According to Morcom (2014), “Emotions play an important role in students’ learning”. This study focused on positive and negative school time memories of learners. Some of the negative school time memories mentioned in the study are inequality, denomination, punishment, strict compliance, favoritism, humiliation, subordination, and misuse of authority. On the positive school time memories, the study recognized the teachers who helped students to progress along their educational paths, those who are sensitive to student’s background and abilities, teachers who provided love and understanding to student’s abilities, teachers who provided love and understanding to students, and those who provided insights, experiences or meaningful events.

As human being, the main purpose of our lives is to payback the goodness of God’s love. We can do it by showing our love and concern to individual. As teachers, we need to consider learners’ emotion as part of our everyday teaching – learning process. One’s emotion is very sensitive. Handling emotional aspect is critical, so we must be careful to avoid misinterpret by the society.

Uitto et.al (2018), found out that, “teachers’ socio – emotional involvement in students’ lives reflected in students’ emotion.” As teachers, we must take into account that life – changing significance of our reflection is one of the important aspects of learner’s emotion. Acting like parents is an essential ingredient to establish teacher – student emotional bond. A simple comfort makes a difference. This can be done by tapping the learner’s shoulder to emphasize encouragement, keep on smiling, be sensitive in choosing of words to be consider once mistake arises, not to discuss confidential matters in class, serves as inspiration, express ideas according to their level.
of understanding, and most especially, exercise the Child Protection Policy. With this, the school can establish an ideal teacher-student emotional bond.

References:
