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Job Resources and Teachers' Organisational Commitment: the Mediating Roles of Work Engagement, Burnout, and Job Satisfaction

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In line with the Job Demands-Resources model, this study aimed to examine the relationship between job resources and teachers' organisational commitment, through the mediating roles of work engagement, burnout, and job satisfaction. A cross-sectional study was conducted using a convenience sample of 407 primary school teachers from the Republic of Croatia (94.8% female; *M* age = 43.8, *SD* = 10.3). Results show that job resources are directly related to higher affective and normative organisational commitment, and unrelated to continuance commitment. Mediation analyses using PROCESS macro revealed that work engagement, burnout and job satisfaction mediated the relationship between job resources and all components of commitment. These findings are consistent with the notion that job resources contribute to teachers' engagement and job satisfaction, which in turn may strengthen organisational commitment. The study extends existing JD-R research and provides a more nuanced understanding of how job resources relate to different forms of organisational commitment and confirms that continuance commitment is conceptually and empirically a different form of organisational commitment compared to affective and normative commitment.

Keywords: burnout, engagement, Job Demands–Resources model, organisational commitment, teachers

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Delovni viri in organizacijska zavezanost učiteljev: posredniška vloga delovne zavzetosti, izgorelosti in zadovoljstva z delom

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Skladno z modelom delovnih zahtev in virov je bil cilj te študije preučiti razmerje med delovnimi viri in organizacijsko zavezanostjo učiteljev prek posredniške vloge delovne zavzetosti, izgorelosti in zadovoljstva z delom. Izvedena je bila presečna študija z uporabo naključnega vzorca 407 osnovnošolskih učiteljev iz Republike Hrvaške (94,8 % žensk; povprečna starost = 43,8 leta, standardna deviacija = 10,3). Izsledki kažejo, da so delovni viri neposredno povezani z višjo afektivno in normativno organizacijsko zavezanostjo, niso pa povezani z zavezanostjo k nadaljevanju dela. Analize posredovanja z uporabo makra PROCESS so pokazale, da so delovna zavzetost, izgorelost in zadovoljstvo z delom posredovali v odnosu med delovnimi viri in vsemi komponentami zavezanosti. Te ugotovitve so skladne s stališčem, da delovni viri prispevajo k zavzetosti učiteljev in njihovemu zadovoljstvu z delom, kar lahko posledično okrepi organizacijsko zavezanost. Študija razširja obstoječe raziskave modela delovnih zahtev in virov ter ponuja natančnejše razumevanje, kako so delovni viri povezani z različnimi oblikami organizacijske zavezanosti, ter potrjuje, da je zavezanost k nadaljevanju dela konceptualno in empirično drugačna oblika organizacijske zavezanosti v primerjavi z afektivno in normativno zavezanostjo.

Ključne besede: izgorelost, zavzetost, model delovnih zahtev in virov, organizacijska zavezanost, učitelji

Introduction

The Job Demands-Resources (JD-R) model is a comprehensive theoretical framework for understanding employee well-being and work outcomes (Bakker & Demerouti, 2007; Bakker et al., 2023). According to the JD-R model, two parallel processes operate in the work environment. The health-impairment process assumes that high job demands are associated with health impairment and the development of burnout symptoms, whereas the motivational process suggests that job resources foster work engagement and positive work-related outcomes. The current study focuses primarily on job resources and their role in promoting positive work outcomes among teachers. Specifically, job resources are expected to enhance work engagement, reduce burnout, and indirectly contribute to higher job satisfaction and organisational commitment. Accordingly, the goal of this study was to explore the contribution of all inspected variables to the components of teachers' commitment.

Job Demands-Resources Model

Job resources are defined as the physical, psychological, social, or organisational aspects of a job that (a) facilitate the achievement of work goals, (b) reduce job demands and associated physiological and psychological costs, and (c) promote personal growth, development, and learning (Bakker & Demerouti, 2007; Demerouti, 2025; Marušić et al., 2024). Previous research has identified several key resources for the teaching profession, such as the following: teacher autonomy (Collie & Martin, 2017), support from superiors, school culture (Skaalvik & Skaalvik, 2018), innovation at work, supportive relationships with colleagues (Collie & Martin, 2017; Skaalvik & Skaalvik, 2018), value congruence (Collie & Martin, 2017; Skaalvik & Skaalvik, 2018), and the opportunity for professional growth and development (Collie & Martin, 2017). Based on the model from the Skaalvik and Skaalvik (2018) study, the following four job resources were included in this study: supportive relationships with colleagues, support from superiors, school culture, and value congruence. Meta-analytic findings indicate that job resources are strong predictors of work engagement, while job demands are more strongly related to burnout (Crawford et al., 2010). Despite the growing body of research based on the JD-R model, relatively few studies have simultaneously examined engagement, burnout, and job satisfaction as serial mediators linking job resources and organisational commitment among teachers.

Work Engagement

Within the JD-R model, work engagement represents a central component of the motivational process, which is characterised by vigour, dedication, and absorption (Bakker & Demerouti, 2007; Schaufeli et al., 2002). In this process, job resources play a crucial role in stimulating employees' intrinsic motivation and promoting positive work outcomes through increased engagement. Zahed-Babelan and colleagues (2019) point out that employee engagement refers to the degree to which individuals fully utilise their cognitive, emotional, and physical resources to perform the work associated with a role – in this case, that of a teacher. Teachers' work engagement is positively associated with self-efficacy (Skaalvik & Skaalvik, 2014), psychological health, proactive behaviour (Salanova & Schaufeli, 2008), student academic achievement, while it is negatively associated with burnout (Skaalvik & Skaalvik, 2014) and absenteeism (Neuber et al., 2021).

Job Burnout

Within the JD-R framework, burnout represents the key outcome of the health-impairment process, in which excessive job demands are associated with chronic strain and exhaustion of employees' physical and psychological resources (Bakker & Demerouti, 2007). Within the JD-R framework, burnout is often conceptualised as a negative counterpart to work engagement (Demerouti, 2025). Burnout can occur in many professions, but it is particularly widespread among teachers (Maslach & Leiter, 2017). Teachers are an essential part of a successful education system, and teachers' burnout is linked to increased absenteeism, reduced job satisfaction, and a diminished interest in their job and in helping students achieve their potential (D'Amico et al., 2020).

Job Satisfaction

Job satisfaction is defined as a pleasant or positive emotional state that results from an individual's personal evaluation of their work, and when considered in the context of the teaching profession, job satisfaction can be defined as teachers' affective reactions to their work (Skaalvik & Skaalvik, 2014). Ainley and Carstens (2018) describe teacher job satisfaction as the sense of fulfilment and enjoyment that teachers experience while doing their job. Harrison and colleagues (2023) suggest that higher levels of teacher job satisfaction lead to better and higher-quality teaching. Teachers with more positive attitudes tend to be more motivated in their work (Hoque et al., 2023), cope more successfully with challenging tasks, are more likely to collaborate more with colleagues, are more likely to pursue their career goals and strive to be better

teachers (Jerrim, 2024). Also, teachers who express student-centred beliefs are more satisfied with their jobs than their colleagues who express teacher-centred beliefs (Löfström et al., 2024). Accordingly, increasing the quality of teaching contributes to better student outcomes.

Organisational Commitment

Kotzé and Nel (2020) view organisational commitment as the psychological attitude of organisational members and their attachment to the workplace, which affects their stay and passion for achieving goals. Meyer and Allen (1997) consider organisational commitment as a three-dimensional construct and distinguish between affective commitment, continuance commitment and normative commitment. Affective commitment shows the emotional attachment of a person to the organisation (Cabanilla et al., 2024). An employee with strong affective commitment fully accepts organisational values and goals, and remains in the organisation because they want to, not because they have to (Meyer & Allen, 1997). Continuance commitment is reflected in the employee's awareness of the cost of leaving the organisation. Employees whose primary connection to the organisation is based on continuance commitment stay in the organisation because they need to. Meyer and Allen (1997) conclude that employees' continuance commitment will be higher if employees believe that they have fewer alternative options for finding another job. Employees who have developed normative commitment stay in the organisation because they consider it morally correct (Meyer et al., 1993).

The importance of research on teacher commitment stems from the results of previous research according to which teachers with a lack of commitment show a lack of engagement and enthusiasm in their work, which is ultimately reflected in their teaching of students and their lower academic achievements (Altun, 2017).

The Current Study

The main aim of the research was to examine whether work engagement, burnout and job satisfaction act as mediating variables in the relationship between job resources and the components of organisational commitment in the population of primary school teachers. Drawing on the JD-R framework, job resources are expected to enhance motivational processes (work engagement) and reduce strain processes (burnout), which subsequently influence job satisfaction and, ultimately, organisational commitment. Work engagement represents a motivational pathway through which job resources influence positive work-related outcomes, whereas burnout reflects a health-impairment

process leading to negative outcomes (Demerouti, 2025; Schaufeli, 2017). Longitudinal and meta-analytic evidence consistently shows that job resources are positively associated with work engagement and negatively associated with burnout over time (Crawford et al., 2010; Lesener et al., 2019). Higher work engagement and lower burnout lead to higher job satisfaction (Lizano & Barak, 2015; Nagar, 2012; Schaufeli, 2017; Zammitti et al., 2022). Furthermore, previous research suggests that job satisfaction influences organisational commitment (Meyer et al., 2002; Mangundjaya & Merdiaty, 2025; Nagar, 2012). Based on this theoretical framework, a serial mediation model was proposed to examine the relationships among the study variables. As highlighted by van Rossenberg and colleagues (2022), different forms of commitment should not be treated uniformly, as they differ substantially in their antecedents and outcomes. In contrast to affective commitment, continuance commitment is generally weakly or negatively related to desirable work outcomes, such as job satisfaction and work engagement, as it reflects staying out of necessity rather than intrinsic motivation (Meyer et al., 2002). Therefore, the following hypotheses have been set:

H1. Job resources are expected to be positively related directly and indirectly to affective commitment through work engagement, burnout and job satisfaction.

H2. Job resources are expected to not be related directly and indirectly to continuance commitment through work engagement, burnout and job satisfaction.

H3. Job resources are expected to be positively related directly and indirectly to normative commitment through work engagement, burnout and job satisfaction.

Method

Participants

The sample included 407 primary school teachers from all counties of the Republic of Croatia. Of the participants, 94.8% ($n = 386$) were female teachers, 3.9% ($n = 16$) were male teachers, and 1.3% ($n = 5$) did not report their gender. The average age of the respondents was 44 years ($M = 43.8$; $SD = 10.3$), and the average length of service was 19 years ($M = 19.0$; $SD = 11.0$).

Procedure

Prior to conducting the survey, approval was obtained from the Ethics Committee of the Faculty of Teacher Education, University of Zagreb. The study

was conducted in accordance with the ethical standards of the 1964 Declaration of Helsinki and its subsequent amendments. Data were collected via the Google Forms platform. The link to the questionnaire was sent by e-mail to all schools in the Republic of Croatia and shared within closed teacher groups on social networks. The survey was conducted between mid-August and mid-October 2022.

Instruments

Job Resources

The Job Resources Scale (Skaalvik & Skaalvik, 2018) was used to measure job resources, consisting of 12 items in total. Four job resources were measured, each with three items: supportive relationships with colleagues (e.g., *Teachers in this school help and support each other*), support from superiors (e.g. *School leadership supports and praises good work*), school culture (e.g. T*eachers and school administration in my school have a common perception of the direction in which the school should develop*), and value congruence (e.g. *I feel that this school and I share the same opinion about what constitutes quality teaching*). Respondents rated each item on a six-point Likert-type scale (from 1 = never to 6 = always). The factor structure was tested using the principal axes method and the analysis resulted in one factor explaining 67.72% of the total variance. Therefore, in the rest of the study, the average score on all items of this scale was used as a unique indicator of job resources.

Work Engagement

Teachers' work engagement was measured with the Utrecht Work Engagement Scale (UWES, Schaufeli et al., 2002). It has three subscales: the vigour subscale (six items; e.g. *I feel strong and energetic at work*), the commitment subscale (five items; e.g. *I feel enthusiastic about my work*) and the absorption subscale (six items; e.g. *I feel enthusiastic about my work*). Respondents rated each item on a five-point Likert scale (1 = never to 5 = always). Based on the results of factor analysis and the scree plot, a one-factor solution explaining 47.45% of the total variance was best supported. The theoretical interest focused on the general level of work engagement, so it was decided to use the score on the entire scale as a measure of work engagement, which is in line with recommendations from the authors (Schaufeli et al., 2002).

Burnout

The Oldenburg Burnout Inventory (OLBI, Demerouti et al., 2003) was used to assess teacher burnout. The questionnaire includes two dimensions:

exhaustion (eight items, e.g., *During work, I often feel emotionally exhausted*) and disengagement from work (eight items, e.g., *Lately, I tend to think less at work and do my job almost mechanically*). Respondents rated each item on a five-point Likert scale (from 1 = I completely disagree to 5 = I completely agree). The factor analysis resulted in one factor that explained 42.12%. In line with the results of the factor analysis and the theoretical focus on overall burnout as an indicator of the health-impairment process within the JD-R model, a one-factor solution was retained, with burnout operationalised as a global construct, consistent with prior research adopting a unidimensional approach when examining general strain processes (e.g., Gruszczynska et al., 2021).

Job Satisfaction

Job satisfaction was assessed using the Satisfaction with Work Scale (SWWS), which was constructed by Merino et al. (2021) based on the SWLS scale by Diener et al. (1985). The scale measures one dimension and consists of five items that measure the cognitive component of global job satisfaction (e.g., *I am satisfied with my job*). Respondents assessed job satisfaction on a five-point Likert scale (from 1 = strongly disagree to 5 = strongly agree). The score on the scale was defined as the average value of the estimates on all items of the scale. The factor analysis resulted in one factor that explained 59.26% of the total variance.

Organisational Commitment

For the purpose of researching organisational commitment, the Affective, Continuance and Normative Commitment Scale (Meyer et al., 1993) was used. The scale contains eighteen items and measures three components of organisational commitment: affective (e.g., *I do not feel emotionally attached to this organisation*), normative (e.g., *This organisation deserves my commitment*) and continuance (e.g., *I believe I have too few options to consider leaving this organisation*). Each subscale contains six items. Factor analysis was conducted on three factors that explained 50.20% of the total variance, and the items in individual factors corresponded to the original instrument.

Results

Before conducting statistical analyses, the normality, skewness and kurtosis of the distributions of the examined variables were inspected. The distributions of all variables deviated significantly from normal, which is common for large samples (Tabachnick & Fidell, 2007). The values for skewness

and kurtosis were within acceptable limits. Therefore, it was concluded that the analyses could be performed using parametric methods. The data are shown in Table 1. To assess multivariate extreme results, Mahalanobis distances between variables were calculated (Tabachnick & Fidell, 2007). The analysis showed that there are no respondents with significantly extreme results.

Table 1

Descriptive Statistics and Correlations Among Variables

	1.	2.	3.	4.	5.	6.	7.
1. Job resources	1	.29***	-.38***	.43***	.58***	-.08	.42***
2. Work engagement		1	-.68***	.67***	.49***	-.12*	.25***
3. Burnout			1	-.73***	-.40***	.19***	-.21***
4. Job satisfaction				1	.55***	-.05	.38***
5. Affective commitment					1	-.04	.46***
6. Continuance commitment						1	.30***
7. Normative commitment							1
Min–max	.92-5.54	2.12-5	1-4	1-5	1-5	1-5	1-5
M	4.22	4.13	2.28	3.66	3.77	3.24	2.87
SD	0.90	0.53	0.51	0.74	0.82	0.82	0.92
Skewness	-.74	-.62	.27	-.53	-.58	-.28	.13
Kurtosis	.44	.40	.15	.39	-.01	.08	-.35
Cronbach α	.93	.93	.90	.81	.79	.72	.85

***$p < .001$; **$p < .01$; *$p < .05$

To examine the mediating roles of work engagement, burnout, and job satisfaction in the relationship between job resources and the three components of organisational commitment, a multiple mediation analysis was used with two parallel mediators (M1 and M2) that serially precede the third mediator (M3). The PROCESS macro, Model 80 (Hayes, 2009), and the bootstrapping technique were used to calculate the parameters of the hypothesised indirect effects and determine the associated confidence intervals. Bias-corrected 95% confidence intervals based on 5,000 bootstrap samples were used to determine the significance of indirect effects. In the figures, only statistically significant paths are presented.

Mediation Analyses

The Mediating Roles of Work Engagement, Burnout, and Job Satisfaction in the Relationship Between Job Resources and Affective Commitment

Regarding the affective commitment, the results of the mediation analysis showed a significant total effect (*c* = .53, 95% *CI* [.45, .60]), a significant direct effect *(c'* = .39, 95% *CI* [.32, .46]), and a significant total indirect effect (*tie* = .13, 95% *CI* [.09, .18]). The results are presented in Table 2 and Figure 1.

Taken together, these findings suggest partial mediation, meaning that job resources are associated with affective commitment both directly and indirectly through work engagement, burnout, and job satisfaction. Therefore, Hypothesis 1, which proposed that job resources are positively related directly and indirectly to affective commitment through work engagement, burnout, and job satisfaction, was supported.

Table 2

Mediating Role of Work Engagement, Burnout and Job Satisfaction in the Relationship Between Job Resources and Affective Commitment

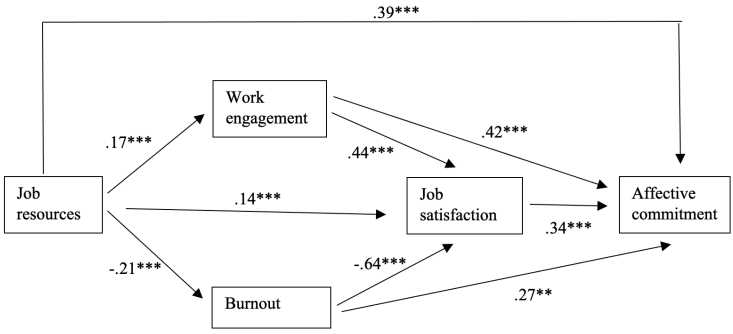
				Confidence interval	
	b	***SE***	***t-value***	**Lower limit**	**Upper limit**
Total effect (c)	.53	.04	14.41***	**.45**	**.60**
Direct effect (c')	.39	.04	10.95***	**.32**	**.46**
Total indirect effect (tie)	.13	.02		**.09**	**.18**
JR – WE – AC (ie1)	.07	.02		**.04**	**.12**
JR – BO – AC (ie2)	-.06	.02		**-.10**	**-.02**
JR – JS – AC (ie3)	.05	.01		**.02**	**.07**
JR – WE – JS – AC (ie4)	.03	.01		**.01**	**.04**
JR – BO – JS – AC (ie5)	.05	.01		**.05**	**.07**

***$p < .001$; **$p < .01$; *$p < .05$

Note. JR – job resources; WE – work engagement; BO – burnout; JS – job satisfaction; AC – affective commitment.

Figure 1

Mediating Role of Work Engagement, Burnout and Job Satisfaction in the Relationship Between Job Resources and Affective Commitment



***p < .001; **p < .01

The Mediating Roles of Work Engagement, Burnout, and Job Satisfaction in the Relationship Between Job Resources and Continuance Commitment

As presented in Table 3 in the analysed model, no significant total effect, significant direct effect or significant total indirect effect was obtained. When specific indirect effects are analysed, it can be seen that job resources are a strong indirect negative predictor of continuance commitment through burnout (-0.10; 95% *CI* [-0.17, -0.05]). On the other hand, job resources did not indirectly predict continuance commitment through work engagement, but there is a significant positive indirect effect of job resources on continuance commitment through job satisfaction (0.04; 95% *CI* [0.01, 0.07]).

There are also significant serial effects, in that job resources predicted continuance commitment through work engagement and job satisfaction (0.02; 95% *CI* [0.01, 0.04]) and through burnout and job satisfaction (0.04; 95% *CI* [0.01, 0.07]). Although the job resources do not predict continuance commitment directly, they predict it through serial mediation that goes either through work engagement and job satisfaction, or through burnout and job satisfaction. Therefore, hypothesis 2 is partly confirmed.

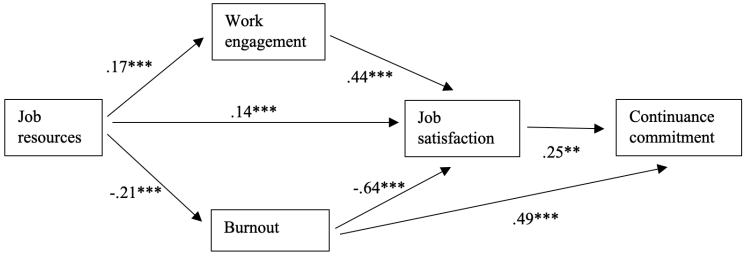
Table 3

Mediating Role of Work Engagement, Burnout and Job Satisfaction in the Relationship Between Job Resources and Continuance Commitment

				Confidence interval	
	b	***SE***	***t-value***	**Lower limit**	**Upper limit**
Total effect (c)	-.075	.05	-1.662	-.16	.01
Direct effect (c')	-.046	.05	-0.943	-.14	.05
Total indirect effect (tie)	-.03	.03		-.08	.02
JR – WE – IC (ie1)	-.01	.02		-.05	.03
JR – BO – IC (ie2)	-.10	.03		**-.17**	**-.05**
JR – JS – IC (ie3)	.04	.02		**.01**	**.07**
JR – WE – JS – IC (ie4)	.02	.01		**.01**	**.04**
JR – BO – JS – IC (ie5)	.04	.02		**.01**	**.07**

Figure 2

Mediating role of work engagement, burnout and job satisfaction in the relationship between job resources and continuance commitment



***p < .001; **p < .01

The Mediating Roles of Work Engagement, Burnout, and Job Satisfaction in the Relationship Between Job Resources and Normative Commitment

From Table 4 and the Figure 3 it is evident that in the analysed model there is a significant total effect (c = .43, 95% *CI* [.34, .52]), a significant direct effect (c = .34, 95% *CI* [.25, .44]) and a significant total indirect effect (*tie* = .09, 95% *CI* [.04, .14]).

Taken together, these findings suggest partial mediation, meaning that job resources are associated with normative commitment both directly and indirectly through work engagement, burnout, and job satisfaction. Therefore,

Hypothesis 3, which proposed that job resources are related directly and indirectly to normative commitment through work engagement, burnout, and job satisfaction, was supported.

Table 4

The Mediating Role of Work Engagement, Burnout, and Job Satisfaction in the Relationship Between Job Resources and Normative Commitment

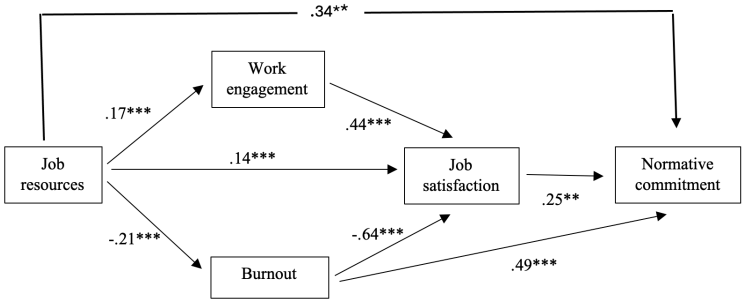
				Confidence interval	
	b	***SE***	***t-value***	**Lower limit**	**Upper limit**
Total effect (c)	.43	.05	9.38***	**.34**	**.52**
Direct effect (c')	.34	.05	6.93***	**.25**	**.44**
Total indirect effect (tie)	.09	.03		**.04**	**.14**
JR – WE – NC (ie1)	.02	.02		**-.02**	**.06**
JR – BO – NC (ie2)	-.07	.03		**-.14**	**-.02**
JR – JS – NC (ie3)	.06	.02		**.03**	**.09**
JR – WE – JS – NC (ie4)	.03	.01		**.01**	**.05**
JR – BO – JS – NC (ie5)	.06	.02		**.03**	**.10**

***p < .001

Note. JR – job resources; WE – work engagement; BO – burnout; JS – job satisfaction; AC – affective commitment

Figure 3

Mediating Role of Work Engagement, Burnout and Job Satisfaction in the Relationship Between Job Resources and Normative Commitment



***p < .001; **p < .01

Discussion

Hypotheses H1, H2, and H3 are based on the assumption that job resources are differentially related to affective, continuance, and normative commitment not only directly, but also indirectly through important psychological and work-related processes such as work engagement, burnout, and job satisfaction. The results of this study provide evidence for the aforementioned hypotheses. This is consistent with the JD-R framework, which emphasises the role of job resources in motivational and health-impairment processes (Bakker & Demerouti, 2007; Bakker et al., 2023).

Direct Relationship Between Job Resources and Affective, Continuance and Normative Commitment

The results of this study show a significant positive relationship between job resources and both affective and normative commitment. Affective commitment is one of the strongest predictors of employee performance and retention (Meyer et al., 2002; Palma-Moreira et al., 2024). In contrast, job resources were not significantly associated with continuance commitment. These findings suggest that job resources are related to teachers' emotional attachment to the school, as well as to their sense of professional obligation to remain, but are not related to remaining in the organisation out of necessity. Accordingly, job resources appear to be more relevant for motivation-based forms of commitment than for those driven by perceived costs of leaving.

These findings are consistent with the JD-R model, which highlights the role of job resources in fostering motivational processes and positive work-related attitudes, including affective commitment (Bakker & Demerouti, 2007; Bakker et al., 2023; Lesener et al., 2019). In line with theoretical perspectives on organisational commitment, positive work experiences may also strengthen normative commitment by reinforcing a sense of obligation toward the organisation (Meyer & Allen, 1993, 1997). In contrast, continuance commitment is primarily determined by perceived costs associated with leaving and is therefore less likely to be associated with the availability of job resources (Meyer & Allen, 1993, 1997; Meyer et al., 2012).

The absence of a direct effect of job resources on continuance commitment is consistent with the theoretical basis of this type of commitment. Employees' decisions to remain are often driven more by perceived constraints than by motivation (Hom et al., 2017; van Rossenberg et al., 2022). The absence of a direct effect on continuance commitment likely reflects its cost-based nature, which is less sensitive to positive work experiences and more dependent

on perceived alternatives. Namely, continuance commitment is primarily driven by the assessment of the costs of leaving the organisation and the perception of a lack of alternatives, and not by motivational or affective processes (Meyer & Allen, 1993, 1997). Therefore, it is understandable that job resources, as key drivers of motivational processes within the JD-R model, do not show a direct relationship with this form of commitment (Bakker & Demerouti, 2007; Bakker et al., 2023).

Finally, the study's findings are consistent with prior research indicating that affective commitment, which is grounded in intrinsic motivation, is more strongly associated with favourable organisational outcomes than normative or continuance commitment, which are based on obligation or necessity (Kim & Beehr, 2020; Meyer et al., 2002; van Rossenberg et al., 2022). Accordingly, employees with higher levels of affective and normative commitment tend to report stronger intentions to remain in the organisation. This interpretation is particularly relevant in the educational context, where sustained teacher commitment represents an important factor in organisational functioning.

Indirect Relationship Between Job Resources and Affective, Continuance and Normative Commitment Through Work Engagement, Burnout and Job Satisfaction

The results of this research partially confirmed the hypotheses. Although the direct relationship between work resources and continuance commitment was not confirmed, their indirect relationship through work engagement, burnout and job satisfaction was confirmed. This result is consistent with recent research that emphasises that continuance commitment stems primarily from the assessment of the costs of leaving the organisation, and not from the quality of the work environment (Hom et al., 2017; Meyer et al., 2012). The obtained results indicate a complex pattern of relationships in which the direct and total effects of work resources on continuance commitment are not significant, while some specific indirect paths showed statistical significance. Such results confirm the complexity of the JD-R model and emphasise the need to simultaneously consider motivational and health impairment mechanisms in explaining organisational outcomes (Bakker et al., 2023; Demerouti, 2025).

These findings suggest that job resources may be indirectly linked to all components of commitment. Specifically, job resources contribute to a higher level of engagement and a lower level of burnout, which consequently increases job satisfaction, which is further positively related to commitment. Recent empirical research further supports these interpretations. Meta-analytic and longitudinal studies have demonstrated that job resources are key

antecedents of motivational processes and positive organisational outcomes across occupational contexts (Demerouti, 2025; Knight et al., 2019). In particular, work engagement has been identified as a central mechanism linking job resources to affective commitment and lower turnover intentions (Knight et al., 2019; Schaufeli, 2017). The present findings also confirmed a negative correlation between job resources and burnout, which is consistent with previous research (e.g., Olčar et al., 2023). The role of job engagement in this process can be explained by its central position within the motivational process of the JD-R model, according to which job resources stimulate employee motivation, facilitate the achievement of work goals, and lead to a state of high energy, commitment, and involvement in work (Bakker et al., 2023; Schaufeli et al., 2002). However, in this study, job engagement alone did not influence the occurrence of continuance commitment, but its effect became significant only when combined with job satisfaction.

Similarly, burnout has been shown to be a significant mediator in the relationship between job resources and all components of commitment, both directly and through job satisfaction. Given that job resources mitigate the impact of burnout (De Jonge & Hunter, 2021), they are particularly important for maintaining work engagement and well-being when job demands are high (Bakker et al., 2023). This result is consistent with research showing that lower levels of burnout contribute to more positive attitudes toward the organisation and reduced intentions to leave (Madigan & Kim, 2021; Salvagioni et al., 2017). Within the framework of the JD-R model, this points to the importance of the health impairment process, according to which work resources moderate the negative effects of job demands, including burnout, which can indirectly affect various forms of organisational commitment. It is important to highlight the role of job satisfaction as a serial mediator, given that all significant indirect effects included this variable. This finding is consistent with previous research identifying job satisfaction as a key mechanism linking work characteristics and organisational attitudes within the JD-R framework (Lesener et al., 2019; Madigan & Kim, 2021).

Practically speaking, the results suggest that increasing the availability of work resources can have positive effects on the work experience of teachers through increasing engagement and job satisfaction and reducing burnout, although these effects do not directly lead to an increase in continuance commitment. In an educational context, this means that interventions aimed at improving working conditions may contribute to teachers' general well-being and positive organisational attitudes, but not necessarily to their decision to stay in the organisation out of necessity. Overall, the results indicate that job resources

operate through both engagement-enhancing and strain-reducing pathways, with job satisfaction acting as a key linking mechanism.

Strengths, Limitations, and Implications

The main contribution of this study lies in extending the Job Demands-Resources (JD-R) model by integrating job satisfaction as an additional mediator linking job resources with different components of organisational commitment. Specifically, the proposed model simultaneously examines work engagement and burnout as parallel mediators and job satisfaction as a subsequent mediator, thereby providing a more comprehensive understanding of the mechanisms through which job resources are related to different components of organisational commitment among teachers.

The practical implications of these findings highlight the importance of systematically investing in job resources, supporting recent research which suggests that the availability of job resources plays a crucial role in maintaining employee well-being under such conditions (Bakker et al., 2023; Lesener et al., 2019).

Despite its contributions, this study has several limitations. First, the cross-sectional design precludes causal inferences. The direction of the hypothesised associations is grounded in theory, and longitudinal or experimental designs are required to empirically test and confirm these relationships. Second, the use of self-report measures may increase the risk of common method bias. Finally, although the sample was predominantly female (94.8%), reflecting the gender distribution of primary school teachers in Croatia, the limited representation of male teachers may restrict the generalisability of the findings.

Future research should employ longitudinal and experimental designs and include additional contextual variables, as suggested by recent literature (Demerouti, 2025). Given that the measured resources were primarily organisational, future studies should also incorporate resources related to everyday teaching practices, such as class size, the number of students with learning difficulties, working conditions, and interactions with students.

Conclusion

The aim of this study was to contribute to educational research by examining the mediating role of work engagement, burnout, and job satisfaction among teachers between job resources and all components of organisational commitment.

The results show that job resources are related directly and indirectly to affective and normative commitment through work engagement, burnout and

job satisfaction. Results, furthermore, show that job resources are related only indirectly to continuance commitment through work engagement, burnout and job satisfaction.

The results suggest that strengthening school-based job resources may be effective in enhancing teachers' engagement and satisfaction, lowering burnout, and therefore reinforcing commitment. These results provide practical implications for school leadership and policy-makers seeking to promote teacher retention and well-being.

Ethical Statement

The study was approved by the Ethics Committee of the Faculty of Teacher Education, University of Zagreb, Croatia.

Data Availability Statement

The datasets generated and analysed during the current study are not publicly available due to privacy and ethical restrictions but are available from the corresponding author upon reasonable request.

Disclosure Statement

The authors declare that there is no reported conflict of interest.

The authors did not use AI-assisted technologies in the writing, analysis, or preparation of this manuscript and accept full responsibility for the content and integrity of the publication.

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