

Summary of the thesis

**The influence of the non-formal education upon the behaviour of
the young pupil in formal educational contexts**

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CONTENT OF THE THESIS:

Section 1. THEORETICAL FUNDAMENTS

Chapter I. THE PEDAGOGICAL AND SOCIOLOGICAL RESIGNIFICATION OF THE NON-FORMAL EDUCATION – REQUEST OF THE CONTEMPORARY WORLD	5
I.1. The forms of education and their interdependency	5
I.1.1. Formal education	5
I.1.2. Non-formal education	6
I.1.3. Informal education	7
I.1.4. Co-existence and interdependency of the forms of education	8
I.2. Non-formal education – form of education complementary to the formal education. Approaches in diachronic	13
I.2.1. Operational definitions of non-formal education	14
I.2.2. Characteristics of non-formal education	16
I.2.3. Criteria in the delimitation of the non-formal education in relation with the formal and informal education	17
I.2.4. The Romanian legislative context of the non-formal education	21
Chapter II. SCOUTING – ALTERNATIVE TO THE NON-FORMAL EDUCATION	26
II.1. The pedagogical problematic of scouting	26
II.2. Scouting in a diachronic approach	28
II.3. Organisations with scouting specific	33
II.3.1. World Organization of the Scout Movement (WOSM)	33
II.3.2. ONCR – The National Organisation “Romania's Scouts”	36
II.4. Personal methodical contributions to the organising of the scouting activities – <i>Guide for scouting meetings and activities. The age branch 7 – 10 years</i>	38
Chapter III. THE NATIONAL ORGANISATION „ROMANIA'S SCOUTS” – INSTITUTION SUPPLIER OF NON-FORMAL EDUCATION	40
III.1. The activity on the world level	40
III.2. The activity on the national level	41

The 2nd Section. DESCRIPTION OF THE APPLIED PEDAGOGICAL RESEARCH
ON THE THEME ” The influence of the non-formal education upon the behaviour of
the young pupil in formal educational contexts”

CHAPTER IV. THE GENERAL COORDINATES OF THE RESEARCH	65
IV. 1. The delimitation of the research problem	65
IV.2. The design of the research	66
IV.2. 1. The purpose and the objectives of the research	66
IV.2.2. The hypothesis and the variables of the research	67
IV.2.3. The strategy of the research	74
IV.2.3.1. The system of the methods and of the used research instruments	74
IV.2.3.1.1. The trust analysis for the instruments we conceived or for the translated one	79
IV.2.3.2. The group of participants	81
IV.2.3.2.1. The strenght analysis for the participants groups	83
IV.2.3.3. The content group	91
IV.3. The stages of the pedagogical research.....	98
Chapter V. THE PRE-EXPERIMENTAL STAGE	103
V.1. The objectives of the pre-experimental stage. Their subordination to the purpose and objectives of the research	103
V.2. The research methodology used to collect the initial data	104
V.2.1. The method of researching the curricular documents and of other didactic documents	104
V.2.2. The observation method	107
V.2.2.1. The evaluation grid of the didactic behaviour	107
V.2.2.2. The evaluation scale of the pupil's behaviour	109
V.2.3. The sociometric method	112
V.3. The application of the pre-test	113
V.4. Processing and interpreting the data	113
V.5. Establishing the participants group to the research	129
Chapter VI. THE STAGE OF THE FORMATIVE EXPERIMENT	130
VI.1. The general characterisation of the formative stage	130
VI.2. The programme of educational intervention based on the scout method	131
VI.2.1. The first stage of intervention – Entering of the new cubs in Haitic	137

VI.2.2. The second stage of intervention – The area of social development (Chill's territory)	140
VI.2.3. The third stage of intervention – The area of intellectual development (Baloo's territory)	144
VI.2.4. The fourth stage of intervention – The area of emotional development (Kaa's territory)	148
VI.3. The research methodology used to collect intermediary data	154
VI.3.1. The observation method	154
VI.3.2. The sociometric method	154
VI.3.3. The inquiry based on a written questionnaire	154
VI.4. The application of evaluations intermediary 1 and 2	155
VI.5. The processing and interpreting of data.....	155
Chapter VII. THE POST-EXPERIMENTAL STAGE	184
VII.1. The research methodology used to collect the data from the post-experimental stage	184
VII.2. Applying the post-test	184
VII.3. Processing and interpreting of the data	185
VII.3.1. Results obtained with the help of the observation method	185
VII.3.2. Results obtained with the help of the enquiry method based on the written questionnaire	188
VII.3.3. Results obtained with the help of the research method of the curricular documents and of other didactic documents	189
VII.3.4. Results obtained with the help of the socio-metric method	199
Chapter VIII. THE ANALYSIS OF THE RESULTS OBTAINED IN RELATION WITH THE THREE HYPOTHESES OF THE RESEARCH	211
VIII.1. The comparative analysis of the results for Hypothesis 1	211
VIII.1.1. The degree of manifestation of the social behaviour and of self restraint in the didactic activities	211
VIII.1.2. The degree of adaptation and integration in the didactic environment	218
VIII.1.2.1. Results obtained with the help of the Evaluation grid of the didactic environment – GECS	218
VIII.1.2.2. Results obtained with the help of the sociometric test and matrix	224

VIII.1.3. The degree of development of positive character features	226
VIII.2. The comparative analysis of the results for Hypothesis 2	227
VIII.2.1. The degree of adjustment to the didactic life	230
VIII.2.2. The degree of adjustment to the didactic environment	235
VIII.2.3. The availability to form new attitudes and desired behaviour	238
VIII.3. The comparative analysis of the results for Hypothesis 3	242
VIII.4. The analysis of the results obtained with the help of the Questionnaire for parents	243
Chapter IX. CONCLUSIONS.....	256
IX.1. Conclusions to personal contributions – theoretical and practical – applicable	256
IX.2. The conclusions of the research.....	259
IX.3. The limitations of the research	263
IX.4. Educational recommendations	263
Bibliography	265
Annexes	272

KEY WORDS:

- ✿ non-formal education
- ✿ scouting activities
- ✿ the scout method
- ✿ scouts – cubs
- ✿ young pupils
- ✿ didactic adjustment and integration

The thesis **The influence of the non-formal education upon the behaviour of the young pupil in formal educational contexts** is structured in two big sections. The first section, called *Theoretical fundamentals*, comprises three chapters, where a pedagogical and sociological resignification of the non-formal education is made. It also describes scouting as an alternative to non-formal education, presenting its specific elements on a national and international level.

The second section, *The description of the applied pedagogical research on the theme "the influence of the non-formal education upon the behaviour of the young pupil in formal educational contexts"* comprises six chapters, representing the most extended part of the thesis. In these chapters are presented the coordinates of the research, each stage of the psychopedagogic experiment, the analysis of the results according to the hypotheses of the research and the conclusions.

Chapter I. – The pedagogical and sociological resignification of non-formal education – request of the contemporary world – is centred on making the necessary theoretical delimitations in order to resignify the concept of non-formal education. It was started from the discriminative analysis of the forms of education, followed by practical examples of correlation, highlighting their interdependency and the subordination of non-formal and informal education to the finalities of the formal education.

Then the non-formal education is presented as a type of education complementary to the formal education by using the project „The different school” (called now „The different school: To know more, to be better!”) initiated by the Ministry of National Education. We regard this project as being an important step in harmonising the three forms of education. The applicability of the project led to the identification of some disfunctionalities which were partially solved in the process, the purpose of the project being attained. Some of these disfunctionalities would be: the schools which do not allocate funds for these activities, the children's lack of financial possibilities, the low motivation and the insufficient informing of the teachers regarding the progress of some non-formal type of activities. One of the downsides of this project was fixed by addressing the educational offer made by the National Organisation „Romania's Scouts”. The Organisation, with the approval of the Ministry, developed the course „Scouting pedagogy – a premisis to the non-formal education”, and in March 2012, 12 such courses were organised in cities and in the capital city for the teachers who were going to implement the project *The different school in scouting spirit*, in partnership with the scouts from their cities. A special programme was prepared for the week

April 2nd-6th 2012, which had as beneficiaries more than 72.000 students from 500 schools in more than 80 cities. This partnership continued in the following years and also in present.

There are several operational definitions offered by specialists over the years for the non-formal education and a new definition was formulated, being the epicentre of this research:

- ✓ *The form of education that comprises the sum of the activities and educational influences organised outside of the school system, systematic, deliberate and meant for people of all ages, activities which respond to consonant educational finalities and are connected to each individual's or group's needs of learning, people who share common values and purposes.*

We have laid the Romanian legislative context of the non-formal education, by listing the articles related to the non-formal education from The Law of National Education no. 1/2011 and *Order no. 5567/7.10.2011 for the approval of the organisation and functioning Regulation of the units which offer extra-curricular activity.*

Chapter II. – Scouting – an alternative to the non-formal education

The scouts and the former scouts have always considered that scouting changed their lives; a study made at University Tufts, has shown that scouting does have a measurable, positive impact upon the development of the children's and teenagers' character. The study, made for a period of three years, was financed by the John Templeton Foundation and involved 1.800 scouts and 400 non-scouts with ages under 12. The purpose was to measure the differences the scouting generates upon the lives of young people, while these positive modifications were taking place.

This chapter presents and illustrates the National Organisation „Romania's Scouts” (NORS) as an organisation that undergoes non-formal types of activities. It is governed by the „Scout's Law” and by „The Promise of the scout” or „The Pledge”, the scouting attains its purpose by combining 7 elements: education through action, teamwork, the symbolic frame, the personal progress system, nature, law and the promise of the scout, the support of the adults.

In our country, the first groups of scouts appeared in Blaj, Bucharest and Braşov in 1912. The organisation, due to political reasons, has its ups and downs, but the activity is reestablished in 1990, with the four branches, specific for each age group: cubs (6/7-10 years), scouts (11-14 years), explorers (15-18 years) and seniors (18-21 years).

Starting from the indications specific to the scout method described in *The Guide of the cubs' leader* (E. Petrea, 2010) we have projected and developed the activity at the Local

Centre Târgu-Mureş in the last seven years. As part of the research we have developed a *Guide for meetings and scouting activities. Age branch: 7-10 years* (O. Moldovan, M. Bocoş, 2017) which describes in detail the activity for this age branch between January 2015 and June 2016. Here are different activities, like: getting to know yourself and others games, movement games, viewings, drawings, outdoor activities, along with concrete and easily applied examples. The efficiency of the suggested activities was tested in the present pedagogical research, this guide actually constituting the description of the intervention plan for the psychopedagogic experiment.

Chapter III. The National Organisation „Romania's scouts” – institution supplier of non-formal education – it presents the place scouting occupies on a world level and presents a synthesis of the activities of ONCR between 2008-2015; here are involved annually tens of thousands of children and teenagers, members of the organisation and not only.

Scouting is *education for life* as, in the young man's education, it completes the family and the school and it develops the self knowledge, supporting the necessity of finding the new, of participating, exploring, discovering, making, and helping. We can say that it is *fun with a purpose* since by recreation and adventure; scouting reaches its objective of physical, psyhical, intellectual, social and spiritual development of the youngsters. Scouting is a *movement open to all*, regardless of race, faith, gender, in accordance with the purpose, the principles and the method conceived by their creator.

Scouting is *a way of life* based on 3 principles:

- ✿ *the spiritual principle* – involvement in the searching of the spiritual values, of life beyond the material world;
- ✿ *the social principle* – participating at the society's development by respecting the dignity of others and the integrity of the world;
- ✿ *the personal principle* – developing personal responsibility and stimulating the desire to express it.

Presently, ONCR has in progress at a national and local level tens of activities in various areas: forming stages, activities of developing life abilities, activities of integrating disabled young people, charity activities, ecological activities, civic education, education for the environment, vocational preparing, seminars, workshops, publications (magazines, fliers, and brochures), national and international camps, youth exchange, fund raisings and many other activities.

III.2. The activity on a national level was made taking into consideration:

- ✿ *The pysical development* – meaning to become responsible of the growth and health of your body, sport, health performance;
- ✿ *The intellectual development*– resides in developing the ability to think, to create and use the information in an original way, to adapt to new situations – solving problems, collecting and processing the information;
- ✿ *The social development*– understanding the concept of interdependency with others and developing abilities of cooperating and leading; relations with the others, solidarity and work, communication, cooperation, collaboration, leadership;
- ✿ *The spiritual development*– knowing and understanding the spiritual inheritance of your community, discovering the spiritual reality that gives meaning to life and every day guidance following a set of principles and values, in the same time respecting the others' spiritual choices – spiritual discovery, values, wisdom, praying;
- ✿ *The emotional development* – acknowledging your own feelings and learning how to accept and express towards yourself and the others;
- ✿ *The character development* – knowing your own responsibilities, learning to make a decision, establishing objectives and identifying actions that need to be made in order to attain them.

Chapter IV. – The general coordinates of the research – describes the research's design with all its fundamental aspects: the purpose, the objectives, the hypothesis, the variables, the stages and the methodology of the research.

With this research we wanted to find out to what extent the scouting activities have a positive, significant influence upon the adjustment and school integration, as well as upon the behaviour of the young pupil, in formal contexts. Starting from the multiple educational influences that scouting has in general, we have come up with the following general hypothesis:

The valuing in formal contexts of the learning and forming experiences, lived by the children with ages between 6-18 years in the non-formal scouting educational activities, it has a significant contribution to school adjustment, to their integration, to the forming of new attitudes and desired behaviour, social and of self restraint in the didactic activities, to the character development and to school performance.

The secondary hypotheses were shaped according to the general hypothesis:

Secondary hypothesis:

Hypothesis 1 Participating at non-formal scouting activities determines significant changes both of the social behaviour and of self restraint, manifested by the students in didactic activities, as well of the degree of adjustability and school integration and also of some positive character features.

Hypothesis 2 The higher the attendancy frequency to the scouting activities of the children aged between 6 and 8, the higher the adjustability degree and the school integration, as well as the availability to form new attitudes and desired behaviour.

Hypothesis 3 Following the programme *School after school* (extended schedule) has a moderator effect in the relation between the participation at non-formal scouting activities and the school performance of the first grade pupils.

From the hypotheses we will present the variables of the research:

The independent variable (IV): Valuing within the formal education of the learning and forming experiences that the children between 6 to 8 have lived, as a result of their participation to the scouting non-formal education.

The moderator variable (MV): Participating at the programme *School after school*. (The type of interaction between the moderator variable and the independent variables is a potentation one; both IV and MV affect DV in the same direction.)

The dependent variables (DV) of the research:

- the degree of manifestation of the social behaviour and of self restraint in school activities,
- the availability to form new attitudes and a desired behaviour,
- the degree of school adjustment,
- the degree of school integration,
- the degree of development of positive character features,
- the level of school performance.

These can be seen in Tables no. 1 and 2, where we syntethise the functional correspondences, the methods and the research instruments used.

Table no. 1.

*The functional correspondences between the dependent variables, the methods and the research instruments for **Hypothesis 1***

Dependent variables of the research	The research method	The research instrument	The status of the research instruments
The degree of manifestation of the social behaviour and of self restraint in school activities	The observation method	<i>Evaluation scale of the pupil's behaviour (CBRS)</i>	- translated and adapted
The degree of adjusting and integration in the school environment	The observation method	<i>Evaluation grid of the didactic behaviour (GECS)</i>	- made
	The sociometric method	<i>The sociometric test and the sociometric matrix</i>	- made
The degree of development of some positive character features	The enquiry based on a questionnaire	<i>The Assessment of Character in Children and Early Adolescents questionnaire (ACCEA)</i>	- translated and adapted

Functional correspondences between the dependent variables, the instruments of research and the items for **Hypothesis 2**

Dependent variables of the research	The research instrument	Item / Scale	
The degree of adjustment to school life	<i>The GECS grid</i>	GECS3 The clothing is adequate, he/she is clean and neat to the activities.	
		GECS4 He/she puts the toys, the materials and other objects to their place after using them.	
		GECS5 He/she is careful during classes, listens to the cues given by the teacher.	
		GECS6 He/she asks for help when he/she does not manage on his/her own.	
		GECS8 He/she distracts the colleagues' attention from classes, making jokes or talking back.	
	<i>The CBRS scale</i>	CBRS2 He/she completes tasks that have more stages (e.g. to cut and stick) in an organised way.	
		CBRS3 He/she successfully completes class tasks.	
		CBRS5 He/she answers to the request and starts a class task without needing encouragement.	
		CBRS6 He/she takes the necessary time to correctly solve the task.	
		CBRS7 He/she concentrates to class tasks without being easily distracted by the activities around.	
		CBRS9 He/she identifies th errors and self corrects himself/herself.	
		CBRS10 After a period of interrupting the activity he/she easily comes back to the tasks.	
	<i>The ACCEA questionnaire</i>	CBRS16 He/she follows the instructions of the adult, without resisting, even when he/she does tasks he/she dislikes.	
		ACCEA1 The Academic Competence scale ACCEA2 The Obedience scale	
	The degree of integration in the schooling environment	<i>The GECS grid</i>	GECS1 He/she misses from school.
			GECS2 He/she is punctual neither at the first class, nor after recess.
GECS9 He/she does interact wih other children, during the recesses being withdrawn.			
GECS10 He/she respects hierarchies, addresses respectfully older students and teachers.			
<i>The CBRS scale</i>		CBRS1 He/she follows instructions without needing encouraging.	

		<p><i>CBRS8</i> When the classroom activities begin, he/she finds, organises and uses the work materials adequately.</p> <p><i>CBRS11</i> He/she is willing to share toys (or other personal objects) with other children; does not fight with other students for the personal objects.</p> <p><i>CBRS12</i> He/she expresses verbal hostility towards other children (teases, gives nicknames, threatens, etc.)</p> <p><i>CBRS13</i> He/she expresses physical hostility towards other children (hits, pinches, pushes, etc.)</p> <p><i>CBRS14</i> He/she is cooperant iwth other children when participating to group activities.</p> <p><i>CBRS15</i> He/she waits for his/her turn when playing with toys, materials and other objects, without explicitly being told so.</p> <p><i>CBRS 17</i> He/she does not protest when he/she had to wait for a short period of time in order to receive attention from the teacher.</p>	
	<i>The ACCEA questionnaire</i>	ACCEA1 The Academic Competence scale	
	The availability to form new attitudes and desired behaviour	<i>The GECS grid</i>	GECS7 He/she shows curiosity, asks questions in order to understand some information.
		<i>The CBRS scale</i>	<i>CBRS4</i> He/she tries new challenging tasks.
		<i>The ACCEA questionnaire</i>	ACCEA3 The Reverence scale
			ACCEA4 The Cheerfulness scale
			ACCEA5 The SOC scale (Selection, Optimization and Compensation)
			ACCEA6 The Kindness scale
ACCEA7 The Thrift scale			
ACCEA8 The Future Mindedness scale			
ACCEA9 The Trustworthiness scale			
ACCEA10 The Helpfulness scale			
ACCEA11 Connection to Nature scale			
ACCEA 12 Scouting Engagement scale			

The research methods we used follow the rigors specific to the pedagogical research and are part of the category of the scientific research methods, being:

- ❖ The psychopedagogic experiment
- ❖ The observation method
- ❖ The sociometric method
- ❖ Enquiry based on a written questionnaire
- ❖ The method of researching curricular documents and other school documents.

We have done the trust analysis for the instruments we conceived or for the translated ones; the *Cronbach Alpha* obtained indicates an excellent internal consistency of the items and a very high level obtained of fidelity of scales. So, the items of the instruments correctly measure the psychological concepts which are their basis.

Regarding *the participants group* we have the following situation:

Table no.3

The experimental and the control group

School	Grade	Pupils	Experimental group	Control group
Gymnasium „Romulus Guga”	Preparatory grade A	17	4	13
Gymnasium „George Coşbuc”	Preparatory grade A	30	3	27
Gymnasium „Europa”	Preparatory grade C	28	14	14
Gymnasium „Mihai Viteazul”	Preparatory grade A	30	11	19
Gymnasium „Mihai Viteazul”	Preparatory grade B	31	9	22
Total		136	41	95

Following the presentations made to the parents within the parents meetings, 41 pupils were enlisted to the scouts, from 5 grades, as seen on the table above. We have chosen this selection method as it is a non-formal activity and the participation has to be volunteer and occupy that part of the individual's time that he/she chooses to allocate.

The content group respects the progress system specific to scouting pedagogy that has its own contents, they are organised and structured according to the maturity specific and to the educational needs of each age group.

Our research overlapped with the first four stages of the progress system. In December 2014, after applying the pre-tests to the five classes, there were parents meetings to present scouting and the possibility the children have to enlist within the organisation. After this, the parents who wanted to enlist their children did so; the scouts meeting started in January 2015 and

continued until June 2016. We broadly presented the activities, the progress system being a personal one, for each scout. We highlighted the stages most cubs went through; the children, who made their pledge later on, fit the requests of Chill's, Baloo's and Kaa's territory.

The stages of the pedagogical research are according to the psychopedagogical experiment; the present research having three stages: the pre-experimental stage, the formative experimental stage and the post-experimental stage. The collected data were measured, analysed and interpreted through the measurement methods of the data and of the mathematical-statistical processing with the SPSS programme Statistical Package for the Social Sciences, especially the determination of statistic indexes: statistic comparisons, methods that will be described along the analysis and the interpretation of the obtained data.

Chapter V. – The pre-experimental stage – targeted the identification of pupils regarding dependent variables: the degree of manifestation of the social behaviour and of self restraint in the school activities, the availability to form new attitudes and desired behaviour, the degree of schooling adjustability.

Through *the research method of curricular documents and ther school documents* are presented ways to overlap educational finalities and of activities at 4 subjects studied in the primary grades: *Communication in the Romanian language, Physical education; Mathematics and environment exploration*. These activities can be done in parallel, scouting wanting to bring a plus o the formal education, not to replace it.

Through *the observation method* we used two instruments: *The evaluation grid of school behaviour* and *The evaluation scale of the students' behaviour*. The obtained data were introduced in the statistic programme SPSS and the comparison index were calculated between the „t” levels in the case of the independent samples, both for the experimental and the control sample. Tables 4 and 5 show the values of the two tests:

Table no.4

Comparing the results obtained from the independent samples after the application of the CBRS scale

No.	Item	Pre-test	
		t	p
1	Follows directions without needing encouragements.	-.148	.883
2	Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	-.896	.372
3	Completes tasks successfully.	-.345	.730

4	Attempts new challenging tasks.	-1.707	.090
5	Concentrates when working on a task; is not easily distracted by surrounding activities.	-.388	.699
6	Responds to instructions and then begins an appropriate task without needing encouragement.	-.416	.678
7	Takes time to do his/her best on a task.	-.035	.972
8	Finds and organizes materials and works in an appropriate place when activities are initiated.	.839	.403
9	Sees own errors in a task and corrects them.	.442	.659
10	Returns to unfinished tasks after interruption.	.968	.335
11	Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	.678	.499
12	Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).	.699	.486
13	Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	.579	.564
14	Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	2.775	.006
15	Takes turns in a game situation with toys, materials, and other things without being told to do so.	1.836	.069
16	Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	.635	.526
17	Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.	3.944	.000

The interpretation of the „t” indexes and of the significance threshold „p” for the *GECS* grid is the following:

Table no.5

Comparing the results obtained by the independent samples at the application of the GECS grid

No.	Item	Pre-test	
		t	p
1	Misses school	.263	.793
2	Is not punctual, regarding the first class, but neither after recess	1.124	.263
3	The behaviour is adequate: clean and tidy	1.595	.113
4	Places toys, materials and other objects at their place, after using them	.376	.650
5	Pays attention during classes, listens to the teacher's indications	.661	.510
6	Asks for help when not managing on his/her own	.265	.791

7	Shows curiosity, asks questions in order to understand information	-2.688	.008
8	Distracts the colleagues' attention during classes by making jokes or comments	.584	.560
9	During recesses he/she is shy, doesn't interact with other children	-.576	.565
10	Respects hierarchy, is polite when addressing older students or teachers	.932	.353

We notice that in the pre-experimental stage there are no significant differences between the experimental and the control sample, the „t” index having a significance threshold of $p > 0,05$, in the case of the majority of the two instruments' items.

The data obtained through the *sociometric* method, as a result of the *sociometric test*, were analysed through the sociometric matrix. For each class a matrix was made, so that the students from both samples did not interact with each other, therefore they do not know each other. For each student was marked the choice (+) or the rejection (-) of the classmates, then the sum of the choices and rejections was made. With the results of the test at hand, the index of the sociometric status was calculated. This **sociometric index** reveals the position occupied by each student within the class and it is calculated with the formula: $I = \frac{n}{(N-1)}$ where n represents the number of choices received by the student and N is the number of the group members:

$$I = \frac{\text{Choices received} - \text{Rejections received}}{N - 1}$$

In order to compare the two samples we have calculated the percentage of the students from the experimental group who are popular, accepted, indifferent or marginalized and how much per cent from the students belonging to the control group are popular, accepted, indifferent or marginalized. The following table shows the percentages obtained:

Table no.6

Comparing the results obtained on groups at the application of the sociometric test

The preferential psychosocial value	Experimental group	Control group
Popular	15%	6 %
Accepted	41%	42 %
Indifferent	5 %	6 %
Marginalised	39 %	46%

We notice that the percentage of the accepted and indifferent ones is only one percentage higher in the control sample, but in the case of the popular and marginalised, the extremes of the

groups there are bigger differences between the two samples. The percentage of the popular ones is higher in the experimental group than the control group, and in the case of the marginalised students the percentage is reversed.

Chapter VI. – The formative experiment stage – presents the experimenting of the scout method on the group of participants that enlisted as members of the National Organisation Romania's scouts – the Local centre Târgu-Mureş. The psychopedagogical experiment was made by respecting the personal progress system specific for the scout method, without making any difference between the members of the organisation outside the research project and of those constituting the experimental group. The following were done:

- ✿ 40 weekly meetings, each lasting 1.30';
- ✿ 15 activities:
 - of several hours (movie watching, contest through the city, celebrating scouting holidays, etc.),
 - outdoor activities (at the iceskating ring, in the forest from Platoul Corneşti),
 - every other day outing (in the proximity of Livezeni village),
 - a three-day camping.

The psychopedagogical experiment lasted for 17 months (except the holiday period: August and September) within the Local Centre Târgu-Mureş – National Organisation Romania's scouts, at the Cubs age group. The intervention programme comprised: *entering of the new cub in Haitic and the adjusting*, following the social development stages (*Chill's territory*), intellectual (*Baloo's territory*) and emotional (*Kaa's territory*).

At this stage there were made two evaluations: intermediary evaluation 1 and 2, and the research methods used were: the observation method, the sociometric method and enquiry based on a written questionnaire.

The data obtained after the application of the *Evaluation grid of school behaviour*, of the *evaluation Scale of the student's behaviour* and of the *ACCEA* questionnaires were introduced into the statistic programme SPSS. The comparison index between the „t” media was calculated in the case of the independent samples, both for the experimental group and for the control one.

Table no.7

Comparing the results obtained by independent groups by applying the CBRS scale

No.	Item	Intermediary evaluation 1		Intermediary evaluation 2	
		t	p	t	p
1	Follows directions without needing encouragements.	.796	.427	-3.718	.000
2	Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	.499	.618	-3.486	.001
3	Completes tasks successfully.	.121	.904	-3.915	.000
4	Attempts new challenging tasks.	-.935	.352	-5.233	.000
5	Concentrates when working on a task; is not easily distracted by surrounding activities.	.920	.359	-3.819	.000
6	Responds to instructions and then begins an appropriate task without needing encouragement.	.991	.324	-3.885	.000
7	Takes time to do his/her best on a task.	.722	.472	-3.414	.001
8	Finds and organizes materials and works in an appropriate place when activities are initiated.	.874	.384	-3.274	.001
9	Sees own errors in a task and corrects them.	.871	.385	-3.185	.002
10	Returns to unfinished tasks after interruption.	1.554	.123	-2.640	.009
11	Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1.625	.106	-2.501	.014
12	Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).	1.724	.087	-1.038	.301
13	Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	-.638	.524	-1.643	.103
14	Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	2.188	.030	-1.105	.271
15	Takes turns in a game situation with toys, materials, and other things without being told to do so.	1.823	.071	-1.742	.084
16	Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	1.993	.048	-1.828	.070
17	Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.	-.322	.748	-3.539	.001

The values of the „t” index become more and more significant reaching the intermediary evaluation 2: 11 out of the 17, to have the significance threshold lower than $p < 0,01$ and one of the same 17 to have it lower than $p < 0,05$. These differences highlight the progressive growth of the children's capacity to plan, organise and finalise tasks, as well as of self-adjustment in behaviour in the case of the students who attend scouting meetings and activities.

The interpretation of the comparison indexes „t” and of the significance threshold „p” in the case of the *GECS* grid, at the intermediary evaluations 1 and 2 is as follows:

Table no.8

Comparing results obtained from the independent groups by applying the GECS grid

No.	Item	Intermediary evaluation 1		Intermediary evaluation 2	
		t	p	t	p
1	Misses school	-.195	.845	-3.243	.001
2	Is not punctual, regarding the first class, but neither after recess	1.047	.297	-2.594	.011
3	The behaviour is adequate: clean and tidy	.157	.875	-4.699	.000
4	Places toys, materials and other objects at their place, after using them	2.143	.034	-2.397	.018
5	Pays attention during classes, listens to the teacher’s indications	.784	.784	-4.697	.000
6	Asks for help when not managing on his/her own	.152	.879	-5.400	.000
7	Shows curiosity, asks questions in order to understand information	.339	.735	-4.742	.000
8	Distracts the colleagues’ attention during classes by making jokes or comments	1.278	.203	-2.784	.006
9	During recesses he/she is shy, doesn’t interact with other children	.051	.959	-2.730	.007
10	Respects hierarchy, is polite when addressing older students or teachers	1.163	.247	-2.995	.003

The significant differences start to appear only at the intermediary evaluation 2, which shows that the scouting programme has noticeable influences after a period of adjustment, which was to be expected. Up to the **intermediary evaluation 1** the students have gone through activities of integration to the scouting life, only after this testing they passed to activities that had as a purpose the social development (Chill's territory). The most obvious difference is at the level of items 5, 6 and 7; from a qualitative point of view this is very important from the perspective of some parameters regarding the social availability and communication, discipline, creativity and prosexia.

The ACCEA questionnaire was applied only starting with the intermediary evaluation 2, as the instrument requires the individual reading and filling in by each pupil. The interpretation of the comparing indexes „t” and of the significance threshold „p” in the case of the questionnaire, at the intermediary evaluation 2 is as follows:

Table no.9

Comparing independent groups in the case of ACCEA

No.	Scale	Intermediary evaluation 2	
		t	p
1	The Academic Competence scale	.768	.742
2	The Obedience scale	-.670	.504
3	The Reverence scale	.768	.444
4	The Cheerfulness scale	-.347	.729
5	The SOC scale (Selection, Optimization and Compensation)=	.246	.806
6	The Kindness scale	-.330	.742
7	The Thrift scale	-.098	.922
8	The Future Mindedness scale	.058	.954
9	The Trustworthiness scale	.299	.765
10	The Helpfulness scale	-.599	.550
11	The Connection to Nature scale	-2.033	.044
12	The Scouting Engagement scale	-21.599	.000

By analysing the values of the „t” indexes, we notice that these are insignificant for a significance threshold $p > 0,05$ for 10 out of the 12 scales. From the perspective of the items that do not have a significance threshold $p > 0,05$, we can say that between the two participants groups there are no significant differences regarding the development of several positive character features. Therefore, the two samples can be used in research in order to compare within the post-experimental stage.

In the case of the scales: Connection to Nature scale and Scouting Engagement scale the value of the index $t = -2,033$ and $t = -21,599$ is important for a significance threshold $p < 0,05$ and $p < 0,01$. This significance threshold highlights the fact that from the perspective of these items, the two samples are different; this was to be expected as the first scale capitalizes the outdoor activities and the second one deals with scouting activities. So, at these scale it was expected that

the scoring of those from the control group to be much lower than the scoring of those from the experimental group who already participated at scouting activities, at the moment of this evaluation, for 13 months.

The data obtained as a result of applying the *sociometric test*, at the two evaluations: intermediary 1 and 2 were analysed through the sociometric matrix by calculating the *sociometric index* which shows the position of each student within the classroom. In the present research we compare groups and not classes; the following table presents the obtained percentages:

Table no.10

Comparing results obtained from groups by applying the sociometric test

Evaluations	The preferential psychosocial value	Experimental group	Control group*
Intermediary 1	Popular	14 %	6 %
	Accepted	59 %	40%
	Indifferent	0 %	2 %
	Marginalised	27 %	52 %
Intermediary 2	Popular	32 %	8 %
	Accepted	44 %	40 %
	Indifferent	5 %	8 %
	Marginalised	19 %	44 %

We notice that the percentages are no longer similar as in the case of the pre-test, but there have started to appear significant differences between the two samples. If in the case of the experimental specimen the highest percentage, 59%, is covered by the accepted students, in the case of the control group, the percentage of 54%, the highest, is represented by the marginalised pupils. The percentage for the popular students is more than double in the case of the experimental group (14% versus 6%).

VI.3. The post-experimental stage – presents comparatively the results obtained by the students from the experimental group and the control one following the formative experiment, with the purpose of studying the impact scouting has upon the behaviour of the young pupil.

At this stage we utilised all the instruments necessary in the other stages in order to highlight the progresses made after the formative experiment. So, for the observation method *The evaluation grid of the schooling behaviour* and *The evaluation scale of the pupil's behaviour* were used, for the enquiry based on a written questionnaire, the *ACCEA* questionnaire (Assessment of Character in Children and Early Adolescents), and for the sociometric method

the sociometric test. A novelty element in this stage is the analysis of each participant classes' catalogue in order to follow the dependent variable *the quality of school performance*. The students were also divided into two categories: those who attend the *Programme school after school* and those who do not benefit from this programme; the investigation being made through the research method of the curricular documents and of other school documents.

The comparison between the index interpretation „t” and of the significance threshold „p” in the case of the *CBRS* scale, within the post-test evaluation is as follows:

Table no.11

Comparing results obtained from the independent groups by applying the CBRS scale

No.	Item	Post-test	
		t	P
1	Follows directions without needing encouragements.	-4.570	.000
2	Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	-5.155	.000
3	Completes tasks successfully.	-5.061	.000
4	Attempts new challenging tasks.	-6.663	.000
5	Concentrates when working on a task; is not easily distracted by surrounding activities.	-4.926	.000
6	Responds to instructions and then begins an appropriate task without needing encouragement.	-5.284	.000
7	Takes time to do his/her best on a task.	-5.460	.000
8	Finds and organizes materials and works in an appropriate place when activities are initiated.	-3.902	.000
9	Sees own errors in a task and corrects them.	-4.444	.000
10	Returns to unfinished tasks after interruption.	-4.869	.000
11	Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	-4.571	.000
12	Expresses hostility to other children verbally (teasing, threats, taunts, name calling, “I don’t like you,” etc.).	-2.168	.032
13	Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	-2.527	.013
14	Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	-3.661	.013
15	Takes turns in a game situation with toys, materials, and other things without being told to do so.	-3.062	.003
16	Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	-2.640	.009

17	Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.	-6.258	.000
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The progressive increase we noticed at the intermediary evaluations continues to the **post-test** evaluation, when all the items register significant values of „t” at a significance threshold $p < 0,05$. Moreover, for 14 of the 17 itmes, the significance threshold decreases to the value of $p < 0,01$. So, at the end of the 17 months of the psychopedagogivcal experimental significant differences are registred, reported to all the items of the scale, between the two samples, highlighting the progress of the experimental group (Moldovan, O., Bocoş, M., 2016).

The interpretation of the comparison indexes „t” and of the significance threshold „p” in the case of the *GECS* grid, in the post-test are as follows:

Table no.12

Comparing the results obtained from the independent groups by applying the GECS grid

No.	Item	Post-test	
		t	p
1	Misses school	-3.608	.000
2	Is not punctual, regarding the first class, but neither after recess	-2.465	.015
3	The behaviour is adequate: clean and tidy	-4.129	.000
4	Places toys, materials and other objects at their place, after using them	-3.938	.000
5	Pays attention during classes, listens to the teacher’s indications	-4.566	.000
6	Asks for help when not managing on his/her own	-5.717	.000
7	Shows curiosity, asks questions in order to understand information	-4.938	.000
8	Distracts the colleagues’ attention during classes by making jokes or comments	-2.089	.039
9	During recesses he/she is shy, doesn’t interact with other children	-3.462	.001
10	Respects hierarchy, is polite when addressing older students or teachers	-3.937	.000

At the end of the psychopedagogical experiment, after 19 months from the beginning, at the **post-test** evaluation there are significant differences, reported to all the items of the scale between the two samples, highlighting the progress of the experimental group. We notice the increase of the adjustment degree and school adjustment in the case of the students who participate at scouting meetings and activities. They are more oriented in their behaviour towards

the social norms towards the conventional rules regarding the behaviour in the school environment, they cope a lot more efficiently with the tasks and the rigors imposed by the school regulations, and they have a much more efficient coping with difficulties and problems. The level of social interactions significantly increased, they are willing to take on different tasks and to get involved in mutual activities, by increasing the response and the social participative level. The behaviour with an anti-social tendency diminish; which is a sign of lowering the anxiety level and of frivolous activities (Moldovan, O., Bocoş, M., 2016).

The interpretation of the comparison indexes „t” and of the significance threshold „p” in the case of the ACCEA questionnaire, in the post-test are as presented below:

Table no. 13

Comparing independent groups in the case of ACCEA

No.	Scale	Post-test	
		t	p
1	The Academic Competence scale	-6.139	.000
2	The Obedience scale	-3.297	.001
3	The Reverence scale	-2.702	.008
4	The Cheerfulness scale	-2.428	.017
5	The SOC scale (Selection, Optimization and Compensation)=	-4.067	.000
6	The Kindness scale	-2.866	.005
7	The Thrift scale	-4.234	.000
8	The Future Mindedness scale	-3.030	.003
9	The Trustworthiness scale	-2.856	.005
10	The Helpfulness scale	-2.282	.024
11	The Connection to Nature scale	-5.402	.000
12	The Scouting Engagement scale	-23.199	.000

After 5 months from the first application of the ACCEA questionnaire, until the second month significant progresses were made in the case of the experimental group. By analysing the index values „t”, we notice that these are significant at the significance threshold of $p > 0,05$ for all 12 scales, by comparing the control group with the experimental one.

In order to fill in the Academic scale, we have made a correlation study between the participation at the scouting programme and school performance of the students participating at the scouting programme and of those who did not attend this programme. In the case of the pupils participating at the scouting programme the marks at the subjects *Mathematics and environment exploration* and *Communication in the Romanian language* are superior. The performance at the above-mentioned subjects is higher in the case of the students who participate

at the non-formal scouting programmes, which is confirmed by the significant value of the correlation index *Pearson*.

For a higher ecological validity of the study a moderating variable was introduced, attending the *Programme school after school*, variable which we think influences significantly the relation between the independent variable (*participating at the non-formal activities*) and the dependent variable (*school performance*).

The type of statistic procedure selected to analyse the influence scouting has upon the school performance was ANOVA, analysis which means highlighting the differences between the media of some groups according to their variety and not according to the direct difference between them.

Two types of analysis were done for each of the two subjects. Since the number of participants from the two samples is not even, the Levene Test was applied, a bi-varieted test in order to establish the degree of similarity between the variations of the two samples (dependent or independent), measured on a scale (www.orzanm.ase.ro/spss).

Through the Between-Subjects Effects Test we synthesised the main indicators of the analysis, concluding that the participation at the scouting activities has a significant effect upon the performances at the subjects *Mathematics and environment exploration* and *Communication in the Romanian language*. The influence of the *Programme School after School* over the performances at *the two subjects* is lower than that of the participation at the scouting activities. We also notice that by introducing the variable *Programme School after School* the effect on school performance at the two subjects increase, the variable having a significant moderator effect in the relation between the independent variable (participating at the scouting activities) and the dependent variable (*Mathematics and environment exploration*) (Moldovan, O., Bocoş, M., 2016).

The data obtained after applying the *sociometric test* in **the post-experimental stage**, was analysed through the sociometric matrix, calculating the **sociometric index**. In order to compare the two groups it was calculated how much per cent of the students from the experimental group, from the control group, are popular, accepted, and indifferent or marginalised. The next table presents the percentages obtained:

Comparing the results obtained on groups by applying the sociometric test

Testings	The preferential psychosocial value	Experimental group	Control group
Post-test	Popular	42 %	4 %
	Accepted	46 %	42 %
	Indifferent	5 %	3 %
	Marginalised	7 %	51 %

If in the case of the experimental group the percentages are the highest for the popular and accepted students (42% and 46%), in the case of the control group the highest percentages are for the marginalised and accepted students (51% and 42%). The number of students from the experimental group who are marginalised by their classmates decreased a lot, reaching 7% from the total of students who make up this group.

Chapter VIII. The analysis of the results obtained reported to the three hypotheses of the research.

Through the *first hypothesis* we wanted to check in what way the *participation to the non-formal scouting activities determine significant modifications, both of the social behaviour and of self restraint, manifested by students in the schooling activities, and of the adjustment degree and school integration and of the development of positive character features.*

The results regarding the dependent variable *the degree of manifestation of the social behaviour and of self restraint in school activities* were presented in the form of a table: *Comparing results obtained on paired groups (control group) at the application of the CBRS scale, Comparing results obtained on paired groups (experimental group) at the application of the CBRS scale.* Analysing the data from these tables we can say that the experimental group has a fast and progressive evolution regarding the degree of manifestation of the social behaviour and of self restraint. Unlike the students from the experimental group the ones from the control group do not show changes that are significantly progressive or constant.

The dependent variable *the degree of adjusting and integration in the school environment* was followed with the help of two research methods: the observation method (The Evaluation grid of school behaviour – GECS) and the sociometric method.

The results obtained with the help of the GECS grid were presented in the form of a table: *Comparing results obtained from the paired groups (control group) at the application of the GECS grid, Comparing results obtained from paired groups (experimental group) at the*

application of the GECS grid, Comparing results obtained from independent groups (control-experimental) at the application of the GECS grid. By analysing the data from these tables we can say that between valuations, the experimental group has an accelerated and progressive evolution regarding the degree of adjusting and integration in the school environment. Unlike the students from the experimental group, those from the control group do not show modifications significantly progressive or constant.

The results obtained with the sociometric test and the sociometric matrix show that there are no significant changes in the results of the control group. The percentages are similar in the case of the four evaluations, so we can state that there were significant modifications regarding the psychosocial preferential values in the case of the students who did not attend scouting activities. In the case of the experimental group we can notice significant changes from one evaluation to another: the percentages for the „popular” increase progressively, if for the pre-test we have 15% of the students who constitute the experimental group as „popular”, the percentage increases up to 42% at the post-test. Regarding the „marginalised” group of students from the experimental group the percentage decreases progressively, from 39% at the pre-test to 7% at the post-test. The percentage of the accepted and indifferent is relatively constant comparing the evaluations. These results show the degree of integration in the school environment, the increase of the students' self confidence; we are talking about the students who participate at scouting activities.

The third dependent variable of the hypothesis 1, *the degree of development of positive character features* was followed by using the Enquiry based on questionnaire with the translated and adapted instrument *ACCEA - Assessment of Character in Children and Early Adolescents*. By analysing the data obtained from the questionnaire we notice the progress of the experimental group in the case of the ten scales where initially there were no significant differences between the two groups. The values of the „t” indexes in the post-test are significant for all the twelve scales. We can conclude that there are increases in the degree of development of the positive character features in the case of the experimental group.

By mixing up all the information and the elements from this chapter we can state that hypothesis 1 has been confirmed.

Through *the second hypothesis* of the research we want to see whether there is a positive relationship between the independent variable – *the frequenting of scouting activities* and the

degree of adjustability to school life, the degree of integration in the school environment and the availability to form new attitudes and desired behaviour. We considered that the higher the frequency of participation at scouting activities, the higher the progress, in relation to the above mentioned dependent variables. Therefore this hypothesis is only about the experimental group.

Durin the stage of the formative experiment (January 2015 – June 2016) there were forty weekly meetings with various activities, ranging from: contests in the city to three-day camping. These activities were expected to have a full attendance, but it was not always like this, for personal reasons (bad health, other programmes), or even their parents (different schedule).

Regarding the first dependent variable *the degree of adjusting to school life*, we consider that a student is adjusted to school life when he/she has an adequate behaviour in the didactic activities. We took into consideration the results obtained from the experimental group at the post-test evaluation. The data obtained were processed in the statistice programme SPSS, with the help of the variety analysis (ANOVA), by calculating the „F” index for the three categories in which the experimental group was divided. The data was analysed and in the case of the participation at the scouting meetings we noticed significant values of the „F” indexes at a significance threshold $p \leq 0,05$, only in the case of three items/scales from the total of fifteen. In the case of the participation at the scouting activities we also notice the significant values of the „F” indexes at a significance threshold $p \leq 0,05$ still in the case of three items/scales from the total of fifteen. The frequency of participation at the scouting meetings and activities does not significantly influence *the degree of adjustment to school life*. So, there is no significant correlation between how often the students attend meetings and activities and the pursued variable. But we know from the confirming of Hypothesis 1, when the experimental group was compared to the control one, that scouting influences this variable.

Scouting is a way of life once you have assumed *The law and the promise of the scout* you can behave within their limits in any context you might be, but we can consider this reality as the cause of the results we obtained as the present research did not follow the degree of assimilation of the law and the promise of the scout by the students who constitute the experimental group.

Concerning the camping participation, by analysing the data we notice that it registers significant values of the „t” indexes at a significance threshold of $p \leq 0,05$ in the case of ten items/scales from the total of fifteen. So, camping attendance does influence *the degree of*

adjustment to school life; a reason for which camping attendance highlighted significant results might be the fact that any prolonged activity and not of exclusivity, the scouts only have activities specific to camping and do not interact among each other, has a high impact upon the students' behaviour.

The second variable of the second hypothesis, *the degree of integration in the school environment*, is not only about the necessary behaviour in learning situations, but it also includes social adjustability and the developing of the necessary abilities in the school context.

The results obtained from the experimental group at the post-test evaluation were taken into account. The data obtained from the experimental group at the post-test evaluation were processed with the programme SPSS, with the help of the ANOVA analysis, by calculating the „F” index for the three categories in which the experimental group was divided. The values of the indexes were reported to their significance thresholds; indexes whose values were at significance threshold of $p \leq 0,05$ were taken into consideration.

In the case of participating at scouting meetings we have registered significant values of the „F” indexes at a significance threshold $p \leq 0,05$ in the case of six items from the total of thirteen. In a certain way there is a significant correlation between how often the students attend scouting meetings and the followed variable. In the case of participating at scouting activities we have significant values of the „F” indexes at a significance threshold of $\leq 0,05$, only in the case of four items out of the total of thirteen.

We can state that the frequency of participation at the scouting meetings and activities does not significantly influence *the degree of integration in the school environment*; so there is no significant correlation between how often the students attend the activities and the followed variable. But, again, taking into consideration the confirmation of Hypothesis 1, we do not deny the fact that scouting influences this variable.

In the case of camping participation the data indicate significant values of the „t” indexes at a significant threshold $p \leq 0,05$ in the case of three items out of the total of thirteen; therefore we cannot state that the camping participation influences *the degree of adjusting to school life*.

The student's availability to form new attitudes and desired behaviour, formulated as a dependent variable (the third of Hypothesis 2), represents the opening to gain attitudes and put them to use as appropriate behaviour in real life situations, not only in the school environment. We have also taken into consideration the results obtained from the experimental group at the

post-test evaluation. The data obtained were processed in the statistic programme SPSS, with the help of the ANOVA analysis, by calculating the „F” index for the three categories in which the experimental group was divided. The indexes values were reported to their significant thresholds, significant indexes whose values were at significance thresholds $p \leq 0,05$ were taken into consideration.

In the case of attending the scouting meetings we notice significant values of the „F” indexes at a significant threshold $p \leq 0,05$ in the case of five scales from the total of twelve. So, from the perspective of these items we can say that the scouting meetings do influence to a certain degree *the student's availability to form new attitudes and desired behaviour*.

Regarding the participation at scouting activities we registered significant values of the „F” indexes at a significance threshold $p \leq 0,05$ in the case of four scales from the total of twelve. One can notice that the frequency of attending scouting activities significantly influences the same scales as in the case of attending the meetings. In the case as well we notice that there is only in a certain degree a significant correlation between how often the students attend scouting activities and the followed variable.

After the participation at the camping new significant values of the „t” indexes have appeared at a significance threshold $p \leq 0,05$ in the case of two scales from the total of twelve. Looking at the whole picture, the items and the scales that measure this variable, camping participation does influence *the student's availability to form new attitudes and desired behaviour*.

Taking into consideration all the information and the concluding elements of this subchapter, where we have analysed the results obtained reported to Hypothesis 2, we can say that this hypothesis was partially confirmed.

The results of the **third hypothesis** of the present research, *attending the programme School after school (extended programme) has a moderator effect in the relation between the participation at the non-formal scouting activity and school performance of the first grade students*, were presented and analysed entirely in Chapter VII, Subchapter VII.3.3; more precisely, there was a significant cumulative effect of participating at the scouting activities and at the Programme School after school upon school performance at the subjects *Communication in the Romanian language and Mathematics and environment exploration*.

Taking into consideration all the information and the concluding elements from the above mentioned subchapter, where the results obtained reported to Hypothesis 3 were analysed, we can say that this hypothesis was confirmed.

In order to highlight the parents' perception upon the influences that scouting has upon their children, perception that strengthens the results obtained for each hypothesis through other instruments, applied directly to students, the *Questionnaire for parents* was applied (instrument conceived by us).

The results presented in subchapter VIII.4 show that most parents identify numerous benefits of scouting, benefits that coincide with the objectives of scouting; this showing that scouting, through the scout method, accomplishes the educational finalities desired.

Chapter IX. – Conclusions – is divided in four subchapters. The first one deals with personal contributions, theoretical and practical, applicative, more precisely the analysis of the three forms of education, redefining the concept of non-formal education, the detailed presentation of scouting and of the activities on a world and national level. Last, but not least we present the *Guide for scouting meetings and activities. Age branch 7-10 years old* (O. Moldovan, M. Bocoş, 2017) which describes in detail the intervention plan for the psychopedagogic experiment.

The conclusions of the research are presented at each hypothesis:

- ✿ The results obtained reported to hypothesis 1 confirm our expectations. It was proven that using the scout method contributes to school adjusting and integration, at the development of positive character features and at the development of a social behaviour and self restraint manifested by students in school activities.
- ✿ Regarding hypothesis 2, this confirmed only partially our expectations. Therefore, it was proven that it is not important how often students attend scouting activities, as they already have a positive influence upon school adjusting and integration, as well as upon the availability to form new attitudes and desired behaviour. Î
- ✿ Hypothesis 3 confirmed our expectations, so, school performance is positively influenced by the students' participation, in their free time, at non-formal scouting activities.

These results were confirmed by the parents' responses to the *Questionnaire for parents*, confirming the benefits for participating at scouting activities without the parents having studied explicitly the implications of the scout method.

In conclusion, the influence of scouting activities upon the behaviour of the young pupil in formal educational contexts proved to be a significant and a positive one. It is true that scouting helps children adjust to the new context, the schooling one; it is a major change in the child's life and it was proven that young pupils who participated in their free time at scouting activities adjusted better to the school's requirements, integrated in the school group, were open to forming new attitudes and desired behaviour, social and of self restraint in school activities, developed in a more significant way the positive character features and their school performance was better. This is the chapter where we also presented the *limitations* of this research and *educational recommendations*.

In our future research we wish to extend the study, both from the point of view of the research's duration, but also from the point of view of the types of scouting activities unfolded in our country, so that we can contribute to the improvement of the methodology and increase the data's degree of complexity.

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