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Title:-SELF-EFFICACY SCALE FOR SCHOOL STUDENTS.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This paper details the development and psychometric standardization of the Roy and Sarkar Self-Efficacy Scale for School Students. Grounded in Bandura's social cognitive theory, the scale identifies four dimensions: Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Emotional and Physiological States. From an initial pool of 56 items, expert evaluation and item analysis reduced the scale to 28 items. Psychometric testing with 120 Grade XI students yielded a test-retest reliability of r = .791 over 17 days and a Cronbach's alpha of α = .861, indicating satisfactory stability and internal consistency. The final five-point Likert scale provides norms classifying students into low, moderate, and high self-efficacy levels, offering a reliable tool for assessing academic self-efficacy.

Recommendation: Accept after minor revision, .

Detailed Reviewer's Report

STRENGTHS:

1- The scale is firmly grounded in Bandura's social cognitive theory, ensuring conceptual alignment with established self-efficacy research.
2- It assesses four theoretically relevant dimensions (Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Emotional/Physiological States),
3- Statistical item analysis using t-tests objectively retained 28 items and rejected 4 non-discriminating items.
4- Use of Both Positively and Negatively Worded Items.
5- It is Revising three items based on student feedback demonstrates sensitivity to the developmental and linguistic needs of the target population.
6- Large Enough Sample for Reliability.

WEAKNESSES:

1- The study relied solely on 120 Grade XI students, likely from a specific region (West Bengal), limiting generalizability to other grades, regions,
2- In this study Absence of Validity Evidence.
3- No Confirmatory Factor Analysis.

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