The Relationship Between Organizational Culture and Organizational Support with Teacher Enthusiasm among Primary School Teachers in Guiyang City, China

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ABSTRACT

This study aims to measure the relationship between organizational culture, organizational support, and teacher enthusiasm among primary school teachers in Guiyang. The relationship between organizational culture and organizational support with teacher enthusiasm was analyzed through correlation analysis and multiple linear regression, and the research hypotheses were verified. The results showed that among primary school teachers in Guiyang, there was a significant positive correlation between organizational culture, and organizational support with teacher enthusiasm. This shows that organizational culture and organizational support are of great significance in improving teachers' work enthusiasm. This study provides important theoretical and practical inspiration for the field of education management, and provides a reference for school administrators to formulate strategies and measures to improve teachers' enthusiasm. However, this study also has certain limitations, which need further research in the future to verify and improve.

Keywords: Organizational Culture, Organizational Support, Teacher Enthusiasm Primary School teachers, Educational Organizations

INTRODUCTION

The fundamental development of children is significantly influenced by the quality of education received in primary schools. Education outcomes have shown a statistically significant relationship with teacher enthusiasm, which is defined as passion, energy, and dedication towards teaching (Shao, 2023). According to Burić and Moè (2020), teachers who possess enthusiasm are more successful in fostering a positive learning environment, involving pupils, and accomplishing academic objectives. Thus, enhancing the quality of education requires an awareness of the elements that lead to teacher enthusiasm. This study aims to quantify the relationships between primary school teachers' enthusiasm in Guiyang City, China, and two key organizational variables: organizational culture and organizational support. Organizational culture refers to the shared values, norms, and practices within a school that may statistically relate to teachers' attitudes and behaviors. Teachers' excitement can be increased through fostering a sense of community, innovation, and collaboration inside the organization through a healthy organizational culture. The resources, guidelines, and procedures that a company offers to promote the health and career development of its staff are collectively referred to as organizational support (Eisenberger et al., 2020). Administrative assistance, peer collaboration, professional development opportunities, and work-life balance policies are examples of organizational support in the context of elementary schools (Fazal et al., 2022). Teachers who have strong organizational support are likely to be more motivated and satisfied with their jobs, which will raise their enthusiasm levels. There are many different and intricate ways that corporate culture, organizational support, and teacher enthusiasm interact. The present study posits that there exists a positive correlation between a good organizational culture and elevated levels of teacher enthusiasm, and that heightened organizational support is a precursor to elevated teacher enthusiasm. This study attempts to empirically evaluate these predictions using a quantitative research technique and offer useful information to school administrators and educational officials. Comprehending these correlations is vital in formulating tactics to augment educator zeal, hence potentially ameliorating

academic achievements for pupils in Guiyang City. The results of this study will provide insightful direction for developing encouraging and supportive learning settings that promote teachers' motivation and professional development.

LITERATURE REVIEW

The Theoretical Foundation of Organizational Culture

According to Lubis and Hanum (2020), organizational culture is the collective set of values, conventions, and beliefs that shape an organization's identity and direct its members' behavior. It includes the social norms and unspoken guidelines that influence how work is done in a company. Organizational performance, decision-making procedures, and employee behavior are all impacted by organizational culture (Adeniyi et al., 2024). Enhancing staff engagement, motivation, and satisfaction through a strong and positive company culture can raise output overall and lower attrition. Organizational culture is a critical factor in determining instructional strategies, student-teacher relationships, and the general school climate in educational institutions like schools (Yli-Panula et al., 2022). It affects how stakeholders interpret and apply regulations and procedures, as well as how educators and administrators collaborate with one another.

The Theoretical Foundation of Organizational Support

According to Ridwan et al. (2020), organizational support is the degree to which a company loves and cares for its workers by giving them the tools, support, and encouragement they need to do their jobs well. It covers both socioemotional (like respect and recognition) and instrumental (like training and resources) support. According to Ho and Chan (2022), organizational support has a pivotal role in promoting a sense of security, belonging, and well-being among employees. This, in turn, amplifies their job satisfaction, dedication, and motivation. Organizational support is significantly associated with teachers' emotional well-being and job satisfaction in educational settings. Teachers who feel respected and supported by their peers and school administrators are more likely to be satisfied with their jobs and form strong emotional bonds with their work (Ortan et al., 2021). Additionally, it has been discovered that organizational support enhances teachers' efficacy as teachers, their ability to manage classrooms, and their level of job engagement. With this support, the school can foster an environment where teachers may flourish and actively contribute to its instructional objectives.

The Theoretical Foundation of Teacher Enthusiasm

According to Dewaele and Li (2021) teacher enthusiasm is the emotional and motivational condition that is defined by excitement, passion, and dedication towards teaching and connecting with pupils. It entails a sincere desire to support students' learning as well as a strong dedication to the teaching profession. Positive contacts with students, a proactive approach to teaching problems, and dynamic instruction are common ways that teachers show their passion (Shao, 2023). There is a clear correlation between teacher zeal and work performance, according to research. According to Stevenson et al. (2020), enthusiastic educators typically have stronger classroom management skills, are more effective teachers, and create more engaging learning environments, all of which lead to greater student results. Moreover, there is a correlation between increased student academic accomplishment and teachers' zeal. Students that have enthusiastic teachers are more likely to be engaged in class, be more interested in learning, and ultimately perform better academically. Teacher enthusiasm is statistically associated with various factors such as their own drive and passion for teaching, supportive colleagues and administrators, autonomy in their teaching methods, opportunities for professional growth, and acknowledgment of their contributions within the educational community (Burić & Moè, 2020). Together, these elements support the development and maintenance of teachers' passion in the classroom.

Reviewing the Relationship Between Organizational Culture and Educational Organizations

Organizational culture in educational institutions is statistically related to member behavior, decision-making, and operations. According to research, an educational organization's organizational culture shapes its general atmosphere and the caliber of instruction it provides by establishing behavioral norms and expectations,

disseminating common values and beliefs, affecting member collaboration and communication, and dictating an organization's openness to change and innovation. possess a noteworthy effect (Dang et al., 2021). Empirical evidence suggests that organizational culture correlates positively with instructional practices, career progression, stress management, and teachers' professional identity (Sahito & Vaisanen, 2020) Furthermore, according to Akpuokwe et al. (2024), an open and positive organizational culture can serve as a catalyst for educational reform, facilitate change management and implementation, increase the adaptability and sustainability of reform, and create a feedback and improvement mechanism that works. Consequently, raising educational standards and accomplishing learning objectives depend heavily on comprehending and enhancing the cultures of educational institutions.

Reviewing the Relationship Between Organizational Support and Teacher Enthusiasm

Numerous studies have examined the connection between teacher enthusiasm and organizational support, demonstrating the important influence of an encouraging organizational culture on teachers' motivation and engagement. According to research, teachers' excitement for teaching rises when they feel that their organization provides them with a high degree of support, such as administrative assistance, opportunities for professional development, and a collaborative work environment (Boice et al., 2021). Their eagerness to adopt cutting-edge teaching techniques, pursue ongoing professional development, and make emotional investments in their students' achievement are manifestations of this passion. Teachers who work in supportive environments have a stronger feeling of professional identity and belonging, which increases their commitment to the school and job satisfaction (Kachchhap & Horo,, 2021). Instructors are more likely to have favorable attitudes concerning their profession, be resilient in the face of difficulties, and work well with others when they feel appreciated and encouraged. Better student outcomes and a positive school climate follow from this. Additionally, there is a correlation between lower rates of teacher turnover and burnout and organizational assistance. Teachers are better able to sustain high levels of passion and performance in their professions when educational organizations focus their well-being and offer solutions to manage stress and workload (Burić & Moè, 2020). Therefore, maintaining teacher enthusiasm and guaranteeing the overall success of educational programs depend heavily on cultivating a supportive organizational culture. Gaining an understanding of and improving this relationship can result in more beneficial learning environments for both parties as well as more successful teaching techniques.

Research Objectives and Hypotheses Development

Research Objectives and Research Questions

This study aims to examine the relationship between organizational culture and organizational support with teacher enthusiasm levels in primary schools in Guiyang, China. While the research questions are as follows:

Q1. What is the level of organizational culture in primary schools in Guiyang City?

Q2. What is the level of organizational support in primary schools in Guiyang City?

Q3. What is the level of teachers' enthusiasm in primary schools in Guiyang City?

Q4. Is there any significant relationship between organizational culture and teachers' enthusiasm in primary schools in Guiyang City?

Q5. Is there any significant relationship between organizational support and teachers' enthusiasm in primary schools in Guiyang City?

Q6. What is the most contributing factor to teachers' enthusiasm in primary schools in Guiyang City?

By deeply studying these relationships, this study aims to provide practical suggestions for educational managers to optimize the educational organizational environment and promote teachers' positive emotions and teaching quality.

Hypotheses and Research Framework

The study puts up the following theories, considering the previously mentioned literature review. Based on the research objectives and questions, we propose the following hypotheses and construct a research framework to guide the empirical analysis of this study:

H1:There is a significant positive relationship between organizational support and teacher enthusiasm.

H2: There is a significant positive relationship between organizational support and teacher enthusiasm.

These two theories are grounded in comprehensive understandings of teacher professional development and educational organizational administration. According to Akpuokwe et al. (2024), the study aims to investigate whether organizational culture and organizational support significantly influence teacher enthusiasm levels within primary schools in Guiyang City, China. Hypothesis one (H1) posits that there is a significant positive relationship between organizational support and teacher enthusiasm. And, hypothesis two (2) posits that there is a significant positive relationship between organizational support and teacher enthusiasm. It suggests that higher levels of organizational culture and support are associated with increased teacher enthusiasm within this educational context (Ortan et al., 2021). Through these two hypotheses, this study aims to deeply analyze the relationship between educators' working environment and their attitudes and behaviors, and provide educational managers with valuable suggestions for optimizing teacher development and educational organization management.
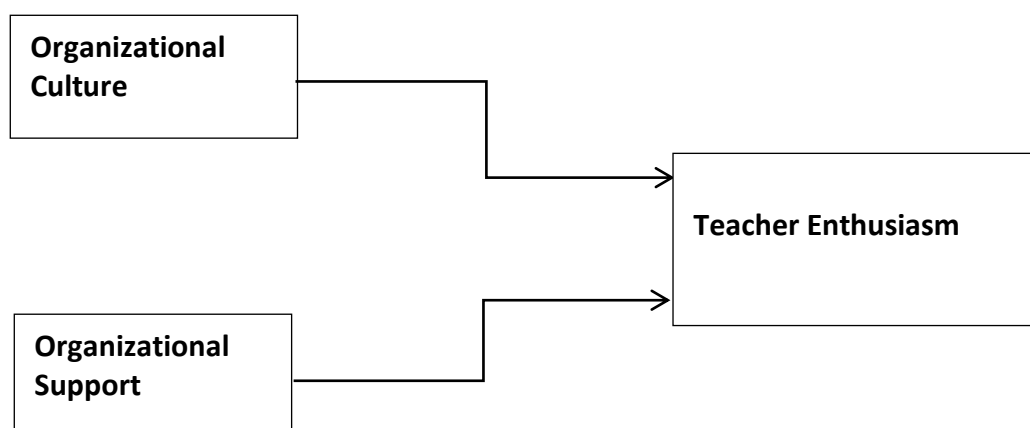
Figure 1

As shown in Figure 1, based on the framework of organizational culture theory and organizational support theory, this study will examine the relationship between organizational culture and organizational support with the work enthusiasm of primary school teachers in Guiyang. The study will use organizational culture and organizational support as independent variables and teacher work enthusiasm as the dependent variable. By deeply studying these relationships, it will reveal the relationship between the educational organizational environment and teachers' work attitudes and behaviors, and provide practical suggestions for educational managers.

Model of the Relationship between Organizational Culture, Organizational Support, and Teacher Enthusiasm

The relationship between organizational culture, organizational support, and teacher enthusiasm is represented by a model that outlines a logical framework in which teacher enthusiasm is the dependent variable and organizational culture and organizational support function as independent variables. According to this approach, an organization's positive culture which is defined by norms, values, and practices that are supportive creates an environment that is favorable to increasing teacher enthusiasm. In a similar vein, it is anticipated that greater organizational support which includes administrative help, chances for professional growth, and tools for stress reduction will raise teacher zeal. This approach highlights the critical role organizational environments have in influencing teachers' enthusiasm and the relationship between

organizational characteristics and teacher attitudes. Comprehending these dynamics is essential to enhancing learning environments and advancing the productivity and well-being of educators. In order to empirically evaluate the correlations described in this model, the methodology section will go on to detail the research strategy, data collection methodologies, and analytical tools used. The study intends to offer practical insights for educational stakeholders and develop teaching methods in Guiyang, China's primary schools by clarifying the complex relationships among organizational culture, organizational support, and teacher enthusiasm.

METHODOLOGY

Research Design

This study uses quantitative research methodologies to investigate the relationship between organizational culture, organizational support, and teacher enthusiasm of Guiyang's primary school teachers. By using statistical analysis and large sample sizes, quantitative research methodologies can quantify the link between variables and provide objective data support (Mohajan, 2020). Primary school teachers in Guiyang will be surveyed using questionnaires as part of the research design to gather perception data on organizational culture, support from the organization, and individual zeal. Furthermore, the study will employ statistical techniques like correlation analysis and regression analysis to examine the data and ascertain the relationship between organizational culture, organizational support, and teacher excitement in order to validate Hypotheses H1 and H2.

Sample Selection

Guiyang City was selected as the study's location. On the one hand, the city is typical and can be used to illustrate the state of education in Guizhou Province as a whole, as well as the southwest. On the other hand, Guiyang City's primary school teacher population is highly diverse and relatively concentrated, making it easy for researchers to conduct surveys and gather data. The unique regional culture, laws, and socioeconomic conditions of Guiyang City may also have an impact on the attitudes and emotional investment of teachers at work. As a result, by researching this topic, we may learn more about these impacting elements and offer resources and recommendations for managing education and developing policies. The primary school teachers in Guiyang City will serve as the basis for this study's sample selection. First, we will choose a few elementary schools at random as the research subjects from the list supplied by the Guiyang Municipal Education Bureau. Next, we will get in touch with each school's administrator to get permission to do a questionnaire survey there. To make sure that the sample is representative, we shall choose a specific number of teachers at random from each institution of instruction. To guarantee the diversity and representativeness of the sample, consideration will be given to criteria such as the age, gender, teaching experience, and educational attainment of the teachers. In the end, 286 valid questionnaire responses from various Guiyang City primary schools were gathered for this study's analysis and debate. By using this approach of sample selection, the respondents were informed and willingly agreed to participate anonymously in this study.

Table 1 The description of the sample characteristics

Gender	Male	150	52.4
	Female	136	47.6
Education	college	162	56.6
	Master	70	24.5
	Doctor	54	18.9
Age	Within 30 years old	88	30.8
	31 to 40 years old	114	39.9
	41 to 50 years old	52	18.2
	Over 50 years old	32	11.2

Work Experience	Within 5 years	120	42.0
	5 to 10 years	102	35.7
	10 to 20 years	34	10.5
	Over 20 years	30	42.0

In this study, 286 valid questionnaires were collected. 150 male and 136 female primary school teachers responded to the survey, as shown in Table 1. Of these, 162 teachers in this poll have an undergraduate degree, 70 have a master's degree, and 54 have a doctorate. Of them, 88 are under thirty, 114 are between thirty and forty, 52 are between forty and fifty, and 32 are beyond fifty years old. In terms of years of experience, there are 120 teachers with less than five years, 102 with five to ten years, 34 with ten to twenty years, and 30 with more than twenty years.

Questionnaire Design, Pilot Testing and Data Collection Tools

The purpose of the questionnaire was to investigate the connection between Guiyang primary school teachers' excitement, organizational support, and organizational culture. There are 26 questions in the questionnaire, spanning three different dimensions: teacher excitement (9 items), organizational support (8 items), and organizational culture (9 items). Participants will be asked to rate their opinions on corporate culture, organizational support, and instructor excitement by selecting an option on a Likert scale that best describes their attitude or sentiments for each topic. In addition to offering researchers comprehensive data, this design can give them a deep insight of teachers' experiences and sentiments in the workplace and organizational culture, making it a valuable resource for future study and the advancement of educational management. A popular survey assessment method for gauging someone's attitude, point of view, or opinion is the Likert scale. It often comprises of a sequence of statements or questions, and participants are asked to select their own responses to indicate how much they agree or disagree with each statement within a predefined scoring range. Researchers can quantify and compare participants' attitudes or perspectives on a particular topic by using this scale, which has the benefit of offering an easy and efficient method of data collection and analysis (Joshi et al., 2015). This study used the Likert scale to gauge organizational culture, support from the organization, and instructor zeal can aid in the systematic understanding of the relationships between the three and offer a solid foundation of data for future analysis and investigation. Three distinct scales were employed in this study: the Teacher Enthusiasm Scale developed by Punia and Bala in 2021 (Punia & Bala, 2021), the Organizational Support Measurement Scale developed by Hutchison in 1997 (Hutchison, 1997), and the Organizational Culture: The Focus Questionnaire developed by Van Muijen in 1999 (Van Muijen, 1999). Two specialists were asked to review the questionnaire once it was created. A small-scale pilot test was carried out after individual questions were changed. Following the exam, Questionnaire Star was used to distribute an official questionnaire. Users can develop, share, collect, and evaluate questionnaires using the online survey platform Questionnaire Star. Its meticulous design and use of trustworthy data gathering and analysis techniques demonstrate its scientific nature (Rojas-Muñoz et al., 2020). This study took care to ensure that participants in our data collection procedure were anonymous and gave their consent. It was also ensured that the participants' anonymity by enabling them to provide anonymous answers to the questions.

Data Analysis Tools and Reliability and Validity Tests

SPSS (Statistical Package for the Social Sciences) is a widely used data analysis tool that was employed in this investigation. First of all, SPSS is capable of carrying out a wide range of statistical analyses, such as regression analysis, factor analysis, inferential statistics, and descriptive statistics. Second, even users without any programming knowledge may easily get started with SPSS thanks to its user-friendly graphical interface, which makes data entry, operation, and result interpretation reasonably simple. One of the most popular data analysis tools for many academic and commercial institutions, SPSS is utilized extensively in the social sciences, education, market research, and other sectors (Rahman & Muktadir, 2021). Table 2 demonstrates how the reliability analysis of this study used Cronbach's alpha to evaluate the internal consistency of the questionnaire.

Table *2* Reliability Analysis

Reliability Statistics	
Cronbach's alpha	N of Items
.932	26

Table 2 presents the results of the reliability analysis using Cronbach's alpha coefficient. The overall reliability value of the questionnaire, which consists of 26 items measuring three variables (Organizational Culture, Organizational Support, and Teacher Enthusiasm), is 0.932. This value exceeds the commonly accepted threshold of 0.70, indicating excellent internal consistency among the items. Such a high alpha value suggests that the items in the scale are highly interrelated and consistently measure the underlying constructs.

Table 3 Construct validity analysis use KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.945
Bartlett's Test of Sphericity	Approx. Chi-Square	4421.065
	df	325
	Sig.	0

To further verify the quality of the measurement instrument, Table 3 displays the results of the construct validity analysis using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity. The KMO value of 0.945 is well above the recommended minimum of 0.70, reflecting a superb sampling adequacy for factor analysis. Meanwhile, Bartlett's Test yielded a statistically significant result ($\chi^2 = 4421.065$, df = 325, p < 0.001), confirming that the correlation matrix is not an identity matrix and that factor analysis is appropriate.

Taken together, these findings demonstrate that the questionnaire has both strong reliability and robust construct validity. These psychometric properties ensure that the instrument is suitable for investigating the structural relationships among organizational culture, organizational support, and teacher enthusiasm, providing a sound foundation for subsequent regression and correlation analyses.

Data Analysis Methods

To comprehensively examine the relationship between organizational culture, organizational support, and teacher enthusiasm among primary school teachers in Guiyang, this study adopted a structured and multi-step quantitative data analysis approach. First, reliability analysis was conducted using Cronbach's alpha to assess the internal consistency of the measurement instruments, with all constructs yielding alpha values above 0.70, indicating strong reliability. To evaluate construct validity, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity were applied. The KMO value of 0.945 and the highly significant Bartlett's Test result (p < 0.001) confirmed the suitability of the data for factor analysis. Next, descriptive statistics were employed to summarize the central tendency (mean) and dispersion (standard deviation) of each variable, providing an overall understanding of the participants' perceptions regarding organizational culture, organizational support, and teacher enthusiasm. Subsequently, Pearson correlation analysis was performed to explore the bivariate associations among the three key variables, helping to identify the direction and strength of their relationships. Finally, multiple linear regression analysis was conducted to examine the predictive effects of organizational culture and organizational support on teacher enthusiasm. This method allowed the estimation of each independent variable's unique contribution while controlling for potential confounding variables. Diagnostic indicators such as the Variance Inflation Factor (VIF) and the Durbin-Watson statistic were also assessed to ensure the absence of multicollinearity and autocorrelation, thereby enhancing the robustness of the regression findings. This rigorous analytical framework provides strong empirical support for testing the proposed hypotheses and offers valuable insights into how

organizational factors influence teacher motivation in the educational context.

RESULTS AND DISCUSSION

Descriptive Analysis

Table 4 is constructed based on the provided data, illustrating the average scores and standard deviations of three key constructs Organizational Culture, Organizational Support, and Teacher Enthusiasm among primary school teachers in Guiyang City. Table 4 shows that the mean scores for all three variables with Organizational Culture (m=3.75), Organizational Support (m=3.57), and Teacher Enthusiasm (m=3.95) are all within the high level. This indicates a strong positive perception among primary school teachers in Guiyang regarding their organizational environment and teaching enthusiasm.

Table 4 Levels of Organizational Culture, Organizational Support and Teacher Enthusiasm among Primary School Teachers in Guiyang

Dimension	Mean	Standard Deviation (SD)	Level
Organizational Culture	3.75	0.96	High
Organizational Support	3.57	1.05	High
Teacher Enthusiasm	3.95	0.83	High

Correlation Analysis Results

Correlation analysis helps reveal the relationship between variables, provides quantitative data support, and helps researchers understand the interaction and influence between variables (Makowski et al., 2020). According to the results of SPSS operation, we observed that the Pearson correlation coefficient between organizational culture and organizational support was 0.354, the correlation coefficient between organizational culture and teacher enthusiasm was 0.478, and the correlation coefficient between organizational support and teacher enthusiasm was 0.371. These correlation coefficients indicate the degree of linear relationship between these variables.

Table 5 Correlation Analysis Results

Correlations			
	OC	OS	TE
OC	1		
OS	.354**	1	
TE	.478**	.371**	1

Correlation is significant at the 0.01 level (2-tailed) **

OC= Organizational Culture; OS= Organizational Support; TE=Teacher Enthusiasm

Table 5 presents the results of the Pearson correlation analysis examining the associations among organizational culture, organizational support, and teacher enthusiasm. The correlation coefficient between organizational culture and teacher enthusiasm is 0.478, indicating a moderate positive relationship. This suggests that in the context of primary schools in Guiyang City, a more positive organizational culture is associated with higher levels of teacher enthusiasm. Similarly, the correlation coefficient between organizational support and teacher enthusiasm is 0.371, which also reflects a moderate positive association. This implies that greater organizational support may contribute to increased enthusiasm among teachers. Furthermore, the correlation between organizational culture and organizational support is 0.354, indicating a modest positive relationship between the two organizational factors.

These findings provide empirical responses to the research questions four and five by confirming that both organizational culture and organizational support are significantly related to teacher enthusiasm. In relation to the high levels reported for all three constructs (as shown in Table 4), this finding suggests that organizational culture and support are perceived positively overall, and it can further enhance teacher motivation and engagement. Together, the results underscore the importance of cultivating a supportive and positive organizational environment in primary schools, as doing so may foster greater enthusiasm among teachers and ultimately improve the quality of educational practices and outcomes.

Multiple Linear Regression Analysis Results and Discussion

Table 6 Multiple linear regression model results

	B	se	β	t	p	VIF
(Constant)	2.464	0.197		12.509	0.000	
X	0.198	0.053	0.228	3.720	0.000	1.297
M	0.207	0.049	0.262	4.264	0.000	1.297
R2	0.178					
F	233.7130					
P	0.000					
Durbin-Watson	1.893					

To determine the extent to which organizational culture and organizational support predict teacher enthusiasm, a multiple linear regression analysis was conducted. The two predictor variables entered into the regression model were organizational culture (X1) and organizational support (X2), with teacher enthusiasm (Y) as the dependent variable. This analytical approach was employed to evaluate the unique contribution of each predictor and the overall explanatory power of the model in addressing the final research question.

As shown in Table 6, the regression model revealed that the two predictors—organizational culture and organizational support jointly explained approximately 17.8% of the variance in teacher enthusiasm (R^2 = 0.178). The F-statistic of 233.7130 and a p-value of 0.000 indicated that the overall model was statistically significant, suggesting that at least one of the independent variables had a meaningful impact on the dependent variable.

Further diagnostic checks showed that the Durbin-Watson statistic was 1.893, which is close to 2.0, indicating no substantial autocorrelation in the residuals. The Variance Inflation Factor (VIF) values for both predictors were 1.297, suggesting that multicollinearity was not a concern.

In terms of individual contributions, the unstandardized regression coefficients (B) were 0.198 for organizational culture and 0.207 for organizational support, while the standardized coefficients (β) were 0.197 and 0.262, respectively. This indicates that organizational support contributed more to teacher enthusiasm than organizational culture. These results suggest that, holding other variables constant, a one standard deviation increase in organizational culture leads to a 0.197 standard deviation increase in teacher enthusiasm, while a one standard deviation increase in organizational support results in a 0.262 standard deviation increase in teacher enthusiasm.

Taken together, these findings confirmed that both organizational culture and organizational support have significant and positive effects on teacher enthusiasm among primary school teachers in Guiyang. The evidence highlights the significance of cultivating a supportive and positive school environment to boost teacher motivation and engagement.

CONCLUSION

This study provides meaningful contributions to the field of educational administration by systematically examining the relationship between organizational culture, organizational support, and teacher enthusiasm among primary school teachers in Guiyang, China. Through both correlation and multiple linear regression analyses, the results demonstrate that organizational culture and organizational support each have a significant and positive influence on teacher enthusiasm. These findings highlight the critical role that a supportive and positive organizational environment plays in fostering teachers' motivation and engagement. School administrators should therefore prioritize the cultivation of a constructive school culture and the provision of adequate support systems in order to enhance teachers' professional enthusiasm and overall institutional effectiveness.

Despite its valuable insights, this study is subject to certain limitations. First, the sample was limited to primary school teachers in Guiyang, which may restrict the generalizability of the findings to other regions or educational levels. Second, the use of self-reported survey data may introduce subjective bias, potentially affecting the objectivity of the results. Future research is encouraged to expand the geographic scope, incorporate more diverse educational contexts, and employ mixed-method approaches to strengthen the robustness and external validity of the conclusions.

Nevertheless, the implications of this study are substantial for both theory and practice in educational management. By uncovering how organizational culture and support shape teacher enthusiasm, this research lays the groundwork for designing more effective leadership strategies and institutional practices. Future studies may delve deeper into the underlying mechanisms of these relationships and explore context-specific interventions that can further stimulate teacher engagement, ultimately contributing to sustainable improvements in teaching quality and school development.

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Statement of Declaration of Interest

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