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ROMANIAN TRANSLATION AND LINGUISTIC VALIDATION OF THE CIVIC ATTITUDES AND SKILLS QUESTIONNAIRE: IMPLICATIONS FOR PRE-SERVICE TEACHERS' EVALUATION

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Abstract
Attitudes have been extensively studied in several areas of psychology, considering their potential to influence, stimulate, justify and predict a person's response and relationship with different instances. Positive civic attitudes and civic engagement are evolutionary essential components of a functional society, especially when embodied by pre-service teachers, as they become behavioral role-models for future generations. Furthermore, educational civic engagement and Service-Learning practices have multivalent, mutual benefits such as enhancing academic performance, socio-emotional learning and preventing risk behaviors. This study aims to expand the use of Civic Attitudes and Skills Questionnaire (CASQ; Moely, Mercer, Ilustre, Miron, & McFarland, 2002) as a valid assessment tool for the Romanian pre-service teacher population and extend its diagnostic value to examine students' attitudes towards the community, also known as civic responsibility, and their intention to pursue positive civic behaviors, the preceding step to actual civic engagement. Following a backward and forward translation of the instrument, data were collected from 24 Romanian pedagogy students who completed the on-line English and Romanian versions of the CASQ. The internal consistency and linguistic equivalence of the two versions were assessed. Further recommendations and implications for educational use are addressed, such as the assessment of the psychosocial effects of community-oriented activities, including student-for-students ones.

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Introduction

Attitudes are considered as being potent behavioral driving forces that have been widely studied in Psychology for more than five decades. Gordon Allport (1935, *apud* Falk & Lieberman, 2013) defined social attitudes as "mental and neural states of readiness, organized through experience, exerting a directive dynamic upon an individual's response to all objects and situations with which it is related". In line with this definition,, social attitudes are considered primary orientations that include selective relationships with social objects (events, institutions, individuals) and that have the potential to determine individual behavioral patterns (Gavreliuc, 2007). Attitudes are important to human social functioning due to the fact that (1) they have the potential to considerably influence an individual's (our group's) behavior, (2) they function similarly to fixed cognitive patterns, extremely influential, organizing new information based on inferential schemas and (3) can be considered as inferential variables, based on which past behaviors can be retraced and future behavior patterns can be predicted (Gavreliuc, 2007).

In congruence with social attitudes, *civic attitudes* refer to an individual's feelings and responsibility towards the community and the assimilation of the idea that every community member has a central role in keeping the well-being of the community (Lenzi, Vieno, Santinello, Nation, & Voight, 2014). Civic attitudes are a major component of civic engagement (Lenzi et al., 2014) and can be addressed as evolutionary essential components of a functional society, especially when embodied by pre-service teachers, as they become significant behavioral role-models for the future generations. Some authors believe that the Service-Learning pedagogy (S-L) offers the greatest potential for fostering civic responsibility as it provides opportunities for students to engage directly in their communities and meet community needs while enhancing their competencies related to the course work (Robinson, 2006).

Civic attitudes are often mentioned and investigated in literature as sensitive to S-L participation: Eyler, Giles, Stenson, and Gray (2001) compared over 40 studies that confirm the hypothesis where S-L generates positive, statistically significant, increases in civic responsibility, civic action, citizenship

and civic engagement of students towards community service. Measures used to investigate S-L outcomes are varied, such as: questionnaires focusing on students beliefs and attitudes (Moely et al., 2002), focus groups (Schmiede, 1995, *apud* Moely et al., 2002), interviews and journal writings (Eyler & Giles, 1999, *apud* Moely et al., 2002; Primavera, 1999; Yates & Youniss, 1996, *apud* Moely et al., 2002). More recently, researchers appear to prefer to combine different methods to better assess the S-L course's impact on different variables. The most common methods used are final course writing tasks and exit interviews, followed by no official course evaluations, final written reflections and posters/photography/short narratives or content course written examinations (Copaci & Rusu, 2016).

The Civic Attitudes and Skills Questionnaire

There is a unanimous agreement in literature regarding the imperative characteristic of S-L outcomes assessment, especially when thriving to deliver a high quality, authentic, inspiring and mutually beneficial experience to both the student and the community. The S-L assessment process is a cross-sectional process conducted at all stages of the project development and aims to analyses the successes and difficulties experienced by the program and participants, taking into consideration whether actions are being carried out according to expectations and whether objectives are being achieved on schedule (Centro Latino-American de Aprendizaje y Servicio Solidario, www.clayss.org.ar). There are numerous conceptualizations of S-L program assessment addressing the variables involved in S-L (students, faculty, community, institution), securing enough pertinent data to measure effectiveness and guide improvement (Hanover Research, 2011). Among these variables, civic attitudes are often addressed by S-L programs, being considered valuable components of the process of developing responsible citizens.

The *Civic Attitudes and Skills Questionnaire* - CASQ (Moely et al., 2002) is an instrument that evaluates student outcomes, more precisely focusing on college students' description of attitudes and skills that may be positively affected by a service-learning experience. The instrument is comprised of 6 subscales (*Civic Action - C.A., Interpersonal and Problem-Solving Skills - I.P.S.S., Political Awareness - P.A., Leadership Skills - L.S., Social Justice Attitudes - S.J.A., Diversity Attitudes - D.A.*) that reflect the following S-L goals identified by Stukas, Clary, and Snyder (1999): self-enhancement,

understanding the world and self and value-expression (Moely et al., 2002; Stukas et al., 1999).

For the purpose of this study, 3 subscales of the inventory were used, based on the previous findings in the literature indicating the beneficial impact of S-L programs on these dimensions: (1) the *Civic Action* (CA) subscale, (2) The *Interpersonal and Problem Solving Skills* (IPSS) subscale and (3) the *Diversity Attitudes* (DA) subscale.

The *Civic action* subscale measures on a 5-point Likert scale the respondents' intent of getting involved in community-oriented activities. The subscale has been designed as consistent with Stukas et al. (1999) value-expression S-L goal (that aims to increase the internalization of prosocial values and socially responsible attitudes in S-L participants) and self-enhancement S-L goal, which is based on the premise that students who feel they have the necessary skills are likely to plan to take an active role in community service (Moely et al., 2002). The internal consistency of the CA subscale is .88 (Moely et al., 2002).

According to Stukas et al. (1999), another major S-L goal should be to provide students with a broader and more in-depth understanding of the world, of the people they interact with and of themselves. The *Diversity Attitudes* (DA) subscale was designed in accordance to this goal and it is made of 5 items scored on a 5-point Likert scale. DA subscale measures the respondents' attitudes towards people with different cultural backgrounds. The internal consistency of the subscale ranges between .70 - .81 (Moely et al., 2002).

Referring to a common belief about one's perceived efficacy in interacting with others, the *Interpersonal and Problem Solving Skills* (IPSS) subscale is an aspect of the self-enhancement goal of the S-L program. The IPSS subscale contains 12 items scored on a 5-point Likert scale and measures the respondent's problem-solving strategies. The internal consistency of the subscale ranges between .79 - .80 (Moely et al., 2002).

Objectives

The objective of the current study is to expand the use of Civic Attitudes and Skills Questionnaire (CASQ; Moely et al., 2002) as a valid assessment tool for the Romanian pre-service teacher population and by linguistically validating the instrument, from the source language (English) to Romanian, the target language in order to extend its diagnostic value to

examine students' attitudes towards the community (civic responsibility). This study tests the hypothesis that both linguistic versions are equivalent.

Method

Participants

24 bilingual speakers voluntarily and anonymously took part in the research. All the participants are Romanian students (master's degree students or PhD students), that hold an English language certificate with a score of at least upper intermediate (B1), that are currently in or have completed the teacher training module, or PhD students that are already engaged in teaching activities. The participants were informed that their participation is voluntary and anonymous before being asked to fill in both linguistic versions of the instruments, at a 2-week interval. The scales were offered via EUSurvey (https://ec.europa.eu/eusurvey), an online management system for designing and publishing questionnaires, created by the European Commission. The sample size was comprised of 19 females and 6 men, aged between 23 to 29. As shown in Table 1, the average age of students was 28 years (SD=5.1), all of Romanian ethnicity, with educational levels ranging from Bachelor Degree graduates to PhD students, majoring in various fields (Education, Psychology, Social Sciences, Humanities and Arts, Biological Sciences, Law, Mathematics, Informatics & Economics). 16.6% percent of the sample majored in two domains or more (*see* Table 1).

Additional human resources were required for the translation and linguistic validation procedure of the three subscales (CA, DA, IPSS) of the Civic Attitudes and Skills Questionnaire (CASQ; Moely et al., 2002). Thus, two local professional, authorized translators, native in Romanian and bilingual in both English and Romanian languages, were recruited.

Following the World Health Organization guidelines for translating and adapting instruments (www.who.int / substance_abuse / research_tools / translation /en /), the translators blindly forward - and back-translated the instruments. The translators were instructed to focus on clarity and simplicity, to avoid literal translation and aim for the conceptual equivalent of the items.

Table 1. Demographic characteristics of the respondents to the Romanian and English versions of the three subscales of the Civic Attitudes and Skills Questionnaire (CASQ; Moely et al., 2002)

	Sample
Number of respondents	24
% Female	75%
Ethnicity	
Romanian	100%
Age: Mean years, (SD)	28 (5.1)
Educational level	
Bachelor Degree Graduate	20.8%
Master's Degree Student	33.3%
Master's Degree Graduate	8.3%
PhD Student	37.5%
Major	
Education	41.6%
Psychology	29.1%
Social Sciences	4.1%
Humanities and Arts	12.5%
Biological Sciences	8.3%
Law	4.1%
Mathematics, Informatics & Economics	16.6%
Majored two domains or more	16.6%

Instruments

For the linguistic adaptation of the CASQ (Moely et al., 2002), the two versions of the CASQ subscales (CA, AD, IPSS) were used: first, the initial English versions, followed by their Romanian translations.

Procedure

To pursue the purpose of the current research, the back-translation and decentring procedure (Brislin, 1986) were utilized. According to Brislin (1986), the back-translation method implies that one bilingual person translates the instrument from the source to the target language, and another person blindly translates the instrument back to the source. But, sometimes, this method might not be sufficient to attain the research goals; therefore, to ensure it is valid, it is often paired with *decentring* (Werner & Campbell, 1970, *apud* Brislin, 1976). Decentring aims to keep only the ethic concepts (i.e. concepts that exist in both cultures and languages) by comparing the back-translated version with the

original version of the scale: hence, the concepts that „survive" the decentring procedure are assumed to be ethic, and those that do not appear in the final back-translated version are the emit ones (i.e. concepts that only exist in one culture and language) (Brislin, 1986).

Presented in Figure 1 is the algorhythm pursued in this research, as a sum of several literature recommendations, practices and guidelines (Brislin, 1986; Varni et al., 1999; Werner & Campbell, 1970; Tropp, Seid, & Rode, 1999; www.who.int / substance_abuse / research_tools / translation /en; Language Scientific, www.languagescientific.com). Phase 1 of the research, i.e. the forward translation, involved an independent translator who rendered the instrument in the source language (English) into the target language (Romanian). *Phase 1* was followed by an expert panel examination (*phase 2*) where the translation was reviewed, discussed and adjusted by the researchers before moving forward to *phase 3*, the back-translation (Figure 1). The purpose of the back-translation step is the production of a backward translation of the instrument, from the target language back into the source language, without any access to the original version of the document (Varni, Seid, & Rode, 1999). The back-translation of the selected subscales was conducted by a second, local, professional translator with no access to the original English version of the instrument.

In *phase 4*, the comparative review including the decentring procedure, the researchers group compared the backward version of the instrument with the original version, in order to produce a testing version. A few discrepancies between the two versions of the instrument appeared in this stage of the process, which are worth mentioning. Discrepancies were found on all items of the CA subscale items regarding the verb: in the original version, the authors chose „*I plan to* [...]" to express intention of community involvement actions, which was translated, then back-translated into „*I intend to* [...]". The decision was to keep the Romanian equivalent for „*I plan to* [...]" as a verb, as it is closer to the source concept and, in contradistinction to the Romanian equivalent for „*I intend to* [...]", which sums up a wish or a thought, planning also implies projection and mental preparation of the action. Secondly, item 8 of the CA subscale „*I plan to become involved in programs to help clean up the environment*" was back-translated as a conditional „*I intend to become involved in programs in order to help clean the environment*" due to the fact that there is no equivalent colloquial structure in the target language for „*help clean up the*

environment". The resolution was to replace the structure with the Romanian equivalent of „[*I plan to get involved in*] *environment ecological programs*" which is often used in educational settings, so students at all ages are habituated with its significance. And finally, item 12 of the IPSS subscale, i.e. „I tend to solve problems by talking them out", was back-translated as „*I have the tendency to solve problems through communication*". The expression „*through communication*", even though it has the same denotation with its source counterpart, was considered to be too impersonal and only rarely used in simple, colloquial language. As a result, it was replaced by the Romanian equivalent of „*discussing about them*". This stage materialized in a testing version of the CASQ subscales.

In *phase 5*, the participants were informed about the study and confidentiality policy and asked to complete the CASQ subscales in the source language (English) online, via the EuSurvey software. Two weeks later, they were similarly asked to fill in the subscales in Romanian language, the target-language. Data analysis followed this step, together with a final review of the instrument for producing a (*phase 6*) final version of the CASQ translated subscales (*see* Figure 1).

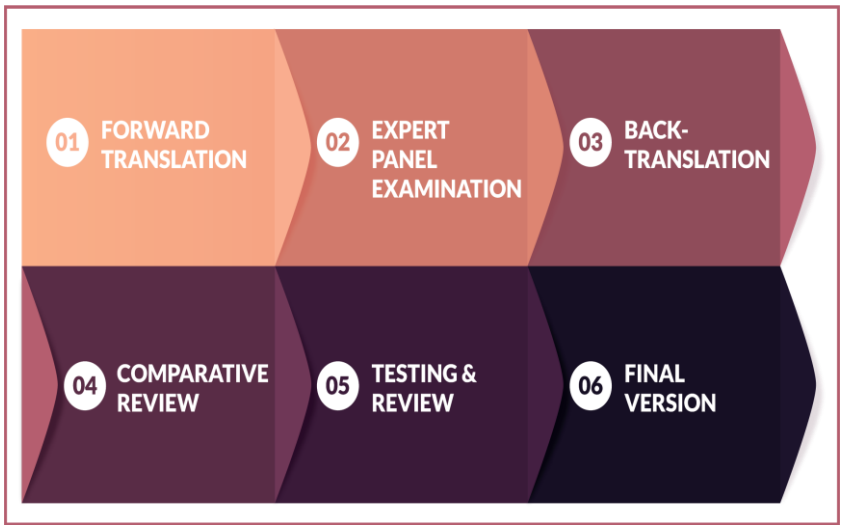

Figure 1. The translation algorhythm used for testing the linguistic equivalence of the Romanian and English versions of CASQ

Design

The research design for testing the similarity (cross-language equivalence) between the Romanian and English versions of the three subscales of CASQ is a correlational one, i.e. the correlated variables are the two linguistic versions of the CASQ subscales (Moely et al., 2002).

Results and discussion

Firstly, the internal consistency (Cronbach α) and descriptive statistics were assessed for both linguistic versions of the CASQ subscales, Romanian and English versions (*see* Table 2). The values of Cronbach alpha coefficients computed for the English 8 CA sub-scale items, 12 IPSS sub-scale items and 5 DA sub-scale items were .85, .88 and .68, respectively, with an overall scale coefficient of .91. Similarly, for the equivalent Romanian items, Cronbach alpha coefficients were .88 for the CA sub-scale, .89 for the IPSS sub-scale and .73 for the DA sub-scale, with an overall scale coefficient of .89.

Table 2. Means, standard deviations, medians and Cronbach's Alpha (based on standardized items) for the selected CASQ subscales

	Pre-Test (English Version) (N=24)				Post-Test (Romanian Version) (N=24)			
	M	*SD*	*Mdn*	α	*M*	*SD*	*Mdn*	α
CASQ subscales								
1. Civic Action	3.66	.67	3.87	.858	3.65	.74	3.75	.889
2. Interpersonal and Problem-Solving Skills	4.18	.5	4	.886	4.29	.57	4.45	.892
3. Diversity Attitudes	3.45	.51	3.4	.681	3.6	.72	3.7	.735

Secondly, the equivalence of the two linguistic versions of the CASQ was tested both by computing the Wilcoxon Signed-Rank Test and by computing Spearman (rho) correlations. Table 3 presents the Wilcoxon Signed Ranks Test for the selected CASQ Scales which shows that there was no statistical significant difference between the two linguistic versions of the CASQ (Z=-1.386, p=.166), nor for the subscales individually: CA (Z=-122, p=.903), IPSS (Z=-1.164, p=.245), DA (Z=-1.561, p=.118), indicating that the two linguistic versions are equivalent.

Table 3. Wilcoxon Signed Ranks Test for the selected CASQ subscales

	Z	p (2-tailed)
CASQ Overall Scale	-1.386	.166
CASQ subscales		
1. Civic Action	-.122	.903
2. Interpersonal and Problem-Solving Skills	-1.164	.245
3. Diversity Attitudes	-1.561	.118

Additionally, Wilcoxon Signed Ranks tests were computed for each of the item pairs included in the CASQ sub-scales. No significant statistical differences were found between the two linguistic versions of the items, as shown in Table 4, supporting the hypotheses that the two linguistic versions are equivalent.

Table 4. Wilcoxon Signed Ranks Test for each of the Item pairs included for the CASQ subscales

	Z	p (2-tailed)
CASQ subscales		
1.Civic Action		
1.1. I plan to do some volunteer work.	-1.265	.206
1.2. I plan to become involved in my community.	-.632	.527
1.3. I plan to participate in a community action program.	-.277	.782
1.4. I plan to become an active member of my community.	-.302	.763
1.5. In the future, I plan to participate in a community service organization.	-1.658	.097
1.6. I plan to help others who are in difficulty.	-.258	.796
1.7. I am committed to making a positive difference.	-.832	.405
1.8. I plan to become involved in programs to help clean up the environment.	-.225	.822
2. Interpersonal and Problem-Solving Skills		
2.1. I can listen to other people's opinions.	-.447	.655
2.2. I can work cooperatively with a group of people.	-1.508	.132
2.3. I can think logically in solving problems.	-2.309	.021
2.4. I can communicate well with others.	-.577	.564
2.5. I can successfully resolve conflicts with others.	-2.333	.020
2.6. I can easily get along with people.	-.812	.417
2.7. I try to find effective ways of solving problems.	-1.155	.248
2.8. When trying to understand the position of others, I try to place myself in their position.	-2.352	.019
2.9. I find it easy to make friends.	-1.155	.248
2.10. I can think analytically in solving problems.	-1.155	.248
2.11. I try to place myself in the place of others in trying to assess their current situation.	-1.698	.090
2.12. I tend to solve problems by talking them out.	-1.661	.097

Table 4. Wilcoxon Signed Ranks Test for each of the Item pairs included for the CASQ subscales - *continued*

3. Diversity Attitudes		
3.1. It is hard for a group to function effectively when the people involved come from very diverse backgrounds.	-1.012	.311
3.2. I prefer the company of people who are very similar to me in background and expressions.	-1.069	.285
3.3. I find it difficult to relate to people from a different race or culture.	-.905	.366
3.4. I enjoy meeting people who come from backgrounds very different from my own.	-.711	.477
3.5. Cultural diversity within a group makes the group more interesting and effective.	-2.309	.021

Similarly, Spearman correlations (rho) for the subscales and item pairs were computed to test the association between the two versions of CASQ. As shown in Table 5, all of the six variables (i.e. both linguistic versions of the CASQ sub-scales) significantly and positively correlated: the CA subscales with a coefficient of $r(22)=.779$, $p<.001$, the IPSS sub-scales with a coefficient of $r(22)=.719$, $p<.001$ and the DA sub-scales with a coefficient of $r(22)=.809$, $p<.001$.

Table 5. Spearman Correlations for the two versions of the subscales (Romanian and English)

	CASQ sub-scales (Romanian versions)[1]		
	1	2	3
CASQ Sub-scales (English versions) (N=24)			
1. Civic Action	.779**		
2. Interpersonal and Problem-Solving Skills	-	.719**	
3. Diversity Attitudes	-	-	.809**

Notes: [1] N=24; **p<.001

Furthermore, Spearman correlations were also computed for each item pair (*see* Table 6). All the correlations were statistically significant (except for item 6), with a coefficient of $r(22)=.319$, $p<.005$.

Table 6. Spearman correlations for the CASQ Civic Action Item pairs

	CASQ Civic Action Item pairs[1]
CASQ Civic Action items (English version) (N=24)	
1. I plan to do some volunteer work.	.804**
2. I plan to become involved in my community.	.635**

Notes: [1] Romanian version (N=24) - Corresponding translated item; *p<.005; **p<.001

Table 6. Spearman correlations for the CASQ Civic Action Item pairs - *continued*

	CASQ Civic Action Item pairs[1]
3. I plan to participate in a community action program.	.636**
4. I plan to become an active member of my community.	.534**
5. In the future, I plan to participate in a community service organization.	.497*
6. *I plan to help others who are in difficulty.*	.319
7. I am committed to making a positive difference.	.527**
8. I plan to become involved in programs to help clean up the environment.	.525**

Notes: [1] Romanian version (N=24) - Corresponding translated item; *p<.005; **p<.001

Table 7 shows the Spearman correlations for the IPSS subscale item pairs. All correlations were significant (except for item 7), with a coefficient of r(22)=.390, p<.005.

Table 7. Spearman Correlations for the CASQ Interpersonal and Problem-Solving Skills Item Pairs

	CASQ Interpersonal and Problem-Solving Skills Item Pairs[1]
CASQ Interpersonal and Problem-Solving Skills Items (English Version) (N=24)	
1. I can listen to other people's opinions.	.669**
2. I can work cooperatively with a group of people.	.685**
3. I can think logically in solving problems.	.543**
4. I can communicate well with others.	.445*
5. I can successfully resolve conflicts with others.	.803**
6. I can easily get along with people.	.561**
7. *I try to find effective ways of solving problems.*	.390
8. When trying to understand the position of others, I try to place myself in their position.	.495*
9. I find it easy to make friends.	.771**
10. I can think analytically in solving problems.	.621**
11. I try to place myself in the place of others in trying to assess their current situation.	.447*
12. I tend to solve problems by talking them out.	.427*

Notes: [1] Romanian Version (N=24) - Corresponding Translated Item; *p < .005, **p < .001

Table 8 presents the Spearman correlations for the DA subscale item pairs. All correlations were significant (except for item 1), with a coefficient of r(22)=.388, p<.005.

Table 8. Spearman correlations for the CASQ Diversity Attitudes Item pairs

	CASQ Diversity Attitudes Item pairs[1]
CASQ Diversity Attitudes items (English version) (N=24)	
1. *It is hard for a group to function effectively when the people involved come from very diverse backgrounds.*	.388
2. I prefer the company of people who are very similar to me in background and expressions.	.809**
3. I find it difficult to relate to people from a different race or culture.	. 772**
4. I enjoy meeting people who come from backgrounds very different from my own.	.549**
5. Cultural diversity within a group makes the group more interesting and effective.	.568**

Notes: [1] Romanian Version (N=24) - Corresponding Translated Item; *p < .005, **p < .001

The results of this study have shown that the tested CASQ sub-scales are internally consistent: for the Romanian version, with an overall scale coefficient of .894 and Cronbach alpha coefficients of .889 for the CA sub-scale, .892 for the IPSS sub-scale and .735 for the DA sub-scale, we can conclude that the target language scale is highly reliable. In addition, the results of testing the equivalence of the scale support the initial hypotheses (i.e. there will be equivalence between the Romanian and the English version of the CASQ): the Wilcoxon Signed Rank test for the overall scales CASQ (Z=-1.386, p=.166) for the individual sub-scales CA (Z=-122, p=.903), IPSS (Z=-1.164, p=.245), DA (Z=-1.561, p=.118) and also for each of the item pairs included in the sub-scales showed that there were no statistically significant differences between the source language instrument (English) and its translation (Romanian), suggesting that the two linguistic versions are equivalent.

Furthermore, the associations between the two scale versions were also analysed by computing Spearman correlations for both the overall sub-scales and individual item pairs. The overall sub-scales strongly correlated, the CA subscales with a coefficient of r(22)=.779, p<.001, the IPSS sub-scales with a coefficient of r(22)=.719, p<.001 and the DA sub-scales with a coefficient of r(22)=.809, p<.001, showing significant positive association between the two versions. Regarding the item pairs, all correlation coefficients were significant except for item 6 of the CA sub-scale ("*I plan to help others who are in*

difficulty") with a coefficient of r(22)=.319, p<.005; item 7 of the IPSS sub-scale ("*I try to find effective ways of solving problems*") with a coefficient of r(22)=.390, p<.005 and item 1 of the DA sub-scale ("*It is hard for a group to function effectively when the people involved come from very diverse backgrounds*") with a coefficient of r(22)=.388, p<.005. One possible explanation for the non-significant associations (although positive one and with values higher than 0.3) between these item pairs, taking into consideration the overall scales significant associations, could be the small sample size (N=24), as well as the translation discrepancies already discussed between the verbs "to try" and "to intend" (in the specific case of item 6, subscale CA).

Conclusions

The Civic Attitudes and Skills Questionnaire (CASQ; Moely et al., 2002) is a relevant tool for assessing S-L outcomes at the student-level including the internalization of prosocial values, socially responsible attitudes and self-reported skill enhancement in S-L participants, while emphasizing the student-centred pedagogical perspective. This study aimed to translate and linguistically validate three selected CASQ subscales: CA, IPSS & AD, to achieve conceptual equivalence of the instrument in the target language and to expand its diagnostic value to examine Romanian students' civic responsibility, and their intention to pursue positive civic behaviors, the preceding step to actual civic engagement, as outcomes in partaking in S-L programs.

The results of this study show favourable and promising results relevant to the translation and adaptation of the CASQ scale for Romanian language, which can be used in the future by itself and/or together with other instruments in the process of assessing the psycho-social effects of Service-Learning activities and programs. We can conclude that two version of the CASQ are linguistically equivalent; our results showed no statistical significance between the two linguistic versions and individual items. Significant positive associations were found between the overall sub-scales, except non-significant associations between individual 3 items (one item from the CA subscale, one from the PSSI subscale and one from the DA subscale).Even though this study has reached its objectives, there are some limitations that include the small sample size and the use of self-report scales that could be subject to social desirability biases.

In conclusion, congruent with Eyler's findings (Eyler, 1999, *apud* Moely et al., 2002) who showed that engaging in a Service-Learning experience facilitates positive psychosocial effects related to increases in commitment to service and public works, enhanced interpersonal skills and reduced stereotyping and greater understanding of other cultures, the instrument also shows great predictive and educational potential for Romanian students' future itineraries regarding civic responsibility and civic actions. Also, having access to both versions of the CASQ allow us to perform trans-cultural comparisons regarding the impact of S-L activities on the civic attitudes and civic responsibility on resident (Romanian) students and foreign students studying in Romanian Higher Education Institutions.

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