

Teachers self-efficacy beliefs for teaching reading in English Second Language at Namibian rural schools

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Dissertation submitted in fulfillment of the requirements for the degree *Magister Educationis* in Curriculum Development at the Potchefstroom Campus of the North-West University

Supervisor: Dr MP van Niekerk

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Dissertation submitted for the degree Magister Educationis in Curriculum Development at
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October 2013

Dedication

I dedicate this thesis to my mother, Kaunda Rachael Ndumba, who brought me up and took care of me throughout my childhood, as she was always motivating and encouraging me to study hard.

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My heartfelt thanks to my Lord and Saviour Almighty God for giving me strength and insight to complete this research study, with God everything is possible.

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- Everyone who contributed to my academic and personal growth in the fulfilment of this thesis: I appreciate them.

Abstract

Teacher self-efficacy beliefs (TSE) are an important attribute of effective teachers. Teacher efficacy refers to a teacher's belief in his or her abilities to bring about valued outcomes of engagement and learning among learners, including difficult or unmotivated learners. English Second Language (ESL) reading seems to be a substantial problem in Namibia. This research aimed to explore rural Namibian grade 4-6 teachers' self-efficacy beliefs regarding the teaching of ESL reading. The research was based on Bandura (1997)'s well-known four sources of self-efficacy, and the Linnenbrink and Pintrich (2003) engagements to focus on aspects which influence teachers' TSE with regard to teaching reading. The researcher formed assumptions from the epistemological premises and followed an interpretive approach. A non-probability sampling method was used to select the eight teachers within the four schools of the nearby circuit. The data were collected qualitatively by means of in-depth interviews in order to gather data from teachers' individual experiences about intermediate learners' low reading skills and teaching reading. Data were analysed and interpreted using Atlas.ti™. The purpose of this research was to identify issues regarding rural Namibian teachers' self-efficacy beliefs that relate to teaching English Second Language (ESL) reading. The rationale for this study was to identify gaps related to teachers' SEBs and to make suggestions to improve teachers SEB's. The researcher identified a fifth source, the school environment, as another source that influences teachers' SEBs regarding teaching reading. Since the school environment is an additional source of self-efficacy the researcher recommend further research that can establish evidence on how school environment influences SEBs with regard to reading achievements.

Keywords: English Second Language; self-efficacy beliefs; teachers' self-efficacy beliefs; teaching reading; language proficiency; reading strategies; Namibia; rural; sources of self-efficacy; influences on self-efficacy beliefs

Opsomming

Selfdoeltreffendheidsoortuigings is 'n belangrike kenmerk van 'n effektiewe onderwyser. 'n Onderwyser se selfdoeltreffendheid verwys na die onderwyser se oortuigings van sy of haar vermoëns om sekere uitkomst en betrokkenheid met leerders te bereik, asook die van ongemotiveerde leerders wat nie na wense presteer nie. Engels Tweede Taal lees word gesien as 'n beduidende probleem in Namibië. Hierdie navorsing het gepoog om ondersoek in te stel na Namibiese graad 4-6 onderwysers se vertroue in hul selfdoeltreffendheid rakende die onderrig van lees in Engels Tweede Taal. Die navorsing was gebaseer op Bandura (1997) se bekende vier bronne van selfdoeltreffendheid en Linnenbrink and Pintrich (2003) betrokkenheidkomponente wat fokus op aspekte rakende onderwysers se selfdoeltreffendheid ten opsigte van die onderrig van lees in Engels Tweede Taal. Die navorser het sekere veronderstellings gevorm vanuit die epistemologiese raamwerk en het 'n interpretatiewe benadering gevolg. 'n Gerieflikheidssteekproef was gebruik om die agt onderwysers te selekteer van skole uit omliggende streke. Die data is kwalitatief ingewin deur middel van in-diepte onderhoude om sodoende data te verkry van onderwysers se individuele ondervindings van intermediêre leerders se leesvaardighede en die onderrig van lees in Engels Tweede Taal. Data is geanaliseer en geïnterpreteer met die gebruik van Atlas.ti™. Die doel van die studie was om te bepaal of probleme rondom landelike Namibiese onderwysers se selfdoeltreffendheidsoortuigings verband hou met die onderrig van lees in Engels Tweede Taal. Die rasionaal vir hierdie studie was om leemtes te identifiseer wat verband hou met onderwysers se selfdoeltreffendheidsoortuigings rakende die onderrig van lees. Die navorser het 'n vyfde bron geïdentifiseer, naamlik die skoolomgewing, wat ook 'n invloed het op onderwysers se selfdoeltreffendheidsoortuigings rakende die onderrig van lees en om ook aanbevelings te maak om selfdoeltreffendheidsoortuigings te verbeter. Omdat die skoolomgewing 'n addisionele bron van selfdoeltreffendheid is, beveel die navorser aan dat verdere navorsing op die gebied sal plaasvind sodat daar bewys gelewer kan word oor hoe die skoolomgewing selfdoeltreffendheid rakende leesprestasie beïnvloed.

Slutelbegrippe: Engels Tweede Taal; selfdoeltreffendheid oortuigings; onderwyser selfdoeltreffendheid oortuigings; onderrig in lees; leesstrategieë; Namibië; landelik; bronne van selfdoeltreffendheid; invloede op selfdoeltreffendheid

Certificate of Proofreading

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CERTIFICATE ISSUED ON 24 OCTOBER 2013

I hereby declare that I have linguistically edited the dissertation submitted by Mr Pontianus Musenge Kamunima for the MEd degree.

Teacher self-efficacy beliefs for teaching reading in English Second Language at
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Ethics Approval



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ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title : Teachers self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools

Project Leader: Dr. M Van Niekerk **Student:** P Kamunina

Ethics number:

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Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Approval date: 2011/06/22

Expiry date: 2016/06/21

Special conditions of the approval (if any): None

General conditions:

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 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
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 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof Amanda Lourens
(chair NWU Ethics Committee)

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- Addendum 4.1 Interview schedule questions
- Addendum 4.2 The Atlas.ti™ analysis
- Addendum 4.3 Ethical clearance from the Ethics Committee
- Addendum 4.4 Permission for research to the Ministry of Education in the Kavango region
- Addendum 4.5 Permission for the research and to conduct interviews obtained from the principals
- Addendum 4.6 Consent from the participants
- Addendum 4.7 Turnitin plagiarism report
- Addendum 4.8 Complete dissertation in pdf format

The addenda are available on the DVD at the back of the dissertation.

List of Acronyms

ACE	Advance Certificate in Education
BETD	Basic Education Teacher's Diploma
ELTDP	English Language Teacher Development Project
ESL	English Second Language
FL	First Language
HOD	Head of Department
IOL	Institute for Open Learning
LP	Lower Primary
NIED	National Institutes for Educational Development
SEB	Self-efficacy beliefs
SL	Second Language
SMT	School Management Teams
TSEB	Teachers' self-efficacy beliefs
TRC	Teachers' Resource Centre

Chapter One

Orientation to the study

1.1 Introduction

Reading is one of the most important aspects that will influence learners' academic performance. The issue of policy and medium of instruction has launched various debates in Namibia, the reasons for learners poor academic performance and the fact that there are a variety of languages and dialects spoken in Namibia (Murray, 2007). This research study focuses on teacher's self-efficacy beliefs (SEBs) regarding teaching reading. Numerous teachers and learners face problems in using English as a medium of instruction in especially rural upper primary schools in Namibia as they are unable to read and lack the appropriate reading skills. Many teachers have limited English reading proficiency and lack knowledge and strategies for using a second language for teaching reading (Shikongo, 2002). This reading barrier affect learners throughout the whole stream of their academic learning which contribute to high failure rate of grade 10 and grade 12 (Wolfaardt, 2005). The grade 10 Examiners' Reports of 1999 (MBEC, 2000) touch on the issue that English as Second Language (ESL) and medium of instruction is a stumbling block for learners when answering the question papers. These only indicate two things, either learners have really not mastered the work, or they simply do not understand what the examination questions require of them (Wolfaardt, 2005). Reading is regarded as a basic fundamental skill a learner must know, because if a learner can't read then he/she is unable to interpret what is printed on a paper.

For learners to progress and succeed in education and training, they need to understand and respond to what is being asked in order to give the right information or answers, but difficulty in reading often yields low academic achievements. Reading proficiency appears to affect examination results, because a learner with rich/high reading proficiency is often progressive in his/her academic achievements (Wolfaardt, 2005). Learners' reading proficiency and progress in their academic achievement can be affected by teachers' knowledge, skills, beliefs and experience they hold with regard to teaching reading. Findings revealed that beliefs and experience have an impact on academic progress (Shawer, 2010). Teachers' success of teaching learners to read are perpetuated in their SEBs, their attitudes, their basic conceptualization of reading and their current practices, all of which directly affect the children in their academic success (Mutenda, 2008; Steele, 2010).

In this study the researcher will also indicate and explain what research design and methodology is suitable. Research design and methodology provide, within a suitable mode of inquiry, the most valid and accurate answers to the research question (McMillan & Schumacher, 2010). It is necessary to indicate the use of paradigm in this study as “how the world is ordered, what we know about it, and how we may know it” (Hatch, 2002). This research design and methodology include site or social network selection, researcher’s role, participants’ selection, data collection strategies, data analysis, ethical aspects, trustworthiness and the contribution of the study. All these aspects play very important role in research methodology.

1.2 Background for this study

The language policy document for schools in Namibia stipulates that the medium of instruction in grades 1 to 3 should be the learners’ home language with English as a separate subject but from grade 4 onwards the medium of instruction changes to exclusively English (Ministry of Education, 2008; Mvula, 2007). This policy causes problems as some schools prefer English as medium of instruction from grade 1 onwards. In addition, with English not the first language of the majority of the population of Namibia, thus also of teachers, non-English speaking teachers are expected to teach through the medium of English. The English proficiency of most teachers in Namibia is at a second language level and in some cases even their third language. The problem is that learners who are taught by teachers who are not sufficiently proficient in English, often do not develop a sound foundation on which to build solid English language skills (Wolfaardt, 2005). According to the researcher’s observations and experience for the last ten years of teaching in his school district, teachers at intermediate stage tend to use their home language to explain concepts and terminology when teaching language, because of insufficient English proficiency.

Therefore many learners have not attained the minimum language proficiency in English when they enter the Junior Secondary phase, at which time they should be functional at an intermediate level. Such learners continue to lag behind their required level of language proficiency and the majority do not reach the language proficiency in English at appropriate age of the grade level that school demand. Learners therefore do not perform as well as expected and seem to struggle with English as medium of instruction (Mutenda, 2008; Wolfaardt, 2005). English as medium of instruction seems to be a barrier to effective teaching and learning in the context of Namibian learners.

Murray (2007) reports that teachers in Namibia complain that the majority of learners have difficulty comprehending and processing reading material, decoding meaning and identifying important points. Misinterpretation of questions in examinations, tests and assignments often becomes a major obstacle as learners depend on rote learning when they do not fully understand the learning material. When learners struggle to, or are not able to understand or interpret the written message, their general academic progression becomes strained.

Mutenda (2008, p. 1) also reports that “there is real evidence that reading ability in Namibian schools is low.” Reading is essential to all learning areas, professional success and life-long learning (Tercanlioglu, 2004). Consequently it can be assumed that learners with limited reading ability cannot progress satisfactorily, and that their low reading ability will therefore impede their academic progression.

The focus of this study is therefore on teachers who teach English Second Language (ESL) reading to learners in the intermediate phase (grade 5-7). This research aims to explore Namibian grade 5 - 7 teachers’ SEBs regarding the teaching of ESL reading.

1.3 Theoretical frame of reference for this study

The opportunities for academic and occupational success are limited without the ability to read, and if learners experience difficulty in learning to read it crushes the excitement and love for learning which most children have when they enter school (Lyon, 2003). Learners who have low reading skills tend to lag behind in vocabulary development and in the acquisition of strategies for understanding what they read, and tend to avoid any assignment where reading is required. Cubukcu (2008) maintains that different strategies help learners to develop vocabulary, to improve reading comprehension skills and raise language proficiency. These strategies will enable teachers to accomplish their challenging task of teaching English. Therefore, it is the task of the teacher to devise classroom activities for learners through which they can acquire reading skills, and provide them with the opportunities to engage in activities so that they can read more efficiently. However, teachers with low SEBs who do not expect to be successful with certain learners are unlikely to put in extra effort in preparation or changing the delivery of instruction, and tend to give up easily although they actually know of strategies that could assist the learners (Tschannen-Moran & Woolfolk Hoy, 2007).

According to Yeo, Ang, Chong, Huan, and Quek (2008) teachers’ SEBs (TSE) are an important attribute of effective teachers. A strong sense of teacher SEBs seems to provide teach-

ers with continuous motivation towards the teaching profession and a greater commitment to teaching. The positive relation between teachers' SEBs and learners' academic performance have been established by a number of research studies (Guo, Piasta, Justice, & Kaderavek, 2010; Jinks & Morgan, 1999; Klassen et al., 2009; Tschannen-Moran & Woolfolk Hoy, 2007).

Teachers SEBs not only impact on how teachers think, feel, and act (Schwarzer & Hallum, 2008), but also on their decisions regarding classroom management, teaching, motivating the learners and communicating effectively with the learners (Erdem & Demirel, 2007). Consequently teacher SEBs has become a crucial factor in improving teacher education and promoting education reform (Chan, 2008b). From a social cognitive perspective Bandura (1986, p. 391) defines SEBs as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances". In general terms, teacher efficacy refers to a teacher's belief in his or her abilities to bring about valued outcomes of engagement and learning among learners, including difficult or unmotivated learners (Chan, 2008a; Skaalkvik & Skaalkvik, 2010; Tschannen-Moran & Woolfolk Hoy, 1998).

Self-efficacy theory predicts that teachers with a high sense of efficacy work harder and persist longer even with learners who are difficult to teach, as they believe in themselves and their learners (Erdem & Demirel, 2007). Teachers who do not have a strong sense of self-efficacy, for example, do not believe that they are able to affect learners' performance and may not take the responsibility or the necessary steps to motivate learners (Chan, 2008a, 2008b; Chong, Klassen, Huan, Wong, & Kates, 2010). Teacher efficacy refers to "teachers' beliefs in their abilities to affect learner performance" whereas teacher self-efficacy "focuses on successfully performing specific teaching tasks in a teacher's current teaching situation" (Dellinger, Bobbett, Olivier, & Ellett, 2008, p. 753).

In order to ensure quality teaching, teachers should have a strong sense of self-efficacy as it plays a vital role in believing in themselves and their learners (Erdem & Demirel, 2007; Schwarzer & Hallum, 2008; Yilmaz, 2009). The effect that teachers SEBs can have on their teaching must not be underestimated as SEBs can become self-fulfilling prophecies, validating beliefs of either capability or incapability (Tschannen-Moran & Woolfolk Hoy, 2007).

The researcher based his research on Pajares (2003)'s four sources from which teachers can form or influences their SEBs. They are mastery experiences, vicarious experiences, social persuasions and physiological arousal. All these four sources can influence a

teacher's SEBs with regard to teaching reading. As teachers' SEBs are influenced by different sources, is it therefore crucial to consider these and not to focus merely on one source. The combination of the different sources will determine if the teachers experience their SEBs as positive or negative towards teaching reading. The researcher also based his research on Linnenbrink and Pintrich (2003)'s framework, where behavioural, cognitive and motivational engagement are interrelated and impact on learners' academic performance, thus also on their reading ability.

1.4 Research question

A research question is designed to address and express the essence of the inquiry. Research questions should be clearly formulated, intellectually worthwhile, researchable (epistemological position and practical terms), and used as means to move from broad research to specific research (Mason, 2002, p. 19). Within the context of this study the research question that drives this study is:

What are Namibian teachers' self-efficacy beliefs for teaching ESL reading?

1.4.1 The purpose of the research

ESL reading is a significant problem in Namibia. The purpose of this research is to identify issues regarding rural Namibian teachers' SEBs that relate to teaching ESL reading. The rationale will be to improve teaching practices. This study can identify areas where teachers need professional development that could have a positive influence on their SEBs.

1.5 Research design and methodology

The purpose of a research design is to provide, within a suitable mode of inquiry, the most valid and accurate answers to the research question (McMillan & Schumacher, 2010). It is necessary to indicate the use of paradigm in this study as "how the world is ordered, what we know about it, and how we may know it" (Hatch, 2002). The researcher will form assumptions and perspectives from the epistemological premises and follow an interpretive approach (Maree & Van der Westhuizen, 2007). According to Nieuwenhuis (2007b, p. 55) epistemology looks at "how one comes to reality, the method for knowing the nature of reality, or how one comes to know reality—it assumes a relationship between the knower and the

known.” The epistemological position of this study indicates that talking to teachers interactively is a meaningful way to generate data that have depth, richness and context (Mason, 2002).

Interviewing is a legitimate and meaningful way to talk to teachers and gain access to the accounts and articulations of the participants. The researcher used qualitative research as means of collecting data. Merriam (1998, p. 5) describes qualitative research “as an umbrella concept covering several forms of inquiry that help understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible.” According to Nieuwenhuis (2007b) states that qualitative researchers explore the experiences of others regarding a specific phenomenon. A semi-structured interview schedule was compiled from aspects that become evident during the literature. Qualitative in-depth interviews with open-ended questions allowed participants to respond according to their individual experiences (Creswell, 2008). In-depth interviews are useful for gathering facts, accessing beliefs about facts, identifying feelings and motives, commenting on standards of action, exploring present or previous behaviour, eliciting reasons, and explanations (Cohen, Manion, & Morrison, 2007). Since the data were collected through in-depth interviewing the researcher attempted to identify and describe aspects of each individual’s perception and reaction to his experience in some details (Fraenkel & Wallen, 2010).

Ritchie and Lewis (2003, p. 58) state that “experiences are best addressed in in-depth interviews because of the depth of focus and the opportunity for clarification and detailed understanding.” In-depth interviews were done with the teachers, as the focus was on the individual’s perspective on the phenomenon.

The researcher is the primary instrument for data collection and analysis, and focus was be on the participants’ perspectives regarding the research topic. This research was primarily based on an inductive research strategy as theory, themes, categories and concepts evolved as the research developed (Merriam, 1998).

This research was based on a phenomenological study. A group of teachers within the four schools of the circuit where the researcher teaches was approached for interviews. Two English teachers at each school were interviewed, one with experience and another one with less experience or who was a novice teacher teaching ESL reading, Experienced teachers were regarded as teachers who have five years and more experience in teaching English, but that would depend on the school establishments of teachers; it would not be treated strictly. For example, if a researcher found that at the school there was no novice teacher

but only teachers with two or three years teaching English as experience, they were regarded as vital participants. A total of eight teachers formed part of this research study.

1.5.1 Site or social network selection

This research was conducted within the nearby four semi-urban schools within Ncuncuni circuit in Kavango region to make the information more focused. Teachers within these four circuit schools were the participants in this research. The aim was to reach data saturation with the eight participants (Merriam, 1998, p. 148).

1.5.2 Data analysis

The details of the data were analysed or organized according to chronological order to form the pattern of the story about the case. Data analysis in qualitative research, according to McMillan and Schumacher (2010), indicate that research is an inductive process of organizing data into categories and identifying patterns and relationship among categories. In qualitative research there is always a great amount of data that will be analysed, summarized and interpreted. The approach of qualitative data analysis involved summarizing the data in terms of common words, phrases, themes or patterns into codes that would aid in understanding and interpreting the emerging data (Nieuwenhuis, 2007a). The data were then be analysed from statement of the problem by briefly pin-pointing the problem relating to teachers SEBs with regard to teaching reading. The literature review was analysed based on other researchers' opinions about the research topic as well as on the suggested solution to improving reading, and teachers' SEBs. The researcher therefore was an active participant in the development of data and of meaning (Merriam, 1998). Categories provided the priori codes for the deductive part of the coding. From the priori codes the researcher proceeded to code inductively from the data. The data were interpreted, examined and scrutinized by other researchers and by teachers, some experienced and some less experienced in teaching reading.

The overall description of this phenomenon was constructed and conclusions were drawn, based on the researcher's analysis, and the outcome generalized whatever might have had implications on the case, from what had been studied before. The researcher was expected to learn more about a little known situation by critically investigating the phenomenon at intermediate level in order to identify the problem from. The different segments of data col-

lected through interviews were compared to determine similarities and differences in order to seek recurring patterns (Merriam, 1998).

1.6 Contribution of the study

This study is vital for the academicians in the field of ESL to create an awareness of gaps in relation to TSEBs that need to be addressed. Inspectors of education, education officers for English, Heads of Department, subject heads as well as teachers for English can use this research to gain insight information with regard to teaching reading. This research study will inform teachers how their skills can be improved, and make them aware of the importance of their knowledge and beliefs regarding English reading proficiency. The English education officer as expert in the subject will use this research as an example to motivate English teachers to believe in themselves as high self-efficacious teacher with regard to teaching reading. The Head of Department for English will be acquainted with this document to serve as guiding tool to monitor teacher self-efficacy towards teaching reading and implementing effective strategies.

1.7 Chapter division

Chapter 1: Introduction to the study and the statement of the research question

Chapter 2: Literature review on teaching English Second Language in Namibia

Chapter 3: Literature Review on self-efficacy beliefs

Chapter 4: Research design and methodology

Chapter 5: Findings and discussion of findings

Chapter 6: Recommendations and conclusions

Chapter Two

Literature review on teaching English Second Language in Namibia

2.1 The context

Reading is an important component of any learner's academic success. I was interested in the learners' reading performance especially with regard to the impact the teacher has on learners' reading skills, and how this could improve the reading skills of learners. As an English teacher, I experienced that my self-efficacy beliefs regarding teaching reading might have an influence on the reading performance of learners in my class—the issue that I wanted to focus on was teachers' self-efficacy beliefs regarding teaching reading.

I was a teacher from 2004 to 2010 in Kavango Region North East of Namibia at a semi-urban school, Ndama. Learners were usually taught in their Home Language (First Language) (Rumanyo) as language of instruction up to grade 3. From grade 4 upward, English was taught as a second language and became the language of instruction. I perceived that the learners who were only introduced to English as language of instruction from grade 4, grappled with reading, and their reading skills were not what they should be, especially in later grades. During 2011, I was transferred to teach in Windhoek City, Khomas Region, at a primary school where English was the language of instruction from grade 1, because the learners were of mixed ethnicity. These included Rumanyo speaking learners, as they were too few to be in separate classes. These learners from Khomas Region at the urban school who used English as language of instruction were able to read better in English Second Language (ESL) when compared to learners in the semi-urban school in the Kavango region who used ESL as language of instruction from grade 4. The above scenario indicates that learners' reading skills differed even in the same grade due to exposure to English from an earlier age. There is also a high dropout rate of learners from school and numerous parents simply do not enrol their children in the Namibian schools (Wikan et al., 2007).

Literature indicates that there are diverse reasons for learners' different levels of reading, like the influence and educational background of parents, socio-economic environment and the infrastructure of schools (Drummond, 2005; Lee, 2012). Parents with better educational backgrounds seem to have a positive influence on their children's reading skills as they are able to assist their children with reading. Parents with a better education are able to provide a responsive, supportive home reading environment, and learning materials to accelerate their children's intellectual development in reading skills (Pajares & Schunk, 2001;

Schommer-Aikins, 2004). A study performed during 2005 on the background of the average Namibian learner indicated that:

- education levels of parents were relatively low
- there were very few books at home that learners could read
- 79% of the learners lived in very poor conditions
- 65% of the learners lived in rural areas
- 54% of learners repeated a grade once or more
- parents provided insufficient support with homework (Makuwa, 2004).

From the above it becomes evident that conditions for the average Namibian learner are not conducive for effective teaching and learning. Many learners are brought up in an environment where their background hampers their reading development and they become dependent on teachers to install effective reading skills (Harris, 2011).

Another aspect worth mentioning is the numerous Namibian teachers who are not proficient in English as they have not received appropriate training, or have no experience in teaching ESL. They are therefore unable to teach English, especially those who teach lower grades at rural and semi-urban schools (Alexander, 2001; Siyave, 2010; Wolfaardt, 2005). Early grade teachers in Namibia admit that they are not confident when speaking English (Murray, 2007). Wolfaardt (2005) further states that according to the report on English Language Teacher Development Project (ELTDP 1999), conducted by National survey on English Language Proficiency of Namibia, teachers indicate that their general language proficiency relating to reading and usage (grammar) is weak. Chamberlain (1998) confirms that teachers have insufficient confidence in using and teaching English as they have not received any formal English training. Teachers who have not received appropriate training in teaching English are unable to speak English appropriately, and this leads to low confidence to teach, and therefore restricts the development of learner's reading skills.

Nevertheless, teachers are inclined to blame learners for poor reading performance and a common statement amongst teachers especially at intermediate level in Namibia is "our learners don't read" (Murray, 2007). Teachers further complain that the majority of learners have difficulty comprehending and processing reading materials, decoding meanings and identifying important points, and they misinterpret questions in tests, examinations and homework (Murray, 2007).

Communicating with teachers in my working environment, many voiced their opinion that the Namibian language policy should be modified. There seems to be resistance to the imple-

mentation of policy as the policy was not clear to the teachers. They were not sure of what it meant exactly, and it was also implemented differently in different schools and areas. Attention should be given to the amendment of the policy (Harris, 2011). Teachers suggested that English should be the language of instruction from grade 1 right through to higher education. When learners reach grade 4, the transition to English as language of instruction becomes an obstacle for teachers, as well as for learners. Learners cannot read and cannot understand what the teacher says in English, especially in rural schools. This problem seems to be carried over to the upper grades and results in high non-completion rates in grades 10 and 12 (Wolfaardt, 2005). Teachers from Namibia also argue that learners in some regions like Karas, Erongo and Khomas perform well from grade 1 through to grade 12 as most of these schools use English as language of instruction from grades 1-12. Another aspect that teachers mentioned, was that most of the policy developments were formulated by researchers from National Institutes for Educational Development (NIED) without the consideration of the teachers who directly interacted with learners. Even though they were experts in the field of research to develop curriculum policy, the voice of the teacher should be taken into consideration. Bangs, MacBeath, and Galton (2011) agree that the voice of the teachers should receive top educational priority when it comes to policy making at both national and international level.

From the above it is clear that there are various factors that influence learners' English proficiency. Murray (2007) state that "The Namibian environment does not create a conducive atmosphere for effective English learning."

2.2 Teaching English Second Language

The issue of policy and language of instruction has led to various debates in Namibia, putting forward the reasons for learners' poor academic performance, and the issue that a variety of languages and dialects are spoken across Namibia (Murray, 2007). In 1992, a language policy was implemented of which the main focus was to ensure that learners were proficient in English by the end of the seven-year primary cycle, and that English was used as language of instruction (Murray, 2007). Namibia adopted English as official language after independence in 1990 as English is widely spoken in many countries in the world, and it is an important communication tool. The most obvious reason for implementing English as language of instruction was that Namibian people should be able to read, write and speak the language in order to compete with the outside world and ensure that learners were English literate and proficient in order to take advantage of job opportunities (Anyadubalu, 2010). However, after

21 years of independence, most Namibian learners are still struggling to read English efficiently and fluently (Anyadubalu, 2010; Harris, 2011; Wikan, et al., 2007). Harris (2011, p. 13) state “due to the poor quality of results the Namibia Senior Secondary Certificate is not accepted for study at Universities outside Namibia and the University of Namibia has to provide English improvement courses or allow students to attend private intuitions for extra English classes before entering University.” The importance of establishing good reading skills is a crucial component that has an effect on a learner’s further academic development.

2.2.1 The role of home language

Namibia is a multilingual and culturally diverse country with thirteen indigenous languages regarded as equal, regardless of the number of speakers or the level of development of a particular language (Harris, 2011). The language policy and curriculum for language teaching in Namibia indicates that from grades 1-3, learners should learn through their home language as language of instruction (Nyathi, 2000). The national language policy for schools in Namibia (MEC 1993) stipulates that the language of instruction in grades 1-3, the Junior Primary phase, should be the mother tongue or first language (FL). English will be taught as a subject and from grade 4 onwards, and then the language of instruction should change to only English (Wikan, et al., 2007; Wolfaardt, 2005). In Namibian schools, grades 1-4 are considered as the Lower Primary (LP) phase with grade 4 being a transitional year where learners switch to English as language of instruction before they start with Upper Primary (UP), the intermediate phase, in grade 5 (AfriLa, GTZ, & NIED, 2003). The intention with the use of mother tongue or first language (FL) is that learners should start reading formally in their home language from grade 1 in order to develop a strong literacy foundation in their home language over the first three years of their schooling. When they reach intermediate levels (grades 5-7) they should have acquired underlying proficiency that can support SL reading by transferring skills from the FL to the SL. When learners reach grade 4, they are supposed to transfer the skills to SL. From grade 5 and upward, learners are supposed to read fluently in ESL, as well as in their home language (Wikan, et al., 2007).

For teaching reading in a second language (SL) to be effective, learners should capture the basic reading skills in their home language in order to provide rich cognitive preparation for second language learning (Mutenda, 2008). Literature indicates that the skill acquired in the FL provides for easy transition to the second language. If learners have a good foundation in literacy skills in their first language, then these skills can be transferred to another language usage (Alexander, 2001; Hudson, Smith, & Smith, 2001; Murray, 2007; Mutenda, 2008; Wikan, et al., 2007). Mutenda (2008) further explains that learners should acquire cognitive

skills of vowels (sounds of letters) in their first language which would provide an easy transition to the ESL. As a result, learners who have higher reading proficiency in their FL, would also have higher levels of competence in reading their SL. Home language should be the language of instruction not only up to grade 3, but right up to intermediate grades (Harris, 2011; Nyathi, 2000).

Mutenda (2008) indicates that, by the end of grade 3, many learners in Namibia still have a low level of reading literacy and this problem is transferred to grade 4 (transitional grade) where ESL is taught as language of instruction. When these learners progress to grade 5 (intermediate grade), their reading proficiency is still low and it becomes a problem as these learners struggle to read sentences and paragraphs fluently. Murray (2007) agrees that the language instruction policy in Namibian schools where learners are taught in their home language up to grade 3, and thereafter in English, has created more problems as many learners were not able to cope with the reading demands. The lingering effects of this are that Namibia as a nation ranks among the lowest in reading literacy proficiency when compared to other countries like South Africa and Botswana. The security of being taught in their home language up to higher grades, should cause the reading skills of learners to improve (Nyathi, 2000). However, various authors (Alexander, 2001; Hudson, et al., 2001; Murray, 2007; Mutenda, 2008; Wikan, et al., 2007) question the importance of learners' good foundation in literacy skills in their FL in order to transfer the acquired skills to another language usage. The reason is that for the past twenty years, FL has been used as language of instruction from first three grades, but up to now reading skills of learners in Namibia have remained poor. This indicates that English language competence is undermined by the use of mother tongue instruction at lower grades. It is evident that when learners reach intermediate level, they struggle to read (Nyathi, 2000).

Regardless of the importance of home language as language of instruction, Namibia opted for monolingualism where English serves as the single official language in a country where less than 1% of the population speak English (Karamata, 2011). Implementation of language policy varies from region to region and most schools prefer teaching through English, rather than using their mother tongue. This means that non-English speaking teachers are expected to teach in a language that they are not proficient in (Drummond, 2005; Murray, 2007; Töttemeyer, 2010). School principals find themselves in a position where learners in their school speak various languages, and they therefore opted for English as language of instruction. The decision to implement English as national language has had an imperative effect on the success of Namibia's education (Harris, 2011).

2.2.2 Teaching reading

Reading forms the foundation for all learners' academic success. It is therefore vital that teachers make use of various strategies to improve learners' reading skills, as well as facilitate learners on different reading levels. In order for learners to improve their reading skills, teachers need to employ certain methods of teaching reading which focus on progressive, systematic acquisition of reading skills (Drummond, 2005; Mutenda, 2008).

Employing methods of teaching reading should be based on the mastery method known as the *learner-centred approach*. This approach provides learners with various opportunities to exercise their reading skills, e.g. in the classroom, or in the library, to read and report on what they have read. This approach emphasises learners' cognitive development and it focuses on reading as a holistic process, developing various skills of reading (Mutenda, 2008). However, in Namibia there are insufficient libraries, and because learners do not have good reading skills, they avoid reading and therefore they cannot report on what they have read due to fragmented understanding of what they have read. Teachers should focus on individual learners' reading ability and develop the reading skills according to the learner's individual potential.

Bell and Mladenovic (2008) support this notion that teaching reading should be learner-focused within a learner-centred approach. Learners are kept on-task of reading, and at a later stage, they are asked to report to their peers what they have read, and what they understood by again reading the sentences or paragraph, and then explain to their peers. The teacher assesses and evaluates the learners' cognitive skills regarding their understanding of their reading. Peer observation methods are used in collaborative settings where learners assist, support, provide feedback, observe, and listen to other learners (Bell & Mladenovic, 2008, p. 736). This method is a key element of academic development programs because it offers benefits like the improvement in teaching practice, development of confidence to teach, and the teaching of teaching reading through the support of others (Bell & Mladenovic, 2008).

There are, however, also negative aspects to peer observation. Teachers may feel threatened, view the process as intrusive, and as a challenge to their academic freedom (Lomas & Nicholls, 2005). These negative aspects can be overcome in conditions where peer observations are designed to be non-judgmental, and the opportunities should be developmental, rather than evaluative (Bell & Mladenovic, 2008). In most classrooms in Namibia, learners are requested to read to one another in groups as teachers have too many learners in their

classes to be able to provide individual attention to learners. Learners in these classes are in most cases unable to help one another as most of the learners have poor reading skills (Mutenda, 2008).

Teachers should however consider teaching phonics as a best practice to develop learners' reading skills as the development of good reading depends on the recognition of phonics skills. Connelly, Johnston, and Thompson (2001) define phonic instructions as explicit teaching about individual letter-sound, correspondences, their sequences (including spelling patterns), and the pronunciation of corresponding sounds. There are a number of studies which indicate that teaching according to phonics is advantageous to beginner and intermediate readers (Connelly, et al., 2001). Teaching phonics is a good way to teach learners to read and include instruction of phonic awareness (unit of sound), phonics and sound blending, guided oral reading, and reading and vocabulary comprehension (Hitchcock, Prater, & Dowrick, 2004). Guided oral reading helps learners to learn new words, read accurately and fluently, and comprehend what they read. Vocabulary instruction (both direct and indirect) at the appropriate age and grade builds comprehension skills. Hitchcock, et al. (2004) note that a combination of methods is the most effective way to teach learners to read. Teachers in Namibia have to be made aware of the different strategies for teaching reading and they should be knowledgeable about using the appropriate strategy for every individual learner's reading ability. O'Sullivan (2003) points out that teaching reading in ESL, especially in primary classrooms in Namibia, receive too little attention.

2.2.3 Strategies for teaching reading

Questions have been raised on the effectiveness of teaching reading strategies in Namibian schools and there is an outcry to develop teachers and make them aware of the strategies and the consequences of not utilizing the correct strategy for individual learners (O'Sullivan, 2003). Teaching strategies are important and have to be part of any teacher's repertoire, especially when the focus is on developing learners' individual reading skills. Teaching strategies are a systematic plan, consciously adapted and monitored, to improve a learner's performance (Afflerbach, Pearson, & Paris, 2008), and are utilised when aiding teachers in the process of developing learners' reading skills (Bedira, 2010). Tercanlioghlu (2004) defines a reading strategy as an action or series of actions employed in order to construct meaning. Mental operations can be involved when readers purposefully approach text to make sense of what they read, or take specific actions consciously employed by the learner for the purpose of reading. Therefore the term teaching reading strategies can be defined in

different contexts such as FL, SL or foreign language learning (Cohen, Manion, & Morrison, 2011).

In this study the strategies referred to are constantly based on the teacher's way of using strategies in the classroom situation in order to get learners to read. Bedira (2010) believes that strategies are tools or methods used to accomplish a task that makes learning more effective. This is in accord with the common belief among researchers that strategies enable easier reading which is also more enjoyable and comprehensible to learners. Many teachers believe that reading strategies are based only on giving instructions (Bedira, 2010).

O'Sullivan (2003) highlights the strategy for teaching reading to young learners which includes both bottom-up and top-down strategies, focusing on developing learners' word recognition skills (phonics and look-and-say strategies). Phonics enable learners to develop words attached to the skill of decoding new words, which is considered critical to learning to read (O'Sullivan, 2003). The most important aspect of these teaching strategies is to ensure that learners are able to acquire the ability to decode print accurately, as well as the ability to understand the concept or ideas that the letters and sounds represent (Alexander, 2005).

The following strategies seem to be essential for developing proficiency in reading and fluency: phonemic awareness, phonics practice, repeated reading, and sight word knowledge. The method of repeated reading is a procedure to help non-fluent readers to achieve automatic word identification skills. A student rereads a passage several times until the desired speed of reading is achieved. This strategy also helps learners to achieve reading fluency (Hitchcock, et al., 2004).

A study was conducted on phonics reading instruction with Scottish learners who received intensive instruction on formal phonics lessons based on a reading scheme. Teachers in the Scottish schools pointed out that the rapid build-up of phonics knowledge was important during the initial stages of reading instruction (Connelly, et al., 2001). Teachers believed that a solid understanding of phonics rules and the alphabetic principle served as basis for future independent reading. This belief has been significant in Scottish schools for many years as a strategy for teaching reading.

There are two general strategies that initial readers can use to identify unfamiliar words in text: text-based strategies and word-based strategies (Tunmer & Chapman, 2002). Text-based strategies include the use of picture cues, semantic cues (which indicate whether the attempted response satisfies the semantic constraints of the sentence e.g., *The ball ate the sandwich*), syntactic cues (which indicate whether the attempted response satisfies the

grammatical constraints of the sentence, e.g. *The boy slept the door*); preceding passage content, and prior knowledge activated by the developing meaning of the text. Word-based strategies include the use of correspondences between single letters or digraphs and single phonemes, correspondences between groups of graphemes (e.g. tion) and groups of phonemes (e.g. /shun/); orthographic analogies (i.e., reading an unknown word like claw by analogy to a known word like saw); and polyphonic letter patterns (e.g., ear as in bear and hear, own as in clown and flown, where children generate alternative pronunciations of the word until one is produced that matches a word in their listening vocabulary) (Graden, 1996).

Text-based strategies are strongly emphasized in whole language approaches to reading instruction, whereas word-based strategies are strongly emphasized in code emphasis approaches (Linnenbrink & Pintrich, 2003). The emphasis in whole language programs on the use of text-based strategies for identifying unfamiliar words stems from the assumption that skilled reading is a process in which minimal word-level information is used to confirm language predictions.

Strategies that also can be implemented to teach reading effectively are asking learners to repeat a word, asking another learner to give the correct meaning of the word. Bottom up approach, top down approach and interactive approach to reading are all strategies that can aid teachers in improving learners' reading skills and focus on developing learners' word recognition skills (Nzwala, 2007). The Nzwala (2007) model of reading is based on three approaches: the first one "bottom up" starts with print, then letter discrimination, blending of letters to form words, e.g. "cat." The learner then pronounces the word for meaning making. In summary, this model starts with the learner's ability to recognise and decode letters, and then progresses to larger units of print through the sentence up to the complete text. A phonic method of teaching reading is based on a bottom up model. The belief which underpins it is that children should master the individual components of reading first in order to be able to independently make meaning of print. The second approach "top down" starts with the learner's past experiences (prior knowledge) as the basis for reading. It is thus learner centred approach. In summary, learners learn what they need to learn. Learners also seek meaning of the words they sound. The model underpins holistic, whole book approaches to reading. It also reflects the kind of thinking which informs the notion of emergent literacy. The last approach, "interactive", combines both the top down and the bottom up models of reading. The model claims that reading is both a cognitive and perceptual process in which the reader takes the responsibility of using his/her previous knowledge and experiences, and codes the features of the text in order to make or establish meaning (Nzwala, 2007). Con-

sidering implementing the three approaches might be beneficial to teachers and learners in order to improve learners' reading performance.

One of the current reading strategies used in Namibia is the "rote-reading," where teachers read a sentence and learners repeat it a number of times—"barking at print." This activity becomes an exercise in memory skills and does not contribute to good reading skills because learners do not gain the reading skills (O'Sullivan, 2003). There is, however, advantage for reading aloud in groups or individually as learners see the words and hear the letter sounds of the words. Chatry-Komarek (2003) and Mutenda (2008) indicate that many teachers use reading aloud as main strategy to improve the speaking and reading English of their learners. The value of reading aloud individually and in groups is that it:

- gives learners exercise in paying close attention and in reading with concentration.
- tells the teacher where the main reading difficulties lie and which reading aspects should be reinforced
- helps the teacher to discuss with the reader in order to see if he/she understands what he/she is reading
- helps the teacher to identify a weak reader (Mutenda, 2008, p. 26).

The teacher should take cognisance of the fact that there are risks in the implementation of this strategy as it may be scary for learners to read in front of others and boring for those who are only listening. Another strategy is to focus on teaching vocabularies to learners every day to improve their reading skills. When learners familiarise themselves with vocabularies, the words, letters and sounds become known to their decoding skills. Vocabulary, word recognition, and decoding skills are identified as an outcomes strategy for learners' oral language and early achievement in reading skills (Connor, Son, Hindman, & Morrison, 2005).

2.2.4 Research conducted in Namibia on teaching reading

Reading in Namibia has become an important focus for research as the learners' academic results are lower than expected. O'Sullivan (2003) conducted reading assessment amongst 204 learners at various schools. They read from text known to them, as well as text from a reader from the previous grade. It was particularly alarming that the majority of the learners (88%) were unable to read the unknown script from their previous grade. They fared better reading the known text which demonstrated the learners' ability to read in English by rote—reciting the script by heart. The researcher noticed that most pupils did not need to look at the print to "read" it. They could not read words from the known text out of context, as they did not use word identification skills. They also displayed a limited sight vocabulary.

Teachers' lesson observations on teaching reading of approximately forty reading lessons also provided insight into the low standard of reading. It indicated that the only strategy used to teach reading was rote reading. This observation and subsequent interviews with the teachers indicated their inability to teach reading. Without proper training the teachers assume that the method that they experienced while they were at school is the right strategy to teach reading (O'Sullivan, 2003).

Pajares (2003) conducted research on the reading ability of teachers and grade 6 learners. The teachers did the same reading test as the grade 6 learners. Both the learners and teachers achieved far below average. The government became aware of the teachers' inadequate English language proficiency and realised that it impacted on the reading performance of the learners. The government implemented special English training courses for teachers but success did not happen overnight, it will be a long and tedious process (Töttemeyer, 2010).

Wikan, et al. (2007) determined the challenges in the primary education in Namibia and found numerous inhibiting factors leading to poor quality education. Siyave (2010) researched grade 3 teachers' understanding of teaching reading in Rukwangali (a Namibian language). This study indicated the teachers' challenges of teaching the complex skill of reading according to the syllabification method of teaching reading. Harris (2011) focused on the languages in Namibia and reported that since independence, learners struggled with English as language and this impacted on all levels of education.

Mostert and Wikan (2008) compared reading habits and attitudes of primary school pupils in Namibia and Norway, indicating that the various factors that impact on learners' reading habits and attitudes were aspects like gender, availability of reading material, parents telling or reading stories during early years, and the primary home language. This research accentuates that the fact that education in Namibia faces many challenges, of which learners' poor reading skills are a major one, and that efforts are being made to remedy the situation.

2.3 The relationship between teachers' self-efficacy beliefs and practices of teaching reading

Teacher's self-efficacy may be an important determining factor in learners acquiring effective reading skills and developing their language proficiency. Anyadubalu (2010) defines teachers' self-efficacy beliefs regarding their ability to teach reading as a belief in one's capabilities to organise and execute reading activity and the courses of action required to improve reading. These are beliefs about their own capabilities to teach reading tasks at designated level (Schunk, 2003). Self-efficacy beliefs about teaching reading refer to teachers' individual beliefs about their own abilities to successfully perform and initiate specific reading activity within the context of their own classrooms (Dellinger, et al., 2008). Individuals assess their own abilities according to their own experience on similar tasks previously executed (Ferrara & Sadra, 2005). Good reading teaching is necessary for learners to learn how to read, and for teachers to be successful in their teaching of reading, in order for them to develop a deep understanding of reading theory and practice (Drummond, 2005).

The amount of reading a teacher engages in, and the effort put into teaching reading with different styles and strategies, contribute strongly to better reading proficiency and academic achievement of learners (Mucherah & Yoder, 2008). The more reading is practised, with the assistance of good support, the easier it becomes for teachers as well as learners to engage with reading. To improve the teaching of reading, teachers need to act on and pinpoint the nature and the source of a learner's difficulty and subsequently increase the learner's skills levels. Drummond (2005) states that self-efficacious teachers develop a range of teaching skills that can cope with diverse learners, use a variety of strategies, create a conducive classroom, assist learners to learn from their errors, provide motivational strategies, promote learners' autonomy, and cater for different abilities during the teaching reading. These teaching skills include key pedagogical concepts such as teaching, learning and teaching methods which include understanding of the influence of teaching approaches on course design and the procedure of teaching reading. Grammar and vocabulary are essential in this regard for teaching ESL (Shawer, 2010). Teachers in Namibia, especially those teaching grade 4 learners, become demoralised as they perceive that the language barrier is overwhelming and results in breakdown in communication (Murray, 2007).

Teacher efficacy focuses on successfully effecting learners' performance and positive achievement of the predetermined learning outcome (Dellinger, et al., 2008). Bandura (1997, p. 193) points out that there is, however, a difference in efficacy expectation: "conviction that one can successfully execute the behaviours required to produce the outcome" and

outcome expectation (focus on beliefs about whether behaviour leads to certain outcomes). To improve this situation, however, we need teachers with high self-efficacy to organise and execute courses of teaching ESL in order to produce learners with proficient reading skills.

2.4 Summary

The Ministry of Education should play a key role by providing adequate materials and workshops to give the necessary training to teachers in order to equip them with knowledge, skills and strategies for teaching reading (Harris, 2011). According to research findings in Namibia, English language proficiency in reading among teachers in Namibia is quite low, and that contributes to learners' low reading skills. Therefore, it is the Ministry's responsibility to plan and provide courses for the teachers in English to advance their English proficiency in teaching to improve learners' reading skills. Improving learners' English reading skills in Namibia is not an easy process in order to meet satisfactory standards. The effort to develop fluent readers and improve reading skills seems to be important with the Ministry of Education responsible to provide adequate teaching and learning materials, as well as initiate effective training to develop strategies for teaching reading.

The beliefs and interest of the teachers have changed towards their teaching profession and teaching reading in particular, as it is important and has to receive attention. The definition of self-efficacy is a belief about personal and individual abilities to perform a specific task either successfully or unsuccessfully (Dellinger, et al., 2008). Beliefs create effort, persistence, perseverance and behaviour changes which affect teachers to work hard and perform well in teaching reading in order to improve learners' reading skills. If schools have adequate resources like reading material in libraries, and regular training for teachers to equip them with teaching strategies, it will improve teachers' morale and interest with regard to teaching reading.

According to Bandura (1986); (1997), self-efficacy influences task choice, effort, persistence, and achievements. Efficacious teachers always perform tasks with maximum effort, participate more readily, work harder, persist longer even when they encounter many difficulties, and try their best to achieve at a higher level of performances (Schunk, 1995). Self-efficacy is not only important for influence on academic achievement of learners, but it influences and improves skills of doing things, develops the knowledge and yields better outcome expectations. Therefore, it is important for the Namibian teachers to attain high self-efficacy beliefs as positive attitudes towards the teaching profession and upgrading their qualification in or-

der to teach reading in a better way, so as to improve reading proficiency among Namibian children. Chapter three will focus on the literature review on self-efficacy beliefs.

Chapter Three

Literature Review on self-efficacy beliefs

3.1 Introduction

This study focuses on teachers' self-efficacy beliefs (TSEBs) relating to the teaching of reading in ESL. Bandura (2012)'s theoretical framework of social cognitive theory underpins this literature review on TSEBs. This literature review gives an in-depth discussion on: the concept of self-efficacy beliefs and its influence on learners' academic performance and reading proficiency (Chacon, 2005); the four sources of self-efficacy (mastery experiences, vicarious experience, persuasion, and physiological state) (Bandura, 2012); the types of expectations (outcome and efficacy expectations), and the concept of reciprocity behaviour which include human development, personal factors, and environmental factors (Mahyuddin et al., 2006, p. 63).

3.2 Self-efficacy beliefs

Self-efficacy beliefs (SEBs) is an individual's perceptions or judgement of his/her own capabilities for organising and successfully executing the courses of action required to attain designated types of performance in a specific situation (Bandura, 1986; Dellinger, et al., 2008; Yilmaz, 2009) or in a specific task or activity (Chacon, 2005). SEB is about the individuals' beliefs in his/her ability to successfully perform specific teaching and learning tasks (Dellinger, et al., 2008). Yeo, et al. (2008) indicate that TSEBs are important attributes of an effective teacher, and that there is a link between teachers' SEBs and learners' academic performance. TSEB will not only influence teachers' method of teaching reading, but will also affect their learners' academic performance and reading proficiency. TSEB can shed light on a teacher's effectiveness and commitment towards teaching reading, as well as on a learner's success towards reading in ESL. Teachers' actions and efforts are connected to their beliefs, perceptions, assumption goals, performance and motivation levels of what they want to achieve as their desired goals. TSEBs lead to high internal locus of control and positive attitude toward overcoming difficult situations that can be linked to classroom behaviour and practices for the improvement of learner academic achievement (Rimm-Kaufman & Sawyer, 2004).

SEBs can become a self-fulfilling prophecies, validating beliefs of either capabilities or incapability (Chacon, 2005; Tschannen-Moran, Woolfolk Hoy, & Woolfolk Hoy, 1998). The extent to which teachers alter their perceived self-efficacy through their performance experiences will depend on the difficulty of the learning task, the amount of effort they afford, the extent of external aid they receive, the circumstances under which they perform, and the progressive pattern of their success and failure (Mathebula, 1992). SEB is a belief in one's capabilities that has debilitating or nullifying effects. SEBs also play a role in human self-development, adoption and change at both individual and collective levels (Bandura, 2012). The way in which the teachers or the management of a school organise, plan and conduct teaching reading will influence learners' reading performance. SEBs vary across activities domains and situational conditions rather than manifest across tasks and contexts (Bandura, 2012).

Social cognitive theory addresses the origin of SEBs, their structure and function properties, their effects, the processes through which they work, and how they develop and enlist beliefs for personal and social change. The construct of SEBs is an important concept of social cognitive theory when change in behaviour is required; of how much effort will be expected; and how long it will be sustained when faced with obstacles and failures (Linnenbrink & Pintrich, 2003; Schwarzer & Hallum, 2008; Yilmaz, 2009). If teachers are optimistic about their effort, have persistence, perseverance, and confidence about their teaching reading, then positive results can be expected. In short, beliefs can influence actions (Bandura, 1997).

Social cognitive theory conceptualises TSEB as an individual teacher's beliefs in his/her ability to plan, organise and carry out activities that are required to achieve given educational goals (Skaalkvik & Skaalkvik, 2010). "Theory on self-efficacy indicate that it is a facet of social cognitive theory, it is represented by causal model of interaction between self and society that maps behaviour, internal personal factors and the external environment as reciprocating factors" (Dellinger, et al., 2008, p. 752). Factors like personal issues, environmental and cognitive factors influence teachers' behaviours and their beliefs towards teaching reading, that in turn, can either motivate or discourage teacher's effort and determine the effort a teacher should afford for the task at hand (Bandura, 1997).

The factors that influence SEBs can be categorised into four main sources: (i) sources of SEBs; (ii) types of expectations; (iii) effect of SEBs on performance; and (iv) teacher SEBs for teaching reading in ESL.

3.2.1 Sources of self-efficacy beliefs

SEBs can develop through four main sources of influence: (i) mastery experience, (ii) vicarious experience, (iii) verbal and social persuasion and (iv) physiological states (Bandura, 1997). Furthermore SEBs is about people's beliefs regarding their capabilities which are developed in four ways: (a) mastery experience, (b) social modelling, (c) social persuasion, and (d) choice processes.

3.2.1.1 Mastery experiences

The first source, *mastery experience*, is when an individual interprets the results of his/her purposive performance or actions. This source is viewed as the most influential (Tschannen-Moran & Woolfolk Hoy, 2007) as individuals judge the effect of their actions. Their interpretations of such actions effect and assist to create their SEB. If people experience only easy successes, they come to expect easy results and are therefore easily discouraged by setbacks and failure. Resilience is built by learning how to manage failures so that it is informative rather than demoralising (Bandura, 2012). When a teacher whose learners perform well in reading competitions every year due to of his/her strategies of teaching reading, suddenly finds that learners perform poorly, such a teacher becomes discouraged. However, resilience manages failure and the experience should be seen as a learning opportunity for a teacher to put more effort into his/her future teaching.

Outcomes interpreted as successful in relation to the difficulty of the task, raise SEBs. In turn, outcomes not achieved lower SEB (Pajares, 2003). For example, a complex skill, like teaching reading, requires experience. Outcome expectations from other teachers who have more experience, will be better. Teachers can engage with magazines, newspaper articles, story books, and the Internet to have access to reading materials which can support the teaching of reading skills. Furthering their studies in English, as well as receiving corrective feedback from knowledgeable peers, will influence teachers' self-efficacy as part of their mastery experiences.

The confidence levels of teachers who experience positive results, will be enhanced; their persistence and perseverance with regard to that specific task will result in increased SEBs (Mathebula, 1992). This is an example of inactive/practical mastery experience or known as performance accomplishment (Chacon, 2005). Inactive learning experiences are about learning from the consequences of one's own actions. SEBs are generated from successes (or failures) when performing a task according to a role model, e.g. successful teachers. Ac-

tions that result in successful results tend to be retained, whereas those who lead to failure should be discarded. When a teacher performs well in teaching reading due to his/her effort, persistence and perseverance, it becomes an inactive mastery experience. Successes encourage and strengthen one's SEBs. Failure discourages and weakens SEBs. In this regard, good outcomes or teaching reading achievement based on the experiences from other teachers becomes evidence of a teacher's self-efficacy.

3.2.1.2 Vicarious experience

A second source of SEBs is the *vicarious experience* which relates to the effect produced by the action of others. Individuals undergo learning experiences when they observe others perform certain tasks (Bandura, 2012; Pajares, 2003). People can profit not only from their own experiences, but also from the mistakes or successes of others. In every situation numerous opportunities exist to observe the action of others as well as the occasions on which they are rewarded, ignored or punished. Behaviour and effort of other people that succeed, may increase the tendency to behave in a similar way (Mathebula, 1992).

Vicarious experiences relate to social modelling whereby an individual's view is influenced by others similar to him/her, who succeed by perseverance and persistence. It raises the observer's aspirations and beliefs in their own capabilities. Vicarious experiences are acquired through modelled events observed from other successful teachers who have achieved during their lives. Observation of models influences learning positively because observers are informed through appropriate and efficient ways of performing tasks. Teachers who do not perform according to the goals, consequently experience difficulties to teach reading. They could be motivated and encouraged to persist longer in attempts to accomplish their tasks when they realise that their peers perform the same or similar tasks with success. One's vicarious experience includes the social comparisons made to other individuals. These comparisons, along with peer modelling, can be powerful in developing self-perception beliefs of competency (Pajares, 2003).

Modelling provides comparative information for gauging one's own capabilities (Mofokeng, 1996). Modelling is used to gauge teachers' capabilities at *Readerthons*¹, where learners that read fluently, and their teachers are rewarded. It becomes a memorable event where success is confirmed and goals are achieved. Much learning occurs through vicarious ex-

¹ an annual reading event organised by the Ministry of Education as a reading competition for learners in the lower and upper grades

periences, e.g. listening to the radio, watching television, interacting with DVD, slides, conferences, modelling, and films (Mathebula, 1992). Competent models can teach observers effective strategies for dealing with challenging and threatening situations. The nature of the task and the complexity of the task may also reveal how to handle the task (Mathebula, 1992).

3.2.1.3 Persuasion

A third source of SEBs is *verbal persuasion*. This indicates that individuals create and develop SEBs as a result of verbal persuasions they receive from others, e.g. exposure to verbal judgments or vicarious experiences. There are two types of persuasion efficacy information: verbal persuasion and social persuasion (Bandura, 1986). Verbal persuasion refers to the encouragement of teachers by means of words instilling belief in their capabilities to teach reading fluently to learners and achieve good results. Although social persuasion has limited power to create enduring self-efficacy, it can contribute to successful performance if the increased appraisal is realistic. Individuals also develop SEBs as a result of verbal messages and social persuasions from others. Positive persuasions may encourage and empower teachers in terms of teaching reading (Pajares, 2003). Teachers who receive positive feedback from others may feel efficacious and work harder to succeed in their teaching. Teachers, who receive persuasive information from others, experience confidence about their personal future when they receive encouragement. Negative persuasion can defeat and weaken TSEBs. When teachers are discouraged by employers, supervisors and their colleagues, their TSEBs are lowered.

3.2.1.4 Physiological state

The fourth self-efficacy belief is physiological state, such as anxiety, nervousness, stress, arousal, fatigue. Mood also influences SEBs. Schunk and Zimmerman (2007) explain that physiological state, such as sweating increases one's heart rate. Physiological state refers to the normal functions of a person, as well as during emotional arousal that adds to one's feeling of capability or incompetence (Tschannen-Moran & Woolfolk Hoy, 1998). The feeling of joy or pleasure that teachers experience from teaching successful reading lessons may increase their SEBs. A physiological arousal effect convey Information through judgements and processes (Mathebula, 1992). A number of factors contribute towards cognitive processing and how arousal affects one's performance: emotional activities, appraisal of the source of arousal, the level of activation, the circumstances under which arousal is elicited, as well as past experiences. As a result, environmental aspects can affect a person's

physiological reaction. Physiological reactions refer to information that individuals receive from their physiological state in judging their capability to perform designated task (Mofokeng, 1996). Physiological state such as anxiety and stress also provide information about SEBs (Pajares, 2003). Therefore, intense emotional arousal hinders teachers' performance expectations. Aversive experiences could make teachers tense or make them feel disturbed when they encounter complex reading activities which cause them not to perform well. A person that experience high levels of perceived efficacy will make more effort, work faster, and become more focused than a person with lower levels of perceived efficacy (Senemoglu, Demirel, Yagci, & Ustundag, 2009).

Fear accelerates anxiety through anticipatory self-arousal (Mathebula, 1992). Teachers with low reading competency will experience more fear during activities associated with reading. However, increased motivation, confidence, interest and practice can eliminate emotional arousal and can heighten perceived SEB with corresponding improvements in performance. Reducing anxiety, or increasing physical relaxation can facilitate performance when a teacher knows that the fear is realistic (e.g. when teaching reading) (Mofokeng, 1996). Such a teacher can develop self-competence through maintaining concentration and thereby managing his/her performance anxiety. Sometimes it is good to know the origin of the fear in order to prepare for it in advance and to gain confidence when performing activities associated with the anxiety or fear.

Teacher's beliefs in their instructional efficacy—the beliefs that teachers have that they can give good instruction—can influence the kind of learning environment they create to facilitate learning (Chacon, 2005). TSEB influences the learning environment in the class. Pajares (2003) also supports the notion that judgement of personal efficacy beliefs affect: (i) the *choices* they make and the courses of action they pursue—teachers enrol for a course in reading in order to feel comfortable and competent to complete the reading tasks and avoid those which they cannot; (ii) *effort* they make to increase their personal competencies will also help to determine how much effort teachers will put in teaching reading—more effort will result in better achievements; (iii) *persistence*, how long does a teacher persist or continue practising teaching reading to enhance their learners' reading proficiency; and (iv) *perseverance*, how a teacher executes the task of teaching reading despite some obstacles or hindrances they encounter when teaching reading.

SEBs influence the course of action people choose to pursue (Carroll et al., 2009). High SEB helps teachers to create feelings of serenity in approaching difficult tasks relating to reading activities (Pajares, 1998). A strategy a teacher could use is to obtain learners' inter-

est to participate actively in reading; e.g. a teacher could use a competition when teaching reading strategy, whereby he/she asks learners to look for a certain word in a text and the first learner to get those words becomes a winner. Teachers, who believe that they are capable of changing a learner's reading ability, have high sense of self-efficacy. Teachers, who believe strongly in their ability to promote learning, create mastery experiences for their learners. Those who doubt their instructional efficacy, create classroom environments that are likely to undermine learners' reading abilities (Chacon, 2005). Tschannen-Moran and Woolfolk Hoy (1998) are of the opinion that SEBs are constructed on personal knowledge and beliefs, but also from the impact of the culture and the society on teachers' expectation, roles and social relations. It is important to examine teachers' perceptions of their teaching competency in terms of their personal capabilities to teach reading by examining their sources of efficacy (Chacon, 2005).

3.2.2 Types of expectations

There are two distinctive factors that influence human behaviour, *outcome* and *efficacy expectations* (Bandura, 1977).

3.2.2.1 Outcome expectations

Outcome expectations are one's predictions of the likely consequences of certain behaviour, e.g. a job applicant who has confidence in his/her high ability to perform well during interview, has the ability to answer questions, remain relaxed and controlled, and exhibit an appropriate level of friendly behaviour. He/she has high outcome expectations regarding employment possibilities. Bandura (1977) and Yeo, et al. (2008) indicates that outcome expectation refers to a person displaying a certain behaviour will achieve a certain outcome. A teacher with the commitment to often read materials such as magazines and newspapers, is expected to become a fluent reader and be able to influence learners' reading skills. Students at teacher's training colleges or universities in the process of becoming English teachers are expected to be fluent in reading and teaching reading .

Outcome expectation can be related to effort. An individual teacher could believe that working hard (conducting extra classes with learners in order introduce new skills of teaching reading, provide necessary materials, etc.) will definitely improve his/her learners' reading skills (Yeo, et al., 2008). Teachers who feel capable of teaching extra classes for reading, usually achieve the expected outcome for reading (Schunk, 1991). Schunk (1991) makes it clear that self-efficacy and outcome expectations are separable in situations where outcomes

are poorly linked with performance quality (e.g. teacher put extra effort, but receive poor achievements).

Outcome expectations can be referred to as anticipated consequences of actions (producing quality fluent readers after extra effort) are influential because teachers engaged in reading activities believe the effort will lead to positive outcomes (Schunk & Zimmerman, 2007).

Teachers who value activities believe that it will lead to a positive outcome (e.g. furthering their Masters or Doctoral studies on teaching reading in English will lead to the social benefit of Namibian learners). It can also be assumed that if teachers hold positive outcome expectations and value studying, their self-efficacy is predicted to influence their effort, persistence, perseverance and achievement. Positive outcome expectations are therefore linked to effort and the belief that teachers have to achieve good results (Bandura, 1986).

3.2.2.2 Efficacy expectations

Efficacy expectations are a “conviction that one can successfully execute the behaviour required to produce outcome” (Mathebula, 1992, p. 32). A confident teacher is capable and has the ability to execute tasks to achieve outcomes. Self-efficacy expectations are based on an individual’s beliefs that one can have certain prerequisite skills and capabilities to execute courses of action required to overcome problems in order to succeed in teaching reading. Most teachers are more comfortable attempting reading activities in which they believe they exceed (Mathebula, 1992). Schunk (1991) states that expectancy value theories stress the notion that behaviour is a joint function of (a) teacher’s expectations of obtaining a particular outcome as a function of performing a behaviour, and (b) the extent to which they value those outcomes. These theories assume that teachers make judgements of the likelihood of attaining the goals of quality teaching reading to producing fluent readers. That is why Yeo, et al. (2008) state that outcome efficacy is labelled as *teaching efficacy* and efficacy expectation is labelled as *personal teaching efficacy*. Even though self-efficacy refers to expectations regarding capabilities in particular domains of activity, more generic aptitudes and prior experiences influence learner’s self-efficacy for learning new information, acquiring knowledge, development skills and mastering materials (Mathebula, 1992). A sound pre-knowledge and a good educational foundation influence teachers’ expectations and behaviour when teaching reading.

3.2.3 Effect of self-efficacy beliefs on performance

Dellinger, et al. (2008) state that self-efficacy, as teachers' belief in their abilities, affects their performance. Teachers with strong academic achievements develop self-regulatory SEBs, are able to better manage their teaching of reading, and resist social temptation and pressures. Teachers with strong efficacy beliefs are more likely to successfully complete their education and succeed in teaching reading. SEBs influence the decisions, the choices teachers make, and the courses of action they pursue, like reading or studying. Teachers engaged in reading, feel competent and confident and avoid those who are not competent. Experience is also an essential influence of what a person chooses to attend to (Carroll, et al., 2009).

Beliefs of personal competency also assist in determining how much effort teachers should spend on an activity—the higher the sense of efficacy, the greater the effort, persistence and resilience (Pajares, 1998; Schunk & Zimmerman, 2007). High self-efficacy will not only produce competence performance when there is insufficient prerequisite knowledge and skills. Teachers with strong SEBs enhance human accomplishment and personal well-being in many ways, for example, teachers with high self-efficacy create feelings of serenity when approaching difficult tasks and activities. However, those with low self-efficacy may struggle to believe in their abilities to solve problems (Pajares, 1998).

3.2.4 Teacher self-efficacy beliefs for teaching reading in ESL

The realisation of what a person wants to achieve in life is based upon their own beliefs. Individuals judge their capabilities according to their own actions. TSEB refers to teachers' beliefs in their capability and commitment to take actions in order to achieve the outcome.

Studies of teachers' efficacy have captured the attention of many researchers, who consider teachers' efficacy crucial in improving teacher education and promoting education reform. TSEB has been related to learner outcome measures of achievement. Erdem and Demirel (2007) state that self-efficacy theory predicts that teachers with a high sense of efficacy works harder and persist longer on a task even when it is challenging, for example when learners are difficult to teach, he/she will persist to make the learners understand. Chan (2008a) further explains that teachers' efficacy relates to teachers' behaviour in classrooms, affecting their level of effort, aspiration, planning, and organisation, and their persistence and resilience in the face of setbacks (Chan, 2008b). Teachers with a high sense of efficacy are less critical of learners who make errors, work longer with learners who are struggling to

learn and are less inclined to refer difficult learners to special education (Chacon, 2005). Therefore, teachers with high sense of self-efficacy are enthusiastic in teaching reading and can influence learners' reading skills. Individual teachers' SEBs influence the learning environment required for teaching reading. Chacon (2005) indicates that teachers' perception of their teaching competency is of vital importance in terms of personal individual capabilities. These include individual self-organising, proactive, self-regulating and self-reflecting.

However, teaching is an interpersonal activity performed in a group context. Furthermore teachers work collaboratively to execute courses of action required to achieve the outcomes, which is known as *collective teachers efficacy* (Skaalkvik & Skaalkvik, 2010). The researcher agrees with the statement that working and planning together reading activities enhance teachers' skills for teaching reading as they learn from each other. Teachers should support each other to achieve desired outcomes. High perceived teacher collective efficacy enhances a group's capability to enlist administrative support, foster creative problem solving and influences decision making and individual capability to classroom management (Goddard, 2001). On theoretical grounds, one may argue that it is reasonable to predict that perceived collective efficacy affect individual teachers' self-efficacy. Therefore, schools that is characterised by high collective teacher efficacy, set challenging goals (Skaalkvik & Skaalkvik, 2010). Collective self-efficacy plays an important role with the environment and the climate of the school (Chong, et al., 2010). Caprara, Barbaranelli, Pastorelli, and Cervone (2004) found that teachers in middle schools with low efficacy socio-economic status have either high or low collective efficacy beliefs. As earlier indicated, a teacher's efficacy beliefs when he is about to start teaching will either motivate him or discourage him in terms of the background environment of the school. A remote dysfunctional school with poor academic achievements could influence teachers' efficacy beliefs. Other processes, like shared school goals, wide decision-making, fit of plans for school needs, positive school cooperation, supporting each other in sharing of ideas, empowering the principal's leadership, parents and learners with high socio-economic status exert strong influence on these collective beliefs (Ross, Hogaboam-Gray, & Gray, 2004).

I therefore am in agreement that *individual and collective teacher's self-efficacy* influences one another. Therefore the researcher is of opinion that more workshops, training and seminars on reading should be conducted where teachers could share skills. It is of importance to share skills in order to collectively plan, work and assist each other to improve learners' academic achievements.

3.3 Self-efficacy and teacher's self-efficacy beliefs

SEBs mediate the relationship between knowledge and behaviours while interacting with in the environment contexts. *Self-efficacy* is a “belief in one’s capabilities to organize and execute the course of action required to produce given attainments” (Bandura, 1997).

Self-efficacy can also be defined as a personal belief that one is able to do what it takes (e.g. plan, organise, communicate) in order to accomplish a task at a particular level of quality. Dellinger, et al. (2008) define the two concepts: *teacher efficacy* as successfully performing specific teaching tasks in a teacher’s current teaching situation; in regard to teaching reading, *teachers’ SEBs* is teachers’ beliefs in their abilities to affect learners’ performance, e.g. learner performance in reading skills as a possible outcome.

Chacon (2005) proclaims that teachers’ capabilities to teach reading seems to have direct impact on their teaching practice. TSEB will encourage teachers to work hard, stay on task, and focus on duty to achieve higher grade in reading fluency. Therefore, efficacy is likely a belief of a human being if he/she is committed to work hard, e.g. a teacher to fulfil his/her belief of teaching reading when he/she aims to improve learners’ reading skills.

3.3.1 Teachers with high self-efficacy and low self-efficacy

Teachers with high self-efficacy perception can be more efficient in their teaching reading compared to those with a low level of self-efficacy perception. High TSEBs assist learners to achieve good results and influence important academic outcomes regarding reading as their beliefs determine their own ability and effort to perform a specific task. It is also understood that teachers with high self-efficacy perform better in their practice, with more enthusiasm, commitment, and good teaching behaviour (Klassen, et al., 2009; Skaalkvik & Skaalkvik, 2010). Yeo, et al. (2008) support that teachers with high self-efficacy are continuously motivated in terms of long-term commitment to teaching reading. Teachers who have a passion towards teaching tend to help learners with reading difficulties and are more committed to their work. Teachers’ with high self-efficacy exhibit positive behaviour toward creating a conducive atmosphere for teaching reading.

Conducive factors include better use of strategies of teaching reading methods, e.g. reading aloud as a strategy (Riggs & Enochs, 1990). Mutenda (2008) supports that the reading aloud is a means of improving learners’ spoken and reading English. Teachers with a strong sense of self-efficacy tend to be more open to new ideas and more willing to experiment and

adapt their teaching reading innovations to meet the needs of their learners reading ability (Allinder, 1994). Bandura (1997) states that TSEB depends not only on teachers' efficacy beliefs in their ability to teach reading as part of subject content, but also on their efficacy beliefs in their ability to maintain classroom discipline that establishes an environment of learning to read, use resources and parental support to help children to learn. All these factors (commitment to work, effort, and persistence in teaching reading, maintaining of discipline, and willingness to work harder to read better in order to increase reading fluency and proficiency of teachers and learners) are facets of a teacher's self-efficacy.

In contrast, low self-efficacy indicates that in terms of feeling, a low sense of self efficacy is associated with depression, anxiety and helplessness, as well as having a low self-esteem (Schwarzer & Hallum, 2008). Tschannen-Moran and Woolfolk Hoy (2007) propose that beliefs in one's ability is a powerful drive to influence motivation to obtain the desired effort into the task or activity to achieve designated goals.

3.3.2 Factors influencing teacher self-efficacy beliefs for teaching reading

In learning situations, teachers play an important role in influencing teaching. Chacon (2005) indicate that teachers' beliefs in their instructional efficacy of teaching reading influence the learning environments and the achievements of learners. Teachers with a high sense of teaching efficacy believe that learners with difficulty in reading are teachable and can improve their reading skills with more teacher input. Conversely, teachers with a low sense of teaching reading efficacy believe that they can do little to teach learners with difficulty in reading; and they believe that such learners have dyslexia and will never improve. Chacon (2005) indicates that teacher's self-efficacy affects learners' achievements and motivation. Teachers' adoption of innovation, commitment to teaching reading, classroom management, control strategies, teachers' personal characteristics such as experience, and grade level taught, are factors that influence teacher's self-efficacy. Caprara, Vecchione, Alessandri, Gerbino, and Barbaraneli (2011) posit that SEBs influence performance, effort, persistence, and have less adverse emotional reaction on teachers when encountering difficulties than teachers who doubt their capabilities. Baker and Westrupt (2000) examined the influence exerted on teachers' confidence in their own reading abilities, indicating that teachers with low self-efficacy (no effort motivation, persistence etc.) of reading abilities try to avoid challenging reading activities and tend to withdraw from tasks they perceive is too difficult.

3.3.2.1 Teachers' self-efficacy beliefs and learner's reading achievement

Teachers are the most important player to influence learners' achievement, holding the key to sealing learners' achieving the desired outcomes for teaching reading (Akbari & Allvar, 2010; 2002; Connelly, et al., 2001; Goldhaber, 2002). (Chamberlain, 1998) states that the single largest factor affecting the academic growth population of learners in reading is differences in effectiveness of individual SEBs and commitment towards improving reading skills. Achievement is a factor of teachers' self-efficacy. Chacon (2005) indicates that identified significant differences between high efficacious and low efficacious teachers. High efficacious teachers persist teaching reading to learners with reading barriers. Teachers with high efficacy make better use of time, do not criticise learners' incorrect answers, and guide learners to rectify their mistakes through appropriate questions. They always praise learners' improvements in reading as achievement. Teachers with low efficacy on the other hand, focus more time on non-academic activities and make less use of effective techniques to guide learners to correct responses.

Bandura (1997) also believes more can be done to improve reading by improving the effectiveness of teachers in these skills, e.g. reform language policy in a way that incorporates reading skills better. In order to achieve fluent readers, well-qualified teachers are required (Alexander & Fuller, 2005).

3.3.2.2 Teachers' self-efficacy beliefs and teachers' commitment towards teaching reading

Confident teachers affect learners reading achievements through strategic teaching, assume personal responsibility for influencing learners achievements, tend to have a high commitment to teaching (Chacon, 2005). Committed teachers are creative, work harder, energise individual learners to set goals, and influence the amount of effort to be invested. Effective teachers, who believe in themselves, work hard and often sacrifice their afternoons to teach learners to change learners' reading achievements (Majzub & Yusuf, 2011).

3.3.2.3 Teachers' self-efficacy beliefs and adoption of innovation in teaching reading

Chacon (2005) indicates that research on perceived efficacy has examined teacher efficacy in relation to teachers' willingness to introduce innovation strategies in their teaching reading practice. Therefore, teachers with high efficacy have greater personal interest to teach read-

ing and create ideas strategies on how to teach reading. Teachers' innovation includes initiating strategies to make reading easier for their learners. Innovative teachers search for new ideas and techniques to teach reading and has passion for wanting to help learners to learn (Akbari & Allvar, 2010). Innovative teachers provide learners with new ideas and instruction; they are creative to use strategies during teaching reading (Schunk, 1991). They set up goals and targets of what they want to achieve in life; they take learners interests to heart as goals and they have a legacy they want to leave behind. Alexander and Fuller (2005) indicate that such teachers are helpful to learners and they use methods that emphasise active and empathic involvement. The aim is to bring about long-term change and to include strategies such as helping learners to acquire reading skills. These teachers more frequently adopt helpful approaches as solution to improve reading skills. In Namibia teachers were trained at former teacher colleges of education for the Basic Education Diploma (BETB) with skills to implement during their teaching careers. Therefore, they trained teachers with confidence to work hard and be committed, and who are able to create and initiate strategies on how to teach reading. However, not all teachers who are well trained can initiate strategies on how to teach reading (Mutenda, 2008).

3.3.2.4 Teachers' self-efficacy beliefs of novice and experience in teaching reading

SEBs and experience are both needed to improve reading skills. TSEBs to perform certain tasks more effectively with experience are valued to improve the quality of learners' reading. Teaching experience is regarded as a quality to improve learners' academic achievements (Akinsolu, 2010). An efficacious teacher with ten years teaching experience is viewed as a measure of quality and such teachers become imperative in the achievement of learners' academic performance. Experience is a significant practical human responsibility of a teacher to prove the knowledge and the ability of teaching reading. Therefore, novice teachers should be assisted by experienced teachers to develop their teaching reading skills, and experienced teachers can learn from novice teachers as they were recently trained. Chacon (2005) argues that experienced teachers sometimes have difficulty to learn or adopt new strategies: "we don't do it like that, or that is how we were doing it."

3.3.2.5 Teachers' self-efficacy beliefs and classroom management

Teachers with a high sense of self-efficacy employ democratic principles and control how learners respond to teaching and learning to read (Schunk, 1991). Asikhia (2010) indicates that classroom management plays an important role to improve reading. Classroom management is the process of designing and maintaining any setting in which people work in a

group to assist one another for the purpose of improving reading proficiency as a pre-determined goal. Teachers with a high sense of efficacy search for new ideas and techniques; they are passionate and committed to help learners to learn to read, even though they may teach other subjects, and they interact with reading in their classroom activities (Akbari & Allvar, 2010). Such teachers reflect on what works and what does not. Reflection is a passionate desire to transform problematic classrooms into opportunities for learners to learn and improve reading proficiency. Teachers create classroom environments that are relevant to motivation and they are likely to have a positive classroom environment, for example, reduce learners' anxiety and teacher criticism. Teachers' beliefs and practices involved higher level personal involvement: "Teachers use their experiences to project themselves in particular roles and establish relationships within the classroom, so that children's interest is maintained and productive working environment is developed" (Mutenda, 2008, p. 36)

3.3.2.6 Teachers' self-efficacy beliefs and teachers' proficiency in teaching reading

After independence Namibia adopted English as second official language for communication and connectivity across the world. Teachers should be trained to become efficient in teaching English (Chacon, 2005). Teachers should be able to read and speak English fluently before teaching it to others. For a teachers to be efficient in teaching reading, they should be proficient in grammar in order to communicate meaningfully (Chacon, 2005). To improve reading, teachers should have competency of the language, acquire ability to understand, speak, read and write English with functional ability in communicating across all language skills. Wolfaardt (2005) states the reason why Namibian learners have a problem with reading is that teachers of the lower grades have poor teaching qualifications and they hardly ever use English in their daily lives. They have also not been trained in English proficiently (Murray, 2007). "Teachers are not fully literate in English and there is an inability by most teachers to put decent lecture in English" (Zimunya, 2011, p. 04). Teachers often mix their home language with English during teaching, which makes it difficult for learners who do not speak the same language to follow. The Namibian education system needs qualified teachers with a high sense of self-efficacy to change this situation.

Quality teachers with strong academic skills are an important determinant of learners' academic performance, especially in reading proficiency (Akinsolu, 2010). The English language teacher education program in one of the largest Venezuelan universities, is a five-year program that prepares teachers well (Adeyemo, 2007). Learners obtain the degree of Licentiate in Education, majored in English.

3.3.2.7 Teachers' self-efficacy beliefs and instructional strategies in teaching reading

Instructional strategies play an important role in teaching reading. Efficacious teachers are likely to create certain instructional strategies in order to achieve desired pre-determined goals. Schunk (1991) indicates that the efficacious teacher makes the commitment necessary for goals to affect performance. As they engage in a task, they engage in the activities which they believe would attain teaching reading goals of attending to instructional goals, rehearsing information to be remembered, expending effort, and persisting.

The use of learning strategies (critical thinking, organisation, elaboration, time and study environment, different method, help seeking, and meta cognitive learning strategies) are statistically related to the improvement of teaching reading (Majzub & Yusuf, 2011). Bandura and Locke (2003) outline examples of instructional strategies for teaching like phonetic awareness, phonics, guided repeated reading to improve reading, and fluency. Direct instruction of vocabulary and reading comprehension strategies are significantly more effective when instructional **strategies** are used. Mutenda (2008) suggests that teachers should be trained by involving them in reading instruction with Structure Instructional Materials (SIMS) that promote the teaching of phonics.

Alexander (2001) indicates that one of the common strategies which could be used to improve learners reading skills, is the use of rewards. Teachers should be rewarded for the work well done, e.g. the best performing teacher in teaching reading proficiency should be rewarded with a bursary for further study. This could motivate other teachers to initiate gainful teaching strategies, as well as to involve experts in order for their learners to perform better. If teachers are unmotivated, the quality of service is low and this could affect learners' academic achievements. Teachers should be motivated to improve their teaching reading methods. Teaching methods are strategies or plans to improve the approaches teachers follow in order to achieve desired objectives (Asikhia, 2010).

Caprara, et al. (2011) indicate the connection between motivation and reading comprehension. Strategic reading is a prerequisite for successful reading comprehension. Teachers should initiate techniques, teaching tools, and motivate learners through strategies to improve their reading performance. Therefore, organising, motivation, planning and further professional development are regarded as instructional strategies.

3.3.2.8 Teachers' self-efficacy beliefs and self-perceived competence in teaching reading

SEBs have increasingly received attention in education research, primarily in studies of academic motivation and self-regulation. SEBs are capabilities to organise and execute tasks required to manage certain situations (Pajares, 2003). TSEB denotes that a teacher has the ability to make learners understand “teachers’ individual beliefs about their own abilities to successfully perform specific teaching and learning related tasks within the context of their own classroom” (Dellinger, et al., 2008, p. 751). TSEB warrants that learners who either struggle or excel could be accommodated. SEB of one’s capabilities allows for the organising and executing of courses of action required to produce given attainment (Anyadubalu, 2010).

Perceived efficacy is referred to as a construct that represent a core aspect of social cognitive theory, which is a theory of behaviour change (Schwarzer & Hallum, 2008). The hypothesis is that the expectations of self-efficacy determine whether instrumental action will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and failure. Dladla (1996) explains self-perceived competence as the social cognitive theory of a teacher as regarded to the role of self-efficacy. Caprara, et al. (2011) refer to (i) perceived ability to successfully master specific academic subject and curricula areas, for example, reading skills proficiency; (ii) the perceived ability to regulate one’s own studying and learning activities, for example, the ability to plan and organise reading time and reading activities, to motivate themselves to fulfil their reading task, and to pursue reading tasks when there are other interesting things to do. Self-efficacy is also important in an individual’s future goals—teachers with high self-perception to achieve the goals in reading fluency also have high levels of ability to achieve it (Yilmaz, 2009). This theory can be understood as that teachers’ beliefs in their ability for teaching reading can make them better teachers. To improve teaching reading, teachers have to believe in themselves as competent and have the necessary skills and abilities to make things happen in the way they plan it, for example, to help their learners to become fluent readers.

Bandura (1993) states teachers who are confident in their academic capability are those with strong self-efficacy who select challenging tasks, persist at them, and perform them successfully. The researcher agrees, however, that confidence can lead to failure as teachers who know that they are competent in a particular area often do not develop in other areas and do not attain desired goals or expectations.

3.3.2.9 Teachers' self-efficacy beliefs and outcome expectation

SEBs relate to judgment of personal competencies to engage in behaviour, which is different from judgment of the likely consequences that behaviour can produce (Tschannen-Moran, et al., 1998). SEBs can determine outcome expectations. The efficacy theory also proposes that outcome expectation form a second construct related to motivational behaviour and effect: "*Outcome expectations* are judgments or beliefs regarding the contingency between a person's behaviour and anticipated outcome" (Dladla, 1996, p. 89). Teachers who expect success in a particular task or subject they teach, anticipate successful outcomes. Teachers, who are confident in their subject skills, expect high performance of their learners. The opposite is also true. Teachers who doubt their subject knowledge or skills envision low results from their learners. Teachers with high self-efficacy are motivated and have outcome expectations or anticipated consequences of action, e.g. learners attaining good grades after a teacher has extended his/her effort (Adeyemo, 2007). Efficacy expectations are the conviction that one can successfully execute the behaviour required to produce an outcome. Self-efficacy expectations are based on the individual's beliefs that one possesses certain prerequisite skills and capabilities to execute courses of the action required to overcome problems to succeed in other situations which may be daunting and stressful. Expectancy beliefs are prominent in motivation research. Self-efficacy and other expectancy beliefs are similar as they are beliefs about one's capability (Pajares, 1998).

3.3.2.10 Teachers' self-efficacy beliefs and teaching low achieving learners

Namibian learners in the upper primary grades (grades 5-7) show inadequate reading proficiency skills—they perform below the expected average. In most cases, teachers blame the lower primary teachers as if they fail to address learners' reading skills. As a result, the upper primary teachers ignore the problem and claim that it is not their responsibility to teach learners phonics in order for learners to master reading. Instead of blaming previous teachers, upper primary teachers should develop TSEB in order to bring about change (Kruz & Knight, 2003).

Since reading is the basis for all learning, it is important for teachers to identify effective reading strategies to teach low achieving learners (Sporer, Brunstein, & Kieschke, 2009). Strategies can be compensatory, remedial, motivational, regulatory, or attention seeking. However, more effort and persisted engagement is required to assist low achieving learners. Teachers should provide frequent opportunities to read (Graden, 1996). Therefore, compensatory or remedial teaching with close monitoring relating to reading material at the appropri-

ate at level of learners is a recommended strategy to improve learners' reading skills. This strategy includes the selection of text with literary merit, suitable for the integration of grammar and vocabulary, and an appropriate point of departure for the teaching reading.

3.3.2.11 Teachers' self-efficacy, professional job satisfaction and job performance of teaching reading

TSEBs do not operate in isolation from other psychosocial determinants that affect aspects like motivation, performance, interest, and the satisfaction teachers obtain from their teaching profession (Caprara, Barbaranelli, Steca, & Malone, 2006). Findings support the critical influence of a teacher's SEBs on their performance and motivation (Bandura, 1997; Ross, 1998; Tschannen-Moran & Woolfolk Hoy, 1998; Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990; Woolfolk Hoy & Davis, 2006). A strong sense of TSEB promotes commitment to the teaching profession and collaborative relationships with colleagues and learners (Coladarci, 1992; Hoover-Dempsey, Bassler, & Brissie, 1992; Imants & Van Zoelen, 1995). Job satisfaction of teachers contributes to the promotion of a rich and stimulating teaching reading environment. Self-efficacious teachers with job satisfaction are inclined to appreciate other school contributions part of the functioning of the school, to view interaction with the principal, colleagues, staff, learners and parents as part of their obligations, and perceive the school system capable of pursuing its mission (Caprara, Barbaranelli, Borgogni, Petitta, & Rubinacci, 2003; Caprara, Barbaranelli, Borgogni, & Steca, 2003).

For a teacher to perform in his/her professional job effectively, the teacher should like his/her job. Teachers who like teaching as their careers, believe that if they put in more effort, persevere for longer work hours, expected outcomes will include learners' academic achievements. Teachers' job satisfaction has been positively correlated to higher academic achievement. Teachers who like their job practice have increased levels of job commitment (Coladarci & Breton, 1997). Such teachers are likely to remain in the field of teaching (Stempien & Loeb, 2002). This researcher is convinced that teachers, who are satisfied and like the profession, perform well in teaching reading, and their learners show high proficiency in reading. The opposite also holds true. When teachers do not experience job satisfaction, the achievement of their learners suffer and teachers are less willing to continue teaching (Viel-Ruma, Houchins, Jolivette, & Benson, 2010). With high levels of job dissatisfaction, they tend to leave the field of teaching (Gersten, Keating, Yovanoff, & Harniss, 2001; Singh & Billingsley, 1996).

From observation and experience during my ten years of experience teaching ESL, I have no doubt to state that most teachers, especially male young teachers in Namibia, do not like teaching. They maintain that it is the only opportunity for them to obtain a job. They only teach to make a living, but they do not like the profession. This leads to job dissatisfaction, poor performance of teachers, and poor academic achievement of learners in reading proficiency.

3.3.2.12 Self-efficacy and academic achievements

SEBs refer to one's capabilities to learn or perform behaviours at designated levels; and that behaviour can influence the academic achievements (Bandura, 1986, 1997; Schunk, 2003). Self-efficacy predicts teachers' academic motivation and teaching reading achievements. Therefore, learners' achievement and self-efficacy are also related, because if the teacher has a high sense of SEB and acknowledge the elements of good teaching, then reading achievement can be improved (Pajares, 1996b; Schunk, 1995; 1996; Woolfolk, et al., 1990). Persistence and belief in the power of teaching is useful to determine learners' reading achievement.

TSEBs have been linked to classroom behaviour and practices to improved learners' academic achievement (Rimm-Kaufman & Sawyer, 2004). Teachers are considered the kingpin to learners' academic success since teachers play a special role in setting the standards and creating the conditions for learners' academic attainments (Khurshid, Qasmi, & Ashraf, 2012). Teachers with high SEBs are more likely to implement innovative methods, use classroom management approaches, and adequate teaching methods that encourage learners' autonomy to improve reading skills. Teachers with SEB teach well due to their self-confidence and quality of motivating learners to learn and read more, which obviously results in better reading skills. The relation between TSEB and learners' performance is viewed as bi-directional. Teachers feel more efficacious when their learners perform well in reading. Learners perform well in reading when teachers feel more efficacious (Ross, et al., 2004).

Self-efficacy and academic achievements are linked to five aspects: (i) self-efficacy expectations, (ii) perceived self-efficacy, (iii) efficacy expectations; and (iv) academic self-concept *read*; and (v) self-regulatory efficacy. These are discussed in the following sections.

(i) Self-efficacy expectations

Self-efficacy relates to expectations; beliefs about one's ability to successfully perform a given task or behaviour are hypothesised to determine whether coping behaviour will be initiated, how much effort will be expended, and for how long effort will be sustained in the face of obstacles and aversive experiences for academic achievements (Lent, Brown, & Larkin., 1984). Academic achievement is what a teacher achieves as a result of interventions of self-efficacy expectation. It is the evaluation of the outcome by comparing performance that can be based to goal setting (Schunk, 2003). Self-efficacy is part of a larger theoretical framework known as social cognitive theory, which postulates that human achievement depends on interactions between one's behaviours, personal factors (e.g. thoughts and beliefs), and environmental conditions (Schunk, 2003).

With respect to the link between personal factors and behaviours, research indicates that TSEBs influence achievement behaviours of choice of task, effort, persistence, and achievement (Bandura, 1986, 1997). Self-efficacy and achievement can be enhanced through instructional methods that incorporate modelled strategies, progress feedback, goal setting, and self-evaluations of progress (Schunk, 2003). The extent to which these and other efficacy-enhancing methods are employed in classrooms, determines the extent to which teachers will foster academic achievement and motivation for continued teaching for all learners. Conversely, teachers' behaviours can alter their efficacy beliefs. As teachers work on tasks, they note their progress toward their goals. Goal progress and accomplishment convey to teachers that they are capable of performing well, which enhances self-efficacy for continued teaching. Teachers' behaviour, effort, persistence and achievements in performing tasks are driven by *perceived self-efficacy* (Schunk, 1995).

(ii) Perceived self-efficacy

Bandura (1994) defines perceived self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. SEBs determine how people feel, think, and behave. Such beliefs produce diverse effects through four major processes: cognitive, motivational, affective, and selection processes. Teachers' personal beliefs about their capabilities to teach reading or perform behaviours at designated levels, play an important role in their motivation and teaching reading (Schunk, 2001). It is also true that teachers' perceptions to motivate learners to read often influence how hard they are willing to work (Alvermann, 2002). At the outset of teaching activities, English teachers should set goals and obtain a sense of self-efficacy for attaining the

goals. Perceptions of self-efficacy regulate teachers' actions in accord with personal norms when they are faced with challenges of engaging in teaching reading until the required level of academic achievement is achieved (Caprara, et al., 2004). Self-efficacy perceptions are domain-linked self-appraisals that operate as part of a dynamic self-system that underlies individual unity, continuity, and personality coherence (Schunk, 2003). Efficacy beliefs are particularly influential determinants of psychosocial functioning, because, unless teachers believe they can produce desired reading skills from their actions, they have little incentive to undertake activities or to persevere in the face of difficulties of teaching reading. Self-evaluations of teaching progress sustain self-efficacy and motivation. Modelling, goal setting, and self-evaluation affect self-efficacy, motivation, and teaching reading that again influence academic achievement (Schunk, 2003). Therefore, the outcome of what a teacher can achieve is influenced by *perceived self-efficacy* as SEBs of goal setting, etc. SEBs may determine performance accomplishments and persistence in pursuing a difficult course of action, as well as career behaviour (Bandura, 1977).

(iii) Efficacy expectation

Efficacy expectations are related to the degree of persistence and success even in their study career. For example, an English teacher should have efficacy expectations to further his/her study in the subject course in order to broaden the knowledge of his/her subject content to influence academic achievements of his/her learners (Hackett & Betz, 1989), especially in Namibia. Fives, Hammana, and Olivarez (2007) state that most ESL teachers have high expectations, knowledge of current pedagogy of teaching reading, and a heightened desire to meet the needs and the demand of their learners in order to influence reading achievements. Academic self-efficacy is a critical factor influencing academic achievement (Adeyemo, 2007). These attributes may have predisposed teachers to higher academic attainment in teaching reading. Hypothesised achievement behaviour is determined by expectancies of success and incentive values posits (Atkinson, 2009). Therefore, there is ample empirical evidence that SEBs relate to the influence of academic achievement efficacy expectation. Moreover, SEBs also mediate the influence of other variables that predict academic achievement; they act like filters between variables such as previous achievement and mental ability on academic achievement. In social cognition theory, the theory of self-efficacy espouses the belief that humans have the ability to shape their own actions (Viel-Ruma, et al., 2010). When a teacher believes he/she can achieve better result in reading skills, his/her beliefs will influence the action. Research with general educators indicates that when teachers experience job dissatisfaction, the achievements of their learners suffer and such teachers are less willing to continue teaching (Viel-Ruma, et al., 2010). Therefore,

SEBs influence job satisfaction, because satisfied teachers are willing to put in more effort and persist longer in any task, as they desire to achieve better. Pajares and Schunk (2001) argue that TSEBs only do not necessarily influence academic achievements, but *self-esteem or self-concept* also indicates how individuals feel about themselves, and influences the success they desire. Self-efficacy and self-concept are often compared; for a teacher to influence the academic achievement of learners in reading, he/she should have these two skills. Self-concept encompasses the totality of self-beliefs that an individual holds that influences the action the teacher in order to put effort in teaching reading. Theory on SEB determines performance accomplishments and persistence of a teacher in pursuing a difficult course of action in reading skills. This shows that SEB influence the academic achievement of learners depend on the effort of the teacher. Hackett and Betz (1989) have hypothesised that *efficacy expectations* are related to the degree of persistence and success in reading skills that leads to success in life. Teachers with good reading skills inspire and influence learners to succeed in their school work, which also leads to suitable career choices (Areepattamannil & Freeman, 2008).

(iv) Academic self-concept

Academic self-concept research is considered an important component of academic motivation research (Areepattamannil & Freeman, 2008; Cokley, 2003). It comprises a set of attitudes, beliefs, and perceptions of teachers about their academic skills relating to teaching reading (Lent, Brown, & Gore, 1997). It also encompasses a comparative component in which teachers assess their academic attitudes and skills in teaching reading in comparison with other teachers, how do their learners perform in reading and their academic achievements (Cokley, 2000). Therefore, academic self-concept are strongly linked to academic achievement (Areepattamannil & Freeman, 2008). In the context of education, the academic self-concept is an important psychological construct because “it has been found to be both a cause and effect of academic achievement” (Cokley, 2007, p. 228). A high academic self-concept is associated with high academic achievement among teachers. A teacher of learners with higher self-concept is likely to achieve better.

(v) Self-regulatory efficacy

Self-regulation is defined as an exercise of influence over one's own motivation, through processes, emotional states, and patterns of behaviour (Bandura, 1994). In social cognitive perspective, individuals are viewed as proactive and self-regulating rather than as reactive, controlled by external forces (Pajares & Schunk, 2001). Self-regulating is the inner force of a

teacher, which influences his academic achievements. Individuals are understood to have self-beliefs that enable them to exercise control in terms of effort, persistence over their thoughts, feelings, and actions. Self-regulatory efficacy predicts the outcome, because teachers with high levels of intellect or openness achieve highly. Self-regulatory efficacy pervasively influences psycho-social outcomes (Caprara, et al., 2004). Teachers who initially judged themselves as more capable of self-regulating their actions with regard to teaching reading, do not experience challenges for their learners to achieved good grades as a result of their good reading skill. They also attain greater popularity among other teachers. Teachers who develop strong academic and self-regulatory SEBs are better able to manage their teaching and to resist the temptations of social pressures at school, e.g. a teacher that believes that learners with serious learning problems are regarded as dull, and that they will never succeed. Or, a school develops the notion of cultural laziness of not teaching all periods, but self-regulatory teachers resist such as they believe that learners will succeed despite problems they have and they keep on persisting to work harder to teach the learners to ensure success in their studies. SEBs not only involve control over action, but also the self-regulation of various personal determinants of learning, such as thought processes and motivation (Bandura, 1997; Carroll, et al., 2009). Self-efficacy influences teachers' self-regulatory strategy use. Through self-regulatory, teachers self-monitor and evaluate current and prior situations, so they can achieve set academic goals (Shawer, 2010; Zimmerman & Cleary, 2006). High self-efficacy increases teachers' motivation and performance through encouraging learners to achieve their cognitive tasks (Pintrich, 2000). Positive self-efficacy activates self-regulation processes, including planning, goal setting, self-monitoring and self-evaluation. Therefore, a characterising feature of self-efficacious teachers is that they set higher goals for themselves and raise commitment to performance goals, activate activities, and lead learners to exert more effort that matches goal levels (Shawer, 2010). Self-regulatory self-efficacy concerns peoples' perceptions for relating their actions in accord with personal norms when they are faced with a colleague's pressure for engaging in anti-social conduct (Caprara, et al., 2004). Good self-regulators achieve academically better than poor self-regulators (Zimmerman, 1995). Some teachers that are considered as good self-regulators use their own performances as a guide for assessing their self-efficacy (Schunk, 1995). High self-regulatory efficacy is related to the ability to effectively manage one's academic development (Bandura & Locke, 2003). Therefore self-regulatory self-efficacy has direct relationships with reading academic achievement.

3.4 Framework for teacher's self-efficacy and engagement

3.4.1 Behavioural engagement

Bandura (1997) explains that self-efficacy refers to the beliefs about one's capabilities to learn or perform behaviours at designated levels. It is a measure of control over individual's thoughts, feelings and actions. The beliefs that individual teachers hold about their abilities to teach ESL, and the outcomes of their efforts influence how they will behave. When teachers believe they are good at teaching reading, it may influence their behaviour to keep on reading more in order to increase the reading proficiency that may influence learners' academic achievement in reading skills. It is not surprising that studies indicate that SEBs influence academic achievement motivation, learning and also academic achievement in reading (Pajares, 1996b; Schunk, 1995)

Self-efficacy is explained in the theoretical framework of social cognitive theory (Bandura, 1986, 1997), which states that human achievement depends on interactions between one's behaviour, personal factors and environmental conditions. The behaviour of an individual depends largely on early experiences at home. The home environment that stimulates curiosity will help build self-efficacy just as displaying curiosity exploring activities invite active and positive reciprocity. This stimulation enhances the cognitive and affective structures of the individual which include his ability to sympathise, learn from others, plan alternative strategies, and regulate behaviour and engagement in self-reflection (Mahyuddin, et al., 2006). Behavioural engagement is a human inner factor that influence or has been influenced by academic achievement and environmental factors. Figure 4.1 outlines the relationship between SEBs (personal factor, affective, cognitive), academic achievements (human development) and environmental factors, and how these influence one another.

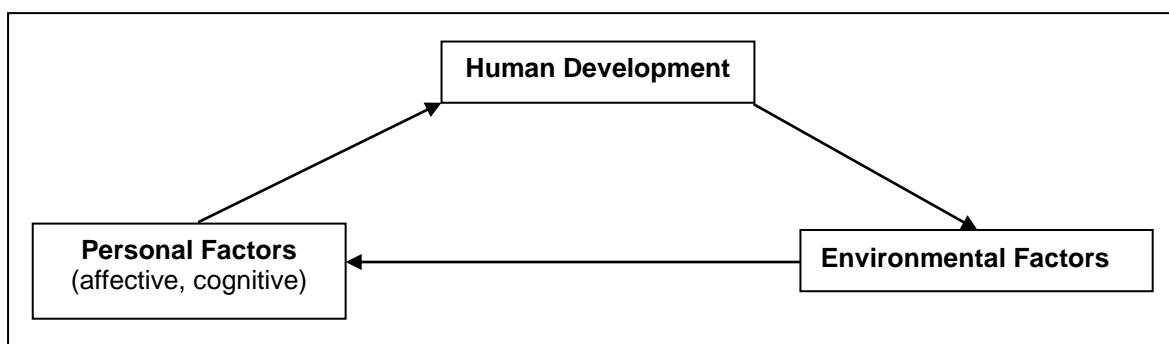


Figure 3.1: Concept of reciprocity behaviour (Mahyuddin, et al., 2006, p. 63)

This self-system provides an individual teacher the capacity to alter his environment and influence his subsequent performance. Therefore, the belief a teacher has is the key element

in exercising control and personal efficacy over teaching reading. This affects behaviour in two ways: either he engages in reading tasks he feels competent and confident in, or avoidance of those that he feels contrary. SEBs help to determine how much effort, perseverance and resilience a teacher should put into in a task of teaching reading. SEBs also trigger emotional reactions, for example, teachers with low self-efficacy believes that teaching reading is very hard and this develop stress, depression and a narrow vision on how to solve issues of learners with reading difficulties. These teachers believe that some learners will never improve their reading skills and will never succeed at school. This is not such a learner's problem, but rather that of the teacher who triggers such beliefs that affect learners' academic achievements. Teachers with high efficacy are relaxed in solving learners' reading difficulties. Therefore, these influences are strong determinants of an individual's level of achievement. Behaviour is an important aspect of teaching reading. It includes the teacher's attitudes, willingness, effort, persistence, and help seeking toward the challenge. How does a teacher observe himself: hardworking or lazy? Bandura and Locke (2003) ask questions associated with behaviour engagement, e.g. Do the teachers work hard at the task? Are they distracted, or putting forth only minimum effort? Do teachers persist at the task as they encounter difficulties or do they give up easily? Do teachers seek help when it is needed?

Not all help is indicative of behavioural engagement. Sometimes teachers seek help of obtaining appropriate reading materials from peers as they are too lazy to search for reading text. However when a teacher seeks help from peers in order to learn skills regarding teaching, then one can consider this as an indicator of behavioural engagement (Bandura & Locke, 2003). The environment is a factor that influences a teacher's or a learner's behaviour negatively or positively. Caprara, et al. (2004) reported that parents' environmental aspirations such as high levels of academic achievement motivate and help their children to progress and advance in education. This may result in high academic achievement. The environmental influence of the school, e.g. committed teachers that are hardworking and cooperating, and have support from management, positively influences teacher behaviour. Likewise is the vice versa situation. This indicates that a teacher should have high self-efficacy in order to persist and exert effort not to be negatively influenced. Teachers with high self-efficacy often attain better achievement, compared to those with low self-efficacy (Bandura, 1997; Pajares, 1996b; Schunk, 1995). Self-efficacy is also equated with self-competence; hence parents and teachers who exert great influence play a role to address learners' academic achievement.

3.4.2 Cognitive engagement

Motivation alone cannot make a teacher achieve designated goals, but teachers also need cognitive engagement. Teachers' understanding of; focus on and attention to the subject play a vital role in their teaching. A teacher cannot teach without a sound knowledge of teaching reading. An English teacher should be a good reader and have the necessary skills to teach reading. Before and during teaching reading, the teacher must know his/her subject content. Bandura and Locke (2003, p. 123) maintain that there is an expression that science teaching is not "hands-on, but also minds-on." Therefore the mind of the teacher should be on during teaching and knowing what he/she teaching is.

Teaching reading does not only start in in the class, but continues across all subjects. Bandura and Locke (2003) thinks that teachers should think deeply about the content of reading to teach to learners, and use different strategies for teaching reading to improve their learners' reading skills. All these cognitive aspects are important for teaching and achievements.

Teachers who are "metacognitive" in their teaching are more actively and cognitively engaged (Bandura & Locke, 2003). Teachers who concentrate more are on task to perform task. Dladla (1996) explains that metacognition is knowledge about cognitive states or process that can be shared between individuals. I agree with this statement as for a teacher to perform in his activity or task, he has to master the skills of his subject content. In this regard I refer to reading skills. It controls one's cognitive activities, includes the awareness of one's own learning and memory capabilities, use of effective and appropriate learning strategies, planning monitoring and effective strategies for revival. This means that metacognition is an engine which controls interpersonal knowledge, capabilities and understanding which makes a teacher to initiate different strategies on how to teach reading. This determines how accurate and fluent a teacher is in terms of teaching reading. A teacher who is fluent in reading is likely to influence his learners' reading abilities positively. Metacognitive control forms the self-management component of metacognition (Mofokeng, 1996). It involves planning, monitoring and regulation of good teaching activities. Planning which involves activities like setting goals, achieves better regarding reading. Teachers who reflect on their own thinking, action, and behaviour, monitor and regulate their own teaching. When a teacher finishes a section of reading; he/she asks him/herself whether learners have obtained the required speed of reading. He/she then tests the learners, lets them read again and assesses them. When some learners have not reached the required speed, he/she repairs the teaching

strategies. This type of self-regulation strategies are key to cognitive engagement in the class (Linnenbrink & Pintrich, 2003)

3.4.3 Motivational engagement

If teachers want their learners to improve reading in English, they have to show interest, value, and affect. Teachers need self-motivation for positive effective experiences while teaching in order for learners to also experience positive emotions (Linnenbrink & Pintrich, 2003). Research indicates that teachers, during their first year at a training college, university, or during their first year of teaching can distinguish their self-efficacy, for example teaching reading in this regard. A question could be, “can I do it” from their liking of the task or their beliefs of how useful or important the task is to them: “why do I want to do it.” Teachers should be willing to show personal interest in the subject they teach, and think it is important and worthwhile to teach it. Teachers should have positive emotional or effective experience while teaching. Bandura and Locke (2003) indicate that there are at least three aspects of motivation engagement in terms of interest and value: (i) personal interest reflects the learners’ intrinsic interest in the content of the subjects, for example a teacher could be intrinsically interested for teaching reading; (ii) utility value represents how useful the teacher believes the skills of teaching reading is to himself/herself, for example, a teacher may not have an interest in teaching reading, but views it useful for the benefit of the learners to progress their education; and (iii) teachers could have value beliefs about the importance of the content of teaching reading effectively for the benefit of learners in general life. As a result interest in the subject may result in higher teaching reading and value beliefs which can lead teachers to choose to engage in tasks in the future.

Additional to the three aspects of value beliefs, teachers’ affective or emotional experience is the important part of their motivation engagement in classrooms. Affect has not been examined as often as other motivational constructs, but it can play an important role in how to engage teachers in the classroom. The positive emotions such and pride and happiness in teaching English, contribute to teachers’ motivational engagement relates in the same way to negative emotions like frustration, anger, and anxiety, which detract from teacher’s motivation engagement in the classroom (Linnenbrink & Pintrich, 2003). Affect refers to factors that are internal or external and impede control in metacognitive processes; for example, a teacher may fail to improve learner’s reading skills when he harbours failures as a result of anxiety or low self-efficacy (Mofokeng, 1996). Anxiety, fear, and uncertainty a teacher experiences before he/she teaches reading may motivate him/her to work harder and use different strategies to engage learners.

3.5 Summary

For teaching and learning, reading is the most fundamental skill educators and learners should engage in, in order for education to be successful. The researcher identified that reading is a skill absent in many Namibian learners and that it leads to poor performance of learners throughout their entire academic process. The researcher decided to conduct this study that focused on teacher's experiences of SEBs on teaching reading. TSEBs play an influential role in human activity, which helps to determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations (Pajares, 2003; Pajares & Schunk, 2001). From the literature study it became evident that teachers' actions and effort are connected to their beliefs, perceptions, assumption goals, performance and taking their responsibility seriously to nurture the self-beliefs of their learners. It also uncovered that self-efficacy influences the academic achievements and behaviour. Bandura (1986, 1997) states that self-efficacy is the beliefs about one's capabilities to learn or perform behaviours at designated level and it has a measure of control over an individual's thoughts, feelings and actions. Beliefs that individuals hold about their abilities and the outcome of their efforts in many ways influence how they will perform. It is therefore not surprising that many studies indicate that self-efficacy influences academic achievement (Pajares, 1996a; Schunk, 1995). The literature review also indicates that teachers who believe that their self-efficacy influences the academic achievements of their learners, achieve better results when teaching reading. In Chapter four the research design and methodology for this study is explained and validated.

Chapter Four

Research Design and Methodology

4.1 Introduction

In this chapter, the researcher discusses the chosen research design by defining the concepts relating to educational research, providing reasons for the selection of a specific research approach, describing the specific strategies used during this study, and investigating the quality of relationship, experiences, natural setting, situations and holistic description of particular case or phenomenon (Fouché & Delport, 2005).

In general, research can be defined as a strategy for logically gathering evidence about knowledge (De Vos, 2005; Fouché & Delport, 2005; Patton, 2002). Research can be viewed as scientific inquiry and evidence based inquiry, demonstrating that approaches to research can be primarily quantitative or qualitative, and that research could be categorized as basic, applied, evaluation, or action research (McMillan & Schumacher, 2010). There are mainly two approaches to educational research studies: quantitative research and qualitative research approaches. The quantitative research approach is based on the philosophy of positivism which underpins the logical natural scientific method. This research is limited to what we observe and measure objectively. It strives to formulate laws that apply to populations, aims to explain the causes of objectively observable and measurable behaviour, follows systematic procedures for using measuring instruments, and in most cases, uses numbers during data analyses (Mitchell, 2005). Qualitative research investigates the behaviour of people in their natural settings and is applicable to human behaviour sciences (Mitchell, 2005). Therefore qualitative research approach focuses on human experiences which cannot be separated from people and their context. Studying teachers' experiences during their teaching of reading to learners at intermediate level in Namibian schools clearly matches the profile of a qualitative research.

Research design is a systematic plan a researcher uses to address questions like: What is the purpose of the research? What are the specific research questions? What is the main methodology (e.g. qualitative research, ethnography study etc.)? How will validity and liability be addressed? What kinds of data are required? and Who are targeted for the research? (Cohen, et al., 2007). Research design is therefore a plan of decisions or procedures for research which span from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). Information about these decisions relate to world view assumptions

that a researcher brings to the study, procedures of the enquiry (strategies), and the use of specific methods of data collection, analysis and interpretations. The selection of the research design is therefore based on the nature of the research problem or issues to be addressed, the researcher's personal experiences, and the target group of the study (Creswell, 2009).

4.2 Research design

Research design is a systematic process of making assumptions, collecting data and interpretation of the data in order to increase understanding of a phenomenon that effects on discovery, insight and understanding from the perspective of those being studied (Gall, Gall, & Borg, 2007; Leedy & Ormrod, 2010; Merriam, 2009). Babbie and Mouton (2001) refer to the approach (the paradigm) the researcher follows during the study as a particular phenomenon, i.e. the assumptions and decisions a researcher makes during the research process (Babbie & Mouton, 2001; Fouché, 2005).

In terms of initial assumptions, the long-standing debate of division between *subjective* versus *objective* views of society, and those of *sociology of regulation* versus *sociology of change* determines the world view of the researcher as researcher in terms of assumptions made during the design of research (Burrell & Morgan, 1979). Burrell and Morgan (1979) describe four paradigms with relating underpinning meta-theoretical assumptions: the structuralist, functionalist, interpretive and humanist paradigms (Figure 4.1).

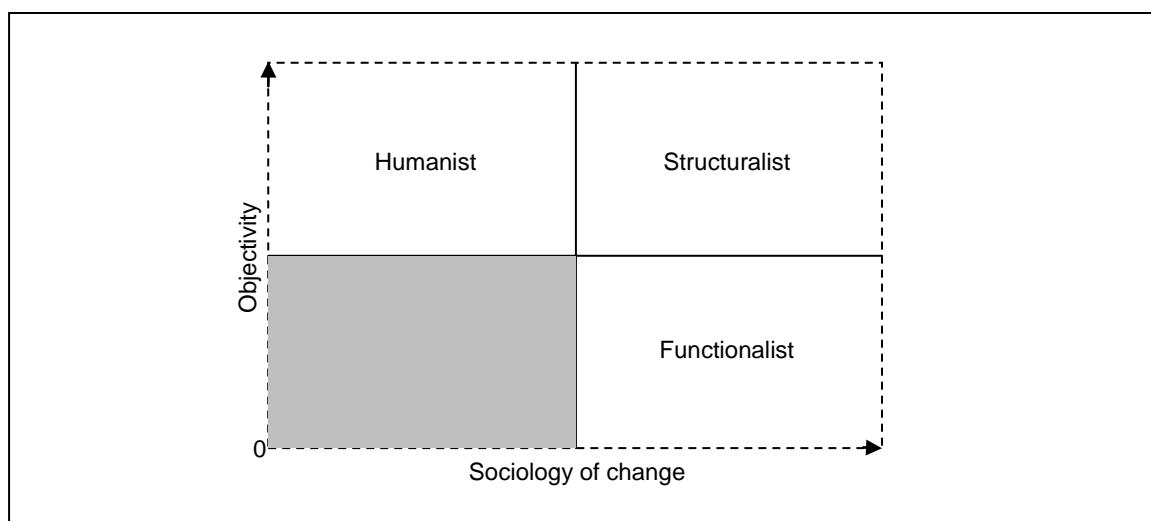


Figure 4.1: Four paradigms for the analysis of social theory (adapted from (Burrell & Morgan, 1979)

The research question that drives this study (Merriam, 2009) is to understand teacher's self-efficacy beliefs with regard to teaching reading in ESL and to determine their experience. In this regard the researcher aims to dig deeply for data on the experiences of the teacher related to teaching reading so as to explore a deep understanding of teachers' experiences in the natural setting where the phenomenon takes place (Fraenkel & Wallen, 2008). These assumptions relate directly to the interpretive paradigm:

The interpretive paradigm is informed by a concern to understand the world as it is, to understand the fundamental nature of the social world at the level of subjective experience. It seeks explanation within the realm of individual consciousness and subjectivity, within the frame of reference of the participant as opposed to the observer of action (Burrell & Morgan, 1979, p. 28).

Studying a phenomenon in a natural setting like the experiences of teachers relates to the terrain of the interpretative paradigm. Studies that investigate the quality of relationships, experiences, natural settings, situations and holistic descriptions of particular cases can best be addressed by qualitative methods which directly relate to the interpretive paradigm (Burrell & Morgan, 1979; Fouché & Delport, 2005; Fraenkel & Wallen, 2008).

Research design can be defined as the decisions a researcher makes during the planning and execution of a study. Terms such as *strategies*, *methods*, *tradition of inquiry and approaches* are all related to *design*. Design in qualitative context refers to the entire process of research, from conceptualizing a problem to writing the narratives (Creswell, 2008). Research design can also be described as plans and procedures a researcher uses in carrying out or conducting research study, including when, from whom, and under what conditions the data will be obtained. In other words, it indicates the general plan: how the research is set up, what happens to the subject, and which methods of data collection are used (McMillan & Schumacher, 2010).

In summary, the purpose of the research design is to:

- specify a plan for generating empirical evidence to address the research questions
- employ the design that will enable the researcher to construct valid and credible findings
- identify strategies that relate to the purpose of the study and the nature of the research question
- provide the researcher with confidence in the selected methods selected
- indicate the underlying philosophical assumptions of the study
- describe the selection of the respondents, data collection and analysis
- outline the skills required to performed the research

- denote the use of different designs like biography, phenomenology, grounded theory ethnography and case study (Creswell, 2008; Fouché, 2005; McMillan & Schumacher, 2010; Nieuwenhuis, 2007c; Strydom, 2005c).

4.3 Research methodology

Despite the increase in the popularity and sophistication of qualitative research, researchers still grapple with how such studies should best be conducted (Denzin & Lincoln, 2000). Although many books, monographs and articles are available on qualitative research design, each study should be designed with individual care, following the general guidelines from literature (Fouché & Delpont, 2005). Since this study is of a qualitative nature, the different methods and strategies should be defined and planned for in detail to ensure that the researcher will follow the most appropriate strategy.

4.3.1 Qualitative research methodology

Qualitative research design addresses many important questions with significant contribution to both theory and practice (McMillan & Schumacher, 2010). Qualitative research employs different philosophical assumptions, strategies of inquiries, and methods of data collection, various forms of analysis, and draws on diverse strategies of inquiry. Qualitative research makes it possible to study many layers and dimensions of a phenomenon and is therefore multifaceted (Creswell, 2009; McMillan & Schumacher, 2010). Qualitative research methods assist in the inquiry of problems of social nature, underlining the relationship between the researcher and participants, as well as emphasising the value-laden nature of the inquiry (Ministry of Education, 2008). Qualitative research is an interpretive approach which focuses on human behaviours and experiences in natural settings. It is a flexible and explorative approach during the research process to foster a deeper understanding of the phenomenon at hand (Merriam, 1998). It also explores phenomena like culture, politics and the physical environment of the people being studied. It is a holistic approach, characteristic of the interpretivist perspective (Denzin & Lincoln, 2000; Leedy & Ormrod, 2010). Qualitative research aims to explore, describe, understand the phenomena in order to make sense of it—to dig deep to obtain an understanding of the phenomenon (Fouché, 2005; Leedy & Ormrod, 2010; Merriam, 1998; Nieuwenhuis, 2007b). This approach seeks to ascertain how participants perceive a phenomenon: how they describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others (Patton, 2002).

Different schools of qualitative research refer to methodology as ethnographical, biographical and phenomenological methods as strategies of inquiry, or tools that can be used to design qualitative research. The current study zooms in on the lived experiences of the participants relating to the phenomenon of teaching reading. Phenomenology is concerned with obtaining the holistic picture of the phenomenon at hand. It collects data through in-depth interviews with participants and identifies what is common in their perceptions (Fraenkel & Wallen, 2008). Phenomenological studies describe the meaning of “lived experience” or people’s conscious experiences of their real worlds—their “everyday life and social action” (Creswell, 2003; Giorgi & Giorgi, 2008; McMillan & Schumacher, 2010; Schram, 2003). This approach studies the immediate experiences of each participant of their everyday situations (Creswell, 2003; McMillan & Schumacher, 2010). With the employment of the philosophy of phenomenology comes a focus on the lived experience itself—how experiencing something is transformed into consciousness. This approach is interested in the lived experiences of people and as such requires researchers to go directly to phenomenon itself (Merriam, 1998).

Phenomenological studies transform the lived experiences of participants into descriptions of importance; allowing for their reflections in the analysis of the qualitative data. This approach typically involves several in-depth interviews with participants who have experienced the specific phenomenon (Marshall & Rossman, 2011). Merriam (1998, p. 5) concludes that the qualitative research is “an umbrella concept covering several forms of inquiry that helps understand and explain the meaning of a social phenomenon with as little disruption of the natural setting as possible.” It involves data collection on how individuals make sense out of a particular experience or situation: It “attempts to understand people’s perception, perspectives and understanding of a particular situation” Delpont and Fouché (2005, p. 264). Qualitative researchers identify and explore the “essence” of human experiences concerning a specific phenomenon at hand (Creswell, 2003; Nieuwenhuis, 2007c).

4.3.2 Research context

In every study there probably exist numerous sites that could be visited for observation or where interviews, etc. need to take place. In qualitative research the sites or interviewees need to be purposefully (nonprobability sampling) selected by a researcher (Merriam, 1998) To contribute towards the authenticity of the research, the context in which, and the purpose for which the collection of data took place, should be clearly described. The following aspects should be considered:

- implications of the research design (e.g. qualitative or quantitative research design)
-

- a description of the participants
- the participant selection plan
- the data collection procedure
- the relationship between the research question and data collection strategies (Fouché, 2005).

The context of the research can be a setting, situation, or environment that relates to the phenomenon at hand. It is multi-layered, interrelated, and consists of aspects like history, religious politics, economy, and the physical environment (Fetterman, 2010). The context of the research requires a research narrative of the setting and the participants central to the phenomenon. The setting may be their workplace, home, social organisation, or school—the place where a story physically occurs (Creswell, 2012). In this case the research is related to teachers' work environment at a school. The researcher should contemplate the implications of his/her choice of context, the ethical considerations, and how these choices affect the way in which researcher engages with research participants (Walford, 2001).

In this study, the research context became the primary schools and the classrooms in which the research took place. The researcher conducted the study at four specific schools, because of their:

- geographical location, which is semi-urban in the Namibian context which would be comparable to most rural schools elsewhere (Figures 4.2-4.5)
- low economic status of their communities
- low employment where the general unemployment rate is about 23% (Namibia Statistics Agency, 2012)
- inadequate educational background of the learners' parents where the non-literacy rate of most parents would relate to about 19.1% (Namibia Statistics Agency, 2012)
- reading problems of most of the learners as observed by the researcher who was a teacher in this region for many years.

Figures 4.2-4.5 depict the four participating schools of the Kavango region, Ncuncuni circuit, including the school where the researcher taught for six years before transferred to Windhoek, Khomas Region. Three of the selected schools were situated about five to ten kilometres from the nearest town of Rundu, Kavango Region. One school was an inner-town school in Rundu. This school was added to the research context after the participants from other school that was formerly selected withdrawn to participate in the research. Table 4.1 compares the characteristics of the four participating schools.



Figure 4.2: Photographs depicting participating school 1



Figure 4.3: Photographs depicting participating school 2



Figure 4.4: Photographs depicting participating school 3



Figure 4.5: Photographs of a participating school 4

Table 4.1: Comparison of the characteristics of the four participating schools *

Characteristic	School 1	School 2	School 3	School 4
Location of school	“Inner-town” in a rural area	“Informal settlement” in a rural area	Rural	Rural
Grades	1-7	1-7	1-7	1-7
Number of learners (2011)	893	1305	834	393
Number of teachers (2011)	25	31	23	12
Facilities:				
Classrooms	Sufficient	Over-crowded	Over-crowded	Over-crowded
Computer laboratory	√	X	X	X
Internet	√	X	X	X
Library	√	X	X	X
School hall	√	X	X	X
Toilets for learners	√	X	X	X
Electricity	√	√	X	X
Photocopier machines	√	√	X	X
Fences	√	√	X	X
Cleanliness of school	√	√	X	X
Orphans and vulnerable children (OVC)	Very few	High number	High number	High number
Parents employment	Mostly employed	Mostly unemployed	Mostly unemployed	Mostly unemployed
Parents contribute towards School Development Fund	Majority	Minority	Minority	Minority
Soup kitchens	X	√	√	√
Learner absenteeism	Low	Average	High	High
Teacher absenteeism	Low	Average	High	High
Discipline	Good	Some problems	Poor	Poor
Academic performance	Good	Acceptable	Poor	Poor

* Adapted from the Ministry of Education (2008)

This selection of participant schools relates to Merriam’s (2009) description of a research context that is purposefully selected to include the general context of the phenomenon. These schools were purposefully selected as the researcher was interested to discover, understand and gain insight information with regard to low reading skills of semi-urban school learners. This map shows the four schools in Namibia, Kavango Region, Rundu, Ncuncuni circuit.



Figure 4.6 Map of Namibia indicating where the schools are located in Kavango Region



Figure 4.7: Photograph depicting the economic status of the nearby communities

4.3.3 Role of the researcher

The researcher should come to the study without contaminating history—as a professional person, to diminish bias during the research. However, during a qualitative study like this one, the researcher should be familiar to the participants and accepted by them as a trustworthy colleague with whom they can share confidential information and feel comfortable that they will not be exposed or harmed in any way (Cohen, et al., 2011).

Merriam (2009) describes the four general roles of the researcher in qualitative studies: (i) complete participant, (ii) participant as observer, (iii) observer as participant, and (iv) complete observer. The role of the researcher in this study relates to teachers' experiences and self-efficacy beliefs pertaining to teaching reading whereby the researcher created social relationships and collaborative partnerships with the participants in order to generate understanding of the phenomenon through data collection and analysis (Maree & Van der Westhuizen, 2007). Merriam (1998) indicates that the role of the qualitative researcher is that of *active facilitator*, provoking interviewees to talk freely about their experiences, views, feelings and thoughts without influencing the participants' utterances. The researcher should also direct and formulate questions when participants seem not to understand what is required from them. However, the researcher should always respect the way the participants choose to respond and how they frame their responses (Marshall & Rossman, 2011; Merriam, 1998). A qualitative researcher should be an active participant in the research in order to interact with the participants in such a way that contextual-based findings could be achieved without influencing the research directly or indirectly.

As part of his role, the researcher of this study (i) collected data; (ii) transcribed the data; (iii) analysed the data; and (iv) reported his findings (Markham, 2005). The researcher of this study collected data at the phenomenon's natural setting. The researcher played an active

role by going to participants' schools to interview them in order to obtain data regarding their beliefs and experiences on teaching reading. He created personal relationships with the participants to the extent that they trusted them. He consequently created a setting in which unbiased data could be collected while he engaged naturally with the participants.

The researcher made appointments with the English teachers via the principal's office and he informed the participants about the purpose of the research, their voluntary participation in the research, and the importance of their participation. In this regard, the researcher was an active facilitator during the interviews while he encouraged the participants to talk freely about their views, feelings and thoughts, without influencing them in any way. The researcher listened carefully to what the participants shared about their concerns, beliefs, and experiences (Cohen, et al., 2011).

4.3.4 Participant selection

Research sampling comprises two main strategies: probability sampling and non-probability sampling. Probability sampling is based on randomisation, while non-probability sampling is done without randomisation (Strydom, 2005a). Although the random sampling represents opportunity for selecting impartial samples, it is not always the aim of qualitative researchers as they often select participants who can best inform on a specific phenomenon. Non-probability sampling does not guarantee representation of the population, but conveys the information on a selected group (Leedy & Ormrod, 2010).

During non-probability sampling the researcher has to plan how many participants will be required in a cluster to adequately address the research question. Often participants relating to qualitative studies are selected purposefully, non-randomly, and the sample is mostly small (Merriam, 2009). The researcher intentionally selects participants who can provide the best insight into the research phenomenon (Creswell, 2008). The aim is to obtain rich data in order to develop a deep understanding of the phenomenon at hand. However, the selection criteria for the inclusion of participants should be outlined (Gall, et al., 2007).

The selection criteria for inclusion in this study related to *two teachers* from each of the *four schools*:

- one experienced teacher (five years and more) in teaching ESL
- one novice teacher (one month to four years) in teaching ESL.

This strategy tallied to a total of eight teacher-participants in this small scale qualitative phenomenological study that did not require the selection of a large sample as no attempt will be made to generalize the findings (Cohen, et al., 2007). If data saturation were not reached during data analysis, the researcher would select additional participants (Merriam, 1998). However, the analysis indicated sufficient data saturation based on their teaching experiences and required no additional participants.

Table 4.2: Participants' teaching experience and qualifications

Participant	Gender	Grade(s) teaching	Teaching experience	Experience in teaching English reading	Qualifications	Position
1	Female	4 & 5	13 years	13 years	BETD and DEAL	HOD
2	Female	5-7	11 years	9 years	BETD and BTECH	Teacher
3	Male	5-7	10 months	10 month	BETD	Teacher
4	Female	5 & 7	14 years	14 years	BETD and DEAL	Teacher
5	Male	5 & 7	4 years	4 years	BETD and ACE	Teacher
6	Female	5-7	15 years	10 years	ECP and BTECH	Teacher
7	Male	5-7	4 years	4 years	BETD	Teacher
8	Female	5-7	3 years	3 years	BETD and ACE	Teacher

Table 4.2 lists the participants' grades they teach, teaching experience and the qualifications at the time of the interviews. Three participants had less than five years of experience that the researcher required for participation in the study. The other four participants had ten or more years of teaching experience in ESL. The qualifications of the participants related to Basic Education Teacher's Diploma BETD. Six participants had additional qualifications. The participants therefore mostly met the criteria for inclusion in the research.

4.3.5 Data collection

Qualitative research mainly uses five strategies for data collection: (i) observations; (ii) interviews; (iii) questionnaires; (iv) document analyses; (v) field notes (research journals); and (vi) audio and visual media (Maree, 2007; McMillan & Schumacher, 2010). Some scholars only mention interviews, observations and field notes (Fraenkel & Wallen, 2008). Qualitative data collection procedures should serve the research question by collecting the data necessary to best address the research question. During phenomenological studies data should describe the experience of the participants regarding the particular phenomenon in order to understand the meaning relating to the issue at hand. Research interviews therefore often produce the most appropriate data to address specific research questions, as the researcher can dig deep to elicit the meaning from the participants. The researcher is the main research instrument during qualitative research (Marshall & Rossman, 2011), and multiple interpretations of meaning are possible for the same experience. However, the meaning of the experi-

ence for each participant is what in reality constitutes meaning (McMillan & Schumacher, 2010). Through a series of interviews the researcher is able to put into larger context that what respondents have experienced.

4.3.5.1 Interviews

Qualitative data collection of this study relates to individual, in-depth, semi structured interviews with the selected participants. Individual interviews are conversations between two people in which the interviewer—the researcher—asks the participants questions to collect data and learn about the experiences of participants. The aim is to understand the world through the eyes of the participants (Nieuwenhuis, 2007b) in terms of certain aspects from the participants' point of view (Greeff, 2005). In this regard, the teachers' experiences and self-efficacy beliefs about teaching reading in Namibian semi-urban schools were at the heart of the study.

Semi-structured interviews are commonly used in qualitative research to collect data and require participants to answer a set of predetermined questions in order to gain detailed insight into participants' beliefs, perceptions, and experience regarding their teaching of reading. (Nieuwenhuis, 2007b). Semi-structured open-ended questions are ideal to obtain comprehensive and comparable data as all the participants are asked the same questions (Creswell, 2008; Denzin & Lincoln, 2000; Greeff, 2005; Patton, 2002). Greeff (2005) defines semi-structured interviews as those organised around areas of particular interest, while allowing flexibility to gain in-depth understanding. Open-ended questions were suitable for this study, as they allowed the participants to respond according to their individual experiences. The aim was to attain "breadth of coverage across key issues, and depth of coverage within each" (Merriam, 1998, p. 148). In-depth interviews are useful for gathering facts, accessing beliefs about facts, identifying feelings and motives commenting on the standard of action, exploring present or previous behaviour, eliciting reasons and explanations (Cohen, et al., 2007).

"Interviewing is the careful asking of relevant questions in order to gain in-depth information from participants and lived experience in regard to activity being studied" (Fraenkel & Wallen, 2008, p. 445). The interview schedule questions (Addendum 4.1) for this study were compiled according to aspects that became evident during reviewing literature. Aspects like experiences and cognitive, behavioural and motivation engagement with regard to teaching ESL were included (Gall, et al., 2007). A researcher conducts an interview with a participant because he/she is interested in the participant's story (Greeff, 2005). Marshall and Rossman

(2011) describe individual semi-structured interviews as constructing knowledge where two people discuss a “theme of mutual interest.”

In this interactive design the data were collected face-to-face by means of interviews in order to gather more data from participants in their natural settings as they share their experiences about the phenomenon under study. The researcher had to provide as much information as possible so that participants were able to consider and to negotiate the terms of their involvement. In this study it was the researcher’s role to explain that the reason for the specific interview was to learn more about the teacher’s experiences in teaching reading.

The researcher informed the participants that the research was carried out in order to find out what the problems are with teaching reading, for the benefit of teachers and learners in the region as well as for the country at large. He/she also had to make it clear that the research was not aimed at assessing the weakness or strength of their teaching performance, and that it would have no effect on their teaching positions nor on their teaching qualifications. The researcher made it clear, as the interviews will not be published; that all shared information would remain confidential between the researcher and the participants; and that the participants could feel confident to share their experiences with him (Gall, et al., 2007).

Table 4.3: Schedule of the conducted interviews

Participants	Date	Place	Arrangements	Constraints	Time frame
1	12 Oct 2011	In the office of the HOD	Appointments via the principal office, prior to the interview	No constraints as the teacher showed interest, the room was very quiet	09h:00-10h:05
2	12 Oct 2011	In the office of the HOD	Appointment was done via office of the principal, prior to the interview	The teacher first looked panicky and nervous as she spoke very fast, later she gained confidence	10h:30–11h:30
3	13 Oct 2011	Participant’s classroom	Appointment was done via office of the principal, prior to the interview	The teacher lacked confidence, could not elaborate on the answer.	09h:00-09h:55
4	13 Oct 2011	Open class room	Appointment was done via office of the principal, prior to the interview	Very noisy outside the class by learners, they were looking through window curiously. The participants walked out for two minutes to stop the learners from making noise.	11h:00-12h:10
5	14 Oct 2011	Open class room	Appointment was done via office of the principal, prior to the interview	Too noisy on the school ground. There was no control over learners	10h:00–11h:05

Participants	Date	Place	Arrangements	Constraints	Time frame
6	16 Oct 2011	Open class room	Appointment was done via office of the principal, prior to the interview	Too much noise at school by learners, some even entered the interview room, until the participant had to chase them out	12h:00–12h:05
7	18 Oct 2011	HOD office	Appointment was done via office of the principal, prior to the interview	Participants postponed from 17 to 18 Oct 2011. Interview place was quiet	09h:00–10h:07
8	24 March 2012	Participants' homes	The appointment was made telephonically directly with the participants	The first interview in Oct 2011 got lost, we had to reschedule for another one in March 2012	09h:30–10h:35

Table 4.3 shows how the interviews were conducted. The researcher first made appointments with the office of the principal to inform him/her about the plans for the interviews: when the interviews were, who would participate in the interviews, and the aim of the interviews. There were some challenges during the interviews, as depicted in the table. At the beginning of the interview with participant 2, the participants looked panicky and nervous. At first she spoke very fast, but later gained confidence. Participant no. 3 was a novice teacher and confidence was lacking as he could not provide any further explanation after giving a short answer. Noise made by learners was a big constraint, especially during the interviews with the participants 4, 5 and 6. Postponement of the appointment was only experienced with participant 7. The last constraint which I regarded as the biggest challenge was when I lost my laptop, and interview 8 was not yet transcribed. The researcher had to reschedule another interview the following year on 24 March 2012.

4.4.3 Research journaling

Research journaling is a powerful way for researchers to provide account of their experience. Journal writing is a relatively recent way of capturing research information (Connelly & Clandinin, 1998). It is important for a researcher to keep record of procedures and reflections of his/her perceptions and experiences, especially during research data collection. Journaling is valuable for phenomenological studies in order for the researcher to reflect on the research process and provide contextual information to interviews (Creswell, 2007). The notes from a researcher's journal can augment other data capturing strategies like electronic capturing of interviews and observations. The researcher's journal was added as comments in Atlas.ti™ (Addendum 4.2).

4.4.4 Capturing of data

The researcher has to plan for the recording of the data in a systematic manner appropriate for the participants that will facilitate analysis before the data collection commences (De Vos, 2005). Fontana and Frey (2005, p. 702) strongly advocate that the researcher should record the participants' responses in qualitative research studies during data collection. Accurate capturing of data is important for transcription and analysis at a later stage. Voice recordings instead of notes taken by hand allow for much more detailed recording of the interview (Creswell, 2008; Greeff, 2005). Hand-written field notes often do not capture the research experience accurately. Voice recordings can be augmented with notes from a research journal (Connelly & Clandinin, 1998). The researcher has to inform the participants that he will use the voice recorder in order to obtain participants' consent or permission (Greeff, 2005; Marshall & Rossman, 2011).

Before obtaining their permission to record the interview, the researcher should explain to research participants the reason for electronic capturing of the interview, as well as the way in which the data will be treated (Greeff, 2005). The researcher informed the participants that the interviews would be recorded for later transcription of the data, and they all agreed on the electronic recording of the interviews. During this study the researcher used electronic voice recorders as they are compact and simple to use and they produce quality voice recordings (Potter & Wiggins, 2008).

4.4.5 Analysis of the data

Data collection and data analysis are an integrated process. Data analysis consists of (i) preparing and organising the data (transcribed textual or imagery data) for analysis, then (ii) reducing the data into themes through the process of coding, and (iii) representing the data into figures, tables, ready for discussion; and finally (iv) conclusion drawing and verification (Creswell, 2007; Fraenkel & Wallen, 2008; Greeff, 2005; Huberman & Miles, 1998; Nieuwenhuis, 2007a). Data analysis and interpretation can be represented as a spiralling image—the researcher moves in analytic circles rather than using a fixed linear approach. Data analysis is therefore a flexible approach which means the analysing of data could change before, during and after the data collection process (Creswell, 2007). Marshall and Rossman (1999) argue that the analytical spiralling process can be presented as linear steps, but these steps should not be used as a prescriptive recipe.

4.4.5.1 Preparing of data

The process of converting recorded materials into text was the first step in the analysis itself as it inevitably helps a researcher to become familiar with data. After transcribing the data, the researcher gave the transcripts to participants for confirmation of their correctness. All the participants signed off the transcriptions. The researcher now focused on data reduction (Horrocks & King, 2010).

4.4.5.2 Data reduction

Data are reduced through the process of coding for which a researcher chooses or creates a conceptual framework to bring the data to light. Data reduction processes suggest grounded theory approaches that relate to three ways of coding: *open coding*, *axial coding* and *selective coding* as phases of data analysis in qualitative research approach. This study used open coding whereby the researcher examined the text (transcripts and research journals) for salient categories of information supported by the text (Creswell, 2007). The researcher attempted to saturate the data by continually looking for linking text, as well as further interviewing (where appropriate) participants until no new insights emerged from the data. The process of bringing order to masses of collected voices (data) to text, structures, and interpretation is messy, ambiguous and time consuming, and during this process the researcher may feel anxious and tormented (Marshall & Rossman, 2011).

The researcher transcribed and analysed the data as soon as possible after the interviews while the perceptions he formed during the data collection were still fresh, in order for data saturation to be easier. At the onset of the study it was impossible to predict how many interviews would be needed. The data were now ready for presentation (Greeff, 2005; Huberman & Miles, 1998). The researcher attempted to set aside his own experiences of teaching reading and focused on the experiences of the participants (Creswell, 2007).

The data were deductively categorised according to the following categories: *behavioural engagement*, *cognitive engagement* and *motivational engagement* as they formed the basic elements for effective teacher engagement. The different segments of data collected through interviews were compared to determine similarities and differences in order to seek recurring patterns (Merriam, 1998). The researcher developed tentative codes for each theme of the three categories that would provide initial codes for the deductive part of the coding. The researcher then proceeded to code the data inductively. The data were inter-

preted, examined and scrutinised by asking other researchers to verify the analysis. The Atlas.ti™ analysis is available as Addendum 4.2.

4.4.5.3 Conclusion drawing and verification

This was the final stage where the researcher interpreted his findings by drawing meaning from the data display (Huberman & Miles, 1998). The data were then analysed with the research question in mind to pinpoint the issues relating to low reading skills. Concepts from the literature review were continuously consulted to compare his findings with the work of other researchers on the research topic, as well as for contextual findings on the issue at hand. The overall description of this case was constructed and, based on the researcher's analysis, conclusions were drawn that might even have implications beyond the case where the data were collected. The findings of this research will build the collective knowledge base that informs professional practice and theory development (Gall, et al., 2007).

4.5 Trustworthiness of the research

Validity and reliability are the kingpin of trustworthy research: "Validity and reliability are two important concepts to keep in mind when doing research, because in them the objectivity and credibility of research are at stake" (Silverman, 2004). It is important for researchers to point out aspects that contribute towards, or take away from, the trustworthiness of research.

4.5.1 Reliability

Reliability means how much the data can be consistently trusted (De Vos, 2005; McMillan & Schumacher, 2010). "Reliability of measuring instrument procedure is the stability or consistency of the measurements. It is the degree to which a test consistently measures whatever it measuring" (Gay, Mills, & Airasian, 2011, p. 165). The term *reliability* in qualitative research could also be replaced with *credibility*, *neutrality*, *dependability*, *consistency*, or *applicability*—how *trustworthy* the research is: "the degree of error that exists when obtaining measure variables. No measure or instruments is perfect; each will contain a degree of error. The error can be because of the individual (general skills, attitudes, motivations) or because of the way the instrument is designed and administered" (McMillan & Wergin, 2002, p. 10). Qualitative reliability indicates that the researcher's approach should be consistent during the study. In order to check this, the researcher in detail described the procedures he followed during this phenomenological study (Creswell, 2008).

The researcher took the following steps to ensure reliability during this study:

- *Replication logic*: I conducted interviews with multiple participants up to the point of data saturation
- *Code-recode strategy*: I coded the data over an extended period of time to ensure consistency of coding strategy. Another researcher also checked for coding consistency
- *Stepwise replication*: I approached my supervisors to check on the consistency of compiling the patterns in the computer-based qualitative data analysis program
- *Researcher's position*: I explained my position as researcher and declared my bias relating to data collection and analysis
- *Audit trail*: I explained all the procedures followed during this study. The transcribed data are available in Addendum 4.2.

4.5.2 Validity

Validity is the most important idea to consider when selecting instrument for use, more than anything else in qualitative research studies (Fraenkel & Wallen, 2008). Validity is defined as *appropriateness, correctness, meaningfulness and usefulness* of specific inferences a researcher makes, based on the data collected. Validity is all about drawing of appropriate conclusions based on the data obtained from an assessment. Validity is the extent to which findings relating to a phenomenon can be generalized to a *similar situation* (Gall, et al., 2007)—the degree to which an instrument measures what it supposed to measure and consequently, permit appropriate interpretation which can be generalised to similar settings (Gay, et al., 2011; Maree & Pietersen, 2007). “Validity refers to an extent to which an empirical measure accurately reflects the concept it is intended to measure. In other words the validity of the measurement procedure is the degree to which the measurement process measures the variable it claims to measure” (Delpont, 2005, p. 160). In qualitative research, validity means that a researcher checks for the accuracy of the findings by employing certain procedures. Therefore, validation is the process of collecting and analysing evidence to support such inferences and the truth of the data collected—the degree to which evidence supports any inference about specific use of instruments that are validated, but not the instruments itself.

The researcher ensured validity through the following measures:

- *Research journal*: I conducted the research in a natural setting of the phenomenon and consistently made notes after interviews to ensure that the participants' experiences were conveyed more real and accurate. Interim data analysis and corroboration enhanced the validity of the data collected
- *Data recorded*: I used voice recorders to obtain accurate data and ensure verbatim transcription of the data
- *Triangulation*: I used multiple literature resources to confirm and enhance the findings.
- *Verifying raw data*: I took notes during the interview and immediately after the interview I compared my observations with the transcribed data
- *Consistency checks*: I compared the transcribed data with the voice recordings to ensure accuracy
- *Verbatim accounts*: I obtained signed off statements from the participants that the transcriptions of the interviews were accurate
- *Controlling for bias*: I stated my bias and tried throughout the study to keep this in mind and not influence the participants according to my views
- *Responded review*: I checked the consistency of my coding with a peer researcher
- *Low-interference descriptors*: I made use of a computer-based qualitative data analysis program (Atlas.ti™) to capture the text by coding to ensure the precise, literal and detailed descriptions of respondents and situations.

4.6 Ethical considerations

Strydom (2005a) indicates that the concepts of ethics, morality, community standards, laws and professionalism differ from one another without necessarily being mutually exclusive. The term *ethics* implies preferences of behaviour in human relations, and morality deals with matters of right or wrong. Participants should not be harmed in a physical or emotional manner. The researcher has to insure that no violation of ethical aspects takes place before or during data collection. Ethics is “a matter of principled sensitivity to the right of the others. While truth is good, respect for human dignity is better” (Cohen, et al., 2011, p. 84). Ethical aspects therefore, refers to the question of right or wrong: “When the researcher thinks about ethics, the basic question to ask in this regard is; is it ‘right’ to conduct a particular study or carry out certain procedure?” (Fraenkel & Wallen, 2008, p. 53). The researcher was also alerted to any sensitive ethical issue that may arise during the study (Gay, et al., 2011). As part of the ethical clearance the dissertation was submitted to Turnitin and a satisfactory report has been obtained (Addendum 4.3).

It was the researcher's responsibility to ensure the protection of the privacy, anonymity and confidentiality during collection of the data (Briggs & Coleman, 2007; McMillan & Schumacher, 2010; Merriam, 1998). Ethical permission consent issues related to:

- The Ethics Committee of the NWU provided ethics clearance for the study after submission of an ethical clearance application (Addendum 4.3)
- My supervisor obtained permission for the research from the Ministry of Education in my home region at semi-urban schools in the Kavango region where I was working as a teacher (Addendum 4.4)
- The researcher explained the study to the principals, as well as how ethics would be observed during the study (Gay, et al., 2011). Permission for the research, and for conducting the interviews, was obtained from the principals at the various schools (Addendum 4.5)
- The purpose of the research should be clearly communicated to the participants (Strydom, 2005a). The researcher provided a full disclosure of the purpose and explanation of the research to the participants (Addendum 4.6). They were informed about the reasons as to why such research was conducted, and also informed that participating in the interview would in respect have no effect on their teaching post, evaluation of their job performance or teaching qualifications. The participants were informed that the interview was voluntary; therefore one could withdraw at any given time
- All conversations were recorded and the data were kept safe and treated confidentially.

4.7 Value of the research

Since independence, for more than twenty years, the reading difficulties of Namibian learners have been noted. Throughout my ten years of teaching English, I have observed that reading is a problem in Kavango Region, especially the Ncuncuni-circuit, although not limited to this region. This manifested as a low grade achievement in ESL national examination—especially for grades ten to twelve. I believe that the most contributing factor is the poor reading skills from primary levels. Learners with reading difficulties which are not addressed during the beginning of their primary school levels result in low grade academic achievements in ESL. The findings from the study could inform inspectors, advisory teachers, principals, heads of department for English Language, English teachers, parents, learners, and other stakeholders in education on factors contributing to low reading skills in order for us to address the problem. Education officers and heads of department of English can use this

study as a guiding document during training workshops of experienced and novice teachers to inform them on the roots cause of the problems.

4.8 Limitations of the study

Creswell (2003) defines limitations of a study as the potential weaknesses of a study. In every research design there is always weaknesses that researchers should take cognisance of. All research has limitations and all research designs have trade-offs in terms of advantages and limitations (Marshall & Rossman, 2011; Patton, 2002). Even though it is sometimes difficult to identify weaknesses at the proposal stage, researchers are advised to anticipate potential weaknesses in their studies (Creswell, 2003). Merriam (1998) indicates that human instruments are likely to make mistakes. Therefore, with the researcher as instrument, with humans as participants, mistakes are likely and opportunities are missed. Although the researcher was not experienced as a researcher with the qualitative research method of conducting interviews, the promoters took the necessary steps to help and train the researcher in conducting interviews and commented on the interviews as they progressed. Furthermore, institutions like schools are public organisations and are influenced by external factors such as policies, rules and regulations which can change to fit their environment (McMillan & Schumacher, 2010).

4.9 Summary

Chapter four described the research design and methodology followed during this study. The paradigm from which the study originated and the consequential research design followed. The research design took into account the context of the research, the role of the researcher, and the research strategies the researcher followed in order to collect data to address the main research question. Data collection strategies and data analysis were outlined. The chapter also outlined the ethical considerations observed during the study.

Chapter Five provides a comprehensive description of the data analysis and findings from the interviews with the eight ESL teachers who were the participants in this study.

Chapter Five

Data analysis and findings

5.1 Introduction

The research question that underpinned this study was: Do teachers' efficacy beliefs influence their teaching of reading? Chapter Four described the design and methodology used with regard to selection of the participants and explained the method of data analysis. The research followed a qualitative approach. Analysis in qualitative research brings order, structure and meaning to collected data (Brouwers & Tomic, 2000 ; De Vos, 2005). The researcher collected information through interviews which were recorded and transcribed. Eight English teachers participated in this study; four teachers with less teaching experience (a month to four years), and the four with more teaching experience (five years and more). Preliminary codes for initial deductive analysis were established through reviewing the literature and interviewing the participants. These preliminary codes guided the researcher to reduce the data and to establish initial merging patterns. There were many preliminary codes, but the inductive reasoning allowed the researcher to combine codes to form precise and meaningful codes. The development of inductive categories allowed the researcher to link or ground these categories to the data (Berg, 2001).

These categories addressed the research in order to gain a better understanding of the main research question (Figure 5.1). Bandura (2012)'s theoretical framework of social cognitive theory underpins the work of Pajares (2003) as well as Linnenbrink and Pintrich (2003). Since the research question addressed teachers' SEBs in teaching reading, it was important to consider Pajares (2003) four sources from which a teacher can form his/her SEBs: A teacher's interpretation of his/her performance, comparisons, verbal messages, social persuasions from other colleagues and anxiety or stress that a teacher might experience. It was therefore crucial not to focus on one source, but to consider different sources which might have an influence on a teacher's SEBs. The combination of the different sources determined whether the teacher's experience of his/her SEBs were positive or negative towards teaching reading. The data analysis identified school environment (Figure 5.1) as an additional source which could influence teachers' SEBs with regard to teaching reading. The research was also based on the theoretical framework of Linnenbrink and Pintrich (2003) that addresses human beliefs that might have an influence on the way teachers teach reading and have an impact on learners' reading skills. This framework of SEBs comprised sources such as behavioural, cognitive, motivation and engagement. Therefore, the formulation of ques-

tions for data collection and analysis was based on the framework of Linnenbrink and Pintrich (2003) and the four sources of Pajares (2003) (Figure 5.1).

Throughout his eleven years of teaching English, the researcher realised that reading among learners in Namibia remained a very big concern. The aim of the research was to determine the SEBs from the participants with regard to teaching reading. The interviews were analysed in sub topics based on the established code to make the finding and analysis precise and understandable. This chapter reports on the analysis of the collected data (Figure 5.1).

5.2 Sources of self-efficacy beliefs

In the field of teachers' self-efficacy many authors mention that beliefs are postulated from four sources that influence academic achievements of learners (Schunk, 2003). The sources are mastery experiences, vicarious experiences, persuasions and physiological states (Mahyuddin, et al., 2006; Pajares, 2003; Schunk, 2003). In this study the researcher added school environment as an additional source which may have an influence on a teacher's SEBs. Figure 5.2 displays *mastery experiences* as the first source of SEB.

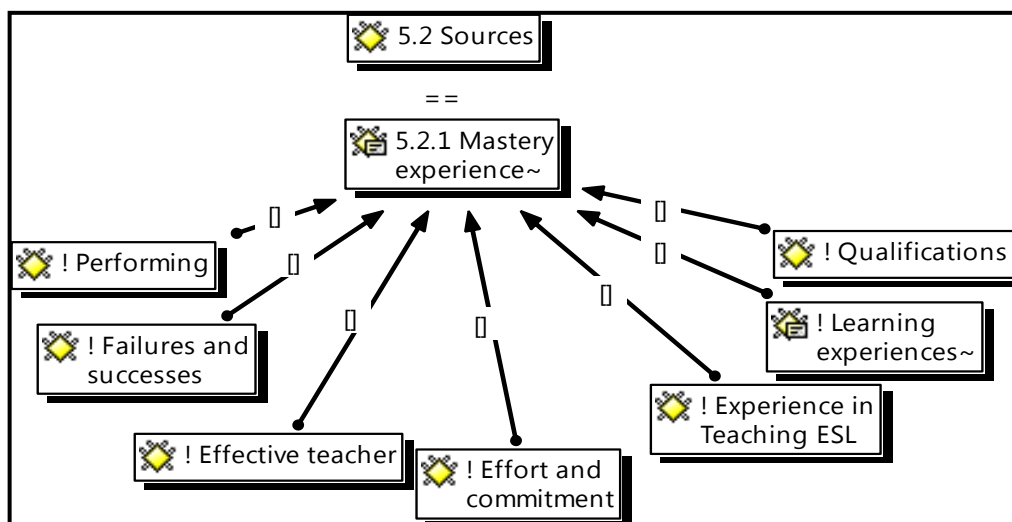


Figure 5.2: Mastery experiences

5.2.1 Mastery experiences

Mastery experience is when an individual interprets results of his/her purposive performance or actions. It is referred to as the interpreted results of one's performance. When the outcomes are interpreted as successful it tends to raise self-efficacy; and when the outcomes

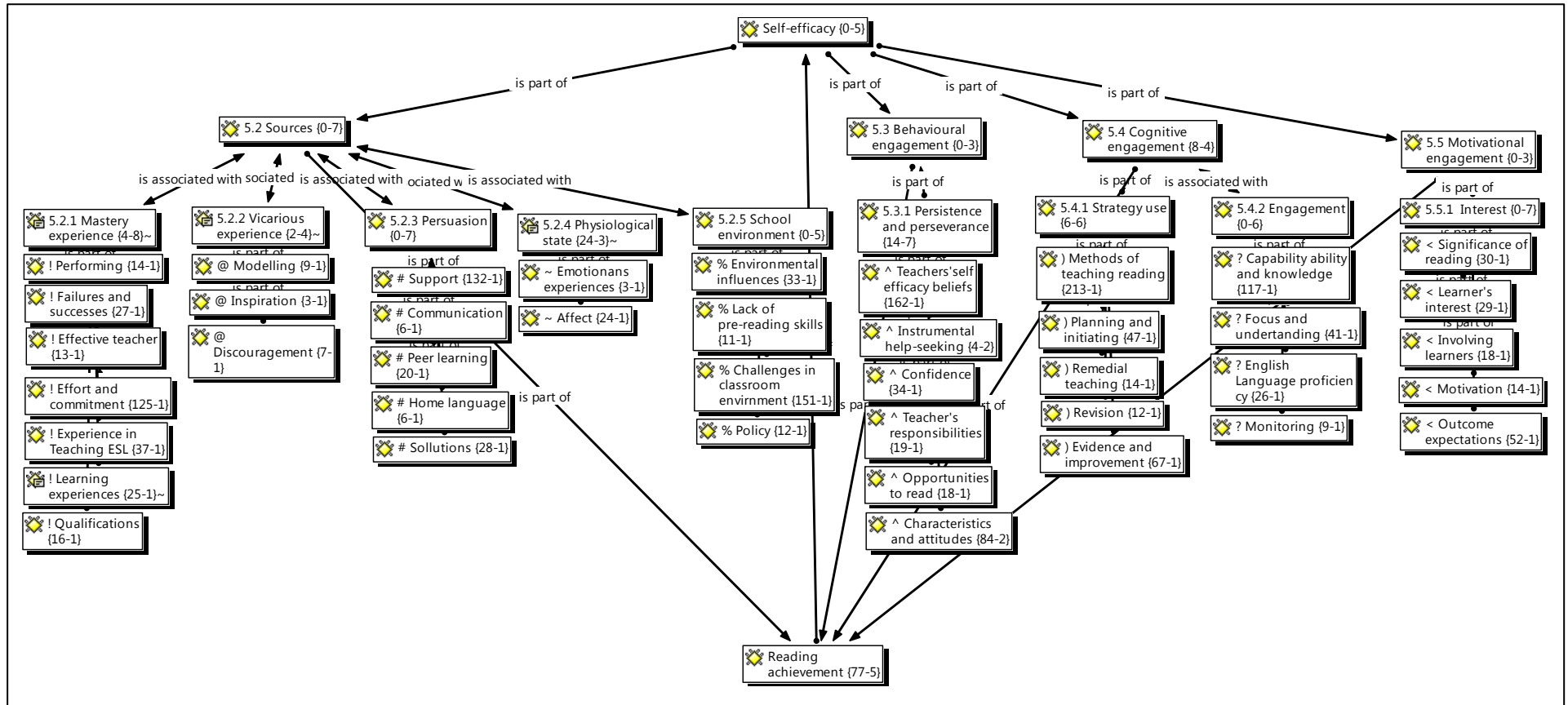


Figure 5.1: Coding structure of teachers' self-efficacy beliefs

are interpreted as unsuccessful, it tends to lower a person's self-efficacy (Pajares, 2003). Individuals judge their performance as successful or unsuccessful according to their own interpretations. This SEB will have an influence on the teacher's performance of teaching reading. A teacher's attempts can be a determining source in forming SEB when teaching reading. Mastery experience is viewed as the most influential for SEBs (Tschannen-Moran & Woolfolk Hoy, 2007).

5.2.1.1 Performance

Performance in most cases is a result of maximum effort put in by the teachers. Teachers' efforts will most likely result in learners performing well and teachers are pleased and satisfied in their attempts to teach reading. Some teachers commented on their performance and the learners' improvements:

I have seen learners have improved, even parents are coming back with positive feedback that their learner's reading skills has improved (P1, 33)

I always get positive feedback from parents as well as improvements from learners, some parent even sent me text message that "my kid is improving and I do notice that as well" (P6, 79)

This second term there was a great improvement most of them shifted from D symbol to C symbol we even got some learners who got A's symbols (P6, 73).

A participant indicated that during the first term learners struggled to read, but later on they read. When learners performed well it raised teachers' SEBs regarding their teaching reading. When learners struggle to read it could lower or discourage teacher's self-efficacy. Some factors discourage teachers if learners were not performing well and these affected learners' reading skills:

Overcrowding of learners in our classes you find 45 to 50 learners (P4, 15)

I always experience more absenteeism so this makes me not to grow in terms of teaching (P4, 24)

I am teaching 4 classes of 50 learners each and in total they are 200. So when I give them reading comprehension for marking learner's book, it becomes a problem (P7, 39).

A participant indicated that the problem of overcrowding is an issue which was communicated to the inspectors of education and up to now the problem has not yet been solved. This is the major problem with regard to teaching reading in the classroom situations. One participant stated that the overcrowded classroom influences ability to effectively teach a reading lesson.

5.2.1.2 Failures and success

Mathebula (1992) states that the success teachers experience enhances their confidence, persistence, perseverance levels and raises self-efficacy (Schunk, 2003). SEB is generated from your own successes or failures when performing a task.

Actions that result in successful consequences tend to be retained and actions which lead to failure are discarded, or put aside (Chacon, 2005). Mathebula (1992) states when a teacher achieves good results for example where the learners' reading skills are improved due to the teacher's effort, persistence, perseverance and appropriate strategies, it becomes a positive mastery experience and the action will most likely be repeated. Good results from teaching reading are based on the teacher's own experience which becomes a source of positive SEBs. Failure brings about resilience. Teachers become informative rather than demoralising to manage failures (Bandura, 2012). Failure discourages or weakens the SEBs which becomes a negative mastery experience (Chacon, 2005). The teacher's successes in teaching reading will therefore raise their SEBs:

I get feedback from teachers at secondary schools where my learners are, and the feedback I always get is my learners are performing well (P5, 55)

There I can rate myself at 9 and I have seen learners have improved (P1, 37)

My learners have improved when it comes to reading and understand (P5, 48)

I was thinking that they are slow learners, now they can read, even when I compare the marks of reading comprehension for January and now it is far different (P6, 71).

One participant indicated that getting help from colleagues, especially the managers and advisory teachers, raises their SEBs. Another participant indicated that inappropriate support weakened their SEBs and lessened their enthusiasm:

She's has never advised me on anything related to a subject, that's why even if I have a problem it is not easy for me to go and look for her (P8, 48)

Some of experience teachers have knowledge on how to teach reading, but they are not helpful (P3, 48)

I remember there was a time I wanted to develop a booklet and I asked photocopies papers to the management of the school the management unfortunately rejected the idea (P1, 23)

The management's assistance is very low, like now our library is closed, because the person (HOD) in charge is on maternity leave (P6, 34)

When it comes to advisory teacher I can say that they are not doing their work, we don't have that close relationship in order for us to share the difficulties and the problems we have (P6, 38).

The management or advisory teachers are failing to render support to teachers, e.g. availing resources or guidance on teaching strategies it lowers their SEBs. Inadequate support to

teacher by administrators and resources lowers teachers' SEBs (Yost, 2006). Teachers who implement effective teaching strategies will most likely contribute towards improving the learners' reading skills. Mathebula (1992) confirms that successful teachers work hard and achieve positive results. The successes enhance their confidence, persistence and perseverance with regard to teaching reading, which consequently result in increased SEB.

5.2.1.3 Effective teachers

Teachers can learn from their own performance, whether the outcome is positive or negative. When teachers yield good academic results their SEB increase and they become role models to others. Effective teachers believe that to achieve better results they should assess their capabilities:

I am trying my level best to teach the subject effectively (P2, 16)

I can't blame learners alone for this but then teachers also (P2, 51).

Studies on effective teachers show that conscientious teachers are resilient and persistent (Bandura, 1997; Schunk, 1995), despite being confronted with challenges and obstacles (Yost, 2006). These are known as innovative teachers who show initiative, believe in perseverance, and strive for achieving predetermined goals:

I am trying to create some new activity (P3, 38)

I do search for information through internet (P3, 52)

I make sure to bring some articles which talks about the requirements to qualify for those professions (P5, 62)

I give relevant text based on our environment (P3, 69).

Effective teachers give appropriate reading activities and resources to improve learners' reading skills. (Chamberlain, 1998) states that the effectiveness of the individuals' SEBs, effort and commitment contribute towards improving reading tasks, affect learners' academic growth and achievements in reading.

5.2.1.4 Effort and commitment

Efficacious teachers believe they should assist learners in achieving good results and realise the importance of their academic outcomes. Their beliefs determine their own ability and effort to execute a specific task. Teachers with high self-efficacy always perform at higher levels due to their enthusiasm, commitment and positive teaching behaviour (Klassen, et al., 2009; Skaalkvik & Skaalkvik, 2010). Caprara, et al. (2011) indicate that committed teachers

are always innovative, work hard and are willing to put more extra effort in their work in order improve their reading skills, as well as those of the learners:

I am trying my level best to teach the subject effectively (P2, 16)

I do print this information and present it to my learners (P3, 31)

I do also collect some newspapers from town and take very interested stories (P4, 51)

I am talking now what makes her to improve reading is the effort from me as a teacher (P7, 23)

I have to deal with them until they get at better level (P8, 21)

I do this in order to assist those who have difficulty in reading (P1, 28).

One participant stated that she visits her colleague two or three times a week for guidance on teaching reading. The participant further indicated that by doing so, learners are motivated to collect magazines and newspapers to get interesting stories that they can read and share the information in the class.

Committed teachers with a high sense of efficacy guide learners to acquire skills in reading (Majzub & Yusuf, 2011). A shortage of commitment from teachers affects learners' academic performance:

A teacher is not attending to such intelligent learners, and then it becomes a problem (P8, 27)

If teacher are not giving enough reading activities then the problem will be carried to grade 7, this means teacher's laziness will be transferred to the learners (P8, 23).

The scarcity of commitment of experienced teachers may be demotivating and have a negative impact on novice teachers as they have not yet discovered which strategies and methods are successful in their teaching. Experience in teaching ESL seems to have an impact on teachers' SEBs and subsequently also on learners' academic achievements.

5.2.1.5 Experience in teaching ESL

Teachers indicate that having experience in teaching ESL reading does have a positive impact on their SEBs. They know which strategies are effective and appropriate as well as what needs to be done in order to improve learners reading skills. Through experience teachers gain knowledge and empower themselves to become experts in their field of teaching:

I am an experienced teacher (P1, 31)

English with 13 years of teaching experience (P1, 9)

Teaching now for 15 years (P4, 13)

The experience have also told me something (P, 55)

The more I am acquiring the experience the more I am becoming better (P4, 17).

Good results or outcomes go hand in hand with many years of experience in teaching ESL. Teachers become self-confident in their ability to teach reading and positive self-efficacy towards teaching reading is experienced. Some teachers admitted that they do not have a lot of experience in teaching reading, had only attended a few workshops and still needed to gain more experience in order to be successful:

Since the time I started teaching here at this school from 2004 I just attended one workshop, up to now nothing (P6, 38)

We need to come together and even try to organize mini workshop within the department at school (P7, 35),

I still need more experience (P3, 27)

I am only with 4 years of teaching experience (P1, 23).

Participants stated that teachers need learning experience to develop strategies for teaching reading effectively. Learning experience is gained when teachers expand their experience in teaching reading.

5.2.1.6 Learning experiences

Learning experiences are when teachers learn from the consequences of their own actions. Learning experiences can also be attained through duplicating other teachers' good practices, and using models which have a positive impact on their self-efficacy (Schunk, 1995). Teachers gain experience, which makes them gain confidence, and become more capable when furthering their studies; reading books and using the Internet to gain more information and skills for teaching reading. Teachers need to acquire knowledge, and develop their teaching strategies to improve learners' reading skills:

The vocabularies I told you I got advice from her that when it comes to reading always start with vocabularies first (P5, 33)

I do search for information through internet (P3, 52)

I also bought a book which is at grade 8 level and I make sure to use this book (P5, 53)

I always make sure to work on the vocabularies and spelling before I have to commence with the reading process (P7, 51).

Teachers' learning experience, ESL skills development, and capabilities coherently play an important role in their mastery experience.

5.2.1.7 Qualifications

Qualifications is an aspect of mastery experience which either lowers or raises the SEBs of a teacher. Underqualified or unqualified teachers sometimes feel that they have insufficient skills and knowledge to perform the tasks, while a qualified teacher usually feels confident and capable of performing the tasks (teaching reading). Recent policies have identified teachers' qualifications as an important component leading to teachers' high SEBs with regard to learners' better academic achievement (Connor, et al., 2005). All the participants hold a minimum Basic Education Diploma and some obtained post graduate qualifications:

My qualification so far is Basic Education Diploma (BETD) (P7, 12)

I have only Basic Education Diploma BETD and I am perusing my study with IOL and doing Advance Certificate in Education (ACE) (P3, 13)

My qualification is Basic Education Diploma (BETD) and Diploma in African Language (DEAL) (P1, 9)

My qualification is BETD English as Second Language and I have (ACE) specializing in English (P8, 12)

My qualification is Primary Education Certificate ECP and BTECH currently I am doing my Masters in Business Administration MBA (P6, 13).

It is vital for teachers to learn from their peers with better qualifications and more experience in the field of teaching reading to strengthen their SEBs. Mastery experience and vicarious experiences have an influence on a teacher's SEBs.

5.2.2 Vicarious experiences

The second source of self-efficacy is *vicarious experiences*. This can be defined as the effect produced by the action of others. Individuals undergo a learning experience when they observe others performing certain tasks (Pajares, 2003). Teachers observe other teachers' activities as successful or unsuccessful which will strengthen his/her judgement, and assumption that the same activity will yield similar results (Senemoglu, et al., 2009). They aspire to achieve the same success or rectify the mistakes through perseverance, persistence and effort. Figure 5.3 depicts vicarious experiences as part of sources of SEBs and modeling, inspiration and discouragement as part of vicarious experiences.

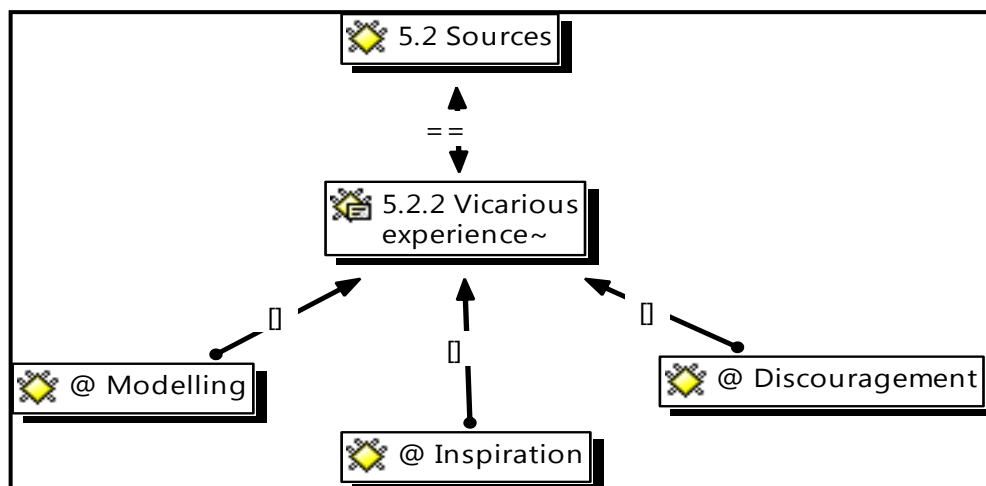


Figure 5.3 Vicarious experience

5.2.2.1 Modelling

Modelling refers to the observation of actions, strategies and behaviours during the execution of lessons. Modelling provides most comparative information for evaluating one's own capabilities (Mofokeng, 1996). Individuals gain valuable experiences when they observe others performing tasks (Pajares, 2003). Teachers have to learn from one another as they teach together:

One workshop I attended I learned some hints on how to teach reading from volunteer teacher and advisory teacher (P1, 13)

I learned the method of matching pictures with words, whereby learners try to read words and match the words with pictures (P1, 15).

Teachers acknowledged learning and grasping skills from their colleagues when they attended workshops. This can be a powerful influence that inspires teachers to learn from others.

5.2.2.2 Inspiration

Teachers will be inspired when they are rewarded or praised for their success in producing fluent readers. The *Readathon* annual program for schools reading competition motivates teachers as well as learners to practise more on their reading skills to attain good results.

My wish is to meet an English teacher from ST Boniface College the best performing school in Kavango Region (8, 56).

Teachers are inspired by other teachers they hear and see performing well in teaching reading. Vicarious experience can also discourage teachers when they observe the inadequacies of their peers.

5.2.2.3 Discouragement

Discouragement occurs either through observation or modelling of the behaviour of others. Pajares (2003) confirms that teachers become discouraged when they observe laziness and inadequacies of their peers. Teachers sometimes feel discouraged when they see others dealing with challenging situations and complex tasks (Mathebula, 1992) especially when they observe their learners' inability to read:

...when I just interpret the real life situation of teaching reading to learners I found it very discouraging, because learners can't read (P3, 21)

...a surprise to me to see that a grade 7 learner can't read a sentence (P3, 42)

...the situation of my learners the level of reading is very poor; in most cases they don't know most of the words (P5, 17)

We have a lot of learners with difficulties in reading, some of them only know one word in English like "go" but they are old you can't take them to grade 1 (P7,14).

The researcher learned that intermediate teachers are easily discouraged, especially when the competencies of their learners are at a foundation level. To avoid the discouragement, teachers should be persuaded to persevere.

5.2.3 Persuasion

The third source of SEB is *verbal persuasion*. Verbal persuasion refers to encouragement and motivation the individual receives from colleagues, school management team and inspectors in education (Bandura, 1997). The researcher established codes relating to persuasion according to the literature which indicates that persuasion comes from support, peer learning, home language and communication (Figure 5.4). These aspects can positively influence teachers' SEBs with regard to teaching reading.

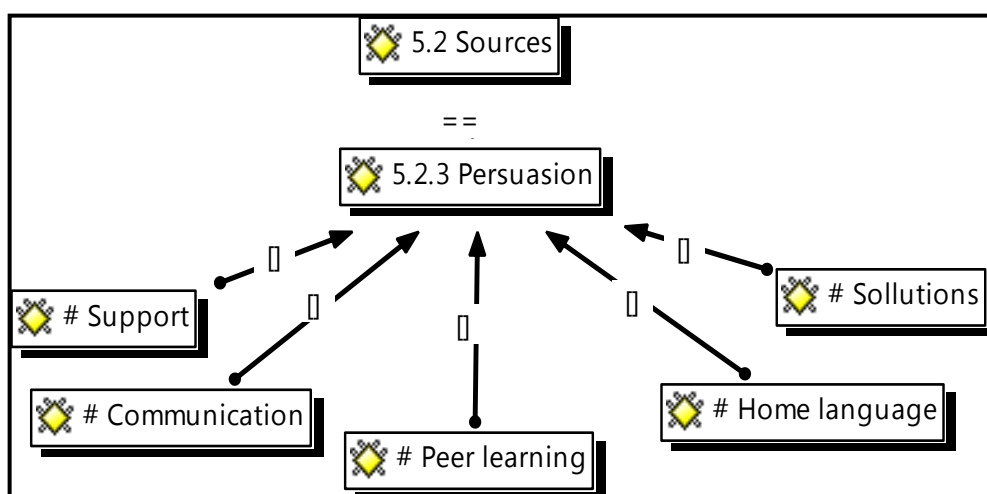


Figure 5.4: Persuasion

Bandura (1986) indicates that there are two types of persuasion; verbal persuasion and social persuasion. Verbal persuasion is communicating to teachers into believing they possess the capabilities to teach reading fluently to learners and achieving good results. Social persuasion is limited in its power to create enduring increases in self-efficacy, but it can contribute to successful performance if the heightened appraisal is realistic (Bandura, 1993). Individuals also develop SEBs as a result of verbal message and social persuasions they receive from others, especially from their supervisors.

Your English is good. It was well understood. I add that I am not assessing the English but I am interesting for information (P1, 47)

She applauded me for my teaching approach. She told me that she have no problem seeing me teaching English which include reading (P2, 16)

Be a role model for them (P5, 59).

Positive persuasions may work to encourage and empower teachers in terms of teaching reading. Teachers who receive encouraging feedback from others, especially from management, feel more inspired and work harder to succeed in achieving good results (Pajares, 2003).

5.2.3.1 Support

Supportive relationships with teachers, such as interaction and encouragement from their colleagues, motivate teachers achieve the outcomes for reading (Zhang, 2011). Teachers achieve the lesson outcomes when get the necessary support from parents, the Department of Education, colleagues, teacher resource centres and School Management Teams (SMTs):

I seek help for specialized teacher who knows the subject content better (P2, 18)

I do seek assistance from my colleagues (P3, 29).

More resources such as libraries with books, newspapers, magazines and learning media (television) at school also support teachers in their teaching and learning strategies:

I do get a lot of information and sometime go to the library in town (P3, 31)

I get information through internet which provides more information about strategies (P3, 52)

Library books and ask many more from other organization even though our library is very small (P6, 34)

I usually go to Teacher's Resource Centre (TRC) and get reading texts from newspapers, books, magazines and sometimes on the internet (P8, 54).

Support influence teachers' SEBs as it instils a positive attitude to persist in their task to achieve good results. Communication is another aspect that will affect teachers' performance.

5.2.3.2 Communication

Communication with parents, colleagues and peers is a key factor in effective teaching and learning (Steele, 2010), and is important in learners' academic achievements especially when learners experience problems. Teachers share ideas and strategies with one another and partnering with the parents to assist them to improve learners' reading skills:

I go ask help from my colleagues at other schools in the circuits and they assist (P4, 27)

One of the strategies I use is to call learner's parents and explain the problem and tell them the important of School specifically reading (P1, 31)

I make sure to meet every parent and tell them about their learner's level of reading and tell the parents to encourage their learners to read (P6, 79)

When a child acknowledge that the teacher and the parents are communicating on the issue of school work [reading problems] the definitely a child will put more effort to improve his reading level (P1, 31).

With regard to communication with teachers, it is vital for English teachers, especially in Namibia, to create a network for peer learning, where colleagues in nearby schools, circuits or regions meet to share best practices.

5.2.3.3 Peer learning

Peer learning is, amongst others, when teachers in similar situations encourage and empower each other through observing lessons and sharing ideas, practices and strategies (Pajares, 2003). During peer observation teachers explain, discuss and reflect on their understanding, feelings, and actions (Bell & Mladenovic, 2008, p. 736). Peer learning enables teachers to learn from one another:

You are helping each other and both of you are learning (P4, 66)

We make group preparation with home language teachers to prepare the same content (P5, 57)

I decided to go and find out this specific teacher in order to tell me as to how does she teach her learners (P5, 42)

I do always consult my friend teaching at private school for advice and I got all these information by seeking for help from other teachers (P5, 33)

Try to organize mini workshop within the department at school and invite the advisory teacher (P7, 35)

To my colleagues we teach together in our departments I do ask on certain topic as how can we approach it (P7, 29).

Another participant indicated that she asks help from colleagues at other schools in the same circuit with regard to teaching. High perceived teacher collective efficacy enhances a group's capability to enlist administrative support, foster creative problem solving and influences, advise each other on issues relating to teaching and improve individual capability (Goddard,

2001). Networks create opportunities for teachers to interact (Pajares & Schunk, 2001) with each other to plan teaching reading, make a positive contribution to improve learners' reading skills, and at the same time heighten the teacher's sense of self efficacy (Skaalkvik & Skaalkvik, 2010).

The influence of mother tongue plays an important role in teaching reading, e.g. pronouncing the word as in home language can confuse learners. Therefore when the teacher prepares in groups, the whole discussion should be in ESL to help those who are not proficient in English to develop their English vocabulary.

5.2.3.4 Home languages

In order to improve reading teachers need to demonstrate certain competencies (understand, speak, read and write) in the English language. Wolfaardt (2005) points out that one of the reasons why Namibian learners have problems with reading as Namibian teachers have limited English reading proficiency skills (Zimunya, 2011, p. 04) and are not literate in English as means of communication. In the classroom situation some teachers use home language to explain activities to learners.

...this effect learner's progress if teachers translate or explain 90% of work to learners (P5, 57)

Even when it comes to reading, the pronunciation is more of the mother tongue (P6, 22)

...we Africans our mother tongues influence the pronunciation of words (P6, 32).

It is therefore important that the ESL teachers in Namibia find a solution to enhance their teaching of reading to learners.

5.2.3.5 Solutions

When teachers are persuaded, motivated and encouraged at school, they are more enthusiastic towards their teaching career. Teachers who experience self-fulfilment in their work surroundings tend to look for solutions and appropriate strategies when experiencing teaching problems (Carroll, et al., 2009). Most of the participants suggested solutions to improve learners' reading skills:

I select those learners who are having reading problem then in the afternoon I group them together and teach phonics pair of word etc. (P8, 72)

We also need to make reading corners where by reading books like magazine, newspapers and pamphlets are put in the corners of the class (P6, 86)

Monitoring, moving around in the class will be very easy to ensure that learners are reading effectively (P7, 49)

Teachers need to work very hard together and upgrade our qualification to acquire more skills on how to teach reading (P2, 51).

Teachers must be able to find solutions when faced with reading problems in his/her classroom. The solution to this problem is to apply versatile strategies for teaching reading to ensure that learners are able to acquire the skill to decode words accurately, as well as the ability to understand the concept that the letters and sounds represent (Alexander, 2005). One of the strategies can be to read aloud (Riggs & Enochs, 1990). Mutenda (2008) advocates the use of reading aloud as the main strategy for improving learners' spoken and reading English as supported by one of the participants:

...if learners read aloud I will definitely know that this learners does not know how to pronounce these words correctly, that is why I am always using more of reading aloud and spelling also (P6, 29).

Versatile reading strategies alone cannot improve learners' reading skill, but also the teachers' functioning: the physiological state of the teacher, e.g. emotions and the result of these during the application of the strategies when presenting a lesson.

5.2.4 Physiological state

Physiological state deals with emotions such as anxiety, stress, arousal, mood, and the reactions:

sweating and heart rate increase of the teacher (Schunk & Zimmerman, 2007). Teachers experience feelings of joy, anxiety or self-doubt about their abilities which can contribute to low academic achievement of learners. Figure 5.5 illustrates the physiological state: emotions, experiences and affect, of participating teachers.

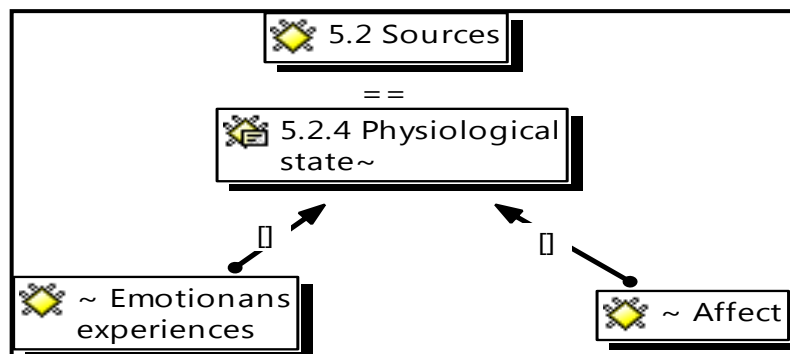


Figure 5.5: Physiological state

5.2.4.1 Emotional experiences

Physiological experience is an emotional arousal that adds to a feeling of capability or incompetence, for example teachers' feeling of anxiety or self-doubt in their abilities or insufficient experience (Tschannen-Moran & Woolfolk Hoy, 1998). Some of the participants have self-doubt emotions about their experiences in teaching reading:

I still did not gain more experience and I am only in this profession for 10 months therefore, I am not sure if I am excellent (P3, 15)

I can rate myself 5 due to the fact that with the little experience I have we had a lot of learners with difficulties in reading (P7, 14)

The little experience that I have in teaching English, I can rate myself maybe from eight to ten there (P8, 14).

Another participant experienced self-doubt and was unable to rate her competencies. When a teacher experiences feelings of success, e.g. after teaching a successful reading lesson as a result of exercising control over a lesson, it is because he/she possesses the experiences of teaching reading:

I believe to rate myself at number 8 as (very good) with the reasons that I am an experience teacher and undergo some workshops of teaching reading (P1, 11).

This means that feelings or emotions have an effect on teachers' performances with regard to teaching reading.

5.2.4.2 Affect

Affect refers to internal or external factors that impede control in metacognitive processes e.g. a teacher may fail to improve learner's reading skills when he/she embraces failures as a result of anxiety or low self-efficacy (Mofokeng, 1996). Affect can result in negative or positive emotions of a teacher with regard to teaching reading. Teachers should have positive emotional or effective experience while teaching reading (Linnenbrink & Pintrich, 2003). Positive emotions such as pride in teaching English contribute to teachers' motivational engagement:

I regarded reading as my favourite lesson skill to teach (P3, 21)

She told me that she have no problem seeing me teaching English which include reading, that gave me courage that I can teach the subject (P2, 16).

One of the participants indicated that motivation as an affect can discourage negative emotions. Linnenbrink and Pintrich (2003) further indicate that negative emotions like frustration, anger, and anxiety affect teachers' engagement in the classroom. External factors lower performance of a teacher:

...sometimes families problems can come in then you can't do it continuously (P6,

55)

We don't have that close relationship in order for us to share the difficulties and the problems we have (P6, 38).

One of the participants indicated that relationships at school with colleagues play an important role with regard to learners' academic achievements. Good relationships among colleagues create a positive school learning environment.

5.2.5 School environment

During the data collection the researcher discovered that the four sources of self-efficacy were not sufficient without the inclusion of school environment. To address the whole context of teaching reading, the environment of the school plays a significant role in teachers' SEBs. The school environment forms an important component of a teacher's collective self-efficacy (Chong, et al., 2010). It was therefore important to perceive how the school environment impact on teaching. The researcher identified and established codes (Figure 5.6) indicating school environment as sources of SEBs, and some aspects that form part of school environment.

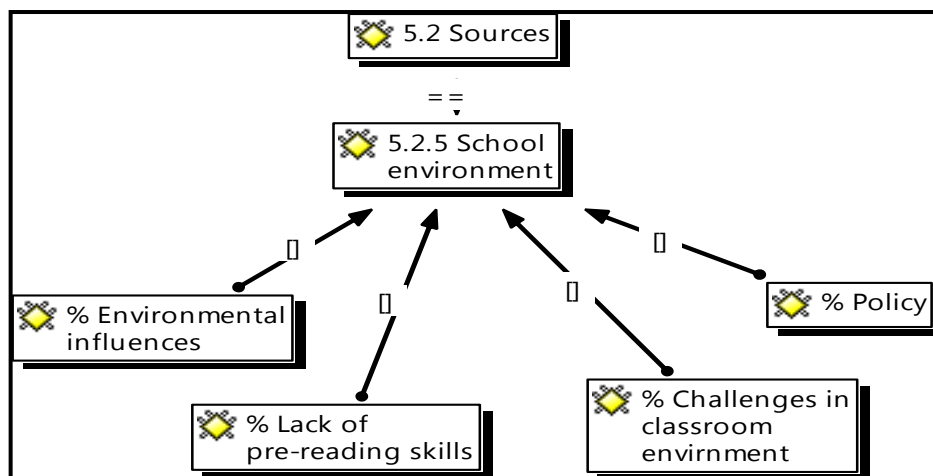


Figure 5.6: School environment

5.2.5.1 Environmental influences

The school environment encourages or discourages teachers to raise or lower their SEBs with regard to teaching reading. Teachers' SEBs will increase if the school is well resourced with a sound parental and socio economic support, from lower to upper-primary (intermediate) level teaching and learning. If the school environment is not conducive to support teaching and learning, especially the insufficient provision of resources, it lowers the level of

teacher's self-efficacy. Insufficient resources in a school contributes to teacher work dissatisfaction, which then can lead to low performance of learners (Buckley, Schneider, & Shang, 2004). Some of the participants described their school environment:

...due to some reasons like not enough resources (P6:18)

...the problem is lack of classroom (P7, 47).

Even though the school environment can be conducive to teaching reading, many participants indicated that the community where learners live affect teaching reading:

Our learners in this environment has a big problem because where they live, there is no electricity they are not exposed to T.V (P4, 23)

Parents are illiterate; they can't assist their children with reading skills compare to those who live in town (P4, 23)

This school has higher number of orphans and vulnerable (P5, 27).

One participant said that the socio economic background of learners creates more problems as most of the children do not have parental support. Teachers experience a lot of absenteeism and this hampers their teaching.

5.2.5.2 Insufficient pre-reading skills

Teachers at lower grades fail to teach learners to acquire basic reading skills. Teaching reading of ESL especially in lower primary classrooms in Namibia receives little attention and many teachers teach in their home language (O'Sullivan, 2003). Teaching phonetics at an early age is considered the best method to develop learners' reading skills as the progression of good reading depends on the recognition of phonics skills (Connelly, et al., 2001). Participants indicated learners cannot recognise English phonics and the letters of the alphabet:

Learners not prepared by the teachers from lower primary to the upper grade (P8, 24)

I think is their educational background. It seems they lack phonics understanding (P4, 57)

Some learners were just ignored at a lower grade by teacher (P8, 72).

The phonetics of ESL differs from the phonetics of their home language and this brings a lot of challenges to the classroom environment.

5.2.5.3 Challenges in classroom environment

The classroom environment contributes to teachers' SEBs. Participants indicated that the classroom environment poses challenges such as overcrowding and insufficient discipline:

Challenge I am facing is overcrowding of learners in the class find 45 to 50 learners in each class (P1, 17, 26)

Numbers of learners and the desk in the class it is overcrowded you can't even move around in the class to monitor (P7, 37)

You have stop for often and say no "Keep quiet", because if learners are many in the class some will pay attention, but others won't (P8, 63)

I am teaching 4 classes of 50 learners each and in total they are 200. So when I give them reading comprehension for marking learner's book, it becomes a problem, (P7, 39)

...when you identify learners who have problems in specific class it like half of the class and you are not only teaching that class, you are teaching like three (3) classes then if you combine those classes you will then make like two classes full again (P7, 18).

Overcrowded classrooms hamper teachers' ability to monitor, identify and teach learners with reading problems. Even though the situation is complex in the classroom environment (Schunk, 1991) a teacher with a high sense of self-efficacy will be willing to create a good learning environment (Mutenda, 2008).

5.2.5.4 Policy

Teachers in the northern part of Namibian rural schools (Ondangwa, Omusati, Ohangwena, Kavango) condemn the Namibia Language Policy of 1993-1996 (Murray, 2007). A retired school teacher, said that the language policy has failed to develop the language competencies of Namibians (Kisting, 2012). Harris (2011) claims that the medium of instruction is a major cause for concern in schools. Teachers suggested English as language of instruction from grade zero onwards (Karamata, 2011) as learners struggle with the transition from FL to English as medium of instruction, especially in rural schools. Teachers further recommend that automatic promotion should be demolished, for it is detrimental for the learners (Karamata, 2011):

The influence of mother tongue to change to English sounds of phonics then it becomes a problem (P4, 23)

....our education policy, which states that learners can't repeat the grade for the second time even if she/he did not meet the basic competency (P2, 15)

...from grade one (1) to three (3) medium of instruction as home language and from grade four (4) up ward is changed to Second Language, English, so when learners reach grade 5 they struggle to understand everything in English (P4, 59).

One participant commented that the automatic transfer policy needs to be re-addressed. The automatic transfer policy states that learners cannot repeat twice in a phase. As a result many learners reach upper grade (intermediate level) without knowing how to read. It is also of importance when developing or formulating educational policy teachers need to be consulted (MacBeath, Oduro, & Waterhouse, 2004).

5.3 Behavioural engagement

Persistence and perseverance, teachers' beliefs and responsibilities, opportunity to read and characteristics were identified as aspects of behavioural engagement. The researcher discusses each aspect separately to explain in detail how these aspects form part and parcel of behavioural engagement. Figure 5.7 indicates persistence and perseverance as part of behavioural engagement and some aspects that form part of persistence and perseverance influenced by teachers' SEBs.

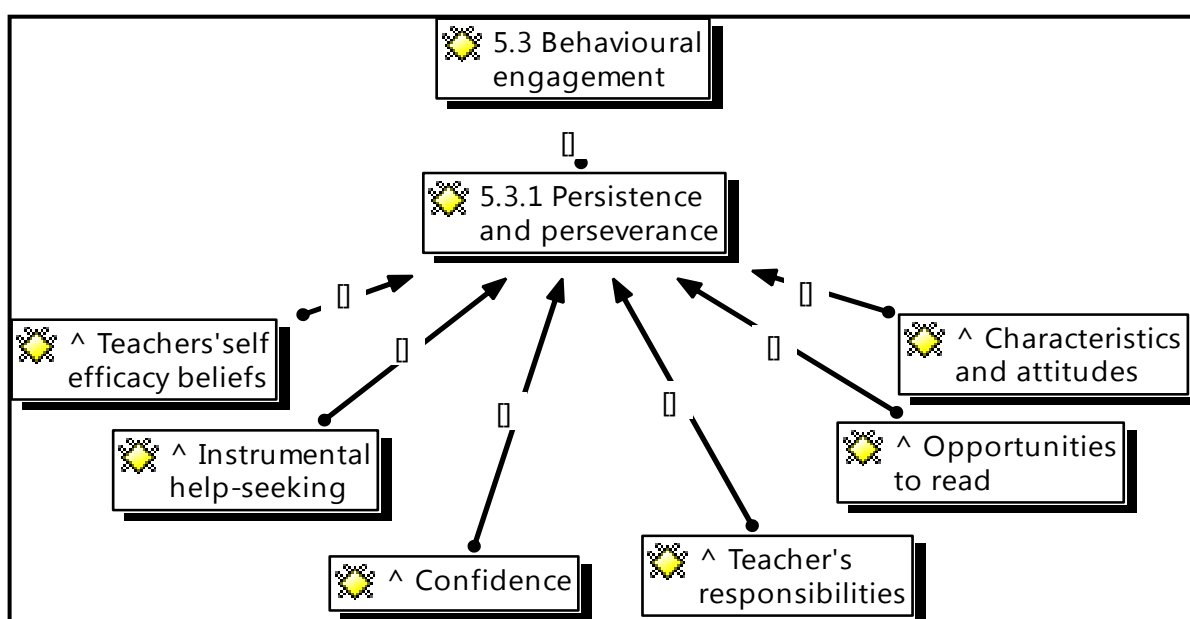


Figure 5.7: Persistence and perseverance

5.3.1 Persistence and perseverance

These two terms are synonymous in this study and used to characterise the attributes of efficacious teachers who do their work consistently despite difficulties or challenges they encounter during teaching reading. The participants indicated that despite challenges and difficulties they have to persist and persevere in their work to improve learners' reading skills:

I can't leave it there but I consulted the principal in that matter to address the issue very seriously (P1, 35)

I am optimistic and confident to address my concern especially when I need help (P1, 23)

Like myself I don't give up, I will make sure to assist the learners until they try to get something out of it (P8, 70).

The academic performance of learners is influenced by teachers' perseverance, persistence and their SEBs. Erdem and Demirel (2007) state that self-efficacy theory predicts that

teachers with higher self-efficacy beliefs work harder and persist longer on a task even it is challenging.

5.3.1.1 Teacher's self-efficacy beliefs

Teachers' actions and efforts are connected to their beliefs, perceptions, assumption, goals, performance and motivation levels (Chacon, 2005). Teacher's perceptions or judgement of his/her own capabilities for organizing and successfully executing of reading tasks are required to attain designated types of teaching performance to improve learners reading skill in schools (Bandura, 1986; Dellinger, et al., 2008; Yilmaz, 2009). Therefore, it is not surprising that research often shows that self-efficacy influences academic achievement motivation, learning and academic reading achievement in reading (Pajares, 1996b; Schunk, 1995). Participants in this study expressed their SEBs with regard to teaching reading:

I like teaching reading (P1, 17)

I believe I am very good when it comes to strategies (P1, 31)

When it comes to involving of learners I am very good (P4, 63)

Teacher you can't get tired to assist such learners (P2, 26)

Even if I get a slow learner and start teaching this learner at end the of day learners they will be able to read better (P4, 17)

I do assist these learners until the evident of improvement is detected (P4, 15).

This indicates that these participants have high SEBs as most of them said they can rate themselves high, because they believe they are good. SEBs motivate teachers to believe in themselves for better results and predict better academic achievements. Learners' achievement and self-efficacy have to be related, because if teachers have high sense of self efficacy beliefs and know elements of good teaching, then reading achievement can be improved (Pajares, 1996b; Schunk, 1995; Schunk, 1996; Woolfolk, et al., 1990). Efficacy beliefs are also triggered by emotional reactions (Pajares, 1998). For example, an individual teacher with low self-efficacy believes that teaching reading tasks is very tough, and that develops and builds stress, depression and a narrow vision on how to solve problems of learners with reading difficulties. Teachers believe that some learners can't improve, because they have a learning gap, and such teachers always complain, have less time for their work, put in no effort and they don't believe they are able to effect change in learners' reading skills:

...even us teachers if you are reading newspapers or literature book, but then you don't understand most of the words, so the reading interest will be very low (P5, 33)

I don't like teaching reading and to learners, I found it discouraging (P3, 15, 21)

I don't have time of attending to each and every learner (P6, 27)

That's why I sometimes ignore them, because I don't have time to go back teach them what they have mist in the past (P3, 42).

This is not the learner's problem, but rather teachers who trigger such emotions and beliefs that learners have learning difficulties. Some teachers feel that some learners will never improve and for some learners who don't read they need to be punished. Teachers with a low sense of self-efficacy believe with regard to teaching feel that there is little they can do to teach learners with reading problems (Chacon, 2005). Teachers with low self-efficacy (no effort motivation, persistence and perseverance) of reading abilities always try to avoid challenging reading activities and tend to withdraw from tasks they perceive is too difficult (Zimmerman & Cleary, 2006). It is therefore assumed that such beliefs of the teacher are behaviours that might affect learners' academic achievements. It is therefore imperative that an English teacher should have a sense of efficacy beliefs that can lead to positive behaviours toward teaching reading.

Pintrich (2000) agrees on some aspects that associate with positive behaviour engagement, e.g. the teachers' effort to work hard, teachers' persistence at the task as they encounter difficulties, and seeking for help when it is needed. Pintrich and Schunk (2002) add that efficacious teachers exert more effort, persist longer at task and seek instrumental help with regard to teaching reading. Positive behaviours of an efficacious teacher lead to instrumental help seeking whenever encountering or experiencing challenging situations.

5.3.1.2 Instrumental help seeking

Behaviour is one of the important factors of a human being that is determined by SEBs of a teacher. Behaviours of the teacher determine attitudes, willingness, effort, persistence and help seeking toward his subject indicate (Bandura & Locke, 2003). It is the behaviours that determine how much effort a teacher puts when seeking for help with regard to approach or method of teaching reading. Pintrich and Schunk (2002) state teachers with positive behaviours always exert more effort, persist longer at task, seek for instrumental help and they are more likely to teach reading better and achieve result at high level:

Many several times I have visited the volunteer teacher at Teachers Resource Centre to assist me with some reading materials (P1, 24)

...seek advice from subject advisor and I was explained well better than he did (P7, 31)

...browsing through internet on my own cost (P3, 31).

A teacher with high self-efficacy beliefs always strives to seek for assistance for the purpose of improving learners' academic achievements. Teachers' with high SEBs are confident to

influence people on how well learners can learn when seeking for help (Cantrell & Hughes, 2008). That is why instrumental help seeking go hand in hand with confident the teachers possess when seeking for help, because confidence is one of the inner factor that motivate teacher to express his/her desire.

5.3.1.3 Confidence

Confidence is one of the significant human qualities that can influence teachers' performance with regard to teaching reading. The feeling of confidence towards performing a reading activity results to better reading skills of the learners. Teachers with a high sense of efficacy always have confidence to perform their tasks, confidence to address the issues and confidence to seek or ask for help regard to teaching reading:

I believe in asking if I want to learn and improve my quality of teaching reading and I am so optimistic and confident to address my concern especially when I need help (P1, 23)

I have gain confidence that looking at the learners I taught who at secondary schools (P7, 14)

That gave me courage that I can teach the subject (P2, 16).

One participant indicated that she is very confident when seeking for help. Pajares (2003) states that teachers with high SEBs always feel high, confidence whenever they are performing any tasks and even predict their personal future and development as very wide. Increase in confidence can eliminate emotional arousal and can heighten perceived SEB, with corresponding improvements in performance of tasks either by learners or teachers (Pajares, 2003). Teachers with a sense of efficacy trust their ability and are always confident to address their concern or issue with regard to teaching reading (Mathebula, 1992). When teachers' SEBs are very high in performing the tasks it can influence their confidence and their effort of teaching reading. Teachers with high SEBs tend to always maximize their effort that can improve learners' performance when seeking for help. It is therefore teachers' responsibility to seek for help from colleagues, management and advisory teachers on the issues related to teaching reading.

5.3.1.4 Teacher's responsibility

Teachers need to be responsible for the learners in their classrooms and put in the required effort to improve learners reading skills. SEBs helps to determine how much effort, perseverance and resilience a teacher puts into a task of teaching reading and it becomes responsibilities for teachers to assist learners with regard to reading:

I always give them a lot of reading home works (P3, 69)

I have to come in with the explanation of the meaning of the words (P6, 62)

You assess to see whether they really understood or whether they really improved, or whether they really made it to the level you wanted them to reach (P8, 25.).

It is teachers' responsibility to ensure that learners have the necessary skills to read. Teachers have the responsibility to assess learners and aid those learners who do not have the appropriate reading skills for that specific reading level. Teachers' high SEBs will influence their commitment towards their work (Bandura, 1997; Pajares, 1996b; Schunk, 2001). Such behaviours will determine the attitudes of the teachers towards improving learning skills by being motivated to use every opportunity to read even in their spare time.

5.3.1.5 Opportunity to read

Teachers with high SEBs are willing to read more, search for information and upgrade in their field. It is important for an English teacher to engage more in reading opportunities such as reading newspapers, novels and literature books to gain the reading skills. More opportunities for reading engagement subsequently lead to more learning and better academic achievement (Linnenbrink & Pintrich, 2003). Participants indicated that they use opportunities to enrich themselves.

Myself I do read more materials to assist these learners; I got a phonics book (P7, 25)

...come up with interesting stories and updated stories about what is happening in the world (P2, 43)

I use internets and to search for some information which I can give to my learners (P7, 25)

...upgrade our qualification to acquire more skills on how to teach reading (P2, 51).

High self-efficacy influences their behaviours of teachers either to like reading and as well always use opportunities to read. Behaviour is one of the important aspects with regard to teaching reading; it comprises a teacher's attitudes, willingness, effort, persistence and help seeking toward his subject (Pintrich, 2000). SEBs influence behaviours and behaviours helps to determine how much effort, perseverance and resilience a teacher puts in a task of teaching reading (Mahyuddin, et al., 2006). This means that behaviour influences characteristics and the attitudes of teachers, either to put more effort or not with regard to teaching reading.

5.3.1.6 Characteristic and attitudes

Teachers' high SEBs will have an influence on their characteristic traits and attitudes to perform at higher level with regard to teaching reading practice, their enthusiasm, commitment

and teaching behaviour (Klassen, et al., 2009; Skaalkvik & Skaalkvik, 2010). Academic self-efficacy attitudes are beliefs, characteristics and perceptions held by teachers about their academic skill of teaching reading and performance and the beliefs they hold for overcoming difficult situations (Lent, et al., 1997; Rimm-Kaufman & Sawyer, 2004). Teachers who are passionate display positive behaviours toward their task of teaching reading skills (Yeo, et al., 2008). Some participants indicated a positive attitude towards teaching reading:

I like teaching reading and I can rate myself at number 8 (P1, 17)

I am very much confidence to seek for help (P1, 23)

Many several times I have visited the volunteer teacher at Teachers Resource Centre to assist me with some reading materials (P1, 24)

I do that to assist these poor learners (P2, 35).

This means that seeking for help is positive attitudes of teachers with high self-efficacy. These teachers have an enormous influence on their behaviours towards attaining desired goals (Pajares, 1998). These teacher shows love and care and give maximum support to the learners with regards to teaching reading.

My goal is at the end of the year is all learners should be able to read with understanding (P3, 59)

I only have to choose those who a terrible those who struggle to read even a word and I do assist these learners (P4, 15)

A teacher you need to be politely, kindly and seriously to show them that you love everybody (P5, 44).

Learners' better reading skill is a determinant factor of teachers' positive attitudes such as love, care and willingness to assist, and it also applies that usually lower reading skill is a determinant of negative attitudes of the teacher toward teaching reading. This means that teachers' attitudes can determine efforts, willingness or laziness with regard to teaching reading (Pintrich, 2000). Some of the participants expressed their attitudes with regard to teaching reading:

I don't bother asking the Principal or HOD or either using learners' time (P2, 18)

..and you know I am not interesting of teaching reading, I am don't like teaching reading (P3, 15)

We teachers also a bit reluctant (P8 24)

What I realise that sometimes we teachers are just ignoring the learners (P6, 82).

This shows that learners' performances in reading skills are the attribute of teachers' attitudes. At the same time, attitudes affect teachers' performance and it determines the effort the teacher put in, with regard to teaching reading. It is therefore clear that attitude is one of the aspects that can either motivate the teacher to work or not to work harder. Positive attitude of the teacher is an affect/emotion to his/her efficacy beliefs to perform reading tasks.

Teachers with a sense of self-efficacy exhibit positive behaviours that will strive to achieve positive outcomes; that is why they have the characteristic to encourage their learners to read more for improvements of their reading skills:

I do always encourage my learners to read even if it is not educational related issues (P6, 85)

I tell them that it is very important always to practice reading on your their own (P8, 100).

One of the participants indicated that when she has free time she always makes use of such opportunity to assist learners with reading problems. Highly efficacious teachers tend to persist with low reading learners by making better use of time to give appropriate activities and motivate learners to read more (Chacon, 2005).

Efficacious teachers also show positive characteristics and attitudes towards teaching reading as they are always willing to seek for help and learn from others. Teachers with positive characteristic and attitudes are innovative and willing to learn and adopt positive ideas which they observe from other teachers (Akbari & Allvar, 2010; Mutenda, 2008). Positive characteristics and attitudes of self-efficacy teachers need to coordinate with cognitive engagement that is skills, knowledge and understanding of a teacher can then improve learners' reading skills.

5.4. Cognitive engagements

SEBs are part of a larger theoretical framework known as cognitive theory, which postulates that human achievement depends on interactions between one's personal factors of knowledge, skills and beliefs (Schunk, 2003). Research has shown that teachers' SEBs influence achievement based on choices of tasks, effort and persistence put in by teachers or learners (Schunk, 2003). Teachers' understanding of, focus on and attention to the subject plays a vital role to teach the subject. An English teacher should be knowledgeable and possess necessary skills with regard to the subject content. Cognitive engagement deals with focus, knowledge and skills that determine the academic achievements of teachers with regard to teaching reading. For better academic achievements, teachers need to be innovative to create teaching reading strategies. Figure 5.8 illustrates that use of strategies is part of cognitive engagement and method, planning remedial teaching, revision and improvement are part of strategies for teaching reading.

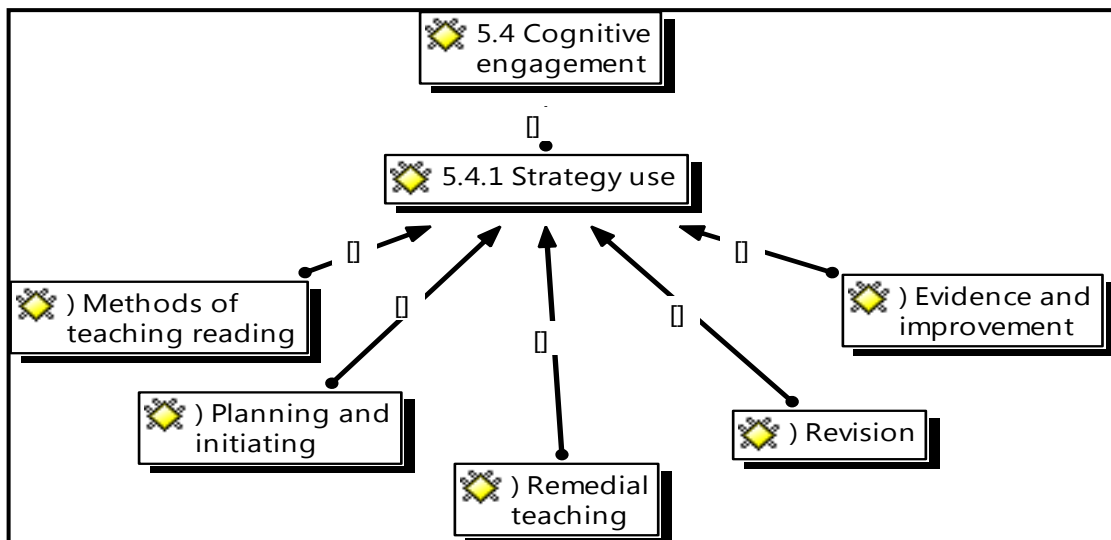


Figure 5.8: Strategy use

5.4.1 Strategy use

Teaching strategies are a systematic plan, consciously adapted and monitored, to improve one's performance (Afflerbach, et al., 2008). Reading strategies can be defined as instruction teachers employ in order for learners to learn how to read (Bedira, 2010). Tercanlioglu (2004) defines reading strategies as an action or series employed in order to construct meaning. According to Bandura and Locke (2003), teachers should think deeply to initiate strategies for teaching reading in order to improve their learners' reading skills; therefore, efficacious teachers always initiate strategies of teaching reading:

I try to bring all learners in front of the class and give them instructions of reading (P1, 28)

I write a topic on a chalkboard and ask learners to read the topic after they read we asked them what the story is about (P2, 22)

Instruct learners to look for difficult words first which they don't understand and also those which are difficult for them to pronounce (P5, 33)

I give them a reading text and use stop watch I tell them the minutes required to finish the reading text (P3, 38)

I will ask individual learners to read in front of the class that is how I noticed who is better and who is having a problem in reading (P4, 74).

In teaching reading there are many strategies teachers can use in order to improve learners' academic achievements. One participant said that to improve learners' reading skills, first a teacher needs to identify the real problem, then initiate strategies on how to teach these learners with low reading skills strategies such like learner's support/compensatory teaching. Since reading provides the basis for substantial amounts of learning for children to progress in school, it is very important for the teacher to identify effective reading strategies to teach low achieving learners (Sporer, et al., 2009). Bandura and Locke (2003) outline some ex-

amples of instructional strategies for teaching reading like phonemic awareness, phonics, guided repeated reading to improve reading, fluency and direct instruction in vocabulary and reading comprehension. These strategies are significantly more effective strategies to be used:

I normally start from scratch teaching alphabet and how to form words and teach them vowels (P2, 39)

Teach them phonics and sound in English sometimes (P4, 21)

I start teaching the learners, vowels and consonant whereby learners should be able to identify letter sound and the alphabetic as the name itself and the sound of it and pronunciation (P7, 27)

I even incorporated this program for lower primary called (THRUSH) the one dealing with learner's reading phonics (P6, 26)

How the words can be written or spelled, pronounced, phonics, sound and speed reading (P4, 25)

Using vocabularies is a one the better approach of teaching reading when learners knows a lot of vocabularies their understanding, becomes better after reading (P5, 19).

One of the participants indicated that the strategies she uses is, first she has to identify learners with low reading skills and she goes to the extent of teaching them the alphabet if she sees that they really need that. The solid understanding of phonics rules and the alphabetic principle served as basis for future independent reading (Connelly, et al., 2001). Another participant indicated that she instructs learners to read vocabularies more often before reading of any text commences to prepare the learners, and this helps learners to improve their reading skills. Another participant further indicated that he/she gives them more words on vowels so that they can practise how to read. The participant further stated that he/she gives them newspapers to look for certain words and find their meaning; by doing so learners will learn and will practise more on how to read. These are some of the strategies the teachers use to address learners' reading skills.

Edmonds et al. (2009) add that it is essential to identify the strategies that will benefit struggling intermediate learners and the teachers require knowledge of best practices to provide appropriate methods of teaching reading. One participant indicated that first strategies need to be identified, then methods of teaching reading need to be employed in order to improve learners' reading skills for low achieving learners.

5.4.1.1 Method of teaching reading

First teachers need to identify strategies and then create a methodology or approach that needs to be employed with regard to teaching reading. Asikhia (2010) indicates that the strategies employed by the teacher in an attempt to impact knowledge to learners can be re-

ferred to as methodology of teaching reading. Teaching method is a strategy or plan that indicates the approach that teachers intend to take in order to achieve desired objectives (Asikhia, 2010). Caprara, et al. (2011) claim that teachers need to initiate techniques or teaching tools in the class as method of teaching reading to improve learners' reading performances. Participants explained some methods they use to improve learners' reading skills:

I always ensure that the way I introduce my lesson should arouse learners' interest (P5, 44)

I usually do is I will bring a topic which is very interesting and which they have pre-knowledge and I will ask them to read the topic (P2, 24)

Method of matching pictures with words (P1, 15)

To extract words from a passage, write them on a chalkboard and let learners to read the words (P1, 15)

I give them a reading text and use stop watch I tell them the minutes required to finish the reading text (P3, 38)

I give them a text and tell them that go and read it when I will come in the class then I can ask any one of you to retell the story for marks (P7, 60)

I just engaged them in a lot of activity, like bringing them a lot of stories which they like and I tell them to read (P8, 59).

One participant indicated that when she assigns paragraphs or sentences for individual learners to read, she tells the rest that they need to follow when a classmate who reads, because she is able to point to any one of them to read next. In order for learners to read, teachers need to employ certain methods in the class for teaching reading (Drummond, 2005). Employing methods of teaching reading is aimed at progressive, systematic acquisition of reading skills (Mutenda, 2008). If an individual learner is appointed to read, then he/she needs to start the next paragraph or sentence from where the other learner stopped, so that makes learners follow properly and progressively when an individual learner is reading. Another participant also indicated that during reading session the teachers need to ensure that every learner is concentrating and remains focused while reading. The teachers need to inform the learners that they need to be focus and be on alert, because any time the teacher may point any one of them to read. It is therefore teacher's duty to plan and initiate strategy in the class that can best fit his/her learner when teaching reading.

5.4.1.2 Planning and initiating

For better teaching of reading, it is teachers' responsibility to plan and initiate strategies, approach and method of teaching reading. The use of strategies (critical thinking, organization, elaboration, different method, help seeking and meta cognitive teaching strategies) were sta-

tistically related to improvement of teaching reading (Majzub & Yusuf, 2011). The participants indicated their planning with regard to improve teaching reading:

This is what I am going to do this year, because they are many (P8, 72)

I select those learners whose are having reading problem then in the afternoon I group them together and teach phonics pair of word etc. (P8, 72)

You must use deferent approach or method of teaching reading (P3, 23)

I see that learners do not understand so I will change to fit the level of their understanding (P6, 60).

A participant indicated that since learners are overcrowded in the class, she planned to divide those with low reading skills in a group of ten then and meet them in the afternoon for remedial teaching. Teachers who feel capable of teaching extra classes for reading some afternoon, and who perform well at school, usually receive outcomes which compare positively with their high extra effort and performances (Schunk, 1991). As an English teacher, to improve learners' reading skills you need to plan innovative or initiating strategies for teaching reading. Teachers with initiative are innovative, always providing learners with new ideas and much instruction; they are creative to form strategies during the process of teaching reading (Schunk, 1991). These are some of the initiative strategies the participant indicated that the teachers initiate in order to try to improve teaching reading:

What I do is I list down all the names of those learners I know that they are having a problem with reading and call them back to school in the afternoon (P6, 53)

This prompted the school to introduce the ideas of compensatory/remedial teaching to improve learner's reading skills at xxxx Primary School (P1, 13)

When I teach overcrowded I usually give them paragraphs and my target is at least every learner must read (P4, 47)

Reading word by word I use the strategies THRUSH that is the best (P5, 82)

I use it to send them and search information on their own, like searching information on the internet, get newspapers to learn new vocabularies (P7, 52)

Most of the participants recommended that learners with low reading skills need compensatory or remedial teaching and that always works best during afternoon hours. Another participant indicated that she selected five to ten learners to meet them in the afternoon for compensatory teaching to help them with regard to teaching reading, but these can be determined by teachers' willingness, effort and persistency. Efficacious teachers always feel capable of teaching extra classes for reading, especially in the afternoon, and performing well at school usually receives outcomes commensurate with their high extra effort, persistence and performances; for example, such learners become fluent readers (Schunk, 1991). Extra effort, persistence and initiatives regarding strategies of teaching reading can be referred to as anticipated consequences of actions which produce quality fluent readers (Schunk & Zimmerman, 2007). Extra effort and persistence by a teacher most likely will pro-

duce positive results; this means that compensatory or remedial teaching with regard to teaching reading will improve learners' reading skills.

Compensatory or remedial teaching nowadays in Namibia is renamed Learner Support and it is one of the strategies the Ministry of Education initiated to assist low achieving learners. This initiative strategy is more helpful and useful if teachers are willing to perform extra effort, because it requires hard work, persistence and perseverance from the teachers' side and it is more effective to be done in the afternoon:

The school has a program in the afternoon for remedial/compensatory teaching (P6, 51)

Compensatory teaching will help such learners (P3, 44)

I do this in the afternoon (P2, 29)

I always do this during afternoon hours (P5, 39)

I call them back to school in the afternoon (P6, 53)

Then in the afternoon I group them together and teach phonics pair of word etc. (P8, 72).

One of the participants indicated that it is very important for each school to put in place a remedial teaching/learner support program in order to help the low reading skills. Strategies to improve learners' reading skills can be compensatory or remedial teaching, motivation, regular attention etc. but it needs more effort, extra persistence in reading tasks. It is therefore, compensatory/remedial teaching, closely monitored and using related materials appropriate to the level of the learners, which improve learners' reading proficiency skills (Graden, 1996). It is also important that after remedial teaching and monitoring, revision must take place to see if learners have captured what they have learned.

5.4.1.4 Revision

Revision is a technique or strategy an English teacher can use to improve learners' reading skills. When learners read the texts, passage or story books over and over, the words or vocabularies become familiar; they will know the pronunciation and even the meaning. This is what the participants had to say about the revision to improve reading skills:

We told them to re-read the story and extract some difficult words and we explained the meaning (P2, 22)

I tell them that you are going to read this book and when you come the next day you need to retell the story (P6, 53)

I give them one task and tell them to go and read more and come up with information to share in the class (P6, 64).

One participant indicated that the more often the learner reads the stories or texts, the better he/she improves the speed of reading and understanding. Another strategy for learners to improve reading proficient is opportunities to read frequently (Graden, 1996). This clearly indicates that learners, who engaged in reading activities regularly, are often learners with better reading skills. Therefore, to improve learners' reading skills, teachers need to engage learners in regular reading.

5.4.1.5 Evidence and improvements

When certain strategies are employed or put in place with the aim to improve learners' reading skills by the teachers, certain evidence of improvements is expected. Some participant has indicated some evidence of improvements after certain strategies have been employed:

Learners improved compared to the first term and this term (P1, 33)

By doing that they are improving they reading skills (P2, 47)

I noticed a lot of improvements because they are even using new vocabularies that even me as teacher struggle to understand (P3, 63)

Some of them can read better and able to pronounce the words correctly (P4, 15)

The feedback I always get is my learners are performing well, learners have really improved a lot and that is how exactly I notice that I reached my goals (P5, 55)

End of year most of these learners are passing with good symbols and that is the improvement (P6, 70).

One participant indicated that giving extra reading materials to practise reading helps learners a lot to improve their reading skills. Hitchcock, et al. (2004) indicate that when a teacher reads texts or passages to learners, and re-reads it for several times until the desired speed of reading is achieved, this strategy will help learners to achieve reading fluency. The more reading is practised with good instructions, the easier it becomes for both teachers, as well as learners to engage with reading (Mucherah & Yoder, 2008):

How often a teacher gives learner reads the story is the better h/she improves his or her speed and understanding of reading (P7, 63)

Reading with them every day by means of inter-grating it to other three skills, which is writing listening and speaking (P5, 48).

Schunk (1991) indicates that efficacious teachers need to make commitment with strategies necessary to achieve desired goals that affect learners' reading achievements, but then it is vital for teachers to improve their qualifications in order to obtain skills necessary for teaching reading:

We teachers need to work very hard together and upgrade our qualification to acquire more skills on how to teach reading (P2, 51)

I am doing Advance Certificate in Education (AC) (P5, 13)

I am perusing my study with IOL doing Advance Certificate in Education (ACE)

(P3, 13).

A participant indicated that the more teachers read, the more they advance their knowledge and skills. Mutenda (2008) suggests that teachers need to be trained to improve their qualification skills by involving them in reading instruction with its Structure Instructional Materials (SIMS) that promote the teaching reading. This means that English teachers need to have a sense of self-efficacy to further their studies in the subject course, in order to broaden the knowledge of the subject content that can influence academic achievements/reading skills of the learners. Alexander and Fuller (2005) agree that English teachers need to upgrade their courses in English language because well qualified teachers in the field produce more fluent readers. When teachers engage in upgrading their qualification they will be able to obtain extra knowledge by improving the skills with regard to teaching reading.

5.4.2 Cognitive engagement

In this study engagement can be referred to as teachers' or learners' understanding of, focus on and attention to the subject. In any academic studies teachers or learners need to have the ability to focus and concentrate seriously in any activity they are executing in order to achieve their desired goals. Teachers cannot teach reading to learners with low reading skills without having a better knowledge of skills to teach reading. An English teacher needs to possess necessary skills to teach reading, same applies to learners they should have the required abilities and skills to read. Bandura and Locke (2003, p. 123) say there is an expression that science teaching is not "hands-on but also minds-on." It is therefore vital that even during reading, teachers as well as learners need to concentrate in order to understand what they are reading. Figure 5.9 illustrates that capability, knowledge, focus and understanding, language proficiency and monitoring are part of cognitive engagement.

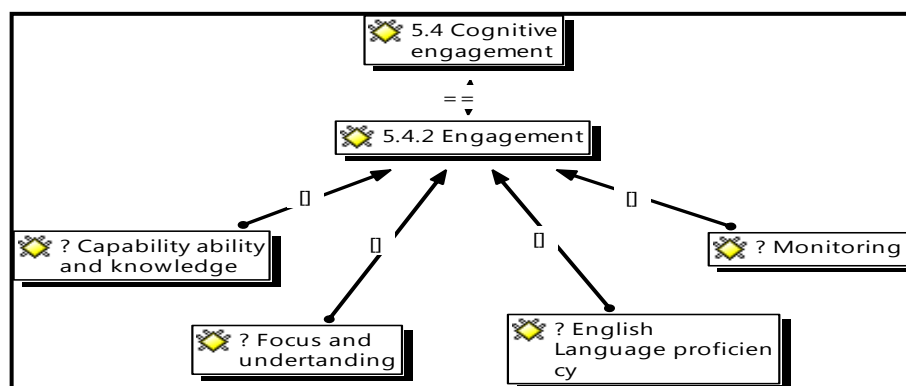


Figure 5.9: Cognitive engagement

High SEBs can determine high capability and better knowledge of the teachers which will have positive impacts on learners reading skills.

5.4.2.1 Capability and knowledge

A person is capable when he/she possesses the skills or has the ability to organize and carry out the courses of action required to produce given achievement (Walker, 2003). The problem is not only the learners, but the teachers are not fully proficient in teaching English as SL, nor able to teach learners the skills of transferring their underlying proficiency to English (Wikan, et al., 2007). Capability in this study refers to individual teachers and their ability to teach reading to learners proficiently. In this context it can also be understood that teachers have competence to achieve the predetermined outcomes for the learners to better their reading skills. Some participants indicated that they suspect that lower primary teachers are not capable to teach reading, which is why when many of these learners reach intermediate level they are not ready:

I also suspected that teachers at lower primary don't put more effort to prepare these learners when it comes to reading (P 2, 15)

Sometimes some of the learners they are not ready when they come from grade six to grade seven (P8 21)

...this shows me that the lower primary teachers are not preparing these learners as expected (P3, 42).

Some teachers at lower primary grades are not capable to teach learners how to read; that is why when some learners reach intermediate level, they cannot read a sentence. Bandura (2012) defines SEBs as one's capabilities to execute a task successfully. As a result teachers who are not capable of teaching reading in ESL will not be able to improve the learner's reading skills. SEBs is the extent to which teachers believe they have the capability or not to improve learners' reading skills and reach intended reading outcomes successfully (Brouwers & Tomic, 2000). Some participants indicated that they believed and possessed the capability to teach reading because they could identify some improvements:

I can see learners are passing compare to first term (P2, 57)

I can rate myself at number 8, because I like teaching reading (P1, 17)

...even if I get a slow learner and start teaching this learner, at end of the day learner will be able to read better (P4, 17)

I can rate myself at 7 to 8. I do teach reading every week (P5, 15)

I do that to assist these poor learners and now most of them can read. That's why I am rating myself as very good (P2, 35).

A teacher can think he/she is capable of teaching the subject but does he/she have the ability to teach reading. Ability in this study refers to the possession of the skills or knowledge to

teach reading. Dellinger, et al. (2008) indicate that SEBs are teachers' beliefs in their abilities to affect learners' performance with regard to reading. One participant indicated that even the HOD and the advisory teacher think that they have the capability to teach or to advise the teachers with regard to teaching reading, but it is not so:

...you know that you can't ask from them because they might confuse you more (P7, 31)

...not every subject head or HOD have that ability or have the right level to influence the reading skills of the learners (P7, 33)

she's has never advised me on anything related to a subject, that's why even if I have a problem it is not easy for me to go and look for her (P8, 48)

Other teachers I'm not sort of consulting them because, I've not heard about how good are they performing (P8, 56)

It is therefore vital for Subject Head, HOD and advisory teacher to have high ability and more knowledge relating to his/her subject specialisation in order to give the right knowledge to his subordinate when it is needed. Knowledge and ability is part of cognitive engagement that plays a vital role in teacher's mind to have full understanding about the content of the subjects. Bandura and Locke (2003) confirm that teachers with high ability and knowledge know the content of the subjects, and they always expect positive outcomes (Bandura, 1977; Bandura & Locke, 2003). Teachers who possess high ability and knowledge improve quality of teaching reading, but those who lack the ability and knowledge contribute to lower reading skills of learners:

Some of experience teachers have knowledge on how to teach reading (P3, 48)

Knowing their level of understanding about specific things, content and even their experience about the subject (P7, 29)

HOD or subject advisor supposed be the mentor that can guide you because they have much experience then us ordinary teachers (P7, 33)

Some teachers do lack the skills of teaching learners how to read, because they also struggle to read (P2, 14).

One participant indicated that lack of ability and knowledge from teachers to teach reading is the cause of learners' low reading skills; as a result many learners in grade 7 cannot read.

Quality teachers with strong academic skills of high ability and knowledge to teach reading is the most important determinant of learners' better reading performance and reading proficiency (Akinsolu, 2010). This means that better reading skills of learners in school, regional or country are determined by the higher ability, knowledge and effort of the teachers. Schunk (1991) indicates that teachers with high SEBs are always focused on tasks and have good understanding about their specialised tasks. For a teacher to be successful in teaching reading he/she needs to have good understanding and focus on any task related to reading.

5.4.2.2 Focus and understanding

Chacon (2005) proclaims that teachers' capabilities to teach reading seem to have direct impact on teaching reading practice. This will encourage teachers to work hard and stay persistent and focus on duty to achieve higher grade in reading fluency. Teachers with high SEBs always stay focused to assist learners to achieve good result and influence important academic outcomes regarding reading, as their beliefs determine their own ability and effort to perform a specific task (Klassen, et al., 2009; Skaalkvik & Skaalkvik, 2010). Staying focused is concentration during reading lesson as an ability that helps both teachers and learners to have deep understanding with regard to what are they reading, and this increases their academic outcomes:

I have to try to understand the words in the sentence or text while reading (P 5, 35)

So a teacher listens and identify that this child cannot pronounce this word correct, so the teacher then must correct the child (P6, 32)

...focus improves understanding and also increase the pace or speed of reading (P8, 33).

Another participant indicated it is very important for teachers to focus and understand the text they are teaching to be able to answer any questions learners will ask. Bandura (1997) indicates that focus, concentration and understanding improve knowledge and increase reading fluency and proficiency of both teachers and learners. Fives, et al. (2007) state that ESL teachers can be typified as having high knowledge and understanding of current pedagogy of teaching reading and a heightened desire to meet the needs and the demand of their learners in order to influence reading achievements. It is therefore characterised that English teachers should have good reading and understanding skills:

It is very important to read and understand the text or questions in order to give the right answer (P6, 58)

if you are reading newspapers or literature book but then you don't understand most of the words, so the reading interest will be very low sometimes you might end up stop reading it (P5, 33).

This means that as an English teacher it is very much important to read for understanding. One participant indicated that an English teacher needs to be a fluent reader in order to teach reading effectively for better academic success of the learners. Teaching reading in a second language starts with teachers; teachers need first to acquire the reading skills in order to provide rich cognitive preparation to learners (Mutenda, 2008). Teachers should have better English language proficiency from lower grade in order to enrich the learners with reading skills before progressing to intermediate level. It is therefore clear that the English reading proficiency of teachers is vital, because it impacts on learners' reading skills either positively or negatively.

5.4.2.3 English language proficiency

Teachers with good language and reading skills always lay the foundation to quality reading proficiency of learners at intermediate level. The amount of reading a teacher engages in, and the effort put into teaching reading with different styles and strategies, contribute strongly to better reading proficiency and academic achievement of learners (Mucherah & Yoder, 2008). It is therefore, also vice versa true: that those teachers who lack language proficiency also contribute to low reading skills of learners. Alexander (2001) emphasises the vital role teachers play with regard to reading skills, by noting that the problem is not the learners, but teachers are not fully proficient in teaching English language as ESL. Wolfaardt (2005) agrees on Namibian teachers' insufficient proficiencies. Wolfaardt (2005) further states that according to the report on English Language Teacher Development Project (ELTDP 1999) conducted by National survey on English Language Proficiency of Namibia, teachers' general language proficiency was weak. As a result these contribute to low reading skills of learners, because teachers also lack reading proficiency:

Some teachers do lack the skills of teaching learners how to read, because they (teachers) also struggle to read (P2, 14)

If a teacher is not prepare to give a lot of reading activities, that can arouse learner's interest that becomes a problem (P8, 23)

This affects learners' progress, if teachers translate or explain 90% of work to learners (P5, 57)

Not every subject head or HOD have that ability or have the right level to influence the reading skills of the learners (P7, 33).

This means that lack of English language proficiency of the teachers results in low reading skills of learners, because if teachers struggle to read, O'Sullivan (2003) agrees that many of the teachers do not have adequate proficiency in reading to enable them to teach reading skills to learners at intermediate level, or to study further to upgrade their qualification in order to gain more skills in teaching reading. It is therefore very important that teachers need to study further to upgrade their qualifications in English order to gain more skills of teaching reading. In order for learners to read, teachers need to acquire proficiency skills and employ certain methods of teaching reading (Drummond, 2005). Even though learners could struggle to read the teachers can't surrender, but still they need to put more effort and create strategies of teaching reading and monitor the process. Resilience is built by learning how to manage failures so that it is informative rather than demoralizing (Bandura, 2012). Therefore low reading experience of learners should be seen as a learning point for teachers to engage themselves into reading, learn some strategies to teach and after that they need to monitor the situation

5.4.2.4 Monitoring

Self-efficacious teachers implement self-regulatory strategy use, and through self-regulatory teachers monitor and evaluate learners' current and prior performance, so that they can achieve academic goals as supports (Shawer, 2010; Zimmerman & Cleary, 2006). When learners engage in reading activity, it is teachers' responsibility to monitor the process when learning to read to ensure that every child is on task during the process of learning to read:

When you are teaching reading you need to monitor in the class (P7, 37)

For that situation a teacher need to monitor otherwise it will be chaos (P 6, 45)

We are going to observe the outcome to see if the learners has progressed (P1, 31)

If I see that they don't understand the text maybe it is too advance or the lesson I am presenting is not at their level, then I immediately I bring them down (P7, 54)

Monitoring the learners and also assessing them after you have given them an activity (P8, 25).

One participant indicated that it is teachers' responsibility to monitor and assess learners to see if they have really improved, if they understand or if they made it at the level the teacher wanted them to be.

Another participant indicated that sometimes the teacher gives them reading tests to monitor their reading speed. High self-efficacy increases teachers' motivation and monitoring performance through encouraging learners to achieve their cognitive tasks (Pintrich, 2000). Positive self-efficacy activates self-regulation processes including planning, goal setting, self-monitoring and self-evaluation. Therefore, teachers with high SEBs in themselves influence and arouse learners' interest to like reading.

5.4.3 Motivational engagement

Teachers' interest and beliefs towards the teaching profession plays a vital role in improving learners' reading skills. Figure 5.10 illustrates interest as part of motivational engagement and some aspects that can arouse learners' interests as part of motivation.

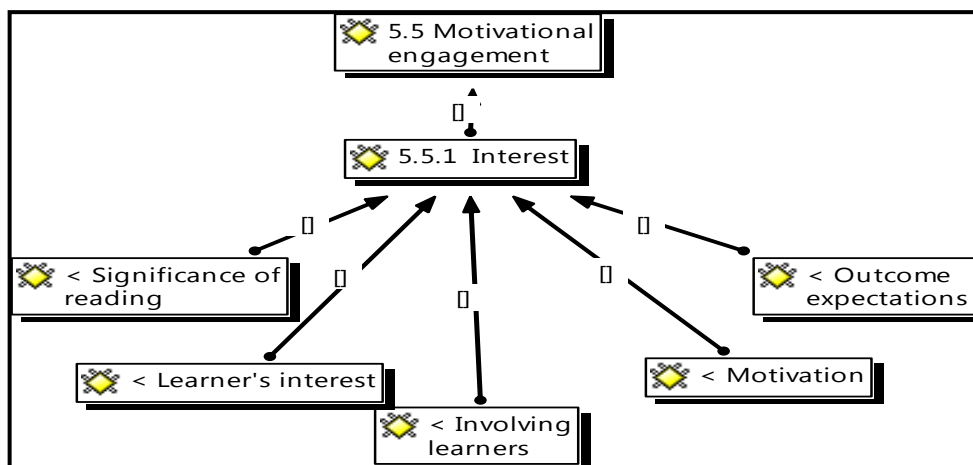


Figure 5.10: Interest

Chacon (2005) agrees that teachers' action and effort are connected to their beliefs and interest, perceptions, performance and motivation levels of what they want to achieve. Therefore lack of interest by the teacher with regard to teaching reading, will result in lower reading skills of learner. Some of the participants indicated their position of interest towards teaching reading:

...and you know I am not interesting of teaching reading, I am don't like teaching reading (P3, 15)

...I do experience problems when I teach reading (P6, 26)

...it is very difficult to teach learners to read (P6, 16).

Some of these teachers showed no interest as they always complain about teaching reading; they can be referred to as teachers with low SEBs. Low self-efficacy is associated with depression, anxiety and helplessness as well as having a low self-esteem (Schwarzer & Hallum, 2008). These teachers with high self-efficacy are always positive toward their work, willing to put in extra effort and have interest to emphasise significant reading.

5.4.3.1 Significance of reading

Reading is the important basic founding skills the teachers and learners need to acquire for their academic success in life. Significance can be referred to as value and represents how important it is that the teacher believes that the skills of reading can benefit himself, other teachers or learner state (Linnenbrink & Pintrich, 2003). It is imperative for teachers to lay better reading foundation skills for learners, especially at lower grades. The lack of proper reading skill laid by teacher at foundation grades, affects learners during their later years of schooling. Reading proficiency appears to affect examination results, because a learner with

rich/high reading proficiency is often progressive in his/her academic achievements, but those with low reading skills are likely not to succeed in their education (Wolfaardt, 2005). It emerged that the teachers' experiences of learning to read are perpetuated in their beliefs and their basic conceptualization of reading, and their current practices, all of which directly affect the children in their reading success (Mutenda, 2008). If teachers want the children to improve reading in English, they need to emphasise value/significance when engaging more in reading (Linnenbrink & Pintrich, 2003). Some of the participants emphasised the significance of arousing learners' interest to read more.

Reading is very important in life, without reading it is difficult to learn new things (P, 45)

Reading is very important in all the subjects (P5, 64)

...more information is obtained through reading (P4, 57)

English is about communication through reading and speaking, and the more you read the more you are practicing (P6, 43).

A participant indicated that the more the teacher reads, the more their knowledge expands. Efficacious teachers' beliefs assume that the significance of reading makes a person succeed in academic achievements, because reading is informative. Teachers with good reading skills learn new words, vocabularies, and increase their general knowledge when they upgrade their qualifications. These teachers progress very well in their studies, because their efforts lead to positive academic achievements. This knowledge helps them to understand the task they are dealing with (Hitchcock, et al., 2004; Schunk & Zimmerman, 2007). This also means that teachers who are reluctant to further their studies and reluctant to read books on enhancing their knowledge about how to teach reading, contribute to lower academic achievements of learners.

Teachers' effort, knowledge, skills, and the beliefs they have motivate learners to awaken their interest towards reading, in order for learners to be proficient in reading and progress in their academic achievements,.

5.4.3.2 Learners' interest

It is the responsibility of the teachers to initiate and use strategies that can arouse learners' interest. The strategies include the criteria for text selection with literary merit, suitability for integrating grammar and vocabulary and reading communication (Graden, 1996).

Teachers should use learning materials such as interesting texts, newspapers, magazines stories and novels that can arouse learners' interest and motivate them to like reading because the more they practise reading the more they improve their reading skills:

I just engaged them in a lot of activities, like bringing them a lot of stories which they like (P8, 59)

I always ensure that the way I introduce my lesson should arouse learner's interest (P5, 44)

I usually do is I will bring a topic which is very interesting and which they have pre-knowledge and I will ask them to read the topic. So there you will determine the interest of the learners (P2, 24)

I give them newspapers to choose the text they like or the picture they see interested (P4, 51)

I tell them a fiction story about when I was in grade 7 or share with them some funny message you get from friends, interact with them and make some jokes, so learners like that. This is just to arouse their interest (P5, 45)

I tell them that they should have the interest of reading they must have that pleasure to read, because reading is a pleasure (P6, 85).

A participant indicated that sometimes she brings interesting reading texts like sports news and games that most learners like. This makes them concentrate more when they read and the teacher motivate and encourage them to get such stories in the newspapers. Caprara, et al. (2011) indicates that there should be connection between motivation and reading and that can be done through strategic use. Teachers need to initiate techniques, use teaching tools and motivate learners through strategies to improve their reading performance. It is very important for the teacher to ensure that learners are involved and should be the prime focus for strategies to be successful.

5.4.3.3 Involving learners

It is the responsibility of the teachers to ensure that learners are involved in the reading lessons, because if learners' minds are not focused on the lessons, teachers' commitment to teach reading is almost worthless. Teachers commit for learners to learn, but learners' involvement in and attention during the lesson play a crucial role in their academic performances. Bell and Mladenovic (2008) support this notion that teaching reading should be a learner-focused concept with a learner-centred approach. This is the approach whereby learners are directly involved and are fully kept on-task of reading by the teachers. It is therefore teachers with high self-efficacy who are positive to ensure that learners receive maximum assistance and encouragement:

If you have a problem about reading come to my office I try my best to assist you (P1, 45)

I have to drill them on vowels and alphabetic (P1, 44)

I tell them to get stories or text from books and also to get some articles on the internet (P8, 100).

A participant indicated that she always motivates her learners to involve themselves a lot in reading newspapers, pamphlets and novel books to improve their reading skills. Motivating learners to read is one of the strategies to improve learners' reading skills.

5.4.3.4 Motivation

Chacon (2005) states that research conducted over the past three decades has found that teachers with high SEBs tend to motivate learners to read, and motivation affects learners' achievements. Yeo, et al. (2008) agree that motivation is one of the strategies that can improve learners reading achievements. Motivation encourages and arouses learners' interest to put extra effort into improving their reading skills, and this is how the teachers motivate their learners:

In most cases I encourage them to exercise reading every time (P4, 49)

I always motivate them to read newspapers, motivate them to go to the library to read stories books (P1, 37)

I do encourage them to read anything like any papers, pamphlets or any written words instructions (P2, 43)

You need to work hard if you want to pass your grades and I tell them that reading is very easy if you put more effort (P8, 100).

A participant indicated that she motivates learners when she feels also motivated by either management and /or advisory teacher about her teaching approaches. Adeyemo (2007) adds that teachers with high self-efficacy are motivated and have outcome expectations or anticipated consequences of action, e.g. when the teacher identifies learners with low reading skills, his/her outcome expectation is that the learners should read better at the end of the day. It is therefore, the outcome expectation that will motivate the teacher to put in extra effort that would probably make him/her to achieve the exact outcome expectation.

5.4.3.5 Outcome expectation

Teachers' SEBs can determine outcome expectations. Outcome expectations are judgement or beliefs regarding the contingency between a person's behaviour and anticipated outcome (Pintrich & Schunk, 2002). Therefore, teachers with high self-efficacy always anticipate positive outcome/success for their learners in reading skills:

I see my learners at the end of the year they are reading (P2, 41)

My learners are reading compare to when I got them for the first time in the class and that was January (P, 55).

Another participant indicated that even if she/he encounters learners with low reading skills he/she will start teaching these learners with high expectations. At the end of the year the learners will be able to read better compared to first term, because their outcome expectations have driven them to work harder. Another participant indicated when he puts in more effort, his outcome expectations always become reality. Teachers may believe that a positive outcome will result from the extra effort of their action (Mathebula, 1992). Yeo, et al. (2008) agree that outcome expectations can be related to effort, e.g. an individual teacher might hold a means-ends belief that working hard, conducting extra classes will definitely yield positive outcome expectations. It is therefore, expected that high self-efficacy teachers need to set up their target/outcome expectations of what they want to achieve at the end of the year and these expectations should be affirmed at the end if they were accomplished.

5.5 Summary

In this chapter the focus was on answering the research question of the study as well on analysing the research findings that the researcher collected from the participants during the interviews. The research question was, What are Namibian teachers' self-efficacy beliefs for teaching ESL reading? The main focus was to find out teachers' beliefs when teaching reading to learners who struggle to read in ESL at intermediate level/upper primary in Namibian schools. Analysing the data was based on the research finding obtained from eight ESL as participants from four schools.

The research question and findings were established from four main sources of influence of Bandura (1997)'s self-efficacy beliefs, namely mastery experiences, vicarious experiences, persuasions and physiological state. The researcher arrived at a point where he had to establish another source of influence, that is school environment, which has an impact on teachers' SEBs.

The finding and analysing of the data were also established from a social cognitive perspective of Schunk (2003) which explains the interactions between one's behaviours, cognitive, motivation and environmental conditions while Linnenbrink and Pintrich (2003) postulate a framework for self-efficacy, engagement and achievement (Figure 5.1)

The analysing of these data was based on a framework of self-efficacy (Figure 5.1). The findings showed under mastery experiences. These are performances, success and failure which raise or lower SEB of a teacher, because when a teacher performs very well in teach-

ing a reading lesson, the outcome is interpreted as success, but if the teacher performs poorly it will be interpreted as failure. The finding also shows that there were experienced teachers who were so committed and put extra effort in teaching reading, as they could even get feedback from the parents that their children were reading better. The only problem was advisory teachers and management were reluctant to assist the teachers; even some HODs could not advise them properly as they also lacked those skills.

With vicarious experiences, it was identified that teachers learn from modelling e.g. learning certain strategy of teaching reading at workshop presented by experts. Teachers also were inspired by other teachers teaching at private schools on how to teach reading. Yet some teachers were also discouraged by certain situations they find at school like lack of resources.

Even though there was some discouragement, yet there were some aspects that persuaded teachers to work. Some aspects such as support teachers got from other colleagues, communication and peer learning by organising mini-workshops, persuaded them to increase their SEBs. It was also found that teachers needed to identify learners with reading problem and provide remedial teaching to improve their reading achievements

The finding was also associated with physiological states as it is analysed that teachers' emotions and affect determine learners' reading achievement. Physiological is an emotional arousal that adds to a feeling of capability or incompetence (Tschannen-Moran & Woolfolk Hoy, 1998). Teachers with little experience have self-doubt and this affected their confidence to teach reading as some of the responses indicate that teaching reading is not easy, and some indicate they don't like teaching reading.

School environment was additionally identified as one of the sources that can affect teachers' SEBs either negatively or positively towards teaching reading. In a school environment set up environmental influence, lack of pre-reading, classroom challenges and educational policy were identified as aspects that can impact on reading achievement. The lack of resources in a school contributes to teacher work dissatisfaction, which then can lead to low performance of learners (Buckley, et al., 2004). It was identified that the schools of all the participants had no libraries and only few classrooms. This leads to overcrowded classes with 45 to 50 learners in each class. This hampers teaching as teachers found it difficult to give assistance to individual learners with reading problems. Since there was no library at school teachers found it difficult to expose learners to other reading materials, because there were no extra materials that could supplement the textbooks.

The findings also indicated that learners were not fully prepared by lower grade teachers, and that caused learners to battle with reading when they reached upper grades. This showed that teachers also lack the reading proficiency skills, because if teachers struggle to read, how do you expect learners to read better? The language policy was also identified as one of the factors that contributes to lower reading skills of the learners. Responses suggested the language policy needs to be re-addressed whereby learners should start with English as medium of instruction from grade one straight away for better reading achievements of the learners.

It is indicated earlier in this summary that the data analysis was also established from three engagements. It is therefore the finding of behavioural engagement indicate beliefs, help seeking, confidence, responsibility, attitudes, responsibilities and characteristic of teachers management and advisory teachers, all part of persistence and perseverance, which form part of behavioural engagement. The beliefs, attitudes, confidence and characteristic the teacher possesses with regard to teaching reading determine his effort and persistence. That is why the responses indicate that no matter how difficult reading tasks were, efficacious teachers could not give up. Efficacy beliefs may determine performance accomplishments and persistence in pursuing a difficult course of action (Hackett & Betz, 1989; Pajares & Schunk, 2001). The responses in this analysis indicate that teachers were still persisting in their tasks by putting in more effort to seek for help with confidence to address their need, either to the school management team and advisory teachers even though sometimes they were not assisted. They did all these to better improvement of learners' reading skills.

The research report indicates that an English teacher should be responsible to make use of opportunities to engage much into reading. More opportunities for reading engagement subsequently lead to more learning and better academic achievement (Linnenbrink & Pintrich, 2003). Responses in analysis indicate that teachers read a lot of materials which they can bring to learners; the teachers search information on Internet and upgrade their qualification in ESL to gain more skills for better reading achievements.

On cognitive engagement the analysis reports on strategies used when teaching reading which comprise method, planning, remedial teaching and revision. The responses indicate that use of good method such as matching pictures, extracting words from the text, retelling stories after reading for some time, are all methods of teaching reading that a teacher can use to improve learners' reading achievement.

Cognitive engagement deals with capability, knowledge, focus and understanding of both teachers and learners when engaging in reading lesson/activity. The findings indicate that if

teachers don't have the capability and they lack knowledge and understanding that can result to learners lower reading skills. The problem is not only the learners, but the teachers are also lacking the proficiency reading and teaching English as SL, as well as the skills of transferring their underlying proficiency to English (Wikan, et al., 2007). Some of the responses indicate that they suspect that teachers at lower grade are not capable of teaching reading and lack reading proficiency skills. All of these impact on reading achievement.

Motivation engagement was the last aspect of the research report where the researcher established some of the findings. Chacon (2005) states that research has found that teachers with high SEBs tend to motivate learners to read and motivation affects learners' achievements. In this engagement interest was then identified as the main factor that plays an important role in motivation and some aspect such as involvement, significance of reading and outcome expectation form part of interest. The better reading achievement of the learners relies heavily on teachers' interest towards teaching reading. Even anything that can be associated with effort, motivation or working hard are determined by the interest of the teachers. Responses in the analysis indicate that teachers motivate and encourage their learners to engage much in reading newspapers novel books and go to public libraries for extra reading. The responses also indicate that teachers have that interest to involve all learners with reading problems in reading activities such as reading competitions to gain confidence.

The researcher then concludes that the all five sources of SEBs established in this study and the three different engagements have great impact on reading achievements of learners, either positive or negative.

Chapter Six

Conclusions and recommendations

6.1 Introduction

Reading is a vital skill all teachers and learners should acquire in order to succeed in teaching and learning. Teachers not proficient in reading will negatively impact learners' reading skills, which will subsequently result in learners' poor academic performances across all grades. The low reading proficiency of teachers influences their teaching of reading. The English Language Teacher Development Project (ELTDP1999) conducted a National survey on English language Proficiency of Namibian teachers (Harris, 2011). The report indicates that the general language proficiency and grammar use are the two weaknesses, as many teachers do not have in reading, especially in rural schools (Wolfaardt, 2005). Implementation of the Language policy is also a concern and some researchers maintain it should be reviewed.

This prompted the researcher to conduct research on teacher SEBs with regard to teaching reading in order to identify possible solutions to the reading challenges of Namibia learners, especially in rural schools. The Report on English Proficiency Test conducted in 2011 indicated that only 1000 teachers out of 23000 performed well and 8000 barely made the grade, while more than 11000 teachers performed badly—the majority from rural schools (Karamata, 2011). This illustrates that Namibia has a huge problem and the impact of thereof is discerning for the learners' academic success. This study aimed to address a component of the problem—the issue of teachers' SEBs towards teaching reading.

This chapter provides an overview of inquiry and summarises the key findings. The findings are summarised according to the identified sources of SEBs and engagements (behavioural, cognitive and motivational) as aspects that contribute to learners' reading achievement.

6.2 Overview of the inquiry

Chapter One described the statement of the problem and provided the background information of the study. The chapter focused on teachers' SEBs regarding teaching reading. Teachers' beliefs, attitudes and character determine the effort and persistence teachers require to positively impact on learners' reading success. This chapter briefly explained the

problem with regard to reading ESL and academic success in Namibian schools, as well as the impact that the teacher has on learners' performance. Learners reading proficiency and progress in their academic achievement are affected by teachers' knowledge, skills, beliefs and experience they held with regard to teaching reading (Wolfaardt, 2005). Numerous learners struggle to read English when they reach intermediate levels (upper primary) especially in rural or semi-rural schools. Many teachers have limited English reading proficiency and insufficient knowledge to use a second language for teaching reading. This resulted in low reading skills of the learners (Shikongo, 2002). The chapter briefly discussed the reason why learners in Namibia find it difficult to progress in their academic path and perform below standard as they lacked appropriate reading skills. When learners cannot read then they are unable to interpret what is printed on paper. This obviously leads to poor academic performance. The chapter also briefly pointed out the impact that the language policy of Namibia has on learners' reading proficiency, especially in rural schools and with the implementation of ESL. Learners started with home language from grades 1-3 as medium of instruction. Only from grade 4 onward English was used as medium of instruction. This had a great impact on their reading and speaking English. The chapter gave a brief explanation of the research design and methodology used to conduct the study in order to collect appropriate and accurate data to address the research question.

Chapter Two explored issues concerning the Language Policy in Namibia and strategies for teaching English Second Language. It extensively explained the language policy and the proposed strategies and methods to improve learners reading skills in order for the researcher to gain profound understanding of the issues. This part of the literature reviewed focused on Namibian research on reading, the role of the home language, and second additional language.

Chapter Three explained the main theme of the research; teachers' SEBs on teaching reading. Beliefs have an influence on determined outcomes. Action, effort, perceptions, persistence, outcome expectation, goals assumption, performance and motivation are all connected to beliefs and can determine the success of reading, as well as attainment of reading skills (Bandura, 1986; Chacon, 2005; Dellinger, et al., 2008; Yilmaz, 2009). The framework of teachers' self-efficacy engagement and reading achievement of Schunk (2003), Linnenbrink and Pintrich (2003) was adapted to explain the existing relationships (Figure 3.1). Subtopics and categories were created in order to explore the ideology of the theme to easier understand the phenomenon. The topics and categories unpacked the detail of the main theme of the research, viz. the five sources of teachers' SEBs used in the study, as well as the three aspects of engagement.

Chapter Four described the detail related to the research design and methodology relating to the research context, the selected schools, as well as the participants. The chapter provided details of the data collection (Table 4.3). Data were analysed and ethical issues were considered in order to prevent harm to the participants and prevent researcher bias. The data-collection method comprised individual semi-structured interviews. The researcher recorded and transcribed the interviews himself. The data were analysed by means of coding to produce theme and categories, using Atlas.ti™. The chapter concluded by indicating the value and limitations of this study.

Chapter Five reported on the data analysis of the qualitative data (De Vos, 2005). The data were analysed based on the aspects of behavioural, cognitive and motivational engagement that formed the basic elements of SEBs on reading achievements. An interpretive approach was used to explore the meaning of the utterances of the eight participants. The researcher had to put his own experience on the side to exclude bias in the research. He focused on describing the participants' perceptions and experiences of the phenomenon under study (Creswell, 2007). The analyses produced codes, categories and themes that were used in the presentation of the findings.

6.3 Addressing the research question

The purpose of this research was to identify issues regarding rural Namibian teachers' SEBs that relate to teaching ESL reading in order to improve teaching practices. The following section presents key findings from the qualitative analysis in order to address the research question: What are Namibian teachers' self-efficacy beliefs for teaching ESL reading?

6.3.1 Sources of self-efficacy beliefs

The findings of this study indicated six major sources of self-efficacy that influenced teachers' SEBs with regard to teaching ESL reading (Figure 5.1): (i) mastery experiences, (ii) vicarious experiences, (iii) verbal persuasion, (iv) peer learning, (v) physiological state, and (vi) school environment. The pertinent findings are briefly discussed.

Mastery experience (Figure 5.2) was evident when an individual interpreted results of his/her purposive performance or actions (§ 5.2.1). This source was viewed as the most influential for SEBs (Tschannen-Moran & Woolfolk Hoy, 2007). The findings indicated that the effort

that teachers put in influenced their performance. Teachers who felt satisfied and pleased about their teaching influenced learners' performance in reading. When a teacher experienced improvement in their learners' reading, it made them believe in themselves and it improved their SEBs regarding teaching reading (§ 5.2.1.1). Teachers, who experienced success in teaching reading, also received support from colleagues. Teachers' success and failures in their teaching reading influenced their SEBs (§ 5.2.1.2). Effective teachers exhibited characteristics and administered reading strategies that led to improvement of learners' reading skills (§ 5.2.1.3). Commitment and effort go hand in hand. Committed teachers showed interest in their work and were willing to put in additional effort in order to improve learners' reading skills. Insufficient commitment seemed to negatively influence learners' reading performance (§ 5.2.1.4). Teachers indicated that experience in teaching ESL reading positively impacted on their SEBs as they encompassed experiences of which strategies were effective and appropriate, as well as what was required to improve learners' reading skills. Not all teachers had sufficient experience in teaching reading that could positively impact on their SEBs and learners performance (§ 5.2.1.5). Teachers needed training in the latest teaching strategies and methods to improve learners' reading in order to ensure that effective teaching took place (§ 5.2.1.6). Qualifications also influenced teachers' SEBs; especially qualifications linked to mastery experiences which either lowered or raised the SEBs of teachers. Although all the participants in this study were qualified, not all of the teachers had sufficient experience in teaching ESL reading. Appropriate continuous professional development was essential to develop and train teachers in the specific areas (teaching ESL reading) in order to improve their SEBs.

The second source of self-efficacy was *vicarious experiences* (Figure 5.3). This can be defined as the effect produced by the actions of others. Individuals learn and are influenced when they observe others performing certain tasks (Pajares, 2003). Teachers learnt from one another, particularly during peer teaching where teachers presented lessons on teaching reading, as well as during workshops where they learnt appropriate teaching reading strategies (§ 5.2.2.1). Teachers were also inspired by colleagues, especially by teachers who did well and whose learners achieved good results (§ 5.2.2.2). Teachers became discouraged when they experienced that their learners could not read well. Their task seemed enormous when they had to ensure that their learners acquired good reading skills (§ 5.2.2.3).

The third source was *verbal persuasion* which is an individual's creating and developing SEBs as a result of verbal persuasions they receive from others, e.g. exposure to verbal judgments or vicarious experiences (Figure 5.4). Verbal persuasion refers to encouragement and motivation an individual receives from colleagues, the SMT, and inspectors of education

(Bandura, 1997). The participants indicated that not all received the advice and support on their teaching reading. Persuasion should have come from the SMT in order to encourage teachers to improve their performance (§ 5.2.3.). Teachers also needed support from parents, the Department of Education, colleagues, teacher resource centres, and the SMT to enable them to perform their best and effect their TSEBs (§ 5.2.3.1). Communication was crucial as it did not only assist teachers when they experienced challenges, they could also share ideas and strategies with one another, which led to teachers' using corrective strategies while teaching reading. Communication with important stakeholders was imperative to achieve good results (§ 5.2.3.2).

Peer learning (collaboration) and networking between teachers created opportunities to learn from one another and to improve learners' reading skills (§ 5.2.3.3). Teaching in home language was identified as a challenge. Teachers experienced insufficient competence to teach ESL reading and consequently used home language to explain activities to learners. They often mixed their home language with English during teaching, which was difficult for learners to understand when they did not speak the same language (§ 5.2.3.4). Teachers should be able to create solutions to learners' that experience difficulties in reading (§ 5.2.3.5).

Physiological state relates to emotions such as anxiety, nervousness, stress, arousal and moods that influences teachers' SEBs. Physiological state is also regarded as how a person functions from day to day and copes with fear reactions that could generate further fear through anticipatory self-arousal (Mathebula, 1992). Emotions or fear that teachers experience when they doubt their ability and the experience, contributes to low academic achievement of learners (Figure 5.5). Some of the participants experienced self-doubt emotions about their experiences of teaching reading. Feelings or emotions had an effect on teachers' performances with regard to teaching reading (§ 5.2.4.1). Positive emotions, such as pride in teaching English and happiness, contributed to teachers' motivational engagement. Negative emotions contributed to poor performance of teachers and affected their SEBs towards teaching reading (§ 5.2.4.2).

The researcher included the school environment as a source as it played a significant and important role in teachers' SEBs (Figure 5.6). Many participants indicated that teachers could try their best to teach the learners, but a harmful environment negatively influenced and hampered the process of teaching reading (§ 5.2.5.1). Insufficient pre-reading skills hampered teachers' effort and enthusiasm to teach ESL reading (§ 5.2.5.2). The classroom environment also posed challenges. Overcrowding and lack of discipline hampered the suc-

cess of teaching reading (§ 5.2.5.3). Policymaking and implementation seemed a huge issue in Namibia that negatively influenced and confused teachers (§ 5.2.5.4).

6.3.2 Behavioural engagement

Behavioural engagement is an inner human factor that influences or can be influenced by either academic achievement or environmental factors. Teachers' persistence and perseverance were influenced by teachers' beliefs; attitudes, confidence, and responsibilities; instrumental help seeking; opportunity to read and teacher characteristics formed part of behavioural engagement (Figure 5.7).

Participants indicated that, despite challenges and difficulties they went through, they had to persist and persevere in their work to achieve the aim of improving learners' reading skills (§ 5.3.1). Teachers' SEBs were influenced by their perception on whether they can improve learners reading skills; some participants felt that they put in the minimum effort because they cannot make an improvement. Others felt they could improve learners' reading skill when they made an effort (§ 5.3.1.1). Teachers with high SEBs strived to seek assistance for the purpose of improving learners' academic achievements (§ 5.3.1.2). Teachers with a high sense of efficacy also had the confidence to perform their tasks, confidence to address the issues and confidence to seek help with regard to teaching reading (§ 5.3.1.3). SEBs helped to determine how much effort, perseverance and resilience a teacher put in a task of teaching reading. It is the teachers' responsibility to assist learners with regard to reading (§ 5.3.1.4). Participants indicated that they made use of opportunities to enrich themselves (§ 5.3.1.5). Teachers' characteristics and attitudes towards teaching reading have an influence on their SEBs and will therefore also have an influence on their persistence and the effort they put in teaching reading (§ 5.3.1.6).

6.3.3 Cognitive engagement

Cognitive engagement deals with focus, knowledge and skills that determine the academic achievements of teachers with regard to teaching reading. For better academic achievements teachers should be innovative to create teaching reading strategies. Figure 5.8 illustrates that strategy use is part of cognitive engagement and attention must be given to the method, planning remedial teaching, revision and improvement. It is required from teachers to initiate and incorporate a variety of appropriate teaching strategies for teaching reading in order to improve their learners' reading skills (§ 5.4.1). It is not only strategies that are important but also the teaching methods the teacher has to follow progressively for every indi-

vidual learner. Participants indicated various methods they implemented (§ 5.4.1.1). The participants indicated their planning with regard to improved teaching of reading. They implemented a number of inventive strategies according to their specific context requirements in order to improve their teaching of reading (§ 5.4.1.2). For improving learners' reading skills, teachers need to incorporate learner support. Participants indicated that they were willing to put in extra effort and provide additional support and remedial teaching to learners during the afternoons (§ 5.4.1.3). Revision was also a strategy participants incorporated to improve learners' reading skills (§ 5.4.1.4). Evidence is needed to ascertain if these strategies lead to improved reading skills. Some participants indicated some evidence to show improvement (§ 5.4.1.5).

In order to foster the aspect of cognitive engagement during reading, teachers and as well as learners should concentrate to understand what they are reading (§ 5.4.2). Figure 5.9 illustrates that capability, knowledge, focus and understanding, language proficiency and monitoring are important aspects of cognitive engagement. Capability in this study refers to the individual teachers and their ability to teach reading to learners proficiently. Teachers' capability and knowledge with regard to teaching reading influenced their SEBs and also determined learners reading performance (§ 5.4.2.1). Staying focused during reading lessons is an ability that helps both teachers and learners to have deep understanding with regard to what they read, and this increases their academic outcomes. Teachers teaching ESL reading have to have good reading skills and understanding of what is read (§ 5.4.2.2). To improve learners' reading skills, it is a prerequisite that teachers have to be proficient in ESL (§ 5.4.2.3). When learners engage in reading activity, it is the responsibility of teachers to monitor the process when learning to read to ensure that effective teaching and learning takes place (§ 5.4.2.3).

6.3.4 Motivational engagement

Teachers' with high SEBs are able to influence and arouse learners' interest to like reading. Figure 5.10 illustrates interest as part of motivational engagement and some aspects that can arouse learners' interests as part of motivation. The participants emphasised the significance of arousing learners' interest to read more (§ 5.5.1.1). It is the responsibility of teachers to initiate and use strategies that can arouse learners' interest and motivate them to like reading. The more they practise reading, the more they will improve their reading skills (§ 5.5.1.2). Learners should be involved in the reading lessons. When they do not pay attention to the lesson, the teachers in effect waste their effort. It is therefore teachers with high self-efficacy who are positive to ensure that learners receive maximum assistance and en-

couragement (§ 5.5.1.3). Motivation encourages and arouses learners' interest to put extra effort in improving their reading skills (§ 5.5.1.4). Teacher's SEBs can determine outcome expectations. Teachers with high self-efficacy will anticipate positive outcomes or success for their learners in reading skills (§ 5.5.1.5).

Teachers' SEBs on teaching reading will be determined by the five indicated sources as well as through behavioural, cognitive, and motivational engagement, and will have an effect on learners reading achievement (Figure 5.1). The finding shows that teachers' SEBs are the most significant factors that influence and determine the effort, persistence and perseverance a teacher put in with regard to the execution of reading task. The findings also indicate that teachers with high SEBs have positive attitudes, characters, and behaviours and are always willing to perform their task with great effort, which results in better reading achievements.

6.4 Value of the study

The researcher indicated that SEBs play a crucial role in human characteristics and behaviours that could also determine learners' reading achievements. The researcher concludes that high SEBs determine positive results. Teachers with high SEBs tend to work hard with maximum effort, commitment, and persistence and perseverance in their work.

A school comprising teachers with high self-efficacy who believe in their ability to execute reading tasks, will improve learners' reading achievements. Teachers with low self-efficacy contribute to learners' low reading achievements as they have insufficient confidence, ability, and sense of SEBs. Teachers with low a sense of self-efficacy believe that there is little they can do to teach learners who have difficulties in reading. These are teachers who often complain about too much work at school, tend not to like the profession and they spend more time on non-academic activities. The researcher concludes that low SEBs negatively impact on learners' reading skills.

The majority of Namibian teachers, especially those teaching at rural schools, struggle to teach reading, because they lack the ability and the strategies to teach reading. These teachers are not proficient in teaching ESL and this has an influence on their SEBs.

Support such as training workshops, the availability of resources, and positive learning environments are among the factors that contribute to learners' better reading achievement.

Teachers need training on the policy implementation, and how and when to implement appropriate reading strategies. Teachers need support from their SMTs to ensure that they receive appropriate professional development. SMTs should realise that they have an impact on teachers' SEBs regarding the teaching of reading. SMTs have to play their part to ensure that teachers develop positive SEBs. Conducive teaching and learning environments at schools, like motivation, the availability of resources, and good SMT leadership style influence individual teachers' behaviours. Teachers with job satisfaction stay longer in the field of teaching because they love their jobs, they like the interaction with learners and other colleagues. An encouraging school environment is crucial in improving learners' reading achievements and also has a positive effect on teachers' SEBs.

6.5 Limitations of the research

Brief review of the design and methodology of this study, as well as on the conceptual framework used during the study, are discussed.

Creswell (2003, p. 148) defines limitations as the potential weakness of a study. Marshall and Rossman (2011, p. 76) as well as Patton (2002) indicate that all proposed research has limitations. This study made use of qualitative research design, because it explores and aims to understand the issues which arise from teachers' experiences, behaviours and the context regarding teaching reading in a rural area. Qualitative research methods are used to establish the socially constructed nature of reality, to stress the relationship between the researcher and the participants of the study (Welman, Kruger, & Mitchell, 2005). The researcher interacted with and collected data from eight English teachers at four schools from the Kavango region (Ncuncuni circuit), in order to gain a deeper understanding of the experiences and the beliefs regarding to teaching reading in as rural area of Namibia.

One of the limitations of the study is the generalizability of the findings to all schools in the circuit. The contexts at other schools may be different and might not reflect and represent the whole picture, for example the challenge of overcrowding. Therefore, the findings could be limited only to the current research context. However, the findings may also relate to similar schools in the vicinity that share the same features. Maree and Pietersen (2007) warns that even though the researcher may think there is a reason for using non-probability sampling, the limitation in terms of representing the population and generalizability should always be kept in mind.

Another limitation relates to the honesty of the participants' utterances as some of them could not honestly acknowledge their weaknesses with regard to teaching reading. Some of the teachers were shifting blame to teachers at lower grades instead of looking the problem in the eye. Some participants might not even have revealed their real level of reading ability as a cause of their learners' failure. Therefore, the researcher had to use semi-structured one-on-one interviews in order to gain detailed pictures of participants' beliefs and perceptions (Strydom, 2005b).

6.6 Recommendations from the study

Based on the findings, the researcher makes recommendations relating to (i) policy, (ii) teacher professional development, (iii) resources, and (iv) the school management team as aspects that should be addressed to improve learners' reading skills.

6.6.1 Policy

The national Language of policy of Namibia 1992-1996 stipulates that learners should learn in their first language as medium of instruction as from grade 0 (pre-primary) to grade 3. From grade 4 onwards, they should use English as medium of Instruction. Some researchers indicate that there is a strong correlation between first language and second language, indication that a learner starts learning in their first language at the lower grades as it becomes easier to learn ESL this way. Murray (2007) agrees that study after study show that there is a strong and positive correlation between home language and second language. Nyathi (2000) suggests that, home language should be taught up to intermediate grades (grades 5, 6, and 7), and not only up to grade 3. Teaching home language up to grade 3 creates more challenges as learners do not cope with the reading demand.

The issue of home language as medium of instruction has been implemented after independence, but has yield no result as learners still struggle to read. Namibia ranks among the lowest in reading literacy when compared to other countries agrees (Nyathi, 2000). Murray (2007) states that a common cry amongst teachers at all levels at especially Namibia rural schools is their learners cannot read and they have difficulty in comprehending and processing reading materials and decoding meaning. The teachers in rural schools in the northern part of Namibian in Ondangwa, Omusati, Ohangwena, Kavango suggest that to improve reading skills of learners ESL, they should be taught in English from lower grades onwards as their learners cannot read when compared to schools in regions like Erongo and Khomas

because they use ESL as language of instruction from grade 0 onwards (Mutenda, 2008). Based on the findings of reading failure amongst learners in Namibian schools with the current language policy, the researcher recommends that ESL should be taught as medium of instruction as from grade 0 onwards and home language as a subject. The researcher is fully convinced that in the Namibian context, learners in some regions, where ESL is used as medium of instruction, read better compared to learners in the northern regions where home language is dominant. The researcher therefore recommends that the language policy should be changed to ESL as medium of instruction for all.

6.6.2 Teacher professional development

The researcher identified that the issue of reading competency of Namibian learners was not only the result of the language policy, but also teachers' inadequate English reading proficiency. Alexander (2001) states that the problem is not the learners, but the teachers who were not proficient in teaching English as second language, as well as their inefficiency to teach learners to read due to their underlying English incompetency. Namibia teachers indicated that their English language proficiency and general language proficiency was weak (Wolfaardt, 2005). O'Sullivan (2003) agrees that teaching reading of ESL in Namibia received too little attention because teachers also struggle to read English. Some of the teachers have obtained their teaching diplomas through distance education, and all obtained additional qualifications through distance education. This could contribute to the teachers' insufficient reading ability and reading proficiency skills. These findings indicate that more professional training should be provided in this regard.

6.6.3 School management team

The leadership of a school plays a vital role in learners' academic achievement. Contented staff, good team work, and a positive school climate results from quality leadership style when management makes teachers feel part of the school, encourage them to maximise their effort, show positive attitudes, and is willing to execute tasks whole heartedly. Quality leadership style of the management in terms of shared goals, wide decision-making, fit of plans with school needs, positive school cooperation, support for one another, and sharing of ideas with all partners, have positive and strong influence on learners' academic achievements (Ross, et al., 2004). Positive environments with regard to good management create the atmosphere for job satisfaction. Stempien and Loeb (2002) state that teachers with high levels of job satisfaction are more likely to remain in the field of teaching, because they like the interaction with learners, colleagues, the job, as well as good management from the

SMT. Caprara, Barbaranelli, Borgogni, Petitta, et al. (2003) agree that if teachers at schools are content in their jobs, cooperate with others, and have values of teaching collectively, they positively contribute to learners' reading achievements. SMT's poor management or leadership style creates unsafe, insecure, and unhappy staff at school that leads to low academic achievements of learners. If teachers are unhappy at school, it creates job dissatisfaction that develops negative attitude, unwillingness to work, lack of effort, laziness, and division at a school. From the findings from this study, the researcher has confidence to conclude that is the responsibility of the SMT to promote a positive school environment that could lead to improved academic achievement.

6.6.4 Resources

Resources are factors in education that relate to school environments. Chong, et al. (2010) states that collective self-efficacy plays an important role in the climate of the school. Insufficient resources influence the reading achievements of learners. Many schools, especially in rural areas, face big challenges regarding to the availability of resources like libraries, reading books, and teaching media, for example television sets. Tschannen-Moran and Woolfolk Hoy (2007) found that teachers at the schools where resources were not available, for example remote schools with insufficient resources, low educational background of parents, teachers with low SEBs, can expect to have low reading achievement of learners. Well-resourced schools, with high teacher SEBs could contribute to better reading achievement of learners. With this finding the researcher concludes and recommends that for better reading achievements all schools need libraries, Internet and learning media, like newspapers to develop teachers' and learners' reading habits.

6.7 Contribution to theory on self-efficacy beliefs

Bandura (1997)'s well known four sources of self-efficacy, and the Linnenbrink and Pintrich (2003) engagements were used as aspects of influence on teachers' SEBs with regard to teaching reading. The researcher identified a fifth source, the school environment, as another source that influences teachers' SEBs regarding teaching reading. Since the school environment is an additional source of self-efficacy the researcher recommend further research that can establish evidence on how school environment influences SEBs with regard to reading achievements. A proposed new model for SEBs is depicted in Figure 6.1 where the school environment appended the list of sources of SEBs.

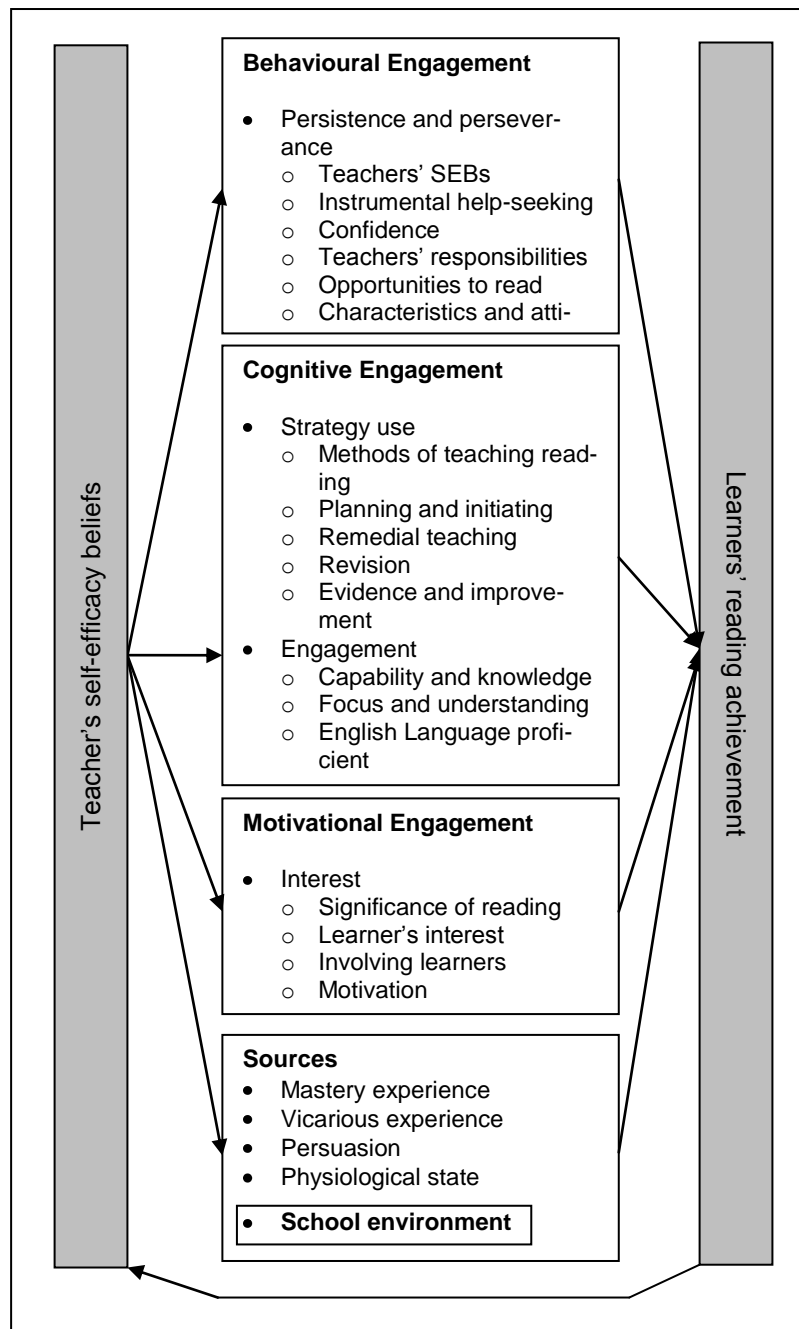


Figure 6.1 A proposed new model for SEBs

6.8 Proposed relating research questions

The researcher concludes this study with emanating themes for future studies. Although the qualitative approach provided detailed information and depth of understanding, the researcher suggest a follow-up study that would use the identified aspects to provide insight into the significance of the aspects. This study therefore proposes that the themes listed

here could be investigated to extend the understanding from the current study. Themes relate to the influence of:

- teachers' SEBs with regard to teaching reading and reading achievement
- facilities and resources on teaching reading and reading achievements
- language policy with regard to teaching and reading achievement
- the ministry of education improving of learners' reading skills and habits at rural schools
- teachers' SEBs on job satisfaction with regard to teaching reading and reading achievements
- learners' SEBs on their reading achievements.

6.9 Reflection of my research journey

This research has become my life for the past three years. This journey started when I completed my Honours degree and I realised that in Namibia learners are failing ESL in grades 10 and 12. I asked myself, "what are the causes of poor performances in ESL? How can we identify the cause?" As I am an intermediate/upper primary teacher, I decided to engage in research at the level of this grade. I asked myself, what are the reasons for learners' failures and struggles to read? Was it a result of them not understanding what was printed on paper, or what the examiners asked? With this imagination, I assumed that the problem maybe started in the lower grades and I decided to carry out research on reading at the intermediate level. I wanted to ascertain teachers' view regarding beliefs, experiences, method, strategies of teaching reading.

Various challenges emerged throughout the whole process of the research study and during the analysis of data. Travelling from Namibia to South Africa for three years was challenging. I had to travel during school holidays to South Africa for two years on my own cost without assistance from the ministry of Education. The twelve days of study leave per year were not sufficient for a study at masters' level. Working fulltime also contributed towards time challenges. Although the study leave was not sufficient, it provided me with the opportunity to collect the data. Enrolling for a Master's degree in South Africa also caused many challenges as educational policies are not the same, and the use of concepts were different. References to the various school grades in South Africa and Namibia were very different, as well as the use of terminology like as Second Additional Language and Second Language. I also lost my laptop and all my data on my way back from South Africa to Namibia in August

2012. This resulted in another year of study. However, support from the supervisors helped me in finding related articles; they provided guidance and explanation. They were flexible and accommodating during my visits to the NWU, and helped me to retrieve some of my lost research data.

This three year journey has enriched my life by learning much and perseverance became my virtue. When studying became very hard I thought of quitting many a time, but I kept going. This has made me strong. Throughout the journey of this research, I have realised that teachers SEBs influence the way teachers teach and that they play a vital role in education and reading achievement. This research provided me with the opportunity to gain experience in conducting qualitative research and I grew at a personal level.

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Teacher self-efficacy beliefs for teaching reading in English Second Additional Language

Consider the following scale:

Very poor		Poor		Average	Fair		Very good		Excellent
1	2	3	4	5	6	7	8	9	10

Some of the questions I will ask require that you first rate yourself on the scale by giving yourself a mark or value between 1 and 10 on each of the questions and then explain or give a reason why you give yourself such a rating.

Example:

If you rate yourself as very capable or good in doing something, you may give yourself a rating of 8, 9 or 10. If you feel you are not good at something, but at the same time that you are not too bad, you may give yourself a rating of 5 or 6. If you feel you are capable at all you will give yourself a rating of 3 or lower than 3.

Note

Kindly keep in mind that we are not good or bad at all the things we do. We usually are good at doing some things and not so good at other things. Therefore please be honest with your ratings and the reasons you give.

Questions

Self-efficacy

1. Rate how good you believe you are to successfully teach your learners how to read. Give a reason for your rating.
2. How do you rate or evaluate your experience of teaching English reading? Explain why you give yourself such a rating.
3. How do you rate your ability to enlist (or request) support from your school management team (school principal, deputy principal, etc.) when you experience difficulties with learners with low reading skills in English? Explain why you give yourself such a rating.

Behavioral management

Think about how learners can behave in a class. Some may concentrate on what the teacher is trying to teach them and are actively involved in the lesson, while others quickly lose interest, become distracted and even disruptive.

4. How do you rate your ability to ensure that all the learners are actively and optimally involved in your reading lesson? Explain why you give yourself such a rating.
5. How do you rate your ability to persist with teaching a reading lesson when most of your learners show no interest because of low reading skills? Explain why you give yourself such a rating.

Cognitive engagement

Before you rate yourself on the next question, I want you to write down all the strategies you know that can be used with learners who find it difficult to read.

6. Good, now rate your ability to use these strategies with learners who find it difficult to read. Give a reason for your rating
7. How good are you thinking out strategies to help you to reach your goals regarding teaching reading? Explain why you give yourself such a rating.

Motivational engagement

Before we go on, I want you to think of what teachers can do to motivate learners to work hard in school or in their classes. If you want, you may write down some methods or strategies to motivate learners in school.

8. Good, now rate yourself on your ability to motivate your learners to work hard at improving their reading skills. Give a reason for your rating

Think about things to avoid that can cause negative emotions such as anxiety.

9. How good are you to avoid creating negative emotions such as anxiety with learners who find reading difficult? Explain why you give yourself such a rating.

Thank you for your openness and participation.



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Ethics Committee

Tel +27 18 299 4850
Fax +27 18 293 5329
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title : Teachers self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools																															
Project Leader: Dr. M Van Niekerk Student: P Kamunina																															
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>0</td><td>7</td><td>3</td><td>-</td><td>1</td><td>1</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="5">Project Number</td> <td colspan="2">Year</td> <td colspan="5">Status</td> </tr> </table>	N	W	U	-	0	0	0	7	3	-	1	1	-	A	2	Institution			Project Number					Year		Status				
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Institution			Project Number					Year		Status																					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																															
Approval date: 2011/06/22	Expiry date: 2016/06/21																														

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

s

Prof Amanda Lourens
(chair NWU Ethics Committee)



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

**School of Continuing Teacher
Education
P.O. Box 6001
Potchefstroom
2520**

27 May 2011

The Permanent Secretary

Mr A Ilukena
Ministry of Education
Government Office Park (Luther Street)
Private Bag 13186
Windhoek

Dear Mr Alfred Ilukena

Request: Formal Permission for Research

Three Namibian students who graduated through the Baccalaureus Educationis Honneurs (BEd Hons) programme at the School of Teacher Education, North West University (NWU), South Africa have continued to enrol for a Masters in Education (MEd) qualification at NWU, Potchefstroom Campus. Their research projects relate to educational problems specific to the Namibian situation and their findings will be applicable to the region where they teach. The students and their dissertation titles are:

- *Ms Ainna Kapango Moses*: Namibian Teachers' and Learners' attitude towards the New Mathematics Promotion Requirements for Grade 5-9: A Qualitative Case Study
- *Mr Paulus Pangeni Shikalepoh*: Learners' Self-efficacy Beliefs in Reading Comprehension in English Second Additional Language in a Namibian Rural School
- *Mr Pontianus Musenge Kamunina*: Teachers' Self-efficacy in Teaching English Second Additional Language at Namibian Rural Schools.

These students aim to conduct interviews with and submit surveys to teachers, and learners from schools in Namibia. The students are planning to conduct these interviews during October 2011 with participants identified in their research approved by the NWU. Separate permission will also be obtained from the teachers and parents of learners (as applicable to their respective studies) from the relevant schools following permission from your Department.

I hereby request your favourable consideration of the request for the conducting of research by these three MEd students that relate to SCTE and my auspices (letters attached). Four senior researchers, Prof Seugnet Blihnaut, Dr Illasha Kok, Dr Bernadette Geduld and Dr Molly van Niekerk will oversee this process to ensure that data collection will take place according to the highest ethical and academic standards. Participation of research participants will be completely voluntary, and may withdraw at any time during the research process. The Ministry of Education's involvement and permission for this study will be greatly appreciated to contribute towards the understanding of problematic issues in your school district.

Sincerely

Prof Manie Spamer (PhD)

Director: School of Continuing Teacher Education
North West University
Potchefstroom Campus Tel:

Tell: 0182994557

fax: 0182994558

E-Mail Manie.Spamer@nwu.ac.za



Respondent number: 5

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission for Research Project:

Teacher's self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools

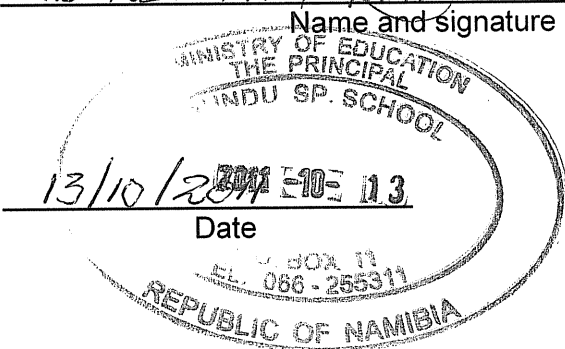
LETTER OF PERMISSION: SCHOOL PRINCIPAL

I, MLDI ANGELINA MBERESHU, (name and surname)

a principal from RUNDU SENIOR PRIMARY SCHOOL (name of school)

hereby give permission that the research may be carried out at the school, and that I / we voluntarily participate in the study. I understand that at any time, the participants may withdraw from the research and that the participants' personal information will be treated as confidential.

MBERESHU A.M. 
Name and signature


13/10/2011 10:13
Date
REPUBLIC OF NAMIBIA
TEL: 066 - 255311



Respondent number: 1

NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission for Research Project:

**Teacher's self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools**

LETTER OF PERMISSION: SCHOOL PRINCIPAL

I, NANGURA RUFINA HAMUTENYA, (name and surname)

a principal from SIKANDUKO PRIMARY (name of school)

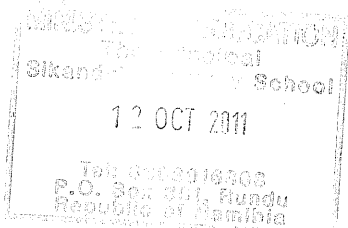
hereby give permission that the research may be carried out at the school, and that I / we voluntarily participate in the study. I understand that at any time, the participants may withdraw from the research and that the participants' personal information will be treated as confidential.

NRHamutenya

Name and signature

10/10/2011

Date





Respondent number: 2

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission for Research Project:

**Teacher's self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools**

LETTER OF PERMISSION: SCHOOL PRINCIPAL

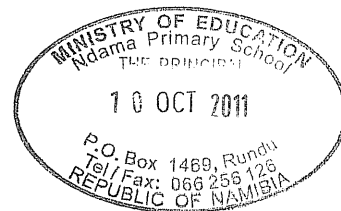
I, Mukuve Norbert Shiyinga, (name and surname)

a principal from Ndama Primary School (name of school)

hereby give permission that the research may be carried out at the school, and that I / we voluntarily participate in the study. I understand that at any time, the participants may withdraw from the research and that the participants' personal information will be treated as confidential.

Name and signature

10/10/2011
Date





Respondent number: 4

NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission for Research Project:


Teacher's self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools

LETTER OF PERMISSION: SCHOOL PRINCIPAL

I, STEVEN SHINDIMBA HAINGURA, (name and surname)

a principal from KAISOSI PRIMARY SCHOOL (name of school)

hereby give permission that the research may be carried out at the school, and that I / we voluntarily participate in the study. I understand that at any time, the participants may withdraw from the research and that the participants' personal information will be treated as confidential.

STEVEN SHINDIMBA HAINGURA 
Name and signature

11 OCTOBER 2011
Date





NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 7

Permission to Research Project:


Teachers self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, PANDULENI KATIVA, (name and surname)

an educator from RUDOLF NGONDO P.S. (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

PANDULENI J. KATIVA 
Name and signature

14 OCT 2011
Date

MINISTRY OF EDUCATION RUDOLF NGONDO PRIMARY SCHOOL
2011 -10- 14 P.O. BOX 1921 RUNDU TEL: 066-255553 FAX: 066-255559
REPUBLIC OF NAMIBIA



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 9

Permission to Research Project:

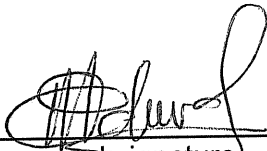
**Teachers self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, EDWARD DIYEVE, (name and surname)

an educator from RUNDU SP SCHOOL (name of school)

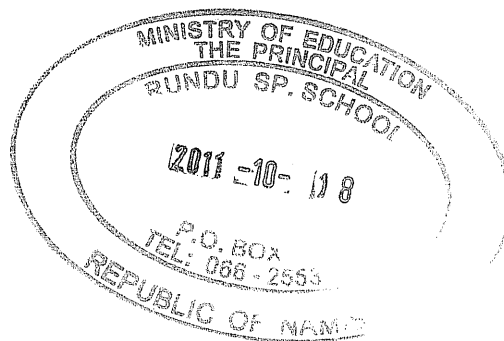
hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

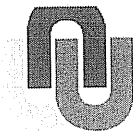
Edward D. 

Name and signature

18-10-11

Date





Permission to Research Project:

Teachers self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, Muronga Annafulgentia, (name and surname)

an educator from Kaisosi Primary School (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

Muronga AF
Name and signature

MINIST 10.10.10
Date



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 5

Permission to Research Project:

**Teachers self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, Mutuku. Sophia. (name and surname)

an educator from Kaisosi Primary (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

Sophia. S. Mutuku
Name and signature

10-10-11

Date

10-10-11
Faculty of Education
Department of Educational Psychology
P.O. Box 13300
Windhoek 1900
Namibia
Tel: (06) 2554 1111



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 4

Permission to Research Project:


Teachers self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools

LETTER OF PERMISSION: RESEARCH PARTICIPANT

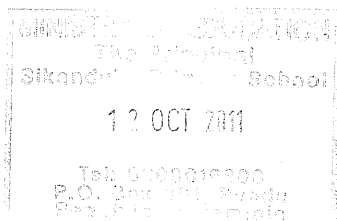
I, Sandra Njiana Matali, (name and surname)

an educator from Sikanduko P. School (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

Sandra N. Matali 
Name and signature

12 October 2011
Date





NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 3

Permission to Research Project:

**Teachers self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, KUPEMBONA MBANDJE, (name and surname)

an educator from NDAMA PRIMARY SCHOOL (name of school)

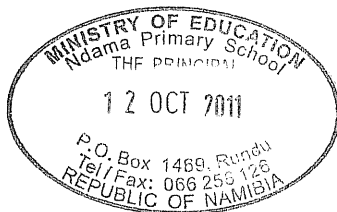
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MBANDJE KUPEMBONA

Name and signature

12-10-2011

Date





NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 3

Permission to Research Project:

**Teachers self-efficacy beliefs for teaching reading in English Second Additional Language
at Namibian rural schools**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

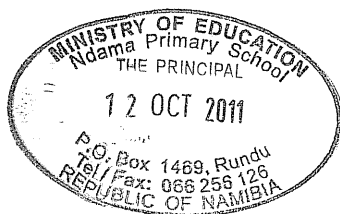
I, Mbamba Judith, (name and surname)

an educator from Ndama Primary School (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

Mbamba Judith Mbamba
Name and signature

12/10/2011
Date





NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number: 1

Permission to Research Project:

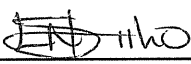
Teachers self-efficacy beliefs for teaching reading in English Second Additional Language at Namibian rural schools

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, SIPHO LOUZEEN, (name and surname)

an educator from SIKANDUKO PRIMARY (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

SIPHO LOUZEEN 
Name and signature

12.10.2011
Date

