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## THE RELATIONSHIP BETWEEN ACADEMIC SELF-DISCIPLINE PERCEPTIONS AND QUIET QUITTING LEVELS OF UNDERGRADUATE STUDENTS\*

İsmail EROL\*

Semih ÇAYAK\*

İsmail KARSANTIK\*

### Abstract

The objective of this study is to investigate the relationship between undergraduate students' perceptions of academic self-discipline and their levels of quiet quitting. The study was conducted with 312 students pursuing their studies at higher education institutions in the Tekirdağ and Istanbul provinces. The Academic Self-Discipline Scale, developed by Şal (2022) and adapted into Turkish by Erduran Tekin & Şal (2023), and the quiet quitting Scale, developed by Savaş and Turan (2023), were employed as data collection instruments in the research which was designed in accordance with the relational survey model. The findings of the study indicated that undergraduate students exhibited high levels of academic self-discipline, while their levels of quiet quitting were at a medium level. Furthermore, the study revealed a negative yet moderate and significant association between academic self-discipline and quiet quitting levels among undergraduate students. The regression analysis demonstrated that undergraduate students' academic self-discipline perceptions were a notable predictor of their quiet quitting levels, thereby distinguishing the study from existing literature. In alignment with the findings of the research, recommendations were put forth with the aim of reducing the prevalence of silent resignation among undergraduate students and enhancing their academic self-discipline.

**Keywords:** Academic Self-Discipline, Quiet Quitting, Undergraduate Students, Higher Education

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\* Öğr. Gör. Dr., Tekirdağ Namık Kemal Üniversitesi, Çocuk Bakım ve Gençlik Hizmetleri Bölümü, ismailerol@nku.edu.tr, <https://orcid.org/0000-0001-8531-6001>

\* Doç. Dr., Marmara Üniversitesi, Eğitim Yönetimi ABD., semihcayak@gmail.com, <https://orcid.org/0000-0003-4360-4288>

\* Doç. Dr., Recep Tayyip Erdoğan Üniversitesi, Eğitim Yönetimi ABD., ismailkarsantik@gmail.com, <https://orcid.org/0000-0002-0279-7397>

## Lisans Öğrencilerinin Akademik Öz Disiplin Algıları ve Sessiz İstifa Düzeyleri Arasındaki İlişki

### Öz

Bu araştırmanın amacı lisans öğrencilerinin akademik öz disiplin algıları ve sessiz istifa düzeyleri arasındaki ilişkiyi incelemektir. Araştırma Tekirdağ ve İstanbul illerinde yükseköğretim kurumlarında eğitimlerine devam eden 312 öğrenci ile yürütülmüştür. İlişkisel tarama modelinde tasarlanan çalışmada veri toplama aracı olarak Şal (2022) tarafından geliştirilen ve Türkçe'ye Erduran Tekin & Şal (2023) tarafından uyarlanan "Akademik Öz Disiplin Ölçeği" ile Savaş ve Turan (2023) tarafından geliştirilen "Sessiz İstifa Ölçeği" kullanılmıştır. Araştırma sonucunda lisans öğrencilerinin akademik öz disiplin düzeylerinin yüksek, sessiz istifa düzeylerinin ise orta düzeyde olduğu sonucuna ulaşılmıştır. Ayrıca lisans öğrencilerinin akademik öz disiplin ile sessiz istifa düzeyleri arasında negatif yönlü, orta düzeyde ve anlamlı bir ilişki olduğu saptanmıştır. Yapılan regresyon analizi sonucunda ise lisans öğrencilerinin akademik öz disiplin algılarının sessiz istifa düzeyleri için anlamlı bir yordayıcı olduğu görülmüştür. Lisans öğrencilerinin sessiz istifa düzeylerinin akademik öz disiplin bağlamında incelenmesi çalışmayı ilgili literatürdeki diğer çalışmalardan farklılaştırmaktadır. Araştırmadan elde edilen sonuçlar doğrultusunda lisans öğrencilerinin sessiz istifa düzeylerini azaltmaya ve akademik öz disiplin düzeylerini artırmaya yönelik öneriler sunulmuştur.

**Anahtar Kelimeler:** Akademik Öz Disiplin, Sessiz İstifa, Lisans Öğrencileri, Yükseköğretim

### Introduction

Higher education students represent a crucial component of education system and business life, in terms of supplying qualified personnel and maintaining system viability. Educators must cultivate desired behaviours in higher education students, facilitate their growth across all domains, and instill self-discipline. Consequently, it is vital to identify opportunities that will enhance higher education students' success and academic self-discipline, while providing the necessary support for their studies.

The assessment of academic aptitude has been a longstanding focal point in the domain of educational research, with a historical emphasis on cognitive competencies as delineated within the curricula of various courses. However, recent scholarly contributions have begun to challenge the long-standing paradigms that prioritise cognitive abilities over other potentially influential factors. Uyulgan and

Akkuzu (2017) underscored the importance of considering not only the cognitive competencies encompassed in the course curriculum, but also the influence of diverse personality traits in evaluating the academic performance of students. One such personality trait is that of self-discipline. The concept of self-discipline is defined in the literature as "the ability of individuals to control their impulses and desires and to give up momentary enthusiasm for the sake of achieving long-term goals" (Budak, 2009). Self-discipline is a personality trait that involves control, responsibility and supervision of one's actions and is of significant importance in daily life (Tao et al., 2014). The notion of self-discipline is understood to encompass the ability to disengage from detrimental elements that may bear unfavourable consequences (Sasson, 2018). Within academic settings, academic self-discipline can be regarded as the external manifestation of the overarching concept of self-discipline (Pustaka, 2020). Academic self-discipline, therefore, can be defined as the capacity for self-control in pursuit of one's academic objectives (Tekin & Şal, 2023). As a significant predictor of academic success, academic self-discipline has been posited that it functions as a key differentiating factor between students who achieve success and those who do not (Duckworth & Seligman, 2005).

Individuals establish distinct objectives for themselves during their periods of leisure and endeavour to achieve these objectives. However, this effort is relative and may differ from one individual to another according to several factors, including personality traits, methods of goal achievement, motivation sources and psychological states. Some individuals may exert greater effort to attain their goals than others, and the source of this effort may occasionally originate from intrinsic motivation and personality traits (Erhan, 2021). In certain instances, individuals may be influenced by a multitude of factors within the workplace or beyond it. They may find themselves unable or unwilling to meet the demands of their profession, and may consequently avoid assuming responsibility by merely fulfilling the requirements of their role, as defined by the limitations of their position. They may also refrain from exerting additional effort to enhance their performance and

contribute to positive improvements. Consequently, they also deviate from the requisite standards of self-discipline. This phenomenon is referred to as 'quiet quitting'. Quiet quitting can be defined as a situation in which employees exhibit a lack of motivation and a negative attitude toward their work. Rather than resigning or quitting, they avoid taking responsibility and only perform the minimum required tasks. It is observed among teachers, students, employees, and individuals who have expectations in return for work and has a detrimental impact on business life in general and indirectly on the education system. The phenomenon of "quiet quitting" has been observed to potentially result in a decline in employee self-discipline and subsequent diminished performance, a phenomenon that may be attributable to the impact of unfavourable working conditions.

Recent years have seen significant transformations in the landscape of work, largely in response to global disruptions caused by many disastrous events. A particularly salient development within this evolving context is the phenomenon of "quiet quitting." As posited by Çimen and Yılmaz (2023), the phenomenon of quiet quitting has proliferated as a novel cultural phenomenon within the domain of global business since the mid-2020s. The shift in individuals' expectations regarding their working lives, their diminished emotional attachment to their jobs and workplaces, and the diverse meanings they ascribe to their professions have precipitated the advent of this concept. Quiet quitting can be defined as a kind of reluctance towards work and work life, discouragement, decreased respect for work/workplace, the perception that the labour and time spent are unnecessary, and a lack of job satisfaction. It is essential to investigate the underlying reasons for these situations and to compare the relationship between the concept of academic self-discipline and quiet quitting.

This study examines the relationship between academic self-discipline and the prevalence of quiet quitting among undergraduate students. It aims to contribute to the existing literature by elucidating the impact of academic self-discipline on

quiet quitting and raising awareness about academic self-discipline. The findings are presented in a framework that can inform future research in this area.

### **Academic Self-Discipline**

Academic self-discipline is a pivotal construct that exerts a substantial influence on students' capacity to adhere to educational standards and attain academic success. It comprises the self-regulatory behaviours indispensable for effective learning and performance. However, in order to define the concept of academic self-discipline, it is first necessary to understand the concept of discipline. A review of the literature reveals that the term "discipline" is typically defined as "order, behavior, or tendency in compliance with regulations and rules" (Gordon, 2002). The Turkish Language Institution (2024) offers a more detailed definition, describing discipline as "a community's meticulous and careful compliance with its laws and written or unwritten rules related to order; strict order, order bond, order."

Self-discipline has been identified as a personality dimension that establishes meaningful and consistent links with all job performance criteria, irrespective of the occupation in question. It is defined as the capacity of individuals to utilise their cognitive and volitional abilities in order to attain their desired outcomes and to sustain the standards they have set for themselves (Duckworth, 2009). Those who exhibit high levels of self-discipline are able to successfully complete their professional duties in a range of occupations. Additionally, a positive correlation has been identified between self-discipline and educational achievement (Barrick & Mount, 1991). It can be argued that self-discipline plays an instrumental role in facilitating learning and goal attainment (Gorbunovs et al., 2016, p. 261). This is because self-discipline encompasses the capacity of individuals to regulate their emotions and thoughts, plan their behaviours, and pursue their desired actions rather than actions compelled by external forces (Duckworth, 2009). Self-discipline provides the necessary source of motivation for setting and achieving goals, characterised by traits such as achievement, internal discipline, and regularity. However, it can be posited that individuals with a high level of self-discipline are

more proficient in developing future planning abilities and exerting effort (Çetin et al., 2015).

Individuals who lack self-discipline tend to seek immediate external reinforcement, which is often overtly visible to others. In contrast, those who possess high levels of self-discipline tend to pursue reinforcement that is beneficial to their own well-being and provides intrinsic motivation (Gottfredson & Hirschi, 1990). Self-discipline enables individuals to overcome indecision, weaknesses and amotivation in order to achieve their desired outcomes in any given situation (Sasson, 2003). Vasiloff (2003) identified the following characteristics as indicative of individuals with a sense of self-discipline: the ability to ask questions, the capacity to work in collaboration, the willingness to offer solutions, the development of social skills, high communication abilities, leadership qualities, the ability to complete tasks in a timely manner, the ability to allocate time for others, the capacity to develop solutions to problems, and effective listening skills. Upon examination of the research literature, it was also revealed that individuals with a high sense of self-discipline exhibit the following characteristics (Tortumlu, 2022):

- Demonstrates consistent fidelity to self and external obligations.
- Demonstrates resolve in implementing decisions autonomously.
- Demonstrates resilience in the face of adversity.
- Adherence to a regular schedule.
- Demonstrates the capacity to devise and implement plans and programmes in a manner consistent with their stated intentions.
- Does not defer the completion of tasks.

It is evident that self-discipline facilitates students' ability to concentrate on the objectives they have set for themselves by discouraging them from engaging in activities that they find enjoyable and pursuing lifestyles that they desire, in order to achieve their goals. Self-discipline is a significant predictor of academic success in students and is one of the most fundamental variables that differentiate successful students from their less successful counterparts (Duckworth & Seligman, 2005). This

situation gives rise to a new concept, namely that of 'academic self-discipline'. Academic self-discipline enables individuals to motivate themselves in order to achieve success in academic environments. The ability of students to control themselves in order to achieve the goals they set in educational environments is referred to as 'academic self-discipline' (Tekin & Şal, 2023). It can be observed that individuals who demonstrate academic self-discipline are less prone to making simple mistakes in educational settings. Furthermore, academic self-discipline enables individuals to motivate themselves to achieve their academic goals, to postpone their private hobbies and short-term desires, and to focus on their primary academic goals. Academic self-discipline can be defined as the ability to produce intrinsic motivation. It is hypothesised that students who are focused on their academic goals, motivated, and making progress in line with their goals will be successful in educational environments. It can be posited that there is a positive correlation between academic success and self-discipline (Zhao & Kuo, 2015). This correlation can be attributed to the concept of academic self-discipline. It has been observed that higher education students who demonstrate high levels of academic self-discipline tend to prioritise educational processes, exhibiting high intrinsic motivation during activities such as lessons, examinations and applications. This approach has been found to be an effective strategy for achieving academic success.

### **Quiet Quitting**

The concept of quiet quitting has its origins in the English term 'Quiet Quitting'. The emergence of the term 'quiet quitting' has been significantly influenced by the experiences of Generation Z during the ongoing pandemic. The phenomenon has been extensively discussed on the social media platform TikTok, where it has been monitored and documented extensively (Ellis & Yang, 2022). When the concept first emerged, it was viewed over 366 million times between September and November of 2022 on TikTok with the #quietquitting tag (Whiting, 2022).

Quiet quitting can be defined as the belief that investing a significant amount of effort into one's work will not be reciprocated, leading to the decision to continue with minimal effort (Yıldız & Özmenekşe, 2022). Kobak (2023) posits that quiet quitting is characterised by a tendency to devote minimal time and effort to work, prioritising personal and external commitments, and performing only the minimum required tasks. Calvery (2022) posits that the concept of quiet quitting is often perceived as a form of resignation from one's job. However, individuals do not actually quit their jobs; rather, they hold the belief that continuous progress and promotion in the workplace are necessary and normal. It has been observed that individuals who are in the process of quiet quitting tend to eschew placing work at the centre of their lives and continue their duties without being constrained by the 'work is life' culture (Çimen & Yılmaz, 2023). Conversely, it is asserted that those in the process of quiet quitting are more rigorous in defining their boundaries, undertaking only the tasks explicitly assigned to them and abstaining from responding outside of working hours. Wu, Imran and Fu (2020) posit that individuals who are discontented in their workplaces but unable to resign due to financial constraints or an inability to bear the costs associated with job searching and the transition to a new role may engage in a form of passive resistance towards their employer by providing only the minimum requisite labour.

It is evident that a considerable number of employers do not hold their employees in high regard. Such employers demonstrate a lack of appreciation for the achievements of their employees. Such circumstances result in employees experiencing a depletion of their energy, motivation, and self-confidence. As is the case with all individuals, employees endeavour to achieve success when they feel valued and appreciated. Research indicates that employees who perceive their achievements to be valued attach greater significance to their work and produce superior-quality output. Concurrently, their organisational commitment is enhanced, and they cultivate stronger connections between themselves and their workplaces



(Dawson & Ozick, 2022). Güler (2023) delineates the following symptoms indicative of an employee in the throes of quiet quitting:

- Absenteeism due to illness.
- Attendance at work outside the normal hours of the working day, whether this be arriving at work later than usual or departing from work earlier than the norm.
- Failure to work outside of normal working hours, particularly on public holidays and weekends.
- Failure to respond to work-related phone calls and emails during periods of absence.
- Inability or unwillingness to participate in meetings and planning sessions, as well as a decline in involvement in team projects.
- The avoidance of tasks or responsibilities for which no remuneration is provided.
- A lack of emotional investment in the requirements of the job.
- It is imperative that one does not neglect their private life and family due to work.
- A lack of enthusiasm or passion, which manifests as a reduction in productivity during the time spent on the job.

The concept of 'quiet quitting' has emerged as a response to the pervasive 'hustle and bustle culture' in the contemporary workplace, which often demands employees prioritise their professional obligations over their personal well-being. This development is indicative of a shift in workplace dynamics. Starling (2022) defines quiet quitting as a significant factor contributing to resistance against the prevailing 'hustle and bustle culture' in which employees are expected to prioritize their professional commitments over their personal time, health, and well-being. Çimen and Yılmaz (2023) have demonstrated that quiet quitting has a deleterious effect on organizational culture, productivity, and job performance in businesses. In

order to protect their employees from the negative consequences of quiet quitting, employers and managers should prioritize the following:

- First and foremost, it is imperative to comprehend the primary motivating factors behind quiet quitting. These include, but are not limited to, low wages, a dearth of professional growth and advancement opportunities, and an unfavorable working environment.
- It is recommended that managers attempt to comprehend the concerns of their employees, demonstrate recognition of their emotional state, and adopt a perspective that aligns with their circumstances.
- In the event that employees have engaged in quiet quitting due to low pay or a lack of growth opportunities, it would be advisable to offer them raises, promotions, development and training opportunities.
- Employees can be afforded greater responsibility and tasked with acquiring new skills and assuming more challenging roles within the company.
- In the case of employees who have entered the quiet quitting process due to poor relationships with their managers or coworkers, it would be beneficial to implement a coaching system or training programs to improve relationships and enhance communication.
- It is of the utmost importance that all parties involved prioritize the creation of a work environment that fosters happiness and autonomy among employees.

### **The Relationship Between Academic Self-Discipline and Quiet Quitting**

The development of self-discipline is of paramount importance within the context of the education system. It can be defined as the assignment of responsibility to students for their behavior, thereby enabling them to exercise control over their actions. This enables students to engage in cooperative behavior with their peers, assume responsibility for their actions, and develop social relationships with their

classmates (Bear, 2005). Individuals who possess a sense of self-discipline tend to adhere to the established procedures and norms within their organizational environments. This adherence often translates into enhanced performance, which in turn, contributes to a reduction in employee turnover (Kückelhaus et al., 2020). Self-discipline can be regarded as an intrinsic motivational force. The fostering of academic self-discipline in workplaces, schools, and educational environments allows individuals to focus on their work and enhance their academic performance. As Parlak (2021) asserts, self-discipline fortifies a constructive educational milieu by augmenting academic achievement and facilitating the cultivation of self-worth. Concurrently, it is evident that individuals with self-discipline demonstrate a proclivity for ethical conduct when competing with others and for the resolution of personal, social, or academic challenges through introspective means. The term "self-discipline" is not a mere description; rather, it denotes a process. It enables individuals to exercise patience, to regulate their own behavior, to take appropriate action to achieve their goals, to persevere in the face of adversity, and to act in accordance with their own desires, rather than in response to external influences (Duckworth, 2009; Sasson, 2018). In light of the aforementioned definitions, academic self-discipline can be understood as a state of being in which students are aware of their aspirations, endeavor to attain them, establish objectives for themselves, and strive to achieve these objectives within the context of an educational environment. This process is crucial for the comprehensive development of students in terms of cognitive, social, and emotional aspects. Students who demonstrate the capacity to regulate their behavior in order to fulfill the objectives they have set for themselves within an academic setting are those who have developed a sense of academic self-discipline.

The notion of quiet quitting is a concept that is inherently challenging to articulate and convey in words. This concept is also referred to in the literature as "intrinsic resignation." The intrinsic aspect of the concept elucidates the internal sentiments that employees conceal from external observers. However, it also

possesses a subjective quality. Accordingly, the concept of quiet quitting has emerged as a concept related to anxiety (Wortmann, 2013). In light of the aforementioned information, the concept of quiet quitting, which has emerged as a new phenomenon in response to evolving working conditions following the pandemic, work environments where employees feel undervalued, global economic crises, the rise in the proportion of Generation Z in the workforce, and related factors, conveys crucial messages to both employees and employers, underscoring the necessity for urgent attention. This phenomenon, which has manifested under various names and in disparate work environments, is once again coming to the fore under the designation of "quiet quitting." The rise in the number of employees experiencing burnout due to a lack of recognition and appreciation in the workplace, as well as burnout caused by various other factors, can potentially lead to a range of adverse outcomes that may have a detrimental impact on social cohesion and stability, beyond the mere loss of a significant portion of the workforce (Çalışkan, 2023). The decline in social peace can have a domino effect. Disruptions in economic and social life will also have a negative impact on education, and especially students who continue their education in higher education institutions, which are the last stage in the transition to working life, may run the risk of being involved in the process of "quiet quitting" even before they start working. This leads to prejudice against work and the employer, contempt for the profession and the material benefits it brings, self-devaluation and, as a result, chaos in society.

In the contemporary era, an educational approach that prioritizes individual differences has emerged, with the objective of fostering the development of students who are adept at rapid cognitive processing, demonstrate creativity, and are able to effectively navigate the exponential growth of information sources (Umay, 2004). From these efforts, it is evident that the development of strategies to maintain high levels of student motivation and focus on educational processes, goals, and future professions is crucial. One potential avenue for achieving this objective is for students to develop proficiency in academic self-discipline processes and internalize

the concept of quiet quitting. A review of the literature revealed no studies that have employed both academic self-discipline and quiet quitting variables in the context of undergraduate students. Consequently, this study, which examines the prevalence of quiet quitting among undergraduate students in the context of academic self-discipline, is a valuable contribution to the field.

### **Purpose of the Research**

The purpose of this study is to examine the relationship between academic self-discipline and levels of quiet quitting among undergraduate students. The following questions were asked in line with this general purpose:

1. What are the levels of academic self-discipline among undergraduate students?
2. What is the level of quiet quitting of undergraduate students?
3. Is there a statistically significant relationship between academic self-discipline and quiet quitting levels of undergraduate students?
4. Do undergraduate students' perceptions of academic self-discipline statistically significantly predict their perceptions of quiet quitting?

### **Methodology**

#### **Research Model**

This study, which examines the relationship between academic self-discipline and quiet quitting levels of undergraduate students, was designed in accordance with the principles of the relational survey model, one of the established quantitative research models. Survey models are research approaches that are intended to provide a detailed description of a past or present situation (Karasar, 2010).

#### **Study Group**

The study group comprises 321 students enrolled at Tekirdağ Namik Kemal University during the spring semester of the 2023-2024 academic year. The group was selected using the convenience sampling method. The personal information of the study group is presented in Table 1.

**Table 1:** Frequency and Percentage Values of Personal Information

	Groups	Frequency (f)	Percentage (%)
Gender	Female	253	81
	Male	59	19
	Total	312	100
Classroom	Preparatory Class	7	2
	1st grade	125	40
	2nd grade	68	22
	3rd grade	86	28
	4th grade	21	7
	5th grade	5	1
	Total	312	100
Faculty/School of Study	Faculty of Arts and Sciences	185	59
	Vocational School	40	12
	Faculty of Sport Sciences	38	12
	Faculty of Theology	29	9
	Faculty of Fine Arts, Design and Architecture	8	3
	High School	8	3
	State Conservatory	3	1
	Faculty of Economics and Administrative Sciences	1	1
	Total	312	100

As illustrated in Table 1, the sample group consisted of 253 female (81%) and 59 male (19%) undergraduate students, for a total of 312 participants. The undergraduate students participants were distributed as follows: 7 undergraduate students were in the preparatory class (2%), 125 undergraduate students were in the 1st grade (40%), 68 undergraduate students were in the 2nd grade (22%), 86 undergraduate students were in the 3rd grade (28%), 21 undergraduate students were in the 4th grade (7%), and 5 undergraduate students were in the 5th grade (1%). A total of 185 undergraduate students (59%) are enrolled in the Faculty of Science and Sciences, 40 (12%) in vocational schools, 38 (12%) in the Faculty of Sports Sciences, and 29 (9%) in other academic programs. The remaining undergraduate

students were distributed across a number of other academic units, including the Faculty of Theology (3%), the Faculty of Fine Arts, Design and Architecture (3%), the College (1%), the State Conservatory (1%), and the Faculty of Economic and Administrative Sciences (1%).

### **Data Collection Tools**

The data collection tool is comprised of three sections. The initial section comprises questions designed to elicit the personal information of the participants. The second and third sections include the "Academic Self-Discipline Scale," which was developed by Şal (2022) and subsequently adapted into Turkish by Erduran Tekin & Şal (2023), as well as the "Quiet quitting Scale," which was developed by Savaş and Turan (2023).

### **Academic Self-Discipline Scale**

The Academic Self-Discipline Scale, which assesses the level of academic self-discipline among undergraduate students, was originally developed by Şal (2022) and subsequently adapted into Turkish by Erduran Tekin & Şal (2023). The 5-point Likert-type scale comprises two sub-dimensions, namely study in plan and attention, and a total of 18 items. The T-test analysis conducted to ensure linguistic equivalence in the process of adapting the scale into Turkish revealed that there was no statistically significant difference between the total scores obtained from both forms, as desired. Furthermore, the results of the confirmatory factor analysis indicated that the model goodness of fit values were within the acceptable range ( $\chi^2(133) = 333.797$ ;  $p < 0$ ). The results yielded a value of 0.001 for  $\chi^2/sd$ , 0.06 for RMSEA, 0.91 for IFI, 0.91 for CFI, 0.92 for GFI, 0.90 for AGFI, and 0.05 for SRMR. The Cronbach alpha coefficient of the scale was determined to be 0.86 (Erduran Tekin & Şal, 2023).

### **Quiet Quitting Scale**

The Quiet quitting Scale, which measures the level of quiet quitting among undergraduate students, has four sub-dimensions and a total of 16 items: decreased

commitment, amotivation, socialization, and self-protection. The total variance explained by the four dimensions of the 5-point Likert scale is 76.7%.

When the values of the confirmatory factor analysis goodness of fit index were examined for the construct validity of the scale,  $\chi^2 / sd=2.708$ , RMSEA=0.07, PGFI=0.64, PNFI=0.77, GFI=0.90, AGFI=0.86, IFI=0.96, NFI=0.95, TLI=0.96, CFI=0.96 and SRMR=0.04 were obtained.

The Cronbach's reliability coefficient for the decline in commitment sub-dimension of the scale was .95, the Cronbach's reliability coefficient for the discouragement sub-dimension was .96, the Cronbach's reliability coefficient for the socialization sub-dimension was .94, and the Cronbach's reliability coefficient for the self-protection sub-dimension was .83. The Cronbach alpha reliability coefficient for the total scale was .94 (Savaş & Turan, 2023).

### **Data Collection and Analysis**

Prior to the collection of data from the undergraduate students who constituted the sample population for this study, approval was obtained from the Tekirdağ Namık Kemal University Scientific Research and Publication Ethics Committee (approval date: xxxx; approval number: yyyy). Once the requisite permissions had been obtained, the data were collected by delivering the link to the online form containing the data collection tools to the students who had volunteered to participate in the study. The data from 312 scales completed by participants via the provided link were included in the subsequent analysis. Prior to initiating the analysis, it was necessary to ascertain whether the collected data satisfied the unidirectional and multidirectional normality assumptions. According to George and Mallery (2003), the distribution of the data meets the normality assumption if the skewness and kurtosis coefficients fall within the range of  $\pm 2$ . Based on this information, the skewness and kurtosis values and Q-Q graphs of the data were examined and it was concluded that the scores of study in plan (-,29 to ,11), attention (-,72 to ,92), academic self-discipline (total score) (-,54 to ,67), amotivation (,38 to ,69), socialization (-,06 to -,17), self-protection (,03 to -,08), and quiet quitting (total



score) (.16 to .44) were within the normal distribution limits. Furthermore, it was noted that the anticipated and observed values of the data in the Q-Q graphs exhibited a tendency to cluster around a line with a slope of 45 degrees. This indicated that the distribution of the data could be considered to be normal (Can, 2014).

In the analyses, the significance of the difference between the means was tested at the .05 level of significance. In the interpretation of arithmetic means, the range of 1.00-1.79 was considered to indicate a "very low" level of performance, 1.80-2.59 a "low" level, 2.60-3.39 a "medium" level, 3.40-4.19 a "high" level, and 4.20-5.00 a "very high" level. In the interpretation of the correlation analysis, the range of .00-.30 was deemed to indicate a "low" level of relationship, the range of .31-.70 a "medium" level, and the range of .71-1.00 a "high" level of relationship (Büyüköztürk, 2011). Descriptive statistics, correlation, and simple linear regression analysis were employed to analyze the data.

### Findings

The mean, standard deviation and skewness- kurtosis values of undergraduate students' academic self-discipline and quiet quitting levels are presented in Table 2.

**Table 2:** Mean, Standard Deviation and Skewness-Kurtosis Values of Teachers Regarding the Variables of the Study

	$\bar{X}$	sd	skewness	kurtosis
1. Study in plan	3,17	,64	-,29	,11
2. Attention	3,80	,67	-,72	,92
3. Academic Self-Discipline (Total)	3,49	,60	-,54	,67
4. Decrease in Commitment	3,03	,96	,23	-,69
5. Amotivation	2,53	,62	,38	,69
6. Socialisation	2,81	,82	-,06	-,17
7. Self Protection	2,80	,69	,03	-,08
8. Quiet Quitting (Total)	2,79	,54	,16	,44

Upon examination of Table 2, it becomes evident that students exhibit high levels of academic self-discipline (scale total) ( $\bar{x}$ =3.49) and attention ( $\bar{x}$ =3.80), while their study in plan levels ( $\bar{x}$ =3.17) are moderate. Conversely, the students' levels of quiet quitting (scale total) ( $\bar{x}$ =2.79), decreased commitment ( $\bar{x}$ =3.03), amotivation ( $\bar{x}$ =2.53), socialization ( $\bar{x}$ =2.81), and self-protection ( $\bar{x}$ =2.80) were found to be at a medium level. Upon analysis of the standard deviation values, it becomes evident that the quiet quitting (scale total) exhibits the greatest degree of homogeneity, with a value of .54. Conversely, the group displaying the least homogeneity is that of the dimension of decreased commitment, with a value of .96.

### **The Relationship Between Academic Self-Discipline and Quiet Quitting Levels of Undergraduate Students**

The interrelationships between the dependent and independent variables are illustrated in Table 3.

**Table 3:** Relationship Between Academic Self-Discipline and Quiet quitting Levels the Variables of the Study

	Study in plan	Attention	Academic self-discipline (Total)
Decrease in Commitment	-,16**	-,12**	-,15**
Amotivation	-,26**	-,27**	-,30**
Socialisation	-,35**	-,37**	-,40**
Self-Protection	-,18**	-,18**	-,20**
Quiet Quitting (Total)	-,34**	-,33**	-,37**

\*\* $p < .001$ ;  $N=312$

As demonstrated in Table 3, there are notable correlations between all sub-dimensions of the academic self-discipline scale and all sub-dimensions of the quiet quitting scale at the  $p < .001$  level of significance. With regard to the total scores on the scale, a negative, moderate, and statistically significant relationship ( $r = -.37$ ;  $p < .001$ ) was observed between academic self-discipline and quiet quitting. This finding indicates that as academic self-discipline levels among undergraduate students increase, their level of quiet quitting decreases.

Subsequently, a regression analysis was conducted to ascertain whether the academic self-discipline scale score significantly predicted the quiet quitting scale score, in alignment with the study's objective. The results are presented in Table 4 below.

**Table 4:** Simple Linear Regression Analysis Results for the Prediction of Quiet Quitting Scale

Model	B	SE	$\beta$	t	p	R	R2	F	p
1.(constant)	3.944	.168		23.421	.000				
academic self-discipline	-.331	.048	-.367	-6.942	.000	.367	.135	48.186	.000

As demonstrated in Table 4, the results of the regression analysis conducted to ascertain whether the academic self-discipline scale scores of the students were a significant predictor of the quiet quitting scale scores revealed that the academic self-discipline scale was indeed a significant predictor of the quiet quitting scale score ( $F(1-310)=48.186, p<0.001$ ). The academic self-discipline scale accounted for 14% of the variance in the quiet quitting scale score ( $R^2= .14; p < 0.001$ ), demonstrating a statistically significant relationship. Upon examination of the t-test result pertaining to the significance of the coefficient of the predictor variable in the regression equation ( $B = -.33$ ), it becomes evident that the academic self-discipline scale is a significant predictor of the quiet quitting scale ( $p < 0.001$ ).

The regression analysis yielded the following regression equation for predicting the quiet quitting scale:

Quiet quitting can be calculated using the following equation: Quiet quitting =  $(-0.33 \times \text{Academic self-discipline}) + 3.94$ .

### **Conclusion, discussion and recommendations**

An understanding of the relationship between academic self-discipline and quiet quitting among undergraduate students can be achieved through the examination of various psychological and behavioural frameworks. The term "academic self-discipline" is defined as the capacity of a student to regulate their behaviour and emotions in the pursuit of academic goals. This is a crucial element that enables the maintenance of engagement and motivation throughout an academic

programme of study. In contrast, quiet quitting is typified by a withdrawal from academic responsibilities, whereby students merely fulfill the minimum requirements to pass, frequently as a consequence of stress, burnout, or a lack of motivation.

The objective of this study was to ascertain the impact of academic self-discipline on quiet quitting among undergraduate students. The relationship between academic self-discipline behaviours and quiet quitting among undergraduate students is characterised by a complex interplay of factors, including motivation, engagement, and emotional well-being. In opposition to this, the concept of quiet quitting, a term that has gained prominence in recent times denotes a phenomenon wherein individuals withdraw from their work or studies, electing to perform only the minimum necessary tasks, without exceeding the requisite level of effort (Galanis vd. 2023).

Research suggests that academic self-discipline is a crucial element in achieving academic success. It is widely accepted that academic self-discipline significantly impacts students' academic performance and overall engagement with the educational process (Burke, 2024; Geng, 2023). It can be argued that students frequently demonstrate a lack of self-discipline, which may manifest as a proclivity for passive withdrawal from academic pursuits. It has been observed that students who are experiencing elevated levels of stress or burnout may resort to what has been termed 'quiet quitting' as a coping mechanism. This entails the individual withdrawing from the academic challenges that they are facing rather than confronting them directly (Reavley & Jorm, 2010). This disengagement can reveal feelings of being overwhelmed or burnt out, or a perceived lack of connection to the wider academic environment (Sweet & Swayze, 2020). Sweet and Swayze (2020) discuss that a decline in psychological capital including academic self-discipline may prompt students to adopt a passive coping strategy, characterised by withdrawal from academic activities rather than direct confrontation of the underlying challenges. Also, it can be posited that students who experience difficulty in

exercising self-discipline may encounter obstacles in engaging with their academic responsibilities fully, which can give rise to feelings of disconnection and, ultimately, the manifestation of quiet quitting behaviours (Formica & Sfodera, 2022). Conversely, students demonstrating elevated degrees of academic self-discipline are more likely to achieve superior academic outcomes, as they possess enhanced capabilities in time management, goal setting and goal attainment, and resisting distractions (Zimmerman & Kitsantas, 2014). Elliot et al. (1999) present evidence that mastery goals, which are closely associated with self-discipline, have a positive effect on deep processing and persistence in the use of study strategies. Consequently, this leads to an improvement in academic performance.

In conclusion, it can be seen that the relationship between academic self-discipline and the practice of quiet quitting amongst undergraduates is one that is characterised by a reciprocal influence, whereby a lack of self-discipline can lead to a withdrawal from the academic process, whilst the fostering of self-discipline can result in greater levels of academic engagement and resilience against burnout. It is of the utmost importance for educational institutions to comprehend this relationship if they are to provide effective support for student success and well-being. The implementation of targeted interventions which promote self-discipline and address the contextual challenges faced by students can help to mitigate the risk of quiet quitting whilst also improving overall academic performance.

### **Limitations**

The research was conducted at two state universities in the cities of Tekirdağ and Istanbul. It is hypothesized that conducting similar studies with students enrolled in different academic institutions and different academic departments may enhance the generalizability of the findings. The data collected for this study were obtained via self-report data collection tools, which limited the scope of the findings to the responses provided by the participants in the measurement tools and the specific questions posed in those tools. It is thought that employing a combination of data

collection methods in future studies, such as observation and interviews, could provide a more comprehensive understanding of the subject matter.

### **Recommendations**

In light of the findings from this study, the following recommendations can be made to researchers and practitioners. The academic self-discipline behaviours of undergraduate students do not fully explain the prevalence of quiet quitting in the study. It is therefore essential to investigate the underlying factors that contribute to quiet quitting and its potential correlates. Furthermore, the efficacy of strategies designed to enhance academic self-discipline in reducing levels of quiet quitting remains to be ascertained. It is recommended that an investigation can be conducted into potential factors associated with quiet quitting. To reduce the prevalence of quiet quitting among students, it is fundamental that the university provides comprehensive guidance and effective guidance training. It is also crucial to investigate potential correlates of quiet quitting, including academic stress, mental health issues, and social support systems. The comprehension of these relationships facilitates the development of targeted interventions that address the root causes of quiet quitting. In addition, it is recommended that universities place a priority on the enhancement of academic support services, incorporating comprehensive guidance and counselling programmes. The effectiveness of these services in aiding students in the adept navigation of their academic obligations while preserving their well-being could be the focus of future research. Additionally, the implementation of longitudinal studies has the potential to elucidate the temporal progression of academic self-discipline and the phenomena of quiet quitting among students. This methodological approach would enable researchers to track changes in behaviour and attitudes as students progress through their academic careers. The resulting data could contribute towards a more comprehensive understanding of the long-term implications of quiet quitting. Furthermore, the integration of expertise from related domains, including psychology, education, and organisational behaviour, promises to enhance the comprehension of both quiet quitting and academic self-discipline.

Interdisciplinary research has the potential to generate novel solutions that address the multifaceted challenges associated with student engagement and well-being.

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