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Pre- and In-service Teachers' Self-Efficacy Beliefs: A Case Study of an English Language Teacher Education Programme in Albania

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Abstract. This study explores self-efficacy beliefs of pre- and in-service teachers enrolled at an English language teacher (ELT) education programme in a non-public university in Albania. Self-efficacy was assessed overall and in three dimensions: the use of instructional strategies, student engagement, and classroom management. It also investigates possible relationships between experience in teaching and teacher efficacy beliefs. The 51 participants in the study are all students at the ELT education programme, who are at the same time either pre- or in-service teachers. The data were collected through a teacher efficacy questionnaire delivered via Google forms, and descriptive, comparative, and correlational analyses were performed. The results revealed high rates of the respondents' overall efficacy perceptions in teaching efficacy and each of its three dimensions. No significant correlation was found between the participants' teaching experience and their self-efficacy or between their teaching experience and self-efficacy dimensions. Despite limitations, the study has implications for the ELT teacher education programme and suggests future directions for research in the sources of and aspects that influence teacher efficacy beliefs.

Keywords: English language teachers; teacher efficacy; self-efficacy beliefs; teaching experience; EFL instruction

1. Introduction

Belief of self-efficacy is a mechanism of personal agency that contributes most to an individual's psychological functioning. People are more motivated or encouraged to act if they believe that their actions will produce the desired effect. Thus, one's beliefs of self-efficacy serve as a guide of one's life and constitutes a primary course of action (Linnenbrik-Garcia & Wormington, 2019). According to Bandura (1997), perceived self-efficacy "refers to beliefs in one's capacity to organise and execute the courses of action required to produce given attainments" (p. 3). Perceived self-efficacy is related to the judgements people have about their capability to achieve something. People who regard themselves as efficacious may

be more successful than those who doubt their abilities, or, conversely, they may perform at a lower level than what they are capable of achieving. Successful performance requires a combination of both: the skills to accomplish something and the efficacy belief that one can achieve it. Thus, high perceived self-efficacy leads to higher performance accomplishments (Bandura, 1990; 2006) and people who have stronger self-efficacy intensify their efforts for higher performance attainment (Schunk & Dibenedetto, 2016).

The theoretical basis for teacher efficacy dates back to the study conducted by RAND researchers, according to whom efficacy was conceived as the degree to which they were confident of affecting student performance (Rotter, 1966). Theories of teacher efficacy were also hugely influenced by Bandura's work on the concept of self-efficacy, which he describes as an individual's perceptions about their capacity to achieve a certain level of accomplishment (1977; 1994; 1999). These beliefs directly affect the choice of activities and behaviour and people with a strong perceived efficacy will usually make more efforts to achieve the expected result and are a source for higher teacher motivation (Fives & Michelle, 2016). Teachers' specific instructional strategies and their application as well as students' assessment of their own capabilities have a huge impact on student achievements. While some research findings may not always support such a connection (Haverback, 2009), other research suggests that higher levels of teacher efficacy lead to more effectiveness in classroom practice (Malmberg et al., 2014). Highly efficacious teachers tend to positively influence their students' achievements and, as they consider difficult students' learning problems as manageable, students tend to learn more from these teachers (Klassen et al., 2011).

1.1 Teacher Efficacy

Teacher efficacy has also been defined as "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated" (Guskey & Passaro, 1994, p. 627) or the "extent to which the teacher believes he or she has the capacity to affect student performance" (Berman et al., 1977, p. 137). It is related to their perceptions of the extent to which they can control and contribute to factors with an impact on the students' learning.

General educational research has revealed that teachers' beliefs of self-efficacy have a direct impact on teacher and student achievements (Ross, 1994) and students' attitudes towards school (Tschanen-Moran et al., 1998; Ahn & Bong, 2019). Self-efficacy beliefs are also reported to influence teachers' decisions for instructional practices and their general teaching. For example, teachers with a low level of self-efficacy hold the belief that their own teaching does not influence students' learning as strongly as external factors, while highly self-efficacious teachers believe that they can hugely contribute to their students' learning and motivation (Ashton & Webb, 1986; Bandura, 1983). Some research has shown that teachers' self-efficacy beliefs are a predictor of teachers' success (Ghanizadeh & Moafian, 2011) and can also serve as a predictor of students' academic success (Ashton & Webb, 1986). Other research has revealed that teachers who have little confidence in their capacity tend to have more classroom management problems, are not very optimistic about their students' achievements, and resort to different

types of punishment to tackle student misbehaviour (Woolfolk & Hoy, 1990; Woolfolk et al., 1990; Melby, 1995). In addition, teacher self-efficacy is considered a very influential paradigm in the actual organisation and execution of the necessary steps to successfully carry out a particular instructional activity in a certain situation (Patall, 2012; Temiz & Topcu, 2013). A recent study has explored the impact of teacher efficacy on twenty-first century pedagogical practice and has demonstrated that out of the three dimensions, it is only effectiveness in teaching strategies that influences twenty-first century pedagogical practice (Shafiee & Ghani, 2022).

Thus, in cases of low teacher efficacy beliefs, application of intervention strategies can help to increase self-efficacy beliefs (Luszczynska & Schwarzer, 2020). However, in addition to this intervention based on the sources of self-efficacy, the identification of needs and opportunities to increase individual efficacy belief is also recommended (Warner & French, 2020).

While a number of studies have investigated teacher efficacy in different subjects worldwide, including English language teaching in Albania, to the researcher's knowledge, research in teacher efficacy has focused on the undergraduate level of elementary school, the preschool teacher education programme in public universities (Bilali, 2013), and on in-service primary school teachers (Leshi, 2017). However, the self-efficacy beliefs of pre- or in-service English language teachers have not been researched.

Therefore, with its findings, this study is a modest contribution to the literature about English language teachers' efficacy beliefs in the Albanian context and provides implications for education policy makers in Albania. It explores self-efficacy beliefs of pre- and in-service teachers enrolled in an ELT education programme as well as their efficacy beliefs in implementing instructional strategies, student engagement, and classroom management. It also examines the relationship between these dimensions and if any of them influences the others. Furthermore, it investigates the relationship between experience and efficacy beliefs; in other words, whether teaching experience has an impact on teacher efficacy beliefs. The research questions the study addresses are as follows:

1. What is the level of pre and in-service students' perceived self-efficacy overall and in student engagement, use of instructional strategies, and classroom management?
2. Does any of the three self-efficacy dimensions influence self-efficacy beliefs overall or any of the other dimensions?
3. Is there a relationship between pre and in-service teachers' teaching experience and their self-efficacy beliefs?

2. Methodology

This study employs a quantitative methods approach as it allows the involvement of a larger number of respondents and running correlational analysis. A two-part questionnaire was delivered online to gather information about the respondents' age, gender, and teaching experience, as well as their self-efficacy beliefs. To explore self-efficacy levels overall and in each of the three dimensions, the data

were analysed descriptively. To explore possible relationships between the self-efficacy beliefs and teaching experience, correlational analysis of the data was performed.

2.1 Participants

The population in this study are students from a professional master's programme in English language teaching for upper secondary education in a non-public university in Albania and this research was conducted in the framework of reviewing the programme and informing university's policy makers. According to the Albanian law on education, teachers at all levels of pre-university education, except preschool level, are required to hold a degree in a second cycle teacher preparation programme (Professional Master's programme). Students enrolled in these programmes are graduates from bachelor study programmes who require a specialised degree in education in order to become teachers and/or in-service teachers, who are then expected to earn a master's degree in order to either be able to receive further teacher qualifications or become certified teachers. Therefore, the participants in the study are both pre- and in-service teachers. The programme offers courses related to pedagogy, human development, and ELT methodology, and in the last (third) term of their studies, along with their thesis, preparation students are also engaged in teaching practicum for a 12-week period. The programme opened in the academic year 2014-2015 and of a total of 120 students enrolled up to the time the research was conducted, 55 had already graduated and only 65 were still studying.

As shown in Table 1, out of 65 professional master's students enrolled in the academic years 2018-2019 and 2019-2020, 51 students (78.4%) completed the questionnaire, which was sent via Google forms. 46 respondents (90.2%) were female and 5 (9.8%) were male. The respondents' distribution by age was as follows: 22 were under 25 years of age, 21 were between 25 and 35 years old, and only 2 were between 46 and 55 years old. No participants were over the age of 55.

Table 1: Distribution of participants by gender and age

Age	Gender		Total
	Female	Male	
Under 25	21	1	22
25-34	18	3	21
35-45	5	1	6
46-55	2	0	2
Over 55	-	-	-
Total	46	5	51

2.2 Data collection instrument

The researcher developed a questionnaire with two sections. The first section collected demographic information about the respondents' age, teaching experience, and gender. In addition, this section collected data about the respondents' teaching experience and its duration, grouping them as follows: students still teaching, students who had taught for some time but had dropped out of the profession, and students with no experience in teaching.

The second section is a 24-item questionnaire developed by Tschanen-Moran and Hoy (2001), which required the teachers to rate their self-efficacy levels on a 9-point Likert scale ranging from 0 (not at all) to 9 (a great deal). The notion of self-efficacy was measured by gathering data for respondents' perceived self-efficacy through 8 items for each of these three dimensions: student engagement, use of instructional strategies, and classroom engagement. The questionnaire was delivered via Google forms and the collected data were processed in SPSS 26, running descriptive, comparative and correlational analyses.

To measure the instrument's reliability, Cronbach's Alpha coefficient of internal consistency and each of the three dimensions were calculated: use of instructional strategies ($\alpha=.876$), student engagement ($\alpha=.826$), and classroom engagement ($\alpha=.860$) was found reliable (accepted level of reliability 0.7). Construct validity was measured through factor analysis and the KMO measure of sampling adequacy for each dimension was as follows: use of instructional strategies (.835), student engagement (.733), and classroom engagement (.792).

3. Results

3.1 Levels of self-efficacy beliefs

The descriptive statistics for perceived self-efficacy level in general and in each of the three factors are displayed in Table 2. The results indicated that students enrolled in the English language teacher master's programme have an overall high level of self-efficacy beliefs ($M=7.73$, $Sd=.111$ out of a maximum of nine). Meanwhile, the means of the three factors show that ELT students consider themselves almost equally efficacious in engaging students ($M=7.76$, $Sd=.113$) and in managing the classroom ($M=7.76$, $Sd=.108$), while their perceived efficacy in implementing instructional strategies was slightly, but not significantly, lower at $M=7.66$ and $Sd=.111$. These results suggest that the respondents feel efficacious when teaching English to their students. The mean of each self-efficacy dimension also suggests that the participants are highly confident that they can manage and engage their students as well as implement different and effective instructional strategies.

Table 2: Descriptive statistics for Self-efficacy beliefs

Self-efficacy beliefs	Mean	Sd	Min.	Max
Instructional strategies	7.66	.111	5.50	9.00
Student engagement	7.76	.108	4.50	9.00
Classroom management	7.76	.113	4.25	9.00
Overall self-efficacy beliefs	7.73	.107	4.75	9.00

3.2 Correlations between the three dimensions of self- efficacy

To investigate the correlation between each of the three subscales of self-efficacy and their relationship with the overall self-efficacy level, the researcher ran a bivariate correlational analysis (Table 3). The results revealed a positive and highly significant correlation between each of the subscales: a) student engagement and instructional strategies ($r=.852$, $p=.000$), b) student engagement and classroom management ($r=.838$, $p=.000$), and c) classroom management and instructional strategies ($r=.852$, $p=.000$). These results suggest that the level of self-efficacy beliefs in one of the dimensions affects self-efficacy in the other

dimensions. In other words, the higher the teachers' self-efficacy beliefs in engaging the students, the higher their self-efficacy beliefs in both implementing instructional strategies and managing the classroom.

In addition, the Pearson analysis was also run to investigate the correlation between each of the three dimensions and the overall level of perceived self-efficacy. The results showed a positive and significant correlation between each of the dimensions and the overall self-efficacy, with almost insignificant differences: a) total and classroom management ($r=.948$, $p=.000$), b) total and instructional strategy ($r=.948$, $p=.000$), and c) total and student engagement ($r=.938$, $p=.000$). These results suggest that high self-efficacy beliefs in each of the three dimensions is a predictor of high perceived efficacy overall and in each of the other subscales. That is, if the respondents feel confident in engaging students in the classroom, they also have higher levels of confidence in their overall instruction efficacy. Feeling efficacious in the other two dimensions, that is in implementing instructional strategies and in managing the classroom, also leads to higher levels of teacher efficacy. This implies that not feeling efficacious in any of the three dimensions would lower the teachers' level of self-confidence and their overall efficacy.

Table 3: Correlation between self-efficacy scales

	Variables		IS	SE	CM	SE	Total
IS	Pearson correlation	1.000					
	Sig.(2-tailed)	1.00					
SE	Pearson correlation	.828**	1.000				
	Sig.(2-tailed)	.000	1.00				
CM	Pearson correlation	.852**	.838**	1.000			
	Sig.(2-tailed)	.000	.000	1.000			
Total	Pearson correlation	.948**	.938**	.949**	1.000		
	Sig.(2-tailed)	.000	.000	.000	1.000		

3.3 Experience in teaching and self-efficacy beliefs

Table 4 shows the respondents' distribution according to experience in teaching. At the time when the study was conducted, 9 (17.6 %) participants had no teaching experience at all, 18 (35.3%) had some teaching experience but were not teaching at the moment, and 24 (47.1%) were actually involved in the teaching profession. The actual teachers' experience ranged as follows: out of 24 respondents, 7 (29.2%) were in their first year of teaching, 8 (33.3 %) had a 1 to 5 - year experience, 2 (8.3 %) had a 6 to 10 - year experience, 5 (20.8 %) had an 11 to 15 - year experience, and only two of them had been teaching for over 15 years.

Out of 18 respondents who had dropped out of the teaching profession, 16 (88.9 %) had an experience of less than a year, and each of the other two had an experience of 1 to 5 years and 6 to 10 years respectively. Among teachers with an experience of over ten years there were no dropouts.

Table 4: Distribution by experience

Experience in teaching	Current teachers		Dropouts	No experience	Total
	Female	Male	Female	Female	
No experience	-	-	-	9	9
Less than 1 year	3	4	16		23
1-5 years	8	-	1		9
6-10 years	2	-	1		3
11-15 years	4	1	-		5
Over 15 years	2	-	-		2
Total	19	5	18	9	51

To explore possible differences among teacher efficacy beliefs in each of the three dimensions based on experience, Anova analysis was conducted. Table 5 indicates descriptive statistics of the variables for students currently teaching, the dropouts, and students with no experience at all. Participants with no experience reported a slightly lower level of efficacy in implementing instructional strategies (IS) ($M=7.61$) than the ones still teaching ($M=7.67$) or who had dropped out ($M=7.69$), which is not surprising. Nonetheless, their means for the subscales of student engagement (SE) ($M=7.95$) and classroom management (CM) ($M=7.88$) were higher than the current teachers ($M=7.67$, $M=7.83$) and dropouts ($M=7.78$, $M=7.62$). According to these results, respondents with no experience had lower levels of efficacy in instructional strategy implementation than the respondents with some or more teaching experience. In other words, it appears that experience affects teachers' levels of efficacy in their teaching ability: more experienced teachers believe they can be more efficacious in teaching and less experienced teachers report lower levels of self-confidence in their teaching capability. However, the results suggest that a lack of teaching experience does not lead to teachers' lack of confidence in managing the classroom or engaging students.

Table 5: Descriptives for experience in teaching

Variables	n	M	SD	95% confidence Interval for Mean		
				Lower band	Upper band	
IS	Currently teaching	24	7.67	.628	7.40	7.93
	Dropped out	18	7.69	1.038	7.17	8.21
	No experience	9	7.61	1.008	6.83	8.38
SE	Currently teaching	24	7.67	.562	7.43	7.91
	Dropped out	18	7.78	1.07	7.25	8.31
	No experience	9	7.95	.559	7.53	8.38
CM	Currently teaching	24	7.83	.582	7.58	8.08
	Dropped out	18	7.62	1.05	7.10	8.14
	No experience	9	7.88	.855	7.23	8.54
Overall	Currently teaching	24	7.73	.540	7.49	7.95
	Dropped out	18	7.70	1.02	7.19	8.20
	No experience	9	7.82	.782	7.21	8.42

Table 6 shows mean differences in current teachers, dropouts, and inexperienced teachers' efficacy in implementing instructional strategies, engaging students, and managing EFL classes. To further analyse the data and explore possible significant differences, the one-way ANOVA analysis was performed, and no statistically significant difference was found in efficacy beliefs between the respondents currently teaching, the dropouts, and the ones without any teaching experience. Although these results suggest that experience has no effect on teachers' self-efficacy beliefs, non-statistical findings do not always support the null hypothesis of no effect (Loftus, 1996). Other factors might have affected the results, and as such, further research could investigate factors other than experience that influence teacher efficacy beliefs.

Table 6: ANOVA results mean differences according to experience

	Variables	SS	df	MS	F	P
IS	Between groups	.042	2	.021	.028	.972
	Within groups	35.54	48	.741		
	Total	35.58	50			
SE	Between groups	.551	2	.276	.451	.639
	Within groups	29.30	48	.610		
	Total	29.58	50			
CM	Between groups	.602	2	.301	.444	.644
	Within groups	32.53	48	.678		
	Total	33.13	50			
TM	Between groups	0.86	2	.043	.932	
	Within groups	29.21	48	.609		
	Total	29.30	50			

To further investigate possible effects of years of teaching experience on ELT master's students' perceived self-efficacy in student engagement, the use of instructional strategies, and classroom management, the ANOVA mean differences analysis was performed. The descriptives for this analysis (Table 7) suggest that teachers with more years of teaching experience feel more efficacious in implementing instructional strategies, in managing the classroom, and in engaging students, than teachers with less experience.

Table 7: Descriptives for years of experience for students currently teaching

Variables	N	M	SD	95% confidence Interval for Mean		
				Lower band	Upper band	
IS	Started this year	7	7.46	.687	6.82	8.10
	1-5 years	7	7.44	.611	6.88	8.01
	6-10 years	2	8.00	.000	8.00	8.00
	11-15 years	6	7.81	.605	7.17	8.44
	Over 15 years	2	8.43	.088	7.64	9.23
SE	Started this year	7	7.46	.365	7.12	7.80
	1-5 years	7	7.39	.551	6.88	7.90
	6-10 years	2	7.87	.176	6.28	9.46
	11-15 years	6	8.10	.695	7.37	8.83
	Over 15 years	2	7.67	.176	6.28	9.46

CM	Started this year	7	7.53	.548	7.02	8.04
	1-5 years	7	7.66	.571	7.13	8.18
	6-10 years	2	7.87	.353	4.69	11.05
	11-15 years	6	8.12	.547	7.55	8.70
	Over 15 years	2	7.83	.088	7.76	8.07
Total		24	7.73	.540	7.49	7.95

As can be seen in Table 8, no mean differences were reported between current teachers' years of teaching experience and their efficacy in instructional strategies ($p=0.158$), student engagement ($p=0.138$), or classroom management ($p=0.118$). In other words, teachers with less experience or no experience at all did not rate themselves as less efficacious than the more experienced ones.

Table 8: ANOVA mean differences for years of experience for students currently teaching

Variables		SS	df	MS	F	P
IS	Between groups	4.50	16	.281	1.88	.158
	Within groups	7	10	.000		
	Total	6.00	26			
SE	Between groups	2.13	4	.533	1.982	.138
	Within groups	5.11	19	.269		
	Total	7.24	23			
CM	Between groups	2.406	4	.601	2.118	.118
	Within groups	5.396	19	.284		
	Total	7.802	23			

Descriptive and ANOVA analysis was also performed to compare the effect of years of teaching experience on ELT students who had dropped out of teaching. Descriptive analysis of the data (Table 9) revealed that respondents who had less-than-a-year of experience reported higher levels of efficacy in managing the classroom, implementing instructional strategies, and engaging students than those with more years of experience.

Table 9: Descriptives for experience of dropouts

Variables	n	M	SD	95% confidence Interval for Mean	
				Lower band	Upper band
IS less than one year	16	7.81	.99	7.28	8.34
1-5 years	1	7.62			
6-10 years	1	5.87			
SE less than one year	16	7.82	1.12	7.22	8.41
1-5 years	1	8.00			
6-10 years	1	7.00			
CM less than one year	16	7.73	1.06	7.16	8.30
1-5 years	1	7.00			
6-10 years	1	6.50			

The one-way ANOVA (Table 10) revealed that there were no mean differences in the perceived efficacy in instructional strategy ($p=0.200$), student engagement

($p=0.766$), and classroom management ($p=0.462$) between the dropouts who had taught for less than one year, for 1-5 years, or for over 6 years. In other words, the years of experience in teaching do not affect levels of teacher efficacy, even among teachers who have quit the profession.

Table 10: ANOVA results mean differences for dropouts' years of experience

	Variables	SS	df	MS	F	P
IS	Between groups	3.54	2	1.77	1.79	.200
	Within groups	14.78	15	.985		
	Total	18.31	17			
SE	Between groups	.682	2	.341	.271	.766
	Within groups	18.87	15	1.258		
	Total	19.56	17			
CM	Between groups	1.85	2	.924	.814	.462
	Within groups	17.027	15	1.135		
	Total	18.875	17			

4. Discussion

4.1 Levels of self-efficacy beliefs

This study explored self-efficacy beliefs of pre- and in-service English language teachers attending an English language teacher education programme and the impact of teaching experience on these beliefs. Results from descriptive data analysis revealed relatively high levels of self-efficacy beliefs overall and in all three dimensions. In other words, findings suggest that the students believe they are efficacious at implementing instructional strategies, engaging students, and managing their EFL classes. These results provide additional evidence to Bandura's argument (1997) that teachers' efficacy beliefs influence the learning atmosphere and the efforts they invest in teaching. Furthermore, teachers who consider themselves efficacious may have higher levels of motivation towards teaching and, therefore, may hold more positive attitudes towards the future of their teaching practice (Lee & Yuan, 2014). These findings are compatible with other studies' which have also reported high levels of EFL teacher efficacy (Ghanizadeh & Moafian, 2011; Ghasemboland & Hashim, 2013; Ucar & Yazici Bozkaya, 2016). Therefore, these findings add to existing literature on the perceived efficacy of pre-service and in-service EFL teachers.

A closer examination of the results showed that the respondents felt a little more confident in employing strategies for student engagement and classroom management than in utilising instructional techniques. Research into teacher efficacy report that classroom management efficacy is both effective (Faez & Valeo, 2012) whilst also an area of stress (Fantilli & McDougall, 2009). Although these results are consistent with other studies (Ghasemboland & Hashim, 2013), they are incompatible with studies which report a higher self-efficacy in the use of instructional strategies rather than in the engagement of students or management of classes (Eslami & Fatahi, 2008; Bilali, 2013; Chacón, 2005; Yilmaz, 2011). Further, some others report self-efficacy in classroom management as slightly higher than efficacy in instructional strategies and student engagement (Sevimel & Subasi, 2018).

4.2 Correlation between the three dimensions of self-efficacy

This study also investigated if efficacy in any of the three dimensions is a predictor of efficacy in the other subscales or in overall self-efficacy belief. The correlation analysis revealed a positive and statistically significant relationship between the three subscales with one another, as well as between each of them and the overall efficacy. In other words, it demonstrated that the level of perceived self-efficacy in each of the three dimensions affects efficacy in the others. In addition, the level of self-efficacy belief in each of the three subscales affects overall self-efficacy in teaching. That is, a strong sense of efficacy in implementing instructional strategies is likely to increase teachers' efficacy in engaging students and managing classrooms. These results are congruent with findings from Ortactepe and Akyel's study (2015), in which the three self-efficacy dimensions positively correlate with one another and with overall efficacy. This finding indicates the significance of enhancing teachers' self-efficacy beliefs in each of these three main aspects of EFL education, particularly in the use of instructional strategies.

4.3 Correlation between teaching experience and self-efficacy

The third aim of the study was to investigate the relationship between experience in teaching and the level of self-efficacy. In terms of teaching experience, the respondents fell under three categories: students currently teaching, students who had some experience but had dropped out, and students without any experience at all. The first analysis revealed no correlation between teaching experience and perceived self-efficacy; that is, students with no experience at all did not consider themselves less efficacious in teaching than either the group who was still teaching or the group who had dropped out.

Further analysis of self-efficacy beliefs in each of the three dimensions were also performed. Considering the obtained result of slightly lower perceived efficacy in instructional strategy use, the researcher investigated possible relationships between the years of experience and this subscale. In other words, the researcher explored if more years of experience meant more confidence and higher levels of self-efficacy in implementing instructional strategies. The ANOVA descriptive results revealed that self-efficacy in this subscale increased slightly in line with an increased number of years in teaching. However, the mean difference analysis indicated this difference was not statistically significant. That is, years of experience do not influence teachers' perceived self-efficacy in implementing instructional strategies. Experienced teachers who taught at the moment of the study did not rate themselves as more efficacious in managing the classroom, engaging students, or implementing instructional strategies than either those with no experience or who had some experience but were not teaching for the moment. In order to examine if years of teaching experience affected self-efficacy, the data were analysed further for each of the two groups with teaching experience: students currently teaching and the dropouts according to their years of experience. The one-way ANOVA was performed to compare the impact of years of teaching experience on overall efficacy beliefs and on each of its three subscales for students who were teaching at the moment of the study. The descriptive mean scores in each of the subscales were slightly higher in groups with a teaching experience of over 10 years. However, contrary to the researcher's expectations

and other study reports (Eslami & Fatahi, 2008; Ghanizadeh & Moafian, 2011; Woolfolk & Hoy, 1990; Siebert, 2006) the detailed analysis revealed this difference was not statistically significant. That is to say, no significant difference was found in overall self-efficacy or its subscale means between the different subgroups according to years of teaching. This suggests that teachers with more years of experience did not rate themselves as more efficacious than teachers who were in their first year of teaching or who were less experienced. Neither did the inexperienced teachers consider themselves less efficacious in implementing strategies, managing the classroom or engaging students.

One-way ANOVA was also performed to investigate how the years of teaching influence efficacy beliefs in instructional strategy implementation, student engagement, and classroom management for students who had dropped out of the teaching profession. The findings indicated no correlation between dropouts' years of experience and their perceived self-efficacy. That is, students who had only taught for one year or less did not consider themselves less efficacious in teaching overall or in any of the three subscales – implementing instructional strategies, managing the classroom, or engaging students – than the ones with more years of teaching experience.

One underlying cause for this finding may be searched for in two of the main sources of efficacy: mastery experiences, which refer to the successful performance of an activity (Ford et al., 2013; Cobanoglu & Capa-Aydin, 2015; Warner & French, 2020), and vicarious experiences, which refer to observing other people's successful performance of an activity (Alsawaie & Alghazo, 2010; Mansfield & Woods-McConney, 2012; Sang et al., 2012). The teaching practicum that students enrolled in the programme may have provided good opportunities even for the inexperienced student teachers to experience teaching and convince themselves of their teaching abilities. Seeing other teachers succeed may have also increased the respondents' confidence and even taught them effective strategies leading to higher self-confidence. In addition, mastery experiences are believed to influence another source of self-efficacy, affective and somatic states, which is the feeling of apprehension most people experience before performing something challenging or totally new (Warner & French, 2020).

The other explanation for the high levels of self-efficacy regardless of teaching experience might be related to the potential role of culture in self-efficacy beliefs (Ahn & Bong, 2019). Recognising this potential, many researchers have explored self-efficacy beliefs across cultures, finding evidence of cultural differences in self-efficacy sources (Klassen, 2004; Ahn et al., 2016).

4.4 Implications

Although this is a small-scale study and its findings may not be generalised, it has some implications for policy makers. Firstly, the reported relatively high levels of self-efficacy overall and the positive relationship between the three efficacy dimensions and the overall efficacy level provide additional evidence to the role of mastery and vicarious experiences as two main factors influencing self-efficacy. Therefore, policy makers and instructors of teacher education programmes should consider the inclusion of courses and modules dedicated to each of the

three dimensions of self-efficacy along with practice opportunities for each function.

Secondly, as the study identifies a tendency for self-efficacy in implementing instructional strategies to increase slightly with additional years of experience, it suggests that years of experience might affect the efficacy of implementing instructional strategies. While student engagement and classroom management are both significant dimensions of any class, they are both closely related to the teachers' efficacy in implementing various instructional strategies. On the other hand, implementation of instructional strategies also affects teacher efficacy overall. Inability to successfully employ instructional strategies might lead to a teacher's lack of success or low self-efficacy. As a result, ELT teacher education programmes should consider the practical dimension of their content in order to provide more opportunities for both awareness and practicum of instructional strategies for each of the four language skills.

As the study was conducted with just two classes from only one teacher education programme, the findings are not generalisable to the whole Albanian setting. As a result, further research could explore on a larger scale the sources of teacher efficacy beliefs and individual factors that influence them negatively or positively in order to make suggestions to ELT teacher education programme policy makers, curriculum developers, and teachers. In addition, both quantitative and qualitative studies should be conducted to also explore how online education and use of technology affects the relationship between teaching experience and teacher efficacy.

5. Conclusion

This study explored self-efficacy beliefs of pre- and in-service teachers enrolled in an English language teacher education programme at a non-public university in Albania. Its aim was to investigate how the three dimensions of teacher efficacy and experience in teaching can influence self-efficacy beliefs. An online questionnaire was employed to investigate the participants' perceptions about their efficacy in three dimensions of teaching efficacy: implementation of instructional strategies, student engagement, and classroom management. The findings revealed that all respondents had relatively high perceived overall self-efficacy in each of the three dimensions. Furthermore, the results demonstrated that the level of the self-efficacy beliefs in each of the three dimensions influenced teacher efficacy beliefs overall and in the other dimensions. Finally, it showed that less experienced teachers did not feel less efficacious in teaching than the more experienced ones. Although the results may not be generalisable, the study has its implications for both language teacher education programmes and further research directions in the field. It suggests that teacher education programmes should provide student teachers practicum opportunities for the implementation of instructional strategies.

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