Silent disengagement: A case study on 'quiet quitting' among professors in Metro Manila's private higher education institutions amidst remote/hybrid work

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Abstract

This study investigates the phenomenon of 'quiet quitting' among professors in private higher education institutions (HEIs) in Metro Manila. Quiet quitting is a subtle form of disengagement, often in response to dissatisfaction with their employer. Leveraging the basic psychological need theory (BPNT), this research explores the causes, factors, and potential solutions to this issue. This study aimed to explore the occurrence of quiet quitting among university professors during the transition to online education amid the pandemic. The researchers conducted a cross-case analysis of eight respondents, identifying three basic psychological needs – competence, autonomy, and relatedness – as instrumental in preventing or precipitating quiet quitting. The findings demonstrate that institutions able to fulfill these needs were successful in curbing quiet quitting. The study also found that while literature largely frames quiet quitting as a work-oriented phenomenon beneficial to employees, professors saw it as detrimental to their self-realization and sense of purpose. The study contradicts the prevailing perspective that quiet quitting is solely driven by work-life balance, instead emphasizing the importance of intrinsic motivators such as purpose, responsibility, and commitment to students, in addition to extrinsic motivators like salary. The paper concludes with recommendations for institutions to focus on employee well-being, workload management, and provision of support programmes to address quiet quitting. It also suggests the potential use of the self-determination theory for future research on quiet quitting. This study expands the understanding of quiet quitting in academia, offering actionable insights for institutional strategy and policy development.

Keywords: Quiet quitting, higher education institutions, remote work challenges, job satisfaction strategies, basic psychological need theory

Introduction

In the midst of the COVID-19 pandemic, a unique workforce phenomenon known as quiet quitting gained global attention. While the concept originated in 2009, it garnered widespread recognition only in 2022. The pandemic-induced shift to remote work coupled with the viral TikTok trend amplified this phenomenon. Notably, it manifests as employees' silent resistance to unrealistic job expectations and heavy workloads (Schweyer, 2022; Lord, 2022).

Quiet quitting is characterized by low work engagement, job dissatisfaction, and reluctance to over-perform due to an unsatisfactory employee-employer relationship (Yikilmaz, 2022; Zenger & Folkman, 2022). Notably, this phenomenon has impacted various global workforces, including that of the United States and the United Kingdom (Schweyer, 2022; Lord, 2022). Moreover, its presence has been confirmed within the corporate sectors of non-western regions, such as the Philippines (Harter, 2022; SHRM, 2022; Alonso, 2022; Desiderio, 2023). However, current research predominantly focuses on Western corporate environments.

This phenomenon poses significant challenges for organizations, as it tends to lower productivity levels, thereby threatening business performance (Yikilmaz, 2022). Although it may seem to benefit employees by allowing them to maintain work-life balance, it ultimately presents a considerable managerial problem (Hare, 2022 as cited in Mahand & Caldwell, 2023). Despite this, strategies anchored in the basic psychological need theory suggest providing basic needs such as competence, relatedness, and autonomy to help mitigate quiet quitting (Aydin & Azizoglu, 2022).

However, research on quiet quitting remains concentrated within the corporate sphere, leaving a significant research gap within academic institutions. This study aims to investigate the phenomenon of quiet quitting among professors in selected private higher education institutions (HEIs), uncovering it causes, understanding professors' perspectives, and developing strategies to address it.

Literature review

Quiet quitting and the academic environment

Globally, various sectors, including academia, are grappling with the phenomenon of quiet quitting, an issue that permeates the modern workplace, leading to detrimental effects on productivity and performance. The term was coined by economist Mark Boldger, who initially defined the phenomenon to explain the "declining passion for achievement" (p. 582, as cited in Yikilmaz, 2022), and to describe the low commitment of employees to work (as cited in Mahand & Caldwell, 2023). It embodies employees' unvoiced withdrawal and disengagement from their roles due to unmet expectations, dissatisfaction, or lack of motivation. Although it does not involve formal resignation, the decline in their performance signifies an invisible, yet formidable, attrition process.

The quiet quitting phenomenon has implications in various sectors, including education. Academic institutions, like others globally, faced significant upheaval during the COVID-19 pandemic. The abrupt shift to remote and online learning presented several challenges, such as issues with infrastructure, access to technology, and instructor preparedness for virtual classes (Ancheta & Ancheta, 2020). Educators faced new burdens with the expectation of constant

availability and the need to innovate teaching methods to engage students remotely. Furthermore, some students and teachers struggled with the costs of necessary technological tools for remote learning (Dayagbil, Palompon, Garcia, & Olvido, 2021)

In the academic landscape, where nurturing minds is pivotal, understanding and improving employee-employer relationships are critical. The construct of the 'psychological contract,' an unspoken yet widely acknowledged set of mutual expectations and obligations between employees (educators) and employers (educational institutions) underscores this relationship (Sa, Ferreira, & Serpa, 2020). The efficacy of this contract significantly affects the institution's atmosphere, breeding either a healthy and productive or a discontented and non-performing workforce. Trust becomes a cornerstone in this context, shaping commitment and performance. Conversely, a breach of this contract leads to dissatisfaction, potentially escalating to quiet quitting.

Employee-employer relationship and the basic psychological needs theory (BPNT)
Declines in employer-employee relationships primarily stem from poor organizational leadership, absence of a reciprocal give-and-take relationship, and the organization's inability to anticipate and adapt to the dynamic global success predictors (Karnes, 2009). Successful relationships thrive on trust, open communication, shared decision-making, regular constructive feedback, cooperation, and fair treatment (Bashir, Ismat, & Mahmood, 2012; Abun et al., 2018). Organizations can bolster these elements by providing avenues for meaningful interactions beyond the workplace confines. For instance, employee participation in Corporate Social Responsibility (CSR) initiatives can cultivate interpersonal relationships, promoting a cohesive workforce and improving job satisfaction (Supanti, Butcher, & Fredline, 2013).

The basic psychological needs theory (BPNT), formulated by Ryan and Deci (2000), provides a valuable perspective on these relationships. BPNT suggests three fundamental psychological needs — autonomy, competence, and relatedness — intrinsic to individuals' motivation and well-being. In an academic environment, when principals and other institutional leaders create conditions favouring these needs, they can enhance their relationships with faculty members.

By providing constructive feedback on performance, organizations can foster competence, empowering individuals and making them feel valued. Similarly, endorsing a supportive and trustful environment satiates the need for relatedness and autonomy (Van den Broeck, 2013; Weibel, 2007). Thus, institutions can fortify their bonds with their staff by being sensitive to these needs and providing an environment that caters to them.

Work-life balance
The role of work-life balance in this complex tapestry of the academic work environment is significant. Work-life balance, as the term suggests, refers to an individual's equilibrium between

their work and personal spheres. This balance, however, is subjective, based on individual perceptions and circumstances (Kelliher, Richardson, & Boiarintseva, 2018). In academia, educators are subject to increasingly diversified tasks and escalating workloads, leading to a blurring of boundaries between work and personal life, adversely affecting this balance, and subsequently, job satisfaction (Fontinha, Easton, & Van Laar, 2019).

Women academics encounter unique challenges, as they often juggle research tasks with household responsibilities, emphasizing the need for robust support systems both within families and institutions (Dapiton, Quiambao, & Canlas, 2020). Moreover, while remote work, induced by the global pandemic, has brought the benefit of flexibility, it has often exacerbated work-life balance issues by blending work and personal time (Parham & Rauf, 2020).

BPNT, when applied to work-life balance, reveals some intriguing connections. While autonomy, a central psychological need, aligns positively with work-life balance, competence and relatedness have negative correlations (Fotiadis, Abdulrahman, & Spyridou, 2019). Highly educated individuals often prioritize work autonomy, which can inadvertently disrupt their work-life balance. This disruption can occur when the pursuit of autonomy leads to extended work hours or increased job stress, overshadowing other job satisfaction aspects like competence and relatedness.

Understanding the nuances of the academic work environment — from the psychological contract, quiet quitting, BPNT, to work-life balance — is essential to manage and improve employee-employer relationships. Institutions must uphold their psychological contracts with employees, nurture an environment conducive to their basic psychological needs, ensure reasonable work hours, and foster a sustainable work-life balance. Only by achieving this equilibrium can institutions hope to reduce quiet quitting and optimize the productivity and satisfaction of their workforce.

Research Gap

The academic work environment encompasses various aspects, including psychological contracts, BPNT, work-life balance, and the emerging issue of quiet quitting. However, the existing body of research presents notable gaps that warrant further investigation. Our study aims to fill a significant gap in the existing literature on quiet quitting. While there has been research on this phenomenon in various contexts, including Asia, the focus has largely been on the corporate sector. As Boy and Sürmeli (2023) point out, quiet quitting is not limited to the corporate world. It has also emerged as a significant issue in the global healthcare sector, particularly in the wake of the COVID-19 pandemic. This trend has been observed among healthcare workers who, faced with adverse working conditions, increased workload, and role conflicts, have started to disengage from their work, performing only the tasks within their job description without extra effort (Boy

& Sürmeli, 2023). Our study extends this line of inquiry by examining the phenomenon of 'quiet quitting' in the academic setting, an area that has been largely overlooked in the existing literature.

Methodologically, most extant studies are qualitative, with a striking absence of empirical investigations. The reliance on secondary data such as online articles, organizational reports, and academic journals, while helpful, isn't comprehensive enough. The absence of primary data collection like surveys or interviews implies a lack of direct insights from the affected individuals, hindering a comprehensive understanding of the phenomenon. Moreover, these studies have defined and interpreted quiet quitting differently, indicating a lack of consensus on its conceptualization.

In terms of theoretical foundations, research on quiet quitting is limited. A single framework, the BPNT, has been utilized to elucidate quiet quitting. The BPNT lens posits that a failure to satisfy any of the three fundamental needs — competence, relatedness, and autonomy — can drive individuals towards quiet quitting. However, this speculation is based purely on qualitative data, without statistical corroboration from primary data.

Taken together, these gaps underscore the need for a more systematic, empirically-grounded exploration of quiet quitting, particularly in academic settings. More comprehensive methodologies, diversified cultural contexts, and alternative theoretical frameworks can provide a nuanced understanding of quiet quitting. This understanding is vital for developing strategies to address the issue and ensure a productive, satisfied workforce.

Framework of the study

Figure 1 depicts the whole conceptual framework showing the different constructs of the study. The constructs are competence, autonomy, relatedness, and quiet quitting. None of existing quantitative studies provide evidence of the relationship between the basic psychological needs and quiet quitting. However, a qualitative study by Aydin and Azizoglu (2022) suggests that the lack of satisfaction with basic psychological needs may lead to quiet quitting, implying that satisfying basic needs can address the issue. Thus, the researchers base their conceptual framework on the suggestions of Aydin and Azizoglu (2022) that competence, autonomy, and relatedness can significantly explain the phenomenon of quiet quitting.

In line with this framework, the constructs are conceptually defined as:
- Quiet quitting - is a situation wherein employees withdraw by exhibiting low work engagement and job dissatisfaction against workplace issues (Yikilmaz, 2022) and being unwilling to over-perform due to a non-meaningful relationship between them and the employer (Zenger & Folkman, 2022), and often to sustain work-life balance in a highly pressured workplace environment (Hare, 2022 as cited in Mahand & Caldwell, 2023).

- Competence - concerns the feeling of effectiveness and mastery to interact effectively within the environment through challenges and enhance skills (Ryan & Deci, 2020; as cited in Aydin & Azizoglu, 2022)
- Relatedness - refers to the desire to have a sense of belonging and to be able to connect with others in a community (Legault, 2017; as cited in Aydin & Azizoglu, 2022).
- Autonomy - indicates the willingness and desire to undertake an action based on volition (Deci & Ryan, 2000; as cited in Aydin & Azizoglu, 2022; Vansteenkiste et al., 2020; QMR Care, n. d.).

Figure 1: Framework of the study
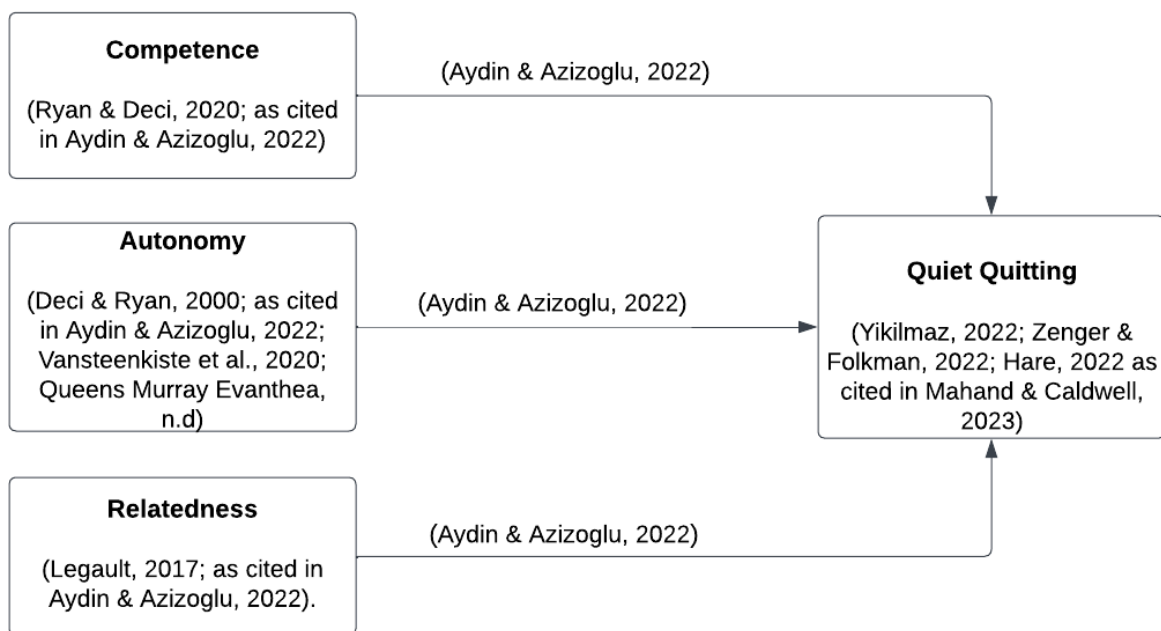
Source: Authors' own. Adapted from various studies such as Ryan & Deci (2020), as cited in Aydin & Azizoglu (2022); Legault (2017), as cited in Aydin & Azizoglu (2022); Vansteenkiste et al. (2020); QME Care (n. d); Yikilmaz (2022); Zenger & Folkman (2022); Hare 2022, as cited in Mahand & Caldwell (2023).

Additionally, the researchers aim to the test the following propositions:

Proposition 1: When employees perceive a deficiency in their competence, autonomy, or relatedness, they are more likely to engage in quiet quitting behaviours. This is because these factors are integral to job satisfaction, and their absence can lead to disengagement and withdrawal from work responsibilities.

Failure to satisfy the three basic psychological needs can result in quiet quitting by employees. They are incompetent in performing tasks and managing the environment, unable to control and decide over work and life, and have meaningless relationships with their employers.

Proposition 2: Professors may engage in quiet quitting due to factors such as low work engagement, job dissatisfaction, unwillingness to overwork due to unsatisfactory employee-employer relationships, or a strong emphasis on work-life balance.

Current studies on quiet quitting have presented four indicators of the phenomenon, which are displayed under the quiet quitting construct in the operational framework. As such, the researchers theorize the same four indicators as factors of quiet quitting.

Proposition 3: While quiet quitting may have potential benefits for employees, such as improved physical and mental well-being and better work-life balance due to a reduced workload, it can also have negative impacts on employers and organizations, including decreased productivity.

Quiet quitting employees are willing to work but with a minimum effort. They would not let work interfere with life. They work minimally to prevent burnout and maintain a work-life balance. Significantly, it is beneficial to their overall well-being. However, employees doing the bare minimum will have detrimental effects on the overall performance of a company due to loss of productivity. Quiet quitting employees may be subjected to layoff or other organizational penalties due to not working, which is considered detrimental to the employees. However, it must be noted that quiet quitting employees work, but do not over-perform while doing tasks not included in their job description, unpaid, and unrecognized or due to work problems. Moreover, it is the problem of the organization that contributes and leads employees to quiet quit. As such, penalizing or laying off quiet quitting employees are only band-aid solutions that cannot address the core issue.

Proposition 4: Addressing quiet quitting effectively requires meeting the basic psychological needs of professors, including competence, autonomy, and relatedness, to ensure their full satisfaction.

Similar to how quiet quitting results from not satisfying basic psychological needs, it is proposed that new managerial courses of action centred on satisfying competence, autonomy, and relatedness needs can be some ways to address quiet quitting among professors.

Methodology

The research engaged professors from select private higher education institutions (HEIs) in Metro Manila as respondents. The study specifically targeted millennial or Generation Z professors with at least a year of teaching experience in a remote / hybrid setup during the pandemic. These respondents provided valuable insights into the quiet quitting phenomenon from their unique perspectives.

The study utilized a semi-structured interview questionnaire, focusing on the areas of competence, autonomy, relatedness, and quiet quitting, in line the framework established in the study. The questions explored respondents' experiences managing their new work environments, level of autonomy, sense of connection or isolation, level of engagement and job satisfaction in the current work setup.

We employed a multiple-case design and cross-case analysis, as per Yin's (2018) guidelines, to accommodate the diverse experiences of professors across different institutions. By using consistent interview questions and constructs across all cases, we aimed to develop both literal and theoretical replications. The cross-case analysis began with a thematic analysis to generate themes from respondents' answers, guided by the literature review. These themes formed part of a cross-case report, which was then used to compare findings, interpret similarities, and contrasting differences among the cases.

Case descriptions

Case 01

Respondent 1, a part-time faculty member at the time of the interview, who transitioned to full-time next semester, managed well under pandemic-induced work conditions. Despite initial technological challenges, he adapted to online teaching tools, making his classes efficient and less stressful. He was highly motivated to provide a quality educational experience despite the inability to interact closely with students in an online setting. The freedom to design his teaching methods (autonomy) boosted his job satisfaction, although he experienced conflict due to the limited non-teaching activities available during the lockdown. Social interactions were limited to work-related discussions, which were missing the usual warmth of physical meetings. He was partially satisfied with his relatedness to the institution and co-workers. Despite mental exhaustion from juggling teaching and doctoral studies, his strong commitment to the students and the institution prevented him from 'quiet quitting'. His motivation remained high, driven by a sense of purpose and a desire to influence young minds positively, rather than focusing solely on salary.

Case 02

Respondent 2, a full-time faculty member and OIC chairperson of the information technology (IT) programme in her institution, navigated the increased workload during the pandemic by delegating tasks and incorporating digital tools like Zoom into her teaching. She values feedback, autonomy, and decision-making integrity, despite dealing with work pressures. She maintains strong relationships with her colleagues and heads, leading to high satisfaction in her job's relatedness aspect. Although she experiences moments of dissatisfaction and energy depletion, she does not resort to quiet quitting due to her strong sense of responsibility and accountability. Despite advocating for better work-life balance and more institutional support for

breaks, her motivation remains high, driven by a desire for personal growth and fulfillment of purpose.

Case 03

Respondent 3, a part-time faculty, found the transition to online teaching during the pandemic challenging, significantly increasing his preparation time for lectures. However, his institution provided training in online teaching tools, which, despite initial struggles, helped him to adapt effectively. He expressed doubts about online teaching due to the lack of immediate student feedback, creating a feeling of reduced competence. Nonetheless, he managed this uncertainty by seeking reactions from students. His institution allowed him full autonomy in teaching, but he experienced conflict due to repetitive student queries and increased workload. Although satisfied with his institution's care during the pandemic, he missed some pre-pandemic benefits. He remained committed to teaching due to a sense of responsibility, but expressed a possibility of 'quiet quitting' due to institutional shortcomings. He believes better policies could improve working conditions and prevent this phenomenon.

Case 04

In a remote work setup due to the pandemic, Respondent 4, a faculty member teaching National Service Training Program and Filipino Psychology, has managed to establish a conducive workspace and effectively use technological tools for online teaching. Despite satisfaction with her mastery of her role and autonomy in lesson delivery, she expresses concern over a mounting workload and administrative tasks outside her primary teaching role. The remote setup has also negatively impacted her sense of relatedness, resulting in feelings of social isolation. While her relationship with colleagues remains strong, she reports limited interaction due to online work. Experiences of quiet quitting manifest in low work engagement and job dissatisfaction, attributed to an overwhelming workload and the lack of work-life balance. The institution's interventions such as equipment support and community-building activities partially alleviate her dissatisfaction. The respondent still perceives quiet quitting as detrimental to her motivation and career progression.

Case 05

Respondent 5, a part-time faculty member with two years of teaching experience, holds a full-time corporate job alongside his teaching responsibilities. Limited to teaching two courses each semester due to scheduling conflicts, he expresses a desire to conduct more classes given his fondness for teaching. Throughout the pandemic, he managed to stay updated with the changes and was content with his competence. The institution's flexibility, allowing asynchronous classes, enabled him to exercise full autonomy in making his classes interactive. His relatedness needs were also met, as he found his colleagues and the institution supportive and easily accessible for queries. Despite full satisfaction with his psychological needs, he indicates willingness to contribute more if the institution could improve compensation.

Case 06

Respondent 6, a full-time market surveillance analyst and part-time faculty at his alma mater, appreciates the training programmes provided by the university to help him adjust to the new online teaching environment, enhancing his competence and enabling productivity. His autonomous approach towards teaching, constrained by institution guidelines, meets his teaching style and has earned him satisfaction. Despite pressures of upholding high standards set by previous professors, he appreciates the institutional freedom. His former association with the institution aids in fostering good relationships and promoting a sense of belonging, thereby fulfilling his relatedness needs. Despite his engagement and competence, he frequently perceives room for improvement, using any dissatisfaction as a motivational tool. The respondent believes quiet quitting, while valid, should not be encouraged in academia due to its potential impact on student outcomes. Institutional interventions, like training programmes and academic freedom, are appreciated.

Case 07

Respondent 7, a full-time faculty member handling an NSTP department, experienced significant workload increase during the pandemic. Despite initial challenges, he adapted to the online environment, although he struggled with communication barriers and struggled to engage students remotely. His feelings of helplessness, failure, and ineffectiveness were mitigated through the institutional support programmes. His autonomy needs were somewhat met because of the balancing of personal standards with the limitations of his position, despite the pressure and the occasional feeling of being unappreciated. He maintained good relationships with his colleagues despite the online work environment but felt undervalued when not adequately compensated for additional tasks. He admitted to low work engagement at the height of the pandemic, but mitigated this through hobbies and support networks. Despite these challenges, he remained committed to his teaching career.

Case 08

Respondent 8, a full-time sociology faculty member, adapted quickly to online teaching due to prior corporate experience. Despite initial challenges, he ordered new equipment to enhance his teaching and adopted techniques to increase student participation. His competence was acknowledged through positive student feedback, fueling his satisfaction. He was the master of his course content because of significant autonomy, and despite pressure to adapt materials online, maintained a high level of integrity. He has a strong bond with his colleagues, sharing ideas and challenges. Despite feelings of loneliness due to reduced student interaction, he didn't allow them to affect his productivity. A strong employee-employer relationship motivated him to go above and beyond his duties. His previous experience of 'quiet quitting' in a stressful corporate

environment made him appreciate his current role more and instilled in him the importance of discussing workplace problems.

Analysis and discussion

Cross-Case analysis

In the process of analyzing various perspectives on quiet quitting and its relation to psychological needs, the study presents mixed findings from respondents, as summarized in Table 1. Proposition 1, stating dissatisfaction with psychological needs leads to minimal effort or quiet quitting, was not supported by respondents 2, 5, 6, and 8. In contrast, the experiences of respondents 4 and 7 confirmed the proposition, while respondents 1 and 3 only partially agreed. Proposition 2, which suggests that encountering factors of quiet quitting leads to such behaviour, found no support from respondents 1, 3, 5, and 6. Respondents 2, 4, and 8 partially agreed, while respondent 7 fully concurred. Proposition 3, viewing quiet quitting as beneficial, was refuted by most respondents, except respondent 3 who agreed, and respondent 5 who didn't provide an opinion. Finally, Proposition 4, which suggests that satisfying psychological needs can address quiet quitting, was supported by most, with respondent 4 only partially agreed. It was also noted that psychological needs are not the sole factor influencing quiet quitting, other critical elements were also highlighted for further discussion.

Proposition 1: When employees perceive a deficiency in their competence, autonomy, or relatedness, they are more likely to engage in quiet quitting behaviours. This is because these factors are integral to job satisfaction, and their absence can lead to disengagement and withdrawal from work responsibilities.

In the study, the three psychological needs of competence, autonomy, and relatedness were investigated among the respondents, all of whom are academic faculty in different universities. It was found that all of the respondents experienced competence in their work, though this varied in expression depending on the respondent. Several factors influenced their competence, including the academic freedom granted by their institutions, their expertise in the subject matter, and the tools and platforms they used for teaching. This did not prevent feelings of conflict and pressure, however, leading some respondents to consider quiet quitting, where they would maintain their jobs but reduce their work output.

The second psychological need of autonomy was also universally experienced by the respondents. All were given a degree of autonomy by their institutions to decide how to teach their courses, which varied between respondents due to different institutional policies. However, this autonomy did not prevent conflicts and pressure from arising. Instances of dissatisfaction due to pressure and conflict, such as overwork or lack of support from their institutions, could lead to quiet quitting, as seen in the cases of respondents 4 and 7.

Relatedness, or the sense of belonging and connection with others, had contrasting findings among the respondents. Some respondents felt disconnected due to the shift to remote work, while others felt a deepening of relationships due to increased support and cooperation. The use of digital technologies helped maintain a sense of belongingness. Institutions provided various initiatives to maintain a sense of relatedness, but limitations existed. Dissatisfaction due to isolation or exclusion could also lead to quiet quitting.

In conclusion, all respondents experienced a lack of satisfaction in some of the psychological needs, but only respondents 4 and 7 quiet quit due to their institutions' failure to sufficiently satisfy their psychological needs. These findings support the first proposition of the study, asserting the relationship between the nonfulfillment of psychological needs and the phenomenon of quiet quitting.

Proposition 2: Professors may engage in quiet quitting due to factors such as low work engagement, job dissatisfaction, unwillingness for extra work due to unsatisfactory employee-employer relationships, or a strong emphasis on work-life balance.

The study delves into quiet quitting among professors, examining factors like low work engagement, job dissatisfaction, weak employee-employer relationships, work-life imbalance, and prioritizing personal life. The respondents' experiences varied. Respondents 1, 2, 4, and 7 showed low work engagement due to exhaustion, workload, and loss of purpose in education. Job dissatisfaction was expressed by respondents 2, 3, 4, 6, 7, and 8 due to work uncertainty, overwork, and a belief that they could perform better. Regarding employee-employer relationships, respondents 1 and 8 put in extra effort due to meaningful relationships, whereas 2, 3, 7, and 4 would quit or perform minimal work if the relationship was meaningless.

On the matter of work-life balance, only respondents 5 and 6 had balanced lives. The rest experienced imbalance due to extended work hours, over-commitment to teaching, unproductiveness, difficulty in concentrating, and even health declines. However, only respondent 7 engaged in quiet quitting due to work-life imbalance, illustrating the complex interplay of factors driving this phenomenon.

Despite experiencing factors leading to quiet quitting, not all respondents succumbed, supporting the claim that individual responses vary widely. This aligns with the results from proposition 1. While the study mostly supports earlier research, it presents unique cases in respondents 2, 3, and 7, who diverge from typical responses due to relationship factors, job dissatisfaction, and work-life imbalance. This underscores the need for more research to deepen our understanding of quiet quitting.

Proposition 3: While quiet quitting may have potential benefits for employees, such as improved physical and mental well-being and better work-life balance due to a reduced workload, it can also have negative impacts on employers and organizations, including decreased productivity.

The study primarily aimed to understand the phenomenon of quiet quitting among professors, with results indicating a divergence from current literature. While most respondents viewed quiet quitting negatively, some did resonate with arguments from previous literature such as preventing burnout, improving mental health, and rebalancing work-life equilibrium. However, respondents prioritized teaching and students over personal goals, contradicting the idea that employees quiet quit to focus on personal aspirations. The balance between work and life varied, with only one respondent resorting to quiet quitting due to work-life imbalance. Respondents stressed purpose and salary as significant factors that can deter or lead to quiet quitting. Despite viewing quiet quitting as detrimental for professors and their institutions, respondents highlighted the underlying issues necessitating this movement. Some suggested that employees who quiet quit might leave for a better opportunity if one presents itself, supporting the assertion that quiet quitting can also be a stepping stone towards outright job quitting.

Proposition 4: Addressing quiet quitting effectively requires meeting the basic psychological needs of professors, including competence, autonomy, and relatedness, to ensure their full satisfaction.

The research investigated the impact of institutions satisfying the three basic psychological needs (competence, autonomy, relatedness) to prevent quiet quitting among professors. All respondents transitioned to online teaching due to the pandemic, experiencing issues affecting their competence. However, technological training programmes and feedback from their institutions helped enhance their online teaching capabilities. Despite difficulties, most respondents were satisfied with their competence, except respondents 4 and 7, who quiet quit due to being overworked without adequate support.

All respondents enjoyed academic freedom, highlighting their satisfaction with the level of autonomy provided. Yet, respondents 4 and 7 were the exceptions again, quiet quitting due to workload issues and lack of compensations. Although the online setup limited relatedness, some respondents found deeper connections while others, like respondents 4 and 7, faced dissatisfaction, leading to quiet quitting. Therefore, ensuring satisfaction in competence, autonomy, and relatedness can help prevent quiet quitting, supporting proposition 4.

Synthesis

When employees perceive a deficiency in their competence, autonomy, or relatedness, they are more likely to engage in quiet quitting behaviours (Proposition 1). For instance, in Case 03,

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the respondent expressed doubts about his online teaching due to a lack of immediate student feedback, creating a feeling of reduced competence. This uncertainty led him to consider quiet quitting due to institutional shortcomings. Professors may engage in quiet quitting due to factors such as low work engagement, job dissatisfaction, unwillingness for extra work due to unsatisfactory employee-employer relationships, or a strong emphasis on work-life balance (Proposition 2). In Case 04, the respondent experienced moments of low work engagement and job dissatisfaction due to an overwhelming workload and a lack of work-life balance, indicative of quiet quitting. While quiet quitting may have potential benefits for employees, such as improved physical and mental well-being and better work-life balance due to a reduced workload, it can also have negative impacts on employers and organizations, including decreased productivity (Proposition 3). Case 08 provides an example where the respondent's previous experience of quiet quitting in a stressful corporate environment made him better appreciate his current role and instilled in him the importance of discussing workplace problems.

Finally, addressing quiet quitting requires effectively meeting the basic psychological needs of professors, competence, autonomy, and relatedness, to ensure full satisfaction (Proposition 4). In Case 05, the respondent indicated a willingness to contribute more if the institution could improve compensation, suggesting that addressing these needs could potentially mitigate quiet quitting. The findings reveal that quiet quitting is a nuanced phenomenon influenced by various factors related to job satisfaction, work engagement, and the fulfillment of basic psychological needs. Addressing these factors effectively can help mitigate quiet quitting and improve overall job satisfaction and productivity.

Conclusion

Rethinking the quiet quitting paradigm: A deeper look into motivation
Proposition 3, which suggests that quiet quitting is beneficial for employees but harmful to organizations, was not accepted due to conflicting responses from the surveyed professors. The literature mostly presents quiet quitting as a strategy to avoid burnout, maintain mental health, and balance work-life, which is largely work-oriented. However, the respondents of this study viewed it as harmful to their self-realization goals, pointing to a lack of purpose in work as a key trigger for quiet quitting.

Their strong sense of responsibility, accountability, and motivation, largely rooted in their commitment to students, kept them from quietly disengaging. This suggests the crucial role of motivators in quiet quitting, overlooked in the current literature.

Respondents' experiences map onto the motivational constructs of the self-determination theory (SDT) - amotivation, extrinsic motivation, and intrinsic motivation - suggesting that SDT could be a valuable framework for studying quiet quitting among employees in general.

This study deepens our understanding of quiet quitting among professors, revealing the inadequacy of the current literature's mostly work-oriented view. Professors consider quiet quitting detrimental, not beneficial, as it impacts their sense of purpose and self-realization. This contradicts Proposition 3, underscoring the need for revised perspectives and more nuanced studies.

Practical recommendations and future research

In the quest to prevent quiet quitting in higher educational institutions, it is crucial to develop strategies that address the key factors identified in our study: competence, autonomy, and relatedness.

Firstly, enhancing competence is a vital step. Professors, like any professionals, thrive when they feel competent and confident in their roles. Institutions can foster this sense of competence by providing continuous professional development opportunities. This could take the form of training in new teaching methodologies, workshops on the latest technological tools, or seminars on emerging research techniques. Additionally, regular feedback and recognition of their work can boost professors' confidence in their abilities and their sense of accomplishment.

Secondly, promoting autonomy is essential. Professors are not just employees; they are intellectuals who value their freedom to explore, innovate, and express their ideas. Institutions can nurture this sense of autonomy by reducing unnecessary administrative tasks that may hinder their academic work. More importantly, professors should be included in the decision-making processes that directly affect their work. This sense of control and ownership can significantly reduce feelings of disengagement and quiet quitting.

Lastly, fostering a sense of relatedness can create a more positive and productive work environment. Professors, despite their often solitary work, still need to feel connected to their colleagues and their institution. This sense of relatedness can be cultivated by promoting collaboration and communication among staff, creating opportunities for social interaction, and building a supportive and inclusive work culture. By addressing these key factors - competence, autonomy, and relatedness - higher educational institutions can develop effective strategies to prevent quiet quitting and foster a more engaged and satisfied workforce.

The study suggests the potential applicability of the self-determination theory (SDT) in studying quiet quitting among employees, aligning with the respondents' experiences of motivation. Future research should consider employing SDT or similar motivational theories to gain a more comprehensive understanding of quiet quitting. Such studies will aid in formulating strategies to effectively manage and minimize quiet quitting in academic and other work settings.

Appendix A: Codebook

Codes	Description
EI: Work responsibilities	Describes the work responsibilities of the professor in the new work setup during the pandemic
EI: Workload during the pandemic	Describes the new and additional work responsibilities and tasks of the professor in the new work setup during the pandemic
EI: Strategies when transitioning to new work setups	Describes the strategies adopted by the professors for the new work setup
C: Satisfaction on competence: Effectiveness	Describes an instance/scenario when the professors felt effectiveness in managing their new work setup during the pandemic, which may or may not have satisfied their competence needs
C: Satisfaction on competence: Mastery	Describes an instance/scenario when the professor experienced mastery in managing the new work environment, which may or may not have satisfied their competence needs
C: Satisfaction on competence: Effort	Describes an instance/scenario when the professor needed to make efforts to manage the new environment, which may or may not have satisfied their competence needs
C: Satisfaction on competence: Confidence	Describes an instance/scenario when the professor felt confidence, which may or may not have satisfied their competence needs
C: Satisfaction on competence: Challenge	Describes an instance/scenario when the professor encountered challenges that may or may not have satisfied their competence needs
C: Satisfaction on competence: Addressing challenge	Use this code to describe a situation when the professor acted to address the challenges they encountered in the new work environment
C: Satisfaction on competence: Leadership	Describes an instance/scenario when the professor received leadership, which may or may not have satisfied their competence needs

C: Satisfaction on competence: Feedback	Describes an instance/scenario when the professor received feedback, which may or may not have satisfied their competence needs
C: Lack of satisfaction on competence: Helplessness	Describes an instance/scenario when the professor felt helplessness that may or may not have led them to quiet quitting
C: Lack of Satisfaction on Competence: Addressing Helplessness	Use this code to describe a situation when the professor acted to address the lack of satisfaction on competence, particularly helplessness, they encountered with in the new work environment
C: Lack of satisfaction on competence: Failure	Demonstrates how a professor showed/exhibited a lack of satisfaction on competence, particularly failure, that may or may not have led them to quiet quitting
C: Lack of satisfaction on competence: Addressing failure	Use this code to describe a situation when the professor acted to address the lack of satisfaction on competence, particularly failure, they encountered in the new work environment
C: Lack of satisfaction on competence: Ineffectiveness	Demonstrates how a professor showed/exhibited a lack of satisfaction on competence, particularly ineffectiveness, which may or may not have led them to quiet quitting
C: Lack of Satisfaction on Competence: Addressing Ineffectiveness	Use this code to describe a situation when the professor acted to address the lack of satisfaction on competence, particularly ineffectivenes they encountered in the new work environment
C: Overall satisfaction on competence	Describes the overall satisfaction of the professors with regards to the competence provided to them by the institution in the new work environment of the pandemic
C: Work Uncertainties	Describes the uncertainties related to professors' teaching work
C: Technological Literacy Training	Use this code to describe the technological training provided by HEIs for the professors in the new work setup during the pandemic
C: Technologies	Describes the professors' experiences with the use of technology for online classes during the pandemic.
A: Autonomy	Describes the autonomy or freedom experienced by the professors in the institution
A: Corporate autonomy	Describes the autonomy or freedom experienced by the professor/employee in corporate work
Satisfaction on autonomy: Sense of integrity	Describes an instance/scenario when the professor felt integrity, which may or may not have satisfied his/her autonomy needs
A: Satisfaction on autonomy: Volition	Describes an instance/scenario when the professor felt volition, which may or may not have satisfied his/her autonomy needs

A: Satisfaction on autonomy: Ownership	Describes an instance/scenario when the professor felt ownership for their work which may or may not have satisfied his/her autonomy needs
A: Lack of satisfaction on autonomy: Pressure	Demonstrates how a professor showed/exhibited a lack of satisfaction on autonomy, particularly pressure, that may or may not have led to quiet quitting
A: Lack of satisfaction on autonomy: Addressing pressure	Use this code to describe a situation when the professor acted to address the lack of satisfaction on autonomy, particularly pressure, they encountered in the new work environment
A: Lack of satisfaction on autonomy: Conflict	Describes an instance/scenario when the professor felt conflict that may or may not have led to quiet quitting
A: Lack of satisfaction on autonomy: Addressing conflict	Use this code to describe a situation when the professor acted to address the lack of satisfaction on autonomy, particularly conflict, they encountered in the new work environment
A: Overall satisfaction on Autonomy	Describes the overall satisfaction of the professors with regards to the autonomy provided to them by the institution in the new work environment
R: Relatedness	Describes the relationships between the professors and other stakeholders in the new work setup during the pandemic
R: Satisfaction on relatedness: Mutual concern	Describes an instance/scenario when the professor felt mutual concern, which may or may not have satisfied their relatedness needs.
R: Satisfaction on relatedness: Sense of belongingness	Describes an instance/scenario when the professor felt a sense of belonging, which may or may not have satisfied their relatedness needs.
R: Satisfaction on relatedness: Warm relationship	Describes an instance/scenario when the professor felt a warm relationship, which may or may not have satisfied their relatedness needs
R: Lack of satisfaction on relatedness: Exclusion	Describes an instance/scenario when the professor felt exclusion that may or may not have led to quiet quitting
R: Lack of satisfaction on Relatedness: Addressing Exclusion	Use this code to describe a situation when the professor acted to address the lack of satisfaction on relatedness, particularly addressing exclusion, they encountered in the new work environment
R: Lack of satisfaction on relatedness: Loneliness	Describes an instance/scenario when the professor felt loneliness that may or may not have led to quiet quitting
R: Lack of satisfaction on relatedness: Addressing loneliness	Use this code to describe a situation when the professor acted to address the loneliness they encountered in the new work setup

R: Lack of satisfaction on relatedness: Social isolation	Use this code to describe a situation when the professor acted to address the social isolation they encountered in the new work setup
R: Lack of satisfaction on relatedness: Addressing social isolation	Use this code to describe a situation when the professor acted to address the social isolation they encountered in the new work setup
R: Overall satisfaction on relatedness	Describes the overall satisfaction of the professors with regards to the relatedness provided to them by the institution in the new work environment of the pandemic
QQ: Hustle Culture	Describes the experiences and involvement of the professor in the hustle culture under in the new work setup during the pandemic
QQ: Factors of QQ: Low work engagement	Describes an instance/scenario when the professor felt low engagement in the new work setup during the pandemic, which may or may not have led them to engage in quiet quitting
QQ: Factors of QQ: Addressing low work engagement	Use this code to describe a situation when the professor acted to address low work engagement that may prevent quiet quitting
QQ: Factors of QQ: Job dissatisfaction	Describes an instance/scenario when the professor felt job dissatisfaction in the new work setup because of the pandemic, a factor which may or may not have led them to engage in quiet quitting
QQ: Factors of QQ: Addressing Job Dissatisfaction	Use this code to describe a situation when the professor acted to address job dissatisfaction issues that may prevent quiet quitting
QQ: Factors of QQ: Employee-employer relationship	Describes an instance/scenario when the professor felt a healthy employee-employer relationship at work in the new work setup during the pandemic, a factor which may or may not have led them to engage in quiet quitting
QQ: Factors of QQ: Work-life balance	Describes the work-life balance of the professors in the new work setup during the pandemic, another factor that may or may not have led them to quiet quitting
QQ: Factors of QQ: Addressing work-life balance	Use this code to describe a situation when the professor acted to address work life balance issues to prevent quiet quitting
QQ: Perspective on QQ	Use this code when the professors provide their perspective with regards to quiet quitting - whether it is beneficial or detrimental
QQ: Behaviours of professors	Use this code for a statement indicating that a professor engaged in quiet quitting
QQ: Motivation to work	Describes a factor that motivated professors to work in the new work setup during the pandemic

QQ: Motivation to work with extra effort	Describes a different motivational factor that drove professors to work with extra effort in the new work setup during the pandemic
QQ: Work commitment	Describes the commitment of the professors to his/her teaching work
QQ: Lack of opportunities	Describes an instance/scenario when the professor felt a lack of opportunities or compensation provided to them by the institution, affecting their work
QQ: Opportunities in the Workplace	Describes the opportunities that may be provided in the workplace that may prevent/address quiet quitting
EI: Turning Points in Career	Use this code to describe significant events in the professors' career
EI: HEI Policies	Use this code to describe the new policies implemented for the new work setup during the pandemic that may serve as interventions or for other purposes

Codes	Description	Themes
Work responsibilities	Describes the work responsibilities of the professor in the new work setup during the pandemic	N/A (Coded, but only to be used to introduce a brief background of the respondents with regards to his/her work
Workload during the pandemic	Describes the new and additional work responsibilities and tasks of the professor in the new work setup during the pandemic	N/A (Coded, but only to be used to introduce a brief background of the respondents with regards to his/her work
Strategies when transitioning to new work setups	Describes the strategies the professors adopted for the new work setup	N/A (Coded, but only to be used to introduce a brief background of the respondents with regards to his/her work
Satisfaction on competence: Effectiveness	Describes an instance/scenario when the professor felt effectiveness in managing their new work setup during the pandemic, which may or may not have satisfied their competence needs	Role of competence needs in the new work setup
Satisfaction on competence: Mastery	Describes an instance/scenario when the professor experienced mastery in managing the new work environment, which may or may not have satisfied their competence needs	Role of competence needs in the new work setup

Satisfaction on competence: Effort	Describes an instance/scenario when the professor needed to make efforts to manage the new environment, which may or may not have satisfied their competence needs	Role of competence needs in the new work setup
Satisfaction on competence: Confidence	Describes an instance/scenario when the professor felt confidence, which may or may not have satisfied their competence needs	Role of competence needs in the new work setup
Satisfaction on competence: Challenge	Describes an instance/scenario when the professor encountered challenges that may or may not have satisfied their competence needs	Role of competence needs in the new work setup
Satisfaction on competence: Addressing challenge	Use this code to describe a situation when the professor acted to address the challenges they encountered in the new work environment	Role of competence needs in the new work setup
Satisfaction on competence: Leadership	Describes an instance/scenario when the professor received leadership, which may or may not have satisfied their competence needs	Role of competence needs in the new work setup
Satisfaction on competence: Feedback	Describes an instance/scenario when the professor received feedback, which may or may not have satisfied their competence needs	Role of competence needs in the new work setup
Lack of satisfaction on competence: Helplessness	Describes an instance/scenario when the professor felt helplessness that may or may not have led to quiet quitting	Role of competence needs in the new work setup
Lack of Satisfaction on Competence: Addressing Helplessness	Use this code to describe a situation when the professor acted to address the lack of satisfaction on competence, particularly helplessness, they encountered in the new work environment	Role of competence needs in the new work setup
Lack of satisfaction on competence: Failure	Demonstrates how a professor showed/exhibited a lack of satisfaction on competence, particularly failure, that may or may not have led to quiet quitting	Role of competence needs in the new work setup

Lack of satisfaction on competence: Addressing failure	Use this code to describe a situation when the professor acted to address the lack of satisfaction on competence, particularly failure, they encountered in the new work environment	Role of competence needs in the new work setup
Lack of satisfaction on competence: Ineffectiveness	Demonstrates how a professor showed/exhibited a lack of satisfaction on competence, particularly ineffectiveness, which may or may not have led to quiet quitting	Role of competence needs in the new work setup
Lack of Satisfaction on Competence: Addressing Ineffectiveness	Use this code to describe a situation when the professor acted to address the lack of satisfaction on competence, particularly addressing ineffectiveness they encountered in the new work environment	Role of competence needs in the new work setup
Overall satisfaction on competence	Describes the overall satisfaction of the professors with regards to the competence provided to them by the institution in the new work environment of the pandemic	Role of competence needs in the new work setup
Work Uncertainties	Describes the uncertainties related to professors' teaching work	Role of competence needs in the new work setup
Technical Literacy Training	Demonstrates the technological training provided by HEIs for the professors in the new work setup during the pandemic	Role of competence needs in the new work setup
Technologies	Describes the professors' experience with the use of technology for online classes during the pandemic.	Role of competence needs in the new work setup
Autonomy	Describes the autonomy or freedom experienced by the professors in the institution	Role of autonomy needs in the new work setup
Corporate autonomy	Describes the autonomy or freedom experienced by the professor/employee in corporate work	Role of autonomy needs in the new work setup
Satisfaction on autonomy: Sense of integrity	Describes an instance/scenario when the professor felt integrity, which may or may not have satisfied his/her autonomy needs	Role of autonomy needs in the new work setup
Satisfaction on autonomy: Volition	Describes an instance/scenario when the professor felt volition, which may or	Role of autonomy needs in the new work setup

	may not have satisfied his/her autonomy needs	
Satisfaction on autonomy: Ownership	Describes an instance/scenario when the professor felt ownership for their work which may or may not have satisfied his/her autonomy needs	Role of autonomy needs in the new work setup
Lack of satisfaction on autonomy: Pressure	Demonstrates how a professor showed/exhibited a lack of satisfaction on autonomy, particularly pressure, that may or may not have led to quiet quitting	Role of autonomy needs in the new work setup
Lack of satisfaction on autonomy: Addressing pressure	Use this code to describe a situation when the professor acted to address the lack of satisfaction on autonomy, particularly pressure, they encountered in the new work environment	Role of autonomy needs in the new work setup
Lack of satisfaction on autonomy: Conflict	Describes an instance/scenario when the professor felt conflict that may or may not have led to quiet quitting	Role of autonomy needs in the new work setup
Lack of satisfaction on autonomy: Addressing conflict	Use this code to describe a situation when the professor acted to address the lack of satisfaction on autonomy, particularly conflict, they encountered in the new work environment	Role of autonomy needs in the new work setup
Overall satisfaction on Autonomy	Describes the overall satisfaction of the professors with regards to the autonomy provided to them by the institution in the new work environment	Role of autonomy needs in the new work setup
Relatedness	Describes the relationships between professors and other stakeholders in the new work setup during the pandemic	Role of relatedness needs in the new work setup
Satisfaction on relatedness: Mutual concern	Describes an instance/scenario when the professor felt mutual concern, which may or may not have satisfied their relatedness needs	Role of relatedness needs in the new work setup
Satisfaction on relatedness: Sense of belongingness	Describes an instance/scenario when the professor felt a sense of belonging, which may or may not have satisfied their relatedness needs	Role of relatedness needs in the new work setup
Satisfaction on relatedness: Warm relationship	Describes an instance/scenario when the professor felt warm relationships, which	Role of relatedness needs in the new work setup

	may or may not have satisfied their relatedness needs	
Lack of satisfaction on relatedness: Exclusion	Describes an instance/scenario when the professor felt exclusion that may or may not have led to quiet quitting	Role of relatedness needs in the new work setup
Lack of Satisfaction on Relatedness: Addressing Exclusion	Use this code to describe a situation when the professor acted to address the lack of satisfaction on relatedness, particularly addressing exclusion, they encountered in the new work environment	Role of relatedness needs in the new work setup
Lack of satisfaction on relatedness: Loneliness	Describes an instance/scenario when the professor felt loneliness that may or may not have led to quiet quitting	Role of relatedness needs in the new work setup
Lack of satisfaction on relatedness: Addressing loneliness	Use this code to describe a situation when the professor acted to address the loneliness they encountered in the new work setup	Role of relatedness needs in the new work setup
Lack of satisfaction on relatedness: Social isolation	Use this code to describe a situation when the professor acted to address the social isolation they encountered in the new work setup	Role of relatedness needs in the new work setup
Lack of satisfaction on relatedness: Addressing social isolation	Use this code w to describe a situation when the professor acted to address the social isolation they encountered in the new work setup	Role of relatedness needs in the new work setup
Overall satisfaction on relatedness	Describes the overall satisfaction of the professors with regards to the relatedness provided to them by the institution in the new work environment of the pandemic	Role of relatedness needs in the new work setup
Hustle Culture	Describes the experiences and involvement of the professor in the hustle culture in the new work setup during the pandemic	Realization/Motivation of teaching career and institutional interventions
Factors of QQ: Low work engagement	Describes an instance/scenario when the professor felt low engagement in the new work setup during the pandemic, which may or may not have led them to engage in quiet quitting	Factors exhibiting quiet quitting

Factors of QQ: Addressing low work engagement	Use this code to describe a situation when the professor acted to address low work engagement that may prevent quiet quitting	Factors exhibiting quiet quitting
Factors of QQ: Job dissatisfaction	Describes an instance/scenario when the professor felt job dissatisfaction at work in the new work setup during the pandemic, which may or may not have led them to engage in quiet quitting	Factors exhibiting quiet quitting
Factors of QQ: Addressing Job Dissatisfaction	Use this code to describe a situation when the professor acted to address job dissatisfaction issues that may prevent quiet quitting	Factors exhibiting quiet quitting
Factors of QQ: Employee-employer relationship	Describes an instance/scenario when the professor felt a healthy employee-employer relationship in the new work setup during the pandemic, a factor which may or may not have led them to engage in quiet quitting	Factors exhibiting quiet quitting
Factors of QQ: Work-life balance	Describes the work-life balance of the professors in the new work setup during the pandemic, another factor that may or may not have led to quiet quitting	Factors exhibiting quiet quitting
Factors of QQ: Addressing work-life balance	Use this code to describe a situation when the professor acted to address work life balance issues to prevent quiet quitting	Factors exhibiting quiet quitting
Perspective on QQ	Use this code when the professors provide their perspective with regards to quiet quitting - whether it is beneficial or detrimental	Realization/Motivation of teaching career and institutional interventions
QQ: Behaviours of Professors	Use this code for a statement indicating that a professor engaged in quiet quitting	Realization/Motivation of teaching career and institutional interventions
QQ: Motivation to work	Describes a factor that motivated the professor to work in the new work setup during the pandemic	Realization/Motivation of teaching career and institutional interventions
QQ: Motivation to work with extra effort	Describes a different motivational factor that drove professors to work with extra effort in the new work setup during the pandemic	Realization/Motivation of teaching career and institutional interventions

Work commitment	Describes the commitment of the professors to his/her teaching work	Realization/Motivation of teaching career and institutional interventions
Lack of opportunities	Describes an instance/scenario when the professor felt a lack of opportunities or compensation provided to them by the institution, affecting their work	Realization/Motivation of teaching career and institutional interventions
Opportunities in the Workplace	Describes the opportunities that may be provided in the workplace that may prevent/address quiet quitting	Realization/Motivation of teaching career and institutional interventions
Turning Points in Career	Use this code to describe significant events in the professors' career	Realization/Motivation of teaching career and institutional interventions
HEI Policies	Use this code to describe the new policies implemented for the new work setup during the pandemic that may serve as interventions or for other purposes	Realization/Motivation of teaching career and institutional interventions

Themes	Description	Target RQs/ Propositions
Role of competence needs in working under the new setup	Pertains to the competence shown and experienced by the professors that may or may not have led them to quiet quitting	Q1/Q4/P1/P4
Role of autonomy needs in working under the new setup	Pertains to the autonomy shown and experienced by the professors that may or may not have led them to quiet quitting	Q1/Q4/P1/P4
Role of relatedness needs in working under the new setup	Pertains to the relatedness shown and experienced by the professors that may or may not have led them to quiet quitting	Q1/Q4/P1/P4
Factors exhibiting quiet quitting	Low work engagement, job dissatisfaction, employee-employer relationship, and work-life balance that may potentially lead to quiet quitting	Q2/P2
Realization/Motivation for teaching career and institutional interventions	Institutional support, driving forces, and realizations that may have prevented and addressed quiet quitting among professors.	Q3/Q4/P3/P4

Q1	What are the reasons/causes that led to quiet quitting among professors who work in the selected private HEIs?
Q2	What are the factors of quiet quitting among professors in the selected private HEIs?
Q3	Do professors in the selected private HEIs perceive quiet quitting as a beneficial or detrimental phenomenon? Why?
Q4	What are the possible methods to address quiet quitting among professors who work in the selected private HEIs?
P1	Employees' lack of satisfaction with their competence, autonomy, and relatedness may cause and lead them to quiet quitting.
P2	Quiet quitting among professors may result through low work engagement, job dissatisfaction, unwillingness for extra work due to meaningless employee-employer relationships, or prioritizing work-life balance.
P3	Quiet quitting may benefit employees (professors) in terms of physical and mental well-being and work-life balance by carrying out less workload but can also be detrimental to employers and organizations.
P4	Quiet quitting can be addressed by sufficiently fulfilling the basic needs of competence, autonomy, and relatedness to satisfy professors fully.

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