Aspectos socioemocionais na relação professor-aluno e aprendizagem escolar: uma pesquisa bibliográfica

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Resumo

O article focaliza os aspectos socioemocionais na relação professor-aluno e os efeitos na aprendizagem escolar a partir da análise de produção científica sobre o tema. Autores como Henri Wallon, José Carlos Libâneo e Paulo Freire compõem a perspectiva teórica adotada. Realizou-se pesquisa bibliográfica através da seleção de articles publicados entre 2011 e 2021 no Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). Constatou-se que, nos diversos contextos escolares focalizados, as relações socioemocionais são abordadas como possibilidade de favorecer a aprendizagem ou a partir da recorrência de ações docentes autoritárias. Destaca-se ainda a falta de afetividade nas relações com estudantes que não atendem a um modelo idealizado de aluno. Por fim, indica-se a necessidade de estudos sobre os anos finais do Ensino Fundamental e que relacionem aspectos socioemocionais com dados como frequência, repetência, evasão, interesse e desempenho escolar, a fim de verificar-se correlações e implicações.

Palavras-chave: Escola. Relação professor-aluno. Ensino. Afetividade.

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Socioemotional aspects in the teacher-student relationship and school learning: a bibliographical research

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Abstract

The article focuses on the social-emotional aspects in the teacher-student relationship and the effects on school learning from the analysis of scientific production on the theme. Authors such as Henri Wallon, José Carlos Libâneo and Paulo Freire compose the theoretical perspective adopted. A bibliographic research was carried out through the selection of articles published between 2011 and 2021 in the Portal of Periodicals of the Coordination for the Improvement of Higher Education Personnel (CAPES). It was found that, in the various school contexts under focus, the socio-emotional relationships between teachers and students are approached as a possibility to favor the construction of knowledge or from the recurrence of authoritarian teaching actions. It is also noteworthy the lack of affectivity in the relationships with students who do not meet an idealized model of student. Finally, it is indicated the need for studies that relate the socio-emotional aspects with data such as attendance, failure, dropout, interest, and school performance of students, to verify possible correlations and implications.

Keywords: School. Teacher-student relationship. Teaching. Affectivity.

Aspectos socioemocionales en la relación profesor-alumno y el aprendizaje escolar: una investigación bibliográfica

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Resumen

El artículo se centra en los aspectos socioemocionales en la relación entre profesores y alumnos y los efectos en el aprendizaje escolar a partir del análisis de la producción científica sobre el tema. Autores como Henri Wallon, José Carlos Libâneo y Paulo Freire conforman la perspectiva teórica adoptada. Se realizó una investigación bibliográfica a través de la selección de artículos publicados de 2011 a 2021 en el Portal de Publicaciones de la Coordinación para el Perfeccionamiento del Personal de Educación Superior (CAPES). Se encontró que, en los diferentes contextos escolares enfocados, las relaciones sociales y afectivas son abordadas como una posibilidad para promover el aprendizaje o desde la recurrencia de acciones autoritarias de enseñanza. También se pone de manifiesto la falta de afectividad en las relaciones con los alumnos que no responden a un modelo idealizado de estudiante. Finalmente, se indica la necesidad de estudios que relacionen los aspectos socioemocionales con datos como frecuencia, repetición, deserción, interés y rendimiento escolar de los alumnos, para verificar posibles correlaciones e implicaciones.

Palabras clave: Escuela. Relación entre profesor y alumno. Enseñanza. Afectividad.

Introduction

The advancement of education in Brazil is marked by the redefinition of the concepts of educational institutions, teaching agents, and learners, reflecting diverse principles and objectives. Such redefinition often occurs rooted in conservative strands of education, a situation that directly affects the pedagogical relationships established between teachers and students in classrooms (Libâneo, 1991)**.**

Thus, this article results from research aimed at investigating and discussing the socio-emotional aspects of the teacher-student relationship and its effects on school learning, based on the analysis of scientific literature on the subject, in the light of Henri Wallon, José Carlos Libâneo, and Paulo Freire. With this in mind, the investigative action started with three main questions: how do some empirical studies approach the subject? What are their conclusions? What are their main contributions to the field of education? Before answering these questions, it is important first to present some general approaches to the topic.

According to Kullok (2002, p. 10), to discuss the teacher-student relationship, it is necessary to first discuss the processes of teaching and learning, as "this relationship does not occur in isolation, outside a specific context." In this sense, what does it mean to teach and to learn in school? How are interpersonal relationships connected to the pedagogical approach to content and the roles assumed by teachers and students in teaching and learning situations? How are the cognitive and socio-emotional dimensions articulated in the didactic process?

Traditionally, in teaching and learning processes, the focus is on the teacher and the school content, which the teacher is responsible for "transmitting" to the student. In this logic, the student is a passive subject who receives the content through the teacher's oral presentation and whose task is to memorize and mechanically repeat it (Kullok, 2002; Libâneo, 1991); this is known as the banking education model (Freire, 2011). In this perspective, the teacher-student relationship is characterized by verticality, where the teacher holds a superior position to the student. However, for Kullok (2002, p. 10), when the focus is exclusively on teaching and there is no concern for how the student learns, "there is no relationship, but only the prevalence of one element over the other."

On the other hand, from another perspective, the student can be conceived as the center of the educational process through active involvement and the respect and development of their autonomy (Libâneo, 1991; Freire, 1996; Kullok, 2002). The concern lies in what, why, and how to teach

fundamental elements that guide didactics from a foundational perspective (Candau, 1990) taking into account how the student learns.

Using one of Paulo Freire's frequently cited phrases, from a progressive perspective, "teaching is not about transferring knowledge, but creating the possibilities for its production or construction" (Freire, 1996, p. 25). Therefore, from this point of view, in the teaching process, the teacher's role is to act as a mediator between the student and knowledge, establishing a relationship that is no longer based on verticality but on horizontality (Freire, 1996).

Regarding this topic, Libâneo (1991, p. 249) emphasizes that the teacher-student relationship encompasses two aspects: cognitive and socio-emotional. According to the author, cognitive aspects are strictly related to school content and concern the communication that teacher and student establish in the teaching and learning processes, considering the student's cognitive development. The socio-emotional aspects, in turn, pertain to emotional bonds, behaviors, and the agreements and disagreements between the teacher's authority and the student's socialization in the classroom.

It can be said that cognitive aspects are the most fundamental elements of the teacher-student relationship and, consequently, often the most noticeable in school education. However, when discussing the teacher-student relationship, Vallejo (2004, p. 49) emphasizes that "it cannot be reduced to a cold didactic relationship nor to a warm human relationship." In this sense, both socio-emotional and cognitive aspects must be recognized in the teaching and learning processes because, as Libâneo (1991) points out, socio-emotional aspects operate as support and conditioning factors for cognitive aspects, which requires them to be given due attention:

> In school learning, there is an influence of affective and social factors, such as those that elicit motivation for study, those that affect teacher-student relationships, those that interfere with students' emotional readiness to tackle school tasks, and those that contribute to or hinder the formation of students' positive attitudes towards their abilities and towards the problems and situations of reality and the teaching and learning process (LIBÂNEO, 1991, p. 87).

The above statements lead us to understand that, when it comes to teaching and learning processes, we cannot expect students to provide cognitive responses independent of interpersonal relationships. This idea aligns with Henri Wallon's theory, according to which the student should be perceived as a whole individual (Silva, 2002; Mahoney & Almeida, 2005; Ferreira & Acioly-Régnier, 2010). Thus, "it is against nature to treat the child in a fragmented way. At each age, they constitute

an inseparable and original whole. In the succession of their ages, they are a single and continuous being undergoing metamorphoses (WALLON apud FERREIRA, ACIOLY-RÉGNIER, 2010, p. 28).

In Henri Wallon's theory, at each stage of development, the child is understood as the synthesis of three functional sets: affective, cognitive, and motor. The first and second sets predominantly alternate with each other in the different stages of development, while the third operates as support for the former, with all being in constant integration (Silva, 2002; Mahoney & Almeida, 2005; Ferreira & Acioly-Régnier, 2010).

In this perspective, Mahoney and Almeida (2005) emphasize that, in school, both the teacher and the student are affected by each other as well as by the context in which they are situated. This statement reinforces the need to rethink the teacher-student relationship with attention to socio-emotional aspects, particularly regarding the teacher's attitude and classroom management as a learning space. According to Vallejo (2004, p. 15), the teacher often, sometimes unconsciously, teaches attitudes and values, referred to by the author as unintentional outcomes. According to Freire (1996, p. 73):

> The authoritarian teacher, the permissive teacher, the competent and serious teacher, the incompetent and irresponsible teacher, the loving teacher of life and people, the unloved teacher, always angry with the world and people, cold, bureaucratic, rationalist—none of these teachers pass by students without leaving their mark.

From the excerpt above, we can affirm that the different ways of being and relating of the teacher with students need to be examined, as, tacitly or otherwise, the teacher leaves marks on the educational journey and lives of children and adolescents. Thus, we understand that this research is relevant for understanding how social relationships have been established in formal learning environments, specifically concerning the socio-emotional aspects of the teacher-student relationship, and consequently, rethinking pedagogical practices and concepts. "After all, the pedagogical space is a text to be constantly 'read,' interpreted, 'written,' and 'rewritten'" (Freire, 1996, p. 109).

To address the questions raised at the beginning of this work, we opted for the bibliographic research method, defined by Souza, Oliveira, and Alves (2021, p. 66) as the "survey or review of published works," where the researcher uses, as possible tools, "books, scientific articles, theses, dissertations, yearbooks, magazines, laws, and other types of written sources that have already been published."

In order to investigate what studies address regarding the socio-emotional aspects of the teacher-student relationship and their effects on school learning, we organized the writing as follows: initially,

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we aim to present the central elements of the study, outlining the objective, justification, and methodological contours. Subsequently, we focus on analyzing the selected scientific articles and, finally, emphasize the results obtained through this analysis.

Socio-emotional Aspects of the Teacher-Student Relationship: Selection and Analysis of Scientific Articles

The search in the CAPES Periodicals Portal, with the purpose of finding empirical research already conducted on the socio-emotional aspects of the teacher-student relationship, was carried out based on certain criteria, namely:

a) Use of terms such as "teacher-student relationship," "teacher and student relationship," "teacher-student relations," "teacher and student relations," "teacher-student interaction," "teacher and student interaction," "teacher-student interactions," and "teacher and student interactions" in the search fields "in the title" or "in the subject."

b) Restriction by publication date, type of material, and language, considering only scientific articles published in the last 10 years and in Portuguese.

c) Direction of searches, considering only those that dealt with Elementary Education and Secondary Education, in-person teaching, and non-inclusive education. The search was conducted throughout September 2021 and resulted in a total of 133 articles, which were systematized according to their titles and abstracts. Manuscripts that, even with the applied criteria, had no correlation with the topic, did not meet the specified educational levels and modalities, or were in the wrong language were excluded. After this analysis, 11 articles focusing on the teacher-student relationship were selected. Following the search and data collection procedures, a final step involved a thorough and detailed reading of the articles. As a result, 4 more articles were discarded for not presenting significant data for this work, resulting in a final selection of 7 article.

Thus, these texts 7 scientific articles constitute the corpus for the analysis of the research presented here. The articles were identified by authorship throughout the analysis and were also numbered according to the alphabetical order of the authors' last names. Therefore, when we refer to "Article 1" or "Article 2," for example, we are referring to the articles listed as 1 and 2 in the "No." column of Table 1, and so on.

Subsequently, we correlated the data presented in the investigated articles, reflecting on the research with greater depth. Thus, we aim to analyze the material in order to address the central

objective of the study, which is to discuss the socio-emotional aspects of the teacher-student relationship and school learning based on the analysis of scientific articles published from 2011 to 2021.

Selected Scientific Articles

In this section, we present the selected articles along with information regarding authorship, title, publication year, employed methodology, the educational stage covered by the research, and the institutional affiliation of the researchers (Table 1), as well as a brief summary to provide context for the reader.

The selected scientific articles share a common focus on the teacher-student relationship and have been categorized into three main themes: the teacher's attitudes in the classroom (Articles 1 and 7); affectivity and the teaching and/or learning process (Articles 2, 3, 5, and 7); and students' self-concept and teachers' leadership styles (Article 4). It is important to clarify that, with the categorization of the scientific articles, our aim is to understand their study focuses and not to treat them in isolation, as all the topics addressed are related to the teacher-student relationship in the classroom.

According to Table 1, most of the manuscripts (five articles) are affiliated with public universities, including two federal and three state universities, while one article is affiliated with two private universities and another with a school institution. Considering the academic background of the authors and co-authors, it is noted that four articles (Articles 2, 4, 5, and 6) included at least one PhD holder, and two articles (Articles 1 and 7) included at least one Master's degree holder. One article (Article 3) did not disclose the author's degree.

Among the selected articles, four used qualitative research methodology, two used a mixed-methods approach, or quali-quantitative, and one used a quantitative approach. Six articles focused on the early years of Elementary Education, with one of these focusing on Physical Education classes and another on Secondary Education, specifically in the area of Natural Sciences. Thus, it is evident that most of the selected articles are centered on the early years of Elementary Education, and there are no articles addressing the final years of this educational stage.

Table 1 – Analyzed Articles.

Nº	AUTHOR, TITLE, AND YEAR	METHODOLOGY	EDUCATIONAL STAGE	INSTITUTIONAL AFFILIATION*
1	BENTO, M. C. M.; SANTOS, I. G. S. Atitudes do professor em sala de aula - um estudo. 2014.	Qualitative	Early Years of Elementary Education	PUC-SP e UNIFATEA.
2	CARMINATTI, B.; DEL PINO, J. C. A afetividade e relação professor-aluno: contribuições destas nos processos de ensino e de aprendizagem em ciências no ensino médio. 2019.	Qualitative	Secondary Education	UFRGS
3	CASTILHO, M. S. A influência da afetividade na relação professor-aluno e suas implicações na aprendizagem nos Early Years of Elementary Education. 2019.	Mixed	Early Years of Elementary Education	Colégio São José (Caxias, MA)
4	LEMOS, J. M.; BATISTA, A. P. Relação entre autoconceito de crianças e estilos de liderança de professores. 2017.	Quantitative	Early Years of Elementary Education	UNICENTRO
5	LOOS-SANT'ANA, H.; BARBOSA, P. R. Dando voz às crianças: percepções acerca do papel da dimensão afetiva na atividade pedagógica. 2017.	Qualitative	Early Years of Elementary Education	UFPR
6	LUCHESI, F. D. M.; CARAMASCHI, S. Interação professor-aluno em aulas de Educação Física nas séries iniciais do Ensino Fundamental. 2016.	Quali-Quantitative	Early Years of Elementary Education	UNESP
7	OLIVEIRA, M. C.; KORBES, L. M. Relação professor-aluno no processo de aprendizagem. 2011.	Qualitative	Early Years of Elementary Education	UNEMAT

Source: Author's own elaboration.

* PUC-SP = Pontifical Catholic University of São Paulo; UNIFATEA = Teresa D'Ávila University Center; UFRGS = Federal University of Rio Grande do Sul; UNICENTRO = State University of the Center-West; UFPR = Federal University of Paraná; UNESP = São Paulo State University; UNEMAT = University of the State of Mato Grosso.

The research presented in Article 1, titled "Teacher Attitudes in the Classroom - A Study" (BENTO; SANTOS, 2014), aimed to investigate whether four teachers from the Early Years of Elementary Education at a public school perceive the importance of their attitudes for student learning. Through observations and a recording table, attitudes were highlighted indicating that teachers need to be more attentive to their behavior and ways of interacting with students.

Article 2, titled "Affection and Teacher-Student Relationship: Contributions to Teaching and Learning Processes in High School Science" (CARMINATTI; DEL PINO, 2019), presents a segment of a doctoral research, discussing high school Science teachers' perceptions of the influence of affection and the teacher-student relationship. The study related these aspects to factors such as teacher training, school curriculum, and teaching approaches. The authors conducted qualitative and

ethnographic research, collecting data through observations, questionnaires completed by twenty-nine teachers, and interviews with ten teachers. They concluded that the importance of affection and the teacher-student relationship in the teaching and learning process in Science was recognized, although these aspects are not always valued in teacher training courses and schools.

Similarly, Article 3, titled "The Influence of Affection in the Teacher-Student Relationship and Its Implications for Learning in the Early Years of Elementary Education" (CASTILHO, 2019), focuses on the theme of affection, analyzing its implications for learning. The methodology employed was mixed, using a questionnaire with a sample of eighty students who had relationship issues with teachers and learning difficulties, as well as semi-structured interviews with fourteen teachers. The research concluded that positive affective relationships between teachers and students create favorable conditions for learning.

Article 4, titled "Relationship Between Children's Self-Concept and Teacher Leadership Styles" (LEMOS; BATISTA, 2017), presents a quantitative study conducted with one hundred twenty-four students from 4th and 5th grades of public elementary schools. The aim was to quantify and relate data on these children's self-concept and their teachers' leadership styles. The instruments used were the Children's Self-Concept Scale[3] (EAC-IJ) and the Teacher Leadership Styles Inventory (IELP)[4]. The study found that a significant number of teachers did not fit the desired leadership style, highlighting the need to reconsider social relationships within schools.

Article 5, titled "Giving Voice to Children: Perceptions on the Role of Affective Dimension in Pedagogical Activity" (LOOS-SANT'ANA; BARBOSA, 2017), differs from the previously presented articles as it investigates the representations of twelve children from a municipal school regarding the affective relationship established with their teachers and its implications for school learning. The article, which is a segment of a thesis, utilized the following instruments: drawings with stories created by the children, unfinished stories to be completed by the children, and semi-structured interviews. The authors concluded that students attribute significant importance to affection in their relationships with teachers and that it is crucial for their motivation and learning capacity.

Article 6 focuses on teacher-student relationships in Physical Education classes in the Early Years of Elementary Education at a public school. Titled "Teacher-Student Interaction in Physical

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[3] This scale aims to examine four self-concepts of children: personal, social, familial, and educational (SISTO; MARTINELLI apud LEMOS; BATISTA, 2017).
[4] The teaching styles of teachers vary between: authoritarian, authoritative, negligent, and permissive, according to the levels of responsiveness, demand, and coercive control obtained using the three-point Likert scale (BATISTA; WEBER apud LEMOS; BATISTA, 2017).

Education Classes in the Early Years of Elementary Education" (LUCHESI; CARAMASCHI, 2016), this manuscript presents a quali-quantitative study carried out through naturalistic observation, filming, and semi-structured interviews with four teachers. The study identified successful practices but also noted authoritarian behaviors among some teachers.

Finally, Article 7, titled "Teacher-Student Relationship in the Learning Process" (OLIVEIRA; KORBES, 2011), discusses a study aimed at examining affective conceptions in the classroom, reflecting on the teacher-student relationship and its implications for learning. The study employed a qualitative approach, with data collected through semi-structured interviews and participant observation with students and two teachers from 2nd and 3rd grades of Elementary Education. The authors found affective implications in the teacher-student relationship that impacted the learning process.

Following the reading and contextualization of the seven presented articles, we invite the reader to explore with us the correlations between the analyzed data in the continuation of this text.

Correlations Between Data

Dialogicity in the teacher-student relationship is a recurring element in several of the selected articles, associated with the use of terms such as "listens," "speaks," "understands," "opines," "attentive," and "communication" in the description of observed situations. Articles 1 and 7 highlight moments where a dialogic relationship between teachers and students is noticeable in the observed contexts, emphasizing the teachers' listening and attentiveness to students' opinions:

> *[...] **the teacher listens to the students when they want to speak,***, *assists them, and guides them on matters related to the lesson and life (Article 1, p. 54, our emphasis)*[5].

> *It is possible to perceive an exchange of solidarity between students and teachers, **when the teacher understands the student, and the student shares their opinion on something, which the teacher considers*** (Article 1, p. 54, our emphasis).

> ***The teacher [...] paid attention to everything the students said**, [...] it was evident **that the students had a communicative relationship with the teacher, a**nd showed no hesitation when speaking to her* (Article 7, p. 214, our emphasis).

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[5] As citações dos artigos sob análise estão em itálico para destacarem-se dos demais excertos utilizados nesse trabalho.

The cited moments indicate the presence of a democratic school environment, where students actively participate in teaching and learning processes, promoting the construction of knowledge and the development of student autonomy. In this space, the teacher, in addition to speaking to the student, also listens to and converses with the student, and in doing so, teaches the student to listen as well (FREIRE, 2006). In line with this perspective, Article 2 highlights a teacher's statement about dialogue in the teacher-student relationship, emphasizing its importance for the student's learning:

> *One of the teacher's main roles is to stimulate the student's learning. To achieve this, it is crucial to establish a relationship of trust, where the student feels secure to share their ideas and opinions. Once we create an environment of trust, the student will feel comfortable to question, express their ideas, without fear of making mistakes or being judged, thus **opening space for dialogue** (Article 2, p. 133, emphasis added by the authors).*

However, Article 1, as well as Article 6, also found that dialogue is not present in all relationships, pointing out reprimanding practices by some teachers who shout and even prevent students from speaking. This suggests the maintenance of a vertical relationship between them, based on imposition and the unidirectionality of the communication process:

> *[...]* ***a certain teacher shouts a lot at the students, preventing them from speaking,*** *as they are afraid of making mistakes and being reprimanded (*article 1, p. 55, our emphasis*).*

> *[The teacher] blows a whistle and says, "Stop, the activity stops now, you're just playing and not paying attention, "**everyone sit down, bottoms on the floor and keep your mouths shut**"* (article 6, p. 100, our emphasis).

Contributing to this discussion, Article 3 identified through a questionnaire applied to 80 students that a dialogic relationship is considered fundamental by students, as the majority disapprove of teachers who communicate with shouting and value teachers who are open to dialogue. It is worth noting that it is inconsistent and unfeasible for a school that claims to be democratic and committed to developing student autonomy to inhibit students' right to speak and participate. Situations like those reported in the article reveal the persistence of authoritarian tendencies in some educational institutions. Unlike the democratic teacher, who learns to speak by listening and uses their voice to engage the silent student, the authoritarian teacher operates in a space they themselves have silenced (FREIRE, 1996). In this sense, "we have not yet adequately resolved the tension that the contradiction

between authority and freedom presents, and we almost always confuse authority with authoritarianism, and license with freedom" (IBIDEM, p. 68).

In the educational space, the teacher's authority and student autonomy are subject to various interpretations and often exist in a complex power relationship, where excess or absence of one can lead to instability of the other. In this scenario, the classroom can become a space of conflict and hostility, where the teacher adopts a reductive, personalistic, and non-educational stance (LIBÂNEO, 1991).

In addition to the aforementioned situations, the indistinction between authority and authoritarianism can be perceived in the narratives of physical education teachers when they acknowledge themselves as authoritarian:

> *I am a bit authoritarian, but not excessive; I try to promote attitudes, values, ethics, and make them understand that Physical Education has objectives to teach, it's not just leisure time..."* (article 6, p. 16, our emphasis).

> *I think I am authoritarian, yes, I believe that up to the 6th grade, students should do what the teacher asks, and after that, activities can be negotiated* (article 6, p. 18, our emphasis).

At the same time, a statement from a high school science teacher, as emphasized in Article 2, suggests that the lack of clarity regarding the conception and use of authority by teachers may stem from their initial teacher training programs. For this specific teacher, the concept of authority was redefined through various experiences:

> *[...] I remember when I started in the profession, I often heard in college, some professors would say: 'When you enter the classroom, you should establish authority right away. ' We thought authority meant being harsh with the students, treating them poorly, not engaging in any kind of fun, and showing no humanity. [...] So, to maintain control in the classroom, you had to keep a distance from the students. As time went by, I had some experiences [...] that changed my perspective a bit* (article 2, p. 128, our emphasis).

In contrast, Article 4 highlights that a significant number (47.6%) of teachers fall into permissive and negligent leadership styles, characterized by minimal or no demands on students regarding limits and rules, respectively. In this regard, Freire (2006, p. 86) clarifies:

> Because I reject authoritarianism, I cannot fall into permissiveness, just as rejecting permissiveness does not mean giving in to authoritarianism. [...] One is not the positive opposite of the other. The positive opposite of both manipulative authoritarianism and permissive spontaneity is radical democracy.

Thus, it is important to reiterate that while teacher authority can negate dialogue, hindering the development of autonomy, its absence does not contribute to student growth either, as "individual freedom is conditioned by group demands and the demands of the pedagogical situation, implying responsibility" (LIBÂNEO, 1991, p. 215). From this idea, we could assume that no one is truly free. However, we would be even less free if others, in their right and exercise of unlimited freedom, distorted or nullified ours, and vice versa. Therefore, "there is no intrinsic freedom of the individual, as it is always constructed in and through relationships with others" (DAVIS; DE LUNA, 1991, p. 67). From this perspective, it is to articulate the individual freedoms of students with school interests and to ensure dialogicity in the classroom that teacher authority is necessary. Thus, while teacher authority and student freedom are distinct elements, they are also complementary (FREIRE, 1996; FREIRE, 2006; LIBÂNEO, 1991).

Another issue that emerges in some of the selected articles, and which is also related to discussions about teacher authority, is the unequal treatment that some teachers extend to students, as highlighted by Article 1:

> *During the observations, it was possible to see that **there are teachers who do not address their "more difficult" students by name,** but rather as "boy" and "girl." [...] During the students' writing tasks, the teacher refers to the students' notebooks, **views their writing, and describes difficult-to-read letters as "horrible."** (article 1, p. 54, our emphasis).*

> ***In this classroom, there is a distinction between groups,** students who meet cognitive expectations and those who are less developed in this area **students in the latter group are labeled and even neglected.** (article 1, p. 55, our emphasis).*

In these excerpts, we can identify authoritarian attitudes from teachers, used to differentiate and discriminate against students. According to Libâneo (1991) and Vallejo (2004), the differential treatment of one student over another is linked to the teacher's expectations, which influence their behavior in the classroom and towards specific students, depending on whether they meet these expectations. Thus, students who do not fit the idealized model—where discipline and cognitive

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abilities are prioritized—are often discriminated against: teachers refer to them with indifference and impersonal remarks, express derogatory criticisms, and do not provide the same attention as they do to "ideal" students, as evidenced by the observation records presented above.

It is also worth mentioning that teachers' expectations regarding students are not limited to disciplinary and cognitive issues but also encompass identity factors such as race-ethnicity, social class, and family context. These expectations can forecast students' chances of success or failure, which sometimes materialize, as teachers tend to invest more in students they anticipate will succeed rather than those they foresee will fail (LIBÂNEO, 1991; MORALES, 2004). This discussion aligns with some children's narratives, as expressed in the excerpts below. According to these students, teachers pay more attention and teach with greater interest to favored students who show better cognitive performance and fit the idealized model of the student:

> *[...] One of the children speculated that "the boy who didn't learn things well"* *had a teacher who "advised her good students and not the bad ones," which* *is why he wasn't learning* (article 5, p. 453, our emphasis).

> *In some testimonies, there is an explicit link between the teacher's emotional* *representations and the students' learning:* *If he [the teacher] doesn't like the student, he doesn't teach well; if he does* *like the student, the student learns because of the affection (D.)* (article 5, p. 455, our emphasis).

As indicated by Article 5, we can observe the relationship established by one of the children between affectivity and favorable conditions for school learning: if the teacher likes the student, implying a positive affective relationship, learning happens. Echoing similar ideas, a teacher (Article 2) argues:

> *I believe that the teacher-student relationship does indeed affect their* *learning, as **when the student feels that the teacher likes and cares about** **them, the teaching and learning process becomes easier*** (article 2, p. 134, our emphasis).

Based on the above, it is important to emphasize the need to perceive the child, according to Wallonian theory, as a whole subject. In this context, it is necessary to present the concept of affectivity within this theory.

According to Mahoney and Almeida (2005), for Wallon, affectivity refers to the human capacity to be affected by the social environment through pleasant or unpleasant sensations, which in turn

generate internal and external reactions. Thus, the type of affective bond established between teacher and student can provoke, in both, pleasant sensations if positive or unpleasant ones if negative. Certainly, the strengthening of positive bonds depends on both teachers and students; however, it is expected that the teacher, due to their professionalism and knowledge, will make efforts to establish such a bond.

Given what has been discussed, we need to "discard as false the radical separation between teaching seriousness and affectivity" (FREIRE, 1996, p. 159, author's emphasis), as "affectivity is not excluded from cognoscibility" (IBIDEM). According to Leite (2012), this separation is partly due to the historical dualistic conception between reason and emotion, inherited from the educational tradition. In this conception, cognitive aspects are prioritized with emphasis on reason, disregarding its connection with emotion, as emotion has been historically seen as "the dark and nebulous side of human nature, responsible for many of its flaws" (IBIDEM).

In this regard, Article 2 again highlights gaps in teacher training, as twenty-three out of twenty-nine teachers surveyed believe that undergraduate and/or continuing education programs do not address the teacher-student relationship and the relevance of affective aspects for learning. This understanding is reflected in the narrative of the interviewed teachers, as evidenced by the following excerpt:

> *[...] in contemporary society, **it is extremely important for teachers to be prepared to relate to students,** tanto both intellectually, emotionally, and socially. And I believe that **there is often a lack of preparation for this on the part of higher education institutions** (article 2, p. 127, our emphasis).*

Despite this issue, twenty-five teachers participating in the same research recognize the importance of affectivity in achieving the pedagogical goals of their practice, an aspect also confirmed by the studies presented in articles 3 and 7, as expressed in the narratives of the teachers:

> ***Affectivity plays a fundamental role in the student's development and in the successful conduct*** *of the teacher's work* (article 3, p. 79, our emphasis).

> *[...] Affectivity establishes a relationship of closeness and creates a bond between teacher and student, **in my view, I believe that without affectivity, the class will not be productive** (article 7, p. 6, our emphasis).*

Some narratives in articles 2 and 7 also reinforce the concepts regarding the importance of affectivity, confirming its effects on pedagogical work:

> *[...] A student who is now in third grade, **after establishing a relationship of trust and affection with her, has shown significant progress in** the subject* (article 2, p. 134, our emphasis).

> *[...] If I spoke to him aggressively, shouting, even though I'm not one to yell, he would respond in the same way, **from the moment I held his hand and said (quotes the name of a student) I want you like this, I like you like this, I want you to learn, he started to look at me with different eyes** and I also began to see him differently* (article 7, p. 5, our emphasis).

As research studies highlight that establishing affective bonds between teachers and students can lead to cognitive advances in some cases and behavioral changes in others. As Wallon (cited in SILVA, 2002, p. 56) emphasizes, "one cannot explain a behavior by isolating it from the environment in which it develops." Previously, when faced with a teacher's unwelcoming attitude, a student would react similarly. However, with a positive affective stance, the student began to perceive the teacher differently and showed a willingness to collaborate and engage.

In conclusion, advocating for the importance of affectivity in pedagogical practice does not imply that all teachers should be the same or act uniformly toward students. Rather, it underscores the need for teachers to recognize that they are interacting with individuals whose feelings and emotions do not stay outside the school or classroom. Therefore,

> What matters in teacher training is not the mechanical repetition of this or that gesture, but the understanding of the value of feelings, emotions, desire, the insecurity to be overcome by security, and the fear that, when "educated," generates courage (FREIRE, 1996, p. 50, author's emphasis).

Therefore, the importance of affectivity in pedagogical relationships cannot be neglected, as scientific knowledge, which underpins teaching practice, demonstrates that the bonds between teachers and students can facilitate the construction of learning, serving as an ethical and professional commitment of the teacher.

Considerations and Implications

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The research presented in this article aimed to investigate and discuss the socio-emotional aspects of the teacher-student relationship and their effects on school learning through the analysis of scientific literature on the topic. The investigation focused on three main questions: How do some empirical studies address the theme? What are their conclusions? What are their contributions to the field of education?

From the study, we found that research on the socio-emotional dimension of the teacher-student relationship encompasses the following approaches: the influence of affectivity on teaching and/or learning processes, teacher behaviors in the classroom, children's self-concept, and teacher leadership styles.

In the analysis of the articles, affectivity in the teacher-student relationship, as part of the socio-emotional dimension of learning, stands out. It is observed that affectivity has been valued by teachers and, primarily, by children, and that affective bonds promote effective learning and achievement of pedagogical goals. However, based on the examined research, it is evident that affectivity needs to be given greater attention in the curricula of teacher training programs and in continuing education proposals for teachers.

Finally, we highlight the need for studies focusing on the later years of Elementary School and High School, addressing school subjects from other age groups, as research on the teacher-student relationship and the socio-emotional aspects affecting learning and teaching is more common in the early years of schooling, i.e., with younger children. Furthermore, we emphasize the importance of future studies that explore socio-emotional aspects in conjunction with data such as attendance, retention, dropout rates, willingness to learn, interest, and academic performance, to identify possible implications and correlations.

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