



The Evolving Dynamics of Student-Teacher Relationships in the Modern Age: Impact on Academic Performance, Emotional Well-being, and Classroom Engagement

^{*1}Sabiha Khan and ²Prachi Gupta

^{*1, 2}Assistant Professor, Department of B.A. Mass Communication, Smt. P.N. Doshi Women's College (Autonomus), Mumbai, Maharashtra, India.

Abstract

In the 21st century, the dynamics of teacher-student relationships have changed dramatically due to changing student expectations, new technologies, digital learning platforms, and major global events such as the COVID-19 pandemic. As a result, the nature of communication, engagement, and support has changed in face-to-face, hybrid, and virtual contexts. The focus of the research study investigated how developing teacher-student relationships influence students' academic performance, emotional well-being, and engagement in learning. The research used a mixed approach by conducting surveys and interviews with undergraduate students to explore and understand teacher-student relationships. The research found that where teachers were approachable, caring, had empathy, and were willing to adapt, students were more successful academically, resilient, and in a better place of well-being, particularly in the midst of an increasing reliance on technology and complications such as screen fatigue, miscommunication, and a lack of emotional connection.

In the context of India, the teacher-student relationship was historically based on concepts of Guru-Shishya Parampara entailing moral guidance, personal connections, and holistic approaches to teaching. However, globalization, digitization, and educational policies such as the NEP 2020, have shifted this relationship towards student-centered learning and increased technology-influence in education. The move towards blended education has enabled greater accessibility and flexibility for students, while also creating emotional disconnection and weakening interpersonal connections. Given India's social and linguistic diversity in, recognizing and understanding teacher-student relations in the rapidly changing landscape is vital and necessary for equitable and meaningful education.

This research highlights opportunities and challenges in creating meaningful and sustaining student-teacher relationships in a digital era, through evidence-based data, case studies, and student voice narratives. It demonstrates the importance of maintaining human connection, as a means to support academic growth, emotional well-being, and belonging, while also utilizing efficiency via technology and maintaining the relational heart of Indian education.

Keywords: Relationship between teacher and student, mental health, student progress, student involvement, online instruction, blended learning, e-learning, learning environment, teacher advocacy, well-being, digital engagement, virtual coaching, educational technology etc.

1. Introduction

The student-teacher relationship is a core element of the educational ecosystem that influences not only academic success, but also a student's socio-emotional growth, motivation, cognition, and habits for lifelong learning. Traditionally, relationships were developed through direct, face-to-face, mentorship which enabled trust-building connections with the student and teacher, leading to stronger communication flows and mutual growth. Relationships have always been a cornerstone of a supportive and inclusive educational atmosphere. In more recent decades, however, the educational landscape has shifted dramatically with advances in digital tools, mobile platforms, and artificial intelligence technologies. While increasing access, personalization, and flexibility, these offerings can also create new barriers and contexts that can affect the emotional and interpersonal

charges of teaching and learning.

The COVID-19 pandemic exacerbated the digital shift, forcing institutions around the world to adopt online and hybrid modes of education at a pace never seen before. As schools and colleges evolve into the post-pandemic world, they are continuing to embrace blended modes of learning that meld the physical (in-person) with the digital (online engagement). As such, there is a need to reflect on the student-teacher relationship in the new context. Understanding the ways in which digital interaction impacts student outcomes, socially, emotionally, behaviorally (academically) matters even more in this current context. Accordingly, we need to think about how relational pedagogy changes, how we need to redefine expectations for interaction and engagement from a social and emotional perspective within a digital space/course. This article focuses on not only

the evolving modes of engagement and communications climates in the course we study, but also how it impacts student experience in each of the three dimensions for academic and emotional success - offering implications for educators and institutions who want to develop students in an inclusive, supportive and high-impact atmosphere in which students thrive academically and emotionally.

2. Objectives of the Study

- i). To examine the ways that evolving educational technologies and online platforms are redefining student-teacher relationships across settings.
- ii). To examine the direct and indirect effects of student-teacher relationships on student academic achievement across settings (online, hybrid, in-person).
- iii). To investigate the role of teacher communication, empathy, and accessibility in promoting students' emotional well-being, mental health, and stress management.
- iv). To explore the relationship between perceived teacher support and student engagement, motivation, and participation across classroom contexts.
- v). To examine how demographic and contextual factors (age, gender, discipline, year, mode of learning) influence student perceptions and expectations regarding teacher relationships.
- vi). To generate research-based approaches for enhancing student-teacher relationships through professional learning, inclusive pedagogies, emotional support, and digital tools for relationship-building.

3. Literature Review

In recent decades, more and more studies have highlighted the vital importance of positive student-teacher relationships for student learning, social adjustment, and emotional health. Pianta (1999) theorized that teacher-student relationships are emotional partnerships that affect children's academic trajectories. According to Wentzel (2009), caring relationships between teachers and students create intrinsic motivation and self-control and improve classroom behavior. Anderson (2008) and others signaled the advent of the digital age in education and the potential for online learning to increase access and democratize knowledge, but warned against the potential loss of relational closeness and human connection.

One line of inquiry conducted during and following the COVID-19 pandemic has examined the psychological impact of online learning, with UNESCO reporting (2021) emotional disconnection among students and teachers. Furthermore, social isolation, disengagement, and digital fatigue surfaced as significant psychosocial issues affecting students' mental health during the pandemic. In addition, researchers such as Darling-Hammond (2020) have underscored the incorporation of social-emotional learning (SEL) models in contemporary educational contexts. Furthermore, educators and policy-makers are increasingly paying attention to culturally adaptive pedagogy, inclusive approaches to teaching and learning, digital equity, and emotional support as foundational components of meaningful student engagement. Research now strongly supports adaptability, emotional intelligence, and consistent communication as critical qualities for supporting authentic relationships within digitally mediated education. Collectively, this calls for the reconceptualization of relational pedagogy in light of emerging technology, growing concerns for students' mental health in post-

secondary contexts.

3.1. Contextualizing in Indian Higher Education: Student-Teacher Relationships

In the higher education context in India, the student-teacher relationship historically has been held in high regard as a sacred relationship, similar to the Guru-Shishya parampara (teacher-disciple tradition), in which more than curriculum was taught but also involved the instruction and mentorship in moral, emotional, and spiritual development. With the massification of higher education, student numbers on the rise, the increasing number of technology-enhanced experiences, and institutional reforms (such as the NEP 2020) that have changed the nature of and how to interact with teachers and professors, the significance and nature of the student-teacher relationship has changed significantly.

In Indian colleges and universities now, student-teacher relationships are influenced by several contextual factors related to the student-teacher relationship such as authority and hierarchy of the institution; limits to the physical circle that students and faculty can engage with one another; the symbolism of language in a multilingual society; and the rise of online course design and delivery. Many students who are first-generation learners or come from rural settings may have difficulty finding a fractional or personalized opportunity for academic support or personal mentorship. Often students are placed in crowd-like classrooms, learning online in distance education or e-learning environments, limited teaching and teacher relationship access, as well as enculturation norms emerging from Indian society that often limit students from engaging in emotionally personal relationships, or questioning authoritative figures.

In spite of these obstacles, recent breakthroughs point to positive change. The NEP 2020 emphasizes holistic development of students, teacher training, and learner-centered education. It outlines pedagogies that are friendly for students, formative assessments, and contextual learning environments that build empathy, inclusivity, and well-being. Programs such as AICTE's Teacher Training Programs, UGC's student mentoring programs, SWAYAM, and DIKSHA employ scaffolding to help close the gap between traditional pedagogy and modern relational needs of learning. Recent work in Indian contexts highlights that students are more likely to persevere when they observe empathetic and inclusive teacher behaviors, engage meaningfully in classrooms, and express a greater degree of satisfaction in their learning environments. Student-teacher relationships are also important in reducing dropout rates, and may be especially relevant when working with students from unrepresented and underrepresented communities.

Nevertheless, the immense diversity and digital inequalities in India imply that the relational dimensions will differ vastly by region, institution, and discipline for example, while private and urban institutions may provide technologically enhanced learning environments and one-on-one mentorships, often public and rural schools face teacher shortages, low funding and variable student participation. Accordingly, any initiative geared towards enhancing student-teacher relationships in Indian higher education must be context specific, culturally responsive, and accounting for regional and socio-economic differences.

If the relational fabric of higher education in India is to be genuinely strengthened, this will require systemic transformation inclusive of faculty sensitizations, flexible learning spaces, mental health, and institutional mechanisms

that foster trust, dialogue and belonging.

3.2. Challenges in Implementation

A primary obstacle to integrating effective student-teacher relationship systems in Indian higher education is the enormous scale and heterogeneity of students, as there are over 1,000 universities and over 40,000 colleges in India, resulting in very high student to teacher ratios that work against the possibility of effective student-teacher interactions. Faculty members in most public universities and colleges are responsible for large class sizes, extensive administrative duties, and a stretched curriculum, precluding them from offering individualized mentorship or emotional support to students. This respective structural limitation work against the ability of faculty members to build caring, relational, and long term relationships with their students.

Another urgent concern is the inequitable accessibility to digital infrastructure and internet access, particularly in rural and economically disadvantaged areas. Digital education platforms have grown rapidly in urban settings, while the students who struggle the most are the impoverished or remote students without devices, with low bandwidth, or without sufficient digital literacy. The divide affects the level of the students' engagement with faculty and their experience in building relationships virtually. Government initiatives such as Digital India and SWAYAM are beneficial, but in the end, the fissures in access to technology affect equitable communication between students and teachers, and emotional engagement within both virtual and hybrid learning environments.

A major cultural challenge is the perception of hierarchy, firmly rooted in educational culture in India. In many schools and universities—especially in Tier 2 and 3 cities—students still see their teachers and professors as authoritative figures instead of mentors. Such a tradition does not promote open discussions, emotional connections and participatory learning. The fear of being judged or penalized in the academic context prevents students from sharing personal issues or mental health matters with staff, further disrupting relational connections and a supportive environment. Moving from these traditional ideals to one of camaraderie and trust is a slow and difficult process.

This is further complicated by a lack of formalized teacher education and training in emotional intelligence, counseling, and culturally inclusive pedagogy. Educators in India can sometimes be overly qualified as professionals, however, many will not have had formal training in learning soft skills, emotionally aware understanding, nor relational pedagogies. When looking at teacher education programs, emotional and social aspects of teaching and learning are not usually discussed or incorporated. Current faculty members may not be trained to support students dealing with anxiety, depression, academic stress, or identity development—all issues that are increasingly more typical in higher education classrooms.

Institutional inertia and resistance to change provide hurdles in re-establishing student-teacher relationships. Rigid administrative structures, limited flexibility in institutional policies, and outdated evaluation systems do not encourage or reward teachers who put in valuable time and effort to establish relationships with students. The focus remains strictly on academic productivity, test scores, and completion of syllabus, leaving little room to innovate relationally. Furthermore, many institutions do not even consider student feedback on teaching quality or emotional support, which

stifles opportunities for improvement.

Finally, mental health stigma remains a real issue in India for both students and teachers, yet while awareness is rising, emotional health is still not viewed in a holistic context across the campus culture. Students who seek emotional help or share issues in their lives with faculty members may feel shame and be labeled as “weak” or “problematic.” Faculty, on the other hand, may feel uncomfortable supporting students because they do not have the experience or framework to provide support. This results in systemic erasure of student emotions and an unfinished student-teacher relationship based upon trust and support.

3.3. Methodology

The research in this paper made use of a well developed mixed-methods research design to develop a complete and multi-layered image of the modern student-teacher relationship.

- **Research Design:** Descriptive, analytical, and exploratory, inspired by both quantitative and qualitative research methodology to enable triangulation.
- **Sample Size:** 120 undergraduate students from various academic programs and year levels, with a reasonable representation of other demographic variables.
- **Data Collection Tools:** A structured questionnaire which was used through Google Forms and included both closed and open-ended questions; and semi-structured interviews with a smaller sample of 20 students.
- **Sampling Methodology:** Convenience sampling with careful attention to include diversity across gender, academic achievement, year of study, mode of learning, and socioeconomic status.
- **Data Analysis:** Quantitative data were analyzed using statistical tests to describe frequency distributions, cross tabulations examining key associations, and means and differences in means. Qualitative data from interviews were thematically coded to find stories, emotional patterns, and shared sentiments that reflect on students' experiences and their relational interactions with faculty.

4. Findings and Analysis

4.1. Mode of Learning

- 40% of the students were involved in hybrid programs, incorporating online technologies along with traditional classroom interactions.
- 35% of the students were present in courses that were mostly in person, reporting that emotional attachment, relationships, and unscribed communication were richer in face-to-face environments.
- 25% of the students were enrolled in courses fully online and reported creating relationships with their instructors was hard, given the disappointing immediate presence of the instructor and/or emotional presence of the instructor.
- Hybrid students liked having the benefits of being virtual and blended online flexibility without giving up the comfort and assurance of being seen in a face-to-face setting. They felt a positive benefit created a learning environment that supported balanced relationships, also giving some structure to personalized relationships.

4.2. Academic Performance

- 78% of participants indicated that their academic accomplishment and motivation would come down to whether their teacher was available to support them and responsive to their requests.

- 60% reported that online platforms, though quick to deliver content, were deficient when it came to providing feedback, mentoring, and guidance needed for academic success and growth.
- Many participants emphasized how enriching synchronous interactions (e.g., through video chat, having real-time conversations, or discussing academic counseling) were valuable and irreplaceable.
- There was a positive correlation between relational closeness and academic performance variables. Students feeling emotionally connected to their teacher had higher GPA averages, were more punctual, and progressed better conceptually.

4.3. Emotional Well-being

- 68% of students received emotional support and mentorship from at least one faculty member during a crisis, especially about an academic issue or personal issue.
- 52% of student respondents indicated that emotional expression was limited in virtual classrooms due to a lack of interpersonal cues, eye contact, and body language.
- According to the interview data, students who had regular check-ins from their educators, who actively listened, provided personal outreach, and offered verbal approval were more resilient to stressors in their academic work and in their lives.
- In contrast, a lack of emotional rapport and human connection led to more isolation, lower morale about being in school, increased anxiety, and withdrawing from academic life altogether.

4.4. Engagement and Participation

- The findings indicated that 73% of participants stated they engaged more when teachers acknowledged effort, reinforced with positive feedback, and allowed for dialogic approaches to learning.
- 55% of participants stated they were hesitant to engage in online discussions due to perceptions of formality, screen fatigue, low confidence, and lack of peer and faculty familiarity.
- Students endorsed the engagement and cognitive retention benefits of interactivity strategies such as gamification, polling in real-time, breakout discussion groups, virtual whiteboards, and multimedia storytelling.
- Other anecdotal comments stated that the use of humor, storytelling, empathy, and informal places for interaction (i.e., digital lounge) made teachers more relatable and motivating, increasing all-around morale and knowledge uptake in the classroom.

Basic Information

This section aims to collect demographic and academic background information that will provide context to students' experiences. Age, gender, academic level, and preferred learning mode can help identify trends between and among students. For example, younger students or FY students may share different experiences than later years or PG students. Additionally, gender self-identification may play a role in students' comfort levels with relational exchanges to their instructor. Learning mode (i.e. offline, online, hybrid) may describe how relational exchanges might shift in delivery mode.

Expected Response Insight

- Most college students are likely to belong to the age

range of 18-25.

- Hybrid learning is becoming more popular, although there are many who prefer to physically meet other learners.
- Female students may be more vocal about their emotional support needs, while male students may underreport emotional needs due to social conditioning.

Teacher-Student Relationship Quality

This section explores how students perceive their teachers' respect for their dignity and their feelings of being valued and understood. This section also explores the students' perceptions of how accessible their teachers are as well as whether they feel comfortable sharing their academic or personal challenges. This section is a valuable source of information about the emotional and relational dimensions of the relationship.

Anticipated Responses Indication:

- Students who feel seen and understood by faculty are likely to develop more trust and engagement in the classroom.
- In larger institutions, students may report lower levels of personal attention.
- Many students might express neutral and/or be reluctant to express strong agreement, as these are traditional teacher-centered systems (e.g., in many institutions in India).

Academic Performance

This section connects student-teacher relationships to academic outcomes. It discusses whether students are motivated, receiving feedback that functions and if they believe that teachers who are supportive help them academically.

Indicated Response Expectations:

- The outcome of strong positive correlations is that students who perceive teachers as more supportive have higher motivation for academic work.
- Many students (especially in online environments) would probably note inconsistencies in receiving feedback in a timely manner.
- Students who perceive emotional support are more likely to be self-motivated and resilient in their learning.

Emotional Well-being

This section examines if teachers are aware of, or competent in recognizing and addressing students' emotional health. It also looks into whether there is any difference in emotional impact between in-person and online learning environments.

Likely Insights to Expect from Responses:

- A sizable number of students would probably agree, in regard to emotional support, that they receive this more through in-person classes.
- Some of the students would probably indicate they don't receive mental health support, especially in traditional institutions when only a few counselors can meet the needs of the students (or counseling is limited).
- Students might mention emotionally empathetic teachers to help them feel safe, validated, and less alone.

Classroom Engagement

This section discusses how teacher behavior impacts student

engagement, including teacher-created interactive lessons, student-centered learning, and the use of effective digital tools in online or hybrid settings.

Response/Feedback Expectation:

- Students often engage more actively when teachers incorporate innovative, engaging strategies, such as polling, breakout rooms, or storytelling.
- Many of the students may report being passive learners in lecture-based classes.
- Positive feedback is expected when teachers are familiar with each student's name:
- Students' interests and learning styles.

Open-Ended Questions

These responses offer qualitative insights into student experiences and suggestions. Students may highlight specific traits such as empathy, patience, humor, and listening skills as qualities that make teachers more approachable. Stories may include how a teacher's support helped during academic stress or how a lack of interaction hindered learning.

Expected Themes

- Personal anecdotes of encouragement or mentorship during difficult times.
- Suggestions for more interactive sessions, flexible office hours, or emotional check-ins.
- Some may highlight the need for faculty mental health training or peer support initiatives.

Q: What changes do you think should be made in Indian higher education to improve teacher-student relationships in the next decade:

Students suggested several actionable improvements. Common recommendations included:

- **Increasing teacher availability for individualized mentorship and emotional support:** Giving students more access to teachers outside of the typical school day nurtures stronger teacher-student relationships. Through individualized mentorship, teachers can tend to students' learning needs, share professional knowledge and expertise, and support students' emotional health. This makes students feel valued, understood, and motivated to succeed - ultimately benefiting academic achievement and personal development.
- **Including training projects on emotional intelligence, empathy, and inclusive pedagogy for teachers' professional development:** Professional development training on emotional intelligence and empathy can provide teachers with the skills to recognize and respond adequately to students' emotional and social needs. This may include training on how to implement inclusive pedagogy to better equip teachers to create learning environments where each student, regardless of background, ability or learning style can feel respected and supported. This approach supports equity and student engagement in the classroom.
- **Encouraging hybrid teaching approach that integrates online efficiency with face-to-face relational engagement:** Hybrid models balance the flexibility of online learning with the relational benefits of face-to-face interactions. Hybrid learning models give teachers more opportunities to serve student needs in large quantities of students. By intentionally integrating digital resources and face-to-face interaction, educators can positively

impact and provide equitable outcomes in learning, engagement, belonging, and participation.

- **Reducing administrative responsibilities to allow teachers more time for student engagement:** Teachers frequently wear multiple hats, thus sometimes the excessive amount of administrative responsibilities becomes distracting. Helping teachers streamline administrative processes, and instead providing support staff for agenda items unrelated to classroom instruction, provides opportunities for mentors and provides the educator face-to-face interactions with students. As teachers spend more time engaging students the student motivation, engagement, and educational experiences improve.
- **Providing institutional support for mental health, counseling, and well-being initiatives:** Institutions of higher education can help foster student-teacher relationships through mental health services, counseling centers, and well-being programs. Within schools, mental health services, counseling centers, and well-being programs exist to support students with any academic, social, or emotional issues; therefore, teachers can begin working alongside the counseling staff to provide more holistic support to students, resulting in an overall healthier and supportive learning environment.
- **Establishing student feedback mechanisms and shared decision-making in classrooms:** Structuring feedback systems that allow for recurring student feedback, and involving students in shared decisions regarding classroom culture reduces the hierarchy of teacher-student. The ability to include students in shared decision-making allows for teachers to better revise teaching practices to meet students' needs and preferences and provides learners with a sense of autonomy, strengthening engagement and educational experience.

Conclusion of Analysis:

The structure of this survey allows for a full and holistic understanding of the multi-dimensional nature of student-teacher relationships and dynamics in today's educational contexts. Because it collects both quantitative data (assessments, numerical rating of satisfaction, engagement, or support) and qualitative data (open-ended survey responses specifically asking students to describe their lived experiences and perceptions), this survey stem may provide a more complete picture of interactions, problems, and possibilities within the classroom.

When the survey data is collected, it can be categorized in a systematic fashion: sorting responses by age group, academic year, or learning mode (in-person, online, hybrid etc.), for example. This permits an examination of patterns and trends, such as investigating whether emotional support provided by teachers is correlated with student motivation, or if students in hybrid learning modes view engagement and inclusivity in their hybrid modalities differently than students in traditional classrooms.

In addition, the data can help us identify contributing factors related to students' academic success, emotional health, and engagement in class, giving schools useful information to help instructors make changes to pedagogical practices, build stronger relationships, and develop more conducive learning environments. Combining numerical trends with students' narrative experiences allows for a multi-faceted and evidence-based understanding of student-teacher relationships to inform policy, curriculum designs, and teacher professional

development.

5. Discussion/Analysis

The findings of this research indicate that although technology has improved education's range, timeliness, and priority of space, it cannot replace the nuanced human interaction that is at the heart of efficacious and transformative learning experiences. Regardless of the learning modality, students continue to appreciate empathy, warmth, and availability from their educators, all of which directly affect their academic motivation, psychological well-being, and class engagement. As digital environments become more broadly and permanently infused into education, the emotional and relational aspects of teaching will require learner-centered, intentional, and systematic nurturing.

This requires educational institutions to embed a holistic and integrated approach to build technical fluency along with emotional sensibility for all educators. Educator preparation programs must reserve time and resources for experiential practice and discussion of social-emotional learning, trauma-informed responsive teaching, relationship-building, and inclusive classroom management. Schools and colleges must also face the challenge of digital equity to provide resources, capacity, and opportunities for historically marginalized and economically disadvantaged students to build rich relationships in digital, hybrid, and school settings.

Educators who create an environment of community, respect, and shared purpose will be able to better influence student success in academic, emotional, and behavioral domains. Educational institutions should make investments in technology-driven relationship products (e.g., AI-driven analytics to give student feedback, individualized academic tracker, and virtual therapy) to complement the traditional approach to teaching and learning. Additionally, they should formally recognize and reward relationship-building in their faculty evaluation structures to build incentives for continued emotional engagement. Ultimately, the relationship between educators and students of the future will balance innovation with empathy, data with judgement, and machine with human touch.

6. Conclusion

Student-teacher relationships in the modern age are nuanced, complex, and greatly influenced by the convergence of educational technologies, pedagogy, and emotional intelligence. Because of the changing landscape in education, as systems increasingly transition to hybrid and fully digital formats, the relational competence of educators must also adapt. This study illustrates how educators who enact strong emotional intelligence, effective communication, and culturally responsive practices can promote student growth, resilience, academic engagement, and mental well-being. While educational technology will not replace the human experience, it can be effective when used as an enhancement within a concerted relationship approach that emphasizes the cultivation of inclusivity, equity, and compassion.

The findings imply that relational capacity for learning enhances student engagement and retention in schools, while bolstering institutions' success and reputation. Largely, this means reimagining education through a relational lens by embedding emotional support practices and personalized replies in relations between teachers and students. Therefore, we advocate for a reality where all students are engaged relationally, rather than left to disconnectedly navigate educational or technological domains.

7. Recommendations

- i). Create blended-learning opportunities that merge the expediency of technology with the emotive nature of face-to-face learning
- ii). Implement ongoing professional development that focuses on emotional intelligence, flexible pedagogies, trauma-informed pedagogies, and strategies to foster student engagement.
- iii). Create coherent digital spaces for real-time feedback, mentoring, academic advising, and emotional engagement.
- iv). Utilize peer mentoring programs, cooperative group work, and inclusiveness in projects to foster community and shared learning.
- v). Create opportunities for recurring mental health awareness, specific wellness workshops, and individual check-ins to promote well-being and decrease academic stress.
- vi). Acknowledge and incentivize teachers that exhibited relational excellence, mentorship, and culturally responsive practice in their formal evaluations and institutional awards.
- vii). Ensure adequate support and investment of institutional counseling, workshops, and goodwill within digital spaces to express emotions and advocate for students.
- viii). Have students participate in curriculum design, classroom policies, and feedback loops through student councils or advisory boards.
- ix). Establish institutional relational pedagogy frameworks that support the human connection and academic rigour in teaching approaches.
- x). Encourage interdisciplinary research and collaboration to continue to develop our understanding of student/teacher relationships as we adapt to the emergence of digital spaces.

8. Limitations of the Study

- The research design was limited to undergraduate students from one institution, which may affect the external validity or generalizability of the data.
- Using self-reported data, naturally lends itself to social desirability bias, recall errors, and subjective interpretation.
- Short study time did not allow for longitudinal relational patterns, or to observe the impact of interventions over a long time.
- Future research could utilize comparisons across institutions in addition to involving faculty and administrators, as well as longitudinal tracking methods.

References

1. Pianta RC. *Enhancing Relationships between Children and Teachers*. American Psychological Association, 1999.
2. Wentzel KR. "Students' Relationships with Teachers as Motivational Contexts." *Handbook of Motivation at School*, 2009.
3. Anderson T. *The Theory and Practice of Online Learning*. AU Press, 2008.
4. UNESCO. (2021). *The Future of Education After COVID-19*. Retrieved from <https://unesdoc.unesco.org>
5. Darling-Hammond, L. (2020). Educating the Whole Child: The Importance of Social-Emotional Learning in Modern Classrooms. *Journal of Educational Leadership*.