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PAGES: 463-480

ORIGINAL PDF URL: https://dergipark.org.tr/tr/download/article-file/3730893

Research Article

Adaptation of the quiet quitting scale for teachers to Turkish culture: An empirical psychometric investigation

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Abstract: The study aims to introduce to the Turkish culture a measurement tool that has proven validity and reliability in determining the level of quiet quitting among teachers. It involves the analysis of the validity and reliability of the Quiet Quitting Scale, as the scale is adapted to the Turkish culture. The scale, originally developed in English, was adapted to Turkish using data from teachers employed in public schools who were selected through convenience sampling. Confirmatory factor analysis was initially used to assess the construct validity of the original structure of the scale within the Turkish context. The findings indicated a good fit to the four-factor model, supported by adequate factor loadings and fit indices, thus confirming the scale's validity within the Turkish culture. Reliability evaluation included internal consistency coefficients, test-retest stability, and composite reliability, all exceeding the threshold values. The test-retest analysis confirmed the stability of the scale, while the composite reliability analysis further supported its reliability. Measurement invariance across gender and tenure was examined, confirming that the scale can provide reliable comparisons across these demographic groups. Overall, these results demonstrate the successful adaptation of the Quiet Quitting Scale to Turkish culture and are supported by strong evidence of its validity and reliability.

1. INTRODUCTION

It can be argued that individuals are experiencing more negative situations in their professional lives as a result of global disasters, wars, or pandemics, particularly in recent times. These situations can range from job loss to assuming remote work roles or working extensive hours, all of which can result in excessive fatigue, psychological issues, and burnout. To cope with these adversities, employees often develop various defense mechanisms. In the literature, the actions displayed by employees due to burnout resulting from challenging work conditions are referred to as "quiet quitting behavior" (Yıldız & Özmenekşe, 2022).

In its literal sense, "quitting" refers to the voluntary departure or withdrawal from a position (Turkish Language Association, 2024). On the other hand, "quiet quitting" is described as a

disengagement strategy favored by young employees who do not intend to quit but instead choose to reduce their efforts (Duman, 2023). The concept is further explained as simply carrying out assigned tasks within designated working hours (Kont, 2022), whereby employees do only what is necessary for their job and do not devote additional time, effort, or enthusiasm (Daugherty & Kvilhaug, 2022). Generally, quiet quitting involves employees fulfilling their job responsibilities outlined in their job descriptions and declining to go beyond that (Rogers, 2022; Wheeler, 2022).

While quiet quitting is often described as a behavior that has become prominent in recent times, it is noted that it has been a common workplace behavior among employees in previous years (Arar et al., 2023). Initially articulated by economist Mark Blodger at the A&M Economy Symposium in 2009 as a decline in passion for success the phenomenon of quiet quitting gained attention in 2022 through a video shared by TikToker Zaid Khan (Yıkılmaz, 2022). In the video, Khan stated, "Quiet quitting doesn't mean quitting your job. It just means preventing your job from taking over your life. Your job is not your life! Your worth is not defined by what you produce." This explanation garnered significant interest, particularly among Generation Z, drawing more attention to the concept of quiet quitting. Therefore, quiet quitting is expressed as the response of Generations Y and Z, who sacrifice their time, happiness, and health for their jobs (Mamona, 2022; Önder, 2022).

Several factors contribute to quiet quitting, which can be categorized into three main areas: the work environment, managers, and colleagues. Negative attitudes and behaviors exhibited by managers, employee bullying, biased management practices, heavy workload, inadequate compensation, communication problems, neglect and lack of support, inability to cope with workload, feelings of inefficacy, lack of job satisfaction, high expectations, limited personal time, detachment from the work environment, and overall unhappiness have all been identified as potential precursors to quiet quitting (Arar et al., 2023; Chavarin, 2023; Eflatun, 2023).

Quiet quitting, which is contagious, can lead to negative consequences such as decreased productivity, demotivation, and job dissatisfaction if left unchecked (Yıldız, 2023). Both the organizational and individual consequences of quiet quitting make it an important phenomenon that should be highlighted in the literature on organizational management. In the organizational context, quiet quitting can lead to managers pressuring employees, restricting their flexibility, widespread layoffs, the need to seek new personnel, and a disruptive work environment (Cohen, 2022; Güler, 2023; Miller, 2022; Thompson, 2022). At an individual level, quiet quitting can make individuals feel powerless and may result in poor performance and a lack of opportunities to gain experience due to reduced effort. However, quiet quitting can also have some positive consequences for individuals. When the balance between personal and professional lives starts to blur, individuals may resort to quiet quitting to restore this equilibrium. In such cases, quiet quitting can allow employees to take a break and restore balance in their lives (Bansal, 2023). It is also suggested that quiet quitting can be beneficial in terms of preventing burnout, enhancing a sense of control, and helping individuals prioritize what truly matters in life (Kolev, 2022; Scott, 2022).

In this particular context, it is of utmost importance to implement communicative strategies aimed at enhancing communication within the work environment, fostering and consolidating collaboration among employees, disseminating information about career progression, and establishing a sense of shared purpose to mitigate the occurrence of quiet quitting (Elgan, 2022; Hetler, 2022). Moreover, it is imperative to enhance working conditions, cultivate motivational behaviors, ensure equitable rewards, promote workplace flexibility, and cultivate a positive and blissful work environment as additional measures to deter quiet quitting (Güler, 2023). Furthermore, Klotz and Bolino (2022) highlight that incentives such as paid time off, salary increments, employee involvement in decision-making processes, and encouragement of creativity constitute other viable measures to counter quiet quitting.

Quiet quitting behaviors are also observed among teachers in educational institutions. These behaviors can be attributed to changes in organizational and environmental factors, resulting in weakened perceptions of organizational justice, reduced job satisfaction, and burnout. Factors such as increased workloads and high-performance expectations contribute to these outcomes (Yücedağlar et al., 2024). In the education system, particularly in the post-pandemic era, where new skills are in demand, greater attention should be devoted to teachers as a valuable resource. This attention is essential to retain teachers and ensure high levels of efficiency (Morrison-Beedy, 2021). Teachers play a crucial role in facilitating learning, motivating students, and fostering their intellectual and personal growth (Darling-Hammond, 2000). However, the current high expectations placed on teachers generate significant pressures that can lead to emotional exhaustion, decreased motivation, and decreased job satisfaction (Ingersoll & Strong, 2011).

While some educators may choose to leave the profession due to the challenges they face, there is concern regarding those who remain but quietly disengage from their responsibilities. This phenomenon, known as "quiet quitting," is viewed as a form of passive resistance or silent protest by teachers who feel frustrated, unsupported, or overwhelmed (Santoro, 2019). Quiet quitting is characterized by a gradual decline in motivation, enthusiasm, and dedication to teaching. Teachers experiencing this may fulfill their duties without actively engaging with students or performing at their best. This disconnection from the teaching-learning process can significantly impact students' academic achievements, as well as the overall morale and culture within educational institutions (Altun & Vural, 2012).

The concept of quiet quitting has recently emerged as a new phenomenon in organizational behavior. In recent years, there has been increasing interest in the phenomenon of quiet quitting in organizations. As a result, scales have been developed to determine perceptions of quiet quitting among business employees (Boz et al., 2023), local government employees (Avcı, 2023), healthcare workers (Karaşin & Öztırak, 2023), and university students (Savaş & Turan, 2023). However, there is still insufficient explanation regarding its impact on organizations and individuals. Furthermore, there are only a few studies that help us to understand this concept, especially those that focus on teachers. In the Turkish literature, a scale developed by Yücedağlar et al. (2024) has been used to determine the quiet quitting behaviors exhibited by teachers. This scale assesses three sub-dimensions of quiet quitting: job performance, indifference towards school, and desensitization to work. In contrast, a scale developed by Thomas et al. (2022), which has been adapted for the current study, conceptualizes quiet quitting in terms of emotional exhaustion, incentives, work environment, and job satisfaction. The adapted scale aims to explain faculty members' attitudes towards their professions and work environments. By comparing the dimensions of the two scales, it can be concluded that they measure different aspects of the quiet quitting phenomenon. Therefore, the scale developed by Thomas et al. (2022) is distinct from the one developed by Yücedağlar et al. (2024). Furthermore, the presence of different measurement tools is significant in approaching the new phenomenon of quiet quitting from various perspectives. Additionally, adapting an existing scale with established psychometric properties to a new culture is considered safer than developing a new test, which highlights the importance of adaptation studies (Hambleton & Patsula, 1999). Therefore, it is crucial to adapt and conduct further psychometric analyses to assess the validity and reliability of the Quiet Quitting Scale (QQS) developed by Thomas et al. (2022) through a comprehensive study of the Turkish culture. In light of this, the study aims to contribute a valid and reliable measurement tool that can be used to assess public school teachers' attitudes toward quiet quitting in the literature.

2. METHOD

The process of adapting the QQS to Turkish culture included validity and reliability assessments. Initially, confirmatory factor analysis (CFA) was used to validate the scale's

underlying factor structure. The results from this analysis were then supported by both test-retest and parallel test methods, which clarified the reliability measure of the scale. To demonstrate the validity of the scale, the measurement invariance of the QQS was also examined according to gender and tenure categories.

2.1. Research Model

The purpose of this study is to provide evidence of the validity and reliability of the QQS. However, it does not examine any causal relationships. Therefore, it was conducted as a cross-sectional study within the quantitative research paradigm. Cross-sectional studies involve collection of relevant data at one point in time, without considering the passage of time. All data are collected and primarily associated with the time of data collection or a period close to it (Kesmodel, 2018).

2.2. Study Group

This study focused on teachers employed in public schools in Elazığ province, Türkiye during the 2023-2024 academic year. The study group consisted of volunteer teachers working in the Elazığ province. Given the emphasis on scale adaptation, the aim is not to extend the findings to a broader population. Therefore, the convenience sampling method was employed to select participants, ensuring a convenient and efficient process for data collection. A total of 376 teachers were selected to participate in the study. Data for the research was collected at two different points in time. During the initial data collection period (T1), various scales were administered, including the QQS, the Emotional Exhaustion Dimension of the Maslach Burnout Inventory, the Organizational Support Scale, the Perceived Collegial Support Scale, and the Perceived Supervisor Support Scale. After a three-week interval, the QQS was administered again to the same group of 113 individuals and was selected for test-retest reliability (T2). Detailed information about the participants at both time points (T1 and T2) is given in Table 1.

Table 1. *Demographic information about participants.*

Category	Variables	N	%
T1 (N = 376)			
Gender	Female	209	55.6
	Male	167	44.4
Education level	Bachelor's degree	292	77.7
	Postgraduate	84	22.3
	Tenure = 13.52 (sd = 8.99) years		
T2 (N = 113)			
Gender	Female	75	66.4
	Male	38	33.6
Education level	Bachelor's degree	71	62.8
	Postgraduate	42	37.2
	Tenure = 10.47 (sd = 7.14) years		

In the first group, 55.6% of the teachers are female (n = 209), while 44.4% (n = 167) are male;77.7% (n = 292) of the teachers have a bachelor's degree while 22.3% (n = 84) have a postgraduate degree. The average tenure of the teachers is 13.52 years (standard deviation = 8.92). In the second group, 66.4% (n = 75) of the teachers are female, while 33.6% (n = 38) are male; 37.2% (n = 42) of the teachers have a postgraduate degree and 62.8% (n = 71) have a bachelor's degree with an average tenure of 10.47 years (standard deviation = 7.14).

2.3. Ethical Consideration

The study received ethical approval from the Ethics Committee of Fırat University, Social and Humanities Research, on August 3, 2023, with reference number 2023/14. All procedures followed were in accordance with the ethical standards set by the committee, as well as the 1964 Helsinki Declaration and its subsequent revisions (Rickham, 1964).

2.4. Scales and Procedures

The original version of the QQS is in English, was developed by Thomas et al. (2022) for faculty members, and is structured as a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). This scale consists of a total of 33 items categorized into four sub-scales: *emotional exhaustion* (Cronbach's alpha =.92), *incentives* (Cronbach's alpha =.933), *work environment* (Cronbach's alpha =.955), and *job satisfaction* (Cronbach's alpha =.901). The adaptation process followed the recommended procedures outlined in the literature, including needs assessment, selection of an appropriate scale, translation into the target language, back-translation, initial linguistic validation, administration to the study group, validation, reliability analyses, and reporting (Hambleton & Patsula, 1999; International Test Commission, 2017; Seçer, 2015).

Permission was obtained from the scale developer to adapt the scale into Turkish using the back-translation method (Brislin, 1970). The translation of scale items into Turkish was carried out by researchers and reviewed by four faculty members, consisting of two experts in the Educational Administration Department and two in the Educational Measurement and Evaluation Department. Following their feedback, the revised items were scrutinized by two Turkish language experts. Subsequently, the translated items were back-translated into English and a comparison with the original scale was conducted by two English language experts to ensure fidelity of meaning. Necessary adjustments were made based on their recommendations. A pilot study was then conducted with 30 teachers to assess the clarity of the items, leading to the finalization of the Turkish version of the scale for implementation (see the Turkish version of the QQS in the Appendix).

To ensure the nomological validity of the scale, parallel scales that are theoretically associated with the QQS and its sub-scales were utilized. To assess the initial subscale of the QQS, the nine items of the Burnout Scale, originally formulated by Maslach and Jackson (1981) and later adapted into Turkish by Ergin (1992), were employed as a parallel test. The second sub-scale, incentives, consists of items of the support that teachers receive in their roles. Accordingly, the short form of the Organizational Support Scale, developed by Eisenberger et al. (1986) and comprising eight items, was used as a parallel test for this sub-scale. The third sub-scale, work environment, was assessed using the Perceived Collegial Support Scale, developed by Oranje (2001) and adapted into Turkish by Özgün (2005). This parallel test comprised six items. Lastly, the fourth sub-scale, job satisfaction, was evaluated using the Perceived Supervisor Support Scale, developed by Magill (2002) and adapted into Turkish by Özgün (2005), which included seven items.

2.5. Data Analysis

Analyses were conducted using SPSS 27 and Mplus version 8.10. First, the data collected was examined for any missing values. Subsequently, the values of kurtosis and skewness were assessed. However, the results of the test for multivariate normality demonstrated that the Mardia's skewness (174.31; $p = .00$) and kurtosis (1334.21; $p = .00$) values were statistically significant, indicating a failure to meet the assumption of multivariate normality. Consequently, the maximum likelihood estimator with robust standard errors (MLR) method was employed as the parameter estimation approach in CFA (Muthén & Muthén, 1998-2017; Şen, 2023). Subsequently, the mean and standard deviation values of the scale/dimension structures of the

data were computed. To reveal the suitability of the scale for Turkish culture, analyses on the validity and reliability of the scale structure were conducted.

A CFA was conducted to examine the four-factor structure of the QQS. The fit criteria used to assess model fit in CFA included the chi-square/degree of freedom (χ^2/df), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error (RMSEA), and Standardized Root Mean Squared Residual (SRMR) (Xu & Tracey, 2017). To indicate a good fit in CFA, the χ^2/df ratio should be less than 3, CFI and TLI values should be greater than .90, and RMSEA and SRMR values should be less than 0.08 (Hu & Bentler, 1999). These compliance criteria were taken into account in the CFA sections.

To assess the internal reliability of the scale, Cronbach's Alpha and McDonald's Omega coefficients were calculated. A value of .70 or higher for these coefficients was considered acceptable for internal consistency (Hayes & Coutts, 2020; McDonald, 2013). To support these values, composite reliability (CR) and average extracted variance (AVE) were calculated based on CFA factor loadings. Test-retest values were evaluated to examine the stability of the scale, CR and AVE values were evaluated to determine convergent validity, and parallel test values were evaluated for nomological validity. Test-retest reliability was ensured by maintaining stable significant results at the $p < 0.01$ level (Gravesande et al., 2019). A correlation value of .50 or higher was accepted in parallel tests (Cohen, 1988). Additionally, the fact that CR values were higher than AVE values and that the AVE > .50 served as evidence of convergent validity (Fornell & Larcker, 1981). Discriminant validity is achieved when the square root of the AVE is greater than the correlation between constructs (Zainudin, 2012).

Measurement invariance was assessed simultaneously for the QQS and the estimated CFA model. Typically, measurement invariance is determined by examining the change in $\chi 2$ (Byrne et al., 1989). Muthén and Muthén (2012) suggest that non-significant results should be evaluated for greater parsimony compared to the more constrained model, which assumes a certain level of stability but fits equally well. However, it is important to note that the size of the intervals affects the $\chi 2$ values, and thus a "perfect" model is highly sensitive to intermittent errors, particularly over large areas (Chen, 2007). Consequently, the presence of various fit indices becomes crucial when comparing the two nested models. Cheung and Rensvold (2002) indicate that a change of -.01 in CFI can be considered to ensure measurement invariance; however, it is also suggested that alternative fit indices such as ΔRMSEA and ΔSRMR can be used to evaluate the measurement stability of certain components (Meade et al., 2008). Chen (2007) found that ΔCFI and ΔTLI should be at least .01, whereas he recommends utilizing .015 as the threshold for ΔRMSEA and ΔSRMR. In the current study, we aimed to determine whether the quiet quitting behavior exhibits measurement invariance across gender (males vs. females) and tenure (below 13 years vs. 13 and above years) categories. Given that the average tenure of the participants was 13.52 and there were approximately an equal number of participants with tenure below and above this value, the participants were divided into two groups: those with tenure below 13 years (n = 194) and those with tenure above 13 years (n = 182). To achieve invariance, we assessed the ΔCFI, ΔTLI, ΔRMSEA, and ΔSRMR criteria in addition to the chi-square difference test.

3. FINDINGS

In this section, we present the results obtained from the scale validity and reliability, as well as measurement invariance, consecutively. The DFA diagram related to the four-factor structure of the QQS is presented in Figure 1.

Figure 1. *CFA model for the QQS.*
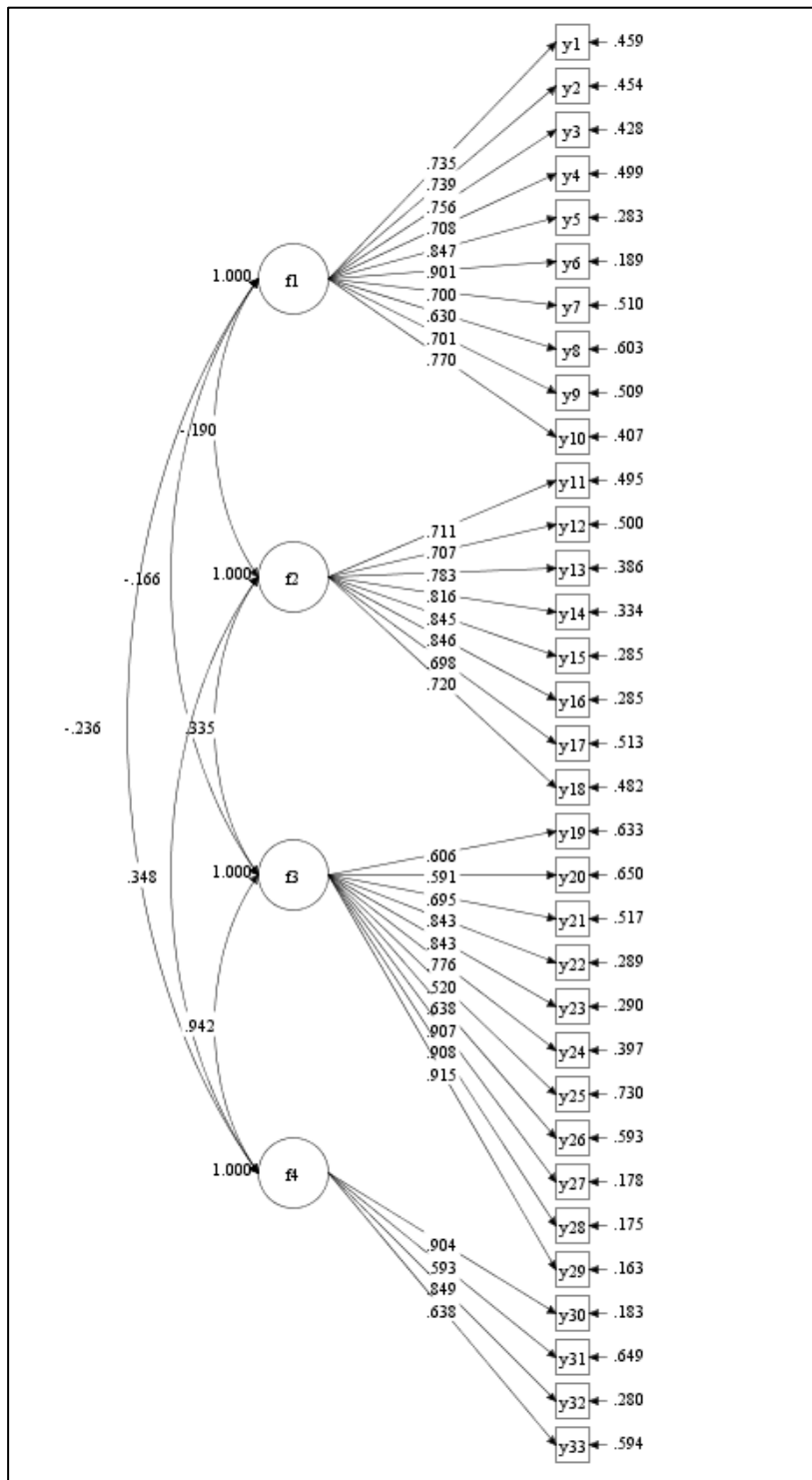
The results of the DFA model indicate that the scale effectively was adapted to Turkish culture, confirming the four-factor structure of the QQS. The robust indices obtained provide support for this conclusion, including $\chi^2 = 1223.761$ (*df* = 489; *p* = .000), RMSEA = 0.063 (90% CIs = 0.059-0.068), CFI = .917, TLI = .911, and SRMR = 0.047. Table 2 presents a comprehensive overview of the DFA results, including the values for Cronbach's alpha, McDonald's omega, CR, and AVE.

Table 2. *CFA results and reliability values of the QQS.*

Sub-Scales	Item No	QQ1	QQ2	QQ3	QQ4	S.E.	z	p	Cronbach alpha	Mcdonald's omega	CR	AVE
QQ1	Item1	.735				0.026	28.733	.000				
	Item2	.739				0.025	29.173	.000				
	Item3	.756				0.024	31.479					
	Item4	.708				0.028	25.673	.000				
	Item5	.847				0.017	50.296	.000	.927	.927	.928	.566
	Item6	.901				0.012	72.833					
	Item7	.700				0.028	24.754	.000				
	Item8	.630				0.033	19.099	.000				
	Item9	.701				0.028	24.816					
	Item10	.770				0.023	33.542	.000				
QQ2	Item11		.711			0.028	25.451	.000				
	Item12		.707			0.028	24.973	.000				
	Item13		.783			0.023	34.680					
	Item14		.816			0.020	41.007	.000	.918	.918	.920	.590
	Item15		.845			0.018	47.867	.000				
	Item16		.846			0.018	47.812					
	Item17		.698			0.029	24.262	.000				
	Item18		.720			0.027	26.533	.000				
QQ3	Item19			.606		0.034	17.977	.000				
	Item20			.591		0.035	17.078	.000				
	Item21			.695		0.028	25.049					
	Item22			.843		0.016	52.522	.000				
	Item23			.843		0.016	52.361	.000	.938	.940	.923	.555
	Item24			.776		0.022	36.028					
	Item25			.520		0.039	13.449	.000				
	Item26			.638		0.032	20.168	.000				
	Item27			.907		0.010	87.158					
	Item28			.908		0.010	87.944	.000				
	Item29			.915		0.010	94.015	.000				
QQ4	Item30				.904	0.013	71.843	.000				
	Item31				.593	0.036	16.660	.000	.850	.851	.839	.574
	Item32				.849	0.017	49.229					
	Item33				.638	0.033	19.234	.000				
QQS									**.877**	**.783**	**.977**	**.576**

Note(s): QQ1. Emotional Exhaustion; QQ2. Incentives; QQ3. Work Environment; QQ4. Job Satisfaction; QQS. Quiet Quitting Scale

The factor loadings of the CFA model presented in Table 2 range from .520 to .908. Furthermore, all standard loadings of the factors demonstrate statistical significance, with *z*-values exceeding 2.56 and *p*-values less than .01. The reliability of the sub-scales is evaluated using Cronbach's alpha, McDonald's omega, and organic reliability values, which serve as the required threshold values. Table 3 shows the mean and standard deviation values of the scales used throughout the study, as well as the findings regarding the validity and reliability of the QQS scale.

Table 3. *Validity and reliability analysis results for the QQS.*

| | \multicolumn{7}{c|}{T1. Parallel test (N = 376)} | \multicolumn{4}{c|}{Discriminant validity (N = 376)} | T2 |
	Mean	SD	QQ1	QQ2	QQ3	QQ4	QQ1	QQ2	QQ3	QQ4	QQ1
QQ1	2.88	1.025	-				.75				.66**
QQ2	2.84	0.913	-.16**	-				.77			
QQ3	3.55	0.902	-.26**	.29**	-				.74		
QQ4	3.49	0.950	-.23**	.34**	.81**	-				.76	
EE	2.43	0.979	.66**	-.20**	-.23**	-.25**					
OS	3.46	0.914	-.30**	.51**	.70**	.61**					
PCS	3.04	0.592	-.14**	.07	.55**	.48**					
PSS	2.96	0.837	-.24**	.23**	.71**	.64**					

$**p < .01$; QQ1. Emotional Exhaustion; QQ2. Incentives; QQ3. Work Environment; QQ4. Job Satisfaction; EE. Maslach Burnout Inventory Emotion Perceived Colleague Relations Support; PSS. Perception of Supervisor Support.

The study reveals significant relationships between different scales. Firstly, the emotional exhaustion subscale of the QQS demonstrates a positive correlation with the emotional exhaustion dimension of the Maslach Burnout Inventory ($r = .66$; $p < .01$), indicating a moderate association. Secondly, the incentives subscale of the QQS is positively correlated with the Organizational Support Scale ($r = .51$; $p < .01$). Additionally, the Perceived Colleague Relations Support Scale shows a positive correlation with the work environment subscale ($r = .55$; $p < .01$), indicating a notable relationship. Finally, the Job Satisfaction subscale is positively correlated with the Perceived Supervisor Support Scale ($r = .64$; $p < .01$), demonstrating a significant association. These findings emphasize the convergent validity of the QQS, as its correlation values exceed the accepted threshold of $r = .50$ ($p < .01$). Moreover, the results ensure the nomological validity, and QQS achieves convergent validity through the CR/AVE values. The square root of the AVE values showed that discriminant validity was achieved.

When examining the test-retest correlation values among the sub-scales of the QQS, we observed that there were correlation values ($r > .50$; $p < .01$) for emotional exhaustion ($r = .66$; $p < .01$), incentives ($r = .58$; $p < .01$), work environment ($r = .56$; $p < .01$), and job satisfaction ($r = .51$; $p < .01$) sub-scales. The test-retest reliability of the QQS was found to be sufficient. The categories determined by gender and tenure variables were evaluated in terms of the four levels of measurement invariance; namely, configural, metric, scalar, and strict. The results are presented in Table 4. *Tests for gender invariance* yielded the following fit statistics for the different models: the configural model had $\chi^2 (978) = 1766.493$, CFI = .913, TLI = .906, RMSEA = 0.066, and SRMR = 0.060. For the metric model, the values were $\chi^2 (1007) = 1803.961$, CFI = .912, TLI = .907, RMSEA = 0.065, and SRMR = 0.064, indicating invariance. Similarly, the scalar model showed $\chi^2 (1036) = 1841.126$, CFI = .911, TLI = .909, RMSEA = 0.064, and SRMR = 0.066, confirming invariance. Lastly, the strict model displayed $\chi^2 (1069) = 1893.127$, CFI = .909, TLI = .910, RMSEA = 0.064, and SRMR = 0.066, confirming invariance. Therefore, the dataset met the requirement for invariance of the gender measure across the metric, scalar, and strict models. This is supported by insignificant χ^2 difference tests and consistent changes in CFI, TLI, RMSEA, and SRMR.

As for tenure invariance, the fit indices for the configural model were $\chi^2 (978) = 1842.040$, CFI = .905, TLI = .897, RMSEA = 0.068, and SRMR = 0.062. For the metric model, the values were $\chi^2 (1007) = 1880.638$, CFI = .904, TLI = .899, RMSEA = 0.068, and SRMR = 0.062, indicating invariance. Similarly, the scalar model had $\chi^2 (1036) = 1905.958$, CFI = .904, TLI = .902, RMSEA = 0.067, and SRMR = 0.062, indicating invariance. Lastly, the strict model exhibited $\chi^2 (1069) = 1951.503$, CFI = .903, TLI = .904, RMSEA = 0.066, and SRMR = 0.063, confirming invariance. Thus, the dataset met the requirement for invariance of the tenure measurement across the metric, scalar, and strict models. This is supported by insignificant χ^2 difference tests and consistent changes in CFI, TLI, RMSEA, and SRMR.

Table 4. *Measurement model results.*

Model	χ^2 (*df*)	CFI	TLI	RMSEA	SRMR	$\Delta\chi^2$(*df*)	p(χ^2)	ΔCFI
Gender (N = 376)								
Model 1: Full Configural	1766.493(978)	.913	.906	.066	.060	-	-	-
Model 2: Full Metric	1803.961 (1007)	.912	.907	.065	.064	37.468(29)	.135	-.001
Model 3: Full Scalar	1841.126 (1036)	.911	.909	.064	.066	37.165(29)	.142	-.001
Model 4: Full Strict	1893.127(1069)	.909	.910	.064	.066	52.001(33)	.139	-.002
Tenure (N = 376)								
Model 1: Full Configural	1842.040(978)	.905	.897	.068	.062	-	-	-
Model 2: Full Metric	1880.638(1007)	.904	.899	.068	.062	38.598(29)	.110	-.002
Model 3: Full Scalar	1905.958(1036)	.904	.902	.067	.062	25.319(29)	.662	-.01
Model 4: Full Strict	1951.503(1069)	.903	.904	.066	.063	45.545(33)	.239	-.002

4. DISCUSSION and CONCLUSION

This study aims to adapt the QQS developed by Thomas et al. (2022) to Turkish culture and to evaluate the validity and reliability of this adaptation by integrating an international measurement tool into a local context. The original scale, developed in English, was designed to determine faculty members' quiet quitting attitudes; however, in this adaptation study, the analyses were conducted using teachers' data. The validity and reliability analyses of the scale were conducted with a multi-perspective approach. First, a CFA was performed to determine the construct validity of the original structure of the scale in the Turkish culture. The nomological validity of the scale was determined by the parallel test method. Then, the CR and AVE values were evaluated together to determine the convergent validity. Regarding the scale's reliability, stability was tested using the test-retest method, internal consistency was tested using Cronbach's alpha and McDonald's omega coefficients, and composite reliability was tested. Finally, the measurement invariance of the scale was examined based on gender and tenure variables.

The fit indices for the CFA of the scale (χ^2/df, RMSEA, CFI, TLI, and SRMR) indicate a good fit to the four-factor measurement model of the scale. Furthermore, the z-values for the factor loadings of the scale items also demonstrate that all factor loadings are significant. This finding is interpreted as evidence that the construct validity of the scale is established in Turkish culture. The statistically significant factor loadings for each dimension of the QQS can also be considered as evidence of convergent validity (O'Rourke & Hatcher, 2013). In line with this, the factor loadings of the measurement model estimated by the CFA, along with the computed CR and AVE values, provide further evidence that the scale meets the conditions for convergent validity. The scales/dimensions applied for nomological validity, under the expectation that they represent theoretically similar constructs to the sub-scales of the QQS, confirm this expectation and demonstrate that these constructs are empirically related, thus indicating the nomological validity of the scale.

In terms of reliability, the measured internal consistency coefficients (Cronbach's α and McDonald's ω) are above the threshold value for each dimension and the coefficients are close to each other, indicating that the scale is reliable (Kline, 2015). Moreover, the CR values above the threshold value for composite reliability are considered as evidence of the scale's composite reliability. Finally, the significant correlation values among the sub-scales, measured with a three-week interval to test their stability, indicate that the scale is a reliable measure of stability.

The QQS was also evaluated from the perspective of measurement invariance between intervals separated by two variables, such as gender and tenure. It is important to determine whether this assessment measures the same construct across productive groups (Millsap, 2011). Because measurement invariance, such as measurement or sub-measurement averages, can be meaningfully compared between different groups, appropriate measurement stability can be achievable. For both *gender* and *tenure* variables, measurement invariance is met up to the level of full strict invariance. This indicates that the differences in the means observed in the quiet quitting responses between the groups of gender and tenure variables reflect differences in the latent factors measuring teachers' attitudes towards quiet quitting (emotional exhaustion, incentives, working environment, and job satisfaction). For effective modification of group factors, it is imperative to adhere to strict stability conditions. When evaluating differences in latent factor means, the differences in intercepts exhibit the most significant level of performance (Chen, 2007, 2008; Schmitt & Kuljanin, 2008). The results of measurement invariance are important for demonstrating the reliability of the outcomes of differential tests conducted based on gender and tenure variables using the QQS.

4.1. Limitations

This study has limitations and offers valuable insights for future research. The current study did not examine the temporal invariance of the QQS (longitudinal measurement invariance). Since individuals' attitudes towards quiet quitting may change over time, it would be valuable to update the measurement of this construct by capturing changes in behavior and attitudes throughout the process. In other words, items that contribute to muting in modifiers and wide spacing among individuals should be revised (Chen, 2008). Therefore, as an extension of the current study, it would be worthwhile to investigate the longitudinal invariance of the scale to evaluate changes in performance over time (Millsap & Cham, 2013). Another limitation of this study is its limited geographical scope, as it was conducted in only one province. By expanding the study to include teachers from various cities, the generalizability of the findings of the study can be ensured.

4.2. Conclusion

The results of this study indicate that the QQS is a reliable and valid tool for evaluating attitudes towards quiet quitting and shows potential for future development in the Turkish context. While high scores indicating emotional exhaustion suggest a high level of quiet quitting, low scores in the dimensions of incentives, working environment, and job satisfaction also suggest a high level of quiet quitting. The quiet quitting scale, with its potential to quantify the quiet quitting attitudes of teachers, holds significant importance in furthering our understanding of this emerging phenomenon in organizational behavior. With the help of this scale, individuals can offer insight into quiet quiting that may occur due to unfavorable processes within Türkiye. In addition, the scale can help policymakers and educational administrators to understand and take measures to address the phenomenon of quiet quitting, which is likely to lead to negative consequences such as teacher inefficiency and low performance.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. **Ethics Committee Number**: Fırat University, 2023-14.

Contribution of Authors

Muslim Alanoğlu: Software, Formal Analysis, Writing-original Draft, Supervision, Validation. **Songül Karabatak**: Collected Data, Investigation, Resources, Visualization, Software, Formal Analysis. **Alper Uslukaya**: Collected Data, Methodology, and Validation. **Ayşenur Kuloğlu**: Collected Data, Methodology, and Validation.

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APPENDIX: Teacher Quiet Quitting Scale - Turkish version

Madde No	Öğretmen Sessiz İstifa Ölçeği	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.	Öğretme sorumluluklarımdan dolayı kendimi duygusal olarak yıpranmış hissediyorum	1	2	3	4	5
2.	Görev ve sorumluluklarımdan dolayı kendimi duygusal olarak yıpranmış hissediyorum	1	2	3	4	5
3.	İş gününün sonunda kendimi tükenmiş hissediyorum	1	2	3	4	5
4.	Sabah kalkıp yeni bir iş günüyle yüzleşmek zorunda kaldığımda kendimi yorgun hissediyorum	1	2	3	4	5
5.	Öğretme sorumluluklarımdan dolayı kendimi tükenmiş hissediyorum	1	2	3	4	5
6.	Görev sorumluluklarımdan dolayı kendimi tükenmiş hissediyorum	1	2	3	4	5
7.	Ders yükümün fazla olduğunu düşünüyorum	1	2	3	4	5
8.	Sorumlu olduğum dersler için çok fazla çalıştığımı düşünüyorum	1	2	3	4	5
9.	Görevlerimden dolayı çok fazla çalıştığımı düşünüyorum	1	2	3	4	5
10.	Dayanma gücümün son noktasındaymışım gibi hissediyorum	1	2	3	4	5
11.	Araştırmalarım hakkında oldukça fazla geri bildirim alırım	1	2	3	4	5
12.	Öğretme becerilerimle ilgili önemli ölçüde geri bildirim alırım	1	2	3	4	5
13.	Okula verdiğim hizmet hakkında oldukça fazla geri bildirim alırım	1	2	3	4	5
14.	Araştırmalarımın kalitesi konusunda önemli ölçüde destek alırım	1	2	3	4	5
15.	Öğretim faaliyetlerimin kalitesiyle ilgili oldukça fazla miktarda rehberlik sağlanır	1	2	3	4	5
16.	Yerine getirdiğim hizmetlerin kalitesiyle ilgili bana büyük ölçüde kılavuzluk edilir	1	2	3	4	5
17.	Öğretmenlik mesleğinin maddi olarak tatmin edici olduğunu düşünüyorum	1	2	3	4	5
18.	Okulumun sağladığı avantajlar yaptığım çalışmalardan daha büyük etkiye sahiptir	1	2	3	4	5
19.	Okulumda yönetici ve öğretmenler arkadaş canlısıdır	1	2	3	4	5
20.	Okulumda arkadaş edinmem için bana fırsatlar verilir	1	2	3	4	5
21.	Okulumda kişisel olarak önemsendiğimi hissediyorum.	1	2	3	4	5
22.	Okul yönetimi, öğretmenlerin birlikte çalışmalarını sağlama konusunda başarılıdır	1	2	3	4	5
23.	Okul yönetimi, öğretmenlik hizmetini yerine getirmemde bana yardımcı olmaktadır	1	2	3	4	5
24.	Okul yöneticiler, yerine getirmem gereken görevlerde bana yardımcı olmaktadır	1	2	3	4	5
25.	Okulumdaki öğretmenler araştırmalarımda bana yardımcı olmaktadır	1	2	3	4	5
26.	Okulumdaki öğretmenler yerine getirmem gereken görevlerde bana yardımcı olmaktadır	1	2	3	4	5
27.	Okul yönetimi, herkese araştırmalarda başarılı olma şansı verme konusunda duyarlıdır	1	2	3	4	5

28.	Okul yönetimi, herkese öğretim alanında başarılı olma şansı verme konusunda duyarlıdır	1	2	3	4	5
29.	Okul yönetimi, herkese yerine getirmesi gereken görevlerinde başarılı olma şansı verme konusunda duyarlıdır	1	2	3	4	5
30.	Okul yönetiminin, öğretmenlerle işbirliği içinde araştırma yapma konusundaki yaklaşımından memnunum	1	2	3	4	5
31.	Yürüttüğüm öğretim faaliyetlerinin, toplumun bir parçası olma şansına erişimimde önemli bir etkisi olduğunu hissediyorum.	1	2	3	4	5
32.	Okulumda yönetimin öğretimsel konularda öğretmenlerle çalışma biçiminden memnunum	1	2	3	4	5
33.	Yaptığım çalışmaların kariyerim için sağladığı fırsatlardan memnuniyet duyuyorum	1	2	3	4	5

Note (s): The scale can be employed in academic studies by following proper citation rules. It is not necessary to obtain permission from the author for its use.