

Teachers' Beliefs and Interpersonal Skills on Teaching Approaches and Holistic Development Among Physical Education Students

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Abstract — In line to develop the holistic well-being of students, this study aimed to determine the relationship of teachers' beliefs and interpersonal skills to their teaching approaches and holistic development among physical education students. Through the perception of students from two schools from Alaminos, Laguna, particularly the Grade 12 students, it aims to identify the significant relationship and proposed a professional development guide for teachers.

This research utilized a descriptive quantitative method and a total enumeration sampling technique to determine the level of teachers' beliefs and interpersonal skills and their relation to teaching approaches and holistic development among physical education students. The data was gathered using a self-made survey questionnaire and examined through statistical techniques using mean, standard deviation, and Pearson correlation.

The findings showed that the level of teachers' beliefs appears to have a remark of agreeing to strongly agree with verbal interpretation of strong belief. As well as the level of teachers' interpersonal skills with verbal interpretation is high. Moreover, findings revealed the level of teachers' teaching approaches has the verbal interpretation of highly evident. In terms of holistic development among physical education students, the physical and spiritual domains have verbal interpretations of very high, while the cognitive, emotional, and social domains have verbal interpretations of high. The study also revealed that teachers' beliefs and interpersonal skills are significantly related to their teaching approaches. Similarly, the teachers' beliefs and interpersonal skills are significantly related to holistic development among physical education students. Therefore, all the hypotheses were rejected.

This research may serve as a guide for the teachers regarding an effective way in imparting knowledge and skills and appropriate approach to the students. It also serves as an awareness for students, teachers, parents, and other stakeholders that holistic development is needed to enhance enabling an individual to prepare and cope with challenges in life. Future researchers may consider the teachers' beliefs, interpersonal skills, and teaching approaches factors in an individual's development.

Keywords — Beliefs, Interpersonal Skills, Holistic Development, Teaching Approaches, Physical Education.

I. INTRODUCTION

In the Philippines, Physical Education is an integral part of the curriculum at all educational levels. From the perspective of the Department of Education, to help support the academic growth of learners, physical education is a required component of the academic program in the Philippine schools. The Philippines' Department of Education builds significant value

on the usefulness of physical education program in promoting social skills, cognitive skills, physical fitness, and moral principles. It shows employers seek graduates who possess more than their knowledge but they value individuals with strong problem-solving abilities, effective communication skills, and capability to adapt in changing environment.

Holistic development in education enhances resilience, empathy, and social responsibility, equipping students for diverse challenges in their personal and professional lives (Hartman, 2020). As a result, it emphasizes the importance of well-developed holistic well-being, as it provides long-term benefits and helps individuals achieve success in life.

Recent research stated the global imperative of nurturing all-round students, as educational institutions and schools aim to achieve holistic competency development for students. However, there have been challenges that remain regarding how to develop such competencies, including the different and often conflicting perceptions and understandings of stakeholders such as teachers and students (Chan, 2019). In addition, reported by Singh and Agarwal (2023), teenagers often struggle with developing a positive self-image, managing their emotions, creating relationships, enhancing their social skills, and coping with or rejecting peer pressure. At this point in their development, adolescents are more susceptible to high-risk circumstances and are more likely to succumb to them. It has been observed that while many teenagers are able to manage these difficulties, others struggle more than others. Therefore, the present study, involves the perspective of students towards to their holistic development, the importance they place on achieving it, and whether teachers' approaches are suitable for achieving holistic development. Teachers, particularly those handling physical education subject, play a crucial role in promoting the holistic well-being of students. Integral to this influence are their beliefs and interpersonal skills that may affect their teaching approaches, which significantly shape students' holistic development.

The researcher wants to investigate the intricate relationship between teachers' beliefs, interpersonal skills, and their teaching approaches, particularly in the context of promoting holistic growth. By examining these factors, this research aims to highlight how educational practices in physical education can be strategically aligned to support the student development not just academically, but also the all

aspect of personal development. Through the perceptions of all Grade 12 students from two public schools in Alaminos, Laguna, this study gathers data using a survey questionnaire. The students are able to indicate their experiences and observations regarding how their teachers impart knowledge and the importance teachers place on the students' holistic development.

II. METHODOLOGY

The researcher used a quantitative, descriptive-correlational research design and it will use a survey questionnaire to collect data on numerical variables, such as teachers' beliefs: cognitive beliefs, affective states, and perceived control. Such as interpersonal skills; communication, emotional intelligence, and teamwork and collaboration. It also includes teaching approaches; collaborative learning, game-based approach and inquiry-based learning. It also includes holistic development such as physical, mental, emotional, social and spiritual. Barooah, 2026 A descriptive correlational research approach is used to identify correlations between variables. In this method, researchers can observe and analyze how two or more variables interact in their natural setting. Researchers use statistical methods to study and measure the size and direction of relationships between variables without changing or controlling the variables. This type of research involves collecting and analyzing data on at least two relevant variables. This study aims to investigate the relationship of teachers' beliefs and interpersonal skills on their teaching approaches and holistic development among physical education students.

III. RESULT AND DISCUSSION

TABLE I. Level of the Teachers' Beliefs in terms of Cognitive Beliefs

STAMENTS My teacher...	MEAN	SD	REMARKS
...believes learning happen through experience.	4.19	0.72	Agree
...teach us to views mistakes as opportunities for learning.	4.00	0.82	Agree
...makes us realize physical skills can be developed through consistent effort.	4.35	0.72	Strongly Agree
...gives importance to students' critical thinking and decision-making in activities.	3.98	0.83	Agree
...can connect physical education and real- life health and wellness.	4.25	0.85	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.15 0.79		Strong Belief

Table 1 presents the level of teachers' beliefs in terms of cognitive beliefs as perceived by the students. The data show how teachers demonstrate their beliefs through instructional practices that promote understanding, skill development, and meaningful learning experiences in physical education.

Students recognized that teachers emphasize the development of physical skills through consistent effort and connect physical education to real-life health and wellness which rated as strongly agree (M=4.35, SD=0.72). These practices reflect the promotion of a growth mindset and the practical application of learning. In addition, teachers

encourage learning through experience, view mistakes as part of the learning process, and promote critical thinking and decision-making during activities although the mean slightly lower (M=3.98).

As shown in the table, the weighted mean of 4.15 with a standard deviation of 0.79 is verbally interpreted as Strong Belief. This indicates that teachers consistently demonstrate strong cognitive beliefs in their teaching practices. Students experience instruction that is focused on understanding, continuous improvement, and meaningful engagement.

Overall, the findings indicate that cognitive beliefs are evident in the teaching practices of physical education teachers. These beliefs are reflected in the way teachers guide students to develop skills, think critically, and apply learning in real-life situations.

TABLE II. Level of the Teachers' Beliefs on terms of Affective States

Statements My teacher...	MEAN	SD	REMARKS
...shows excitement and happiness when teaching PE.	4.35	0.79	Strongly Agree
...positive outlook encourages me to participate.	4.15	0.79	Agree
...remains calm even during stressful situation.	3.98	0.82	Agree
...concern and shows empathy when students struggling in PE activities.	4.13	0.84	Agree
...able to manages emotional interactions among students.	4.02	0.86	Agree
Weighted Mean SD Verbal Interpretation	4.13 0.82		Strong Belief

Table 2 shows that the level of teachers' beliefs in terms of affective states as perceived by the students has remarks of agree to strongly agree. Students recognized that teachers show excitement and happiness when teaching, which creates a positive and engaging classroom atmosphere, and has a remark of strongly agree (M=4.35, SD=0.79). Teachers also demonstrate a positive outlook that encourages student participation and remain calm even during stressful situations(M=3.98, SD=0.82), which is rated as low among all factors. In addition, teachers show concern and empathy toward students who experience difficulties in activities and are able to manage emotional interactions among students.

The weighted mean of 4.13 with a standard deviation of 0.82 is verbally interpreted as Strong Belief. This indicates that teachers consistently demonstrate positive affective states in their teaching practices. Students experience a learning environment where emotions are well-managed, and encouragement is present, which contributes to better engagement in physical education activities.

Table 3 presents the data showing how teachers demonstrate their beliefs by allowing students to take an active role in their learning and development during physical education classes. The students remarks are agreed to strongly agreed. They recognized that teachers provide opportunities for students to reflect on their progress and encourage them to believe in their own abilities, as well as show trust in students by allowing them to take responsibility for improving their skills(M=4.30, SD=0.76). In addition, teachers give

opportunities to make choices in class activities and allow them to set personal learning or fitness goals (M=3.82, SD=0.88). It shows that students perceived their teachers value independence, building self-confidence, and encouraging a sense of responsibility.

TABLE III. Level of Teachers' Beliefs in terms of Perceived Control

STATEMENT My teacher...	MEAN	SD	REMARKS
...gives students some freedom to make choices in class activities.	4.15	0.82	Agree
...allows students to set personal learning or fitness goals.	3.82	0.88	Agree
...provides opportunities for students to reflect their progress.	4.04	0.83	Agree
...encourages students to believe in their own skills.	4.29	0.85	Strongly Agree
...trusts students to take responsibility to improve their skills.	4.30	0.76	Strongly Agree
Weighted Mean	4.12		
SD	0.83		
Verbal Interpretation	Strong Belief		

Having the weighted mean of 4.12 with a standard deviation of 0.83 is verbally interpreted as Strong Belief. This indicates that students experience a learning environment where they are guided to take initiative and become more responsible for their own progress.

Table 4 presents the level of interpersonal skills of the teachers in terms of communication as perceived by the students. The data show how communication skills are developed through classroom interactions, participation in group activities, and guidance from the teacher during physical education classes.

The students marked "strongly agree" that teachers provide opportunities to ask questions when something is not clearly understood (M=4.33, SD=0.78) as well as, that teachers help students improve their communication skills to build harmonious relationships with their peers (M=4.23, SD=0.71). Teachers also ensure that students feel comfortable expressing their opinions (M=4.09, SD=0.85) even though it is quite low compared to other indicators.

TABLE IV. Level of Teachers' Interpersonal Skills in terms of Communication

STATEMENTS My teacher...	MEAN	SD	REMARKS
...encourage us to collaborate with my peers more effectively when we communicate.	4.20	0.77	Agree
...teach us listen to others' ideas and suggestion during group activities.	4.17	0.85	Agree
...ensure were comfortable expressing my opinions with others.	4.09	0.85	Agree
...gave us a chance to ask questions when we do not understand something.	4.33	0.78	Strongly Agree
...helps to improve communication skills to create harmonious relationships with my peers.	4.23	0.71	Strongly Agree
Weighted Mean	4.20		
SD	0.79		
Verbal Interpretation	High		

As shown in the table, the weighted mean of 4.20 with a standard deviation of 0.79 is verbally interpreted as High. This

indicates that teachers demonstrate a high level of communication skills. Students are able to express themselves, listen to others, and engage in collaborative activities effectively, which supports better interaction during physical education classes.

Table 5 shows the level of interpersonal skills of the teachers in terms of emotional intelligence as perceived by the students. The students agreed that teachers emphasize the importance of showing respect, even during competitive situations (M=4.36, SD=0.82) and guide them in understanding how their actions affect others, create an environment where students feel comfortable sharing their thought, and provide encouragement in times of difficulties. In addition, (M=4.12, SD=0.84) teachers help manage emotions during activities.

As can be see in the table, the weighted mean of 4.21 with a standard deviation of 0.85 is verbally interpreted as Very High. This emphasizes that teachers demonstrate a very high level of emotional intelligence. Teachers are able to manage their emotions, show respect toward others, and respond appropriately in different situations, which supports positive social interaction during physical education classes.

TABLE V. Level of Teachers' Interpersonal Skills in terms of Emotional Intelligence

STATEMENTS My teacher...	MEAN	SD	REMARKS
...manage everyone emotions especially during PE activities.	4.12	0.84	Agree
...make us understand how our actions affect others.	4.26	0.78	Strongly Agree
...teach us to show respect to others even during competition.	4.36	0.82	Strongly Agree
...encourage or support students who are struggling.	4.14	0.87	Agree
...make others feel comfortable in sharing their thoughts.	4.16	0.91	Agree
Weighted Mean	4.21		
SD	0.85		
Verbal Interpretation	Very High		

TABLE VI. Level of Teachers' Interpersonal Skills in terms of Teamwork and Collaboration

STATEMENTS My teacher...	MEAN	SD	REMARKS
...incorporate works in teams during PE activities.	4.15	0.90	Agree
...ensure to include everyone when working in teams.	4.23	0.76	Strongly Agree
...taught us to listen to every team's idea and suggestion during group activities.	4.24	0.82	Strongly Agree
...helps us improve my interpersonal skills through participating in group activity in PE.	4.26	0.87	Strongly Agree
...make us realize we need to respect others' strengths and weaknesses.	4.45	0.75	Strongly Agree
Weighted Mean	4.27		
SD	0.82		
Verbal Interpretation	Very High		

Table 6 illustrates the level of interpersonal skills of the teachers in terms of teamwork and collaboration as perceived by the students. The students strongly agreed that teachers help students understand the importance of respecting

individual strengths and weaknesses with the (M=4.45, SD=0.75), ensure that all members are included when working in groups, and guide students in listening to each member’s ideas and suggestions. These suggests that teamwork and collaboration are developed through shared responsibilities and active engagement in group tasks. Moreover, students also agreed that teachers incorporate team-based activities in their instructions (M=4.15, SD=0.90).

Obtaining the weighted mean of 4.27 with a standard deviation of 0.82 is verbally interpreted as Very High. This implies that teachers demonstrate a very high level of teamwork and collaboration skills. Students are able to work effectively with others, participate actively in group activities, and show respect for their peers, which supports productive and cooperative learning experiences.

TABLE VII. Level of Teachers’ Teaching Approaches in terms of Collaborative Learning

STATEMENTS My teacher...	MEAN	SD	REMARKS
...incorporate collaborative learning in PE class.	4.20	0.75	Agree
...help us to improvements my communication skills through group activities.	4.31	0.76	Strongly Agree
...builds are leadership skills could develop through collaborative activities in PE.	4.23	0.81	Strongly Agree
...gave us to collaborative experiences help students feel like they belong.	4.12	0.86	Agree
...able to manage diverse students in challenging PE setting.	3.94	0.82	Agree
Weighted Mean SD Verbal Interpretation		4.16 0.80	Highly Evident

Table 7 demonstrates the level of teachers’ teaching approaches in terms of collaborative learning as perceived by the students. The data show how teachers apply collaborative strategies in physical education classes to support student interaction, participation, and skill development.

Students recognized that teachers incorporate collaborative learning in class activities and help improve their communication skills through group tasks which they rated as high (M=4.31, SD=0.76). Teachers also provide opportunities where leadership skills are developed through participation in collaborative activities and create experiences that allow students to feel a sense of belonging. In addition, teachers are able to manage diverse students in challenging physical education settings (M=3.94, SD=0.82). These indicate that collaborative learning is practiced as a way to enhance interaction, inclusion, and shared responsibility among students.

As shown in the table, the weighted mean of 4.16 with a standard deviation of 0.80 is verbally interpreted as Highly Evident. This indicates that teachers consistently demonstrate collaborative teaching approaches in their instructional practices.

Table 8 showcases the level of teachers’ teaching approaches in terms of game-based approaches as perceived by the students. The data show how teachers use games as a

strategy to support participation, engagement, and learning in physical education classes.

TABLE VIII. Level of Teachers’ Teaching Approaches in terms of Game-Based Approach

STATEMENTS My teacher...	MEAN	SD	REMARKS
...frequently employ games as a teaching strategy in my PE class.	4.12	0.78	Agree
...always involved game-based strategy to encourage all the students to participate.	4.10	0.80	Agree
...address various learning styles and mindset with the use of games.	4.07	0.78	Agree
...help us to growth in are confidence and self-esteem through game participation.	4.13	0.85	Agree
...put extra effort in classroom management because game-based session is more challenging.	4.06	0.82	Agree
Weighted Mean SD Verbal Interpretation		4.10 0.81	Highly Evident

Students agreed that teachers frequently use games as part of instruction and involve game-based strategies to encourage participation among all students. Teachers also use games to address different learning styles and help students build confidence and self-esteem through active involvement. Furthermore, teachers exert effort in managing the class during game-based activities, especially in situations that require more organization and control. These indicate that games are used not only for enjoyment but also as a meaningful approach to support learning and student development.

Acquiring the weighted mean of 4.10 with a standard deviation of 0.81 is verbally interpreted as High Evident. The findings indicate that the game-based approach is evident in the teaching practices of physical education teachers. These are reflected in the use of structured games to promote engagement, accommodate different learners, and create an enjoyable learning environment, which contributes to active participation and improved learning experiences.

Table 9 below shows the level of teachers’ teaching approaches in terms of inquiry-based learning as perceived by the students. Respondent students agreed that teachers encourage them to raise questions and reflect during class activities, with high (M=4.19, SD=0.85). Teachers also assess not only physical performance but also students’ decision-making and understanding, guide students in developing empathy and social awareness and apply approaches that support growth across physical, mental, and social aspects, while the least evident indicator (M=4.03, SD=0.77) Teachers demonstrate flexibility and planning in implementing inquiry-based learning compared to traditional methods. It shows most of the teachers still on the traditional methods.

Garnering 4.08 weighted mean with a standard deviation of 0.81 is verbally interpreted as Highly Evident. This indicates that teachers consistently demonstrate inquiry-based teaching approaches in their instructional practices. Students experience learning that encourages questioning, reflection, and deeper engagement in physical education activities.

TABLE IX. Level of Teachers' Teaching Approaches in terms of Inquiry-Based Learning

STATEMENTS My teacher...	MEAN	SD	REMARKS
...always encourage us to raise questions and reflect during PE class.	4.19	0.85	Agree
...evaluated us not only physical performance but also on decision-making and understanding.	4.07	0.78	Agree
...help us to growth in empathy and social awareness during inquiry-based learning.	4.07	0.88	Agree
...applied the inquiry based- approach supports students' development across physical, mental, and social domains.	4.06	0.79	Agree
...acquire inquiry-based approach for more planning and flexibility than traditional methods.	4.03	0.77	Agree
Weighted Mean SD Verbal Interpretation	4.08 0.81		Highly Evident

TABLE X. Level of Holistic Development among Physical Education Students in terms of Physical Development

STATEMENTS I can...	MEAN	SD	REMARKS
...notice PE helps to improve my physical fitness.	4.42	0.89	Strongly Agree
...be energetic and healthier because of PE classes.	4.20	0.87	Agree
...improve my flexibility through dancing in PE class.	4.16	0.89	Agree
...learned proper exercise to enhance my body.	4.31	0.87	Strongly Agree
...able to move freely and comfortably without pain.	4.07	0.97	Agree
Weighted Mean SD Verbal Interpretation	4.23 0.90		Very High

Table 10 features the level of holistic development of the students in terms of physical development as perceived by the students. The data show how physical education contributes to the improvement of students' physical fitness, movement, and overall health.

Students recognized that physical education helps improve their physical fitness (M=4.42, SD=0.89) and allows them to become more energetic and healthier. They also experience improvement in flexibility through activities such as dancing and learn proper exercises that enhance their physical condition. In addition, students are able to move more freely and comfortably without pain. This implies that teachers incorporate an activities that help in enhancing physical development

Achieving the weighted mean of 4.23 with a standard deviation of 0.90 is verbally interpreted as Very High. This indicates that students demonstrate a very high level of physical development. Students experience positive physical changes and improvements that contribute to their overall health and active lifestyle.

Table 11 presents the level of holistic development of the students in terms of cognitive development as perceived by the students. Students had remarked strongly agreed that physical education helps improve their focus and concentration during activities with high (M=4.23, SD=0.81). They are also able to

practice critical thinking skills through games and enhance their memory and coordination by learning new movement patterns and planning and evaluating their own performance. In addition, students become mentally stronger during and after physical activities with a slightly lower mean (M=3.88, SD=0.82) These indicate that physical education and teachers support the development of cognitive skills through active learning and participation.

TABLE XI. Level of Holistic Development among Physical Education Students in terms of Cognitive Development

STATEMENTS I can...	MEAN	SD	REMARKS
...helps to improve focus and concentration through PE.	4.23	0.81	Strongly Agree
...able to practice my critical thinking skills through games in PE class.	4.12	0.76	Agree
...improves my memory and coordination by learning new movement patterns in PE.	4.09	0.80	Agree
...mentally stronger during and after physical activity.	3.88	0.82	Agree
...plan and evaluate my own performance because of PE activities.	4.06	0.95	Agree
Weighted Mean SD Verbal Interpretation	4.07 0.83		High

The gained weighted mean of 4.07 with a standard deviation of 0.83 is verbally interpreted as High. This indicates that students experience improvements in their ability to think, analyze, and reflect, which supports better learning during physical education classes.

TABLE XII. Level of Holistic Development among Physical Education Students in terms of Emotional Development

STATEMENTS I can...	MEAN	SD	REMARKS
...be motivated and focused after staying active in physical activity.	4.20	0.89	Agree
...manage frustration or failure better through recreational activities.	4.00	0.82	Agree
...learned to respect other feelings.	4.37	0.75	Strongly Agree
...receive encouragement and support from my PE teacher.	4.16	0.82	Agree
...stay relieved when I do physical activity.	4.09	0.86	Agree
Weighted Mean SD Verbal Interpretation	4.16 0.83		High

Table 12 presents the level of holistic development of the students in terms of emotional development. Students agreed that they have learned to respect the feelings of others during physical activities with the high (M=4.37,SD=0.75) as well as, feel more motivated and focused after engaging in physical activities and receive encouragement and support from their teacher. They are also able to manage frustration and failure better through recreational experiences with a slightly lower mean (M=4.00, SD=0.82). These indicate that physical education helps students develop emotional control, positive attitudes, and better social awareness.

The table garnered 4.16 as weighted mean with a standard deviation of 0.83 is verbally interpreted as High.

TABLE XIII. Level of Holistic Development among Physical Education Students in terms of Social Development

STATEMENTS I can...	MEAN	SD	REMARKS
...be comfortable working as a group.	4.25	0.88	Strongly Agree
...connect to everyone in the community.	4.02	0.80	Agree
...improve my confidence and self-esteem because of PE class.	4.01	0.97	Agree
...always willing to cooperate even when I disagree.	4.04	0.88	Agree
...listen to others' viewpoints to avoid conflict.	4.17	0.94	Agree
Weighted Mean SD Verbal Interpretation		4.10 0.89 High	

Table 13 illustrates the level of holistic development of the students in terms of social development as perceived by the students.

Students recognized that they are comfortable working in groups with the high (M=4.25, SD=0.88) and are able to connect with others in the community. They also improve their confidence and self-esteem through participation in physical education classes with slightly lower (M=4.01, SD=0.97). In addition, students show willingness to cooperate even when there are differences in opinion and listen to the viewpoints of others to avoid conflict. This implies teachers' approaches lead to the development of social aspects.

As shown in the table, the weighted mean of 4.10 with a standard deviation of 0.89 is verbally interpreted as High. This indicates that students demonstrate a high level of social development. Students experience growth in their ability to interact with others, work collaboratively, and maintain positive social behavior during physical education activities.

Table 14 below shows the level of holistic development of the students in terms of spiritual development as perceived by the students. Students strongly agreed that they learn to respect the beliefs of others through participation in physical activities with the high (M=4.35, SD=0.73) and feel a sense of peace with slightly lower (M=4.17, SD=0.84). They also find meaning and purpose in their experiences and develop self-discipline through physical education. In addition, students become more aware of their own capabilities as well as their limitations. These indicate that physical education and teachers supports personal growth, self-awareness, and respect for others.

As shown in the table, the weighted mean of 4.23 with a standard deviation of 0.82 is verbally interpreted as Very High. This indicates that students demonstrate a very high level of spiritual development.

Overall, the findings indicate that spiritual development is evident among the students through participation in physical education. These are reflected in their ability to develop self-discipline, respect others' beliefs, and understand themselves better, which contributes to a more meaningful and well-rounded learning experience.

Table 15 shows the significant relationship between teachers' beliefs and interpersonal skills their teaching approaches in terms of collaborative learning, game-based approach, and inquiry-based learning. The data show how

teachers' beliefs and interpersonal skills are associated with the teaching approaches they use in physical education classes.

TABLE XIV Level of Holistic Development among Physical Education Students in terms of Spiritual Development

STATEMENTS I can...	MEAN	SD	REMARKS
...be feel at peace when I do physical activity.	4.17	0.84	Agree
...learn to respect others' beliefs through participating in activities.	4.35	0.73	Strongly Agree
...find meaning and purpose in life.	4.21	0.81	Strongly Agree
...learn self-discipline in PE.	4.21	0.84	Strongly Agree
...discover my full capabilities and also my limitation because of PE class.	4.22	0.88	Strongly Agree
Weighted Mean SD Verbal Interpretation		4.23 0.82 Very High	

The results reveal that all variables show statistically significant positive relationships, with all p-values equal to 0.00, which is lower than the 0.01 level of significance. This indicates that teachers' beliefs and interpersonal skills are related to their teaching approaches. Cognitive beliefs show moderate positive relationships with collaborative learning, game-based approach, and inquiry-based learning. This indicates that teachers who focus on understanding, skill development, and critical thinking are more likely to apply varied teaching approaches in their classes. Affective states also show moderate to strong positive relationships, indicating that teachers who demonstrate positive attitudes and emotional engagement tend to use more interactive and student-centered approaches. Perceived control presents moderate positive relationships, indicating that teachers who feel confident in guiding learning processes are more capable of applying different teaching strategies effectively.

In terms of teachers' interpersonal skills, communication, emotional intelligence, and teamwork and collaboration all show moderate to strong positive relationships with the three teaching approaches. Communication shows consistent relationships across all approaches, indicating that teachers who communicate effectively are able to implement collaborative, game-based, and inquiry-based strategies. Emotional intelligence shows strong relationships, especially with inquiry-based learning, indicating that teachers who manage emotions well are more effective in facilitating interactive and reflective learning experiences. Teamwork and collaboration show the strongest relationships among the variables, indicating that teachers who value cooperation and group interaction are more likely to apply teaching approaches that involve active participation and shared learning.

Overall, the findings indicate that teachers' beliefs and interpersonal skills are significantly related to their teaching. This implies the teachers consistent use of collaborative learning, game-based activities, and inquiry-based strategies, which contribute to more engaging and interactive physical education classes.

From the data provided by Yu (2022), teachers' beliefs may transmit to students, as the beliefs serve as guide in their

practices, which in turn may shape students' mindsets. Teachers are influential, students believe whatever the teacher say or acts. However, prior studies show that teachers' mindsets are not systematically linked to students' mindsets. A possible reasons, teachers do not always act exactly according to what they believe. Teachers may change their instructional practices depending on how the students will learn and set aside their own beliefs. It implies that teachers' beliefs are not always evident in their teaching practices. Correspond by Lo Lacono (2025), interpersonal skills are skills we used on a everyday basis to interact with other people everywhere. This shows the importance of having outstanding interpersonal

skills in a workplace environment. As teacher, it is necessary to have these skills to clearly deliver the lesson and as well, teach students the value of having this skills which they could use in real life situation. It indicates that having strong interpersonal skills can contribute a lot to the teaching process. When a teacher can clearly deliver a lesson, it will be understood by the students. Another thing, teachers are not only imparting knowledge but also are people that students can lean on; therefore, having strong emotional intelligence is also important. Furthermore, teachers must also value teamwork as some activity, whether inside or outside the school, requires teamwork.

TABLE XV. Significant Relationship Between Teachers' Beliefs and Interpersonal Skills and their Teaching Approaches

Teachers' Beliefs	Teachers' teaching approaches			
		Collaborative learning	Game-based approach	Inquiry-Based learning
Cognitive Beliefs	Pearson Correlation	.595**	.557**	.576**
	Sig. (2-tailed)	0.00	0.00	0.00
	N	163	163	163
Affective States	Pearson Correlation	.678**	.534**	.634**
	Sig. (2-tailed)	0.00	0.00	0.00
	N	163	163	163
Perceived Control	Pearson Correlation	.584**	.568**	.612**
	Sig. (2-tailed)	0.00	0.00	0.00
	N	163	163	163
Teachers' Interpersonal Skills				
Communication	Pearson Correlation	.604**	.495**	.577**
	Sig. (2-tailed)	0.00	0.00	0.00
	N	163	163	163
Emotional Intelligence	Pearson Correlation	.643**	.584**	.691**
	Sig. (2-tailed)	0.00	0.00	0.00
	N	163	163	163
Team Work and Collaboration	Pearson Correlation	.718**	.672**	.625**
	Sig. (2-tailed)	0.00	0.00	0.00
	N	163	163	163

TABLE XVI. Significant Relationship Between Teachers' Beliefs and Interpersonal Skills to Holistic Development among Physical Education Students

Teachers' Beliefs	Students' Holistic Development					
		Physical	Cognitive	Emotional	Social	Spiritual
Cognitive Beliefs	Pearson Correlation	.435**	.465**	.405**	.460**	.451**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	163	163	163	163	163
Affective States	Pearson Correlation	.506**	.537**	.474**	.404**	.466**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	163	163	163	163	163
Perceived Control	Pearson Correlation	.576**	.550**	.514**	.473**	.455**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	163	163	163	163	163
Teachers' Interpersonal Skills						
Communication	Pearson Correlation	.404**	.403**	.381**	.461**	.409**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	163	163	163	163	163
Emotional Intelligence	Pearson Correlation	.517**	.531**	.504**	.500**	.522**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	163	163	163	163	163
Team Work and Collaboration	Pearson Correlation	.559**	.559**	.564**	.563**	.499**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	163	163	163	163	163

Table 16 presents the significant relationship between teachers' beliefs and interpersonal skills to the students' holistic development in terms of physical, cognitive, emotional, social, and spiritual aspects. The data show how teachers' beliefs and interpersonal skills are associated with the overall development of students in physical education.

The results reveal that all variables show statistically significant positive relationships, with all p-values equal to 0.00, which is lower than the 0.01 level of significance. This indicates that teachers' beliefs and interpersonal skills are related to the holistic development of students. Cognitive beliefs show moderate positive relationships across all

developmental domains, indicating that teachers who emphasize understanding, knowledge, and critical thinking contribute to students' overall growth. Affective states also show moderate positive relationships, indicating that teachers' positive attitudes and emotional engagement support students' development in different aspects. Perceived control presents moderate to strong positive relationships, indicating that teachers who are confident in managing learning processes are more effective in supporting students' development.

In terms of teachers' interpersonal skills, communication, emotional intelligence, and teamwork and collaboration all show moderate to strong positive relationships with students' holistic development. Communication shows consistent relationships across all domains, indicating that effective interaction supports students' physical, cognitive, emotional, social, and spiritual growth. Emotional intelligence also shows strong relationships, indicating that teachers who manage emotions well contribute to a supportive and balanced learning environment. Teamwork and collaboration show strong relationships across most domains, indicating that cooperative and interactive experiences help enhance students' overall development.

Overall, the findings indicate that teachers' beliefs and interpersonal skills are significantly related to students' holistic development. These are reflected in the improvement of students' physical abilities, thinking skills, emotional control, social interaction, and personal values, which contribute to the development of well-rounded learned.

Based on the research of Tudsbury (2025), holistic development, research indicates that physical education, through various forms of sports, is an effective means of supporting this area of growth. It further suggests that when physical education teachers recognize the value of physical activity in promoting holistic well-being, they are more likely to integrate such activities into the delivery of knowledge and skills. As supported by Loyola (2022), holistic development particularly in private sectarian and non-sectarian higher education institutions provide more comprehensive program for holistic development that is typically anchored in their schools' philosophy and beliefs. This indicates that higher education institutions recognize the importance of fostering the holistic development of individuals, rather than focusing solely on academic achievement. Consequently, a wide range of activities that promote and enhance students' holistic capabilities are expected to be implemented. Furthermore, this reflects their goal of developing well-rounded individuals who are productive and well-equipped to navigate life's challenges.

The proposed professional development guide for teachers provides a holistic and structured framework to determine the suitable approaches to the diverse learners that can also help to develop the holistic development of every learner. It focuses on the impact of teachers' beliefs and interpersonal skills, as well as the different teaching approaches.

This professional development guide is designed for the teachers to distinguish the proper approach so that the teaching and learning process will succeed. Furthermore, when the teachers are aware of the proper approach, it will also contribute to the holistic development of the students, as

physical education stated that it was intended to develop the holistic well-being of the individuals.

IV. CONCLUSION

There is a significant positive relationship between teachers' beliefs and interpersonal skills and their teaching approaches. This implies that teachers who possess positive beliefs and have strong interpersonal skills are able to demonstrate the different teaching approaches, such as collaborative learning, game-based approach, and inquiry-based learning, which contribute to more meaningful, engaging, and interactive physical education classes.

Lastly, the findings reveal that teachers' beliefs and interpersonal skills are significantly related to the holistic development of physical education students. This emphasis may cause, students to adopt the beliefs and skills of the teachers, which are reflected in the improvement of physical abilities, thinking skills, emotional control, social interaction, and personal values. Therefore, the researcher concludes that all the hypotheses stated in the first chapter of this manuscript were rejected.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) the researcher recommend physical education teachers to utilize a wider range of teaching approaches beyond the three that have been studied in order to handle effectively the multiple intelligence of students and give greater emphasis on holistic well-being as revealed in which, that there are domains of personal development where the least evident. Furthermore, teachers may align their teaching approaches depending on the students' needs. (2) the researcher recommends that the students have initiative in achieving their holistic development, such as active participation during class discussion and even actual physical activity. In addition to enhancing their physical qualities, it may present a chance for them to improve in other areas of their development (3) the researcher recommends parents support the learning process and holistic development of students by supporting and collaborating with teachers and schools. Parents can also help teachers with what approach will be effective for their child, as they know the personality and values of their child. (4) the researcher recommends that school administrators may implement continuous professional programs that enhance teachers' interpersonal skills and enable them to determine the relevant teaching approaches that are suited for the diverse learners. Schools also conduct activities that support the holistic development of students, such as workshops, recreational activities, and community service projects that foster social skills and emotional intelligence. (5) future researchers may consider other factors aside from teachers' teaching approaches, as there are a lot of factors affecting an individual's holistic development, such as technology, family background, peers, and experiences. Also think another way to improve the holistic development of students, specifically in aspects of cognitive, emotional, and social.

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