

## Original Research

# Mindfulness and Job Burnout Among Preschool Teachers: A Sequential Mediation Model of Perceived Organizational Support and Psychological Safety

Yuting Song<sup>1</sup>, Yuanqing He<sup>1,2,\*</sup>, Xiaqing Wang<sup>1</sup><sup>1</sup>School of Educational Science, Anhui Normal University, 241000 Wuhu, Anhui, China<sup>2</sup>Faculty of Health and Wellness, City University of Macau, 999078 Macau, China\*Correspondence: [xljkjyys@163.com](mailto:xljkjyys@163.com) (Yuanqing He)

Academic Editor: Jose Pedro Espada

Submitted: 19 December 2025 Revised: 25 February 2026 Accepted: 5 March 2026 Published: 29 July 2026

## Abstract

**Background:** Job burnout among preschool teachers is a growing occupational health concern. This study examined the association between preschool teachers' mindfulness and job burnout, as well as the mediating roles of perceived organizational support and psychological safety. **Methods:** A cross-sectional questionnaire survey was conducted among 1284 preschool teachers. Participants completed the Mindful Attention Awareness Scale, the Perceived Organizational Support Scale, the Psychological Safety Scale, and the Teacher Job Burnout Scale. All statistical analyses were performed using SPSS and the PROCESS macro. **Results:** Mindfulness, perceived organizational support, and psychological safety were negatively associated with job burnout. Moreover, perceived organizational support and psychological safety each significantly mediated the relationship between mindfulness and job burnout, both independently and in a sequential mediation pattern. Higher mindfulness was associated with increased perceived organizational support, which was associated with higher psychological safety and, subsequently, lower levels of job burnout. **Conclusions:** These findings suggest the importance of providing mindfulness-based training for preschool teachers and strengthening organizational support to promote psychological safety. Furthermore, the results identify modifiable work environment factors that may help reduce the risk of job burnout in this population.

**Keywords:** mindfulness; job burnout; perceived organizational support; psychological safety; preschool teachers

## 1. Introduction

Job burnout is a condition of cognitive, emotional, and behavioral fatigue resulting from adverse work environments, insufficient resources, and unhealthy interpersonal relationships (Maslach et al., 2001). It includes three dimensions: emotional exhaustion, reduced personal accomplishment, and depersonalization. Teacher burnout has received increasing attention in recent years (Xu et al., 2023; Zang and Chen, 2022). Teacher burnout contributes not only to physical and psychological distress but also to broader negative consequences in educational settings (Lucas-Mangas et al., 2022). It also negatively affects teaching practices and instructional quality. Studies indicate that preschool teachers experiencing burnout participate less in instructional activities that promote children's language and early literacy development (Trauernicht et al., 2023) and reduce classroom interactions (Ansari et al., 2022), thereby undermining the standard of early childhood education.

Preschool teachers are responsible for both caregiving and instruction, while also facing pressures from parents, kindergartens, and society at large, which result in substantial responsibilities and occupational stress. Moreover, preschool teachers generally earn low and unstable incomes (Ullrich et al., 2016), which elevates their risk of burnout

and job attrition compared with other teachers (Gong et al., 2019). In a survey conducted in a Chinese city, 53.2% of preschool instructors reported experiencing burnout at work (Li et al., 2020). Therefore, identifying protective factors that may alleviate preschool teachers' job burnout is particularly important. Mindfulness, as an individual psychological resource, has increasingly been recognized as a potential protective factor in occupational mental health research.

In this study, mindfulness was conceptualized as a trait-like disposition, referring to individuals' tendency to attend to and be aware of present-moment experiences in an open and nonjudgmental manner. It has been established a significant association between teachers' mindfulness levels and their physical and psychological well-being, as well as their experiences of job burnout (Wang et al., 2022). Several empirical studies have examined the influence of situational factors on job burnout, such as work environment (Resa et al., 2020; Trauernicht et al., 2022), job stress (Aboagye et al., 2024), and social support (Billingsley and Bettini, 2019); other studies have explored personal traits such as empathy, emotional intelligence, and personality (He et al., 2025; Tasic et al., 2020; Wang et al., 2022). In fact, researchers should consider both situational and individual factors, as well as their interactions, to effectively address job burnout (Maslach and Leiter, 2008). Based on the interaction between personal traits and external envi-



ronments, this study examines how preschool teachers' subjective perceptions of the organizational environment influence their psychological states. Perceived organizational support and psychological safety reflect teachers' perceptions of their work environment and serve as important protective factors against burnout (Fleming et al., 2023; Sun et al., 2019). Therefore, further investigating how these two factors mediate the relationship between mindfulness and job burnout can elucidate the psychological mechanisms underlying preschool teachers' burnout and provide a basis for developing intervention strategies.

### 1.1 Mindfulness and Job Burnout

Mindfulness refers to an individual's tendency to attend to present-moment experiences with a nonjudgmental, open, and accepting attitude (Kabat-Zinn and Hanh, 2009). It is considered a positive personality trait and a valuable personal resource (Gabel-Shemueli et al., 2023). Preschool teachers with higher levels of mindfulness are more capable of identifying sources of work-related stress and mitigating their negative effects on daily tasks (Zhang et al., 2024). Mindfulness training has been found to support teachers' mental health by alleviating stress, promoting well-being, and strengthening emotional regulation abilities (Bian and Jiang, 2025; Janssen et al., 2023). Beyond helping preschool teachers manage job-related stress, mindfulness enhances their capacity to provide emotional support to children (Ma et al., 2022). Moreover, mindfulness can increase preschool teachers' job satisfaction and positively influence children's development (Farewell et al., 2022).

The Job Demands-Resources (JD-R) model claims that job burnout primarily results from an imbalance between excessive job demands and insufficient job resources (Demerouti et al., 2001). Within this framework, mindfulness serves as an individual resource that facilitates adaptive coping with stressors or negative stimuli, thereby acting as a protective factor that buffers against or prevents job burnout (Taylor and Millea, 2016; Wilson et al., 2020). Existing studies have found that mindfulness interventions help alleviate individuals' emotional fatigue while strengthening their positive perceptions of work (Hülshager et al., 2013). Mindfulness has been increasingly acknowledged in educational settings as a valuable approach for alleviating work-related stress, emotional exhaustion, depression, and anxiety (Flook et al., 2013).

### 1.2 The Mediating Role of Perceived Organizational Support

Perceived Organizational Support (POS) describes how employees interpret the degree to which their organization acknowledges their efforts and is concerned with their overall welfare (Eisenberger et al., 1986). POS is an important yet often overlooked job resource (Yanbei et al., 2023) that significantly influences individuals' work motivation and psychological state, and is positively linked

to subjective well-being indicators, including favorable organizational orientation, affective commitment, job performance, and job satisfaction self-efficacy (Aselage and Eisenberger, 2003; Rhoades and Eisenberger, 2002). For preschool teachers, whether the organization provides sufficient understanding and support directly impacts their work status and willingness to remain in the profession.

Empirical evidence suggests that perceived organizational support is linked to decreased emotional exhaustion and lower burnout levels, particularly in high-emotion occupations like teaching (Kim et al., 2017). For preschool teachers, experiencing organizational support at work helps foster the belief that they can rely on the organization during times of occupational stress, thereby enhancing organizational trust and alleviating job burnout (Xu and Yang, 2021).

From the perspective of the JD-R model, mindfulness functions as a key personal resource that facilitates the acquisition and mobilization of other job resources. Higher mindfulness levels tend to be more perceptive, more receptive to positive environmental cues, and better able to recognize goodwill and support from their organization and colleagues (Glomb et al., 2011). From a social information processing perspective, mindfulness cultivates a nonjudgmental orientation, thereby reducing negative cognitive biases and rumination (Gibb et al., 2022; Shi et al., 2023). This enables preschool teachers to interpret organizational policies and interpersonal interactions from a more objective and positive perspective, which in turn enhances their perceived organizational support.

Empirical studies further support this pathway. For example, trait mindfulness has been shown to reduce preschool teachers' turnover intention through the sequential mediating roles of cognitive flexibility and perceived organizational support (Li and Zhang, 2024). In addition, a study conducted among Chinese teachers found that perceived organizational support mediates the relationship between mindfulness and work engagement (Shuai et al., 2025). Taken together, these findings suggest that mindfulness not only buffers the adverse effects of stress but may also play a more proactive role in shaping how teachers perceive and utilize organizational resources.

### 1.3 The Mediating Role of Psychological Safety

Psychological safety refers to an individual's subjective perception that they can freely express genuine emotions and opinions in social contexts without fearing negative consequences such as harm to their status, reputation, or career development (Kahn, 1990). In the workplace, psychological safety encourages individuals to express themselves, actively seek resources and assistance, and better cope with work challenges, thereby enhancing job performance. Research by Brown and Leigh (1996) suggests that psychological safety, as a dimension of work motivation, affects job performance by influencing work engagement.

Individuals with higher perceived psychological safety in organizations are more likely to communicate openly, a tendency that has been linked to reduced stress and lower burnout levels. A study on elementary school teachers reported a significant negative correlation between psychological safety and burnout (Kassandrinou et al., 2023). Reduced psychological safety in the workplace is associated with a higher risk of emotional exhaustion (Rathert et al., 2022).

Mindfulness, as the capacity to focus on the present moment, helps individuals become aware of changes in their physical and emotional states and better understand others and their behaviors (Glomb et al., 2011), thereby enhancing positive perceptions of the work context, including interpersonal relationships and organizational climate. Organization-level mindfulness interventions can also improve social relationships in the workplace, thereby strengthening psychological safety (Bonde et al., 2023). A study of rural Chinese teachers found that mindfulness in teaching mediated the relationship between social support and work engagement, with psychological safety moderating the latter part of this pathway (Wu et al., 2025). Although psychological safety was treated as a moderator in that study, the findings still suggest that mindfulness fosters a psychologically safe climate in the teaching process.

#### *1.4 The Chain Mediating Role of Perceived Organizational Support and Psychological Safety*

According to the social exchange theory (SET), there is a social exchange relationship between preschool teachers and the organization (Cropanzano et al., 2017). When teachers perceive high levels of organizational support, they tend to develop a stronger sense of obligation and reciprocity, motivating them to respond with greater work engagement and positive work attitudes. From this perspective, perceived organizational support reflects not only the availability of external resources but also teachers' subjective interpretation of the organization's intentions and care. Organizational Support Theory (OST) further posits that when teachers perceive that their organization values their contributions and cares about their well-being, their emotional attachment to the organization is strengthened (Eisenberger et al., 1986). This perceived care signals that the organization prioritizes employees' health, safety, and overall well-being, and that it can be trusted and relied upon (Eisenberger et al., 2020). These perceptions lay a relational foundation for the development of psychological safety, as well as a sense of belonging and acceptance in the workplace.

Numerous studies have examined how perceived organizational support relates to psychological safety. For instance, a study on secondary school staff found that perceived organizational support positively predicts psychological safety (Joe-Akunne et al., 2022). Another study on Turkish teachers showed that perceived organizational support is positively associated with psychological safety, and organizational support can foster a safe school climate in

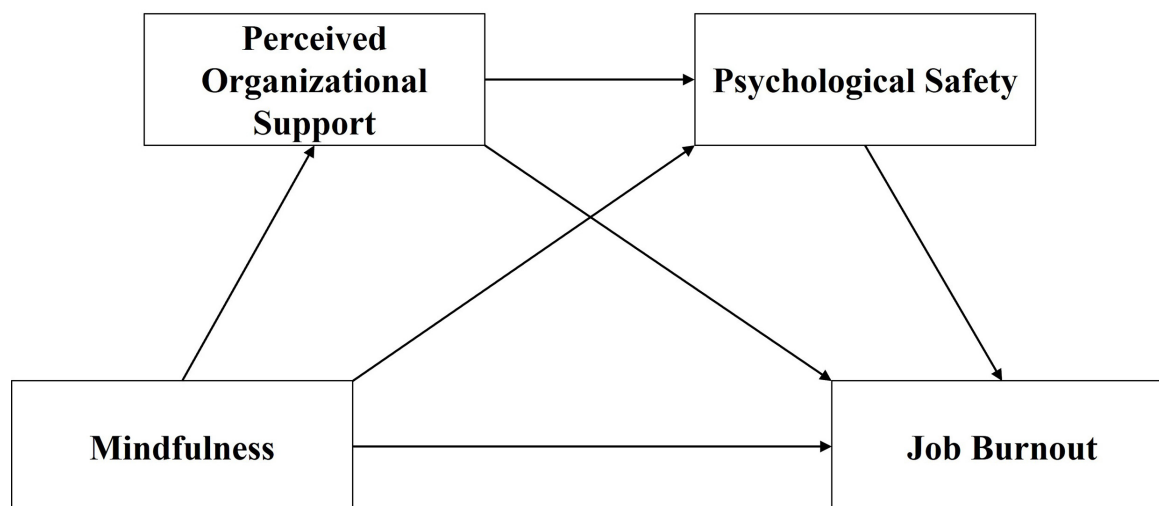
which teachers feel secure and are more willing to embrace change (Kurt and Duyar, 2023).

Conservation of Resources (COR) theory suggests that individuals' resources are limited, and problems arise when these resources are excessively depleted (Hobfoll, 1989). This sheds light on how job burnout arises when emotional demands outweigh an individual's capacity for emotional regulation. This theory posits that individuals possessing ample resources are better equipped to resist resource depletion and can more effectively leverage what they have to gain additional resources (Hobfoll et al., 2018). As mentioned above, Mindfulness enhances individuals' sensitivity to supportive cues in the work environment, thereby facilitating their perception and utilization of job resources such as perceived organizational support. Psychological safety, in turn, represents a crucial contextual and relational resource that emerges in environments characterized by trust, respect, and support (Khattak et al., 2022). Supportive job resources, such as perceived organizational support, help establish such environments, while higher psychological safety reduces individuals' vulnerability to resource loss and emotional exhaustion (Zhou and Chen, 2021).

Accordingly, mindfulness may indirectly foster psychological safety by enhancing teachers' perceptions of organizational support, forming a sequential pathway from personal resources to job resources and finally to a supportive psychological condition. This chain mediating pathway represents a theoretically coherent resource gain process: mindfulness, as a personal resource, may facilitate the acquisition of perceived organizational support as a job resource, which in turn enhances psychological safety, ultimately alleviating work stress and reducing job burnout among preschool teachers.

In summary, this study focuses on preschool teachers as participants to examine the effect of mindfulness on job burnout and the chain mediating roles of perceived organizational support and psychological safety. We propose the following hypotheses. H1: Mindfulness significantly negatively predicts preschool teachers' job burnout. H2: Perceived organizational support mediates the relationship between mindfulness and preschool teachers' job burnout. H3: Psychological safety mediates the relationship between mindfulness and preschool teachers' job burnout. H4: Perceived organizational support and psychological safety play a chain mediating role in the relationship between mindfulness and preschool teachers' job burnout. The hypothesized model is presented in Fig. 1.

The remainder of this paper is structured as follows. First, we describe the research methods, including participants, measurement instruments, and data analysis. Next, we present the results of the correlation and mediation analyses. Finally, we discuss the theoretical and practical implications of our findings, acknowledge the study's limitations, and suggest directions for future research.



**Fig. 1.** Hypothesized chain mediation model.

## 2. Materials and Methods

### 2.1 Participants

This study employed a cross-sectional survey design and used convenience sampling to recruit preschool teachers from Anhui, Guangdong, Henan, Jiangsu, and other regions in China. A total of 1577 questionnaires were collected. After data collection, quality control was conducted based on the following exclusion criteria: (1) incorrect responses to lie-detection items; (2) participants under 18 or over 60 years old; and (3) excessively long or short response times. After screening, 1284 valid questionnaires were obtained, with a valid questionnaire rate of 81.42%. Among them, 896 questionnaires were from Anhui Province. This study was approved by an institutional ethics review committee (ethical approval number: 2024-BBA190027). All participants provided informed consent before participation. Detailed participant information is presented in Table 1.

### 2.2 Measurement Instruments

Teachers self-reported their sociodemographic information, including gender, age, teaching experience, teaching grade, highest education level, and the type of kindergarten they worked in. In addition, the participants completed the following measurement scales.

#### 2.2.1 Mindful Attention Awareness Scale (MAAS)

The Chinese version of the Mindful Attention Awareness Scale (MAAS), developed by Brown and Ryan (2003) and translated by Chen Siyu et al. (2012), was used in this study. This is a unidimensional scale consisting of 15 items, such as “I find it difficult to stay focused on what’s happening in the present” and “I tend to notice feelings only after they have persisted for some time”. Responses were rated on a 6-point Likert scale ranging from 1 (“almost always”) to 6 (“almost never”). Higher total scores indicate higher

levels of mindfulness and present-moment awareness. In the present study, the scale demonstrated good internal consistency, with a Cronbach’s alpha of 0.93.

#### 2.2.2 Perceived Organizational Support Scale (POSS)

A short version of the Survey of Perceived Organizational Support (Eisenberger et al., 1986) consisting of 8 items was used to assess participants’ perceived organizational support, with items such as “My organization cares about my opinions” and “My organization cares about my well-being”. The scale included five response options on a Likert-type format, ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). Higher scores reflected stronger perceptions of organizational support. In this study, the Cronbach’s alpha coefficient for this scale was 0.90.

#### 2.2.3 Psychological Safety Scale (PSS)

Psychological safety was measured using a questionnaire revised by Li Ning and Yan Jin (2007), which was adapted from the work of May et al. (2004) and Edmondson (1999). The scale consists of 5 items (e.g., “I don’t have to be overly cautious at work”, “Someone in my work environment is always undermining my efforts”) and uses a 5-point Likert scale. Higher scores reflect greater perceived psychological safety. In the present study, the Cronbach’s alpha coefficient for this scale was 0.73.

#### 2.2.4 Preschool Teachers’ Job Burnout Scale (Maslach Burnout Inventory-Educator Survey, MBI-ES)

The scale developed by Maslach and Jackson (1981) and revised and validated by Chinese scholars (Wang et al., 2003), was used. The scale consists of 22 items across three dimensions: emotional exhaustion (8 items, e.g., “I feel emotionally drained after a day’s work”), depersonalization (6 items, e.g., “I have become more callous toward some children”), and reduced personal accomplishment (8



**Table 1. General demographic information.**

| Demographic variable    | Category                      | Frequency | Percentage (%) |
|-------------------------|-------------------------------|-----------|----------------|
| Gender                  | Male                          | 15        | 1.20           |
|                         | Female                        | 1269      | 98.80          |
| Age                     | 18–30                         | 767       | 59.74          |
|                         | 31–40                         | 363       | 28.27          |
|                         | 41–50                         | 122       | 9.50           |
|                         | 51–60                         | 32        | 2.49           |
| Teaching experience     | 5 years or less               | 694       | 54.00          |
|                         | 6 to 10 years                 | 326       | 25.40          |
|                         | 11 to 15 years                | 123       | 9.60           |
|                         | 16 to 20 years                | 44        | 3.40           |
|                         | More than 21 years            | 97        | 7.60           |
| Teaching grade          | Junior Kindergarten           | 455       | 35.40          |
|                         | Middle Kindergarten           | 373       | 29.00          |
|                         | Senior Kindergarten           | 456       | 35.50          |
| Highest education level | Junior college and below      | 538       | 41.90          |
|                         | Undergraduate                 | 736       | 57.30          |
|                         | Postgraduate and above        | 10        | 0.80           |
| Type of kindergarten    | Township public kindergarten  | 344       | 26.80          |
|                         | Township private kindergarten | 73        | 5.70           |
|                         | Urban public kindergarten     | 629       | 49.00          |
|                         | Urban private kindergarten    | 238       | 18.50          |
| Total                   |                               | 1284      | 100            |

items, e.g., “I feel I am not doing my job well”), with the last dimension scored in reverse. Items are rated on a 5-point scale from 1 (“never”) to 5 (“always”). Higher total scores indicate greater levels of job burnout. In the current study, the Cronbach’s alpha coefficient of the scale was 0.90.

### 2.3 Data Analysis

Data analyses were performed using SPSS version 27.0 (IBM Corp, Armonk, NY, USA) and the PROCESS macro version 4.2 (Hayes, USA). Harman’s single-factor test was used to assess common method bias. If the variance explained by the first unrotated factor was less than 40%, common method bias was considered not to be a serious concern in this study. In addition to statistical testing, several procedural remedies were implemented during data collection to mitigate common method bias, including anonymous participation and the inclusion of attention-check items. Pearson correlation analysis was used to examine the relationships between variables. Model 6 of the PROCESS macro (version 4.2) was used to test the chain mediation effect. The significance of mediation effects was determined using bootstrapped 95% confidence intervals (based on 5000 samples). For all analyses, two-tailed  $p$ -values less than 0.05 were considered statistically significant.

## 3. Results

### 3.1 Common Method Bias Test

This study employed self-report questionnaires, which may be subject to common method bias. To examine this possibility, a factor analysis using Harman’s single-factor test was conducted on the items measuring mindfulness, perceived organizational support, psychological safety, and job burnout. The results indicated that the largest factor accounted for 31.03% of the variance, which is below the 40% threshold. Therefore, no serious common method bias was detected in this study.

### 3.2 Descriptive Statistics and Correlation Analysis of Variables

Table 2 presents the descriptive statistics and correlation results of the study variables. The results showed that mindfulness was positively correlated with perceived organizational support ( $r = 0.308, p < 0.001$ ) and psychological safety ( $r = 0.273, p < 0.001$ ), and negatively correlated with job burnout ( $r = -0.530, p < 0.001$ ). Additionally, perceived organizational support was significantly positively correlated with psychological safety ( $r = 0.505, p < 0.001$ ) and significantly negatively correlated with job burnout ( $r = -0.627, p < 0.001$ ). Moreover, psychological safety was significantly negatively correlated with job burnout ( $r = -0.541, p < 0.001$ ).

**Table 2. Descriptive statistics and correlation analysis (n = 1284).**

|                                    | M      | SD     | 1         | 2         | 3         | 4        | 5        | 6        | 7 |
|------------------------------------|--------|--------|-----------|-----------|-----------|----------|----------|----------|---|
| 1. Mindfulness                     | 66.980 | 12.439 | 1         |           |           |          |          |          |   |
| 2. POS                             | 28.879 | 5.447  | 0.308***  | 1         |           |          |          |          |   |
| 3. PS                              | 24.712 | 5.624  | 0.273***  | 0.505***  | 1         |          |          |          |   |
| 4. JB                              | 54.061 | 11.928 | -0.530*** | -0.627*** | -0.541*** | 1        |          |          |   |
| 5. Emotional exhaustion            | 21.106 | 5.685  | -0.501*** | -0.525*** | -0.484*** | 0.887*** | 1        |          |   |
| 6. Depersonalization               | 12.759 | 4.127  | -0.493*** | -0.503*** | -0.494*** | 0.880*** | 0.812*** | 1        |   |
| 7. Reduced personal accomplishment | 20.196 | 4.778  | -0.300*** | -0.507*** | -0.348*** | 0.681*** | 0.322*** | 0.368*** | 1 |

\*\*\* $p < 0.001$ . Note: POS, perceived organizational support; PS, psychological safety; JB, job burnout.

### 3.3 Test of the Chain Mediation Effect of Perceived Organizational Support and Psychological Safety

Mindfulness was entered as the independent variable, job burnout as the dependent variable, and perceived organizational support and psychological safety as mediating variables in the model. Since age, teaching experience, and highest education level were significantly correlated with the variables of interest, they were included as control variables in the mediation analysis. Previous studies have identified these demographic factors as important covariates in research on teacher burnout and occupational well-being (Anastasiou and Belios, 2020; Jamaludin and You, 2019). The results of the mediation analysis are shown in Table 3, Table 4, and Fig. 2. Mindfulness negatively predicted job burnout ( $\beta = -0.498$ ,  $p < 0.001$ ) and positively predicted perceived organizational support ( $\beta = 0.291$ ,  $p < 0.001$ ); mindfulness ( $\beta = 0.130$ ,  $p < 0.001$ ) and perceived organizational support ( $\beta = 0.466$ ,  $p < 0.001$ ) positively predicted psychological safety; mindfulness ( $\beta = -0.321$ ,  $p < 0.001$ ), perceived organizational support ( $\beta = -0.380$ ,  $p < 0.001$ ), and psychological safety ( $\beta = -0.249$ ,  $p < 0.001$ ) all negatively predicted job burnout. The mediation analysis using the Bootstrap method (with 5000 resamples) showed that both the total and direct effects of mindfulness on job burnout were significant. Based on the mediation path analysis, the mediating effect of perceived organizational support was 22.29%, psychological safety was 6.43%, and the chain mediation effect of perceived organizational support and psychological safety was 6.83%. The 95% confidence intervals for all indirect paths did not include zero, indicating that all three mediation paths were statistically significant. It should be noted that these proportions reflect the relative magnitude of the indirect effects within the observed associations in the current sample; given the cross-sectional design, they do not imply causal contributions.

## 4. Discussion

### 4.1 Mindfulness and Job Burnout

The current analysis found a significant negative correlation between mindfulness and job burnout among preschool teachers. Mindfulness negatively predicted job burnout, confirming H1 and aligning with findings from earlier studies (Cheng et al., 2022; Wang et al., 2022).

Preschool teachers with higher mindfulness levels possess positive self-regulation and self-control abilities (Bowlin and Baer, 2012). They frequently attend to their current emotional and physiological experiences, which helps them better cope with stress, manage interpersonal relationships, enhance occupational well-being, and life satisfaction (Nevill and Haverkamp, 2019). As a psychological trait, mindfulness helps reduce emotional exhaustion (Bi and Ye, 2021), enabling preschool teachers to face work-related stress and challenges with a more peaceful and accepting attitude, reducing the accumulation of negative emotions and thereby lowering the risk of job burnout. In addition, numerous schools have adopted mindfulness-based programs that have been shown to effectively reduce teachers' occupational stress, enhance their mental well-being and self-efficacy (Bian and Jiang, 2025), and lessen symptoms of job burnout (Jennings et al., 2017).

### 4.2 The Mediating Role of Perceived Organizational Support

This study found that perceived organizational support mediates the relationship between mindfulness and job burnout. In other words, mindfulness was associated with higher perceptions of organizational support among preschool teachers, which was linked to lower levels of job burnout, supporting H2. Preschool teachers with higher mindfulness levels tended to perceive more organizational support and experience lower levels of burnout. Key components of mindfulness, such as present-moment awareness, an open and accepting attitude, and nonjudgmental observation, are associated with preschool teachers' enhanced comprehension, tolerance, and interpretation of their work environment (Hsieh et al., 2021). Preschool teachers with higher mindfulness can more effectively recognize negative emotions, enhance self-control and emotional sensitivity, objectively perceive physiological changes caused by psychological stress, and develop positive perceptions of their work environment and organizational support, thereby strengthening their sense of belonging and organizational satisfaction (Zeshan et al., 2023). Therefore, mindfulness helps enhance the perception of organizational support (Kumprang and Suriyankietkaew, 2024), which transforms into organizational re-

**Table 3. Regression analysis of variable relationships.**

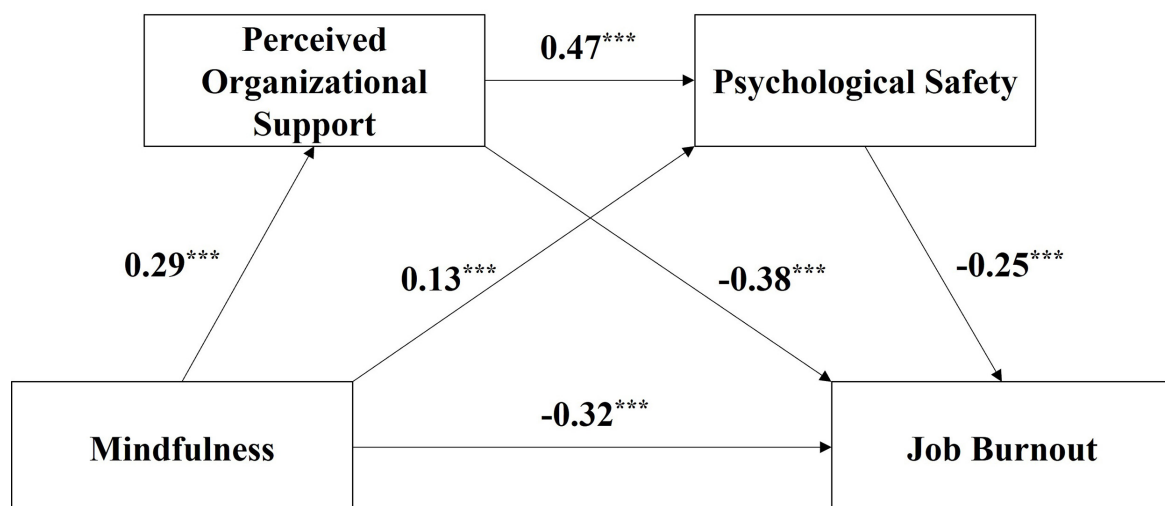
| Outcome variable | Predictor variable      | Overall fit indices |                       |            | Significance of regression coefficients |            |
|------------------|-------------------------|---------------------|-----------------------|------------|-----------------------------------------|------------|
|                  |                         | <i>R</i>            | <i>R</i> <sup>2</sup> | <i>F</i>   | $\beta$                                 | <i>t</i>   |
| JB               | Age                     | 0.564               | 0.318                 | 149.068    | -0.233                                  | -5.869***  |
|                  | Teaching experience     |                     |                       |            | 0.083                                   | 2.091*     |
|                  | Highest education level |                     |                       |            | 0.104                                   | 4.452***   |
|                  | Mindfulness             |                     |                       |            | -0.498                                  | -21.266*** |
| POS              | Age                     | 0.325               | 0.106                 | 37.868***  | 0.151                                   | 3.312**    |
|                  | Teaching experience     |                     |                       |            | -0.071                                  | -1.565     |
|                  | Highest education level |                     |                       |            | -0.040                                  | -1.483     |
|                  | Mindfulness             |                     |                       |            | 0.291                                   | 10.855***  |
| PS               | Age                     | 0.522               | 0.272                 | 95.664***  | 0.008                                   | 0.198      |
|                  | Teaching experience     |                     |                       |            | -0.043                                  | -1.046     |
|                  | Highest education level |                     |                       |            | -0.014                                  | -0.570     |
|                  | Mindfulness             |                     |                       |            | 0.130                                   | 5.137***   |
|                  | POS                     |                     |                       |            | 0.466                                   | 18.478***  |
| JB               | Age                     | 0.764               | 0.584                 | 298.297*** | -0.156                                  | -5.010***  |
|                  | Teaching experience     |                     |                       |            | 0.037                                   | 1.190      |
|                  | Highest education level |                     |                       |            | 0.081                                   | 4.424***   |
|                  | Mindfulness             |                     |                       |            | -0.321                                  | -16.609*** |
|                  | POS                     |                     |                       |            | -0.380                                  | -17.690*** |
|                  | PS                      |                     |                       |            | -0.249                                  | -11.776*** |

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$ .

**Table 4. Analysis of the mediating effects.**

| Intermediary path           | Effect size | Boot <i>SE</i> | Boot CI LB | Boot CI UB | Relative mediating effect |
|-----------------------------|-------------|----------------|------------|------------|---------------------------|
| Mindfulness → POS → JB      | -0.111      | 0.012          | -0.136     | -0.088     | 22.29%                    |
| Mindfulness → PS → JB       | -0.032      | 0.007          | -0.047     | -0.018     | 6.43%                     |
| Mindfulness → POS → PS → JB | -0.034      | 0.005          | -0.044     | -0.025     | 6.83%                     |
| Total indirect effect       | -0.177      | 0.016          | -0.210     | -0.146     | 35.55%                    |
| Direct effect               | -0.321      | 0.019          | -0.359     | -0.283     |                           |
| Total effect                | -0.498      | 0.023          | -0.544     | -0.452     |                           |

Boot CI LB, Bootstrap Confidence Interval Lower Bound; Boot CI UB, Bootstrap Confidence Interval Upper Bound.



**Fig. 2. Chain mediation model of perceived organizational support and psychological safety.** \*\*\* $p < 0.001$ .

liance, reduces feelings of isolation, increases work motivation and satisfaction, and subsequently decreases job burnout (Zheng and Wu, 2018). When preschools demonstrate concern for teachers' well-being and acknowledge their contributions, teachers are more likely to perceive the organization as valuable and significant. Constructive interpersonal relationships and a nurturing organizational climate are essential in alleviating teacher burnout, diminishing their intent to leave, and preventing actual turnover (Xu et al., 2023).

#### 4.3 The Mediating Role of Psychological Safety

This study found that psychological safety mediates the relationship between mindfulness and job burnout. Specifically, mindfulness enhances preschool teachers' psychological safety at work, thereby reducing job burnout, confirming H3. Mindfulness signifies a shift in how individuals relate to themselves and the external environment (Garro et al., 2023). Preschool teachers with higher mindfulness can focus on the present moment without worrying about how their work is evaluated, which helps them enjoy their work and derive intrinsic satisfaction from task completion (Chang et al., 2015), thereby enhancing well-being. In the emotionally demanding and high-activity environment of early childhood education, a lack of psychological safety can lead teachers to exhibit coping responses such as repression, withdrawal, and apathy, which in turn exacerbate job burnout. Mindfulness, by enhancing awareness, helps preschool teachers recognize negative emotions in time, accept care and support from the organization and others, reduce stress, increase safety, and alleviate burnout. Furthermore, psychological safety is closely related to perceptions of the workplace. That is, preschool teachers with low psychological safety experience different cognitive and perceptual workplace experiences compared to those with high psychological safety. Teachers with higher psychological safety hold more positive perceptions of the organizational environment and exhibit lower levels of job burnout (Fleming et al., 2024). This suggests that preschool administrators should not only enhance teachers' mindfulness levels but also strive to cultivate an open, inclusive, and expressive organizational climate to strengthen teachers' psychological safety, effectively preventing and alleviating job burnout.

#### 4.4 The Chain Mediating Role of Perceived Organizational Support and Psychological Safety

This study further found a chain mediating effect of perceived organizational support and psychological safety in the relationship between mindfulness and job burnout, thereby supporting Hypothesis 4. This finding provides more specific empirical support for COR theory. COR theory posits that individuals' initial resources not only help buffer against resource loss but may also facilitate the acquisition of additional resources, thereby forming a process

of resource gain. In light of the present findings, mindfulness, as an initial personal psychological resource, may serve as the starting point of this resource-gain process. Preschool teachers with higher levels of mindfulness are generally able to approach their emotional experiences with greater awareness and acceptance and to respond to work-related stress in a relatively objective manner, which in turn contributes to more positive organizational interaction experiences. In this process, teachers are more likely to recognize and internalize organizational care and support.

The combination of perceived organizational support and mindfulness constitutes a pool of resources that provides favorable conditions for the development of psychological safety as a key job-related resource. When employees perceive higher levels of organizational support, their psychological safety tends to increase accordingly. This relationship has been supported by studies across different occupational groups (Appelbaum et al., 2018; Javaid et al., 2025; Singh et al., 2018). In supportive organizational contexts, employees are more likely to feel respected and valued, which reduces concerns about making mistakes or expressing their authentic selves and enhances their sense of safety and belonging at work.

This process is also consistent with the core assumptions of social exchange theory and organizational support theory. A supportive organization provides an appropriate context for relationships that extend beyond formal obligations and contracts. When employees perceive the organization as an entity that cares about their well-being, the work environment is more likely to be experienced as safe and supportive (Cropanzano et al., 2017; Eisenberger et al., 1986). On this basis, higher psychological safety helps individuals maintain positive psychological functioning and reduces the risk of emotional exhaustion (Nembhard and Edmondson, 2006), thereby alleviating work stress and decreasing job burnout.

#### 4.5 Research Significance

This study investigates the underlying mechanisms of job burnout among preschool teachers and systematically elucidates how individual resources and work-related environmental resources jointly function to alleviate burnout. Grounded in the JD-R model and COR theory, and further informed by SET and OST, this study conceptualizes mindfulness as a key individual psychological resource and examines its role in shaping teachers' subjective perceptions of the organizational environment.

From a theoretical perspective, unlike prior research that has predominantly conceptualized mindfulness as a passive stress-buffering factor, the findings of this study suggest that mindfulness may play a more active role in the process of resource acquisition. Specifically, higher levels of mindfulness enable teachers to more effectively identify, interpret, and utilize supportive resources provided by their organizations, thereby enhancing psycholog-



ical safety. This finding underscores the dynamic interaction between individual psychological characteristics and organizational contexts, extends current understanding of the mechanisms underlying teacher burnout, and provides a theoretical basis for future research on teacher mental health from an integrative perspective.

From a practical perspective, this study offers targeted implications for interventions aimed at reducing burnout among preschool teachers. At the organizational level, the findings indicate that merely providing institutional or material support is insufficient to effectively mitigate teacher burnout; rather, the critical issue lies in whether such resources are clearly perceived by teachers and internalized as psychological safety. Accordingly, school administrators should complement resource provision with transparent communication, timely feedback, and inclusive decision-making processes to enhance teachers' subjective experience of organizational support. At the individual level, the results further demonstrate that mindfulness is not only an emotion regulation or stress-reduction strategy but also a psychological resource that may facilitate professional adaptability. As mindfulness cultivation contributes to teachers' well-being and may improve teacher-student interactions (Braun et al., 2019), teachers may benefit from mindfulness practices that enhance present-moment awareness and self-regulation, enabling them to cope more effectively with the high emotional demands of their work.

#### *4.6 Research Limitations and Future Directions*

This research utilized a cross-sectional survey approach to investigate the relationship between mindfulness and job burnout, establishing a chain mediation model to examine the underlying mechanisms. Nonetheless, this study has several limitations. First, the cross-sectional design limits inferences about causal relationships among the study variables. Future research could adopt longitudinal or intervention-based designs to more rigorously examine the temporal sequence and potential interactive relationships among the variables. Second, all variables were measured using self-report questionnaires, and although Harman's single-factor test was conducted, common method bias may still be present. Future studies may consider employing multi-source or multi-method data collection, such as incorporating evaluations from managers or the organizational level, peer ratings, or objective indicators. Third, the reliability of the psychological safety scale used in this study was acceptable but relatively moderate; future research may consider using more well-established scales. Finally, most valid samples in this study were collected from Anhui Province, and female teachers accounted for a large proportion of the sample, which may limit the generalizability of the findings. Future studies could further expand regional coverage and explore potential gender differences.

## **5. Conclusions**

This study, based on the JD-R model, COR theory, SET, and OST, examined how mindfulness, perceived organizational support, and psychological safety influence preschool teachers' job burnout. It highlights mindfulness as a protective factor that alleviates burnout both directly and indirectly via perceived support and psychological safety. The findings emphasize the importance of a supportive organizational climate and psychological safety in strengthening the impact of mindfulness and reducing burnout in early childhood education. These results enrich research on burnout mechanisms and the interaction between individual and organizational resources. They also offer evidence for developing mental health interventions, such as enhancing perceived support, building a safe and inclusive work environment, and promoting mindfulness training to support preschool teachers' well-being and career sustainability.

Although the present study focuses on preschool teachers, the integrated chain mediating theoretical model—whereby internal personal resources facilitate the acquisition of external job resources and subsequently foster resilient psychological states—may provide a useful framework for burnout prevention in other educational contexts as well as in high-stress service professions such as healthcare and social work. Future research is needed to further examine the potential generalizability of this model across different occupational groups.

## **Availability of Data and Materials**

The data that support the findings of this study are available from the corresponding author upon reasonable request.

## **Author Contributions**

All authors were involved in the conception and design of the study. YH designed the study, conducted data collection, and provided revision suggestions. YS and XW were primarily responsible for data analysis as well as the writing and revision of the manuscript. All authors offered comments on previous versions of the manuscript. All authors have read and approved the final manuscript. All authors have participated sufficiently in the work and agreed to be accountable for all aspects of the work.

## **Ethics Approval and Consent to Participate**

This study was conducted following the principles of the Declaration of Helsinki. The study was approved by the Ethics Review Committee of the Anhui Normal University (ethical approval number: 2024-BBA190027). All participants signed the informed consent in this study. Participants read an informed consent statement at the beginning of the questionnaire and proceeded only after providing electronic consent.

## Acknowledgment

Not applicable.

## Funding

This research received no external funding.

## Conflicts of Interest

The authors declare no conflicts of interest.

## References

- Aboagye MO, Antwi CO, Asare K, Seth N, Gyasi F, Kwasi F. Job stress and teacher burnout in preschools – Preliminary assessment of the buffer effect of job resources in the stressor-strain model in a lower-middle-income country. *Early Years*. 2024; 44: 781–800. <https://doi.org/10.1080/09575146.2023.2237207>
- Anastasiou S, Belios E. Effect of Age on Job Satisfaction and Emotional Exhaustion of Primary School Teachers in Greece. *European Journal of Investigation in Health, Psychology and Education*. 2020; 10: 644–655. <https://doi.org/10.3390/ejihpe10020047>
- Ansari A, Pianta RC, Whittaker JV, Vitiello VE, Ruzek EA. Preschool Teachers' Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. *Early Education and Development*. 2022; 33: 107–120. <https://doi.org/10.1080/10409289.2020.1848301>
- Appelbaum NP, Santen SA, Aboff BM, Vega R, Munoz JL, Hemphill RR. Psychological Safety and Support: Assessing Resident Perceptions of the Clinical Learning Environment. *Journal of Graduate Medical Education*. 2018; 10: 651–656. <https://doi.org/10.4300/JGME-D-18-00286.1>
- Aselage J, Eisenberger R. Perceived organizational support and psychological contracts: a theoretical integration. *Journal of Organizational Behavior*. 2003; 24: 491–509. <https://doi.org/10.1002/job.211>
- Bi Y, Ye X. The Effect of Trait Mindfulness on Teachers' Emotional Exhaustion: The Chain Mediating Role of Psychological Capital and Job Engagement. *Healthcare (Basel, Switzerland)*. 2021; 9: 1527. <https://doi.org/10.3390/healthcare9111527>
- Bian H, Jiang H. Alleviating occupational stress in Chinese junior high school teachers: the role of mindfulness-based interventions. *Frontiers in Psychology*. 2025; 16: 1479507. <https://doi.org/10.3389/fpsyg.2025.1479507>
- Billingsley B, Bettini E. Special Education Teacher Attrition and Retention: A Review of the Literature. *Review of Educational Research*. 2019; 89: 697–744. <https://doi.org/10.3102/0034654319862495>
- Bonde EH, Mikkelsen EG, Fjorback LO, Juul L. The impact of an organizational-level mindfulness-based intervention on workplace social capital and psychological safety: A qualitative content analysis. *Frontiers in Psychology*. 2023; 14: 1112907. <https://doi.org/10.3389/fpsyg.2023.1112907>
- Bowlin SL, Baer RA. Relationships between mindfulness, self-control, and psychological functioning. *Personality and Individual Differences*. 2012; 52: 411–415. <https://doi.org/10.1016/j.paid.2011.10.050>
- Braun SS, Roeser RW, Mashburn AJ, Skinner E. Middle School Teachers' Mindfulness, Occupational Health and Well-Being, and the Quality of Teacher-Student Interactions. *Mindfulness*. 2019; 10: 245–255. <https://doi.org/10.1007/s12671-018-0968-2>
- Brown KW, Ryan RM. The benefits of being present: mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*. 2003; 84: 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Brown SP, Leigh TW. A new look at psychological climate and its relationship to job involvement, effort, and performance. *The Journal of Applied Psychology*. 1996; 81: 358–368. <https://doi.org/10.1037/0021-9010.81.4.358>
- Chang JH, Huang CL, Lin YC. Mindfulness, Basic Psychological Needs Fulfillment, and Well-Being. *Journal of Happiness Studies*. 2015; 16: 1149–1162. <https://doi.org/10.1007/s10902-014-9551-2>
- Chen S, Cui H, Zhou R, Jia Y. Revision of mindful attention awareness scale (MAAS). *Chinese Journal of Clinical Psychology*. 2012; 20: 148–151.
- Cheng X, Zhang H, Cao J, Ma Y. The Effect of Mindfulness-Based Programs on Psychological Distress and Burnout in Kindergarten Teachers: A Pilot Study. *Early Childhood Education Journal*. 2022; 50: 1197–1207. <https://doi.org/10.1007/s10643-021-01254-6>
- Cropanzano R, Anthony EL, Daniels SR, Hall AV. Social Exchange Theory: A Critical Review with Theoretical Remedies. *Academy of Management Annals*. 2017; 11: 479–516. <https://doi.org/10.5465/annals.2015.0099>
- Demerouti E, Bakker AB, Nachreiner F, Schaufeli WB. The job demands-resources model of burnout. *The Journal of Applied Psychology*. 2001; 86: 499–512.
- Edmondson A. Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*. 1999; 44: 350–383. <https://doi.org/10.2307/2666999>
- Eisenberger R, Huntington R, Hutchison S, Sowa D. Perceived organizational support. *Journal of Applied Psychology*. 1986; 71: 500–507. <https://doi.org/10.1037//0021-9010.71.3.500>
- Eisenberger R, Rhoades Shanock L, Wen X. Perceived Organizational Support: Why Caring About Employees Counts. *Annual Review of Organizational Psychology and Organizational Behavior*. 2020; 7: 101–124. <https://doi.org/10.1146/annurev-orgpsych-012119-044917>
- Farewell CV, Quinlan J, Melnick E, Powers J, Puma J. Job Demands and Resources Experienced by the Early Childhood Education Workforce Serving High-Need Populations. *Early Childhood Education Journal*. 2022; 50: 197–206. <https://doi.org/10.1007/s10643-020-01143-4>
- Fleming CM, Calvert HG, Turner L. Burnout Among School Staff: A Longitudinal Analysis of Leadership, Connectedness, and Psychological Safety. *School Mental Health*. 2023; 15: 900–912. <https://doi.org/10.1007/s12310-023-09594-x>

- Fleming CM, Calvert HG, Turner L. Psychological safety among K-12 educators: Patterns over time, and associations with staff well-being and organizational context. *Psychology in the Schools*. 2024; 61: 2315–2337. <https://doi.org/10.1002/pits.23165>
- Flook L, Goldberg SB, Pinger L, Bonus K, Davidson RJ. Mindfulness for teachers: A pilot study to assess effects on stress, burnout and teaching efficacy. *Mind, Brain and Education : the Official Journal of the International Mind, Brain, and Education Society*. 2013; 7: 182–195. <https://doi.org/10.1111/mbe.12026>
- Gabel-Shemueli R, Tzafrir S, Rodriguez Perez B, Bahamonde Canepa D. Being present: a longitudinal study on the role of mindfulness on engagement and burnout in teachers. *Academia Revista Latinoamericana De Administración*. 2023; 36: 335–352. <https://doi.org/10.1108/arla-01-2023-0011>
- Garro A, Janal M, Kondroski K, Stillo G, Vega V. Mindfulness Initiatives for Students, Teachers, and Parents: a Review of Literature and Implications for Practice During COVID-19 and Beyond. *Contemporary School Psychology*. 2023; 27: 152–169. <https://doi.org/10.1007/s40688-022-00446-0>
- Gibb A, Wilson JM, Ford C, Shook NJ. Does mindfulness reduce negative interpretation bias? *Cognition & Emotion*. 2022; 36: 284–299. <https://doi.org/10.1080/02699931.2021.2008322>
- Glomb TM, Duffy MK, Bono JE, Yang T. Mindfulness at Work. In Joshi A, Liao H, Martocchio JJ (eds.) *Research in Personnel and Human Resources Management* (Vol. 30, pp. 115–157). Emerald Group Publishing Limited: Leeds, UK. 2011. [https://doi.org/10.1108/S0742-7301\(2011\)0000030005](https://doi.org/10.1108/S0742-7301(2011)0000030005)
- Gong X, Li Z, You Y. Research on the mobility intention of poor rural kindergarten teachers: Based on the survey of 64 rural kindergartens in 2 counties of Hubei Province. *Research in Educational Development*. 2019; 39: 49–57.
- He Y, Li X, Wang X, Xu H. How empathy affects preschool teachers' burnout. *Psychology, Health & Medicine*. 2025; 1–17. <https://doi.org/10.1080/13548506.2025.2469194>
- Kim KH, Park YS, Song JY. The effects of Emotional Labor on Job Burnout among Child Care Teachers: Focused on the moderating effect Perceived Organizational Support. *GRI Review*. 2017; 19: 419–446. <https://doi.org/10.23286/gri.2017.19.3.018> (In Korean)
- Hobfoll SE. Conservation of resources. A new attempt at conceptualizing stress. *The American Psychologist*. 1989; 44: 513–524. <https://doi.org/10.1037//0003-066x.44.3.513>
- Hobfoll SE, Halbesleben J, Neveu JP, Westman M. Conservation of Resources in the Organizational Context: The Reality of Resources and Their Consequences. *Annual Review of Organizational Psychology and Organizational Behavior*. 2018; 5: 103–128. <https://doi.org/10.1146/annurev-orgpsyc-032117-104640>
- Hsieh CC, Ho SSH, Li HC, Liang JK. Mindfulness as Moderator Against Emotional Exhaustion Due to Online Teaching During COVID-19 Pandemic: An Investigation Using Job Demands-Resources Model and Conservation of Resource Theory. *Frontiers in Psychology*. 2021; 12: 781804. <https://doi.org/10.3389/fpsyg.2021.781804>
- Hülshager UR, Alberts HJEM, Feinholdt A, Lang JWB. Benefits of mindfulness at work: the role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *The Journal of Applied Psychology*. 2013; 98: 310–325. <https://doi.org/10.1037/a0031313>
- Jamaludin II, You HW. Burnout in relation to Gender, Teaching Experience, and Educational Level among Educators. *Education Research International*. 2019; 2019: 1–5. <https://doi.org/10.1155/2019/7349135>
- Janssen M, Heerkens Y, Van der Heijden B, Korzilius H, Peters P, Engels J. Effects of mindfulness-based stress reduction and an organizational health intervention on Dutch teachers' mental health. *Health Promotion International*. 2023; 38: daac008. <https://doi.org/10.1093/heapro/daac008>
- Javaid ZK, Ateeq A, Khan K, Milhem M, Al Astal AY, Ali SA, et al. Inclusive Leadership and Employee Work Engagement in the IT Sector: The Mediating Roles of Perceived Organizational Support, Psychological Safety, and Organizational Self-esteem. In Hamdan RK (ed.) *Tech Fusion in Business and Society: Harnessing Big Data, IoT, and Sustainability in Business: Volume 2* (pp. 1011–1023). Springer Nature Switzerland: Cham. 2025. [https://doi.org/10.1007/978-3-031-84636-6\\_88](https://doi.org/10.1007/978-3-031-84636-6_88)
- Jennings PA, Brown JL, Frank JL, Doyle S, Oh Y, Davis R, et al. Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*. 2017; 109: 1010–1028. <https://doi.org/10.1037/edu0000187>
- Joe-Akunne CO, Edosomwan HS, Gladness SC. Participation in Decision-Making and Perceived Organizational Support as Predictors of Psychological Safety among Secondary School Staff. *Asian Research Journal of Arts & Social Sciences*. 2022; 46–55. <https://doi.org/10.9734/arjass/2022/v17i230305>
- Kabat-Zinn J, Hanh TN. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Random House Publishing Group: New York, NY. 2009.
- Kahn WA. Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*. 1990; 33: 692–724. <https://doi.org/10.5465/256287>
- Kassandrinou M, Lainidi O, Mouratidis C, Montgomery A. Employee silence, job burnout and job engagement among teachers: the mediational role of psychological safety. *Health Psychology and Behavioral Medicine*. 2023; 11: 2213302. <https://doi.org/10.1080/21642850.2023.2213302>
- Khattak SR, Zada M, Nouman M, Rahman SU, Fayaz M, Ullah R, et al. Investigating Inclusive Leadership and Pro-Social Rule Breaking in Hospitality Industry: Important Role of Psychological Safety and Leadership Identification. *International Journal of Environmental Research and Public Health*. 2022; 19: 8291. <https://doi.org/10.3390/ijerph19148291>
- Kumprang K, Suriyankietkaew S. Mechanisms of Organizational Mindfulness on Employee Well-Being and Engage-

- ment: A Multi-Level Analysis. *Administrative Sciences*. 2024; 14: 121. <https://doi.org/10.3390/admsci14060121>
- KURT T, DUYAR I. The Influence of Perceived Organizational Support on Teachers' Job Satisfaction: The Mediating Roles of Climate for Initiative and Climate for Psychological Safety. *Participatory Educational Research*. 2023; 10: 156–173. <https://doi.org/10.17275/per.23.34.10.2>
- Li N, Yan J. The mechanism of how trust climate impacts on individual performance. *Acta Psychologica Sinica*. 2007; 39: 1111.
- Li S, Li Y, Lv H, Jiang R, Zhao P, Zheng X, et al. The prevalence and correlates of burnout among Chinese preschool teachers. *BMC Public Health*. 2020; 20: 160. <https://doi.org/10.1186/s12889-020-8287-7>
- Li Y, Zhang H. Trait mindfulness and turnover intention of private kindergarten teachers: Sequential mediation of cognitive flexibility and perceived organizational support. *Social Behavior and Personality: an International Journal*. 2024; 52: 1–12. <https://doi.org/10.2224/sbp.13214>
- Lucas-Mangas S, Valdivieso-León L, Espinoza-Díaz IM, Tous-Pallarés J. Emotional Intelligence, Psychological Well-Being and Burnout of Active and In-Training Teachers. *International Journal of Environmental Research and Public Health*. 2022; 19: 3514. <https://doi.org/10.3390/ijerph19063514>
- Ma Y, You Y, Yang H, Wang F, Cheng X, Li J. Psychometric characteristics of the mindfulness in teaching scale in Chinese preschool teachers. *Current Psychology*. 2022; 41: 5011–5019. <https://doi.org/10.1007/s12144-021-01602-0>
- Maslach C, Jackson SE. The measurement of experienced burnout. *Journal of Organizational Behavior*. 1981; 2: 99–113. <https://doi.org/10.1002/job.4030020205>
- Maslach C, Leiter MP. Early predictors of job burnout and engagement. *The Journal of Applied Psychology*. 2008; 93: 498–512. <https://doi.org/10.1037/0021-9010.93.3.498>
- Maslach C, Schaufeli WB, Leiter MP. Job burnout. *Annual Review of Psychology*. 2001; 52: 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- May DR, Gilson RL, Harter LM. The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*. 2004; 77: 11–37. <https://doi.org/10.1348/096317904322915892>
- Nembhard IM, Edmondson AC. Making it safe: the effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior*. 2006; 27: 941–966. <https://doi.org/10.1002/job.413>
- Nevill RE, Haverkamp SM. Effects of mindfulness, coping styles and resilience on job retention and burnout in caregivers supporting aggressive adults with developmental disabilities. *Journal of Intellectual Disability Research : JIDR*. 2019; 63: 441–453. <https://doi.org/10.1111/jir.12594>
- Rathert C, Ishqaidef G, Porter TH. Caring work environments and clinician emotional exhaustion: Empirical test of an exploratory model. *Health Care Management Review*. 2022; 47: 58–65. <https://doi.org/10.1097/HMR.0000000000000294>
- Resa E, Groeneveld I, Turani D, Anders Y. The role of professional exchange in improving language-related process quality in daycare centres. In *Teacher–Child Interactions in Early Childhood Education and Care Classrooms* (pp. 62–81). Routledge: Abingdon, UK. 2020. <https://doi.org/10.4324/9781003009030-5>
- Rhoades L, Eisenberger R. Perceived organizational support: a review of the literature. *The Journal of Applied Psychology*. 2002; 87: 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Shi K, Feng G, Huang Q, Ye M, Cui H. Mindfulness and negative emotions among Chinese college students: chain mediation effect of rumination and resilience. *Frontiers in Psychology*. 2023; 14: 1280663. <https://doi.org/10.3389/fpsyg.2023.1280663>
- Shuai C, He Y, Yu X. Mindfulness, Social Skills, Perceived Organizational Support, and Work Engagement: A Serial Mediation Study Among Primary and Secondary School Teachers in China. *Psychological Reports*. 2025; 332941251358217. <https://doi.org/10.1177/00332941251358217>
- Singh B, Shaffer MA, Selvarajan T. Antecedents of organizational and community embeddedness: The roles of support, psychological safety, and need to belong. *Journal of Organizational Behavior*. 2018; 39: 339–354. <https://doi.org/10.1002/job.2223>
- Sun J, Wang X, Wang Y, Du X, Zhang C. The mediating effect of perceived social support on the relationship between mindfulness and burnout in special education teachers. *Journal of Community Psychology*. 2019; 47: 1799–1809. <https://doi.org/10.1002/jcop.22229>
- Tasic R, Rajovic N, Pavlovic V, Djikanovic B, Masic S, Velickovic I, et al. Nursery teachers in preschool institutions facing burnout: Are personality traits attributing to its development? *PloS One*. 2020; 15: e0242562. <https://doi.org/10.1371/journal.pone.0242562>
- Taylor NZ, Millar PMR. The contribution of mindfulness to predicting burnout in the workplace. *Personality and Individual Differences*. 2016; 89: 123–128. <https://doi.org/10.1016/j.paid.2015.10.005>
- Trauernicht M, Anders Y, Oppermann E, Klusmann U. Early childhood educators' emotional exhaustion and the frequency of educational activities in preschool. *European Early Childhood Education Research Journal*. 2023; 31: 1016–1032. <https://doi.org/10.1080/1350293x.2023.2217485>
- Trauernicht M, Besser N, Anders Y. Burnout in der Kita und der Zusammenhang zu Aspekten der Arbeitszufriedenheit. *Frühe Bildung*. 2022; 11: 85–93. <https://doi.org/10.1026/2191-9186/a000566>
- Ullrich R, Hamm K, Herzfeldt-Kamprath R. Underpaid and unequal: Racial wage disparities in the early childhood workforce. Center for American Progress. 2016.
- Wang G, Liu C, Wu X. Development of educator burnout inventory. *Psychological Development and Education*. 2003; 19: 82–86.



- Wang Y, Xiao B, Tao Y, Li Y. The Relationship between Mindfulness and Job Burnout of Chinese Preschool Teachers: The Mediating Effects of Emotional Intelligence and Coping Style. *International Journal of Environmental Research and Public Health*. 2022; 19: 7129. <https://doi.org/10.3390/ijerph19127129>
- Wilson JM, Weiss A, Shook NJ. Mindfulness, self-compassion, and savoring: Factors that explain the relation between perceived social support and well-being. *Personality and Individual Differences*. 2020; 152: 109568. <https://doi.org/10.1016/j.paid.2019.109568>
- Wu S, Xu Q, Tian H, Li R, Wu X. The relationship between social support and work engagement of rural teachers: a moderated mediation model. *Frontiers in Psychology*. 2025; 15: 1479097. <https://doi.org/10.3389/fpsyg.2024.1479097>
- Xu X, Jiang Y, Chen L. A Meta-Analysis of Variables Related to Burnout Among Chinese Preschool Teachers. *Sage Open*. 2023; 13: 21582440231202570. <https://doi.org/10.1177/21582440231202570>
- Xu Z, Yang F. The impact of perceived organizational support on the relationship between job stress and burnout: a mediating or moderating role? *Current Psychology*. 2021; 40: 402–413. <https://doi.org/10.1007/s12144-018-9941-4>
- Yanbei R, Dongdong M, Yun L, Ning W, Fengping Q. Does perceived organization support moderates the relationships between work frustration and burnout among intensive care unit nurses? A cross-sectional survey. *BMC Nursing*. 2023; 22: 22. <https://doi.org/10.1186/s12912-023-01180-5>
- Zang L, Chen Y. Relationship Between Person-Organization Fit and Teacher Burnout in Kindergarten: The Mediating Role of Job Satisfaction. *Frontiers in Psychiatry*. 2022; 13: 948934. <https://doi.org/10.3389/fpsyg.2022.948934>
- Zeshan M, de La Villarmois O, Rasool S, Niazi ARK. “The perfect moment is this one. The effect of mindfulness on employees: a perspective from self-determination theory”. *International Journal of Organizational Analysis*. 2023; 31: 3617–3633. <https://doi.org/10.1108/ijoa-07-2022-3346>
- Zhang J, Zhang Q, Wang Y, Xiao B, Wang S, Xu Y, et al. Daily challenge-hindrane stress and work engagement in preschool teacher: the role of affect and mindfulness. *BMC Public Health*. 2024; 24: 2779. <https://doi.org/10.1186/s12889-024-20255-9>
- Zheng J, Wu G. Work-Family Conflict, Perceived Organizational Support and Professional Commitment: A Mediation Mechanism for Chinese Project Professionals. *International Journal of Environmental Research and Public Health*. 2018; 15: 344. <https://doi.org/10.3390/ijerph15020344>
- Zhou H, Chen J. How Does Psychological Empowerment Prevent Emotional Exhaustion? Psychological Safety and Organizational Embeddedness as Mediators. *Frontiers in Psychology*. 2021; 12: 546687. <https://doi.org/10.3389/fpsyg.2021.546687>