

## **The Influence of Teacher Support on School Belonging in Chinese Students: A Moderated Mediation Model**

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**Abstract :** In order to investigate the relationship between students' perceived teacher support, parental emotional support, mastery goal orientation and school belonging, the questionnaire data of 11,898 15-year-olds (5,699 girls and 6,199 boys) in four Chinese provinces and cities (Beijing, Shanghai, Jiangsu and Zhejiang) that participated in PISA 2018 were used. The results showed that: (1) teacher support can positively and significantly predict students' school belonging; (2) mastery goal orientation played the mediating role in the relationship between teacher support and school belonging; (3) the second half path of students' mastery goal orientation to the mediation process of teacher support and school belonging was regulated by parental emotional support. The results have important educational practice enlightenment for effectively promoting the school belonging of Chinese students.

**Keywords :** school belonging, teacher support, mastery goal orientation, parental emotional support

**Conference Title :** ICEPP 2023 : International Conference on Education, Pedagogy, and Psychology

**Conference Location :** Tokyo, Japan

**Conference Dates :** April 17-18, 2023