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REVIEWER'S REPORT

Manuscript No.: IJAR-59316

Title: Self-Efficacy Scale for School Students.

Recommendation
Accept as it is:
Accept after minor revision:
Accept after major revision: ✓Yes
Do not accept:

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

Reviewer's ID: JPR-212

Detailed Reviewer's Report

I have reviewed the research paper against the uploaded **International Journal of Advanced Research (IJAR) Reviewer's Report template**. The manuscript has a relevant educational-psychology topic, but there are substantial methodological and psychometric issues that should be addressed before publication.

Overall assessment:

The manuscript presents an attempt to develop and standardise a Self-Efficacy Scale for School Students. The theoretical background is adequately connected with Bandura's concept of self-efficacy, and the study reports an initial item pool, expert evaluation, pilot testing, item analysis, test-retest reliability, Cronbach's alpha and norms. The manuscript reports 56 initial items, four proposed dimensions, reduction to 32 items after expert review, and a final 28-item scale.

However, several important concerns affect the psychometric validity and methodological strength of the instrument.

Major Comments

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1. **Conceptualisation of the four dimensions requires reconsideration.**
   Mastery experiences, vicarious experiences, verbal persuasion, and emotional/physiological states are generally conceptualised as **sources of self-efficacy information**, rather than necessarily as four dimensions of the self-efficacy construct itself. The manuscript should provide a stronger theoretical justification for treating these four sources as dimensions of a self-efficacy scale.

2. **Several items do not clearly measure the dimension under which they are placed.**
   For example, under *Vicarious Experiences*, seeking assistance from teachers, friends or parents appears to represent help-seeking rather than observing others' performance. Similarly, some items under *Verbal Persuasion* concern planning, problem-solving and study organisation. These conceptual mismatches require substantial revision.

3. **There is an apparent duplicate item.**
   Items 2 and 3 under Vicarious Experiences are identical: both state that the student seeks assistance from teachers, friends or parents when facing difficult questions. This should be corrected and the final item count should be checked carefully.

4. **Construct validity is insufficiently demonstrated.**
   Expert judgement by four experts provides preliminary content evidence, but the manuscript does not report a quantitative content-validity procedure such as CVR or CVI. More importantly, no exploratory factor analysis or confirmatory factor analysis is reported to establish whether the proposed four-dimensional structure is empirically supported.

5. **Item analysis is inadequately reported.**
   The paper states that four items were rejected and 28 were retained because of significant t-values. However, the actual item-wise statistics, critical values, sample characteristics, degrees of freedom and decision criteria should be presented in a table. The manuscript only identifies Items 8, 20, 29 and 32 as rejected without providing sufficient statistical detail.

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6. **Sample information is insufficient.**
   The paper reports 120 Grade XI students for test-retest reliability, but important information about sampling technique, school type, geographical area, gender distribution, age range and socioeconomic/background characteristics is missing. These details are essential for judging the generalisability of the scale.

7. **Reliability reporting needs improvement.**
   Test-retest reliability of $r = .791$ and Cronbach's alpha of $\alpha = .861$ are reported. However, the manuscript should clearly state the sample used for Cronbach's alpha, report confidence intervals where appropriate, and preferably provide reliability coefficients separately for each proposed dimension.

8. **Norm development is not sufficiently explained.**
   The manuscript provides score ranges of 28–65, 66–103 and 104–140 for low, moderate and high self-efficacy. However, the basis for these cut-off points is not adequately explained. The sample from which the norms were established, statistical procedure used, distribution of scores and justification for the three categories should be reported.

9. **The title and scale name are inconsistent.**
   The manuscript alternates between *Self-Efficacy Scale for School Students* and *Roy and Sarkar Self-Efficacy Scale for School Students*. The authors should establish one official title and use it consistently throughout the manuscript.

10. **The manuscript needs stronger evidence of criterion-related and/or convergent validity.**
    Reliability alone does not establish validity. The authors should consider correlating the scale with an established self-efficacy measure or a theoretically related educational construct.

11. **Ethical and procedural information is incomplete.**
    The manuscript should clearly report ethical approval/permission, informed consent or assent procedures, confidentiality, and permission obtained from schools and participants, particularly because the

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respondents are school students.

12. **References and formatting require careful proofreading.**
There are several formatting and citation inconsistencies, including spacing and punctuation problems. The manuscript should be carefully edited according to the journal's required reference style.

Minor Comments

- Correct grammatical and spacing errors such as missing spaces after full stops.
- Maintain consistent terminology throughout the manuscript.
- Avoid repeatedly explaining the same theoretical concepts.
- Provide a clear table showing the complete final 28-item structure.
- Clearly identify positively and negatively worded items.
- Explain reverse scoring in the scoring instructions.
- Provide the complete item-analysis table.
- Report the exact statistical criteria used for item retention.
- The conclusion should distinguish between **preliminary evidence** and established psychometric validity.
- The manuscript would benefit from professional language editing.

Strengths of the Manuscript

- The topic is relevant to educational psychology and school education.
- The manuscript is grounded in Bandura's self-efficacy framework.
- A systematic scale-development sequence is attempted.
- Expert evaluation and pilot testing are included.
- Test-retest reliability and internal consistency are both reported.
- The final instrument has a manageable 28-item format.
- The manuscript has potential practical value for researchers and educators if stronger validity evidence is established.

Final Reviewer's Comment

The manuscript addresses an important issue and demonstrates a useful initial attempt to develop a school-student self-efficacy instrument. Nevertheless, the current version does not provide sufficiently strong psychometric evidence to

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support the claimed standardisation of the scale. In particular, the conceptual alignment of items with dimensions, construct validity, item-analysis reporting, sampling information and justification of norms require substantial improvement. **Major revision is recommended before the manuscript can be considered for publication.**