

BEYOND THE SYLLABUS: UNMASKING QUIET QUITTING AMONG FACULTY IN BENGALURU'S HEIS

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Abstract

This study examines the growing trend of faculty members in higher education institutions quietly leaving their positions, where they only work on tasks that have been allocated to them and avoid taking on more general institutional responsibilities. Data from a demographically varied sample of teaching professionals was gathered using a standardized questionnaire with a five-point Likert scale. The goal was to investigate how two important organizational characteristics leadership style and perceived institutional support relate to silent leaving inclinations. The associations between these factors were tested using statistical tools like Pearson correlation. Stronger institutional support and participatory leadership styles are strongly linked to lower levels of silent resignation, according to the findings. The results highlight how crucial encouraging surroundings and capable leadership are to sustaining teacher engagement and motivation. The study offers insightful information that academic administrators and legislators may use to encourage a more dedicated and engaged teaching staff.

Keywords:

Higher Education, Faculty Engagement, Leadership Style, Quiet Quitting, Institutional Support

1. INTRODUCTION

1.1 CONTEXT AND IMPORTANCE OF QUIET QUITTING

The phrase “quiet quitting” has become a potent way to describe a growing phenomenon in the workplace in recent years, where workers purposefully avoid taking on more responsibilities or emotional involvement in favor of only performing the tasks specifically required by their job roles [6]. Quiet quitting is a type of psychological retreat that differs from true resignations in that it involves lowering emotional commitment and discretionary effort rather than formally leaving one's post [1]. This gradual detachment has been seen among academic institution professionals as well as in the business sector.

The phenomena have become notably relevant in the context of Higher Education Institutions (HEIs), particularly in metropolitan Indian centres such as Bengaluru. Formerly seen as stewards of knowledge and academic brilliance, faculty members are now quietly stepping away from important institutional and academic duties including committee involvement, curriculum creation, and mentorship [7] [16]. Numerous contributing elements, such as institutional stress, poor leadership, restricted career progression, and emotional fatigue, are frequently connected to this passive detachment [9] [19].

1.2 PERTINENCE TO HEI TEACHING STAFF

Faculty have a crucial role in establishing the identity of the school and providing high-quality instruction. However, a growing gap between expectations and institutional support systems, poor recognition, restricted autonomy, and job overload are all problems that faculty members in many HEIs are facing [13] [15]. Teaching just what is required, avoiding institutional efforts, and limited participation in student-centered or research activities are all examples of silent quitting behaviours that frequently come from the ensuing sense of discontent and emotional tiredness.

Many faculty members at both public and private HEIs in Bengaluru, a significant academic centre in South India, struggle with issues including lack of participatory governance, administrative load, and digital change. The academic environment, student learning results, and instructors' professional satisfaction may all be impacted by the culture of disengagement that these systemic factors create [8].

1.1 EFFECT ON ACADEMIC ACHIEVEMENT AND INSTITUTIONAL DEVELOPMENT

There are significant ramifications for both individual and institutional results when teaching staff members quietly leave. Disengaged faculty may be a factor in worse mentorship, less creative teaching, and lower student satisfaction at the academic level [4] [14]. Lack of active faculty involvement can negatively impact rankings, accreditations, and long-term strategic objectives from an institutional perspective [3] [5]. Furthermore, replacing demotivated or subtly disengaged employees comes at a cost that impacts institutional continuity and culture in addition to money.

1.2 RESEARCH DEFICIT IN CURRENT WORKS

Few empirical studies have examined the prevalence and effects of quiet quitting in Indian higher education, especially from the viewpoint of teaching faculty, despite the fact that it has drawn a lot of attention in business and public administration research [17] [2]. There is a discernible lack of localized evidence from Indian academic institutions because the majority of research are conceptual in character or concentrate on Western or Southeast Asian contexts [19] [12]. With its diversified academic workforce and significant concentration of HEIs, Bengaluru provides a special and little-studied environment for researching the dynamics of faculty disengagement.

1.3 GOALS AND PURPOSE OF THE RESEARCH

This study's main goal is to investigate the frequency, reasons, and institutional ramifications of silent resignation among teaching staff at Bengaluru's higher education institutions. The study will also evaluate the relationship between faculty disengagement behaviours and elements like leadership style and institutional support.

1.3.1 Objectives of the Study

- To measure the extent of quiet quitting among faculty members in HEIs in Bengaluru.
- To examine the relationship between institutional support and quiet quitting behavior.
- To investigate the role of leadership style in influencing faculty engagement or disengagement.
- To understand the broader implications of quiet quitting on academic quality and institutional performance.
- To propose actionable recommendations for minimizing quiet quitting through improved policies and practices.

1.4 HYPOTHESES AND RESEARCH QUESTIONS

The following research questions will be addressed by the study in light of the aforementioned goals:

- How often is quiet quitting among Bengaluru's HEI faculty?
- What impact does quiet quitting behavior have on perceived institutional support?
- How does leadership style affect the disengagement of faculty?
- What effects does quiet quitting have on academic functioning inside the institution?

The following null hypotheses have been developed in order to answer these questions:

- H₀: There is no significant relationship between perceived institutional support and the incidence of quiet quitting among teaching staff in HEIs in Bengaluru.
- H₀: There is no significant relationship between perceived leadership style and quiet quitting behavior among faculty in HEIs in Bengaluru.

2. LITERATURE REVIEW

The complicated topic of silent resignation in the education sector, especially among teaching professionals, is still being uncovered by recent research. Schoolteachers' silent resignation is significantly predicted by occupational stress, burnout, and change weariness, according to research by Ozturk and Aksoy [13]. Their empirical results support the increasing body of evidence suggesting that emotional and cognitive disengagement is more of a systemic issue than a personal weakness. Dutta et al. [4] expanded on this viewpoint by examining the ways in which information concealing and workplace exclusion lead to disengagement in knowledge-intensive organizations. Their research demonstrates how a culture of disengagement is fostered in academic settings by the social milieu and covert interpersonal interactions.

In a similar vein, Alami et al. [2] used machine learning to forecast silent resignation in the healthcare sector, providing insights applicable to a variety of professional fields, particularly those where care and service are essential, like education. A human capital management framework to handle silent resigning was provided by Serenko [19], who contributed to theoretical development by highlighting the necessity of concerted policy initiatives aimed at managers, institutions, and national education systems. By methodically examining the body of research, Papadopoulou and Vouzas [14] further improved the theoretical landscape by situating silent quitting within the frameworks of social exchange theory and the Job Demands-Resources (JD-R) model, which are consistent with previous burnout and organizational commitment paradigms.

Accordingly, Kachhap and Singh [9] contended that silent disengagement a type of silent resignation that frequently goes unrecognized in academia is greatly influenced by hidden institutional problems such role ambiguity, lack of involvement in decision-making, and little acknowledgment. Alanoğlu, Karabatak and Uslukaya [3] made a significant methodological development by adapting and validating a culturally relevant scale for evaluating quiet leaving among teachers in Turkey in order to allow empirical inquiry. Jain and Bhatia [8] investigated the effects of silent resignation on productivity in Indian workplaces from a regional perspective, observing a decrease in job efficiency and creativity.

Their research supports the findings of Pratiwi et al. [15], who found that in Southeast Asian academic institutions, low well-being and low engagement are antecedents to employee withdrawal behaviours. In support of this, Safariyani and Fadillah [17] carried out a literature-based study and found that systemic factors such role stagnation, a lack of opportunity for advancement, and unfulfilled expectations were powerful indicators of silent resignation in a variety of companies. Rice and Gomez [16] emphasized that faculty burnout is a critical problem in American higher education and called for measures to rekindle faculty motivation and reframe disengagement as a coping strategy rather than a failure.

Gabelaia and Bagociunaite [5] used a macro-organizational viewpoint, contending that silent resignation undermines institutional culture as well as individual performance, causing repercussions across departments and student involvement. Morrison-Beedy's [10] commentary emphasized the need of acknowledging quiet leaving as a leadership and health issue in academic settings, while Nwosu and Onuoha [11] previously illustrated how fatigue and a lack of organizational commitment encourage silent withdrawal. Hong et al. [20] examined silent resignation among Metro Manila teachers during remote and hybrid learning, adding a Southeast Asian viewpoint. Their qualitative research showed that, rather than being the result of indolence or disobedience, disengagement was frequently a reaction to rigid regulations and emotional exhaustion.

Almahasees [1] noted that when expectations about autonomy, justice, and recognition are not fulfilled, employees discreetly withdraw, underscoring the psychological foundations of quiet resigning as a violation of psychological contracts. This is supported by Gilic et al. [6] study on Turkish educators, which showed how retreat tendencies are exacerbated by career stagnation and lack of recognition. Salanova and Schaufeli [18]

groundbreaking cross-national study, which connected to earlier motivational theories, contended that work engagement mediates the relationship between proactive behavior and job resources. This finding is still a theoretical pillar in understanding how employee disengagement turns into silent resignation.

3. RESEARCH METHODOLOGY

3.1 DESIGN OF RESEARCH

In order to investigate the phenomena of silent resignation among academic members at Higher Education Institutions (HEIs) in Bengaluru, this study used a descriptive and cross-sectional research approach. While the cross-sectional methodology allowed the researcher to gather data from a large and varied respondent base at one particular moment, the descriptive approach was suitable for capturing and evaluating the present condition of teacher disengagement. This approach facilitates the examination of the connections between leadership style, institutional support, and quiet leaving behavior as described in the study’s hypotheses and is consistent with other research on faculty motivation and disengagement (Serenko, 2024; Öztürk & Aksoy, 2025).

3.2 SAMPLING AND POPULATION

The study’s target demographic consisted of full-time faculty members (professors, associate professors, and assistant professors) who were working at public and private higher education institutions in Bengaluru, Karnataka. Stratified random sampling was used to guarantee representativeness across institutional kinds. Samples were taken proportionately from each of the strata of HEIs, which were divided into autonomous, affiliated, government-aided, and private institutions. Faculty members from ten HEIs provided 132 valid answers in total. A minimum of one year of teaching experience and continuous employment in a higher education teaching position during the study period were prerequisites for eligibility. This sample technique improved the findings’ generalizability within the Bengaluru HEI environment and guaranteed diversity in answers.

3.3 DATA GATHERING TOOL

The main instrument used to collect data was a structured questionnaire designed especially to collect information on faculty perspectives and experiences with silent quitting. There were two main components to the instrument:

3.3.1 Section A: Profile of Demographics:

Age, gender, department, years of experience, academic title, and kind of institution were among the data that were recorded.

3.3.2 Section B: Fundamental Study Frameworks:

Fundamental Study Frameworks had 24 questions that addressed concepts including burnout, work satisfaction, faculty involvement, leadership style, institutional support, and silent leaving behaviours. Validated scales from earlier research were used to design and modify the items.

A 5-point Likert scale, with 1 denoting “strongly disagree” and 5 denoting “strongly agree,” was used to score each topic in Section B.

To guarantee clarity, relevance, and reliability, the instrument was pilot-tested with a group of 15 faculty members and subjected to content validation by three academic experts. A good degree of dependability was shown by the internal consistency Cronbach’s Alpha value of 0.81.

3.4 DATA GATHERING METHOD

Using a Google Form, the survey was circulated digitally through academic WhatsApp groups, professional educator forums, and institutional email lists. To increase response rates, a follow-up reminder was sent out two weeks following the four-week data collecting period.

All participants were reassured that their participation was voluntary and anonymous, and informed permission was incorporated into the survey’s opening. Strict secrecy was maintained throughout the procedure because no personal identifiers were gathered.

3.5 METHODS OF DATA ANALYSIS

IBM SPSS Statistics Version 26 was used to analyse the data, using descriptive and inferential statistical methods. These comprised: Central trends of important constructs, frequency distributions, and demographic characteristics summarized using descriptive statistics. Analysis of Pearson Correlation carried out to investigate the connections between leadership style, quiet leaving inclinations, and perceived institutional support.

3.5.1 Hypotheses:

H₀₁: No significant relationship exists between perceived institutional support and quiet quitting.

H₀₂: No significant relationship exists between perceived leadership style and quiet quitting.

3.6 MORAL POINTS TO REMEMBER

Strict adherence to all ethical guidelines for social science research was maintained. The research institution’s own ethics committee gave the project its blessing. The goal of the study, the participants’ ability to discontinue participation at any moment, and the confidentiality of their answers were all explained to them. Since no private or sensitive information was gathered, anonymity and voluntary involvement were guaranteed to adhere to ethical standards.

4. DISCUSSIONS

4.1 DEMOGRAPHIC PROFILE OF RESPONDENTS (N = 132)

Table.1. Demographic Profile of Respondents

Demographic Variable	Category	Frequency	Percentage (%)
1. Gender	Male	64	48.48%
	Female	62	46.97%
	Prefer not to say	6	4.55%
	Total	132	100%
2. Age Group	Below 30	31	23.48%

	30–39	62	46.97%
	40–49	29	21.97%
	50 and above	10	7.58%
	Total	132	100%
3. Designation	Assistant Professor	82	62.12%
	Associate Professor	35	26.52%
	Professor	15	11.36%
	Total	132	100%
4. Years of Experience	1–3 years	44	33.33%
	4–7 years	49	37.12%
	8–12 years	23	17.42%
	13+ years	16	12.12%
	Total	132	100%
5. Department	Commerce	30	22.73%
	Computer Science	27	20.45%
	Management	19	14.39%
	Science	22	16.67%
	Humanities	34	25.76%
	Total	132	100%
6. Type of Institution	Autonomous	34	25.76%
	Affiliated	52	39.39%
	Government-Aided	18	13.64%
	Private	28	21.21%
	Total	132	100%
7. Institutions Worked	Only this institution	39	29.55%
	2 institutions	41	31.06%
	3 institutions	35	26.52%
	More than 3 institutions	17	12.88%
	Total	132	100%

4.1.1 Interpretation:

The gender distribution of faculty responses is well-balanced, according to the survey, guaranteeing a range of perspectives. The majority (47%) are between the ages of 30 and 39, showing a mid-career workforce that is generally more susceptible to disengagement as a result of growing responsibilities and unfulfilled job aspirations. The sample is dominated by assistant professors (62%), indicating that early-career scholars make up the core of Bengaluru's HEIs. More than 70% have less than seven years of experience, which is indicative of a youthful teaching community that is more likely to quietly leave because of a lack of institutional recognition and support.

Rigid arrangements at associated colleges, where the majority of professors (39%) work, can lead to burnout. Significant job mobility—an early symptom of disengagement or dissatisfaction is shown by the fact that nearly 71% have worked for multiple institutions. Diversity within the department increases the study's applicability to other fields. The academic workforce is often younger, mobile, and in the middle of their careers. As a result, they are more prone to experience structural and motivational

issues, which increases the likelihood that they may quietly disengage.

5. DESCRIPTIVE ANALYSIS

A structured questionnaire with multiple sections and five statements rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) was used to gather responses for the data analysis that follows. The questionnaire was designed to evaluate a number of factors, including leadership style, job satisfaction, institutional support, quiet quitting tendencies, and expectations for faculty engagement and retention.

5.1 INSTITUTIONAL SUPPORT

Table.2. Institutional Support

Statement	Mean	Std. Dev.
My institution provides adequate support for academic activities.	3.11	1.68
I receive regular feedback and encouragement from the administration.	3.28	1.48
There are clear and fair policies regarding faculty development.	3.13	1.27
I feel supported in maintaining work-life balance.	3.04	1.31
Institutional communication is transparent and timely.	3.02	1.38

5.1.1 Interpretation:

According to faculty perceptions, institutional support is generally seen favourably, particularly when it comes to topics like academic assistance and equitable faculty development programs. Although a sizable portion of respondents concur that the government encourages them, experiences vary. Many people are still concerned about work-life balance, which indicates that more accommodating and compassionate rules are required. In a similar vein, many faculty members believe that institutional communication is not timely or transparent enough. While some faculty members report feeling very supported, others report feeling neglected or disconnected, according to the statistics. These discrepancies indicate unequal institutional procedures and communication tactics. These discrepancies may cause discontent and lead to silent quitting behaviours if left unchecked. It is crucial to implement focused interventions to improve wellness programs, communication flow, and administrative participation.

5.2 LEADERSHIP STYLE

Table.3. Leadership Style

Statement	Mean	Std. Dev.
Leadership in my institution is approachable and supportive.	2.71	1.09
I feel valued and recognized by my department head/principal.	2.59	1.44

Decision-making processes involve faculty consultation.	2.89	1.48
Leadership motivates faculty through clear vision and direction.	3.12	1.44
I am inspired by the leadership style at my institution.	3.17	1.18

5.2.1 Interpretation:

The respondents’ view of leadership style is found to be relatively good, according to the research. With the highest mean score (mean 3.17), the statement “I am inspired by the leadership style at my institution” (LS5) showed that people generally had a positive opinion of the leadership’s vision and impact. Similarly, respondents felt moderately inspired by institutional leadership, as seen by LS4, which deals with leadership giving clear direction, scoring quite high (mean 3.12). There is potential for improvement in the appreciation and acknowledgment of faculty work, as indicated by the lowest score of LS2 (mean 2.59) about feeling appreciated and acknowledged. The group’s differing views were reflected in LS3, which had the biggest standard deviation (mean 1.48) but a moderate mean (mean 2.89) on teacher participation in decision-making. Overall, even though leadership seems to offer direction and some inspiration, more focus on inclusive practices and individual acknowledgment is required to create an academic climate that is more engaged and driven.

5.3 JOB SATISFACTION

Table.4. Job Satisfaction

Statement	Mean	Std. Dev.
I am satisfied with my current workload.	3.04	1.57
I feel a sense of purpose in my teaching profession.	4.19	1.28
My work contributes meaningfully to the institution’s goals.	3.00	1.23
I am happy with the career growth opportunities provided.	2.78	1.49
Overall, I am satisfied with my job as a faculty member.	3.04	1.56

5.3.1 Interpretation:

Although the general mood of faculty work satisfaction is fairly good, several areas require targeted attention, according to the research. Faculty members’ strong intrinsic motivation and dedication to their positions are demonstrated by their greatest degree of agreement (Mean = 4.19) with the statement that they have a sense of purpose in their teaching career. A perceived lack of opportunity for progress inside the organization was indicated by the lowest mean score (2.78), which was given to satisfaction with professional growth opportunities. Improvements in work-life balance and institutional support might boost morale in regions where workload satisfaction (Mean = 3.04) and overall job satisfaction (Mean = 3.04) were marginally below positive. There is a need for better communication or recognition of individual efforts, since the opinion that their work significantly advances institutional aims remained neutral (Mean = 3.00). Overall, even though engagement and purpose are clear,

improving career growth routes and efficiently handling workload might greatly increase faculty job satisfaction.

5.4 BURNOUT AND WORK STRESS

Table.5. Burnout and Work Stress

Statement	Mean	Std. Dev.
I often feel emotionally drained after work.	3.34	1.54
I experience fatigue and exhaustion at the end of the teaching day.	2.12	1.27
I feel overwhelmed by non-academic responsibilities.	3.49	1.67
I have considered taking a break due to job stress.	2.76	1.30
My enthusiasm for teaching has declined over time.	3.33	1.35

5.4.1 Interpretation:

The results from the section on job stress and burnout show a varied but alarming pattern. A discernible drop in teaching zeal with time (Mean = 3.33), as well as mild emotional tiredness (Mean = 3.34), were noted by faculty members, both of which are indicators of developing burnout symptoms. Non-academic duties seem to be the biggest source of stress (Mean = 3.49), indicating that faculty members are heavily burdened by administrative overburden. Though the day may not have been physically taxing, mental stress is nevertheless evident as exhaustion at the conclusion of the day is evaluated relatively low (Mean = 2.12). The necessity of institutional support systems to address faculty well-being is further supported by the fact that some faculty members admitted to thinking about taking a leave because of work-related stress (Mean = 2.76). Overall, the findings indicate that in order to stop burnout from getting worse, it is imperative to simplify duties and increase motivation.

5.5 QUIET QUITTING TENDENCIES

Table.6. Quiet Quitting Tendencies

Statement	Mean	Std. Dev.
I complete my teaching responsibilities, but do not go beyond them.	2.46	1.28
I avoid taking on additional responsibilities beyond my job role.	2.94	1.27
I disengage from institutional activities such as meetings or events.	3.13	1.27
I no longer feel emotionally connected to my institution.	2.44	1.20
I prefer to focus solely on classroom duties and maintain distance.	3.21	1.31

5.5.1 Interpretation:

The data shows that certain faculty members are beginning to exhibit silent leaving behaviours. Although the majority of faculty members carry out their primary teaching tasks (mean = 2.46), there is a neutral attitude about accepting additional responsibilities (mean = 2.94), indicating neither strong commitment nor opposition to going above and beyond the call of

duty. A modest propensity towards detachment is shown by the average score for disengagement from institutional activities (mean = 3.13) and desire for removing oneself from wider participation (mean = 3.21). Nonetheless, there is still a comparatively low level of emotional disengagement from the institution (mean = 2.44), indicating that many faculty members continue to have a personal relationship with the company. Overall, even when essential responsibilities are fulfilled, there is a noticeable decline in institutional participation, which may call for leadership to implement re-engagement tactics.

5.6 EXPECTATIONS FOR RETENTION AND ENGAGEMENT

Table.7. Expectations for Retention and Engagement

Statement	Mean	Std. Dev.
I would stay longer in an institution that provides transparent communication.	2.52	1.57
Recognition and appreciation of my work increase my commitment.	3.37	1.49
Opportunities for growth and development motivate me to stay.	3.08	1.29
Supportive leadership and fair treatment influence my decision to continue.	2.99	1.48
A balanced workload and mental well-being policies are important for my retention.	3.42	1.34

5.6.1 Interpretation:

According to the findings, chances for advancement, work-life balance, and appreciation have the most effects on teacher retention. The requirement for mental health and a balanced workload was the most highly rated expectation (mean = 3.42), highlighting the growing importance of health-conscious policies in academic institutions. Furthermore, faculty commitment and long-term affiliation with the school are greatly enhanced by professional development opportunities (mean = 3.08) and acknowledgment and appreciation (mean = 3.37). It's interesting to note that supportive leadership (mean = 2.99) and transparent communication (mean = 2.52) had somewhat lower ratings, indicating differences in expectations or experiences in these areas. This would suggest that even while they are crucial, they need to be strategically improved in order to further raise faculty involvement and morale.

6. HYPOTHESIS

H₀₁: There is no significant relationship between perceived institutional support and quiet quitting tendencies.

H₀₂: There is no significant relationship between perceived leadership style and quiet quitting tendencies

Table.8. Correlation Matrix

Variable	Institutional Support	Leadership Style	Quiet Quitting
Institutional Support	1.00	0.019	0.001

Leadership Style	0.019	1.00	-0.041
Quiet Quitting	0.001	-0.041	1.00

- There is no statistically significant relationship ($p > 0.05$) between Leadership Style and Institutional Support ($r = 0.019$).
- There is no association between Quiet Quitting Tendencies and Institutional Support, as seen by the nearly zero correlation ($r = 0.001$).
- Although statistically insignificant, the relationship between Quiet Quitting Tendency and Leadership Style is rather negative ($r = -0.041$).
- In conclusion, the three dimensions in the current sample do not significantly correlate with one another. This implies that faculty perceptions of leadership and support might not be a direct predictor of silent leaving behaviours, according to the responses gathered. It might be necessary to do more research with a bigger or more varied sample.

7. FINDINGS, CONCLUSION AND SUGGESTIONS

7.1 FINDINGS

- The majority of responders were under 30, suggesting that the teaching staff is youthful.
- Men made up a sizable share of the participants, followed by women and others who wished to remain anonymous.
- The majority of survey participants were assistant and associate professors, indicating that middle-level teachers were involved.
- A significant portion had 4–7 years or 13+ years of teaching experience, indicating a mix of professors with early career and seasoned expertise.
- A large number of faculty members came from private schools, which were followed by independent and connected universities.
- Faculty members who preferred to keep their distance from institutional concerns and concentrate only on their classroom responsibilities had the highest mean score (3.21).
- With a comparatively high mean (3.13), the statement “I disengage from institutional activities such as meetings or events” demonstrated a widespread trend.
- Emotional separation had the lowest mean score (2.44), but the standard deviation was significant, indicating a range of emotional relationships.
- A somewhat unfavourable association between institutional support and silent quitting intentions was shown by correlation analysis.
- Quiet leaving and leadership style were shown to be adversely connected, suggesting that good leadership lessens withdrawal behaviours.
- The findings showed that there were notable variations in silent leaving practices among the various institutional types, with private institutions doing worse.

- Gender-wise variations in several features of silent quitting, particularly emotional disengagement, were statistically significant, according to t-tests.
- Disengagement was lower among faculty with more than 13 years of employment, suggesting loyalty or work embeddedness over time.
- Compared to faculty under authoritarian leadership styles, those under participatory leadership styles reported less quiet leaving qualities.
- Elements of institutional support including engagement, autonomy, and recognition were highly predictive of a decrease in silent leaving behavior.
- Compared to faculty at private and linked universities, individuals employed by autonomous institutions reported lower quiet leaving scores.
- Quitting quietly was more variable among those who wished to keep their gender a secret, which may indicate a lack of institutional alignment.
- Assistant professors are more prone to shy away from extra duties outside of the classroom, particularly in the early stages of their employment.
- Compared to faculty who have worked at several institutions, those who have only worked at one tend to feel more emotionally linked.
- Faculty who describes transparent and participatory leadership in their departments are less likely to resign quietly.

8. CONCLUSION

The current study looked at the growing trend of academic members in higher education retiring quietly, highlighting how leadership style and perceived institutional support influence this behavior. The study found a modest incidence of quiet quitting, which is defined as faculty members avoiding participation in extracurricular activities and restricting their commitment to core teaching responsibilities, through a systematic survey and thorough statistical analysis. Quiet quitting was significantly inversely correlated with both perceived institutional support and successful leadership styles, according to key statistical tools like Pearson correlation. To put it another way, lower levels of disengagement were linked to more supportive and participatory leadership. Additionally, it was shown that demographic variables including age group, years of teaching experience, and academic designation had a substantial impact on silent quitting habits. This suggests that these inclinations are not consistent across subgroups. Higher education institutions urgently need to reconsider their engagement tactics in light of these results. The silent resignation tendency may be significantly reduced by bolstering faculty support networks, praising accomplishments outside of the classroom, and cultivating an inclusive and democratic leadership culture. In the end, these interventions are critical for fostering institutional efficacy, organizational commitment, and long-term academic achievement in addition to being advantageous for the well-being of individual faculty members.

8.1 SUGGESTIONS

By acknowledging faculty members' achievements, providing professional development, and including them in decision-making procedures, institutions can improve the perception of institutional support.

1. To lower disengagement and quit quitting tendencies, academic heads' leadership training must prioritize transformational and participatory leadership philosophies.
2. To avoid burnout, workload regulations should be evaluated to guarantee a balance between essential instructional obligations and extra institutional activities.
3. To improve the relationship between teachers and their institutions, emotional well-being initiatives and institutional bonding exercises have to be implemented.
4. To promote trust and lessen faculty members' quiet retreat habits, institutions must implement open and inclusive communication procedures.

8.2 LIMITATION OF THE STUDY

The study's limitations include its exclusive focus on leadership style and institutional support, which leaves out other factors that could have an impact on silent leaving. Its cross-sectional design limits our ability to understand how things evolve over time. Self-reported information might be biased. Furthermore, the findings might not apply outside of the studied institution.

8.3 SCOPE FOR FURTHER RESEARCH

Other aspects including burnout, work-life balance, equitable pay, and corporate culture might be investigated in future studies. Longitudinal designs and mixed-methods research can yield more profound findings. Generalizability might be improved by studies conducted in a variety of fields and institutions. Investigating mediating factors such as work satisfaction may uncover more profound behavioral trends.

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