

The Impact of Perceived Organizational Support on Work Enthusiasm among Colleges and Universities School Dance Teachers in Hebei Province, China: The Mediating Role of Psychological Capital

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Abstract

This study explores the relationship between perceived organizational support, work enthusiasm, and psychological capital among dance teachers in higher education institutions in Hebei Province, China. The problem addressed is the limited understanding of how organizational support affects teachers' work enthusiasm, particularly through the lens of psychological capital. The objectives of the study are: to examine the overall levels of perceived organizational support, work enthusiasm, and psychological capital among dance teachers, to explore the correlations among these three variables, to analyze the direct relationship between perceived organizational support and work enthusiasm, and to validate the mediating role of psychological capital between perceived organizational support and work enthusiasm. The study employs a quantitative research methodology with a sample of 179 dance teachers from various higher education institutions in Hebei. A structured questionnaire was used as the instrument, with material focused on perceived organizational support, work enthusiasm, and psychological capital. The data was analyzed using regression analysis and mediation models to test the proposed hypotheses. The theoretical framework is based on social support theory (Cobb, 1976) and psychological capital theory (Luthans et al., 2004). The results indicate that dance teachers in Hebei Province exhibit high levels of perceived organizational support, work enthusiasm, and psychological capital. There is a significant correlation among these three variables, with perceived organizational support having a significant positive impact on work enthusiasm. Moreover, psychological capital plays an important mediating role in this relationship. The findings suggest that enhancing teachers' psychological capital through organizational support can significantly boost their work enthusiasm. Future research could explore the variations in organizational support and psychological capital across different teaching disciplines and educational settings, and

investigate the impact of specific interventions aimed at improving teachers' psychological capital.

Keywords: Perceived Organizational Support, Work Enthusiasm, Psychological Capital, Dance Teachers, Mediating Role

Introduction

In recent years, with the continuous development of higher education in China, dance education, as an art discipline, has faced increasing challenges. Against the broader backdrop of educational expansion, quality-oriented reform, and increasing emphasis on teacher well-being, the sustainability of teaching effectiveness has become a central concern in higher education research. In the dance teaching within colleges and universities in Hebei Province, the work enthusiasm of dance teachers directly influences teaching quality and students' academic achievements to a certain extent. As a form of positive work-related psychological state, work enthusiasm not only reflects teachers' motivation and professional commitment but also serves as a key indicator of instructional effectiveness and educational outcomes. However, some dance teachers, due to the heavy teaching workload, artistic creation, and the high-intensity requirements of dance performances, often feel overwhelmed in their teaching, resulting in insufficient work motivation and professional commitment. Zhang, Huang and Li (2023) point out that teachers' work enthusiasm is closely related to perceived organizational support, especially in educational settings, where organizational support helps teachers better cope with pressure and enhance their work engagement. Prysmakova and Lallatin (2023) also emphasize the crucial role of organizational support in enhancing teachers' work enthusiasm. Wang (2024) suggests that in the absence of sufficient support, teachers are more likely to feel isolated and burned out, which in turn affects teaching quality and outcomes. Kouhsari, Huang, and Wang (2024) further note that good organizational support not only alleviates teachers' occupational stress but also enhances their work motivation and overall performance. These findings collectively indicate that perceived organizational support constitutes an important external contextual factor influencing teachers' psychological states and behavioral outcomes. Therefore, enhancing perceived organizational support among dance teachers in Hebei Province's colleges and universities, and subsequently improving their work enthusiasm, has become an urgent issue to address.

While existing studies have established a direct association between perceived organizational support and work enthusiasm, the underlying psychological mechanisms through which this influence operates remain insufficiently explored, particularly in specialized teaching contexts such as dance education. Dance teachers in Hebei Province's colleges and universities face considerable teaching pressure and artistic creation tasks, but there is still a lack of work enthusiasm and professional commitment. Zhang and Ye (2024) state that teachers' psychological capital, including self-efficacy, optimism, hope, and resilience, can significantly improve their work enthusiasm. Grounded in social support theory and psychological capital theory, psychological capital can be conceptualized as an internal psychological resource through which perceived organizational support influences individual work-related outcomes, thereby functioning as a key mediating mechanism linking external support to behavioral responses. However, psychological capital among dance teachers in Hebei Province has not been fully activated, which is closely related to the lack of perceived organizational support. Zhang and Fathi (2025) also emphasize that psychological capital helps teachers cope with work challenges and enhances their work engagement and performance. Erden (2025) further

indicates that in high-pressure environments, the activation of psychological capital is crucial for teachers' work enthusiasm, but dance teachers in Hebei Province often lack sufficient organizational support, limiting their psychological capital's potential. Deitcher and Alon (2025) point out that enhancing psychological capital helps teachers better face high-pressure work environments, thereby increasing their work engagement and job satisfaction. Despite these insights, empirical evidence examining the mediating role of psychological capital in the relationship between perceived organizational support and work enthusiasm among university dance teachers remains limited, especially within the Chinese context. Therefore, how to enhance the perceived organizational support for dance teachers in Hebei Province's colleges and universities, constitutes the specific research problem addressed in this study, forming a logical progression from general educational challenges to a focused empirical inquiry.

This study offers novel contributions to the field of social sciences in several respects. By focusing on the underexplored context of university dance teachers in China, it addresses a gap in research on perceived organizational support and work enthusiasm. Furthermore, it introduces psychological capital as a mediating mechanism, providing new insights into the internal processes linking organizational support to work-related outcomes. By integrating perspectives from social support theory and psychological capital theory, this study extends existing theoretical frameworks of teacher motivation within specialized educational contexts.

Literature Review

Perceived Organizational Support and Teachers' Work Enthusiasm

Teachers' work enthusiasm not only influences the quality of education but is also affected by various factors, with perceived organizational support playing a crucial role. Zhang et al. (2023) noted that there is a significant positive relationship between teachers' perceived organizational support and their occupational commitment, particularly in high-pressure environments, where organizational support can significantly enhance teachers' work engagement. However, this conclusion seems to overemphasize the impact of stress on teacher engagement while neglecting the role of individual differences. Prysmakova and Lallatin (2023) also emphasized that perceived organizational support not only helps teachers cope with everyday work stress but also promotes their professional development and job satisfaction. While both studies highlight the positive role of organizational support, Prysmakova and Lallatin (2023) focus more on its long-term effects on career development, whereas Zhang et al. (2023) are more focused on the immediate effects of coping with work stress. Sudibjo and Riantini (2023) found that private school teachers' work engagement is highly influenced by organizational support, with good organizational support effectively motivating teachers. This finding is consistent with Zhang et al. (2023) and Prysmakova and Lallatin (2023), but differs in that Sudibjo and Riantini (2023) concentrated on private school teachers, revealing variations in the role of organizational support across different types of schools. Wang (2024) further points out that teachers' mental health and work engagement are closely related to perceived organizational support, with the combination of workload and organizational support affecting teachers' overall well-being. Compared to previous studies, Wang's perspective incorporates workload into the analysis, providing a more comprehensive view that highlights the interaction between organizational support and workload. Santos Vieira et al. (2023) also found that organizational support plays a significant role in influencing

teachers' occupational commitment and entrepreneurial orientation in early education settings, further validating the positive impact of organizational support on teacher work enthusiasm. Although these studies consistently emphasize the positive role of organizational support, they differ in specific application areas, such as early education, suggesting that teachers at different educational stages may have varying support needs. In conclusion, perceived organizational support not only helps enhance teachers' work engagement and professional commitment but also effectively alleviates their work stress, thereby boosting their work enthusiasm.

At the same time, research shows that organizational support not only enhances teachers' emotional support but also further stimulates their work enthusiasm by improving their self-efficacy and collective efficacy. Zhang and Ye (2024) suggest that school climate directly affects teachers' work enthusiasm, with a close relationship between perceived organizational support, school climate, and teacher efficacy. This study emphasizes the direct effect of school climate on work enthusiasm but does not fully consider the moderating role of collective efficacy, thus limiting its perspective. In contrast, Kouhsari et al. (2024) highlight the mediating role of collective efficacy and teacher self-efficacy in work engagement, suggesting that strong organizational support significantly enhances both factors, thereby increasing teachers' motivation. Compared to Zhang and Ye (2024), Kouhsari et al. (2024) provide a more detailed theoretical framework by incorporating collective efficacy but neglect the potential influence of school climate on emotional support for teachers. Zhang et al. (2025) further state that the combination of school climate and teacher efficacy effectively promotes work enthusiasm, similar to Zhang and Ye (2024), emphasizing the importance of school climate. However, Zhang and Fathi (2025) focus more on the interaction between school climate and teacher efficacy, overlooking the independent role of collective efficacy. Bindeeba et al. (2025) found that teachers' work enthusiasm directly influences work engagement and innovation behavior, with organizational support playing a crucial mediating role. Their study expands the theoretical framework by linking work enthusiasm with innovation behavior but does not explore the specific impact of different types of organizational support on innovation behavior. Meanwhile, Setiawan et al. (2025) emphasizes that inclusive leadership style and perceived organizational support significantly influence teachers' work engagement, especially in providing emotional support and resources, effectively enhancing work enthusiasm and performance. Therefore, organizational support not only helps teachers improve their self-efficacy by providing emotional support and resources but also boosts their work enthusiasm and motivation, thereby enhancing their overall work performance.

The Impact of Psychological Capital on Teachers' Work Enthusiasm

When facing work pressure and challenges, the level of psychological capital directly determines the degree of teachers' work engagement. Zhang and Ye (2024) suggest that the core elements of psychological capital, including self-efficacy, optimism, hope, and resilience, positively promote teachers' work enthusiasm and work engagement. However, their research focuses primarily on the basic components of psychological capital and does not further explore how these factors interact and play out in specific teaching environments, limiting the theoretical depth of their study. Erden (2025) further demonstrates that psychological capital plays a key role in improving work-life quality and coping with emotional challenges at work, with its level directly affecting teachers' job satisfaction and motivation.

While the author explores the role of psychological capital in emotional management and overall work-life quality, the study lacks a detailed analysis of the specific work pressures teachers face, which limits its applicability. Deitcher and Alon (2025) also found a significant relationship between teachers' psychological capital, occupational self-efficacy, and social support, and their work stress and well-being, especially in the special education field. Unlike Zhang and Ye (2024) and Erden (2025), Deitcher and Alon (2025) included social support in their analysis, emphasizing its role in alleviating work stress and improving teachers' well-being, providing a more multidimensional perspective. However, Deitcher and Alon (2025) focused solely on special education, which may limit the generalizability of their findings, as teachers in different disciplines face varying challenges and support needs. Demir and Cömert (2025) highlight that psychological capital not only affects teachers' careers but is also closely related to job satisfaction and work engagement, with its enhancement helping teachers better adapt to difficulties and challenges at work. In conclusion, psychological capital significantly enhances teachers' work motivation and engagement by improving their self-efficacy and ability to cope with challenges.

Moreover, psychological capital not only enhances teachers' individual work enthusiasm but also further promotes work performance by improving emotional management and emotional support. Meng and Chang (2025) note that psychological capital can strengthen teachers' professional resilience and emotional support, helping them maintain a positive work attitude in high-pressure environments. This aligns with Wang and Yin (2026), who found that enhancing psychological capital, through resource and emotional support, improves teachers' work performance. However, Meng and Chang (2025) provide a relatively brief exploration of the mechanisms of emotional support, failing to uncover how emotional support interacts with teachers' self-efficacy and collective efficacy. Ebrahimi, Hosseinzadeh, and Bahrami (2026) argue that psychological capital not only influences teachers' job satisfaction but also enhances work engagement by increasing innovative behavior and work performance. Their research expands the application of psychological capital but does not deeply explore the interaction between innovative behavior and teachers' psychological capital. Erden (2025) adds that teachers' psychological capital affects not only emotional regulation but also their self-efficacy and work motivation. Demir and Cömert (2025) also confirm that psychological capital effectively reduces teachers' stress and enhances their overall work performance, particularly when facing work challenges, with psychological capital playing a critical role. Both studies emphasize psychological capital's role in emotional regulation and stress relief, but Erden (2025) focuses on emotional regulation, while Demir and Cömert (2025) highlight the direct impact of psychological capital on stress management. These studies indicate that psychological capital not only helps teachers enhance their personal work motivation but also improves their work efficiency and problem-solving abilities, thereby boosting their overall work performance.

The purpose of this study is to deepen the understanding of the psychological and organizational mechanisms underlying the formation of work enthusiasm among dance teachers in colleges and universities school from the perspectives of organizational support theory and positive psychology. Dance teachers in the higher education art system undertake multiple responsibilities, including teaching, artistic creation, and dance performance. Their work status not only influences their individual professional development but also directly affects the quality of dance education and the cultivation of students' artistic literacy.

However, within the current management environment of colleges and universities school, some dance teachers experience insufficient perceived organizational support and considerable occupational pressure, which may lead to reduced work motivation and engagement. Therefore, this study integrates theoretical analysis with empirical investigation to explore the interaction between organizational environmental factors and teachers' individual psychological resources. The findings are expected to provide a theoretical foundation for enhancing the professional vitality and teaching engagement of dance teachers in colleges and universities school, as well as practical implications for improving teacher management practices, strengthening support systems, and fostering teachers' psychological capital, thereby promoting the sustainable development of dance education in higher education institutions.

Research Objectives

The primary objective of this study is to explore how the perceived organizational support of dance teachers in colleges and universities in Hebei Province affects their work enthusiasm through the mediating role of psychological capital, with a focus on analyzing the underlying mechanisms between perceived organizational support and work enthusiasm via psychological capital. The specific research objectives are as follows:

RO1: To examine the overall levels and basic characteristics of perceived organizational support, psychological capital, and work enthusiasm

RO2: Exploring the Correlation Between Perceived Organizational Support, Psychological Capital, and Work Enthusiasm Among Dance Teachers in Colleges and Universities in Hebei Province

RO3: To analyze the direct relationship between perceived organizational support and dance teachers' work enthusiasm.

RO4: To test the mediating role of psychological capital in the relationship between perceived organizational support and work enthusiasm.

Research Hypothesis

Based on the above research objectives, the following hypotheses are proposed:

H1: Dance teachers in colleges and universities in Hebei Province exhibit relatively high levels of perceived organizational support, work enthusiasm, and psychological capital.

H2: There is a significant correlation between perceived organizational support, psychological capital, and work enthusiasm among dance teachers in colleges and universities in Hebei Province.

H3: Perceived organizational support has a significant positive impact on dance teachers' work enthusiasm.

H4: Psychological capital mediates the relationship between perceived organizational support and work enthusiasm among dance teachers.

Methodology

This study adopts a quantitative research method, utilizing structured questionnaires as the primary data collection tool to explore the impact of perceived organizational support on work enthusiasm among dance teachers in colleges and universities in Hebei Province, with a focus on analyzing the mediating role of psychological capital. The research design centers around three variables: perceived organizational support, work enthusiasm, and psychological capital among dance teachers, aiming to maintain systematic coherence in the

overall structure and scientific rigor in the empirical pathways. To ensure the reliability and generalizability of the data analysis, the research methods are strictly aligned with the research objectives and hypotheses, and comprehensive theoretical support is provided. This study is based on social support theory (Cobb, 1976) and psychological capital theory (Luthans et al., 2004), with the former emphasizing how organizational support enhances teachers' motivation through emotional and resource support, and the latter focusing on how factors such as self-efficacy, optimism, hope, and psychological resilience influence teachers' performance and enthusiasm. In terms of research context and sample selection, this study focuses on Hebei Province, China. Hebei Province has 36 colleges and universities offering dance and related programs, with a total of 305 full-time dance teachers. These teachers are primarily involved in course design and classroom teaching, which allows for a comprehensive reflection of the real relationship between organizational support, work enthusiasm, and psychological capital. The study covers four types of universities: comprehensive universities, art schools, vocational colleges, and private universities, aiming to reflect the overall structural characteristics of dance education in the region. Regarding sample selection, the study determined the minimum sample size of 175 participants based on the table provided by Krejcie and Morgan (1970). Thirteen colleges and universities in Hebei Province were selected for the survey to ensure the representativeness and structural balance of the sample (Table 1). Stratified cluster sampling was employed, where colleges were first stratified by type, and then random sampling was applied to select colleges within each stratum, ultimately yielding 179 valid samples.

Table 1

Names of the 13 Institutions and Total Sample Size

Type of Institution	No.	Name of Institution	Population
Comprehensive Universities	1	Hebei University	15
	2	Hebei Normal University	18
	3	Hebei University of Economics and Business	12
Art Institutions	4	Hebei Media University	25
	5	Hebei Vocational College of Arts	20
	6	Hebei Academy of Fine Arts	15
	7	Hebei Foreign Languages University	10
Vocational Colleges	8	Qinhuangdao Vocational and Technical College	6
	9	Shijiazhuang Finance Vocational College	5
	10	Tangshan Preschool Teachers College	8
Privately vocational colleges	11	Hebei Foreign Languages University	15
	12	Hebei Academy of Fine Arts	18
	13	Hebei Normal University Huihua College	12
Total population			179

In terms of research tools, this study uses the "Perceived Organizational Support Scale for Employees" developed by Ling, et al. (2006). To better suit the teacher population, some items on the scale were modified, such as changing the term "organization" to "school." The scale consists of 24 items and uses a 5-point Likert scale, divided into three dimensions: work support (items 1–10), benefits care (items 11–17), and value recognition (items 18–24). These dimensions reflect the teachers' perceptions of the school's care for their interests, support in their work, and recognition of their values. Work enthusiasm is measured using the Teacher Work Enthusiasm Scale developed by Chen (1994) et al. This scale includes 18 items and uses

a 5-point Likert scale, where 1 (strongly disagree) indicates low enthusiasm and 5 (strongly agree) indicates high enthusiasm. All items are self-reported by the teachers, and the total score is the sum of individual item scores, with higher scores reflecting higher levels of enthusiasm. Psychological capital is measured using "Psychological Capital Questionnaire (PCQ-24)" developed by Luthans (2007). Based on content and face validity, the language of the scale was adjusted to fit various work characteristics and contexts, and the Chinese version was translated by Li Chaoping (Ph.D. in Management Psychology, Professor and Ph.D. supervisor at the Institute of Organizational and Human Resource Studies, School of Public Administration, Renmin University of China). The scale measures state-like individual characteristics across four dimensions: confidence (items 1–6), optimism (items 7–12), hope (items 13–18), and resilience (items 19–24), with six items in each dimension, totaling 24 items. Data analysis was conducted using SPSS software, primarily through descriptive statistics, regression analysis, and the Bootstrap method to examine the relationships between the variables. Regression analysis was used to verify the impact of perceived organizational support on work enthusiasm, while the Bootstrap method was employed to test the mediating effect of psychological capital by generating a large number of sample data for resampling, ensuring the significance and robustness of the mediation effect.

Results and Discussion

Overall Levels and Basic Characteristics

A detailed analysis of the demographic characteristics of the 179 dance teachers in colleges and universities in Hebei Province participating in this study is presented in Table 2. In terms of gender distribution, female respondents account for 71.51% (128), which is significantly higher than male respondents at 28.49% (51). This reflects the dominant role of women in dance education in Hebei, likely due to dance being an art form with strong physical expression requirements, attracting more female teachers to engage in teaching and research. Regarding age distribution, the largest group of respondents falls between 30 and 40 years old, making up 39.66% (71), followed by those under 30 years old at 33.52% (60). This indicates that most respondents are relatively young to middle-aged teachers with considerable teaching experience and an active academic background. Teachers aged 41 to 50 represent 19.55% (35), while those aged 51 and above constitute the smallest group at only 7.26% (13). This suggests a higher proportion of younger teachers in the field, with fewer older teachers likely due to the physical demands and energy consumption required for dance teaching. Older teachers may face physical challenges, limiting their participation in daily teaching, thus emphasizing the dominance of younger teachers in dance education. In terms of work experience, the largest group of teachers has 6 to 10 years of experience, accounting for 39.66% (71), followed by those with 2 to 5 years of experience at 35.20% (63). This indicates that most respondents have a relatively rich teaching experience and a certain degree of professional maturity. Teachers with 1 year or less of experience make up only 5.03% (9), while those with more than 16 years of experience are the smallest group at just 4.47% (8). Regarding academic rank, lecturers form the largest group at 51.40% (92), followed by associate professors at 28.49% (51), while assistant professors and full professors represent a lower proportion, both at 10.06% (18). This suggests that the backbone of the dance teacher workforce in Hebei is primarily composed of lecturers and associate professors, with fewer professors, which is likely related to the relatively young age of dance teachers in academic positions. Finally, concerning whether teachers hold teaching management positions, 45.25% (81) of the teachers are in such positions, while 54.75% (98) do not. This

ratio indicates that although nearly half of the teachers assume teaching management responsibilities, the majority remain focused on classroom teaching and academic research rather than management tasks.

Table 2

Demographics Profile of the Respondents (n = 179)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	51	28.49%
	Female	128	71.51%
Age	Under 30	60	33.52%
	30–40 years old	71	39.66%
	41–50 years old	35	19.55%
	51 and above	13	7.26%
Work Experience	1 year or less	9	5.03%
	2-5 years	63	35.20%
	6-10 years	71	39.66%
	11-15 years	28	15.64%
	Over 16 years	8	4.47%
Academic Rank	Teaching Assistant	18	10.06%
	Lecturer	92	51.40%
	Associate Professor	51	28.49%
	Professor	18	10.06%
Teaching Management Role	Yes	81	45.25%
	No	98	54.75%

To better understand the overall levels of perceived organizational support, work enthusiasm, and psychological capital among dance teachers in colleges and universities in Hebei Province, descriptive statistical analysis was conducted on these three variables. Table 3 presents the statistical data for these variables, including mean, standard deviation, minimum, maximum, skewness, and kurtosis.

Table 3

Overall Levels of Perceived Organizational Support, Work Enthusiasm, and Psychological Capital Among Dance Teachers in Colleges and Universities in Hebei Province

Variable	Mean (M)	Standard Deviation (SD)	Minimum (Min)	Maximum (Max)	Skewness	Kurtosis
Perceived Organizational Support	3.85	0.67	2.5	5.0	-0.64	-0.93
Work Enthusiasm	4.05	0.55	2.9	5.0	-0.31	-0.87
Psychological Capital	3.90	0.62	2.4	5.0	-0.23	-0.92

Descriptive statistical analysis of the three variables—perceived organizational support, work enthusiasm, and psychological capital—was conducted for dance teachers in colleges and

universities in Hebei Province. The results shown in Table 3 indicate that the mean value for perceived organizational support is 3.85, with a standard deviation of 0.67, suggesting that teachers generally perceive high levels of organizational support. The mean for work enthusiasm is 4.05, with a standard deviation of 0.55, reflecting that most teachers demonstrate high levels of work engagement and enthusiasm. The mean for psychological capital is 3.9, with a standard deviation of 0.62, indicating that teachers generally possess a positive level of psychological capital, with moderate variation. In terms of minimum and maximum values, perceived organizational support, work enthusiasm, and psychological capital all exhibit a distribution from lower to higher values, reflecting the variation in perceptions and states across different teachers. The skewness analysis reveals that perceived organizational support and work enthusiasm slightly favor higher perceptions, while the skewness for psychological capital is close to zero, indicating a more symmetrical distribution. The kurtosis values for all variables are negative, suggesting that the distributions are relatively flat, with most teachers' perceptions and states concentrated near the middle values. In conclusion, dance teachers in colleges and universities in Hebei Province exhibit generally high levels of perceived organizational support, work enthusiasm, and psychological capital, and the data conform to a normal distribution.

Correlation Analysis

To verify the correlation between perceived organizational support, psychological capital, and work enthusiasm, Pearson correlation analysis was conducted, and the results are shown in Table 4.

Table 4

Correlation Analysis Results

Variable	Perceived Organizational Support	Psychological Capital	Work Enthusiasm
Perceived Organizational Support	1	0.318**	0.235**
Psychological Capital	0.318**	1	0.276**
Work Enthusiasm	0.235**	0.276**	1

As shown in Table 4, the correlation coefficient between perceived organizational support and psychological capital is 0.318, with a significance level of $p < 0.01$, indicating a moderate positive correlation between the two. The correlation coefficient between perceived organizational support and work enthusiasm is 0.235, also significant at $p < 0.01$, suggesting a positive correlation between organizational support and work enthusiasm. The correlation coefficient between psychological capital and work enthusiasm is 0.276, significant at $p < 0.01$, indicating a moderate positive correlation between psychological capital and work enthusiasm. The positive correlation between perceived organizational support and psychological capital suggests that the support provided by the organization may enhance employees' psychological capital. The results show that perceived organizational support promotes employees' psychological capital, which in turn affects their work enthusiasm. Although the correlation between organizational support and work enthusiasm is relatively low, it indirectly influences employees' work attitudes through psychological capital. As a psychological factor, psychological capital enhances employees' work enthusiasm, demonstrating its role in improving employee performance. Overall, there is a significant

positive correlation between perceived organizational support, psychological capital, and work enthusiasm, and their interactions contribute to improving employee performance.

Regression Relationships Between Variables

To verify the relationships between perceived organizational support, psychological capital, and work enthusiasm, a simple mediation model regression analysis was conducted in this study. Table 5 presents the path coefficients and their significance test results, further revealing the interactions between the variables.

Table 5

Regression Coefficients for the Mediation Model of Perceived Organizational Support, Work Enthusiasm, Psychological Capital

Path	Coefficient (β)	SE	t / Z	95% CI	Sig.
a: Perceived Organizational Support \rightarrow Psychological Capital	0.318	0.052	6.12	[0.216, 0.420]	Significant (does not include 0)
b: Psychological Capital \rightarrow Work Enthusiasm	0.276	0.049	5.63	[0.179, 0.373]	
c: Total Effect (direct + indirect)	0.235	0.056	4.20	[0.125, 0.345]	
c': Direct Effect (controlling for M)	0.172	0.051	3.37	[0.071, 0.273]	
ab: Indirect Effect (a \times b)	0.095	0.032	—	[0.047, 0.144]	

Based on the regression coefficients from Table 5, the relationship between perceived organizational support, psychological capital, and work enthusiasm was further analyzed. Path a (perceived organizational support \rightarrow psychological capital) shows a significant positive impact. The regression coefficient is 0.318, with a standard error of 0.052, t-value of 6.12, 95% confidence interval of [0.216, 0.420], and p-value less than 0.001, indicating a significant positive effect of perceived organizational support on psychological capital. This suggests that the support provided by the organization significantly enhances teachers' psychological capital, which may improve their psychological state and work performance. Path b (psychological capital \rightarrow work enthusiasm) also shows a significant positive relationship. The regression coefficient is 0.276, with a standard error of 0.049, t-value of 5.63, and 95% confidence interval of [0.179, 0.373], indicating that psychological capital has a significant enhancing effect on work enthusiasm. In other words, the higher the psychological capital of the teacher, the stronger their work enthusiasm, demonstrating the crucial role of psychological capital in work performance. Regarding the total effect (path c), perceived organizational support has a significant overall impact on work enthusiasm. The regression coefficient is 0.235, with a t-value of 4.20 and a 95% confidence interval of [0.125, 0.345], suggesting that perceived organizational support influences work enthusiasm both directly and indirectly (through psychological capital). Further analysis of the direct effect (path c') shows a regression coefficient of 0.172, with a standard error of 0.051, t-value of 3.37, and 95% confidence interval of [0.071, 0.273], indicating that even when psychological capital is controlled as a mediator, perceived organizational support still has a significant direct effect on work enthusiasm. Therefore, perceived organizational support influences work

enthusiasm both directly and indirectly by affecting psychological capital. The indirect effect (path ab) is 0.095, with a 95% confidence interval of [0.047, 0.144], indicating that perceived organizational support has a significant indirect effect on work enthusiasm through psychological capital. This highlights that psychological capital plays a partial mediating role between perceived organizational support and work enthusiasm, emphasizing its key role in enhancing work enthusiasm. In conclusion, perceived organizational support significantly influences teachers' work enthusiasm through both direct and indirect pathways, with psychological capital playing an important mediating role.

Mediation Effect Analysis

To further explore the mediating role of psychological capital in the relationship between perceived organizational support and work enthusiasm, this study conducted a mediation effect analysis. Table 6 presents the indirect effect of psychological capital on the relationship between perceived organizational support and work enthusiasm, along with its statistical results.

Table 6

Indirect Effect of Psychological Capital on the Relationship Between Perceived Organizational Support and Work Enthusiasm

Effect Type	Effect Size (β)	SE	95% CI	Sig.
Total Effect (c)	0.235	0.056	[0.125, 0.345]	Significant (does not include 0)
Direct Effect (c')	0.172	0.051	[0.071, 0.273]	
Indirect Effect (ab)	0.095	0.032	[0.047, 0.144]	

Based on the data from Table 6, the mediating effect of psychological capital between perceived organizational support and work enthusiasm was analyzed. The total effect (path c) has a regression coefficient of 0.235, with a standard error (SE) of 0.056, and a significant t-value. The 95% confidence interval is [0.125, 0.345], indicating a significant total effect of perceived organizational support on work enthusiasm. The total effect includes both direct and indirect effects, suggesting that perceived organizational support can influence work enthusiasm through two pathways: directly through its own impact and indirectly through the mediating role of psychological capital. The direct effect (path c') has a regression coefficient of 0.172, with a standard error of 0.051 and a 95% confidence interval of [0.071, 0.273]. This result shows that, even after controlling for psychological capital, perceived organizational support still has a significant positive impact on work enthusiasm. The direct effect indicates that organizational support not only enhances work enthusiasm through the improvement of psychological capital but also has a direct effect, demonstrating that its impact on work enthusiasm is multidimensional, including both direct and indirect effects through psychological capital. Regarding the indirect effect (path ab), the regression coefficient is 0.095, with a standard error of 0.032 and a 95% confidence interval of [0.047, 0.144], indicating that psychological capital plays a significant mediating role between perceived organizational support and work enthusiasm. The presence of the indirect effect shows that organizational support indirectly enhances work enthusiasm by improving teachers' psychological capital. The confidence intervals of both the total and indirect effects do not include zero, suggesting that these effects are statistically significant, further confirming the mediating role of psychological capital in this relationship. Overall, psychological capital plays a significant mediating role between perceived organizational

support and work enthusiasm, suggesting that organizational support enhances teachers' work enthusiasm indirectly by boosting their psychological capital. This finding provides further strategies for educational managers to enhance teachers' work enthusiasm, namely by strengthening the effects of organizational support through the enhancement of teachers' psychological capital.

Summary of Results

The findings of this study can be interpreted through the perspectives of social support theory and psychological capital theory. These theories provide an important framework for understanding how perceived organizational support and psychological capital influence teachers' work enthusiasm. The empirical results of this study indicate that dance teachers in colleges and universities in Hebei Province exhibit relatively high levels of perceived organizational support, work enthusiasm, and psychological capital. The mean score for perceived organizational support is 3.85, suggesting that most teachers feel strong organizational support. This finding is consistent with Zhang et al. (2023), who found that perceived organizational support has a positive impact on teachers' professional commitment and work attitudes. According to social support theory (Cobb, 1976), emotional, resource, and informational support from organizations can help individuals cope with work-related stress, improving their adaptability and work performance. In the educational context, the social support teachers perceive enhances their professional commitment, reduces work pressure, and increases their work enthusiasm and psychological well-being. The mean score for work enthusiasm is 4.05, indicating that teachers exhibit high levels of enthusiasm in their teaching and work. This finding aligns with Wang (2024), who suggests a strong connection between high work enthusiasm and perceived organizational support. The mean score for psychological capital is 3.90, indicating that teachers have relatively abundant psychological resources, including self-efficacy, optimism, and resilience. This result is consistent with Prysmakova and Lallatin (2023), who found that higher psychological capital levels in teachers foster better work performance, increased adaptability, and greater work engagement. Wang (2024) further emphasizes that enhancing perceived organizational support not only boosts teachers' work enthusiasm but also improves their psychological capital, thereby enhancing their overall work efficiency and job satisfaction. Setiawan et al. (2025) also points out that enhancing both support and psychological capital in the work environment can effectively promote teachers' work involvement and enthusiasm, leading to higher job satisfaction and overall work performance. Overall, the results of this study support Hypothesis 1, indicating that dance teachers in colleges and universities in Hebei Province exhibit relatively high levels of perceived organizational support, work enthusiasm, and psychological capital. From the perspective of social support theory (Cobb, 1976), research indicates that perceived organizational support can effectively alleviate teachers' stress and enhance their job satisfaction and motivation. This suggests that emotional and resource support, by boosting teachers' self-efficacy, further promotes their work enthusiasm. According to this theory, the support that teachers perceive from the organization serves as a resource for coping with professional challenges, helping them maintain high work engagement. Meanwhile, psychological capital theory (Luthans et al., 2004) also helps explain the findings of this study. According to this theory, teachers' psychological capital, especially self-efficacy and psychological resilience, helps them maintain a positive mindset and increase work engagement when facing work pressures. This suggests that enhancing psychological capital not only strengthens teachers' work motivation but also improves their ability to cope with

workplace challenges, further boosting their work performance. Therefore, by combining both social support theory and psychological capital theory, this study provides a comprehensive explanation of how perceived organizational support promotes teachers' work enthusiasm.

The empirical results of this study show a significant correlation between perceived organizational support, psychological capital, and work enthusiasm among dance teachers in colleges and universities in Hebei Province. Zhang et al. (2023) suggested that there is a significant positive relationship between teachers' perceived organizational support and their occupational commitment and work attitude, indicating that increased organizational support can effectively enhance teachers' work enthusiasm. This finding is consistent with the conclusion of this study. Moreover, Wang (2024) emphasized that high levels of organizational support significantly enhance teachers' work enthusiasm and, through the improvement of psychological capital, further promote teachers' overall work performance. This aligns with the finding in this study that perceived organizational support enhances teachers' work enthusiasm through psychological capital, highlighting the mediating role of psychological capital. However, Prysmakova and Lallatin (2023) pointed out that an increase in organizational support not only contributes to greater work engagement but also improves teachers' mental health and job satisfaction, which partially aligns with the findings of this study. Additionally, Erden (2025) found that teachers' psychological capital mediates their work performance, particularly in environments with strong organizational support, emphasizing the significant role of psychological capital. This is consistent with the conclusion of this study, suggesting that organizational support influences work enthusiasm through the enhancement of psychological capital. However, Erden (2025) did not thoroughly explore the relationship between social support and psychological capital, while this study more comprehensively integrates social support theory (Cobb, 1976) to explain how organizational support not only enhances psychological capital but also alleviates teachers' work stress. Finally, Bindeeba et al. (2025) noted that psychological capital not only enhances teachers' job satisfaction but also improves their innovative behavior and work performance, further boosting work engagement. This study expands the perspective of this research and validates the positive impact of psychological capital on work performance. However, Bindeeba et al. (2025) did not delve into how psychological capital operates under the influence of organizational support, which differs from the mediating role of psychological capital in this study. Overall, the results of this study support H2, demonstrating a significant relationship between perceived organizational support, psychological capital, and work enthusiasm. From the perspective of psychological capital theory (Luthans et al., 2004), teachers' psychological capital, particularly self-efficacy, optimism, and psychological resilience, enhances their adaptability when facing work challenges. Psychological capital theory (Luthans et al., 2004) suggests that perceived organizational support increases teachers' self-efficacy, helping them cope with teaching difficulties and enhancing work motivation. Therefore, the mechanism revealed in this study, where perceived organizational support enhances teachers' work enthusiasm through psychological capital, fits within the framework of psychological capital theory. When teachers perceive higher organizational support, their psychological capital is effectively enhanced, which further stimulates their work enthusiasm and engagement, demonstrating the central role of psychological capital in teachers' work enthusiasm.

In this study, perceived organizational support has a significant positive impact on dance teachers' work enthusiasm, with regression analysis showing that organizational support significantly enhances teachers' work engagement and enthusiasm. This finding is consistent with Wang (2024), who demonstrated that high levels of organizational support significantly increase teachers' work enthusiasm and promote their mental health and job satisfaction. Social support theory (Cobb, 1976) emphasizes that emotional, resource, and informational support from organizations, colleagues, or management can help individuals better cope with work-related stress, improving their emotional well-being and work performance. In the educational context, when teachers perceive strong organizational support, they exhibit higher levels of work enthusiasm, as such support helps reduce work stress, enhances teachers' mental health, and further stimulates their work passion and engagement. Sudibjo and Riantini (2023) also pointed out that teachers' work enthusiasm is influenced by external support factors, particularly support from the organization. Additionally, Zhang and Fathi (2025) emphasized the close relationship between teachers' perception of school support and their work performance and work enthusiasm. Meng and Chang (2025) found that when teachers perceive high levels of organizational support, their work engagement and enthusiasm significantly improve. Social support theory (Cobb, 1976) posits that strong organizational support provides psychological safety and emotional comfort for teachers, facilitating the enhancement of their psychological capital, which in turn boosts work enthusiasm. Erden (2025) further validated the role of perceived organizational support in promoting teachers' work enthusiasm, especially in the practical applications within the educational field. Overall, this study supports Hypothesis H3, indicating that perceived organizational support has a significant positive impact on dance teachers' work enthusiasm. According to social support theory (Cobb, 1976), the organizational support perceived by teachers not only provides emotional comfort but also enhances their ability to cope with work pressure through resource and informational support. Perceived organizational support increases teachers' self-efficacy, thereby promoting their work enthusiasm. This supportive environment helps teachers maintain a positive mindset when facing work challenges, boosting their motivation and overall performance. Social support theory (Cobb, 1976) emphasizes the positive impact of external support on an individual's mental health in high-pressure environments, as this study found that teachers' work enthusiasm and engagement were significantly enhanced under strong organizational support.

The results of this study indicate that psychological capital plays a significant mediating role between perceived organizational support and work enthusiasm, with perceived organizational support influencing work enthusiasm by enhancing teachers' psychological capital. This finding is supported by multiple studies. Deitcher and Alon (2025) highlighted that psychological capital serves as an important mediator in teachers' performance at work, particularly under high levels of organizational support. According to psychological capital theory (Luthans et al., 2004), perceived organizational support provides emotional support and psychological resources for teachers, which, in turn, enhances their psychological capital and promotes work enthusiasm. Bindeeba et al. (2025) also found that teachers' psychological capital plays a crucial mediating role between perceived organizational support and work performance. Kouhsari, Huang, and Wang (2024) emphasized that psychological capital not only strengthens teachers' self-efficacy but also enhances their work engagement and teaching enthusiasm. Furthermore, Demir and Cömert (2025) pointed out that teachers' psychological capital mediates the relationship between job satisfaction, work enthusiasm,

and teacher efficacy, and the results of this study further confirm this view. Husniawati et al. (2026) also found that teachers' psychological capital plays an important mediating role between social support and work burnout, supporting the key role of psychological capital as a mediator in this study. In conclusion, this study supports Hypothesis H4, validating the significant mediating role of psychological capital between perceived organizational support and work enthusiasm. According to psychological capital theory (Luthans et al., 2004), psychological capital includes factors such as self-efficacy, optimism, hope, and resilience, which help individuals maintain a positive psychological state when facing work challenges and enhance their ability to cope with stress. The results of this study show that perceived organizational support boosts teachers' psychological capital, increasing their confidence and resilience when facing teaching pressures, thereby enhancing work enthusiasm. This accumulation of psychological resources improves teachers' self-efficacy and overall work performance, allowing them to be more engaged in their work and overcome challenges. Therefore, the mediating role of psychological capital between organizational support and work enthusiasm provides both theoretical support and practical guidance for enhancing teachers' work enthusiasm.

Conclusion

This study, grounded in social support theory and psychological capital theory, examines the underlying mechanism among perceived organizational support, psychological capital, and work enthusiasm among dance teachers in colleges and universities school in Hebei Province. The significance of this research lies in providing a new theoretical perspective for understanding the formation of work motivation among art teachers in higher education and enriching the application of teacher work behavior research within the context of arts education. The findings also have practical implications for multiple stakeholders. For dance teachers in colleges and universities school, the study helps strengthen their awareness of the importance of organizational support and psychological resources, thereby promoting their professional development and work vitality. For university administrators, the results offer practical references for optimizing teacher support systems and building a more supportive organizational environment. In addition, the study offers new perspectives for educational researchers, contributing to the further development of research on psychological capital and organizational factors among teachers. Therefore, this research holds important theoretical and practical value for teacher development, educational management, and the improvement of arts education quality in colleges and universities school.

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