Examining English Teachers' Reading Efficacy and Perceived Reading Skill Proficiency in Secondary Schools

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Article info	Abstract

Abstract

This paper studies the sense of efficacy in teaching reading skills and perceived reading skill proficiency of secondary school English language teachers. The study aims to investigate the relationship between secondary school English language teachers' sense of efficacy in teaching reading and their perceived reading skill proficiency. The paper employed a descriptive and correlational design and used questionnaires to collect data from the participants. There were 112 teachers who participated in filling out the questionnaires. The collected data was analyzed using descriptive statistics and the Pearson correlation coefficient. The result of this study revealed that secondary school English language teachers had a moderate level of self-efficacy beliefs in teaching reading skills. It also found that teachers' perceived reading skill proficiency was high. Furthermore, the study found a significant positive correlation between teachers' sense of efficacy in teaching reading and their perceived reading skill proficiency. The study findings suggest that teachers' sense of efficacy in teaching reading is positively related to their perceived reading skill proficiency. This implies that efforts to enhance teachers' sense of efficacy in teaching reading may lead to improved reading skill proficiency. The study also highlights the importance of providing professional development opportunities for teachers to improve their sense of efficacy.

Keywords: *English Language Teachers, Sense of Efficacy, Reading Skill, Secondary Schools, Perceived Proficiency*

1. Introduction

All people want to be successful in their careers, but the difference comes when they fail to succeed in what they wanted to achieve. Someone who has a positive sense of efficacy blames his own inadequate effort to accomplish the task and someone with a negative sense of efficacy relates his failure with his lack of ability (Gist & Mitchell, 1992, p. 117).

The essence of self-efficacy comes from Bandura's social cognitive theory. According to Bandura (1977), "Self-efficacy beliefs are an assessment of one's personal capacities — the ability to act, generate results, and exercise control over a given situation". On the other side, Tschannen-Moran et al. (2001, p. 233) defined teachers' sense of efficacy as 'the teacher's belief in his or her ability to organize and execute courses of action required to successfully achieve a certain teaching task in a particular context.

Teachers' efficacy could have an influence on how teachers teach their courses to students. Various opinions have been expressed regarding the quality and efficacy of English language teachers in their field. One of the teachers' characteristics besides professional knowledge and skills that is important in teaching is teachers' self-efficacy (Garvis & Pendergast, 2016).

Examining teachers' efficacy or confidence in English teaching needs to be particularly significant, and, as scholars have pointed out, teacher improvement is crucial to the success of teaching English. The other factor related to teachers' lack of proficiency, has been identified as one of the most significant hurdles to successful English teaching and learning (Butler, 2004). Different scholars considered the lack of English proficiency of teachers as commonly thought to be "directly related to their lack of confidence in teaching English" (Adelson et al., 2019; Butler, 2004; Jeong-Ah Lee, M. A., 2009; Nunan, 2003).

As a result, the sense of teacher efficacy is an emerging concept that has received significant attention in different parts of the world (Bandura, 1997; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001).

The other thing that is common in language teaching and learning is reading skills. Teachers and students spend much time reading on multiple academic and non-academic topics. Teaching this skill is not an easy task. "Reading is known to be a complicated cognitive activity, and teaching reading skills can be challenging at times" (Kavaliauskienė & Kaminskienė, 2017, p. 172).

Teachers, as is well known, play a critical role in the teaching-learning process in the classroom, and language teachers, in particular, must be as efficient as possible in their careers. Teachers' lack of English proficiency has been linked to a lack of confidence in teaching and, as a result, inefficient instruction (Butler, 2004). "...a big challenge is that many English teachers just do not have the skill, and thus the confidence, to teach in English," (Nunan, 2003, p. 601) remarked.

In some research studies, like Shim (2001), there was a contradictory finding on how English teachers' sense of efficacy is related to their language skills competency; however, Chacón (2005) discovered that the sense of efficacy of Venezuelan middle school English teachers was positively associated to their perceived language proficiency.

Current English competence and EIL (English as an International Language) attitude toward the English language were significant predictors of instructors' confidence in English teaching (Sabokrouh, 2013).

In another study, it was discovered in (Gavora, 2010) study about 'Slovak pre-service teacher self-efficacy: theoretical and research considerations' that pre-service students scored on both teaching self-efficacy and general teaching efficacy above the midpoint of the scales, showing they exhibited positive self-efficacy.

In his findings, Jeong-Ah Lee (2009) indicated that in a foreign language context, oral target language use would be a significant dimension to consider when examining teachers' self-efficacy in teaching the target language.

In the Seifu Bogale et al. (2019) study, the result showed that teachers felt more efficacious in applying instructional strategies than in classroom management. The results also indicated that the participants perceived their efficacy to motivate and engaging students to learn English as not as high as their efficacy in teaching strategies. In their finding, they found that teachers' perceived reading skills to be the highest-developed language skill. There was a positive correlation between the perceived level of language proficiency and a sense of self-efficacy.

Therefore, this necessitates empirical investigation, which was what prompted the researcher to analyze this topic in our circumstances. As previously stated, when teachers' efficacy for teaching is strong, they use a variety of instructional strategies that are important to support students and favorable for student engagement and performance results, even when presented with stressful situations, according to (Duffin et al., 2012).

Understanding secondary school English language teachers' sense of efficacy in teaching reading skills and their perceived reading skill proficiency is important not

only for the teachers but also for the policy and curriculum developers. As a result, the researcher believed that it should be vital to investigate the depth of our secondary school teachers' sense of efficacy as well as their English language reading skills proficiency.

Hence, the general objective of the study was to look into secondary school English language teachers' sense of efficacy in teaching reading and their perceived reading skill proficiency. Specifically, this study intended to answer the following research questions.

1. What are secondary school English language teachers' current levels of self-efficacy beliefs in teaching reading skills?

2. What are secondary school English language teachers' perceived proficiency levels of reading skills?

3. Does teachers' sense of efficacy in reading skills relate to their perceived reading proficiency?

2. Literature Review

2.1. Social cognitive theory

Bandura (1989) posits that social cognitive theory rests on the fundamental principle of the purposeful pursuit of specific behavioral patterns. To counter the notion that "people are neither autonomous agents nor mechanical conveyors of animating environmental influences," Bandura introduces the concept of 'human agency.' This concept stands in opposition to both personal and environmental determinism (Bandura, 1989, p. 1175).

Social cognition theory, according to Maddux (1995, p. 4), is a "way for supporting people in becoming more aware of their surroundings and reacting to what they observe." According to the idea of social cognitive theory, "an approach to explaining human cognition, action, motivation, and emotion based on the notion that people are capable of self-reflection and self-regulation and that they are active shapers rather than passive reactors to their environments." Despite the fact that human behavior varies from one situation to the next (Howard & Conway, 1986; Williams, 1992 cited in Maddux, 1995), social cognition theory necessitates certain assumptions.

In contrast to Watson's behavioral model of stimulus-response (S-R) or Skinner's operant conditioning model of reinforcement, the focus of social learning theory is that learning occurs in a social environment. There have been theories on the existence of a mediator between stimulus and response (Woodward, 1982). According to Meichenbaum (1977), these models grew more and more insufficient to account

for some of the abnormalities in human behavior. The desire to investigate cognitive explanations was sparked by dissatisfaction with the stimulus-response model (Dember, 1974). For instance, Skinner's observation a posteriori-based claim that "a person does not act upon the world, the world acts upon him" (Skinner, 1971, p. 211) was losing favor in American psychology (Mahoney, 1974).

2.2. Self-Efficacy Theory

The teachers and students' approach can be influenced by the sense of efficacy the teacher possesses. "The ability of a teacher to engage students and promote learning outcomes, even with difficult students, is referred to as a teacher's sense of efficacy" (Tschannen-Moran & Woolfolk Hoy, 2001). Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) and Ashton (1984) cited in Yough M. (2019) studies suggest that teachers who have a high sense of efficacy are thought to have a strong commitment to their profession, set higher goals, work harder to achieve those goals, and persevere in the face of obstacles.

According to Pajares (1996), self-efficacy beliefs are context-specific. That is, a teacher may feel very differently about their ability to teach students in elementary school art than they do about teaching high school algebra. Similar to this, teachers may feel highly effective when educating students who come from the same cultural or linguistic background as them, but less effective when dealing with English language learners (ELLs).

Self-efficacy was originally characterized as a type of anticipation concerned with one's belief in one's ability to perform a given behavior or set of behaviors required to accomplish a specific goal (Bandura, 1977).

However, the definition of self-efficacy has been extended to include "beliefs in their abilities to mobilize the motivation, cognitive resources, and courses of action required to exert control over task demands" (Bandura, 1989, p. 1175) as well as "beliefs in their abilities to mobilize the motivation, cognitive resources, and courses of action required to exert control over task demands" (Bandura, 1989, p. 1175; Bandura, 1989, p. 1175; Bandura, 1990, p. 316). As a result, self-efficacy evaluations focus on "judgments of what one can do with whatever talents one has," rather than "what one has" (Bandura, 1986, p. 391). According to Bandura, people "evaluate, weigh, and integrate many sources of information regarding their competence, and they correctly limit their choice behavior and effort expenditure" (1977, p. 212). As a result, mastery and efficacy expectations have risen.

According to Bandura (1997), self-efficacy beliefs are not the same as self-esteem, which refers to "whether one likes or dislikes oneself." Low self-efficacy perceptions do not always indicate low self-esteem since self-efficacy views are

focused on assessing individual capability while self-esteem beliefs are concerned with determining self-worth. For example, one's ability to swim is unlikely to affect one's self-esteem as an English instructor unless one invests his self-worth in that activity Bandura (1997). He also stated, "self-efficacy beliefs predict the goals people set for themselves and their performance attainments, whereas self-esteem has little effect on personal goals or performance."

2.3. English language teachers' sense of efficacy

According to Mojavezi and Tamiz (2012), and Bandura's (1994, 2006) the concept of self-efficacy has largely led studies on teacher self-efficacy. Teacher self-efficacy refers to a teacher's confidence in his or her own abilities to help students learn (Bandura, 1994), and he claimed that there were two sorts of expectations that influence human behavior are self-efficacy and result expectancy. The former refers to people's assessments of their ability to undertake and complete a specific task in a specific context, while the latter includes assessments of the likely consequences of such performance.

The abilities and self-efficacy of teachers play a significant role in the work of generating learning settings that are favourable to the development of cognitive capabilities. Gibson and Dembo (1984) assessed instructors' perceptions of their effectiveness in energizing and instructing challenging pupils as well as in reversing negative home and community influences on students' academic progress. High instructional efficacy teachers work under the assumption that challenging pupils can be taught with extra effort and the right methods and that they can recruit family support and overcome negative community pressures through successful teaching.

In contrast, the ability of teachers to influence students' intellectual development is severely constrained by unsupportive or oppositional influences from the home and neighbourhood environment, according to teachers who have a low sense of instructional efficacy. They also believe that there is little they can do if students are unmotivated Bandura (1997, p. 240).

3. Method

3.1. Participants

The participants of this study were selected from Amhara Region, North Shoa Zone secondary school English language teachers. They have taught English from grades 9 to 12. All English teachers in the selected secondary schools participated in filling out the questionnaires.

3.2. Materials and Instruments

This study used two questionnaires to collect data from secondary school English language teachers about their sense of efficacy and perceived reading skills proficiency.

The reliability coefficient of the questionnaire about teachers' sense of efficacy in teaching reading skills was computed using the Cronbach alpha coefficient after field testing. For the current study, the Cronbach reliability values for the scales were 0.85 (Instructional Strategies), 0.92 (Classroom Management), and 0.84 (Student Engagement). The overall teachers' sense of efficacy Cronbach alpha coefficient was .954, which is considered significant and high. It signifies that all three subcategories of self-efficacy beliefs are highly associated; implying that the entire test is a valid indicator of self-efficacy beliefs.

In addition, the Cronbach alpha was calculated for the perceived reading skill Proficiency questionnaire. The Cronbach Alpha was .842, which was significant and favorable. It showed that the English language perceived reading skill proficiency questionnaire was completely reliable.

3.2.1. Questionnaires

The questionnaire consisted of the following two instruments: 1) teachers' sense of efficacy in teaching reading skills in English and 2) secondary school English language teachers' perceived reading skills proficiency.

The Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001 cited in Duffin et al., 2012) is a "measure of people's evaluations of their own likely success in teaching". The TSES used a 9-point Likert scale format ranging from "A great deal" to "Nothing." The authors identified three factors that they labeled "Efficacy for Student Engagement," "Efficacy for Instructional Strategies," and "Efficacy for Classroom Management."

For this study, the researcher used the long (24-item) teachers' sense of self-efficacy scale, but some items were revised to relate to reading skill teaching. For example, originally, item 4 was 'How well can you implement alternative strategies in your classroom?' But it was revised into 'How well can you implement alternative strategies in your English reading lessons?' There are three factors of teachers' sense of efficacy, and in each of the factors, there are eight items that ask the teachers about their teaching reading skills and decide their own levels by choosing one of the alternatives given from the nine-point Likert scale.

A questionnaire about English language teachers' perceived reading skills proficiency was the second instrument that was used for the study. This instrument

was developed by the researcher by referring to different literature and empirical works (Chacón, 2002; Richards, 2001; Shim, 2001). The researcher discussed with colleagues to look at the questionnaire and get some comments. After their comments and feedback, the researcher revised it and avoided repeated ideas and difficult vocabularies. Finally, this questionnaire contained ten statements for the teachers to rate their perceived reading proficiency by choosing the given Likert scales from strongly disagree (which was labeled number 1) to strongly agree (which was labeled number 6).

3.3. Procedure

The researcher had orientation sessions with the school principals and research participants in the selected schools for the study regarding the purpose and benefits of the study as well as their roles in the research process. In addition, the researcher took contact information from the participants.

The data were collected from secondary schools in the Amhara Region, North Shoa Zone. The researcher selected eleven secondary schools from the zone using cluster sampling and availability sampling and then distributed the questionnaires to all the teachers in the selected secondary schools.

The participants were supposed to fill out two questionnaires one after the other. The researcher gave them an orientation session about the nature and how they could complete the questionnaires. He asked them their willingness to participate in the data collection process and all of them were willing to take part in the research process. Administration of the two questionnaires took about 30 minutes.

3.4. Data Analysis

Analyzing data is a process that involves making insights out of text or numerical data, readying the data for analysis, carrying out the data analyses, digging deep to understand the data, and interpreting and discussing the larger meaning implications of the data (Creswell, 2007). This study included quantitative data from the questionnaire.

For the analysis of the data, Statistical Package for Social Sciences SPSS Version 24 was applied. Then descriptive statistics of means, frequencies, standard deviations, and percentages were used to describe their responses to the questionnaire. Pearson Product Moment Correlation Coefficient was also used to describe the relationships being investigated.

The data from the two questionnaires were administered and analyzed consecutively. First, the quantitative data were converted into a form useful for data analysis using the SPSS version 24. The descriptive analysis (mean, standard deviation, variance of

responses to each item) was conducted to determine the general trends of the data. Correlation statistics were used to identify the relationships between secondary school English language teachers' sense of efficacy with their perceived reading proficiency. Analyses were conducted to assess the validity and reliability of the instruments.

Appropriate inferential statistics were selected based on the research questions the number of variables and their distributions. They were analyzed using the SPSS version 24 software to calculate effect sizes and confidence levels. Then, the statistical results, which are statistics and p-values, were summarized in the tables based on the American Psychological Association style of reporting results. To determine how the questions were answered in this study, the major results were summarized and compared in terms of the research questions.

4. Results and Discussion

4.1. Results

4.1.1. Secondary School English Language Teachers' Level of Self-Efficacy Beliefs in Teaching Reading

The first research question was about English language teachers' current level of self-efficacy beliefs. So as to get the answer to this research question, the researcher employed a questionnaire about teachers' sense of efficacy scale. Participants responded about their self-efficacy belief level in teaching reading and the data were analyzed using descriptive statistics.

Teachers' sense of self-efficacy has three factors: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. To explore teachers' level of self-reported efficacy among the English language teachers in North Shoa Zone, teachers were asked to rate their efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement in their reading lessons. The questionnaire had a 9-point Likert scale ranging from 9 (A great deal) to 1 (Nothing) (Tschannen-Moran and Woolfolk Hoy, 2001). Therefore, the mean and standard deviation for the 24 items were given below.

Hence, these three factors were analyzed and interpreted first, and then the overall efficacy level of English language teachers' was analyzed and presented.

Table 1 shows the mean scores for each item on a questionnaire that asked teachers to rate their efficacy for different instructional strategies. It shows that items 6 and 1 received the lowest mean scores of 4.96 and 5.36, respectively, indicating that teachers perceived themselves as less effective in using these instructional strategies. On the other hand, item 5 received the highest mean score of 7.00, indicating that teachers

perceived themselves as highly effective in using this instructional strategy.

The table also presents the standard deviation for each item, which indicates the degree of variability in the teachers' ratings for each item. A higher standard deviation indicates greater variability in the ratings, while a lower standard deviation indicates more consistent ratings.

As it was mentioned earlier, 'How much can you do to adjust your reading lessons to the proper level for individual students?' got the lowest mean (4.96) score. This indicated that English language teachers had a low sense of efficacy in adjusting the reading lessons to the proper level for individual students. The highest mean (7.00) was related to 'How well can you respond to difficult questions from your students?'. This indicated that English language teachers responded to students' questions. The overall mean of the teachers on their efficacy for instructional strategies was 6.01, which means that they have quite a bit level of efficacy for this specific factor.

Table 1

Means and Standard Deviation of Teachers' Efficacy for Instructional Strategies

Efficacy for Instructional Strategies			
	N	Mean	Std. Deviation
1. To what extent can you use a variety of assessment strategies in your reading class?	112	5.36	1.879
2. To what extent do you provide an alternative explanation or example when your students are confused?	112	6.69	2.014
3. To what extent can you formulate good questions for your students?	112	6.75	1.998
4. How well can you implement alternative strategies in your English reading lessons?	112	5.41	1.877
5. How well can you respond to difficult questions from your students?	112	7.00	1.986
6. How much can you do to adjust your reading lessons to the proper level for individual students?	112	4.96	2.299
7. To what extent can you assess students' understanding of what you have taught?	112	6.29	1.876
8. How well can you provide appropriate challenges for very capable students in reading lessons?	112	5.64	2.172
Total/ Overall	112	6.01	1.312
Valid N (list-wise)	112		

Overall, the table provides information on the perceived efficacy of English language teachers for different instructional strategies, which can be useful for identifying areas where teachers may need additional support or training.

The next table presents the means and standard deviation of teachers' efficacy for classroom management. Efficacy for classroom management is one of the three factors of teachers' sense of self-efficacy in teaching reading skills, and it refers to the extent to which teachers believe they can manage the classroom environment effectively and control disruptive behavior.

Table 2
Means and Standard Deviation of Teachers' Efficacy for Classroom Management

Efficacy for Classroom Management			
	N	Mean	Std. Deviation
9. How much can you do to control disruptive behavior in the classroom?	112	7.26	1.976
10. How much can you do to get students to follow classroom rules in reading lessons?	112	6.51	2.079
11. How much can you do to calm a student who is disruptive or noisy in your reading lessons?	112	6.92	2.106
12. How well can you establish a classroom management system with each group of students in reading lessons?	112	6.47	2.009
13. How well can you keep a few problem students from ruining an entire reading lesson?	112	5.69	2.040
14. How well can you respond to disobedient students?	112	6.33	2.228
15. To what extent do you make your expectations clear about student behavior?	112	6.52	2.004
16. How well can you establish routines to keep activities running smoothly in your reading lessons?	112	6.23	2.122
Total/ Overall	112	6.49	1.406
Valid N (list-wise)	112		

Table 2 shows that items 13 and 16 get the lowest mean of efficacy for classroom management of 5.69 and 6.23 respectively. Though the mean of the two items was lower than the others, their efficacy level was high. On the other hand, item 9 with a mean of 7.26 got the highest mean when compared with the other items.

The lowest mean (5.69) was about '*How well can you keep a few problem students from ruining an entire reading lesson?*'. This showed that teachers were not giving emphasis to those students who created problems in reading lessons.

The other item with the lowest mean (6.23) was '*How well can you establish routines to keep activities running smoothly in your reading lessons?'*. This indicated that teachers were not considering those common activities that could make the reading lesson go smoothly. Among the items in efficacy for classroom management, '*How much can you do to control disruptive behavior in the classroom?*' got the highest mean (7.26). This indicated that teachers were doing much control for students who disturbed the classroom. Though these two items have somehow similar ideas, teachers give them the lowest and the highest scores. This showed us that they were not aware of the idea of the first item. The overall mean score of the teachers towards efficacy for classroom management was 6.49.

In summary, Table 2 provides information on the mean and standard deviation of teachers' efficacy for classroom management, which is one of the factors of teachers' sense of self-efficacy in teaching reading skills. The mean score of 6.49 suggests that teachers in the North Shoa Zone, Amhara region had a relatively high level of self-efficacy in managing the classroom environment effectively. When we compared efficacy for instructional strategies (Mean = 6.01) and efficacy for classroom management (Mean = 6.49), it is possible to say that teachers were more efficacious in managing the classroom than using different instructional strategies.

Table 3
Means and Standard Deviation of Teachers' Efficacy for Student Engagement

	N	Mean	Std. Deviation
17. How much can you do to get students to believe they can do well in English lessons?	112	6.94	1.876
18. How much can you do to help your students value learning reading?	112	6.78	1.799
19. How much can you do to motivate students who show low interest in learning reading skills?	112	6.66	2.142
20. How much can you assist families in helping their children do well in reading skills?	112	3.97	2.399
21. How much can you do to improve the understanding of a student who is failing to read?	112	5.72	1.983
22. How much can you do to help your students think critically in reading lessons?	112	5.88	2.030
23. How much can you do to foster student creativity in their reading?	112	5.86	1.864

24. How much can you do to get through to the most difficult students in reading lessons?	112	5.77	1.973
Total/ Overall	112	5.95	1.335
Valid N (listwise)	112		

According to the above table, item 17 got the highest mean score (6.94) and item 20 got the lowest mean (3.97) of teachers' efficacy for student engagement. Item 17 on the questionnaire asks '*How much can you do to get students to believe they can do well in English lessons?*' The mean score for this item was 6.94, with a standard deviation of 1.876. This indicates that, on average, the participants reported a relatively quite a bit level of efficacy for this item, with some variability in their responses.

Similarly, item 20 on the questionnaire asks '*How much can you assist families in helping their children do well in reading skills?*' The table shows that 112 participants responded to this item, and the mean score for this item was 3.97, with a standard deviation of 2.399. This indicates that, on average, the participants reported a relatively very little level of efficacy for this item, with a high degree of variability in their responses.

The table also includes the total/overall mean score, which shows that the participants had some influence level of efficacy score of 5.95 across all items on the questionnaire.

The table provides valuable information about the participants' reported levels of efficacy for different aspects of student engagement. This information can be used to identify areas where teachers may need additional support or training to improve their efficacy and effectiveness in engaging students.

According to the above tables 1, 2, and 3, comparing the efficacy for instoftional strategies, efficacy for classroom management, and efficacy for student engagement, secondary school English language teachers were more efficacious in managing the classroom. This indicated that they were highly enmorein classroom management than using instructional strategies in teaching reading and helping students engage in reading lessons.

Based on the results of the above tables, the highest mean of teachers' efficacy in teaching reading skills was item 9 (How much can you do to control disruptive behavior in the classroom?) and 5 (How well can you respond to difficult questions from your students?) and their mean was 7.26 and 7.00 respectively. The lowest efficacy level of teachers was item 20 (How much can you assist families in helping their children do well in reading skills?) with a mean of 3.97.

This indicated that secondary school English language teachers could do much on controlling disruptive behavior and respond to difficult questions from students. On the other hand, the least teachers could do was contact families to help students develop their reading skills.

The mean score of all the two factors of teachers' sense of efficacy was greater than 6 that is efficacy for instructional strategies (M = 6.01), and efficacy for classroom management (M = 6.49), but the remaining one was below 6 that was efficacy for student engagement (M = 5.95). These results showed that North Shoa Zone secondary school English language teachers have a high level of sense of self-efficacy in instructional strategies and classroom management in teaching reading skills. Among the three factors of teachers' sense of self-efficacy, efficacy for classroom management got the highest mean. This indicated that secondary school English language teachers emphasize managing students in the classroom.

Table 4
Means and Standard Deviation of the Overall Teachers' Sense of Efficacy

	N	Mean	Std. Deviation
Teachers' Efficacy	112	6.15	1.181
Valid N (list-wise)	112		

As we can see from Table 4, the overall descriptive statistics for secondary school English language teachers' efficacy was (Mean = 6.15, SD = 1.181), and this indicated that secondary school English language teachers in North Shoa Zone, Amhara region had quite a bit level of self-efficacy in teaching reading skills.

4.1.2. Secondary School English Language Teachers' Perceived Proficiency Level of Reading Skills

The second research question was about secondary school English language teachers' perceived proficiency level of their reading skills. To get the answer, the researcher analyzed the data using descriptive statistics.

To identify self-reported levels of reading proficiency among North Shoa Zone secondary school English language teachers, they were asked to rate their perceived reading proficiency level based on the items given. The questionnaire had a 6-point Likert scale ranging from Strongly Agree (6) to Strongly Disagree (1). Hence, the mean and standard deviation of the ten items are presented below.

Table 5

Means and Standard Deviation of Teachers' Perceived Reading Proficiency

Perceived Reading Skill Proficiency			
	N	Mean	Std. Dev.
1. I can understand the main points of any reading text.	112	4.78	1.129
2. I can read a text quickly in order to to general idea of the context (skimming).	112	4.81	1.009
3. I can read a text slowly and carefully in order to understand the details of the text.	112	5.36	.804
4. I can look through a text quickly in order to locate specific information (Scanning).	112	5.14	.837
5. I can guess the meanings of unknown words in English from the context.	112	5.25	.704
6. I can draw inferences/conclusions from what I read in English.	112	4.83	.848
7. I can figure out the meaning of unknown words in English from the context.	112	4.86	.781
8. I can read and understand English magazine articles and newspapers without using a dictionary.	112	4.38	1.116
9. I can read and understand popular English novels without using a dictionary.	112	3.75	1.270
10. I can read highly technical material in a particular academic or professional field with no use or only very rarely use of a dictionary.	112	3.96	1.252
Overall mean	112	4.71	.599
Valid N (list-wise)	112		

Based on the above table, items 9 and 10 got the lowest mean scores of 3.75 and 3.96 respectively. On the other hand, item 3 with a mean score of 5.36 was the highest mean compared with the others. The overall mean score of secondary school English language teachers' perceived reading skill proficiency level was 4.71.

According to the above table, the highest mean (5.36) was about 'I can read a text slowly and carefully in order to under stand the details of the text'. This indicated that most teachers read texts slowly and carefully so as to get the details of the text.

The table also showed that items 'I can read and understand popular English novels without using a dictionary' and 'I can read highly technical material in a particular academic or professional field with no use or only very rarely use of a

dictionary' got the lowest mean. This indicated that most of the teachers had the problem of understanding texts beyond the textbooks as they reported they should use dictionaries to understand novels and other technical materials.

4.1.3. Secondary School English Language Teachers' Sense of Self-Efficacy in Reading and their Perceived Reading Proficiency levels

The last research question of this study was about the relationship among teachers' sense of self-efficacy, their perceived reading skills proficiency, and their actual reading proficiency. Concerning the teachers' sense of self-efficacy, there are three factors: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. These three factors had eight items each. They were computed to see their relations with English language teachers' perceived proficiency in reading and their actual reading skills proficiency.

Table 6
A Correlation among Factors of Teachers' Sense of Efficacy and Their Perceived Reading Skills Proficiency

	Efficacy for IS	Efficacy for CM	Efficacy for SE	Teachers' Sense of Efficacy	Perceived RP
Efficacy for IS	1				
Efficacy for CM	.587**	1			
Efficacy for SE	.690**	.663**	1		
Teachers'' Sense of Efficacy	.863**	.864**	.896**	1	
Perceived RP	.450**	.373**	.489**	.499**	1

**. Correlation is significant at the 0.01 level (2-tailed).

As the above Table shows, there was a significant medium correlation between perceived reading proficiency and efficacy for instructional strategies (r = .450), efficacy for classroom management (r = .373), and efficacy for students' engagement (r = .489). Among the three factors efficacy for student engagement had the highest correlation with teachers' perceived reading skills proficiency. English language teachers' perceived efficacy had also a significant correlation with the overall teachers' sense of efficacy (r = .499). This result indicated that secondary school English language teachers of North Shoa Zone had a medium significant correlation between the two variables.

4.2. Discussion

The findings were discussed using the data collected through questionnaires. Then, the research findings of this study were presented in comparison with the findings of the previous studies.

The first research question addressed secondary school English language teachers' current levels of self-efficacy beliefs in teaching reading skills. Based on the descriptive statistics of secondary school teachers' sense of self-efficacy in teaching reading skills, the three dimensions or factors of teachers' sense of self-efficacy were analyzed and found as efficacy for instructional strategies (M = 6.01), efficacy for classroom management (M = 6.49) and efficacy for students' engagement (M = 5.95). Among the three dimensions of sense of efficacy, efficacy for classroom management got the highest mean and this showed that English language teachers had higher efficacy in managing the classroom than the other two dimensions of sense of efficacy.

This finding of this study was consistent with the findings of the research by Farimah and Fatimah's (2013), Iknur Pekkali (2009), Gavora (2010), and (Chacón, 2002). In their findings of the study about 'Teachers' self-efficacy beliefs and their English language proficiency: A study of nonnative EFL teachers in selected language centers', teachers got the highest level of self-efficacy in teaching English and they felt that they were more confident in classroom management. In addition to the similarity in the results of classroom management, these two studies have differences in the levels of efficacy of instructional strategies and student engagement. Though the findings of these studies showed that teachers in both studies gave high efficacy on classroom management, the efficacy levels of this study are a bit smaller than the study mentioned earlier.

On the other hand, the results of this study on the three dimensions of teachers' sense of self-efficacy disagree with the findings of the research conducted by Chacón (2002, 2005), Lee (2009), and Seifu Bogale et al. (2019). In Chacón's study, teachers were more efficacious in instructional strategies than the other three dimensions of sense of efficacy (M = 6.59 on Student Engagement; M = 7.00 on Classroom Management; M = 7.13 on Instructional Strategies). However, on the overall level of teachers' sense of efficacy, the results of this study and Chacón's findings were almost the same. Their efficacy was at a '*quite a bit*' level. Lee's (2009) reported lower results in comparison with the others and her teachers rated their capabilities to carry out teaching tasks with their confidence at the '*some influence*' (M = 5.53 on Student Engagement; M = 5.70 on Classroom Management; M = 5.36 on Instructional Strategies). Though in this study and in Lee's study teachers' efficacy was high on the sense of efficacy in classroom management, the overall levels of the two studies vary.

Besides, the study conducted in Ethiopia's context, by Seifu Bogale et al. (2019), found that the teachers felt more efficacious in applying instructional strategies than in managing an EFL class. They also perceived their efficacy in motivating and engaging students to learn English not as high as their efficacy for teaching strategies. This indicated that the results of this study disagreed with Seifu Bogale et al. (2019) finding as the results of this study indicated that teachers were more efficacious in classroom management than instructional strategies.

The second research question investigated secondary school English language teachers' perceived proficiency levels of reading skills. Based on the descriptive statistics of secondary school teachers' perceived reading proficiency levels were analyzed and found as a mean score of 4.71. The overall results revealed that secondary school English language teachers in Amhara Region, North Shoa Zone had high levels of perceptions concerning their levels of reading skill proficiency. The findings of this study were consistent with researchers like Chacón (2002) and Farima and Fatima (2013). Chacón (2002) showed that reading had a higher mean than the remaining skills of the English language. The research conducted by Farima and Fatima (2013) also revealed that the mean score of reading was found a mean score of 5.03, and this showed that the variety of scores is lower and most of the teachers are relatively at a high level of their reading skills.

Research Question 3: Does teachers' sense of efficacy in reading skills relate to their perceived reading proficiency?

This research question was about the relationship between teachers' sense of self-efficacy with perceived reading skill proficiency. Based on the analysis and results of the Pearson correlation coefficient, there was a medium and significant correlation between teachers' sense of self-efficacy and their perceived reading proficiency ($r = .499$). The correlation was significant at 0.01 level (2-tailed). This result revealed that North Shoa Zone secondary school English language teachers' sense of self-efficacy and their self-reported perceived reading proficiency had a relationship. This means that when they had confidence in teaching reading skills, they believed that they had perceptions towards their reading proficiency levels.

This result was supported by different research conducted by Lee (2009), Chacón (2002), Farima and Fatima (2013), and Seifu B. et al (2019). In Lee's finding, there was a relationship between instructors' self-efficacy and language proficiency. Findings with regards to the relationship between teachers' sense of efficacy and English proficiency found language proficiency, as a major predictor of teachers' perceived efficacy according to the Pearson correlations and linear regression analysis. The correlations were statistically significant at the 0.01 level (2-tailed). Positive correlations were found between reading and PTE ($r = .51$)

(Chacón, 2002).

Besides, Farima and Fatima (2013) also found that there were correlations between language proficiency and the three dimensions of the teachers' self-efficacy (i.e., Instructional Strategies, Classroom Management, and Student Engagement). Overall, the correlations were significant and ranged from low (r = 0.202) to very high (r = 0.844).

Seifu et al (2019) findings also showed that the finding matches with this study. In their research, the most important result was the positive relationship between the perceived level of language proficiency and a sense of self-efficacy. The higher the teachers' perceived proficiency in language skills, the more efficacious they felt. On the contrary, the result of this study concerning the relationships between teachers' sense of efficacy with their perceived proficiency contradicts with the findings of the research conducted by Shim (2001). She discovered some data about the relationship between instructors' sense of efficacy and their language skills.

In this study, the relationship between teachers' sense of self-efficacy with their perceived reading proficiency was (r = .499) and the relationship between efficacy for classroom management and perceived reading skill proficiency was (r = .373); instructional strategies with perceived reading proficiency were (r = .450) and students engagement and perceived reading proficiency were (r = .489) with 0.01 level (2 tailed). When we compared the three factors of self-efficacy with perceived reading proficiency, student engagement had a relatively high correlation. This correlation indicated that there was a significant and moderate correlation between these variables.

5. Conclusion and Implications

This section summarizes the analysis of the data presented through questionnaires and the major findings of this study concerning North Shoa Zone, secondary school secondary school English language teachers' sense of self-efficacy in teaching reading skills, and, their perceived reading skills. Based on the analysis of the descriptive statistics, teachers' sense of efficacy level tended to be high in other words, the mean score of the findings indicated that they were at the level of a great deal of sense of self-efficacy level in teaching reading skills. Among the three dimensions of sense of self-efficacy, student engagement had the highest consideration by the participants.

The other finding was concerning teachers' level of perceived reading skills proficiency. The descriptive statistics indicated that secondary school English language teachers had high levels of perceptions concerning their level of reading skill proficiency.

Based on the findings, there was a significant moderate correlation between teachers' sense of self-efficacy and their perceived reading skills proficiency. The study revealed that when teachers' sense of efficacy increases, there is an increase in their perceptions of their level of reading skill proficiency. Concerning the three dimensions of sense of efficacy with the teachers' perceived reading skill proficiency, there was also a significant correlation among them. However, efficacy for student engagement had the highest correlation with perceived reading skill proficiency than the remaining two dimensions.

Acknowledgments

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