The Community Service Self-efficacy Scale: A Further Examination of Validity and the Application to Service-learning and Engaged Scholarship

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Hypothesis

As service-learning students assist with implementing a program fostering self-sufficiency at a homeless shelter, their levels of community service self-efficacy will improve over time.

Behavioral Activation Program

Activities at the shelter are designed to:
1. Enhance self-sufficiency (e.g. GED practice)
2. Enhance coping (e.g. stress management)
3. Enhance mood, quality of life, social skills (e.g. recreational activities)

Definitions

**Self-Efficacy:** a conviction that one can successfully execute the behavior required to produce [desired] outcomes.  
Bandura 1977

**Service-Learning:** “a type of experiential education in which students participate in service in the community and reflect on their involvement in such a way as to gain further understanding of course content and of the discipline and its relationship to social needs and an enhanced sense of civic responsibility.” Bringle & Hatcher 1996

**Engaged Scholarship:** Connecting resources of a university to the social, civic and ethical problems of society.  
Boyer 1996

Present Study and Results

<table>
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<th>Group</th>
<th>Pre</th>
<th>Post</th>
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| **Comparison Condition**  
Psychology course without Service-learning component  
(n=29) | M = 84.21  
SD = 11.36 | M = 82.28  
SD = 11.79 |
| **Service-Learning Condition**  
Common Academic Program course  
(“Engaged Scholarship of Homelessness”)  
with service-learning  
(n=15) | M = 82.93  
SD = 10.21 | M = 89.07  
SD = 8.59 |
| **Service-Learning Condition**  
Special Topics course  
(“Psychology of Homelessness”)  
with service-learning  
(n=12) | M = 87.50  
SD = 9.47 | M = 94.00  
SD = 5.18 |

For service-learning students, there was a significant pre- to post- semester change in community service self-efficacy. This change did not occur in non-service-learning students.