

Relationship Between Class Academic Performance and Teachers' Motivational Behaviors

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Abstract: *The academic performance of students is influenced by various factors, among which teachers' motivational behaviors play a pivotal role. This review examines existing literature to understand how teachers' motivation impacts student engagement, learning outcomes, and overall academic achievement. Drawing on theories such as Self-Determination Theory and Expectancy-Value Theory, the paper synthesizes findings from multiple studies to provide a comprehensive overview of this relationship*

Keywords: Academic Performance, Teacher support, Learning motivation