

Increase In Adopting Artificial Intelligence Tools in Day-To-Day Classes: Impact on The Human Emotional Bonding Between Teachers and Students

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Abstract- The rapid paradigm shift toward integrating Artificial Intelligence (AI) tools in daily educational settings has significantly altered the structural dynamics of modern classrooms. While the current scholarly discourse heavily emphasizes pedagogical efficiency, adaptive hyper-personalization, and automated administrative relief, its downstream effects on the socio-emotional fabric of education remain under-examined. This paper investigates the impact of escalating daily AI tool adoption on the human emotional bonding between teachers and students. Utilizing a multi-dimensional synthesis of recent educational practices, psychological capital frameworks, and relational pedagogy, we analyse both the symbiotic benefits and the alienation risks of AI intervention. On one hand, AI handles routine administrative burdens, theoretically liberating educators to engage in high-value mentorship and socio-emotional care. On the other hand, over-reliance on automated feedback, predictive behavioural dashboards, and conversational agents threatens to outsource authentic empathy, creating a transactional "ghost classroom." The paper concludes with an actionable conceptual framework for "Augmentative Emotional Pedagogy" to safeguard human-centric connections in an increasingly automated landscape.

Keywords: *Artificial Intelligence in Education (AIED), Teacher-Student Bonding, Socio-Emotional Learning (SEL), Relational Pedagogy, Classroom Dynamics.*

I. INTRODUCTION

Education has historically been a deeply interpersonal, relational endeavour. The classic Socratic framework relies heavily on immediate, shared human experiences, where cognitive growth is fundamentally tethered to emotional safety, relational trust, and mutual respect. However, the contemporary educational landscape is undergoing its most profound structural disruption since the industrialization of schooling: the widespread, day-

to-day deployment of Artificial Intelligence (AI) technologies.

From generative AI text models assisting in real-time lesson formulation to adaptive tutoring platforms parsing billions of learning behaviour data points, AI tools are no longer occasional pedagogical novelties; they are foundational infrastructure. As these systems move from peripheral administrative aids to active classroom intermediaries, they inherently alter how communication is initiated, received, and interpreted.

The Core Problematic

While metrics of academic optimization, performance accuracy, and administrative throughput show significant improvement under AI integration, the unquantifiable core of the classroom—the emotional bond between educator and learner—is experiencing a radical shift.

This paper seeks to address a critical existential question in modern education: Does the ubiquity of AI in daily classes amplify the human capacity for deeper student-teacher connectivity, or does it quietly automate away the authentic empathy required for holistic human development?

II. THEORETICAL AND LITERATURE REVIEW

2.1 Relational Pedagogy and Socio-Emotional Learning (SEL)

Relational pedagogy posits that effective learning cannot be divorced from the quality of interpersonal relationships within the learning environment. According to standard attachment theory applied to education, secure teacher-student bonds serve as an emotional springboard, mitigating learning anxiety and fostering intrinsic motivation.

[Traditional Interpersonal Feedback Loop]
 Teacher (Empathy/Intuition) <---> Student
 (Trust/Vulnerability)

[AI-Mediated Classroom Feedback Loop]
 Teacher <---> [AI Analytics / Generative Filter] <--->
 > Student

Socio-Emotional Learning (SEL) is not an explicit subject but an implicit byproduct of lived, real-time relational dynamics. Authentic empathy involves three distinct dimensions:

- Cognitive Empathy: Recognizing and mentally processing another individual's emotional state.
- Affective Empathy: The biological and psychological capacity to resonate with another's emotional experience (sharing joy or frustration).
- Motivational Empathy: The conscious intent to expend cognitive and emotional labour to support another person.

2.2 The Current Landscape of Daily AI EdTech Integration

Current classroom implementations generally manifest across three key layers of daily operation:

AI Application Category	Specific Classroom Tools	Pedagogical Function
Adaptive Learning Systems	Squirrel AI, Carnegie Learning's MATHia	Real-time skill gap analysis, personalized difficulty pacing.
Generative AI Assistants	ChatGPT, Anthropic's Claude, SchoolAI	Instant lesson design, real-time drafting of formative feedback.
Predictive Dashboards	LiveLab, Learning Management Systems (LMS)	Tracking attendance patterns, engagement cues, and behavioural anomalies.

Recent data from the World Economic Forum indicates that over 60% of global educators now utilize AI to manage routine tasks. As a result, the AI acts as a permanent, non-human filter operating within the traditional interpersonal loop.

III. THE DUAL-FACET IMPACT FRAMEWORK

The impact of daily AI integration on teacher-student emotional bonding is fundamentally non-linear, presenting a stark dichotomy between transactional optimization and relational decay.

3.1 The Optimistic Vector: AI as an Enabler of Human Connection

Proponents of intelligent classroom tools argue that AI acts as an augmentative asset rather than a substitute. When deployed strategically, AI can theoretically enhance emotional bonds through several mechanisms:

- The Liberation of Time and Psychological Capital: Traditional classroom management is often plagued by "firefighting"—managing off-task behaviours, grading repetitive assessments, and documenting metrics. By automating these algorithmic processes, AI reduces a teacher's cognitive burnout. A less exhausted teacher possesses a higher capacity for socio-emotional availability, allowing them to engage in critical individual mentoring.
- Hyper-Insightful Early Interventions: AI-driven predictive analytics flag subtle dips in performance or attendance long before they become visible to a busy teacher. These data-guided cues enable proactive, targeted emotional outreach, making at-risk students feel seen and valued rather than invisible.
- Mitigating Presentation Anxiety: Personalized chatbots and guided practice platforms provide immediate, low-stakes corrective feedback without human judgment, minimizing classroom shame and building a student's confidence before they present their work to the teacher.

3.2 The Pessimistic Vector: The Automation of Empathy and Relational Alienation

Conversely, the daily pervasive use of AI tools risks introducing severe relational deficits that compromise human attachment:

The "Ghost Classroom" Phenomenon: A state wherein educational institutions achieve optimal algorithmic efficiency and perfect metrics, yet operate devoid of authentic human presence, leaving students emotionally untethered and relationally isolated.

- **The Illusion of Care (Synthetic Empathy):** Generative AI tools excel at crafting highly polished, encouraging, and emotionally supportive prose. However, because an AI does not experience feelings, its expression of care lacks motivational empathy. When students receive purely automated text, they miss the organic, micro-behavioural signs of true human commitment—the well-timed pause, the empathetic nod, or the shared laugh.
- **De-Skilling the Educator's Intuition:** Historically, teachers developed a hyper-tuned sense of professional intuition, reading subtle facial cues, vocal inflections, and atmospheric shifts to gauge student confusion or distress. Relying entirely on predictive dashboards to tell an educator "how a student is doing" risks atrophying the teacher's natural relational diagnostic skills.
- **The Transactionalization of Dialogue:** When conversational AI handles the bulk of brainstorming, problem-solving, and introductory dialogue, student-teacher interactions become highly utilitarian. The relationship shifts from a mentorship bond into an algorithmic transaction, stripping the educational journey of its transformative social element.

IV. DISCUSSION: THE SHIFTING IDENTITY OF THE EDUCATOR

The rapid integration of AI induces a profound psychological shift in the professional identity of teachers, transitioning them from a classic "knowledge authority" and emotional anchor to a technical "learning designer" or "system moderator."

This transition often brings about what researchers classify as AI-induced educational anxiety. Teachers are forced to constantly reconcile their innate human desire for emotional connection with institutional pressures to meet metrics dictated by adaptive software dashboards.

If an educator's performance evaluation becomes tied entirely to data trends generated by an AI platform, their capacity to prioritize unquantifiable relational bonding is systematically marginalized.

V. PEDAGOGICAL RECOMMENDATIONS: IMPLEMENTING "AUGMENTATIVE EMOTIONAL PEDAGOGY"

To prevent the erosion of human bonds while still leveraging modern technical capabilities, educational institutions must actively adopt a framework of Augmentative Emotional Pedagogy (AEP). This approach outlines strict boundaries regarding what should be automated versus what must remain fiercely human.

5.1 The Human-AI Division of Classroom Labor

- **Automate the Algorithmic:** Let AI manage diagnostic assessment, initial skill-pacing, lesson structure drafts, and administrative compliance tracking.
- **Humanize the Relational:** Retain absolute human agency over final formative feedback delivery, deep socio-emotional check-ins, moral counselling, collaborative peer conflict resolution, and character mentorship.

5.2 Strategic Curricular Fixes

1. **Mandatory Non-Digital Zones:** Establish deliberate instructional sequences completely free of screens and AI intermediaries, prioritizing face-to-face dialogue, collaborative human brainstorming, and vocalized peer feedback.
2. **Explainable AI Dashboards with Teacher Veto:** Educators must be trained to treat AI data outputs as conversational starting points rather than absolute conclusions, consistently cross-referencing predictive analytics with subjective human observation.
3. **Socio-Emotional Literacy Training for Tech Integrators:** Teacher professional development

should focus equally on digital proficiency and human relational maintenance in an automated environment.

CONCLUSION

The exponential increase in adopting Artificial Intelligence tools in daily classes marks a historical turning point for global education. AI is explicitly capable of personalizing data pathways, optimizing administrative workflows, and providing scalable access to information. However, it is fundamentally incapable of feeling, manifesting genuine care, or modelling human resilience.

The human emotional bond between teachers and students is not an obstacle to pedagogical efficiency; it is the vital catalyst for holistic cognitive and psychological development. If AI is deployed carelessly as a substitute for human labour, we risk building an educational ecosystem that maximizes grades while fostering a profound epidemic of classroom loneliness and alienation.

Conversely, by positioning AI strictly as an administrative support system, we can liberate educators to do what they do best: inspire, mentor, and authentically connect with the next generation. The future of educational technology must remain unapologetically human-centered.

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