

Quiet Quitting in Career Ladders: Teacher Perspective

Fahrettin Gılıç^{1*}, Nejla Burcu Yücel², Yusuf İnandı³

^{1,2}Yenişehir Belediyesi Art and Science Center, Mersin, Türkiye

³Mersin University Faculty of Education Ciftlikkoy Campus, Mersin, Türkiye

ABSTRACT

This study aims to reveal the association between teachers' career barriers and their quiet quitting. Also, predictive level of career barriers for quiet quitting was investigated. Therefore, relational survey model of quantitative research designs was employed. Data were collected with Career Barriers Scale and Quiet Quitting Scale, from 384 teachers working in Mersin. As a result, teachers' opinions about career barriers are at a high level though their inclination to quiet quitting is quite low. Furthermore, teachers' opinions showed significant difference in family barriers by gender and bureaucratic barriers in higher education by school type while, in terms of quiet quitting, significant difference was revealed in sub-factors of work related performance and depersonalization towards work by gender, in sub-factors of work related performance and indifference towards school by school type. Career barriers have a low but significant correlation with quiet quitting at dimensional level. Multiple regression analysis showed that career barriers explain the variance in quiet quitting slightly but significantly. Discussion and suggestions were made in line with these findings.

Keywords: Career barriers, quiet quitting, teachers.

INTRODUCTION

The quality of education in schools is assumed to have a determining role on social life, and this makes the teaching profession one of the cornerstones of society. Therefore, teachers' professional and individual development, in other words, their career processes, can have a direct impact on the quality of education. However, there is a phenomenon that has become increasingly common among teachers in recent years: quiet quitting. This appears to emerge as teachers' response to dealing with career barriers. In a study conducted by Youthall (2022), 31.3% of participants stated that they experienced quiet quitting because they did not have career development opportunities in the institution they worked for.

Career barriers in the teaching profession can generally arise from factors such as limited managerial, economic or professional development opportunities, organizational injustice (political/union favoritism), family reasons, and limitations related to higher education (İnandı & Gılıç, 2020). The lack of sufficient career development opportunities for teachers in the Turkish education system, the inability of teachers to use their creativity, original talents and skills in their duties within the current structure, and the lack of support given by administrators to transform their potential into performance push teachers into burnout and silence (Kobal & Batı, 2022; Yıldız & Özmenekşe, 2022; Youthall, 2022). Teachers who do not have the opportunity to achieve their career goals at school are very likely to show quiet quitting behavior in order to maintain work-life balance. As a matter of fact, in Youthall's (2022) research, female participants cited work-life balance as the main reason why they are prone to the quiet quitting process with a rate of

33.9%, while male participants stated low salary as the reason for quiet quitting with 21.2%.

These results by Youthall (2022), conducted without sectoral differentiation, indicate that career barriers are closely related to quiet quitting. This study aims to contribute to the understanding of this important issue by focusing on what quiet quitting (as a new concept in the literature) means, under what conditions it occurs, and the effects of this situation on teachers and therefore on the quality of education. In this regard, the aim of this study is to reveal the probable relationship between career barriers and quiet quitting behaviors of teachers.

LITERATURE REVIEW

Modern organizations are very likely to be affected by social, economic and technological developments. While this situation changes the structure of organizations, it

Corresponding Author e-mail: fgilic@yahoo.com

https://orcid.org/0000-0003-4371-8541

How to cite this article: Gılıç F, Yücel NB, İnandı Y. Quiet Quitting in Career Ladders: Teacher Perspective. Pegem Journal of Education and Instruction, Vol. 15, No. 1, 2025, 159-170

Source of support: Nil.

Conflicts of Interest: None.

DOI: 10.47750/pegegog.15.01.14

Received: 17.05.2024

Accepted: 18.09.2024

Published : 01.01.2025

differentiates the expectations of organizations from their employees and vice versa. In particular, employees' needs such as acquiring skills, development, progress and gaining respect cause career to have an important place in their lives.

Career is the advancement of an individual in the field of work he/she works in throughout his/her professional life and gaining skills and experience (Erdoğan, 2003). At the same time, career meets basic human needs for individuals such as supporting their personal development in business life, revealing their potential talents, increasing motivation, gaining power and authority, providing job satisfaction, the opportunity to participate in decisions, being appreciated, feeling of belonging, receiving a satisfactory salary, promotion. It can positively affect a person's psychology because it offers the opportunity to meet people (Gezer, 2010). As can be understood, career is a factor that affects a significant part of individuals' lives in economic, social and psychological terms. The desire to build a career and advance at work is a fundamental human characteristic that stems from people's desire to improve themselves and progress. People's desire to pursue a career and advance at work has a long history and will likely continue into the future.

Today, the changes in working life reveal some situations that make it difficult for employees to achieve their career goals. Obstacles encountered in career include gender discrimination, ethnic discrimination, personal characteristics and economic difficulties, low academic achievements, family problems and limited employment opportunities (McWhirter, 1997; Stead et al., 2004). As in almost every organization, career barriers can be encountered in educational organizations. Although the career barriers of female teachers have been mostly studied in the literature, it is thought that male teachers also experience career barriers. With the increasing participation of women in business life, men's traditional roles of husband and father have changed. This change has led to the emergence of the image of a "new father and husband" who assumes more responsibility in housework and child care and cooperates with his wife (Avşar, 2017; Zeybekoğlu, 2013). It is very common, especially for spouses who are both teachers, to work in reverse shifts and take on part-time child care. From this perspective, male teachers may also feel the "anxiety of neglecting their family" as a career barrier. However, according to İnandı and Gılıç (2020), teachers do not only encounter family and economic barriers in the career development process. At the same time, negative approaches and behaviors of administrators, various higher education related barriers, and political/union barriers may also appear for teachers.

There is no doubt that individuals who encounter career barriers in business life can be expected to exhibit negative

behavior within the organization. Employees struggling with career barriers experience emotional exhaustion and depersonalization towards their jobs, their personal success levels decrease (İnandı, 2009), their job satisfaction levels are low (İnandı & Tunç, 2012), they fall into organizational silence (İnandı et al., 2017). It has been stated that they are alienated from the workplace (İnandı et al., 2018), show reluctance to make decisions (Cengiz, 2011), and their motivation levels (Bilkay, 2017) and organizational commitment decrease (Uzkurt, 2019). From this perspective, it is evident that career barriers affect the performance of employees and indirectly reflect negatively on the productivity of the organization.

Similarly, another concept that affects efficiency of an organization is the concept of quiet quitting. The term "Quiet Quitting" was actually first put forward by economist Mark Boldger at the A&M Economics Symposium held in Texas in 2009. This concept, which has become popular especially with the COVID-19 pandemic, is the situation where individuals stop taking on extra responsibilities other than the duties specified in their job descriptions and no longer perform additional work they do voluntarily. The term quiet quitting may indicate that an employee is dissatisfied with their current position, wants to move to a different role, or is looking for another job. At the same time, although quiet quitting does not mean leaving the job, it can be defined as the process of taking less responsibility at work and performing at the minimum level without disrupting the work (Yıldız & Özmenekşe, 2022). Additionally, this process may be a sign that the individual is experiencing burnout. Therefore, employees may quietly quit their jobs to cope with burnout and reduce stress at work (Hetler, 2022).

The reasons for quiet quitting include factors such as insufficient sense of importance, limited learning and development opportunities, a mismatch between the goals of the workplace and employee (Harter, 2022), lack of career development support, inadequate appreciation of the value of employees, lack of communication, unnecessary and frequent warnings and decrease in organizational trust (Mahand & Caldwell, 2023). When we look at educational organizations, the tendency for quiet quitting among teachers can be said to be increasing, especially in recent years. The reasons why teachers' tendency for quiet quitting has increased can be summarized as following:

Increased workload: Bureaucracy, lesson planning, parent-teacher conferences, exams, and other responsibilities can lead teachers to overwork their hours and burn out.

- *Insufficient salary:* It is known that teacher salaries in Turkey do not keep up with inflation and create financial difficulties.

- *Lack of recognition and appreciation:* Teachers' feeling that their efforts are not appreciated enough may reduce their motivation.
- *Professional burnout:* Constant stress and intense workload can lead to burnout syndrome in teachers.
- *Lack of professional development:* Lack of adequate opportunities and incentives can make it difficult for teachers to improve themselves.

For the reasons listed above, it is thought that teachers may exhibit quiet quitting behavior. As can be seen, the lack of career development support for teachers and the lack of learning and development opportunities are among the reasons for quiet quitting. In this context, teachers who experience career barriers may also develop quiet quitting behavior. Therefore, the aim of this research is to reveal whether there is a significant relationship between teachers' career barriers and quiet quitting. For this purpose, answers to the following questions will be sought:

1. What degree are the career barriers of teachers?
2. Do the teachers' views on career barriers significantly differentiate by gender and school type variables?
3. What is the level of quiet quitting of teachers?
4. Do the teachers' views on quiet quitting significantly differentiate by gender and school type variables?
5. Is there a significant relationship between career barriers and quiet quitting of teachers?
6. To what extent do teachers' career barriers predict their quiet quitting?

METHOD

Research Design

This study aims to examine whether there is a significant relationship between teachers' career barriers and quiet quitting, so survey model of quantitative research designs was employed. The purpose of survey model is generally to make a description by taking photographs of the existing situation regarding the research subject (Büyüköztürk, 2007). Since the research also includes comparison of different groups by different variables, this research is also a correlational study (Erkuş, 2017). The relational survey model aims to determine the existence of differentiation between two or more variables. The relational survey model tries to find out whether the variables covary with and, if there is a difference, how it happens (Karasar, 2011).

Population and Sample

Sample of the study consists of 384 teachers selected through disproportionate sampling. The demographic variables of the research sample and their percentages are shown in Table 1.

Table 1: Distribution of Teachers by Gender and School Type

| | Group | N | % |
|-------------|-------------|-----|-----|
| Gender | Female | 248 | 65 |
| | Male | 136 | 34 |
| | Total | 384 | 100 |
| School type | Primary | 109 | 29 |
| | Secondary | 148 | 38 |
| | High School | 128 | 33 |
| | Total | 384 | 100 |

Data Collection Tools

The data collection tool used in this research consists of three parts. The first section contains items regarding the personal information of the participants. In the second part, there are items of the teachers' career barriers scale, and in the third part, there are the items of the teachers' quiet quitting scale.

Teachers' Career Barriers Scale (TCBS): It was developed by İnandı and Gılıç (2020) consisting of five sub-dimensions and 29 items. Considering the sub-dimensions and reliability results of the scale, the Cronbach-alpha coefficients are .86 for "Family Barriers", .73 for "Personal/Economic Barriers", .86 for "Political-Union Barriers", .93 for "Administrative Barriers" and .78 for "Bureaucratic Barriers in Higher Education". It was calculated as .93 for the overall scale (İnandı & Gılıç, 2020). In this study, the Cronbach-alpha value of the "Teachers' Career Barriers Scale" sub-dimensions was found as .87, .78, .82, .90, .80, respectively, while it was .91 for the overall scale.

Teachers' Quiet Quitting Scale (TQQS): Developed by Yücedağlar et al. (2024), the scale consists of 17 items and three dimensions: "work-related performance", "indifference towards school" and "depersonalization towards work". Cronbach Alpha coefficients of the scale were calculated as .85, .83, .74, respectively, based on the sub-dimensions. In this study, the Cronbach-alpha coefficients for sub-dimensions of the scale were found to be .88, .69, .75, respectively, while it was .91 for the overall scale.

Data Collection

Data collection tools were applied to teachers working in Mersin in 2023-2024 academic year. The scales were filled out by teachers face to face or online. Teachers were given

necessary explanation (written and verbally) about the study and were told that their participation is on a voluntary basis. It took about 10 minutes for teachers to respond them.

Data Analysis

Univariate and multivariate normality tests were performed to determine whether the distribution of the data was normal. In this context, Z values and Mahalanobis distances were taken into account in determining the outliers. Accordingly, 16 observations were considered univariate outliers because they were beyond the Z value (+3/-3) range. In addition, a total of 3 observations were excluded from the analysis as multivariate outliers on the grounds that they were above the value ($X^2(8; 0.001) = 26.124$) and disrupted the multivariate normal distribution (Çokluk et al., 2018). Accordingly, the analyzes were carried out with a total of 384 observations. To determine whether all items showed normal distribution, univariate normality, item means, medians and mode were compared, and as a result, multivariate normality was accepted. VIF and tolerance values were taken into account to test the multicollinearity problem. Accordingly, it was determined that the VIF values of all items included in the research were <5 and tolerance values were $>.20$. Accordingly, it was seen that there was no multicollinearity problem. A t-test was conducted to determine whether there was a significant difference in teachers' career barriers and quiet quitting levels by the gender variable, and a one-way analysis of variance (ANOVA) was conducted to determine whether there was a significant difference in teachers' career barriers and quiet quitting levels by the school type variable. Next, correlation analysis was conducted to determine whether there was a significant relationship between teachers' career barriers and quiet quitting. Finally, multiple regression analysis was conducted to determine whether teachers' career barriers predicted their quiet quitting.

FINDINGS

In this section, the findings obtained regarding the sub-questions of the research are included.

Teachers' Career Barriers Levels

The results regarding the first sub-question, expressed as "What degree are the career barriers of teachers?", are given in Table 2.

Table 2 shows the arithmetic mean and standard deviation values of teachers' answers to statements about career barriers. These values are divided into categories according to the dimensions of the career barriers scale. Accordingly, the average of the "Family Barriers" sub-dimension ($\bar{X}=3.17$) is at the neutral level, the average of the "Personal/Economic Barriers" sub-dimension ($\bar{X}=3.49$), "Political/Union Barriers" sub-dimension ($\bar{X}=3.71$), "Administrative Barriers" sub-dimension ($\bar{X}=3.65$) and "Bureaucratic Barriers in Higher Education" sub-dimension ($\bar{X}=3.89$) are at the agree level. The overall average of the scale ($\bar{X}=3.59$) is at the agree level. It is seen that teachers mostly experience career barriers originating from higher education, which is followed by political/union barriers and administrative barriers.

Teachers' Career Barriers Levels by Gender and School Type Variables

The results for the second question, expressed as "Do the teachers' views on career barriers significantly differentiate by gender and school type variables?", are given in Tables 3 and 4.

Table 2: Arithmetic Mean and Standard Deviation Values of Teachers' Career Barriers Scale

| Scale | N | \bar{X} | Sd |
|---|-----|-----------|--------|
| 1 Family Barriers | 384 | 3.17 | .92209 |
| 2 Personal/Economic Barriers | 384 | 3.49 | .92667 |
| 3 Political-Union Barriers | 384 | 3.71 | .77444 |
| 4 Administrative Barriers | 384 | 3.65 | .70478 |
| 5 Bureaucratic Barriers in Higher Education | 384 | 3.89 | .69268 |
| General weighted arithmetic average | 384 | 3.59 | .54301 |

Table 3: T-test Results on Teachers' Career Barriers by Gender Variable

| | Gender | N | \bar{X} | Sd | t | p |
|----------------------------|--------|-----|-----------|------|-------|--------|
| Family Barriers | Female | 248 | 3,28 | ,891 | 3,294 | ,001** |
| | Male | 136 | 2,96 | ,944 | | |
| Personal/Economic Barriers | Female | 248 | 3,50 | ,920 | ,255 | ,799 |
| | Male | 136 | 3,48 | ,940 | | |
| Political-Union Barriers | Female | 248 | 3,74 | ,697 | 1,273 | ,204 |
| | Male | 136 | 3,64 | ,896 | | |

| | Gender | N | \bar{X} | Sd | t | p |
|---|--------|-----|-----------|------|-------|------|
| Administrative Barriers | Female | 248 | 3,63 | ,698 | -,565 | ,572 |
| | Male | 136 | 3,67 | ,718 | | |
| Bureaucratic Barriers in Higher Education | Female | 248 | 3,92 | ,662 | 1,357 | ,175 |
| | Male | 136 | 3,82 | ,742 | | |

**p<.01

Table 4: One-way Analysis of Variance Results Regarding Career Barriers by School Type Variable

| Variables | Groups | n | \bar{X} | sd | Source of Variance | Sum of Squares | df | Mean of Squares | F | p |
|---|-------------|-----|-----------|------|--------------------|----------------|-----|-----------------|-------|--------|
| Family Barriers | Primary | 109 | 3,25 | ,093 | Between Groups | 2,712 | 2 | 1,356 | 1,600 | ,203 |
| | Secondary | 147 | 3,20 | ,070 | | 322,932 | 381 | | | |
| | High School | 128 | 3,05 | ,083 | Within Groups | 325,645 | 383 | Total | | |
| Personal/Economic Barriers | Primary | 109 | 3,25 | ,085 | Between Groups | ,166 | 2 | ,083 | ,096 | ,908 |
| | Secondary | 147 | 3,20 | ,079 | | 328,722 | 381 | | | |
| | High School | 128 | 3,05 | ,080 | Within Groups | 328,889 | 383 | Total | | |
| Political/Union Barriers | Primary | 109 | 3,74 | ,077 | Between Groups | 1,087 | 2 | ,543 | ,906 | ,405 |
| | Secondary | 147 | 3,64 | ,068 | | 228,618 | 381 | | | |
| | High School | 128 | 3,76 | ,058 | Within Groups | 229,705 | 383 | Total | | |
| Administrative Barriers | Primary | 109 | 3,62 | ,066 | Between Groups | ,125 | 2 | ,062 | ,125 | ,883 |
| | Secondary | 147 | 3,66 | ,058 | | 190,119 | 381 | | | |
| | High School | 128 | 3,66 | ,062 | Within Groups | 190,244 | 383 | Total | | |
| Bureaucratic Barriers in Higher Education | Primary | 109 | 3,99 | ,064 | Between Groups | 4,645 | 2 | 2,323 | 4,940 | ,008** |
| | Secondary | 147 | 3,95 | ,059 | | 179,120 | 381 | | | |
| | High School | 128 | 3,73 | ,058 | Within Groups | 183,765 | 383 | Total | | |

**p<.01

According to Table 3, the gender variable shows a significant difference in the “Family Barriers” dimension (t=3.294; p<.01), while no significant difference was found in the other sub-dimensions of career barriers by gender variable (p>.05). In the family barriers dimension, female teachers’ opinions (\bar{X} =3.28) are higher than male

teachers (\bar{X} =2.96), which indicates that female teachers experience career barriers more than male teachers in this dimension.

As seen in Table 4, school type variable shows a significant difference only in the sub-dimension of bureaucratic barriers in higher education (F(2-381)= 4,940; p<.01). No significant

difference was found in other dimensions of career barriers by school type.

Accordingly, in the “Bureaucratic Barriers in Higher Education “ sub-dimension, there high school teachers (\bar{X} =3.73) show a significant difference from primary school (\bar{X} =3.99) and secondary school (\bar{X} =3.95) teachers. In other words, high school teachers are less likely to experience career barriers due to higher education than primary or secondary school teachers.

Teachers’ Quiet Quitting Levels

The results for the third question, expressed as “What is the level of quiet quitting of teachers?”, are given in Tables 5.

Table 5: Arithmetic Mean and Standard Deviation Values of Teachers’ Quiet Quitting Scale

| Scale | N | \bar{X} | SS |
|--|------------|-------------|-------------|
| 1 Work-related performance | 384 | 1,68 | ,612 |
| 2 Indifference towards school | 384 | 1,99 | ,587 |
| 3 Depersonalization towards work | 384 | 1,92 | ,704 |
| General weighted arithmetic average | 384 | 1,85 | ,554 |

Table 5 presents the arithmetic mean and standard deviation values of the teachers’ answers to the statements regarding their quiet quitting. These values are classified according to the dimensions of the quiet quitting scale. Accordingly, the average of the “Work-Related Performance” dimension (\bar{X} =1.68) is at the “strongly disagree” level while the average of the “Indifference towards School” dimension (\bar{X} =1.99) and “Depersonalization towards Work” dimension (\bar{X} =1.92) is at the “disagree” level. When all dimensions of the quiet quitting scale are considered (\bar{X} =1.85), it is seen that teachers’ opinions are at the disagree level.

Teachers’ Quiet Quitting Levels by Gender and School Type Variables

The results for the fourth question, expressed as “Do the teachers’ views on quiet quitting significantly differentiate by gender and school type variables?”, are given in Tables 6 and 7.

According to Table 6, the gender variable causes a significant difference in the “Work-Related Performance” and “Depersonalization towards Work” dimensions of quiet quitting ($p<.05$) while it does not show a significant difference in the “Indifference towards School” dimension ($p>.05$).

In the “Work-Related Performance” dimension, the opinions of female teachers are (\bar{X} =1.55) and the opinions of male teachers are (\bar{X} =1.91). Accordingly, female teachers have lower levels of quiet quitting in the work-related performance

Table 6: T-test Results on Teachers’ Quiet Quitting by Gender Variable

| | Gender | N | \bar{X} | sd | t | p |
|--------------------------------|--------|-----|-----------|------|--------|--------|
| Work-related performance | Female | 248 | 1,55 | ,576 | -5,758 | ,000** |
| | Male | 136 | 1,91 | ,610 | | |
| Indifference towards school | Female | 248 | 1,95 | ,602 | -1,775 | ,077 |
| | Male | 136 | 2,06 | ,552 | | |
| Depersonalization towards work | Female | 248 | 1,86 | ,722 | -2,300 | ,022* |
| | Male | 136 | 2,03 | ,660 | | |

* $p<.05$, ** $p<.01$

Table 7: One-way Analysis of Variance Results Regarding Quiet Quitting by School Type Variable

| Variables | Groups | n | \bar{X} | sd | Source of Variance | Sum of Squares | df | Mean of Squares | F | p | |
|--------------------------|-------------|-----|-----------|------|--------------------|----------------|---------|-----------------|-------|--------|------|
| Work-related Performance | Primary | 109 | 1,53 | ,571 | Between Groups | 3,557 | 2 | 1,779 | 4,829 | ,008** | |
| | Secondary | 147 | 1,75 | ,643 | | | | | | | |
| | High School | | 128 | 1,73 | ,592 | Within Groups | 140,342 | 381 | | | ,368 |
| | | | | | | Total | 143,899 | 383 | | | |

| Variables | Groups | n | \bar{X} | sd | Source of Variance | Sum of Squares | df | Mean of Squares | F | p | |
|--------------------------------|-------------|-------|-----------|------|--------------------|----------------|---------|-----------------|------|-------|--------|
| Indifference towards School | Primary | 109 | 1,85 | ,645 | Between | | | | | | |
| | Secondary | 147 | 2,11 | ,601 | Groups | 4,161 | 2 | 2,080 | | | |
| | High School | | 128 | 1,97 | ,486 | Within | 127,891 | 381 | ,336 | 6,198 | ,002** |
| | | Total | | | | Groups | 132,051 | 383 | | | |
| Depersonalization towards Work | Primary | 109 | 1,84 | ,738 | Between | | | | | | |
| | Secondary | 147 | 2,01 | ,750 | Groups | 2,187 | 2 | 1,093 | | | |
| | High School | | 128 | 1,88 | ,607 | Within | 188,147 | 381 | ,494 | 2,214 | ,111 |
| | | Total | | | | Groups | 190,334 | 383 | | | |

**p<.01

dimension than male teachers. In the “Depersonalization towards Work” dimension, the opinions of female teachers are (\bar{X} =1.86) and the opinions of male teachers are (\bar{X} =2.03). Accordingly, female teachers experience less quiet quitting in terms of work-related depersonalization than male teachers.

As seen in Table 7, school type variable shows a significant difference in “Work Related Performance” ($F(2-381)= 4.829$; $p<.01$) and “Indifference towards School” ($F(2-381)= 6.198$; $p<.01$) while there is no significant difference in “Depersonalization towards Work” dimension ($F(2-381)= 2.214$; $p>.05$) according to the school type variable.

Accordingly, in the “Work-Related Performance” dimension, views of primary school teachers (\bar{X} =1.53) shows a significant difference from secondary school (\bar{X} =1.75) and high school (\bar{X} =1.73) teachers. In other words, primary school teachers are less likely to experience quiet quitting in the work-related performance dimension than secondary or high school teachers.

In the “Indifference towards School” dimension, views of secondary school teachers (\bar{X} =2.11) shows a significant difference from primary school (\bar{X} =1.84) and high school (\bar{X} =1.88) teachers. In other words, secondary school teachers are more likely to experience quiet quitting in the dimension of indifference towards school than primary or high school teachers.

The Relationship Between Teachers’ Career Barriers and Quiet Quitting

The results for the fifth question, expressed as “Is there a significant relationship between career barriers and quiet quitting of teachers?”, are given in Tables 8.

Table 8 shows the correlation analysis results about the relationship between teachers’ opinions on career barriers

and quiet quitting. Accordingly, “Family Barriers” has a significant and positive relationship with “Indifference to School” ($r=.128$, $p<.05$) and “Depersonalization towards Work” ($r=.174$, $p<.01$) dimensions of quiet quitting. However, no significant relationship was found between “Family Barriers” and “Work-related Performance” ($r=.075$, $p>.05$).

“Personal/Economic Barriers” holds a significant and positive relationship with “Work-Related Performance” ($r=.120$, $p<.05$) and “Depersonalization towards Work” ($r=.130$, $p<.05$), while it has no significant association with “Indifference towards School” ($r=.047$, $p>.05$).

“Political/Union Barriers” has a significant but negative relationship with “Indifference towards School” ($r= -.154$, $p<.01$) and “Depersonalization towards Work” ($r= -.103$, $p<.05$). On the other hand, no significant relationship was found between “Political/Union Barriers” and “Work-related Performance” ($r= -.075$, $p>.05$).

Another dimension of career barriers, “Administrative Barriers”, holds no significant relationship with any dimensions of quiet quitting: “Work-Related Performance” ($r=.029$, $p>.05$), “Indifference towards School” ($r= -.048$, $p>.05$), and “Depersonalization towards Work” ($r=.049$, $p>.05$).

Lastly, “Bureaucratic Barriers in Higher Education” has no significant relationship with any dimensions of quiet quitting: “Work-Related Performance” ($r= -.067$, $p>.05$), “Indifference towards School” ($r= -.076$, $p>.05$), and “Depersonalization towards Work” ($r=.018$, $p>.05$).

The Predictive Level of Teachers’ Career Barriers for Their Quiet Quitting

The results for the sixth question, expressed as “To what extent do teachers’ career barriers predict their quiet quitting?”, are given in Tables 9.

Table 8: Correlation Analysis Results for The Relationship Between Teachers’ Career Barriers and Quiet Quitting

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | \bar{X} | SS |
|---|--------|--------|---------|--------|-------|--------|--------|---|-----------|------|
| Family Barriers | 1 | | | | | | | | 3,17 | ,922 |
| Personal/Economic Barriers | ,422** | 1 | | | | | | | 3,49 | ,926 |
| Political/Union Barriers | -,010 | ,269** | 1 | | | | | | 3,71 | ,774 |
| Administrative Barriers | ,143** | ,421** | ,576** | 1 | | | | | 3,65 | ,704 |
| Bureaucratic Barriers in Higher Education | ,118* | ,353** | ,322** | ,523** | 1 | | | | 3,89 | ,692 |
| Work-related Performance | ,075 | ,120* | -,075 | ,029 | -,067 | 1 | | | 1,68 | ,612 |
| Indifference towards School | ,128* | ,047 | -,154** | -,048 | -,076 | ,687** | 1 | | 1,99 | ,587 |
| Depersonalization towards Work | ,174** | ,130* | -,103* | ,049 | ,018 | ,643** | ,693** | 1 | 1,92 | ,704 |

*p<.05, **p<.01

Table 9: multiple Regression Results Regarding the Predictive Level of Teachers’ Career Barriers for Their Quiet Quitting

| Career Barriers | Work-related Performance | | | | Indifference towards School | | | | Depersonalization towards Work | | | |
|----------------------------|--------------------------|------|---------|--------|-----------------------------|------|---------|--------|--------------------------------|-------|---------|--------|
| | B | SE | β | T | B | SE | β | T | B | SE | β | T |
| Constant | 1,407 | ,122 | - | 11,566 | 2,164 | ,177 | - | 12,217 | 1,768 | 1,768 | - | 8,195 |
| Family Barriers | | | | | ,081 | ,032 | ,127 | 2,529 | ,096 | ,043 | ,126 | 1,735 |
| Personal/Economic Barriers | ,079 | ,034 | ,120 | 2,354 | | | | | ,085 | ,044 | ,112 | 1,943 |
| Political/Union Barriers | | | | | -,116 | ,038 | -,153 | -3,042 | -,121 | ,048 | -,132 | -2,526 |
| | R=,120 | | R2=,014 | | R=,200 | | R2=,040 | | R=,224 | | R2=,050 | |
| | F(2)=5,541 | | | | F(2)=7,899 | | | | F(2)=6,685 | | | |
| | p<.05 | | | | p<.01 | | | | p<.01 | | | |

Table 9 presents the results of the regression analysis on whether teachers’ career barriers predict their quiet quitting. Accordingly, it is seen that the “Personal/Economic Barriers” dimension of career barriers is predictive for the “Work-related Performance” of quiet quitting (p<.05). At the same time, it was determined that “Family Barriers” and “Political/Union Barriers” of career barriers are predictive for the “Indifference towards School” of quiet quitting (p<.01). Finally, it was found that the “Family Barriers”, “Personal/Economic Barriers” and “Political/Union Barriers” dimensions of career barriers were predictive (p<.01) for “Depersonalization towards Work” dimension of quiet quitting. In the correlation analysis, since “Administrative Barriers” and “Bureaucratic Barriers in Higher Education” have no significant relationship with any of the sub-dimensions of quiet quitting, these dimensions were not included into the multiple regression analysis.

The “Personal/Economic Barriers” dimension predicts the “Work-related Performance” of quiet quitting (R=.120;

R²=.014; p<.05) and explains approximately 1.5% of the total variance in work-related performance.

The “Family Barriers” and “Political/Union Barriers” dimensions of career barriers predict the “Indifference towards School” of quiet quitting (R=.200; R²=.040; p<.01). These two dimensions together explain 4% of the total variance in indifference towards school. According to the standardized regression coefficient (β), the relative importance of the predictor variables on “Indifference towards School” is highest as “Political/Union Barriers” (β =-.153) and lowest as “Family Barriers” (β =.127).

The “Family Barriers”, “Personal/Economic Barriers” and “Political/Union Barriers” predict the “Depersonalization towards Work” dimension of quiet quitting (R=.224; R²=.050; p<.01). These three dimensions together explain 5% of the total variance in work-related depersonalization. According to the standardized regression coefficient (β), the relative importance of the predictor variables on “Depersonalization towards Work” is highest in “Political/Union Barriers” (β =-.132) and lowest in “Personal/Economic Barriers” (β =.112).

DISCUSSION

In this section, the findings about the relationship between teachers' career barriers and quiet quitting are discussed along with the results of relevant studies in the literature. The results were discussed in line with the questions of the research.

The arithmetic average of teachers' responses to statements regarding career barriers is at the "agree" level in general. Accordingly, teachers can be said to experience career barriers. Teachers may encounter various barriers in their career advancement and promotion processes. Hierarchical structure and bureaucratic obstacles in educational institutions are one of the main factors that make it difficult for teachers to advance in their careers. In particular, the rigidity and complexity of the criteria set for promotion make it difficult for teachers to overcome this process. Karataş (2014) emphasizes that the bureaucratic structure in education systems constitutes a significant obstacle in the promotion processes of teachers.

Teachers' career advancement is often supported by continuing professional development. However, many teachers have difficulty accessing such opportunities. Kılıç (2015) states that there are not enough training and seminars to meet the professional development needs of teachers. This situation may negatively affect teachers' career development.

Failure to evaluate teachers' performances fairly and objectively may prevent them from advancing in their careers. Research shows that subjective criteria are effective in teachers' performance evaluation processes and this leads to inequality among teachers (Eren, 2013). Such evaluation systems can negatively affect teachers' motivation and career prospects.

Intense workload and time management problems can be considered as other obstacles that make it difficult for teachers to advance in their careers. Özdemir and Yalçın (2016) state that the increase in teachers' responsibilities in and outside the classroom makes it difficult for them to spare time for professional development and promotion opportunities.

In addition, it is seen that the dimension where teachers experience career barriers the most are the ones arising from higher education. Teachers not having the right to move to different cities for postgraduate education, having to carry out teaching and postgraduate education simultaneously, limited quotas for master's/doctoral programs or not opening the desired program can be considered as obstacles arising from higher education. These obstacles may arise from both the legislation regarding the Ministry of National Education and the bureaucratic structure of higher education institutions (İnanđı & Gılıç, 2020). At the same time, starting a career may inevitably bring an additional economic burden to teachers. Particularly, getting

postgraduate education may require being in different cities from time to time and is expensive.

When teachers' career barriers are examined by gender variable, it is seen that female teachers face more barriers than male teachers in terms of family barriers. Female teachers may experience great difficulties in balancing dual responsibilities between home and work. In accordance with traditional gender roles, women generally undertake family responsibilities such as housework and child care (Ertürk, 2013). At the same time, female teachers may not be adequately supported by their spouses or other family members. This lack of support can make it difficult for female teachers to achieve their career goals (Çelik, 2014). Societal expectations regarding marriage and childcare can pose a significant obstacle to the careers of female teachers. In particular, time devoted to childbearing and child care may limit female teachers' opportunities for professional development and promotion. Balcı (2009) emphasizes that child care constitutes a significant obstacle in the careers of female teachers. Female teachers may experience priority conflicts between career and family. Trying to balance career goals with family responsibilities may adversely affect the professional development of female teachers. Özdemir and Yalçın (2016) state that female teachers have difficulty advancing in their careers due to such conflicts.

In the "Bureaucratic Barriers in Higher Education" dimension, views of high school teachers show a significant difference from primary and secondary school teachers. In other words, high school teachers experience career barriers less than primary or secondary school teachers due to higher education.

When we look at the answers given by teachers regarding their quiet quitting, their opinions are generally at the "disagree" level. Accordingly, it can be said that the quiet quitting levels of teachers are low. Karaman Kepenekci et al. (2024) similarly found teachers' behaviors regarding quiet quitting to be low. Studies conducted in educational organizations on quiet quitting are extremely limited. When we look at studies conducted in different lines of business, we see that the findings differ remarkably. For example, in the studies conducted by Avcı (2023) with municipal personnel and by Örucü and Hasırcı (2024) with bank personnel, participants' perceptions of silent resignation were found to be at a medium level. On the other hand, in the research conducted by Saygılı and Avcı (2023) with local government employees, it was determined that the participants exhibited quiet quitting behaviors at a high level. These results show that especially those working in the service sectors other than education have higher perceptions of quiet quitting. It can be interpreted that quiet quitting levels of teachers are quite low

since they struggle with a wide range of problems throughout their professional lives.

The findings of this research show that female teachers experience quiet quitting in terms of work-related performance and depersonalization towards work less than male teachers. On the contrary, Karaman Kepenekci et al. (2024) found no significant difference in teachers' quiet quitting levels by gender variable. The reason for this difference may be that quiet quitting scales are not the same. Job satisfaction and professional commitment are important factors affecting quiet quitting behaviors. Research shows that male teachers' job satisfaction and professional commitment levels may be lower than female teachers. This situation may lead male teachers to show more quiet quitting behaviors. For instance, Özkan (2018) states that male teachers have more problems about job satisfaction and, therefore, are more likely to exert minimum effort at work. Job stress and professional burnout are other important factors affecting teachers' quiet quitting behavior. Male teachers generally receive less emotional support against work stress. This situation may cause them to experience professional burnout and exhibit quiet quitting behaviors (Yıldız, 2016). Female teachers, on the other hand, may be more successful in coping with work stress because they generally have stronger social support networks.

With regard to the quiet quitting levels of teachers by school type, primary school teachers experience quiet quitting in terms of work-related performance less than secondary and high school teachers. Primary school teachers work with younger students than secondary and high school teachers. Primary school students are more innocent and more attached to their teachers due to their age. Compared to other levels, primary school teachers teach the same class 30 hours a week for 4 years, which may explain why primary school teachers experience quiet quitting less in their work-related performance. Alkış and Güngörmez (2015) stated in their study that the type of school with the highest performance average was the preschool working with young age group students, and the school type with the lowest was high school, which supports our findings.

In addition, primary school teachers must have more seniority than branch teachers in order to work in the city center. Therefore, their age and seniority are higher than secondary and high school teachers. Karaman Kepenekci et al. (2024) unveiled that as teachers' ages and seniority increased, their quiet quitting behaviors decreased. There are also studies in the literature that reveal a positive correlation between teachers' professional seniority and their job satisfaction (Drafke, 2009; Nurgaliyeva et al., 2023; Thakur, 2007; Weiss, 2002). These findings show that as teachers get older and progress in their professional careers, they become

more satisfied with their jobs, which has a positive impact on their overall well-being. From this perspective, it can be said that increasing age and professional seniority directly affects teachers' well-being and job satisfaction positively. It can be thought that positive developments in these variables reduce their quiet quitting behaviors.

Secondary school teachers are more likely to experience quiet quitting in the indifference towards school dimension than primary and high school teachers. Secondary school teachers deal with students between the ages of 11 and 14, who are neither young nor children. Therefore, the students show both active characteristics like primary school students and adolescent characteristics like high school students. This situation may cause secondary school teachers to have a decreased job satisfaction. İdi (2017) revealed job satisfaction of secondary school teachers to be lower than other school types. It is known that a decrease in job satisfaction is one of the factors that might as well result in quiet quitting behaviors. For this reason, it can be thought that secondary school teachers experience quiet quitting more than primary and high school teachers in terms of indifference towards school.

Considering relationship between teachers' career barriers and quiet quitting, it is evident that there are significant relationships at the sub-dimension level. The family, personal/economic and political/union barriers sub-dimensions have a significant correlation with depersonalization towards work of quiet quitting, and these career barriers dimensions explain the variance in depersonalization towards work by 5%. Accordingly, teachers who encounter family, personal/economic and political/union barriers in their career advancement may become apathetic to their jobs and exhibit quiet quitting behaviors. Barriers such as the concern of neglecting the family during career development, too many domestic responsibilities, the economic burden of postgraduate education, and the lack of objective evaluation in career progression can lead teachers to become apathetic to their jobs and cause quiet quitting behaviors such as unwillingness to work more and communicate with their colleagues.

The family and political/union barriers also hold a significant association with indifference towards school of quiet quitting, and these career barriers dimensions explain the variance in dimension of indifference towards school by 4%. Accordingly, teachers who encounter family and political/union barriers in their career advancement may feel uninterested in the school and exhibit quiet quitting behaviors. Obstacles such as the concern of neglecting one's spouse and child during the career process, and having different worldviews with senior managers may cause teachers to

become disinterested in their schools, have negative feelings towards the institution they work for, and exhibit minimum performance while fulfilling the requirements of their job.

The personal/economic barriers have a significant correlation with the work-related performance of quiet quitting, and they explain the variance in work-related performance by 1.5%. Accordingly, teachers who encounter personal/economic barriers in their career advancement may exhibit quiet quitting behaviors as their job performance decreases. Although a teacher's career, personal and professional development may provide him/her with new knowledge and skills, it may not increase his/her earnings. "The fact that the expenses incurred during the career process will not be refunded in the short term" (Inandı & Gılıç, 2020) causes teachers to be reluctant or hesitant in the career development process, making minimum effort while carrying out educational activities, not giving enough energy to their work, not making sacrifices for the success of the school and students, and not being successful in their profession. It may cause decreased work-related performance, such as lack of concern for achievement.

CONCLUSION

In conclusion, teachers considerably experience various career barriers such as political/union, administrative, higher education, family or personal/economic barriers. Female teachers experience family barriers more than male teachers. In terms of school type, primary and secondary school teachers suffer bureaucratic barriers in higher education more than high school teachers. On the other hand, teachers exhibit quiet quitting behaviors at a very low level. Albeit this, male teachers show quiet quitting behaviors in work-related performance and depersonalization towards work dimensions more than female teachers. By school type, primary school teachers have work-related performance lower than secondary or high school teachers while secondary school teachers feel indifferent towards school more than primary or high school teachers. Lastly, family, personal/economic and political/union barriers are significantly correlated with quiet quitting dimensions and these career barrier dimensions are predictive for quiet quitting, though at a very low level.

Suggestions

Comprehensive changes can be made in education policies and practices to overcome the factors that hinder teachers' career advancement. Measures such as reducing hierarchical and bureaucratic barriers, increasing professional development opportunities, establishing fair evaluation systems and ensuring gender equality can help teachers overcome the difficulties they face in their careers.

Administrators have a great responsibility to prevent teachers from quiet quitting. School administrators should know their subordinates well, respect them, increase their motivation, take care of work-life balance, strive to create a positive school culture and keep intra-organizational communication open.

LIMITATION

This study focused on association of quiet quitting only with career barriers. The variables such as leadership, participation in decision making, organizational culture and communication, burnout, alienation, job satisfaction and many others that may have impact on quiet quitting behaviors of teachers were not taken into consideration in this study. In addition, it was conducted with public school teachers. A comparison of the public and private sectors can be made by examining the quiet quitting tendencies of teachers working in private schools.

REFERENCES

- Avcı, N. (2023). Örgütsel sinizm, örgütsel sessizlik, işte sözde var olma ve sessiz istifa arasındaki ilişkiler: İstanbul Maltepe Belediyesi örneği. *Süleyman Demirel Üniversitesi Vizyoner Dergisi*, 14(39), 968-989.
- Avşar, S. (2017). Toplumsal cinsiyet rolleri bağlamında tarihsel rollerini yitiren erkekliğin çöküşü: Küllerinde "yeni erkek"liğin doğuşu. *KADEM Kadın Araştırmaları Dergisi*, 3(2), 224-241.
- Balcı, A. (2009). *Eğitim yönetimi: Teori ve araştırma*. Ankara: Pegem Akademi.
- Bilkay, T.A. (2017). *Çalışan kadınların kariyer engelleri ve cam tavan sendromu algılamalarının iş motivasyonlarını etkilerini belirlemeye yönelik bir araştırma: Sağlık Bakanlığı merkez teşkilatı örneği*. Unpublished master's thesis, Gazi University Social Sciences Institute, Ankara.
- Büyüköztürk, Ş. (2007). *Sosyal bilimler için veri analizi el kitabı*. (7th ed.). Ankara: Pegem Yayıncılık.
- Cengiz, G. (2011). *Kadın öğretmenlerin kariyer engellerini algılamalarına göre kararlara katılım düzeyleri*. Unpublished master's thesis, Çanakkale Onsekiz Mart University Social Sciences Institute, Çanakkale.
- Çelik, V. (2014). Kadın öğretmenlerin karşılaştıkları ailevi engeller. *Eğitim ve Toplum Araştırmaları Dergisi*, 7(3), 112-130.
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2014). *Sosyal bilimler için çok değişkenli istatistik*. (3rd ed.). Ankara: Pegem Yayıncılık.
- Drafke, M. (2009). *The human side of organizations*. Pearson Education, Inc
- Erdoğan, N. (2003). *Kariyer geliştirme: Kuram ve uygulama*. Ankara: Nobel Yayın Dağıtım.
- Eren, A. (2013). Öğretmenlerin ekonomik sorunları ve iş tatmini. *Eğitim Bilimleri Dergisi*, 12(3), 45-60.
- Erkuş, A. (2017). Denence testi ve H0 denencesinin reddedilememesinin dayanılmaz ağırlığı. *İlköğretim Online*, 16(4), 1-5.
- Ertürk, Y. (2013). Toplumsal cinsiyet rolleri ve iş-yaşam dengesi. *Sosyal Bilimler Dergisi*, 10(2), 55-72.

- Gezer, M. (2010). *Kariyer planlanmasında meslek seçiminin önemi: Sakarya'da meslek lisesi son sınıf öğrencileri üzerine bir araştırma*. Unpublished master's thesis, Sakarya University Social Sciences Institute, Sakarya.
- Güngörmez, E., & Alkış, H. (2015). Örgütsel adalet algısının performans üzerindeki etkisi: Adıyaman ili örneği. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* (21), 937-967. <https://doi.org/10.14520/adyusbd.67320>
- Harter, J. (2022). *Is quiet quitting real?* <https://www.gallup.com/workplace/398306/quiet-quitting-real.aspx>.
- Hetler, A. (2022). *Quiet quitting explained: Everything you need to know*. <https://www.techtarget.com/whatis/feature/Quietquitting-explained-Everything-you-need-to-know>.
- İdi, A. (2017). İlkokul ve ortaokullarda örgütsel iklim ve öğretmenlerin iş doyumları arasındaki ilişki. Unpublished master's thesis, Dokuz Eylül University Educational Sciences Institute, İzmir.
- İnanlı, Y. (2009). The barriers to career advancement of female teachers in Turkey and their levels of burnout. *Social Behaviour and Personality*, 37(8), 1143-1152.
- İnanlı, Y. & Gılıç, F. (2020). Öğretmenlerin kariyer engelleri ölçeğinin geliştirilmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 16(1), 15-31.
- İnanlı, Y., Gün, M.E., & Gılıç, F. (2017). The study of relationship between women teachers' career barriers and organizational silence: Viewpoint of women and men teachers. *European Journal of Contemporary Education*, 6(3), 542-556.
- İnanlı, Y., Özkan, S., Peker, S., & Atik, Ü. (2009). Kadın öğretmenlerin kariyer geliştirme engelleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 5(1).
- İnanlı, Y., & Tunç, B. (2012). Kadın öğretmenlerin kariyer engelleri ile iş doyum düzeyleri arasındaki ilişki. *Eğitim Bilimleri Araştırmaları Dergisi*, 2(2), 203-222.
- İnanlı, Y., Tunç, B., & Kılavuz, T. (2018). Women's career barriers and professional alienation: The teachers' case in Turkey. *International Online Journal of Educational Sciences*, 10(3), 133-146.
- İnanlı, Y., Tunç, B., & Uslu, F. (2013). Eğitim fakültesi öğretim elemanlarının kariyer engelleri ile iş doyumları arasındaki ilişki. *Eğitim Bilimleri Araştırmaları Dergisi*, 3(1), 219-238.
- İnanlı, Y., Uzun, A., & Yeşil, H. (2016). The relationship between principals' leadership styles and their efficacy in change management. *Journal of Educational Sciences Research*, 6(1), 191-209.
- Karaman Kepenekci, Y., Katıtaş, S., & Ökdem, M. (2024). Öğretmenlere ilişkin sessiz istifa ölçeğinin geliştirilmesi ve öğretmenlerin sessiz istifaya ilişkin görüşlerinin çeşitli değişkenler açısından incelenmesi. *Trakya Eğitim Dergisi*, 14(2), 1344-1363.
- Karasar, N. (2011). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Yayınları
- Karataş, S. (2014). Eğitimde kariyer planlama ve yönetimi. *Eğitim ve Bilim*, 39(173), 123-135.
- Kılıç, E. (2015). Öğretmenlerin mesleki gelişim ihtiyaçları. *Eğitim Araştırmaları Dergisi*, 29(5), 67-82.
- Kobal, G., & Batı, S. (2022). *Eski bir alışkanlık, yeni bir akım: Sessiz istifa yaşayanlar anlatıyor, uzmanlar yorumluyor*. <https://www.hurriyet.com.tr/gundem/eski-bir-aliskanlik-yeni-bir-akim-sessiz-istifa-yasayanlar-anlatiyor-uzmanlar-yorumluyor-42127939>.
- Mahand, T., & Caldwell, C. (2023). Quiet quitting—causes and opportunities. *Business and Management Research*, 12(1), 9-19.
- McWhirter, E. H. (1997). Perceived barriers to education and career: Ethnic and gender differences. *Journal of Vocational Behavior*, 50(1), 124-140.
- Nurgaliyeva, S., Iztleuova, Z., Maigeldiyeva, S., Zhussupova, Z., Saduakas, G., & Omarova, G. (2023). Examining the relationships between teachers' job satisfaction and technological competencies. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 11(4), 898-912.
- Örücü, E., & Hasırcı, I. (2024). Hiyerarşi kültürünün sessiz istifa davranışı üzerindeki etkisinde banka çalışanlarının eğitim durumlarının düzenleyici rolü. *İzmir İktisat Dergisi*, 39(2), 389-408.
- Özdemir, S., & Yalçın, S. (2016). Öğretmenlerde iş yükü ve stres yönetimi. *Eğitim Yönetimi ve Araştırmaları Dergisi*, 4(2), 92-110.
- Özkan, E. (2018). Mesleki bağlılık ve iş tatmini arasındaki ilişki: Öğretmenler üzerine bir araştırma. *Sosyal Bilimler Araştırma Dergisi*, 15(1), 85-100.
- Saygılı, Z., & Avcı, N. (2023). Çalışanların görev odaklı ve insan odaklı liderlik tarzı algılarının adanmışlıktan sessiz istifaya değin farklılaşması üzerine bir inceleme. *Anlambilim MTÜ Sosyal ve Beşeri Bilimler Dergisi*, 3(1), 212-227.
- Stead, G. B., Els, C., & Fouad, N. A. (2004). Perceived career barriers among South African high school learners. *South African Journal of Psychology*, 34(2), 206-221.
- Thakur, M. (2007). Job satisfaction in banking: A study of private and public sector banks. *The IUP Journal of Bank Management*, 6(4), 60-68.
- Uzkurt, B.K. (2019). *Kadınların kariyer engelleri ile örgütsel bağlılıkları arasındaki ilişkiyi ölçmeye yönelik Ankara'daki OSB'lerde bir araştırma*. Unpublished master's thesis, Ankara Yıldırım Beyazıt University Social Sciences Institute, Ankara.
- Weiss, H.M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12(2), 173-194.
- Yıldırım, A. (2017). Öğretmenlerin sosyal destek algıları ve mesleki performansları. *Sosyal Bilimler Araştırma Dergisi*, 10(1), 33-50.
- Yıldız, S. (2016). İş stresi ve mesleki tükenmişlik: Öğretmenler üzerine bir inceleme. *Eğitim Yönetimi ve Araştırmaları Dergisi*, 4(2), 92-110.
- Yıldız, S. (2023). Quiet quitting: Causes, consequences and suggestions. *International Social Mentality and Researcher Thinkers Journal*, 9(70), 3180-3190.
- Yıldız, S., & Özmenekşe, Y.O. (2022). Kaçınılmaz son: Sessiz istifa. *Al Farabi Uluslararası Sosyal Bilimler Dergisi*, 7(4), 14-24.
- Youthall (2022). Sessiz istifa nedir?. *Sessiz İstifa Araştırma Raporu*, 1, 2-5.
- Yücedağlar, A., Gılıç, F., Uzun, N. B., & İnanlı, Y. (2024). Öğretmenlerde sessiz istifa ölçeği: Bir geçerlik ve güvenilirlik çalışması. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (69), 227-251.
- Zeybekoğlu, Ö. (2013). Günümüzde erkeklerin gözünden babalık ve aile. *Akdeniz Üniversitesi Sosyal Bilimler Dergisi*, 3(1), 297-328.