Management Analysis Journal 13 (3) (2024)

http://maj.unnes.ac.id

THE PHENOMENON OF QUIET QUITTING. HOW ORGANIZATIONAL FACTORS AFFECT EMPLOYEE PRODUCTIVE BEHAVIOR

Made Virma Permana[1]✉, Kris Brantas Abiprayu[2], Vini Wiratno Putri[3], Siti Ridloah[4], Altista Pradita Prismanti[5], Hanina Humaira[6], Fryza Naufal Laksmana[7]

[1,2,3,4,5,6,7]Managament, Faculty of Economics and Business, Universitas Negeri Semarang, Indonesia

Article Information

History of article:
Accepted August 2024
Approved September 2024
Published September 2024

Keywords:
Quiet Quitting, Organizational Factors, Employee Performance

Abstract

This study aims to analyze a model of productive behavior to overcome the phenomenon of quiet quitting. This study empirically examines the causes and implications of quiet quitting behavior in higher education. This study examines whether the condition of employees from various generations has experienced changes in working methods and mindsets that cause the phenomenon of quiet quitting. In the long term, this phenomenon is suspected to reduce the behavior of extra roles in the organization. This study will use a quantitative approach to examine the factors that can encourage the emergence of quiet quitting behavior in employees and its impact on performance. The number of samples used is 100-200 employees of public and private companies, with a distribution of varying range of positions and ages. The results of this test can help company leaders in Indonesia to identify quiet quitting behavior and can be used to mitigate the negative effects caused.

✉correspondence Address:
Sekaran Village, Gunungpati District, Semarang City, Central Java 50229
E-mail: madevirma@mail.unnes.ac.id

e-ISSN 2502-1451

INTRODUCTION

The term Quiet quitting was first introduced by Mark Boldger, which is an employee's behavior that minimizes effort and commitment to their work and even limits their efforts to complete their work (Buscaglia, 2022). In contrast to laziness, this behavior is a way to counter the exploitation that organizations carry out against their employees.

In recent years, Quiet quitting has begun to show "popularity" which is considered an instinctive response to burnout and the unattainability of work-life balance. The emergence of quiet quitting behavior can be explained through two theories.

First, The Job Demand-Resource Model of Burnout describes an imbalance between workload and job resources (organizational support, employee engagement) that is related to the level of stress at work that will affect employee health, behavior, and performance (Demerouti et al., 2001a) Second, the Conservation of Resource states, individuals struggle to obtain, and protect their resources (character status, energy). A reduction in one resource (e.g., work-life imbalance) will cause stress that leads to a change in work behavior (quiet quitting) (Hobfoll, 1989). For this reason, research was conducted to test various factors that cause quiet quitting in Indonesia.

Hypotheses Development

Quiet quitting is related to unreasonable job demands as well as employees' personal motivation to avoid *burnout* and maintain their mental health, with the results of a survey, eight out of ten employees who admitted to *quietly quitting* experienced *burnout* (Khan et al., 2022). This experience arises from high work stress that is difficult to overcome due to the lack of support and recognition from the organization for their efforts (Demerouti et al., 2001a; Maslach et al., 2018a). COVID-19 gave rise to some additional rules in the workplace, such as the use of face

masks, regular hand washing, and periodic health tests, all combined with a lack of social support and restrictions between work and personal life that led employees to choose *quiet quitting* (Hamouche & Chabani, 2021)
H1a: Burnout has a positive effect on quiet quitting

Burnout is suspected to have a negative effect on employee performance, including in various work sectors. Several reasons include burnout often leads to a decrease in productivity, because individuals who experience physical and emotional fatigue tend to lose focus and efficiency in completing daily tasks (Maslach et al., 2018b). In addition, burnout not only affects the quantity of work produced, but also its quality. Employees who experience burnout may lack the motivation or energy to meet high work standards, resulting in a decrease in the quality of their work (Taris, 2006).

In addition, burnout is also related to increased attendance and presenteeism, which is attendance at the workplace without adequate productivity. Employees who experience burnout are more likely to take sick leave or be present at work but with low performance (Demerouti et al., 2001b). The impact of burnout on employees' mental and physical health cannot be ignored either. Burnout can lead to a variety of health problems such as depression, anxiety, and sleep disorders, all of which contribute to decreased performance in the workplace (Melamed et al., 2006)
H1b: Burnout has a negative effect on performance

Employee dissatisfaction and disengagement affect employee turnover intentions (especially the younger generation) in the hospitality sector (Oh et al., 2023). Some research shows that one in ten employees reduce their work effort as a form of dissatisfaction with recognition at work, and an imbalance between finances, work, and personal achievement. The survey results also revealed that nine out of ten who quit without a vote could be spurred through promotions, greater recognition, salary increases, leave periods and health facilities.
H2a: Employee dissatisfaction & disengagement has a positive effect on quiet quitting

Employee dissatisfaction occurs when individuals feel that their expectations from the job are not being met, such as dissatisfaction with salary, recognition, working conditions, or career development opportunities. This dissatisfaction can lead to reduced motivation and morale, which in turn lowers performance. (Judge et al., 2001) found that job dissatisfaction is closely related to decreased performance in different types of jobs. Dissatisfied employees tend to be less initiatived, less innovative, and more likely to make mistakes, all of which negatively impact their work outcomes (Judge et al., 2001)

Whereas employee disengagement refers to a condition in which the individual does not feel emotionally or cognitively connected to his or her work. Disengagement often arises as a result of prolonged dissatisfaction or an unsupportive work environment. (Harter et al., 2002) indicates that employees who are not actively involved in their work are likely to exhibit lower performance, decreased productivity levels, and more absenteeism. Disengagement makes employees less motivated to contribute fully, reduces the quality of work, and ultimately harms the organization as a whole (Harter et al., 2002)
H2b: Employee dissatisfaction & disengagement negatively affects performance

One study found, "ineffective managers have three to four times as many *employees quietly quitting* with a percentage of 14% of *quiet quitting* employees compared to 20% of employees who put in extra effort at work." (Zenger & Folkman, 2022). Meanwhile, managers who are effective and have *employee engagement* see that 62% of employees are willing to put in extra effort and only 3% quietly *quitting.* The principle of quiet quitting employees shows that work is not the center of their lives, and is strengthened when managers cannot communicate organizational goals and strategies so that employees work with *minimal* effort (Smart & Chamberlain, 2016)
H3a: Leadership & management has a positive effect on quiet quitting

Effective leadership is one of the key factors that affect employee performance. Leaders who are able to provide clear direction, support their teams, and create a positive work environment are more likely to improve overall employee performance. (Bass, 1990) argues that transformational leadership, which involves inspiring, motivating, and developing subordinates, has a significant positive impact on employee performance. In a corporate environment, for example, a visionary leader can inspire employees to innovate more in teaching and research, thereby improving their productivity and quality of work. Research by (Harter et al., 2002) shows that supportive and participatory leadership is closely related to employee engagement, which in turn contributes to higher performance. Employees who feel supported by their leaders tend to be more emotionally and cognitively engaged in their work, leading to increased productivity and quality of work.
H3b: Leadership & management has a positive impact on performance

Each generation has a difference in coping with the consequences of the COVID-19 pandemic (McCartney et al., 2022). Generation

Z's experience of the pandemic is very negative because they are going through a difficult transition period both personally and professionally (Goh & Baum, 2021). Most of those who work in the tourism and hospitality industry have been laid off during the pandemic (Sun et al., 2022). In addition, many of them postpone graduation, which affects the delay of entry into the workforce and impacts relationships, health, and family. With these various things, in general, Generation Z is more susceptible to *quiet quitting behavior.*

H4: Quiet quitting will decrease performance

METHOD

The population to be studied is educators of various age levels, and positions in universities, both private and public in Indonesia. The number of samples from this study is 150 respondents.

To answer the research problem, two types of data were used, namely primary data and secondary data. Primary data was obtained by survey and questionnaire methods directly from the source/respondents. In this study, primary data will mainly be explored from respondents (perspectives from educators in universities). The population in this study is educators at universities in Indonesia. The sampling method in this study uses *the convinience method.*

Meanwhile, secondary data is obtained from data and information from documents/publications/research reports from agencies/agencies and other supporting data sources. The instrument that will be used in this study is in the form of a questionnaire with closed-ended and open-ended questions. Open-ended questions will later be used as a guideline for researchers in conducting the interview process with respondents. To achieve all these goals, after all the data was collected through interviews and filling out questionnaires, qualitative and quantitative analysis was carried out (using SEM-PLS). So that research results are obtained that can answer research questions at the initial stage

RESULT AND DISCUSSION

Descriptive Analysis of Respondent Characteristics

This study uses quantitative data obtained from the distribution of questionnaires to permanent and non-permanent employees. The distribution of the questionnaire will be carried out from June 1, 2024-August 19, 2024 through social media platforms and direct distribution. The distribution of the questionnaire was around 206 respondents who met the minimum sample size. This is with consideration that refers to the opinion of Ferdinand, (2014) which states that the right sample size is in the range of 100 to 200 respondents. Furthermore, the characteristics of the respondents in this study were grouped based on gender, age, field of work, and working period shown in table 1.

Table 1. Characteristics of Respondents

No.	Age Range (Years)	Total	Percentage
1	22–27	19	9.20%
2	28–33	42	20.40%
3	34–39	88	42.70%
4	40–45	32	15.50%
5	46–51	15	7.30%
6	52–57	7	3.40%
7	61–63	3	1.50%
No.	**Tenure (Years)**	**Total**	**Percentage**
8	<1 year	12	5.80%
9	1–5 years	55	26.70%
10	6–10 years	54	26.20%
11	>10 years	85	41.30%

Hypothesis Testing Results

1. Instrument Tests (validity test and reliability test)

Convergent validity and discriminant validity were used in this study. The following is an explanation of convergent validity and discriminant validity. Convergent validity is measured by factor loading for reflective indicator models. If the loading factor ≥ 0.30 or the loading factor and loading components are a significant indicator, then the indicator in question meets the convergent validity. Based on calculations using WarpPLS 6.0, it is shown that all statement items are claimed to meet convergent validity (Table 2). This is because the loading factor is ≥ 0.30, so all items will be used in this study.

Table 2. Factor Loading for The Reflective Indicator Model

	Burnout	DissEng	Lead	QuietQ	Perf	SE	P value
Burn_1	(0.864)	-0.048	-0.001	0.069	-0.134	0.056	<0.001
Burn_2	(0.868)	-0.076	0.052	0.034	-0.030	0.056	<0.001
Burn_3	(0.775)	0.453	0.034	-0.055	0.118	0.057	<0.001
Burn_4	(0.742)	-0.341	-0.022	0.010	0.076	0.057	<0.001

Burn_5	(0.868)	0.011	-0.062	-0.061	-0.008	0.056	<0.001
Diss_1	0.614	(0.708)	-0.043	-0.092	-0.072	0.058	<0.001
Diss_2	0.182	(0.791)	0.008	-0.061	-0.099	0.057	<0.001
Diss_3	0.084	(0.866)	-0.043	-0.066	0.038	0.056	<0.001
Diss_4	-0.147	(0.880)	0.030	-0.038	0.118	0.056	<0.001
Diss_5	-0.175	(0.848)	-0.023	0.112	0.083	0.056	<0.001
Diss_6	-0.151	(0.760)	0.048	0.068	-0.100	0.057	<0.001
Diss_7	-0.140	(0.882)	0.003	0.004	-0.042	0.056	<0.001
Diss_8	-0.145	(0.848)	0.037	0.083	0.051	0.056	<0.001
Diss_9	-0.015	(0.905)	-0.017	-0.018	-0.009	0.056	<0.001
Lead_1	-0.142	0.185	(0.900)	-0.051	0.022	0.056	<0.001
Lead_2	-0.026	0.088	(0.897)	0.060	0.116	0.056	<0.001
Lead_3	0.045	-0.003	(0.904)	-0.068	-0.028	0.056	<0.001
Lead_4	-0.017	-0.066	(0.864)	0.031	-0.030	0.056	<0.001
Lead_5	0.064	-0.121	(0.896)	-0.010	-0.053	0.056	<0.001
Lead_6	0.075	-0.086	(0.898)	0.039	-0.028	0.056	<0.001
QuietQ_1	-0.299	0.204	0.098	(0.577)	-0.043	0.059	<0.001
QuietQ_2	0.075	-0.251	0.033	(0.618)	0.109	0.059	<0.001
QuietQ_3	0.107	-0.069	-0.007	(0.834)	0.003	0.056	<0.001
QuietQ_4	0.147	-0.008	-0.107	(0.809)	0.125	0.057	<0.001
QuietQ_5	-0.030	0.191	-0.037	(0.684)	-0.022	0.058	<0.001
QuietQ_6	-0.079	-0.038	0.053	(0.772)	-0.169	0.057	<0.001
Perf_1	0.443	-0.251	-0.053	0.034	(0.555)	0.059	<0.001
Perf_2	0.457	-0.090	0.071	-0.030	(0.504)	0.060	<0.001
Perf_3	0.219	-0.217	0.269	0.131	(0.420)	0.061	<0.001
Perf_4	-0.338	-0.110	0.073	0.034	(0.790)	0.057	<0.001
Perf_5	-0.318	-0.117	-0.019	0.063	(0.786)	0.057	<0.001
Perf_6	-0.355	0.054	0.068	0.070	(0.812)	0.057	<0.001
Perf_7	0.135	0.152	0.030	-0.029	(0.723)	0.058	<0.001
Perf_8	0.055	0.115	-0.181	-0.025	(0.800)	0.057	<0.001
Perf_9	0.091	0.199	-0.111	-0.098	(0.765)	0.057	<0.001
Perf_10	0.035	0.076	-0.012	-0.102	(0.754)	0.057	<0.001

The validity of the questionnaire's discrimination is seen from the comparison of the square root of AVE (Average Variance Extracted) with the correlation coefficient, if the root of AVE is greater than the correlation coefficient with other variables, then the questionnaire is declared valid discriminatory.

Table 3. Akar AVE dan Koefisien Korelasi

	Burnout	**DissEng**	**Lead**	**QuietQ**	**Perf**
Burnout	(0.825)	0.711	-0.349	0.464	-0.565
DissEng	0.711	(0.834)	-0.376	0.575	-0.636
Lead	-0.349	-0.376	(0.893)	-0.284	0.323
QuietQ	0.464	0.575	-0.284	(0.722)	-0.518
Perf	-0.565	-0.636	0.323	-0.518	(0.704)

Based on table 3, the results of the AVE root and Correlation Coefficient tests showed that all question items were larger than the related correlation variables so as to meet the discriminant validity. This means that all statements are able to represent the problems in this research and are in accordance with the real conditions of the research object.

2. Reliability Test Results

The following is a table of instrument reliability test results:

Table 4. Composite Reliability dan Cronbach's Alpha

No.	Variabel	Composite Reliability Coefficient	Cronbach's Alpha Coefficient
1	Burnout	0.914	0.881
2	DissEng	0.953	0.944
3	Lead	0.960	0.949
4	QuietQ	0.865	0.811
5	Perf	0.904	0.881

Based on table 4, the results of the reliability test of the variables in this study illustrate that all variables meet the reliability of the composite because the composite reliability coefficient is > 0.70. All variables also meet the internal reliability of consistency due to Cronbach's alpha coefficient > 0.50, so all variables have met the composite reliability and internal consistency. This means that all questions are able to measure problems constantly, in other words the questionnaire can be said to be reliable.

3. Fit Model and Quality Indices

The model of the path analysis results can be seen in Figure 1.

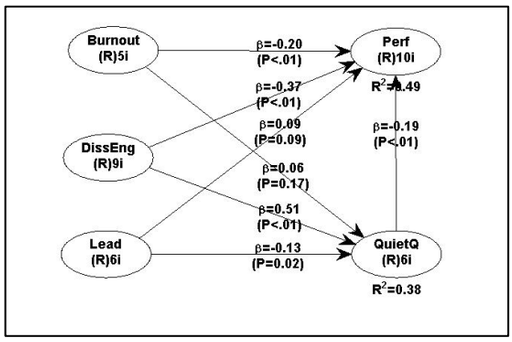

Figure 1. Model of Path Analysis Results Using WarpPLS

The criteria mentioned in the goodness of fit model table 4 are a rule of thumb, so the results, in fact, are not rigid and absolute. If there are one or two indicators of model suitability and a quality index, then it can be ensured that the model can still be used. The following are the test results in table 5.

Table 5. Fit Model and Quality Indices

No.	*Fit Model and Quality Indices*	Criteria of Fit	The Result of Analysis	Note
1.	*Average path coefficient* (APC)	p < 0.05	0.222(P<0.001)	Good
2.	*Average R-squared* (ARS)	p < 0.05	0.433(P<0.001)	Good
3.	*Average adjusted R-squared* (AARS)	p < 0.05	0.425(P<0.001)	Good
4.	*Average block* VIF (AVIF)	Accepted if < = 5, Ideally < = 3.3	1.799	Ideal
5.	*Average full collinearity* VIF (AFVIF)	Accepted if < = 5, Ideally < = 3.3	1.750	Ideal
6.	*Tenenhaus GoF* (GoF)	Small > = 0.1, medium > = 0.25, large > = 0.36	0.526	Ideal
7.	*Sympson's paradox ratio* (SPR)	Accepted if > = 0.7, Ideally 1	1.000	Ideal
8.	*R-squared contribution ratio* (RSCR)	Accepted if > = 0.9, Ideally 1	1.000	Ideal
9.	*Statistical suppression ratio* (SSR)	Accepted if > = 0.7	1.000	Ideal
10.	*Nonlinear bivariate causality direction ratio* (NLBCDR)	Accepted if > = 0.7	1.000	Ideal

It can be seen from table 6 that the goodness of fit model has good results in explaining the relationship between latent variables and their assumptions.

4. Hypothesis Testing Results

Hypothesis testing using resampling and t-test methods. The decision-making rules for testing hypotheses are as follows. If the p-value obtained ≤ 0.10 (alpha 10%), then it is said to be very weak. If the p-value ≤ 0.05 (alpha 5%), it is said to be significant. Finally, if the p-value ≤ 0.01 (alpha 1%), it is said to be significantly high, mentioned in table 6.

Table 6. The Hypotheses Result of Direct Influence

No.	Relationship Among Variables		Path Coefficient	P-Value	Effect Sizes	Note
H1a	Burnout	QuietQ	0.061	0.172	0.029	Not Supported
H1b	Burnout	Perf	0.208	<0.001	0.120	Supported
H2a	DissEng	QuietQ	0.513	<0.001	0.309	Supported
H2b	DissEng	perf	0.474	<0.001	0.310	Supported
H3a	Lead	QuietQ	0.129	0.022	0.041	Supported
H3b	Lead	perf	0.110	0.044	0.036	Supported
H4	QuietQ	Perf	0.194	0.001	0.102	Supported

Based on table 6, the results of the direct influence hypothesis test showed that there was no direct influence of Burnout on quiet quitting behavior with a path coefficient of 0.061 and p=0.172. Given that p >0.05, it is said to be insignificant, so H1a is not supported. Meanwhile, the results of the hypothesis test of the direct influence of the burnout variable on employee productivity showed a path coefficient value of -0.208 and p<0.001. Given that p <0.05, it is said to be significant, so H1b is supported. The negative path coefficient (-0.208) indicates that the higher the employee burnout rate, the lower their performance or productivity. Meanwhile, the relationship between the variable of work disengagement in employees and the variable of quiet quitting showed a direct influence as shown by the path coefficient values of 0.513 and p<0.001. Thus H2a is acceptable because the value of p <0.05 The positive marked path coefficient (0.513) indicates that the higher the level of work disengagement in employees will also increase quiet quitting behavior in employees. This also happens in the relationship between the variable of work disengagement in employees and the variable of employee performance. This is shown by the path coefficient value of -0.474 and p<0.001. Thus H2b is acceptable because the p value is <0.001. The negative marked path coefficient (-0.474) indicates that the higher the level of work disengagement in employees, the lower the level of employee performance. Furthermore, the relationship between the leadership variable and the quiet quitting variable also showed a direct influence which was shown by the value of the path coefficient with a value of -0.129 with p=0.StuRat (talk) 02:22, Thus H3a is also acceptable because the p value is <0.05. This also happens in the relationship between leadership variables and employee performance variables which also shows a direct influence which is shown by the value of the path coefficient with a value of 0.110 with p=0.044. Thus H3b is also acceptable because of the p value <0.05. While the relationship between quiet quitting behavior and performance showed a negative and significant influence relationship, this was shown by the path coefficient value of -0.194, with p = 0.001. Thus H4 is acceptable because the p value is <0.05. The negative signal path coefficient (-0.194) indicates that the higher the quiet quitting rate in employees, the lower the employee's performance rate.

CONCLUSION AND RECOMMENDATION

There is currently a dearth of empirical research that particularly examines the relationship between burnout and quiet quitting, despite the fact that burnout has been studied in great detail and the idea of "quiet quitting" is a relatively recent addition to the literature. The effects of burnout on performance, work satisfaction, and mental health have been the subject of much research, but the ways in which burnout motivates silent quitting behavior have not been thoroughly examined. In the meanwhile, this study aims to aid in the creation of the novel idea since we believe it is critical for companies to understand and address the problem of silent resignation. Burnout is frequently seen as the primary cause of silent quitting behavior. (Maslach & Jackson, 1981).

However, the results of evaluating the hypothesis about the effect of burnout on silent

quitting show that there is no empirical evidence to support this. This situation could be produced by a variety of factors, including the study's contextual setting, which is employees. According to research by Hakanen et al. (2006), teachers, both employees and teachers, have better intrinsic motivation and emotional commitment while experiencing high burnout. So, although burnout can be one of the reasons that affect silent leaving, there is a strong evidence that the two are not necessarily directly related, as observed in this study (Hakanen et al., 2006).

Burnout Decreases Employee Performance

This study's findings suggest that burnout can have a negative impact on employee performance. Burnout diminishes employee engagement at work, resulting in lower productivity and ambition to attain better achievements. Previous research has demonstrated that burnout causes employees to shun extra duties and focus solely on performing basic activities (Schaufeli and Bakker, 2004). Burnout frequently leads to lower productivity and quality of work, because persons who experience physical and emotional weariness struggle to focus and finish tasks efficiently. (Maslach & Leiter, 2016).

Burnout has also been linked to higher absenteeism and presenteeism (being present but not productive). (Schaufeli et al., 2009) discovered that employees who experienced burnout were more likely to take sick leave or remain at work despite feeling unable to function successfully. Employees may experience more canceled lessons, less time spent mentoring students, and a deterioration in the quality of preparation for teaching and research. Furthermore, burnout has a major influence on mental and physical health, including the risk of cardiovascular disease, depression, anxiety, and sleep difficulties, all of which impair work performance.(Melamed et al., 2006). In such a profession, it may indicate a lack of drive to experiment with new teaching methods, create novel curriculum, or undertake ground-breaking research, all of which are critical for organizational and professional development. Burnout has a broad and significant impact on employees' performance, health, and overall contribution within the institution.

Employee Dissatisfaction & Disengagement has A Positive Effect on Quiet Quitting (Positive)

According to the data, quiet resignation is a direct response to employee discontent and disengagement at work. Employee unhappiness is sometimes caused by issues such as excessive workload, inadequate remuneration, lack of recognition, and a lack of professional growth chances. (Judge et al., 2001) Employees who believe their contributions are undervalued or who are continually saddled with administrative responsibilities are more inclined to discreetly resign. Institutions must assess their policies, including workload, salary, professional development opportunities, and funding for research and teaching. Furthermore, institutions must develop a work climate that recognizes employees' contributions and allows them to participate in decision-making that affects their work (Schaufeli & Bakker, 2004).

Employee Dissatisfaction & Disengagement have A Positive Effect on Performance

The test in table 6 demonstrates that discontent and disengagement have an empirical effect on employee performance. The findings have several ramifications, including the quality of work. Judge et al. (2001). Employees feeling burdened by the high expectations of administrative work (Harter et al., 2002) This deterioration not only damages employees' individual careers, but it may also have an impact on the institution's global ranking. Furthermore, dissatisfaction and disengagement have a severe impact on employees' mental health as well as their performance. Employees who are consistently dissatisfied and disengaged may suffer greater levels of stress, which can lead to burnout and other mental health difficulties. (Schaufeli & Bakker, 2004).

Based on these findings, colleges should consider measures to improve employee engagement and satisfaction. Measures like as providing enough research assistance, increasing acknowledgment and appreciation for employee successes, and improving workload management can all help to reduce unhappiness and disengagement. Furthermore, developing mental and physical well-being programs created exclusively for employees can be a crucial step in preventing the negative impact of unhappiness and disengagement.

Leadership & Management has A Positive Effect on Quiet Quitting and Performance

The test results revealed that leadership and management had little effect on quiet quitting or performance, which may be attributed to a variety of factors. First, each employee's individual factor is more important. (Wrzesniewski et al. 2003) In his research on job crafting, he discovered that individuals frequently actively shape their own work motivations, irrespective of leadership or management influence. In this situation, people who are intrinsically motivated or can derive meaning from their job may be more resistant to inefficient leadership or poor management.They may remain committed to accomplishing a good job even if their boss's backing is inadequate.

Furthermore, businesses with a strong and independent organizational culture may have lower reliance on leadership and management. (Schein & Jossey-Bass, 2010) contends that a mature company culture can have a significant impact on employee behavior, perhaps outweighing leadership or management. In other situations, leadership or management may not have a substantial impact on quiet resigning.. (Schein & Jossey-Bass, 2010) In his research on the profession, he discovered that professionals frequently adhere to ethical and professional norms, which can buffer the detrimental impact of a less supportive workplace. In this instance, employees may continue to perform well and avoid resigning quietly, even if they do not feel supported by their leadership or management.

Quiet Quitting Will Lower Performance

Quiet leaving, which is defined by a drop in employee initiative and participation at work, has a clear correlation with decreasing productivity. According to (State of the Global Workplace Report - Gallup, n.d.), disengaged or disengaged employees are more likely to accomplish the bare minimum of work required to keep their jobs, rather than putting in extra effort. Quiet resignation frequently entails ignoring additional activities and projects that are regularly undertaken by the personnel involved. (Schaufeli & Bakker, 2004) Findings indicate that disengaged employees avoid extra tasks, which can hinder self-development and the potential to contribute more meaningfully to the organization.

Employees who depart quietly are also more likely to experience a drop in wellbeing and job satisfaction. (Taris, 2006) emphasizes that disengagement and neglect of key tasks are linked to increased stress and poor psychological well-being. Employees who are disengaged may be more vulnerable to burnout and depression, which can impair their performance even further. Employees' diminishing quality of life can also lead to a worsening cycle of disengagement, in which they gradually retreat from their professional positions, negatively impacting their long-term performance.

According to the facts and arguments presented, employee unhappiness and disengagement have a substantial influence on silent quitting behavior, which eventually has a detrimental impact on employee performance in corporate organizations. Quiet resignation occurs when employees just complete the bare minimum of tasks, with no additional effort or involvement. This conduct may lead to a decline in productivity, work quality, and contribution to innovation and corporate development. As a result, the organization's performance suffers, which can harm the company's reputation and long-term viability in a competitive marketplace.

Businesses must use effective measures to promote employee engagement and happiness. This can be accomplished through improved salary, performance-based awards, and a balanced workload arrangement of daily activities and other obligations. Better managerial support and a positive work environment can also help to reduce unhappiness and avoid quiet resignation. Organizations must also offer welfare and professional development programs. Maintaining a work-life balance requires the creation of a wellbeing program that focuses on employees' mental and physical health. Additionally, expanding access to professional development programs such as training and workshops can boost employee engagement and deepen their commitment to the organization. Organizations must also establish and strengthen a work culture that encourages cooperation, innovation, and autonomy. Organizations can lessen the danger of silent resigning by creating an environment in which employees feel valued and encouraged to create. Furthermore, firms should establish a system of regular monitoring and evaluation to spot indicators of employee disengagement and unhappiness. With proactive monitoring, management may handle emerging concerns and avoid silent quitting before they have an influence on the company's performance.

According to the research, employee unhappiness and disengagement have a major influence on silent quitting behavior, which has a detrimental impact on corporate performance. Quiet resignation reduces productivity, work quality, and employee contributions to the team, harming the organization and lowering its reputation. While leadership and management are crucial, the data indicate that individual and contextual factors such as intrinsic motivation, corporate culture, and external rules may have a greater influence on employee behavior. Further research should look at these aspects in greater depth, compare leadership styles, and explore interventions and ways to avoid quiet quitting. Longitudinal study across industries, as well as technology effect studies, are required to understand silent resignation over time and in a range of business scenarios. As a result, corporate organizations must focus on initiatives that boost employee engagement and satisfaction in order to assure optimal performance and firm viability. Organizations that apply these guidelines can increase employee performance, provide high-quality services and products, and strengthen their reputation and market competitiveness.

REFERENCES

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, *18*(3), 19–31.

Berg, L. D., Huijbens, E. H., & Larsen, H. G. (2016). Producing anxiety in the neoliberal university. *Canadian Geographies / Géographies Canadiennes*, *60*(2).

Buscaglia, M. (2022, November). *A quick look at the origins and outcomes of a trendy term*.

Chen, C. C., Zou, S. (Sharon), & Chen, M. H. (2022). The fear of being infected and fired: Examining the dual job stressors of hospitality employees during COVID-19. *International Journal of Hospitality Management*, *102*.

Demerouti, E., Nachreiner, F., Bakker, A. B., & Schaufeli, W. B. (2001a). The job demands-resources model of burnout. *Journal of Applied Psychology*, *86*(3).

Demerouti, E., Nachreiner, F., Bakker, A. B., & Schaufeli, W. B. (2001b). The job demands-resources model of burnout. *Journal of Applied Psychology*, *86*(3).

Goh, E., & Baum, T. (2021). Job perceptions of Generation Z hotel employees towards working in Covid-19 quarantine hotels: the role of meaningful work. *International Journal of Contemporary Hospitality Management*, *33*(5).

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, *43*(6), 495–513.

Hamouche, S., & Chabani, Z. (2021). COVID-19 and the new forms of employment relationship: implications and insights for human resource development. *Industrial and Commercial Training*, *53*(4).

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, *87*(2), 268–279.

Hobfoll, S. E. (1989). Conservation of Resources: A New Attempt at Conceptualizing Stress. *American Psychologist*, *44*(3).

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, *127*(3), 376–407.

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, *10*(2), 144–156.

Khan, A. K., Khalid, M., Abbas, N., & Khalid, S. (2022). COVID-19-related job insecurity and employees' behavioral outcomes: mediating role of emotional exhaustion and moderating role of symmetrical internal communication. *International Journal of Contemporary Hospitality Management*, *34*(7).

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, *2*(2), 99–113.

Maslach, C., Jackson, S. E., & Leiter, M. P. (2018a). Maslach Burnout Inventory Manual. In *Mind Garden, Inc*.

Maslach, C., Jackson, S. E., & Leiter, M. P. (2018b). Maslach Burnout Inventory Manual. In *Mind Garden, Inc*.

Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: recent research and its implications for psychiatry. *World Psychiatry*, *15*(2), 103.

McCartney, G., Chi In, C. L., & Pinto, J. S. de A. F. (2022). COVID-19 impact on hospitality retail employees' turnover intentions. *International Journal of Contemporary Hospitality Management*, *34*(6).

Melamed, S., Shirom, A., Toker, S., Berliner, S., & Shapira, I. (2006). Burnout and risk of cardiovascular disease: evidence, possible causal paths, and promising research directions. *Psychological Bulletin*, *132*(3), 327–353.

Motivation, competence, and job burnout. (n.d.). Retrieved September 1, 2024, from

Oh, H., Jeong, M., Shin, H. H., & Schweyer, A. (2023). Nonlinear effects of employee engagement and satisfaction on turnover intention. *International Journal of Contemporary Hospitality Management*, *35*(7).

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, *25*(3), 293–315.

Schaufeli, W. B., Bakker, A. B., & van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior*, *30*(7), 893–917.

Schein, E. H., & Jossey-Bass. (2010). The Three Levels of Culture. *Business Management: Organizational Culture and Leadership*, 23–33.

Shin, J. C., & Jung, J. (2014). Academics job satisfaction and job stress across countries in the changing academic environments. *Higher Education*, *67*(5).

Smart, M., & Chamberlain, A. (2016). Why do workers quit? The factors that predict

employee turnover. *Glassdoor Research Report Whitepaper*, *February*.

State of the Global Workplace Report - Gallup. (n.d.).

Sun, J., Leung, X. Y., Zhang, H., & Williams, K. (2022). Attracting Generation Z talents to the hospitality industry through COVID CSR practices. *International Journal of Contemporary Hospitality Management*, *34*(4).

Taris, T. W. (2006). Is there a relationship between burnout and objective performance? A critical review of 16 studies. *Work & Stress*, *20*(4), 316–334.

Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of Management Journal*, *43*(2), 178–190.

The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work - Book - Faculty & Research - Harvard Business School. (n.d.).

Wrzesniewski, A., Dutton, J. E., & Debebe, G. (2003). INTERPERSONAL SENSEMAKING AND THE MEANING OF WORK. *Research in Organizational Behavior*, *25*, 93–135.

Zenger, J., & Folkman, J. (2022). Employee Engagement: Quiet Quitting Is About Bad Bosses, Not Bad Employees. *Harvard Business Review*.