When Teachers Believe that They Are Efficacious in Literacy Teaching

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ABSTRAK

Dengan secara khusus bersandar pada teori *self efficacy* Albert Bandura sebagai dasar, penelitian ini menguji korelasi antara *self efficacy* guru literasi Indonesia dengan prestasi membaca dan menulis siswa kelas 8. *Self efficacy* guru dianggap sangat berhubungan dan berkontribusi terhadap prestasi membaca dan menulis siswa. Karena *self efficacy* berkembang dalam hubungan tiga faktor: *personal*, *behaviorial*, dan *environmental*, penelitian juga berfokus pada *self-appraisal* kinerja mengajar guru sebagai variabel *behavior* dan penilaian kinerja mengajar oleh kepala sekolah sebagai faktor *environmental* yang bisa berpengaruh terhadap *self-efficacy* guru dan prestasi belajar siswa. Penelitian dilakukan di 19 SMP di Bandung Jawa Barat Indonesia dengan melibatkan 393 siswa, 40 guru, dan 16 kepala sekolah yang berpartisipasi secara sukarela. Sampel dipilih secara acak untuk mewakili beragam lokasi sekolah: perkotaan, pinggir kota, dan daerah. Data dikumpulkan melalui skala sikap, tes, interview, dan observasi kelas. Guru juga melengkapi *Teacher Self-Efficacy Scale* (TSES) yang terdiri dari *Teacher General Efficacy Subscale and Teacher Literacy Efficacy Subscale*, dan *Teacher Self-Appraisal Scale* (TSAS). Siswa diminta untuk mengikuti tes membaca dan menulis sementara kepala sekolah mengisi *Principal's Rating on Teacher Performance Scale* (PRTPS).

Kata Kunci: *self-efficacy, self-appraisal, triadic-relationship*

Research and debate in the area of education have long focused on efforts to improve teaching effectiveness, and any effort made to improve it is intended to increase the quality of teaching itself and the quality of student learning as well. The world-wide research literature has listed and described various factors which make significant contributions to the effectiveness of teaching. Much of the earliest research into what became known as the area of "research on teaching" was developed and reported as "process-product research" (Dunkin & Biddle, 1974). This tradition dominated the period from the 1960s through till 1980s. Despite a large body of research and deliberations, however, no single factor can be deemed responsible for "effective teaching" because it is obvious that a multitude of factors interplay to result in any effective teaching. Of course, different people have different ideas of what constitutes an effective teacher. Teachers in Western and Eastern hemispheres, for instance, must be ideologically and culturally different in their teaching practices and ways of viewing their teaching. It is hardly possible to formulate a standardized practice of effective teaching in a global sense due to the different philosophies and cultural elements which abound. Basically, teaching can be seen as "a complex phenomenon that takes into account a wide range of personal characteristics, professional skills and specialized bases of knowledge" (Cole & Chan, 1994, p. 2).

As we are well aware, teaching is a human enterprise which can have eternal impacts on the life of human beings. It is not surprising that more demands are imposed on teaching to produce a much higher quality of education and better educated people. As a part of the education process, teaching is also a complex process, and it can be as complex as human beings themselves because it deals with them. In other words, "teaching is a multifaceted process that cannot be reduced to simple prescriptions" (Bellon, Bellon, Blank; 1992, p.11). "Undoubtedly, the most critical point is that teaching at its best is a matter of a person teaching others. That one person is a human being called teacher, and the others are human beings called students. Teaching is a human encounter. There isn't another human encounter quite like this" (Dubelle,

1986, p. 5). It is really demanding because teachers are expected to be competent in their world, and more competent and capable in whatever they are expected to do with students. It is correct to assert that teaching involves the communication of knowledge to the learners, but teachers are not only required to acquire subject matter and transfer it to the students, they also should be able to manage their students' potentials and to facilitate the change of those potentials into competence, performance and achievement. However, the process of change is not that simple. In its recent development, teaching has become a battle field to voice two different interests: teaching as a profession and as a moral dedication.

Discussions of effective teaching processes seem to be unable to achieve an agreement on the characteristics of effective teaching. In an early attempt to document the research on teaching effectiveness, Dunkin and Biddle (1974) argued that disagreement among the scholars about the characteristics of the teaching effectiveness was due to several reasons: (1) failure to observe teaching activities, (2) theoretical impoverishment, (3) use of inadequate criteria of effectiveness, and (4) lack of concern for contextual effects (p. 13). As mentioned above, too many variables interplay to produce that process and thus it is an area of complexity when it comes to researching effective teaching practice. It is plausible to assume that a narrow focus on a particular variable may be more useful than a wider focus on various variables. For the purpose of this study, one of the teacher qualities which seems to increasingly interesting to investigate in an effort to achieve the teaching effectiveness is self-efficacy. It has become an important concept among educational researchers and authors since Albert Bandura introduced it in the 1970s. Teaching self-efficacy is a particular phenomenon which can be considered as one of the significant contributors to effective teaching and learning.

Emerging from Bandura's social cognitive theory, the concept of self-efficacy has stimulated more people to find out how it works in relation to other personal constructs such as personal achievement. In a review of several studies on self-efficacy, Pajares (1996) suggested that self-efficacy is closely related to the academic performances. Bandura and Schunk (1981) also concluded that self-efficacy contributed to the children's intrinsic interest in arithmetics. Furthermore, self-efficacy was considered "a highly effective predictor of students' motivation and learning" (Zimmerman, 2000, p. 82). In particular, Goddard and Woolfolk Hoy (2000) investigated the correlation between collective teacher efficacy and student achievement in reading mathematics. They found that collective teacher-efficacy had a positive correlation with the students' reading and mathematics learning outcomes. In terms of teaching, teacher efficacy has been recognized to be an important factor which significantly contributes to the individual differences in teaching effectiveness (Gibson & Dembo, 1984). Teacher self-efficacy is an important variable which influences a teacher in selecting classroom management approaches (Henson, 2001). Similarly, there are of course other studies on self-efficacy in relation to teacher performance and student achievement.

In view of the significance of this relatively recent body of work on the teacher efficacy construct and its impact on students and their learning, this thesis set out to examine whether this variable was indeed relevant within the Indonesian teaching context and to examine aspects of its possible contribution to student learning in Indonesian literacy classes across a sample of secondary schools in a region of Indonesia.

With increasingly intensifying demands for educational reform in Indonesia, quality teaching and qualified teachers have become burning issues among those who are concerned with education. Teachers and schools are increasingly required to fulfil higher standards of educational and instructional achievement. In the case of Indonesian schooling and teaching, a very crucial issue to which more attention should be paid is the quality of literacy instruction. It has long been recognised that literacy is a determinant of quality human resources, and is even used as an indicator of human development index. In addition, it is crucial because literacy skills are used not only in the language and literacy learning process, but in other school subjects as well. In many cases, learners develop their subject and language skills at the same time. It is therefore necessary to strengthen basic foundations for language and literacy instruction. The crucial role literacy skills play in improving the quality of human life has actually encouraged language teachers and educators to make serious efforts at enhancing their students' literacy skills. In school setting, literacy skills in Indonesian are mostly taught as subject matter rather than personal instrument which enables learners to be competent speakers and communicators. Such a fragmented teaching also characterises the teaching of those skills.

Therefore, literacy learning and acquisition process among the Indonesian school students is an interesting area on which a rigorous study should focus. The knowledge of this process can enrich our understanding of how literacy teachers and learners see the importance of literacy. Not many people are interested in or pay attention to the issue of literacy quality in Indonesian schools, but so many people across the society appear to believe that schools are able to make their children literate. In addition, schools are also institutions on which the people place first blame when their children failed to be able to read

and write. However, we realize that it is not easy to improve the quality of literacy teaching and learning in the midst of various issues facing the Indonesian schooling system. What we can do is to locate one or more factors which may have impacts on the results of literacy teaching and learning. In this study, teachers' qualities have been targeted with the main focus on their self-efficacy beliefs. It was assumed, based on the review of the theory and the research literature, that teachers' self-efficacy could be justified to be an important factor which was sufficiently powerful to influence the results of literacy teaching and learning. In particular, the teachers' self-efficacy is a determinant which may increase the outcomes of the students' literacy learning. In the Indonesian context, such comprehensive research has not been conducted at school level before, particularly in secondary schools. This study was therefore both groundbreaking and significant in the area it attempted to examine.

This study was designed to examine the following questions:

a. What is the relationship between teacher self-efficacy beliefs and students' literacy learning outcomes?

b. How does teachers' self-appraisal relate to and contribute to teachers' self-efficacy beliefs and to students' literacy learning outcomes?

c. Does the principal's rating of teacher performance contribute to the teacher's self-efficacy and the teachers' self-appraisal?

The research was intended to:

a. identify possible relationships between Indonesian language secondary school teachers' self-efficacy beliefs and the students' reading and writing outcomes measured by the reading and writing tests specifically designed for this study.

b. measure possible relationships and contributions of the teachers' self-appraisal of their teaching performance and the principals' rating of the teachers' teaching performance to the teachers' self-efficacy and students' reading and writing achievement.

c. examine whether self-efficacy construct was socioculturally adaptable to the Indonesian teaching environment.

d. provide practitioners, teachers, teacher educators, and policy makers with information regarding the importance of identifying teacher's self-efficacy in order to improve the quality of literacy teaching and learning processes in junior secondary schools.

Self-Efficacy Theory

The concept of self-efficacy which originated from Bandura's social cognitive theory is usually related to someone's belief in his/her capability to do something or different things under a specific circumstance. In some literature, word "belief" precedes the phrase "self-efficacy". So the phrase "self-efficacy belief(s)" can be found in different literature. In addition, self-efficacy is frequently connected with other concepts such as self-concept, self-esteem, self-reflection, and the like, which will not be discussed in this study. Term "perceived self-efficacy" can also be found in different literature. Sense of efficacy or personal efficacy are other terms which are used to represent the same meaning. In some parts of this study, phrase "self-efficacy beliefs" is also used, but has the same meaning as "self-efficacy". To avoid the confusion, this study refers only to term "self-efficacy" to maintain that self-efficacy is a construct originated from Bandura's social cognitive theory.

Generally speaking, it is not easy to depict a clear and comprehensive picture of human life since it is very complex and complicated. Self-efficacy is only a tiny part of the whole picture which is assumed to present a better understanding of human functioning in terms of capabilities. Human capabilities are also a complex system of human life, because they spread in various areas or domains. And the variety of human capabilities in different domain is of course recognized by self-efficacy theory (Bandura, 1997). Self-efficacy theory has convincingly represented a rigorous effort to understand human functioning by confining to "the exercise of control, self-regulation of thought process, motivation, and affective and physiological circumstances" (Bandura, 1997, p. 36). Through these realms, self-efficacy is believed to make people able to their capabilities to interpret internal and external factors into real actions. However, it is necessary to point out that different people possess different ability to read what they have in their mind and what they see in their environment. The following is a discussion about the nature and dimensions of self-efficacy which might help us comprehend what self-efficacy represents in its real functions.

Basically self-efficacy is not specific to certain individuals. It is a common trait possessed by the individuals. Bandura (1997) contends that self-efficacy or perceived self-efficacy is common capability which contains cognitive, social, emotional, and behavioural sub-competences, and people should be able to manage and organize them in proper ways in order to achieve their desired goals. But Bandura (1997) again reminds us that self-efficacy is a multipurpose instrument because it is not only related to competences, but also able to generate beliefs that people can do different things under various conditions. In

short, self-efficacy beliefs act as a powerful engine in a generative system of human capability (Bandura, 1997). With this analogy, it can be argued that an engine failure may happen when personal efficacy beliefs go down. It is very natural and empirical that when people hold a strong belief in one thing, they will be highly motivated and even show an extreme view in dealing with their situation.

As a complex entity, self-efficacy is of course multidimensional, and its multidimensionality can be assumed to result in a distinct structure in different individuals. In turn, it seems hardly possible to measure this complexity although self-efficacy constitutes a generative capability. It is therefore necessary to measure it on the basis of "particularized judgments of capability that may vary across realm of activity, under different levels of task demands within a given activity domain, and under different situational circumstances" (Bandura, 1997, p. 42). Based on this statement, it can be concluded that self-efficacy beliefs should be measured by taking into account contextual and situational variables.

In terms of self-efficacy measurement, Bandura classified the structure of measurement into three dimensions: level, generality, and strength. The first dimension indicates level of performance difficulty. According to Bandura (1997), an individual's performance capability is measured on the basis of different levels of task demands which involve different levels of obstacles to possible success. Of course, not all task demands present high level of impediment to successful achievement. Once again it should be mentioned that self-efficacy beliefs are contextual and situational, and the level of difficulty is believed to follow certain contextual or situational pattern. More specifically Bandura (1997) suggests that obstacles to sense of self-efficacy varies depending on the scope of activity domain, and the obstacles themselves are different in "ingenuity, exertion, accuracy, productivity, threat, or self-regulation" (p. 43).

Self-efficacy measurement is also conducted against the generality of self-efficacy beliefs. Like level dimension, generality also varies in some respects such as common characteristics of activities, ways of performing competences, qualities of situations, and personal traits of people (Bandura, 1997). In addition, people certainly have varying degrees of efficacy strength. Even we can postulate that this degree is possibly different from one individual to another. In many domains of life, we can see that highly motivated people are more likely to be successful than low motivated people. It can be similarly assumed that people with strong efficacy beliefs will perform better than less efficacious people.

Information Sources of Self-Efficacy

As mentioned above, self-efficacy is constructed in a triadic relationship between personal traits, behavioral patterns and environmental factors. It is not true that self-efficacy is an inborn trait. The relationship between those factors is natural, personal, and social in nature. However, it is not an automatically established relationship. There can be a long and complex process to achieve this relationship. Also, it seems complicated to describe the way those three types of factors create the relationship and result in self-efficacy beliefs. The process of constructing self-efficacy requires different types of information. According to Bandura (1997), there are four main sources of information which make crucial contribution to the construction of self-efficacy: (1) enactive mastery experiences, (2) vicarious experiences, (3) verbal persuasion and other related social influences, and (4) physiological and affective states. But Bandura (1997) reminds us that those information do not automatically shape our self-efficacy, they should be processed through cognition and reflective thoughts. In other words, not all information received by individuals will shape their self-efficacy beliefs.

Self-Efficacy Theory in Instructional Setting

Since early beginning, education has been an arena where different philosophies and ideologies competed to exert their significant influences on educational activities in particular and changes and modifications of human behavior in general. In the last few decades, educational researchers and practitioners have been interested in different perspectives of human functioning in relation to the development and improvement of educational outcomes. Cognitive process perspective generated by behaviorism and information processing theory were among the dominant educational perspective. Pros and cons against those views have of course resulted in satisfied proponents and unsatisfied opponents. Even antagonism and skepticism against the theories have encouraged certain scholars to devise more acceptable and appropriate conceptions. During the 1980s for example, psychologists focused mostly on cognitive and information processing views that have mainly emphasized cognitive tasks without exploring issues regarding personal factors (Pajares, 2002). Bandura was one of the scholars who have paved a way to make a breakthrough in order to present a more thorough perspective of human functioning. It can be assumed that historical development of self-efficacy theory generated by social cognitive perspective was inherited by the above mentioned situation, especially in educational sphere.

As we are well aware, self-efficacy theory has a great applicability since it takes various aspects of human functioning into account. Recent literature indicates that a wide range of researches on self-efficacy have been conducted in various fields, especially psychology. In academic sphere, the importance of this conception has been recognized by many researchers even though it is regarded as a relatively new conception, but it has proved its powerful impacts on academic achievement in various areas (Bandura, 1986, 1997; Woolfolk Hoy, Pajares, 1996, 2000; Zimmerman ,2002), Schunk, 1986, 2003). Although research on self-efficacy is less extensive, educational researchers have continuously explored and examined the theory in order to better understand the interactive correlation between self-efficacy of both teachers and students and their performance (see Schunk 1986, Pajares 2002, Tschannen-Moran and Woolfolk Hoy, 2001). The following model may help achieve a better understanding of how teacher self-efficacy develops.
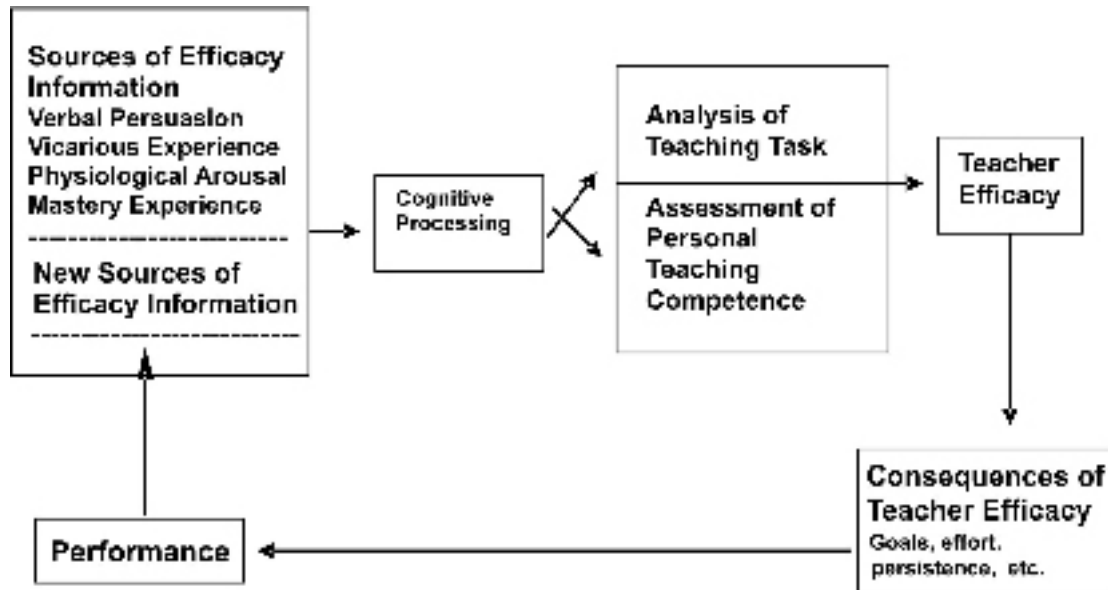

Figure 1: The cyclical nature of teacher efficacy
(Tschannen-Moran, M., Hoy, A & Hoy, W, 1998)

As earlier noted, self-efficacy originated from a strong theoretical basis called social cognitive theory. In terms of teaching, teacher self-efficacy is " a simple idea with significant implications and powerful effects" (Tschannen-Moran and Woolfolk Hoy, 2001). When we refer to self-efficacy theory, the five basic human capabilities, symbolizing, forethought, vicarious, and self-regulatory capabilities (Bandura, 1997), can be connected with teaching activities. Teachers should attempt to make use of those capabilities to achieve maximum results, improve teaching effectiveness, and improve students' learning attainment. Bandura (1997) emphasizes the importance of teacher self efficacy by arguing that it partly influence how teacher designs instructional activities and programs in the classroom and supports learners' assessment of their intellectual capabilities. It is the talent and self-efficacy beliefs of teachers that enable them to create a conducive learning situation for development of their students' cognitive competencies (Bandura, 1997). There is no doubt that teacher self-efficacy make significant contributions to development of quality teaching and learning.

Effective Teaching of Literacy

There have been a lot of efforts to determine the characteristics of effective literacy teaching. An effort to characterize an effective literacy teaching has become a scientific and empirical field which is interesting and attract many scholars to take part in it. Of course, they have to consider and think about different factors when judging or assessing the effective practice of literacy teaching. In terms of practice, for example, Anders and Guzzetti (1996) explain that teachers' practice is greatly influenced by their beliefs about teaching and learning. In their observation, teachers' beliefs and practice are further influenced by theoretical or philosophical perspectives. According to Anders and Guzzetti (1996), there are two dominant perspective in literacy education: transmission model and constructivist model. Those two models view effective teaching in different ways. Transmission model assumes that student's mind is an empty box, and teacher is responsible to fill it with knowledge and information. It can be further assumed that if teaching and learning process proceeds like this, teaching can be regarded as "ef-

fective." On the other hand, constructivist model assumes that "instructional decisions are made on the basis of the unique and particular interactions and transactions that take place in the culture of the classroom (Anders and Guzzetti, 1996, p. 159). It means that the teacher is not the single authority who make decisions on every instructional activities. It is an effective teaching when it is organized this way.

Meanwhile, other researchers and authors have tried to define the individual effective teaching of literacy in different ways, but they seem to agree that the result of effective teaching in literacy is appropriate literacy skills of the learners. Effective teaching must be performed by effective teachers. Wray et.at (2002) suggest that an effective teacher is greatly influenced by his/her beliefs, subject knowledge and practices. Based on findings by other researchers, Wray et.al (2002) maintain that "effective teachers of literacy would have a coherent set of beliefs about the teaching and the learning of literacy", which in turn influenced their selection of teaching strategies, and that they believe that "reading and writing were principally concerned with the communication of meaning and that technical features of language were taught as a means to this end" (p. 107). However, a strong belief system is not enough for a teacher to teach literacy effectively. She or he has to possess good subject knowledge of the literacy in particular, and of the language in general. Of course, the subject knowledge is inseparable from the belief system. Wray et.al (2002, p. 106) further claim that the effective literacy teachers use their subject knowledge in ways that enable learners to understand how different parts, levels and features of language are connected and used in real language settings.

However, beliefs and knowledge are useless unless they are applied to real teaching practices, but it should be remembered that to be effective instructors, literacy teachers with strong beliefs and knowledge will choose and use different strategic teaching techniques. In this case, Wray et.al (2002) found that the effective teachers of literacy used the teaching techniques which had the following characteristics:

- *the deliberate and systematic teaching of the formal structures of written language;*
- *the creation of 'literate environments' designed to enhance children's understanding of the functions of literacy and to provide opportunities for regular and sustained practice of literacy skills;*
- *the provision of a range of models and examples of effective use of reading and writing;*
- *the design and provision of focused tasks appropriate to pupils' ages and abilities with academic content that*

would engage their full attention and enthusiasm;

- *the continuous monitoring of pupils' progress through the tasks provided and the use of assessment to inform teaching and report on progress;*
- *the assistance given to pupils in making explicit and systematic connections between text, sentence and word levels of language knowledge (p.105).*

It should be admitted that it is not easy to be an effective teacher and not easy to categorize an effective teaching. There is a wide array of teaching principles available to teachers to make them effective teachers. Those teaching principles have been of course produced from research, practice, and theories. They provide information about important steps teachers should take in order to develop and improve their teaching practices and skills. But it is necessary to realize that teaching is not only about teaching. In real practice, a teacher plays different important roles, personal, social, academic, professional, or even political. In addition, teachers are required to be models for their students. As a communication model for instance, Cole and Chan (1994) strongly argue that teachers should be proficient communicators, and being a proficient communicator is the most important aspect of effective teaching. In looking at teachers, people use different ways and methods. As a professional, a teacher can been from (1) his professional commitment, (2) ethical commitment, (3) analytical and reflective strategies, (4) self-efficacy, (5) subject knowledge, and (6) literacy and numeracy skills (Cole and Chan, 1994). In a different way, Nunan (1989) after research by Shavelson and Stern in 1981 direct his focus on teachers' judgments, decisions and behavior to understand appropriate characteristics of an effective literacy teacher.

This section will not further describe details on characteristics of effective literacy teachers. Any perspective presented attempts to help us understand how a teacher should do to be an effective teacher. However, no perspective can be regarded as better or more convincing than any other perspective. The important thing is that we have to adopt balanced perspectives which are complementary rather than contradictory.

Method

In this study, descriptive method was used to describe the current situation of teacher's self-efficacy in relation to secondary school students' literacy learning outcomes. Teacher's self-efficacy was tested as an independent variable and students' literacy outcomes was treated as an dependent variable. Other variables were also involved: teacher's self-appraisal and principal's rating of teacher's performance. Both variables act as confound-

ing variables or extraneous variables which have possible influences on the dependent variable and whose effects might be combined with the effects of the independent. They are uncontrolled variables which may significantly influence the findings of the research. It was assumed that teacher's self-efficacy and teacher's self-appraisal would come together to influence the students' literacy learning achievement.

Meanwhile, principal's rating of teacher performance was assumed responsible for level and magnitude of the teacher's self-efficacy, which would in turn determine the direction and magnitude of the relationships between the teacher's self-efficacy and students' literacy learning outcomes. In particular, principal's rating was deemed a variable which is not closely related to the students' literacy learning attainment. It means that there is no direct correlation between principal's rating and the students' literacy achievement in study. The reason why both variables allegedly do not interplay each other is that principals were not involved in teaching learning process, but they had significant influences on the teaching performance of the teachers because the principals are prominent figures who periodically monitor and assess their performance. The figure below depicts the relationships among the variables.
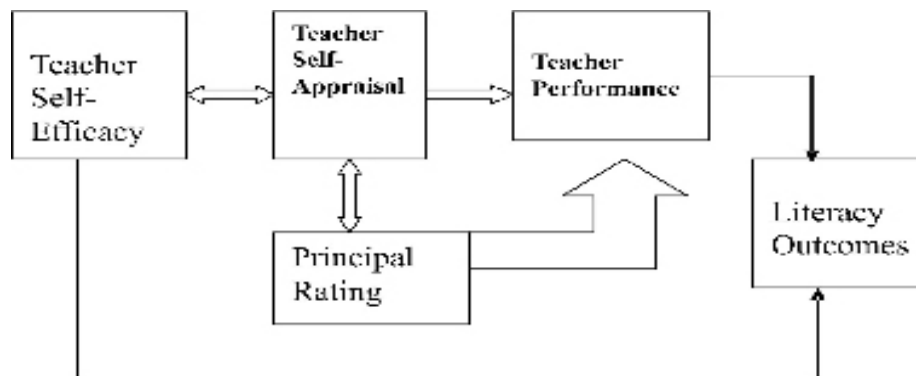
Figure 2: Interplay between variables in study

In general, two procedures have been taken to conduct this study: pilot study and field study. The pilot study was intended to   identify and measure the validity and reliability of the instruments. The pilot study was carried out in three secondary schools and involved 20 year-8 students, 10 Indonesian language teachers and 3 principals. They were randomly selected on a voluntary basis. In this pilot study, an ethnographical survey was also included. The students comprised nine male students (45%) and eleven female students (55%) who were in the first semester when the study was being conducted. Meanwhile, there were nine female teachers (90%) and one male teacher (10%). Of 10 teachers, six teachers (60%) have been teaching for 6 to 10 years, and four teachers (40%) have had teaching experience of 11 to 15 years. In general, they taught Indonesian to a large size class (more than 40 students in one class) and spent more than 15 hours teaching Indonesian every week.

Based on the analysis of pilot study data, instruments had been revised and some items have been deleted and corrected due to the overlapping constructs used in constructing the instruments and low validity of those deleted items. The items were also reworded to result in simple and easy-to understand ones.

In the field study, data were collected in 16 randomly selected secondary schools representing urban, suburban and rural areas in the Province of West Java Indonesia. To select participating schools, data collection was confined to rural, suburban, and urban areas of Bandung. To collect data from the subjects, scales, tests, interview, and classroom observation were used. Teachers completed Teacher Self-Efficacy Scale (TSES), consisting of Teacher General Efficacy Subscale and Teacher Literacy Efficacy Subscale, and Teacher Self-Appraisal Scale (TSAS). The students took reading and writing tests, and the school principals were invited to complete Principal's Rating of Teacher Performance Scale (PRTPS). The following is the distribution and number of classes, teachers and students participating in the field study.

Table 1: Distribution of Subjects

Number of participants	Participating Junior Secondary Schools																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Classes	3	3	3	1	2	3	3	4	2	2	3	3	2	2	1	3	40
Teachers	3	3	3	1	2	3	3	4	2	2	3	3	2	2	1	3	40
Students	28	30	29	10	20	30	30	40	20	20	30	30	20	20	10	26	393

Note:
1 = Junior Secondary School 3 Lembang
2 = Junior Secondary School 1 Lembang
3 = Junior Secondary School 12 Bandung
4 = Junior Secondary School Kartika Candra Bandung
5 = Junior Secondary School 14 Bandung
6 = Junior Secondary School 1 Cisarua
7 = Junior Secondary School 5 Bandung
8 = Junior Secondary School 1 Parongpong

9 = Junior Secondary School 22 Bandung
10 = Lab School UPI Bandung
11 = Junior Secondary School 2 Lembang
12 = Junior Secondary School 26 Bandung
13 = Junior Secondary School 29 Bandung
14 = Junior Secondary School 9 Bandung
15 = Junior Secondary School 15 Bandung
16 = Junior Secondary School 2 Bandung

Findings and Discussion

The study has resulted some noteworthy findings. First, the weak correlation between teachers' self-efficacy and students' literacy learning achievement was possibly caused by a wide range of scores in the TSES and the students' reading and writing tests. It means that high level of teachers' self-efficacy did not result in high level of student achievement. From a statistical point of view, a likely explanation is that this situation could be also triggered by a wide range of scores which led to an abnormal distribution.

Second, teachers' self-efficacy could embody its effects when it was realized in practice. Teachers should perform teaching behaviors that represent crucial elements of self-efficacy beliefs. There are a lot of teaching behaviors that are influential to the student learning achievement. One behavior which is closely related to and commonly found effective in improving teaching and learning activities is modeling. As we are well aware, modeling is crucial to raise teacher's self-efficacy. In particular, teachers can carry out self-modeling by observing their own successful performances and applying them in real class situation. According to Bandura (1997), "self-modeling is directly diagnostic of what they are capable of doing" (p. 87). It can be further assumed that modeling will enable the students to observe and imitate the teacher behaviors and adopt them in their learning process. In this case, the modeling should take the form of reading and writing performances presented to the students during classroom interaction. Furthermore, classroom observations have proved that most teachers were not effective performers because they lacked important instructional skills needed to achieve teaching effectiveness. There is a missing link between what they said in interview, and what they believed, and what they did in the classroom. Or what they said and thought could not be realized in classroom practices effectively.

Unfortunately, classroom observations did not discover the act of modeling openly performed by the teachers. If it existed, it might be rarely performed. In the interviews, teachers put forward two reasons why they did not act as a model in reading and writing for their students. Firstly, modeling could take them much time in preparation. It does make sense that teachers in the Indonesian school system face heavy curricular demands which do not enable them to spend much time preparing their instructional activities. Secondly, the textbook has provided them with everything they needed to present materials, including examples and exercises. It is the textbook that has become the model for the students. A heavy dependence on the textbook has turned teachers and students into passive rather than creative individuals.

The third possible position is that teachers did not assess their self-efficacy beliefs objectively. They could have valued their beliefs higher than they really should have. In other words, they did not judge them realistically.

It is not easy to rationalize this possibility due to a variety of factors. However, it is necessarily to confirm that it is not common among Indonesian teachers to conduct self-evaluative or egocentric acts. If we observed Indonesian culture closely, we would find out that self-judgment is not easy to make in a society blanketed with hypocrisy, one of Indonesian people's dominant traits (Lubis, 2001). Although this particular trait can not be generalized, it can be assumed that in relation to self-efficacy beliefs, the teachers possibly concealed what they felt and thought. In other words, they were less confident but did not wish to be seen to lack confidence so they have in fact deliberately inflated their confidence statements to look good. This could be intended to convince people that they are efficacious or capable of doing different things. In many ways, many people still think that teachers are respected and authoritarian figures. It is not easy, if impossible, for respected and authoritarian teachers to lower their self-beliefs because they do not want to ruin their reputation or feel embarrassed in front of other people. Therefore, a tentative conclusion can be drawn that it was that cultural, if not personal, background which made them to self-evaluate higher than they should have.

Other findings show that teachers' self-appraisal correlates positively and significantly with teacher's general efficacy (r = .724) and with teachers' literacy efficacy (r = .741). However, there is no strong correlation between this intervening variable with reading comprehension ability (r = -.139) and with writing competence (r = .094). Based on the results of a path analysis, the teachers' self-appraisal made a significant contribution to the teachers' general efficacy (r2=.724) and to the teachers' literacy efficacy (r2=.741). In other words, it is a good predictor of the teacher's self-efficacy. This finding is consistent with Bandura's idea that self-appraisal or self-evaluation is a crucial factor that can strengthen self-efficacy beliefs (Bandura, 1997). Schunk (2003) also suggests that self-evaluation is a critical factor which can keep up one's self-efficacy. In conjunction with the finding, teachers' self-appraisal representing a personal factor in triadic relationship was found to be influential or contributive to the teachers' self-efficacy.

However, this intervening variable contributed poorly to reading comprehension (r2=.056) and to writing ability (r2=.062). Hence, teachers' self-appraisal strongly correlated with teacher' self-efficacy beliefs and significantly contributed to them, but it failed to contribute significantly to the students' literacy learning achievement. Once again, a possible explanation needs be sought. In this case, it can be safely assumed that the teachers were not able to apply a high level of beliefs in their performance in real teaching activities. In other words, there was a gap between what they had in their mind and what they practiced in their classroom. Or there is a discrepancy between their thought and their action. Heavy reliance on the demanding curriculum and textbooks can also be another possible factor which caused this phenomenon. Curricular burdens imposed on the teachers and telling-everything textbooks have allegedly led them to fully focus on the curriculum rather than on the self-assessment of their performance, and the textbook has become the only, if not holy, guide for them to carry out instructional activities.

Still on the basis of path analysis, the principal's ratings could not make a considerable contribution to the teachers' general efficacy (r2=.006) and to the teachers' literacy efficacy (r2=.003). It has also failed to contribute substantially to the results of the students' literacy learning, with r2=.004 for reading ability and r2=.007 for writing. Based on this finding, it makes sense that principal's rating is a factor external to the teacher's self-efficacy beliefs and to the process of student learning reading and writing in the classroom. Although it has made a positive contribution to both dependent and independent variables, its effects are trivial. Unlike the teacher's self-appraisal which represents the personal factor, the principal's rating acting as an environmental factor was slightly influential on the teacher's self-efficacy. There are two possible assumptions which can clarify this phenomenon. Firstly, principal's ratings were not a part of teacher's self-efficacy beliefs and the principals were not aware of them, so there was a mismatch between their evaluation and the teachers' beliefs systems. Secondly, despite reliable instrumentation, TSES and PRTPS measured two different constructs. It is true that there is always a triadic relationship, as theorized by Bandura (1997), between personal, behavioral, and environmental factors in arousing self-efficacy. However, in terms of the environmental factor in particular, a conclusion can be drawn from this research finding that the environmental factor has made a contribution to the teachers' self-efficacy, but its contribution may vary in level or strength.

In sum, both intervening variables of the research, teacher self-appraisal and principals' rating of the teacher performance, proved to be contributive to the independent variable (teacher self-efficacy). They made a significant contribution to the teacher's general efficacy (r2=.524) and to the teachers' literacy efficacy (r2=.549). But they did not make the same contribution to the students' literacy learning outcomes. They both contributed only r2=.025 to the reading comprehension, and r2=.017 to the writing skills. It is clear that the personal factor represented by the teachers' self-appraisal was stronger than the principals' rating in influencing or contributing to the level or strength of the teacher' self-efficacy. However, it is not always the

case because the environmental factor could be more influential than the personal factor in some ways.

Furthermore, there are several important points to be highlighted in terms of the teacher performance. These points constituted the main characteristics of the teaching performance of the teachers observed in this study. Firstly, textbook-oriented practice characterized and dominated the teaching and learning activities in most of observed classed. It has not given more opportunities and experiences to the students to read and learn about different things. Initiative and creative measures taken in enriching the materials were rare among the teachers. It is the teacher's initiative and creativity in providing a variety of teaching materials that can minimize the heavy reliance on the textbook.

Secondly, the heavy dependence on textbooks was not been accompanied by competent questioning skills the teachers should master. Development of understanding and comprehension in reading and writing can be carried out by acquiring advanced questioning skills. With limited availability of print, questioning can be used to expand and extend students' knowledge. In most observations, one-way or unidirectional questioning seemed to be common in the classes. Although teachers were able to ask questions at different levels, the questions were one way directed and not evenly distributed. Thirdly, another poor situation observed in the classroom was lack of modeling presented by the teachers. In their interviews, many teachers admitted that modeling was not necessary for various reasons. One reason was that teachers stated that they believed that everything was available in the textbook and modeling required them to spend more time on preparation on teaching. Although they realized that modeling was important in any teaching context, what they usually did was to act as a transformation model. In this model, they presented materials, asked questions, and invited the students to do exercises or assignments. However, some teachers declared in the interview that they had to model reading and writing activities to their students in order for them to read and write effectively, although they did not present their model during the classroom observation. The fourth concern is about methodological matters. Curriculum has a great effect on teachers in selecting teaching methods. But they still had difficulty distinguishing between method, technique, or approach. In their words, method and technique were exchangeable. Transformation style was dominant in most classes where the teacher tended to practice the following common activities: presenting materials, asking students to answer questions available in the textbook, and completing exercises.

However, most teachers seemed to be highly enthusiastic during their presentations. Their enthusiasm could be seen in their facial expression, seriousness, and movement during classroom activities. In many ways, enthusiastic teachers showed their warm attitude towards the students in rewarding or reinforcing what their students accomplished in the class. In other words, enthusiastic teachers seemed to be attentive to feedback and reinforcement the students needed. It has been a long held western research finding that teacher 'warmth and enthusiasm' are key significant factors in relation to effective teaching and to student achievement in classrooms (Rosenshine, 1971, Dunkin and Biddle, 1974). Nevertheless, enthusiasm is not enough to achieve a quality teaching performance. Teachers are required to possess major skills which can support and facilitate well performed teaching activities. A majority of teachers were not able to present their real performance according to their empirical and practical knowledge and experience. In practice, they still lacked important skills necessary to bring their students into an effective instructional condition. Heavy reliance on textbooks, lack of questioning ability, poor modeling, and limited choice of methods have become the main characteristics of most classes.

Conclusions

A few conclusions can be drawn from this study. First, despite strong expert judgments and high valuation of the reading and writing tests specially designed for the purpose of this study, the reading and writing data gathered may have been invalid and not measuring what the test set out to measure, and therefore they led to a non-relationship between Indonesian language teachers' self-efficacy and the students' literacy outcomes. Second, the process of sampling may also have triggered this issue. When data were collected, the researcher was not aware of teacher and student conditions in terms of their belief systems and literacy ability respectively. Although the students were randomly selected, it seemed that this study involved more confident teachers and less sophisticated literacy students. The third possible argument is that Indonesian literacy teachers may culturally overstate their efficacy beliefs in order for them not to loose face and thus the variable measurement was not as valid as assumed. It means that they did not assess their self-efficacy beliefs objectively and realistically because it was not common among them to conduct self-evaluative or egocentric acts or hypocrisy concealed their real beliefs. Although it can-

not be generalized, hypocrisy could be accused of having contributed to this unrealistic self-judgment. With this trait, the teachers tended to cover up or hide their personal or cognitive conditions.

Finally, there could be a mismatch between cultural aspects of the teacher efficacy. Efficacy variable which came from Western culture may not match the Indonesian 'teaching' culture in particular. So that while the teachers scored high on the scale and their responses seemed appropriately reliable, this construct is seemingly far less valid in the Indonesian culture than expected.

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