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Invention Title	PREDICTING ACADEMIC ENGAGEMENT: MACHINE LEARNING ANALYSIS OF TEACHER SOCIAL SUPPORT EFFECTS ON STUDENT EMOTIONS
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Abstract:

ABSTRACT The method for the development of the psychological and behavioral components of student involvement is significantly correlated. Additionally, we contend that temporal orientation plays a significant role in supporting the behavioral and psychological components of student involvement. The kids in the sample are probably involved in learning in both behavioral and emotional ways, as evidenced by the highest engagement ratings for the behavioral and emotional dimensions. The study also discovered that the most effective predictors of students' academic engagement are interactions with teachers and peers. The majority of students believe that their participation is significantly impacted by instructors' warmth and compassion. Students' emotional and cognitive presences were examined in relation to instructors' social support using partial least squares structural equation modeling (PLS-SEM). Results show that 59.2% of students' emotional presence and 78.2% of their cognitive presence were explained by the two markers of instructors' social support—emotional support and reflective support. The current study's (COVID-19 context) effect size between perceived usefulness and ease of use is higher than it was in previous research.

Complete Specification

Description:Technical Field
[0001]   The embodiments herein generally relate to a method for predicting academic engagement: machine learning analysis of teacher social support effects on student emotions.
Description of the Related Art
[0002]   Higher education institutions have used ERT as a tactic to stop the corona virus from spreading, but it has been discovered that ERT is associated with worse educational quality, unfavorable reactions to online learning, psychological discomfort, and feelings of doubt. The well-being and learning of higher education students are being negatively impacted by a lack of engagement with professors and peers, a persistently depressed mood, and a fear of an academic delay. Since the first year of university has the greatest dropout rate, a lot of attention has been placed on it as a worthwhile time to study. Furthermore, first-year university experiences typically set the stage for subsequent years' experiences, and many students who drop out in their later years may do so as a result of things that happened in their first year. This is due to the fact that student acceptance—the demand side—is just as important to the success of e-learning as technical readiness—the supply side. E-learning is useless, in fact, unless college students utilize it. Therefore, it is essential to reevaluate the effectiveness of e-learning from the standpoint of student acceptability.
[0003]   Studies have shown a connection between student involvement and both academic performance and adaptive coping strategies, making it a crucial predictor of student success. Furthermore, there are strong correlations between involvement and characteristics of wellness including anxiety, despair, and burnout. A persistent and pervasive affective-cognitive state with the subcomponents of energy, absorption, and devotion can be used to conceptualize HE students' engagement. These researchers contended that these age groups are not only handy places on the school-to-adulthood transition, but rather demographic indicators. In other words, the oldest group is

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