

The Mediating Role of Narcissism in the Relationship between Organizational Commitment and Burnout among Secondary School Teachers in Zahedan

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ABSTRACT

The present study aims to examine the mediating role of narcissism in the relationship between organizational commitment and job burnout among secondary school teachers in Zahedan. This research utilized a descriptive-correlational design. The study sample consisted of 213 teachers from elementary and secondary schools in Zahedan during the academic year 2024-2025, selected through multi-stage cluster sampling. Participants completed the Maslach and Jackson Burnout Inventory (1981), the Allen and Meyer Organizational Commitment Scale (1990), and the Ames Narcissistic Personality Inventory (NPI-16). The data were analysed using Pearson's correlation coefficient and structural equation modelling. The results indicated that there was a significant positive relationship between organizational commitment and job burnout among secondary school teachers in Zahedan, with narcissism acting as a mediating variable. Narcissism serves as a mediator between organizational commitment and job burnout among teachers; therefore, increasing narcissism and enhancing organizational commitment are recommended as preventive measures against teacher burnout.

Introduction

Undoubtedly, the human element is considered the most crucial component of the educational system, with teachers occupying a distinguished position and playing a vital role in the efficiency and effectiveness of education. The sensitivity and unique importance of teachers' roles—in nurturing students' talents, transmitting cultural and religious values, shaping individual and social identity, meeting psychological needs, and, in short, contributing to the making and training of future generations—put immense pressure on this group (Ashrafi Sultan Ahmadi et al., 2010). Teaching is regarded as a highly stressful profession, constantly accompanied by numerous stressors. One of the most serious consequences of these occupational pressures is the phenomenon of job burnout, which can lead to decreased performance quality, reduced responsibility, increased absenteeism, and diminished work morale (Bardbar, 2008). Over the past four decades, research on job burnout has revealed the complexity of this construct. While studies show that job burnout is mainly associated with organizational factors, differences in individuals' responses under similar working conditions indicate the impact of personality



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traits on the development of burnout. Nevertheless, only limited research has investigated the role of personality factors in job burnout. Today, it is widely accepted that job burnout is a multidimensional phenomenon shaped by both workplace characteristics and individual attributes (Schwarzkopf et al., 2016).

As human capital, teachers are considered fundamental pillars of the education system. In recent years, this group has faced several challenges, including diminished social status, reduced purchasing power due to insufficient salaries, heavy workloads, unfavorable work environments, lack of job support, administrative bureaucracy, and public criticism. These factors have caused the teaching profession to be accompanied by severe psychological pressures that ultimately lead to job burnout (Carlotto & Câmara, 2019). Studies indicate that teachers are among the groups most exposed to occupational stress and its consequences, such as burnout syndrome (Bermijo-Toro et al., 2015). This phenomenon usually arises from constant work-related stress and a mismatch between job expectations and individual capabilities (Shoji et al., 2015). Job burnout is a psychological syndrome triggered by chronic interpersonal stressors in the workplace. It comprises three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion reflects the individual stress aspect of burnout; it refers to the feeling of being overextended, depleted, and drained of physical and emotional resources. Individuals experiencing emotional exhaustion tend to limit their interactions with others to avoid emotional strain. Depersonalization represents the interpersonal sphere of burnout and involves negative responses, lack of empathy, or excessive withdrawal from various aspects of one's work, resulting in unfriendly, distant attitudes and behaviors toward those they serve. Reduced personal accomplishment reflects the self-evaluation aspect of burnout and involves feelings of incompetence, inefficacy, and lack of achievement at work. Such individuals feel their professional and personal abilities have diminished and that they are unable to achieve their goals (Tosun & Ulusoy, 2017). Burnout can lead to muscle tension, personality disintegration, inefficient coping mechanisms for stress, and negative self-evaluation (Sepah Mansour et al., 2012).

Job burnout can result in various psychological problems, such as dissatisfaction, role conflict, role ambiguity, excessive demands, time pressure, overtime work, inability to perform, absenteeism, lack of motivation, and interpersonal conflicts with colleagues and supervisors (Prativi, et al., 2019; Salvagioni et al., 2017). Additionally, burnout can cause physical complaints including headaches, sleep disturbances, muscle pain, irritability, fatigue, high blood pressure, and heart attacks (Salvagioni et al., 2017). Job burnout increases the tendency to quit and engage in avoidant behaviors, while reducing job performance, motivation, organizational commitment, efficiency, and job satisfaction (Akar, 2018). Moreover, decreased commitment among teachers is associated with absenteeism and job withdrawal (Wilkins, 2014). Gautam et al. (2004) define organizational commitment as an individual's attitude or orientation toward the organization that connects their identity to it. Meyer et al. (2002) also define commitment as a belief in organizational values, a willingness to remain with the organization, the desire to invest effort, and loyalty to the social system. Organizational commitment means the individual's identification with the job, and entails employees actively engaging with the organization and striving for its well-being (Habib, 2020). The three components of organizational commitment are affective, continuance, and normative commitment: affective commitment refers to an emotional attachment to the organization; continuance commitment is about the desire to stay due to costs of leaving or rewards for staying; and normative commitment reflects a sense of obligation to remain a member (Tab'e Bordbar & Aghaei, 2014). Proactive job commitment is increasingly important for fostering positive attitudes and behaviors, as it makes employees feel they are part of the organization. When employees' values and goals align with those of the organization, they are more likely to exhibit behaviors consistent with the organization's mission, values, and objectives, resulting in greater commitment and higher levels of job involvement (Kisariyo & Campbell, 2017). Tohidi et al. (2016) found that job burnout and organizational commitment have a significant negative correlation. Other studies have also confirmed the relationship between organizational commitment and job burnout (Tosun & Ulusoy, 2017; Khira, 2017; Lambert et al., 2018; Mohseni et al., 2016).

Today, the world is rapidly moving toward industrialization and mechanization. As a result, interpersonal connections among people are weakened. In such work environments, if workers and employees lack effective communication with one another, they experience work-related pressure and stress. This is because job burnout affects both workplace relations and employees' job satisfaction (Eslami & Razmizadeh, 2011). Since the second half of the twentieth century, there has been a significant increase in interest in understanding organizational commitment, with considerable resources devoted to analyzing and researching this topic. The results of these studies indicate that organizational commitment is related to many types of employee work behavior. In particular, organizational commitment has a substantial impact on organizational performance (Ghayyasi, 2011).

Narcissism should be distinguished from narcissistic personality disorder, as it represents a normal yet heterogeneous personality trait. This trait can range from "grandiosity-exhibitionism," which is linked to extraversion and self-idealization, to "vulnerability-sensitivity," which is associated with introversion, defensiveness, and anxiety. Overt narcissism (grandiosity-exhibitionism) can be differentiated from covert narcissism (vulnerability-sensitivity). Only when narcissistic traits are extremely pronounced should the diagnosis of pathological narcissistic personality disorder be considered. According to Deneke and Hilgenstock (1989), who introduced the Narcissism Questionnaire, narcissism is a multidimensional construct with a self-regulatory component. It includes both positive and satisfying narcissistic processes and negative processes subjectively experienced as threatening, humiliating, or distressing. For narcissistic individuals, being recognized for their achievements and receiving admiration are crucial. There is often a gap between their self-perception and how they are seen by others, typically leading to self-aggrandizement. Narcissistic individuals frequently feel misunderstood and resentful. Work may be important to them for stabilizing their self-esteem, whereas their private lives are often less satisfying. Evidence suggests that self-esteem may play a key role in both job burnout and narcissism. Previous research has demonstrated a link between emotional exhaustion and low self-esteem among nurses. In fact, self-esteem acts as both a predictor and a consequence of job burnout, and narcissism is consistently associated with high self-esteem (Kathleen Schwarzkopf et al., 2016). Fisher (1983) posits that self-esteem is based on a narcissistic illusion. The combination of job idealization and subsequent disappointment caused by reality leads to two possible outcomes: either a lowering of aspirations or leaving an undesirable job. Narcissistic employees are more likely to exhaust their resources—experiencing "job burnout"—before they are confronted with disappointment in the workplace (Kathleen Schwarzkopf et al., 2016). The proliferation of narcissistic, egocentric, and manipulative individuals—who constantly seek immediate gratification yet remain persistently dissatisfied—is on the rise. Other unresolved narcissistic issues, such as overextension of the self and conflict between role demands and needs for personal fulfillment, may also lead to job burnout. One study found that the narcissistic personality type is significantly more prevalent among dentists experiencing burnout (Kathleen Schwarzkopf et al., 2016). Various definitions of narcissism have been proposed, with some researchers conceptualizing it as a composite construct comprising both adaptive and maladaptive aspects. The components of narcissism identified in studies include denial (refusal to accept responsibility for mistakes), rationalization (justifying inappropriate behavior), attributional egocentrism (ascribing desirable outcomes to internal factors and undesirable outcomes to external ones), narcissistic entitlement (exploiting others and lacking empathy), anxiety (suffering from feelings of worthlessness and depression), and grandiosity (overestimating one's own abilities). Different studies have tried to identify the various dimensions of narcissism (Azarnoush & Ashkan, 2019).

In human societies, the institution of education holds special significance. It is one of the most important factors for social, economic, and moral development, as well as a major driver of awareness and the organization of human resources for the progress and development of societies (Keildi & Aissghari, 2007). In adapting to the social and occupational environment, modern individuals inevitably face constraints and pressures. These workplace pressures can ultimately lead to job burnout among employees. Burnout refers to the negative changes in attitude, morale, and behavior that occur as people struggle to cope with job-related pressures. In this phenomenon, individuals become emotionally exhausted, develop negative attitudes and feelings toward the organization, and gradually feel less

competent in fulfilling their responsibilities (Mohseni et al., 2016). Teaching is among the professions where burnout is commonly observed, and some teachers experience it. Clearly, factors such as poor economic status, lack of positive emotional relationships with colleagues, unfamiliarity with teaching methods, older age, negative emotional characteristics, and lack of organizational commitment, among others, may contribute to this issue. Linguistically, burnout can be described as the depletion of psychological resources, often accompanied by depression, resulting from the effort to help psychologically distressed individuals or those under stress (Babazadeh, Farideh, 2019). Job burnout is characterized by a range of symptoms and signs—emotional, attitudinal, behavioral, psychosomatic, and organizational (Mahmoudi Rad & Naim Hosseini, 2011). Job burnout is a consequence of ongoing, repeated job stress. Over time, due to internal and external factors, the individual consistently feels this pressure, which eventually results in burnout. Job burnout is defined as a loss of energy and vitality; someone with burnout typically exhibits a sense of apathy toward their work activities.

One of the factors influencing the understanding, interpretation, and prediction of organizational behavior—and a strong predictor of employees' willingness to stay in their jobs—is the general attitude of organizational commitment. In management and behavioral science literature, organizational commitment is seen as a key factor in the relationship between individuals and organizations. Although several definitions have been put forward, there is little disagreement on the core components of organizational commitment, which are: belief in organizational goals and values, a desire to make significant effort on behalf of the organization, and a strong intention to maintain organizational membership. Accurate perceptions and interpretations play a major role in shaping employee commitment; for example, employees who believe their organization supports them are likely to develop affective commitment. Those who feel they have made significant investments in the organization and would risk losing them if they left develop continuance commitment. Those who feel a sense of expected loyalty pursue normative commitment (Mahmoudi Rad & Naim Hosseini, 2011). Buchanan defines commitment as a type of emotional and passionate attachment to the values and goals of an organization, while Salancik views commitment as the process of linking an individual to specific factors and actions (Babazadeh, 2019). One of the mediating mechanisms through which human resource functions can influence organizational performance is by fostering employees' organizational commitment. Employees spend at least a third of their time in the organization, and their attitude toward their job and their organization influences their outlook on life as a whole. When commitment is low or absent, it can result in numerous negative outcomes, including job burnout (Alavi Langroodi & Ghafoori, 2014). Therefore, the level of organizational commitment can also affect job burnout. An individual who is highly committed to their organization derives their identity from the organization, participates in its activities, integrates with it, and finds satisfaction in being a member. Those who take pleasure in their organizational membership tend to experience less stress and are less likely to suffer from job burnout (Babazadeh, 2019).

Literature Review

In a study Sedigheh Yousefli et al. (2022) found that the level of job burnout among teachers was moderate to high. Furthermore, there was a significant relationship between the dimensions of continuance and normative commitment and job burnout. Regression analysis also showed that normative commitment was the strongest predictor of job burnout. Mohammadi Alamouti (2024) concluded that the variables of job burnout and organizational commitment play a partial mediating role in the relationship between organizational cynicism and professional skepticism among auditors. Smith et al. (2015) showed that job burnout was related to participants' commitment to their jobs. A series of regression analyses also identified several predictors of emotional exhaustion. In a study by Degamon et al. (2025) found that teachers experience a relatively high degree of job burnout, characterized mainly by severe emotional exhaustion and a relatively high sense of inefficiency or decreased personal accomplishment. Yildirim (2015) found that there was a negative correlation between organizational commitment and job burnout among physical education teachers. Additionally, a negative correlation was identified between teachers' self-efficacy perceptions and their job burnout, while a positive correlation existed between their self-

efficacy and organizational commitment. The study also revealed that self-efficacy perceptions mediate the relationship between organizational commitment and job burnout. Yu Bi et al. (2022) showed that employee narcissism negatively predicts organizational commitment, and this process is mediated by perceived supervisor support. In a study, Huang et al. (2020) found that supervisor narcissism also negatively impacts subordinates' extra-role performance. Moreover, subordinates' affective organizational commitment mediates the relationship between supervisor narcissism and extra-role performance. Additionally, power distance orientation moderates this mediating effect. Ahmed et al. (2023) revealed that lower levels of narcissism among managers were accompanied by a relatively higher level of organizational commitment and its three dimensions among employees. The study also revealed that managers' narcissism has a significant and inverse effect on organizational commitment and its three dimensions in Category A tourism companies in Cairo. Research by Michel and Bowling (2013) showed that narcissism can contribute to increased organizational commitment. Given this, the fundamental question of this research was: Is there a relationship between organizational commitment and job burnout among elementary school teachers, with narcissism as a mediating factor?

Research Method

Sample and sampling method

This study employs a descriptive-correlational research design using structural equation modeling (SEM) for data analysis. In this study, organizational commitment is the predictor variable, job burnout is the criterion variable, and narcissism is the mediating variable. The target population consisted of all secondary school teachers in Zahedan during the 2024–2025 academic year. Out of this population, 250 teachers were selected using multi-stage cluster random sampling. First, from the educational regions in the city of Zahedan, District 2 was randomly selected. Then, within District 2, 17 schools were randomly chosen, and from each school, 15 teachers were randomly invited to participate and complete the questionnaires. Ultimately, after collecting the questionnaires, 213 were found to be valid, completed, and returned. Thirty-seven questionnaires were excluded due to a high number of unanswered questions. Inclusion criteria consisted of having at least one year of work experience and being at least 25 years old; exclusion criteria were unwillingness to participate or incomplete responses. Table 1 presents the demographic characteristics of the study participants.

Tools used

Maslach Burnout Inventory (MBI): this inventory was designed by Maslach & Jackson (1981), this questionnaire comprises 22 items and measures job burnout using a 7-point Likert scale ranging from “Never” (0) to “Always” (6). The total score is calculated by summing and averaging the responses, with possible scores ranging from 0 to 6. The subscales are: reduced personal accomplishment (items 4, 7, 9, 12, 17, 18, 19, 21), depersonalization (items 5, 10, 11, 15, 22), and emotional exhaustion (items 1, 2, 3, 6, 8, 13, 14, 16, 20). Higher scores indicate greater burnout. Maslach and Jackson (1981) reported Cronbach's alpha coefficients of 0.83 for frequency and 0.84 for intensity, confirming the instrument's reliability. Leora et al. (2014) found an overall Cronbach's alpha of 0.80, and for the subscales: 0.89, 0.75, and 0.82, respectively. In Iran, Alavi Langroodi & Ghafoori (2015) found reliability coefficients of 0.86, 0.73, and 0.90 for the subscales, respectively. In the present study, Cronbach's alpha was 0.76 for the total score and 0.66, 0.60, and 0.64 for the subscales, respectively.

Organizational Commitment Questionnaire (OCQ): this questionnaire was developed by Meyer & Allen (1991), this instrument consists of 24 items and three subscales: affective commitment (items 1, 4, 7, 10, 13, 16, 19, 22), continuance commitment (items 2, 5, 8, 11, 14, 17, 20, 23), and normative commitment (items 3, 6, 9, 12, 15, 18, 21, 24), each subscale with 8 items. Items 2, 3, 6, 10, 11, 17, and 20 are reverse scored. The scale is rated from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”), with a minimum score of 24 and a maximum of 120; higher scores indicate higher organizational commitment. Karim & Noor (2017) evaluated the content validity and reliability of this questionnaire in Malaysia and found it to be satisfactory. Cronbach's alpha and split-half reliability for affective commitment were 0.81 and 0.77, and for continuance commitment, 0.78 and 0.76, respectively. Rahmanzadeh et al. (2013) reported Cronbach's alpha values of 0.91, 0.90, and 0.66 for the affective, continuance, and normative

subscales, and 0.80 for organizational commitment overall. In the present study, the Cronbach's alpha for the total score was 0.66.

Narcissism Questionnaire (NQ): The original version of the Narcissistic Personality Inventory developed by Raskin and Hall (1979) consisted of 24 questions and utilized a 5-point Likert scale (from "Strongly Disagree" to "Strongly Agree"). It includes subscales such as denial, justification, grandiosity, attributional narcissism, a sense of entitlement, and anxiety. Narcissism was measured using the 16-item Narcissistic Personality Inventory (NPI-16), developed by Ames. This instrument is designed to assess narcissistic personality traits. The validity and reliability of the NPI-16 have been confirmed in Iran by Mohammadzadeh (2009). The questionnaire adopts a unidimensional approach, and each item presents two paired statements; respondents must select the one that best represents them. Selecting the first statement (option A) scores 1 point, while the second statement (option B) scores 0. To calculate the overall score, the points of all items are summed, resulting in a total score ranging from 0 to 16. Higher scores indicate higher levels of narcissism, and conversely. As a cutoff, a score of 8 or higher indicates the presence of pronounced narcissistic personality traits.

Procedure and Data Analysis

To collect the data, the necessary permissions were obtained from District 2 of the Zahedan Department of Education. Initially, one of the researchers held an information session to explain the study's aims and confidentiality to the teachers, answered their questions, and sought to encourage participation. The questionnaires were then distributed to teachers of various educational levels during the morning shift for completion. Teachers filled out the questionnaires on-site and returned them to the researchers. The maximum time allowed for completing the questionnaires was 30 minutes. Out of 250 questionnaires distributed, 213 were fully completed and analyzed. Thirty-seven questionnaires were excluded due to missing answers. Data were analyzed using descriptive statistics (such as mean and standard deviation), Pearson correlation, and structural equation modeling (SEM). Analyses were conducted using SPSS and Amos version 21. To adhere to ethical considerations, participants were assured that their responses would remain confidential and the questionnaires were completed anonymously.

Results

Table 1. Demographic characteristics of the study participants

Variable	Category	Frequency	Percentage
Gender	Male	55	27.4%
	Female	158	74.2%
Age (years)	20–30	50	23.5%
	30–40	95	44.6%
	40–50	50	23.5%
	50–60	18	8.4%
Education	Diploma	15	7.0%
	Associate's degree	47	22.1%
	Bachelor's and Master's	151	70.9%

According to Table 1, 74.2% of the participants were female and 27.4% were male. The largest age group was 30–40 years (44.6%), while the smallest group was 50–60 years (8.4%). In terms of education, 7.0% (15 participants) had a diploma, 22.1% (47 participants) had an associate's degree, and 70.9% (151 participants) held a bachelor's or master's degree.

Table 2 presents mean and standard deviation values as well as assumption checks for structural equation modeling. Table 3 shows the correlation matrix for organizational commitment, job burnout, and narcissism among the sample.

Table 2. Descriptive Indicators and Assumptions for Structural Equation Modeling

Model Variables	Mean	SD	Skewness	Kurtosis	Tolerance	VIF	Durbin-Watson
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Job Burnout	2.63	0.58	0.86	1.18			1.47
Emotional Exhaustion	2.71	0.68	0.56	0.50			
Personal Accomplishment	2.16	0.76	0.99	1.16			
Depersonalization	3.22	0.59	0.13	0.99			
Organizational Commitment	104.26	28.34	-0.91	1.09			
Affective Commitment	38.98	11.23	-0.70	0.57	0.52	1.89	
Continuance Commitment	31.91	9.94	-0.70	0.07	0.49	2.00	
Normative Commitment	33.37	11.25	-0.92	0.08	0.41	2.40	
Narcissism	21.18	8.14	0.93	0.20	0.87	1.14	

Table 3. Correlation Matrix for Job Burnout, Organizational Commitment, and Narcissism

Model Variables	Mean	SD	1	2	3	4	5	6	7	8	9
1. Job Burnout	2.63	0.58	1								
2. Emotional Exhaustion	2.71	0.68	**91	1							
3. Personal Accomplishment	2.16	0.76	**91	**75	1						
4. Depersonalization	3.22	0.59	**57	**35	**35	1					
5. Org. Commitment	104.26	28.34	**64	**57	**60	**36	1				
6. Affective Commitment	38.98	11.23	**58	**54	**53	**29	**86	1			
7. Continuance Commitment	31.91	9.94	**53	**48	**48	**34	**85	**58	1		
8. Normative Commitment	33.37	11.25	**56	**49	**54	**31	**90	**66	**68	1	
9. Narcissism	21.18	8.14	**71	**65	**60	**50	**34	**26	**30	**34	1

** P < 01/0

According to Table 3, there is a significant negative correlation between organizational commitment and job burnout ($r = -0.64$, $p < 0.01$), as well as with its subscales: emotional exhaustion ($r = -0.57$, $p < 0.01$), depersonalization ($r = -0.36$, $p < 0.01$), and personal accomplishment ($r = -0.60$, $p < 0.01$). In addition, narcissism is significantly and negatively correlated with job burnout ($r = -0.71$, $p < 0.01$) and its subscales: emotional exhaustion ($r = -0.65$, $p < 0.01$), depersonalization ($r = -0.50$, $p < 0.01$), and personal accomplishment ($r = -0.60$, $p < 0.01$).

To test the conceptual model—examining the role of organizational commitment on job burnout with narcissism as a mediator—structural equation modeling (SEM) was employed. In this model, organizational commitment was treated as the exogenous variable, narcissism as the mediating variable, and job burnout as the endogenous variable. The final model is depicted in Figure 2.

Model fit was assessed using various goodness-of-fit indices. These indices are presented in Table 4.

Table 4. Model Fit Indices

Fit Index	χ^2	χ^2/df	RMSEA	GFI	AGFI	CFI	NFI
Recommended Value	≤ 3	≤ 0.08	≥ 0.9	≥ 0.9	≥ 0.9	≥ 0.9	≥ 0.9
Obtained Value	24.12*	2.41	0.07	0.98	0.97	0.98	0.97

*p < 0.001

As shown in Table 4, the model fit indices were compared to the recommended thresholds. The chi-square statistic (24.12) is acceptable, and the ratio of chi-square to degrees of freedom ($\chi^2/df = 2.41$), the goodness-of-fit index (GFI = 0.98), adjusted goodness-of-fit index (AGFI = 0.97), comparative fit index

(CFI = 0.98), normed fit index (NFI = 0.97), and root mean square error of approximation (RMSEA = 0.07) all indicate a good fit, confirming the adequacy of the model. Table 5 presents the direct path coefficients in the final model of the effect of organizational commitment on job burnout with narcissism as a mediator among teachers.

Table 5. Estimated Direct Paths in the Model

Path	Unstandardized Estimate	Standardized Estimate	SE	Critical Ratio	Significance
Organizational commitment → Narcissism	0.29	0.35	0.05	4.95	p < 0.001
Narcissism → Job burnout	-0.36	-0.56	0.03	-10.79	p < 0.001
Organizational commitment → Job burnout	-0.26	-0.50	0.03	-7.92	p < 0.001

As indicated in Table 5, the standardized coefficients for the direct paths from organizational commitment to narcissism (0.35), from narcissism to job burnout (-0.56), and from organizational commitment to job burnout (-0.50), are all significant.

To test the indirect effects, the bootstrap method was used, with the results shown in Table 6.

Table 6. Bootstrap Results for Testing Indirect Relationships in the Model

Pathway (Indirect effect)	Estimate	Upper Limit	Lower Limit	Significance
Organizational commitment → Job burnout (via narcissism)	-0.10	-0.06	-0.14	p < 0.001

According to Table 6, the indirect path from organizational commitment to job burnout via narcissism (-0.10) is significant, with the confidence interval not including zero. Therefore, the mediating role of narcissism is supported.

Discussion and Conclusion

The main objective of this study was to examine the role of organizational commitment in predicting job burnout among teachers, with narcissism as a mediating factor. The first key finding of this research was the significant negative correlation between organizational commitment and its components (affective, continuance, and normative commitment) and job burnout and its components (emotional exhaustion, reduced personal accomplishment, and depersonalization). This means that teachers who exhibit higher organizational commitment experience lower levels of job burnout. These results are consistent with the findings of Yousefli et al. (2022), Mohammadi Almuti (2024), Heli & Lydon (2015), Digamon et al. (2025), and Yildirim (2015). Yousefli et al. (2022) showed that there is a significant relationship between the dimensions of continuance and normative commitment and job burnout. Mohammadi Almuti (2024) also demonstrated that job burnout and organizational commitment partially mediate the relationship between organizational cynicism and auditors' professional skepticism. Similarly, Heli & Lydon (2015) found job burnout is associated with participants' commitment to their work, and regression analyses identified predictors of emotional exhaustion. Digamon et al. (2025) reported that teachers experience relatively high levels of job burnout, mainly manifested as severe emotional exhaustion and a sense of low competence or reduced personal accomplishment. Finally, Yildirim (2015) found a negative correlation between organizational commitment and job burnout among physical education teachers.

These findings can be explained as follows: The higher the organizational commitment among teachers, the greater their personal and occupational efficacy, and consequently, they experience less job burnout. According to Herzberg's two-factor theory, job satisfaction arises from two categories of needs. First are hygiene factors, which prevent dissatisfaction (but do not necessarily promote satisfaction)—their absence leads to job dissatisfaction. The second are motivational factors, which positively influence job satisfaction, morale, and productivity by increasing motivation among employees. According to Maslow's hierarchy of needs, motivational factors are involved in satisfying higher-level needs (esteem and self-actualization), whereas hygiene factors correspond to lower-level needs (physiological, safety, and belonging). Motivational needs create stimuli that fulfill less frequently satisfied needs among employees

(Etebarian & Keshtkar Rajabi, 2018). Thus, if an organization fails to meet these needs, dissatisfaction and lack of organizational commitment follow, leading over time to employee suspicion towards management (depersonalization), feelings of ineffectiveness and lack of progress (reduced personal accomplishment), and ultimately, emotional exhaustion—all of which are symptoms of job burnout. Conversely, meeting both hygienic and motivational needs promotes higher engagement, vitality, and individual growth among employees (Sepahmansour et al., 2012). Alavi Langroodi & Ghafoori (2015) argued that low organizational commitment results in negative consequences such as anxiety, absenteeism and tardiness, decreased efficiency and productivity, and eventually job turnover—all considered symptoms or outcomes of burnout. As Toheedi et al. (2016) note, an individual committed to their organization derives their identity from it, feels pleasure in their membership, and is actively engaged. Such individuals tend to experience lower work-related stress and, consequently, less burnout.

The second main finding of this study showed that narcissism is significantly and negatively correlated with the components of job burnout. In other words, teachers with higher levels of narcissism tend to experience less job burnout. This is in line with findings from Yu Bi et al. (2022), Huang Wang et al. (2020), Asma Saeed Ahmed et al. (2023), and Michel & Bowling (2013). Yu Bi et al. (2022) found that employee narcissism negatively predicts organizational commitment, with this process being mediated by perceived supervisor support. Huang Wang et al. (2020) reported that supervisor narcissism negatively impacts subordinates' extra-role performance, and subordinates' affective commitment mediates this relationship. Moreover, the effect of power distance orientation also moderates this mediation. Ahmed et al. (2023) revealed that a decrease in narcissism levels among managers was accompanied by a relative increase in organizational commitment and its three dimensions among staff in Cairo tourist companies, with managerial narcissism negatively and significantly affecting organizational commitment. In contrast, Michel & Bowling (2013) found that narcissism can contribute positively to increasing individual organizational commitment.

This finding can be further interpreted as follows: Narcissistic individuals' traits—such as a sense of superiority, intense need for admiration, low tolerance for criticism, and lack of empathy—can significantly intensify job burnout among teachers. These characteristics often lead to interpersonal conflicts, reduced social support, and a tense work environment, ultimately worsening emotional exhaustion, diminishing feelings of competence, and decreasing motivation among teachers. Additionally, teachers who work with narcissistic colleagues or supervisors may feel helpless and dissatisfied due to domineering behavior or indifference to others' needs. Over the long term, these factors can reduce teaching quality and impact teachers' mental health. To mitigate these effects, educational settings should implement strategies such as communication skills training, emotional intelligence development, and support mechanisms for teachers. Increasing awareness about the impact of narcissistic personalities on educational environments may help prevent burnout. Ultimately, effective management and a healthy organizational culture play crucial roles in reducing stress arising from such personality traits. In summary, narcissism within educational settings can be considered a risk factor for teacher job burnout. Therefore, paying attention to this issue and implementing preventive programs to improve working relationships and teachers' mental health is of great importance. Overall, the results of the present study suggest that there is a significant positive relationship between organizational commitment and job burnout among secondary school teachers in Zahedan, mediated by narcissism.

Based on these findings, the following recommendations are proposed:

- Future research could examine moderating variables such as emotional intelligence, social support, or leadership styles in the relationship between organizational commitment, narcissism, and teacher burnout.
- Longitudinal studies are recommended to gain a better understanding of the long-term effects of narcissism and organizational commitment on teacher burnout.
- Comparing this relationship across different cultures (e.g., individualistic vs. collectivistic societies) may enhance understanding of the influence of cultural context.

- Combining qualitative (e.g., interviews with teachers) and quantitative (e.g., surveys) methods can provide deeper insight into teachers' experiences with narcissism and burnout.
- Organizing training workshops for school administrators to reduce narcissistic behaviors and strengthen teachers' organizational commitment.
- Establishing support systems such as career counseling and psychotherapy for teachers facing burnout or conflicts arising from colleagues' or managers' narcissism.
- Implementing psychological screening programs for the early identification and timely intervention for teachers at risk of burnout.
- Designing policies to foster collaboration, appreciate teachers, and reduce unhealthy competition within educational settings.
- Providing teachers with stress management and resilience training to decrease the negative effects of narcissism and increase organizational commitment.

This study can serve as a foundation for better understanding the impact of narcissism on the relationship between organizational commitment and job burnout among teachers. The recommendations offered here—both at the research and practical levels—can help reduce teacher burnout and enhance their mental health.

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