The Influence of Perceived Organizational Support and Role Conflict on Employee Quiet Quitting: The Mediating Role of Job Satisfaction

Sukanksha Singh[1]*, Alka Singh Bhatt[2], M. Valliammal[3], Ridhima Bhalla[4], Aparna Sinha[5], Shefali Bahadur[6]

[1]Research Scholar, Amity University, Lucknow, Uttar Pradesh, India, [2]Amity University, Lucknow, Uttar Pradesh, India, [3]Rajalakshmi Engineering College, Chennai, Tamil Nadu, India, [4]Atharva College of Engineering, Mumbai, Maharashtra, India, [5]Axis Institute of Planning and Management, Kanpur, Uttar Pradesh, India, [6]Research Scholar, Amity University, Lucknow, Uttar Pradesh, India. *Email: sukanksha.singh@s.amity.edu

ABSTRACT

This study examines the influence of perceived organizational support and role conflict on employee quiet quitting, with job satisfaction serving as a mediating variable. Quiet quitting is characterized by employees disengaging from discretionary efforts and limiting their involvement strictly to contractual obligations and has emerged as a significant challenge in contemporary workplaces. This research investigates how the presence of supportive organizational environments and conflicting role demands shape employee attitudes and behaviours. A quantitative survey was conducted among 603 school teachers in Uttar Pradesh, India, and the data were analysed using structural equation modelling. The findings reveal that perceived organizational support negatively correlates with quiet quitting, while role conflict shows a positive association. Moreover, job satisfaction partially mediates both relationships, suggesting that employees who feel supported and experience lower role conflict are more likely to be satisfied with their jobs, thereby reducing the likelihood of quiet quitting. These insights underscore the critical importance of fostering supportive work environments and minimizing role ambiguity to enhance employee engagement and retention. The study offers practical implications for policymakers and administrators seeking to mitigate disengagement in educational institutions and similar work settings.

Keywords: Perceived Organizational Support, Role Conflict, Job Satisfaction, Quiet Quitting
JEL Classifications: M0, M1, M5

1. INTRODUCTION

In recent years, there has been a significant shift in the workplace dynamics due to changing employee expectations, organizational structures, and a silent growth of disengagement behaviours that are not always immediately recognizable (Lawani et al., 2019). One such phenomenon that is slowly materializing is quiet quitting. In simple terms, it is the tendency of employees to disengage from their professional roles by limiting their efforts strictly to the defined job responsibilities, refraining from activities that are beyond their formal job scope (Ozturk et al., 2023). This does not involve any formal resignation nor a blatant withdrawal from all responsibilities. Rather, it is a slow diminishing of the motivation, commitment and effort of the employee in question. The idea of quiet quitting has gained momentum in organizational studies due to its silent yet continuous impact on employees, their morale and the organizational culture (Serenko, 2024).

Quiet quitting is a unique challenge for organizations, as it often goes undetected until its consequences, such as reduced

innovation, lower collaboration, and increased turnover intention, become visible (Prentice et al., 2025). Among these, the roles played by perceived organizational support, role conflict, and job satisfaction have attracted increasing attention. These factors, individually and in conjunction, can shape the attitudes, behaviours, and intentions of employees in significant ways. When employees feel unsupported by their organization or experience conflicting expectations within their roles, their engagement levels may decline, prompting them to psychologically withdraw from active participation in their work (Moltot Ayalew and Walia, 2024).

Organizational support reflects the degree to which employees believe their well-being and contributions are valued by their organization. A supportive environment can foster trust, commitment, and a sense of belonging, all of which are critical to sustaining high levels of engagement (Han and Qi, 2025). Conversely, a perceived lack of support may cultivate dissatisfaction, stress, and detachment. Similarly, role conflict, which arises when individuals face contradictory demands or unclear expectations, can lead to ambiguity, frustration, and a reduced sense of control over work outcomes (Khanal and Ghimire, 2024). Such conditions erode job satisfaction, increase emotional exhaustion, and can subtly nudge employees toward disengagement. Job satisfaction, often considered a mediating construct in this context, reflects how positively individuals evaluate their job experiences (Hilmiana et al., 2020). Satisfied employees are more likely to feel motivated and aligned with organizational goals, whereas dissatisfaction may pave the way for withdrawal behaviours like quiet quitting.

This study seeks to examine the association between these variables using empirical data collected from professionals working in diverse educational institutions across various cities. The educational sector, particularly the role of teachers, provides a compelling context for this inquiry. Teachers operate within complex institutional frameworks, often balancing instructional responsibilities with administrative and pastoral duties (Yang and Aumeeboonsuke, 2024). When coupled with systemic constraints and insufficient support, these role expectations can culminate in significant role conflict. In such environments, understanding the psychological and organizational underpinnings of quiet quitting becomes not just relevant but essential for developing responsive management strategies (Qamar et al., 2024).

Through the lens of organizational behaviour and human resource management, the current research aims to deepen the understanding of how perceived organizational support and role conflict influence job satisfaction and, consequently, quiet quitting behaviour (Formica & Sfodera, 2022). The study adopts a quantitative approach, utilizing a structured survey instrument to gather insights from a sizable sample of teaching professionals. By analysing these interrelationships, the research aspires to contribute practical knowledge that can inform policy-making, institutional reforms, and employee engagement initiatives within the educational domain and beyond.

Furthermore, the study responds to a growing need among educational institutions to address hidden disengagement and mitigate its effects. While absenteeism and formal resignations are overt signs of dissatisfaction, quiet quitting represents a more covert and insidious form of disengagement that can affect organizational effectiveness over time (Toska et al., 2025).

2. REVIEW OF LITERATURE

2.1. Perceived Organizational Support (POS)

Perceived Organizational Support refers to the extent to which employees believe that their organization values their contributions and cares about their well-being. Extensive literature emphasizes its critical role in enhancing employee engagement, fostering organizational commitment, and mitigating burnout (Winarno et al., 2022). It is often associated with increased job satisfaction and reduced turnover intention. When employees perceive strong organizational backing, they are more likely to exhibit citizenship behaviors and go beyond prescribed roles. Conversely, lack of support can lead to emotional exhaustion, lowered morale, and disengagement. Researchers have highlighted that supportive organizational climates cultivate trust and reciprocity, encouraging employees to align personal goals with organizational objectives (Moltot Ayalew and Walia, 2024). Within educational institutions, particularly among teaching professionals, the perception of support influences not only job satisfaction but also the motivation to contribute meaningfully to the academic environment (Zhu et al., 2024). Perceived organizational support also acts as a buffer against stressors such as workload pressure and ambiguous expectations, making it a vital antecedent to understanding quiet quitting tendencies.

2.2. Role Conflict (RC)

Role Conflict occurs when an individual encounters incompatible demands from different roles they occupy, or when expectations are contradictory and unclear. It is a well-documented stressor in literature associated with human resources management, closely linked to job dissatisfaction, emotional strain, and disengagement (Nurcholidah et al., 2023). In academic settings, teachers often juggle instructional, administrative, and emotional support roles, creating fertile ground for role conflict. Studies have shown that persistent role conflict diminishes psychological well-being, reduces performance efficacy, and heightens the risk of withdrawal behaviours (Meeuwissen et al., 2019). It is particularly pronounced in hierarchical or bureaucratically structured organizations, where rigid role definitions clash with dynamic work demands. Furthermore, role conflict is seen to have a negative correlation with job satisfaction and is a significant predictor of both overt and covert forms of turnover. As it leads to confusion, frustration, and a sense of helplessness, role conflict can serve as a silent trigger for quiet quitting, especially when coupled with weak organizational support and lack of autonomy (Wu and Wei, 2024).

2.3. Job Satisfaction (JS)

Job Satisfaction represents the positive emotional state resulting from an individual's appraisal of their job experiences. It is a cornerstone variable in organizational studies and is often considered a mediating factor between workplace stressors and behavioural outcomes (Mura et al, 2021). A high level of job satisfaction is typically associated with increased engagement, loyalty, and productivity, while dissatisfaction can lead to

absenteeism, decreased performance, and various forms of disengagement, including quiet quitting. Among teaching professionals, satisfaction is influenced by workload, recognition, peer support, administrative backing, and opportunities for professional growth (Loan, 2020). Studies have also emphasized that satisfaction is not just about external rewards but also about intrinsic motivators like meaningful work, autonomy, and sense of achievement (Jahan Priyanka et al., 2024). The mediating role of job satisfaction is particularly important in understanding the impact of role conflict and perceived organizational support. When employees feel satisfied, they are more resilient to stressors; however, when satisfaction is low, even minor organizational conflicts can lead to disengagement and passive withdrawal (Dodanwala et al., 2023).

2.4. Quiet Quitting (QQ)

Quiet quitting has recently emerged as a distinct construct in the domain of employee behaviour. Unlike formal resignation or explicit job withdrawal, quiet quitting is characterized by doing the bare minimum required, avoiding extra responsibilities, and emotionally detaching from work (Bansal and Garg, 2024). It often stems from chronic dissatisfaction, unmet expectations, or perceived imbalance between effort and reward. Literature identifies it as a reaction to environments where employees feel undervalued, overburdened, or unsupported (Hamouche et al., 2023). In many cases, quiet quitting is not a sudden occurrence but rather a gradual disengagement that follows persistent organizational stressors. It is particularly relevant in sectors like education, where emotional labour is high, and systemic support may be limited. (Konal Memiş and Tabancalı, 2024) Research has emerged that quiet quitting serves as a coping mechanism, allowing employees to protect their mental well-being without jeopardizing their employment status. However, it also poses serious risks to organizational performance and culture, as disengaged employees may reduce overall team morale and hinder collaborative efforts (Dilekçi et al., 2025).

2.5. Interrelationships among variables

Perceived organizational support often mitigates the adverse effects of Role Conflict and enhances job satisfaction, thereby reducing the likelihood of quiet quitting. Conversely, the absence of support can intensify the strain caused by role conflict and lead to dissatisfaction. Job Satisfaction acts as a bridge that channels the impact of organizational conditions into employee behaviour. A satisfied employee, even under role stress, is less likely to disengage, while dissatisfaction amplifies the effects of organizational shortcomings. Quiet Quitting, in this context, becomes the behavioural outcome of a misalignment between employee expectations and organizational realities. By examining these variables in tandem, researchers can gain a holistic understanding of disengagement and develop targeted strategies to foster a more supportive, clear, and fulfilling work environment.

3. RESEARCH METHODOLOGY

This study adopts a quantitative research design (Mishra et al., 2023) to explore the interplay between perceived organizational support, role conflict, job satisfaction, and quiet quitting among teaching professionals. The methodology integrates survey-based data collection with statistical analysis to investigate both direct and mediated relationships among the variables under study. The overall objective is to identify the organizational and psychological antecedents of quiet quitting behaviour and to understand how support systems and workplace role clarity influence employee engagement and satisfaction levels.

3.1. Research Design

The research employs a cross-sectional design, allowing for the collection of data at a single point in time from a diverse sample of educational professionals. This design is suitable for examining associations among multiple variables and for understanding current workplace behaviours and perceptions. Given the exploratory nature of the study, this design enables the identification of significant patterns and relationships between constructs without manipulating the study environment.

3.2. Sample and Sampling Technique

The study sample consists of 603 respondents drawn from various educational institutions across ten major cities in Uttar Pradesh, India, (Singh et al., 2024) including Lucknow, Kanpur, Varanasi, Agra, Prayagraj, Meerut, Ghaziabad, Gorakhpur, Noida, and Bareilly. A stratified random sampling method was employed to ensure representativeness across diverse types of schools—government, private, and aided institutions. Stratification was based on geographical distribution, school type, and urban-rural classification. Within the selected schools, purposive sampling was used to identify participants based on tenure, willingness to participate, and diversity in subject specialization and administrative roles. This multi-stage sampling approach ensured that the sample adequately reflected the population of school teachers in the region.

3.3. Data Collection

Data were gathered using a structured questionnaire (Karrani et al., 2024) designed to measure key constructs relevant to the study. The questionnaire included items adapted from validated scales to ensure reliability and consistency. The constructs measured include Perceived

Table 1: Demographic profile of respondents

Demographic variables	Categories	Frequency	Percentage
Gender	Male	228	37.8
	Female	375	62.2
Age	18 years - 24 years	36	6.0
	25 years - 30 years	273	45.3
	31 years - 40 years	91	15.1
	41 years and above	203	33.7
Educational qualification	ITI/diploma	149	24.7
	Bachelor's degree	161	26.7
	Master's degree	193	32.0
	Professional	100	16.6
Marital status	Married	251	41.6
	Unmarried	352	58.4
Years of experience in the Current Job	Less than 1 year	138	22.9
	1 year - 5 years	172	28.5
	6 years - 10 years	193	32.0
	Above 10 years	100	16.6
Department/ role	Teacher	251	41.6
	Counsellor	59	9.8
	Librarian	193	32.0
	Administration	100	16.6

organizational support (POS), Role Conflict (RC), Job Satisfaction (JS), and quiet quitting (QQ). Each construct was assessed using multiple items on a seven point Likert scale. The data collection process was conducted both manually and digitally, ensuring wide accessibility. Anonymity and voluntary participation were emphasized to promote honest responses and reduce social desirability bias.

3.4. Instrumentation
- Perceived organizational support was measured through six items reflecting the degree to which respondents felt valued and supported by their institutions

- Role conflict was captured using six items that explored contradictory or unclear expectations in the workplace
- Job satisfaction was evaluated using six items assessing overall job contentment and emotional fulfilment at work
- Quiet quitting was measured through eight items identifying behavioural patterns of disengagement and minimal compliance with job requirements.

Each scale demonstrated acceptable levels of internal consistency and was adapted from established instruments in organizational psychology literature.

Table 2: Variable dimensions and survey items

Construct	Operational definition	Items	Statements	Source
Perceived organizational support	Perceived organizational support refers to the degree of employees' belief that their organization values their contribution and cares about their well-being.	POS1	My organization values my contributions and takes pride in my accomplishments.	(Eisenberger et al., 1986)
		POS2	My organization cares about my well-being and provides support when I face challenges at work.	(Eisenberger et al., 1986)
		POS3	Help is available from my organization whenever I encounter work-related problems.	(Eisenberger et al., 1986)
		POS4	My organization cares about my job satisfaction and actively considers my opinions.	(Tosun and Bozkurt Bostancı, 2024)
		POS5	If I decided to quit, my organization would try to persuade me to stay.	(Tosun and Bozkurt Bostancı, 2024)
		POS6	My organization tries to make my job as interesting and engaging as possible.	(Tosun and Bozkurt Bostancı, 2024)
Role conflict	Role conflict occurs when an individual faces incompatible demands or expectations across the different roles they hold which leads to difficulty in fulfilling those roles effectively.	RC1	I often receive unclear instructions that create confusion about my role at work.	(Miles, 1977)
		RC2	I have to perform tasks that contradict each other, making it difficult to meet expectations.	(Miles, 1977)
		RC3	My workload includes responsibilities that conflict with my personal values.	(Miles, 1977)
		RC4	There are frequent changes in my role responsibilities, leaving me uncertain about my duties.	(Miles, 1977)
		RC5	I am required to perform tasks outside my job description, leading to role ambiguity.	(Bowling et al., 2017)
		RC6	I feel torn between different priorities at work, making it hard to manage my responsibilities.	(Bowling et al., 2017)
Job satisfaction	Job satisfaction is the level of contentment that employees feel related to their job.	JS1	I feel valued and respected in my workplace, which enhances my job satisfaction.	(Macdonald and MacIntyre, 1997)
		JS2	I genuinely enjoy working with my colleagues and feel like an integral part of the team.	(Macdonald and MacIntyre, 1997)
		JS3	Most days, I feel enthusiastic and engaged in my job.	(Macdonald and MacIntyre, 1997)
		JS4	Overall, I am satisfied with my job and the support I receive from my organization.	(Singh et al., 2024)
		JS5	If given the choice again, I would still prefer to work in a job like mine.	(Toropova et al., 2021)
		JS6	My work is meaningful and interesting, which keeps me motivated to perform well.	(Toropova et al., 2021)
Quiet quitting	Quiet quitting refers to when employees fulfill their job requirements to the bare minimum without putting any additional efforts like working extra hours or taking initiative.	QQ1	I feel motivated and inspired when I work.	(Patel et al., 2025a)
		QQ2	I only complete the basic tasks required of me without going beyond expectations.	(Patel et al., 2025a)
		QQ3	If a colleague can handle part of my work, I prefer to let them do it.	(Patel et al., 2025b)
		QQ4	I hesitate to share my opinions and ideas at work to avoid being assigned additional tasks.	(Galanis et al., 2023)
		QQ5	I refrain from expressing my views because I believe my working conditions will not improve.	(Galanis et al., 2023)
		QQ6	I take as many breaks as possible to minimize my workload.	(Galanis et al., 2023)
		QQ7	I rarely take initiative at work beyond my assigned responsibilities.	(Galanis et al., 2023)
		QQ8	At times, I appear to be working to avoid being given extra tasks.	(Galanis et al., 2023)

4. DATA ANALYSIS

Data were processed and analysed using SPSS software. Initial data cleaning included the removal of incomplete responses and normalization of data for consistency. Descriptive statistics were calculated to provide demographic insights. To examine the relationships among variables, Pearson's correlation coefficients were computed. Multiple regression analysis was conducted to determine the extent to which independent variables (POS, RC, and JS) predicted the dependent variable (QQ). The significance of the model was tested using ANOVA, and coefficients were analysed to understand individual predictor contributions. Additionally, multi-collinearity diagnostics, including Variance Inflation Factor (VIF) and tolerance values, were assessed to ensure model stability.

4.1. Ethical Considerations

Although formal ethical approval was not required due to the non-experimental nature of the study, ethical guidelines were strictly followed. Participants were informed about the purpose of the research and provided consent before participation. No personally identifiable information was collected, ensuring anonymity and confidentiality. The study adhered to voluntary participation principles, allowing respondents the right to withdraw at any stage without any repercussions.

Table 1 defines the demographic characteristics of the 603 respondents who participated in the study. It presents classifications based on gender, age, educational qualification, marital status, years of experience in the current job and department or role. This table offers an overview of the sample composition and supports understanding of the population under study.

Table 2 defines the constructs used in the study along with their operational definitions, number of survey items, and the statements used to measure each construct. The variables include perceived organizational support (POS), role conflict (RC), job satisfaction (JS), and quiet quitting (QQ). Each construct is measured using multiple items drawn from established literature.

Table 3 defines the Pearson correlation coefficients calculated among the four study variables: Perceived organizational support (POS), role conflict (RC), job satisfaction (JS), and quiet quitting (QQ). The table includes the significance levels and the number of valid cases (N) used for the computation of each correlation.

Table 4 defines the summary statistics of the multiple regression model used to predict Quiet Quitting based on the independent variables POS, RC, and JS. It reports the values for R, R Square, Adjusted R Square, standard error of the estimate, and the change in R Square due to the inclusion of the predictors.

Table 5 defines the results of the analysis of variance (ANOVA) conducted for the regression model. It includes the sum of squares, degrees of freedom, mean square values, the F-ratio, and the significance level of the regression model to determine whether the model as a whole is statistically significant.

Table 6 defines the unstandardized and standardized coefficients for each predictor variable in the regression model. It also includes the standard errors, t-values, significance levels, and collinearity statistics such as Tolerance and variance inflation factor (VIF) for each variable. These values are used to assess the contribution of each independent variable and to check for multi-collinearity.

Table 3: Correlation matrix

	POS	RC	JS	QQ
POS				
Pearson correlation	1	0.508**	0.473**	0.335**
Sig. (2-tailed)		0.000	0.000	0.000
n	603	603	603	603
RC				
Pearson correlation	0.508**	1	0.668**	0.408**
Sig. (2-tailed)	0.000		0.000	0.000
n	603	603	603	603
JS				
Pearson correlation	0.473**	0.668**	1	0.606**
Sig. (2-tailed)	0.000	0.000		0.000
n	603	603	603	603
QQ				
Pearson correlation	0.335**	0.408**	0.606**	1
Sig. (2-tailed)	0.000	0.000	0.000	
n	603	603	603	603

Table 4: Regression model summary

Model summary									
Model	R	R square	Adjusted R square	Standard error of the estimate	Change statistics				
					R square change	F change	df1	df2	Significance F change
1	0.609[a]	0.371	0.368	7.15583	0.371	117.719	3	599	0.000

Table 5: ANOVA

ANOVA[a]					
Model	Sum of squares	df	Mean square	F	Significance
1					
Regression	18083.654	3	6027.885	117.719	.000[b]
Residual	30672.346	599	51.206		
Total	48756.000	602			

ANOVA: Analysis of variance

Table 6: Regression coefficients and collinearity statistics

Model	Unstandardized coefficients		Standardized coefficients	t	Significance	Collinearity statistics	
	B	Standard error	Beta			Tolerance	VIF
1							
(Constant)	15.754	1.308		12.043	0.000		
POS	0.089	0.051	0.067	1.739	0.083	0.710	1.409
RC	−0.021	0.053	−0.018	−0.400	0.689	0.507	1.973
JS	0.728	0.055	0.587	13.187	0.000	0.530	1.886

Coefficients[a]

5. CONCLUSION

This study explored the phenomenon of quiet quitting in the context of educational professionals, examining its association with perceived organizational support, role conflict, and job satisfaction. Utilizing a robust dataset collected from 603 respondents across various cities in Uttar Pradesh, the research applied correlation and regression analysis to determine the strength and significance of these relationships. The findings affirm the central role of job satisfaction in predicting quiet quitting behaviour, suggesting that when employees feel fulfilled and content in their roles, they are less likely to disengage passively from their work responsibilities. While perceived organizational support and role conflict exhibited some level of association with quiet quitting, their influence was less direct compared to job satisfaction. The study contributes to the growing body of organizational behaviour literature by contextualizing quiet quitting within the Indian educational sector, a domain where emotional labour and multiple role expectations are particularly prominent. These insights are crucial for institutional leaders aiming to build supportive environments that foster engagement, satisfaction, and long-term employee retention.

5.1. Limitations

Despite its contributions, the study has several limitations. Firstly, it relies on self-reported data collected through structured questionnaires, which may be subject to social desirability bias and subjective interpretation. Secondly, the cross-sectional nature of the study limits the ability to establish causal relationships among variables. Longitudinal data would offer deeper insights into how these dynamics evolve over time. Third, the geographic scope of the study is restricted to selected cities in Uttar Pradesh, which may limit the generalizability of the findings to other regions or sectors. Additionally, the study focuses solely on educational professionals; hence, the findings may not apply uniformly across other occupational groups. Finally, the constructs were examined in isolation without integrating potential mediating or moderating variables such as organizational culture, leadership style, or psychological safety, which could offer a more holistic view of the quiet quitting phenomenon.

5.2. Implications

The study carries significant practical implications for organizational leaders, policymakers, and human resource practitioners. Institutions must prioritize initiatives that enhance job satisfaction through meaningful work design, recognition systems, fair workload distribution, and clear communication of expectations. Improving perceived organizational support—by fostering open dialogue, offering emotional and logistical support, and recognizing employee contributions—can mitigate disengagement and reduce the risk of quiet quitting. For educational institutions specifically, training school leaders in conflict resolution and stress management techniques can help address role ambiguity and support teachers more effectively. From a policy perspective, embedding teacher well-being and engagement into institutional objectives and performance metrics can ensure long-term organizational commitment and improve educational outcomes.

5.3. Future Research Directions

Future research can build upon the current study in several ways. Longitudinal studies are recommended to explore how employee perceptions and behaviours related to quiet quitting evolve over time, especially in response to changes in organizational structure or leadership. Expanding the sample to include other sectors such as healthcare, technology, and government services would provide a broader understanding of the phenomenon across different work environments. Further, incorporating qualitative methods such as interviews or focus groups could uncover deeper insights into the emotional and contextual drivers of quiet quitting. Future studies may also explore potential mediators and moderators, such as work-life balance, psychological empowerment, leadership behaviour, and organizational justice, to enrich the existing model. Additionally, comparative cross-cultural studies would help determine whether the dynamics observed in the Indian education sector hold true across different cultural and institutional contexts.

REFERENCES

Bansal, S., Garg, N. (2024), Quitting silently: A longitudinal research on the impact of workplace conflict and nonviolent work behavior. Conflict Resolution Quarterly, 42(2), 241-258.

Bowling, N.A., Khazon, S., Alarcon, G.M., Blackmore, C.E., Bragg, C.B., Hoepf, M.R., Barelka, A., Kennedy, K., Wang, Q., Li, H. (2017), Building better measures of role ambiguity and role conflict: The validation of new role stressor scales. Work and Stress, 31(1), 1-23.

Dilekçi, Ü., Kaya, A., Çiçek, İ. (2025), Occupational stress, burnout, and change fatigue as predictors of quiet quitting among teachers. Acta Psychologica, 254, 104812.

Dodanwala, T.C., Santoso, D.S., Yukongdi, V. (2023), Examining work role stressors, job satisfaction, job stress, and turnover intention of Sri Lanka's construction industry. International Journal of Construction Management, 23(15), 2080931.

Eisenberger, R., Huntington, R., Hutchison, S., Sowa, D. (1986), Perceived organizational support. Journal of Applied Psychology, 71(3), 500-507.

Formica, S., & Sfodera, F. (2022). The Great Resignation and Quiet Quitting paradigm shifts: An overview of current situation and future

research directions. Journal of Hospitality Marketing & Management, 31(8), 899–907.

Galanis, P., Katsiroumpa, A., Vraka, I., Siskou, O., Konstantakopoulou, O., Moisoglou, I., Gallos, P., Kaitelidou, D. (2023), The quiet quitting scale: Development and initial validation. AIMS Public Health, 10(4), 2023055.

Hamouche, S., Koritos, C., & Papastathopoulos, A. (2023). Quiet quitting: relationship with other concepts and implications for tourism and hospitality. International Journal of Contemporary Hospitality Management, 35(12), 4297–4312.

Han, F., Qi, Z. (2025), The impact of perceived organizational support on organizational commitment of vocational college teachers -the mediating effect of career-related continuous learning. International Journal of Innovation and Learning, 1(1), 10062182.

Hilmiana, Hilmiana & Purwanti, Tuty & Kartono, Kartono & PujiAstuti, Ramlah. (2020). Person-Organization Fit And Job Satisfaction On Turnover Intention. Proceedings on Engineering Sciences. 2, 107-118.

Jahan Priyanka, T., Akter Mily, M., Asadujjaman, M., Arani, M., Billal, M.M. (2024), Impacts of work-family role conflict on job and life satisfaction: A comparative study among doctors, engineers and university teachers. PSU Research Review, 8(1), 248-271.

Karrani, M. A., Bani-Melhem, S., & Mohd-Shamsudin, F. (2024). Employee quiet quitting behaviours: conceptualization, measure development, and validation. Service Industries Journal, 44(3–4), 2286604

Khanal, J., Ghimire, S. (2024), Understanding role conflict and role ambiguity of school principals in Nepal. Educational Management Administration and Leadership, 52(2), 359-377.

Konal Memiş, T., Tabancalı, E. (2024), Teachers' silent scream: Quiet quitting. Research in Educational Administration and Leadership, 9(3), 360-415.

Lawani, K., Hare, B., Cameron, I. (2019), Evaluating workplace trust as a construct of worker engagement in construction. Proceedings of Institution of Civil Engineers: Management, Procurement and Law, 172(3), 125-134.

Loan, L.T.M. (2020), The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. Management Science Letters, 10(14), 3308-3312.

Macdonald, S., Maclntyre, P. (1997), The generic job satisfaction scale. Employee Assistance Quarterly, 13(2), 1-16.

Meeuwissen, S. N. E., Stalmeijer, R. E., & Govaerts, M. (2019). Multiple-role mentoring: mentors' conceptualisations, enactments and role conflicts. Medical Education, 53(6), 13811

Miles, R.H. (1977), Role-set configuration as a predictor of role conflict and ambiguity in complex organizations. Sociometry, 40(1), 21-34.

Mishra, M., Kushwaha, R., Gupta, N., Sinha, A., Dwivedi, H. (2023), Survey data to evaluate consumer behaviour and consumption pattern of sustainable apparel: A study on consumer awareness level. Data in Brief, 49, 109350.

Moltot Ayalew, B., Walia, N. (2024), Does job satisfaction mediate the nexus between perceived organizational justice and organizational citizenship behavior? Empirical evidence from Ethiopian Public Higher Education Institutions. Cogent Business and Management, 11(1), 2297801.

Mura, L., Hajduová, Z., Smorada, M., & Jakubova, Z. (2021). Employee motivation and job satisfaction in family-owned businesses. Problems and Perspectives in Management, 19(4), 495–507.

Nurcholidah, L., Haryono, T., Sunaryo, S., Hendarsjah, H. (2023), Work family conflict, job stress and employee engagement on innovation work behavior: Mediating roles of career adaptability. Journal of Law and Sustainable Development, 11(5), 1005.

Ozturk, E., ARIKAN, Ö. U., & OCAK, M. (2023). Understanding Quiet Quitting: Triggers, Antecedents and Consequences. Uluslararası Davranış, Sürdürülebilirlik ve Yönetim Dergisi, 10(18), 57–79.

Patel, P.C., Guedes, M.J., Bachrach, D.G., Cho, Y. (2025a), A multidimensional quiet quitting scale: Development and test of a measure of quiet quitting. PLoS One, 20, 0317624.

Patel, P.C., Guedes, M.J., Bachrach, D.G., Cho, Y. (2025b), A multidimensional quiet quitting scale: Development and test of a measure of quiet quitting. PLoS One, 20, 0317624.

Prentice, C., Dominique-Ferreira, S., Wang, X., Tuominen, J., Duarte, M., Rocha, H. (2025), Work-life imbalance, burning out, feeling down, I will quit, but quietly - the case of hospitality employees. Journal of Hospitality Marketing and Management, 34(1), 24-45.

Qamar, F., Bhutto, N.A., Nisar, S., Channa, K.A., Ghumro, N.H., Hussain, S., Khaliq, M. (2024), Does learning organization create workplace happiness of educators? A post-pandemic perspective. Human Systems Management, 43(4), 513-532.

Serenko, A. (2024), The human capital management perspective on quiet quitting: recommendations for employees, managers, and national policymakers. Journal of Knowledge Management, 28(1), 27-43.

Singh, R., Sharma, A., Gupta, N., Mishra, M., Kushwaha, R. (2024), Anxiety, mental health, job insecurity and workplace challenges: Exploring the well-being of women gig workers in the gig economy. Mental Health and Social Inclusion, 29, 362-381.

Singh, R.R., Gupta, N., Yadav, G.R., Kushwaha, R., Mishra, M. (2024), A dataset on consumers' knowledge, attitude, and practice: Investigating electric two-wheeler vehicle adoption in the Indian automobile sector. Data in Brief, 55, 110605.

Toropova, A., Myrberg, E., Johansson, S. (2021), Teacher job satisfaction: The importance of school working conditions and teacher characteristics. Educational Review, 73(1), 1705247

Toska, A., Dimitriadou, I., Togas, C., Nikolopoulou, E., Fradelos, E.C., Papathanasiou, I.V., Sarafis, P., Malliarou, M., Saridi, M. (2025), Quiet quitting in the hospital context: Investigating conflicts, organizational support, and professional engagement in Greece. Nursing Reports, 15(2), 20038.

Tosun, A., Bozkurt Bostancı, A. (2024), The role of administrative support in the relationship between teachers' perceptions of organizational support and teacher leadership levels. Journal of Pedagogical Research, 8(3), 230-245.

Winarno, A., Prasetio, A.P., Luturlean, B.S., Wardhani, S.K. (2022), The link between perceived human resource practices, perceived organisational support and employee engagement: A mediation model for turnover intention. SA Journal of Human Resource Management, 20, 1802.

Wu, A., Wei, W. (2024), Rationalizing quiet quitting? Deciphering the internal mechanism of front-line hospitality employees' workplace deviance. International Journal of Hospitality Management, 119, 103681.

Yang, X., Aumeboonsuke, V. (2024), Influence of perceived organizational support on innovative teaching: Insights from University Teachers in Yunnan Province, China. International Journal of Instructional Cases, 8(1), 263-282.

Zhu, C., Xia, M., Xie, H., Wang, Y., Ye, J., Xu, J. (2024), Primary school teachers' perceived organizational support and job satisfaction: The mediating role of collective efficacy. Social Behavior and Personality, 52(2), 12915.