

# ΣΟΦΙΑ—SOPHIA

**Investigation Article**

## **Comparative analysis on affection as a motivator of teaching-learning process cases: Argentina, Colombia and Ecuador**

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## Abstract

This article addresses affectivity on the part of teaching within the classroom in Argentina, Colombia and Ecuador, from a bibliographic review. That is, in order to contribute to the conceptual definition of the problem, from a Latin American perspective. Over the last decades, pedagogues, educators and psychologists have exposed the value of affectivity as a primary requirement in the teaching-learning process and the importance of having excellent interpersonal relationships between teachers and learners. Among these perspectives, there are considered some criteria that characterize the concept of affectivity, such as motivation, interpersonal intelligence and sensitivity in the affection that must be imparted from teaching, in such a way as to stimulate students' self-concept and overcome low self-esteem attitudes, guilt complex, coercion and authoritarianism in school classrooms.

**Key words:** Affectivity, educational environment, teaching-learning, motivation

## Introduction

The contexts of violence experienced by many students in the classroom have attracted attention in the last decade, being object of study the creation of public policies and the rapid intervention within these centers of action ([Abramovay, 2005](#); [Gázquez, Pérez-Fuentes, Carrión and Santiuste, 2010](#)). The importance that have human coexistence and the rejection of violence in education is reflected in Unesco's (2007) declaration of the period 2001-2010 as the "International Decade for a Culture of Peace and Non-Violence for Children of the World," in order to understand the aspects that hinder this call for equality and to ensure the success of society through all those involved in education.

With regard to Ecuador, it is started from the lack of interest between students and teachers due to the lack of affectivity manifested in the classroom, consequently, a tense environment is generated, causing at the same time a low academic performance. On the other hand, conflicts of every kind affect students who have different ways of understanding reality and conceiving knowledge, from their personal history or hidden past. For this reason, all the lectures invite teachers to understand the anxieties, fears, compulsive behaviors, difficulties of relation, learning problems, bad behaviors, familiar context, all this accumulation of characteristics that, sometimes in an exacerbated way, learners bring to classrooms (Jung, 2001). Having said that, affectivity within the educational field contributes to the creation of a warm climate within the classroom and to the formation of a more proactive individual for society; given this problem, it is relevant to develop affectivity as a vital entity within the Latin American schooling.

For this reason, this article aims to describe the current state of teachers' affectivity within classrooms in

Argentina, Ecuador and Colombia, in order to motivate teachers to create warm environments within the educative community.

The structure of this work begins with the backgrounds that describe the social reality of an educational environment where affectivity plays a secondary role, making reference to the negative consequences that are generated before the lack of this relevant factor in classrooms. Then the concept of affectivity is defined and characterized by linking it to its use by teachers. Next are presented the concepts of interpersonal intelligence, sensitivity in affection and motivation, as basic and strategic factors that contribute to the emergence of a kind relationship between teachers and students. Based on the aforementioned trends, there are presented real cases from classrooms in countries such as Argentina, Colombia and Ecuador. In addition, it is described the methodological process addressed for the literature review, which allowed to establish some conclusions about the aspects that determine the affectivity that is or is not applied in the classroom.

## Theoretical Perspective

### Affectivity

We understand affectivity as the bond that is established among people who relate to each other, generating an interdependence of mutual influence; it is then possible to affirm with Chaves (1995), cited in [González, M. & González, A. \(2000\)](#), that affectivity is a set of feelings expressed through actions among people in any social context in which the individuals are immerse.

In this same sense, [Maiorana \(2010\)](#) expresses that educational spaces, including those of academic-professional formation, are also contexts of affective development. If emotional life is the basis of human happiness, a good affective relationship will

be the fundamental ingredient for learning. It is not possible to learn without the (affective) bond, even in the spaces where cognition predominates.

On the other hand, [Valencia, Paez and Echeverría](#) (1989), and [Fiske & Taylor](#) (1991) have empirically found that positive moods facilitate learning and execution (they increase self-reinforcement and altruistic and generosity responses, positively influence perception and recall, and increase sociability and social contact).

[Martinez](#) (2009) argues: “The educational system predetermines the functions that both the teacher and the student must assume in the interpersonal contacts that occur in the school environment” (p.60). This means that knowing how to coexist allows human beings to develop harmoniously in the different spaces in which they are involved. Teachers, in their daily actions, have to be careful in managing the social environment; sharing feelings, experiences from their environment, attitudes and values beneficial for the personal and social formation of each individual.

According to the above, Herbart (1806) in [Touriñán Lopez](#) (2013), proposes the doctrine of moral instruction as the basis of knowledge, with the aim of turning individuals into virtuous (human) beings. The imposition of rules on children, accompanied by kindness and tolerance, contributes to timely feedback, a fundamental aspect that serves as the engine of all pedagogical activity. [García Molina](#) (2013) states that the teacher who has a knowledge obtained by research and who is authorized to transmit it seems to have reached the expiration date. The sign of the times pushes to work in a sort of cultural desert taken by the double exigency of the immediate applicability of contents and a near, comprehensive and highly emotive attitude.

Regarding this, [Macherey](#) (2011) expresses that the figure of the practical teacher, the tutor teacher, the guide, the understanding and available friend, must agonize the knowledge transmitted from the platform, and its ultimate sustenance: the epistemological authority of the teacher. The teacher becomes counselor, tutor, benevolent big brother resigned to a *laisser-faire* in order to better guide the student.

According to [Escámez](#), (2010), the procedure usually employed by teachers is the following: they ask an intriguing question or problem and, whenever possible, connected with everyday reality. They help students to clearly understand the question or problem; commit them to higher intellectual activities, request argued

answers to questions. That way they get the attention of students, since teachers focus the subject on students and on the problems that concern them; (teachers) seek to engage them in the responses, provoke their work outside the classroom and attract the students to reasoning from the discipline. The excellence of the teacher also requires good expository oratory, a warm language with the students, to give the explanations that are demanded and to listen carefully to them.

### Consequences of affective disinterest

In Chile, Arón and [Milicic](#) (2000) identified elements that inhibit the social-emotional development of students and, in turn, favor school violence. The data, mainly obtained from their qualitative studies, showed findings like these: an authoritarian conception of education, an excessive rigidity in the concept of hierarchy, systems of coercive control, a unidirectional creation of relations of respect (“you respect me”), a relationship of obedience that does not allow for divergence (“just because”), and avoidance of conflict. This forecast allows us to visualize negative consequences for Latin American education, not only because it has been felt in an educational center very early, but because it is detected but there is no plan or program aimed at resolving these internal conflicts, such as the appearance of an environment of indiscipline, disorganization and lack of interest of the student to school work, a low academic performance and, an avoidable school dropout, all this, due to the low self-esteem that unwanted students have .. [Mena and Vizcarra](#) (2001) suggested that these criteria would define the mistreating and mistreated school systems, which would lead, sooner rather than later, to an endless abyss.

That said, [Brito](#) (2010) emphasizes that for several decades, the historical forms and meanings of secondary schools give evidence of their low effectiveness in solving the problems related to school failure and the exclusion of students since, traditionally, there hasn’t given sufficient relevance to the affective factors involved in classroom practice. However, if we perform a personal recall of our school years, we will most likely find that some of the episodes that most clearly come to our memory and populate our infantile narratives are strongly intertwined events with intense emotional experiences (positive or negative). In the same sense, Valdés (200) maintains that there are always those feelings and affections that draw the contours of that unforgettable lady teacher of the first grades, dislikes for some school task, the laughter shared with some classmate, and happiness or frustration for the result of an evaluation.

These experiences induce Saint-Onge (1997) to show that schools are called to organize and direct the training process within the reach of citizens' development towards the current social demands. Teaching is more than offering an oral dissertation, it is to apply a method of teaching that effectively helps students to learn with interest, method devised and planned by those who teach. In the words of [Ortega and Gasset](#) (1930), certainly, when a nation is large, its schools are good too. There is no big nation if its schools are not good. But the same must be said of its religion, politics, economy and a thousand other things. The strength of a nation is produced in its entirety. If a people is politically vile, it is futile to expect anything from the most perfect school.

### **Criteria that characterize affectivity in the school environment**

In the theoretical and documentary review, it is shown that the predominant approach emphasizes the processes that facilitated affectivity and its positive effects. Despite its importance, it does not seem to have been explored in more detail, although it is considered as a primary aspect of education objectives ([Solís Ramírez, E., Porlán Ariza, R., Rivero García, A. and Martín Del Pozo R.,](#) 2012).

In this sense, [Tourrián](#) (2013), shows three aspects of affectivity from the psychological and pedagogical point of view, which are preponderant at the time of applying it within the classroom. The criteria were selected based on questions about the warmth and quality of education put forward by the authors. Until now, the following have been addressed: motivation, interpersonal intelligence that teachers manage, and the sensitivity with which they stand in front of their disciples.

### **Motivation**

According to [Baracho](#) (2010), in psychology and philosophy, motivation is defined as the stimuli that move a person to perform certain actions and to persist until their culmination, i.e. it is to emulsify someone to initiate actions aimed at achieving goals. As for learning, it is said that it is a process that can be conceptualized in a synthetic way, it is the way in which people acquire new knowledge, developing competences and changing behaviors.

As indicated by [Gilbert](#) (2005) and [Bono](#) (2012), one of the aspects that they learned in their formative years as teachers is that teaching has to do with relationships;

because of this, motivation to learn can only be understood from its study in the classroom, understood as a specific context of learning. So it is important to study how students can be motivated in different directions from the influence of teachers' performance. In particular, the relationship established between students and teachers may be the most relevant aspect to take into account to know the motivation in general; and more specifically, the interest to learn. Within this conception, [McLean](#) (2003) states that feedback management is possibly the most important guide for obtaining information on the motivational impact that teachers have on students.

### **Interpersonal Intelligence**

[Brites de Vila, G. and Almoño de Jenichen, L.](#) (2002), define interpersonal intelligence as the ability to establish relationships with and interact with other people. The special sensitivity to understand feelings, thoughts and interpret the behavior of others, to capture moods, to feel what others feel (to put oneself into another's shoes), the flexibility to understand other points of view, the ability to assume diverse roles within a group. The ability to reach out to others, to advise, to persuade, to lead, to negotiate, to act as a mediator. It is curiosity and interest for different lifestyles. It is communicating effectively, expressing clearly and interpreting messages properly.

According to [Gonzalez](#) (2011), the multiple intelligence studies developed by Howard Gardner make reference (to the fact) that interpersonal intelligence is defined as the capacity to understand other human beings, being able to achieve a better interaction and empathy. It helps us to understand others, to be able to contextualize their behaviors, moods and desires. If we can understand what the others need, and when, we will reach a better human relationship with the environment through an optimum communication capacity.

According to [Carrasco](#) (2004), the construction of shared meanings between teachers and students is intimately linked to the construction of an interpersonal, affective bond; in which not only feelings, motivations and expectations of students are involved, but also those of the teacher. The pedagogical experience, teaching and learning, get developed in the bond: they have a historical, intersubjective and intra-subjective dimension.

## Sensitivity in affection

Talking about sensitivity implies consideration, a conscious and aesthetic perception, a keen sense of what to do or say, to maintain good relationships with others or to avoid offense. It must be recognized that it has interpersonal and normative properties that seem especially suitable for pedagogical interactions with children. Pedagogical tact is an expression of the responsibility assumed in protecting, educating and helping children in their development. It is thus manifested mainly as a conscious orientation as to how to be and act with children. It is not so much the manifestation of some observable behaviors but of an active position in relationships. Even so, there are several ways of describing how it manifests itself in the pedagogical form of care to students with or without educational needs (Zúñiga, 2010).

From the pedagogical assumption from which we started, [Omart and Brunetti](#) (2009) state that one cannot learn ethics without the possibility of living an experience that leads us to reflection. Hence, we postulate the need for an education of moral sensitivity not only in children but also in adults. How can we transform these passive individuals into sensitive students and be able to develop affectivity? On the part of the teachers, it is necessary to design, to execute and to evaluate life experiences that involve the sensitivity of the students; and on the students' side, to live experiences that allow them to put themselves in the place of the others.

On the other hand, [Acosta, Arias, Ortega, Quintero and Gómez Sánchez](#) (2003) rightly say that affectivity allows us to relate to the world, consisting of the capacity and the changing experience of being affected by the environment. [While Sánchez](#) (s.f.) affirms that to speak of affectivity is to speak of a proper human capacity, and a necessity that, depending on the way in which it is developed, directs the behavior of persons towards both themselves and other persons; consequently, for being affectivity such an important issue in the lives of people and society, there is a need to investigate about it within institutions, since there are social interactions that generate unpleasant and painful feelings and experiences for children, teachers and staff, which interferes with personal fulfillment and community development.

In short, teachers' attitudes to their profession and exercise, which leads them to success with the expected results in the face of the great changes and advances of the education system, must be enriched with

knowledge and strategies that allow them to secure significant achievements in their pedagogical work, which comprises a process of building knowledge in students and not the mere acquisition of answers. People learn and understand through interaction with their environment, and with these strategies that they learnt, people use them to develop skills and knowledge ([Piaget](#), 1932).

## Methodology

This investigative work is a reflection on the relevance of the affective factor inside the school rooms as motivator and impeller of excellent interpersonal relationships in the educational field. In this sense, it was used a methodology with a qualitative approach, of a descriptive type, about the degree of affectivity in Argentina, Colombia and Ecuador schools, using a convenience sample, since the analyzed countries have information available on the internet in relation to affectivity in the classroom and the criteria on the subject presented by different researchers of the analyzed countries, taking into account three criteria of analysis about affectivity: motivation, interpersonal intelligence and sensitivity of teachers.

The analysis was carried out through a literature review of South American literature, whose papers explain the value of affectivity as a primary requirement in the teaching-learning process, exposing their conclusions about how the use of affectivity in the classroom is applied.

The methodological process (that was) followed consisted in defining the concept of affectivity and the aspects that characterize it; then, there were analyzed and extracted the essential ideas, under the mentioned criteria shared by the researchers of the referred countries; and finally, a synthesis was made through a comparative table of how the use of affectivity within the classroom becomes effective.

In the present work, the methodology was not applied to a larger universe due to the lack of updated information in other countries, which would have generated more data to obtain a broader view of this problem addressed by other pedagogues, educators and psychologists, in different times.

This finally leads to present the studied results, allowing to show a synthesis of the countries where the affectivity and motivation, interpersonal intelligence and sensitivity of teachers within the classroom are being efficiently managed.

## Results

The results presented below come from an analysis and interpretation of the bibliographical review of the thoughts or postulates of several researchers from Argentina, Colombia and Ecuador, which made it possible to establish comparative aspects between these nations.

### Case of Argentina

#### Motivation

With regard to Argentina, [Brito](#) (2008) states that motivation constitutes a dimension that takes on a particular force in the definition of the experience that teachers construct in the daily school life. But it is a dimension that not only represents a demand for teachers in relation to their students, but that also reaches them. The following reflection by an interviewed teacher condenses the need for one's own motivation to assume pedagogical tasks: "Sometimes I wonder, what if I stay in front of the class to do the same what they have to do, in order to see if that motivates them?" In this aspect there are teachers who look for ways to capture the attention and interest of their students, and in this way to find recognition; it implies the search for their own motivation.

However, what is also worth highlighting is that teachers, especially women, express satisfaction in the exchange, dialogue and interaction with their students. The positive identification of this issue is complemented by the high valuation they make of their relationship with students who, with only some positive differences on the part of those who work in private schools, is classified as "good" (86.2%), and "regular" (13.8%); but in no case as "bad" ([Brito](#), 2008).

For [Dussel, Brito and Núñez](#), (2007), the teachers' opinion about the reasons for secondary school abandonment is that 27.3% of students drop out as a result of lack of motivation on the part of educators: boredom at school.

According to [López, V., Bilbao, M., Rodríguez, JI](#) (2012), there are different environments within the classroom, whose influence on the quality of relationships and learning is preponderant because they generate contexts of tolerance and academic motivation or, failing that, they cause chaos and fear in the school setting.

## Interpersonal Intelligence

On the other hand, in order to get closer to others and start a conversation, you must be able to read certain contextual keys (for example, if the other person is not busy or talking to others). Mario (name changed to protect identity) often feels rejected because he cannot be able to understand those keys and generate strategies to get closer to his peers. Also, if he always approaches them to only talk about what interests him, the others tend to go away. As he has a high level of "interpersonal intelligence," he is aware that he is alone, and he complains of not getting friends. This makes him feel very sad. He needs help to create "bridges" with other persons. He cannot find the necessary keys in each interpersonal situation to succeed in establishing links. And this is an important point in the syndrome problem. It's not that Mario does not care about people. But people and human relationships in general are a kind of "mystery" to him. Just as for others, Mario's personality can also be a "mystery".

Teachers are called to promote meetings and coexistence within the school context, where it is sought to consolidate the achievements of students through interpersonal relationships to strengthen the development of positive attitudes that allow the interaction of the teacher with students in a climate of trust and cooperation: "When someone with the authority of a teacher describes the world and you are not in *it*, there is a moment of psychic imbalance, as if you were looking in the mirror and you did not see anything" ([Adrienne Rich](#), 2004: 1).

Education is mainly based on interpersonal relationships, and teaching experience indicates that teaching-learning processes do not depend only on the knowledge and intellectual capacity of those involved, but also on their emotional knowledge. Emotional knowledge is an essential competence in the teaching staff, especially if we assume that it constitutes a model of socio-emotional learning of great impact for students, and also because the handling of affectivity supposes, above all, the knowledge of ourselves and the others ([Maiorana](#), 2010).

"The teacher who is honest, empathetic and competent, who reacts to adversities and unknown issues with sincerity and who values learners and approaches them to learn together, awakens healthy behaviors, curiosity and motivates by creating a propitious climate for the learning. What has been said does not imply negligence

or letting errors go by, but opting for permanent and enriching feedback.” (Rodríguez, 2011: 4)

### **Sensitivity in affection**

In Argentina, there are proposed projects whose objectives are to set in motion dynamic processes for social development, promoting peaceful coexistence, where teachers are sensitized to the problems usually presented by students who are under the tutelage of teachers. Among the activities carried out, it is the so-called “Awareness Workshop;” the model is broadly explained, so teachers, sensitized, incorporate its content into their curricular planning.

The role played by teachers and school principals is important at the moment of some difficulty, since teachers often assume the role of coordinators, supporting students in mediation and the obstacles that this may present, becoming sustenance for students. Since this pilot experience in 1997, to date (2008), the model has been installed in 21 schools in the city of San Carlos de Bariloche, benefiting more than 10,000 students, and it has achieved a decrease in violent acts among students, as well as a more harmonious relationship between teachers and them. Its objectives are: to teach children and young people peaceful acts to confront their conflicts; and to eliminate violence as a solution (Alternative, Social and Educational Foundation, 2008).

### **Case of Colombia**

#### **Motivation**

The Champagnat School, located in the town of Teusaquillo, in Bogotá city, is a daytime private Marist educational center which stands out in academic terms for having high technology, association with several universities and the implementation of training schools. In addition, this school is a pioneer and model of Education in Environment and Ecology.

For this reason, it was chosen to carry out a research with a quantitative approach in which participated 33 male students aged 16 and 17 years, from medium and medium high social stratum. The sample belongs to students of section C of eleventh grade, whose selection obeys (to the fact) that all have an advanced level of knowledge of a foreign language. Data collection was based on the application of methods with numerical measurement, and it addressed the problem of how to create didactic activities of motivation that be

welcomed within the group of adolescents, and that in turn be effective for their learning.

In this research, it must be taken into account the theoretical basis of the authors, as it is the case of [Morrison](#) (2005), who takes as reference the theory of [Maslow](#) (1998), Self-realized man, towards a psychology of being, in which motivation is also called self-realization, based on the satisfaction of human needs. In this way, Maslow identified self-realization as the greatest of the needs of the human being. However, it is asserted that children and adults achieve self-realization when basic needs are met, emphasizing that motivation is important for learning in human being, since when motivated, they get involved in activities that lead to higher levels of learning.

During a follow-up of a school year of eleventh grade students of the Champagnat school in Bogota, it could be evidenced the achievements of students by obtaining a motivation according to the teaching processes taught by the foreign language teacher, creating in them a true communicative competence, the researcher affirmed that in Colombia, it is important to improve activities within the classroom, in order to achieve in our students an improvement in communicative skills ([Nielsen, J.](#) 2010).

### **Interpersonal Intelligence**

Within the school world, perhaps it is the classroom where there are established the most faithful and true interactions between the protagonists of intentional education, teachers and students. Once the doors of the classroom are closed, there start interactions that only their actors can account for. It is here where teachers are made and show themselves, here desires become true, it is no longer the world of what could be, but the space of what is.

In Colombia, it is a matter of finding solutions to the moments of crisis that Colombians are experiencing. The teacher, in the words of [May](#) (2001), must be the agent that teaches, investigates, works, creates a pedagogy of affection, that makes each individual to discover his/her potentiality, and be educated with the experiences shared among them. Everything must move around students. This interrelationship must become a bond that recognize them as persons. Educators have in their hands real subjects to whom they must respect as persons. As it was said, educators work with individuals who feel, desire and dream, that is, entities that are persons with all their faculties to

dissent and discern, which means that pedagogy within the classroom should revolve around students and stop moving around teachers ([May](#), 2001).

### **Sensitivity in affection**

In the Educational Institution Roberto Cavellier, a district school located in the Aguanica area in Cajicá, Colombia, a research was conducted with an ethnographic approach for a year, sharing with the community and building with it the social representations that its members have of affectivity.

In the work with children and teachers of the institution, there was a marked interest in affectivity, which is considered as a fundamental element in the integral development of human beings, understanding it as the fact of giving affection to others. However, in everyday interpersonal relationships, there are contradictory acts with such conceptions.

It was found that members of the community manifested needs about their experiences about treatment, respect, the way of communicating, blows, shouts and the way of recognizing the others. Therefore, the research was based on social representations about affectivity, in order to know and build with the community such representations and their reflection in everyday life, so that it was more desirable for them.

### **Case of Ecuador**

#### **Motivation**

Regarding Ecuador, the ten-year plan (2006-2015) prepared by the Ministry of Education manifests as a priority objective to provide quality and warmth of education, whose learning environments show good treatment, however, the authorities give researchers the possibility to apply this project in the institutions that they deem appropriate ([Peláez](#), 2012).

As a result, two studies were carried out on motivation and its influence on the teaching-learning process at primary and middle level respectively. With regard to the investigation of Initial Education, this was included in the period 2010-2011, the teachers of the four schools who were immersed in this research work, in the city of Machala (Ecuador), stated that the motivational aspect is fundamental in the care of children aged 3 and 4 years, so that the environment and classroom space must always show a harmony and constant appreciation to achieve adaptation to the educational environment. Motivation is a necessary factor in every moment and

place, in order to attract attention or promote a pleasant environment before and during the intervention made by every person; in the expression and in the way of acting, it should be done with motivation, of which gestures in particular are fundamental to attract attention, in this case, of boys and girls ([Valverde](#), 2011).

The second field research included the period 2012-2013. The evaluation instrument was the CES questionnaires of Moos and Trickett, elaborated according to the Ecuadorian educational reality; it was carried out in two educational centers located in the urban sector of Cantón Gualaquiza: the Pedro de Vergara school, with a sample of 420 male and female students of fourth and seventh grade; and school Fiscomisional Rio Cenepa with 650 students. The results showed that teachers are concerned with creating good environments, and that all their students integrate at the moment of the class, while the students showed to be participative, orderly, obeying to the rules and motivated within the classroom, despite that there was a small percentage of students who reflected a disinterested attitude ([Peláez](#), 2012).

### **Interpersonal Intelligence**

The Educational Unit Mario Rizzini in the city of Cuenca, Ecuador, during the period 2010-2011, carried out an investigation whose hypothesis was that emotional intelligence directly affects teaching performance; therefore, it is reflected in the relationships with students. This important factor is found in the institutional discourse and it is worked in certain areas of action, but it is not located as a macro objective in its fundamental development. This results in a punctual proposal of training that favors psychological, pastoral, personal development and educational-cultural dimensions. In assuming this new approach to the application of emotional intelligence, it is considered as a win-win situation: mediation and help for students in very specific requirements, and conflict resolution and improvement of teaching performance, which would be translated as personal balance and professional maturity. Of course, this implies managing an ideal teacher profile that generates a commitment to continuous improvement, and a transparent attitude to apply innovation processes in the classroom, which are materialized in wellness results, and a dynamic, active and inclusive learning environment.

Thus, within their research findings, they indicate that emotional intelligence influences persons in a decisive way, and not only in their emotional part, but also in



the physical one, no matter if it is a personal, family or social environment. Attitudes and behaviors always go in direct correspondence with the persons' training aspects, and as they reach maturity, they will be much more balanced, consistent and coherent.

Emotions are directly linked to learning, a process that is built by the involved persons in a collective way, and based on pedagogical mediation, a term extensively developed by Lorenzo Tébar in his book: *The teacher (as) mediator of learning* (2009), whose intention is to educate for autonomy and freedom. For the Educational Unit Mario Rizzini, from a Salesian perspective, it is translated as accompaniment, animation of processes and proposals for an integral development of the subject.

### Sensitivity in affection

The best environment to learn is an atmosphere of warmth, affection, respect and good interpersonal relationships between authorities, teachers, students and parents. Authorities committed to the progress of the institution; teachers who are motivated, satisfied and proud of the work they do; cheerful students, free from situations of violence or conflicts with their peers or their teachers; parents who support, value, provide affection and understand their children; creating in this way a school and classroom climate that follows the path of efficiency and educational quality.

In the Province of Azuay, researcher Rafael Peralta carried out field research for the students in seventh grade of basic education at the urban mixed fiscal school "República de Colombia" and the mixed rural fiscal school "Juan Bautista Vázquez." The selection criteria were due to the lack of technology that these centers have; but they allow to differentiate the interpersonal relationships between a mixed rural school and an urban one. For this reason, the questionnaire applied was the social climate at school CES of Moos and Trickett. This evaluation instrument has 134 items that equally refer to four dimensions, the dimension considered was the social climate of the classroom, *i.e.*, to observe student-teacher and teacher-student relations from the student's perception, which allowed a quantitative and then a qualitative analysis.

The results obtained by Peralta (2012) show that students of the rural school Juan Bautista Vázquez stand out thanks to the good work of their teachers; and that they feel respected; in addition, classroom conflicts are solved in a professional way. However, 59% of students

affirm that these problems are never solved in a pacific and patient manner by the teacher, resulting in a lack of alternative spaces to improve communication and work with learners, resulting in the loss of opportunities to correct shortcomings that have not been identified in normal classroom spaces.

Regarding the second application of the CES questionnaire to the students of seventh grade of Basic Education of the Urban School "Republic of Colombia", Peralta (2012) emphasizes that the teacher stimulates students when they do a good job, she also values students' group work and assigns them a grade; however, student's opinions are not always considered or listened to by the teacher, which impinges on a lack of knowledge for not knowing the students' perception regarding the learning they are receiving.

### Discussion of results

In the cases of the analyzed countries, it is possible to be said that hostile environments cause a deterioration in students' performance, since the lack of affectivity creates a personal but unsatisfactory link in all the educational gear. There is a contrast between theory and practice; while theoretical postulates recommend a constant applicability of affection in classrooms, this situation is not real, due to the fact that in real life there haven't been approached yet in a satisfactory way the proposals emphasized by the different researchers, whose importance has a positive influence on the daily student context.

For the researchers of Argentina and Colombia, there is a marked concern of teachers (in both countries) for finding suitable and timely strategies as a solution for the breakdown of interpersonal relationships in this daily encounter; given this fact, the sensitivity that every teacher shows to their caretakers by listening to them and mediating in conflicts become signs of interest to them; and therefore, they are listening to the problems of the educational community. Their work within a climate of respect and active listening is vital in increasing students' self-esteem, which leads to improved school performance.

However, for Ecuador, only few researchers speak about this concept as a fundamental principle of the educational process. The Ecuadorian educational community has great desire to understand its students and develop better teaching models; however, there is no unified thinking for the development of projects with pedagogical strategies that help the rapprochement

between teachers and adolescents or young people in order to improve academic performance and to transform Ecuadorian students in individuals with better self-esteem.

As for the criterion of interpersonal intelligence, it is considered in Colombia and Argentina that this is a vital factor for the development of a correct classroom climate, where they can exchange roles, share ideas and interact in a close manner without losing the respect and privacy of each of those involved in this system. In contrast, researchers in Ecuador consider this aspect to be important but not essential within the educational context.

In addition, referring to motivation as a driver of affectivity, researchers in Argentina and Colombia say that this characteristic is what constitutes a preponderant pillar as a factor to encourage a good school climate and a better understanding between teachers and students, in order to achieve the goals proposed at the beginning of every class; while there are few Ecuadorian researchers who show the relevance of this aspect in all circumstances, on the other hand, it must be performed a more exhaustive investigation on this phenomenon (that concerns all of us).

It is also noted that the pedagogical preparation of the teacher takes into account the knowledge of different learning styles to understand how to teach to different individuals. From this perspective, it becomes evident that in certain situations, the need to develop modern and innovative pedagogical strategies is glimpsed, since there is no didactic material nor use of group tasks that promote free association, without motivating or sensitizing the students within the classroom; even in certain schools, learners are not heard, and even less are their opinions considered. This aspect does not enrich the teaching work, since teachers who are not fully identified with their class groups could not show sensitivity, be affectionate or motivate their students to success.

In short, in the schools of countries where surveys or observations on behavior and affective strategies were applied, it is reflected that students are far from understanding that they are individuals with valuable faculties and with potentialities that constitute them in entities with rights and with full will to make decisions that help them to be better persons. As a result, it is necessary to analyze that the attitudes of parents, teachers and authorities leave a decisive mark on the personality of these children or adolescents who feel

insecure nervous or hesitant at school time, if they've suffered before an unfriendly treatment from their families.

## Conclusions

Once the bibliographic review was carried out, it is concluded that there is a prevailing need to establish favorable environments within the classroom, where students reach high levels of affective interest that help them to better develop in the academic area; schools are not only spaces for cognitive or intellectual knowledge, but also to improve emotional states and experiential encounters of each subject in the school environment.

In this sense, the analysis of the literature on the theoretical conception of affectivity by several authors was pertinent, because it was found that giving a nice treatment (to students) in the classroom is a key factor for school performance, focusing on the importance of cognitive processes that are correlated with the affective ones, because both factors lead to an integral development of the learner.

In the methodological process, it was seen that, regarding students, there is a preoccupation of teachers on affectivity. It is then considered that the decisive factor in maintaining excellent personal relationships, better learning and decision-making power in problem solving is due to motivation, interpersonal intelligence and the sensitivity that is intrinsic to being affective. That said, if the environment is tense and little dynamic in the classroom, it will result in poor academic performance.

On the other hand, it is evident that teachers who maintain a diaphanous, cordial and open-hearted expression have more advantages than those who show seriousness towards their students, who tend to perceive distancing or hostility. However, smiling is not synonymous with frankness, since it can hide what really happens inside any human who pretends a false attitude. What is certain is that teachers who treat their students kindly have the advantage of being heard more easily.

In short, affectivity is a process that goes from the sentimental and emotional to the rational, going through the affective to the intellectual; and it is reciprocal, because it begins from teachers to students and vice versa, generating a better school performance and building a better person.

Faced with this, it is regrettable to note that the theoretical treatises of the different exponents about the effective application of affectivity in the classroom are irregularly fulfilled, because many educational institutions propose it for being aware of its relevance; however, it is not really fulfilled by failures in its execution. It is valuable to indicate that for future work, the degree of affection maintained by Ecuadorian teachers at the time of class teaching must be analyzed within official and private institutions. In addition, it must be determined the causes that affect aggressions in the classroom, and how the field of investigation of this country is linked to projects intended to apply affectivity on the students, in order to banish the cases of hostility between students, and even students-teachers.

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