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Research Article

It's Not You, It's Them: Quiet Quitting and the Influence of Organizational Justice, Work Engagement and Commitment – The Case of Employees in Education

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ABSTRACT

Organizations are, in hindsight, facing an economic crisis due to quiet quitting. This is a quantitative cross-sectional study on the antecedents of quiet quitting: perceived organizational justice (distributive, procedural, interpersonal, and informational), work engagement, and organizational commitment (affective, normative, and continuance). A total of 229 samples were collected from five private primary and secondary educational institutions in the Philippines, of which 180 qualified for data analysis. Data were collected from employees with 12 months of service in their institution. Multiple linear regression using JASP was utilized for data analysis. The results show that low work engagement, low affective commitment, and high continuance commitment are the predictors most likely to predict quiet quitting, whereas perceived distributive, procedural, interpersonal, and informational justice, as well as normative commitment, are not. This study contributes to new knowledge on the antecedents of quiet quitting in the context of education. The results of this study serve as input for policy development and interventions of school administrators and human resource practitioners.

Keywords: *Conservation of resources, Equity, Norm reciprocity, Side-bet, Social exchange*

Introduction

The Coronavirus 2019 (COVID-19) pandemic has instilled in employees an awareness of the inherent value of life and facilitated their pursuit of employment that offers enhanced prospects. The advent of remote work, facilitated by the COVID-19 pandemic, has led to

improved work-life balance (Arar et al., 2023; Scheyett, 2023). This has triggered individuals to reevaluate the need to work longer hours and go beyond the requirements of their job description, also known as the “hustle culture”. Consequently, they realize that fulfilling their job responsibilities is sufficient (Yikilmaz

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2022). This realization led to a pressing issue in the workplace today - "Quiet Quitting".

Quiet Quitting (QQ) is when an employee fails to exceed expectations in their workplace and simply satisfy the requirements of their job responsibilities (Formica & Sfodera, 2022; Galanis et al., 2023). Galanis et al. (2023) augment this concept with three dimensions, including: "detachment, lack of motivation, and lack of initiative" (Galanis et al., 2023, p. 830). Detachment is a behavioral outcome of intentionally and emotionally disengaging from work-related activities. Lack of motivation is an affect outcome, where an individual has no internal and external stimulus that drives them towards the effort. Lack of initiative is a behavioral outcome where an individual does not do more than what is required. These are the attitudes and behaviors that are exhibited by an individual who is quiet quitting (Galanis et al., 2023). Furthermore, the theoretical foundations are the conservation of resources (to avoid stress) (Hobfoll & Ford, 2007), and "Job-Demands Resources (JD-R)" (lack of motivation) (Bakker & Albrecht, 2018, p. 218).

The prevalence of QQ is increasing at alarming rates and has created negative economic impacts in organizations. Nearly eighty percent of the global workforce has either quiet quit or disengaged, resulting in an annual human capital loss of nearly \$9 trillion worldwide (Clifton, 2023). The McKinsey group argues that 40% of employees in organizations are considered quiet quitters and may likely lead to the same amount of cost of employee turnover (Allas & Mugayar-Baldocchi, 2024). Similarly, according to Desiderio (2023), three-fifths of employees in the Philippines are quite quitters, based on a study conducted by Milieu Insight. This is because of inadequate remuneration, a lack of prospects for career progression within the organization, and preserving one's mental well-being. Therefore, the phenomenon of QQ in organizations needs to be investigated due to its costly impact on organizations and industries at a larger scale.

Quiet quitting in education

Education addresses significant world problems such as poverty and societal development (World Bank, 2024). Educational

institutions provide structured systems that help individuals develop knowledge (Dewey, 1916), values, and morals (Noddings, 2013). Consequently, education is necessary for the development and performance of industries (Becker, 1964; Rosenbaum, 2001). Given the importance of education, an investigation into employees' prevalence of QQ use needs further understanding.

Few scholars suggest that employees of educational institutions exhibit QQ behaviors and attitudes. Hong et al. (2023) investigated qualitatively QQ among educators in higher education and concluded that a lack of purpose was the reason for QQ. Similarly, Badilla et al. (2023) argue that employee professionals located in the metropolitan area in the Philippines quiet quit because of the need for work-life balance and to avoid stress. These studies are limited to descriptive qualitative research; hence, empirical testing using causal models is needed to determine the antecedents of QQ in the Philippine education industry.

Recent studies in QQ have shown indicators of its causes, such as lack of remuneration and career progression in education (Desiderio, 2023), disengaged (Clifton, 2023) and lack of commitment (Arar et al., 2023) among employees. These indicators are related to the concepts of organizational justice, work engagement, and employee commitment. Therefore, a study aimed at understanding the extent of organizational justice, work engagement, and commitment leading to QQ in the context of education is warranted. Furthermore, this study provides input for human resource managers and school administrators to replicate and/or develop interventions or organizational changes within their institutions.

Review of related literature and hypothesis development

Antecedents Related to Quiet Quitting

Empirical research that investigates the antecedents, progression, outcomes, and potential remedies of the QQ phenomenon needs to be explored (Nordgren & Ingemarsson Björs 2023; Pratiwi et al. 2023). Since the antecedents of QQ need to be explored, this study includes "perceived organizational justice (OJ), work engagement (WE), and

organizational commitment (OC)" (Arar et al., 2023; Atalay & Dağistan, 2023), which are antecedents related to negative economic "outcomes such as, turnover intention and employee performance" (Colquitt et al., 2005, p. 27; Meyer & Allen, 2004, p. 2; Schaufeli & Bakker, 2004, p. 10).

The concept of OJ has four distinct constructs: "distributive, procedural, interpersonal and informational" (Colquitt, 2001, p. 396). Distributive justice (DJ) is "outcomes are consistent with implicit norms for allocation, such as equity or equality." (Colquitt, 2001, p. 386). Procedural justice (PJ) refers to the ability to express and influence decision-making related to outcomes (Colquitt, 2001; Thibaut et al., 1974), and compliance with fair process criteria, including "consistency, bias, suppression, accuracy, correctability, representativeness, and ethicality" (Adamovic, 2023, p. 5, Ambrose & Arnaud, 2005, Leventhal et al., 1980, as cited in Tyler, 1989, p. 837). Formerly, interactional justice (IntJ) is a perception among employees that their managers are courteous and treat them with dignity (Colquitt et al., 2005; Greenberg, 1993, as cited in Adamovic, 2023). Informational justice (InfJ) refers to the truthful and justified communication of managers (Colquitt, 2001). Moreover, OJ dimensions are primarily based on the theoretical foundations of equity by Adams (1965) and social exchange (Cook, 2015).

WE is defined as "a persistent and pervasive affective-cognitive state" in the work context, distinguished by qualities such as "vigor, dedication, and absorption" (Schaufeli et al., 2006, p. 702). Vigor is energy levels at work and resilience. Dedication refers to passion and a sense of purpose. Absorption refers to the ability to focus with limited detachment (Schaufeli & Bakker, 2004). This concept is primarily based on the theoretical foundations of engagement by Kahn (1990) (absorption) and JD-R (engagement) (Bakker & Albrecht, 2018)

OC has three defined constructs: "affective, normative, and continuance" (Meyer & Allen, 1991, p. 13). "Affective commitment (AC) refers to an employee staying because he wants to" (Meyer & Allen 2004, p. 2) due to emotional attachments. "Normative commitment (NC)

refers to an employee remaining in the organization because of moral obligations or the reciprocity of investments or alternatives". Continuance commitment (CC) refers to "an employee who stays because they have to or will lose something of value" (Meyer & Allen 2004, p. 2). Commitment is grounded in theories of social exchange (Cook, 2015), norm reciprocity (Gouldner, 1960), and side-bet (Becker, 1960).

Quiet Quitting and Organizational Justice

Work challenges such as additional job tasks, long work hours, and a lack of work-life balance (Atalay & Dağistan, 2023; Esen, 2023; Hamouche et al., 2023) are indicators that contribute to a negative perception of DJ. To illustrate, when an individual is expected to take on more tasks, he expects to be paid or rewarded more; if not, it creates an unequal distribution of resources. Hence, this unequal distribution of input (tasks) and output (rewards) is an example that influences the negative perception of DJ. The proposed alternative hypothesis is:

H1a: Perceived low DJ leads to QQ among employees at select educational institutions.

Policy issues such as management bias (Arar et al., 2023) and unfair compensation policies (Atalay & Dağistan, 2023) are indicators of QQ (Arar et al., 2023; Atalay & Dağistan, 2023). These are related to negative perceptions of the fair process criteria (bias and inconsistent implementation of procedures) in the perceived PJ (Adamovic, 2023; Ambrose & Arnaud, 2005; Leventhal et al., 1980, as cited in Tyler, 1989). These policy issues describe the lack of perceived PJ, which may lead to QQ. Therefore, the proposed alternative hypothesis is:

H1b: Perceived low PJ likely leads to QQ among employees in select educational institutions.

Managers who have a negative attitude affect employees' motivation (Atalay & Dağistan, 2023; Esen, 2023; Galanis et al.,

2024). The failure of several managers to fulfill leadership duties is necessary to actively involve, enable, and motivate their subordinates (Clifton & Harter 2019, as cited in Mahand & Caldwell, 2023). Therefore, adverse treatment of managers towards subordinates is associated with low IntJ (Colquitt, 2001), which may lead to QQ (Atalay & Dağistan, 2023; Esen, 2023; Galanis et al., 2024). The proposed alternative hypothesis is:

H1c: Perceived low IntJ likely leads to QQ among employees in select educational institutions.

Manager-subordinate communication issues include the lack of employee feedback, cooperation, and transparency of key information for career progression (Hetler, 2022, as cited in Arar et al., 2023). These communication issues, such as a lack of adequate (e.g., employee feedback, cooperation) and truthful (e.g., transparency of information) explanations of procedures by managers, are indicators of the lack of InfJ (Colquitt, 2001). Hence, these communication issues between managers and subordinates may lead to QQ. The proposed alternative hypothesis is:

H1d: Perceived low InfJ likely leads to QQ among employees in select educational institutions.

Quiet quitting and work engagement

In conceptual studies, WE and QQ are related (Arar et al., 2023; Harter 2023). These two concepts are associated and are not the same phenomena. QQ is characterized by “low motivation, detachment, and lack of initiative” (Galanis et al., 2023, p. 830), whereas WE is characterized by “vigor, dedication, and absorption” (Schaufeli & Bakker, 2004, p. 2). Therefore, given their differences in characteristics, these two concepts are distinct.

Scholars argue that QQ attitudes and behaviors are exhibited due to disengaged employees (Arar et al., 2023; Harter, 2023; Pevac 2023; Yikilmaz 2022). They lack enthusiasm, satisfaction, desire, and inspiration at work, and although they fulfill their responsibilities, they do

not make an effort to achieve the objectives of the organization. When employees do not exert any additional effort, that is an indication that the employee is QQ (Anand et al., 2024; Yikilmaz 2022). Hence, these studies show that low engagement may lead to QQ. The proposed alternative hypothesis is:

H2: Low WE likely leads to QQ among employees in select educational institutions.

Quiet Quitting and Organizational commitment

Employees with limited commitment tend to exhibit QQ in the organization (Esen 2023). This is due to the disconnection of the employee with the employer (Liu-Lastres et al., 2024) and the perceived lack of appreciation for their work (Arar et al., 2023, Atalay & Dağistan, 2023).

Employees with limited interactions with peers often lack emotional connections to the organization. They also lack personal dedication to the organization and become less productive, which can result in QQ (Dai et al., 2023). The lack of emotional connections indicates low AC due to reduced positive affect (Meyer & Allen, 1991). Therefore, low AC may lead to QQ. The proposed alternative hypothesis is:

H3a: Low AC likely leads to QQ among employees in select educational institutions.

The characteristic of QQ, specifically the lack of initiative (Galanis et al., 2023) on lesser job tasks (Hamouche et al., 2023) is a behavior to avoid obligations at work, which is an indicator of low NC (Meyer & Allen, 1991). To illustrate, if an employee avoids work or obligations (low NC), they will likely not take the initiative to do more than is required (QQ). Therefore, low NC may lead to QQ. The proposed alternative hypothesis is:

H3b: Low NC likely leads to QQ among employees in select educational institutions.

Employees with high CC tend to put in less work to maintain their roles and adopt an apathetic attitude (Meyer & Allen, 1991). They feel

reluctant to give up their jobs (Schrock et al., 2016, as cited in Atalay & Dağistan, 2023) since the cost of leaving is high (Meyer & Allen, 1991). Therefore, high CC may lead to QQ. The proposed alternative hypothesis is:

H3c: High CC is likely to lead to QQ among employees in select educational institutions.

The causal model is Figure 1.

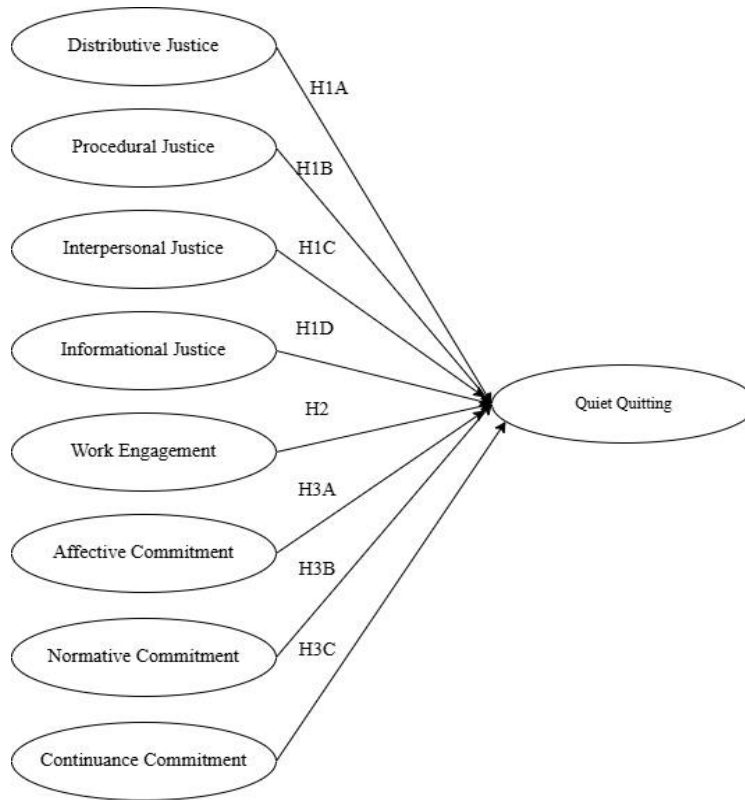


Figure 1. Causal model

Methods

Participants and Procedures

This is a quantitative cross-sectional study collected from employees across five private educational institutions offering primary and secondary education in Metro Manila and Calabarzon, Philippines. These are considered large schools, with more than 65 employees (Department of Education, 2017). Purposive sampling was used due to context, and a mobile payment incentive was provided to each respondent (Cosgrove, 2018; DeCamp & Manierre, 2016) to encourage data collection and meet sample size requirements; 86% availed of it. Furthermore, permission and written consent were obtained from the school administrators prior to data collection to ensure adherence to ethical policies, including voluntary participation and authorization, and confidentiality, including anonymity.

The online survey was administered between March and June 2024 using Google Forms to ensure response quality, including questions on compliance with the institution's data privacy policies and respondents' consent (e.g., voluntary and may discontinue at any time). Since the sampling criterion of QQ is at least one year of service (Galanis, et al., 2023), this respondent should meet this qualifying question; otherwise, the respondent cannot proceed to the survey.

A total of 229 samples were collected from employees, of which 180 met the minimum requirement for data analysis. 137, or seventy-six percent (76%), of the respondents are aged 18 to 34, with a mean age of 30.68 years (30 years and 8 months). Three-fourths of the respondents are female (132), while one-fourth are males (48). 175 of the respondents, or 97% of the sample, are full-time employees

since they belong to educational institutions requiring at least one year of service. Eighty-seven-point eight (87.8%) percent of respondents have a bachelor's degree. 61% of respondents have an average income of Php 17,038.88. 156 respondents, or 86% of the respondents, are teachers and/or have administrative roles, while the remaining occupations are top management, staff, and functional roles.

The collected responses were sorted in a Google Sheets generated from Google Forms and then converted to a Comma-Separated Values (CSV) file for descriptive and predictive (multiple linear regression) analyses through the statistical software JASP (JASP Team, 2024).

Measures

The online survey had 8 sections. The first two sections included the introduction, data privacy notice, qualifier question, and formal consent. The employee demographics, employment classification, and years of service are included (section 3). All instruments had specific instruction to fill out the item questions. OJ (Section 4) includes Organizational Justice scales: DJ (4 items), PJ (7 items), IntJ (4 items), and InfJ (5 items) (Colquitt, 2001), where employees rated the likelihood of each item based on a "5-point Likert scale (1 = to a very small extent to 5 = to a very large extent)" (Colquitt et al., 2015, p. 279). The Quiet Quitting Scale (Section 5) includes the QQ scale including the following characteristics: "detachment (4 items), lack of initiative (3 items) and motivation (2 items), using a 5-point Likert scale for agreeableness (1 = strongly disagree to 5 = strongly agree) and frequency (1 = never to 5 = always)" (Galanis, et al., 2023, p. 832). "The 9-item Utrecht Work Engagement Scale (UWES-9) (Section 6) was used for work engagement using a 7-point frequency Likert scale from 0 = Never to 6 = Always)" (Schaufeli & Bakker, 2004, p. 48). The "revised 6-item measures on the AC, NC, and CC scales (Section 7) "were administered using a 7-point agreeability Likert scale (1 = strongly disagree to 7 = strongly agree)" (Meyer & Allen, 2004, p. 10). Moreover, a mobile payment incentive (optional) (Section 8) was optional and included the collection of

the mobile number of a respondent who wished to receive the incentive. Furthermore, a pilot test of the first 30 respondents was conducted prior to ensuring its reliability.

These instruments were adopted and permitted to be used by the authors, including expert validators and psychometricians. Cronbach's alpha is .92, which indicates that the instruments are reliable (George & Mallery, 2019). Filtering and seriousness-check questions were added to ensure dedication to answering and to check whether the respondent was not answering randomly (Aust et al., 2013; Reips, 2021). Furthermore, all the authors' guidelines and instructions were complied with, including sampling criteria, reverse-scored items, and question order.

Results

Multiple Linear Regression

The adjusted R^2 of the hypothesized model is .22 and is statistically significant, $p = <.001$, $RMSE = .47$, $F = 7.43$, with p-value of .05, respectively. This shows that the perceived DJ, PJ, IntJ, InfJ, WE, AC, NC, and CC explain twenty-two percent (22%) of the variation of QQ. Furthermore, WE, AC, and CC are likely predictors of QQ.

Hair et al. (2010) argue that assumptions of multiple regression should be met. The skewness and kurtosis values for PJ, DJ, IntJ, InfJ, QQ, WE, AC, NC, and CC are within the ranges -1 to +1 and -3 to +3, indicating that "these variables normally distributed" (University of Cambridge, 2018, para 7). Therefore, the parametric test is retained. The Durbin-Watson statistic is within range (greater than 1.5 and less than 2.5), $DW = 2.08$, $p = .58$; hence, there is no autocorrelation based on the variables. Variance Inflation Factors (VIFs) and tolerances (TLCs) for all variables are within range: VIFs are greater than 1, and TLCs are not less than .10. Hence, there is no multicollinearity. Furthermore, the p-values from the heteroskedasticity tests (Breusch-Pagan, $p = .05$; Goldfeld-Quandt, $p = .53$; Harrison-McCabe, $p = .54$) are greater than .05, indicating that the model is homoscedastic. These tests show that the data of the variables comply with the assumptions of multiple regression, including normality, au-

tocorrelation, multicollinearity, and heteroscedasticity. Therefore, the parametric test (multiple linear regression) is retained.

Table 1 summarizes the means, standard deviations, and correlations among variables.

Table 1. Mean, Standard Deviation, and Pearson's Correlation between Variables

Variable	M	SD	1	2	3	4	5	6	7	8
1. QQ	2.43	.54								
2. PJ	3.51	.69	-.05							
3. DJ	3.76	.72	-.05	.65**						
4. IntJ	3.80	.81	-.14**	.67**	.55**					
5. Infj	3.66	.77	-.11	.74**	.68**	.86**				
6. WE	4.13	1.12	-.36**	.39**	.36**	.34**	.39**			
7. AC	4.83	.99	-.36**	.29**	.32**	.35**	.36**	.51**		
8. NC	4.50	1.06	-.12	.39**	.49**	.40**	.48**	.49**	.57**	
9. CC	3.99	1.14	.19**	.31**	.34**	.26**	.33**	.23**	.09	.58**

Note: ** $p < .001$

Hypothesis Testing

Table 2. Summary results of the hypothesis tests

Hypothesis	B	95% CI (Lower)	95% CI (Upper)	p
DJ → QQ	.02	-.12	.17	.75
PJ → QQ	.08	-.09	.24	.36
IntJ → QQ	-.09	-.27	.08	.30
Infj → QQ	.03	-.20	.25	.82
WE → QQ	-.16	-.23	-.08	< .001
AC → QQ	-.12	-.22	-.02	.02
NC → QQ	-.01	-.12	.10	.85
CC → QQ	.13	.05	.22	.00

Note: "B = Beta coefficient, CI = confidence interval, p = p value"

Table 2 shows the summary of the hypothesis test results.

The results show that the perceived OJ does not influence QQ. The hypotheses H1a, H1b, H1c and H1d indicate that the perceived DJ, PJ, IntJ, and Infj do not significantly predict QQ, $B = .02$, 95% CI [-0.12, 0.17], $p = .75$, $B = .08$, 95% CI [-0.09, 0.24], $p = .36$, $B = -0.09$, 95% CI [-0.27, 0.08], $p = .30$, $B = .03$, 95% CI [-0.20, 0.25], $p = .82$, respectively. Hence, the hypotheses H1a, H1b, H1c, and H1d are not supported.

WE influences QQ. The hypothesis H2 indicate that WE significantly predicts QQ, $B = -.16$, 95% CI [-0.23, -0.08], $p < .001$. Therefore, H2 is supported.

AC and CC influence QQ. AC and CC significantly predict QQ, $B = -.12$, 95% CI [-.22, .02], $p = .02$, $B = .13$, 95% CI [-.05, .22], $p = .00$. H3a and H3c are supported. NC does not influence QQ.

NC does not significantly predict QQ ($B = -.01$, 95% CI [-.12, .10], $p = .85$), suggesting no relationship between NC and QQ. H3b is not supported.

Discussion and Conclusions

Scholars suggest that causal models on the antecedents of QQ need empirical testing (Arar, et al., 2023; Esen, 2023). Hence, this study addresses the evidence and contextual gaps in QQ, with OJ, WE, and OC as antecedents.

This study shows that the employees across the five private educational institutions in the Philippines are classified as quiet quitters, since the mean cut-off score is greater than or equal to 2.06 (Galanis et al., 2023). The mean scores of AC, CC, and CC are interpreted as 'undecided,' which indicates that they are likely to quit (Galanis et al., 2024). They are often

engaged at work; however, they are classified as quiet quitters. This suggests that, while they may be engaged at work, their behavior is marked by emotional detachment and a reluctance to go beyond their basic job responsibilities. Furthermore, the majority of the employees are teachers, who are central to quality and success in education (Dieckhoff, 2019; Schwartz et al., 2007). Therefore, since these teachers are classified as quiet quitters and have low AC, NC, and CC, these findings may lead to negative economic impacts (e.g., “turn-over intention and employee performance” (Colquitt et al., 2005, p. 27; Meyer & Allen, 2004, p. 2; Schaufeli & Bakker, 2004, p. 10) in these select educational institutions.

H1a, H1b, H1c, and H1d are not supported. The negative perceptions of DJ, PJ, IntJ, and InfJ are unlikely to impact QQ attitudes and behaviors. Employees who perceive that their institution lacks fair resource allocations relative to outcomes do not necessarily feel detached, unmotivated, or unable to do more than is required. When employees perceive they do not have a say and experience a lack of fair process in decision-making relative to their outcomes within the institution, this negative perception does not influence their QQ behaviors and attitudes. Employees who perceive that their managers fail to treat them with respect and dignity and provide truthful and justifiable communication on decisions do not experience significant negative perceptions that influence their QQ behavior and attitudes. These findings contradict existing conceptual studies QQ (Arar et al., 2023; Atalay & Dağistan, 2023); however, it is worth noting that QQ may have a stronger relationship with stress-related and attitudinal predictors than distinct perceptions of OJ. Recent studies have shown that “job satisfaction and OJ mediate the relationship between infection control-associated fatigue and QQ, whereas role ambiguity does not” (Wu & Wei, 2024, p. 5; Kang et al., 2025, p. 3958). Attitudinal variables such as workplace support, organizational involvement, job satisfaction, and employee well-being are associated with lower levels of QQ, whereas workplace conflict, perceived lack of OJ, burnout, and stress increase the likelihood of QQ (Geng et al., 2026). These findings show that stress-related or well-being

variables (e.g., stress, fatigue, and burnout), as well as attitudinal factors (e.g., job satisfaction, organizational involvement, and workplace support), may be stronger predictors of QQ than negative perceptions of DJ, PJ, InfJ, and IntJ. Therefore, the causal model in this study may predict that OJ leads to QQ, provided that stress-related or well-being and attitudinal variables are included.

H2 is supported. Low WE impacts QQ behaviors and attitudes. When employees feel less vigorous, dedicated, and absorbed at work, these affects influence QQ behaviors and attitudes. This is supported by conceptual studies that QQ is due to low WE (Anand et al., 2023; Arar et al., 2023; Galanis et al., 2023; Harter, 2023; Liu-Lastres et al., 2024; Pevec, 2023; Yikilmaz, 2022).

H3a and H3c are supported. Low AC and high CC affect QQ behaviors and attitudes. When employees have diminished emotional involvement and exhibit a desire to leave and remain in their positions due to the perceived costs associated with leaving, these affects influence QQ behaviors and attitudes. Low AC leads to QQ, as supported by an empirical study by Dai et al. (2023). Furthermore, the finding on high CC is supported since high CC tend to put in less effort to keep their job and have a passive attitude (Meyer & Allen, 1991; Schrock et al., 2016 as cited in Atalay & Dağistan, 2023) and reluctant to give up their jobs (Arar et al., 2023).

H3b is not supported. The low NC does not impact QQ behaviors and attitudes. When employees feel less obliged to stay, this does not influence their behaviors and attitudes of detachment, diminished initiative, and reduced motivation within their institution. These findings contradict the low NC indicators of QQ, specifically the lack of initiative (Galanis et al., 2023) on lesser job tasks (Atalay & Dağistan, 2023; Esen, 2023; Hamouche et al., 2023). However, a recent longitudinal study has shown that employees with high and low NC were equally likely to be QQ. Employees did not exhibit negative attitudes toward their organizations despite lacking an obligation to work, and they may continue to fulfill their required job responsibilities without doing more than is required, regardless of their level of NC. This

indicates that regardless of employees' high or low NC, they are still QQ. Therefore, this shows that low and high NC indicate a weak relationship with QQ (Harris, 2024).

Theoretical Implications

Experts argue that causal models need to be empirically tested to identify the predictors of QQ. Several empirical studies have been conducted in OJ, WE, and OC; however, causal models on the predictors of QQ need to be empirically tested. Given that QQ is relatively novel, industry and cultural contexts, such as the education sector in the Philippines, are warranted. Therefore, these findings provide empirical evidence for the antecedents of QQ.

Scholars predicted in conceptual studies that negative perceptions of OJ affect QQ attitudes and behaviors. This study does not support the theoretical foundations of OJ by Colquitt (2001), equity by Adams (1965), and social exchange (Cook, 2015). The results of this study may be at odds with the literature; therefore, future researchers may consider a mixed-methods research design to enhance comprehensiveness in understanding perceptions of OJ and its relationship to QQ.

Conceptual studies have shown that WE is related to QQ. This study builds on the theories of engagement (Kahn, 1990), WE (Schaufeli & Bakker, 2004) and JD-R (Bakker & Demerouti, 2008). Future studies may consider WE and QQ in different contexts, such as cultures, industries, and populations or professions.

Scholars argue that low OC likely influences QQ attitudes and behaviors. This study builds on the theories on AC and CC by Meyer and Allen (1991), social exchange (social exchanges leads to emotional attachment)(Cook, 2015), and side-bet (intangible investments) (Becker, 1960). This shows that employees who feel they do not want to stay and perceive that leaving the organization will cost them more are likely to exhibit QQ behaviors and attitudes. This study does not support NC (Meyer & Allen, 1991) and norm reciprocity (Gouldner, 1960) theories. Overall, this study partially supports commitment theories. Moreover, future researchers may consider other research philosophies, such as critical realism,

interpretivism, and pragmatism, to have a different lens on OC and QQ.

Practical Implications

This study indicates that employees in educational institutions are quiet quitters to avoid stress and work long hours (Arar et al., 2023; Liu-Lastres et al., 2024; Yikilmaz, 2022). Thus, organizational reforms such as policy changes are necessary to alleviate or manage QQ. Top management of educational institutions may need to conduct organizational development initiatives, such as cultural change and job redesign, including policy changes, to alleviate QQ attitudes and behaviors. For middle management, such as supervisors, scheduled knowledge-sharing and participatory decision-making activities may encourage employees to participate and gain autonomy. For human resource professionals, job-sharing programs can reduce workload, resulting in fewer hours worked. Well-being initiatives to support physical and mental health should be implemented to improve engagement. Furthermore, they can replicate this study to understand QQ in their organizations.

Since WE, AC, and CC significantly influence QQ, retention programs in educational institutions need to be developed and implemented at all levels of the organization. Professional development programs can provide career growth and, when coupled with employee recognition programs, make people feel valued. These programs create emotional attachments in organizations. Furthermore, competitive salaries, benefits, and rewards programs prevent employees from leaving organizations and reduce opportunities to seek alternative jobs.

Limitations and areas for future research

This study is cross-sectional, limited to five educational institutions, and does not aim to establish generalizability. Future researchers may consider a longitudinal study to observe the perceptions of OJ, WE, OC, and QQ over time. Consistent with this study, action research is a plausible approach for collaboratively addressing QQ within the organization.

This study still presents an evidence gap in OJ. Further empirical studies are needed to

replicate and/or extend across different industries or cultural contexts. Variables such as “bullying and abusive supervision” related to QQ (Adamovic, 2023, p. 7) may be considered in future studies to achieve larger effect sizes in causal models. Moreover, larger sample sizes can be considered for future studies to develop more complex models using structural equation modeling (SEM).

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Disclosure of Interest

“I declare that there is no conflict of interest.”

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