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Article

Literature Reading Self-Efficacy and Academic Achievement: Role of Literature Reading Attitude, Academic Motivation, Task Value and Literature Reading Ability

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Abstract

English literature plays a very important role in developing advanced interpretive skills, cultural awareness, and critical thinking, which later contribute to the intellectual and academic growth of students. Therefore, this study analysed the effect of different English literature factors on the academic achievement of students enrolled in English literature study. The main objective of the present research was to examine the effect of academic motivation, academic task value, literature reading attitude, and literature reading self-efficacy on academic achievement. This research also explored the mediating effect of literature reading self-efficacy and the moderating effect of literature reading ability. Quantitative research methodology was used in this study. Data were collected in the form of a questionnaire from students of English literature study through simple random sampling. The questionnaire was designed in a Likert scale format. The gathered data were analysed using SEM-AMOS. The results showed a positive effect of academic motivation, academic task value, and literature reading attitude on literature reading self-efficacy. The findings also show that literature reading self-efficacy has a positive effect on academic achievement. The results demonstrate the mediating effect of literature reading self-efficacy between academic motivation, academic task value, and literature reading attitude on academic achievement. The moderating role of literature reading ability is also statistically established. This study contributes to the literature by examining the mediating effect of literature reading self-efficacy and the moderating effect of literature reading ability.

Keywords

English Literature, Academic Motivation, Literature Reading Ability, Literature Reading Attitude, Literature Reading Self-Efficacy.

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Introduction

Students who learn English literature have ability to develop critical thinking that goes outside classroom setting. Students also get appreciation towards English language and diverse culture. These students can easily handle texts of English literature that is shaped by literature reading attitude and literature reading self-efficacy. Literature Reading attitude is vital in the academic journey of the students of English literature study (Hasan, 2024). It is vital for students to adopt a positive literature reading attitude in order to achieve academic goals. A strong literature reading attitude ensures that students achieve their reading objectives and motivates them to exceed normal requirements. Continuous exposure to English literature is essential for building language knowledge and attaining lifelong academic success (Mihret & Joshi, 2025). Students will struggle to read English literature without a healthy literature reading attitude. The absence of a positive reading attitude negatively affects the long-term academic achievement of students.

Literature reading self-efficacy is an important factor for the success of students of English literature. It is described as students' belief in their ability to understand English literature texts. This variable is task-specific, meaning that students will have high confidence in comprehending literary texts (Tarigan et al., 2022). For learners of English literature, it is crucial to have literature reading self-efficacy, as it requires regular interaction with complex linguistic features, themes, and intricate text structures (Wordofa, Gencha, & Hadgu, 2025). Literature reading self-efficacy is considered as important factor to support deeper comprehension.

Academic achievement of students is one of the major concerns for the faculty of English literature. Studies have used academic achievement as an important outcome factor to understand the mechanisms that motivate students of English literature to focus on their performance (Suleiman et al., 2024). In the field of education, academic achievement holds a very important place. Furthermore, it is considered one of the key elements of the English literature learning process. Studies have regarded it as an important index of students' future success in the present competitive world. In the educational process, academic achievement is considered a major goal for students of English literature. Academic achievement is considered as one of key goal for the students of English literature from all countries (Bellibaş, Polatcan, & Alzouebi, 2025). Students of English literature can understand their competencies, abilities, and talents through the mechanism of academic achievement. Academic achievement is also an important element for students in other disciplines. Based on their level of achievement in English literature, students are categorized as low achievers, average achievers, or high achievers. This concept is shaped by academic achievement, as it indicates how students are rated and judged by others in comparison to their peers. Academic achievement is particularly vital for literature students, as it strengthens their interpretive skills, analytical thinking, and critical reading abilities (Putri, Siswanto, & Suryatama, 2025). High achievement of students in English literature studies demonstrates a clear understanding of texts, enhances their communication abilities, and builds confidence in academic tasks. Students are also better prepared to improve overall academic performance, broaden cultural awareness, and engage in advanced studies (Benabid, El Imadi, & Alqatawneh, 2025).

Reading is very important for students who are involved in the English literature studies. one of the important factors that affect the intention to read English literature is academic motivation (Fang, Hsu, & Chen, 2025). Academic motivation is an important driving force that sustains, empowers, directs, and encourages students to meet the requirements needed for learning English literature. In the context of current educational reforms, English literature education demands greater creativity and innovation from both students and lecturers (Amoadu et al., 2025). Therefore, analyzing the academic motivation of students is important to understand the strengths and weaknesses of students in English literature studies. Academic motivation enhances students' engagement with critical thinking, exploration, persistence, and literature (Iqbal & Abdullah, 2025). It drives students of literature to analyze different contexts, characters, and themes deeply, supporting meaningful interpretation. Motivated students sustain long-term study, enhance their writing skills, and embrace diverse perspectives. Ultimately, they strengthen and apply their English literature skills effectively.

For students of English literature to achieve academic success, they need to have high academic task value. Academic task value is an important factor that plays a key role in predicting an individual's academic achievements. This demonstrates that students remain engaged and committed to their learning tasks (Chou, 2025). Students of English literature who possess high academic task value generally perform very well academically. Therefore, it is important to examine how academic task value plays a key role in achieving

students' academic success. When students consciously value their academic tasks, they develop the ability to manage both internal and external environments effectively. Such students also acquire problem-solving skills, achieve academic success, remain dutiful, and stay organized. Additionally, academic task value is vital as it enhances and boosts students' motivation (Caixia, Bakar, & Qianqian, 2025).

On the other hand, literature reading ability forms the foundation for students to develop reading and writing skills. Studies show that literature reading ability enhances textual organization, grammatical awareness, and vocabulary for students of English literature. Students with higher literature reading ability can better understand literary techniques and interpret complex ideas (Ghafar & Mohamedamin, 2022). Students who are exposed to diverse texts due to their literature reading ability develop strong critical thinking and the ability to structure arguments. Thus, literature reading ability is vital for improving academic writing skills, supporting English language development, and enhancing creativity in students (Taye & Teshome, 2025). The research was tends to analyse the effect of academic motivation, academic task value, literature reading attitude and literature reading self-efficacy on academic achievement. The mediating role of literature reading self-efficacy and moderating effect of literature reading ability is also explored in the study.

Literature Review

Literature Reading Self-Efficacy (SE) and Academic Achievement (AA)

AA in literature is referred as acquisition of skills and knowledge successfully that is expected to be learned in settings of education that can be based on mastering in numeracy and literacy along with problem solving and critical thinking that is needed to be successful in present competitive world (Herlinawati et al., 2024). AA shows the performance that reflects the level to which a student is able to achieve certain academic goals in university, college or school (Steinmayr et al., 2014). In literature, AA is mentioned as one of important indicator of the student's intellectual ability that determine career paths and educational paths impacting long term future goals and personal growth. It also shows progress of the students to acquire skills and knowledge by using formal instructions that influence their choice regarding career and educational opportunities. AA impacts the development of society over a longer period of time (Zheng & Mustappha, 2022).

From the perspective of reading, self-efficacy (SE) is important antecedent of reading behaviors. According to past studies, reading SE is defined as perception of reader of competence in terms of their ability to complete tasks related to reading successfully (Unrau et al., 2018). For the measurement of reading SE, scholars argued that there exists need of single measurement of reading SE as past studies did not focus on single measurement of SE. Some of the students conducted research in the domains of learning, English writing, teaching and speaking. Most of the past studies concluded that reading self-efficacy of the students has strong correlation with beliefs of the students (Shehzad et al., 2019).

Learning SE of the students is mainly dependent upon the reading SE as efficacy influence the way a student act, motivate, feel and think. Reading SE is perceived as perception of learner regarding their reading abilities with purpose to perform different reading tasks (Wordofa et al., 2025). Readers who are high self-efficacious are willing to perform task of reading despite they face challenges and difficulties in reading. These students are opined that they can handle difficult tasks. Students are aware of that the energy, time and strategy they are using for the process of comprehension will bring them success in reading (Maine, 2024). On the other hand, a student with low level of SE remains fearful and is not confident while reading. They are opined that their efforts are not worth as they cannot handle difficulties (Maine, 2024).

There exists positive correlation between literature reading SE and AA (Bouih, Nadif, & Benattabou, 2021). In other words, students' achievement towards reading will be higher if they have higher reading SE. In context of reading, that achievement is very important. Higher level of reading SE contributes significantly to the AA. Different past studies reported higher reading SE has positive effect on the AA of the students (Forzani et al., 2021; Soland & Sandilos, 2021). Above discussion leads to the hypothesis that

H1: *There is significant association between Literature reading self-efficacy and Academic achievement.*

Academic Motivation (AM) and Literature Reading Self-Efficacy

AM is discussed in a number of past studies as important determinant of academic activities. Studies has reported AM in different academic activities including being active while taking part in scientific competition,

attending different seminars, discussing literature with lecturers and friends and attending class lectures (Akturan et al., 2025). Studies has defined AM as interest of students in academic subject that later effects its AA (Valenzuela-Peñuñuri et al., 2024). From the perspective of educational studies, AM is discussed as willingness that is linked to success, learning and functioning along with efforts done by students to achieve their academic goals. Scholars have discussed the way motivation has linked to the engagement of students towards their goals. Studies have also shown that motivation develop satisfaction among students in terms of their AAs and career-oriented goals (Zheng et al., 2021).

In the context of education, the relationship between academic motivation and SE is proved to be challenging. Study conducted by Ross, Perkins and Bodey (2016) discussed the relationship between AM and SE. They stated that concept of SE is linked to motivation of students. In other words, students who are motivated about their academics have higher level of SE. Similarly, research by Nurafifah, Sudrajat and Akbar (2021) in school setting showed positive effect of AM on SE. Students with higher motivation are likely to be engaged academic activities, that reinforce confidence among students. On the same notes, Shengyao et al. (2024) revealed that AM has positive effect on literature reading SE.

H2: *There is significant association between Academic Motivation and Literature reading self-efficacy.*

Reading SE has the ability to play the role to link AM and AA indirectly (Yang et al., 2018). Basically, reading SE translates motivation into effective learning behavior. When students feel that they are motivated, they will feel confident to ready more books and texts of English literature. This increased level of SE develops strategic reading practice, deeper comprehension and greater resistance among students of English literature (Wordofa et al., 2025).

Therefore, motivated students having strong reading SE may achieve higher academic goals as their confidence is high which allows them to apply efforts on regular basis (Abdolrezapour, Jahanbakhsh Ganjeh, & Ghanbari, 2023). In this situation, students can overcome different challenges that develop and strengthen the relationship between motivation and AA. In past, reading SE is studied as mediator. The study by Zhou et al. (2022) and Hameli and Ordun (2022) studied its role as mediator in given framework. Likewise, the research by Zadorozhnyy and Lee (2025) also studied role of mediator between mentioned independent and dependent variables showing that reading SE can be used as mediator. Thus, we hypothesize that:

H3: *Reading self-efficacy acts as a mediator between academic motivation and academic achievement.*

Academic Task Value (ATV) and Literature Reading Self-Efficacy

ATV in literature is referred as how interesting, useful and important a learning task is. Past studies show that AA linked to behavior is based on students' expectations of success and value of the task (Gan, Liu, & Nang, 2023). Behavior is chosen by the students with combinations of value and success. Researchers defined ATV as reason for which a student in engaged to an academic task (Eguin et al., 2024). Scholars also argued that values and expectancies interact to achieve important academic results including engagement and continued interest that later led to AA. Studies have categorised ATV into cost, interest, attainment and utility. The factor of attainment is used to show the relevance and importance of the task. Interest is referred as pleasure to get engage in a certain task. Utility is used to describe perceived usefulness of the task. Whereas cost is referred as negative outcome of a certain task (Goto, 2024).

ATV shows how useful, interesting and meaningful a reading task is perceived by the students. When it is believed by the learners that reading is vital for their future goals, personal growth and academic success, it is highly likely that they will engage deeply in English related texts, persist through challenges and invest their efforts of English literature. Study by Gan et al. (2023) have shown that ATV has positive association with reading SE as students perceives task value to be more valuable and is more likely to achieve higher SE. The relationship among academic SE and reciprocal. Utility value of a task has reflected positive linkage with SE and self-regulation (Yossatorn, Awuor, & Weng, 2024). When it is believed by the students that task is important and interesting, they develop motivation to use strategies for deep learning that build their skills and confidence. A positive perception of academic task has linkage in terms of deeper metacognitive strategies that develop engagement and build reading SE. On the same grounds, Edwards and Dai (2023) and Bailey and Rakushin-Lee (2021) determined that ATV has positive effect on SE. On the basis of above discussion, we assume that:

H4: *There is significant association between Academic Task Value and Literature reading self-efficacy.*

Reading SE has the potential to serve as mediation among AA and ATV. Basically, reading SE convert perceived importance of students' academic tasks into reading performance in effective way (Chen, Sakyi, & Cui, 2021). When students give value to their academic tasks, they get engaged to their academic activities. Moreover, they also develop motivation and believe that they will be able to be successful in reading activities. The mentioned mechanism improves confidence among students in terms of reading English literature.

Later, ATV improves reading SE that in turn also improves AA of the students. Therefore, ATV impacts the performance of students by having positive effect on the student's ability to read and write English literature. In past, studies by Zhou et al. (2022) and Hameli and Ordun (2022) reported positive mediating role of SE in their studies. It shows SE can be assumed as mediating variable. Thus,

H5: *Reading self-efficacy act as a mediator between academic task value and academic achievement.*

Literature Reading Attitude and Literature Reading Self-Efficacy

Studies have defined attitude as negative or positive feelings of a certain person towards any idea, person or object. Attitude are developed and learned with the passage of time (Abun et al., 2021). Most of the times, attitude remain stable, but they can be changed with the passage of time. Scholars defined reading attitude as systematic feeling related to reading that cause students to avoid or approach a reading situation. Likewise, researchers stated that reading attitude is an emotion, feeling and state of mind to make reading ability of a student less or more probable. Reading attitude determines the wish a person shows towards a reading task. Additionally, informal or formal reading experience ate base to create such reading materials. Thus, learner behavior toward learning is altered (Yildirim, Kesik, & Cigerci, 2023).

Reading attitude is positively linked to reading achievement and motivation (Marco & Nicol, 2023). Researchers also stated that reading attitude with other concepts such as self-concept, interest and SE are factors of motivation that configure and develop motivation within an individual. Positive reading attitude has significant effect on SE of the student. Situation when students enjoy reading English reading, they view it as engaging and valuable activity. They develop confident regarding their ability to interpret and understand English literature (Prior et al., 2016).

The positive mindset of the students increases motivation and minimize the level of anxiety that later leads to practice on consistent manners. All this lead to strengthen confidence and skills. On the other hand, negative attitude towards reading can have negative effect on SE (Stavropoulou, Daniilidou, & Nerantzaki, 2025). This situation develops self-doubt, frustration and avoidance among the students. Some of the studies associate reading with boredom and difficulty, it is less likely to follow through challenging English literature. Thus, developing a supportive as well as enjoyable reading environment that is important to improve SE among students (Oloo et al., 2019). Moreover, the research by Demirci, Özler and Karaduman (2021) concluded that literature reading attitude of students have positive association with literature reading SE. So, this study assumes that

H6: *There is significant association between Literature reading attitude and Literature reading self-efficacy.*

Reading SE converts positive attitude of students into confident reading behavior. Students develop habit to analyze and understand the English literature when they start enjoying the English literature. In this situation students get involve in reading multiple books of English literature as they have confidence regarding the positive outcome of their reading activity towards their academic and professional career (Pramana, Mistar, & Hidayanti, 2025). Such students also perform very well in their professional career as well. Therefore, reading SE plays the role of bridge between literature reading attitude and AA (Maine, 2024). In other words, positive attitude of students improves students' AA by increasing reading SE. Studies has discussed mediating role of SE in their studies. The results of Supervía, Bordás and Robres (2022) mentioned positive mediating role of SE in their study. Thus, we hypothesise that

H7: *Reading self-efficacy acts as a key mediator between reading attitude and academic achievement.*

Literature Reading Ability as Moderator

Literature reading ability of the student is dependent upon a number of different process along with language motivation, inference and comprehension of higher level (Perfetti, 2007). Studies have mentioned that intervention of authentic English literature can improve engagement and comprehension of the students. It also

provide opportunities to go through more text of English literature (Ma, Ismail, & Saharuddin, 2023). Therefore, the study by Wright and Stenner (2023). Defined literature reading ability as ability of a reader to critically engage, interpret and understand engage with English literature text by using different cognitive skills, linguistic competence and prior knowledge. The skills that can be used by the students include aesthetic response, emotional response, evaluation response and inference.

Literature reading ability has the ability to weaken or strengthen the relationship between reading SE and AA (Maine, 2024). In other words, it is one of the potential moderators among SE and AA. When literature reading ability of students is very strong, they develop confidence to read more text of English literature in effective way (Rafi, Islam, & Cahyani, 2021). This situation leads to higher AA and as students could apply reading skills in efficient manner. Whereas situation when reading ability of students is low, student's achievement will be negatively affected despite higher level of SE. So, literature reading ability of students develop string literature reading SE that later leads to academic success of students. The study by Egloff, Förster and Souvignier (2019) also discussed moderating role of literature reading ability in their study.

H8: *Literature Reading Ability as moderator between reading self-efficacy and Academic achievement.*

Above literature lead to development of proposed frameworks showing antecedents of academic achievement as stated in Figure 1.

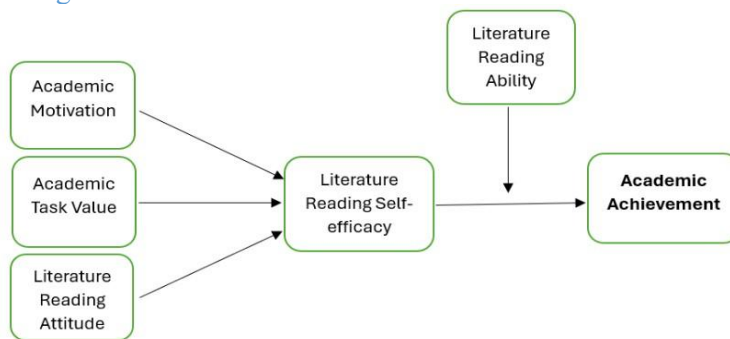


Figure 1: *Framework.*

Research Methodology

Quantitative research design was applied to investigate the relationship between academic motivation, academic task valuation, English literature attitude and the students' academic achievement. Reading ability taken as moderator between literature reading SE and the academic achievements of the students.

Collection of Data

Data was collected through self-report measures by the students of English literature study at higher educational institutions. Simple random sampling technique was used for the selection of the respondents. Researchers visited the higher educational institutions multiple times and initially taken some introductory sessions for the training of the students after taking permission from the administrative authorities. Researchers ensured that the data collection purpose is only academic and the data will not be used other than the academic purpose. Researchers conducted the meetings with the respondents and cleared the basic concept of the research. Total 300 questionnaires were distributed, and researchers received 250 responses. Consent form was filled with the respondents. The questionnaire has two sections, first was demographic and the other composed of questions related to the construct of interest.

Academic motivation measured with 4 items scale used by Dayel et al. (2018). ATV measured by 3 items scale used by Bong (2004). Literature reading attitude measured by 7 items scale used by Van Schooten and De Gloppe (2006). Literature reading SE measured by 8 items scale used by Solheim (2011). Reading ability measured by 4 items scale used by Arnone, Small and Weng (2016). Scale of academic achievement was adapted from Al-Abyadh and Abdel Azeem (2022). After collecting data, researchers performed the data screening process, cleared all the outliers and deleted the missing values. Furthermore, to maintain the reliability of the data all the repeated responses and similar responses were deleted from the data.

Demographics of Respondents

Before performing the final model test in AMOS, researchers analyzed the demographic characteristics of the respondents. 44.7% were female respondents, 55.3% were male. 25.8% were between 16 to 22 years, 35.9% were between 23 to 29 years, 18.5% were between 30 to 36 years, 20.0% were between 37 to 43 years. 7.8% were above 44 years. 42.4% were undergraduates, 36.9% were graduates and 20.7% were Ph.D. students ([Table 1](#)).

Table 1: Respondents' Demographics.

Variable	Class	F	% age
Gender	Female	97	44.7%
	Male	120	55.3%
Age	16-----22	56	25.8%
	23-----29	78	35.9%
	30-----36	40	18.5%
	37-----43	26	12.0%
	Above 44	17	7.8%
Qualification	BS	92	42.4%
	MS	80	36.9%
	PhD	45	20.7%

Measurement Model

For the confirmation of the measurement items of the latent variable researcher performed the CFA in AMOS. For the sufficient and satisfactory loading of the items, all factors must load higher than the 0.60 ([Hair Jr et al., 2019](#)). Six latent factors were analysed ([Figure 2](#)).

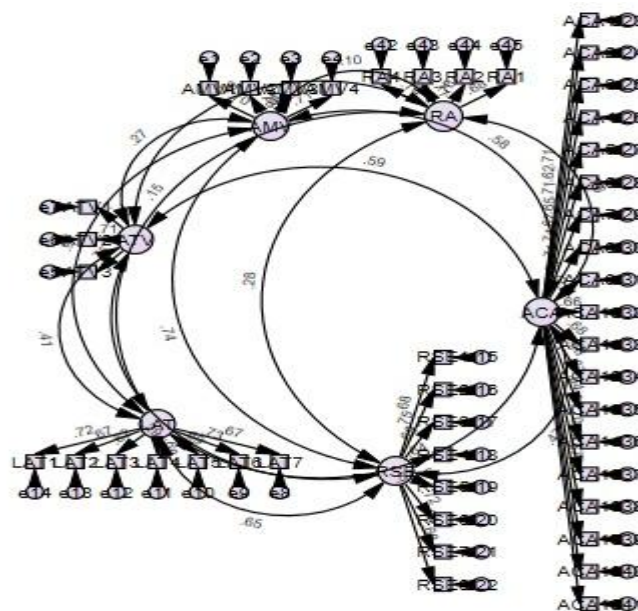


Figure 2: Confirmatory Factor Analysis.

For the measurement of the model fitness multiple indicators were compared with the standard criteria ([Anderson & Gerbing, 1988](#)). The values of NFI, CFI, TLI, GFI, RMSEA and AGFI were in the good fit range, All the values of NFI, CFI, TLI, GFI and AGFI are greater than 0.80 and less than 0.96. The value of RMSEA is less than 0.05. When the values of one factor CFA were compared with the six factor CFA, we can see that in ([Table 2](#)) six factor model is a good fit model.

Table 2: Model Fitness.

	GFI	AGFI	TLI	CFI	NFI	TLI	RMR	RMSEA
Single factor	0.33	0.43	0.59	0.69	0.74	0.55	0.09	0.12
Six factors	0.82	0.80	0.95	0.94	0.95	0.95	0.05	0.03

Loading of Items

In Table 3 we can see that all the items of the relevant latent factors have loading greater than 0.60 (Kline, 2023).

Table 3: AVEs, Loading, and Reliability.

	Items	Loading	CR	AVE	α
Academic motivation (AMV)	AMV1	.704	0.80	0.50	0.78
	AMV2	.733			
	AMV3	.681			
	AMV4	.711			
Academic Task Value (ATV)	ATV1	.745	0.76	0.52	0.81
	ATV2	.705			
	ATV3	.710			
Literature Reading Attitude (LAT)	LAT1	.777	0.88	0.51	0.90
	LAT2	.732			
	LAT3	.686			
	LAT4	.678			
	LAT5	.720			
	LAT6	.668			
	LAT7	.715			
Literature Reading Self-efficacy (RSE)	RSE1	.678	0.89	0.52	0.86
	RSE2	.751			
	RSE3	.784			
	RSE4	.744			
	RSE5	.773			
	RSE6	.718			
	RSE7	.636			
	RSE8	.678			
Reading Ability (RA)	RA1	.759	0.82	0.53	0.80
	RA2	.708			
	RA3	.756			
	RA4	.682			
Academic achievement	ACA1	.706	0.89	0.50	0.86
	ACA2	.616			
	ACA3	.713			
	ACA4	.647			
	ACA5	.674			
	ACA6	.737			
	ACA7	.709			
	ACA8	.729			
	ACA9	.702			
	ACA10	.757			
	ACA11	.783			
	ACA12	.784			
	ACA13	.769			
	ACA14	.639			
	ACA15	.644			
	ACA16	.700			
	ACA17	.696			
	ACA18	.774			
	ACA19	.696			

Table 3 shows that all the items have factor loading greater than 0.60, construct reliability is greater than 0.70 (Kline, 2023). Values of Average variance extracted are greater than 0.50 (Fornell & Larcker, 1981). With the help of construct average variance extracted and the values of squared correlation we will measure discriminant validity.

Table 4: Discriminant Validity.

	I.	II.	III.	IV.	V.	VI.
Academic motivation	0.50					
Academic Task Value	0.25	0.52				
Literature Attitude	0.34	0.33	0.51			
Reading self-efficacy	0.28	0.31	0.28	0.52		
Reading Ability	0.30	0.27	0.35	0.26	0.53	
Academic achievement	0.36	0.29	0.31	0.22	0.34	0.50

From the Table 4 it is evident that the values of the Average variance extracted are greater than the values of the squared correlation below the diagonal, thus satisfying the standard criteria of the discriminant validity (Fornell & Larcker, 1981).

Data Analysis

Structural model (Figure 3) was tested in AMOS. Boot strapping technique was used for the determination of the level of relevance having threshold 5%.

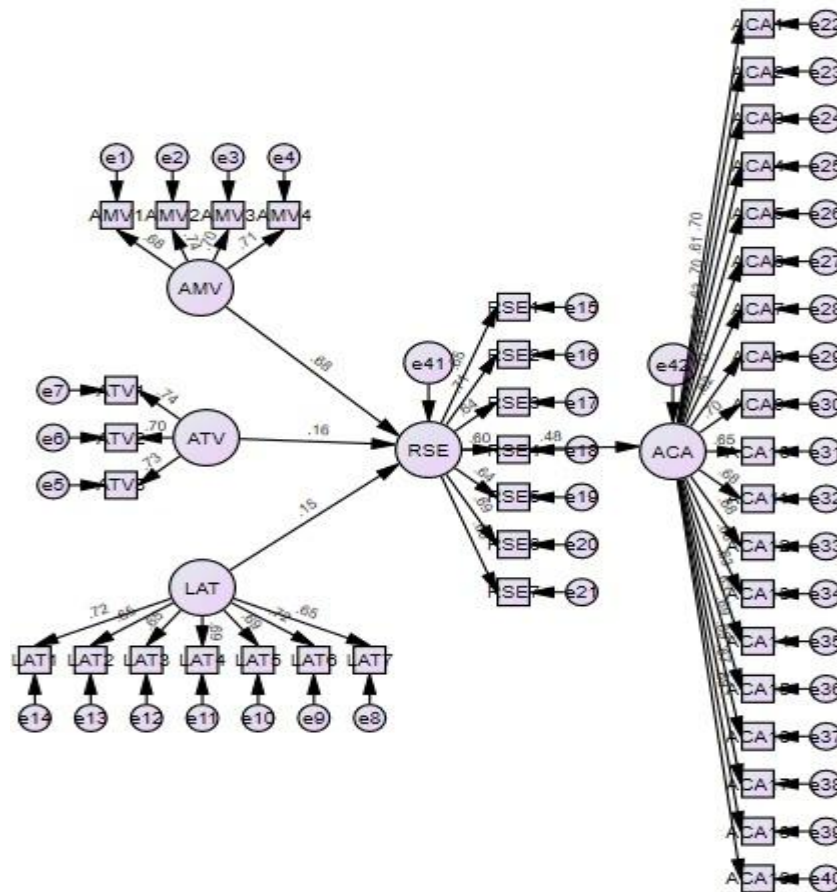


Figure 3: Model Test.

In the model testing mediational model was tested in AMOS.

Table 5: Model Testing.

Hypothesis	Magnitude (Effect)	Significance
AMV----->RSE	.68	0.00
ATV----->RSE	.16	0.02
LAT----->RSE	.15	0.01
RSE----->ACA	.48	0.00
AMV--->ACA(RSE)	.326	0.00
ATV--->ACA(RSE)	.076	0.03
LAT--->ACA(RSE)	.072	0.04

In Table 5 it is observable that academic motivation positively significantly affect the reading SE with effect .68 and the significance at 1%. Academic task value positively significantly affects the reading SE with the effect .16 and the significance at 5%. Literature attitude positively significantly affects the reading SE having magnitude .15 and significance 5%. Reading SE positively significantly affects academic achievement having magnitude .48 and the significance 1%.

Reading SE positively significantly mediates the relationship between academic motivation and academic achievement having effect .326 and significance 1%. Reading SE positively significantly mediates the link between Academic task value and the academic achievement having effect .076 and significance 5%. Reading SE positively significantly mediates the link between literature attitude and the academic achievement of students having effect .072 and significance 5%.

Moderation Analysis

Moderation of reading ability was tested as moderator between the effect of reading SE and the academic achievement of students. Process macros of preacher and hayes was used and model number 1 was tested for the moderation.

Table 6: Moderation Analysis.

Hypothesis	Moderator Reading Ability	effect	SD	T-values	P-values	LLCI	ULCI
RSE ACA	Low value	0.16	0.067	2.53	0.012	0.0379	0.3014
	High value	0.66	0.092	7.21	0.000	0.4868	0.8528

Table 6 shows that reading ability positively significantly moderates the effect of RSE on ACA having magnitude at low value 0.16 and at high value 0.66. for both values T-values are greater than 2 and the values of LLCI and ULCI have the same direction that is positive. Thus, reading ability positively significantly moderates the effect of reading SE on academic achievement.

Discussion

This research used a quantitative research approach to achieve its objectives. The data of the study were collected from students of English literature study. The results of the study show that literature reading self-efficacy has a positive impact on academic achievement. These findings suggest that students who have confidence while reading tend to demonstrate good academic achievement. When students perceive that they have the ability to read English literature, they develop the capability to understand lengthy and difficult texts. Such students are more willing to engage with English literature course material. Students become involved in reading with greater interest as a result of a high level of literature reading self-efficacy.

All this in turn improves student's ability to complete assignments and understand lectures of English literature. Students will get engage in reading the English literature material that is more challenging, feel confident regarding their academic achievement and enjoy writing the literature tasks as well. Students develop sense of capability that leads students towards higher academic achievement in the form of higher grades and other educational achievements. As a result, students invest more time and energy on studying English literature and strive towards academic achievement on consistent basis. The results of Soland and Sandilos (2021) also revealed similar findings in their study.

The findings of the study also shows that literature reading attitude has positive effect on literature reading self-efficacy. These results are inline with the results of [Demirci et al. \(2021\)](#) in past. These results indicate that students' attitude toward reading has a direct influence on their engagement with English literature texts. When students have a positive attitude toward English literature such as feeling happy, enjoying reading literature in their spare time, and appreciating literary books they develop a constructive approach toward English literature. As a result of repeated engagement with enjoyable reading experiences, students' confidence is strengthened. Ultimately, literature reading attitude enhances literature reading self-efficacy among students.

Students engage with multiple writing styles and literary genres as a result of a strong literature reading attitude. As they interact with English literature texts, they gain exposure to enriching and enjoyable reading experiences. With each positive engagement, students' belief in their ability to interpret and understand English literature is reinforced. Therefore, attitude toward reading strengthens students' literature reading self-efficacy. In other words, the richness of reading material positively affects literature reading attitude.

Furthermore, when students develop perception that it is fruitful to go through literature books in educational institute, showing literature reading attitude among students that leads them to read literature books with emotions and attentions. Because of this involvement, students develop feelings of achievement. With the passage of time, this achievement is translated into literature reading self-efficacy showing that literature reading attitude is important driver for the development of success and confidence among students.

The results also shows that academic motivation has positive significant effect on academic reading self-efficacy ([Shengyao et al., 2024](#)). These findings highlight the importance of the psychological foundation in developing reading confidence among students. Students with strong academic motivation often approach tasks related to literature reading with greater interest, persistence, and energy. This energy and heightened sense of purpose improve their ability and beliefs to analyze, interpret, and comprehend English literature texts, thereby strengthening literature reading self-efficacy.

Furthermore, students with high academic motivation put more effort into reading, actively engage with the content of English literature, and explore challenging texts. As a result of this regular involvement, literature reading self-efficacy among students is promoted. Additionally, students are encouraged to evaluate their progress, set personal goals, and adopt effective reading strategies due to academic motivation. All these factors further contribute to enhanced literature reading self-efficacy. Students with high academic motivation typically perceive literature reading as an opportunity for intellectual growth rather than an academic obligation. This positive approach leads them to experience richer reading experiences, which subsequently enhance literature reading self-efficacy. In contrast, students with low academic motivation often struggle to develop confidence in reading literature content. Therefore, academic motivation among students nurtures strong literature reading self-efficacy.

The results also demonstrate that academic task value has positive effect on literature reading self-efficacy as revealed in the research of [Edwards and Dai \(2023\)](#). These findings show that academic task value is an important cognitive factor that enhances students' literature reading self-efficacy. Students with high academic task value, when engaged in reading tasks, are more likely to believe that these academic tasks are worthwhile, relevant, and meaningful. Their willingness to engage with English literature texts is further strengthened by this sense of importance, which subsequently elevates students' literature reading self-efficacy. Students with strong academic task value prefer to participate in reading tasks with enthusiasm, persistence, and focus. This mechanism allows students to build competence through consistent practice.

Additionally, the way students interpret their purpose in reading English literature is shaped by academic task value. Students perceive reading as an opportunity to expand their academic abilities, develop analytical skills, and enhance their literature knowledge. Academic task value encourages students to accept challenges presented by diverse literature, which further improves literature reading self-efficacy. This process provides meaningful experiences for students. In contrast, students with low academic task value demonstrate minimal commitment to reading activities, negatively affecting their literature reading self-efficacy. When faculty members of English literature design reading tasks with intellectual appeal, usefulness, and clear relevance, students' academic task value is enhanced, thereby fostering literature reading self-efficacy. The results of this study demonstrate that students' literature reading self-efficacy is significantly supported through the enhancement of academic task value.

The findings also support the mediating effect of literature reading self-efficacy between academic motivation and academic achievement. Students with a high level of academic motivation tend to engage more

actively with reading tasks. This motivation is translated into higher academic achievement when supported by literature reading self-efficacy. When students believe in their ability to analyze and understand English literature texts, their academic motivation becomes goal-oriented and productive, enhancing their academic achievement. This demonstrates that literature reading self-efficacy acts as a bridge, transforming motivation into successful academic achievement.

The results also show the mediating effect of literature reading self-efficacy between academic task value and academic achievement. These findings reveal that literature reading self-efficacy is an important mediator in the relationship between academic task value and academic achievement. When students perceive high academic task value, they approach reading tasks with seriousness and purpose. Academic task value contributes to improved academic achievement particularly when students have strong literature reading self-efficacy. As students' confidence in handling English literature texts increases, the impact of academic task value becomes more effective, thereby enhancing academic achievement. Therefore, literature reading self-efficacy transforms academic task value into improved academic achievement.

The results also demonstrate the mediating effect of literature reading self-efficacy between literature reading attitude and academic achievement. Students with a positive literature reading attitude often display emotional readiness, openness, and curiosity toward literature reading activities. Positive literature reading attitude influences academic achievement more effectively when supported by strong literature reading self-efficacy. As students develop the ability to engage with and interpret English literature texts, their positive attitude translates into academic behaviors such as improved performance, deeper comprehension, and consistent reading. Thus, literature reading self-efficacy converts literature reading attitude into enhanced academic achievement. These mediating results are inline with the findings of [Supervía et al. \(2022\)](#) in literature.

The results also demonstrate moderating effect of literature reading ability on the path of literature reading self-efficacy and academic achievement as mentioned in the study of [Egloff et al. \(2019\)](#). In other words, literature reading ability significantly moderates the relationship between literature reading self-efficacy and academic achievement. For students who possess higher literature reading ability, the relationship between literature reading self-efficacy and academic achievement becomes stronger. Students with higher English literature reading ability demonstrate confidence in their reading skills. Such students are better equipped to understand literature texts, perform assessments on time, and complete English literature tasks efficiently. In contrast, students with low literature reading ability may not be able to translate strong literature reading self-efficacy into higher academic achievement. Therefore, literature reading ability has the potential to either weaken or strengthen the effect of literature reading self-efficacy on academic achievement.

Limitations and Directions

This section will highlight few limitations and future directions to improve these limitations in upcoming studies. This research used blend of academic and literature related variables in the proposed framework. It is proposed that future studies may use only variables of English literature in the proposed models. Moreover, this study examined moderating role of literature reading ability on the second half of the proposed model. It is proposed to use same moderating variable on the first half proposed model i.e. between IVs and mediating variables.

Furthermore, literature reading self efficacy is used as mediating variable in this study. Future studies are proposed to use this variable as the independent variable in upcoming studies. Moreover, this research used AMOS as tool to analyse the collected data. Future research may use other techniques like Smart PLS 4 or STATA for the analysis of similar studies. In the end, this study is discussing academic and literature related variables. This study is lacking variables related to technology and IT. It is proposed to technology-oriented variables in proposed frameworks in future research.

Theoretical and Managerial Contribution

This research add value to the literature from managerial and theoretical grounds. From the theoretical perspective, A number of past research assessed mediating role of self-efficacy as general variable. This research bridges the gap of limited studies that has discussed literature reading self-efficacy as mediating variable. Moreover, this study analysed literature reading ability and literature reading attitude as variables in a single

framework showing they both are different variables. Also, literature reading ability is used as moderating variable in this study on the second half of the proposed model. In past, most of studies has used it independent variable. Thus, assessing this variable as moderating variable also bridge this gap in literature as well.

From managerial perspective, the decision makers and strategists of English literature can use these findings to improve academic performance of the students. This study highlights the importance of confidence development among students to improve their academic achievement. Also, attitude towards literature is important factor to enhance academic performance of students. These findings are vital for academicians as well for their future studies.

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