



QUIET QUITTING DURING INTERNSHIP IN PROSPECTIVE TEACHERS: A PHENOMENOLOGICAL INVESTIGATION

Dr. Talmeez Fatma Naqvi

RESEARCH ARTICLE



Author Details:

Associate Professor, College of Teacher Education (Bhopal), Maulana Azad National Urdu University, Hyderabad, India

Corresponding Author:

Dr. Talmeez Fatma Naqvi

Abstract

The present study explores the emerging phenomenon of quiet quitting among prospective teachers during their internship phase, with particular attention to their lived experiences, perceptions, and underlying reasons for professional disengagement. Grounded in a qualitative phenomenological framework, the study seeks to understand whether prospective teachers exhibit behaviors indicative of quiet quitting, whether they recognize such behaviors, and how they interpret the factors contributing to this disengagement. The study was conducted with 68 prospective teachers enrolled in teacher education institutions in Bhopal, who had substantial exposure to school-based internships. A self-developed Quiet Quitting Scale was employed as a screening tool to identify varying levels of disengagement, followed by semi-structured interviews with participants demonstrating higher levels of quiet quitting. Quantitative data were used to identify patterns of disengagement, while qualitative data were analyzed thematically using the Colaizzi method to capture the essence of participants' lived experiences. Findings reveal that quiet quitting is a prevalent phenomenon, with 49% of participants exhibiting high levels and 44% moderate levels of disengagement, indicating that a vast majority demonstrate reduced professional commitment during teacher preparation. Participants acknowledged their disengaged behaviors and recognized their negative implications, particularly for professional competence and classroom readiness, though not always for academic grades. Thematic analysis identified multiple interrelated factors contributing to quiet quitting, categorized as institutional (ineffective evaluation systems, burdensome internship structures, excessive workload), pedagogical (declining motivation, lack of professional interest, deficiencies in foundational skills), and personal-psychological (perceived irrelevance of effort, certification-oriented approach). The study concludes that quiet quitting among prospective teachers is a multidimensional and systemic issue emerging from the interaction of structural inefficiencies and individual perceptions. The findings highlight the urgent need for reforms in teacher education, including strengthening internship design, ensuring fair and meaningful assessment practices, and fostering motivational and professional support systems. Addressing these concerns is essential to enhance teacher preparedness, professional identity formation, and long-term commitment to the teaching profession.

DOI:

<https://doi.org/10.70096/tssr.260402100>

Keywords: *Quiet Quitting, Teacher Education, Prospective Teachers, Declining Passion for Achievement, Professional Disengagement*

Introduction

Teachers play a vital role in enabling learning, inspiring and motivating students, and nurturing their intellectual and personal growth. However, pressures of the modern educational landscape employ weighty stress on teachers, leading to emotional exhaustion, reduced motivation, and decreased job satisfaction (Ingersoll & Strong, 2020; Harris, 2020 cited in Palad 2023). While some educators may choose to leave the profession overtly, but there is a growing concern about those who remain in their roles but quietly disengage from their work. This phenomenon, known as quiet quitting, has been described as a form of passive resistance or silent protest by educators who feel disillusioned, unsupported, or overwhelmed by their professional environments (Smith et al., 2022; Johnson et al., 2021).

Quiet quitting is characterized by a gradual erosion of motivation, reduced enthusiasm, and decreased commitment to teaching. Educators who experience quiet quitting may go through the motions of teaching without actively engaging with students or striving for excellence. This disengagement can have significant implications for students' learning outcomes, as well as the overall morale and culture of educational institutions (Jones & Johnson, 2023; Baker & Smith, 2020 as cited in Palad 2023). It

has become a prominent notion in the business world, particularly in the post-COVID-19 pandemic (Lu et al., 2023; Talukder & Prieto, 2024). 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.

Quiet quitting not only hinders teachers' commitment but also adversely affect their well-being, restrict students learning opportunities, and ultimately overall performance of the schools (Ozen et al., 2024). Generally, it arises from the cumulative stress and pressures inherent in the teaching profession, leading to a decline in emotional commitment (Karaman Kepenekci et al., 2024). This cascading process, influence negatively of the individual well-being and organizational performance, necessitates fortifying organizational support and implementing sustainable policies to alleviate challenges faced by teachers (Gabriel & Aguinis, 2021). Without the development of effective interventions, it is inevitable that quiet quitting among teachers will likely increase, along with negative consequences for both individuals and organizations.

Understanding the issues of quiet quitting in the academic sector is very important. Firstly, it affects the retention of brilliant and capable individuals who may disengage from their work without formally resigning or expressing their concerns. When their expertise and unique perspectives are lost, would hinder progress and innovation within academic institutions (Bakker et al., 2022). It may also serve as a reflection of deeper systemic issues within academic institutions. Quiet quitting can have a detrimental impact on productivity and the quality of research, teaching, and administrative tasks. Disengaged employees are less likely to contribute effectively to their work, resulting in reduced productivity and tend to subpar outcomes. Disengagement can also impact the quality of teaching, as educators who have withdrawn their commitment and passion may struggle to effectively engage students and deliver engaging educational experiences. Similarly, administrative tasks may suffer when individuals quietly quit, leading to delays, errors, or inadequate attention to important processes. Furthermore, the impact of quiet quitting extends beyond professional productivity; it significantly affects the mental health and well-being of individuals in the academic sector.

Teachers and teacher education institutions represent a microcosm of wider social, economic, and political transformations that influence professional identities and work-related attitudes. Within this context, *quiet quitting* in teacher education may be conceptualized as a multidimensional form of professional disengagement, wherein prospective teachers continue to comply with formal academic and internship requirements while simultaneously withdrawing from meaningful emotional, cognitive, and professional engagement in teaching-learning processes.

The present study investigates the emerging phenomenon of quiet quitting among prospective teachers and examines how they perceive and negotiate their professional roles during teacher preparation. Specifically, it seeks to determine whether the observable disconnection among prospective teachers reflects patterns associated with quiet quitting and whether such tendencies extend beyond conventional forms of student disengagement. The study further aims to identify, interpret, and contextualize this phenomenon within higher education and teacher education settings.

Using a qualitative research design grounded in phenomenological inquiry, data will be collected through surveys and individual interviews with students enrolled in teacher education institutions in Bhopal. Guided by exploratory research questions, the study attempts to develop a nuanced understanding of the potential prevalence, underlying dimensions, and lived experiences associated with quiet quitting among prospective teachers.

Research Questions

1. Do prospective teachers engage in behaviors indicative of quiet quitting?
2. Do prospective teachers accept that their behavior indicates quiet quitting?
3. Do prospective teachers able to list out the reasons of quiet quitting?

Methodology

Research Design: The present study adopted a qualitative research approach grounded in phenomenological inquiry to explore the emerging phenomenon of quiet quitting among prospective teachers and to understand how they experience and interpret their professional roles during teacher preparation. A phenomenological design was considered appropriate as it enabled the researcher to examine participants lived experiences, perceptions, and meanings associated with disengagement in academic and professional contexts. This method allowed the researcher to communicate with subjects directly on what their lived experiences are and then analyze and decipher the information given to them into definable themes and concepts. Due to the awareness of the quiet quitting phenomenon, the study works best by acknowledging the phenomenon with the subjects with subjects and from that point being able to interpret the student's knowledge using a hermeneutical interpretive division of phenomenology rather than a transcendental discovery division (Neubauer et al., 2019).

Participants and Sampling: The study included 68 prospective teachers selected through random sampling from three teacher education institutions located in Bhopal. All participants were enrolled in teacher education programmes during the 2024

academic session and were in the final semester of their course at the time of data collection. The selected participants had completed three semesters of internship in practicing schools along with one semester of college-based teaching practice conducted in simulated settings. Their prior exposure to school environments and teaching practice provided a relevant basis for examining attitudes related to professional engagement, commitment, and emerging quiet quitting behaviours.

Tools for Data Collection: To assess quiet quitting behaviors among prospective teachers, the study employed a self-developed *Quiet Quitting Scale*, specifically designed for the context of internships within teacher education programmes. The scale was used as a screening instrument to identify participants exhibiting higher levels of quiet quitting. It was constructed to capture key dimensions such as professional disengagement, reduced emotional investment, minimal compliance with academic responsibilities, and withdrawal from active participation in teaching–learning processes.

In addition, a semi-structured interview schedule was utilized to collect qualitative data. This enabled participants to articulate their experiences, perceptions, and attitudes concerning their academic responsibilities, engagement during internships, and future professional aspirations. The semi-structured format provided flexibility for in-depth probing while ensuring consistency with the objectives of the study.

Procedure of Data Collection: Data collection was carried out in two phases. In the first phase, the self-developed Quiet Quitting Scale was administered to all selected participants across their respective institutions. In the second phase, individuals who reported high levels of quiet quitting on the scale were purposively selected for interviews. Semi-structured interviews were then conducted to gain deeper insights into the meanings and lived experiences underlying their responses. The interviews were conducted in a supportive academic environment to encourage openness, reflection, and candid expression.

Data Analysis: Quantitative responses obtained through the Quiet Quitting Scale were used to identify patterns and tendencies related to quiet quitting behaviors among prospective teachers. Qualitative data obtained through interviews were analyzed thematically to identify recurring themes, perceptions, and experiences associated with professional disengagement. The integration of both forms of data enabled a contextualized understanding of the phenomenon within teacher education settings.

Percentage Distribution of the levels of Quite Quitting among Prospective Teachers

High	Moderate	Low
49	44	7

The percentage distribution presented in the table indicates that 49% of prospective teachers fall in the high level of quiet quitting, 44% in the moderate level, and only 7% in the low-level category. It shows that a considerable majority (93%) of prospective teachers demonstrate moderate to high tendencies of quiet quitting, suggesting a visible pattern of psychological disengagement during teacher preparation.

The data indicate that high-level quiet quitting constitutes the dominant category, implying that nearly half of the respondents tend to restrict their academic and professional engagement to only minimum required obligations. Such individuals may attend classes, complete assignments, and participate formally, but often avoid voluntary academic initiatives, collaborative tasks, or additional professional responsibilities. This pattern reflects reduced intrinsic motivation and weakened professional commitment during the pre-service stage.

The 44% of respondents in the moderate category suggest that a large segment of prospective teachers experiences partial engagement, where commitment is situational rather than consistent. These student-teachers may show involvement when external monitoring exists but demonstrate reduced initiative in self-directed professional learning. The coexistence of high and moderate categories suggests that quiet quitting is not an isolated phenomenon but an emerging behavioral tendency within teacher education contexts.

Only 7% of respondents were found in the low quiet quitting category, indicating that very few prospective teachers maintain high enthusiasm, proactive participation, and strong professional identity formation. This low proportion is significant because teacher education ideally expects high engagement levels due to the profession’s social and ethical demands.

These findings align with the research (Hong et.al. 2023) showing that quiet quitting in educational settings is strongly associated with emotional exhaustion, lack of institutional support, unclear professional expectations, and weakened motivation. Similarly, research on educators after the pandemic reported that psychological empowerment and perceived control over work are critical in preventing withdrawal behavior and passive disengagement.

In the context of teacher education, the present finding may indicate that prospective teachers are experiencing early forms of professional detachment even before entering the teaching profession. Questions in the survey provided are grouped in five different sections including emotional exhaustion, institutional support, minimal professional efforts, school commitment, professional detachment. These groups were determined by using the Colaizzi method, a data analysis method primarily used for collecting, analyzing, describing, and grouping responses into relevant themes (Gumarang Jr. et al., 2021).

The interview procedure was started with open-ended questions which were asked to further obtain the student’s perspective on their experience with quiet quitting and the researcher reacted with impartial language to avoid skewing any answers. The open interview questions are used to refrain from directive probing and allow the researcher as the interviewer to evoke natural responses as “sensitizing concepts merely suggest directions along,” as Blumer (1969, p. 148) endorsed. Interviews were

transcribed into text and supplementary field notes were further analyzed using the Colaizzi method of data analysis, a method that allows phenomenological research to be examined more critically and rationally.

The findings indicate that a significant number of prospective teachers perceive themselves as gradually engaging in quiet quitting behaviors during the course of their teacher education programme. It is worthy to note that they understand the impact of quiet quitting on educational outcome. They perceive a negative effect of quiet quitting on their educational experiences, though not always in terms of grades. While academic scores may not significantly reflect disengagement due to perceived flaws in the evaluation system. But they fully understand that quiet quitting adversely affects professional skill development, teaching competence, and preparedness for real classroom situations.

Reasons for Quiet Quitting among Prospective Teachers: A Thematic and Theoretical Analysis

1. Institutional Factors

1.1 Ineffective Evaluation System: Prospective teachers reported that the assessment system lacks discriminatory validity, as minimal differences exist between high- and low-performing students. This perceived lack of fairness weakens the relationship between effort and outcomes, leading to reduced motivation. The minimal variation in marks, irrespective of the quality of work, leads to a perception of unfairness and reduces the incentive to excel. As a result, students feel that their efforts are not meaningfully recognized, which diminishes their motivation to engage deeply with academic and practicum responsibilities. This aligns with Expectancy-Value Theory (Eccles & Wigfield 2000), which posits that motivation declines when individuals perceive that effort does not significantly influence outcomes. It also relates to Equity Theory, where perceived injustice reduces engagement. Burić & Kim (2020) found that perceived unfair assessment reduces teacher motivation and engagement. Wang et al. (2022) highlighted that weak performance-reward linkage leads to academic disengagement.

1.2 Irrelevant and Burdensome Internship Structure: Students emphasized that internships are excessively long and poorly structured. Schools often assign clerical or non-pedagogical tasks, treating student-teachers as a burden rather than trainees. Consequently, they are frequently assigned tasks that are clerical or routine in nature and lack relevance to their professional growth as future educators. This misalignment between internship activities and professional development contributes significantly to disengagement. This reflects Situated Learning Theory (Lave & Wenger 1991), which emphasizes meaningful participation in authentic practices. When tasks lack relevance, learning and identity formation are hindered.

1.3 Excessive Workload during Internship: Prospective teachers reported that the excessive workload during internships emerged as a significant factor. They were being overburdened with continuous teaching responsibilities, extra classes, and non-academic duties throughout the day. This overwhelming workload leads to fatigue and stress, ultimately causing students to limit their efforts to merely fulfilling basic requirements rather than striving for pedagogical enrichment or innovation in teaching practices. This reflects Job Demands-Resources (JD-R) Model, where excessive demands without adequate support lead to burnout and withdrawal behaviors such as quiet quitting. Skaalvik & Skaalvik (2020) found that high workload predicts emotional exhaustion among teachers. Madigan & Kim (2021) linked workload stress to burnout and reduced professional engagement.

2. Pedagogical and Professional Factors

2.1 Decline in Motivation over Time: Many participants reported a noticeable decline in motivation from the first year to the second year. While they entered the programme with enthusiasm and professional commitment during the initial semester, this motivation diminished over time due to various academic and institutional factors. As self-determination theory (SDT) suggests that humans have three basic psychological needs, namely autonomy (i.e., engaging in a behavior with a full sense of volition), competence (i.e., the experience of mastery and efficacy), and relatedness (i.e., the need to feel connected to other people in a meaningful way) (Deci & Ryan, 1985, 2000). According to the theory, these basic needs are considered essential nutrients for individuals' adjustment, integrity, and growth (Ryan, 1995; Vansteenkiste, Ryan, & Soenens, 2020). When these needs are unmet, intrinsic motivation declines. It distinguishes between intrinsic motivation (internal drive) and extrinsic motivation (external rewards), emphasizing that supportive environments foster growth. Ryan & Deci (2020) highlighted that unmet psychological needs reduce sustained motivation. Collie (2021) found that lack of autonomy support leads to disengagement in teacher education.

2.2 Lack of Professional Interest in Teaching: The study also reveals a lack of intrinsic interest in the teaching profession among some prospective teachers. For many, teaching is perceived as a last-resort career option rather than a deliberate professional choice. This lack of professional commitment is reflected in their reduced engagement, minimal effort, and passive participation in both academic and practicum activities. This makes parallel with Person-Job Fit Theory, which suggests that mismatch between individual interests and profession leads to dissatisfaction and withdrawal. Person-Job (P-J) fit theory posits that employee performance and satisfaction are maximized when their knowledge, skills, abilities (KSAs), and personal values align with the specific requirements and rewards of a job. A high P-J fit, which includes both "demands-abilities" and "needs-supplies" compatibility, leads to higher engagement, better performance, and lower turnover rates (Afsar et.al. 2015). Klassen & Kim (2019) found that low career commitment predicts disengagement in pre-service teachers. Watt & Richardson (2008) emphasized the role of career choice motivation in teacher persistence.

2.3 Deficiencies in Foundational Knowledge and Skills: Additionally, participants accepted deficit and deficiencies in their prior educational experiences, stating that their schooling and undergraduate education did not adequately prepare them for the demands of teacher education. Many reported gaps in foundational knowledge, conceptual clarity, and communication skills. These deficiencies hinder their ability to perform effectively during training, leading to frustration, low self-efficacy, and eventual disengagement from active learning and teaching processes. This is linked to Self-Efficacy Theory (Bandura 1977), where low perceived competence reduces effort and persistence. Zee & Koomen (2016) showed that low teacher self-efficacy leads to reduced instructional engagement. Fackler & Malmberg (2021) found that foundational skill gaps negatively affect teaching confidence.

3. Personal and Psychological Factors

3.1 Perception of Effort-Outcome Irrelevance: Students believed that they would pass the B.Ed. programme regardless of effort, reducing their willingness to invest in learning. There is a prevalent perception among students is that academic success in the B.Ed. programme is largely independent of effort. Participants expressed the belief that they would obtain satisfactory or even high grades regardless of the level of effort invested. This perception weakens the link between performance and outcomes, encouraging a compliance-oriented approach rather than genuine learning. Consequently, many students pursue the programme primarily for certification rather than professional competence. This connects with Learned Helplessness Theory (Seligman 1972), where individuals disengage when they perceive lack of control over outcomes. Hirvonen et al. (2020) found that low expectancy beliefs reduce academic effort. Collie & Martin (2019) linked perceived lack of control to disengagement behaviors.

3.2 Certification-Oriented Approach: A substantial proportion of students enroll in the B.Ed. programme primarily with the instrumental objective of obtaining a formal qualification, rather than with a genuine commitment to developing professional teaching competence. Prospective teachers reported instances, particularly in certain private universities, where students demonstrated minimal academic engagement, including irregular attendance and limited participation in examinations and practicum activities, yet were awarded exceptionally high grades (often exceeding 90–95%). Such practices raise concerns regarding the credibility of assessment standards and the rigor of teacher preparation.

Furthermore, in states such as Bihar, recruitment to government teaching positions is largely determined through competitive examinations conducted by the Bihar Public Service Commission, which predominantly evaluate subject-matter knowledge rather than pedagogical understanding or teaching competencies. Consequently, many candidates pursue B.Ed. degrees from private institutions while simultaneously enrolling in coaching centres to prepare for these examinations. This dual focus often leads to the marginalization of pedagogical training, with limited attention given to the development of instructional skills, classroom management, and learner-centered teaching practices.

Overall, this trend reflects a misalignment between teacher education programmes and recruitment mechanisms, potentially undermining the professionalization of teaching and the quality of classroom instruction. This aligns with Goal Orientation Theory, particularly performance-oriented goals, where individuals focus on outcomes (grades/certification) rather than mastery. The findings suggest that quiet quitting among prospective teachers is not caused by a single factor but emerges from the interaction of institutional inefficiencies, pedagogical limitations, and personal beliefs.

The finding is also consistent with broader post-pandemic discussions that describe quiet quitting as a response to burnout, emotional fatigue, and perceived imbalance between effort and recognition. For prospective teachers, such tendencies can directly affect classroom readiness, pedagogical confidence, and long-term commitment to the profession.

Therefore, the high prevalence of quiet quitting among prospective teachers suggests the need for teacher education institutions to strengthen professional mentoring, reflective engagement, internship support, emotional well-being programmes, and motivational interventions so that future teachers develop stronger professional commitment before entering schools. The first objective of the study which speaks whether the prospective teachers engage in behaviors indicative of quiet quitting? The results clearly establishes that a substantial proportion of prospective teachers engage in behaviors indicative of quiet quitting. With 49% falling in the high category and 44% in the moderate category, the findings reveal that quiet quitting is not a marginal phenomenon but a dominant behavioral trend within teacher education. Most prospective teachers tend to limit their engagement to minimum required academic and practicum obligations, avoiding voluntary, innovative, or collaborative professional efforts. This reflects a pattern of psychological disengagement and reduced intrinsic motivation during the pre-service stage.

Another objective of the study was about the acceptance of quiet quitting behavior among prospective teachers and the study reveals that a significant number of prospective teachers acknowledge that their behaviors align with quiet quitting. Through both quantitative responses and qualitative interviews, participants admitted to gradually reducing effort, participation, and professional commitment over time. This self-awareness indicates that quiet quitting is not entirely unconscious; rather, it is often a deliberate adjustment to perceived institutional inefficiencies, workload pressures, and limited returns on effort.

The third objective of the study was whether prospective teachers able to identify reasons for quiet quitting and the results divulge the they were able to clearly articulate multiple reasons for their disengagement, which emerged across institutional, pedagogical, and personal dimensions. Key factors include ineffective evaluation systems, irrelevant and burdensome internship structures, excessive workload, declining motivation, lack of professional interest, deficiencies in foundational skills, and a certification-oriented approach. These findings suggest that quiet quitting is a multifaceted phenomenon arising from the interaction of systemic constraints and individual perceptions, rather than a result of isolated personal attitudes.

Conclusions

The quiet quitting is a widespread and emerging concern in teacher education, characterized by moderate to high levels of disengagement among the majority of prospective teachers. It is shaped by a complex interplay of institutional practices, pedagogical experiences, and psychological factors. Although students remain formally enrolled and compliant with programme requirements, their reduced enthusiasm, limited initiative, and weakened professional identity raise serious concerns about the quality of future teachers. Addressing this issue requires systemic reforms in assessment, internship design, and professional support, along with interventions aimed at enhancing motivation, self-efficacy, and commitment to the teaching profession.

Acknowledgment: No

Author's Contribution: Dr. Talmeez Fatma Naqvi: Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing

Funding: No

Declaration: The author has given consent for the publication.

Competing Interest: No

References

1. Afsar, B., Badir, Y., & Khan, M. M. (2015). Person–job fit, person–organization fit and innovative work behavior: The mediating role of innovation trust, *The Journal of High Technology Management Research*, 26(2), Pages 105-116,
2. Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2022). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 407-437.
3. Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall
4. Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Prentice-Hall.
5. Colaizzi P. F. (1978). Psychological research as the phenomenologist views it. In Valle R., King M. (Eds.), *Existential phenomenological alternatives for psychology*. Oxford University Press
6. Collie R; Martin A, 2019, 'Motivation and engagement in learning', in Zhang L (ed.), *Oxford Research Encyclopedia of Education*, Oxford University Press, New York, <http://dx.doi.org/10.1093/acrefore/9780190264093.013.891>
7. Collie R. J. (2021). COVID-19 and Teachers' somatic burden, stress, and emotional exhaustion: examining the role of principal leadership and workplace buoyancy. *AERA Open* 2021:187. 10.1177/2332858420986187
8. Deci, Edward L.; Ryan, Richard M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum. [doi:10.1007/978-1-4899-2271-7](https://doi.org/10.1007/978-1-4899-2271-7). ISBN 978-0-306-42022-1.
9. Wigfield, A., Eccles, J. S.(200). Expectancy–Value Theory of Achievement Motivation, *Contemporary Educational Psychology*, 25(1), Pages 68-81.
10. Fackler, S., Malmberg, L. E., & Sammons, P. (2021). An international perspective on teacher self-efficacy: Personal, structural and environmental factors. *Teaching and Teacher Education*, 99, 1–17. <https://doi.org/10.1016/j.tate.2020.103255>
11. Gabriel, K. P., & Aguinis, H. (2021). How to prevent and combat employee burnout and create healthier workplaces during crises and beyond. *Business Horizons*, 65(2), 183–192. <https://doi.org/10.1016/J.BUSHOR.2021.02.037>
12. Gumarang Jr., B. K., Mallannao, R. C., & Gumarang, B. K. (2021). Colaizzi's methods in descriptive phenomenology: Basis of a filipino novice researcher. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(10), 928–933. <https://doi.org/10.11594/ijmaber.02.10.10>
13. Hirvonen, R., Putwain, D.W., Määttä, S., Ahonen, T. and Kiuru, N. (2020), The role of academic buoyancy and emotions in students' learning-related expectations and behaviours in primary school. *Br J Educ Psychol*, 90: 948-963. <https://doi.org/10.1111/bjep.12336>
14. Helen M.G. Watt, Paul W. Richardson, (2008) Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers, *Learning and Instruction*, 18(5), Pages 408-428,
15. Irena Burić, Lisa E. Kim, (2020) Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modeling, *Learning and Instruction*, Volume 66,
16. Ingersoll, R.M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
17. Karaman Kepenekci, Y., Katıtaş, S., & Ökdem, M. (2024). Öğretmenlere ilişkin sessiz istifa ölçeğinin geliştirilmesi ve öğretmenlerin sessiz istifaya ilişkin görüşlerinin çeşitli değişkenler açısından incelenmesi. *Trakya Eğitim Dergisi*, 14(2), 1344-1363.
18. Kasalak, G., Dağyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning international survey (TALIS). *Educational Sciences Theory & Practice*, 20(30), 16-33. DOI:10.12738/jestp.2020.3.002.
19. Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
20. Lu, M., Al Mamun, A., Chen, X., Yang, Q., & Masukujjaman, M. (2023). Quiet quitting during COVID-19: The role of psychological empowerment. *Humanities and Social Sciences Communications*, 10(485), 1–16. <https://doi.org/10.1057/s41599-023->
21. Madigan, Daniel J. and Kim, Lisa (2020) Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*. 101174.
22. Mahand, T., & Caldwell, C. (2023). Quiet quitting – causes and opportunities. *Business and Management Research*, 12(1), 10-11. <https://doi.org/10.5430/bmr.v12n1p9>
23. Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90–97 <https://doi.org/10.1007/s40037-019-0509-2>
24. Palad, J.P.C (2023) Are we addressing quiet quitting in the education sector? *Preprint ResearchGate*.

25. Ozen, H., Korkmaz, M., Konucuk, E., Çeven, B., Sayar, N., Mensan, N.O., & Chan, T. C. (2024). Evaluation of quiet quitting: Is the bell ringing? *Journal of Qualitative Research in Education*, 38, 108–142. <https://doi.org/10.14689/enad.38.1910>
26. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066x.55.1.68>
27. Robert M. Klassen, Lisa E. Kim, (2019) Selecting teachers and prospective teachers: A meta-analysis, *Educational Research Review*, Volume 26, Pages 32-51
28. Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, 63, 397–427.
29. Seligman, M. E. (1972). Learned helplessness. *Annual review of medicine*, 23 (1), 407-412.
30. Skaalvik, E.M. and Skaalvik, S. (2020) Teacher Burnout: Relations between Dimensions of Burnout, Perceived School Context, Job Satisfaction and Motivation for Teaching. A Longitudinal Study. *Teachers and Teaching*, 26, 602-616. <https://doi.org/10.1080/13540602.2021.1913404>
31. Smith, A., Taylor, J., & Lee, S. (2022). Blurring boundaries: The effects of remote work on work-life balance. *Journal of Work-Life Studies*, 7(5), 89-102
32. Smith, R.A. 2022. Quiet Quitters Make up Half the U.S. Workforce, Gallup Says. *Wall Street Journal State of the Global Workplace* (Gallup 2024).<https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx>.
33. Talukder, M. F., & Prieto, L. (2024). A “quiet quitting” scale: development and validation. *International Journal of Organizational Analysis*. <https://doi.org/10.1108/IJOA-01-2024-4182>
34. Vansteenkiste, M., Ryan, R. M., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and Emotion*. <https://doi.org/10.1007/s11031-019-09818-1>
35. Wang, Q., Sun, W. & Wu, H. (2022) Associations between academic burnout, resilience and life satisfaction among medical students: a three-wave longitudinal study. *BMC Med Educ* 22, 248. <https://doi.org/10.1186/s12909-022-03326-6>
36. Watt, Paul W. Richardson, (2008) Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers, *Learning and Instruction*, 18 (5) Pages 408-428,
37. Yikilmaz, I. (2022). Quiet quitting: A conceptual investigation. *ANADOLU 10th International Conference on Social Science*
38. Zee, M., & Koomen, H. M. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being: A Synthesis of 40 Years of Research. *Review of Educational Research*, 86, 981-1015.

Publisher's Note

The Social Science Review A Multidisciplinary Journal remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

©The Author(s) 2026. Open Access.

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>