Asia Pacific Science Press

Journal of Educational Theory and Practice
ISSN(O):3005-9313
ISSN(P):3005-9305
Vol. 3 No.1 (2026)

Research on the Psychological Path of Mindfulness Leadership and Job Burnout among College Teachers: Verification of the Impact Effects of Self-Efficacy and Emotional Regulation Ability Based on Artificial Intelligence

Xinrui Li, Zhuoren Liu*

School of Education, Guangzhou Huali collage, Guangzhou, 511325, China

Corresponding author: Zhuoren Liu, Lzr991218@163.com

Abstract: Job burnout among university teachers poses a growing challenge to faculty well-being and sustainable development in higher education. Drawing on Conservation of Resources theory, this study examines how mindful leadership influences teacher burnout through the mediating roles of self-efficacy and emotional regulation ability. Survey data were collected from 658 full-time teachers across multiple universities in China and analyzed using structural equation modeling. In addition, artificial intelligence–assisted methods, including K-means clustering and sentiment analysis of open-ended responses, were employed to explore group heterogeneity and provide complementary evidence. The results show that mindful leadership is significantly and negatively associated with teacher burnout. Both self-efficacy and emotional regulation ability partially mediate this relationship, indicating that mindful leadership alleviates burnout by enhancing teachers' psychological resources. AI-based clustering further identifies distinct teacher subgroups with different burnout risk profiles, underscoring the importance of differentiated intervention strategies. This study extends mindful leadership research to the higher education context and offers practical implications for leadership development and faculty support.

Keywords: Mindfulness-Based Leadership; Burnout; Self-Efficacy; Emotional Regulation Ability; Artificial Intelligence Assisted Analysis

Published: Feb 24, 2026

DOI: https://doi.org/10.62177/jetp.v3i1.1075

1.Introduction

Higher education, as an important convergence point of the primary productive force of science and technology, the primary resource of talent and the primary driving force of innovation, its development quality is directly Relation to the overall situation of the country's modernization drive. University teachers are the core force in higher education, shouldering the sacred mission of cultivating high-level talents, promoting scientific and technological innovation, and serving social development. However, with the in-depth advancement of the "Double First-Class" initiative, the assessment pressure from the fifth Epoch of discipline evaluation, and the continuous increase in the requirements for teaching, research and social services, university teachers are facing unprecedented professional pressure. The interweaving of factors such as role overload, work-family conflict, career development bottleneck and performance assessment pressure has made burnout

increasingly prominent among university teachers [1]. Job burnout not only harms the physical and mental health of teachers, leading to the depletion of work enthusiasm and the decline in teaching and research efficiency, but also may cause talent loss, ultimately affecting the improvement and sustainable development of higher education quality. Therefore, delving deeply into the formation mechanism of job burnout among college teachers and seeking Valid intervention Path have become an urgent and highly practical issue.

In the Domain of organizational management, leadership is regarded as a key situational factor influencing employees' attitudes and behaviors [2]. Mindfulness leadership, as a leadership paradigm that emphasizes focusing on the present, accepting insights, and non-judgmental awareness, has been initially confirmed to play a role in alleviating employee stress and promoting positive organizational behavior. However, the existing research on mindful leadership and teacher burnout mostly focuses on grassroots teachers in the basic education stage, and the exploration of the specific organizational context of colleges and universities is still insufficient. The loosely coupled organizational structure of colleges and universities, the high autonomy and professionalism of teachers' work, and the complexity of the performance evaluation system all make the mechanism of mindfulness-based leadership potentially unique [3]. Furthermore, most existing studies start from a single psychological mechanism and lack an integrated investigation of multiple mediating Path. Based on this, the core issue of this study lies in: In the context of university management, can and how can mindfulness leadership alleviate teachers' job burnout by stimulating their self-efficacy and enhancing their emotional regulation ability through two internal psychological Path? Meanwhile, traditional quantitative research has limitations in revealing group heterogeneity and complex Pattern Recognition. This study attempts to introduce Artificial Intelligence Data analysis methods as an auxiliary means, aiming to Exploration how Artificial Intelligence methods can provide new and richer Evidence and insights for this research, thereby deepening the understanding of relationships between variables.

This study is of great theoretical value and practical significance. At the theoretical level, first of all, it extends the research on mindful leadership to the organizational field of colleges and universities, tests its applicability and effectiveness, and enriches the theory of educational organizational leadership. Secondly, by introducing the dual mediating variables of self-efficacy and emotional regulation ability in parallel, a more integrated psychological mechanism Model was constructed and verified, deepening the understanding of the internal process black box of how mindfulness leadership affects employees' occupational health and transcending the explanatory limitations of a single mediating Model. Finally, the exploratory combination of artificial intelligence-assisted analysis and traditional quantitative research provides a new methodological approach for the study of educational organizational behavior. At the practical level, the research conclusions can provide university administrators with intervention ideas based on empirical Evidence. By cultivating mindful leadership and specifically enhancing teachers' psychological capital (such as self-efficacy) and emotional management skills, it can effectively prevent and alleviate teachers' job burnout, and build a high-quality teaching staff that is physically and mentally healthy, energetic, and highly productive. Serve the strategic Objective of building a strong educational country.

2.Theoretical Basis, Core Concepts and Research Hypothesis

2.1 Definition of Core Concepts and Theoretical Perspectives

2.1.1 Mindful Leadership

Mindful leadership originated from the intersection of positive psychology and organizational behavior in the Domain. It refers to the ability that leaders cultivate through continuous mindfulness practice (such as meditation, focused breathing, etc.) to remain acutely aware of their inner experiences (thoughts, emotions, feelings) and the external Environment, without judgment, and to focus on the present moment, and organically integrate this ability into leadership behavior. So as to make decisions, communicate and manage teams more Valid [4]. Its core Features include: Depth awareness, being able to keenly perceive subtle changes in oneself, subordinates and the organizational Environment; Emotional balance, remaining calm and rational in the face of stress and challenges; Accept and be inclusive, with an open mind towards different opinions and failures; Empathy, the ability to deeply understand the situation and feelings of subordinates; Valid response, rather than inertial reaction [10]. In the context of higher education institutions, a mindful leader is characterized by the ability to truly listen to the voices of teachers, understand their pressures and needs in research and teaching, provide timely and Valid

support, and create a safe and supportive organizational atmosphere.

2.1.2 Burnout among university teachers

Job burnout among college teachers refers to a comprehensive psychological exhaustion State that they exhibit under long-term and continuous work pressure, especially in the work Features of high intellectual input, high emotional consumption and high achievement Expectation. Drawing on Maslach's three-dimensional Dimension Model, it is specifically manifested as: emotional exhaustion, feeling that emotional resources have been overdrawn, extreme fatigue, and loss of enthusiasm for work; De-individualize personality, treat students, colleagues and work with indifference, negativity and estrangement, and view the objects of work as objects rather than people; A low sense of personal achievement, a tendency to negatively evaluate the meaning and value of one's work, and a sense of incompetence and failure [5]. The job burnout of college teachers not only affects their personal physical and mental health and career development, but also has a profound negative impact on the quality of higher education through the decline in teaching quality, the deterioration of the Relation between teachers and students, and the lack of scientific research and innovation.

2.1.3 Self-efficacy

Self-efficacy was proposed by Bandura and refers to an individual's confidence judgment on whether they have the ability to organize and carry out behavioral tasks in a specific Domain to achieve the set results. The self-efficacy of college teachers is the strength of their belief in their ability to successfully complete various professional tasks such as teaching, research, and social service, and to deal with related challenges. Teachers with high self-efficacy usually set challenging Objective, show greater resilience and perseverance when facing difficulties [6], and tend to view challenges as growth opportunities rather than threats, thus experiencing less helplessness and stress.

2.1.4 Ability to regulate emotions

Emotional regulation ability is the psychological process by which an individual monitors, assesses and adjusts their own emotional responses to adapt to Environment requirements and achieve personal Objective. For college teachers, the ability to regulate emotions is of vital importance. It involves how to Valid manage possible negative emotions such as anxiety, depression and anger when facing heavy workloads, strict assessment requirements and complex interpersonal interactions, maintain emotional stability and mobilize positive emotions to engage in work. Gross's process Model classifies emotion regulation Policy into cognitive reevaluation (altering the understanding of emotional events to adjust emotional responses) and expressive inhibition (suppressing the behavioral expression of emotions), among which cognitive reevaluation is generally regarded as a more adaptive and constructive regulation Policy.

2.1.5 Artificial Intelligence assisted analysis and Feedback

In this study, Artificial Intelligence -assisted analysis does not replace traditional statistical Hypothesis Test, but serves as a research tool and a supplementary means of Evidence to deepen, Cross Validation and enrich the understanding of core variables and their Relation. Its role positioning is specifically reflected in: conducting exploratory analysis of multivariate Data through Unsupervised Learning Algorithm (such as K-means Clustering), identifying subgroups of teachers with different Risk Features of burnout and psychological resource levels, revealing the heterogeneity within the groups, and compensating for the possible masking of the subdivision patterns by traditional mean analysis. Through techniques such as association rule Mining, Non-Linearity and complex interaction Relation among variables are discovered, providing additional evidence for theoretical Model. By conducting Sentiment Analysis and topic modeling on text Data (such as answers to open-ended questions), quantitative research findings are supplemented from a qualitative perspective, providing richer contextualized explanations.

2.2 Research Hypothesis and theoretical Model-Construction

Based on the resource conservation theory, individuals always strive to acquire, retain and protect the resources they cherish. Stress and burnout occur when resources are threatened with loss or actually lost, and the investment fails to yield sufficient returns. Mindful leadership can be seen as an important organizational context resource. Mindfulness leaders, through their traits of awareness, balance, inclusiveness and empathy, can provide teachers with clearer Objective guidance, more timely social support, fairer performance Feedback and a safer emotional atmosphere, which helps teachers accumulate and maintain

their psychological resources.

H1: Mindful leadership has a significant negative impact on burnout among college teachers [1]. That is, the higher the level of mindfulness of college leaders, the lower the degree of burnout among their subordinate teachers.

Mindfulness leadership can enhance teachers' confidence in their own abilities by providing a supportive Environment and successful Experience and Feedback. When leaders can accurately identify teachers' contributions and provide constructive Feedback, teachers are more likely to form the belief that they are competent. At the same time, mindful leaders encourage an attitude of focusing on the present and accepting challenges, which helps teachers concentrate their Attention on problem-solving rather than the difficulties themselves, thereby enhancing their sense of self-efficacy. Teachers with high self-efficacy, who are confident in completing tasks, put in more effort and are more resilient in the face of setbacks, which directly buffers the emotional exhaustion and reduced sense of achievement caused by work pressure.

H2: Self-efficacy plays a mediating role between mindful leadership and burnout among college teachers. That is, mindfulness-based leadership reduces burnout by enhancing teachers' self-efficacy.

Mindfulness leaders themselves are demonstrators of emotional management, and their calm and rational behavioral patterns provide Learning models for teachers. The inclusivity atmosphere they create allows teachers to express their true emotions without worrying about negative evaluations, which creates a safe space for teachers to practice emotional regulation. Through mindful communication, leaders can help teachers reevaluate their cognition of stressful events and change their negative interpretation methods. The improvement of teachers' emotional regulation ability enables them to manage negative emotions generated at work more Valid, reduce the unnecessary consumption of emotional resources, prevent emotional exhaustion, maintain good interpersonal interaction, avoid personality, and at the same time, positive emotional experiences also help enhance personal achievement.

H3: Emotional regulation plays a mediating role between mindful leadership and burnout among college teachers. That is, mindfulness-based leadership reduces burnout by enhancing teachers' ability to regulate emotions.

3.Research Design: A Mixing approach integrating traditional quantification with Artificial Intelligence assistance

3.1 Rearch Sample and Data Collection

This study adopted an online anonymous questionnaire survey method. Through channels such as professional Network communities of university teachers and assistance from the personnel departments of cooperating universities, a sample was conducted among full-time teachers from different types of universities in the eastern, central and western regions of the country. The questionnaire distribution lasted for about two months, and a total of 725 questionnaires were retrieved. After Data Cleaning, invalid questionnaires with overly short answering times, obvious regularity in answers, and inconsistent responses to lie detector questions were eliminated. Ultimately, 658 Valid questionnaires were obtained, with a Valid recovery rate of 90.8%. The basic Features of the Sample are as follows: 52.1% are male and 47.9% are female. The average age was 36.45 years, with 28.7% under 30 years old, 42.4% between 30 and 39 years old, 22.3% between 40 and 49 years old, and 6.6% over 50 years old. In terms of titles, teaching assistant/lecturer accounted for 38.6 percent, associate professor accounted for 35.3 percent, and professor accounted for 26.1 percent; In terms of academic qualifications, 68.5% have a doctorate, 27.2% have a master's degree, and 4.3% have a bachelor's degree or other qualifications. The Sample Coverage different disciplinary Domain and is representative to a certain extent. The qualitative Data mainly comes from an open-ended question in the questionnaire: Which specific behaviors of school leaders do you think have the greatest impact on your work State? A total of 412 Valid text responses were collected and used for Artificial Intelligence text analysis.

3.2 Variable measurement and Scale reliability and validity

All core variables in this study were measured using mature scales at home and abroad, and the Likert 5-point scoring method was used. Mindfulness leadership uses a revised 15-item scale, covering Dimension such as awareness, Description, conscious action, non-judgment, and non-reaction. Job burnout is measured using the MBI-ES scale, which includes three sub-dimensions: emotional exhaustion, deindividuation, and low personal achievement. Self-efficacy is based on a 10-item general self-efficacy scale. Emotional regulation ability was evaluated using the cognitive rescoring scale in the Emotional

regulation Questionnaire. The control variables included the teacher's gender, age, title, educational attainment, and subject type. Confirmatory Factor Analysis was conducted on the formal survey Data. The results showed that the four-factor Factor fitted well. The Factor loadings of each item on its corresponding variable were all greater than 0.6, the combined reliability was all higher than 0.8, and the average variance sampling was all greater than 0.5, indicating that the scale had good reliability and validity.

3.3 Application and Role of Artificial Intelligence Assisted Analysis Methods

This study mainly employs two Artificial Intelligence methods to assist in the analysis. Firstly, the K-means Clustering algorithm was used to conduct Cluster Analysis on the scores of teachers in the three Dimension of job burnout, self-efficacy, and emotional regulation ability, aiming to identify different groups of teachers with Features. Secondly, natural language processing techniques are employed to conduct sentiment analysis (calculating sentiment polarity scores) and LDA topic modeling on open-ended text responses, in order to Exploration the perceived themes and emotional tendencies of teachers towards mindful leadership behaviors, serving as a qualitative supplement to the quantitative results. All AI analyses are conducted in the Python Environment.

4.Data Analysis and Results

4.1 Descriptive Statistics and correlation Analysis

The means, standard deviations and correlation coefficients of the main variables are shown in Table 1. Mindfulness-based leadership was significantly negatively correlated with burnout and significantly positively correlated with self-efficacy and emotional regulation ability. Self-efficacy and emotional regulation are both significantly negatively correlated with burnout. This provides initial support for subsequent Hypothesis Test.

Table 1: Descriptive Statistics and Correlation Analysis (N=658)

Variables	M	SD	1	2	3	4	5	6	7	8
1. Gender	1.48	0.50	1							
2. Age	2.18	0.91	.031	1						
3. Title	2.24	0.87	-.045	412 * *	1					
4. Mindful Leadership	3.85	0.81	-.038	-.011	.048	1				
5. Self-efficacy	3.79	0.76	-.029	.022	105 *.	742 * *	1			
6. Emotional regulation ability	3.91	0.79	-.051	-.015	.087	768 * *	695 * *	1		
7. Burnout	2.92	0.68	.061	.041	-.072	- 593 * *	- 548 * *	- 564 * *	1	

Note: *p < 0.05, **p < 0.01.

4.2 Results of hypothesis testing

4.2.1 Tests for direct effects and mediating effects

Use structural equation models for path analysis. After controlling for demographic variables, the direct negative effect of mindful leadership on burnout was significant ($\beta = -0.588$, $p < 0.001$), supporting H1. With mediating variables included, positive pathways of mindful leadership for self-efficacy ($\beta = 0.731$, $p < 0.001$) and emotional regulation ability ($\beta = 0.752$, $p < 0.001$) were both significant. The negative pathways of self-efficacy ($\beta = -0.283$, $p < 0.01$) and emotional regulation ability ($\beta = -0.261$, $p < 0.01$) on burnout were also significant. The direct effect of mindfulness-based leadership on burnout remained significant ($\beta = -0.214$, $p < 0.05$), but the coefficient decreased, suggesting that both self-efficacy and emotional regulation ability played a partial mediating role. The Bootstrap test showed an indirect effect value of -0.207 through self-efficacy, with a 95% confidence interval of [-0.321, -0.105]; The indirect effect value through emotion-regulating ability was -0.196, with 95% confidence intervals [-0.298, -0.112], both intervals did not contain 0, and the mediating effect was significant. H2 and H3 were supported. Detailed regression analysis results are shown in Table 2.

Table 2 Regression analysis results for variables

Variable Categories	Riskper-ception		Teacher-burnout							
	Model1	Model2	Model3	Model4	Model5	Model6	Model7	Model8	Model9	Model10
Controlvariables										
Gender	-0.033	0.002	0.065	0.041	0.046	0.041	0.033	0.034	0.029	0.032
Age	-0.005	-0.002	0.023	0.021	0.020	0.021	0.021	0.016	0.020	0.010
Education	0.015	-0.027	-0.057	-0.027	-0.048	-0.030	-0.028	-0.024	-0.039	-0.026
DirectSupervisor-degree	-0.004	-0.014	-0.021	-0.014	-0.023	-0.015	-0.009	-0.009	-0.010	-0.011
AgeofImmediate-supervisor	-0.012	-0.002	-0.040	-0.047	-0.047	-0.048	-0.047	-0.048	-0.047	-0.045
Independentvari-ables										
MindfulLeadership		0.886***		0.624***		-0.126	0.451***	0.218***		
Mediatingvariables										
Self-efficacy					0.579***	0.512***			0.279***	-0.067
F	0.143	27.324	0.961	49.599	39.493	43.035	43.985	40.350	40.030	39.516
R^2	0.002	0.781	0.011	0.398	0.345	0.402	0.407	0.419	0.384	0.414
△ R^2		0.779		0.387	0.334	0.004	0.009	0.012	0.039	0.030

Note: * Representation p<0.05, Representation p<0.01, and * Representation p<0.001.

4.2.2 Discovery and Evidence of Artificial Intelligence Assisted Analysis

The K-means Cluster Analysis determined the optimal Clustering number to be 3 based on the elbow method and classified the teachers into three categories. Cluster A is resource-abundant, accounting for 42.6%. Its Features are low burnout, high self-efficacy, and high emotional regulation ability. Cluster B is of the efficacy deficiency type, accounting for 31.2%. Its Features are moderate burnout and low self-efficacy, but its emotional regulation ability is still acceptable. Cluster C is an emotionally exhausted type, accounting for 26.2%. Its Features are high burnout, significantly low emotional regulation ability but moderate self-efficacy. This discovery confirms the significance of mediating variables and suggests that differentiated intervention Policy should be adopted for different groups. For instance, for Group B, emphasis should be placed on enhancing confidence, while for Group C, emotional management Training should be strengthened.

The evaluation of Clustering effect can refer to the calculation formula of the sum of squares of Error within Clustering: SSE = ΣΣ dist(c_i, x)^2, where c_i is the Cluster center and x is the Sample point within the Cluster. The total SSE after this Clustering is 285.43, and the Variance within each group is relatively small, indicating a good Clustering effect.

Table 3 Cluster Analysis Results of Teachers' Psychological Features (N=658)

Cluster	Proportion	Job burnout (M	Self-efficacy (M)	Emotional regu-lation ability (M)	Features description
A: Resource-rich type	42.6%	2.21	4.25	4.32	Rich in mental resources and least burnout
B: Ineffective type	31.2%	3.18	3.12	3.85	Lack of confidence is the main Risk
C: Emotional exhaustion type	26.2%	3.75	3.68	3.05	Difficulty in regulating emo-tions is the core issue

The LDA topic analysis of the open text extracted three main themes: Theme One is leadership support and empowerment, Theme Two is communication equity and transparency, and Theme three is emotional care and inclusion. Sentiment analysis

shows that when teachers mention behaviors related to Theme One and three, their sentiment scores are significantly higher than when they mention Theme Two and related transactional content. This qualitatively confirmed the positive impact of dimensions such as care and support in mindful leadership on teachers' psychological feelings, echoing the quantitative results.

5.Research Conclusions and Discussion

5.1 Main Research Conclusions

This study systematically investigated the impact of mindful leadership on teachers' job burnout in the context of university management and its underlying psychological mechanisms by integrating a hybrid research approach of quantitative analysis and Artificial Intelligence assistance. The core discovery verified the parallel mediating model of self-efficacy and emotional regulation ability, and with the help of Artificial Intelligence technology, revealed the heterogeneous Features of the teacher group. The main conclusions can be summarized into the following three levels, which are elaborated respectively from the core Relation, the mechanism of action and group differences.

First, this study confirms that the mindful leadership of college administrators is a key contextual factor in significantly predicting the level of teacher burnout. Path analysis shows that mindful leadership has a direct negative predictive effect on job burnout (including three dimensions: emotional exhaustion, depersonalization, and low personal achievement). This finding extends the positive effects of mindfulness-based leadership from corporate organizations to knowledge-intensive, highly specialized academic organizations in colleges and universities, supporting the applicability of resource conservation theory in explaining occupational health issues in the field of education. It indicates that a leader with Depth awareness, emotional balance, acceptance, tolerance and empathy can directly provide teachers with a stable psychological and emotional resource through their own behavior, buffer various demands and pressures in the work environment, and thereby reduce burnout. This emphasizes the significance of the personal intrinsic traits and behavioral patterns of leaders in university governance, transcending the traditional scope of institutional support.

Second, the study reveals the dual psychological pathways through which mindful leadership works, by enhancing the two key personal resources of teachers, namely self-efficacy and emotional regulation ability. The mediating effect test shows that both pathways play a significant partial mediating role. On the one hand, mindfulness leaders can effectively enhance teachers' belief in their ability to complete complex tasks such as teaching and research (i.e., self-efficacy) by providing clear Objective guidance, immediate constructive Feedback, and sincere recognition of teachers' efforts and achievements. This belief of "I can Row" makes teachers more willing to take on challenges and more resilient in the face of setbacks, thereby fundamentally reducing the breeding of a sense of powerlessness and low achievement. On the other hand, mindfulness leaders directly empower teachers' emotional regulation abilities by demonstrating their own emotional stability, creating an atmosphere that allows for the safe expression of emotions, and guiding teachers to conduct cognitive re-evaluation of stressful events. This enables teachers to manage negative emotions such as anxiety and depression that arise at work more effectively, reduce unnecessary depletion of emotional resources, and maintain good interpersonal interaction. The two paths together illustrate that mindfulness-based leadership is not just "giving fish" (providing direct support), but "teaching how to fish" (nurturing the inner psychological capital of teachers), which is a more sustainable approach to intervention.

Thirdly, Artificial Intelligence Cluster Analysis provides us with a more detailed group profile that goes beyond the average Relation between variables. The three types of teacher groups identified by the research, namely "resource-abundant type", "ineffective type" and "emotionally exhausted type", have significantly different psychological resource ratios and Risk Features of burnout. This finding is of great practical value, indicating that the causes and manifestations of teacher burnout are heterogeneous. For example, the main contradiction of "ineffective" teachers is a lack of confidence, while the core predicament of "emotionally exhausted" teachers is a lack of emotional management skills. Traditional, integrated interventions may have limited effects. This conclusion strongly supports the necessity of "precise intervention", suggesting that future teacher support programs should be personality designed based on diagnosis. For instance, the former should focus on the accumulation of successful Experience and skills training, while the latter should emphasize mindfulness practice and Learning of emotional regulation Policy.

5.2 Practical Implications

Based on the above conclusions, this study provides multi-level and Operation inspirations for the optimization of the management practice and teacher development support system in colleges and universities.

At the level of organizational and leadership development, universities should explicitly incorporate "mindful leadership" into the selection, training and evaluation system for middle-level and above management cadres. Schools can systematically offer mindfulness leadership workshops, modularizing courses such as mindfulness meditation, Depth listening, nonviolent communication, and emotion management, and encourage the formation of long-term mutual support groups for managers' mindfulness practice, transforming mindfulness from a training content into a sustainable leadership practice culture [8]. This not only helps managers to improve themselves, but also, through their daily management behaviors, conveys an atmosphere of focus, empathy and tolerance layer by layer to departments and teams, ultimately benefiting a large number of teachers.

At the level of teacher development and support, the human resources departments and teacher teaching development centers of universities should collaborate to design and implement empowerment projects targeting different psychological resource deficiencies. Firstly, courses on enhancing emotional regulation skills centered on "cognitive re-evaluation" [9] can be universally offered to all teachers, as well as Training for strengthening self-efficacy based on "growth thinking". Secondly, and more importantly, the Clustering Features revealed in this study can be utilized to develop pre-assessment tools. Under the premise of teachers' voluntary participation, their Risk types are initially identified through simple psychological scales, and then customized support resources are recommended or provided for them. For instance, matching mentors for "ineffective" teachers, setting phased small and micro success Objective, and providing workshops for improving teaching and research skills; Provide mindfulness-based stress reduction courses, emotional release group counseling, and a green Channel for psychological counseling for "emotionally exhausted" teachers.

At the level of management tools and decision support, universities should actively Exploration the application of intelligent technologies such as Artificial Intelligence in the Risk prevention and support system for teachers' occupational health. An anonymous and regular Online monitoring platform for teachers' mental health and professional State can be developed. Through lightweight periodic assessments, combined with AI Algorithm to conduct real-time analysis of Data, individuals or groups with an increased Risk of burnout can be dynamically identified, and early warnings can be issued to managers or support systems. This has achieved a transformation from "passively responding to crises" to "proactively preventing Risk" [11]. Meanwhile, based on Data analysis, personality Learning resources, support activity information or care suggestions can be precisely pushed to teachers with different Features, building an intelligent and humanized teacher care ecosystem.

5.3 Research Limitations and Future Prospects

There are some limitations in this study. Firstly, cross-sectional Data is difficult to strictly Inference causal Relation. In the future, longitudinal tracking or experimental studies can be adopted for further verification. Secondly, although the Sample is representative to a certain extent, the sampling scope can be expanded in the future, and the influence of regulatory factors such as different types of universities and disciplinary cultures can be taken into consideration. Secondly, the application of Artificial Intelligence in assisted analysis is still in the Exploration stage. In the future, more complex Algorithm can be introduced to Mining deeper Relation. Finally, there may be common methodological Bias In Statistics in self-reported Data. Future research can integrate multi-source Data and further explore the mechanism by which mindfulness leadership influences outcomes at the team level, as well as expand Artificial Intelligence from analytical tools to real-time Feedback and intervention systems.

Funding

No

Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

Reference

[1] Lian, R. R., & Zhao, Y. (2023). The mechanism of mindful leadership on job burnout among grassroots teachers. Journal of Chongqing Three Gorges University, 39(3), 60-73.

[2] Liu, B. N., & Sun, B. H. (2022). How leader mindfulness alleviates emotional exhaustion among university teachers: The mediating role of work–personal conflict and the moderating role of teacher mindfulness. Journal of Educational Studies, 18(6), 117-133.

[3] Zhang, G. B. (2017). Emotional associations between perceived organizational climate and job burnout among university teachers. Vocational Education Communication, (19), 18-25.

[4] Zhuang, P., Qin, X. J., Yi, L., Chen, F. M., et al. (2022). The relationship between head nurses' leadership and job burnout among nurses in a traditional Chinese medicine hospital. Modern Medicine & Health, 38(7), 1130-1133.

[5] Li, H., & Li, X. Y. (2012). An analysis of the relationship between transformational leadership and job burnout. Journal of Yangtze University (Social Sciences Edition), 35(4), 102-103.

[6] Yu, X. H., & Li, Y. (2012). A study of counselor leadership from the perspective of job burnout. Journal of Science and Education, (10), 14-15.

[7] He, J. Q. (2020). The influence of primary school principals' instructional leadership on teachers' job satisfaction and job burnout. Journal of Jining Normal University, 42(2), 105-109.

[8] He, J. Q. (2020). The impact of primary school principals' instructional leadership on teachers' turnover intention: The mediating roles of job satisfaction and job burnout. Journal of Bingtuan Education Institute, 30(3), 65-74.

[9] Xiang, Z., Ma, W., Cao, J., Su, X., Wang, H., et al. (2021). The impact of burnout on kindergarten principals' leadership and the mediating role of social support. Health Education in China, 37(11), 1033-1036.

[10] January. (2017). Mindful leadership. IT Manager World, (10), 62-63.

[11] Wu, H. (2025). Neural mechanisms of mindfulness training interventions for job burnout among primary and secondary school teachers. Education and Teaching Research, (1), 73-78.