

## Adapting and validating the academic self-efficacy scale for G.C.E. Advanced-Level students in Sri Lanka

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Academic self-efficacy (ASE) plays a vital role in shaping students' motivation, persistence, and academic success. Despite its theoretical importance and frequent use in international settings, there is a lack of a validated scale for measuring ASE among advanced-level students in the Sri Lankan context. This study introduces and validates the Academic Self-Efficacy Scale (SL-ASES-AL), tailored for advanced-level students in Sri Lanka. The scale was adapted from Dullas (2018) and comprises three dimensions: Perceived Control, Competence, and Persistence, with Self-regulated Learning excluded, as it is considered a distinct construct within the broader research framework. The validation process employed a three-phase approach, consisting of a two-round Delphi and a pilot study. In the first round, responses from 14 experts were analyzed, leading to the exclusion of items falling below the 80% consensus threshold and resulting in 16 items advancing to the second round. In the second round, eight experts evaluated these items for relevance and clarity. Using the Item-Level Content Validity Index (I-CVI) and Scale-Level Content Validity Index, all items attained the maximum I-CVI value of 1.00, indicating excellent content validity. Subsequently, a pilot study was conducted with 61 Advanced-Level students to assess reliability and construct validity. An overall Cronbach's alpha of .841 and dimension-specific alpha values above .70 confirmed high internal consistency. Item-total correlation values further supported construct validity, with eleven items demonstrating strong correlations ( $\geq .5$ ), and five items rated as acceptable. One item, with a slightly lower correlation, was retained in a rephrased form based on expert judgment. These findings confirm that the adapted SL-ASES-AL scale is both valid and reliable for assessing ASE within the Sri Lankan context. It offers a contextually relevant tool to enhance educational assessment and student well-being.

**Keywords:** *Academic self-efficacy, Scale adaptation, Content validity, Construct validity, Delphi method*