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Engagement Through Emotional Support: Exploring the Role of Academic Motivation in University Students

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Despite substantial studies on the influence of emotional support from teachers on student engagement, there is a dearth of research regarding how academic motivation improves the effectiveness of teacher support in improving college student engagement. This study sought to examine the influence of academic motivation on the link between teacher emotional support and student school engagement. A total of 1,250 students consisted of 32.4% male, 60.64% female, and 6.96% identifying as LGBTQIA+, with a mean age of 18.96 (SD = 1.557). Data analysis was conducted with the PROCESS macro for SPSS version 20. The findings indicated that teacher emotional support significantly predicts academic motivation [$F(1, 1248) = 225.625, p < .001$] and school engagement among college students [$F(2, 1247) = 339.675, p < .001$]. The teacher's emotional support demonstrates that the model explains 15.3% of the variability in academic motivation and 35.3% of the variance in school engagement. Furthermore, academic motivation partially mediated the relationship between teacher emotional support and student school engagement ($\beta = .145 (.012), 95\% \text{ CI } [.121, .174]$). The study highlights the essential role of academic motivation in enhancing school engagement when enhanced by teacher emotional support. The study underscores the importance of academic motivation and emotional support, providing insights for the enhancement of educational practices that might lead to increased academic engagement, achievement, and personal development, thus satisfying the key objectives of SDG 4.

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