interventions hold promise for adolescent obesity prevention. Implemented as a part of the Winning with Wellness obesity prevention project, the "Go Slow Whoa" meal pattern, (GSW) was designed to promote healthier foods in school cafeterias (Slawson et al., 2013). Moreover, participants on school wellness policies in two school districts in northern New Mexico provided recommendations to improve policy implementation, including wellness policy training for school personnel and parents, improving the taste, nutritional value of, and choices in cafeteria food; and involving the community health council to promote community understanding and support of the policies (Sánchez et al., 2014).

For many students and for female students in particular, schools are not safe places. A high degree of sexual harassment has been reported by female students in U.S. high schools. In recent research, lesbian, gay, and bisexual adolescents reported a wide range of verbal and physical violence directed toward them in a variety of settings, such as home, school, work, and the general community (Kitchen & Bellini, 2013). In addition, some schools are implementing programs that address harassment as a serious matter, while focusing on building a school community that supports more appropriate and inclusive behavior. Government initiatives have begun to provide incentive and support for addressing sexual harassment concerns (Johnson et al., 1999). For instance, nowadays in Manchester (UK), they are trying to establish a separate gay school for those teens who are being bullied about being gay. A taxpayer-funded youth group has drawn up controversial plans for Britain's first school for gay, lesbian, bisexual and transgender pupils. LGBT (lesbian, gay, bisexual and transgender) Youth North West wants the school to cater for children aged 13

and older who have been bullied and hopes the idea will be copied across the country (Doyle & Tozer, 2015).

In South Korea the issue of teenage prostitution has grown steadily over the last 15 years, and around 200,000 young people run away from home each year. Therefore, a new philosophy of social intervention has led to the establishment of the 'Self-Empowerment School for teen prostitutes', run by a multi-disciplinary team. The first school opened in 2009 followed swiftly by a second. Their success has led to cofounding by central government. A crucial element in the success of the schools is its focus on self-empowerment–the engagement of the girls themselves in building a brighter future (Yang & Seung-Cho, 2009).

The anti-schooling activism movement has emerged as an expression of some parents' will to abolish compulsory schooling laws in multiple states across the US. Supporters argue that teaching is basically a means of politically controlling children, likening it to a form of subversive and oppressive activity. Over-education is also a concept usually brought up with anti-school activists. They say that many children tend to feel oppressed or burdened by the massive amount of data they are exposed to everyday during school hours (Vieru, 2014). In addition, home schooling creates the opportunity for having education tailored to the child's nature and the parents' values. Children learn to discover and develop their individual interests, sheltered from the problems that same age peers can bring to school. Children learn to work on their own, in a self-paced fashion (Pickhardt, 2010). According to Cafi Cohen (2000) reasons to home school are efficiency, self-directed learning, travel, work experience, time, family closeness, limited peer pressure and fun (as cited in Kochenderfer, 2002). However, as learning is reduced to an assembly line rather than cultivating a deep, holistic love of learning that touches every aspect of a student's life, the slow education movement was organized by teachers, parents, children and communities. Slow Education movement takes into account what real learning looks like and why children really need to learn more slowly, freely and thoroughly (Wright, 2014).

1.3.2. The Influence of the Community and Social Media on Teenagers' Subjective Well-being

Community often represents an amorphous influence on the lives of adolescence. (Antonishak et al., 2005) For instance, participation in community service is one opportunity for structured and supervised leisure activities. Therefore, community service can be seen as an important contextual asset for adolescent development and thus as an important context fostering prosocial behaviors (Christoph et al., 2014). In addition, Moore and Allen reviewed theoretical, empirical, and applied research published from 1980 through the early 1990s on the effectiveness of the youth volunteer service programs. Their review found promising evidence that volunteering may contribute to reducing risks for problem behavior (e.g. teenage pregnancy, substance use, and school failure) and improving academic functioning (Kuperminc et al., 2001).

Furthermore, one of the good examples is establishment and evaluation of a rural clinic for young people. A conceptual approach to community development was used to establish the clinic in a small north Victorian rural health service, with qualitative methods used to evaluate services. Study participants were members of an operational committee and advisory committee for the establishment of the rural clinic for young people. The clinic was evaluated against the World Health Organization framework for the development of youth-friendly services. With robust community support, the clinic was established and is operational. Most consultations have been for sexual and mental health (Ervin et al., 2014).

Besides, the increase in teen suicides was noted in the county of Santa Barbara, California. As a part of the community response to these events, the Santa Barbara Wellness Project was formed with a goal to live better and support and share lifestyles of wellness. The original "core group" members of the project have strived to perpetuate this aim through community collaboration and teamwork in the over two years that it has been in existence. Since its inception, the project has provided wellness trainings to over 500 parents and youth in Santa Barbara and is currently branching into other parts of the county; however,

the process of developing this community-based initiative has not been without its challenges (Consoli et al., 2012).

With billions of users worldwide, Social Media platforms, like Facebook, Twitter, YouTube or WhatsApp, transform the today's societies. There is still lack of full understanding of the ultimate impact of different Social Media platforms on adolescents' subjective well-being. For example, some suggest a positive link between the use of Social Networking Sites (SNSs) and users' life satisfaction. In contrast, a number of most recent findings (mainly using student samples) provide evidence for the ruining effects of SNSs use, linking it to depression, anxiety, and even substance abuse (Krasnova, 2014).

On the positive side, studies underline the benefits of social connectedness and social capital as users seek advice and emotional support from friends and relatives on SNSs, like Facebook. Adolescents are also shown to enhance their relationships both at school and online by using SNSs. In addition, Social Media platforms have the potential to enhance their learning experience, as they facilitate knowledge sharing (Ahn, 2011). On the negative side, privacy problems, including self-disclosure, sexting and cyber-bullying have received significant attention. Few studies also discuss the impact of Social Media use, especially Facebook, on academic performance, reporting mixed results (Krasnova, 2014).

For most adolescents in the United States, the use of social media is an integral part of daily life. While the advent of the Internet has enhanced information dispersal and communication worldwide, it has also had a negative impact on the sexual and social wellness of many of its adolescent users. Now, that aim is to use social media for positive health and wellness interventions, much work need to be done to determine the utility of these programs. Adolescent healthcare providers are important contributors to this new field of study and must resolve to stay informed and to engage this up-and-coming generation on the benefits and risks of social media use (Cookingham & Ryan, 2014). For instance, after drugs and alcohol addiction, if the world is facing any new type of addiction disorder, then that is Facebook addiction. This is a kind of Internet addiction, but social networking site influences such that people go mad behind it. It's like people being

immersed in virtual life and forgetting about the physical world around them (Das & Sahoo, 2011).

However, the "e-tribes" are very popular among teenagers and characterized by online activities between participants in a multiplicity of media including chat rooms, social networking web sites, discussion boards, blogs, photo and video sharing, news aggregators, e-mail groups, instant messaging, tweets, wikis and forums. The netnographic analysis identified themes as important to youth: a sense of belonging (pursuit of peer-groups, self-image, etc.), cameraderie (friendship, peer support, etc.); and that online forums are a place to demonstrate knowledge (experiences, skills or expertise) and ideas (opinions on key issues, creativity, etc.), make new friends, persuade others and build a network of contacts with individuals who possess similar ideals, morals and values (O'Reilly et al., 2012). For example, 'Youth Tribes' is a youth culture trend research and consulting agency based in New York. Headed by youth culture researcher Andrea Graham, Youth Tribes seeks to understand the ever-changing lives of young people; how trends form, tribes are born and how society ultimately transforms. They work with companies, agencies and non-profit organizations to help them develop a deeper understanding of young consumers and how to build valuable connections with the youth market (Youth Tribes, 2015).

Furthermore, teens are bombarded with an array of celebrities, which include actors, musicians, pop stars, dancers, athletes and comedians (Loop, 2014). This can have negative and positive influence. For instance, many celebrities do not make a secret of alcohol or drug abuse and the glamorization of dying due to an overdose in the media might make a child feel that using these substances is acceptable. Celebrities who are super skinny and always elaborately dressed can alter a child's self image and might contribute to an eating disorder or low self-esteem (Martinez, 2014). But, through positive stories in the media or targeted public service campaigns, celebrities can influence kids on almost any topic from education to sports (and everything in between). Also, some organizations even use the idea of celebrity role models to get their message out to kids (Loop, 2014).

However, this close association between body image and self-esteem is especially problematic for girls growing up in the context of developed mass consumer societies. The

media such as magazines, TV, films, advertising, music videos, etc., not only emphasize that female self-worth should be based on appearance, but present a powerful cultural ideal of female beauty that is becoming increasingly unattainable. For example, a content analysis of TV sit-coms found that 76% of female characters were below average weight. According to American Psychiatric Association (2000) the body size of women in the media is often more than 20% underweight, exceeding a diagnostic criterion for anorexia nervosa of 15%underweight. Airbrushing, digital alteration, and cosmetic surgery further increase the unrealistic nature of media images of women as standards for self-evaluation (Clay et al., 2005). In addition, recently Apple and Google pull plastic surgery apps for children following Twitter backlash as apps have been accused of promoting self-esteem issues in young children. (Morris, 2014)

Against this background, it appears that understanding long-term consequences of Social Media use for the younger generation is of critical importance for an array of stakeholders, including parents, educators and politicians. (Krasnova, 2014)

1.4. Wellness and Spa Services

According to Spas and the Global Wellness Market: Synergies and opportunities Global Spa Summit (2010), around the world, there is growing interest in changing the way we take care of ourselves, not just our bodies, but also our minds, spirit, society, and planet. There is a growing impetus for a paradigm shift, a switch from mere reactivity (trying to treat or fix our problems) to a proactive and holistic approach to addressing and prevent the root causes of our personal and societal ills. This is what the wellness movement is all about. The wellness movement began in the 1970s in an effort to de-emphasize the medical model of health that focused on sick, ill, or diseased individuals in adults. Wellness is defined as "a state of being in which optimal health is achieved including positive physical and psychological functioning" (Hartwig & Myers, 2003, p. 57). Wellness requires proactive behaviors that promote health. Wellness habits and attitudes established during adolescence develop across a continuum throughout the life span (Hartwig & Myers, 2003).

As indicated by International SPA Association (1991), the spa is the place devoted to overall well-being through a variety of professional services that encourage the renewal of mind, body and spirit. A spa allows us to enhance our spiritual awareness, heal emotional distress, rid the body of toxins, improve circulation and give the mind and body a chance to fully repair and relax from the stresses of daily life. There are different types of spas such as traditional spa (e.g. sauna, steam room, hydrotherapy circuits, fitness centre, swimming pool, Jacuzzzi, etc.), destination spa (e.g. spa treatments, holistic exercise classes, wellness lectures, healthy cuisine, etc.), relaxation and pampering spa (e.g. beauty treatments, personalized massages, body scrubs, hydrotherapy treatments, thermal circuits, etc.), ayurvedic spa (e.g. healing system, traditional ayurveda medicine, etc.), medical spa (e.g. medical services like therapies and treatments provided by physiotherapists, osteopaths, aestheticians, etc.), hammam spa (e.g. steam rooms, saunas, etc.), thermal spa (e.g. thermal waters healing benefits, etc.), day spas, resort spas, club spas, cruise ship spas, airport spas, etc (Tabacchi, 2010).

In conjunction to Spas and the Global Wellness Market: Synergies and opportunities Global Spa Summit (2010), spas are already providing wellness, even if they do not recognize it or claim it. The tradition of spa as a place for healing, renewal, relaxation, and feeling well, positions the spa industry as one of the most logical sectors to take advantage of (and help lead) the wellness movement. Wellness also provides an opportunity to reshape the image of spa, to regroup after the global recession, and to position spa as an investment or an essential element in maintaining a healthy lifestyle. Positioning spas as the centre of integrated/holistic approaches to wellness by creating integrated wellness packages that include spa services, personal training, mind-body services, nutrition counselling, life coaching, self-image-boosting, beauty services and products, and so on. Besides, it is very important to take spa out of its usual box or niche and bring spa services into new physical locations (e.g. schools), to make spa and wellness services accessible to different consumer segments (e.g. teenagers), and to develop specialized services that target specific consumer markets. Also, it is significant to take the spa services to the teenagers rather than trying to get them into spas (e.g. education on the benefits of treatments products and services, understanding and selecting the spa's wellness offerings within the

context of the different dimensions of wellness, building long-term relationships through membership programs or wellness/life counselling services (e.g. skin care) in schools, communities, etc.).

As pointed out by Dunn counseling for teens (2012), wellness and spa services, treatments and counseling for teens involve helping adolescents to overcome their issues, improve their lives and wellness dimensions. Teenagers can receive a lot of benefits from wellness services and counseling, such as a greater ability to communicate with others, becoming more able to cope with worries and pressures, increasing self-awareness, increasing confidence and self esteem, and having a safe and confidential place to talk. On the other hand, according to The Good Spa Guide for Teens (2012), spa services, counseling and treatments such as massages, facial treatments, sauna, pool, manicure and pedicure, skin care advices, etc. helping teens to relax, have a fun, boost physical appearance and self-confidence.

1.4.1. Wellness Services and Counselling for Teens

According to Dunn counselling for teens (2012), teenagers have a whole set of issues that are particular to them. It can be a very challenging and difficult time of life both for the teenagers and their families. Today's society makes this challenging time even more difficult for our teenagers, with exam pressure, peer pressure, the internet all adding to this already difficult period. Many teenagers are suffering with a wide range of issues, such as: depression, anger issues, stress and anxiety, drug and alcohol problems, self esteem and confidence issues, difficulties with relationships, bullying problems, sexual abuse and eating disorders. In addition, teens can suffer of loneliness, spiritual needs, burnout, rapidly changing emotions, sleep problems, lack of purpose in life, pessimism, etc. For example, shy adolescents were found to be significantly less physically active, less likely to exercise, more hopeless, and more likely to maintain tendencies toward an eating disorder than those who are not shy. Also, those who are shy were more likely to perceive their bodies as too fat and unattractive and to be dissatisfied with their weight. In terms of physical activity,

hopelessness, tendency toward an eating disorder, and perceived attractiveness, super-shy adolescents suffered significantly greater impairment than shy adolescents (Page, 1990).

However, a concurrent growing interest in wellness programs seemed to offer a possible solution: helping students develop stronger bodies, minds, emotional foundations, and social ties might give them a more solid foundation and help them develop the resilience to resist more self-destructive behaviors. For example, the University of California, Riverside (2014) stated that wellness is much more than merely physical health, exercise or nutrition. It is the full integration of states of physical, mental, and spiritual well-being. Each dimension of wellness is interrelated with another and it is equally vital in the pursuit of optimum health. One can reach an optimal level of wellness by understanding how to maintain and optimize each of the seven dimensions of wellness that includes intellectual, physical, emotional, social, spiritual, environmental and occupational wellness (see Appendix 1).

For instance, playing sports in schools and communities helps teens to stay in shape, reduces risk of obesity and diabetes, teaches them how to organize time, boosts friendships, and builds relationships with peers and adults. Sports bring teens together from different schools, backgrounds and communities. Middle-school teenagers who are physically active and play on sports teams are more satisfied with their life and feel healthier (Zullig & White, 2010). Also, the exercises for relaxation and mindfulness like meditation, yoga, tai chi, visualization, breathing, etc. can help teens release stress, calm down and become more focused. With a growing body of research supporting the health benefits of mindfulness training, for the past few years, advocates have been hoping to see these programs become more prominent in school curricula. "Mindful revolution in education" can aid kids in developing good habits that will help make them happier and more compassionate (Greenland, 2010).

Lack of self-esteem in adolescence has been associated with a number of troubles, including poor academic performance, delinquency, substance abuse, social problems, teenage pregnancy, racism, depression and suicide attempts (Emler, 2001). One of the good examples of the fun, interactive, engaging and empowering self-esteem workshops is SEED

Workshops In-school Girls' and Boys' Program (2015). SEED's experienced educators utilize a variety of mediums and teaching techniques including role-play, art therapy, music and movement, to ensure that all students are engaged and learning throughout each session. Building emotional intelligence and resilience, SEED Workshops teach teens to take control of their own lives, and to realize their full potential. The most interesting self-esteem workshop are talking the talk (self-talk), the best of friends (respectful relationships), assert yourself (say NO), stress less (increase well-being), be fine online (online risks), media wise (embrace own beauty and style), gender bender, respectful relationships - let's talk about sex, environmental awareness, healthy mind and healthy body. In addition, self-confidence boosting among teens is very useful through introducing a good role model, encouraging talents, supporting positive friendship, talking about self image, praising teens' actions, teaching them that beauty is not about looking like a model or movie star (Ellis, 2011).

One of the most interesting wellness services in community and school is certainly drama and choir sections. The development of these musical, dramatic and artistic qualities in an educational setting is paramount to lifelong learning and personal growth. Involvement in music, drama and the fine arts provides valuable opportunities for young people to exercise and explore their innate creativity, and to express themselves in an educational environment that fosters humanity, individuality, acceptance and teamwork (Booth & Hachiya, 2004). In addition, socialization opportunities through recreation are needed to support teens' social-emotional maturity into healthy adulthood. Some of the more popular programs are the preschool and after-school programs, swim lessons, theatre productions, basketball leagues, excursions, summer day camps, etc. Through socializing teens learn the give-and-take of relationships, appropriate manners and customs, the skills necessary to make and keep friends and discover what gives them joy, passion, and meaning in life (Palmer et al., 2011).

Education and knowledge related to learning is very important in the school system. Applied learning strategies are used to lead students to the solving of authentic problems. Teamwork, collaboration, exploration, and negotiation are highlighted learning concepts. Open-ended questions are used to guide inquiry. Small group discussions and interaction

are used to facilitate learning (Taylor, 2011). Moreover, seminars in school and community provide an opportunity for guiding and motivating teens. Experts equip teens with vital life skills when they discuss topics on common teen issues such as pregnancy, recreational drug use, stress, sleeplessness, etc. Such seminars (e.g. getting it together; memory magic; calm and confident: coping with stress and tough times in school; effective leadership; liking your body; mad, frustrated and furious; smart social networking; etc.) make teens better at thinking and planning ahead (McCammon, 2013).

Dietary inadequacies, low levels of physical activity, excessive energy intake and high obesity prevalence can increase risk of chronic disease. Concerning healthy lifestyle and nutrition universities can also take a variety of steps to promote healthful food behaviours. Campus and residence hall wellness programs can provide students with information and point-of-purchase information at dining halls can help students make on-the-spot decisions that support healthful choices. Education programs for university personnel can help them recognize and properly refer at-risk students (Rodriguez, 2007).

The most common signs of bulling are damage or loss of clothes and possessions, school avoidance, changes in speech patterns, changes in sleeping patterns, changes in diet, changes in academic performance, secretiveness, uncommunicativeness, bed wetting, sullenness, changes in routines, sometimes even suicide, etc. Also, there are differences in how boys and girls bully. It's more common for boys to do something physical e.g. fighting, stealing, name calling and breaking things while it's common for girls to use psychological pressure like giving someone the 'silent treatment' or texting (cyber bullying). Regarding bulling at schools and communities Neil Marr and Tim Field (2001) suggested very good tips for teachers and parents such as leaflets, pamphlets and books on dealing with bullying at school, survey on bullying, empowerment of pupils to take action to stop bullying, ensure that all children understand what bullying is, and where and why it takes place, ensure that the climate is one of inclusion and support where all pupils feel a sense of belonging and well-being, not one of exclusion and isolation where pupils live in a constant state of fear, etc. (Marr & Field, 2001).

1.4.2. Spa Services and Counselling for Teens

Teens are already a known burgeoning spa market, according to research conducted by the International Spa Association (ISPA). Lynne Walker, ISPA executive director pointed out that spas offer the perfect environment for children, teenagers and their parents to relieve stress, relax and gain quality time together. ISPA members are teaching children and teenagers' important lessons such as healthy eating habits, grooming skills and importance of achieving balance in life. Spa-ing with groups is also a huge trend. People want to come together to use the spa as a health retreat to regroup and reconnect (Zable, 2004).

According to Orecklin (2003), many hands have been wrung about the plight of overextended kids. In their attempts to become well rounded as individuals and well liked by college admissions officers, U.S. youngsters from grammar school to high school barely have time for play, let alone relaxation. But between homework and music lessons, soccer practice and college prep, some parents and their kids are scheduling a new set of appointments. These commitments, however, are less likely to be monitored by coaches and instructors than by the aestheticians, masseurs and nutritionists at the growing number of day spas and resorts that cater to young people (as cited in Amasio, 2015). In addition, complete family is a growing trend and evolving with this movement, spas have begun to adapt to this rising demand for programs that integrate children and teens. (Amasio, 2015)

My Spa Guide - Australasian association (2015) pointed out that many Australian day spas offers packages for mothers and daughters to spend time together as well as offering teenagers treatments which are specifically designed for them to assist building self esteem. Many day spas also provide a safe environment for teens to have mini pamper parties with their friends which are perfect for celebrating birthdays, the end of exams or great exam results. For example, designed specifically for teens, Painted Sky Spa provides an affordable oasis for teens to enjoy their wellness experience. Teens can enjoy a soothing spa experience, with a variety of options in the spa to keep them entertained. This retreat has its own entrance and features amenities such as a lounge, yogurt bar, interactive retail, computer stations, teen-only events, and special evening programs. There is even a do-it-

yourself mixology bar for body polishes and facemask's. Available are teen-specific massages, manicures and pedicures, and even spa services designed for young men. Also the spa is providing a complete wellness experience by offering healthy snacks such as Acai bowls, juices, raw almonds, walnuts, etc. Additionally, DIY smoothie station offering teens a fun way to create something healthy to drink and at the same time learning about what exactly goes into their food. By showing teens a healthy way to eat, they can take these skills and begin to build healthy habits in life, further completing the wellness experience (Amasio, 2015).

As said by The Good Spa Guide (2012), some teens are happy to spend a day at a spa, using the pools, saunas and steam rooms and enjoying the water-slides and water-play. Also, spas often have many facilities to try that can interest teens and this goes beyond the pools. For example, heat and ice experiences in general can be enjoyable for teens and include ice caves, caldariums and laconiums (mild sauna). Besides, Jacuzzis and whirlpools are perfect for socializing with friends and are safe for younger spa goers as well.

Many Middle Eastern spas are introducing options for teens and as the Middle Eastern spa market grows, it will definitely have an opportunity to offer services that educate teens on how they can live healthier lifestyles. This trend is emerging in Asian cosmetic clinics and medical spas that offering packages designed specifically young adults (e.g. hair removal complement exercise, nutrition and diets, massages, facials and preventive treatments). However, it is noted that heat facilities (e.g. sauna, steam, etc.) are not very good for teens as they are still growing and there is a lot of pressure on their bodies. Instead, spas are introducing massages or facials, as well as using organic and natural products. Receiving spa treatments can help teenagers feel good about themselves and extra confidence in this stage of age where image is very important. Also, parents desire to share enjoyable experiences with their kids, as well as a willingness to devote plenty of money to their skin and hair care because is helping to increase the trend (Watts, 2009). In contrast, today many adolescents, as they are lacking money for social life and the financial support from parents, spend a lot of time doing work for pay. Having adult responsibilities might help adolescents feel independent and grown up, enhancing self-esteem. On the other hand,

adolescents also list some negative outcomes, primarily feeling fatigued and having less time for homework and leisure activities (e.g. wellness, spa, etc.), but on balance they see their work in a positive light (Broderick & Blewitt, 2010).

However, according to Lynne Walker, president of the International Spa Association (ISPA), more and more young teens are seeing the spa as part of being chic and glamorous elevate celebrities like Paris Hilton and Lindsay Lohan (Goldsmith, n. d.). Also, the age at which girls begin with grooming regimens and beauty treatments have dropped dramatically in recent years as girls follow their favorite celebrities and their self-indulgent baby-boomer parents. Bombarded with marketing and media messages their parents never heard growing up, kids' today find stores filled with grooming and cosmetic products aimed specifically at them. These days, spas for teens have evolved from a rarity to a growing subset of the bustling spa industry. But the question remains if all this grooming stuff is harmless fun. There are worries that the emphasis on grooming and appearance could encourage girls to think that their value depends on what they look like on the outside rather than what they are made of on the inside (Puente, 2006).

Today many teens suffer from Body dysmorphic disorder (BDD) a condition that involves obsessions (e.g. obsess with face, weight, body parts, such as short legs, breast size, body shape, thin hair, big nose, thin lips, etc.). These behaviors also tend to be consistent with a variety other psychological disorders and conditions including social anxiety, depression, social phobia, obsessive compulsive disorder, eating disorders (anorexia nervosa, bulimia nervosa, and binge-eating), and a variety of personality disorders (Brewster, 2011). Moreover, teens expect that plastic surgery will improve their self-confidence. In 2012, more than 236,000 cosmetic procedures were performed on patients between 13 and 19, including more than 75,000 surgical procedures such as nose reshaping, breast lifts, breast and butt implants, liposuction, genital plastic surgery and tummy tucks. There is no question that reconstructive surgeries can benefit children and youth. However, cultural phenomena such as surgical makeovers on numerous television programs and unrelenting pressures on teens to conform to beauty standards make it increasingly difficult to agree on what constitutes a "normal" appearance and when the desire to improve one's appearance is questionable or even crosses the line to psychopathology (Zuckerman, 2012).

Based on the findings of this literature review, it can be summarized that there exists a theoretical gap in research related to similarities and differences of spa and wellness services for teens and their needs and demands in different cultures. Although there is a study that draw attention to the point that behavior of teens from similar culture or social group are similar to each other because they have similar lifestyles, their learning, perception and motivation are close to each other (Akdemir & Temel, 2006). Still, cultural values, morals and habits that contribute to defining a personal identity have become borderless. New generations define themselves independently from localized cultural and political frameworks and adopt behaviors, perceptions and expectations that are borrowed by distant cultural spaces or that are born out of the expectation and mythology of freedom that the Internet and social media promotes (Patil, 2013). Also, as many adolescents are influenced by social media and globalization in a good and in a bad way, it is significant to determine how it helps teens to get information and to be educated and aware about their own well-being and health.

Few studies have been conducted about schools and communities' influence on teens' behavior and decision making. On one hand, many schools and communities are practicing wellness services for adolescents; on the other hand for many of these institutions it is a long learning process how to meet the needs and demands of teens. However, there is a major gap in academic research regarding the similarities and differences of wellness offers for teens in schools and communities in cross-cultural context. Besides, wellness and spa services and counseling, more and more, becoming a very important and integral part of teenagers' lives, where they feel relaxed, secure and having a safe and confidential place to talk. However, people have done research about spa services in general but not particularly for teens and their needs in that environment.

Consequently, there is a need to study this topic in order to provide information if there are differences between services for teenagers in schools, communities and spas within different cultures. In addition, it is interesting to investigate what could be the main needs and barriers of teenagers among different countries to use spa and wellness services. This, in turn, will help wellness and spa professionals to develop more effective ways to design services and meet needs and demands of teenagers.

2. METHODOLOGY

This chapter will give detailed information on the approach and collection of information used in the thesis through an appropriately selected research strategy, data collection method and data analysis methods. The aim of this chapter is to discuss the relationship between the theoretical and practical part of the research, as well as presenting the key findings.

2.1. Philosophy of the Research

In this research it is very important to discuss the philosophical side of the research because research paradigms (e.g. positivism, postpositivism, interpretivism and pragmatism) as fundamental beliefs affect the ways of conducting social research, including the choice of a particular research methodology (Wahyuni, 2012).

Jonker and Pennink (2010) stated that research paradigms address the philosophical dimensions of social sciences and they affect the practice of research. A research paradigm is a set of fundamental assumptions and beliefs as to how the world is perceived which then serves as a thinking framework that guides the behavior of the researcher. The two main philosophical dimensions to distinguish existing research paradigms are *ontology* and *epistemology*. Ontology is the view of how one perceives a reality and interpretation of it (e.g. external and independent or dependent on social actors). Epistemology is the beliefs in the way to generate, understand and use the knowledge that are deemed to be acceptable and valid (Laughlin, 1995; Kalof, Dan & Dietz, 2008; Saunders, Lewis & Thornhill, 2009) (as cited in Wahyuni, 2012).

The world is multi-perspectival. Due to different generations, different cultures and different knowledge, people see the world in different ways. In the case of wellness and spa services, it is very important to acknowledge that there is a generational gap between teenagers and professionals and they have different perceptions of the same subject. Also, professionals and young people use different interpretations and vocabulary when describing wellness and spa services. For example, sport as one of the wellness services for teens in schools, teenagers can see as good fun or competitive achievement, but

professionals can see beyond the sport. Teenagers might be unconscious, but professionals are aware of different and deeper influence of sport on teens' wellness such as self-empowerment, team work, building of character, health prevention, etc. In addition, due to its professional back ground, the author's point of view on wellness and spa services is closer to the professional perspective and it influenced the way of generating, understanding and using the knowledge and information collected for the study. This fact needed to be taken into consideration when designing the questionnaire questions in order to use a vocabulary and register which is understandable and meaningful for teenagers. Also, this was further complicated by the need to translate and work in a foreign language.

Thus, during the research the author followed interpretivism as the research paradigm. Interpretivists believe that reality is constructed by social actors and people's perceptions of it. They recognize that individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction. Because these human perspectives and experiences are subjective, social reality may change and can have multiple perspectives (Hennink, Hutter & Bailey 2011). Therefore, interpretivists reject objectivism and a single truth (as cited in Wahyuni, 2012).

Furthermore, it is vital to state that this research is also a reflection of the positionality of the author and participants. Interpretation consists of two related concepts: the ways in which the author accounts for the experiences of the subjects and of herself, and the ways in which study participants make meaning of their experiences. "Within positionality theory, it is acknowledged that people have multiple overlapping identities. Thus, people make meaning from various aspects of their identity..." (Kezar, 2002, p. 96). Phillimore and Goodson (2004) pointed out that researchers should be more open about their personal biography and the conscious awareness of self (e.g. cultural background, ethnicity, age, class, gender, sexuality) throughout the research process (as cited in Bourke, 2014). In this context, the author is a part student and part professional, older than the sample groups of teenagers, but young enough to still relate and younger than professionals but old enough to connect with them. Of course, in large sample, representative data collection, some of the

biases and subjectivities may be partially eliminated, but in small sample research of this kind, such biases need to be acknowledged.

In this context the author is aware of the subjective influence on the research and the questions remain:

(1) What role did the authors' positionality play as an adult and spa professional studying issues of teenagers' needs and wellness and spa services for them?

(2) How did the author use positionality in different cultures?

(3) Did the author's positionality influence the interactions with teenage participants?

"There's no enunciation without positionality. You have to position yourself somewhere in order to say anything at all" (Hall, 1990, p. 18). Positionality represents a space in which objectivism and subjectivism meet. As Freire (2000, p. 50) suggests, the two exist in a "dialectic relationship" (as cited in Bourke, 2014). To achieve pure objectivism is a naive quest, and we can never truly divorce ourselves from subjectivity. We can strive to remain objective, but must be ever mindful of our subjectivities. Such is positionality. We have to acknowledge who we are as individuals, and as members of groups, and as resting in and moving within social positions (Bourke, 2014).

At this point it is very important to note that the experiences and values of both research participants and the author substantially influence the collection of data and its analysis.

2.2. Formulation of the Research and Samples

It was significant to determine differences and similarities of spa and wellness services for teenagers among different cultures since spa and wellness institutions in the world might reflect diverse practices. Also, it was necessary to examine the needs and demands of adolescents within different cultures and current spa and wellness offers according to their expectations (e.g. mental and physical health support, nutrition, skin care advices, etc.) to demonstrate how much attention is concentrated on this special group of consumers. In the modern world, as teenagers start to understand their needs and demand additional knowledge, it was essential to consider how well the wellness and spa industry

professionals and school and community representatives are prepared to respond to these requirements.

Therefore, the research explored *what are cross-cultural differences or similarities of spa and wellness services for teenagers.* In addition, as *the aim* of this project is to introduce differences and similarities of cross-cultural spa and wellness services for teenagers as a special group of consumers and understand their needs and demands based on relevant culture, value and life style, the *objectives* of this research were formulated:

    (1) to compare spa and wellness services for teenagers in different countries

    (2) to identify needs and expectations of teenagers from different countries when consuming wellness and spa services

The author decided to study the phenomena from different sides in order to receive a two-dimensional view: from teenagers' perspective in four different countries (Estonia, Serbia, Norway and Australia) and from professionals' (e.g. wellness and spa specialists, school and community representatives, etc.) perspective in four different countries (Estonia, Serbia, Ukraine and Canada). It would have been useful to have compared the same countries from the professionals' and teens' side but responses from the professionals' side were only forthcoming from the four aforementioned countries. However, the advantage is that author gained a broader knowledge of more cultures.

In this research non-probability sampling was used, particularly convenience sampling, in both cases, the sample of teenagers and the sample of professionals. The approach of the project is not to think about the sample as allowing the author to generate findings that can be generalized back to its whole population, but to use it as the basis for developing theoretical explanations or accounts which could be applied to that wider population or possibly beyond. This can be referred to as generalizing to theory rather than generalizing to a population. This approach normally utilizes a non-probability sampling method, in which the sample is chosen in such a way as to facilitate this process of generating or refining theoretical insights (Lynch, 2011).

Moreover, convenience sampling is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand. The sample population is selected because it is readily available and convenient, as researchers are drawing on relationships or networks to which they have easy access. The subjects are selected just because they are easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population (Price, 2013). The biggest advantage of the convenience sampling is that it is fast, inexpensive, easy and the subjects are readily available and many researchers prefer this sampling technique. However the, disadvantage of this technique is unclear generalisability. In all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual (Salkind, 2010).

From the teenagers' perspective the author decided to chose samples of 25 teenagers (n=25) in each of the four countries that have been selected, which means all together a hundred adolescents (n=100). The countries are Norway, Serbia, Estonia and Australia, and in each country one class in one school was selected. The class in each school mostly had equal number of male and female teens. The reason for choosing these four countries lies in the fact that the author was physically and personally present in these places during the research. As the sample was drawn from teenagers who were close at hand, the advantage of this sample is that the author personally gave out the questionnaires, followed the process and made sure that all teenagers were between 16-17 years old. In the period from October to December 2014 the author was doing her Intership in Norway (Hjelmeland) and used the opportunity to collect data for the research based on the opinion of Norwegian teens. The same process happened in Australia (Cummins) during January 2015, in Serbia (Indjija) the author's home country at the end of January 2015 and in Estonia (Pärnu) during February 2015. In each country, teenagers' survey through questionnaires was administered in person in agreement with school representatives, because teens are minors, and the author had to get permission to enter into contact with them.

Also, as it is explained in the philosophical part of the research, according to Neuman (2011), to understand the social world from the experiences and subjective meanings that

people attach to it, interpetivist researchers favor interaction and dialogue with the studied participants (as cited in Wahyuni, 2012). In this context, as the author followed an interpretivist point of view, during the data collection on specific subjects that teens might be unfamiliar with (some wellness or spa services), interaction with teenagers was necessary in a way to explain the questions and give an example of answers. It is clear that the subjectivity of the author including her perspective and knowledge influenced the opinion of the teenagers, but it is assumed that the influence did not bias the results significantly and the same influence was present in all cases (i.e. with each group in each country).

From the professionals' perspective the author decided to choose a sample of 10 professionals (n=10) in each of the four countries that were selected, which means all together forty professionals (n=40). The professionals were school and community representatives responsible for wellness services for teens and spa specialists responsible for both wellness and spa services. The countries are Serbia, Estonia, Ukraine and Canada. The reason for choosing these four countries is the authors' co-operation with the participants through her profession and education in the past, and also, as questionnaires for professionals were administered electronically via LinkedIn, E-mail and Facebook, the most data was collected from these four countries.

Finally, it is very vital to point out that the individuals of the both samples may not be representative of their whole profession in that country, but they nevertheless gave some useful insights on wellness and services for teens and their needs.

2.3. Cross-cultural Research Strategy and Comparative Research Design

Cross-cultural research is a scientific method of comparative research which focuses on systematic comparisons that compare culture to culture and explicitly aim to answer questions about the incidence, distributions, and causes of cultural variation. To compare culture is not to deny its individual uniqueness. Cross-cultural research deals with what is general, what is true for some or even all human cultures (Olatundun, 2009). Results of cross-cultural research are generalizable to all types of society from a small hamlet with

population in the hundreds or a few thousands to urban societies with population in the hundreds of millions. It helps researchers to make general (cross-cultural) statements about the similarities and differences of cultures and to identify what may be universal and variable about human cultures, as well as to discover reasons why the variation exists (Valsiner, 2003). Certainly, in the case of small samples like in this research, caution must be exercised when generalizing about cultural differences, but the data is still likely to show some variations based on the cultural background of the respondents.

The first model (see Figure 1) will be used for the first objective (1) to compare wellness and spa services for teenagers by using two inputs which are:

- teenagers' perceptions on wellness and spa services in their community, school and spas in four countries (Estonia, Serbia, Norway and Australia);
- professionals' (e.g. wellness and spa specialists, school representatives, etc.) perspectives on wellness and spa services in community, school and spa in four different countries (Estonia, Serbia, Ukraine and Canada).
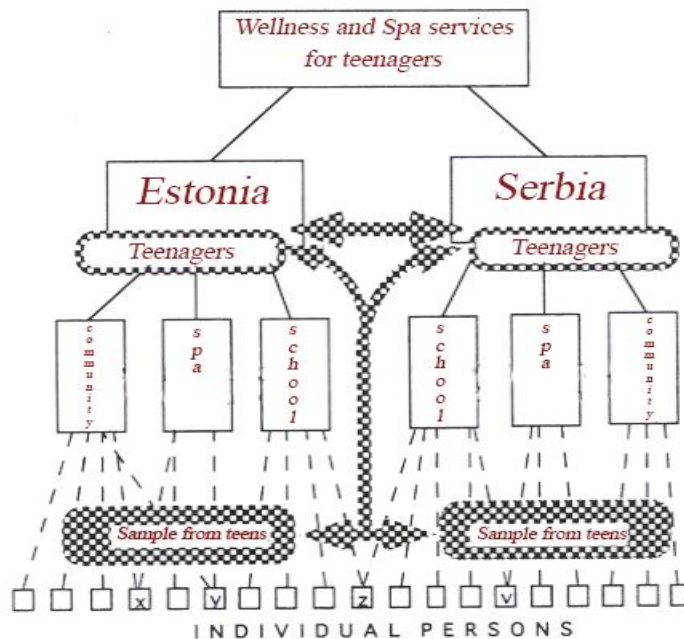
Figure 1. Creating generalized knowledge on wellness and spa services through sample-to-teenagers inference in different countries (compiled by author, adapted from Valsiner, 2003)

In Figure 1 the basic structure of generalization of knowledge about wellness and spa services for teens in different cultures is presented. It is a simplified hierarchical structure of two cultures, which entails individual teenagers, institutions (community, school and spa), different countries, and an over-generalized notion of wellness and spa services at the ultimate top of the hierarchy. Nevertheless, the simplified picture illustrates the complexity of the hierarchy and the ways in which cross-cultural research constructs its knowledge on wellness and spa services for young people. In addition, the hierarchy entails multiple connections. Wellness and spa services might be different in different countries (e.g. Estonia and Serbia). Also, different institutions like community, school and spas can offer different services for teens in each country. Teenagers (individuals X, Y, V) can have different needs, expectations and perceptions on different services in each country. Moreover, it is possible that an adolescent (individual Z) who has at times lived in one country and experienced wellness services in his or her formal schooling institution, may migrate to another society and encounter a very different schooling environment. As a result, the teen may develop self-systems adapted for both societies differently. After all, wellness and spa services for teens in community, school and spas and their needs and expectations from different cultures can be compared in order to identify differences and similarities.

The second model (see Figure 2) will be used for the second objective (2) to identify needs and expectations of teenagers from different countries when consuming wellness and spa services by using two inputs which are:
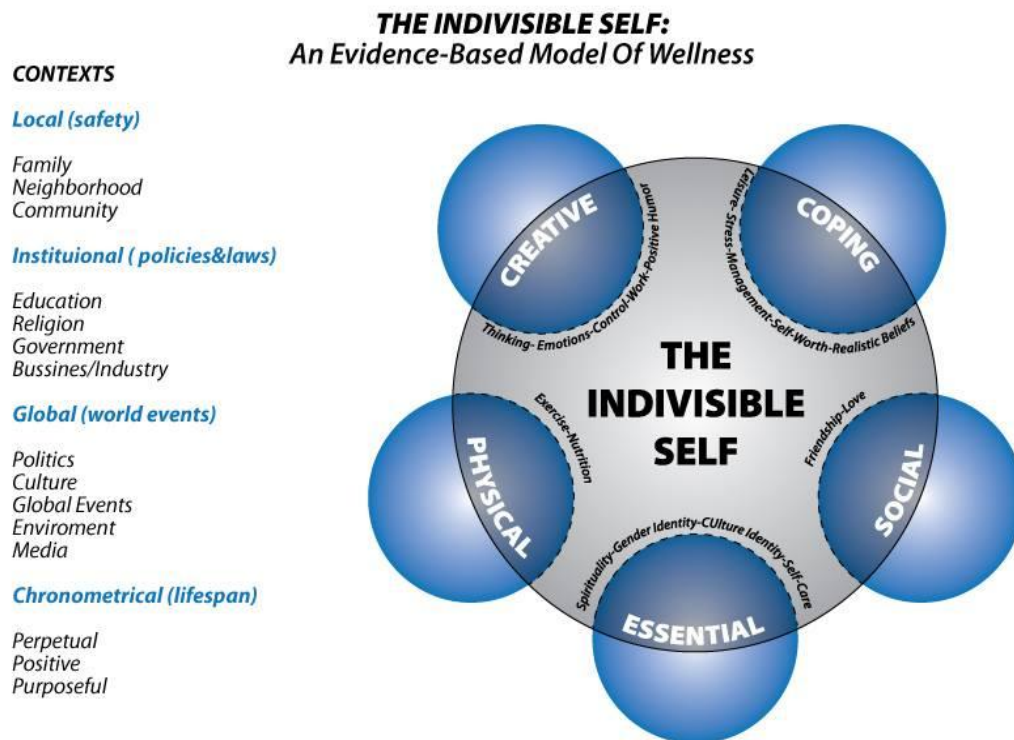
- teenagers' needs and expectations on wellness and spa services in their community, school and spas in four countries (Estonia, Serbia, Norway and Australia);
- professionals' (e.g. wellness and spa specialists, school representatives, etc.) perspectives on teens' needs and expectations of wellness and spa services in their community, school and spas in four different countries (Estonia, Serbia, Ukraine and Canada).

Using this model The Indivisible Self: An Evidence-Based Model of Wellness (IS-WEL, Sweeney & Myers, 2003), the author wanted to point out the wellness needs of teenagers as individuals, which are:

- Creative Self: *Thinking, Emotions, Control, Positive Humor, Work*

- Coping Self: Realistic Beliefs, Stress Management, Self-Worth, Leisure

- Social Self: *Friendship, Love*

- Essential Self: *Spirituality, Self-Care, Gender Identity, Cultural Identity*

- Physical Self: *Exercise, Nutrition*

Also, the author suggested that satisfying adolescents' needs and expectations depends on many environmental factors that always can operate for better or for worse in relation to individual wellness for teens:

- Local: *Family, Neighborhood, Community*

- Institutional: *Education (Schools), Religion, Governments, Business/Industry*

- Global: *Politics, Culture, Global Events, Environment, Media*

- Chronometrical: *Perpetual, Positive, Purposeful*

Figure 2. The Indivisible Self: An Evidence-Based Model of Wellness (IS-WEL, Sweeney & Myers, 2003)

The importance of context, or systems, in order to meet teens' needs and expectations has been well established. A complete understanding of the individual cannot be gained without incorporating a concern for environmental factors, which always can operate for better or for worse in relation to individual wellness. Thus, the Indivisible Self is both affected by and has an effect on the surrounding world. In Figure 2, four contexts or systems are presented. Local contexts include interactions with and the central influences of those systems in which we live most often (families, neighborhoods and communities). Institutional contexts (education, religion, government, business and industry, and the media) affect our lives in both direct and indirect ways. Global contexts (politics, culture, global events and the environment), are made more salient and personal through the influence of the media. The final context, chronometrical, reflects the recognition that we change over time in important ways. Wellness involves the acute and chronic effects of lifestyle behaviors and choices throughout an individual's lifespan. Importantly, each of the components of the IS-WEL model interacts with all others to contribute to holistic functioning (Sweeney & Myers, 2003). Similarly, the contextual factors each have an influence or impact on the individual and the individual affects his or her context. These interactions may be for better or for worse, individually and collectively. Also, some influencing factors are more globalised than others – like TV, internet, music, social media, fast food and coffee (e.g. Mc Donalds, Sabway, Starbucks, etc.) – which all influence young people quite heavily (Mishra, 2008). As a result, based on the influence of these factors the author compared needs and expectations of adolescents between countries.

Furthermore, when considering comparative research design, Landman (2008) adopts a three-part division of comparative design into "comparing many countries, comparing a few countries and single-country designs" (see Appendix 2) (as cited in Lor, 2011). When countries are selected for comparison, they should be comparable in respect of the phenomenon or theory that is of primary interest in the study. Sartori (1991) has stated that entities to be compared should have both shared and non-shared attributes. They should be at the same time "similar" and "incomparable". There are two basic design strategies for selecting countries for comparison such as Most Similar Systems Design (MSSD) and Most

Different Systems Design (MDSD). In the most similar systems design (MSSD) the researchers select countries that are very similar in all respects except in respect of the particular factor or variable of which we want to study the effect. In the most different systems design (MDSD) the researchers take the opposite approach. They select a number of very different countries that share the phenomenon they are interested in (Lor, 2011).

Lead by few countries comparative research design above, the author decided to use a combination of both approaches, the most similar systems design (MSSD) and the most different systems design (MDSD), in order to present wellness and spa services for teenagers. In each country the number of questioned teens (n=25) and the age of teens are the same; however each country has a different wellness and spa culture and history that might have reflection and influence on wellness and spa services for teenagers (see Figure 4). The overview of different wellness and spa culture in six different countries (Norway, Serbia, Estonia, Australia, Canada and Ukraine) is presented and listed in Appendix 3.
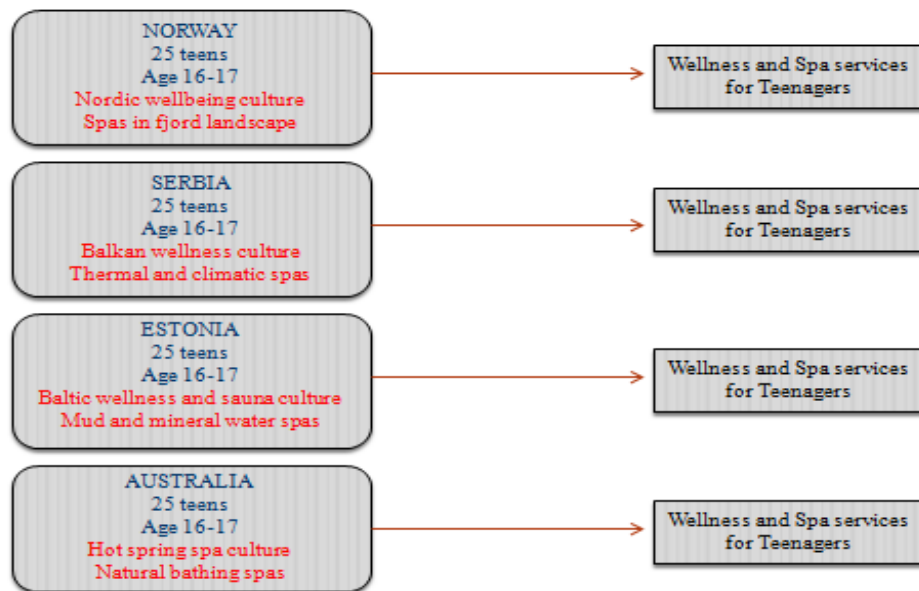
Figure 4. The Most Similar Systems Design (MSSD) with a different research factor and The Most Different Systems Design (MDSD) with a same research factor (compiled by author, adapted from Lor, 2011)

The results of the first model will show differences and similarities in wellness and spa services for teenagers in different countries. In addition, the outcome of the second model will present teens' needs and expectations and the influence of different systems on such a decision (e.g. school, community, media, culture, environment, etc.). Whether the various spa and wellness cultures and their history have an impact on the wellness and spa services for young people will be considered through two different system designs.

2.4. Data Collection Method

The aim of this thesis is to introduce differences and similarities of cross-cultural spa and wellness services for teenagers as a special group of consumers and understand their needs and demands based on relevant culture, value and life style. A mixed research method was employed by using two different self-administrated questionnaires for both teenagers and professionals. Mixed-methods research draws upon both quantitative and qualitative methodological approaches to answer a particular research question (Hewson, 2006). An alternative strategy within mixed-methods research have been identified by Cresswell (2003) and it refers to concurrent strategy. Concurrent techniques involve data collection using both quantitative and qualitative approaches simultaneously, for example, administering a questionnaire which contains both closed-ended and open-ended questions (as cited in Hewson, 2006). Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions and intentions of relatively large numbers of subjects more cheaply and quickly than other methods. An important distinction is between open-ended and closed questions. Often a questionnaire uses both open and closed questions to collect data and this is beneficial as it means both quantitative and qualitative data can be obtained (McLeod, 2014).

Questions for the questionnaires were structured to be mainly open-ended in order to induce critical thinking and undirected opinion of the respondent and a few close-ended so that a statistical interpretation can be undertaken. Moreover, open-ended questions help to gain insight into all of the opinions on the topic the author is not familiar with. Also, as the questionnaires targeted only a small group of people in each country, open-ended questions were suitable for developing this survey because it gives more detailed and richer

information from each respondent. However, close-ended questions included multiple choices where respondents needed to tick the answer from a list of possibilities. Finally, questions were created to be more interesting and understandable for adolescents and therefore the questionnaire for professionals was constructed to coincide with it. The language of a questionnaire should be appropriate to the vocabulary of the group of people being studied. For example, the researcher must change the language of questions to match the social background of respondents' age, educational level, social class, ethnicity, etc. (McLeod, 2014).

Questionnaires enable quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis, which makes this a more reliable method of research. It also ensures comparability of the data across respondents, increases speed and accuracy of recording, and facilitates data processing. Questionnaires can be completed in privacy in order to explore potentially embarrassing areas (e.g. sexual matters, etc). This increases the chances of people answering questions honestly. On the contrary, questionnaire items may not have the same meanings to all respondents and the format of design makes it difficult for researchers to examine complex issues and opinions. Even where open-ended questions are used, the depth of answers that the respondent can provide tend to be more-limited than with almost any other method of research. This makes it difficult for the researcher to gather information that is rich in depth and details (Malhotra, 2004).

According to Foddy (1993) there are quite a few characteristics that open-ended and close-ended questions differ, especially as regards the role of respondents when answering such questions. Close-ended questions limit the respondent to the set of alternatives being offered, while open-ended questions allow the respondent to express an opinion without being influenced by the researcher. This has several consequences for the quality of survey data. The advantages of the open-ended questions include the possibility of discovering the responses that individuals give spontaneously, and thus avoiding the bias that may result from suggesting responses to individuals, a bias which may occur in the case of close-ended questions. However, open-ended questions also have disadvantages in comparison to close-ended, such as the need for extensive coding and larger item non-response. In

addition, as documented many decades ago by Lazarsfeld P. F. (1944), in questionnaire design, open-ended questions can be used to explore deviant responses to close-ended questions. (Reja et al., 2003).

The data was obtained from questionnaires that were administered in person and electronically in the period from December 2014 to February 2015. Ten (10) questions in total were developed for teenagers in English, Norwegian and Serbian languages and ten (10) for professionals in English language. Additionally, usable questionnaires for teens were obtained from Serbia, Estonia, Norway and Australia and in each country twenty-five (n=25, all together n=100) adolescents were questioned. Finally, questionnaires for wellness and spa professionals were sent to Serbia, Estonia, Canada and Ukraine and ten responses were received in each country (n=10, all together n=40).

Results from the questionnaires for teenagers verified cross-cultural differences and similarities of spa and wellness services in their community, school and spa, as well as their expectations, concerns, needs and demands. In the questionnaire for teenagers (see Appendix 4), the first four questions were close-ended with a multiple choice. To ensure greater confidence in the findings, response options for closed-ended questions should be: easy to understand (avoid using jargon or language that is difficult to understand), mutually exclusive answers (ensure that responses don't overlap) and exhaustive answers (include a list of all answers that are reasonably possible). In situations where an exhaustive list is not available or practical, the survey designer can choose to use a partial closed-ended question with a response option that states 'other' (please specify) (Gouldthorpe & Israel, 2014). In first four questions the author intention was to find out teenagers opinion on importance of wellness dimensions, wellness services in their schools and communities, and the most attractive and preferential spa treatments and activities. The next six questions were open-ended and the author wanted to achieve knowledge on teens' opinion about collaboration between schools and spas, and their expectations, needs and possible achievements when consuming spa and wellness services. Also, the author sought to understand the main barriers for not using spa and wellness programs, where teens get information about their

needs and demand, and how they would like to be educated and aware about their own well-being and health.

Experts' knowledge served as a set of responses, perspectives and opinions to better understand and demonstrate differences and similarities of the spa and wellness services for teenagers in different countries. The questions in the questionnaire for professionals were mainly open-ended (see Appendix 5). Open ended questions provide a rich source of more descriptive information as there is no restriction to the response. However, they are harder to analyze and make comparisons from. These give no pre-set answer options and instead allow the respondents to put down exactly what they like in their own words using their own knowledge and/or feelings. In addition, this is useful for larger number of respondents when interviews would be impractical. (McLeod, 2014). The first question for professionals was about the most important wellness dimensions for teens, followed by the second question on the wellness services that schools and communities in their country are offering for teens in order to improve self-confidence and life. The next two questions were on spa establishments in their country that are offering special spa services for teenagers and spa counseling for teens as a part of their physical and mental health enhancement. Question number five considered information and education that teens can get about their needs, demands, well-being and health. The sixth and seventh questions were about communication with teenagers to get feedback on their needs, expectations and experiences and co-creation between teenagers and wellness and spa experts in order to exchange ideas and achieve opportunities for innovative wellness and spa services and treatments for them. The next two questions were asked to understand the main barriers to develop wellness programs for teenagers in their country and the main barriers for teenagers not to use spa and wellness programs. The last question was to list service ideas, activities, events, facilities or anything else they would suggest to support and improve teenager' well-being and life at school, community or the spa centre.

After an approximate three months time frame (in the period from December 2014 to February 2015) the author managed to collect answers from the both teens and experts, and a total of 140 respondents answered the questionnaires. All respondents answered all

questions. Received responses were analyzed and presented in tables and figures compiled by author.

2.4.1. Research Outcome and Analysis of Questionnaire Results for Teenagers

In the following section, conclusions are drawn from the questionnaires and the answers were analyzed based on the opinion of young respondents from Serbia, Estonia, Australia and Norway. To begin with, as personally the most important wellness dimensions, the respondents from Norway, Australia and Estonia brought out emotional wellness, while Serbian teens found intellectual wellness dimension the most important for their lives. In addition, the least important is the environmental dimension for teens in Australia and Estonia, spiritual in Norway and occupational in Serbia (see Table 2).

Table 2. Teenagers perspective on wellness dimensions importance from 1 to 7 where 1 is the most important (n=100).

| THE IMPORTANCE OF WELLNESS DIMENSIONS	NORWAY	AUSTRALIA	ESTONIA	SERBIA
1	Emotional	Emotional	Emotional	Intellectual
2	Social	Social	Intellectual	Social
3	Occupational	Physical	Social	Emotional
4	Intellectual	Occupational	Physical	Spiritual
5	Physical	Intellectual	Spiritual	Physical
6	Environmental	Spiritual	Occupational	Environmental
7	Spiritual	Environmental	Environmental	Occupational

Secondly, the survey results on wellness services that their community is offering in order to improve teenagers' lives revealed that sports (Norway 28%, Serbia 27%, Australia 20% and Estonia 19%), followed by education and knowledge related to learning (e.g. asking critical questions, problem solving, team working, listening and negotiation, etc.) are mainly provided in each country. But, self-confidence boosting which is certainly a very important activity is unfortunately neglected by the community in Serbia (4%) and Norway (3%). In addition, in Estonia (4%) self-esteem workshops have the lowest percentage and in

Australia (6%) mental and physical health support (e.g. appearance pressure, exam pressure, etc.), and healthy life style and nutrition (see Figure 5).
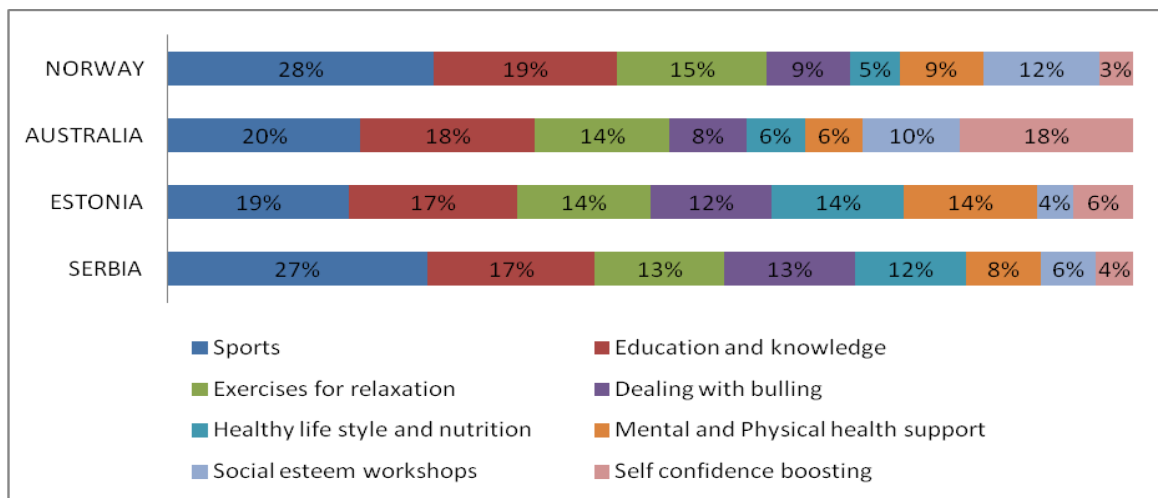

Figure 5. Teenagers perspective on wellness services provided by the community (n=100).

The same question has been asked for the school wellness services such as self-confidence boosting, socializing, drama and choir sections, seminars (e.g. stress and anxiety, drug and alcohol problems, self-esteem and confidence issues, bullying problems, eating disorders, etc.), self-esteem workshops, sports, exercises for relaxation (e.g. yoga and meditation, etc.), mental and physical health support (e.g. appearance pressure, exam pressure, etc.), healthy life style and nutrition and others. Teenagers from each country (Serbia 33%, Estonia 23%, Australia 20%, Norway 24%) stated that the most offered activity in their schools are sports followed by drama and choir sections in Serbia (17%) and Norway (18%), and socializing in Estonia (17%) and Australia (18%). However, self-confidence boosting is the least available in school programs in Serbia (2%) and Estonia (1%). Also, in Australia (2%) drama and choir sections and in Norway (3%) self-esteem workshops are definitely forgotten by the school representatives (see Figure 6).
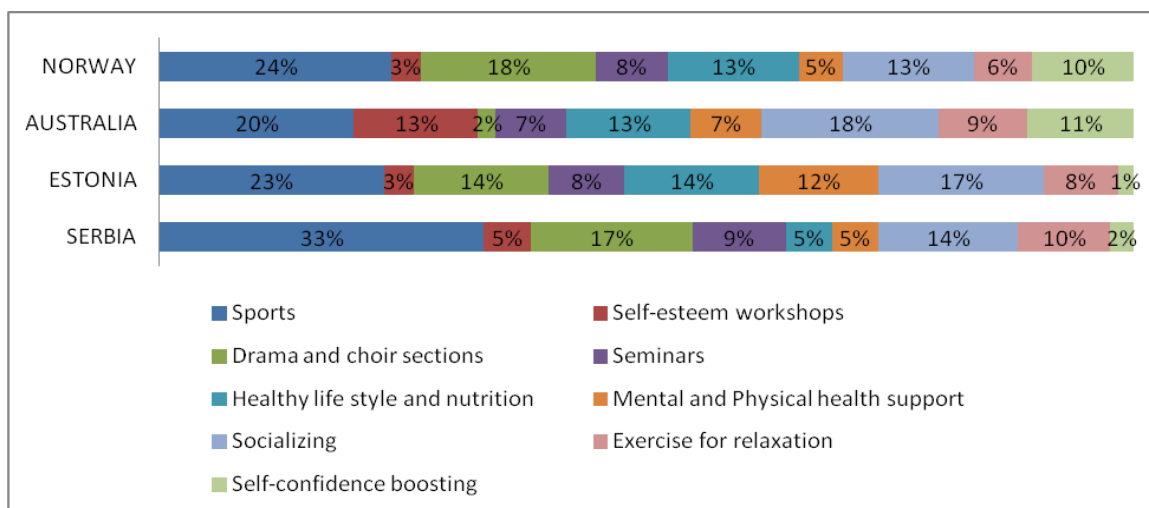
Figure 6. Teenagers perspective on wellness services provided by the school (n=100).

When asked about the most attractive and preferential spa treatments or services (e.g. fitness exercises, massages, skin care advices and services, beauty grooming (e.g. hair, nails, etc.), mental hygiene (e.g. calming the mind, de-stressing the mind, etc.), spa counseling, pool, sauna and others)), adolescents from Australia (23%) and Serbia (20%) prefer in the first place massages and in the second the pool. Moreover, Estonian teens (19%) favor saunas followed by the pool, while teens in Norway (22%) mostly like skin care advices and services, and thereupon massages. However, all teens from each country agreed (Serbia 2%, Estonia 3%, Australia 2%, Norway 2%) that the spa counseling is the least desirable treatment among others (see Figure 7).
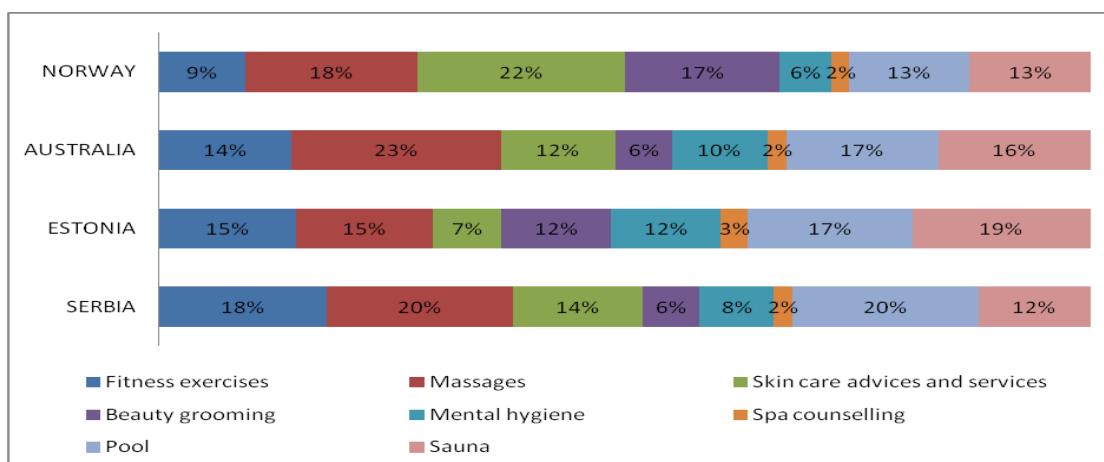
Figure 7. Teenagers preferential spa and wellness services provided by the spa (n=100).

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Regarding the idea that each school provides monthly, as part of the school program, a specially organized spa day for teenagers or that some spas organize good monthly discounts for young people, adolescents have been asked about the treatments and services that would be interesting for them to improve their physical appearance and mental serenity. All of them liked the idea very much. Young people from Serbia, Australia and Norway are interested in skin care advices and treatments as the most common problem in this stage of age, followed by massages as a part of anti-stress program for relaxation. However, Estonian teens prefer pool, followed by sauna and bath, where we can see a typical influence of the Baltic culture.

Many teenagers are suffering with a wide range of issues, such as depression, anger issues, stress and anxiety, drug and alcohol problems, self esteem and confidence issues, difficulties with relationships, bullying problems, sexual abuse and eating disorders. In addition, teens can suffer from loneliness, spiritual needs, burnout, rapidly changing emotions, sleep problems, lack of purpose in life, pessimism, etc. Regarding expectations, needs and possible achievements when consuming spa and wellness services in the spa, school or community, adolescents in Serbia and Estonia first highlighted skin care treatments and after healthy nutrition. In Australia it is the other way around, teens pointed out first healthy nutrition and then skin care. Yet, young people in Norway consider better informed professionals on teens' difficulties as the most important demand when consuming spa and wellness services.

 When asked for respondents' opinion about the main barriers for not using spa and wellness programs for teenagers in their country, the main reasons in Serbia, Estonia and Australia are not having enough time and money. However, Norwegians are not so much interested in spa treatments and beauty; they are more interested in personal wellness and internal values that can be provided by the school and community representatives as a part of wellness programs for teenagers.

With reference about finding information on their needs and demands, all teens are mostly using social media through which individuals and groups share, co-create and discuss about different topics. The most popular among all of them are facebook page, online magazines,

forums, fashion blogs, YouTube, instagram, twitter, internet, ask.com, etc. Conversely, some of them ignore these media and they would rather get information and be educated on own well-being and health through community and school programs and spa counseling for teens.

The survey results in all four countries revealed that adolescents would like to be educated on their health, physical appearance and needs through organized seminars by community, school programs (through visual, electronic and online materials, not the typical lecture), school magazines edited by adolescents, specific online communities (e.g. forums, facebook groups, twitter and instagram channels, etc.) and small and closed meetings.

Finally, when asked to list service ideas, activities, facilities or anything else they would suggest to support and improve either their own and/or other teenager well-being at school, community or the spa centre the answers were very interesting and various (see Table 3).

Table 3. Teenagers' suggestions on wellness and spa services in school, community and spa center (n=100).

TEENS SUGGESTIONS	SERBIA	ESTONIA	AUSTRALIA	NORWAY
SCHOOL SERVICES	Free internet Complementary drinks Music Modern technology for lectures	Motivating lectures Better grades	Physical development classes Fitness programs	Evening courses
COMMUNITY SERVICES	Workshops Lectures on belittling others Motivation by the social circles	Social events and activities Time with family and friends	Speakers on different topics Mental health seminars Drug awareness programs	Social parties Sports events
SPA SERVICES	Spa education through activities and events Cheaper Spa treatments	Affordable services	Cheaper spa facilities	Cheaper Spa treatments

For instance, Serbian adolescents suggested free internet, a complementary drink and music at their request in schools. Also, they suggested activities and events through spa education made specifically for teenagers and use of modern technology and its implementation through the program in schools. In addition, they pointed out cheaper spa services,

workshops, lectures on belittling others and need to raise motivation by social circles and through family influences. In Norway, teens listed evening courses, cheaper treatments, social parties and more sports events (e.g. mountain activities, hiking trips, etc.). Interestingly, Estonian teens are considering more motivating lectures and better grades, spending more time with family and friends through social events and activities and using more affordable services such as massage, pool and sauna. On the other hand, in Australia several respondents asserted that speakers on different topics, mental health seminars, drug awareness programs, physical development classes, fitness programs and cheaper spa facilities would have significant influence on their well-being and social life.

2.4.2. Research Outcome and Analysis of Questionnaire Results for Professionals

Analysis of the questionnaires for professionals gave valuable insight into the main group of the topic. To start with, regarding the most important aspects of the seven wellness dimensions for improving teenagers' lives, all of the professionals from four countries (Serbia, Estonia, Canada and Ukraine) expressed the opinion that all seven dimensions are equally important as the quality of life cannot be obtained if any of the dimensions is missing. Therefore, the balance between them is the most vital.

Secondly, concerning services that schools and communities in their country are offering in order to improve self-confidence and life of teenagers, professionals in all countries brought up that self-confidence boosting and creativity is mostly provided through workshops, theatrics and choir sections, sports, arts and crafts, and youth associations. Also, in Serbia and Ukraine, communities and schools are providing environmental responsibilities (e.g. recycling projects, youth organizations for afforestation and reforestation, scout organizations organized by National parks, etc.). However, professionals from each country agreed that too much importance is placed on developing the skills of learning certain subjects rather than developing a young person as a whole. In addition, there is a lack of physical activity encouragement, luck of healthy nutrition and lack of spiritual practices.

As an answer to the question on spa establishments that are offering special treatments for teens, experts from Serbia and Estonia agreed that there are not such establishments in their countries, but there are some spa services suitable for adolescents which are not promoted enough. On the other hand, in Canada and Ukraine there are such institutions that concentrate on physical health and psychological state of teenagers.

On the topic about providing spa counseling for teens in the spa, professionals from Serbia and Estonia explained that it would be reasonable to have psychological consulting or support for teenagers in a medical spa centre as a part of programs for improving the quality of life and it should be well adjusted to their interests and way of life. Conversely, experts from Canada and Ukraine believe that it would be better to offer programs and activities in schools and communities that move away from focusing on teenagers' issues where they are guided to explore themselves more deeply such as yoga, meditation and facilitated social gatherings that are fun and empower.

Regarding information and education that teenagers are getting on their needs and demands respondents from each country clarified that today's teens are an 'online generation' and they have an insight through every type of social and online media (e.g. online magazines, blogs, websites, Facebook page, etc.). Besides, parents, peers and some school programs can be a supportive environment, but this is not always the case.

When asked about communication with teens in order to get feedback on their needs and expectations and to create better offers and innovative solutions for their well-being, in Serbia, experts organize health volunteer actions like concerning health gardens, safety in the sun, preventing sexually transmitted diseases (STD), problem with acnes, problem with overweight, etc. Also, in Ukraine, Estonia and Canada teens are more willing to express themselves through a process similar to a group game where all are involved (e.g. group discussion). Interestingly, all four countries agreed that the best way to collect information is through observing and interacting with teens. For instance, recently in Estonia a speech contest for teens was organized and the topic was "The battle I am not going to lose".

Adolescents brought out their true problems and possible solutions. It was a great idea from the experts' side to learn and get familiar with their real fears and hopes.

On the subject of co-creation and collaboration between teenagers and wellness and spa experts in order to exchange ideas and achieve opportunities for innovative wellness and spa services and treatments for them, all professionals consider this as a great and interesting idea. Moreover, they proposed that teens should be involved through creative, interesting, effective and interactive programs related to the topic (e.g. brainstorming) in order to communicate with them and apply their suggestions.

Relating to professionals perspective on main barriers to develop wellness programs for teenagers in their country, in Serbia and Canada it is mostly lack of state support, parental support, finding the funding to support the programs and qualified workers to deliver services. In Ukraine and Estonia, the main barrier is willingness of teenagers to collaborate, but with a special approach and creative development of such programs it is possible. In addition, taking the first step towards collaboration and creating an interest in teenagers is the most important, after that point it should be a fun and creative process.

The main barriers for teenagers not to use spa and wellness programs in all four countries are seen as not enough money in the first place followed by lack of interest and knowledge about spa and wellness programs, and ultimately wrong life models (e.g. starlets, football players, mafia guys as outstanding persons in community, etc.).

To finish, professionals' suggestions on service ideas, activities, events and facilities for supporting and improving teenagers' well-being and life at school, community or the spa centre are various and interesting:

- **Serbia** - In Serbia there are a lot of ideas such as supernatural festival (the event that gathers variety of international and domestic environmental organizations, authentic and organic food producers and a place where everybody can achieve quality education), volunteer actions in the zoo, third age together with us exhibition, health gardens, laughter yoga, Qigong (life energy cultivation), ethno

fitness, cooking school, forest medicine courses, animation workshops in museum of African art, calligraphy lessons, action of forming or shaping like sculpturing, Mancala playing (count-and-capture games) and health festival.

- **Estonia** - In Estonia, experts pointed out that spas and schools should work closely together if they want to raise the awareness of children about this topic (e.g. study visits to spas, health classes, online educative tasks on wellness dimensions, etc). Also, schools together with spas should encourage teenagers to talk and write about these topics, offering them spa experiences in return for the most creative ones. In addition, teenagers should be inspired to create their own wellness weeks or events.

- **Ukraine** - Ukrainian professionals agreed that anything that is creative, active and fun would be motivating for teenagers. Moreover, interesting workshops and games on wellness dimensions with some kind of rewards would be an incentive for young people to get involved in such programs.

- **Canada** - In Canada, experts think that is the most important to find out what adolescents are interested in or what they would be willing to try and then to start with something easy and fun such as socializing through activities and games that target each wellness dimension (e.g. yoga, craft, mindfulness based activities, outdoor activities, films discussions, workshops on natural and self-care, swimming parties with music, dancing, etc.). Likewise, introducing ways for taking care of oneself and others in supportive and healthy environments, for example relaxed atmosphere with specific designs, colors and music that inspire the general generation age. Additionally, organizing wellness societies in schools led by students for students where good models share well-being activities that they do to inspire their friends.

After analyzing the two-dimensional perspective from youngsters and professionals side on wellness and spa services for teenagers, in the following sections the author found connection with answers and the previous researches as well as made recommendation based on results and suggested issues for the further studies.

3. DISCUSSION OF RESULTS AND DATA ANALYSIS

Based on the outcome on the teens' questionnaire carried out, in most countries teens are oriented to the same needs - emotional wellness followed by social wellness. This statement is very reasonable as stated in Dunn counseling for teens (2012) that today's society makes this challenging time even more difficult for our teenagers, with exam pressure, relationship pressure, peer pressure, the internet all adding to this already difficult, vulnerable and emotional period. In addition, many processes can influence needs, demands, expectations and behavior of teenagers. Psychological processes are internal; they include thoughts, feelings, emotions, understanding and perception. Social processes are external; they are comprised of social networks, school, community, family and environment (Williamson & Robinson, 2006). Thus emotional and social wellness can be seen as a global need for teens across the countries of this research.

The most common wellness practices for teens in communities and schools of the four countries are sports activities, socializing, and education and knowledge related to learning. This is documented by Zullig and White (2010), where playing sports in schools and communities helps teens to stay in shape, reduces risk of obesity and diabetes, teaches them how to organize time, boosts friendships, and builds relationships with peers and adults. Also, through socializing teens learn the give-and-take of relationships, appropriate manners and customs, the skills necessary to make and keep friends and discover what gives them joy, passion, and meaning in life (Palmer et al., 2011). In addition, applied learning strategies such as teamwork, collaboration, exploration, and negotiation are used to lead students to the solving of authentic problems (Taylor, 2011). As this research shows, the majority of adolescents' answers represent similarities of wellness activities in communities and schools in different countries. Nevertheless, in each country are mostly missing practices in mental health support related to self-esteem workshops and self-confidence boosting. This was studied by Emler (2001) where the lack of self-esteem in adolescence has been associated with a number of troubles, including poor academic performance, delinquency, substance abuse, social problems, teenage pregnancy, racism, depression and suicide attempts. On top, Ellis (2011) stated that a self-confidence boosting

among teens is very useful through introducing a good role model, encouraging talents, supporting positive friendship, talking about self image, praising teens' actions, teaching them that beauty is not about looking like a model or movie star.

As the outcome of the questionnaire suggests, teens generally see spa areas as the place for spending leisure time, having fun and relaxation, using massage treatments and pools as the most attractive and preferential spa services. As noted by The Good Spa Guide (2012), some teens are happy to spend a day at a spa, using the pools, saunas and steam rooms and enjoying the water-slides, water-play and ice caves. Besides, Jacuzzis and whirlpools are perfect for socializing with friends and are safe for younger spa goers as well. However, all teens in each country see the spa counseling as the least attractive service. It can be assumed that this could be lack of information on what the spa counseling is and insufficient communication between specialists and young people. As pointed out by Dunn counseling for teens (2012), wellness and spa counseling for teens involves helping adolescents to overcome their issues, improve their lives and wellness dimensions. Teenagers can receive a lot of benefits from wellness services and counseling, such as a greater ability to communicate with others, becoming more able to cope with worries and pressures, increasing self-awareness, increasing confidence and self esteem, and having a safe and confidential place to talk. All of these reveal to some extent that teens in four countries have similar understanding and perception of spa area and uses of it. They found spa establishments as a place where they can spend leisure time, but not solving issues.

As the research shows, the majority of teens have a positive attitude regarding the idea that each school provides monthly, as part of the school program, a specially organized spa day for teenagers. It is very important to take spa out of its usual box or niche and bring spa services into new physical locations (e.g. schools), to make spa and wellness services accessible to different consumer segments (e.g. teenagers), and to develop specialized services that target specific consumer markets (Global Spa Summit, 2010). Also, to improve their physical appearance and mental serenity, young people from Serbia, Australia and Norway are interested in skin care advices and treatments as the most common problem at this age. However, Estonian teens prefer pool, followed by sauna and

bath, where we can see a typical influence of the Baltic culture. In Estonia, the history of spas and resorts dates back more than 200 years, while sauna traditions stretch back almost 800 years. It appears that, no other country has as many spa hotels per capita as Estonia at more than 40 and still growing (Smith & Puczkó, 2014). As a result, all teens share the same sympathy on collaboration between schools and spas as a part of their school program. Also, most teens prefer the same treatment to improve their physical appearance, although Estonian teens are influenced by the long history of the Baltic spa culture.

Perhaps not so surprising, on expectations, needs and possible achievements when consuming spa and wellness services in the spa, school or community, the majority of adolescents highlighted skin care treatments and healthy nutrition. Youngsters are in the most vulnerable age when problematic skin can affect the development of personality and self-confidence. Therefore, adequate beauty advices and treatments can help them to feel safe and comfortable in their own skin. Right education and information on how to take care of the skin and right choice of cosmetics is a message for youngsters to benefit from. Moreover, healthy nutrition was noted by Sánchez et al. (2014) where participants on school wellness policies in two school districts in northern New Mexico provided recommendations to improve policy implementation, including wellness policy training for school personnel and parents, improving the taste, nutritional value of, and choices in cafeteria food; and involving the community health council to promote community understanding and support of the policies. Finally, it can be understood that most teens have similar needs and expectations when consuming spa and wellness services in the spa, school or community.

Furthermore, most teens do not have enough time and money and these are the main barriers for not using spa and wellness programs for teenagers in their country. This was noted by Broderick & Blewitt (2010), today many adolescents are lacking money for social life and the financial support from parents, spend a lot of time doing work for pay. Also, according to Orecklin (2003), many hands have been wrung about the plight of overextended kids. In their attempts to become well rounded as individuals and well liked

by college admissions officers, U.S. youngsters from grammar school to high school barely have time for play, let alone relaxation.

Today's teens are an online generation and to find information on their needs and demands, all youngsters are mostly using social media through which individuals and groups share, co-create and discuss different topics. The most popular among all of them are facebook, online magazines, forums, fashion blogs, YouTube, instagram, twitter, internet, ask.com, etc. Also adolescents prefer to be educated on their health, physical appearance and needs through organized seminars by community, school programs (through visual, electronic and online materials, not the typical lecture), school magazines edited by adolescents, specific online communities (e.g. forums, facebook groups, twitter and instagram channels, etc.) and small and closed meetings. In this context, Ahn (2011) suggested the positive side of social media; studies underline the benefits of social connectedness and social capital as users seek advice and emotional support from friends and relatives on Social Networking Sites, like Facebook. Adolescents are also shown to enhance their relationships both at school and online by using SNSs. In addition, Social Media platforms have the potential to enhance their learning experience, as they facilitate knowledge sharing. Also, it is documented by McCammon (2013) that seminars in school and community provide an opportunity for guiding and motivating teens. Experts equip teens with vital life skills when they discuss topics on common teen issues such as pregnancy, recreational drug use, stress, sleeplessness, etc. Such seminars (e.g. getting it together; memory magic; calm and confident: coping with stress and tough times in school; effective leadership; liking your body; mad, frustrated and furious; smart social networking; etc.) make teens better at thinking and planning ahead.

Among many interesting and various suggestions for improving well-being at school, community or the spa centre, all teens proposed opportunity for cheaper and more affordable spa services. For example, Amasio (2015) brought out the Painted Sky Spa designed specifically for youngsters that provides an affordable oasis for teens to enjoy their wellness experience, which includes a lounge, yogurt bar, interactive retail, computer stations, teen-only events, special evening programs, do-it-yourself mixology bar for body

polishes and facemasks, massages, manicures and pedicures, healthy snacks and DIY smoothies.

Based on the outcome of the professionals' questionnaire carried out, similarly all of the professionals declared that each wellness dimension is equally important in the lives of teens as the quality of life cannot be obtained if any of the dimensions is missing. It was explained by the University of California, Riverside (2014) where wellness is the full integration of states of physical, mental, and spiritual well-being. Each dimension of wellness is interrelated and balanced with another and it is equally vital in the pursuit of optimum health.

Although professionals agreed that schools and communities in their countries are providing self-confidence boosting and creativity activities (e.g. workshops, theatrics and choir sections, sports, arts and crafts, and youth associations) for teens. For example, according to Booth and Hachiya (2004), involvement in music, drama and the fine arts provides valuable opportunities for young people to exercise and explore their innate creativity, and to express themselves in an educational environment that fosters humanity, individuality, acceptance and teamwork. Still, experts pointed out on lack of healthy nutrition and that too much importance is placed on developing the skills of learning certain subjects rather than developing a young person as a whole, which completely matches the opinion of teenagers. This is why in many countries, as stated by Vieru (2014); over-education is brought up with anti-school activists where they say that many children tend to feel oppressed or burdened by the massive amount of data. According to Cafi Cohen (2000), reasons to home school are efficiency, self-directed learning, travel, work experience, time, family closeness, limited peer pressure and fun (as cited in Kochenderfer, 2002). Also, as Wright (2014) commented, slow education movement is very important as holistic love of learning that touches every aspect of a student's life and where they learn more slowly, freely and thoroughly.

Spa establishments that are offering special treatments for teens are not supported in Serbia and Estonia, but in Canada and Ukraine these establishments are concentrated on physical health and psychological state of teenagers. Still, due to a wide range of issues, such as

depression, anger issues, stress and anxiety, drug and alcohol problems, self esteem and confidence issues, difficulties with relationships, bullying problems, sexual abuse, eating disorders, etc., professionals from Serbia and Estonia agreed that psychological consulting for teenagers in a medical spa centre would be essential. One of the good examples is the establishment of the rural clinic for young people in North Victoria. The clinic was evaluated against the World Health Organization framework for the development of youth-friendly services. Most consultations have been for sexual and mental health (Ervin et al., 2014). Conversely, experts from Canada and Ukraine believe that it would be better to offer programs and activities in schools and communities that move away from focusing on teenagers' issues where they are guided to explore themselves more deeply such as yoga, meditation and facilitated social gatherings that are fun and empower. It was explained by Greenland (2010) that exercises for relaxation and mindfulness like meditation, yoga, tai chi, visualization, breathing, etc. can help teens release stress, calm down and become more focused. With a growing body of research supporting the health benefits of mindfulness training, for the past few years, advocates have been hoping to see these programs become more prominent in school curricula. "Mindful revolution in education" can aid kids in developing good habits that will help make them happier and more compassionate.

Similarly to teens, professionals have the same opinion that today young people are an 'online generation' and all information they are getting through online media (e.g. online magazines, blogs, websites, facebook page, etc.). Also, experts unanimously concurred that communication with teens in order to get feedback on their needs and expectations should happen through observing and interacting with them. The importance on this subject was presented by the SEED Workshops In-school Girls' and Boys' Program (2015) where teachers and adolescents interact in order to learn about their needs and to teach them how to take control of their own lives, and to realize their full potential. The most interesting self-esteem workshop are talking the talk (self-talk), the best of friends (respectful relationships), assert yourself (say NO), stress less (increase well-being), be fine online (online risks), media wise (embrace own beauty and style), gender bender, respectful relationships - let's talk about sex, environmental awareness, healthy mind and healthy

body. Also, 'Youth Tribes' as a youth culture trend research and consulting agency seeks to understand the ever-changing lives of young people; how trends form, tribes are born and how society ultimately transforms. They work with companies, agencies and non-profit organizations to help them develop a deeper understanding of young consumers and how to build valuable connections with the youth market (Youth Tribes, 2015). In addition, professionals have a positive opinion about co-creation and collaboration with teens through creative, interesting and interactive programs in order to exchange ideas and achieve opportunities for innovative wellness and spa services and treatments for them.

In Serbia and Canada the main barriers to develop wellness programs for teenagers are seen as lack of state support, parental support, finding the funding to support the programs and qualified workers to deliver services. In Ukraine and Estonia, it is willingness of teenagers to collaborate. Also, correspondingly to teens' estimation the main barrier not to use spa and wellness programs is not enough money. In addition, lack of interest and knowledge about spa and wellness programs, and ultimately wrong life models (e.g. starlets, football players, mafia guys as outstanding persons in community, etc.) are consider. It is stated by Loop (2014) that teens are bombarded with an array of celebrities, which include actors, musicians, pop stars, dancers, athletes and comedians. Martinez (2014) appealed that many celebrities do not make a secret of alcohol or drug abuse and the glamorization of dying due to an overdose in the media might make a child feel that using these substances is acceptable. Celebrities who are super skinny and always elaborately dressed can alter a child's self image and might contribute to an eating disorder or low self-esteem.

From the professionals' point of view youngsters' well-being at school, community or the spa centre can be improved through various and interesting activities such as volunteer actions, workshops, online groups, games with reward, connecting schools, communities and spas, wellness societies led by students, etc. Kuperminc et al. (2001) suggested that volunteering may contribute to reducing risks for problem behavior (e.g. teenage pregnancy, substance use, and school failure) and improving academic functioning. O'Reilly et al. (2012) explained that "e-tribes" are very popular among teenagers and characterized by online activities between participants in a multiplicity of media including

chat rooms, social networking web sites, discussion boards, blogs, photo and video sharing, news aggregators, e-mail groups, instant messaging, tweets, wikis and forums. The netnographic analysis identified themes as important to youth: a sense of belonging (pursuit of peer-groups, self-image, etc.), cameraderie (friendship, peer support, etc.); and that online forums are a place to demonstrate knowledge (experiences, skills or expertise) and ideas (opinions on key issues, creativity, etc.), make new friends, persuade others and build a network of contacts with individuals who possess similar ideals, morals and values.

In relation to wellness and spa service design and management, the outcome of this work offers some new insights on how to further improve wellness and spa services for teens and their needs. From the view of teens, it gives deeper insight on wellness issues in schools and communities, and how to meet their needs and expectations through better use of wellness promotions and spa offers. While from the perspective of professionals, it gives solutions how to boost physical and emotional health and wellbeing by engaging in some wellness-promoting practices in teens every day environments. Also, taking into concern the social media, wellness and spa services perhaps should find ways to include benefits for teens in their marketing activities and to raise more awareness for both teens and professionals.

CONCLUSIONS AND IMPLICATIONS

Based on results from two-dimensional perspective, teens and professionals answers in the questionnaires, the author can answer on the research question *what are cross-cultural differences or similarities of spa and wellness services for teenagers* and conclude that there are more similarities than differences among questioned countries. The similarities include wellness and spa services for teens in communities and schools, and similarities in perceptions, demands and expectations of teenagers related to spa services, education, information and barriers.

Identifying a theoretical gap and research gap:

1. *Theoretical gap*
- there are a lot of case studies on teenagers' wellness issues in communities and schools from the USA but not from European countries
- people have done research about spa services in general but not particularly for teens and their needs in that context

2. *Research gap in methods, context, country, segment, etc.*
- subjectivity of the author, teens and professionals in qualitative research
- positionality of the author in qualitative research
- generation gap between teens and professionals; teens and the author
- individuals of both samples may not be representative of their whole profession in that country, but they nevertheless gave some useful insights on wellness and services for teens and their needs in different cultural contexts

While this paper mainly focuses on differences and similarities of spa and wellness services for teenagers and their needs and demands, there are many further ways to investigate and create suggestions on services in schools, communities and spas.

From school, community and spa perspective, research can focus on the following recommendations:

1. Create a Service Design and Management of Wellness Culture for Teenagers in Schools, Communities and Spas

(1) Establish a support system

- Hold institutions accountable for adopting and implementing wellness practices
- Provide technical assistance to build capacity for professionals and teenagers (from grants, programs or partners)
- Establish health and well-being advisory councils in wellness/spa institutions, community and schools
- Use a good model as a framework for delivery of nutrition and physical activity, information and services
- Encourage teenagers' participation
- Conduct yearly evaluations

(2) Communicate and promote wellness

- Provide in-institutions promotions about mental health, skin advices, physical appearance and activity, and healthy eating goals
- Promote wellness as a lifestyle or a trend
- Promote resources and programs available that support wellness policies for professionals to incorporate
- Conduct regular outreach to parents and community leaders about priorities and successes

(3) In-still comprehensive policies

- Enhance knowledge about, and practice of, wellness dimensions
- Provide high-quality nutrition education for teens, with integration throughout the curriculum
- Deliver quality physical, mental and health education for all students that apply standards and best practices
- Ensure that quality education through different seminars and presentation on specific topics (e.g. social media, life models, plastic surgery, etc.) are available to all teenagers
- Engage wellness and spa specialists, schools, families/parents and community members in promoting wellness activities and programs

2. Connect schools with communities, which together share responsibility for each middle grade student's success, through identifying service opportunities in the community, establishing partnerships and collaborations to ensure students' access to health and social services, and using community opportunities for constructive after-school activities.

3. Well-being Raising Campaign - Teen Radio – The idea is that teens can support other teens by talks on different subjects and issues. Also, the music suitable for teens, quizzes, promotions and activities in schools, communities and spas can be provided and announced.

For implementing and funding those ideas it has to be involved and responsible many stakeholders starting from the hierarchical order that includes governments, local authorities in communities, public schools, spa institutions, parents and teens. One hallmark of authentic collaboration is a formal agreement among participants to establish mechanisms and processes to accomplish mutually desired results - outcomes that would be difficult to achieve by any of the stakeholders alone. Effective collaboratives are built with vision, policy, leadership, infrastructure, and capacity building. A collaborative structure requires shared governance (e.g. power, authority, decision making, accountability, etc.) and weaving together an adequate set of resources. It also requires establishing well-defined and effective working relationships that enable participants to overcome individual agendas. If this cannot be accomplished, the intent of pursuing a shared agenda and achieving a collective vision is jeopardized. It seems that any of the countries included in this research is not practicing particularly these ideas, however the good example to follow is the Sequoia Teen Resource Center (STRC) in California (USA) where are offered similar practises.

The suggestions for the further researches:

1. How spas and schools can work closely in order to raise the awareness of youth about physical and mental issues (e.g. study visits to spas, health classes, online educative tasks on wellness dimensions, skin care seminars, etc.)?

2. Are young girls more confidential with female therapists and what are consequences of deficiency of male role models in wellness context for young boys?

3. How to promote wellness and spa activities and services for 'online generation' through organized online 'e-tribes' or 'youth-tribes' creating a sort of a 'trend' which teens would easily connect with and accept?

To finish, according to the research wellness and spa services for teens and their needs are moving towards similar offers and requests related to global culture where cultural values, morals and habits - that contribute to define a personal identity traditionally conceived as linked to an expression of a particular space and time - have become borderless. On one side we have spa and wellness services shaped by trends and on another side we have teens' expatiations and needs influenced by social media, the question remains if these two sides are working synchronized and in favor of each other in order to meet well-being of youngsters and to improve their lifestyle.

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APPENDIX 1: Seven Wellness Dimensions

Table 1. Seven dimensions of wellness that includes intellectual, physical, emotional, social, spiritual, environmental and occupational wellness

Wellness Dimension	Definition
Social Wellness	The ability to relate to and connect with other people in our world. Our ability to establish and maintain positive relationships with family, friends and co-workers contributes to our Social Wellness.
Emotional Wellness	The ability to understand ourselves and cope with the challenges life can bring. The ability to acknowledge and share feelings of anger, fear, sadness or stress, hope, love, joy and happiness in a productive manner contributes to our Emotional Wellness.
Spiritual Wellness	The ability to establish peace and harmony in our lives. The ability to develop congruency between values and actions and to realize a common purpose that binds creation together contributes to our Spiritual Wellness.
Environmental Wellness	The ability to recognize our own responsibility for the quality of the air, the water and the land that surrounds us. The ability to make a positive impact on the quality of the environment in homes, in communities or the planet contributes to the Environmental Wellness.
Occupational Wellness	The ability to get personal fulfillment from our jobs or our chosen career fields while still maintaining balance in our lives. Our desire to contribute in our careers to make a positive impact on the organizations we work in and to society as a whole leads to Occupational Wellness.
Intellectual Wellness	The ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment. The desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning contributes to our Intellectual Wellness.
Physical Wellness	The ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress. The ability to recognize that our behaviors have a significant impact on our wellness and adopting healthful habits (routine check-ups, a balanced diet, exercise, etc.) while avoiding destructive habits (tobacco, drugs, alcohol, etc.) will lead to optimal Physical Wellness.

APPENDIX 2: Comparative Research Design
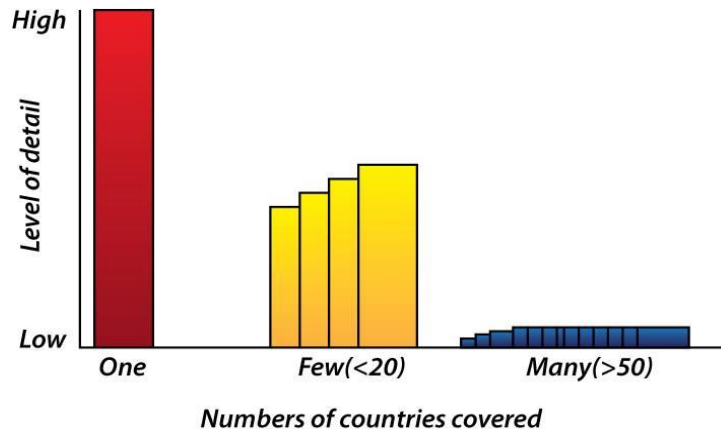
Figure 3. Number of countries compared and degree of detail (Landman, 2008)

APPENDIX 3: Wellness and Spa Cultures

The overview of different wellness and spa culture in six different countries (Norway, Serbia, Estonia, Australia, Canada and Ukraine) is presented and listed:

- **Norway** - Nordic Wellbeing as a recent concept is related to developing a particular Nordic content of wellbeing to be offered by tourism enterprises and destinations across the five Nordic countries (Denmark, Iceland, Norway, Finland and Sweden). Nordic Wellbeing is typically oriented towards nature, outdoor experience and enjoyment combined with healthy local gastronomy, local culture and cleanliness of air, nature and water. In general, the concept of Nordic Wellness conveys the notions of Nordic simplicity and freshness through the reach aquatic environment and pure nature (Hjalager et al., 2011). Norway is rich in the fresh air and fjords and Norwegians have a great need for sports and activities (e.g. skiing, jogging, kayaking, orienteering, hiking, cycling, skating, sailing, golf, tennis, climbing, etc.) They use the wild nature as a health and sports source. The majority of wellness and spa hotels are situated in beautiful natural surroundings near the sea but with a mountain nearby. Spas are increasingly popular in fjords landscape, and some extra pampering is helping to balance a hectic lifestyle. The philosophy behind wellness and spas in the fjord landscape is not just about positive effects from the fjords and mountains, Norwegian food traditions, spa treatments and the natures healing quality in itself. This is a return to the basics and rediscovering knowledge related to nature, culture and quality of life in the regions (Mämmi, 2014). Accorging to Bjelland (2006), spas are an area of consumption that has grown rapidly both in terms of the number of businesses in Norway and within the travel industry. Even though there were a few spas in Norway in the 19th and 20th centuries, spas in general do not have a strong position in Norwegian cultural history. However, over the last years, several Norwegian spas and spa resorts have opened. The first spa in Oslo opened in 1999 (Klepp, 2009).

- **Serbia** – According to the Serbian Spas and Resorts Association (2015), Serbia's nature can be described in two words – unspoilt scenery. The landscape features not only a plethora of mountains, valleys and ravines, rivers and lakes, but also desert areas and even one of Europe's last jungles. There are over 1,000 registered thermal springs and many sites of medical gas and medical peloids in Serbia. The numerous thermal springs with their medicinal healing effects were already famous during Roman times. In over 53 thermal resorts, spa therapies have been adapted to treat a wide range of health ailments and diseases that involve drinking medicinal water or taking medicinal baths, i.e. balneotherapy. Besides the rich medicinal water spas, Serbia is proud of its "climatic spas", which have been designated as health resorts thanks to their favorable climates and geographic locations. The spas are not only ideal for medicinal purposes, but are also perfect for wellness and sporting activities as Serbia's spas have developed an oasis of greenery and tranquility. They are mainly located in gentle valleys or on the slopes of mountains, surrounded by forests, grassland and orchards. The natural landscape of the spas is complemented by natural beauty, cultural and historic heritage, parks and walking paths. In the last few years in Serbia is popular growing trend Balkan Wellness based on ethno elements, gastronomy, ethno villages and farms, phytotherapy and herbal (medicinal) plants – utilizing the secrets of magic herbs from Serbian mythology and medieval medicine (using medicinal herbs together with prayers), Shinrin-yoku or "forest bathing" – taking in the forest atmosphere, etc. Balkan Wellness is a new trend initiated by the Balkan Spa Summit (BSS) organization that includes Spa & Wellness Association of Turkey, Bulgaria, Greece and Serbia and later on Croatia, Slovenia, Ukraine, Hungary, Montenegro, Bosnia and Herzegovina, the Republic of Srpska and Albania. Balkan Spa Summit had the objective to improve future cooperation and create a solid platform for the development and popularization of spa, wellness and medical tourism in the Balkans with uniting mutual ethnic components of the Balkans countries, tradition, culture, history, habits, gastronomy and witnesses of the tough history. In recent years, the BSS contributed to the profiling, defining, creation and promotion of the new tourist product on European

soil - Balkan Wellness, which should become in the near future the brand showing the rest of the world why it is unique (Vešković, 2013).

- **Estonia** - This is the place where the land meets the sea, bogs are interspersed with virgin forest, fields and rivers and lakes. It has untouched beaches, more than 1,000 small islands, heritage landscapes, primeval forests, swamps, bogs, winding rivers with natural riverbeds, etc. It is a Baltic country with a long tradition of health and wellness tourism which is closer to that of Central and Eastern Europe and Russia than to Scandinavia. The history of spas and resorts dates back more than 200 years, while sauna traditions stretch back almost 800 years. There are many traditional baths, rehabilitation centres and sanatoria, many of which are located on the Baltic Sea coast. It appears that, no other country has as many spa hotels per capita as Estonia at more than 40 and still growing (Smith & Puczkó, 2014). Baltic wellness and spa centers (e.g. medical spas, day spas, spa hotels and wellness spas) offer different treatments from external appearances to overall healthy lifestyle in beautiful rural settings or urban oases. Several spas use Estonian peat, mud and mineral water in their treatments, which have healing qualities that have been renowned for hundreds of years. People in Estonia are closely connected with nature. That is why things that are elsewhere called landscape therapy, herbal medicine or aromatherapy are known here simply as long walks in the forest or by the sea, a hot session in the sauna or a steaming mug of herbal tea. These are great ways for dealing with physical and mental lows. Activities such as horse riding, Nordic walking, bicycling and cross-country are helping physical and mental recovery process.

- **Australia** - Australia is one of the hottest, driest countries in the world. For that reason, water sports, swimming and going to the beach are popular activities, especially for 85% of the population that live near the coast. Saunas are not that popular in Australia, due to the hot climate. In Australia leisure and recreational spas as well as wellness hotel and spas are predicted to be the most important in 2020 while the new lifestyle-based services (e.g. combination of physical fitness

and nutrition) will gain ground. Nowadays, the emphasis is mainly on wellness tourism and day spas, and holistic retreats also play an important role. It will be a significant increase in spa facilities, especially natural bathing spas and evolution of hot spring spa culture in Australia, but they have to continue with developing authentic Australian products to attract international market (Smith & Puczkó, 2009).

- **Canada** - Besides Canada's colder climate, Canada has one of the highest per-capita immigration rates in the world, and numerous ethnic groups reside throughout the country. Based on this, spas in Canada are a reflection of various cultural backgrounds. According to Dagmar White the Spa Industry Association of Canada (SIAC), Canada is home to roughly 3,000 spa facilities. Day spas are the most common type of spa, but Canada offers the full gamut of spa experiences. Using ISPA designations, a PKF study from 2007 categorizes most Canadian spa businesses as day spas (74%) or resort/hotel spas (19%). Medical spas, destination spas, club spas and mineral spring spas constitute the remaining 7%. Spa culture in Canada is strongly oriented toward relaxation and stress relief, probably due to two factors: 1) massage therapy services are partially covered by most Canadian health insurance plans, provided that the services are administered by registered massage therapists, and 2) ample space enables spas to provide larger amenity areas (Starr, 2013).

- **Ukraine** – According to Kiev Guide (2015), with more than 500 mineral water sources, Ukraine is the perfect destination for travelers looking to enjoy the therapeutic benefits these offer. There are around fifty spa and wellness centers in Ukraine, many of which are in the majestic Carpathian Mountains, one of the richest sources of mineral water in the country. Mineral waters are beneficial for both bathing in and for drinking. In recent years Ukraine has become increasingly popular as a medical tourism destination. It has become the medical tourism destination of choice for many people in need of cosmetic surgery, dental complications, eye treatment, breast reduction and a host of other procedures. The

low cost of medical treatment along with the highly qualified Ukrainian doctors are a major attraction in medical tourists seeking treatment in Ukraine. It is estimated that most procedures in Ukraine cost 60% - 70% less than the same treatment in Western Europe or the U.S. and this low price can include a relaxing holiday to aid the recovery (Kiev Guide, 2015). Wellness and Spa treatments have always been popular in Ukraine and are readily available. However, medical and curative waters rich in hydrocarbons, magnesium, calcium and petroleum carbons have been used throughout history to the present day for medical and healing purposes (Popova, 2011).

APPENDIX 4: Questionnaire for Teenagers

Thank you for your attention in this research study. My name is Ivana Stanić and I am a Masters student from the University of Tartu Pärnu College in Estonia where I am studying Wellness & Spa Service Design and Management. As part of a student thesis, I am conducting a research about spa and wellness services for teenagers in different countries and I would appreciate your taking the time to complete the following survey. Your answers will be helpful to achieve a better understanding of cultural differences or similarities of spa and wellness services for adolescents offered by schools, communities or spa establishments. This questionnaire should only take about 15 minutes. Your responses will not be identified by individual and all responses will be compiled together and analyzed as a group.

If you have any questions or concerns, please contact Ivana Stanić via e-mail ivanastanic2003@yahoo.com.

1) *Looking at the 7 wellness dimensions and descriptions below, which one is the most important for you personally? Put them in order from 1 to 7 where 1 is the most important.*
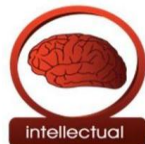
The intellectual dimension of wellness encourages creative, stimulating mental activities.
- Read a book
- Do sodoku
- Crossword puzzle

Integrating one's beliefs and values with one's actions. The spiritual dimension of wellness involves seeking meaning and purpose in human existence.
- Meditate or pray everyday
- Spend time with nature

Emotional wellness includes how positive & enthusiastic one feels about oneself & life. The emotionally well person has healthy relationships with others.
- Confide in a friend
- Say something positive about YOU

Social Wellness emphasizes the inter-dependence with others . It includes the pursuit of harmony in one's family & friendships.
- Have a game night
- Go to lunch with a friend

Environmental wellness is maintaining a way of life that maximizes harmony with the earth and minimizes harm to the environment.
- Recycle
- Take a shorter shower

The occupational dimension of wellness is involved in preparing for work in which one will gain personal satisfaction and find enrichment in one's life through work.
- Join a professional organization
- Obtain a certification

Physical development encourages knowledge about food and nutrition and discourages the use of tobacco, drugs and excessive alcohol consumption.
- Workout with a friend
- Read food labels

2) *From a list of possibilities tick which ones are the wellness services that your community is offering in order to improve teenagers' lives?*

- *Self-esteem workshops*
- *Sports*
- *Exercises for relaxation (e.g. yoga and meditation, etc.)*
- *Mental and physical health support (e.g. apperance pressure, exam pressure, etc.)*
- *Healthy lifestyle and nutrition*
- *Self-confidence boosting*
- *Dealing with bullying (including internet 'trolling')*
- *Education and knowledge related to learning (e.g. asking critical questions, problem solving, team working, listening and negotiation, etc.)*
- *Others (please add to the list if you think of something different)*

3) *From a list of possibilities tick which ones are the wellness services that your school is offering in order to improve self-confidence and life of teenagers?*

- *Self-confidence boosting*
- *Socializing*
- *Drama and choir sections*
- *Seminars (e.g. stress and anxiety, drug and alcohol problems, self-esteem and confidence issues, bullying problems, eating disorders, etc.)*
- *Self-esteem workshops*
- *Sports*
- *Exercises for relaxation (e.g. yoga and meditation, etc.)*
- *Mental and physical health support (e.g. apperance pressure, exam pressure, etc.)*
- *Healthy lifestyle and nutrition*
- *Others (please add to the list if you think of something different)*

4) *From a list of spa treatments and services tick which ones are the most attractive and preferential for you?*

- *Massages*
- *Fitness exercises*
- *Skin care advices and services*
- *Beauty grooming (e.g. hair, nails, etc.)*
- *Mental hygiene (e.g. calming the mind, de-stressing the mind, etc.)*
- *Spa counselling*
- *Pool*
- *Sauna*
- *Others (please add to the list if you think of something different)*

5) *A spa is a location that offers various relaxing and personal care treatments such as facial and body treatments, pools, saunas, baths, etc. If your school provide monthly, as part of the school program, a specially organized spa day for teenagers or if some spas organize good monthly discount for young people, which kind of treatments or services would be interesting for you to improve the physical appearance and mental serenity?*

6) *What are your expectations, needs and possible achievements when consuming spa and wellness services in the spa, your school or community (e.g. healthy nutrition, skin care, mental hygiene, etc.)?*

7) *What could be the main barriers for you not to use spa and wellness programs for teenagers in your country (e.g. no time, not enough money, not interested in health and wellness, prefer to spend time in other ways, etc.)?*

8) *Currently, from where you get information about your needs and demands (e.g. magazines, TV, facebook page, etc.)?*

9) *How you would like to be educated and aware about your own well-being and health (e.g. school program, community, school magazine, spa counselling for teens, internet, etc.)?*

10) *Please list service ideas, activities, events, facilities or anything else you would suggest to support and improve either your own and/or other teenager well-being and life at your school, community or the spa centre.*

Thank you for sharing your thoughts with me!

APPENDIX 5: Questionnaire for Professionals

Thank you for your attention in this research study. My name is Ivana Stanić and I am a Masters student from the University of Tartu Pärnu College in Estonia where I am studying Wellness & Spa Service Design and Management. As part of a student thesis, I am conducting a research about spa and wellness services for teenagers in different countries and I would appreciate your taking the time to complete the following survey. Your answers will be helpful to achieve a better understanding of cultural differences or similarities of spa and wellness services for adolescents offered by schools, communities or spa establishments. This questionnaire should only take about 15 minutes. Your responses will not be identified by individual and all responses will be compiled together and analyzed as a group.

If you have any questions or concerns, please contact Ivana Stanić via e-mail ivanastanic2003@yahoo.com.

1) *In your opinion, which aspects of the seven wellness dimensions (environmental, emotional, occupational, physical, social, intellectual and spiritual) are the most important to improve lives of teenagers and why?*

2) *What are the wellness services that schools and communities in your country are offering in order to improve self-confidence and life of teenagers (e.g. youth association, self-confidence boosting, workshops, theatrics and choir sections, etc.)?*

3) *Are there any spa establishments in your country that are offering special spa services for teenagers in order to improve their lives?*

4) *Spa counselling services are dedicated to provide a trustworthy help offered in an atmosphere of acceptance. The goal is to come away from treatment with a deeper sense of relief and peace, more relaxed, self-confidence and energized. Do you think*

that spa centres should offer spa counselling for teens as a part of teens physical and mental boosting and why?

5) *Currently, from where teenagers can get information about their needs and demands and be educated and aware about their own well-being and health in your country (e.g. school magazines, public health campaigns, etc.)?*

6) *How do you communicate with teenagers to get feedback on their needs, expectations and experiences in order to create better offers and innovative solutions for their well-being?*

7) *What do you think about co-creation and collaboration between teenagers and wellness & spa experts in order to exchange ideas and achieve opportunities for innovative wellness and spa services and treatments for teenagers?*

8) *What could be the main barriers to develop wellness programs for teenagers in your country?*

9) *What could be the main barriers for teenagers not to use spa & wellness programs (e.g. no time, not enough money, not interested in health and wellness, not enough knowledge or information, etc.)?*

10) *Please list service ideas, activities, events, facilities or anything else you would suggest supporting and improving teenager well-being and life at school, community or the spa centre?*

Thank you for sharing your thoughts with me!

SUMMARY IN SERBIAN LANGUAGE

Формалан превод наслова мастер тезе на српском језику је „Међукултурно поређење спа и велнес услуга за тинејџере“. У овом пројекту, било је значајно утврдити разлике и сличности спа и велнес услуга за тинејџере међу различитим културама, из разлога што спа и велнес институције у свету можда практикују различите активности и третмане за младе људе. Такође, било је неопходно испитати потребе и захтеве младих у различитим културама и тренутне спа и велнес понуде у складу са њиховим очекивањима (нпр., ментална и физичка здравствена подршка, исхрана, савети за негу коже, итд.) у циљу да се утврди колико пажње је концентрисано на ову посебну групу клијената. У савременом свету, када тинејџери почињу да разумеју сопствене потребе и захтевају додатне информације, било је неопходно узети у обзир колико добро су професионалци спа и велнес индустрије и представници школа и заједница спремни да одговоре на ове захтеве.

Из тог разлога, пројекат се бавио истраживањем *шта су међукултурне разлике или сличности спа и велнес услуга за тинејџере*. Поред тога, пошто је *намера* овог пројекта да представи разлике и сличности спа и велнес услуга за тинејџере као посебне групе клијената у различитим културама и да разуме њихове потребе и захтеве на основу релевантне културе, вредности и начина живота, *циљеви* овог истраживања су формулисани:

(1) да се упореде спа и велнес услуге за тинејџере у различитим земљама

(2) да се идентификују потребе и очекивања тинејџера из различитих земаља када конзумирају велнес и спа услуге

Аутор је одлучио да проучи феномен са различитих становишта како би се добио дводимензионални приказ: из перспективе тинејџера у четири различите земље (Естонија, Србија, Норвешка и Аустралија) и из перспективе професионалаца (нпр., велнес и спа стручњаци, представници школа и заједница, итд.) у четири различите земље (Естонија, Србија, Украјина и Канада).

У овом истраживању је коришћено узорковање на основу расположивости, у оба случаја, узорак тинејџера и узорак профeсионалаца. Из перспективе тинејџера аутор је одлучио да изабере узорак од двадесет и пет тинејџера (бр = 25) у свакој од четири земље које су изабране, што значи да је укупан број адолесцената сто (бр = 100). Из перспективе професионалаца аутор је одлучио да изабере узорак од десет професионалаца (бр = 10) у свакој од четири земље које су изабране, што значи укупно четрдесет стручњака (бр = 40).

Коришћена је комбинација квалитативне и квантитативне методе истраживања уз примену два различита упитника за тинејџере и за професионалце. Питања у упитницима су углавном отвореног типа и конструисана су како би се изазвало критичко размишљање испитаника без сугестија аутора. Такође, неколико питања затвореног типа је укључено како би статистичка интерпретација била приказана. Подаци су добијени из упитника која су уручена лично и електронски, у периоду од децембра 2014. до фебруара 2015. године. Десет (10) питања је укупно креирано за тинејџере на енглеском, норвешком и српском језику и десет (10) за професионалце на енглеском језику. Добијени одговори су анализирани и представљени у табелама и бројкама, креирани од стране аутора.

На основу добијених резултата из дводимензионалне перспективе, одговора тинејџера и професионалаца, аутор може закључити да постоји више сличности него разлика између анкетираних земаља. Сличности укључују велнес и спа услуге за тинејџере у заједницама и школама, као и сличности у перцепцији и очекивањима тинејџера у вези са спа услугама. Такође сличности укључују образовање, информисање и баријере.

Пошто се у овом документу углавном фокусира на разлике и сличности спа и велнес услуга за тинејџере и њихове потребе и захтеве, постоји много начина да се истраживање настави даље и да се предложе нове услуге у школама, заједницама и спа центрима.

Из перспективе школа, заједница и спа центара, истраживање може да се фокусира на следећим препорукама од стране аутора:

1. Креирати пројекат услуга и управљања велнес културе за тинејџере у школама, заједницама и спа центрима, што подразумева:

(1) Успостављање система подршке

• садржати институције одговорне за усвајање и имплементацију велнес праксе

• обезбедити техничку помоћ за изградњу капацитета за професионалце и тинејџере (из донација, програма или партнера)

• успостављање одбора за пружање савета у вези са здрављем и благостањем у велнес и спа институцијама, заједницама и школама

• коришћење доброг примера као модела за препоруку исхране и физичке активности, информација и услуга

• подстицање учешћа тинејџера

• спровести годишње мерење и оцењивање постигнутих остварења

(2) Комуникација и промовисање велнеса

• обезбедити у институцијама промоције о менталном здрављу, савете о кожи, физичком изгледу и активности, као и здравих навика

• промоција велнеса као начина живота или тренда

• промовисање доступних ресурса и програма која подржавају велнес политику за професионалце да се уједине

• Спровести редовна обавештења родитељима и лидерима заједница о приоритетима и успесима

(3) Постепеност свеобухватне политике

• унапређење знања и праксе о велнес димензијама

• пружање образовања о квалитетној исхрани за тинејџере, са интеграцијом кроз наставни план и програм

• доставити квалитет физичког, менталног и здравственог образовања за све студенте који примјењују стандарде и најбоље праксе

• осигурати да су квалитетно образовање кроз различите семинаре и презентације о одређеним темама (нпр., друштвене мреже, животни узори, пластична хирургија, итд.) на располагању свим тинејџерима

• укључити велнес и спа експерте, школе, породице / родитеље и чланове заједнице у промовисање велнес активности и програма

2. Повезати школе са заједницама које заједно деле одговорност за успех сваког ученика, кроз идентификовање могућности услуга у заједници, успостављање партнерства и сарадње како би се осигурало ученицима приступ здравственим и социјалним услугама, као и коришћење могућности заједнице за конструктивне активности после школе.

3. Кампања Успостављање Благостања – Радио за тинејџере - Идеја је да тинејџери подрже друге тинејџере кроз разговоре и питања о различитим темама. Такође, музика погодна за тинејџере, квизови, промоције и активности у школама, заједницама и спа центрима могу бити најављени кроз дејство радиа.

За спровођење и финансирање горе наведених идеја требало би да буду укључена и одговорна многа лица почевши од хијерархијског реда који укључује владу, локалне власти у заједницама, јавним школама, спа институцијама, родитеље и тинејџере. Један знак аутентичне сарадње је формални споразум међу учесницима да се успоставе механизми и процеси за постизање обострано жељених резултата - исходе које ће тешко постићи било који од актера појединачно. Ефективна сарадња се постиже са визијом, политиком, лидерством, инфраструктуром и изградњом

капацитета. Структура овакве сарадње захтева заједничко управљања (нпр., моћ, ауторитет, доношење одлука, одговорности, итд.) и заједничко стварање адекватаног скупа ресурса. Пошто ниједна од земаља укључених у ово истраживање не примењује ове идеје, добар пример је Ресурсни Центар Секвоја за Тинејџере у Калифорнији (САД).

Предлози за даља истраживања:

1. Како спа центри и школе могу уско сарађивати у циљу подизања свести младих о физичким и менталним проблемима (нпр., студиске посете спа центрима, предавање на тему здравља, онлајн едукативни задаци о велнес димензијама, семинари на тему неге коже, итд.)?

2. Да ли младе девојке имају више поверења у женске терапеуте и какве су последице недостатка мушких узора у велнес контексту за младе мушкарце?

3. Како промовисати велнес и спа активности и услуге за "онлајн" генерације кроз организоване онлајн "Интернет заједнице" или "Заједнице младих" формирањем неке врсте тренда који би тинејџери лако прихватили?

На крају, према овом истраживању, велнес и спа услуге за тинејџере и њихове потребе се крећу ка сличним понудама и захтевима повезаним са глобалном културом где су културне вредности, морал и навике које дефинишу лични идентитет постали безгранични. На једној страни су спа и велнес услуге обликоване тренутним трендовима и на другој страни су очекивања и потребе младих под утицајем друштвених медија, ипак, остаје питање да ли су ове две стране синхронизоване и раде у корист једна другој како би се задовољило благостање младих и како би се побољшао њихов животни стил.

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