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## **Scale Development and Investigation of Faculty Self-Efficacy at Isabela State University**

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**ABSTRACT** Universities expect faculty to perform effectively in teaching, research, leadership, service, and technology integration; however, no comprehensive instrument currently measures faculty self-efficacy across these domains. This study developed and validated a Faculty Self-Efficacy Scale for higher education. An initial 80-item pool was reviewed by six experts and demonstrated excellent content validity. A cross-sectional survey involving 238 faculty members from a Philippine multi-college university was conducted. Exploratory factor analysis supported a 28-item, four-factor structure explaining 78.93 percent of the variance: Professional Competence and Institutional Engagement, Adaptive Leadership and Technology Integration, Instructional Assessment and Alignment, and Stress Management. All subscales and the overall instrument showed excellent reliability ( $\alpha = .928-.952$ ). Findings indicate that the scale is a concise and reliable multidomain measure that can support faculty evaluation and professional development initiatives. Future studies should confirm the factor structure and examine predictive validity across academic contexts.