AFFECTIVE IS EFFECTIVE  
(THE EFFICACY OF TEACHING FROM THE HEART)  

by:  
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It might sound opinionated to claim that teaching is the noblest profession. We, however, can agree that teaching demands not just brain and brawn, but the combined resilience and compassion. A teacher cannot stay in the profession if the monetary reward is just the only goal. One has to have the heart to perform its noble reason.

Educating a child entails development of his psychomotor, cognitive, and affective aspects of his/her being. It is, on the other hand, easier said than done. Many educators are intelligent and physically able but not everyone is affective in effecting learning. Being affective simply means teaching from the heart.

Teaching from the heart is a magical phrase which connotes a profound meaning and embellishes the passion for the profession leading to its consideration as a vocation. As teaching implies heeding the call of service, Alrubail (2015) asserted that a great teacher is more than credentials, content-knowledge, critical thinking, creativity, and experience. What lies in his/her innermost core is — the heart.

An effective teacher, initially accepts the responsibility bestowed on him/her. S/he should think that teaching entails a lot of responsibilities for the benefits of the learners and not for himself. A great teacher altruistically serves each individual in the teaching-learning process, cultivating their intellectual, moral, psychological, physical, and of course, affective phases of their personality.
Furthermore, teaching from the heart is accepting individual differences. Learners vary with interests, skills, inclinations, culture, family types, social class, learning style and intelligence. With such a Herculean task of addressing these individualities, the effective teacher, patiently and diligently educates each one while teaching the entire class.

As a loving teacher, one needs to be more resourceful, creative and dynamic in teaching. For all we know, the learner will be more inspired and motivated once the teacher is elevating the level of education. This concept is parallel to the finding of the study conducted by Huzinec (2015) where less than 1,200 5th and 6th graders from twelve elementary schools instructed by 36 teachers from 36 classes were studied under affective teaching-learning conditions. It was proven that the students taught through affective and humanistic instruction exhibited favorable behavior and scholastic performance, motivation, classroom atmosphere, and group cohesion than those under the non-affective conditions.

Through the employment of such affective strategies, students will feel our efforts on how we define ourselves as educators. The students will certainly trace our motives upon seeing our actions and hearing our words. Students are fond of teachers who are hardworking for the students believe that those teachers who teach them well love them the most.

Not at all times, the students are doing right. There are times that they make petty mistakes. A teacher using the heart as the tool to understand and deal with them assures better correction and for sure transforms the students into better persons. It seems that the teacher serves as adviser teaching real life situations and dealings.

The heart is so powerful and conscientious. A teacher must not only utilize his/her brilliant teaching in mind, but also use the heart to achieve greatness. Caring and loving while teaching would compromise a great formula in serving the youth.

A teacher, whether new or a veteran in the profession, will be able to enjoy and find zest in teaching once s/he treats everyone from the heart. The loving organ of our body is the magical instrument in serving our educational clientele and stimulating them to achieve a better interest in education or in their teaching studies.
The mind of the teacher can make a spark in the students, but the heart of the educator can inspire and make a difference in the students as being affective is effective.

References:
