

## 73 - AN APPROACH OF THE AFFECTIVITY BETWEEN TEACHER AND STUDENT IN PHYSICAL EDUCATION CLASSES AT HIGH SCHOOL

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### INTRODUCTION

Since Aristotle (384-322 B.C. apud LUCK; CARNEIRO, 1985), in several of his works, like Nicomachean Ethics, from Soul and Poetics, we find interesting opinions about the nature and the character of feelings and emotions of the human being, that make part of the affectivity. Rousseau. Also Rousseau (1778 apud VISCOTT, 1982) sustained and proclaimed that it was necessary to search for the feeling, go back to the nature, source of spontaneity and of liberty.

PIAGET (1988) said that the feelings the child had experimented on its own past, at the family and with teachers will guide and orient its future feelings. This primal feeling that will mold the most deep emotions and behaviors. Therefore, the affectivity in the school stage and in the adolescence of the student stays in the direct affective relationship from parents and teachers.

As Maslow (1970), the affectivity and love are at the third grade in his theory of hierarchy of the needs and without the satisfaction of it the man wouldn't have his integral development as human being.

What we see with this is that the affectivity is, undoubtedly, an important aspect in the integral development of the human being. In spite of the importance about the affectivity in the process of interaction between human beings, this aspect is neglected by literature, in the area of physical education, including the one that talks about the learning/teaching process. We note that in the physical education fields the classes approach is based fundamentally in the motor development and sports techniques. By the other side, we propose the integral development of the student and for that to happen it's also a need to emphasize the affective aspect. In this approach there is one relationship between teacher and student that is called affectivity, which isn't discussed, developed or lived in this pedagogical relation at the pedagogical relationships surveyed in this work.

For the student to have an integral development, the school must compromise itself with activities that promote actions in the internal world, from which the student may develop attitudes, values, ideals and not only sports techniques, skills and knowledge. (LUCK; CARNEIRO, 1985; FERNANDES, 1990). Still, making it isn't that simple. Because as Bloom; Krathwohl; Masia (1985), Shignov; Valido (1993) the affective aspect is very wide, hard to be analyzed and is out of researches about the affective domain so that we can perceive more clearly what environment and what kind of experiences may produce more deeper modifications in the human being.

Considering everything that was mentioned above we can say that the problem of affectivity in school, because is subjective and hard to measure, it's not simple. In the revised literature about this subject that is in our range, we found a lot of ambiguity, little clarity and precision; there isn't one topic approached, discussed, lived, worked, so as an objective formulation and evaluation in the affective aspect by the teachers. Besides, in the theoretical researches already done, each one of the characters in the child's environment make in its relationships one kind of affective scheme, that is, types of several successive feelings that this character promotes. (TAILLE; OLIVEIRA; DANTAS, 1992)

That's why we can say that in the current time is already confirmed the influence of the affectivity between the student from the primary school and his teacher at his cognitive development (MARCHAND, 1985), but the researches in this area must be deepened.

The goal of the research was to investigate the affective relationships in classes of physical education at high school between students and teachers.

### METODOLOGY

The research was realized with students from the last year of high school in Santa Rosa, RS, Brazil, that go to classes during the day. It's justified the application to students that have classes by day because all of them make mandatory classes of physical education in their curriculum. The researcher was introduced by the headmaster to the students; and did his presentation searching to show to them the importance and the goals of the research, without interfering at the question or commentary.

The sample was composed by 380 students from the third year, being 288 from the female sex and 92 from the masculine sex. The methodological instrument used was the following questionnaire:

#### Questionary

Please, fill the personal data and answer with only the truth, about three indicated questions. The results will be used by the researcher, and they won't be the disclosed. The study will happened in state schools of high school at Santa Rosa.

Sex: masculine ( ) feminine ( ) age.....

Question: nº 1º - Do you consider the affective relationship of the teacher and student a determinant factor to the student to like or not the classes of physical education?

Yes ( ) No ( ). Justify your answer.

Question: nº 2º - Relate the affective attitudes between teacher and students.

Write five – seven positive relations and five-seven negative relations.

Question: nº 3º - What would you say from good and bad about the relationship between teacher and student at the physical education classes?

Write your opinion.

Every student received the questionnaire through a sheet, in which they expressed their opinion and experiences. It was collected what was told, and we realized an analysis synthesizing the expression and phrases classifying the words of positive and negative affective interferences.

The questionnaire was applied in classrooms looking to observe the non concomitant hours with the classes of physical education, recreation time or end of classes. It was asked them to read the questionnaire and answer what they really understood. It was also said that the names of the students and from the school or the ones that had been criticized wouldn't be showed, giving

them absolute secrecy.

Before we applied the questionnaire to the samples subjects we explained of clear and detailed way the objectives, justifications, methodology and benefits that will receive all the ones who participate this research and the ones who agreed signed the Term of Free and Specified Consent, agreeing with the recommendations of the resolution 196/96 from the National Council of Health.

For the treatment of the results it was utilized the descriptive statics.

## RESULTS

TABLE 1 – Opinion of the students about the question one: “Do you consider the affective relationship of the teacher and student a determinant factor to the student to like or not the classes of physical education?”

Answers	Feminine		Masculine	
	n	%	n	%
Yes	276	95,8 %	78	84,8 %
No	12	4,2 %	14	15,2 %
Total	288	100 %	92	100 %

Source: State schools of Santa Rosa

**Summary of the opinions** from the students about the question two: “Relate the affective attitudes between teacher and students.”

Among 380 students from the third year of the High School in Santa Rosa, RS the number of students written in the parenthesis wants the teacher to:

1. The teacher must be friend (55 students), companion (54), cordial (17), comprehensive (15), interest (14), honest (10) thoughtful (9), be a buddy (9), happy (8), dedicated (8), sensible (7), nice (5).
2. The teacher must make the classes pleasant (18), interesting (17), organized (16), motivated (14), relaxed (10), stimulating (8), attractive (7), creative (6), funny (6).
3. The teacher must transmit endearment (25), love (25), affection (18), hope (12), security (12), respect (11), kindness (9).
4. The teacher in his classes must encourage (40), motivate (40), praise (30), captivate (26), have dialogues (25), accept suggestions (20), participate (12), conquer (12), understand (10), treat the students equally (10), relate with everybody (8).
5. The teacher must do his job with satisfaction (21), with pleasure (20), with joy (9), with pride (8).
6. The teacher can't transmit to the student fear (10), hate (9), rage (7), disgust (6), jealousy (4), antipathy (4), dissatisfaction (2).
7. The teacher must not show the following verbal attitudes in front of the class: reprehension (6), screams (2), bossy (2), offensive (2).

**Summary of the opinions** by the students about the question three: “What would you say from good and bad about the relationship between teacher and student at the physical education classes?”

TABLE 2 – Summary of the opinions from students about negative/affective expressions

Opinions	Answers	
	nº	%
1 – With relation to the teacher's attitudes: The students don't like attitudes of discrimination (despises, reprehension, humiliation, treat in a bad way the ones that doesn't have skill).	58	16,0%
2 – With relation to the teacher's authority: The students don't like a teacher who is, autoritary, bossy, "owner of the truth", when his word is the only one that's right.	53	14,6%
3 – With relation to the verbal attitudes of the teacher: The students don't like when the teacher screams, reprehend, is offensive, use inadequate terms, talks too much.	42	11,6%
4 – With relation to reprehension in front of the class: The students don't like being reprehended in front of the class, humiliated to be corrected, compare skills os athletes or not, praise or discriminate in front of the class.	42	11,6%
5 – With relation to the relationship: When there isn't a relationship between teacher and student, there is insecurity, discomfort, students that don't like classes, that go to the classes because they have too, the student tends to stay distant.	35	9,7%
6 – With relation to the student participation The teacher must not bother the student that can't learn or practice. Sometimes there are some stupid exercises that are demanded to be practiced, absurd. The teacher only stays around the best students that say they are athletes.	29	8,0%
7 – With relation to the interaction between teacher and student: When there are no interaction in classes, they begin to feel boring, like a routine, without pleasure .	28	7,7%
8 – With relation to friendship: When there isn't friendship, there isn't trust and respect.	21	5,8%
9 – With relation to the student practice When the student doesn't practice and the teacher obligates him to participate, the student nourishes hate, anger, and is also punished in his grades.	19	5,2%
10 – With relation to criticism: When the teacher only criticize, the student won't ever like the physical education classes.	18	5,0%
11 – With relation to the actions of the teacher When the teacher is boring, disgusting, the classes become unbearable.	17	4,7%
Total	362	100%

TABLE – 3 Summary of the opinions from the students about positive affective expressions

Opinions	Answers	
	nº	%
1 – With relation to friendship: When the teacher is friend, buddy, nice, everybody participates and are happy.	51	23,7%
2 – With relation to interaction: When there are interaction between teacher and student the classes become more fun, dynamics, atractives, pleasurable, interesting and the students start to like the classes, and that's fundamental	44	20,5%
3 – With relation to the relationship: When there is good relationship, the classes are pleasant, the student feels more comfortable and more envolved in classes.	38	16,7%
4 – With relation to the stimulus: When there are stimulus, incentive, motivation the classes become pleasant and fun.	24	11,2%
5 – With relation to the place of the classes: Must be a place of joy, pleasure, relaxation, harmonious, attractive classes, non monotonous, without discrimination and lots of peace.	12	5,6%
6 – With relation to respect: The teacher must respect the students at their features, limitations, skills, way of being and their interests.	11	5,1%
7 – With relation to the affectivity attitudes: When the teacher transmits affection, love, the students become more comprehensive and friendly.	10	4,6%
8 – With relation to his posture: The teacher must be elegant, smiley, happy, cheering, must be able to administrate the rigidity with the fun times.	10	4,6%
9 – With relation to his authority: The teacher must treat all like equals, don't abuse of his authority, don't be there only for the athletes, without discrimination of the fat, the skinny, uncoordinated or skilled.	10	4,7%
10- With relation to his character: The teacher must be serious, honest, right, just and loyal.	06	2,8%
Total	215	100%

## DISCUSSION

The analyses from the research's results that are represented on Table 1 show to us that 95,8% of the students from female sex and 84,8% from the male sex consider the affective relation between teacher and students a key factor for the student to like it or not the physical education classes. And 4,2% from the female sex and 15,2% from the male sex don't consider that the affective relation between teacher and student is the key factor for the student to like it or not the physical education classes. In the results from the researches presented at Table 2 and Table 3 we verify that the students accept and wish a frank dialogue, open face to face, that the teacher be comprehensive, that he respects their individuality, that he be interested, that he don't discriminate and give more value to one student in the process of interaction between teacher and student at the physical education classes.

The analysis of these results also indicates that the attitudes or behaviors adopted by the teacher will reflect in a good or bad relation. What most caught my eyes on the answers was that the students expect from the teacher that he would be a friend, buddy, a motivator and that he transmits affection and love, meaning that he must be a cordial, nice, comprehensive teacher and tolerant in his contacts with the students.

We verified yet that the expectations of the student are that classes should be pleasant, fun, interesting, and the student must be valorized.

The results show that most of the students don't like the expressions and negative attitudes of the teacher: (that despises, is ironic, discriminates, is bossy, tight, that humiliates, has rude attitudes with the student in front of the group)

The students don't like to see the teacher in a pedestal, owning the truth, but like a teacher with dialogue, that listens, comprehends, respects him like a human being.

We also verified that students identify the teacher for his organization, motivation in classes, for the equal treatment to everybody and for the friendship.

## CONCLUSION

According to the results acquired through this research we can conclude:

- The affective relation between teacher and student, in state schools of high school at Santa Rosa, is a key factor for the student to like it or not the physical education classes;

- The classes of physical education must be fun, relaxant, in a good environment. The teacher should transmit hope, affection, having always a dialogue, the understanding, the respect so the education is faced with love and affection, indispensable elements to the integral formation of the human being;

- The affective relations between teacher and student at the physical education classes can't be despised and ignored in the high school.

In this sense, we defend that the physical education must give opportunities to every student so they can develop their potentialities, in a democratic way and not selective, searching their improvement as human beings and establishing affective relationships that contributes in their social insertion. As far as it concerns the processes of learning, they should consider the characteristics of the students in all of their dimensions with a special look to the affective dimension.

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## **AN APPROACH OF THE AFFECTIVITY BETWEEN TEACHER AND STUDENT IN PHYSICAL EDUCATION CLASSES AT HIGH SCHOOL**

### **ABSTRACT**

The affectivity consists in one of the firsts needs and one of the key features of the human being, helping at his integral development. There are few researches that deal on the thematic of affective relationships between teacher and student at classes of physical education. In this perspective, the goal of the work was to investigate affective relationships at the classes of physical education in high school between the students and teacher. This research was realized at state schools of high school in Santa Rosa, RS, Brazil. The sample was composed by 380 students from the last year of high school, being 288 from female sex and 92 from male sex. The methodological instrument used was a questionnaire elaborated by the authors. The results founded showed that: a) As for the students from female sex as for the students from male sex the level of affectivity between teacher and student is a determinant factor for the student to like or not the classes of physical education at school; b) The students accept and wish a frank dialogue, open with the teacher; c) They want the teacher to be capable of understand them, respect their individuality and valorize them without discrimination in the process of interaction between student and teacher. Conclusion: The affective relationship between teacher and student in physical education classes at high school cannot be despised, ignored and must be valorized, because interferes directly in the process of integral development from the student.

**KEY-WORDS:** Affectivity, Teacher, Student

## **UN ABORDAGE DE L'AFFECTIVITÉ ENTRE L'ENSEIGNANT ET LES ÉLÈVES DANS LES CLASSES D'ÉDUCATION PHYSIQUE DANS DES LYCÉES**

### **RÉSUMÉ**

L'affectivité c'est un des principaux besoins et une des principales caractéristiques de l'être humain: c'est celle-là que l'aide dans son propre développement intégral. Nous n'avons pas trouvé aucune publication sur des relations affectives entre l'enseignant et les élèves dans les cours d'Éducation Physique, dans la recherche bibliographique. L'objectif de la recherche a été d'enquêter des relations affectives parmi l'enseignant et les élèves dans des classes d'Éducation Physique au Lycée. La recherche a été réalisée dans les Lycées Publiques à Santa Rosa, RS. L'échantillon s'était composé par 380 étudiants en terminale: 288 du sexe féminin et 92 du sexe masculin. L'instrument méthodologique utilisé a été un questionnaire élaboré par les auteurs. Les résultats trouvés ont montré que: a) Tant pour les étudiants du sexe féminin que pour étudiants du sexe masculin le niveau d'affectivité entre l'enseignant et l'élève c'est un facteur déterminant pour que l'étudiant aime ou n'aime pas les classes d'Éducation Physique dans l'école; b) Les étudiants acceptent et désirent un dialogue franc et ouvert avec l'enseignant; c) Ils veulent que l'enseignant soit compréhensif, qu'il respecte l'individualité de l'élève et qu'il valorise les étudiants sans discrimination dans le processus d'interaction entre l'enseignant et l'élève. Conclusion: La relation affective entre l'enseignant et l'élève dans les classes d'Éducation Physique dans le Lycée ne peut pas être méprisée, ignorée et doit être valorisée, donc elle intervient directement dans le processus de développement intégral de l'étudiant.

**MOTS - CLÉS :** Affectivité, enseignant, élève.

## **UN ENFOQUE EN LAS RELACIONES AFECTIVAS A ENTRE MAESTROS Y ESTUDIANTES EN CLASES DE EDUCACION FISICA EN LA ESCUELA SECUNDARIA**

### **RESUMEN**

El afecto de las necesidades primarias es una de las principales características del ser humano que ayuda a su pleno desarrollo propio. En la investigación de literatura no encontramos un trabajo en relación afectiva entre el maestro y el alumno en las clases de Educación Física. El objetivo de la búsqueda fue investigar las relaciones afectivas en las clases de educación física en la Escuela, entre los estudiantes de secundaria y maestros. La investigación se llevó a cabo en el Estado de las Escuelas Públicas de Educación en el este de Santa Rosa, RS. La muestra fue de 380 estudiantes de tercer año, 288 mujeres y 92 hombres. Como herramienta metodológica se utilizó un cuestionario elaborado por los autores. Los resultados mostraron que: a) Para los dos géneros, el nivel de afecto entre el maestro y estudiante es un factor determinante para que le guste o no, las clases de educación física en la escuela. b) Los estudiantes aceptan y quieren un diálogo franco y abierto con el profesor. c) Ellos quieren que el profesor sea integral, que respete la individualidad y los valores de los alumnos sin discriminación por el proceso de interacción entre el profesor y el estudiante. Conclusión: La relación afectiva entre el maestro y el alumno en las clases de Educación Física de alta no se puede quedar olvidada, debe valorarse, porque se puede interferir directamente en el proceso de desarrollo completo del estudiante.

**PALABRAS - CLAVE:** Afecto, maestro, estudiante

## **UMA ABORDAGEM DA AFETIVIDADE ENTRE PROFESSOR E ALUNO NAS AULAS DE EDUCAÇÃO FISICA EM ESCOLAS DE ENSINO MÉDIO**

### **RESUMO**

A Afetividade consiste em uma das primeiras necessidades e uma das características principais do ser humano auxiliando no seu desenvolvimento integral. São poucas as pesquisas que tratam sobre a temática nas relações afetivas entre Professor e Aluno nas aulas de Educação Física. Nessa perspectiva, o objetivo do trabalho foi investigar as relações afetivas nas aulas de Educação Física da Escola de Ensino Médio entre os estudantes e o professor. A referida Pesquisa foi realizada nas Escolas Estaduais de Ensino Médio de Santa Rosa, RS, Brasil. A amostra foi composta por 380 estudantes dos terceiros anos do

ensino médio, sendo 288 de sexo feminino e 92 de sexo masculino. O instrumento metodológico utilizado foi um Questionário elaborado pelos autores. Os resultados encontrados mostraram que: a) Tanto para os estudantes do sexo feminino como para estudantes de sexo masculino o nível de Afetividade entre o professor e aluno é um fator determinante para que o estudante goste ou não das aulas de Educação Física na escola; b) Os estudantes aceitam e desejam um diálogo franco, aberto com o professor; c) Eles querem que o professor seja compreensivo, que respeite a individualidade do aluno e que valorize os estudantes sem discriminação no processo de interação entre professor e aluno. Conclusão: A relação afetiva entre Professor e Aluno nas aulas de Educação Física da Escola do Ensino Médio não pode ser desprezada, ignorada e deve ser valorizada, pois interfere diretamente no processo do desenvolvimento integral do estudante.

**PALAVRAS – CHAVES:** Afetividade, Professor, Aluno