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# The Effect of Climate on Quiet Quitting Behavior: A Study of Academics



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### Abstract

The concept of quiet quitting, which has recently been included in the organizational behavior literature, is defined as employees focusing on their work during legal working hours as determined by their employers and, not spending time on work-related issues outside of working hours. It is noteworthy that the phenomenon of “quiet quitting” considered an undesirable behavior in organizational settings, is observed among academicians. In this study, we investigate the prevalence of quiet quitting in academia. We determine the reasons that push academics to quiet their quitting behavior. We are also assessing the impact of psychological climate on quiet quitting behavior. Using data obtained from academics working in Turkey, we determine that the leading reasons that push academics to exhibit quiet quitting behavior are manager's attitudes and behaviors, organizational injustice, lack of time for academic publications, lack of motivation, and insufficient salary/additional benefits. We reveal a negative relationship between academics' psychological climate perceptions and quiet quitting behavior. We state that as psychological climate perceptions increase, academics' levels of quiet quitting behavior decrease. It was concluded that all subdimensions of psychological climate perceptions were negatively related to Quiet Quitting Behavior (QQB).

**Keywords** Quiet Quitting • Psychological Climate • Academics

**Jel Codes** M10, M12, M19



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## The Effect of Climate on Quiet Quitting Behavior: A Study of Academics

The COVID-19 pandemic, which originated in China in December 2019 and has affected the global community, has posed significant challenges in various areas, including the workplace. During the aforementioned period, there were disruptions in the activities carried out in many areas, and all sectors where goods and services were produced faced the negative effects of the pandemic. This situation has had negative effects on all employees, whose workload has increased and who are trying to fulfill their duties in uncertainty. Unfortunately, remote working has discouraged employees for some reasons, such as the inability to achieve work-life balance, inadequate infrastructure, and physical conditions (Ratel & Rietvelt, 2023). It is noteworthy that job dissatisfaction continues and becomes even more widespread among employees who return to their workplaces after the pandemic (Formica & Sfodera, 2022). It has also been observed that some employees do not refrain from expressing dissatisfaction with their jobs. The 17-second post of a user named Zaid Khan (2022) was watched by 3.6 million people on TikTok, a social media application. Khan's quiet quitting; He expressed it for the first time as follows: "You don't quit your job, you give up the idea of going further and further at work." Khan: "You still fulfill your duties, but you no longer have the hustle culture mentality that says work should be your life. The truth is that; your value as an individual is not determined by your labor." continued as follows. Therefore, it resulted in the emergence of the concept of "quiet quitting," (QQ), previously recognized in the field of business administration (Yıldız & Özmenekşe, 2022), but formally named for the first time. According to Mahand and Caldwell (2023), QQ is the name given to a behavior that was first used by Mark Boldger (Temel, 2022) to describe employees' lowest level of commitment to their jobs and has existed in work environments for a long time, although it is not labeled with this name.

Although the concept of "quitting" refers to employees leaving their jobs, it is seen that "QQ" does not mean employees leaving their jobs but, is defined as focusing on their work during the legal working hours determined by their employers and, not spending time on work-related issues outside of working hours (Yıkılmaz, 2022; Yıldız & Özmenekşe, 2022). QQ refers to the situation where employees only fulfill the duties assigned to them and do not undertake any duties that are not specified in their job descriptions, in other words, they do not consider going beyond their duties (Formica & Sfodera, 2022).

When the literature is examined, it is seen that quiet quitting behavior (QQB) in an organization depends on several factors. Arar et al., (2023) investigated the theoretical structure of QQB. Accordingly, QQ occurs for managerial/organizational and employee-related reasons. Saygılı & Avcı (2023) examined the relationship between leadership styles and QQ in their research. It has been concluded that overly task-oriented leaders who give employees excessive workload causes QQB in the organization. Avcı (2023), in his research, including 250 people from a local government enterprise; concluded that employees' perceptions of cynicism and quietness are related to QQB. Some studies have found relationships between QQ and generation differences. Hamilton et. al., (2023) investigated whether the tendency for 'quiet quitting' differs across generations. Accordingly, Generations Y and Z tend to show QQB more than others, many sectors have reduced working hours, and QQB levels increase as education levels increase. In their study in which they developed a scale on QQ, Anand et al., (2023) found that it is becoming increasingly common, especially among the new generation of employees, due to reasons such as burnout, worthlessness, and lack of motivation. In this context, it also reveals managerial behaviors that lead to QQ in the organization and draws attention to preventive activities. Karavelioğlu et al., (2023) found in their research that QQ is related to issues such as generation difference, burnout, mobbing, job satisfaction, commitment, and organizational

culture. Karayaman (2023) discussed QQ in the context of generation theory. According to the results of the research conducted with 1071 employees, significant relationships were found between generational differences and QQB.

Especially with the pandemic; factors such as remote working, the inability to maintain work-life balance, inadequate infrastructure-technology, and physical disabilities have changed employees' perceptions about their jobs (Ratel & Rietvelt, 2023). In other words, the perception of work-related psychological climate has changed, and it can be thought to trigger QQ, a negative behavior in the workplace. Because employees' individual perceptions of dissatisfaction with their jobs and workplaces are related to the psychological climate (Barkhi & Kao, 2011). QQ does not mean leaving the job for a job with better opportunities. It is a solution developed by employees to combat work-related burnout. Thus, the employee does not spare time for work-related issues (e-mails, phone calls, developing ideas for new projects, etc.) outside of working hours, does not see work as the center of their lives (Zenger & Folkman, 2022), and leaves the job as soon as the working hours end (Zhang & Rodrigue, 2023). Situations such as not valuing oneself in the workplace and not supporting participation; prevent the employee from interacting with the organization. Situations such as a lack of clear roles in the workplace, employment in tasks below their potential, and lack of career opportunities create insecurity. Employees who cannot express themselves may prefer to quietly quit a work environment that is not adequately supported by management (Brown & Leigh, 1996; Kahn, 1990; Katari et al., 2013). QQB can be observed in different professional groups. Teachers and academics are also included in these professional groups (Yılmaz et. al., 2024; Yücedağlar et. al., 2024). Studies have assumed that teachers and academics quietly quit their jobs because they cannot maintain a balance between their work and private lives (Memiş & Tabancalı, 2024). Lawless (2024) stated that the neoliberalization of HE and the imposition of a "do more with less mentality" have pushed academic staff to QQB.

It is now difficult to be an academic. In addition to the duties specified in their role descriptions, academics must simultaneously undertake many studies that will help them advance their careers. To meet the performance expectations of academics, they must work at a high level. This situation may cause academics to quit their jobs silently because they feel that they are losing their personal and family lives (Xueyun et al. 2024). Academics who participate in QQ exhibit behaviors such as not going beyond faculty services in their work, using educational materials without updating them, meeting with students only during working hours, and only dealing with the students they advise (Anderson, 2022; Vidra, 2022). This will lead to academic failure. Considering the extensive impact of the field of education on society, examining the impact of quiet quitting on higher education workers is of critical importance.

Based on this idea, this research tried to determine whether the psychological climate affects QQB. In the study, first, it was attempted to determine the perception of QQ in the academy. The aim was to reveal the effect of academics' psychological climate perceptions regarding working conditions on QQB. It is extremely important to reveal the factors affecting QQ as a concept in the literature, particularly to support its application in various fields. It is expected that evaluations made in terms of cause-effect relationships with more concrete reasons will contribute to the development of the concept at a greater level. Therefore, it can be considered an appropriate choice to investigate QQ in the scientific world because the perspective of the concept will be made more conscious. The results to be revealed in light of the findings obtained will make significant contributions to the literature. Thus, it is likely that various contributions will be made to the fields of organization development, strategic management, and organizational behavior to prevent QQ from being undesirable.

## Conceptual Framework, present study, model, and hypothesis

### Quiet Quitting

QQ develops as a reaction to the hustle culture (Temel, 2022). Employees who cannot leave their jobs for different reasons simply perform the jobs they expect. Thus, his reaction is to quietly quit the job and develop an alternative solution (Schayett, 2022; Morrison-Beedy, 2022). Do not complete a task that is not clearly stated in the job description and performs minimal effort for the job (Loewy & Spintge, 2022).

When the literature is examined, employees feel material, information, and emotional support positively (Suan et al., 2012; Zhang & Rodrigue, 2023). In their study on QQ, which Zhang and Rodrigue (2023) explained based on social exchange theory, the most important reasons that lead employees to QQ are; stating that they do not receive the support they expect from their managers and colleagues. In addition, failure to establish a meaningful relationship with their manager, their manager's prejudiced or inappropriate behavior, not being valued or appreciated by their manager (Zenger & Folkman, 2022), not supporting employees' career development or injustice in their career development, not being able to ensure employees' organizational commitment and organizational belonging, employees' reasons such as decreased trust in the organization and inability to provide employees with autonomy in matters related to their work (Mahand & Caldwell, 2023) can be listed as reasons that lead employees to QQ. In addition to the aforementioned reasons, employees who are forced to work at home due to the pandemic spend more time with their loved ones at home, and increased deaths lead employees to adopt the view that life is short and their work is not at the center of their lives, and that work-life balance is important; it has been a pioneer in their QQB (Loewy & Spintge, 2022).

Employees with QQ lose the motivation to do their best and the high level of performance that their organizations expect from them, and they tend to avoid working on projects beyond their role descriptions without reward incentives (Aydın & Azizoğlu, 2022). Employees who are reluctant to perform beyond their roles also limit their efforts at work to maintain work/life balance and protect their health in a busy work schedule (Mahand & Caldwell, 2023; Zhang & Rodrigue, 2023).

It is seen that healthcare workers, whose burnout and psychological distress increased, especially during the COVID-19 pandemic, are considering quitting their jobs due to the dangerous working environment created by the pandemic and the fear of infection and infecting their families. It is predicted that the QQB of healthcare workers who have to work in the field may lead to medical errors and a decrease in the quality of patient care (Zhang & Rodrigue, 2023) due to legal reasons, such as rejection of these requests of employees (cancellation of leave, refusal to accept resignation, etc.) (Yılmaz & Işık, 2021). QQ, poor performance, and related loss of productivity exhibited by employees in almost all sectors (Mahand & Caldwell, 2023), preventing organizational sustainability, causing workplace laziness by spreading to other employees (Zhang & Rodrigue, 2023), new it can create negative effects such as failure to develop ideas. It is believed that these negative effects may have irreparable consequences in all business areas.

### Psychological Climate

Psychological climate includes employees' thoughts and perceptions about the work environment (Kataria, Garg & Rastogi, 2013). Psychological climate is sometimes confused with organizational climate, or one is used interchangeably. Essentially, these two concepts express different atmospheres in an organization. The concept of organizational climate describes the general climate observed and felt by all

employees of an organization (James & Jones, 1974). An organizational climate is distinguished from others by its culture and is spread interactively among employees (Hoy, 1990). Psychological climate refers to each employee's perceptions and evaluations of the organization (James & Jones, 1974). Therefore, while organizational climate describes the organizational climate adopted by a group of employees, psychological climate refers to the climate adopted individually (Argon & Limon, 2017). The perceived psychological climate in the organization reflects employee job satisfaction and satisfaction. In a sense, organizational climate affects psychological climate (Barkhi & Kao, 2011).

The psychological climate is based on Lewin's (1936) concept of "living space", which is based on individual motivations and feelings to make sense of individuals' reactions to change (Parker et al., 2003). However, the concept of psychological climate is grounded in cognitive social learning theory and interactional psychology (James et al., 1978). At the same time, climate theory prioritizes individuality (Barkhi & Kao, 2011). For this reason, James argued that a stronger perception climate can emerge when individual perceptions and thoughts come together (James, 1982; Barkhi & Kao, 2011). In other words, if the psychological climate converges, it creates an organizational climate. In line with the theories in question, psychological climate reflects the following characteristics (James et al., 1978).

- It reflects individual perceptions and evaluations rather than the effects of situations in the organizational climate on other employees.
- It emerges depending on the individual experiences of the employees.
- It is as subjective as an individual.
- As employee experience increases, their learning about the organization increases and they adapt more.
- Therefore, it is related to organizational behavior, feelings, and perceptions.

Jones and James (1979) discuss the psychological climate in 6 factors: Conflict and Uncertainty, Job Difficulty, Leader Support, Collaboration, Professional and Organizational Spirit, Friendship, and Sincerity. James and James (1989) study, psychological climate; was examined in four lower dimensions "role stress and incompatibility", "job difficulty and autonomy", "facilitation and support of the leader", "workgroup cooperation, friendship and sincerity". Koys and Decotiis (1991) defined psychological climate as; it was examined in 8 factors: "autonomy", "trust", "commitment", "pressure", "support", "recognition", "justice" and "innovation". These studies shed light on Brown and Leigh's (1996) research and revealed the psychological climate in 6 factors: "contribution", "recognition", "challenge", "role clarity", "supportive management" and "self-expression". The psychological climate deals with employees' integration with or isolation from the organization (Kahn, 1990).

The contribution factor denotes the interaction of employees with organizational activities and their impact on them (Brown and Leigh, 1996). The employee feels psychologically positive due to the contributions he or she makes to the organization. The recognition factor refers to the recognition and acceptance of the employee's character and professional abilities. This also ensures that the employee efforts and contributions are appreciated. The challenge is to take risks in tasks without fear of the manager's reaction, despite the difficulty of the job. The role clarity factor pertains to an employee's capability to define his/her job responsibilities within the scope of his/her abilities. It is welcome to assign employees to an organization according to their abilities (Brown & Leigh, 1996). Supportive management requires providing the necessary working conditions to employee despite difficulties. Therefore, it is important to improve the working environment, provide physical conditions, and support the creative work environment. Self-expres-

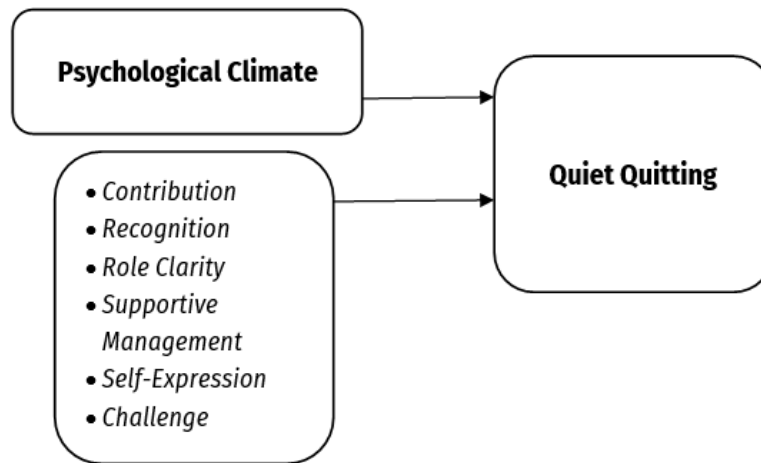
sion means that, under these positive conditions, an employee feels safe at work and can use opportunities for personal and professional development (Brown & Leigh, 1996; Kahn, 1990; Katari et al., 2013).

## The present study, model, and hypothesis

Following the literature review, a model hypothesizing the relationship between psychological climate and QQ behavior (QQB) among academicians was developed and presented in Figure 1, assuming that psychological climate influences QQB.

**Figure 1**

*Relationship between QQ and psychological climate.*



In line with the hypothetical model in Figure 1, the following research question was addressed, and then hypotheses\* were proposed:

*Research Question 1:* How and in what direction is the relationship between psychological climate perception and QQB?

- H<sub>1</sub>: Psychological climate perception will be related to QQB.
- H<sub>1a</sub>: Contribution will be related to QQB.
- H<sub>1b</sub>: Recognition is related to QQB.
- H<sub>1c</sub>: Role Clarity is related to QQB.
- H<sub>1d</sub>: Supportive management is related to QQB.
- H<sub>1e</sub>: Self-expression is related to QQB.
- H<sub>1f</sub>: The challenge is related to QQB.

*Research Question 2:* What are the reasons that push academics toward QQB?

## Method

### Data Set, Procedure, and Ethics

The research population comprises academics from both public and private universities in Türkiye. Data were collected using a survey method. The survey link was created through Google Forms and, distributed to academics via email and social media networks. Data collection occurred between March and April 2024, yielding responses from 216 academics, which were subsequently analyzed. According to the Council of

Higher Education, there will be a total of 184.021 academics in Türkiye as of 2024 (YOK, 2024). The research population comprises academics from both public and private universities in Türkiye. Data were collected using a survey method. The survey link was created through Google Forms and, distributed to academics via email and social media networks. Data collection occurred between March and April 2024, yielding responses from 216 academics, which were subsequently analyzed.

In the study, 53.7% (n=116) of the participants were women and 46.3% (n=100) were men; 56.9% (n=123) were between the ages of 22-41, 43.1% (n=93) were between the ages of 42-57; 81% (n=175) were doctoral graduates; 19% (n=41) had a master's degree. 91.2% (n=197) work at a state university and 8.8% (n=19) work at a private university.

In addition, ethical permission was obtained for the study with the decision of \*Artvin \*Çoruh\* \*University Scientific Research and Publication Ethics Board dated 20.02.2024 and numbered E-126514.

## Measures

**Psychological Climate:** To measure academics' psychological climate perceptions, the psychological climate scale developed by Brown and Leigh (1996) was used, consisting of 21 items and six dimensions (contribution, recognition, role clarity, supportive management, and self-expression). Cronbach's alpha values of the scale are contribution .78-.71; recognition .76-.70; role clarity .78-.76; supportive management .83-.85, and self-expression .83-.73. Because of the literature review, the five-point Likert scale was widely used. The scale was adapted to Turkish by Özek (2014). It has been observed that in many studies where the scale was used, it was generally used as a single dimension (Biswas, 2010; Balogun et al., 2013; Güler & Taşlıyan, 2022). Argon and Limon (2017) translated the four dimensions into Turkish as 19 expressions in their study. In the Turkish adaptation of the scale and the research conducted, it was seen that it was used as structures with different factors (single factor or four factors), independent of the original. To eliminate inconsistencies in the factor structure of the scale, exploratory factor analysis was performed. The analysis results before factor analysis (*Kaiser-Meyer-Olkin statistic* = 0.853; *Bartlett test*  $\chi^2 = 1912.999$ ;  $p < 0.001$ ) revealed that our data were suitable for factor analysis. According to the Kaiser (1960) criterion, the analysis results showed five factors explaining 48% of the variances (see Table 1). After removing the statements in the original scale but with a factor loading below .30 and the statements in more than one factor, the research hypotheses were analyzed based on the structure consisting of 15 statements and five factors in the final case.

**Table 1**

*Factor Analysis: Five-Factor Outcome*

Variables and Items	Factor Loading	Eigenvalue
<b>Self-Expression</b>		<b>6.567</b>
I feel free to be completely myself at work.	1.026	
The feelings I Express at work are my true feelings.	.624	
It is okay to express my true feelings in this job.	.485	
<b>Role Clarity</b>		<b>2.064</b>
Management makes it perfectly clear how my job is to be done.	.764	
The amount of responsibility and effort expected in my job is clearly defined.	.743	
The norms of performance in my department are well understood and communicated.	.697	
<b>Contribution</b>		<b>1.668</b>

Variables and Items	Factor Loading	Eigenvalue
Doing my job really makes a difference.	.806	
The work I do is very valuable to the organization.	.575	
I feel very useful in my job.	.474	
<b>Supportive Management</b>		<b>1.333</b>
My boss gives me the authority to do my job as I see fit.	.771	
My manager supports my ideas and ways of getting things done.	.719	
My boss is flexible in how I accomplish my job objectives.	.710	
I can trust my boss to support me in making decisions in the field.	.653	
<b>Recognition</b>		<b>1.172</b>
My superiors generally appreciate the way I do my job.	.568	
The organization recognizes the significance of my contributions.	.403	
<i>The eigenvalues, scree plots, and maximum-likelihood estimation results (available upon request) all supported a five-factor model.</i>		

**Quiet Quitting:** The scale developed by Anand et. al., (2023) was used to determine academicians' QQ levels. The scale consists of 7 statements and a single dimension. The Cronbach's alpha reliability value of the scale, which is rated using a 5-point Likert scale, was .829. The scale was used as a single factor in its original form. Because of the reliability analysis performed on the data, the Cronbach's Alpha value of the scale was found to be .822.

Five-point Likert-type scaling was used for all scales. Based on the formula  $4/5=0.80$ , 1.00-1.79 is considered quite low, 1.80-2.59 is considered low, 2.60 - 3.39 is medium, 3.40-4.19 is high and 4.20-5.00 is considered quite high.

"Why do academics exhibit QQB?" To find an answer to the problem, an open-ended question (*for example motivation, mobbing, organizational injustice, insufficient salary/additional rights, inadequate career opportunities, injustice in career development, lack of motivation, low job satisfaction, perceived job stress, etc. (Arar, 2023)*) was asked, which included statements obtained as a result of the literature review and allowed people to choose more than one option.

**Control variables:** We controlled for employee characteristics, including gender, age, and education.

Before analyzing the research hypotheses, normality and reliability analyses of the data were conducted. SPSS software was used for the analyses. The skewness value of QQB is .057, the kurtosis value is .504, Cronbach's Alpha value is .822; The skewness value of the psychological climate is .295, the kurtosis value is .161, and the Cronbach's alpha value is .780. The results demonstrate that the data are distributed normally and are reliable (See Table 2).

Multiple response analysis was carried out on the data that appeared to have a normal distribution to determine the reasons that pushed academicians to QQB. Frequency analysis was carried out on academic QQ levels and psychological climate perceptions. Correlation analysis was conducted to determine the relationship between academics' QQB and their psychological climate perceptions. A simple linear regression analysis was performed to determine the effect level of the relationship between variables.

## Results

### Descriptive statistics and correlations

Descriptive statistics and correlation values related to quiet quitting, psychological climate, contribution, recognition, role clarity, supportive management, and self-expression are presented in Table 2.

**Table 2**  
Summary Statistics And Correlation Analysis (N=216)

Variable	Mean	SD	Skewness	Kurtosis	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. QQ ( $\alpha=.822$ )	2.83	.844	-.057	-.504							
2. Psych. Clim. ( $\alpha=.780$ )	3.05	.558	-.295	-.161	-.372**						
3. Contribution ( $\alpha=.672$ )	2.41	.956	.441	-.327	-.501**	-.063					
4. Recognition ( $\alpha=.618$ )	3.54	.893	-.545	.324	-.387**	.502**	-.342**				
5. Role Clarity ( $\alpha=.862$ )	3.07	.988	-.241	-.544	-.301**	.759**	-.224**	.311**			
6. Supportive Man. ( $\alpha=.883$ )	3.16	.956	-.494	-.329	-.458**	.851**	-.355**	.430**	.574**		
7. Self-Exp. ( $\alpha=.801$ )	3.22	.938	-.450	-.363	-.434**	.768**	-.272**	.296**	.458**	.658**	

\*\* $p < .001$

As shown in Table 2, academics QQB and psychological climate perception levels are at medium levels. Because of the correlation analysis, it is seen that academicians' psychological climate perceptions are negatively significantly related to QQB ( $r = -.372$ ;  $p < .01$ ). In addition, it was concluded that all subdimensions of psychological climate perceptions were negative and significantly related to QQB. According to the correlation analysis results, hypotheses  $H_{1, 1a, 1b, 1c, 1d, 1e}$  were accepted.

As a result of the correlation analysis, a simple linear regression analysis was conducted to test the level of effect of psychological climate on QQB in the negative and statistically significant relationship between academicians' psychological climate perceptions and QQB.

**Table 3**  
Regression Model of the Effect of Psychological Climate on QQB

Model Summary					
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error in Estimate	
1	.372 <sup>a</sup>	.138	.134	.78511	
ANOVA <sup>a</sup>					
Model	Sum of Squa.	df	Mean Square	F	Sig.
Regression	21.206	1	21.206	34.402	.000 <sup>b</sup>
Residual	131.909	214	.616		
Total	153.114	215			
Coefficients <sup>a</sup>					
Model	Unstd. Coefficients	Std. Coefficients	t	Sig.	



	$\beta$	Std. Error	Beta		
<b>1 Constant</b>	4.548	.298		15.279	.000
Psychological Climate	-.562	.096	-.372	-5.865	.000

a. Dependent Variable: QQ

The results of the regression analysis are presented in Table 3. As can be seen, the  $R^2$  value is .138, which indicates the strength of the relationship found in the correlation analysis. The table indicates that psychological climate perception explains approximately 14% of the variance of QQB. The significance columns in the ANOVA and coefficients section indicate, that the model and the independent variable, psychological climate, are statistically significant at the  $p < 0.01$  level. When we look at the coefficient part, we see that the constant value of the equation is 4.548, and the coefficient of psychological climate perception is -.562. In other words, each unit increase in psychological climate perception leads to a.562 decrease in quiet quitting.

Academics were asked, "What are the factors that lead you to engage in QQB?" We asked a question with multiple options. The percentage of multiple answers to the question is shown in Table 4.

**Table 4**  
*Reasons for Pushing Academics to QQB*

	N	Percentage (%)
My manager's attitude and behavior	91	<b>8,6%</b>
Characteristic features of my manager	48	4,5%
Mobbing	52	4,9%
Micro/biased management approach	52	4,9%
Not enough time for academic publications	79	<b>7,4%</b>
No time for career development	58	5,5%
Organizational injustice	87	<b>8,2%</b>
Insufficient salary or additional rights	75	<b>7,0%</b>
Insufficient career opportunities	50	4,7%
Injustices in career development	72	<b>6,8%</b>
Lack of motivation	78	<b>7,3%</b>
My colleagues who exhibit this behavior	24	2,3%
Low job satisfaction	56	5,3%
Perceived job stress	46	4,3%
High-course load	53	5,0%
Unfair course distribution	37	3,5%
Person-job fit	14	1,3%
Inability to establish work-life balance	28	2,6%
This situation does not define me	64	6,0%
	<b>1064</b>	<b>100,0%</b>

Note: Since more than one option can be selected in this question, the number N exceeds the sample size.

As shown in Table 4, the leading reasons that push academics to exhibit QQB are the manager's attitudes and behaviors, organizational injustices, injustices in career development, lack of time for academic publications, lack of motivation, and insufficient salary/additional benefits.

## Conclusion and Discussion

During the COVID-19 pandemic, negative effects have emerged in business life in many areas. During the pandemic, it has been observed that the work-life balance of employees has been disrupted, and working conditions (especially in areas where the fight against the pandemic is most closely exhibited, such as the health sector) have become increasingly difficult (Boy & Sürmeli, 2023). Although the pandemic has made working conditions difficult, it involves a critical process that changes the perspective on work. This study aims to contribute to the under-researched field of the causes and effects of the concept by supporting it with quantitative research, examining the existence of QQ as an undesirable behavior in the organization in the academy, its reasons, the antecedents and consequences of quiet quitting, and whether the findings overlap with the literature.

Because of this research, it was determined that there is a negative relationship between academics' psychological climate perceptions and QQB. At the same time, it was concluded that all subdimensions of psychological climate perceptions were negatively related to QQB.

According to the research results, the perception of psychological climate affects QQB. Each unit's increase in psychological climate perception decreases quiet quitting. It is supported in the relevant literature that factors related to negative psychological climate affect quiet quitting. In his study, Lawless (2023) discussed QQB in academia. He stated that insufficient wages, staff insecurities, and failure to protect various rights against intense labor in the academy caused QQB. In the academy, breaking resistance to neoliberalization and improving unionization are seen as solutions. In another study, Soren and Ryff (2023) discussed the concept of decent working conditions and QQ. Negative feelings toward the workplace; it affects QQB by increasing insecurity, worthlessness, and work stress. Therefore, he argued that a decent work environment for employees plays a critical role in employee positive behavior in the workplace. Atalay and Dağıstan (2023) revealed that QQB is related to phenomena such as motivation, commitment, and citizenship that affect organizational climate.

According to the research results, the most obvious reasons that push academics to QQB are; the manager's attitude and behavior, organizational injustice, injustices in career development, lack of time for academic publications, lack of motivation, and insufficient salary/additional benefits. When the literature on the subject is examined, the factors that cause QQ are observed to be similar. Batista et al. (2024) identified, lack of career advancement, organizational commitment deterioration, and burnout as the main reasons for quitting. In their study, Formica and Sfodera (2022) emphasized that employees' perspectives on work and life have changed, especially after the global pandemic, and stated that working conditions, lack of work-life balance, and insufficient wages affect negative behaviors in the workplace. In the "Global Workforce of the Future" report of Adecco Group (2022), research conducted in 25 countries on quiet quitting; He stated that situations such as low wages, lack of career opportunities, and insufficient organizational support cause quiet quitting. Ulep (2023) interviewed 418 employees from different sectors. The study revealed that more than half of the participants' QQ were due to reasons such as insufficient salary, excessive workload, social security problems, poor communication, lack of career opportunities, and burnout. In his research, Johnson (2023) revealed that a lack of education, job dissatisfaction, and communication problems cause QQB in an organization. In his research, Serenko (2023) concluded that low motivation levels and burnout among employees affect QQB.

## Contribution to research

It is thought that the fact that the research was conducted among academics made an important contribution. The evaluation of scientists' perspectives on the issue increases the level of contribution to the solving the problem.

Lu et al., (2023) found in their study of academics that the global pandemic increased insecurity and dissatisfaction at work, and that situations such as burnout, excessive workload, and insufficient wages affected quiet quitting. Lawless (2023) stated that insufficient wages, staff insecurity, and failure to protect various rights lead to academics' QQB. Similar results were obtained in other studies conducted in the academy.

Two important factors that lead employees to QQ in an organization are identified. The first is the inability to maintain a work-life balance after the pandemic. Second Generation Z starts their business life (Öztürk et al., 2023). Serenko (2024) stated that quiet quitting, which is increasingly spreading in business life after the COVID-19 pandemic, has emerged as an issue that cannot be ignored. It is emphasized that it is expressed more particularly concerning the increasing role of Generation Z in business life (Serenko, 2024; Mirviz, 2023). Pevec (2023), in his literature review on the reasons for QQ in the organization; states that factors such as poor communication, job dissatisfaction, inadequacy in career opportunities, and failure to create a strong organizational culture increase employee turnover by reducing productivity and job quality. In parallel with this, Formica and Sfodera (2022) stated that dissatisfaction with working conditions causes negative feelings toward work. As can be seen, negative communication, job dissatisfaction, inadequate job opportunities, economic dissatisfaction, and the inability to establish a work-life balance create a negative organizational climate.

Our research results overlap with previous studies on the subject. Supporting the psychological climate in an organization prevent undesirable employee behaviors. Therefore, ways to improve the psychological climate in the organization should be sought.

## Practical Implications

By understanding the concept of QQ, which is a new concept in the organizational behavior literature, and obtaining more solid data on its antecedents and consequences, valuable suggestions are offered for employers to combat QQ problems in organizations.

Hamouche et al., (2023) stated on the tourism sector that QQ can be observed after behaviors such as cynicism and quiet. Therefore, QQ signals in an organization can be prevented by anticipating them.

The COVID-19 pandemic has changed business life, causing mental and psychological stress, especially for those who have difficulty managing work-life balance due to working from home (Liu, 2023). This process shows that the awareness of responsibility in business culture and employment contracts needs to be reviewed in detail once again (Yıldız & Özmenekşe, 2022; McPhail et al., 2024; Rowley, 2023). Because the existence or failure to prevent undesirable behaviors in an organization prevents achievement of goals. It has been stated that employees with negative job perceptions also negatively affect the emotions of other employees (Demirkaya et al., 2023). Boy and Sürmeli (2023) found that the incidence of QQB was higher among healthcare workers than among other sectors. It is observed that employees exhibit QQB for reasons such as excessive workload, inability to socialize, failure to meet wage expectations, anxiety, and burnout. Çimen & Yılmaz (2023) drew attention to preventive activities regarding QQ in their study. For this purpose, it

recommends measuring employee expectations and developing activities to increase job satisfaction. The study also emphasizes that QQ and its precursors change organizational culture. Galanis et al. (2023) found that burnout affected quiet quitting among nurses. In addition, job satisfaction reduces QQB. Therefore, different measures and suggestions should be developed for different sectors.

Healthy and safe work environments need to be created so that employees can re-motivate and focus on their work. It is important to direct employees' time outside of work to various activities so that they can have fun and socialize. In this way, employees can avoid stress and regulate their work-life balance. An employee who feels psychologically comfortable can be prevented from turning to QQB (Çalışkan, 2023). In their research to determine the relationship between employee commitment and quiet quitting, Nordgren and Björs (2023) found that there are significant relationships between low organizational commitment and quiet quitting. Boz et al., (2023) developed a scale; it was determined that the issues of lack of communication, commitment, organizational citizenship, and distrust were associated with quiet quitting. In their research on working mothers, Zhang and Rodrugie (2023) revealed that employees who had problems with maternity leave or could not get enough leave were more likely to exhibit QQB. The research emphasized that it is possible to prevent QQB in an organization thanks to a positive psychological climate in every sector and job.

## Limitations

There are some limitations to this research. The restrictions in question are the conduct of the research in Türkiye, the time limit, the statements of the participants in the research, and the area where it was conducted. For this reason, researchers are advised to conduct research in different countries.





Additionally, in the field of organizational behavior, studies can be conducted to determine whether employees engage in QQB and how their motivation, job satisfaction, organizational commitment, and performance are affected by QQB.



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