

# Correlation Between Reading Self-Efficacy Beliefs and Reading Comprehension Ability of 9th Grade Oromiffa Language Learners

Betegibar Eneyew Emiru<sup>1</sup>, Getachew Endalamaw Asfaw<sup>2</sup>

<sup>1,2</sup>College of Humanities, Language Studies, Journalism & Communication

Department of Amharic Language, Literature and Folklore

Addis Ababa University, Addis Ababa, Ethiopia

---

## Abstract

The main purpose of this study is to examine the relationship between reading self-efficacy beliefs and reading comprehension ability among ninth grade students whose mother tongue is Oromiffa and learn Amharic as a second language. The study followed a correlational research design as it examined the relationship between variables. Using random sampling method, ninth grade students who are learning Amharic as a second language in the Oromia Special Zone of Oromia Region participated in the study. In order to collect data from these research participants, a written reading self-efficacy beliefs questionnaire and a reading comprehension test were used. The data were analyzed using descriptive and inferential statistical methods. According to the results obtained from the data analysis, for the research questions asking about the level of reading self-efficacy beliefs and reading comprehension ability of the ninth grade students, the students' reading self-efficacy beliefs and reading comprehension ability were shown to be at the middle level, while for the question of what kind of relationship the students' reading self-efficacy beliefs has with the students' reading comprehension ability, the Spearman's rho test revealed that there was a significant positive correlation between students' reading self-efficacy beliefs and their reading comprehension ability. Finally, this study is limited to the performance of 9th grade students who are fluent in Oromiffa who are learning Amharic as a second language. Therefore, it would be good if studies were conducted on other

---

<sup>1</sup>Corresponding Author, email: [betegbar19@gmail.com](mailto:betegbar19@gmail.com)

© Common Ground Research Networks, Betegibar Eneyew Emiru, All Rights Reserved.

Acceptance: 20June2023, Publication: 26June2023

<sup>2</sup>Second Author, email: [get-end-asf@yahoo.com](mailto:get-end-asf@yahoo.com)

second languages and other grade levels in order to make comprehensive conclusions about the relationship between reading self-efficacy beliefs and reading comprehension.

### **Keywords**

Reading, Reading Self-Efficacy, Reading Comprehension Ability.

---

## **Introduction**

### **1. Background**

Reading skill is one of the four most important language skills and it is said that teaching second language students has a special role in knowing and learning language skills. In addition to second language, its contribution to foreign language learners is also great (Grabe, 1991). As a language skill, the importance of reading comprehension to other types of education beyond language education is unquestionable. One of the most important aspects of reading is reading comprehension. Reading develops language skills; students use reading for a variety of purposes (Singha, 2001).

In the effort to read and understand, reading self-belief is implied. Reading self-efficacy is the belief that problems encountered in the process of reading can be achieved through one's own efforts. Self-efficacy beliefs are self-evaluations that compare oneself to others or from the perspective of society (Andres, 2002).

Social beliefs, psychological and emotional processes are sources of self-efficacy beliefs. Social trust can increase or decrease a community's self-efficacy beliefs. Self-confidence increases when the community encourages it. If this is not the case, on the contrary, self-confidence will decrease. Human beings are also partly influenced by emotions, which affect their abilities. Anxiety and fear in students can lead to low achievement (Bandura, 1986).

Self-efficacy beliefs contribute to academic success. This also has a direct relationship with language learners. Self-efficacy beliefs are a major contributor to language learning growth. Second language learners do well when they are confident. On the contrary, if they are not self-confident, they will not achieve good results (Roslan, 2014). Therefore, the role of self-efficacy belief in having a positive or negative effect on students' reading ability is outstanding.

Studying the relationship of self-efficacy to foreign language learning and reading comprehension is of great importance. Seeger (2009) states that students who learn in a

good classroom, a good environment, and motivated teachers have an increased desire to learn and self-efficacy.

According to the authors who have done their research on language learning and teaching, students with high self-confidence are stronger in doing the exercises given by students with high self-confidence compared to students who do not have self-confidence; Even when they face problems, they don't have a problem getting out of the problem quickly (Wang, 2011).

In addition, when students have confidence that they can handle the learning process properly, their ability to solve problems is enhanced (Wang, 2011). Self-efficacy beliefs are an indicator of students' learning style and the results they can achieve. According to the studies studied on this subject, the role played by the success of the students' desire to learn is great and they have proven that it creates a high motivation for the effectiveness (Zimmerman, 2000).

Moskal and Bladcomiczic (2006) found that students' reading ability contributes to their interest in reading; "Students who are interested in reading are more likely to be successful. In addition, the results of their study confirmed that effective readers leave unimportant content in their minds to keep the meaning of what they are reading and go to the theme, which makes them effective (Hosenfeld, 1997).Molgogwe and Oliver (2007) stated that having different reading comprehension skills among students can cause differences in reading self-efficacy beliefs.

Therefore, students' reading ability also affects their academic performance. With this in mind, it is necessary to study the external influence of students' effectiveness on their reading comprehension skills.

Accordingly, several studies have been conducted regarding the relationship between students' self-efficacy beliefs and overall educational effectiveness. Bandura (1997) defines self-efficacy as the level of belief that people have in their own abilities and ability to perform tasks in the given situation. He explained that a person's self-esteem is the ability to perform tasks that derives from his own experience, the experience of his friends, social sensitivity, and psychological factors.

In the process of learning a second language, the cause of students' weakness is not only the lack of ability, but also inferiority or low self-esteem, and low motivation and low participation can cause low results (Heidari, Zadi and Ahmedian, 2012).

## **2. Statement of the problem**

This study focuses on the relationship between reading self-efficacy and reading comprehension. Cullinan (2000) states that students with high reading skills are better at understanding the books they encounter in the classroom than students with low reading skills. Cullinan (2000) conducted a study on the relationship between reading instruction and student achievement. According to the results of the study, students with high reading skills scored better in all subjects. Therefore, it can be understood that the contribution of learning reading skills is significant not only for language but also for other types of education.

There are factors that contribute positively or negatively to reading. It is worth exploring the relationship between reading self-efficacy beliefs and reading comprehension. The desire to read is an educational and voluntary mental outlook that reflects feelings and needs and is influenced by cultural and social interactions (Smith, 1985).

Smith (1985) states that reading is constructed based on three factors. They are lack of faith in reading, traditional thinking and limited reading experience. Interest in reading plays an important role in the process of learning and acquiring a second language, and student participation has a positive effect on improving reading skills. Therefore, students who have a positive interest in reading have a high motivation to do exercises from the passage and finish reading the passage, and it makes a positive contribution to learning the language.

As mentioned above, this study focuses on the relationship between reading self-efficacy and reading comprehension. An attempt has been made to summarize the similarities and differences of the studies related to this study as follows.

Naseri and Zaferanieh (2012) in their research on the relationship between reading self-efficacy beliefs and reading comprehension ability found that there is a significant correlation between reading self-efficacy belief and reading comprehension ability.

Although there have been studies on this subject in various countries, there is no study that has examined the relationship between reading comprehension ability and reading self-efficacy belief of students in Ethiopia. Therefore, based on this, tries to answer the following questions.

1. What is the level of students' reading comprehension?
2. What is the level of students' reading self-efficacy beliefs?
3. Is students' reading self-beliefs related to their reading comprehension?

### **3. Methodology**

The main purpose of this study is to study the relationship between reading self-efficacy beliefs and reading comprehension ability of 9th grade students who speak Oromiffa and are learning Amharic as a second language in Ethiopia. In order to achieve this main objective, the chosen research design is correlational research design. This method was chosen for this study because it helps to show the correlation between variables.

#### **3.1 Sample and sampling techniques**

This study focused on the 9th grade students who are around Addis Ababa in 2021, Out of a total of 1837 students of the 9th grade in the Oromia region around Addis Ababa, 369 students were selected to be the participants of the study. The selected participants of the study were also asked to fill out the reading self-efficacy questionnaire prepared for the study and take the test.

#### **3.2 Data collection and analysis methods**

In order to achieve the objective of the study, the data collection tools chosen are a reading self-efficacy beliefs questionnaire and a reading comprehension test. Based on this, questionnaire was implemented to measure students' reading self-efficacy beliefs, while a written test was used as a data collection tool to measure students' reading comprehension skills.

##### **Reading Self-Efficacy Belief Scale Questionnaire:**

To measure self-efficacy belief in reading, Yogurtcu's (2013) reading self-efficacy beliefs scale was taken to match the purpose of the study, and it was translated from English to Oromiffa and applied to the study after the preparation of the questionnaire was completed. The reason why the questionnaire was translated in Oromo language for the participants of the study is to fill the gap that may arise if the students do not understand the questionnaires due to the influence of the second language. The reliability of the reading self-efficacy questionnaire was calculated by Cronbach's alpha and found to be .84. This showed that the questionnaire has an acceptable level of reliability and that it is appropriate to use the data for the study.

##### **Reading Comprehension Test:**

The test to measure the students' reading comprehension ability is prepared by the researcher based on the students' language ability level and their textbooks. The prepared

test was evaluated by the consultant, the teachers who teach the grade level, and the language teaching methods and curriculum experts, and then it was used for the study by including the comments obtained during the evaluation process. From this point of view, whether the content of the test is prepared in accordance with the objectives of language education and whether it is suitable for the grade level, in addition to the language teachers who are teaching the grade level, it has been evaluated and approved by experts with long years of professional experience and high educational preparation. The test consisted of 25 closed reading questions. The reliability level of the test was calculated by Cronbach's alpha and it was .80. This shows that the test has a good level of reliability and that it is appropriate to use the data for the study.

#### **Data analysis method:**

The data collected from the Reading Comprehension Test and the Reading Self-Efficacy Belief Questionnaire were analyzed using descriptive statistics and inferential statistics. In order to find out the level of students' reading comprehension ability and reading self-efficacy beliefs, the data collected was calculated as an average and standard deviation, and the correlation between their reading self-efficacy beliefs and their reading comprehension abilities was calculated using the Spearman-rho correlation test.

### **4. Results of the study**

#### **4.1. Students' reading comprehension level**

Table 4.1. Descriptive statistics of students' reading comprehension level

Variable	Obtained mean	Expected mean	Difference	N
Reading comprehension Ability	14.42	12.50	4.09	369

As can be seen from Table 4.1 above, the average score of students' reading comprehension ability was 14.42, and the expected average score was 12.5. From this it can be seen that the average result obtained is higher than the expected average result. Therefore, it is possible to say that the students' reading comprehension is at an intermediate level.

#### 4.2. Level of students' reading self-efficacy beliefs

Table 4.2 Descriptive statistics of students' reading self-efficacy beliefs level

Variable	Obtained mean	Expected mean	Difference	N
Students' self-efficacy beliefs	3.70	3.00	.601	369

As can be seen from table 4.3 above, the mean score of reading self-efficacy belief is 3.70, and the expected mean score is 3.00. From this it can be seen that the average result obtained is higher than the expected average result. Based on this, it can be said that the students' reading self-efficacy belie in reading is at an average level.

#### 4.3. The relationship between students' reading self-efficacy beliefs and reading comprehension skills

Table 4.3. The correlation between reading self-efficacy beliefs and reading comprehension ability was tested by Spearman's rho correlation

Variables	Test	Reading self- efficiency beliefs	Reading comprehension
Reading comprehension	Correlation	1.000	0.315*
	Coefficient	-	0.026
	Sig. (2- tailed)		
	N	369	369
Reading self- self- efficacy beliefs	Correlation	0315*	1.000
	Coefficient	0.026	-
	Sig. (2- tailed)		
	N	369	369

As can be seen from Table 4.3, a correlation coefficient of 0.315\* was found between students' reading self-efficacy beliefs and reading comprehension. This shows that there is a positive correlation between the two variables. In other words, when students' reading self-efficacy belie increases, it is an indicator that their reading comprehension ability

increases in the same direction. However, the correlation coefficient is low ( $r = 0.20-0.39$ ) (Yalew, 1998). The correlation between the two variables is significant or not at 0.05 level of error approval (sig.) with 369 degrees of freedom (DF) in a two-tailed test (2 tailed). There is a significant positive correlation between the two variables. This show that when students' reading self-efficacy beliefs increases, students' reading comprehension ability also increases.

## **5. Conclusion and Recommendations**

### **5.1. Conclusion**

The main purpose of this study is to examine the relationship between reading self-efficacy beliefs and reading comprehension ability of 9th grade students who are fluent in Oromffia and are learning Amharic as a second language. In order to achieve this goal, the study investigated the level of students' reading comprehension ability and reading self-efficacy beliefs and the relationship between reading self-efficacy beliefs and reading comprehension ability.

The study was conducted based on a correlational research design to answer these basic questions. The participants of the study are 9th grade students who learn Amharic as a second language in the Oromia Special Zone of the Oromia region. The schools were selected using a random sampling method. In total, 369 students were selected through Systematic Sampling from 1837 students of the 9th grade who were studying in the second grade in 2021 in eight secondary schools in the Oromia Special Zone.

Data were collected from the participants selected through a systematic sampling method through a reading self-efficacy questionnaire and a reading comprehension test.

The following results were obtained when the data obtained from the questionnaire and the test were examined with descriptive statistics and inferential statistics.

- It showed that students' reading comprehension ability is at an average level;
- It showed that students' reading self-efficacy belief is at a moderate level;
- Students' reading self-efficacy belief were shown to have a significant positive correlation with their reading comprehension ability.

### **5.2. Recommendations**

The findings of this study showed that reading self-efficacy beliefs has a significant positive relationship with reading comprehension, meaning that when reading self-efficacy beliefs



increases, reading comprehension ability also increases. Based on the findings of this research, the following solutions are suggested.

- When Amharic language teachers teach reading comprehension in the classroom, they should take into account the issues that can enhance the reading self-efficacy beliefs of students in reading;
- This study is limited to the fluency of 9th grade students in Oromiffa language learning Amharic as a second language. Therefore, if studies are conducted on other second languages, on other languages and on other grade levels, in order to make a comprehensive conclusion about the contribution of reading self-efficacy beliefs to reading comprehension ability;
- Amharic language teachers should be trained on how to develop students' reading self-efficacy beliefs in reading while teaching reading;
- This study examined only the contribution of reading self-efficacy beliefs to the development of reading comprehension ability. Therefore, if other factors such as: reading motivation, reading anxiety and reading attitude might contribute to the development of reading comprehension if it is checked;
- It would be good if the method of teaching reading comprehension that is currently being implemented can improve students' reading self-efficacy beliefs.

## Reference

1. ያለው-እንዳወቀ::(1998)::የምርምር መሰረታዊ መርሆች እና አተገባበር::አዲስ አበባ::አልፋ አታሚ ዎች::
2. Andres, Y. (2002). The influence of affective variables on ESL/EFL Learning and teaching. *The Journal of the Imagination in language learning and teaching*, 7 Retrieved August 20, 2006 from JILLT Website: <http://WWW.Njcu.edu/CILI/vol7/andires.html>.
3. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
4. Bandura A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
5. Cullinan, B.E. (2000). Independent Reading and School Achievement. *Journal of American Association school*, 3(1), 1-24.
6. Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25(3), 375-406.

7. Heidari, F. I zadi, M. & A Madian, M.V (2012). The relationship between Iranian EFH learner's self-efficacy beliefs and use of vocabulary learning strategies. *English Language Teaching*, 5(2), 174-192.
8. Hosenfeld, C. (1997). A Preliminary investigation of the reading strategies of successful and non-successful second language learners. *system*,7(2),12-25.
9. Molgogwe, J.M.S., & Oliver, R. (2007). The relationship between language learning strategies, proficiency age and self-efficacy beliefs a study of language learners in Botswanas. *system*, 35(3), 338-352.
10. Moskal, M., &Bladcomiczic, L. (2006). Partnering for fluency.New York: the Guilford press.
11. Naseri, M. B., &Zaferanieh, E. (2012). The relationship between reading self-efficacy beliefs, reading strategy use and reading comprehension level of Iranian EFL learns. *World Journal of Education*, 2, 64-75.
12. Roslan, S. (2014). The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner's. 5(14),119-126.
13. Seeger, V.N. (2009). Collaborative pltrospectivemlscue analysis: a pathway to self-efficacy in reading. USA: Kansas State university.
14. Singha, W.J. (2001). A study of English self-efficacy, English self-efficacy, English reading strategies, and English reading proficiency of Taiwanese junior high school students. master's thesis, Mingchuan university.
15. Smith, F. (1985). Reading. Great Britain: Cambridge University press.
16. Wang,J. (2011). A study of English self-efficacy, English self-efficacy, English reading strategies, and English reading proficiency of Taiwanese junior high school students. Master's thesis, Mingchuan university.
17. Yogurtcu, K. (2013).The impact of self-efficacy perception on reading comprehension on academic achievement. *Procedia - Social and Behavioral Sciences*, 70 (2013) 375-386.
18. Zimmerman, B. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-92