

Text Type Preference and Reading Efficacy as Predictors of Students' Achievement in English Reading Comprehension in Ido Local Government Area, Oyo State

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Abstract

This study examined the relationship between text type preference, reading efficacy, and students' achievement in English reading comprehension in Ido Local Government Area, Oyo state. Using a correlational survey design, 200 Senior Secondary II (SS2) students (120 males and 80 females) were randomly selected from four schools. Data were collected through three instruments: the Text Type Preference Questionnaire ($r=0.80$), the Reading Efficacy Questionnaire ($r=0.86$), and the Reading Comprehension Achievement Test ($r=0.86$). Analyses using Pearson Product Moment Correlation showed positive significant relationships between text type preference and achievement ($r(119) = .386, p < .05$) and between reading efficacy and achievement ($r(119) = .401, p < .05$). Multiple regression analysis revealed that the two factors together accounted for 21.6% of the variance in reading comprehension ($R = .465, R^2 = .216, F(2, 119) = 27.115, p < .05$). The findings suggest that students who prefer certain text types and have confidence in their reading abilities perform better in comprehension. The study recommends that teachers in Ido LGA should provide diverse reading materials which align with students' preferences, and implement strategies to build reading confidence, in order to improve overall comprehension outcomes.

Keywords: text type preference, reading efficacy, reading comprehension achievement, secondary school students, Ido Local Government Area

Introduction

Reading is one of the most important skills students develop in secondary school. It helps them understand ideas, follow arguments and make sense of information across subjects (Hilmi, 2024). In English studies, reading comprehension is particularly important because it supports success in literature, grammar, writing, and oral communication (Adeyiga et al.,

Text Type Preference and Reading Efficacy as Predictors of Students' Achievement in English Reading Comprehension in Ido Local Government Area, Oyo State

Kafilat Olabisi Adewolu & Evelyn I. Aiyede, Ph.D

2025). Studies have shown that many students struggle with comprehension (Ifeanyichukwu et al., 2019; Aiyede, 2024; Hidayat et al., 2024). These struggles appear in slow reading, difficulty with details, shallow interpretation and low performance in comprehension tasks (Allehyani, 2025; Lestari et al., 2020). As a result, research has paid significant attention to the factors affecting students' achievement in reading.

Two of these factors are text type preference and reading efficacy (Araromi & Olatunji, 2020; Fitri et al., 2019). Although both ideas seem simple, they strongly influence students during reading tasks. When students read texts that match their interest, their engagement increases and they make more effort to understand the passage (Oladunjoye & Idowu, 2023), a pattern also reflected in evidence showing that alignment between learners' text preferences and reading materials supports better comprehension outcomes (Cruz Neri et al., 2023). On the contrary, if the text does not fit their preference, they may lose interest or rush through it. Berkane (2021) defines text type preference as the kinds of passages students enjoy or choose to read, such as narrative, expository, descriptive or argumentative texts. Each type requires different reading skills. Araromi and Olatunji (2020) noted that students often record better results when the passage aligns with their preferred text structure. Elsa et al. (2022) found that students who enjoyed narrative passages performed better when the comprehension task involved stories than when it involved factual explanation.

Reading efficacy is another important factor linked to comprehension. It refers to the confidence a student has in their ability to read, understand and respond to written material (Zhou & Zhang, 2025). When a student believes they can handle a passage, they approach the task calmly and stay motivated even when the passage becomes difficult (Takaloo & Ahmadi, 2017). According to Bandura's work on self belief, students with strong efficacy tend to persist in academic tasks (Bandura, 1977). A study by Alabbaichy et al. (2024) revealed that students with higher reading efficacy performed better in comprehension assessments than those who doubted their ability. This suggests that achievement depends not only on skill but also on how students think about themselves as readers.

The reading process can also be understood through the reader response theory. This theory holds that meaning is not simply found in the text; instead, meaning is created through the interaction between the text and the reader (Rosenblatt, 1995). Each student brings personal interest, background knowledge and emotional experience into the act of reading (Smith et al., 2021). These factors influence how they interpret a passage. This theory supports the

idea that text type preference can affect comprehension (Rosenblatt, 1995). When a student relates more easily to a text type, the interaction becomes smoother and the meaning becomes clearer (Ladipo et al., 2024; Suhaila et al., 2025). The theory also shows why two students may read the same passage but produce different interpretations (Rosenblatt, 1995). In this study, the theory helps explain how preference shapes engagement and understanding.

The social learning theory also gives insight into reading behaviour. According to this theory, people learn by observing others, modelling behaviour and gaining reinforcement from their environment (Bandura, 1977). In reading, students often build confidence when they see peers or teachers demonstrate good reading strategies (Hasnani & Ismail, 2020). When they observe others approaching a passage calmly or making sense of difficult words, they may believe they can do the same. This supports the idea of reading efficacy as a learned behaviour. A classroom environment where students see successful reading experiences can improve their belief in their own ability (Bandura, 1977). The theory is relevant to this study because it offers a framework for understanding how students develop the confidence that later influences their achievement.

In many Nigerian schools, including those in Ido Local Government Area of Oyo state, students face several challenges that influence reading performance (Adamu et al., 2020; Odusina & Oloniruha, 2020). Some schools lack adequate reading materials, while some learners do not have strong reading habits at home (Yaji et al., 2017). Some teachers manage large classes and find it difficult to provide individual support (Adamu et al., 2020). These conditions affect how well students engage with the passages used in classroom activities and examinations. While vocabulary gaps and limited practice are well known (Adeyiga et al., 2025), internal factors such as preference and efficacy also play important roles. Understanding these factors is important when designing reading instruction for today's learners.

The idea that text type preference and reading efficacy may predict reading achievement is therefore useful. If teachers understand what students enjoy reading and how confident they feel, they can design lessons that encourage interest and support success. There is a growing body of research that links students' reading self efficacy to their reading comprehension outcomes. For example, Jannatul Jannah and Melliofatria (2025) found a positive relationship between self efficacy and reading comprehension among university students. Similar patterns have been reported among secondary school level and English as a Foreign Language (EFL) learners, where higher reading self efficacy tends to align with better

Text Type Preference and Reading Efficacy as Predictors of Students' Achievement in English Reading Comprehension in Ido Local Government Area, Oyo State

Kafilat Olabisi Adewolu & Evelyn I. Aiyede, Ph.D

performance in comprehension tasks (Alabbaichy et al., 2024). Evidence from blended learning contexts also indicates that self efficacy is a stronger predictor of reading achievement than motivation alone among EFL students (Lu, 2025). These studies suggest that a learner's belief in their reading ability plays a meaningful role in how well they understand texts, although the contexts in which these findings hold vary considerably. However, existing evidence also indicates that a notable portion of variation in reading comprehension remains unexplained, pointing to the influence of additional factors such as vocabulary knowledge, reading strategies, classroom environment, and teacher support (Duroh et al., 2025; Khan et al., 2025).

On the other hand, studies that examine text type preference in relation to comprehension are fewer and less conclusive. In Nigeria, Ebibi (2014) investigated how different text types influence senior secondary school students' comprehension and found that narrative texts tended to support performance on literal comprehension questions, although this advantage was not consistent across inferential or critical comprehension items. Another Nigerian study by Araromi and Olatubosun (2018) explored students' interest in reading and the availability of reading materials in relation to comprehension achievement. Their results showed that while access to materials had some predictive value, interest in reading alone did not significantly relate to students' reading comprehension. This indicates that liking to read or preferring certain texts does not automatically translate to better comprehension.

These mixed and limited findings show that existing research has examined self efficacy and reading interest independently, but very few studies have considered psychological factors such as self efficacy together with individual reading preference such as text type in predicting comprehension. Studies that assess text type often rely on a narrow range of passages or focus on only one dimension of comprehension, which restricts generalisation. Likewise, many self efficacy studies are conducted in EFL settings outside Nigeria or in tertiary institutions (Marhayani, 2024; Vanguri et al., 2025), which limits their relevance to secondary school learners in Nigerian contexts.

This study therefore examines the relationship between text type preference and students' achievement in English reading comprehension, investigates the relationship between reading efficacy and achievement, and determines the joint contribution of both variables. The study aims to provide insights for teachers, curriculum planners and policymakers. When educators understand why students prefer certain texts and how confident they feel when reading, they can create activities that match students' needs and support weaker

readers. The study highlights the influence of interest and confidence on reading achievement. It recognizes that comprehension depends on skill but as well as how students approach a passage and how they feel about their ability to understand it. With this understanding, schools in Ido Local Government Area can strengthen reading instruction and help students achieve better results in English reading comprehension.

Research questions

The following research questions were designed to guide the study:

- 1) What is the relationship between text type preference and students' achievement in English reading comprehension?
- 2) What is the relationship between reading efficacy and students' achievement in English reading comprehension?
- 3) What is the composite contribution of text type preference and reading efficacy to students' achievement in English reading comprehension?

Hypotheses

Ho1: There is no significant relationship between text type preference and students' achievement in English reading comprehension.

Ho2: There is no significant relationship between reading efficacy and students' achievement in English reading comprehension.

Ho3: There is no significant composite contribution of text type preference and reading efficacy to students' achievement in English reading comprehension.

Methodology

This study adopted a correlational survey design to examine the relationships among text type preference, reading efficacy and students' achievement in English reading comprehension. The population comprised all Senior Secondary School II (SSS 2) students in Ido Local Government Area of Oyo State, from which two hundred students were selected, using simple random sampling, across four secondary schools.

Three instruments were used for data collection: the Text Type Preference Questionnaire (TTPQ), Reading Efficacy Questionnaire (REQ), and Reading Comprehension Achievement Test (RCAT). All instruments were validated by experts in the Faculty of Education, University of Ibadan. TTPQ was researchers-constructed to assess students' preferences for narrative and expository text types. It consisted of 15 items in a single section, measured on a 4-point Likert scale (Strongly Agree to Strongly Disagree). Items were scored from 4 to 1, with higher scores indicating stronger preference. A pilot test on

Text Type Preference and Reading Efficacy as Predictors of Students' Achievement in English Reading Comprehension in Ido Local Government Area, Oyo State

Kafilat Olabisi Adewolu & Evelyn I. Aiyede, Ph.D

20 SSII students outside the main sample yielded a Cronbach's alpha coefficient of 0.80. REQ was also developed by the researchers to measure students' perceived confidence in reading and comprehension. The instrument comprised 15 items in one section, rated on a 4-point Likert scale and scored from 4 to 1, with higher scores reflecting higher reading efficacy. Trial testing on 20 SSII students, not included in the main study, produced a Cronbach's alpha coefficient of 0.86. The Reading Comprehension Achievement Test (RCAT) was adapted from the New Oxford Secondary English Course for Senior Secondary Schools. It consisted of a narrative passage with multiple-choice and open-ended questions assessing comprehension skills such as identifying main ideas, drawing inferences, and interpreting meaning. The instrument was trial-tested on 20 SSII students outside the study sample, and test-retest reliability yielded a coefficient of 0.86.

Data collection took place over two weeks, with the assistance of a research aide, following permission from school principals. The data were analysed using descriptive statistics, including frequency counts, percentages, mean and standard deviation, Pearson Product Moment Correlation, as well as multiple regression, to determine the relationships among the variables.

Presentation of results

Research question 1: What is the relationship between text type preference and students' achievement in English reading comprehension?

Ho1: There is no significant relationship between text type preference and students' achievement in English reading comprehension.

Table 1: Pearson Product Moment Correlation (PPMC) analysis of text type preference and students' achievement

Variable	N	Mean	SD	df	r	P	Remarks
Text type preference	200	53.71	8.72	119	.386*	.000	Sig.
Student Achievement	200	28.74	5.27				

*Sig. at .05 level

Table 1 shows the results of the PPMC analysis examining the relationship between text type preference and students' achievement in English reading comprehension. The analysis revealed a positive and significant relationship between the two variables ($r(119) = .386^*$, $p < .05$). The mean score for text type preference was 53.71 with a standard deviation of

8.72, while the mean score for students' achievement in reading comprehension was 28.74 with a standard deviation of 5.27. This finding indicates that students who have higher preferences for certain text types tend to achieve better in English reading comprehension, and the relationship is statistically significant.

Research question 2: What is the relationship between reading efficacy and students' achievement in English reading comprehension?

Ho2: There is no significant relationship between reading efficacy and students' achievement in English reading comprehension.

Table 2: PPMC analysis of reading efficacy and students' achievement

Variable	N	Mean	SD	df	r	P	Remarks
Reading Efficacy	200	32.44	5.69	119	.401*	.000	Sig.
Student Achievement	200	28.74	5.27				

*Sig. at .05 level

Table 2 presents the results of the Pearson Product Moment Correlation analysis examining the relationship between reading efficacy and students' achievement in English reading comprehension. The analysis indicated a positive and significant relationship between the two variables ($r(119) = .401^*$, $p < .05$). The mean score for reading efficacy was 32.44 with a standard deviation of 5.69, while the mean score for students' achievement in reading comprehension was 28.74 with a standard deviation of 5.27. This finding suggests that students with higher reading efficacy tend to achieve better in English reading comprehension, and the relationship is statistically significant.

Research question 3: What is the composite contribution of text type preference and reading efficacy to students' achievement in English reading comprehension?

Ho3: There is no significant composite contribution of text type preference and reading efficacy to students' achievement in English reading comprehension.

Table 3: Multiple regression analysis of text type preference, reading efficacy and students' achievement

Model	Sum of squares	Df	Means Square	F	Sig.
Regression	1193.351	2	596.675		
Residual	4335.129	197	22.006	27.115*	.000
Total	5528.480	199			
R= .465a	R ² = .216	Adjusted R ² = .208	Std. Error of the Estimate = 4.691		

*Denotes significant relationship at 0.05 significance level.

Table 3 presents the results of the multiple regression analysis examining the combined effect of text type preference and reading efficacy on students' achievement in English reading comprehension. The analysis revealed a significant composite contribution of the independent variables to the dependent variable, with a multiple correlation coefficient of $R = .465$, $R^2 = .216$ and an adjusted $R^2 = .208$. This indicates that text type preference and reading efficacy together account for 20.8% of the variance in students' achievement in reading comprehension. The ANOVA results further confirmed the significance of this effect ($F(2, 119) = 27.115$, $p < .05$), demonstrating that the combined influence of the independent variables is statistically significant. This implies that text type preference and reading efficacy jointly contribute, significantly, to students' performance in English reading comprehension, while other factors not included in the study may account for the remaining variance.

Discussion of the findings

The findings of this study indicate that text type preference, reading efficacy, and their combined influence significantly relate to students' achievement in English reading comprehension. The first research question and the corresponding hypothesis explored the relationship between text type preference and reading comprehension achievement. The analysis indicated a positive and significant relationship, suggesting that students who have stronger preferences for certain text types perform better in reading comprehension. This view is supported by Ladipo et al. (2024), who found that students' engagement with preferred texts enhances their comprehension and retention of information, lending credence to the idea that motivation plays a crucial role in reading success. Similarly, Cruz Neri et al. (2023) corroborate this view, reporting that interest in specific text types positively influences comprehension, particularly when students have the opportunity to interact with texts that align with their preferences. The result can also be explained by the reader-

response theory, which posits that meaning-making is an interactive process between the reader and the text; when students engage with texts they prefer, they are more likely to construct understanding effectively (Rosenblatt, 1995). It is important to recognise that preference by itself is not a guarantee of better comprehension. Findings from Araromi and Olatubosun (2018) offer a useful counterpoint, as their study revealed that students' interest in reading had no significant relationship with achievement in English reading comprehension, as many interested students still performed poorly. They reported that the availability and actual use of reading materials served as a stronger predictor of achievement. This suggests that although preference and motivation encourage engagement, sustained comprehension gains emerge only when these factors are supported by adequate resources and effective teaching conditions.

The second research question and its hypothesis examined the relationship between reading efficacy and students' achievement in comprehension. The results suggest that students who are confident in their reading abilities are more likely to perform well in English reading tasks. This finding aligns with Bandura's (1977) social learning theory, which posits that belief in one's abilities motivates persistence and effort, which in turn enhances performance. Jannatul Jannah and Melliofatria (2025) lend credence to this view, showing that higher reading self-efficacy positively predicts comprehension outcomes among learners. Fitri et al. (2019) corroborate this by reporting similar patterns among secondary school students, highlighting that students' confidence encourages them to engage deeply with texts. Yet, self-efficacy alone is not always sufficient. Vanguri et al. (2025) point out that even confident readers may struggle with comprehension if texts are too complex or if effective reading strategies are lacking. This suggests that self-efficacy works in tandem with skill development and strategy use, emphasizing the multifaceted nature of reading achievement.

The third research question and the corresponding hypothesis 3 addressed the combined effect of text type preference and reading efficacy on students' comprehension achievement. The findings reveal that these two factors together account for a significant proportion of variance in reading performance, highlighting that motivation and psychological readiness jointly support comprehension. This supports the theoretical foundations of reader-response theory (Rosenblatt, 1995), which argues that readers actively construct meaning from texts, and that engagement is influenced by both personal interest and perceived ability. Marhayani (2024) and Vanguri et al. (2025) lend further support, noting that students' interest in texts and confidence in their reading capabilities together contribute significantly to comprehension outcomes. Despite their importance, a substantial proportion of variance

Text Type Preference and Reading Efficacy as Predictors of Students' Achievement in English Reading Comprehension in Ido Local Government Area, Oyo State

Kafilat Olabisi Adewolu & Evelyn I. Aiyede, Ph.D

are unexplained, suggesting that other factors such as vocabulary knowledge, reading strategies, classroom environment, and teacher support also shape reading comprehension (Duroh et al., 2025; Khan et al., 2025). This highlights the need for a holistic approach in understanding reading achievement, combining motivational, psychological, and cognitive perspectives.

Conclusion

The study highlights that students in Ido Local Government Area of Oyo state benefit from engaging with text types they find interesting and from developing confidence in their reading abilities, both of which contribute to better comprehension in English. This suggests that reading achievement in the local context is not solely determined by instruction but also by learners' motivation and self-belief.

Recommendations

Based on these findings, it is recommended that:

1. Teachers in Ido LGA should provide diverse reading materials that cater to students' preferences, incorporate activities that build reading confidence, and create a supportive learning environment that encourages active engagement with texts.
2. Additionally, school administrators and curriculum planners should consider integrating strategies that strengthen both reading efficacy and interest into English language programmes to enhance overall student performance.

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Text Type Preference and Reading Efficacy as Predictors of Students' Achievement in English Reading Comprehension in Ido Local Government Area, Oyo State

Kafilat Olabisi Adewolu & Evelyn I. Aiyede, Ph.D

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