

Modelling the interplay among students' perceived teacher support, self-esteem, and demotivation in English learning

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INTRODUCTION & AIM

English learning demotivation remains a critical challenge in language teaching, eroding student engagement and long-term academic success.

The Gap: While teacher support is known to influence student motivation, the psychological mechanism bridging teacher dimensions and reduced demotivation remains under-explored.

Aim: This study constructs a robust structural framework mapping how three key teacher support dimensions counteract EFL demotivation through the mediating mechanism of self-esteem.

METHOD

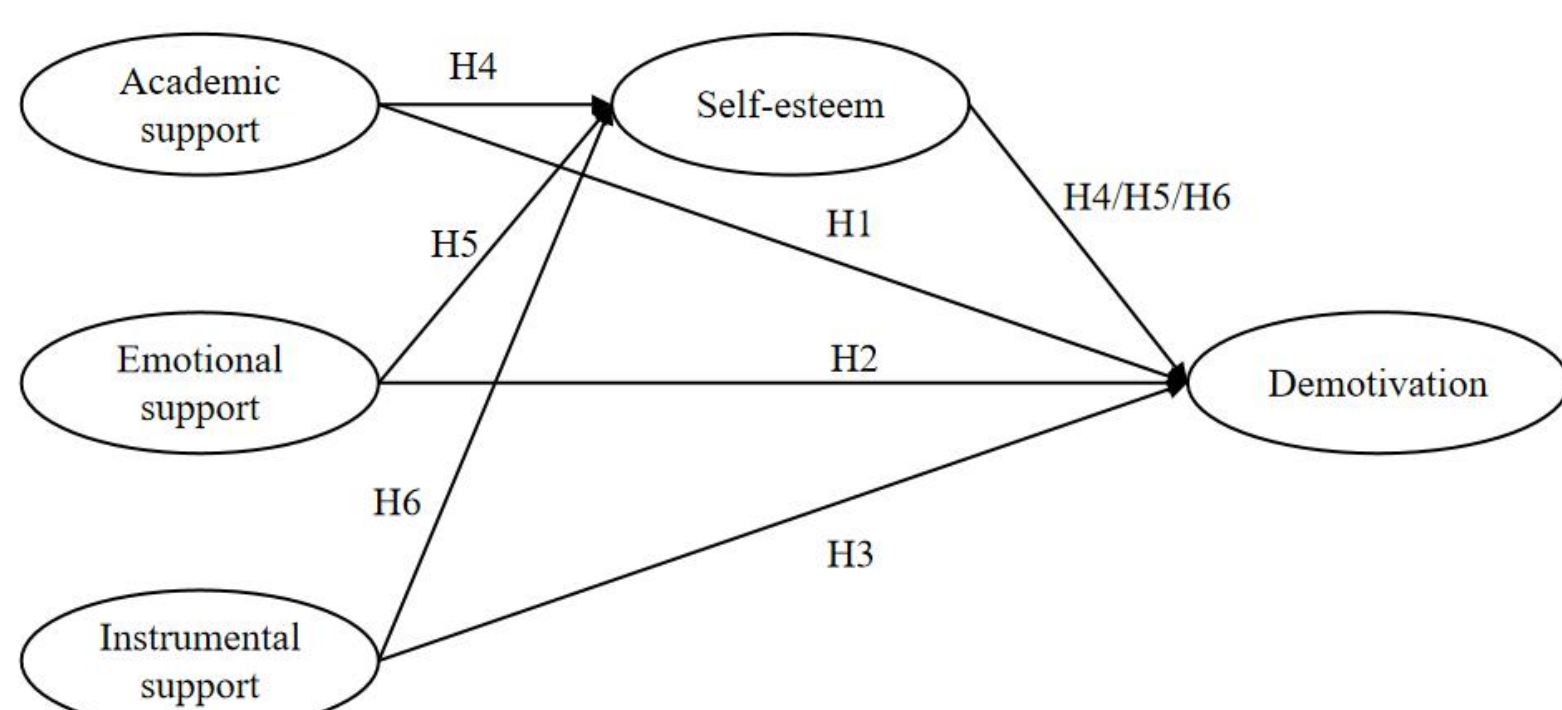
Participants: 628 Chinese senior high school students.

Age: 14–19 years (M = 16.3).

345 from key schools; 283 from regular schools.

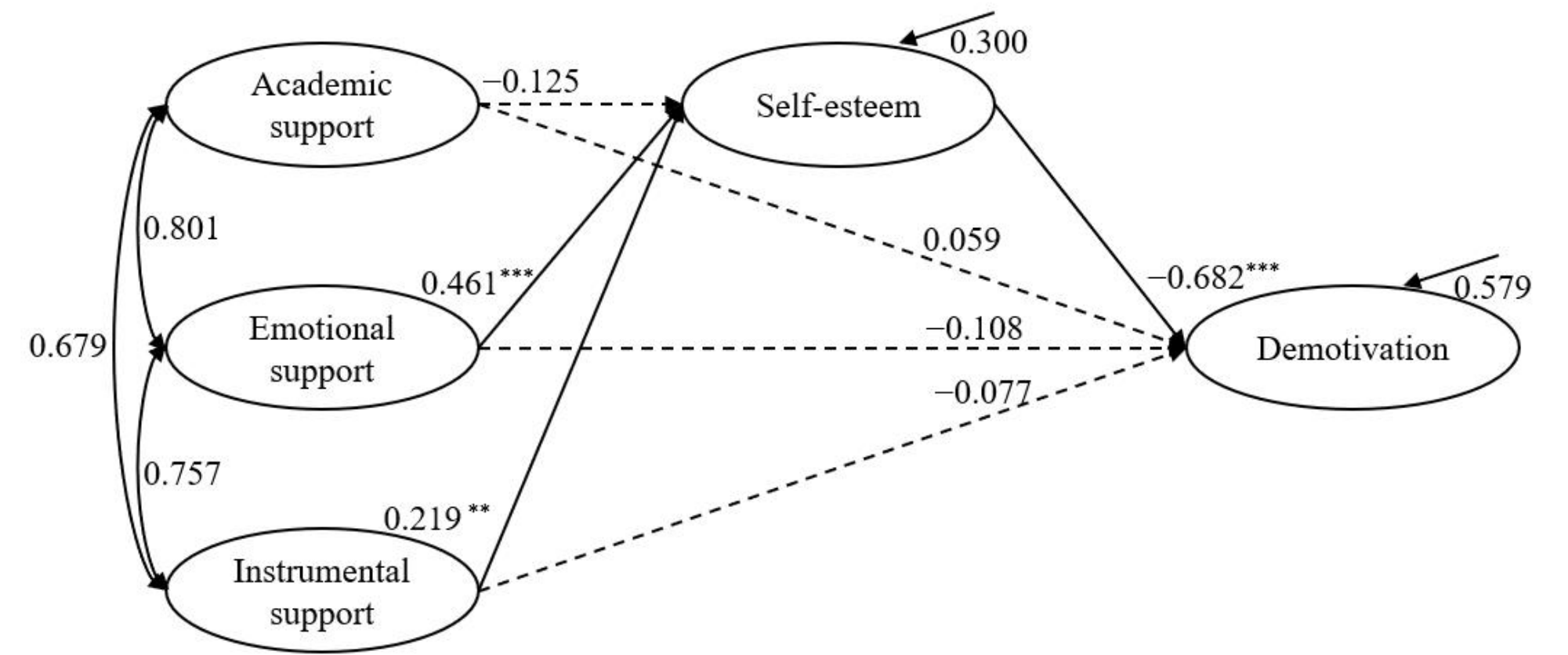
Instruments: 6-point Likert scales for Demotivation, Self-Esteem, and Teacher Support.

Analysis: Structural Equation Modelling (SEM) and multi-group analysis for invariance.



The Structural Model

RESULTS & DISCUSSION



Goodness-of-fit indices: $\chi^2/df = 2.204$, CFI = 0.962, TLI = 0.955, RMSEA = 0.044, and SRMR = 0.048

1. Affective Shielding

Emotional support acted as the strongest driver of self-esteem ($\beta = 0.45$). Caring teacher relationships boost student confidence, providing a buffer against English demotivation.

2. Practical Support Scaffolding

Instrumental aid (tangible learning strategies) significantly bolstered student self-esteem ($\beta = 0.31$). Having tools directly translates to a sense of learning control.

3. The Academic Support Paradox

Academic support showed no significant relationship. In competitive Eastern test cultures, academic support can feel like pressure rather than support.

CONCLUSION

Holistic Teaching: Teachers must transcend their role as knowledge transmitters.

Differentiated Support: Interventions for demotivated students should prioritize emotional care.

Training Focus: Prioritize teacher training in delivering instrumental and emotional aid.

FUTURE WORK

Geographic diversity
Longitudinal tracking
Methodological shift