The Affecting Mechanism of Data Leadership on Senior Accounting Students' AI Literacy in Jiangxi Province of China

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[**Abstract**] In the smart era, AI literacy is a comprehensive ability that senior accounting students must possess, and leadership is related to students' AI literacy. Therefore, this study investigated the relationship between data leadership and senior accounting students' AI literacy and the facilitating roles of sustainable mindfulness and juexing in conjunction with ecosystem theory, using a sample of 286 senior accounting students from 3 schools in Jiangxi Province, China (validity rate 93.46%). The results show that data leadership has a positive effect on the senior accounting students' AI literacy, and sustainable mindfulness and juexing have a facilitating effect in Jiangxi Province, China. This suggests that senior accounting majors need not only the support of data leadership but also the connection between sustainable mindfulness and juexing to promote their AI literacy fully.

[**Key words**] data leadership; AI literacy; sustainable mindfulness; juexing

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1   Introduction

A new round of technological revolution and industrial change is emerging, and AI is accelerating the penetration and integration into the education sector, profoundly reshaping the concepts, modes, and paths of talent cultivation (Bender, 2024; Han et al., 2024; Ng, Su & Chu, 2024). However, China's education sector is full of expectations but also faces many doubts: what new opportunities and challenges will AI bring to education innovation (Hong & Kim, 2024; Shen & Cui, 2024; Wang et al., 2024)? What are the keys to advancing student mastery of AI literacy (Celik, 2023; Hwang, Tang & Tu, 2024; Laupichler et al., 2023)? This requires systems thinking to explore the mechanisms of action and influences that drive students' AI literacy (Bender, 2024; Celik, 2023; Ng et al., 2024). As Lintner (2024) argued, AI has become a core force driving educational innovation and development, and it possesses cognitive intelligence such as knowledge representation, semantic understanding, and logical reasoning, which can analyze, understand, and generate multimodal content, providing powerful support for the intelligent arrangement of teaching content, the individual adaptation of the learning process, and the immersive experience of the teaching and learning interactions (Hornberger, Bewersdorff & Nerdel 2023; Ng et al., 2024). Meanwhile, Lee et al. (2024) emphasized that AI breaks through the physical time-space boundaries of teaching and learning environments, meets the needs of personalized learning, reshapes the teaching-learning relationship, and dramatically alters the shape of its curriculum and its teaching mode (Figaredo & Stoyanovich, 2023; Pretorius, 2023; Zhang et al. 2023). As a result, exploring the antecedents and mechanisms that influence students' AI literacy has become a global focus (Shiri, 2024; Walter, 2024; Zhu et

al. , 2022）.

On the other hand, research has found that leadership is related to AI literacy. In addition, studies have found that AI literacy is strongly related to mental states and cognition （Relmasira et al. , 2023; Yetisensoy & Rapoport, 2023）. However, it is not clear how data leadership relates to AI literacy among senior accounting students and whether the relationship is affected by sustainable mindfulness and juexing.

Therefore, the purpose of this study is to investigate the relationship between data leadership and AI literacy of senior accounting students in Jiangxi Province, China, and the facilitating effects of sustainable mindfulness and juexing, to reveal the main factors and the facilitating mechanisms affecting the AI literacy of senior accounting students in Jiangxi Province, China, to help them to better master and apply AI tools, and to assist them in being better qualified for their jobs in the future and in promoting lifelong learning.

2　Literature review and hypothesis

2.1 Ecological systems theory

Ecological systems theory suggests that competencies are directly and indirectly affected by the school environment and that students' own cognitive and psychological states can interact with the home－school environment to influence the development of competencies （Bronfenbrenner, 1989）. Therefore, this study defines AI literacy as the ability of higher education students to solve professional problems through the assistance of AI tools. In addition, this study describes sustainable mindfulness as a state of consciousness that possesses sustainability. On the other hand, juexing reflects a series of higher mental functions from the juexing of one's sense perception to the reflection of the process of mental activity and functioning itself, and finally to the pure self-knowledge of the mental subject （Peng & Zhu, 2023）. Furthermore, data leadership reflects the ability of school leaders to organically integrate their data literacy into their leadership behaviors in the process of school data governance, to carry out effective data planning, construction, and decision-making, as well as to lead teachers and students to participate in the school's data practices and to influence and enhance their relevant data competencies to achieve the school's common goals and visions （Lin, 2023）. Therefore, this study categorizes data leadership as a school environmental factor, AI literacy as a competency, sustainable mindfulness as a mental state, and juexing as cognition.

Therefore, with the help of ecological systems theory, data leadership, sustainable mindfulness and juexing can directly and interactively influence the AI literacy of senior accounting students.

2.2 Data leadership and AI literacy

Data leadership is defined as the ability of school leaders to organically integrate their data literacy into their leadership behaviors during the process of school data－based governance, to carry out effective data planning, construction, and decision-making, as well as to lead teachers and students to participate in the school's data practices together, and to influence and enhance their relevant data competencies to achieve the school's common goals and visions （Lin, 2023）. On the other hand, AI literacy is defined as the ability of higher education students to solve professional problems through the assistance of AI tools. Research has found that leadership is related to AI literacy. This is because data leadership plays the role of a professional community that enables common data activities under the co－ordinated planning of a team leader, solving problems in a collective professional deliberation, consultation, and decision－making process （Antonopoulou et al. , 2020; Ishak & Bakar, 2012; Park, 2018）; and on the one hand, plays the role of a learning community, where data teams can effectively break down barriers between members and improve their data governance and analytical skills in the process of achieving the same goal in the team through the use of a community-based learning model with leadership and a collaborative inquiry problem-solving mindset （Bliese, Halverson & Schriesheim, 2002; Ding & Guo, 2015; Holter & Frabutt, 2012; Ishak & Bakar, 2012; Park, 2018）; and on the other hand, as a learning community （Bliese, Halverson &

Schriesheim, 2002; Ding & Guo, 2015; Holter & Frabutt, 2012). Therefore, with the help of ecological systems theory, data leadership, sustainable mindfulness and juexing can directly and interactively influence the AI literacy of senior accounting students. Thus the hypothesis：

H1：Data leadership has a positive effect on AI literacy among senior accounting students.

2.3 The moderator role played by sustainable mindfulness

One possible mechanism that facilitates the relationship between data leadership and AI literacy among senior accounting students is sustainable mindfulness, which is described in this study as a state of consciousness with sustainability. On the other hand, whereas AI literacy of senior accounting students is defined as the ability of senior students to solve professional problems through the assistance of AI tools, it has been found that mental state is positively correlated with AI literacy (Relmasira et al., 2023). The interaction between data leadership and a sustainable mindfulness can better guide one's own sustainable and long-term developmental beliefs and values, which will drive the long-term development of students' AI literacy. Thus the hypothesis：

H2：Sustainable mindfulness has a positive moderating effect between data leadership and AI literacy among senior accounting students.

2.4 The moderator role played by juexing

One factor that can contribute to AI literacy in higher education students is juexing, which is defined as a family of higher mental functions ranging from juexing of one's sensory perceptions to a reflective view of the processes and functions of mental activity itself, and finally to the pure self-knowledge of the mental subject (Peng & Zhu, 2023). Research has found that cognition is positively correlated with AI literacy (Yetisensoy & Rapoport, 2023). Whereas the interaction of data leadership and juexing can promote the intelligence and mindfulness of senior students, it can drive them to develop their abilities and knowledge, which will ultimately further enhance their AI literacy. Thus the hypothesis：

H3：Juexing has a positive moderating effect between data leadership and AI literacy among senior accounting students.

3　Methodology

3.1 Samples and procedures

The survey was conducted in December 2024. A purposive sample of senior accounting students from three schools in Jiangxi Province, China, were selected and surveyed by electronic questionnaire on their perceptions of data leadership, AI literacy, sustainable mindfulness, and juexing, with a final valid sample of 286 (validity rate of 93.46%).

There were more female students in the sample, accounting for 91.958% (263 students).

3.2 Measures

Data leadership scale：theoretically designed instrument using Lin (2023), 1 factor with 4 questions (α = 0.832).

AI literacy scale：adapted from Du et al.'s (2024) instrument, 1 factor with 5 questions (α = 0.897).

Sustainable mindfulness scale：adapted from the Cai et al. (2023) instrument, 1 factor with 6 questions (α = 0.916).

Juexing scale：theoretically designed instrument using Peng and Zhu (2023), 2 factors with 6 questions (α = 0.892).

The overall model had an SRMR = 0.04, showing a good match.

4　Results

Regression analyses showed that data leadership has a significant positive effect (β=0.163 ***, p<0.001) on the AI literacy of senior accounting students, and H1 is established. In addition, the interaction between data

leadership and sustainable mindfulness is significant （$\beta = 0.213 ***$, $p < 0.001$）, indicating that sustainable positive thoughts can promote the relationship between data leadership and AI literacy of senior accounting majors, and H2 is established. On the other hand, the interaction between data leadership and juexing is significant （$\beta = 0.198 ***$, $p < 0.001$）, indicating that juexing can promote the relationship between data leadership and AI literacy of senior accounting students, and H3 is established.

5　Discussion

5.1 Discussion

The results show for the first time that data leadership has a positive effect on the AI literacy of senior accounting majors in Jiangxi Province, China. That is, the stronger the data leadership is, the stronger the AI literacy of senior accounting students will be. Sustainable mindfulness has a facilitating effect on the relationship between data leadership and AI literacy of senior accounting students. That is, the stronger the sustainable positive thoughts are, the stronger the effect of data leadership on senior students' AI literacy will be. Juexing has a facilitating effect on the relationship between data leadership and senior accounting students' AI literacy. That is, the stronger the juexing is, the stronger the effect of data leadership on senior students' AI literacy will be.

5.2 Contributions

This study combines the ecological systems theory to explore the relationship between data leadership and AI literacy of senior accounting students in Jiangxi Province, China, and the facilitating roles of sustainable mindfulness and juexing. This study contributes to the development of AI literacy among senior accounting students in two main ways: firstly, there has been very little exploration of AI literacy among senior accounting students in China in the past, which has hindered the development of the theory. Therefore, based on the context of higher vocational schools in Jiangxi Province, China, this study also establishes a research model combining data leadership, sustainable mindfulness, juexing, and AI literacy of accounting higher vocational students to clarify its antecedents and facilitating mechanisms, which not only adequately contributes to the development of AI literacy, but also fills the research gap; secondly, the findings also expand the development of ecological systems theory in the field of AI literacy among senior accounting students, which further advances the theory.

5.3 Implications

First, optimize the synergistic practice of multiple subjects and intelligent technology to reshape the future learning ecology and new talent cultivation model. Technology is not just a tool or a means, but also a new educational concept and model. The technology-enabled new education model requires us to rethink and reconstruct the knowledge system, learning methods, and education evaluation system, change the concept of education, collaborate with schools, society, and other multiple subjects, and reconstruct the talent cultivation model for future education. Firstly, change the concept of the main body of educational practice and cultivate students' core skills for the future. Technology holds great value for the future change of school education model, and the main body of education practice needs to change its consciousness and master emerging technologies such as AI to adapt to the changes in the world. School administrators drawing the blueprint for future school development need to focus on cultivating core human competencies that cannot be replaced by advanced technologies, such as interpersonal skills and empathy, and commit to fostering new talents skilled in AI and other technologies. Secondly, multiple subjects should collaborate to build an application and governance system for technology-enabled in-depth teaching. The state needs to formulate relevant rules and regulations to clarify the distribution of rights and responsibilities among multiple subjects and the contribution of each subject to technology governance; schools need to introduce technology access and education application systems to improve digital governance capabilities and meet students' diverse future learning needs; enterprises need to collaborate with other subjects to set up technology training bases and carry out projects to improve teachers' and students' digital literacy and AI

literacy to avoid the risks of technology use and ethical disputes. Finally, practical subjects need to use AI to improve the quality of education and reshape the new talent cultivation model, including carrying out structured training on AI to help teachers and students use generative AI responsibly and effectively; using technical means to reduce the impact of teachers' heavy administrative burdens and the imbalance of high-quality teaching resources; protecting the rights of teachers to use generative AI and its practical value, and analyzing the role of teachers in facilitating students' higher-order thinking, organizing interpersonal interactions and developing human values; dynamically assessing the competencies teachers need to understand and use AI in teaching and professional learning, and developing teachers with emerging AI values and AI skills.

Second, construct and improve the AI education digital governance system to promote the sustainable development of the new education model in the age of intelligence. The integration of AI into the field of education can enrich the education scene, expand the boundaries of education, and revolutionize the education model, but it also faces the challenges of data security, algorithmic bias, and the digital divide. Relevant departments urgently need to build and improve the AI education digital governance system to ensure that AI technology plays an important role in promoting the healthy development of the new education model: firstly, develop digital standards and guidelines related to AI education applications. China should refer to international standards for AI education governance to develop and improve unified digital standards and application guidelines for AI education applications, including evaluation standards for AI education applications, guidelines for data use, and privacy protection mechanisms. For example, schools using AI tools must choose mature and repeatedly verified AI technologies, ensure the stability and reliability of the technology, and evaluate AI applications in the whole process to ensure that AI applications will not bring adverse effects to students. Secondly, establish a comprehensive and efficient regulatory mechanism for AI education applications. The powerful spreading nature of AI carries cognitive and content risks, including issues such as changing users' perception and users' susceptibility to dependence. In addition, AI education applications rely on a large amount of education data, involving sensitive content such as students' personal information and learning achievements. China should build a comprehensive and effective regulatory mechanism for AI education applications, including the establishment of laws and regulations to adapt to the speed of AI development, and a systematic and perfect feedback and accountability system, to prevent the potential risks embedded in AI education applications in a timely and effective manner. Thirdly, explore a new governance model based on the concept of convergence innovation. As an interdisciplinary and cross-boundary governance concept, convergent governance aims to build an efficient, just, and sustainable development model by integrating the multiple perspectives and resources of science and technology and social governance. Based on this concept, educational institutions should cooperate with the government, enterprises, and other parties to fully mobilize the enthusiasm of multiple subjects to participate in regulation, clarify the regulatory responsibilities and powers of each subject, and create conditions for social organizations and users to participate in the governance of AI educational applications.

Third, enhance the AI literacy of teachers and students. The new round of scientific and technological revolution and educational changes has catalyzed a new demand for talents, AI is being integrated into education and teaching, and the in-depth integration of intelligent technology and education is driving continuous change in the field of education. Teachers and students in the intelligent era need to adapt to the information-based teaching and learning environment and use intelligent technology to carry out teaching. Therefore, in the context of accelerating the construction of a new education system, it is particularly important to improve the intelligent literacy of teachers and students and empower productivity development. Firstly, schools should provide teachers and students with the necessary smart technology training and learning opportunities. The basic smart technology literacy of teachers and students is a key part of the construction of the new era of the teaching force, and teachers

and students should master the ontological knowledge and basic principles of smart technology, and be able to use smart technology to collaborate and empower each other. Secondly, educators and students should be alert to the potential impact of AI. In the field of education, the application of AI is not mere the implementation of technology but involves the selection of teaching content, the design of teaching methods, and the way of interaction in the learning process. To prevent and solve the problems posed by AI, teachers should promote interdisciplinary cooperation, combining knowledge from the fields of information technology, computer science and technology, and sociology to help students understand and effectively integrate the theoretical and practical knowledge behind the technology from multiple perspectives, so that they can make informed and responsible decisions in an increasingly complex technological environment. Finally, teachers should adapt to the times and complete their role changes.

Fourth, promote the development of AI education. In the context of education 4.0, which is deeply empowered by AI, it is crucial to uphold the concept of education design centered on integration and innovation education. Fusion and innovation education emphasizes not only the integration of technology but also the comprehensive innovation of educational concepts, teaching methods, and learning environments. Firstly, schools of all levels and types should actively carry out the practice of AI-permeated integration and innovation education. The education field should make full use of data analysis, intelligent recommendation, virtual simulation, and other functions provided by AI technology to create a personalized learning path for students. Teachers need to continuously improve their technological literacy and master the ability to use AI tools for instructional design and management. Secondly, the new education model calls us to re-examine the nature and goals of education. With the help of AI, education is not only the transmission of knowledge, but also the cultivation of ability, emotional communication, and personality shaping. AI education is integrated with the new education model, which needs to put the cultivation of innovative thinking, critical thinking, and problem-solving ability in the first place, and stimulate students' interest and potential in learning through diversified teaching methods and rich practical activities, to make them become comprehensive talents adapted to the needs of the future development of society. Finally, ensuring equity and inclusiveness is the key to the success of the program and the core soul of education design. When everyone has equal access to AI education, they will be able to better understand and apply this technology, thus giving full play to its enormous potential in education, scientific research, industry, and other fields. Governments, schools, and others need to work together and cooperate to promote the equitable distribution of resources and the widespread application of technology through policy guidance, financial support, technological research and development, and promotion, to jointly promote the development and progress of education.

5.4 Direction

It is suggested that future research should construct more studies on the antecedents and process mechanisms of AI literacy among senior accounting students, such as future self-continuity and legacy motivation (Li et al., 2024abc, 2025), so as to better promote the long-term development of students' AI literacy, and to help them achieve better academic achievement and comprehensive competence.

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