

## AFFECTIVITY IN INTEGRATED HIGH SCHOOL: PERSPECTIVES OF EPT STUDENTS



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### ABSTRACT

The scope of this article was to broaden the understanding of the role of affectivity in a formative paradigm of an integrative perspective in Professional and Technological Education. The objective of this study was to analyze the opinion of students about affectivity and the manifestation of feelings in interpersonal relationships in the context of Professional and Technological Education (EPT). Methodologically, exploratory research was used, with a qualitative approach and empirical research carried out with 12 students, regularly enrolled in Integrated High School (EMI), at the Federal Institute of Education, Science and Technology of Rondônia (IFRO), Vilhena Campus. Data construction was carried out through a questionnaire. The results indicated that most participants (83.3%) consider the manifestation of feelings essential for these relationships, recognizing that non-pleasant emotions are part of the human experience. There is an understanding that affection is not limited to love relationships, and 75% of the participants believe that an affectionate coexistence is necessary to humanize the other. Welcoming was highlighted as an important part of affectionate relationships. The research reinforces the importance

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of affectivity in the construction of meaningful bonds and in the cognitive and social development of EMI students.

**Keywords:** Professional and Technological Education. Affection. Host.

## INTRODUCTION

This article deals with affectivity in Professional and Technological Education (EPT), focusing on interpersonal relationships, considering the opinion of students of Technical Education Integrated to High School. The justification for this research lies in the finding that healthy interpersonal relationships are scarce in many educational environments, at the same time that they are fundamental for the permanence and success of the student community.

EFA is a teaching modality that aims to train qualified labor for the world of work, integrating technical and practical education with the aim of preparing individuals for specific professions. It is provided for in the Law of Guidelines and Bases of National Education (LDB) No. 9,394/1996 and is developed through courses and programs that include: a) Professional qualification, with initial and continuing training of workers, focused on specific skills; b) Secondary Level Technical Professional Education, which offers technical qualifications and specializations during secondary education; c) Professional Technological Education, which involves undergraduate and graduate courses, with specialization courses and master's and professional doctorate programs (Dorcino; Souza, 2024).

Oliveira and Pila (2025) emphasize that EFA emerges as a strategy for the training of the workforce and for the induction of structural changes, because in addition to professional training, it trains critical individuals with the capacity to act for sustainability and inclusion. Thus, the mission of EFA is to promote comprehensive education, articulating education with work, science, culture and technology. According to Lima and Aride (2024, p. 72), EFA "can benefit from the ethics of care, by promoting a human education that is not limited to technical and cognitive aspects, but also considers the affective, social, cultural, ethical, aesthetic and spiritual dimensions of students". These authors consider the ethics of care as a set of attitudes that can be adopted in professional practice.

Affectivity allows for a richer and deeper exchange of interactions between individuals, generating better cognitive development, in which cognition and emotion have come to be understood as inseparable. To think of a teaching-learning process based only on technical rationality is to build an education model doomed to failure. Thus, Ribeiro (2010) understands that Affective Education consists of the construction of a school based on respect and autonomy of ideas.

In historical terms, Spinoza (2009), a seventeenth-century philosopher, developed the Theory of Affects, which understands affects as a power that can motivate or demotivate the process of knowledge. This theory distinguishes between active affects, associated with moments of joy, and passive affects, related to moments of sadness. From this perspective, the affective dynamic between teacher and student can accelerate or delay the learning process, directly influencing the human capacity to act and think.

According to the Theory of Affects, affectivity permeates all human relationships from birth and plays a crucial role in education, especially in teacher-student interaction. This interpersonal relationship requires trust, encouragement and exchanges, essential elements for the development of the educational process. Regarding the affective relationship in the classroom, Freire (1996) points out that the technical-scientific competence and the rigor that the teacher should not give up in the development of his work, are not incompatible with the lovingness necessary for educational relationships. In this way, the production of knowledge can occur in an affective environment, as affectivity collaborates so that there is quality in what is done. By affect, Spinoza (2009) understands the affections of the body, by which its power to act is increased or decreased, so the concept includes positive affects (which bring well-being to the individual such as joy, contentment, recognition) and negative affects (such as anger, rage, hatred).

In the context of this research, affection is understood as a fundamental stimulus that boosts the cognitive and social development of students, positively influencing motivation and engagement in the learning process and polytechnic training. According to the principles of the Federal Network, the EPT teacher must base his pedagogical practice on work as an educational principle. This implies that teaching practice must be permeated by propaedeutic content and specific aspects of the work area, which are the objects of the course in question (Ramos, 2021).

The articulation between work and education forms polytechnic graduates. Polytechnic means, here, specialization as mastery of the scientific foundations of the different techniques used in modern production (Saviani, 2007). From this perspective, technical education at the secondary level will try to concentrate on the fundamental modalities that underpin the multiplicity of existing production processes and techniques.

The teacher, by understanding the polytechnic view and work as an educational principle, can establish a solid affective relationship with his students. This allows the

identification of the learning potential of each student in each cycle, considering the broad context of interpersonal relationships in the classroom, family and regional cultures. In this way, the understanding of welcoming corresponds to the perception of the manifestation of affection and feeling that makes possible the humanized look of individuals belonging to educational spaces. Welcoming practices are not limited to reception, but correspond to the initial stage in the process of adaptation of the student to the educational institution (Viana; Silva, 2024), being important for school permanence and success.

In this sense, it is essential to recognize that the school not only transmits and/or generates knowledge, but also contributes to the formation of ethnic, gender and class identities, often through unequal relations. The school institution is deeply involved in the maintenance of a divided society, which occurs daily, whether by action or omission (Louro, 2014). Educational practice is historically contingent and has a political character, and can be transformed and subverted. Therefore, if we do not accept these social inequalities, there are solid justifications to intervene and change this continuity of inequalities.

A welcoming school is able to understand that different subjects are composed of varied perceptions of the world and sociocultural realities. For this, education needs to have mechanisms that make it possible to meet the different school needs and that do not have the purpose of serving a single student model. Kandel (2023) describes that the brain processes sensations, integrating emotions and memories of previous experiences to create an internal representation of the world. This personal reality, which combines conscious and unconscious aspects, plays an essential role in guiding thoughts and behaviors.

In this context, the objective of the research is to analyze the opinion of students about affectivity and the manifestation of feelings in interpersonal relationships in the context of Professional and Technological Education (EPT), mentioning the teaching-learning process, institutional reception and the humanization of interactions between students and EFA professionals.

To meet this objective, conceptual approaches related to affectivity, EFA and interpersonal relationships are included. Affectivity is understood as the emotional dimension of interpersonal relationships, which can affect the self-perception of individuals and their interaction with the school community.

EFA is a Brazilian educational model developed in the Federal Institutes of Education, Science and Technology, based on three pillars: Teaching, research and extension for citizenship and professional training. EFA includes Integrated Technical Education, Subsequent Technical Education, Higher Education and Postgraduate Education. In the case of the research, EMI students were considered, for whom affectivity can play a more expressive role in education, as it serves an adolescent audience.

In this perspective, we sought to listen to students from technical courses integrated to High School in the areas of Buildings, Electromechanics and Informatics, regularly enrolled at the Federal Institute of Education, Science and Technology of Rondônia, Vilhena Campus.

After this introduction and problematization, the methodology used in the research is presented in detail. Then, the results obtained are exposed, seeking to establish a dialogue with the research found on affectivity in EFA. Subsequently, the final considerations are recorded, and, finally, the bibliographic references used throughout the study are listed.

## **METHODOLOGY**

This is a research of an applied nature, a type of research that "[...] It aims to generate knowledge for practical application, aimed at solving specific problems. It involves local truths and interests" (Kauark; Mornings; Medeiros, 2010, p. 26). A qualitative approach was used, with the intention of ensuring the necessary care and treatment of the data to the scientific investigation process, without them being based only on numbers. In this type of approach, data collection instruments are used and the researcher analyzes and confronts the information, trying to establish connections between them in order to be able to interpret it.

The research can also be classified as exploratory, due to the need to enter the field of research seeking answers to the problem raised. Exploratory research has the potential to allow the researcher to start from an expanded dimension of the subject and delimit more and more. Thus, the exploratory research contributes to the survey of the opinion of students on elaborated questions. A literature review was also used to find the interlocutors (Barros, 2009) who dialogue with the empirical knowledge raised by the field

research. Field research is used in order to obtain information about the problem to which answers are sought (Lakatos; Marconi, 2003).

The field of research consists of the Federal Institute of Education, Science and Technology of Rondônia - Vilhena Campus, inserted in a diversified and constantly expanding educational context. IFRO is a federal agency linked to the Ministry of Education (MEC). It was created through Federal Law No. 11,892 of December 29, 2008, which reorganized the Federal Network of Professional, Scientific and Technological Education composed of technical and agrotechnical schools and Federal Centers of Technological Education (CEFET's), transforming them into Federal Institutes of Education, Science and Technology and initiating a process of expansion of the Network (IFRO, 2023).

The Vilhena Campus is located approximately five kilometers from the center of the municipality of Vilhena, in the extreme south of the state of Rondônia, the Campus serves a heterogeneous population, including students from rural and urban areas. Founded in 1910, as part of Cândido Rondon's expedition, Vilhena is a strategic historical point, having been one of the first telegraph posts in the region. It started its activities in 2010, offering EMI in Buildings, Electromechanics and Informatics. In addition, it also offers undergraduate courses, such as a Degree in Mathematics, Technology in Systems Analysis and Development, and a Bachelor's Degree in Architecture and Urbanism. The institution offers postgraduate degrees in areas such as Science and Mathematics Teaching and Web Development, reflecting a commitment to continuous training and educational innovation (IFRO, 2023).

To construct the data, one class per course and year was randomly chosen. The students were invited to participate in the research, in the classroom, with the support of the team from the Department of Teaching Support (DAPE). After the detailed presentation of the research and the provision of necessary clarifications, a total of 57 students expressed initial interest in participating. However, after considering the time requirements and the need to sign the Consent and Assent Terms, the effective participation was carried out with a group of 12 students (nine girls and three boys) from technical courses integrated with High School in the areas of Buildings, Electromechanics and Informatics, regularly enrolled at IFRO - Campus Vilhena.

The majority participation of female students in the research is a fact that deserves to be highlighted, especially considering that the courses offered by the Campus



(Buildings, Informatics and Electromechanics) still carry the stigma of being predominantly male professions, despite advances in gender discussions. This greater female participation suggests that young women may be more aware of the need for inclusive policies that welcome the student community, which reinforces the importance of implementing actions that promote gender equality and affective education in the academic environment.

In the construction of the data, a questionnaire with five questions was used, namely: 1) Do you consider it necessary to manifest feelings in interpersonal relationships (relationship between two or more people)? 2) In the manifestation of our feelings, do we experience only pleasurable emotions that we consider positive? 3) Can we show affection only to people we have a love interest in? 4) In order to be able to establish interpersonal relationships that are capable of humanizing the other, is it necessary to maintain an affectionate relationship with people? 5) In your opinion, is welcoming part of interpersonal relationships that are driven by affectionate feelings?

These questions were designed to raise information about students' opinions about affectivity and the manifestation of feelings in interpersonal relationships in EFA, based on their experiences on campus. For the analysis and interpretation of the data, the descriptive method was used, which allowed the description of the students' opinion of the interpersonal relationships that permeate the educational space. The results are presented in a table to facilitate visualization and understanding of the findings.

## RESULTS

The results on the importance of feelings in interpersonal relationships reveal that most participants (83.3%) consider the manifestation of feelings necessary for these relationships (83.3%), recognizing that non-pleasurable emotions are also part of the human experience. In addition, 100% of participants agree that affection is not limited to romantic relationships, but can be shared in different contexts and with a diversity of people. For 75% of the participants, an affectionate coexistence is essential to humanize the other in interpersonal relationships. Finally, 83.3% of the participants believe that welcoming is an important part of relationships driven by affectionate feelings, although some professionals in the Institution still do not meet this expectation (Table 1).

**Table 1** - Students' views on welcoming at the Vilhena Campus



Questions	Yes	No	Perhap s
Do you consider it necessary to manifest feelings in interpersonal relationships (relationship between two or more people)?	83,3%	16,7%	
In the manifestation of our feelings, do we experience only pleasurable emotions that we deem positive?	8,3%	83,3%	8,3%
Can we show affection only to people we have a love interest in?		100%	
In order for us to be able to establish interpersonal relationships that are capable of humanizing the other, is it necessary to maintain an affectionate relationship with people?	75%	25%	
In your opinion, is welcoming part of interpersonal relationships that are driven by affectionate feelings?	83,3%		16,7%

**Source:** Prepared by the authors.

## DISCUSSION

Table 1 shows that, when asked if they considered it necessary to manifest feelings in interpersonal relationships, 83.3% of the respondents stated that they did, they considered this manifestation necessary. According to Damásio (2017), the traditional opposition between affect and reason derives from a limited view of emotions and feelings that are often seen as negative and capable of interfering with reasoning. However, the emotions and feelings are varied, and only a few are disturbing. In fact, most of these emotions are crucial for stimulating the intellectual and creative process.

Table 1 also reveals that 83.3% of the research collaborators agree that it is not possible to experience only pleasurable emotions in the expression of feelings. In contrast, only 8.3% believe that this is possible, while another 8.3% believe that it may be possible. The response of the minority, which represents 8.3%, says "yes" or "maybe", reflects an idealized desire, which does not align with the reality of human needs and possibilities. It is evident that most have a more mature understanding of the importance of feelings in interpersonal relationships, recognizing that non-pleasant emotions (e.g., anger, sadness, hatred, melancholy) are also part of the human emotional experience.

One should "think of emotions as organic changes at the neural and chemical level, triggered by external or internal stimuli, related to mental images and thoughts that are influenced by the social and cultural context in which the individual finds himself" (Menezes, 2021, p. 51). The inclusion of emotional education in EFA is fundamental, as the lack of integration between the teaching process, the work process, and emotional skills leaves the individual unprepared to deal with the complexities of social life, making them emotionally and socially vulnerable to various situations (Menezes, 2021).

The understanding of emotions as organic phenomena, influenced by the sociocultural context, and the importance of emotional education in EFA, highlight the need for a holistic approach to human relationships. This perspective aligns with the perceptions of the research participants, who demonstrated a broad and inclusive view of affection, recognizing that it is not limited to romantic relationships (100%, as shown in Table 1), but can be shared with friends, family and other significant others. This convergence between emotional theory and social practice reinforces the idea that affection is an essential dimension of interpersonal relationships, capable of manifesting itself in diverse and enriching ways, and can contribute to technical training integrated into high school.

The survey reveals that 75% of the participants consider that an affectionate coexistence is essential to establish interpersonal relationships that humanize the other, while 25% believe that this humanization can occur independently of an affective environment (Table 1). These results dialogue with the literature that highlights the importance of affection in human relationships, suggesting that affection plays a crucial role in the construction of knowledge, cognitive development, the promotion of empathy and mutual understanding (Visintainer, 2019; Menezes, 2021; Castilho; Marcato, 2023; File; Feldens, 2023; Rocha, 2023; Sper et al, 2023). However, the minority view also reflects a perspective that values other dimensions of relationships, such as respect and intellectual understanding, as equally important factors in the humanization of the other. It is argued that establishing interpersonal relationships that humanize the other without an affectionate coexistence, but this can be much more challenging, and it is essential to involve respect, empathy and understanding of the other as a complex and unique being.

Regarding the students' opinion on whether welcoming is part of interpersonal relationships that are driven by affectionate feelings, the majority (83.3%) considered it is (Table 1). The participants said that IFRO is a welcoming institution in general, which seeks to go further, but that there are some professionals who are not affective with the student community and do not understand people's needs. The results of the research developed by Viana and Silva (2024) to identify the welcoming practices carried out in Integrated High School, point out that these practices present important contributions to the process of insertion of students of Secondary Level Technical Professional Education in the Integrated form.

By seeking to contextualize the presence of affective behavior in the teacher-student relationship and in the learning process, França (2023) highlights the relevance of affectivity in the daily life of Professional and Technological Education. The author observed that harshness (demonstrated in the lack of attention, flexibility and intolerance) tends to weaken interpersonal relationships, which can generate distancing and even loss of interest in studies. Corroborating, Lima and Feldens (2023, pp. 229-230), in an approach to the affective dimension in the integrated formation of professional and technological education, argue that "neglect of affections harms the relationship with knowledge and, consequently, the process of elaboration of thought".

Affectivity plays a significant role in learning, in the relationships between teachers and students, and in the perception that each student has of himself (Rocha, 2023). A survey conducted at the Federal Center for Technological Education of Minas Gerais (CEFET-MG) and the National Service for Commercial Learning (SENAC), with adult students in subsequent technical courses, revealed that affectivity has a positive impact on interpersonal relationships, learning, motivation to study, and students' self-esteem (Rocha, 2023). These findings reinforce the idea that affectivity is a relevant factor in the educational process, directly influencing the academic and personal development of students.

Affective Education involves encouraging physical health, promoting well-being, safe sexuality, teaching to avoid, for example, exposure to physical and psychological risks. This is important in the adolescence phase, when the individual needs to recognize, welcome and deal with changes related to their age group and the factors that affect their personal, physical, social, emotional and intellectual growth (Saltini, 2008).

Ferrarezi (2023) demonstrates that affectivity occupies a prominent place in the learning process and the way it happens can be decisive in the conception of the world constructed by the student and in his elaboration of knowledge. Analyzing different theoretical conceptions on the subject, the author observed that affectivity plays a role in the organization of psychic activities, characterizing itself as a facilitator of learning.

Research on the importance of affectivity in the teaching and learning process in Basic Education considers that the creation of a welcoming, receptive, and collaborative school environment depends fundamentally on the relationship of trust, mutual support, and empathy among all those involved (Sper et al, 2023). So affectivity plays a motivating

role, making learning more meaningful and inclusive, as students feel comfortable and engaged in school activities.

The authors conclude that, by consciously integrating affectivity in Basic Education, a comprehensive education is being built that prioritizes the individuality of students. This modifies the learning bias and empowers students to create a more humane and supportive society (Sper et al, 2023).

Visintainer (2019) argues that affective interpersonal relationships between teachers and students should be the starting point of pedagogical practice, especially when based on work as an educational principle. Affectivity is essential to promote the integral and polytechnic education of EFA students, as these affective relationships are fundamental for the academic and personal development of students.

Nascimento and Ferreira (2023) carried out an analysis of how affectivity permeates the welcoming strategies used by the technical staff of the Federal Institute of Brasília, Campus Brasília. The authors concluded that aspects related to affectivity are fundamental for the construction of the meaning of work and for the quality of human relationships in the educational context. Therefore, affective interpersonal relationships are important not only for students, but also for education professionals, affectivity in the school environment is beneficial for all involved.

## **CONCLUSION**

The research aimed to analyze the opinion of students about affectivity and the manifestation of feelings in interpersonal relationships in the context of EFA. The centrality of affectivity and feelings in interpersonal relationships and in the educational context was evidenced, 83.3% of the research participants recognizing the importance of the manifestation of feelings in interpersonal relationships, understanding that non-pleasant emotions are also part of the human experience. In addition, 100% agree that affection is not restricted to love relationships, but can be shared in different contexts and with different people, reinforcing the idea that affection is an essential element for building meaningful bonds and strengthening human interactions.

The survey also points out that 75% of the participants consider affectionate interaction indispensable to humanize the other in interpersonal relationships. This data is supported by the literature, which highlights the role of affection in promoting empathy, mutual understanding and cognitive development. However, the 25% who believe it is

possible to humanize the other without an affective relationship, even if this process is more challenging.

Welcoming appears as a fundamental aspect in interpersonal relationships driven by affectionate feelings, with 83.3% of the participants stating that it is part of these interactions in the Institution. However, it was identified that not all professionals at the institution meet the expectations of welcoming the student community. The literature corroborates this perception by highlighting that the lack of attention and empathy can weaken interpersonal relationships and negatively impact students' interest in studies.

In addition, it was argued that a welcoming and affective school environment promotes trust, engagement and motivation in students, making learning more meaningful; because affectivity organizes the psychic activities of the individual and also facilitates the construction of knowledge and contributes to an integral education aimed at the formation of more humane and supportive citizens.

Finally, the results of the research dialogue with the conception of affectivity as a facilitator of interpersonal relationships in the educational environment. Whether between teachers and students or between technical staff and students, affectivity is essential to strengthen bonds, promote welcoming, and enhance academic and personal development in Integrated High School. Thus, the conscious integration of affectivity in pedagogical practice benefits students, transforming institutional dynamics in favor of a more inclusive and humanizing education.

Therefore, it is recommended that EFA values emotional expression and affection in interpersonal relationships, considering them essential to build meaningful bonds and humanize the other. In addition, welcoming is widely seen as an integral part of affectionate relationships, and it is essential to invest in positive emotional connections in the educational environment, contributing to overcoming the difficulties experienced in the academic trajectory that affect students, such as, for example, upon arrival at the Institute and relationships with the new environment, conflicting relationships between teachers and students and lack of socialization. The proximity between affectivity and cognitive development of students, evidenced in the literature, warns that some learning problems can be caused by the poor organization of affective schemes in educational practice.

Some limitations of the research are: a) Sample size, as the research had the participation of 12 students, which may not be representative of the student population as a whole. This limits the generalization of the results to other educational contexts; b)

Focus on a specific institution, as the research was carried out on a single campus, which may not reflect the dynamics and characteristics of other IFRO campuses or other similar institutions; c) Perspective of teachers and civil servants, although the research highlights the importance of affectivity in the relationships between teachers and students, the perspective of teachers and technical staff was not investigated, which could enrich the understanding of institutional dynamics. Thus, further research is suggested that can address these gaps. It is believed that longitudinal research, presenting data on how affective relationships evolve over time, could provide deeper insights into the impact of affectivity on the academic and personal development of EMI students.

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