

Correlating Teacher–Student Collaboration and Holistic Student Development in Pallottine Educational Institutions

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ABSTRACT

This study examined the relationship between teacher–student collaboration and holistic student development in selected Pallottine educational institutions in Chhattisgarh, India. Guided by the Social Constructivist Theory of Lev Vygotsky and the educational philosophy of St. Vincent Pallotti, the study employed a quantitative descriptive–correlational research design. A total of 279 Grade 12 students were selected through stratified random sampling from four Pallottine educational institutions. Data were gathered using a validated and reliable researcher-made questionnaire and analyzed using descriptive statistics and Spearman rank-order correlation. The findings revealed that teacher–student collaboration was manifested at a Very High level, while holistic student development was also observed at a Very High extent. Moral development emerged as the highest-rated domain of holistic development, while communication obtained the highest rating in teacher–student collaboration. The study further revealed a significant strong positive relationship between teacher–student collaboration and holistic student development. The findings indicate that collaborative teacher–student relationships contribute positively to students’ intellectual, emotional, social, moral, and spiritual growth. The study concludes that collaborative and learner-centered educational practices play a vital role in promoting holistic student development within Pallottine educational institutions.

Keywords: Teacher–student collaboration, Holistic student development, Pallottine education, collaborative learning, Holistic education.

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Introduction

Globally, education systems increasingly emphasize collaborative and student-centered learning approaches to promote holistic development. Educational research consistently shows that strong teacher–student relationships enhance not only academic achievement but also social skills, emotional intelligence, and moral formation (Vygotsky, 1978). Through collaborative practices such as dialogue, mentorship, and cooperative learning, students actively participate in knowledge construction and personal growth. Holistic education, as understood worldwide, focuses on the formation of

the whole person intellectually, emotionally, socially, morally, and spiritually (Singh et al., 2023). This global vision closely aligns with the philosophy of St. Vincent Pallotti, who emphasized collaboration, participation, and the active involvement of every individual in the mission of education and service (Society of the Catholic Apostolate, 2019). From this perspective, Pallottine educational institutions contribute to the global educational landscape by fostering communion, shared responsibility, and collaborative engagement, reflecting Pallotti’s belief that education should empower individuals to work together for the common good while

nurturing integral human development (Hart, 1985; Society of the Catholic Apostolate, 2019).

Across Asia, educational reforms are increasingly oriented toward learner-centered pedagogy and collaborative learning environments that aim to balance academic excellence with character formation. Many Asian education systems now promote interactive teaching strategies in which teachers guide students to develop critical thinking, communication skills, and teamwork (Mukhopadhyay & Kundu, 2023). These developments resonate deeply with the Pallottine principle of collaborative apostolate, inspired by St. Vincent Pallotti, which encourages all members of the educational community to participate actively in the formation process (Hart, 1985). Within the Asian cultural context where values such as community, harmony, and mutual respect are deeply rooted teacher–student collaboration becomes a powerful means of fostering holistic development. Pallottine institutions across Asia integrate academic instruction with spiritual and moral formation, cultivating students who are not only intellectually competent but also compassionate, responsible, and socially committed (Society of the Catholic Apostolate, 2019).

In India, education is increasingly oriented toward holistic development, recognizing that true learning extends beyond academic success to include ethical values, social responsibility, and emotional maturity (Samanta et al., 2025). Contemporary educational policies advocate experiential learning, collaborative teaching methods, and value-based education (Government of India, 2020). Within this framework, faith-based institutions play a significant role in shaping well-rounded individuals. Pallottine educational institutions in India, guided by the vision of St. Vincent Pallotti, emphasize collaboration, service, and the formation of the whole person (Union of the Catholic Apostolate India, 2010). In these institutions, teachers serve not only as instructors but also as mentors and facilitators who guide students in their intellectual, personal, and spiritual journeys. Teacher–student collaboration reflects the Pallottine spirit of participation and shared mission, encouraging students to take an active role in learning while developing leadership skills, empathy, and a deep sense of ethical responsibility toward society (Society of the Catholic Apostolate, 2019).

In the state of Chhattisgarh, educational institutions face the dual challenge of delivering quality education while addressing the diverse cultural and socio-economic backgrounds of students. Faith-based schools, particularly Pallottine institutions, play a vital role in

providing education that integrates academic excellence with value formation. Rooted in the charism of St. Vincent Pallotti and guided by the mission of the Society of the Catholic Apostolate, these institutions emphasize collaboration and participation in the educational mission, the formation of the whole person, service to society, community building, and the promotion of leadership and responsibility (Society of the Catholic Apostolate, 2019). Teachers act as guides, facilitators, and role models who nurture students' talents while fostering moral values and spiritual awareness (Alam, 2024; Bhardwaj et al., 2025). Through collaborative classroom practices, pastoral initiatives, community outreach programs, and leadership opportunities, students are encouraged to actively engage in their own development and contribute to the school community (Union of the Catholic Apostolate India, 2010). Despite this strong philosophical foundation, there remains limited empirical understanding of how teacher–student collaboration concretely influences holistic development within Pallottine institutions in Chhattisgarh.

Although existing research highlights the importance of collaborative learning and student engagement, much of it focuses primarily on academic outcomes or peer interaction rather than the broader dimensions of holistic development. There is a noticeable lack of studies examining the direct relationship between teacher–student collaboration and the comprehensive development of students intellectual, emotional, social, moral, and spiritual (Vygotsky, 1978). This gap is even more evident in the context of faith-based educational institutions guided by the philosophy of St. Vincent Pallotti, where collaboration, participation, and shared responsibility are central principles (Society of the Catholic Apostolate, 2019). Furthermore, limited research has been conducted specifically within Pallottine educational institutions in Chhattisgarh. Therefore, this study seeks to address this gap by examining how teacher–student collaboration contributes to holistic student development within the unique framework of Pallottine education.

The general objective of this descriptive-correlational study is to examine the relationship between teacher–student collaboration and holistic student development in Pallottine educational institutions in Chhattisgarh. Specifically, the study aims to determine the level of teacher–student collaboration, assess the extent of holistic development across intellectual, emotional, social, moral, and spiritual domains, analyze the relationship between collaboration and development, identify collaborative practices that reflect the charism of St. Vincent Pallotti, and propose strategies to strengthen

such collaboration in alignment with Pallottine values. The findings are expected to enhance educational practices by emphasizing the importance of collaborative teacher–student relationships in fostering holistic growth (Society of the Catholic Apostolate, 2019). Moreover, the study supports the mission of the Society of the Catholic Apostolate by promoting educational approaches that form responsible, compassionate, and socially committed individuals (Hart, 1985). Ultimately, it reinforces the relevance of Pallottine educational ideals in shaping students who contribute meaningfully to society while embodying the values of collaboration, service, and universal apostolate (Kolencherry, 1989).

Theoretical Framework

This study assumes that teacher–student collaboration plays a significant role in promoting holistic student development. When students actively interact and collaborate with their teachers, they are more likely to develop intellectually, socially, emotionally, morally, and spiritually. Positive teacher–student relationships create a supportive learning environment that encourages students’ overall growth and formation. This assumption is supported by the Social Constructivist Theory of Lev Vygotsky. The theory explains that learning occurs through social interaction and collaboration. Vygotsky (1978) emphasized that teachers guide students toward higher levels of understanding through meaningful interaction and support, particularly through the concept of the Zone of Proximal Development (ZPD). This theory is related to the study because it highlights the importance of teacher–student collaboration in enhancing students’ learning and development.

In addition, the educational philosophy of St. Vincent Pallotti supports the study by emphasizing participation, collaboration, and shared responsibility in education (Society of the Catholic Apostolate, 2019). The Pallottine philosophy promotes holistic formation by nurturing students’ intellectual, emotional, social, moral, and spiritual growth. This aligns with the present study, which examines how teacher–student collaboration contributes to holistic student development.

Methodology

Research Design

This study employed a quantitative research design using a descriptive–correlational approach. The descriptive component was utilized to determine the level of teacher–student collaboration and the extent of holistic student development among the respondents. Meanwhile, the correlational component examined the relationship between teacher–student collaboration and

holistic student development. This research design was deemed appropriate because it enabled the researcher to identify patterns, describe existing conditions, and determine the statistical relationship between variables without manipulating them.

Respondents

The respondents of the study comprised Grade 12 students from four Pallottine Educational Institutions in Chhattisgarh, India. The total population of Grade 12 students was 1,020. The sample size was determined using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error. Based on these parameters, the recommended sample size was 279 respondents, which was considered sufficient to ensure the reliability and validity of the findings. The respondents were selected through stratified random sampling to ensure proportional representation from the four institutions included in the study. This sampling technique was appropriate because it provided equal and fair representation across the participating schools, thereby enhancing the accuracy and generalizability of the results. The Grade 12 student-respondents were considered appropriate for the study because they were directly engaged in the teaching–learning process and had substantial experience of teacher–student collaboration within their academic environment. Their responses were essential in assessing how teacher–student collaboration related to their intellectual, social, emotional, moral, and spiritual development.

Research Instrument

The study used a researcher-developed structured survey questionnaire (see Appendix 1) to examine the relationship between teacher–student collaboration and holistic student development in Pallottine Educational Institutions. The instrument consisted of two adapted scales corresponding to the major variables of the study. The first scale, the Teacher–Student Collaboration Scale, comprised twenty (20) items categorized into four domains: communication, mutual respect, active participation, and support and guidance. Each domain contained five (5) items measuring the extent of interaction, classroom participation, respect, and academic support between teachers and students. The items were developed from indicators grounded in collaborative learning theories and classroom interaction frameworks.

The second scale, the Holistic Student Development Scale, consisted of twenty (20) items distributed across five domains: intellectual, emotional, social, moral, and spiritual development. The intellectual and emotional domains each contained five (5) items, the

social domain contained four (4) items, while the moral and spiritual domains contained three (3) items each. These items assessed the respondents' perceived level of development in the different dimensions of holistic formation.

The questionnaire employed a five-point Likert scale with the following response categories: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. Three experts validated the questionnaire to establish content validity using the Content Validity Ratio (CVR) developed by Charles Lawshe. The experts assessed the relevance and clarity of each item. Ratings of 3 and 4 were classified as essential, while lower ratings were categorized as not essential. All items obtained a CVR value of 1.00, exceeding the minimum acceptable CVR value of 0.99 for three experts, indicating excellent content validity and suitability of the instrument for data collection.

Prior to the actual data collection, the instrument underwent pilot testing among 41 respondents who were not part of the actual respondents of the study to determine its reliability. Reliability was assessed using Cronbach's alpha to measure the internal consistency of the instrument. The overall questionnaire obtained a Cronbach's alpha coefficient of 0.944, indicating excellent internal consistency. This result suggests that the instrument was highly reliable and appropriate for the conduct of the study.

Data Collection Procedure

The data collection procedure was conducted systematically to ensure ethical compliance, accuracy, and reliability of the gathered data. Prior to data collection, formal permission was obtained from the administrators of the selected Pallottine Educational Institutions in Chhattisgarh, India. Coordination was subsequently made with the school authorities regarding the schedule and administration of the survey. The researcher-made questionnaire was converted into an online survey format and distributed to the selected Grade 12 student-respondents identified through stratified random sampling. An informed consent statement was included at the beginning of the questionnaire to ensure voluntary participation and to inform the respondents of the purpose and confidentiality of the study.

The respondents completed the questionnaire independently through official school communication platforms during the agreed schedule. Upon completion of the data collection process, all responses were reviewed for completeness and accuracy. Incomplete and invalid responses were excluded, while the finalized data were organized, encoded, and prepared for statistical analysis based on the objectives of the study.

Data Analysis

The collected data were analyzed using appropriate statistical tools to address the objectives of the study. Descriptive statistics, particularly the mean and standard deviation, were used to determine the level of teacher–student collaboration and the extent of holistic student development among the respondents. These statistical measures provided a general description of the variables and their distribution. To determine the relationship between teacher–student collaboration and holistic student development, the Pearson Product–Moment Correlation Coefficient (r) was employed. This statistical test identified the strength and direction of the relationship between the two variables. All statistical analyses were performed using SPSS Statistics software to ensure accuracy and reliability in the computation and interpretation of the results.

Ethical Considerations

The study adhered to established ethical standards to ensure the protection and well-being of the respondents. Informed consent was obtained from all participants, while parental or guardian consent was secured for minors. Participation was voluntary, and the respondents were informed of their right to withdraw from the study at any stage without penalty. Confidentiality and anonymity were strictly maintained throughout the research process. All data collected were used solely for academic purposes, and respect for the respondents' dignity, beliefs, and values was upheld throughout the conduct of the study.

Result

Profile of the Respondents

Table 1 presents the profile of the respondents in terms of age, gender, and school. In terms of age, the respondents were almost equally distributed between younger students and older students. Respondents classified as older or over 18 years old comprised 51.6% ($n=144$), while younger respondents aged 18 years old and below comprised 48.4% ($n=135$). With respect to gender, the majority of the respondents were male comprising 54.1% ($n=151$), while female respondents accounted for 45.9% ($n=128$). Regarding school, the largest proportion of respondents came from School C comprising 35.8% ($n=100$), followed by School D comprising 25.1% ($n=70$), and School B comprising 23.7% ($n=66$). Meanwhile, respondents from School A comprised 15.4% ($n=43$). Overall, the respondents were predominantly older students, male, and enrolled at School C.

Table 1. *Profile of the Respondents*

Variable	n	%
Age		
Younger	135	48.4
Older	144	51.6
Gender		
Male	151	54.1
Female	128	45.9
School		
School A	43	15.4
School B	66	23.7
School C	100	35.8
School D	70	25.1
Whole	279	100.0

Teacher-Student Collaboration

Table 2 presents the level of teacher–student collaboration in terms of communication, mutual respect, active participation, support and guidance, and overall teacher–student collaboration when grouped according to age, gender, and school. In terms of communication, the respondents exhibited a level interpreted as Very High as a whole ($M=4.40$, $SD=0.39$). Younger respondents ($M=4.41$, $SD=0.39$) and older respondents ($M=4.39$, $SD=0.39$) both demonstrated a level interpreted as Very High. Likewise, male respondents ($M=4.41$, $SD=0.38$) and female respondents ($M=4.38$, $SD=0.41$) both demonstrated a level interpreted as Very High. In terms of school, respondents from School A ($M=4.67$, $SD=0.33$), School B ($M=4.62$, $SD=0.32$), and School C ($M=4.27$, $SD=0.35$) demonstrated a level interpreted as Very High, while respondents from School D ($M=4.20$, $SD=0.37$) demonstrated a level interpreted as High. These findings indicate that communication between teachers and students is highly evident across Pallottine educational institutions.

With respect to mutual respect, the respondents exhibited a level interpreted as Very High as a whole ($M=4.29$, $SD=0.54$). Younger respondents ($M=4.33$, $SD=0.52$), older respondents ($M=4.26$, $SD=0.55$), male respondents ($M=4.32$, $SD=0.50$), and female respondents ($M=4.27$, $SD=0.58$) all demonstrated a level interpreted as Very High. In terms of school, respondents from School A ($M=4.57$, $SD=0.50$) and School B ($M=4.72$, $SD=0.28$) demonstrated a level interpreted as Very High, while respondents from School C ($M=4.15$, $SD=0.45$) and School D ($M=3.93$, $SD=0.51$) demonstrated a level interpreted as High. These findings indicate that mutual respect between teachers and students is strongly practiced in Pallottine educational institutions.

In terms of active participation, the respondents exhibited a level interpreted as Very High as a whole ($M=4.29$,

$SD=0.56$). Younger respondents ($M=4.34$, $SD=0.49$), older respondents ($M=4.24$, $SD=0.62$), male respondents ($M=4.30$, $SD=0.58$), and female respondents ($M=4.27$, $SD=0.55$) all demonstrated a level interpreted as Very High. In terms of school, respondents from School A ($M=4.59$, $SD=0.53$) and School B ($M=4.58$, $SD=0.38$) demonstrated a level interpreted as Very High, while respondents from School C ($M=4.14$, $SD=0.54$) and School D ($M=4.04$, $SD=0.56$) demonstrated a level interpreted as High. These findings indicate that students are actively engaged and encouraged to participate in collaborative learning activities.

With respect to support and guidance, the respondents exhibited a level interpreted as Very High as a whole ($M=4.32$, $SD=0.49$). Younger respondents ($M=4.37$, $SD=0.46$), older respondents ($M=4.28$, $SD=0.51$), male respondents ($M=4.34$, $SD=0.48$), and female respondents ($M=4.30$, $SD=0.50$) all demonstrated a level interpreted as Very High. In terms of school, respondents from School A ($M=4.58$, $SD=0.54$), School B ($M=4.59$, $SD=0.37$), and School C ($M=4.21$, $SD=0.41$) demonstrated a level interpreted as Very High, while respondents from School D ($M=4.08$, $SD=0.48$) demonstrated a level interpreted as High. These findings indicate that teachers provide substantial support and guidance to students within Pallottine educational institutions.

Overall, the respondents exhibited a level of teacher–student collaboration interpreted as Very High ($M=4.33$, $SD=0.40$). Younger respondents ($M=4.37$, $SD=0.39$), older respondents ($M=4.29$, $SD=0.41$), male respondents ($M=4.35$, $SD=0.39$), and female respondents ($M=4.31$, $SD=0.42$) all demonstrated a level interpreted as Very High. In terms of school, respondents from School A ($M=4.61$, $SD=0.41$) and School B ($M=4.63$, $SD=0.23$) demonstrated a level interpreted as Very High, while respondents from School C ($M=4.19$, $SD=0.30$) and School D ($M=4.07$, $SD=0.36$) demonstrated a level

interpreted as High. The findings generally indicate that teacher–student collaboration is strongly manifested across Pallottine educational institutions through

effective communication, mutual respect, active participation, and meaningful support and guidance.

Table 2. *Level of Teacher–Student Collaboration in Pallottine Educational Institutions*

Variable	Communication			Mutual Respect			Active Participation			Support and Guidance			Teacher–Student Collaboration		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Age															
Younger	4.41	0.39	VH	4.33	0.52	VH	4.34	0.49	VH	4.37	0.46	VH	4.37	0.39	VH
Older	4.39	0.39	VH	4.26	0.55	VH	4.24	0.62	VH	4.28	0.51	VH	4.29	0.41	VH
Gender															
Male	4.41	0.38	VH	4.32	0.50	VH	4.30	0.58	VH	4.34	0.48	VH	4.35	0.39	VH
Female	4.38	0.41	VH	4.27	0.58	VH	4.27	0.55	VH	4.30	0.50	VH	4.31	0.42	VH
School															
St. Vincent Pallotti School Bilaspur	4.67	0.33	VH	4.57	0.50	VH	4.59	0.53	VH	4.58	0.54	VH	4.61	0.41	VH
St. Vincent Pallotti School Kaba	4.62	0.32	VH	4.72	0.28	VH	4.58	0.38	VH	4.59	0.37	VH	4.63	0.23	VH
St. Vincent Pallotti International School Dongrarh	4.27	0.35	VH	4.15	0.45	High	4.14	0.54	High	4.21	0.41	VH	4.19	0.30	High
St. Vincent Pallotti School Saraipali	4.20	0.37	High	3.93	0.51	High	4.04	0.56	High	4.08	0.48	High	4.07	0.36	High
Whole	4.40	0.39	VH	4.29	0.54	VH	4.29	0.56	VH	4.32	0.49	VH	4.33	0.40	VH

Note: VH=Very High

Holistic Student Development

Table 3 presents the extent of holistic student development in terms of intellectual development, emotional development, social development, moral development, spiritual development and overall holistic student development when grouped according to age, gender, and school. In terms of intellectual development, the respondents exhibited an extent interpreted as High as a whole ($M=4.16$, $SD=0.44$). Younger respondents ($M=4.16$, $SD=0.42$) and older respondents ($M=4.17$, $SD=0.46$) both demonstrated an extent interpreted as High. Likewise, male respondents ($M=4.15$, $SD=0.39$) and female respondents ($M=4.18$, $SD=0.49$) both demonstrated an extent interpreted as High. In terms of school, respondents from School A ($M=4.17$, $SD=0.51$), School B ($M=4.20$, $SD=0.42$), School C ($M=4.18$, $SD=0.40$), and School D ($M=4.09$, $SD=0.46$) all demonstrated an extent interpreted as High. These findings indicate that Pallottine educational institutions strongly contribute to the intellectual growth and academic development of students.

With respect to emotional development, the respondents exhibited an extent interpreted as High as a whole ($M=4.13$, $SD=0.43$). Younger respondents ($M=4.12$, $SD=0.42$), older respondents ($M=4.15$, $SD=0.43$), male respondents ($M=4.14$, $SD=0.42$), and female respondents ($M=4.12$, $SD=0.43$) all demonstrated an

extent interpreted as High. In terms of school, respondents from School A ($M=4.21$, $SD=0.51$), School B ($M=4.19$, $SD=0.43$), St. Vincent Pallotti International School C ($M=4.16$, $SD=0.32$), and School D ($M=3.99$, $SD=0.48$) all demonstrated an extent interpreted as High. These findings indicate that the schools effectively nurture students' emotional well-being and personal growth.

In terms of social development, the respondents exhibited an extent interpreted as Very High as a whole ($M=4.30$, $SD=0.46$). Younger respondents ($M=4.34$, $SD=0.45$) and older respondents ($M=4.26$, $SD=0.47$) both demonstrated an extent interpreted as Very High. Similarly, male respondents ($M=4.33$, $SD=0.44$) and female respondents ($M=4.26$, $SD=0.47$) both demonstrated an extent interpreted as Very High. In terms of school, respondents from School A ($M=4.52$, $SD=0.57$), School B ($M=4.44$, $SD=0.43$), and School C ($M=4.25$, $SD=0.35$) demonstrated an extent interpreted as Very High, while respondents from School D ($M=4.10$, $SD=0.45$) demonstrated an extent interpreted as High. These findings indicate that students strongly develop positive social relationships and collaborative behaviors within Pallottine educational institutions.

With respect to moral development, the respondents exhibited an extent interpreted as Very High as a whole ($M=4.38$, $SD=0.52$). Younger respondents ($M=4.43$, $SD=0.46$) and older respondents ($M=4.33$, $SD=0.57$)

both demonstrated an extent interpreted as Very High. Likewise, male respondents ($M=4.40$, $SD=0.51$) and female respondents ($M=4.36$, $SD=0.54$) both demonstrated an extent interpreted as Very High. In terms of school, respondents from School A ($M=4.52$, $SD=0.58$), School B ($M=4.73$, $SD=0.37$), and School C ($M=4.24$, $SD=0.44$) demonstrated an extent interpreted as Very High, while respondents from School D ($M=4.17$, $SD=0.54$) demonstrated an extent interpreted as High. These findings indicate that Pallottine educational institutions effectively foster moral values, ethical behavior, and character formation among students.

In terms of spiritual development, the respondents exhibited an extent interpreted as Very High as a whole ($M=4.33$, $SD=0.73$). Younger respondents ($M=4.37$, $SD=0.72$) and older respondents ($M=4.29$, $SD=0.73$) both demonstrated an extent interpreted as Very High. Similarly, male respondents ($M=4.34$, $SD=0.76$) and female respondents ($M=4.32$, $SD=0.70$) both demonstrated an extent interpreted as Very High. In terms of school, respondents from School A ($M=4.57$, $SD=0.61$) and School B ($M=4.77$, $SD=0.35$)

demonstrated an extent interpreted as Very High, while respondents from School C ($M=4.14$, $SD=0.86$) and School D ($M=4.03$, $SD=0.61$) demonstrated an extent interpreted as High. These findings indicate that Pallottine educational institutions strongly nurture the spiritual growth and faith formation of students.

Overall, the respondents exhibited an extent of holistic student development interpreted as Very High ($M=4.24$, $SD=0.35$). Younger respondents ($M=4.26$, $SD=0.34$), older respondents ($M=4.22$, $SD=0.36$), male respondents ($M=4.25$, $SD=0.32$), and female respondents ($M=4.23$, $SD=0.38$) all demonstrated an extent interpreted as Very High. In terms of school, respondents from School A ($M=4.36$, $SD=0.43$) and School B ($M=4.41$, $SD=0.25$) demonstrated an extent interpreted as Very High, while respondents from School C ($M=4.19$, $SD=0.30$) and School D ($M=4.07$, $SD=0.34$) demonstrated an extent interpreted as High. The findings generally indicate that Pallottine educational institutions strongly promote the holistic development of students across intellectual, emotional, social, moral, and spiritual dimensions.

Table 3. *Extent of Holistic Student Development in Pallottine Educational Institutions*

Variable	Intellectual Development			Emotional Development			Social Development			Moral Development			SP. DV.			Holistic Student Development		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Age																		
Younger	4.16	0.42	High	4.12	0.42	High	4.34	0.45	VH	4.43	0.46	VH	4.37	0.72	VH	4.26	0.34	VH
Older	4.17	0.46	High	4.15	0.43	High	4.26	0.47	VH	4.33	0.57	VH	4.29	0.73	VH	4.22	0.36	VH
Gender																		
Male	4.15	0.39	High	4.14	0.42	High	4.33	0.44	VH	4.40	0.51	VH	4.34	0.76	VH	4.25	0.32	VH
Female	4.18	0.49	High	4.12	0.43	High	4.26	0.47	VH	4.36	0.54	VH	4.32	0.70	VH	4.23	0.38	VH
School																		
School A	4.17	0.51	High	4.21	0.51	High	4.52	0.57	VH	4.52	0.58	VH	4.57	0.61	VH	4.36	0.43	VH
School B	4.20	0.42	High	4.19	0.43	High	4.44	0.43	VH	4.73	0.37	VH	4.77	0.35	VH	4.41	0.25	VH
School C	4.18	0.40	High	4.16	0.32	High	4.25	0.35	VH	4.24	0.44	VH	4.14	0.86	Hi	4.19	0.30	High
School D	4.09	0.46	High	3.99	0.48	High	4.10	0.45	High	4.17	0.54	Hi	4.03	0.61	Hi	4.07	0.34	High
Whole	4.16	0.44	High	4.13	0.43	High	4.30	0.46	VH	4.38	0.52	VH	4.33	0.73	VH	4.24	0.35	VH

Note: VH=Very High

Relationship Between Teacher-Student Collaboration And Holistic Student Development

The Shapiro–Wilk test was used to determine the normality of the variables. The results revealed that teacher–student collaboration is not normally distributed [$W=0.956$, $p=0.000$], indicating a significant deviation from normality. Likewise, holistic student development is also not normally distributed [$W=0.982$, $p=0.001$], since the computed p-value is less than the significance level of 0.05. Based on these findings, nonparametric statistical tests were used for the inferential and correlational analyses of the study variables.

The Spearman rank-order correlation was used to

determine the significant relationship between teacher–student collaboration and holistic student development among students in Pallottine educational institutions. The results revealed a significant relationship between teacher–student collaboration and holistic student development [$r_s(277)=0.689$, $p=0.000$]. This indicates that as the level of teacher–student collaboration increases, the extent of holistic student development among students also tends to increase.

These findings suggest that strong teacher–student collaboration is positively associated with the holistic development of students in terms of intellectual, emotional, social, and moral dimensions within Pallottine educational institutions.

Table 4. Relationship Between Teacher–Student Collaboration and Holistic Student Development

Variable	r _s	df	p
Teacher–Student Collaboration x Holistic Student Development	0.689*	277	0.000
Note: *correlation is significant when $p \leq 0.05$			

Discussion

Teacher–Student Collaboration

Highest Rated Domain/Area: Communication

The findings revealed that among the domains of teacher–student collaboration, communication obtained the highest mean score ($M = 4.40$) with a verbal interpretation of Very High based on the research instrument rating scale. This indicates that effective communication between teachers and students is strongly manifested in Pallottine educational institutions. The result suggests that teachers maintain open, respectful, and meaningful interactions with students, thereby fostering a positive and collaborative learning environment.

The very high rating of communication may be associated with the learner-centered and relationship-oriented practices promoted in Pallottine educational institutions. Guided by the charism of St. Vincent Pallotti, Pallottine education emphasizes communion, collaboration, dialogue, service, and holistic formation. Teachers may therefore encourage active participation, provide guidance and support, and establish approachable relationships with students. Such practices may strengthen classroom interaction and promote effective teacher–student collaboration.

The finding may also reflect the influence of faith-based education on relational pedagogy. In Catholic educational institutions, teaching is often viewed not only as academic instruction but also as a process of accompaniment and holistic formation. As a result, teachers may place importance on empathy, mentoring, respect, and meaningful communication with students. These relational practices may help students feel more comfortable expressing their ideas, concerns, and learning needs within the classroom environment.

Furthermore, the cultural context of Indian education may have influenced the communication patterns observed in the study. Indian culture traditionally values respect for teachers, discipline, interpersonal harmony, and moral formation. The “guru–shishya” tradition emphasizes guidance, mentorship, and close teacher–student relationships, which may contribute to respectful and supportive classroom communication. In Pallottine educational institutions, the integration of Indian cultural values and faith-based educational practices may further strengthen collaborative interaction between teachers and students.

However, although communication obtained the highest mean score, it did not reach the perfect score. This may indicate that some students still experience hesitation in openly expressing their thoughts or concerns due to differences in communication preferences, classroom dynamics, or the hierarchical nature of teacher–student relationships commonly observed in some educational settings. Despite supportive communication practices, certain students may remain reserved in classroom participation and interaction.

The findings support the sociocultural theory of Lev Vygotsky (1978), who emphasized that social interaction and communication play a significant role in learning and cognitive development. Effective teacher–student communication enables learners to construct knowledge and develop confidence through interaction. Similarly, John Dewey (1938) emphasized that education is fundamentally a social process in which communication and interaction contribute significantly to learning and personal growth.

Likewise, Paulo Freire (1970) emphasized that dialogue between teachers and students creates meaningful learning experiences and promotes participation and critical thinking. Effective communication therefore strengthens collaborative learning and student engagement.

The present findings are also supported by the study of Wentzel (1997), who found that supportive teacher–student relationships positively influence students’ motivation, classroom participation, and social behavior. Similarly, Cornelius-White (2007) revealed that learner-centered teacher–student relationships significantly enhance students’ academic achievement, emotional adjustment, and motivation.

The findings imply that schools may continue strengthening communication practices by promoting interactive teaching strategies, open dialogue, learner-centered instruction, and supportive classroom environments. Sustaining strong communication practices may further enhance students’ academic engagement, collaboration, and holistic development.

Lowest Rated Domain/Area: Mutual Respect and Active Participation

The findings revealed that among the domains of teacher–student collaboration, mutual respect and active participation obtained the lowest mean scores ($M = 4.29$)

with a verbal interpretation of Very High based on the research instrument rating scale. Although these domains still received a very high rating, the results suggest that they were relatively less manifested compared to communication, support, and guidance. This indicates that while positive teacher–student relationships are generally evident in Pallottine educational institutions, some students may still experience challenges in active classroom engagement and interaction.

The relatively lower rating of mutual respect and active participation may be associated with differences in students' confidence levels, participation styles, and teacher–student interaction patterns. Some students may hesitate to participate actively during classroom discussions because of fear of making mistakes, shyness, anxiety, or personal learning preferences. Likewise, mutual respect within the classroom may be influenced by communication barriers, classroom management practices, and varying expectations between teachers and students.

The findings may also reflect the cultural and institutional context of Pallottine educational institutions in India. Indian educational settings traditionally emphasize respect for teachers, discipline, and interpersonal harmony. The “guru–shishya” tradition highlights guidance, mentorship, and respect for authority, which may contribute to positive teacher–student relationships. However, such cultural expectations may also cause some students to become more reserved in expressing opinions or participating openly during classroom interaction.

Despite these challenges, Pallottine educational institutions continue to promote collaborative and respectful learning environments inspired by the charism of St. Vincent Pallotti, which emphasizes communion, dialogue, service, and holistic formation. Such values may encourage teachers to create supportive and learner-centered classrooms that foster mutual respect and participation among students.

The findings support the Social Learning Theory of Albert Bandura (1977), who emphasized that students develop behaviors and social attitudes through observation and interaction with significant individuals such as teachers and peers. Respectful and participatory classroom environments may therefore encourage students to become more engaged and socially confident learners.

Similarly, Carl Rogers (1969) emphasized that supportive and accepting teacher–student relationships help students become more confident, independent, and actively involved in learning. Positive classroom

relationships may therefore strengthen participation, collaboration, and student engagement.

The present findings are also supported by Hamre and Pianta (2001), who found that positive teacher–student relationships contribute significantly to students' academic and social adjustment. Likewise, Roorda et al. (2011) explained that affective teacher–student relationships positively influence students' classroom engagement and academic performance.

Furthermore, the findings are consistent with the Social Development Theory of Lev Vygotsky (1978), which emphasizes that learning and development occur through social interaction and collaboration. The findings therefore suggest that mutual respect and active participation remain important components in promoting collaborative learning and holistic student development.

The findings imply that teachers may further strengthen mutual respect and active participation by promoting inclusive classroom interaction, collaborative activities, group discussions, and student-centered learning approaches. These practices may help increase students' confidence, engagement, and involvement in classroom learning experiences.

Holistic Student Development

Highest Rated Domain/Area: Moral Development

The findings revealed that among the domains of holistic student development, moral development obtained the highest mean score ($M = 4.38$) with a verbal interpretation of Very High based on the research instrument rating scale. This indicates that Pallottine educational institutions strongly promote moral values, ethical behavior, discipline, and character formation among students. The findings suggest that students generally demonstrate responsible behavior and positive moral attitudes within the school environment.

The very high rating of moral development may be associated with the values-oriented and faith-based practices promoted in Pallottine educational institutions. Guided by the charism of St. Vincent Pallotti, Pallottine education emphasizes service, responsibility, communion, and holistic formation. Teachers may therefore encourage ethical behavior, empathy, discipline, and respect through both classroom instruction and daily interaction with students. These practices may help explain why moral development emerged as the highest-rated domain in the study.

The findings may also reflect the influence of faith-based education on students' moral formation. Catholic educational institutions often integrate values education,

ethical reflection, and community involvement into academic and co-curricular activities. Such experiences may strengthen students' sense of responsibility, self-discipline, and moral awareness.

Furthermore, the cultural context of Indian education may have contributed to the high level of moral development observed in the study. Indian educational traditions commonly emphasize discipline, respect for elders, moral responsibility, and character formation. Family values, religious traditions, and community-oriented practices may further reinforce students' ethical attitudes and behavior. In Pallottine educational institutions, the integration of faith-based and cultural values may therefore strengthen students' moral development.

However, although moral development obtained the highest mean score, it did not reach the maximum possible rating. This may indicate that students differ in their moral reasoning, decision-making, and behavior because of variations in family background, peer influence, social environment, and personal experiences outside the school setting.

The findings support the theory of moral development proposed by Lawrence Kohlberg (1984), who emphasized that individuals progress through stages of moral reasoning as they develop higher levels of ethical judgment and responsibility. Educational environments that promote reflection, responsibility, and ethical behavior may therefore contribute significantly to students' moral growth.

Similarly, Thomas Lickona (1991) emphasized that schools play an important role in developing students' respect, responsibility, and character through values education and positive social interaction. Likewise, Nel Noddings (1984) emphasized that caring and supportive relationships within schools nurture students' moral and personal growth.

The findings imply that schools may continue strengthening values formation programs, moral education activities, and character-building initiatives that encourage ethical behavior and responsible citizenship. Sustaining these practices may further support students' holistic formation and moral development.

Lowest Rated Domain/Area: Emotional Development

The findings revealed that emotional development obtained the lowest mean score among the domains of holistic student development ($M = 4.13$) with a verbal interpretation of High based on the research instrument rating scale. Although the rating remains positive, the findings suggest that emotional development is

comparatively less manifested than the other dimensions of holistic student development in Pallottine educational institutions.

The relatively lower rating of emotional development may be associated with the emotional challenges experienced by students, such as academic stress, peer pressure, personal concerns, and difficulties in emotional expression. In some educational settings, students may hesitate to openly discuss their emotions or mental well-being, particularly when academic performance and discipline are strongly emphasized.

The findings may also reflect the cultural and educational context of Indian schools, where respect for authority, discipline, and academic achievement are commonly valued. Although these practices contribute positively to character formation and responsibility, students may sometimes become more reserved in expressing emotional concerns and personal struggles.

Despite these challenges, Pallottine educational institutions continue to promote holistic formation through supportive and caring educational practices inspired by the charism of St. Vincent Pallotti. Pallottine education emphasizes compassion, empathy, service, and human dignity, which may help create supportive learning environments that encourage students' emotional well-being.

The findings support the concept of emotional intelligence proposed by Daniel Goleman (1995), who emphasized that emotional awareness and emotional management are essential for personal growth, social relationships, and academic success. Students who effectively manage emotions are more likely to demonstrate positive behavior and healthy interpersonal relationships.

Similarly, Abraham Maslow (1954) explained that emotional security, belongingness, and self-esteem are important human needs that influence motivation and development. Students who feel emotionally supported may therefore develop greater confidence and resilience.

The findings are also supported by Elias et al. (1997), who emphasized that social and emotional learning programs improve emotional understanding, interpersonal relationships, and self-management skills. Likewise, Parker Palmer (1998) emphasized that education should nurture both the intellectual and emotional dimensions of learners.

Furthermore, the findings are consistent with the principles of holistic education theory discussed by John Miller (2007), who emphasized the balanced development of the intellectual, emotional, social,

moral, and spiritual dimensions of learners. The findings therefore suggest that emotional development remains an essential component of students' holistic growth.

The findings imply that schools may further strengthen counseling services, emotional support programs, and socio-emotional learning activities that promote emotional well-being, resilience, and self-awareness among students. Teachers may also integrate supportive classroom practices to further enhance students' emotional development.

Correlation Between Teacher–Student Collaboration and Holistic Student Development

The findings revealed a significant positive relationship between teacher–student collaboration and holistic student development ($r_s(277) = 0.689, p = 0.000$). Based on the guidelines of Jacob Cohen (1988), the computed correlation indicates a strong positive relationship. The findings suggest that students who experience higher levels of communication, mutual respect, active participation, and support from teachers are more likely to demonstrate higher levels of intellectual, emotional, social, moral, and spiritual development.

The strong relationship may be associated with the supportive and collaborative educational environment fostered within Pallottine educational institutions. Guided by the charism of St. Vincent Pallotti, Pallottine education emphasizes dialogue, participation, communion, service, and holistic formation. Teachers may therefore encourage respectful interaction, learner participation, and supportive relationships that help students develop confidence, responsibility, interpersonal competence, and positive values.

The findings may also reflect the influence of faith-based and culturally grounded educational practices in India. Indian educational traditions commonly emphasize respect for teachers, discipline, interpersonal harmony, and moral responsibility. Within such educational settings, collaborative teacher–student relationships may contribute positively to students' classroom engagement, personal growth, and social development.

However, although the correlation was strong, it did not indicate a perfect relationship. This suggests that holistic student development may also be influenced by other factors such as parental involvement, peer relationships, school climate, socioeconomic conditions, personality differences, and community environment.

The findings support the Social Constructivist Theory of Lev Vygotsky (1978), which emphasizes that learning and development occur through social interaction and guided collaboration. Through meaningful interaction

with teachers, students are able to develop knowledge, skills, and higher levels of understanding. Similarly, John Dewey (1938) emphasized that education is fundamentally a social process in which interaction and shared experiences contribute to learners' overall growth and development.

The findings are also consistent with the Social Learning Theory of Albert Bandura (1977), which explains that students acquire behaviors, attitudes, and values through observation and interaction with significant individuals such as teachers. Positive teacher–student collaboration may therefore help students develop constructive behaviors, social competence, and moral values essential for holistic development.

Likewise, Nel Noddings (1984) emphasized that caring and supportive teacher–student relationships promote students' emotional security, social adjustment, and moral growth. When students feel respected, supported, and understood by teachers, they are more likely to participate actively and develop positive attitudes toward learning.

Furthermore, Ryan and Deci (2000) explained that supportive interpersonal relationships foster intrinsic motivation, competence, relatedness, and personal well-being. Collaborative teacher–student relationships may therefore contribute positively to students' motivation and holistic development.

The present findings are supported by the study of Wentzel (1997), who found that supportive teacher relationships positively influence students' motivation, classroom engagement, and social behavior. Similarly, Hamre and Pianta (2001) reported that positive teacher–student relationships contribute significantly to students' academic and social adjustment. Likewise, Cornelius-White (2007) revealed that learner-centered teacher–student relationships positively influence students' academic achievement, emotional adjustment, self-esteem, and motivation.

The findings imply that educational institutions may continue strengthening collaborative teacher–student relationships through learner-centered teaching practices, mentoring programs, participatory classroom activities, and values-oriented education. Strengthening teacher–student collaboration may further enhance students' holistic development and overall well-being.

Overall, the findings of the study confirm the validity and relevance of the Social Constructivist Theory of Lev Vygotsky within the context of Pallottine educational institutions. The significant positive relationship between teacher–student collaboration and holistic student development supports Vygotsky's view

that learning and development occur through social interaction, collaboration, and guided participation. The findings indicate that students are more likely to develop intellectually, socially, emotionally, morally, and spiritually when teachers establish meaningful communication, mutual respect, active participation, and supportive classroom relationships.

The results also affirm the assumption of the present study that positive teacher–student relationships create a supportive learning environment that promotes students’ overall growth and formation. Through collaborative interaction, teachers help students achieve higher levels of learning and personal development, consistent with Vygotsky’s concept of the Zone of Proximal Development (ZPD).

Furthermore, the findings support the educational philosophy of St. Vincent Pallotti, which emphasizes participation, collaboration, and shared responsibility in education. The high levels of teacher–student collaboration and holistic student development observed in the study reflect the Pallottine emphasis on holistic formation that nurtures students’ intellectual, emotional, social, moral, and spiritual growth. Therefore, the theoretical framework of the study was confirmed to be valid and applicable in explaining the relationship between teacher–student collaboration and holistic student development within Pallottine educational institutions.

Conclusion

The study highlights that teacher–student collaboration plays an important role in fostering the holistic development of students within Pallottine educational institutions. Meaningful communication, mutual respect, active participation, and supportive teacher–student relationships contribute to students’ intellectual, emotional, social, moral, and spiritual growth. The findings emphasize that holistic student formation is closely associated with the quality of interpersonal relationships and collaborative experiences within the educational environment. The study also reflects how faith-based and values-oriented education promotes not only academic development but also character formation, emotional well-being, social responsibility, and spiritual growth among learners.

Furthermore, the study contributes to educational research by affirming the relevance of collaborative and learner-centered educational approaches in promoting holistic development. The findings strengthen the understanding that education is fundamentally relational and developmental in nature, where supportive interaction between teachers and students becomes

an essential element in students’ overall formation. The study likewise affirms the applicability of the Social Constructivist Theory of Lev Vygotsky and the educational philosophy of St. Vincent Pallotti in explaining the importance of collaboration, participation, and supportive relationships in the educational process.

Limitations of the Findings

The study was limited to selected Pallottine educational institutions in Chhattisgarh, India whose respondents were Grade 12 students enrolled during the School Year 2025–2026. The study was limited to quantitative methods using descriptive-correlational analysis. The findings were limited to the information and data gathered through a researcher-made questionnaire that measured teacher–student collaboration and holistic student development of the respondents. It further investigated the relationship between teacher–student collaboration and holistic student development in terms of intellectual, emotional, social, moral, and spiritual dimensions, including the respondents’ profile such as age, gender, and school.

Practical Value of the Paper

The findings of the study may benefit school administrators by providing insights for strengthening collaborative and values-oriented educational programs. Teachers may benefit from the findings through improved learner-centered and supportive classroom practices that promote students’ holistic development. Students may gain a better understanding of the importance of positive teacher–student relationships and active participation in learning. Future researchers may use the study as a reference for further investigations related to teacher–student collaboration and holistic student development in different educational contexts.

Directions for Future Research

This study quantitatively investigated the relationship between teacher–student collaboration and holistic student development among Grade 12 students in selected Pallottine educational institutions in India. Future researchers may conduct qualitative or mixed-method studies to gain deeper insights into students’ experiences and perceptions regarding teacher–student collaboration and holistic development. Future studies may also include additional variables, utilize other validated research instruments, involve respondents from wider settings, and explore different educational contexts such as public, and non-sectarian.

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Appendix 1

Instrument

Student Questionnaire Correlating Teacher–Student Collaboration and Holistic Student Development in Pallottine Educational Institutions

PART I: DEMOGRAPHIC PROFILE OF THE RESPONDENT

- Age:
- Gender:
- School:

PART II: INSTRUCTIONS

Please indicate your level of agreement with each statement using the scale below:

Scale	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Part III: Teacher–Student Collaboration

A. Communication

No.	Statement	1	2	3	4	5
1	My teachers communicate clearly during lessons.	☐	☐	☐	☐	☐
2	I feel comfortable asking my teachers questions.	☐	☐	☐	☐	☐
3	My teachers listen to my opinions and ideas.	☐	☐	☐	☐	☐
4	There is open communication between teachers and students.	☐	☐	☐	☐	☐
5	My teachers provide timely feedback on my work.	☐	☐	☐	☐	☐

B. Mutual Respect

No.	Statement	1	2	3	4	5
6	My teachers treat students with respect.	☐	☐	☐	☐	☐
7	Students in my class respect our teachers.	☐	☐	☐	☐	☐
8	My opinions are valued by my teachers.	☐	☐	☐	☐	☐
9	My teachers encourage fairness in the classroom.	☐	☐	☐	☐	☐
10	I feel respected when interacting with my teachers.	☐	☐	☐	☐	☐

C. Active Participation

No.	Statement	1	2	3	4	5
11	My teachers encourage me to participate in class discussions.	☐	☐	☐	☐	☐
12	I actively collaborate with my teachers during activities.	☐	☐	☐	☐	☐
13	Group work is supported and guided by my teachers.	☐	☐	☐	☐	☐
14	My teachers involve students in decision-making when possible.	☐	☐	☐	☐	☐
15	I feel motivated to engage in classroom activities.	☐	☐	☐	☐	☐

D. Support and Guidance

No.	Statement	1	2	3	4	5
16	My teachers provide academic support when I need it.	☐	☐	☐	☐	☐
17	My teachers guide me in improving my performance.	☐	☐	☐	☐	☐
18	I receive encouragement from my teachers.	☐	☐	☐	☐	☐
19	My teachers help me overcome learning difficulties.	☐	☐	☐	☐	☐
20	My teachers are approachable when I need help.	☐	☐	☐	☐	☐

PART IV: HOLISTIC STUDENT DEVELOPMENT**A. Intellectual Development**

No.	Statement	1	2	3	4	5
21	I am able to think critically when solving problems.	☐	☐	☐	☐	☐
22	I use creative approaches when completing tasks.	☐	☐	☐	☐	☐
23	I understand and apply concepts learned in class to real-life situations.	☐	☐	☐	☐	☐
24	I take initiative to improve my academic performance.	☐	☐	☐	☐	☐
25	I practice independent learning when studying.	☐	☐	☐	☐	☐

B. Emotional Development

No.	Statement	1	2	3	4	5
26	I feel confident in my abilities as a student.	☐	☐	☐	☐	☐
27	I manage stress effectively in academic situations.	☐	☐	☐	☐	☐
28	I express my emotions appropriately in school.	☐	☐	☐	☐	☐
29	I maintain a positive attitude despite challenges.	☐	☐	☐	☐	☐
30	I feel safe and secure in my learning environment.	☐	☐	☐	☐	☐

C. Social Development

No.	Statement	1	2	3	4	5
31	I build positive relationships with my classmates.	☐	☐	☐	☐	☐
32	I cooperate effectively during group activities.	☐	☐	☐	☐	☐
33	I communicate my ideas clearly with others.	☐	☐	☐	☐	☐
34	I respect others' opinions and differences.	☐	☐	☐	☐	☐

D. Moral Development

No.	Statement	1	2	3	4	5
35	I demonstrate honesty in my actions and schoolwork.	☐	☐	☐	☐	☐
36	I take responsibility for my decisions and behavior.	☐	☐	☐	☐	☐
37	I choose to do what is right even when it is difficult.	☐	☐	☐	☐	☐

E. Spiritual Development

No.	Statement	1	2	3	4	5
38	I participate in activities that nurture my spiritual growth.	☐	☐	☐	☐	☐
39	I reflect on my values and purpose in life.	☐	☐	☐	☐	☐
40	I strive to live out spiritual values in my daily actions.	☐	☐	☐	☐	☐