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Buffering the Burnout: The Moderating Role of Islamic Religiosity in the Relationship Between Leaders' Dark Triad Personality and Teacher Burnout

Siti Norafizan Jalaluddin^{1,2}, Fariza Md Sham^{1,4}, Nurul-Azza Abdullah³

¹*Institute Islam Hadhari, Universiti Kebangsaan Malaysia*

²*Educational Policy Planning and Research Division, Ministry of Education Malaysia*

³*Faculty of Social Sciences & Humanities, Universiti Kebangsaan Malaysia*

⁴*Faculty of Islamic Studies, Universiti Kebangsaan Malaysia*

Abstract

This study aims to evaluate the role of Islamic religiosity as a moderating factor in the relationship between leaders' Dark Triad personality states and work-related outcomes, specifically teacher burnout among educators under the Ministry of Education Malaysia. A quantitative diary study design was employed, and the data were analyzed using Multilevel Linear Modelling (MLM) and linear regression to assess moderation effects. Data was collected from 190 respondents, yielding a total of 1,900 daily diary entries. The findings revealed a significant positive relationship between leaders' daily Dark Triad personality states and teachers' daily burnout. Moreover, teachers' daily levels of Islamic religiosity significantly moderated this relationship, demonstrating a buffering effect that reduced the negative impact of daily Dark Triad leadership on burnout. These findings support the integration of Islamic religious values into human resource practices as an effective coping strategy, particularly in addressing the psychological consequences of toxic leadership. The study recommends that organizations adopt a holistic approach that incorporates religious and spiritual dimensions to enhance employee wellbeing and performance. Future research is encouraged to explore whether individuals' religious practices reflect authentic spiritual commitment or merely routine religious behavior, and how this distinction influences coping mechanisms in the workplace.

Keywords: Dark Triad personality; teacher burnout; Islamic religiosity; moderating factor; coping mechanism