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TEACHERS' EFFICACY PROFILE AND ITS EFFECT ON THEIR INSTRUCTIONAL PRACTICES

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ABSTRACT

In this study, the researchers described the level of teachers' efficacy and their instructional practices. The significant relationship between teachers' efficacy and their instructional practices was also analyzed. This study utilized descriptive-correlational methods using a survey questionnaire as the primary tool of data collection. The researcher used the Teacher Self-Efficacy Scale and the Instructional Practices Survey to gauge the participants' responses. The study was participated by 126 elementary school teachers of Baliguian District. It was revealed that the high level of teachers' efficacy showed a significant effect on their instructional practices. Therefore, the teachers' belief about their capacity to maximize student engagement, employ effective teaching strategies, and demonstrate proactive classroom management techniques all contribute to their ability to fulfill their roles in planning, teaching, and assessing learning effectively. The findings proved that a high level of teachers' efficacy would lead to an advanced level of their instructional practices. Recommendations for practice and future research were also discussed.

Keywords: Classroom Management; Instructional Practices; Instructional Strategies; Student Engagement; Teacher Efficacy

INTRODUCTION

At present, advancing academic systems and making them more effective and meaningful has been a core concern of all educational institutions worldwide. Effective instructional practices as the most direct manifestation of quality education, are a result of the advanced teaching efficacy beliefs of teachers (Aquino et al., 2021).

Teacher efficacy has been one of the most indispensable aspects of education. This is believed to be influential to increase academic success and motivation and has been revealed to significantly affect teachers' confidence about their teaching and instructional techniques Efficacious teachers have beliefs in their capability to organize and execute important actions necessary to carry out a specific educational task. Teacher efficacy is believed to be influential in increasing academic success and motivation and has been revealed to significantly affect teachers' confidence in their teaching and instructional techniques (Rezaeian & Abdollahzadeh, 2020).

Self-efficacy is the main construct of Bandura's Social Cognitive Theory. Due to the reason that it did not capture the teachers' experiences in the classroom, Tschaennen-Moran and Woolfolk Hoy developed this concept and expanded to teacher efficacy. The dimensions of teacher efficacy are efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. This is one of the teacher factors that would significantly contribute to the academic success of students. Therefore, teacher efficacy implies effectiveness in teaching and instructional practices (Goksu et al., 2022)

Instructional practices are another important element of teachers' competence. This concept is clearly defined as the course of actions demonstrated by teachers on their arduous preparation of creating and maintaining a learning space that would yield success of instructional methods It covers planning, teaching, and assessment procedures. It simply describes the development, implementation, and evaluation of meaningful learning experiences for the attainment of curricular and instructional goals (Francisco et al., 2020).

Studies corroborated that lack of preparation and planning would lead to failure in instruction since these two are considered to be the crucial factors of teaching competence. Some teachers have to work much more than expected to ensure that they are sufficiently prepared, they try out different methods, make modifications, and utilize new ideas with the hopes of creating the best learning environment possible, and they use assessment as a natural element of their education, deciding how often they will employ such evaluation tools and reflect on their teaching (Francisco et al., 2020).

Although several researches have explored the significant effects of efficacy beliefs of teachers in teaching and learning, there is a scarce study on how teacher efficacy influences their instructional practices. This research gap limits our understanding of how teachers' beliefs of their abilities can optimize their planning, teaching, and assessment practices. Therefore, this study aims to explore how teachers' efficacy profile affects their instructional practices (Agbaria, 2021).

Against this background, the researchers conducted this study to describe and analyze the level of teachers' efficacy the level of their instructional practices, and their relationship.

Research Questions

The purpose of this study was to describe teachers' efficacy and teachers' instructional practices. This also determined the significant effect of teachers' efficacy on their instructional practices.

Specifically, this study answered the following questions:

1. What is the level of teachers' efficacy along
   1.1 student engagement;
   1.2 instructional strategies; and
   1.3 classroom management?
2. What is the level of teachers' instructional practices in terms of
   2.1 planning practices;
   2.2 teaching practices; and

2.3 assessment practices?
3. Is there a significant relationship between the level of teachers' efficacy and their level of instructional practices?

METHODOLOGY

This used the descriptive-correlational method of research using a survey questionnaire as a primary tool of data collection. Descriptive analysis was applied to describe teachers' efficacy and teachers' instructional practices. The correlational analysis was used to establish the relationship between teacher efficacy on instructional practices.

This study utilized one hundred twenty-six (126) public elementary school teachers of Baliguian District. No sampling technique was used in selecting the sample since all teachers were chosen as respondents for this study.

To collect the required data for this study, a questionnaire was utilized. The instrument consisted three (3) sections designed for teacher-respondents. These were (1) Personal Profile, (2) Teachers' Efficacy with items assessing Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy for Classroom Management adopting Tschannen-Moran & Woolfolk Hoy Teacher Sense of Efficacy Scale (2000). The ratings on the Likert scale range from 1 (nothing) to 5 (a great deal) of what a teacher can do in every item; and (3) Teachers' Instructional Practices in planning, teaching, and assessment, which used the Instructional Practices Survey of Valentine (2000). A Likert scale from 1 (almost never) to 5 (almost always) was used to quantify the participants' responses.

The following statistical tools were used to treat the gathered data in order to answer queries of the study:

Weighted Mean was used to determine the level of the level of teachers' efficacy and the level of teachers' instructional practices.

Spearman-Rank Correlation Coefficient was used to test the relationship between teachers' efficacy and their instructional practices.

The data were analyzed using MS Excel and Jamovi v. 1.6.8. The difference and relationship were tested using a .05 level of significance.

RESULTS

Teachers' Efficacy

The Level of Teachers' Efficacy along Student Engagement is shown in Table 1.

Table 1

The Level of Teachers' Efficacy along Student Engagement

	Items	Weighted Mean	Standard Deviation	Level/Implication
1.	How much can you do to get through to the most difficult students?	3.95	.618	Quite a bit/High
2.	How much can you do to help your students think critically?	4.02	.651	Quite a bit/High
3.	How much can you do to motivate students who show low interest in school work?	4.17	.735	Quite a bit/High

4.	How much can you do to get students to believe they can do well in school work?	4.18	.709	Quite a bit/High
5.	How much can you do to help your students value learning?	4.39	.606	Great Deal/Very High
6.	How much can you do to foster student creativity?	4.06	.584	Quite a bit/High
7.	How much can you do to improve the understanding of a student who is failing?	4.07	.659	Quite a bit/High
8.	How much can you assist families in helping their children do well in school?	3.87	.585	Quite a bit/High
	Grand Weighted Mean	**4.09**	**.660**	**Quite a bit/High**

1.00 – 1.80 Nothing/Very Poor 1.81 – 2.60 Very Little/Poor
2.61 – 3.40 Some Influence/Moderate 3.41 – 4.20 Quite a bit/High
4.21 – 5.00 Great Deal/Very High

The Level of Teachers' Efficacy along Instructional Strategies is shown in Table 2.

Table 2

The Level of Teachers' Efficacy along Instructional Strategies

	Items	Weighted Mean	Standard Deviation	Level/Implication
1.	How well can you respond to difficult questions from your students?	4.03	.521	Quite a bit/High
2.	How much can you gauge student comprehension of what you have taught?	4.17	.581	Quite a bit/High
3.	To what extent can you craft good questions for your students?	3.98	.558	Quite a bit/High
4.	How much can you do to adjust your lessons to the proper level for individual students?	4.20	.580	Quite a bit/High
5.	How much can you use a variety of assessment strategies?	4.12	.615	Quite a bit/High
6.	To what extent can you provide an alternative explanation, or example when students are confused?	4.17	.666	Quite a bit/High
7.	How well can you implement alternative strategies in your classroom?	4.03	.606	Quite a bit/High
8.	How well can you provide appropriate challenges for very capable students?	4.04	.638	Quite a bit/High
	Grand Weighted Mean	**4.09**	**.600**	**Quite a bit/High**

1.00 – 1.80 Nothing/Very Poor 1.81 – 2.60 Very Little/Poor
2.61 – 3.40 Some Influence/Moderate 3.41 – 4.20 Quite a bit/High
4.21 – 5.00 Great Deal/Very High

The Level of Teachers' Efficacy along Classroom Management is shown in Table 3.

Table 3

The Level of Teachers' Efficacy along Classroom Management

Items	Weighted Mean	Standard Deviation	Level/Implication
1. How much can you do to control disruptive behavior in the classroom?	4.28	.677	Great Deal/Very High
2. To what extent can you make your expectations clear about student behavior?	4.12	.665	Quite a bit/High
3. How well can you establish routines to keep activities running smoothly?	4.10	.617	Quite a bit/High
4. How much can you do to get children to follow classroom rules?	4.30	.597	Great Deal/Very High
5. How much can you do to calm a student who is disruptive or noisy?	4.17	.682	Quite a bit/High
6. How well can you establish a classroom management system with each group of students?	4.21	.570	Great Deal/Very High
7. How well can you keep a few problem students form ruining an entire lesson?	4.10	.679	Quite a bit/High
8. How well can you respond to defiant students?	4.08	.627	Quite a bit/High
Grand Weighted Mean	**4.17**	**.643**	**Quite a bit/High**

1.00 – 1.80 Nothing/Very Poor
1.81 – 2.60 Very Little/Poor
2.61 – 3.40 Some Influence/Moderate
3.41 – 4.20 Quite a bit/High
4.21 – 5.00 Great Deal/Very High

The Summary of the Level of Teachers' Efficacy is shown in Table 4.

Table 4

The Summary of the Level of Teachers' Efficacy

Indicator	Mean	Standard Deviation	Level/Implication
Student Engagement	4.09	.660	Quite a bit/High
Instructional Strategies	4.09	.600	Quite a bit/High
Classroom Management	4.17	.643	Quite a bit/High
Grand Mean	**4.12**	**.636**	**Quite a bit/High**

1.00 – 1.80 Nothing/Very Poor
1.81 – 2.60 Very Little/Poor
2.61 – 3.40 Some Influence/Moderate
3.41 – 4.20 Quite a bit/High
4.21 – 5.00 Great Deal/Very High

Teachers' Instructional Practices

The Level of Teachers' Planning Practices is shown in Table 5.

Table 5

The Level of Teachers' Planning Practices

	Items	Weighted Mean	Standard Deviation	Level/Implication
1.	When I design my lesson, I consciously select the content that needs the district's curriculum competencies, and/or performance standards	4.30	.730	Almost Always/Advanced
2.	When I design my lesson, I consciously select instructions/materials based upon my knowledge and learning styles of my student's development needs	4.33	.593	Almost Always/Advanced
3.	When I design my lesson, I consciously select methods and strategies that accommodate the individual needs and interests of specific students.	4.41	.569	Almost Always/Advanced
4.	When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all students.	4.10	.709	Often/ Proficient
5.	When I design my lesson, I consciously consider how to build knowledge and experiences upon my student's existing	4.39	.645	Almost Always/Advanced
6.	When I design my lesson, I consciously consider how to create active learning experiences for my students.	4.37	.601	Almost Always/Advanced
7.	When I design my lesson, I consciously consider how to create cooperative learning experiences for my students.	4.42	.611	Almost Always/Advanced
8.	When I design my lesson, I consciously design lessons that require the integration of content from more than one content area.	4.25	.592	Almost Always/Advanced
9.	During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences.	4.24	.698	Almost Always/Advanced
10.	During each lesson, I consciously implement a teaching strategy that stimulates higher-order thinking skills.	4.24	.543	Almost Always/Advanced
	Grand Weighted Mean	**4.30**	**.637**	**Almost Always/Advanced**

1.00 – 1.80 Almost Never/Beginning
1.81 – 2.60 Rarely/Developing
2.61 – 3.40 Sometimes/Approaching Proficiency
3.41 – 4.20 Often/ Proficient
4.21 – 5.00 Almost Always/Advanced

The Level of Teachers' Teaching Practices is shown in Table 6.

Table 6

The Level of Teachers' Teaching Practices

	Items	Weighted Mean	Standard Deviation	Level/Implication
1.	During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities.	4.31	.663	Almost Always/Advanced
2.	During each lesson, I vary the size and composition of learning groups.	4.26	.659	Almost Always/Advanced
3.	During each lesson, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents.	4.56	.559	Almost Always/Advanced
4.	During each lesson, I consciously implement two or more learning activities,	4.33	.620	Almost Always/Advanced
5.	During each lesson, I consciously implement a learning activity that requires students to read or write in my content area.	4.40	.646	Almost Always/Advanced
	Grand Weighted Mean	**4.37**	**.637**	**Almost Always/Advanced**

1.00 – 1.80 Almost Never/Beginning 1.81 – 2.60 Rarely/Developing
2.61 – 3.40 Sometimes/Approaching Proficiency 3.41 – 4.20 Often/ Proficient
4.21 – 5.00 Almost Always/Advanced

The Level of Teachers' Assessment Practices is shown in Table 7.

Table 7

The Level of Teachers' Assessment Practices

	Items	Weighted Mean	Standard Deviation	Level/Implication
1.	I conduct a pre-test/diagnostic test.	4.47	.641	Almost Always/Advanced
2.	I keep and update class record.	4.62	.578	Almost Always/Advanced
3.	I prepare TOS-based tests.	4.48	.642	Almost Always/Advanced
4.	I use rubrics when and where applicable.	4.40	.635	Almost Always/Advanced
5.	I use written works, performance tasks, and quarterly assessments adequately in evaluation of outcomes.	4.56	.573	Almost Always/Advanced
6.	I evaluate learning outcomes through varied means.	4.48	.576	Almost Always/Advanced
7.	I assist students who are hard up by re-teaching and remedial.	4.56	.559	Almost Always/Advanced
8.	I improve learners' achievement level (considers MPS and median).	4.44	.530	Almost Always/Advanced
	Grand Weighted Mean	**4.50**	**.594**	**Almost Always/Advanced**

1.00 – 1.80 Almost Never/Beginning 1.81 – 2.60 Rarely/Developing
2.61 – 3.40 Sometimes/Approaching Proficiency 3.41 – 4.20 Often/ Proficient
4.21 – 5.00 Almost Always/Advanced

The Summary of the Level of Teacher Instructional Practices is shown in Table 8.

Table 8

The Summary of the Level of Teachers' Instructional Practices

Domain	Mean	Standard Deviation	Level/Implication
Planning Practices	4.30	.637	Almost Always/Advanced
Teaching Practices	4.37	.637	Almost Always/Advanced
Assessment Practices	4.50	.594	Almost Always/Advanced
Grand Mean	**4.39**	**.628**	**Almost Always/Advanced**

1.00 – 1.80 Almost Never/Beginning
1.81 – 2.60 Rarely/Developing
2.61 – 3.40 Sometimes/Approaching Proficiency
3.41 – 4.20 Often/ Proficient
4.21 – 5.00 Almost Always/Advanced

Relationship between the Teachers' Efficacy and Teachers' Instructional Practices

The Relationship between the Level of Teachers' Efficacy and the Level of Teachers' Instructional Practices is shown in Table 9.

Table 9

The Relationship between the Level of Teachers' Efficacy and the Level of Teachers' Instructional Practices

Variables	Computed ρ	P-Value	Interpretation
Student Engagement	.606	.000	High Positive Correlation/ Significant
Instructional Strategies	.472	.000	Moderate Positive Correlation/ Significant
Classroom Management	.628	.000	High Positive Correlation/ Significant
Overall	.616	.000	High Positive Correlation/ Significant

DISCUSSION

Table 1 presents the level of teachers' efficacy along student engagement. The table shows the items, weighted mean, standard deviation, grand weighted mean, and implication. The teachers have a very high efficacy in item #5 (How much can you do to help your students value learning?) with a weighted mean 4.39 and standard deviation .606. The teachers always considered their students as the center of learning thus, they look for ways to get their students involved in the activities. It was also found that the teachers have high level of efficacy in all other items. The summarized data revealed that the grand weighted mean 4.09 and standard deviation .660 indicated that teachers' efficacy along with student engagement was high. From the review, it has been supported by Calkins et al. (2021) that teachers who are relatively highly effective

also have significant skills to engage all learners. They persist in their efforts to engage challenging pupils because they really believe that they can make all learners learn. Moreover, efficacious teachers have also confidence in their capacity to inspire students and give them the confidence to feel they can succeed in school.

Table 2 presents the level of teachers' efficacy along instructional strategies. The table shows the items, weighted mean, standard deviation, grand weighted mean, and implication. It can be seen in the table that the teachers can do quite a bit in all items along instructional strategies as shown by the weighted mean values and the corresponding standard deviations which indicated that their response was homogeneous. The grand weighted mean 4.09 and standard deviation .600 described the level of teachers' efficacy along instructional strategies as high. The teachers believed that they can influence students' learning, even those who could be regarded as unmotivated in participating class activities. It was also revealed in the review of literature that highly effective teachers continuously enhanced their pedagogical approaches gauge student learning and adapt to individual learner's requirements. They are familiar with a variety of strategies and know when, where, and how to use each one with certain learners. Additional research had also supported the premise that efficacious teachers spend more time facilitating learning activities and providing opportunities for collaborative learning and employ a range of assessment strategies. ([A1]Mehmood et al., 2019).

Table 3 presents the level of teachers' efficacy along classroom management. The table shows the items, weighted mean, standard deviation, grand weighted mean, and implication. We can see in the table, through their weighted mean values that the teachers can do a great deal in: controlling disruptive behavior in the classroom; having the students follow classroom rules; and establishing classroom management system. The teachers can do quite a bit to all other items along classroom management. The teachers were found to have similar views on all items. The grand weighted mean 4.17 and standard deviation .643 indicated, in general, that the teachers' efficacy along classroom management were high. The teachers were capable of establishing and sustaining an orderly classroom environment for their students.According to Calkins et al. (2021), educators who have a high feeling of efficacy create learning spaces that are orderly and well-planned while being adaptable to learners' demands. They also suggested that instructors who firmly believe in what they are teaching inspire students to focus more on on-task behavior and less on classroom control. They are more inclined to make the most of their classroom time than to try to manage pupils' misbehavior. Moreover, teachers' self-efficacy beliefs are related to both their capacity to carry out excellent teaching and, in some situations, how well they manage a classroom so that learning can take place.

Table 4 presents the summary of the level of teachers' efficacy. The table shows the indicator, mean, standard deviation, grand mean, and implication. From the table, the teachers generally indicated that they do quite a bit to get their students engaged, they can influence students' learning, and they were capable of establishing and sustaining an orderly classroom environment for their students. The grand mean 4.12 and standard deviation .636 described the level of teachers' efficacy as high. They believed that they have the ability to guide students to success. As teacher efficacy reflects the teacher's confidence in their own abilities to successfully perform a specific instructional task, teacher efficacy has meaningful learning implications One of the teacher-level variables that influences student achievement is teacher efficacy, which is regarded as having significant implications for evaluating several educational outcomes. The key to effective teaching is for teachers to have confidence in their capacity to impart knowledge and influence changes in their pupils' behavior and academic performance (Goksu et al., 2021)[A2].

Table 5 presents the level of teachers' planning practices. The table shows the items, weighted mean, standard deviation, grand weighted mean, and implication. It can be viewed in the table that the teachers were proficient in designing their lesson with high expectations designed to challenge and stimulate students. The weighted mean values of all other items were interpreted as advanced in their planning practices. The grand weighted mean 4.30 and standard deviation .637 described, in general, the level of teachers' planning practices as advanced. This means that the teachers were highly skilled in bridging the curriculum's intent with the daily teaching and learning in the classroom. This is in consistent with those of Meader et al. (2019) who asserted that efficient lesson planning and understanding of a variety of teaching techniques are characteristics of excellent teachers. Accordingly, lack of preparation and planning would lead to failure in the instruction since these two are considered to be the crucial factors of teaching competence. It was asserted successful education is typically the result of well-planned, well-organized, and well-presented instructional materials.

Table 6 presents the level of teachers' teaching practices. The table shows the items, weighted mean, standard deviation, grand weighted mean, and implication. We can see in the table that the teachers almost always did the enumerated items under teaching practices. The weighted mean values along these items were interpreted as advanced. The standard deviations also indicated that they have nearly similar teaching practices in the classroom. The grand weighted mean 4.37 and standard deviation .637 indicated, in general, that the level of teachers' teaching practices was advanced. This means that the teachers have mastery of content, used appropriate strategies, and made on-going assessments to monitor their progress. Accurate and observable content understanding is demanded of effective teachers, the review of related literature also argued that the competence and content understanding of philosophical and pedagogical notions take into account how and what to teach Furthermore, a meaningful delivery of the subject matter is an essential necessity for excellent teaching (Akram et al., 2019)

Table 7 presents the level of teachers' assessment practices. The table shows the items, weighted mean, standard deviation, grand weighted mean, and implication. As shown in the table, the weighted mean values of the enumerated items along assessment practices of teachers were interpreted as advanced. The standard deviation values depicted that the teachers' degree of applying these assessments were quite similar. The grand weighted mean 4.50 and standard deviation .594 supported this claim which described the level of teachers' assessment practices as advanced. This implied that teachers designed their assessment methods to allow their students to demonstrate their knowledge and skills and then reflects on how close the students are to meeting the learning goals. The evaluation of student performance is an essential component of both teaching and learning. Teachers used various assessment methods and monitor students' progress to ensure that the teaching and learning processes are on track. Teachers and students both evaluate and get feedback based on the evaluation outcomes. recommended that educators should select an assessment strategy that is appropriate for their learners (Francisco at al., 2020).

Table 8 presents the summary of the level of teachers' instructional practices. The table shows the domain, mean, standard deviation, grand mean, and implication. The summary of the teachers' rating on their instructional practices revealed that they were advanced in all domains. The grand mean 4.39 and standard deviation .628 indicated, in general, that the level of teachers' instructional practices was advanced. This means that the teachers provided quality instructions to students to develop their understanding of the lessons and to improve learning outcomes. In this study, instructional practices are discussed in terms of planning techniques, teaching

strategies, and teacher evaluation procedures. This idea is simply defined as all of the teacher's prior to, during, and post-lesson practices that support effective instruction, discovered in another study that there is a high association between effective teaching practices and better learning results (Francisco et al., 2020).

Table 9 presents the relationship between the level of teachers' efficacy and the level of teachers' instructional practices. The table shows the variables, computed ρ, P-value, and interpretation. The computed ρ-values .606 for Student Engagement and Instructional Practices, .472 for Instructional Strategies and Instructional Practices, and .628 for Classroom Management and Instructional Practices found P-values that were less than .05 level of significance. This means that there was a significant relationship between the level of teachers' efficacy and the level of teachers' instructional practices. The overall correlation coefficient .616 indicated that the strength of the relationship was high. This suggested that the teachers' efficacy highly influenced their instructional practices.This result showed a discernible correlation that how a teacher perceived their ability to effect learning is significant with their instructional behaviors as supported by the efficacy construct from the Social Cognitive Theory of Bandura (1997) and the modified constructs of teacher-efficacy of Tschannen-Moran and Woolfolk Hoy (2001). Teachers' ideas about their capacity to engage students, their teaching practices, and their capacity to create the optimal learning environment all play a role in their ability to fulfill their duties (planning, teaching, and assessing) effectively with their students in the classroom. Furthermore, the secret to good teaching is teacher efficacy. A successful lesson was determined by the high degree of instructors' efficacy, which revealed advanced levels of instructional methods (Calkin et al., 2021).

Conclusions

The following results were revealed in this study: The grand mean 4.12 and standard deviation .636 described the level of teachers' efficacy as high. The level of teachers' efficacy in student engagement was high. The level of teachers' efficacy in instructional strategies was high. The level of teachers' efficacy along classroom management was high.

The grand mean 4.39 and standard deviation .628 indicated, in general, that the level of teachers' instructional practices was advanced. The level of teachers' planning practices was advanced. The level of teachers' teaching practices was advanced. The level of teachers' assessment practices was advanced.

It was revealed that the level of teachers' efficacy was described as high and the level of their instructional practices were advanced. The findings also showed that there was a significant relationship between the level of teacher's efficacy and the level of instructional practices.

Recommendations

Through the findings and conclusions of this study, the following recommendations are hereby drawn:

1. School administrators should continue to explore factors that can contribute to effective instructional practices.
2. Teachers be sent to teacher-efficacy enhancement training to help them facilitate successful and effective teaching.
3. Future researchers are recommended to replicate the study and continue to explore the key factors that indirectly impact the instructional practices of teachers besides teachers' efficacy.

Compliance with Ethical Standards

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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