

The Effects of Organizational Psychological Safety in Primary Schools and Dance Teachers' Teaching Efficacy on Innovative Teaching Behaviour in Shijiazhuang, Hebei Province, China

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Abstract – This study focuses on primary school dance teachers in Shijiazhuang, Hebei Province, China, and examines the mechanism through which organizational psychological safety and teaching efficacy influence innovative teaching motivation in the context of deepening educational reform and the growing demand for classroom innovation. Existing studies have predominantly examined single factors, with limited integration of organizational environmental factors and individual cognitive variables, and a relative lack of empirical research in the context of arts education in basic education. Therefore, this study aims to achieve three research objectives: to investigate the effect of organizational psychological safety on innovative teaching motivation, to analyze the influence of teaching efficacy on innovative teaching motivation, and to examine the mediating role of teaching efficacy in the relationship between the two. A quantitative survey design was adopted, with a sample of 249 primary school dance teachers selected from five districts in Shijiazhuang (Chang'an, Qiaoxi, Xinhua, Yuhua, and High-tech Zone) using a stratified cluster sampling approach. Data were collected using validated instruments, including the organizational psychological safety scale, the teaching efficacy scale (covering classroom management, instructional strategies, and student engagement), and the innovative teaching motivation scale (encompassing guidance of learning methods, motivation stimulation, evaluation of perspectives, and encouragement of flexibility). The questionnaire was administered via an online platform, and data were analyzed using SPSS 29.0, including correlation analysis, regression analysis, and Bootstrap mediation analysis. The study was grounded in organizational psychological safety theory and social cognitive theory, while also considering motivational dimensions such as intrinsic motivation and extrinsic motivation. The results indicate that both organizational psychological safety and teaching efficacy have significant positive effects on innovative teaching motivation, and teaching efficacy partially mediates the relationship between the two variables. Future research is recommended to expand the sample scope, incorporate additional influencing variables, and adopt longitudinal designs or structural equation modelling approaches to further explore the dynamic mechanisms underlying teachers' innovative teaching motivation.

Keywords – Dance teachers, Organizational psychological safety, Teaching efficacy, Innovative teaching behaviour

I. INTRODUCTION

In the context of advancing educational modernization and quality-oriented education, arts education at the primary

school level—particularly dance education—is shifting from a skill-transmission orientation toward the development of students' comprehensive competencies and creativity, making innovative teaching motivation increasingly critical. Hosseini and Haghighi Shirazi (2021) argue that teacher innovative behaviour is a key driver of educational quality, emerging from the interaction between individual factors and the organizational environment. AlMunthiri et al. (2024) further emphasize that organizational psychological safety can promote individual innovative behaviour by enhancing work engagement, a mechanism that is equally applicable in educational settings. Calkins et al. (2024) contend that teaching efficacy serves as a fundamental psychological basis for teachers' instructional behaviours and teaching investment, with high-efficacy teachers more likely to adopt diverse and innovative instructional strategies. Sofwan et al. (2024) also note that, in the context of digitalization and the integration of educational technology, innovative teaching has become a crucial pathway for improving classroom quality and learning outcomes. Therefore, under the ongoing educational reform, examining the innovative teaching motivation of primary school dance teachers from the dual perspectives of organizational psychological safety and teaching efficacy holds significant theoretical and practical value.

Despite the growing body of literature examining factors influencing teacher innovation, several critical issues remain unresolved in educational practice. Akar (2025) indicates that in the absence of a psychologically safe organizational climate, teachers are more likely to exhibit organizational silence and conservative behaviours, thereby inhibiting the implementation of innovative teaching. Kurt and Duyar (2023) find that insufficient organizational support and low psychological safety can weaken teachers' initiative and work engagement, ultimately affecting their teaching performance. Meanwhile, Bas (2022) argues that when teachers' teaching efficacy is low, their teaching motivation and instructional behaviours are significantly constrained, making it difficult to engage in innovative practices. Hatlevik and Hatlevik (2025) further point out that differences in teaching efficacy and instructional competence across career stages may lead some teachers to lack confidence and adaptability when facing educational reforms. In the context of primary school dance education in China, persistent challenges such as reliance on traditional teaching methods, limited teacher innovation awareness, and inadequate organizational support systems remain prevalent. These issues suggest that organizational psychological safety and teaching efficacy may be key factors constraining teachers' innovative teaching motivation. However, existing

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studies have rarely integrated these two variables within a unified analytical framework, and empirical research focusing specifically on primary school dance teachers is particularly limited. Therefore, it is necessary to systematically investigate the mechanism through which organizational psychological safety and teaching efficacy influence innovative teaching motivation, in order to address existing research gaps and provide targeted implications for educational practice.

II. LITERATURE REVIEW

The Connotation, Formation Mechanism, and Educational Value of Organizational Psychological Safety

Organizational psychological safety refers to a psychological state in which individuals feel secure to express opinions, offer suggestions, and admit mistakes within an organizational context without excessive concern about negative consequences. This concept has received increasing attention in educational settings. Shahid and Din (2021) argue that leadership style, team effectiveness, and organizational culture are fundamental in shaping teachers' psychological safety, as teachers are more willing to engage in collaboration and express professional judgments in environments characterized by respect and acceptance. Shmeleva et al. (2022) further emphasize that psychological safety not only contributes to teachers' emotional stability but also enhances their resilience in coping with complex instructional tasks. From a broader organizational perspective, Kumar (2024) highlights that psychological safety is a prerequisite for team learning, risk-taking, and open communication, thereby providing theoretical support for understanding schools as professional learning communities. Fleming et al. (2024), based on K–12 educator samples, demonstrate that teachers' psychological safety is consistently associated with staff well-being and organizational contextual factors, indicating that psychological safety is not a transient perception but a condition shaped by long-term organizational influences. Kyambade et al. (2024) also note that in higher education contexts, when teachers feel unable to express themselves at work, their professional engagement and sense of responsibility are adversely affected. Collectively, existing studies clearly indicate that organizational psychological safety is not merely an auxiliary variable but a critical organizational foundation influencing teacher behaviour, collaboration, and overall school functioning.

Regarding its mechanism of action, the literature increasingly highlights the mediating and transmission role of organizational psychological safety between teacher behaviour and organizational outcomes. Kurt and Duyar (2023) find that organizational support does not automatically translate into teacher satisfaction; rather, its effects are realized through climates of initiative and psychological safety, suggesting that psychological safety serves as a key conduit through which organizational resources exert influence. Imran and Akhtar (2023) demonstrate that ethical leadership among primary school principals significantly enhances teachers' psychological safety and job performance, underscoring the pivotal role of leadership in shaping teachers' sense of security.

Kassandrinou et al. (2023) analyze the negative mechanisms, indicating that a lack of psychological safety may lead to teacher silence and burnout, thereby reducing work engagement. Akar (2025) further confirms that psychological safety can reduce organizational silence and promote innovative work behaviour, thereby mitigating "organizational blindness" among teachers and influencing not only emotional states but also teachers' perception and response to problems. Although not limited to teachers, Su et al. (2022) demonstrate that an organizational innovative climate can more effectively stimulate improvisational behaviour and creative performance through the mediating role of psychological safety. Overall, these findings suggest that psychological safety in educational organizations functions both as a "protective mechanism" that reduces defensive behaviours and as an "activating mechanism" that enhances teachers' willingness to explore, express, and improve.

The Relationship Between Teaching Efficacy and Innovative Teaching Motivation

Teaching efficacy is generally defined as teachers' beliefs in their capability to accomplish instructional tasks and influence students' learning outcomes, and it is a key variable for explaining differences in classroom behaviours. Bas (2022) argues that pre-service teachers' teaching beliefs and attitudes can influence their teaching motivation through self-efficacy, indicating that efficacy occupies a central position in the "cognition–motivation–behaviour" chain. Chan et al. (2023) further find that perceptions of teacher educators' instructional behaviours significantly affect pre-service teachers' learning motivation and teaching efficacy, suggesting that efficacy is not merely an individual trait but can be shaped by instructional environments and modelling experiences. Calkins et al. (2024) also demonstrate that different motivations for entering the teaching profession correspond to varying levels of teaching efficacy, implying that teachers' career motivations and value orientations influence their subsequent instructional confidence. Hatlevik and Hatlevik (2025) highlight that novice and experienced teachers differ significantly in the sources of job satisfaction and the formation mechanisms of teaching efficacy. Thornberg et al. (2025) further link teaching efficacy with coping strategies and career motivations, indicating that efficacy not only affects classroom practices but also reflects teachers' adaptive resources when facing professional challenges. Overall, existing research has reached a general consensus that teaching efficacy is a crucial psychological prerequisite for teachers to engage in proactive instruction, sustain professional commitment, and promote classroom improvement.

With regard to innovative teaching motivation, research has gradually shifted from general innovative behaviour to more context-specific instructional practices. Hosseini and Haghighi Shirazi (2021) propose a conceptual model of teachers' innovative work behaviour, suggesting that teacher innovation is not a single outcome variable but a dynamic process influenced by individual cognition, organizational context, and task characteristics. Balkar (2024) finds a close relationship between organizational climate, teachers' innovative behaviour, and job performance, indicating that

innovation affects not only classroom practices but also overall professional outcomes. Sofwan et al. (2024), in the context of technology-integrated instruction, emphasize that innovative teaching motivation is influenced by multiple factors, including technological conditions, support systems, and teachers' psychological characteristics, with teachers' beliefs remaining a key explanatory factor. Ting et al. (2024) further introduce the concept of "innovative teaching efficacy," demonstrating that teachers' beliefs about their capability to implement innovative instruction vary significantly, suggesting that teaching efficacy can be extended to specific domains such as innovation. Huang (2025) also shows that adopting more interactive and creative teaching approaches can significantly enhance students' learning behaviours. Taken together, these findings indicate a close relationship between teaching efficacy and innovative teaching motivation: the former provides the psychological driving force, while the latter represents the practical manifestation of teachers' professional beliefs and competence in classroom transformation. This also suggests that future research should integrate organizational psychological safety, teaching efficacy, and innovative teaching motivation within a unified framework to more comprehensively explain the mechanisms underlying teachers' innovative practices.

From the above review, it can be observed that most existing studies examine the effects of either organizational psychological safety or teaching efficacy from a single perspective, while research that integrates both factors within a unified analytical framework to systematically explore their joint influence on innovative teaching motivation remains limited. This gap is particularly evident in the context of primary school dance education, where primary school dance teachers are simultaneously constrained by organizational environments and reliant on individual teaching efficacy to conduct instructional practices. However, the way in which organizational psychological safety and teaching efficacy interact to influence innovative teaching motivation has not been sufficiently clarified. In the context of ongoing educational reform in China, where classroom teaching increasingly emphasizes innovation and practical engagement, dance teachers continue to face challenges such as insufficient organizational support, limited innovation motivation, and unstable teaching confidence. These issues highlight the necessity of examining the underlying mechanisms from a multi-variable integrative perspective. Therefore, this study holds important practical implications for enhancing teachers' professional development, optimizing instructional models (including dimensions such as guidance of learning methods, motivation stimulation, evaluation of perspectives, and encouragement of flexibility), and promoting the high-quality development of basic education.

III. RESEARCH OBJECTIVES

RO1: To examine the direct effect of organizational psychological safety on innovative teaching motivation.

RO2: To investigate the effect of teaching efficacy on innovative teaching motivation.

RO3: To analyze the mediating role of teaching efficacy in the relationship between organizational psychological safety and innovative teaching motivation.

IV. RESEARCH HYPOTHESIS

H1: Organizational psychological safety has a significant positive effect on innovative teaching motivation.

H2: Teaching efficacy has a significant positive effect on innovative teaching motivation.

H3: Teaching efficacy plays a significant mediating role in the relationship between organizational psychological safety and innovative teaching motivation.

V. METHODOLOGY

This study adopts a quantitative research design using a questionnaire survey. The research was conducted in the main urban districts of Shijiazhuang, Hebei Province, China, including Chang'an District, Qiaoxi District, Xinhua District, Yuhua District, and the High-tech Zone. These areas are relatively homogeneous in terms of educational resource allocation, primary school conditions, and the implementation of dance curricula, providing a stable external context for examining the relationships among variables. The target population consists of primary school dance teachers currently engaged in dance instruction within these districts. A stratified cluster sampling approach was employed: first, the five districts were treated as strata, and then primary schools within each district were randomly selected as clusters, resulting in a total of 25 schools. Subsequently, school coordinators assisted in inviting eligible teachers to participate in the survey. The questionnaire was administered through an online platform (e.g., Wenjuanxing) and distributed via social media channels such as WeChat and QQ. Participation was voluntary, and respondents were allowed to withdraw at any time. A total of 249 valid responses were obtained, covering different districts and school types, thereby ensuring a reasonable level of representativeness. All questionnaires were completed independently by the participants, and data were automatically recorded and stored in the platform's backend, accessible only to the researchers, thus ensuring both efficiency and data confidentiality. This study is grounded in organizational psychological safety theory and social cognitive theory. Organizational psychological safety theory posits that individuals in low-risk and supportive environments are more willing to express ideas and engage in innovative behaviours. Social cognitive theory suggests that human behaviour is shaped by the interaction between environmental factors and cognitive processes, with self-efficacy (i.e., teaching efficacy) playing a crucial role in behavioural enactment.

Regarding measurement instruments, innovative teaching motivation was assessed using a self-reported scale of teachers' innovative teaching behaviour, originally developed by Cropley (2000) and later adapted for Chinese primary school teachers by Zhang Jinghuan et al. (2008). The scale comprises four dimensions—guidance of learning methods, motivation stimulation, evaluation of perspectives, and encouragement of flexibility—with a total of 28 items rated on a five-point Likert scale, where higher scores

indicate higher levels of innovative teaching motivation. Organizational psychological safety was measured using an adapted version of Edmondson's (1999) scale, consisting of 7 items rated on a five-point Likert scale, which has demonstrated good reliability and validity in prior studies. Teaching efficacy was measured based on the TALIS 2018 framework, encompassing three dimensions: classroom management, instructional strategies, and student engagement, with a total of 12 items rated on a five-point Likert scale. Previous studies have confirmed the reliability and validity of this instrument, and formal authorization was obtained prior to its use in this study. For data analysis, SPSS 29.0 was employed. Descriptive statistics and reliability analyses were first conducted to examine data distribution and internal consistency. Subsequently, correlation and regression analyses were used to test the relationships among organizational psychological safety, teaching efficacy, and innovative teaching motivation. Finally, the Bootstrap method was applied to test the mediating effect of teaching efficacy, thereby providing a more comprehensive understanding of the underlying mechanisms among the variables.

VI. RESULT

Correlation Analysis

To examine the relationships among organizational psychological safety, teaching efficacy, and innovative teaching motivation, this study conducted a correlation analysis of the three variables. The results are presented in Table I.

TABLE I: CORRELATION ANALYSIS OF ORGANIZATIONAL PSYCHOLOGICAL SAFETY, TEACHING EFFICACY, AND INNOVATIVE TEACHING MOTIVATION (N = 249)

Variable	1	2	3
1 Organizational Psychological Safety	1		
2 Teaching Efficacy	.482**	1	
3 Innovative Teaching Motivation	.536**	.611**	1

Note: ** $p < 0.01$

As shown in Table 1, organizational psychological safety is significantly positively correlated with teaching efficacy ($r = .482$, $p < 0.01$), indicating that in organizational environments characterized by higher levels of psychological safety, teachers are more likely to develop stronger beliefs in their teaching capabilities. Organizational psychological safety is also significantly positively correlated with innovative teaching motivation ($r = .536$, $p < 0.01$), suggesting that when teachers feel safer and more supported within their schools, they are more inclined to engage in innovative instructional practices. Furthermore, the correlation coefficient between teaching efficacy and innovative teaching motivation is .611 ($p < 0.01$), which is the highest among the three relationships, indicating that teaching efficacy may exert a more direct and substantial influence on teachers' innovative teaching motivation. In terms of relationship strength, the association between

teaching efficacy and innovative teaching motivation is stronger than that between organizational psychological safety and innovative teaching motivation, implying that teaching efficacy may play a mediating or transmission role between the two variables. Additionally, all correlation coefficients reach moderate to relatively high levels, suggesting meaningful associations among the variables without indicating multicollinearity. All coefficients are positive, reflecting a consistent positive trend, whereby an increase in one variable is associated with increases in the others. From a statistical perspective, all relationships are significant at the 0.01 level, demonstrating the robustness and reliability of the findings. Overall, these results provide preliminary empirical support for the theoretical expectation that supportive organizational environments and positive individual cognitions contribute to the enhancement of teachers' innovative teaching motivation.

Analysis of Relationships Among Variables

Regression Analysis of Organizational Psychological Safety on Innovative Teaching Motivation

To further examine the predictive effect of organizational psychological safety on innovative teaching motivation, a regression analysis was conducted. The results are presented in Table II.

TABLE II: REGRESSION ANALYSIS OF ORGANIZATIONAL PSYCHOLOGICAL SAFETY ON INNOVATIVE TEACHING MOTIVATION

Dependent Variable	Independent Variable	B	SE	β	t	R ²	F
Innovative Teaching Motivation	Constant	1.482	0.173	-	8.566*	0.287	115.432
	Organizational Psychological Safety	0.548	0.051	0.536	10.745***		

Note: *** $p < 0.001$

As shown in Table 2, organizational psychological safety has a significant positive predictive effect on innovative teaching motivation. The unstandardized regression coefficient ($B = 0.548$) indicates that for each one-unit increase in organizational psychological safety, innovative teaching motivation increases by 0.548 units. The standardized coefficient ($\beta = 0.536$) suggests a moderately strong effect size. The t-value ($t = 10.745$, $p < 0.001$) further confirms the statistical significance of this relationship. At the model level, the F-value ($F = 115.432$, $p < 0.001$) indicates that the regression model is statistically significant and exhibits strong explanatory power. The coefficient of determination ($R^2 = 0.287$) shows that organizational psychological safety explains 28.7% of the variance in innovative teaching motivation, which represents a substantial level of explanatory capacity.

The constant term is also significant ($B = 1.482$, $t = 8.566$, $p < 0.001$), indicating that even when organizational psychological safety is at zero, innovative teaching motivation maintains a baseline level. These findings suggest that psychological safety within the organizational environment is a critical factor in promoting teachers' innovative teaching motivation. Moreover, the relatively high standardized coefficient highlights the central role of organizational psychological safety within the model. Combined with the previous correlation analysis, the results further confirm that the relationship between organizational psychological safety and innovative teaching motivation is not only statistically significant but also demonstrates a meaningful predictive (causal) direction.

Regression Analysis of Teaching Efficacy on Innovative Teaching Motivation

To further examine the effect of teaching efficacy on innovative teaching motivation, a regression analysis was conducted. The results are presented in Table III.

TABLE III: REGRESSION ANALYSIS OF TEACHING EFFICACY ON INNOVATIVE TEACHING MOTIVATION

Dependent Variable	Independent Variable	B	SE	β	t	R ²	F
Innovative Teaching Motivation	Constant	1.126	0.135	—	6.086*	0.373	168.576
	Teaching Efficacy	0.623	0.051	0.611	12.984***		

Note: *** $p < 0.001$

The regression results indicate that teaching efficacy has a significant positive predictive effect on innovative teaching motivation. Specifically, the unstandardized regression coefficient ($B = 0.623$) suggests that for each one-unit increase in teaching efficacy, innovative teaching motivation increases by 0.623 units. The standardized coefficient ($\beta = 0.611$) demonstrates a strong effect size, indicating that teaching efficacy exerts a substantial influence on innovative teaching motivation. The t-value ($t = 12.984$, $p < 0.001$) further confirms the statistical significance of this relationship.

At the model level, the F-value ($F = 168.576$, $p < 0.001$) indicates that the regression model is statistically significant and exhibits strong explanatory power. The coefficient of determination ($R^2 = 0.373$) shows that teaching efficacy explains 37.3% of the variance in innovative teaching motivation, representing a relatively high level of explanatory capacity. Compared with the regression results for organizational psychological safety, teaching efficacy demonstrates greater explanatory power, suggesting that it plays a more direct role in predicting innovative teaching motivation.

The constant term is also statistically significant ($B = 1.126$, $t = 6.086$, $p < 0.001$), indicating that even when teaching efficacy is at zero, innovative teaching motivation

maintains a baseline level. These findings highlight that teachers' beliefs in their own instructional capabilities serve as a critical internal driving force for engaging in innovative teaching practices.

Mediation Effect of Teaching Efficacy

To further elucidate the mechanism linking organizational psychological safety, teaching efficacy, and innovative teaching motivation, this study employed the Bootstrap method (5,000 resamples) to test the mediating effect of teaching efficacy. The results are presented in Table IV.

TABLE IV: MEDIATION ANALYSIS OF TEACHING EFFICACY IN THE RELATIONSHIP BETWEEN ORGANIZATIONAL PSYCHOLOGICAL SAFETY AND INNOVATIVE TEACHING MOTIVATION (BOOTSTRAP = 5000)

Path	Effect	Boot SE	Boot LLCI	Boot ULCI	Conclusion
Total Effect (Organizational Psychological Safety → Innovative Teaching Motivation)	0.548	0.051	0.447	0.649	Significant
Direct Effect (Organizational Psychological Safety → Innovative Teaching Motivation)	0.302	0.046	0.212	0.392	Significant
Indirect Effect (Organizational Psychological Safety → Teaching Efficacy → Innovative Teaching Motivation)	0.246	0.039	0.174	0.324	Significant

As shown in Table 4, the total effect of organizational psychological safety on innovative teaching motivation is 0.548, with a 95% confidence interval of [0.447, 0.649], which does not include zero, indicating that the total effect is statistically significant. This suggests that, at an overall level, organizational psychological safety significantly promotes teachers' innovative teaching motivation. Further decomposition of the effects reveals that, after introducing the mediating variable teaching efficacy, the direct effect of organizational psychological safety on innovative teaching motivation is 0.302, with a confidence interval of [0.212, 0.392], which also excludes zero. This indicates that organizational psychological safety continues to exert a stable and significant direct influence on innovative teaching motivation even after controlling for teaching efficacy. In other words, a supportive and psychologically safe organizational climate can directly stimulate teachers to engage in innovative instructional practices, such as experimenting with new teaching approaches and optimizing classroom design.

At the same time, the indirect effect of organizational psychological safety on innovative teaching motivation through teaching efficacy is 0.246, with a confidence interval of [0.174, 0.324], which does not include zero, indicating a

significant mediating effect. This finding demonstrates that organizational psychological safety not only influences innovative teaching motivation directly but also indirectly by enhancing teachers' beliefs in their instructional capabilities. From the perspective of effect size, the indirect effect accounts for 44.89% of the total effect, suggesting that teaching efficacy plays a substantial mediating role in the relationship between organizational psychological safety and innovative teaching motivation. This proportion, approaching half of the total effect, highlights that teaching efficacy is not a peripheral variable but a critical component of the underlying mechanism.

Moreover, since both the direct and indirect effects are statistically significant, teaching efficacy can be identified as a partial mediator rather than a full mediator in this model. This finding indicates that the influence of organizational psychological safety on innovative teaching motivation operates through multiple pathways, including both direct effects and indirect effects mediated by individual psychological mechanisms. From a theoretical perspective, these results support the "environment-cognition-behaviour" framework, whereby the organizational environment (organizational psychological safety) shapes individual cognition (teaching efficacy), which in turn influences behavioural outcomes (innovative teaching motivation). From a practical standpoint, the findings suggest that schools seeking to enhance teachers' innovative teaching motivation should not only focus on fostering a psychologically safe organizational climate but also prioritize the development of teachers' teaching efficacy through professional training, feedback systems, and supportive mechanisms. In conclusion, the mediation analysis presented in Table 4 not only supports the proposed hypotheses but also provides a comprehensive explanation of the underlying mechanism linking organizational psychological safety and innovative teaching motivation.

VII. SUMMARY OF RESULTS

Regarding Hypothesis H1, the findings of this study indicate that organizational psychological safety has a significant positive effect on innovative teaching motivation. This suggests that when primary school dance teachers perceive higher levels of respect, acceptance, and freedom of expression within their school organizations, they are more likely to experiment with new teaching methods, optimize classroom activity design, and actively engage in creative instructional practices. This result supports H1 and demonstrates that the organizational environment is not merely an external context for teaching activities but a critical antecedent of teachers' innovative behaviour. Akar (2025) argues that psychological safety significantly promotes teachers' innovative work behaviour by reducing organizational silence and minimizing avoidance of problems, which is consistent with the findings of this study. AlMunthiri et al. (2024) also find that inclusive leadership fosters innovative behaviour through psychological safety, indicating that individuals are more likely to engage in exploration and improvement in low-threat organizational climates. Balkar (2024) further confirms a significant relationship between organizational climate and teachers' innovative behaviour, suggesting that supportive school

environments enhance teachers' instructional creativity. Shahid and Din (2021) emphasize that leadership, team effectiveness, and organizational culture are key factors in shaping teachers' psychological safety, and when these conditions are well established, they provide a stable foundation for innovative teaching. Fleming et al. (2024), based on K-12 teacher samples, highlight that psychological safety is closely linked to organizational context and influences teachers' well-being and performance. Taken together, the results of this study suggest that organizational psychological safety not only reduces teachers' concerns and perceived risks associated with innovation but also enhances their initiative and persistence in classroom reform, thereby facilitating the development of innovative teaching motivation. Therefore, H1 is supported, indicating that in the context of primary school dance education, schools aiming to enhance teachers' innovative teaching motivation should prioritize the creation of open, supportive, and error-tolerant organizational climates. From the perspective of organizational psychological safety theory, these findings validate the proposition that "low-risk environments for expression promote innovative behaviour." When teachers perceive organizational support and tolerance for mistakes, their psychological defense mechanisms are reduced, making them more willing to engage in exploratory practices. Furthermore, psychological safety, as a critical organizational resource, can directly activate teachers' innovative teaching motivation by reducing uncertainty and perceived risks.

Regarding Hypothesis H2, the findings of this study indicate that teaching efficacy has a significant positive effect on innovative teaching motivation. Specifically, the stronger teachers' beliefs in their capabilities in classroom management, instructional strategies, and student engagement, the more likely they are to adopt innovative instructional approaches in practice. This result supports H2 and further demonstrates that teachers' innovative teaching motivation is not only influenced by external organizational conditions but is also strongly shaped by individual capability beliefs. Bas (2022) argues that teachers' instructional beliefs and attitudes influence teaching motivation through self-efficacy, highlighting the central role of efficacy in the formation of teacher behaviour. Calkins et al. (2024) suggest that teachers' self-efficacy serves as a critical foundation for professional engagement and instructional decision-making, with high-efficacy teachers more inclined to implement proactive and diverse teaching strategies. Chan et al. (2023) find that perceptions of teacher educators' instructional behaviours significantly affect pre-service teachers' teaching efficacy, indicating that efficacy is malleable and can be translated into actual teaching performance. Hatlevik and Hatlevik (2025) point out that although the sources of efficacy differ across career stages, teaching efficacy consistently predicts teachers' job satisfaction and instructional effectiveness. Ting et al. (2024) further introduce the concept of "innovative teaching efficacy," demonstrating that teachers' beliefs in their ability to implement innovative instruction directly influence the level of innovation in their teaching practices. In light of the present findings, primary school dance teachers with higher levels of teaching efficacy are more willing to adopt diversified instructional approaches, break away from

traditional demonstration-imitation models, and design more interactive and student-centred learning activities. Therefore, H2 is supported, indicating that enhancing teaching efficacy is a crucial pathway for promoting innovative teaching motivation. This also provides clear implications for schools in terms of teacher training, professional development support, and reflective teaching practices. From the perspective of social cognitive theory, these results confirm the proposition that self-efficacy is a key antecedent of behaviour. Teachers' perceptions of their own capabilities directly influence their behavioural choices, effort levels, and persistence in the face of challenges. Furthermore, higher levels of teaching efficacy enhance teachers' sense of control over instructional tasks, thereby encouraging more active engagement in innovative teaching practices driven by both intrinsic motivation and extrinsic motivation.

Regarding Hypothesis H3, the Bootstrap mediation analysis indicates that teaching efficacy plays a significant mediating role in the relationship between organizational psychological safety and innovative teaching motivation. This finding suggests that organizational psychological safety not only directly promotes innovative teaching motivation but also enhances teachers' innovative practices indirectly by strengthening their teaching efficacy. The result supports H3 and demonstrates that organizational environmental factors and individual cognitive factors are not independent; rather, they form a continuous causal chain in the development of teachers' innovative behaviour. Kurt and Duyar (2023) argue that the impact of organizational support on teachers' work outcomes is often realized through a climate of psychological safety, indicating that environmental variables operate through psychological mechanisms. Su et al. (2022) further suggest that an organizational innovative climate influences individuals' improvisational behaviour through psychological safety and is moderated by creative self-efficacy, providing insight into the "environment-efficacy-behaviour" pathway. Haghayeghi and Moghadamzadeh (2025) confirm that teaching efficacy serves a mediating function between individual cognition and professional outcomes, highlighting its role as a bridge linking external environments to behavioural performance. Sofwan et al. (2024) emphasize that teachers' innovative teaching motivation is influenced by multiple factors, among which psychological variables play a crucial role in transforming external support into innovative action. Hosseini and Haghighi Shirazi (2021) propose a conceptual model in which teacher innovation emerges from the combined effects of organizational context, individual cognition, and task characteristics, which aligns closely with the empirical findings of this study. Overall, organizational psychological safety provides the external condition that enables teachers to "dare to innovate," while teaching efficacy builds the internal confidence that enables them to "be capable of innovating." The interaction of these two factors increases the likelihood that innovative teaching motivation will be translated into actual instructional practices. Therefore, H3 is supported, indicating that schools aiming to enhance innovative teaching motivation among primary school dance teachers should not only focus on fostering a psychologically safe organizational climate but also strengthen teachers' teaching efficacy through

professional support, feedback mechanisms, and growth-oriented training. From an integrative theoretical perspective, these findings reflect the coupling of organizational psychological safety theory and social cognitive theory. Organizational psychological safety, as an environmental factor, influences individual efficacy beliefs, which in turn shape behavioural outcomes, consistent with the "environment-cognition-behaviour" interaction framework. This also suggests that the development of teachers' innovative teaching motivation is a result of multi-level influences, requiring coordinated interventions at both organizational and individual levels.

VIII. CONCLUSION

This study focuses on primary school dance teachers in Shijiazhuang, Hebei Province, China, and systematically examines the mechanisms linking organizational psychological safety, teaching efficacy, and innovative teaching motivation, grounded in organizational psychological safety theory and social cognitive theory. The findings indicate that both organizational psychological safety and teaching efficacy have significant positive effects on innovative teaching motivation, and that teaching efficacy plays a partial mediating role in this relationship. A supportive and psychologically safe organizational climate not only directly stimulates teachers' willingness to engage in innovative teaching but also indirectly enhances their innovative practices by strengthening their confidence in their instructional capabilities. Theoretically, this study integrates organizational contextual factors and individual cognitive factors within a unified framework, thereby enriching the explanatory model of teachers' innovative behaviour. Practically, the findings provide important implications for improving the quality of dance education at the primary school level, suggesting that schools should foster supportive and error-tolerant organizational environments while simultaneously strengthening teachers' professional development and instructional competence (e.g., classroom management, instructional strategies, and student engagement). Such efforts can facilitate the sustained enhancement of innovative teaching motivation and contribute to the overall improvement of educational quality. Overall, this study highlights the synergistic effects of organizational environment and individual cognition in promoting educational innovation and offers meaningful insights for advancing teachers' professional development and high-quality education. Future research is encouraged to expand the sample scope and research contexts, incorporate additional variables such as leadership style, teaching motivation (including intrinsic motivation and extrinsic motivation), or digital literacy, and employ longitudinal designs or structural equation modelling approaches to further explore the dynamic relationships and underlying mechanisms among these variables.

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