



The Effect Mechanism of Teacher Self-Leadership Training on Class Management and Students' Psychology under the Construction of Theoretical Model

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Abstract: Amid the "double reduction" policy and the post-pandemic era, insufficient intrinsic motivation among teachers has emerged as a critical bottleneck hindering teaching quality improvement. To address this, the novel "Teacher Self-Leadership-Efficacy Integration Model" is proposed. This study synthesizes Resource Protection Theory (RPT) and Self-Determination Theory (SDT), while incorporating the "Compound Training Resistance Effect" from kinesiology and "Quantified Self" from consumer behavior to provide multidimensional perspectives. The paradigm clearly delineates the mechanism of teacher self-leadership: first, it promotes psychological capital growth; second, it triggers actual leadership behaviors that enhance teaching atmosphere; and third, it improves students' psychological adjustment capabilities. This framework offers a scientifically robust and practically applicable theoretical system and methodology for addressing current challenges and exploring effective solutions.

Keywords: teacher self-leadership; classroom management; student psychology; mindfulness intervention; effect mechanism

1. Introduction

China is currently undergoing two transformative changes: the implementation of the "Double Reduction" policy and post-pandemic psychological adjustment. The "Double Reduction" policy has raised higher expectations for teachers' professional competence and psychological resilience. However, teacher burnout has become increasingly prominent. Traditional external skills training and institutional discipline fail to stimulate teachers' intrinsic motivation, and their inability to address students' mental health in complex educational environments remains a major obstacle to improving teaching effectiveness.

Current research on teacher development exhibits a "external drive, internal support" characteristic. While studies on external factors have reached maturity—such as national teaching competitions being proven effective in teacher development [1], and institutional research on teacher exit mechanisms [2]—the application of technological tools continues to expand. Cloud-based informal learning methods also provide new opportunities for professional growth [3]. However, these studies fail to address the fundamental issue of intrinsic motivation. Notably, Warren (2021) emphasized that "teacher leadership stems from self-leadership," underscoring the importance of internal drive [4]. Yet existing research lacks detailed explanations on how this self-leadership translates into teaching practices or influences classroom dynamics and student psychology. Cross-disciplinary studies also reveal the "synthetic training interference effect" in sports physiology [5], suggesting that ineffective integration of teacher education goals may lead to counterproductive outcomes. This highlights the theoretical necessity of establishing collaborative development models.

Therefore, we hope to break through the existing limitations and construct a theoretical system with "teacher self-directedness" as the core, which can fully explain the impact of the internal psychological mechanism on the implementation of teaching governance and the promotion of students' psychological adjustment, so as to provide a new theoretical perspective and practical path for teacher development.

2. Literature Review and Theoretical Basis

2.1 Teacher Self-Leadership: Multidimensional Construction and Connotation

Individual leadership refers to the process by which individuals autonomously guide and motivate themselves to achieve goals through a series of self-directed approaches. Its foundational model comprises three core strategies [6]: "behavioral-oriented strategies" from the perspective of behavioral control; "endogenous reward strategies" rooted in intrinsic motivation; and "constructive thinking framework strategies" that cultivate positive psychological schemas through

cognitive restructuring. These mechanisms serve as critical foundations for explaining how individuals self-determinedly regulate their motivations, emotions, and actions [7].

Recent research on this theory has further enriched its connotations and application value in educational contexts, highlighting its strong timeliness. In the professional development of faculty and staff, self-leadership is recognized as a crucial internal force that promotes teachers' psychological capital (such as resilience, sense of hope, and optimism) and enhances their dedication [8]. For instance, studies show that teachers can effectively regulate their emotions and alleviate psychological stress by employing self-leadership strategies (e.g., positive self-talk and goal-setting), thereby improving job satisfaction and social affinity [9]. Systematic review analyses also indicate that combining self-leadership training with other techniques can better promote leadership development among various professionals, including teachers. This demonstrates that self-leadership has evolved from a general concept of self-discipline into a fundamental psychological concept in complex educational settings, serving as a driving force for persistence, continuous professional development, and effective collaborative teaching practices [10].

2.2 Class Management: From Control to Empowerment

From the perspective of resource preservation, teachers' work efficiency depends on their personal resources, and it is proposed that people consciously seek, maintain, and invest in psychological resources [11]. Teachers' self-regulation behaviors represent one of the key investment methods, enabling them to control attention and emotions [12], prevent burnout caused by overconsumption, and even enhance resource value [13]. Only after effectively utilizing self-regulation strategies to ensure sufficient psychological resources can teachers move beyond the management phase of mere control, redirecting more resources toward constructive situational building and active student care, thereby transitioning to an empowerment-oriented management model [14].

Self-determination theory posits that human behavior and developmental qualities are determined by the fulfillment of autonomy, competence, and connection needs. Enhancing teachers' self-leadership serves as a crucial pathway. When educators exercise autonomous control over their teaching practices [15], recognize their capabilities, and build meaningful relationships with students, intrinsic motivation emerges. This self-driven energy fosters compassionate and innovative leadership styles [16], cultivating a management culture rooted in personal commitment and internal drive. Consequently, their leadership approaches will naturally evolve toward intrinsic motivation.

2.3 Student Psychological Adaptation: Anxiety Alleviation and Efficacy Enhancement

The "Resource Conservation Theory" identifies the primary driving force behind teachers' transition from "control" to "empowerment." This theory posits that individuals actively maintain and expand their limited personal resources, including attention, emotions, and energy. For educators, the essence of self-leadership lies in effective resource management—preventing depletion and achieving resource growth through proactive reshaping. When teachers sustain and expand these resources through such self-leadership, they can move beyond passive leadership and allocate more resources to student development [17].

From the perspective of self-determination theory, this transformation stems from an understanding of motivation: when teachers' needs (autonomy, competence, and relationships) are met, intrinsic motivation and full engagement are stimulated. Self-leadership serves as a crucial mechanism to effectively fulfill teachers' fundamental psychological needs, while enhancing their sense of control, efficacy, and connection [18]. This enables teachers to move beyond passive responses to external pressures and instead engage in genuine leadership driven by internal motivation. Such spontaneous leadership inevitably fosters a more supportive and participatory teaching ecosystem, truly empowering educators.

2.4 Outcome Variables

The education system in the new era continues to evolve, with the process beginning with individual teacher leadership culminating in significant outcomes that reflect contemporary characteristics. First, in the field of teaching, the development of "distributed leadership" and "interactive classrooms" stands as a crucial achievement. The digital environment has broken the traditional boundaries of classroom time and space, requiring leadership responsibilities to be more diversely distributed among teachers and students, among students themselves, and between humans and machines. Individual teacher leadership serves as the spiritual foundation for implementing this distributed leadership model, transforming educators from centralized authority figures into designers and collaborators of learning environments. By leveraging technological tools to facilitate active student participation and collaborative problem-solving, it stimulates creative actions. Second, the most notable outcome for students is the enhancement of "psychological resilience," particularly in alleviating anxiety. Under pressures from academic demands, interpersonal relationships, and other factors, students' mental health has become a key indicator of educational success. Creating a secure, supportive, and highly participatory learning environment through

teacher-empowered management models directly addresses students' needs for autonomy, competence, and belonging. This approach not only contributes to academic achievement but also serves as a vital safeguard for stress resistance, emotional regulation, and holistic psychological adaptability.

3. Construction of an Integrated Model of Teacher Self-Leadership Effect Mechanism

This study employs the "Input-Process-Output (IPO)" logic to construct a mechanism model of the effects of TSL training on educational outcomes. It clearly demonstrates how the elements of TSL training, through dual pathways of intrinsic psychological capital and explicit behavioral change, ultimately translate into classroom management efficacy and students' psychological adaptation.

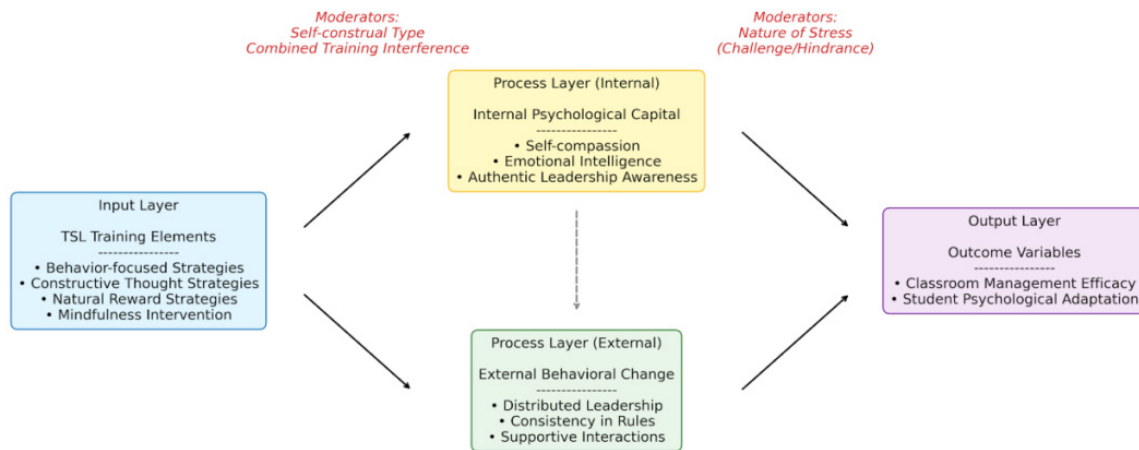


Figure 1. IPO Model of Teacher Self-Leadership (TSL) Effect Mechanism

3.1 Overall Framework of the Model

The "Teacher Self-Leadership Effect Mechanism Integration Model" is a conceptual framework developed in this study, based on the "Input-Process-Output" (IPO) model (see Figure 2). This framework comprehensively illustrates the entire process from self-generated resource input to action output, along with its multi-level impacts. The upper section of the model identifies key moderating variables, where both individual intrinsic factors and external environmental factors jointly regulate the magnitude and direction of the central dynamic.

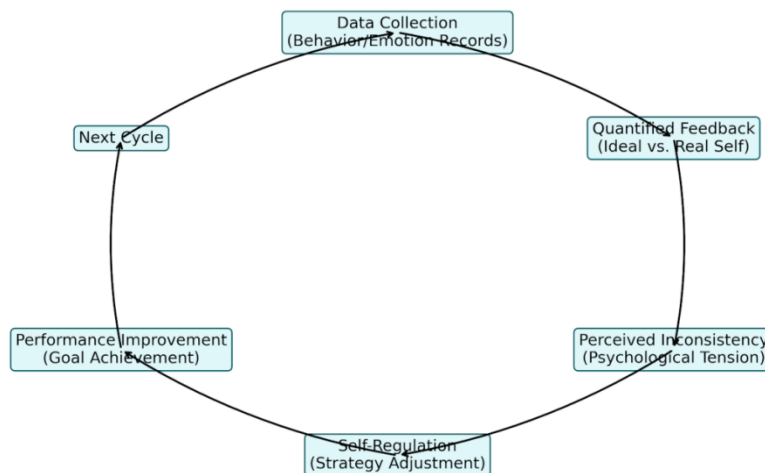


Figure 2. 'Quantified Self' Driven Self-Awareness Feedback Loop

The initial resources originate from the model's input interface, with the strategic elements of teacher autonomy leadership training serving as the core driver to establish an active investment process in teachers' self-resources. The psychological process constitutes the pivotal transformation phase in this model, encompassing two progressive stages: internal psychological capital development and external behavioral manifestation [19]. First, teachers internalize these

critical psychological capital through learning. Second, they apply these resources to educational leadership and management practices. Third, the behavioral outcomes extend across multiple dimensions. At the output stage of this model, when individual teachers and their classroom environments are improved, it generates positive psychological impacts on student development. This creates a multi-level effect cascading from individuals to groups and back to individuals. In summary, the model clearly delineates the logical chain of "resource introduction → cognitive process → behavioral performance and multi-level impacts."

3.2 Driving Stage: Resource Acquisition and Motivation Activation

3.2.1 Core Components of Resource Input

The Input Layer serves as the driving force behind the entire model, representing the initial "effort investment" teachers make to initiate proactive transformation. At its core lies the "teacher autonomy leadership development element" —not a single behavioral intervention, but a comprehensive plan to enhance teachers' self-regulation capabilities. Grounded in the resource conservation theory, this training material itself constitutes a critical input source. It aims to help teachers acquire, maintain, and expand the individual psychological resources (such as concentration levels, positive emotions, and strategic knowledge) they will need to address future professional challenges, thereby laying the foundation for the entire influence chain[20].

3.2.2 The Specific Connotation of Multidimensional Strategy

The training components encompass four interconnected strategic dimensions: Action guidelines help teachers clarify professional objectives and teaching career goals, while developing self-regulation and self-motivation strategies to cultivate effective work habits. Constructive thinking involves identifying and restructuring irrational mental models to foster confident and hopeful attitudes. Natural rewards enable teachers to experience professional fulfillment and joy, transforming challenges into growth opportunities. Meditation training, as a crucial component, enhances present awareness and non-judgmental acceptance, ensuring sustained application of these methods. These four elements work synergistically to establish a comprehensive framework supporting teachers' autonomous leadership development.

3.2.3 Scientific Approach and Participatory Style in Rule Enforcement

This process aims to activate teachers' intrinsic motivation for self-management. The enhancement unfolds in two phases: First, through initial learning and practice, educators immediately experience job control and improved quality of life, fulfilling their autonomy needs while gaining confidence from new skills – the core of self-determination theory. Second, immediate positive reinforcement[21] (e.g., emotional relief or problem resolution) upon first application builds initial resource reserves, motivating continued use of the method. By leveraging structured input resources, this creates a virtuous cycle of "capacity building → need response/reserve → motivation enhancement", providing sufficient impetus for comprehensive mental and behavioral transformation.

3.3 Transformation Stage: Psychological Capital and Behavioral Change

3.3.1 Building Intrinsic Psychological Capital

In the process of self-reflection, teachers first build internal strength, as shown in Figure 1 through adopting self-directed methods to gradually activate and develop their core psychological resources. This includes three key components: First, self-compassion—treating oneself with kindness and acceptance rather than criticism. Second, emotional intelligence (EQ)—the ability to accurately judge, understand, and effectively regulate both personal and students' emotions, enabling better classroom interpersonal interactions and emotional management. Third, authentic leadership—developing a value system aligned with one's true self and practicing sincere, transparent leadership.[22] These three dimensions of psychological capital form an endogenous source of strength that supports teachers' proactive engagement in professional work and personal well-being, while also serving as foundational conditions for promoting observable behavioral changes.

3.3.2 Transformation of Externally Perceived Leadership Behavior

With the support of internal psychological resources, educators' leadership has undergone a fundamental transformation from control to empowerment. This shift manifests in two interconnected dimensions: First, in leadership style, their teaching approaches have evolved from traditional authoritative leadership to collaborative, distributed leadership. They not only enhance students' rights and encourage participation in decision-making but also cultivate talent alongside other teachers. Second, in teaching communication, their behavior has shifted from primarily lecturing and managing discipline to actively creating participatory classrooms. To achieve this, they assign challenging tasks, foster a safe environment, and grant students more autonomy—direct reflections of internal psychological resources on teaching activities and educational processes. These changes demonstrate how psychological resources fundamentally transform leadership dynamics, empowering educators to engage students more actively and effectively[23].

3.3.3 Mechanisms and Regulatory Roles of Internal-External Transformation

The effects of teachers' self-leadership are transformed through a chain process from internal resources to external behaviors. This process does not occur automatically; its depth, efficiency, and specific manifestations are systematically regulated by individual intrinsic traits and external situational factors. The following table summarizes the core components of this transformation process and its key regulatory factors.

Table 1. Summary Table of Empirical Support from Literature for the Core Pathways of This Study

Conversion tier	Transformation Core	Key regulatory factors
input layer	Identification and Application of Self-Leadership Strategies	Self-construction type and interference effect of combination training
internal process layer	The formation of psychological capital (such as self-care and emotional intelligence)	Nature of pressure (challenging/hindering), individual characteristics
external process layer	The Externality of Leadership Behavior (e.g. Distributed Leadership, Participatory Management)	Organizational support, classroom situation complexity
result layer	Improvement of Individual Efficiency and Class Ecology	Time, a supportive environment

The table reveals that the transformation process involves multiple levels and controlled changes. Firstly, during the input phase, teachers' self-leadership strategies are influenced by their self-constructed models. Secondly, if the training program contains conflicting objectives (i.e., combined training interference effects), it may weaken the input outcomes. Furthermore, the pressures that facilitate or hinder personal growth during internal and external analysis phases, along with specific organizational contexts, all influence the conversion of psychological resources into managerial behaviors. Ultimately, the results emerge over time and are shaped by situational factors that provide sustained support. This model demonstrates that effective SELT largely depends on comprehensively considering and promoting these various moderating factors.

3.4 Results Phase

The accumulated effect of teachers' self-guidance ability in the achievement period is finally presented in three forms: individual level, group level and student level. The individual level of teachers refers to the improvement of their work efficiency and the enhancement of their inner strength, which is specifically manifested as the innovation of educational methods and the reduction of work burnout.

This process ultimately yields multi-dimensional developmental outcomes for students. Within a sustained positive classroom environment, students' fundamental emotional needs—autonomy, initiative, and interpersonal relationships—are better fulfilled. Their mental health competencies, particularly in tackling challenges and managing anxiety, demonstrate marked improvement, successfully transforming teachers' internal strengths into students' external growth. The model clearly articulates how diverse self-directed learning pathways converge toward the ultimate goal of cultivating well-rounded individuals.

3.5 Formulating Formal Theoretical Propositions

Based on the theoretical model and mechanism analysis mentioned above, the following formalized theoretical propositions are proposed. These propositions aim to clearly elucidate the theoretical relationships among the core constructs in the model, forming a series of hypotheses that can be empirically tested in future research.

Table 2. Theoretical Proposition

Question number	core relationship description
P1	Teacher self-leadership positively affects the intrinsic motivation of teaching by satisfying the needs of autonomy, competence and relationship.
P2	Teacher self-leadership negatively affects job burnout by increasing the reserve of personal psychological resources (e.g. attention, positive emotion).
P3	Teachers' psychological capital (especially self-care and emotional intelligence) mediates the relationship between self-leadership and authentic leadership.
P4	Teachers' sincere leadership behavior positively influences their distributed leadership practice and participatory classroom management behavior.
P5	The positive classroom atmosphere mediates the relationship between teachers' sincere / distributed leadership behavior and students' psychological adaptation.
P6	The satisfaction of students' basic psychological needs plays a mediating role between the positive atmosphere in class and their psychological adaptation (especially the alleviation of anxiety).

Question number	core relationship description
P7	The teacher's self-construction type regulates the efficiency and specific form of the transformation of self-leadership to psychological capital.
P8	The goal conflict in teachers' professional development activities (the interference effect of combined training) will weaken the positive effect of self-leadership training on behavior change.

The aforementioned propositions (P1-P8) systematically outline the full-chain theoretical mechanism of "teacher self-leadership → psychological processes → behavioral performance → classroom ecology → student development" from multiple dimensions including individual intrinsic motivation, resource acquisition, behavioral transformation, cross-level transmission, and boundary conditions. These propositions collectively constitute a complete theoretical framework that can be validated and expanded through subsequent research.

4. Key Considerations and Boundary Conditions in Training Model Design

4.1 Avoiding the "Combination Training Interference Effect"

When designing TSL training, it is essential to be vigilant against potential conflicts between different training modules. The theory of 'combined training interference effect' from exercise physiology is introduced as a metaphor.

Similarly, teacher training programs that simultaneously emphasize rigorous performance metrics and unconditional acceptance without integration mechanisms may create cognitive overload and role conflict. This can leave educators feeling overwhelmed, ultimately undermining training effectiveness. The training design should follow the principles of "phased implementation, focused emphasis, and integrated approaches" to avoid cognitive interference. The initial phase should prioritize self-acceptance and mindfulness cultivation, while the later phase should focus on goal-setting and performance management. These two aspects should be organically integrated through reflective sessions.

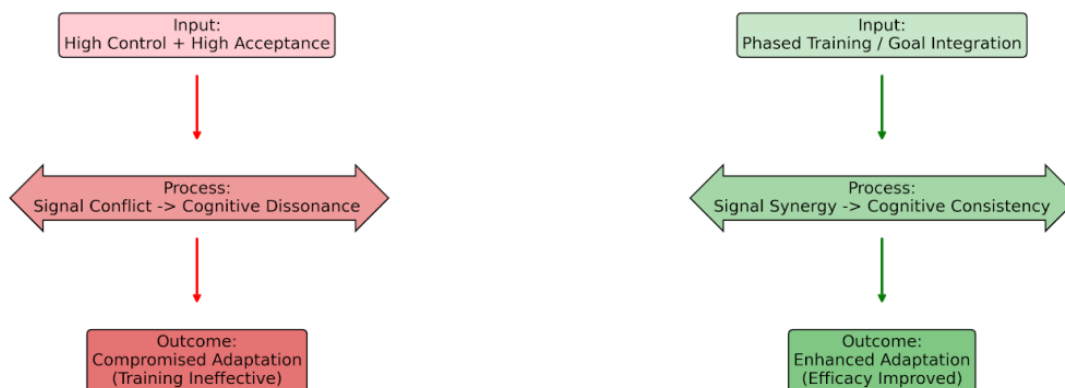


Figure 3A shows that conflicting inputs (high control + high acceptance) lead to signal conflicts and impaired adaptability

Figure 3B illustrates how phased and integrated inputs can bring about signal synergy and performance enhancement.

Figure 3. Schematic diagram of combined training interference effect

4.2 Creating a "Third Space" for Self-Growth

Teachers' self-leadership requires specific spatial support, creating a "third space" for self-growth where they can approach teaching with fresh perspectives and attitudes [24]. Schools should provide teachers with physical or psychological spaces free from trivial administrative tasks.

4.3 Collaborative Education and Cultural Leadership

The implementation of TSL (Teaching Support Learning) requires the establishment of external support systems. At the macro level, within the framework of comprehensive ideological and political education, vocational school teachers collaborate with other subject teachers to cultivate students, reflecting both the evolution of modern educational philosophies and the school's innovative approach to holistic student development. At the micro level, the principal's cultural leadership fosters the growth of teachers' professional learning communities. This is achieved through a human-centered school culture and the mediating role of teachers' work engagement [25]. By cultivating a human-centered culture, principals create a secure and supportive organizational environment for teachers' self-leadership development, thereby enhancing their work

commitment.

4.4 Addressing Digital Challenges and Incentives for Skills Competitions

In the digital era, teachers must also adapt to new evaluation mechanisms. Research indicates that the entire competition process serves as a guide for teachers to evolve from novices to experts, with the scoring criteria of the competition facilitating the refinement of their professional knowledge and skills.

TSL training should guide teachers to transform external competition pressure into internal "challenging pressure", utilizing the opportunity of competition to promote teaching, and achieve a virtuous cycle of "self-leadership, professional skills, and teaching innovation". Teachers should master the core concept that "teacher leadership begins with self-leadership", maintain their original educational mission in the tide of technology, and not be alienated by external evaluation indicators.

5. Case Analysis: Application and Deduction of TSL Model in Junior High School Class Management

To further elucidate the operational logic of the effect mechanism model developed in this study within practical educational contexts, we constructed an application case by integrating prior theoretical frameworks with the researcher's field experience. This case demonstrates how teachers can resolve classroom management challenges and enhance students' psychological adaptation through the internalization of self-leadership training [26].

5.1 Case Background: The Anxiety-Prone "Grade 8 Phenomenon"

Ms. Wang Jing, a veteran teacher with ten years of experience, serves as homeroom teacher and English instructor for Class 3, Grade 8 at Xuhui High School, a prestigious institution in Shanghai. However, she has recently been experiencing significant professional burnout. Her class is navigating the critical "Grade 8 Phenomenon" phase—a transitional period where students face accelerated physical and mental development alongside escalating academic challenges and social pressures [27]. The class is plagued by social anxiety stemming from comparisons and evaluations. Some students withdraw due to academic frustration, while others become overly anxious under competitive pressure, resulting in a stagnant classroom atmosphere and poor teacher-student and peer interactions.

Confronted with this situation, Teacher Wang had long relied on her rigorous and responsible approach, favoring structured high-pressure management strategies—such as strict class rules and intensive academic monitoring—to maintain order and improve grades. However, she found these methods becoming increasingly ineffective. Students appeared compliant but resisted inwardly, teacher-student relationships grew distant, and her own teaching enthusiasm was gradually eroded by the repetitive tasks of enforcing discipline and chasing academic performance. Meanwhile, recent discussions in the education field about "teacher exit mechanisms" intensified her professional insecurity, adding to her anxiety about career stability beyond her heavy workload [28], further exacerbating her psychological burden.

Ms. Wang's current situation vividly illustrates the core challenges many teachers face under the requirements of high-quality education development: When external management tools reach their limits, teachers lacking intrinsic self-leadership resources struggle to effectively handle complex educational scenarios and external pressures. Her case clearly demonstrates that teachers' professional growth and the optimization of classroom ecosystems urgently require a shift from external control to internal motivation. This highlights the practical necessity and urgency of introducing systematic teacher self-leadership training in this study.

5.2 Intervention Process: Unfolding of the TSL Effect Mechanism

Phase One: Inner Awakening and the Creation of a "Third Space". Teacher A participated in self-leadership training. She no longer wasted time on administrative tasks but instead created her own "third space" in an office corner after class. Using the "Quantified Self" method, she documented her daily emotional fluctuations and teaching behaviors. Data feedback revealed an excessive proportion of directive language, which generated the "perceptual inconsistency" motivation for change [29].

Phase Two: Psychological Capital Optimization and Mindfulness Demonstration. Addressing her own anxiety, Teacher A acquired "constructive thinking strategies." She no longer perceived students' disciplinary violations as challenges to authority but as opportunities for growth [29]. The introduction of mindfulness practices enhanced her emotional intelligence. This improvement in self-compassion effectively reduced psychological distress.

Phase 3: Distributed Management and Empowerment as Internal Stability Takes Hold. Teacher A transitioned from a hands-on nanny-style approach to decentralized leadership, guiding students to co-create class rules and establish rotating duty leaders and project teams, thereby decentralizing management authority. This empowerment not only stimulated

teachers' innovative teaching capabilities but also granted students a sense of ownership through active participation. To mitigate the interference effects of group training, the delegation of authority was accompanied by maintaining core rule consistency and bottom-line thinking.

5.3 Implementation Effect: Dual Effectiveness Achieved

Enhancement of Class Management Efficiency: Transitioning from Externally Regulated to Self-Regulated. Through the optimization of home-school cooperation mechanisms and teacher-supported "behavioral alliances" with parents, students' academic self-efficacy is collectively improved. The classroom atmosphere shifts from oppressive to a positive and mutually supportive "Three Metaphors Culture" ecosystem, leading to significant improvement in teacher-student relationships.

Enhancement of students' psychological adaptation: Under Teacher A's mindfulness demonstration, students learned to observe their current emotions. For those with social anxiety, Teacher A employed emotion mirror techniques to provide acceptance and support, helping them build confidence. Research indicates that mindfulness intervention training acts as a moderating variable in self-disclosure relationships [30]. When facing exam and social pressures, students developed appropriate self-disclosure and seeking help behaviors, resulting in significantly improved psychological resilience.

5.4 Case Summary

This case study demonstrates how self-leadership training drives intrinsic teacher transformation and optimizes classroom dynamics through the application of the TSL model in junior high school management. Addressing professional burnout experienced by Ms. Wang Jing at Xuhui High School in Shanghai, along with pervasive social anxiety and a stagnant atmosphere in her eighth-grade class, the intervention framework focuses on teacher self-improvement. Ms. Wang first achieved self-awareness through reflective spaces and quantitative self-assessment, identifying issues in her management practices. She then enhanced psychological capital via constructive thinking strategies and mindfulness exercises, transforming student challenges into growth opportunities while stabilizing her emotions. Building on this foundation, her management style transitioned from authoritarian control to distributed leadership. By empowering students to co-manage classroom affairs, she avoided the interference effects of group training, achieving a transition from "external discipline" to "self-regulation." This process yielded dual benefits: fostering a positive collaborative culture at the class level with significantly improved management effectiveness, and enhancing students' psychological resilience through teachers' emotional modeling and mindfulness demonstrations. The resulting adaptive capacity for academic and social pressures fully validates the theoretical mechanism of how teacher self-leadership development leads to improved classroom atmosphere and ultimately promotes student psychological adaptation.

6. Conclusion and Outlook

This study demonstrates through theoretical analysis and case validation that teacher self-leadership training serves as a pivotal lever for enhancing educational quality. The mechanism operates by stimulating teachers' intrinsic psychological capital, fostering authentic leadership behaviors and distributed management practices, thereby optimizing classroom ecosystems and ultimately strengthening students' psychological adaptability. To advance the theoretical model's application, future empirical research should employ rigorous validation protocols. The verification of proposed theoretical propositions can utilize established domestic and international measurement tools, such as the Self-Leadership Scale, Psychological Capital Questionnaire, and Authentic Leadership Scale, to standardize core variable measurements and establish reliability and validity foundations for quantitative research.

In terms of research methodology, future studies could integrate multiple designs to systematically reveal causal relationships between variables. Cross-sectional survey data can be utilized to preliminarily validate mediating pathways in theoretical models through structural equation modeling. More persuasive longitudinal tracking designs can characterize the dynamic process of teachers' psychological capital and behavioral transformation, while randomized controlled trials—by randomly assigning teachers to training groups and control groups—can provide the most robust evidence for the overall efficacy of self-leadership training and its causal chain. These methods collectively form a validation system from correlation to causation, particularly suitable for testing complex propositions involving mediating and moderating effects.

Beyond validating existing propositions, the theoretical boundaries and application prospects of this model warrant further exploration. The research can examine the model's applicability across different cultural contexts and educational stages, focusing on how intelligent technologies empower teachers' self-reflection and leadership development. Through such diversified empirical exploration, we can continuously deepen our understanding of the intrinsic connection between teachers' autonomous growth and students' healthy development, providing more solid scientific evidence and practical guidance for building an enabling educational ecosystem.

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