



Teaching at a minimum: Exploring the wellbeing of filipino tertiary educators who quiet quit

Mengajar secukupnya: Mengeksplorasi kesejahteraan dosen perguruan tinggi filipina yang *quiet quit*

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ABSTRACT

The phenomenon of quiet quitting has gained traction in recent years across various professions, yet its impact on teachers remains underexplored particularly in the Philippines where teachers underpaid, unrecognized, and overworked. Therefore, this Generic Qualitative Inquiry study examined five male and female tertiary private school teachers who engage in quiet quitting behavior and how it impacts their well-being. Analyzed using VSAIEEDC model, emergent themes indicate that participants who quiet quit have grievances about school management, workload, and other people they encounter at school. Due to their perceptions of unfair treatment and excessive workload, participants quiet quit by sacrificing their teaching quality, meeting only the minimum requirements of their teaching position, retaliating against school injustice, and languishing at work. Quiet quitting leads to remorse and worries about teaching competency, which harms participants. Despite the negative impact of quiet quitting, participants express that it also reduces work stress. Maslach's Burnout, Self-determination, and Equity Theories explain findings. The paper also discusses teacher and school management implications and recommendations.

KEY WORDS:

teachers, quiet quitting, workload, wellbeing, VSAIEEDC model

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ABSTRAK

Fenomena quiet quitting telah mendapatkan perhatian dalam beberapa tahun terakhir di berbagai profesi. Namun, dampaknya terhadap guru masih kurang dieksplorasi, terutama di Filipina, di mana para guru kerap dibayar rendah, kurang diakui, dan bekerja berlebihan. Oleh karena itu, studi dengan pendekatan *Generic Qualitative Inquiry* ini meneliti lima guru laki-laki dan perempuan dari sekolah swasta tingkat perguruan tinggi yang terlibat dalam perilaku *quiet quitting* dan dampaknya terhadap kesejahteraan mereka. Dengan menggunakan model VSAIEEDC untuk analisis, tema-tema yang muncul menunjukkan bahwa para partisipan yang *quiet quit* memiliki keluhan terkait manajemen sekolah, beban kerja, dan hubungan dengan orang-orang lain di lingkungan sekolah. Karena persepsi mereka tentang perlakuan yang tidak adil dan beban kerja yang berlebihan, partisipan melakukan quiet quitting dengan cara mengorbankan kualitas pengajaran mereka, hanya memenuhi persyaratan minimum dari posisi mereka, melawan ketidakadilan di sekolah, dan merasa stagnan dalam pekerjaan. *Quiet quitting* mengakibatkan rasa penyesalan dan kekhawatiran terhadap kompetensi mengajar mereka, yang merugikan partisipan. Meskipun *quiet quitting* berdampak negatif, partisipan mengungkapkan bahwa perilaku ini juga membantu mengurangi stres kerja. Temuan ini dijelaskan menggunakan teori Maslach tentang *Burnout*, teori Determinasi Diri (*Self-determination*), dan teori Kesetaraan (*Equity*). Artikel ini juga membahas implikasi bagi guru dan manajemen sekolah serta memberikan rekomendasi.

KATA KUNCI

guru: *quiet quitting*; beban kerja, kesejahteraan, model VSAIEEDC



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Introduction

In the Philippines, teachers express concerns about personal safety, increased tension, depressive feelings, and declining physical and mental health (Rabacal et al., 2020). Burnout among teachers is evident, marked by increased workload, extended computer usage, and the need for modality transitions and associated training (Pabatang Jr. et al., 2022). While Filipino teachers may not explicitly mention quiet quitting, it is plausible that this phenomenon is present among them.

Quiet quitting is defined as doing the bare minimum required for work and not going above and beyond the job description; the expectation that

employees will give their all or put in extra hours is not one that quiet quitters are willing to accept (Christian, 2022 as cited in Mahand & Caldwell, 2023). Quiet quitters do not take on additional work tasks that are not compensated in any way (Hart, 2022). The concept of quiet quitting has risen to prominence as a topic that has been discussed on a variety of platforms and has sparked widespread social movements and enquiries. The first time that the concept was used, it was to explain the "declining desire for achievement" in the economic processes of Venezuela. This "declining passion for achievement" is a reflection, according to the consensus, of the "demonization of profit, entrepreneurship, and production." Introduced in 2009, quiet quitting has only recently been a topic of conversation, thanks to the April 2021 "Tang Ping" movement in China and a TikTok video in 2022 (Yikilmaz, 2022) According to a Gallup report, at least half of the people employed in the United States are considered "quiet quitters," and the number could be probably higher (Harter, 2023).

But why has the rate of quiet quitting risen? The answer may be traced to the Covid-19 pandemic and the disruption it brought in its wake particularly to our work and daily lives (Andrade, 2022). The change in work structure came with its own challenges requiring people to adjust. Despite these changes and challenges, employers' policies did not revolve at the same rate and many employers continue to implement obsolete principles and methods, thereby impacting workers, and resulting in quiet quitting (Andrade, 2022). News reports corroborate Andrade's findings, highlighting that the pandemic brought to attention issues related to burnout, maintaining a healthy work-life balance, and the significance of work in general (Bloomberg, 2022).

Work demands impact teacher well-being, job happiness, and performance. The concept of well-being encompasses both subjective emotional states, such as happiness and contentment, and objective indicators of personal growth and fulfillment. It entails the cultivation of one's capabilities, a degree of autonomy in decision-making, a sense of direction and meaning in life, and the establishment of positive social connections (Ruggeri et al., 2020). Well-being is linked to professional, personal, and interpersonal success, with high-well-being people having higher workplace productivity, learning effectiveness, creativity, prosocial behavior, and positive relationships (Ruggeri et al., 2020). High levels of work demands can result in stress, burnout, and lower job satisfaction characteristics of low well-being.

The education sector has been significantly impacted by the COVID-19 pandemic, requiring sudden shifts from traditional face-to-face teaching to

online modalities to ensure both quality education and student safety. Kush et al. (2022) found that teachers faced higher pandemic-related mental health risks compared to healthcare and office professionals, with remote teachers experiencing greater distress and anxiety symptoms than in-person teachers. Reports indicate a surge in teachers resigning, retiring early, or taking leave, with 74% taking such actions in the United States (Diliberti et al., 2021)

The current study seeks to understand quiet quitting as experienced by Filipino teachers. It is important to focus on quiet quitting because its impact on teachers is far-reaching, i.e., it affects not only their personal life, but also their teaching career and productivity. Concerns on teacher productivity can escalate, affecting students' learning experience.

Empirical Studies

A survey on 15,091 workers indicates that burnout is driving at least half of the workforce to practice quiet quitting (Powell, 2022). Likewise, a systematic review on K-12 teachers' stress and burnout during the COVID-19 pandemic reveals an association between stress and burnout of teachers and job demands (Rabaglietti et al., 2021); Sokal et al., 2020) highlighting the possibility that when the pandemic began, teachers may have exhausted all of their resources to successfully cope with online teaching, and the negative effects of increased emotional exhaustion emerged later (Westphal et al., 2022).

Research on Filipino teachers reveal that during the pandemic, issues such as overlapping jobs, overloading work, overlapping meetings, and performing activities unrelated to teaching professions contributed to teacher burnout, particularly among those with moderate to high burnout (Pabatang Jr. et al., 2022). Having to constantly work in a demanding environment can result in low levels of teacher efficacy and low levels of work engagement (Han et al., 2020)

Local news indicates that around 60% of employees in the Philippines have quietly quit, citing low salaries and limited opportunities for career advancement as the main reasons (Desiderio, 2023). Employee disengagement, often examined alongside employee engagement, is seen as detrimental to organizations (Heikkeri, n.d.). Poor workplace conditions and concerns such as the risk of Covid-19 contribute to disengagement, exacerbated by increased workload and long hours (Moyo, 2020). A systematic literature review (Afrahi et al., 2021) identified three key predictors of work disengagement: individual characteristics, job attributes, and organizational conditions. Various dimensions of work disengagement, such as threatened self-determination, identity, incivility,

mistrust, and psychological safety, are influenced by these factors.

During the pandemic, several employees saw how their work could be redefined online or flexibly, while also dealing with virtual burnout and a blurring of work-home boundaries. Many workers became disillusioned and disengaged as a result of post-pandemic expectations to return to work, along with a work culture that gave little reward or opportunity for growth. This resulted in the Great Resignation, in which many people who could afford to resign did so. Quiet quitting became the alternative for those who could not leave their job and chose to stay (Espada, 2022, as cited in (Scheyett, 2022).

“Quiet quitting is actually a new term for an old concept: it describes employees who exist in that state between “actively engaged” and “actively disengaged” (Kruse, 2022).” Workers who are “actively disengaged” are unhappy with their jobs. Employees who are disengaged are the most likely to leave, with many of them already having one foot out the door. On the other end of the spectrum -- employees who are actively engaged are individuals who have a strong emotional attachment to the organization and its aims; these employees are happy with their work and willing to exert effort and give their time to the organization. Quiet quitters are in the middle of the spectrum – they are neither actively engaged nor actively disengaged (Kruse, 2022). Quiet quitting manifests itself as an employee's unwillingness to go the additional mile, which often stems from an organization's inability to build meaningful relationships with its employees. Those who quit quietly reduce their effort at work, frequently to maintain personal work/life balance or to maintain health and well-being in a high-pressure work environment (Hare, 2022).

Despite the abundance of literature on concepts in the nomological network of quiet quitting, e.g., burnout and disengagement, empirical evidence on the phenomenon is still in its infancy. This suggests that a clear picture of what quiet quitting is and how it is experienced has most likely not been established, suggesting that immediately quantitatively measuring how quiet quitting would impact life outcomes may not be the best course of action. Rather, there is a need to investigate the phenomenon through an idiographic lens to expand knowledge and understanding of it, as constructed by the interaction of the researcher and the prospective participants. Aligned with preceding arguments, this study provides a description of teachers who engage in quiet quitting, how they experience it, and how it impacts their wellbeing.

Method

This study employed a qualitative design to look in-depth into experiences and perceptions of Filipino teachers to make sense of their subjective world. Specifically, this study used the Generic Qualitative Inquiry (GQI) method, which “investigates people’s reports of their subjective opinions, attitudes, beliefs, or reflections on their experiences of things in the outer world (Percy et al., 2015). GQI has four characteristics, i.e., theoretical positioning, method-methodology consistency, rigor procedures, and analytical lens. In terms of theoretical positioning, as authors, we adhere to a post-positivist paradigm which emphasizes that even with an a priori understanding of the phenomenon, experiences can also be subjective and existing in multiple realities. We believe in a post-positivist approach to data collection and data analysis, i.e., the integration of newly constructed ideas with existing ones (Percy et al., 2015). Being a relatively new phenomenon, quiet quitting has generated interest and has been defined online and by the media but there may be more layers to the phenomenon. Such layers can only be understood through qualitative exploration. Participants for the study were 5 Filipino teachers (designated as P1 through P5) with the age range of 27-41 years of age, who are engaged in quiet quitting based on specific quiet quitting criteria grounded on the self-determination theory (Aydın & Azizoglu, 2022). There are three indicators of quiet quitters, i.e., unmet needs for competence, relatedness, and autonomy. Thus, participants of the current study are teachers who do not feel that their work arrangement during the online and hybrid set-up meet their basic need for competence. Similarly, they are teachers who feel that their sense of belongingness to the unit where they belong to has been severed, and finally they are teachers whose sense of autonomy has been reduced due to specific changes brought about by their work set-ups.

Participants were chosen through purposive sampling. Their lengths of service range from 1 to 11 years. To set a context that presents similar features, participants are those who are teaching in higher education. They were chosen because of literature indicating increasing burnout among Filipino tertiary educators (Carreon et al., 2021). Likewise, individuals who were going through serious emotional or psychological concerns were not considered as study participants.

For qualitative studies, the main research instrument is the researcher (Pezalla et al., 2012). For this study, the researchers’ self-reflexivity is important to create a meaningful conversation with the participants. In addition, the

researchers used an unstructured interview guide relevant to the phenomenon of interest. The interview

guide was validated by a psychologist to ensure that questions are suitable for the local population and can measure quiet quitting. An interview dry run with an individual who shares similar characteristics to this study's participants was also done to determine if the questions can be understood easily. Revisions to the interview schedule were done after the dry run to accommodate necessary adjustments.

Participants were interviewed following their preferred venue and schedule. Those who requested online interviews, were granted online interviews. Each interview session lasted approximately 40-60 minutes. Interviews were recorded with the consent of the participants. After each interview session, the researcher recorded observations of what transpired during the interview. Pauses and voice intonation of participants, as well as their gestures were noted. Afterwards, participants were debriefed about the study, and were given an opportunity to ask additional questions.

Prior to data analysis, all interviews were first transcribed verbatim. Afterwards, transcripts were checked for verbal pauses and voice intonation of participants as these provided nuances to their responses. Personal information that identified participants such as their names, and the schools where they taught were removed from the transcript to enhance data protection. Researchers' biases were also bracketed.

As a generic qualitative inquiry, this research followed the VSAIEEDC model a seven steps process composed of "(a) variation (b) specification (c) abstraction (d) internal verification, (e) external verification, (f) demonstration, and (g) conclusion" (Persson, 2006). Although not part of the study's method, an additional step for rigor was implemented by the researcher, wherein the emergent themes and exemplars were externally audited by a researcher with experience in qualitative studies.

Result

Teachers who quiet quit are those who are fed up with their experiences. Specifically, they are characterized as (1) exhausted with perceived excessive teaching workload, (2) frustrated with people encountered in the academe, and (3) amotivated with class related work.

Table 1

Teachers Who Quiet Quit

Themes	Categories	Frequency (f)
Teachers fed up with the existing work environment quiet quit	Exhausted with perceived excessive teaching workload	5
	Frustrated with people encountered in the academe	4
	Amotivated with class related work	2
Teachers exploited by workforce management quiet quit	Meager-paid teachers feel exploited	5
	Undervalued teachers feel exploited	4
Teachers preferring face-to-face interactions may quiet quit		4

Exhausted with perceived excessive teaching load. Exhaustion emerged as a prevalent and significant contributor to "quiet quitting" among participants. The participants reported varying degrees of physical and emotional exhaustion with their teaching load which they attributed primarily to the demanding nature of their teaching positions. Participants mentioned a demanding work schedule and excessive workload, which led to their exhaustion.

Frustrated with people encountered in the academe. Aside from exhaustion, four out of the five participants felt frustrated towards their work and/or their school administration. P1 shared their frustration towards their administration about not being upfront and transparent about their systems, especially when it's about policies, wage computation and increase, and requests for benefits.

Amotivated with class related work. Participants who lacked motivation exhibited varying beliefs regarding the underlying reasons for their state of amotivation. P3 expressed experiencing a sense of amotivation in relation to his tasks within the context of online and hybrid classes, to the extent that he contemplates discontinuing his work.

Aside from being fed up with their work environment, when teachers feel that they are exploited by the workforce management, this may also signal quiet

quitting among them. Perceive exploitation among participants include meager payment, and feelings of being undervalued.

Meagerly-paid teachers feel exploited. All the participants, totaling five individuals, shared a common sentiment regarding the administration or management's exploitation of their labor. This perception stemmed from the participants' belief that their meager wages failed to adequately compensate for the considerable effort they exerted.

Undervalued teachers feel exploited. Aside from concerns regarding salary, four (4) out of the five (5) participants reported feelings of being undervalued and unappreciated by their educational institution. This springs from their views that their school's management does not display genuine concern about them or their future or appreciation of them.

Surprisingly, quiet quitting is not only due to the teaching environment or due to workforce management. Rather, there is an element present in traditional classrooms that likely influences quiet quitting, i.e. face-to-face classes. Specifically, teachers who prefer face-to-face instruction quiet quit. The Covid-19 pandemic pushed schools to adopt a non- traditional classroom, i.e. online learning. However, teachers who are socially inclined seem to prefer onsite classes.

Table 2

Quiet Quitting Behaviors

Themes	Frequency (f)
Quiet quitting is sacrificing teaching quality	2
Quiet quitting is retaliating against perceived administrative injustice	2
Quiet quitting is doing the bare minimum teaching job description	5
Quiet quitting languishing at work	2

Quiet quitting is doing the bare minimum teaching job description. One salient behavior, manifested by all five participants is doing the bare minimum as a form of quiet quitting. This means that participants exert minimal effort in what they do.

Quiet quitting is sacrificing teaching quality. Expectedly, because participants only engage in the bare minimum at work, there are instances wherein work quality is sacrificed. This is seen in P1's response and knowledge that they can be in their best form if they want to.

Quiet quitting is languishing at work. Relevant to themes 4 and 5 is the experience of quiet quitting as languishing at work. One participant (P1) views this languishing as positive as it allows her to protect herself from being stressed out.

Quiet quitting is retaliating against perceived administrative injustice. For P3 and P4, quiet quitting is expressed in a manner that would allow them to rebel against the school administration, i.e., sabotaging student recruitment and don't care attitude towards work. As retaliation, quiet quitting involves an active behavior that is intended to inflict damage to the school rather than simply engaging in the bare minimum. Considering the cases of P3 and P4, such retaliation may be connected to their experiences of exhaustion and frustration towards the school and their tasks.

Table 3

Quiet Quitting Impact on Well-Being

Themes	Frequency (f)
Quiet quitting elicits teachers' guilt	2
Quiet quitting elicits questions on teaching competence	2
Quiet quitting eases teaching work stress	4

Quiet quitting elicits teachers' guilt. The act of quietly quitting is primarily associated with feelings of guilt for P3 and P5. Both participants expressed that their experience of guilt arises from their value for their work. However, because they have the belief that they are meagerly-paid and undervalued, they put in the bare minimum amount of effort required, which in turn causes them to experience feelings of guilt. P3 and P5 share the belief that engaging in quiet quitting can elicit feelings of guilt for them because it goes against their work values. They are aware that they can do their best, but because they are exhausted, frustrated, poorly compensated, and underappreciated, they engage in quiet quitting behaviors, which in turn elicit feelings of guilt.

Quiet quitting elicits questions on teaching competence. Quiet quitting stirs questions regarding competencies or skills for one of the participants (P3).

Whenever participant 3 questions his competence, it also affects his self-confidence. For P3, he perceives that there is a sort of system that happens when questioning his competence. For example, when they question their own competence, it can affect their self-confidence, and in turn this can affect their self-worth, which can also affect how they work.

Quiet quitting eases teaching work stress. The reduction in stress because of quiet quitting is a significant indicator of the impact of quiet quitting on participants' overall well-being, as it is the only positive theme that has emerged. On the one hand, P1 claims that when her own expectations to perform well at work were removed, she felt a significant reduction in the amount of pressure that she was under, thus leading to feelings of being at peace. P3 shared the sentiments of P1. For him, quiet quitting can protect oneself from stress.

Findings reveal that quiet quitting begins when participants' experiences become overwhelming for them, whether perceived or real. Manifestations of quiet quitting vary, but regardless of how it is manifested, quiet quitting has positive and negative consequences relevant to participants' well-being, highlighting the fact that if the phenomenon is not addressed, it may become a cycle that can have dire implications on various aspects of teaching, e.g. instruction, evaluation, and other teaching tasks.

Discussion

The current research uncovered specific themes that describe teachers who quiet quit, how they demonstrate quiet quitting and how quiet quitting impacts their well-being. Aligned with VSAIEEDC model and a post-positivist approach, these themes are explained using existing theories and concepts on motivation, burnout, and quiet quitting.

Who are the teachers who engage in quiet quitting?

Teachers who are fed up may feel exhausted, frustrated, angry, and amotivated and these characteristics likely lead to quiet quitting. Likewise, they may perceive themselves as being exploited due to low compensation, and feelings of being undervalued. While the aforementioned results are aligned with existing literature, the current study's findings also suggest that teachers who are sociable or socially inclined, a result that is unexpected yet still understandable.

Unfulfilled Basic Psychological Needs and Quiet Quitting

Quiet quitting participants experiencing exhaustion and frustration may perceive unfulfilled autonomy needs. For instance, P1 feels frustrated by the bureaucratic school system, leading to tiredness. Others, like P2, lack control over their schedules, spending long hours at work. Tasks perceived as tiring (P3 and P4) and excessively (P5) further diminished autonomy. Feeling constrained by the school system, participants struggle to organize experiences to fulfill autonomy needs. Ryan & Deci, cited in Aydın & Azizoglu (2022), emphasize autonomy's role in fostering engagement in personally meaningful behaviors aligned with growth and values

Teachers who feel that they are unable to fulfill their competence needs may also quiet quit. This is evident in P4 whose work environment does not provide a structure that allows for positive feedback, particularly when mistakes are made. Additionally, teachers who are amotivated because students seem to not take the class seriously (P5), may be experiencing unfulfilled relatedness needs. When students are perceived as not taking their classes seriously, it is possible that the relatedness need is thwarted as this would imply a lack of warmth, engagement and interaction between the teacher and students.

A warm and positive relationship can facilitate better student learning experience (Gan, 2021) as well as teacher experience. Not taking their lesson seriously also shows a lack of regard from pupils, which can further undermine the relatedness need. Respect is crucial for fostering relationships and preventing quiet withdrawal (Aydın & Azizoglu, 2022). Accordingly, socially inclined individuals who prefer face-to-face or onsite contact with their students (P3 and P4) may feel isolated and unable to meet their relatedness demands. This hurts their jobs, so they quit quietly.

The relatedness need is not only fulfilled through teacher-student interactions, it is also fulfilled through one's work environment. To participants, fulfillment might be thwarted because of their perceptions of being undervalued by their school management (P1, P3, P4, P5). A surprising result relevant to relatedness, and not part of the study's scope, is the fact that quiet quitting teachers actually try to maintain positive social connections with their colleagues (P1 and P3). Colleagues serve as a crucial source of social support for P1 and P3, playing a pivotal role in their decision to remain affiliated with their respective academic institutions. However, this does not seem to be enough to prevent them from quiet quitting. The researchers can only surmise that because there are different factors affecting participants' contexts, supportive colleagues are not

enough to affect non-quiet quitting behaviors.

Feelings of Exploitation and Quiet Quitting

Connected to unfulfilled basic psychological needs, quiet quitting can also result when teachers feel that they are exploited. This exploitation can be in terms of meager compensation, or compensation that does not commensurate their efforts, and in terms of undervaluing.

Herzberg's Two Factor Theory of Motivation states that satisfiers or motivators, e.g. work achievement, advancement and recognition, and dissatisfiers or hygiene factors, e.g. administrative policies and salaries, need to be in-synch in order for workers to perform (Alrawahi et al., 2020). The need for better salary is emphasized by all participants, and their current salaries make them feel that they are exploited.

Moreover, four of the five (P1, P3, P4 and P5), underscore that they do not feel valued by their administration, with P4 explicitly expressing not being seen, and being treated as a laborer. Poor supervisory relationships can lead to job dissatisfaction, risking quiet quitting (Biregeyi et al., 2023). Likewise, employees suffer when they perceive their supervisors and managers as treating them like commodities, and not caring about their mental health and well-being (Mahand & Caldwell, 2023), possibly leading to a rise in employee dissatisfaction. The same can happen to teachers who feel undervalued.

Herzberg's theory also underscored that a work environment that can intensify feelings of achievement and personal growth can facilitate better job satisfaction. Such feelings can be achieved through praises and encouragement from those holding administrative and supervisory positions (Biregeyi et al., 2023).

Work Environment, Holding Grudges, and Quiet Quitting

The theme "Teachers fed-up with the existing work environment quiet quit," can be related to the manner in which quiet quitting is manifested and may be connected to participants' belief or attitude regarding their teaching capability or efficacy- which is one of quiet quitting's negative impact on their well-being. Likewise, it may be connected to possible grudges they may have against the school management. For example, P4 wishes to appear smart to other people, so it is possible that when he perceives his school administration as questioning his credibility, such as when he is asked if he had faked information that he submitted. As retaliation to this, he may engage in behavior that can be seen as

sabotage and that negatively impacts his employer, i.e. convincing students to enroll in other schools. Likewise, P3's lack of self-confidence may be relevant to the way he reacts to his responsibilities, i.e. emotional breakdowns, which according to him can also take up his time, contributing to his "no-care" attitude, and his desire to get even with his school. Both P3's desire to get even with his school and his anger, and P4's feeling that his credibility has been questioned, may be due to two things. The first is severe burnout characterized by extreme exhaustion, cynicism and feelings of inefficacy ((Leiter & Maslach, 2016). With regards to cynicism, this is evident in P3 who believes that the management is self-serving as it is not interested in his future, or in his well-being, and is angry against management, and in P4 who perceives one school administrator as only being concerned with the school as a business investment. Both also have feelings of inefficacy as suggested by questions on their competencies arising either from their own interpretation of their experiences (P3) or from actual interactions with school administration (P4). P4 is also frustrated about a school administrator's ill treatment of teachers. Thus, it is possible that P3 and P4 can be profiled as "severely burnout". Burnout teachers are likely to have higher turnover intentions (Li et al., 2022). Turnover intention may be reflected in P3's statement that he wants to stop working but is only prevented by the fact that he has nowhere to go.

Another factor is potential resentment towards their school, as evidenced by their retaliatory actions. This aligns with recent research suggesting that individuals harboring grudges against organizations and managers may resort to quiet quitting (Serenko, 2023). These grudges result from a belief regarding unfair treatment of managers or bosses, a belief that is evident in the responses of P3 and P4. Holding grudges can also explain why quiet quitting is seen as a form of retaliation by both participants. Comparing P3 and P4 to P2 and P5, these two participants likely have an overextended profile (Leiter & Maslach, 2016) with P2 stating physical and mental exhaustion, and P5 indicating running empty at the end of the day. Exhaustion, but not cynicism and inefficacy, is prominent in an overextended profile. Additionally, the behaviors of P3 and P4 are in stark contrast to that of P1 who personally likes challenges and whose capability is evident in the multiple roles that she has in her school, e.g., as formator and unit head, and as faculty. Likewise, though P1 is engaged in quiet quitting, her behavior is more aligned with only doing the bare minimum instead of doing her best rather than engaging in actions that have the potential to negatively impact her workplace, which is reflective of P4's behavior.

Furthermore, quiet quitting is not solely influenced by external factors like

workforce management. Individual characteristics and personality variables may also play a role, potentially leading to engagement or non-engagement in quiet quitting behaviors. The intensity of emotions towards perceived injustices within school systems, as observed in some participants, suggests that quiet quitting may have internal antecedents.

How do teachers experience quiet quitting?

The lack of fulfillment in their need for autonomy can possibly explain why the participants experience quiet quitting through the following: doing the bare minimum, as languishing at work, sacrificing work quality, and as a form of retaliation. As shown in the results section, all the participants from this study reported doing the bare minimum work at their respective academic institutions as their form of quiet quitting. This is congruent to the definition of quiet quitting which is doing the bare minimum required for the work and not going above and beyond their job description (Christian, 2022; Mahand & Caldwell, 2023).

In addition to doing the bare minimum, quiet quitting is experienced by P3 and P4 as a form of retaliation against the institution or administration. Although it is not part of the definition of quiet quitting, it can be seen in the responses of P3 and P4. These acts of doing the bare minimum, languishing, and retaliation can be seen as the participants' way of taking back what little control they can exert in order to gain some of their autonomy back. According to Abun & Maggalanez, 2017, the presence of external factors, such as the imposition of impossible deadlines, has the potential to impede the development of autonomy by imposing restrictions, exerting control, and diminishing intrinsic motivation. Additionally, quiet quitting has also been described as an act of retaliation against uncompensated labor and the expectation to perform duties outside the scope of one's job description (Moscrop 2022, as cited in Baker, 2023).

Aside from the unfulfillment of the need for autonomy, participants (P3 and P4) may also have unmet needs for competence. Competence is the capacity to exert control over one's own environment (Abun & Maggalanez, 2017). It is a person's desire to feel effective in engaging with their environment. Because of their reported heavy workload P3 and P4 have to sacrifice work quality in order for them to gain control of their job demands.

How does quiet quitting impact Filipino teachers' well-being?

Providing context to the impact of quiet quitting on participants, they understood work related well-being as being able to rest from their workload and not feel stressed about it (P1, P2, P3, and P4), being appreciated and valued

by their management (P1, P3, P4, and P5), and being paid well (all participants). This perception of well-being is aligned with the definition of wellbeing used in this study, which reflects the definition of Ruggeri et al., 2020 (see definition in the study's introduction).

Considering the multifaceted nature of well-being, the impact of quiet quitting on participants varies. Two participants (P3 and P5) experience feelings of guilt and questioning of teaching competence, while four (P1, P2, P3, and P4) find that quiet quitting alleviates stress. Consistent with existing literature (e.g. Formica & Sfodera (2022), feelings of guilt in P3 and P5 may stem from value misalignment and low salary. P3, valuing his job, feels guilt over compromising work quality to meet minimum requirements. Meanwhile, P5's exhaustion may result not only from workload but also from feeling amotivated, undervalued, and underpaid, indicative of an ill-managed work environment leading to potential burnout (Edú-Valsania et al., 2022).

In contrast, quiet quitting provides relief for three participants. It alleviates pressure for P1, allows P2 to focus on short-term goals, and gives P4 a sense of satisfaction in languishing at work. These behaviors align with literature suggesting that disengaged employees can still meet essential job requirements efficiently, reducing pressure and increasing satisfaction, potentially restoring autonomy over tasks and lives (Richardson, 2023).

In a positive light, participants' engagement in quiet quitting can be viewed as a calculated contribution (Detert, 2023), aligning effort with what is provided by the company. This notion resonates with the Equity Theory, where workers seek fairness in the exchange between input and return (Gates & Reinsch, 2018). Thus, quiet quitting may be seen as a fair response to perceived unfairness. Contributing to this perceived unfairness might be the lack of clarity in the interpretation of Filipino policies on teaching. For example, the Magna Carta for Public School Teachers indicates that the maximum teaching hours daily is 6, yet teachers are still covered by the minimum labor requirement of 8 hours of work daily (Tarraya, 2024). Additionally, many Filipino teachers often work more than 40 hours a week, bringing their tasks home.

How does quiet quitting impact Philippine education?

The presence of quiet quitting in academia has implications for both teachers and Filipino school administration. For teachers, engaging in quiet quitting can lead to reduced stress and burnout. Heavy workloads, lack of support, and administrative burdens can result in exhaustion, frustration, and

reduced motivation to fulfill teaching duties, ultimately affecting both personal well-being and the quality of education provided to students. Teachers feeling undervalued or exploited by their institution are particularly susceptible to quiet quitting behaviors, as a lack of recognition or appreciation can diminish motivation and job satisfaction (Aubrey, 2012, as cited in (Mahand & Caldwell, 2023).

Additionally, quiet quitting can negatively impact the overall atmosphere within a Filipino educational institution. Disengaged teachers may contribute to a sense of apathy among colleagues, affecting morale and motivation across the teaching staff and potentially creating a less conducive learning environment for students. In the Philippines, this can complicate an already troubled educational system, where teaching workload is heavy and hours are long (Tarraya, 2024). The ones who will suffer the most are the students as the quality of teaching would be compromised.

Since institutions that prioritize care and compassion foster a supportive environment where teachers feel valued, leading to greater personal commitment (Mahand & Caldwell, 2023), schools may face challenges such as increased turnover as quietly quitting teachers seek opportunities where their contributions are recognized, disrupting educational continuity and incurring hiring and training costs.

Conclusion

The implications for Philippine education are significant. Quiet quitting not only affects individual teacher well-being but also risks fostering disengagement that undermines institutional morale and the quality of education in the Philippines. In a system already burdened by unclear labor policies and excessive workloads, addressing the root causes of quiet quitting is imperative. By prioritizing teacher recognition, equitable compensation, and supportive policies, educational institutions can cultivate environments that value teachers' contributions and enhance their well-being. These systemic changes are essential for maintaining the quality of education and ensuring a sustainable teaching workforce in the Philippines.

This study sheds light on the complex experiences of Filipino teachers with quiet quitting, revealing its multifaceted nature as a response to unmet needs for autonomy and competence. Participants' engagement in quiet quitting behaviors—such as doing the bare minimum, sacrificing work quality, and, at times, retaliating against perceived institutional injustices—highlights systemic

issues within the teaching profession, including heavy workloads, low compensation, and administrative pressures. These findings are consistent with research suggesting that external constraints and lack of support diminish intrinsic motivation and hinder teachers' ability to feel effective in their roles (Abun & Maggalanez, 2017).

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