

The impact of school climate on academic emotions and motivation of adolescents with and without LD

Gerakini, A. & Filippatou, D.

Previous research has highlighted the significant relationship between the academic emotions and motivation of students with learning disabilities. According to Pekrun's "control-value" theory and Self – Determination Theory students' motivation and achievement or avoidance goals affect their academic emotions while environmental factors also affect students' goals and emotions. Research examining the relationship of school climate with LD students' motivation and academic emotions is scarce. The purpose of the present research is to examine the effect of perceived school climate on motivation and academic emotions of students with learning disabilities. The sample consists of 80 adolescents with learning disabilities (average age 14.6 years), 120 adolescents without LD and their teachers (N=110). For collecting data, four self-report questionnaires were administered such as Achievement Emotion Questionnaire, Academic Motivation Questionnaire, What's Happening In This School? Questionnaire for students and Delaware School Climate Survey, Teacher/Staff. The results of the study highlight the significant effect of school climate on students' academic emotions and motivation. The results are discussed in relation to improving learning environment for all students accelerating academic achievement and student engagement.

Key-words: Learning Disabilities, Academic Emotions, Motivation, School climate, Adolescents