

## Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers



Frank V. Nudque Jr.

Notre Dame Dame of Dadiangas University, Marist Avenue, General Santos City

**ABSTRACT:** The study determined the instructional behaviour, innovative teaching practices, work engagement, and self-efficacy of Physical Education teachers in private Higher Education Institutions in SOCCSARGEN in facilitating Rhythmic Activities. It also determined the significant relationship of the dependent variables towards the self-efficacy of Physical Education teachers in facilitating Rhythmic Activities. This study employed a descriptive correlation analysis method with qualitative data to describe the variables and the relationships that occur naturally between and among them. The data were gathered through a survey questionnaire and administered to 100 PE teachers who are teaching Rhythmic Activities. The data gathered were analyzed through weighted mean and Pearson r correlation. An interview was also conducted by the researcher to further investigate the underlying problem and to confirm and intensify the findings of the study. The results of the study revealed that generally, the instructional behaviour, innovative teaching practices, work engagement, and self-efficacy of Physical Education teachers were high in extent. However, there were specific areas that were found to be weak and need improvement. The findings of the study also revealed that there was a very high positive significant relationship between the dependent variables towards self-efficacy. Meanwhile, in terms of the significant difference in the extent of self-efficacy across the profile of the respondents, the result reveals that there are no differences or there are no fine distinctions when it comes to their self-efficacy in facilitating rhythmic activities. Given the overall results, the study had recommended that a professional training program which was formulated based on the findings of the study.

**KEYWORDS:** Instructional Behavior, Innovative Teaching Practices, Work Engagement, Self-Efficacy

### I. INTRODUCTION

Physical education is distinct from general knowledge studies, focusing on physical activity. Mainly teaching rhythmic activities can be challenging because of the unique "classroom" management situations that often arise from the dynamic nature of the content. Dance and movement to music are employed in Physical Education (PE) for various reasons: to stay in shape, express feelings and moods, and learn about many cultural heritage types. Dance can help students improve their psychomotor skills and sense of self-expression, aesthetics, and sentiments expressed through movement (Gibbs, Quennerstedt, & Larsson, 2017). However, teaching dance to students in physical education requires a great deal of preparatory work, even more so if teachers are insecure about their dancing abilities. Physical education sessions necessitate preparation, operation, and practice of skills to work correctly.

A study was conducted in Sweden to determine how many countries deal with dance. In the study undertaken by Lundvall and Meckbach (2008), as cited by Gibbs, Quennerstedt, and Larsson (2017), it was found that many Physical Education teachers think their capacity to teach dance is restricted. They are unsure about their competency in dance and ability to genuinely teach the subject, which also resonates with other researchers' conclusions about teaching dance in general. Simply put, many PE teachers devote little time to dancing because they cannot dance themselves, so their teaching is pedagogically constrained. Though many teachers use innovative and unique methods to teach dance, like the use of digital technologies, teaching dance, on the other hand, is frequently associated with dance skills rather than pedagogy and creative teaching (Lundvall and Meckbach, 2008, as cited by Gibbs, Quennerstedt, & Larsson, 2017). The value of digital instructional resources is not dependent on technology. Instead, integrating technology puts a lot of pressure on the instructor to design how teachers use games in the classroom. In addition, research in New Zealand, according to Renner and Pratt (2017), has focused on a broader measure of confidence among teachers, which reported low to medium confidence in teaching dance, consistent with the Australian

## Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers

findings (e.g., Beals et al., 2003). Teachers' confidence in their ability to devote constant or in-depth attention to dance is influenced by their perceived competence in teaching dance, a lack of resources, the expansion of the school curriculum, and timelines that left little time for preparation (Ashley, 2010; Beals et al., 2003; Buck, 2003; Cadzow, 2008; Snook, 2012).

The world is still suffering from a disastrous scenario caused by the COVID-19 pandemic, the abrupt shift in class delivery from face-to-face to online has even made it more challenging for instructors to adapt their conventional pedagogies. Online physical education classes were a new experience for teachers and students. The sudden shift to online classes left teachers unprepared and struggling with unfamiliar teaching methods, forcing them to resort to trial-and-error approaches. Inadequate online teaching strategies and low teacher and student readiness for online classes made the transition difficult. It became evident that teaching, which shifted from face-to-face to virtual communication in a matter of hours, was a circumstance for which teachers were unprepared (Varea, Gonzales, & Garcia, 2020). Due to a lack of training, teachers lacked skills in remote PE education and resorted to "trial-and-error" tactics (Jeong & So, 2020).

In fact, in a survey of Physical Education instructors in Manila public schools conducted by Aguinaldo (2021), unreliable internet connections, a lack of room and equipment, limited student participation, and difficulty correcting students' execution were among the challenges they faced in online sessions. Due to the subject's particular nature: the importance of completing physical actions, restricted area, time, and training, among other things (Villalba & González, 2016), the epidemic posed significant obstacles for teachers. Online lessons have become a substantial disadvantage due to students' limited transfer of skills and knowledge. Students did not learn motor skills in the same study as Daum and Buschner, and their involvement in class was little. As a result, online practical programs are challenging to teach and learn for both instructors and students (Yu & Jee 2017).

Understanding the initial experiences of teachers in moving to a remote learning environment and identifying the challenges and facilitators to successful remote instruction is needed to help teachers and other PE professionals with their needs and design. Moreover, compelling learning experiences, despite the pandemic, still present a unique situation, depleting creative ideas and fantastic learning possibilities among administrators, teachers, and students (Centeio, Mercier, Garn, Erwin, Marttinen, & Foley, 2021).

In an initial interview conducted by the researcher among selected PE teachers in General Santos City, the following factors affecting one's self-efficacy were identified: feeling of ineffectiveness due to distance education and overloaded work that hampered the time for training (E. Villaganas, personal communication, December 8, 2021), reduced physical activities and short training programs due to COVID-19 and lack of drive and enthusiasm in learning new dances pandemic (N. Barsatan, personal communication, November 27, 2021), weight gain which resulted to difficulty in performing specific skills (A. Cunanan, personal communication, February 10, 2022), and low confidence due to lack of expertise in teaching dance and experience in the field of teaching (S. Trumpet, personal communication, February 10, 2022). Considering the skill-based nature of PE and the education shift, Physical Education teachers must spend time and effort on skill demonstrations and evaluations to facilitate students in rhythmic activities.

The main aim of this study was to determine the self-efficacy of Physical Education teachers among private Higher Education Institutions (HEI) in South Cotabato, Cotabato Province, Sarangani, and General Santos City (SOCCSARGEN). By letting the teachers assess how they think of themselves, the researcher would like to come up with a professional training program for teachers facilitating rhythmic activities to improve and create more comprehensive ideas in developing efficient and effective PE instruction and which could also serve as an excuse to weave an innovative educational model.

## II. TABLE

**Table 1. Profile of The Respondents**

Indicators	Frequency	Percent
Age		
20-25	51	51
26-30	26	26
31-35	11	11
36-40	3	3
41-45	4	4
46-50	3	3
51-55	1	1
56-60	1	1
TOTAL	100	100

## Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers

Sex		
Male	38	38
Female	62	62
TOTAL	100	100
Educational Attainment		
BSED MAPEH/BPED	48	48
MAED-PE Level	29	29
Non-MAED-PE Level	10	10
MAED-PE Graduate	6	6
Non-MAED-PE Graduate	4	4
PhD/EdD-PE Level	3	3
TOTAL	100	100
Number of Years in Teaching		
Less than 5	62	62
5-10	26	26
11-15	5	5
16-20	2	2
21-25	3	3
26 and above	2	2
TOTAL	100	100

**Table 2. Instructional Behaviour of the Respondents**

Indicators	Mean	Interpretation
Clarity of instructions	4.32	High in Extent
Classroom Management	4.43	High in Extent
Teacher Control in Learning Activities	4.37	High in Extent
Interpersonal Behavior	4.39	High in Extent
Overall Mean	4.38	High in Extent

**Table 3. Innovative Teaching Practices of the Respondents**

Indicators	Mean	Interpretation
Concepts of Rhythmic Activities	4.36	High in Extent
Nature and Background of the Rhythmic Activities	4.39	High in Extent
Dance Terminologies	4.42	High in Extent
Dance Genre	4.43	High in Extent
Overall Mean	4.40	High in Extent

**Table 4. Work Engagement of the Respondents**

Indicators	Mean	Interpretation
Productivity	4.33	High in Extent
Commitment	4.53	Very High in Extent
Concentration	4.47	High in Extent
Overall Mean	4.44	High in Extent

# Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers

**Table 5. Self-Efficacy of the Respondents**

Indicators	Mean	Interpretation
Playful Experience	4.42	High in Extent
Dance Appreciation	4.38	High in Extent
Developing Connections	4.36	High in Extent
Creative Exploration	4.29	High in Extent
Skill Refinement	4.27	High in Extent
Dance Performance	4.45	High in Extent
Overall Mean	4.36	High in Extent

**Table 6. Summary Table For The Test For Significant Relationship**

x	y	Measure of Correlation	r	Interpretation	Significance at 5%
Instructional Behavior	Self-Efficacy	Pearson r	0.83	Very High Positive Relationship	Significant
Innovative Teaching Practices	Self-Efficacy	Pearson r	0.90	Very High Positive Relationship	Significant
Work Engagement	Self-Efficacy	Pearson r	0.82	Very High Positive Relationship	Significant

**Table 7. Summary Table for the test/s for significant difference**

Variables	Groupings	Statistical Test	Sig	Decision
Self-Efficacy	Age	One-Way ANOVA	0.95	No Significant Difference
	Sex	One-Way ANOVA	0.88	No Significant Difference
	Educational Attainment	One-Way ANOVA	0.57	No Significant Difference
	Number of Years in Teaching	One-Way ANOVA	0.97	No Significant Difference

## V. CONCLUSIONS

### 1. The Profile of the Respondents

There are 100 respondents in the study. The age group between 20-25 has the highest frequency of 26 and the least frequency belonged to the age bracket of 51 -55 and 56-60 which both had a frequency of 1. There were 62 females which accounted for 62% while only 38 or 38% are males. Most of them are BSED MAPEH/BPED graduates equivalent to 48% while the least is with Ph.D./EdD-PE Level with only three (3) respondents. It also shows that most of the respondents have less than five (5) years of teaching experience which is equivalent to 62%, and both 16-20 and 26 and above years with only two (2) or 2% of the population.

### 2. The extent of Instructional Behavior

The extent of Instructional Behavior Teachers' clarity of instruction, classroom management, teachers' control in learning activities, and interpersonal behavior all got a mean interpreted as High in Extent. However, among the indicators, these were

## **Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers**

the areas found to have the lowest means supported by the data gathered from the teachers during the interview: giving students strategies on how to do the work in the class, making sure that tasks and activities are organized and scheduled on time, initiating and filling in students' learning activities, allowing students to operate freely and independently and completing learning activities by their own initiative, and allotting time for the teacher-student conference.

### **3. The extent of Innovative Teaching Practices**

Teachers' innovative teaching practices in terms of concept, nature and background, dance terminologies, and dance genres are generally High in Extent. However, among the indicators, these were the areas that were found to be weak based on the data gathered from the survey and interview: using game-based learning platforms such as Quizizz, WordWall, and Kahoot as a tool for assessment, designing an engaging flipped classroom to enrich learning, cultivating students' skills through dance composition and interpretation, cultivating students' skills through dance composition and interpretation, and demonstration of the skills to clearly see the correct execution of the dance steps.

### **4. The extent of Work Engagement**

Teachers' productivity, commitment, and concentration are generally High in Extent. All the indicators got a mean labelled also as High in Extent and were proven true during the interview. This only implies that the teachers have a high efficiency to produce outputs, have the dedication to providing an effective learning environment, and have a high level of good behavior, work ethics, and willingness to help to produce a high quality of work.

### **5. The extent of Self-Efficacy of PE Teachers**

In self-efficacy, the overall mean is 4.36, described as High in Extent. Among all the indicators, these were the weak areas in the teachers' self-efficacy based on the quantitative and qualitative data gathered by the researcher: using isolated rhythmic activities and games (drumming, stomping, self-guided rhythm games), challenging students to use the same dance moves to a variety of different songs, teaching students the dance vocabulary to create or perform a dance, conducting a teacher or peer-review to refine what is important to allow for the physical integration of skills, mounting a final practicum activity for students to perform their dance with, demonstrating and performing the skills or dance steps that students will follow. Overall, the participants rate their self-efficacy from low to moderate in terms of teaching Rhythmic Activities due to problems like limited knowledge of the skills of various dances and basically the lack of skills to perform them.

### **6. Relationship Among the Variables**

Using Pearson  $r$ , the result of the instructional behavior, innovative teaching practices, and work engagement towards self-efficacy denotes a very high positive correlation. It, therefore, means that the three independent variables influence the self-efficacy of Physical Education Teachers in facilitating Rhythmic Activities. This relationship revealed that the more extensive the instructional behavior, innovative teaching practices, and work engagement will result in higher self-efficacy.

### **7. The difference in Self-Efficacy Across their Demographic Profile**

In the significant difference in the self-efficacy of the respondents across sex, age, educational attainment, and the number of years in teaching using the One-Way Analysis of Variance (ANOVA), it was found that there is no significant difference between the profile and the self-efficacy of PE teachers. It only shows that the participants share the same experiences or there is no fine distinction in teaching the subject matter regardless of their profile or background.

### **8. A Professional Training Program**

The professional training program was aligned with the results on the extent of instructional behavior, innovative teaching practices, work engagement, and self-efficacy of Physical Education (PE) teachers in facilitating Rhythmic Activities to enhance the teachers' expertise on the subject matter as well as their instructional strategies and methods. All in all, there are eleven (11) concerns that the program intends to address. This program consists of a training program and a matrix designed to address the factors affecting the facilitating skills of Physical Education (PE) teachers. The program presented the goals, baseline data, objectives, strategies, success indicators, time frame, budget, and mode of evaluation. This also includes procedures, activities, and projects created to increase teachers' professional expertise, instructional techniques, and teaching attitudes in order to enhance students' learning. The main goal of these workshops is to keep instructors current in their field.

## **ACKNOWLEDGMENT**

First and foremost, my praises and thanks to Lord, the God Almighty, for His constant love and blessings throughout my journey in pursuing this degree. His grace has been sufficient to me from the first day of class to the completion of the research study.

I will never forget to thank everyone who has been instrumental in the completion of this thesis. My heartfelt thanks to everyone who helped make my research a success.

## Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers

To my committee chair, Ms. Marites E. Garlitos, MBE, MAT-HK, for being so helpful, supportive, and available whenever I needed help. I am grateful for your motivation and encouragement which truly has a great impact on me to finish this academic paper. To Dr. Jose Antonio Guntalid, for sharing with me your knowledge and expertise in research writing. I will forever be grateful because as a researcher, I am very much guided and supported. To Ms. Rhodora Alad, MAED-PE, for all the significant inputs you have taught me so I can improve my paper even more. Most especially, to my research adviser, Mr. Alvin Francis Ambe, MAED, for your assistance in drafting the paper and your understanding in every difficult situation. My appreciation goes to all of you for your brilliant ideas and for helping me overcome the obstacles I faced through my thesis journey.

I would also like to express my appreciation to Dr. Gina A. De Guzman, the former Dean of the Graduate School, together with her team, Ms. Ditzchie Grace V. Pia and Mr. Jiro Sanza, for being so patient, understanding, and helpful in all of my concerns and queries. Without their help in the office, I would not have reached this far in my journey through my graduate studies. As the graduate school transitioned to a new administration now headed by Dr. Gaudy Ortizo, I am grateful for the continued support and assistance I received from the office. My sincerest thanks also to Mr. Adonis Horno, MA, for having the time to write the minutes during my proposal and final defense, and Mr. Edgar Manubag for helping me in the computation and interpretation of the data gathered.

I would like to express my gratitude as well to the following individuals who have contributed greatly to the completion of this study: Mr. William Paglinawan, Mr. Nemesio Ocampo, Ms. Erika Danica Bautista, Ms. Mary Rose Cagande, and Mr. Jay Crisan Galapate, for the help, support, and motivation to complete this study. I would like to mention my batchmates in MAED-PE, and my family in the program, for the experience and happy moments we shared. As the first graduate of the MAED-PE program at Notre Dame of Dadiangas University (NDDU), I also dedicate this milestone to our growing community.

To my beloved and loving family, thank you so much for believing in me, for trusting me, and for praying for me. To my validators, for ensuring the validity of my research instruments, and to all my respondents, for sparing your time and effort to answer the survey and for sharing your experience during the online interview. Without your help, this study would never have been possible and successful. Lastly, I would like to extend my appreciation to those who were not mentioned but have played their roles in inspiring me and backing me up with prayers in this academic undertaking. To God be the glory.

### REFERENCES

- 1) Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Front. Psychol.* 10:1645. doi: 10.3389/fpsyg.2019.01645
- 2) Blackwell J., Miksza P., Evans P., & McPherson GE (2020). Student Vitality, Teacher Engagement, and Rapport in Studio Music Instruction. *Front. Psychol.* 11:1007. doi: 10.3389/fpsyg.2020.01007
- 3) Bos-Nehles, A., Renkema, M., & Janssen, M. (2017), "HRM and innovative work behaviour: a systematic literature review", *Personnel Review*, Vol. 46 No. 7, pp. 1228-1253. <https://doi.org/10.1108/PR-09-2016-0257>
- 4) Centeio, E., Mercier, K., Garn, A., Erwin, H., Marttinen, R., & Foley, J. (2021). The Success and Struggles of Physical Education Teachers While Teaching Online During the COVID-19 Pandemic, *Journal of Teaching in Physical Education*, 40(4), 667-673. Retrieved Oct 13, 2021, from <https://journals.humankinetics.com/view/journals/jtpe/40/4/article-p667.xml>
- 5) Chan, E., Ho, S., Ip, F., & Wong, M. (2020). Self-Efficacy, Work Engagement, and Job Satisfaction Among Teaching Assistants in Hong Kong's Inclusive Education. *SAGE Open*. <https://doi.org/10.1177/2158244020941008>
- 6) Cicekci, M. & Sadik, F. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. *Journal of Education and Learning*, Vol. 8, No. 6; 2019. 10.5539/jel.v8n6p15
- 7) Claver, F., Martínez-Aranda, L. M., Conejero, M., & Gil-Arias, A. (2020). Motivation, Discipline, and Academic Performance in Physical Education: A Holistic Approach From Achievement Goal and Self-Determination Theories. *Frontiers in psychology*, 11, 1808. <https://doi.org/10.3389/fpsyg.2020.01808>
- 8) Deiry, A. (2021). The Difficulties Which Face Physical Education in a Playing the Activity Curricula from Their Point of View in the Directorate in Irbid District. *Archives of Nutrition and Public Health* 3(1).Volume 3 Issue 1
- 9) Donker, M., Gog, T., Goetz, T., Roos, A., & Mainhard, T. (2020). Associations between teachers' interpersonal behavior, physiological arousal, and lesson-focused emotions, *Contemporary Educational Psychology*, Volume 63, DOI: <https://doi.org/10.1016/j.cedpsych.2020.101906>.
- 10) Emunemu, B. & Isuku, E. (2012). Improving teacher productivity and performance for better learning outcomes in Nigerian public secondary schools. Volume 5. 53-71

## Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers

- 11) George, T. (2022). What is a Focus Group | Step-by-Step Guide & Examples. Retrieved from <https://www.scribbr.com/methodology/focus-group/>
- 12) Gibbs, B., Quennerstedt, M., & Larsson, H. (2017). Teaching dance in physical education using exergames. *European Physical Education Review*, 23(2), 237–256. <https://doi.org/10.1177/1356336X16645611>
- 13) González-Calvo, G., Barba-Martín, R. A., Bores-García, D., & Hortigüela-Alcalá, D. (2021). The (virtual) teaching of physical education in times of pandemic. *European Physical Education Review*. <https://doi.org/10.1177/1356336X2111031533>
- 14) Grube, D., Ryan, S., Lowell, S. & Stringer, A. (2018) Effective Classroom Management in Physical Education: Strategies for Beginning Teachers, *Journal of Physical Education, Recreation & Dance*, 89:8, 47-52, DOI: 10.1080/07303084.2018.1503117
- 15) Hariri, H. & Sumintono, B. (2020). Teacher Commitment to Teaching. Retrieved Oct. 6, 2021 from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-697>
- 16) Jeong, H. C., & So, W. Y. (2020). Difficulties of Online Physical Education Classes in Middle and High School and an Efficient Operation Plan to Address Them. *International journal of environmental research and public health*, 17(19), 7279. <https://doi.org/10.3390/ijerph17197279>
- 17) Jong, P.J. & Den Hartog, D. (2010). Measuring Innovative Work Behavior. *Creativity and Innovation Management*. 19. 10.1111/j.1467-8691.2010.00547.x
- 18) Khanshan, S.K., Yousefi, M.H. (2020). The relationship between self-efficacy and Instructional practice of in-service soft disciplines, hard disciplines and EFL teachers. *Asian. J. Second. Foreign. Lang. Educ.* 5, 1 (2020). <https://doi.org/10.1186/s40862-020-0080-8>
- 19) Kico, I., Grammalidis, N., Christidis, Y., & Liarokapis, F. (2018). Digitization and Visualization of Folk Dances in Cultural Heritage: A Review. *Inventions*, 3(4), 72. doi:10.3390/inventions3040072
- 20) Levenberg, M., Armstrong, T. & Johnson, I. (2020). Teaching Dance for Understanding: Reconceptualizing Dance in Physical Education, *Journal of Physical Education, Recreation & Dance*, 91:6, 3-7, DOI: 10.1080/07303084.2020.1770519
- 21) Lodge, J.M., Kennedy G., Lockyer, L, Arguel, A & Pachman, M (2018) Understanding Difficulties and Resulting Confusion in Learning: An Integrative Review. *Front. Educ.* 3:49. doi: 10.3389/educ.2018.00049
- 22) Ma, Y. (2022) The Effect of Teachers' Self-Efficacy and Creativity on English as a Foreign Language Learners' Academic Achievement. *Front. Psychol.* 13:872147. doi: 10.3389/fpsyg.2022.872147
- 23) Majumder, A. & Chetty, P. (2018). Focus group interviews: qualitative or quantitative?. Retrieved from <https://www.projectguru.in/focus-group-interviews-qualitative-quantitative/?fbclid=IwAR2wdTAGLPX5A0ZziWKC8SMMZR-AZESiEltleiWguKRiPVvdADnafPITKHA>
- 24) Maulana, R. & Opdenakker, M.C. & Bosker, R. (2016). Teachers' instructional behaviors as important predictors of academic motivation: Changes and links across the school year. *Learning and Individual Differences*. 50. 147-156. 10.1016/j.lindif.2016.07.019.
- 25) Misbah, Z., Gulikers, J., Widhiarso, W., & Mulder, M.. (2021) Exploring connections between teacher interpersonal behaviour, student motivation and competency level in competence-based learning environments. *Learning Environ Res* (2021). <https://doi.org/10.1007/s10984-021-09395-6>
- 26) Rahiminia, E., Yazdani, S. & Rahiminia H. (2018). Factors Affecting Concentration and Attendance in the Classroom from Students' Point of View in Qom University of Medical Sciences, *Educ Res Med Sci*. 2019 ; 8(2):e93075. doi: 10.5812/erms.93075
- 27) Renner, S. & Pratt, K. (2017). Exploring primary teachers' self-efficacy beliefs for teaching dance education. *Issues in Educational Research*, 27(1), 115-133. <http://www.iier.org.au/iier27/renner.pdf>
- 28) Ripalda, M. (2019). Dance and Choreography Competence of University Physical Education Teachers. *European Journal of Physical Education and Sport Science*. Volume 5, Issue 9. <https://doi.org/10.5281/zenodo.3334755>
- 29) Shi, X., Yu, Z., & Zheng, X. (2020). Exploring the Relationship Between Paternalistic Leadership, Teacher Commitment, and Job Satisfaction in Chinese Schools. *Frontiers in psychology*, 11, 1481. <https://doi.org/10.3389/fpsyg.2020.01481>
- 30) Shu, K. (2022). Teachers' Commitment and Self-Efficacy as Predictors of Work Engagement and Well-Being. *Frontiers in psychology*. <https://doi.org/10.3389/fpsyg.2022.850204>
- 31) Trowers, A. (2020). Teacher Self-Efficacy in a Multicultural Alternative Education Program. St. John's University
- 32) Varea, V., Calvo, G. & García-Monge, A. (2020) Exploring the changes of physical education in the age of Covid-19, *Physical Education and Sport Pedagogy*, DOI: 10.1080/17408989.2020.1861233

## Instructional Behavior, Innovative Teaching Practices, Work Engagement, and Self-Efficacy of Physical Education Teachers

- 33) Vazou, S., Klesel, B., Lakes, K.D. & Smiley A (2020) Rhythmic Physical Activity Intervention: Exploring Feasibility and Effectiveness in Improving Motor and Executive Function Skills in Children. *Front. Psychol.* 11:556249. doi: 10.3389/fpsyg.2020.556249
- 34) Xiong, Y., Sun, X. Y., Liu, X. Q., Wang, P., & Zheng, B. (2020). The Influence of Self-Efficacy and Work Input on Physical Education Teachers' Creative Teaching. *Frontiers in psychology*, 10, 2856. <https://doi.org/10.3389/fpsyg.2019.02856>
- 35) Yu, H., Liu, P., Huang, X., & Cao, Y. (2021). Teacher Online Informal Learning as a Means to Innovative Teaching During Home Quarantine in the COVID-19 Pandemic. *Frontiers in psychology*, 12, 596582. <https://doi.org/10.3389/fpsyg.2021.596582>
- 36) Zheng, X., Shi, X., & Liu, Y. (2020). Leading Teachers' Emotions Like Parents: Relationships Between Paternalistic Leadership, Emotional Labor and Teacher Commitment in China. *Frontiers in psychology*, 11, 519. <https://doi.org/10.3389/fpsyg.2020.00519>
- 37) Wang, Z. (2022). Modern social dance teaching approaches: Studying creative and communicative components. *Thinking Skills and Creativity*, 43, 100974. doi:10.1016/j.tsc.2021.100974



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.