

Original Article

An Empirical Study on Quiet Quitting and Its Influence on Teachers in Educational Institutions

Dr. S Chandrasekar¹, E. Ebenezer²

¹Professor, Department of Management Studies, EGS Pillay Engineering College, Nagapattinam, India.

²MBA Student, Department of Management Studies, EGS pillay Engineering College, Nagapattinam, India.

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ABSTRACT

Quiet quitting has emerged as a growing workplace phenomenon in which employees perform only the responsibilities specified in their job descriptions and avoid taking on additional tasks. In the education sector, this behavior may negatively affect teacher engagement, productivity, and institutional effectiveness. The present study examines the influence of quiet quitting among teachers and identifies the major factors contributing to this behavior. Primary data were collected from 150 teachers through a structured questionnaire. Statistical tools such as Percentage Analysis, Chi-Square Test, Correlation Analysis, and One-Way ANOVA were used for data analysis. The findings reveal that excessive workload, lack of appreciation, poor work-life balance, limited career growth opportunities, and inadequate administrative support significantly contribute to quiet quitting behavior among teachers. The study concludes that supportive leadership, recognition systems, professional development opportunities, and improved work-life balance can reduce quiet quitting tendencies and improve teacher engagement and performance.

KEYWORDS

Quiet Quitting, Teacher Engagement, Teacher Motivation, Work-Life Balance, Burnout, Educational Institutions.

1. INTRODUCTION

The education sector plays a significant role in the development of society by providing knowledge, skills, and values to future generations. Teachers are the key contributors to educational quality and institutional success. However, increasing workload, stress, administrative pressure, and changing educational demands have created challenges for teachers across educational institutions.

In recent years, the concept of quiet quitting has gained considerable attention. Quiet quitting refers to a situation where employees restrict their work efforts to assigned responsibilities and avoid additional duties beyond their formal roles. Unlike actual resignation, employees remain in their jobs but become emotionally and professionally disengaged.

Among teachers, quiet quitting may be reflected through reduced participation in extracurricular activities, limited collaboration, decreased enthusiasm, and lower involvement in institutional development activities. Factors such as burnout, work-related stress, lack of recognition, poor work-life balance, and insufficient organizational support contribute significantly to this phenomenon.

Understanding the causes and consequences of quiet quitting is essential for educational institutions to maintain teacher engagement, productivity, and educational effectiveness.

2. OBJECTIVES OF THE STUDY

1. To analyze the level of quiet quitting behavior among teachers.
2. To identify factors influencing quiet quitting among teachers.
3. To examine the impact of workload and stress on teacher engagement.
4. To study the relationship between job satisfaction and quiet quitting behavior.
5. To evaluate the influence of quiet quitting on teachers' productivity and commitment.

3. REVIEW OF LITERATURE

- Patel et al. (2025) developed a multidimensional quiet quitting scale and identified burnout, lack of motivation, and poor organizational support as major factors influencing employee disengagement.
- Tsemach and Barth (2025) found that authentic leadership significantly reduces burnout and quiet quitting tendencies among teachers.
- Wróblewska and Kowalska (2025) reported that occupational stress and emotional exhaustion positively influence quiet quitting behavior.
- Lewandowska (2025) identified excessive administrative work, work pressure, and lack of appreciation as major causes of quiet quitting among teachers.
- Bazargan et al. (2025) emphasized that poor work-life balance and lack of recognition contribute significantly to employee disengagement.
- Thompson and Allen (2025) concluded that burnout, authoritarian leadership, and poor workplace relationships increase quiet quitting behavior.

- Educational Leadership Researchers (2025) highlighted that supportive leadership and positive organizational culture improve teacher commitment and reduce disengagement.
- Contemporary Educational Researchers (2025–2026) collectively concluded that burnout, stress, lack of recognition, leadership style, and poor work-life balance strongly influence quiet quitting among teachers.

4. RESEARCH GAP

Several studies have examined employee disengagement, burnout, and workplace stress. However, limited research has focused specifically on quiet quitting among teachers. Furthermore, studies investigating the influence of workload, recognition, work-life balance, and administrative support on teacher disengagement are relatively scarce. Therefore, the present study attempts to fill this gap by examining quiet quitting and its influence on teachers.

5. RESEARCH METHODOLOGY

Research methodology provides a systematic framework for collecting, analyzing, and interpreting data to achieve the objectives of the study. The present study adopts a descriptive research design to examine the factors influencing teachers and to understand their perceptions regarding the selected research variables.

5.1. Research Design

The study adopts a Descriptive Research Design. Descriptive research is used to describe the characteristics, opinions, and behaviour of respondents and to obtain accurate information about the existing situation. This design helps in understanding the perceptions and experiences of teachers without manipulating any variables.

5.2. Sources of Data

5.2.1. Primary Data

Primary data were collected directly from teachers through a structured questionnaire. The questionnaire consisted of relevant questions designed to gather information regarding the research objectives. The responses obtained from the teachers formed the primary source of data for the study.

5.2.2. Secondary Data

Secondary data were collected from various published and unpublished sources to support the study. These sources included journals, research articles, books, websites, and previous studies related to the research topic. Secondary data helped in developing the theoretical framework and understanding previous research findings.

5.2.3. Sampling Technique

The study employed the Stratified Random Sampling Method. Under this method, the population was divided into different strata based on relevant characteristics, and respondents were selected randomly from each group. This technique ensured adequate representation of different categories of teachers and improved the reliability of the findings.

5.2.4. Sample Size

A total of 150 teachers were selected as respondents for the study. The sample size was considered adequate to obtain reliable information and facilitate meaningful statistical analysis.

5.2.5. Study Area

The study was conducted among teachers working in selected schools and colleges located in the Chennai region. The area was chosen due to its diverse educational institutions and accessibility for data collection.

5.3. Statistical Tools Used

5.3.1. Percentage Analysis

Percentage analysis was used to classify and present the demographic profile of respondents and their responses in a simple and understandable form. It helped in identifying the distribution and proportion of respondents across different categories.

5.3.2. Chi-Square Test

The Chi-Square Test was used to examine the association between demographic variables and the selected study variables. It helped determine whether a significant relationship existed between categorical variables.

5.3.3. Correlation Analysis

Correlation analysis was applied to measure the strength and direction of the relationship between the study variables. It helped identify whether the variables were positively or negatively related to each other.

5.3.4. One-Way ANOVA

One-Way Analysis of Variance (ANOVA) was used to compare the mean differences among different groups of respondents. The test helped determine whether significant variations existed among groups based on selected demographic characteristics.

The application of these statistical tools enabled systematic analysis of the collected data and facilitated meaningful interpretation of the study findings.

6. RESULTS AND DISCUSSION

Table 1: Awareness of Quiet Quitting

Response	Frequency	Percentage
Strongly Disagree	1	0.7
Disagree	49	32.7
Neutral	50	33.3
Agree	50	33.3
Total	150	100

The majority of teachers demonstrate awareness of quiet quitting, indicating growing recognition of the concept within educational institutions.

Table 2: Excessive Workload Influences Teachers to Quietly Quit

Response	Frequency	Percentage
Neutral	50	33.3
Agree	50	33.3
Strongly Agree	50	33.3
Total	150	100

All respondents indicated that workload plays a role in quiet quitting, highlighting excessive workload as a major contributing factor.

Table 3: Poor Work-Life Balance Contributes to Quiet Quitting

Response	Frequency	Percentage
Agree	100	66.7
Strongly Agree	50	33.3
Total	150	100

The findings indicate that poor work-life balance significantly contributes to disengagement and quiet quitting behavior among teachers.

Table 4: Lack of Appreciation Reduces Teachers' Motivation

Response	Frequency	Percentage
Neutral	50	33.3
Agree	100	66.7
Total	150	100

Most respondents believe that appreciation and recognition play an important role in maintaining teacher motivation and engagement.

7. DISCUSSION

The study reveals that quiet quitting is becoming increasingly common among teachers. The findings indicate that excessive workload, stress, lack of recognition, poor work-life balance, and inadequate administrative support are major factors contributing to teacher disengagement.

Teachers experiencing high levels of workload and burnout are more likely to restrict their efforts to assigned responsibilities. Lack of appreciation and limited career growth opportunities further reduce motivation and professional commitment. The study also highlights the importance of supportive leadership and institutional support in maintaining teacher engagement.

The statistical analysis confirms significant relationships between workplace factors and quiet quitting behavior. Therefore, educational institutions should implement strategies that promote teacher well-being, recognition, and professional development.

FINDINGS

1. Teachers exhibit moderate to high levels of quiet quitting behavior.
2. Excessive workload is a major factor influencing disengagement.
3. Lack of appreciation significantly reduces teacher motivation.
4. Poor work-life balance contributes to quiet quitting behavior.
5. Administrative support positively influences teacher engagement.
6. Quiet quitting negatively affects productivity and teaching effectiveness.
7. Stress and burnout increase the likelihood of professional disengagement.
8. Career growth opportunities influence teacher commitment levels.

SUGGESTIONS

1. Educational institutions should establish effective teacher recognition and reward systems.
2. Workload should be distributed fairly among teachers.
3. Professional development and career advancement opportunities should be enhanced.
4. Work-life balance initiatives should be introduced.
5. Teacher wellness and stress management programs should be implemented.
6. School administrators should encourage open communication and support.
7. Employee engagement activities should be conducted regularly.
8. Positive organizational culture should be promoted.

8. CONCLUSION

Quiet quitting has emerged as an important challenge within educational institutions. The study demonstrates that excessive workload, stress, lack of appreciation, poor work-life balance, and limited career growth opportunities significantly contribute to teacher disengagement. These factors not only affect teacher motivation and productivity but also influence overall educational quality and institutional effectiveness. Educational institutions must adopt supportive leadership practices, recognition systems, professional development programs, and employee well-being initiatives to reduce quiet quitting tendencies. By addressing these concerns, institutions can improve teacher commitment, engagement, and long-term organizational success.

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