

# ***ASSOCIATION BETWEEN AFFECTS AND REPRESENTATIONS INVOLVED IN THE SCHOOL LEARNING ENVIRONMENT***

Short title

## ***AFFECTS AND REPRESENTATIONS IN THE SCHOOL ENVIRONMENT***

### ***Abstract***

*This study assumes that the affective dimensions involves the process of planning and developing pedagogical practices and are an important factor in determining the nature of relations between the students and the various objects of knowledge. In this sense, the study aimed to analyze how students represent the affective aspects of both the teaching and learning process and what are their perceptions of the learning environment. The participants were 120 students of the 5th year of elementary school of public schools in the metropolitan region of Campinas, 60 of those students having satisfactory academic performance and 60 having learning disabilities. To gather the data, three instruments were used: “Psychopedagogical Educational Par Proof”, “AffectionsZanon Scale” and “Teacher Expectations Scale”. The results revealed that students with learning disabilities differ significantly from those with adequate performance. Students with learning difficulties establish fewer ties with the formal school learning and for their teachers and this portrays non-school situations while students with satisfactory performance have a better understanding of the expectations of their teachers and this shows that they have a more emotional relationship with the school environment. It is believed that this study contributes to the understanding of the relationship between the feelings experienced by students in the context of the classroom and its implications for the academic performance of the same.*

**Keywords:** *Positive Psychology. Interpersonal relationships. Learning experiences.*