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The relationship between bureaucratic structures and quiet quitting

A quantitative explanatory study on 'the relationship between employees working in bureaucratic organizations and their quiet quitting behavior due to lack of basic need-satisfaction'.

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Abstract

Quiet quitting is a widespread societal problem that affects many organizations on a global scale and has a negative impact on the well-being of many organizations and employees today. Therefore, this thesis aims to clarify the relationship between organizational structures – specifically bureaucratic structures, characterized by centralization, specialization and formalization - and quiet quitting, which is characterized by a lack of intrinsic motivation. It aims to explore how the satisfaction of psychological needs (autonomy, competence and relatedness), as outlined by the Self-Determination Theory (SDT), contributes to this relationship. A cross-sectional online questionnaire (N = 230) of Dutch employees is used to examine whether the satisfaction of these needs mediates the effect of the organizational structural characteristics on quiet quitting. Statistical evidence was found for a positive relationship between the bureaucratic structural characteristics of centralization and specialization and quiet quitting, while formalization showed a negative relationship. In addition, personal fulfilment of competence, relatedness and autonomy mediated this relationship, with autonomy showing the most significant mediating effect. In conclusion, the findings highlight the role of structural characteristics in shaping employee motivation and quiet quitting, implying that organizations should focus on creating a supportive work environment to enable the right organizational behaviors.

Keywords: quiet quitting, workplace well-being, organizational behavior, employee motivation, Self-Determination Theory, psychological needs, bureaucratic structures, organizational design

Chapter 1: Introduction

1.1 Research problem and relevance

In July 2022, a trend, called ‘quiet quitting’ appeared on the platform TikTok, which quickly went viral and received a lot of attention on social media (Öztürk et al., 2023). According to Serenko (2023) ‘quiet quitting’ is ‘‘a mindset in which employees deliberately limit all work activities to their job description, meet yet not exceed the preestablished expectations, never volunteer for additional tasks and do all this to merely maintain their current employment status while prioritizing their well-being over organizational goals’’ (p.27). Since quiet quitting went viral, it appeared in numerous other media platforms such as the Wall Street Journal (Mahand & Caldwell, 2023). A study conducted by Gallup even showed that at least 50% of the US workforce is a quiet quitter (Harter, 2022). Unsurprisingly, also scholars started investigating what the concept entails by exploring its definition, antecedents, outcomes, and contextual influences (Harter, 2022; Mahand & Caldwell, 2023; Öztürk et al., 2023; Scheyett, 2022; Yildiz, 2023).

From this pioneering research, it seems that quiet quitting is not just ‘a trend’, but a broader societal issue that affects many organizations on a global scale and has multiple causes. For example, Serenko (2023) argues that one of the drivers for employees to quiet quit is low motivation and high psychological costs, such as high work pressure, stress, the risk of burnout and lack of work-life balance, which leads to a decrease in employee commitment, work engagement, and enthusiasm and, thus, quiet quitting (Atalay & Dağıstan, 2023). Despite these insights, still many causes of quiet quitting remain unexplored. For example, Pevec (2023) recently mentioned that many possible antecedents of quiet quitting received scant empirical research attention, calling for a deeper understanding of what influences workers’ quiet quitting.

1.2 Research question

The aim of the current thesis is to fill this gap by investigating how organizational structures might influence quiet quitting. For years, many theories have been developed about organizations and their structures, such as Frederick Winslow Taylor’s theory of Scientific Management, Max Weber’s theory of bureaucracy and Mintzberg’s contingency theory (Maneker, 1972; Mintzberg, 1980; Taylor, 2011). With the development of modern society, there emerged newer approaches such as ambidextrous organizational, self-managing and virtuous organization structures (Hahn et al., 2015; Martela, 2019; Vriens et al., 2016). Despite these developments, many organizations are still structured based on traditional principles. In

the USA, for example, there is still an increase in organizations structured according to Weber's bureaucratic ideas. Similarly, in Europe, the influences of Weber's perspective are still present. For example, the article by Hensell (2016) discusses how the European Union still functions like a bureaucratic organization. Furthermore, Dash and Padhi (2020) emphasize that, due to its inherent rational nature, bureaucracy is expected to remain the dominant form of organization in the coming years. This recognition of the pervasive influence of bureaucracy sets the stage for further research into the underlying structure of such organizations, as organizational structure underpins various aspects of organizational functioning such as efficiency, effectiveness, competence, coordination, and labor productivity, which has a significant impact on business performance and determines employee behavior in organizations (Adaeze & Ekwutosi, 2020; Ajagbe, 2016; James, 1976; PJ de Jong & N. den Hartog, 2005). Taken together, these findings highlight the importance of bureaucracy as an organizational structure. Consequently, this thesis focuses on bureaucratic structure as an antecedent of quiet quitting.

To link bureaucratic structure (as an organizational characteristic) with quiet quitting (as individual behavior of workers), we rely on Self-Determination Theory (SDT; Deci and Ryan (1985). This theory states that an individual's motivation, behavior and well-being are influenced by the satisfaction of three basic psychological needs: autonomy (i.e., feeling self-directed and in control of one's actions and outcomes), competence (i.e. feeling effective, experiencing mastery and developing one's abilities), relatedness (i.e., feeling connected, belonging and related to others)(Ryan & Deci, 2000b). Research suggests that the context in which employees work significantly influences the stimulation of their needs (Van den Broeck et al., 2009). For example, the research by Manganelli et al. (2018) highlights that organization structures, have a significant impact on employees behavior and therefore on quiet quitting. Based on this knowledge, the current thesis argues that the organizational structure – as the environment in which employees work – determines individual behavior and therefore quiet quitting. In specific, I argue that employees' perceived bureaucratic structures, as defined by Weber (1978), will withhold them from satisfying their basic psychological needs. Taken together, building on SDT, I hypothesize that bureaucratic structures, do not support the three psychological needs, which results in low motivation and mental disconnection, and thus quiet quitting behavior. This leads to the following research question: *'Is there a positive relation between employees' perceptions of working in bureaucratic organizations and their quiet quitting due to lack of basic need satisfaction?'*

As the purpose of this thesis is to explore the relationship between bureaucratic structure and quiet quitting, a quantitative research method is used. Quantitative research methods offer the advantage of efficiently collecting data from a large sample in a relatively short period of time (Rahman, 2016). Therefore, despite the short time span of this thesis, the findings can be generalized. Data collection will involve the distribution of an online questionnaire among Dutch employees.

1.3 Theoretical and practical relevance

The current study contributes to practice and theory in three different ways. First, in order to facilitate positive organizational behavior and mitigate quiet quitting, it is crucial to create work environments that stimulate employees' fulfilment of autonomy, relatedness and competence. As these factors are highly salient in facilitating self-motivation, social development and well-being, thereby mitigating the phenomenon of quiet quitting (Deci & Ryan, 2000). In addition, research suggest that quiet quitting, which is a specific type of employee behavior, has a direct negative impact on the productivity and profitability of organizations, making it important for managers to address this issue within bureaucratic organizational structures (Yildiz, 2023). Therefore, it is important to create a work environment that facilitate positive organizational behavior and reduce negative behavior, such as quiet quitting. According to Saks (2006), the characteristics of one's job, as shaped by the organizational structure, influence employee behavior, such as in employee engagement, job satisfaction, organizational commitment, intention to quiet and organizational citizenship behavior. Addressing quiet quitting and better the understanding of the relationship between bureaucratic organizational structures and quiet quitting offers practical implications for managers and organizations to create sustainable work environments (Pevac, 2023). Such mitigation will have a positive impact on employee well-being, thereby potentially increasing organizational productivity and profitability, which has wider economic implications (Yildiz, 2023).

Secondly, this research makes a theoretical contribution by linking organizational structures, mainly studied in the field of Organization and Design, with individual behavior and employee well-being, mainly studied in the field of Organizational Behavior. Recent literature has largely focused on micro-level antecedents, such as individual employee behavior, in explaining the underlying factors that contribute to employee well-being and quiet quitting. However, as highlighted in the meta-analysis by Humphrey et al. (2007), a significant proportion of employee well-being remains unexplained by these micro-level factors. This gap

suggests the need to explore macro-level antecedents, such as organizational structures. Therefore, this thesis aims to deepen the understanding of the underlying factors contributing to quiet quitting behavior, by investigating whether the structural characteristics inherent in bureaucratic organizations (macro-level antecedents) exacerbate the unmet nature of the three psychological needs - autonomy, competence and relatedness, as posited by Self-Determination Theory (SDT), and whether this unmet nature stimulates quiet quitting behavior (micro-level outcomes).

Furthermore, this research adds to the existing literature on quiet quitting by exploring in more detail the underlying factors and theories that influence quiet quitting. Currently, there are limited measurement tools or scales available to measure quiet quitting. Therefore, the existing measurement scale developed by Galanis et al. (2023) will be tested for its effectiveness in measuring the concept of quiet quitting, particularly within a bureaucratic context. This may lead to an improvement and refinement of the scale, resulting in a more reliable and valid measurement instrument tool.

1.4 Research outline

This proposal consists of five chapters, a bibliography and several relevant Appendices. The structure of the proposal is as follows. Chapter 1 describes the introduction. Chapter 2 discusses the theoretical background, which consists of all relevant literature, the hypotheses and the conceptual framework. The methodology is explained in Chapter 3, where the data collection technique and the analysis process are presented. Chapter 4 describes the results and finally Chapter 5 presents the discussion.

Chapter 2: Theoretical framework

In this chapter relevant theory related to the research topic is described. The chapter is divided into several paragraphs, with each paragraph presenting an element of the conceptual model. Finally, the conceptual framework is presented, visualizing the relationship between the three hypotheses derived from the literature.

2.1 Quiet quitting

Since the emergence of the phenomenon known as ‘quiet quitting’ on TikTok, extensive research has been done into the concept. It has received a lot of attention worldwide from multiple online platforms and journals (Atalay & Dağistan, 2023; Aydin & Azizoglu, 2022; Öztürk et al., 2023; Scheyett, 2022). However, despite all the media attention and empirical studies done on the exploration of this concept, one clear common definition is not given. On the one hand, when ‘quiet quitting’ first came to the attention of the scientific world, researchers questioned whether this trend was a new concept or just a new term for existing concepts (Aydin & Azizoglu, 2022). Atalay and Dağistan (2023) argue that it is not a new concept, but a phenomenon that “has persisted for numerous years and is intertwined with various theories such as motivation, commitment, engagement, social exchange theory” (p.1). Aydin and Azizoglu (2022), also argue that the concept has many similarities with existing theories such as employee disengagement, withdrawal behavior and job neglect. On the other hand, other scholars claim it is a new concept, but it has overlap with existing theories and especially highlight its fundamental uniqueness (Öztürk et al., 2023; Yildiz, 2023). For example, Öztürk et al. (2023) focus on the differences between quiet quitting, burnout, organizational silence, cynicism and deviant behavior. Specifically, they argue that employees who experience a burnout have a different impact on organizations than quiet quitters. They have a negative impact on organizational performance, while quiet quitters produce mediocre results. In addition, people with burnout isolate themselves in both their work and personal lives, while quiet quitters have minimal interaction with their colleagues and managers. Finally, employees experiencing burnout may doubt their ability to meet job demands, whereas quiet quitters maintain self-belief but allocate insufficient time and energy (Öztürk et al., 2023).

Although both perspectives differ, they share the fundamental idea that quiet quitting is a negative type of organizational behavior that is caused by individual employees and their mindset of growing disconnection to their work (i.e., being psychologically detached from their work) (Atalay & Dağistan, 2023; Harter, 2022; Mahand & Caldwell, 2023; Serenko, 2023). Quiet quitting is a work-related phenomenon which involves employees who do not literally

quiet their job, but who concentrate on doing they the minimum required without making any extra effort, contribution and responsibilities. Put differently, quiet quitters meet the basic job requirements with minimal effort and time investment (Atalay & Dağıstan, 2023; Aydin & Azizoglu, 2022; Galanis et al., 2023; Mahand & Caldwell, 2023; Öztürk et al., 2023; Serenko, 2023).

When conceptualizing quiet quitting, multiple studies delved into its possible causes. These causes have been investigated in multiple domains within the management literature, such as organizational justice, organizational behavior, organizational commitment, leadership effectiveness and employee engagement. Regarding organizational justice, Atalay and Dağıstan (2023) argue quiet quitting is the result of employees experiencing unfair rewards, leading to a decline in organizations commitment, which makes them doing the bare minimum and avoiding responsibility at work, also known as becoming metal disconnected form their jobs. In the domain of organizational behavior, Serenko (2023) found that feelings of dispensability and high psychological costs may be potential causes for what he refers to as ‘mental disconnection’, leading to diminished levels of commitment, engagement or enthusiasm among employees towards their work. Regarding leadership effectiveness, Mahand and Caldwell (2023) aim quiet quitting is a result of employees not begin fully committed to their job, because their managers are not able to fulfill their tasks in motivating employees by giving them trust and showing the right example.

In addition, Mahand and Caldwell (2023) highlight that it is highly unusual for an employee who feels highly appreciated, has strong levels of motivation, commitment, and is supported by their managers to be a quiet quitter. The commonality among these studies lies in the collective emphasize on the potential role of insufficient employee engagement, organizational commitment and motivation as contributing factors to quiet quitting (Harter, 2022; Mahand & Caldwell, 2023; Pevec, 2023; Serenko, 2023; Yildiz, 2023). When conceptualizing quiet quitting, not only the behavior itself but also the factors preceding or influencing it are taken into account. Therefore, by including its antecedents, such as low engagement, in the conceptual definition of quiet quitting, a comprehensive understanding of the phenomenon is presented.

Recent research by Galanis et al. (2023) has shown that there are three underlying variables associated with quit quitting behavior, namely a lack of motivation, a lack of initiative, and a lack of detachment. First, a lack of initiative refers to the individuals’ ability of take initiative and go above and beyond what is asked of them in their work. Second, detachment refers to the employee’ ability to emotionally separate from their job. Finally, a lack of

motivation refers to individuals' inner disposition and external incentives toward works. These variables are inconsistent with what the studies above state about quiet quitting, therefore in this thesis quiet quitters are defined as "employees who are mentally detached from their work due to declining motivation, resulting in deliberately limiting all work activities to the minimum required of them, without making any extra effort or taking on any additional responsibilities." Because empirical research shows lack of motivation among employees significantly contributes to quiet quitting, this thesis will conceptualize quiet quitting as lack of motivation (Galanis et al., 2023). Therefore, the subsequent paragraph will specifically focus on the existing theory of motivation.

2.1.1 Motivation as a conceptualization of quiet quitting

Motivation is defined by Dobre (2013) "as the internal drive to satisfy an unsatisfied needs and to achieve a certain goal. It is also a procedure that begins through a physiological or psychological need that stimulates a performance set by an objective" (p.54). Ryan and Deci (2000a) have also defined motivation as being moved to do something because of a willingness or desire to take action to achieve a goal. According to them "a person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p.54).

The concept lack of motivation, as measure of quiet quitting in the research conducted by Galanis et al. (2023), encompasses a specific form of motivation, assessing the extent to which employees find motives in their work and feel inspired while at work. This type of motivation refers to a specific type of motivation called intrinsic motivation.

Intrinsic motivation arises from internal factors such as interest in the work and personal satisfaction. It is the drive to accomplish a task for their own sake, stemming from alignment with one's values and perception of their importance, and bringing enjoyment and pleasure (Gagné et al., 2014; Hennessey et al., 2015; Manganelli et al., 2018). According to Ryan and Deci (2000b) "intrinsic motivation is the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore and to learn" (p.70). Examples of intrinsic motivation include personal satisfaction, growth or a passion for work. Research suggests that intrinsic motivation can be enhanced by stimulating positive feedback (Fong, 2019; Gagné et al., 2014).

Employees who engage in quiet quitting may lack sufficient intrinsic motivation to 'go the extra mile' and resist investing additional effort in their work for fear of being burdened with new responsibilities and even higher expectations, rather than seeking new challenges

(Serenko, 2023). Thus, according to Ryan and Deci (2000a), quiet quitters could be characterized as unmotivated, due to a lack of intrinsic motivation, resulting in employees being mentally disconnected from their work. Therefore, this thesis conceptualizes quiet quitting as a decline in intrinsic motivation.

2.2 Bureaucratic structures

While paragraph 2.1.1 focuses on micro-level antecedents related to quiet quitting, it is equally important to consider macro-level antecedents such as organizational structure (Bakker, 2008).

The modern form of bureaucracy has been known for almost two centuries, but according to Weber, the first form of bureaucracy stems from the development of the Egyptian New Empire, which is millennia ago. Since the rise of Max Weber and his theoretical ideas behind bureaucracy as an 'ideal type', it has become a popular concept that is widely used in management and organizational theories (Schott, 2000). Max Weber described bureaucracy as an ideal type of organization whose aim is to maximize efficiency. Weber saw bureaucracy as a human machine, that consistently performs tasks assigned to it (Singh, 2000). According to him, bureaucracy is characterized by several features, for example, there is a hierarchy of authority, specialized roles, clear rules and regulations, selection procedures based on technical competence, career-based promotions and a separation between individual roles and personal matters (Maneker, 1972; Monteiro & Adler, 2022; Neffzger, 1965; Singh, 2000).

More generally, Max Weber identified the key components of bureaucracy as: "formality, continuity, spheres of competence, role segmentation, hierarchy, and selection" (p. 161). He states that without the presence of these components, organizations would not be effective in achieving their goals or the desired outcomes (Singh, 2000). Despite the rapid changes in modern society, there remains persistent desire to achieve efficiency. While the popularity of Weber's theory has declined in recent years within the academic world, it remains relevant in practical application. Despite a reduced emphasis on bureaucracy in scholarly research, the theory retains its influence and continues to play a significant role in management practices and organizations structures (Monteiro & Adler, 2022).

Early research by Singh (2000) suggested that as society develops and matures, bureaucracy becomes increasingly effective as it adapts to the changing needs and evolution of society. This proposition is indeed proving to be accurate, as despite the continuous development of management and organization theories, scholars still argue that Max Weber's ideas remain applicable in modern society. They even claim that his ideas have had a major

influence on the way organizations have been structured in the last century (Dash & Padhi, 2020). Monteiro and Adler (2022) further argue bureaucracy continues to be a dominant organizational structure. They highlight the persistence and robustness of bureaucracy in management practices, which is consistent with Singh (2000) earlier remarks on the adaptive nature of bureaucracy. This is further confirmed by contemporary society, where many organizations maintain structures that adhere to some of Weber's fundamental bureaucratic characteristics. In particular, Monteiro and Adler (2022) argue that organizations are structured according to the following characteristics of bureaucracy: hierarchy of authority, specialized functions and formalized processes. Therefore, the following paragraph will delve into these three enduring characteristics of bureaucracy, essential for companies in today's society.

2.2.1 Key characteristics of bureaucratic organizations in contemporary society

The first characteristic discussed is the *hierarchy of authority*, referred to in this paper as *centralization*. Hierarchical structures are often formed because of the ability to manage behavior and reduce planning problems. To reduce complexity organizations, tend to break down their complex integrated system into smaller interdependent subsystems. Often one subsystem is more important than others, so that the interdependencies between subsystems are not equally valued. It is therefore common to characterize hierarchical structures as top-down relationships (Schneeweiß, 1995). According to several researchers, centralization in bureaucratic structures refers to the existence of clear and structured lines of supervision and control within the organization. There are lower levels under the control and supervision of the higher levels, so there is a certain hierarchy where the higher levels have authority over the lower levels (Dash & Padhi, 2020; Monteiro & Adler, 2022; Nefzger, 1965; Prajogo & McDermott, 2014). In summary, the centralization is about power differentials, different vertical levels and the authority of decision making within the organization with a focus on efficiency. Therefore, employees often have to report what they do and what decisions they make to someone at a higher vertical level. They are constantly monitored by their superiors.

Secondly, *specialization* in bureaucratic organization refers to specialized function, job specialization, or in other words, division of labor in organizations (Achterbergh & Vriens, 2019; Monteiro & Adler, 2022). According to Adam Smith, the division of labor, is the main source to gain productivity in an organization. He aimed that if each employee specializes in a particular part of the production process, it would lead to much more output (Chandra, 2016). This is in line with the goal of bureaucratic organizations, which is to maximize efficiency. According to Dash and Padhi (2020), division of labor is about "breaking down of a complex

activity into simple, routine and well-defined activities and assigning these routine and well-defined activities to a role” (p.83). This is consistent with what Achterbergh and Vriens (2019) have described as specialization, which refers to “the degree to which operational tasks contain only a small part of the complete operational process” (p.59). Specialization is high when the entire operational process is divided into many sub activities, and these are assigned to different tasks. Therefore, the “employee only performs a small part of the total process” (Vriens et al., 2016, p.11). Highly specialized jobs are often characterized by precisely defined tasks with minimal variety and a highly repetitive nature. For example, when building a car, only the installation of the technical systems or the painting of the car is done. In addition, highly specialized jobs can be performed by unskilled workers because they do not need require autonomy or control to deal with disruptions outside their task (Mintzberg, 1980).

In conclusion, *formalization* or formalized processes in bureaucratic structures, refers to a comprehensive system of written rules and procedures covering regular operations. These comprehensive rules help to control the behavior of employees in carrying out their tasks in their interactions with their superiors (Dash & Padhi, 2020; Monteiro & Adler, 2022; Nefzger, 1965; Prajogo & McDermott, 2014). Formalization is associated with the extensive standardization of work processes, through rules, procedures, policy manuals and detailed job descriptions. To maintain efficiency, bureaucratic organizations rely on standardization to coordinate formalized processes (Mintzberg, 1980).

2.3 Relationship between bureaucratic structures and quiet quitting mediated through need satisfaction

2.3.1 Self- Determination Theory

Self- Determination theory (SDT), developed by psychologists Edward L. Deci and Richard M. Ryan (1985), is based on the concept of human motivation and self-regulation (Ryan & Deci, 2000b). Empirical research suggests that the core of SDT lies in the fulfilment of three basic psychological needs: competence, relatedness, and autonomy. The satisfaction of these needs is highly salient in facilitating self-motivation, social development, and well-being (Deci, 2008; Gagné & Deci, 2005; Reis et al., 2000; Ryan & Deci, 2000b; Véronneau, 2005). Research suggests that individuals cannot effectively motivate themselves without satisfying all of these needs (Ryan & Deci, 2000b). This is supported by subsequent research that aims to show that the three needs cannot be considered in isolation, but that they all contribute uniquely

to predicted outcomes (Van den Broeck et al., 2016). Therefore, the next section discusses the three needs in more detail.

First of all, the definition of the need for competence is the desire to deal effectively deal with the environment, perform tasks, and achieve goals (Deci & Ryan, 2000). People want to explore, understand and control their environment. Competence helps people to adapt to a changing environment and to be more flexible (Van den Broeck et al., 2009). Competence in the workplace gives people the feeling that they can succeed and grow in their jobs because they have the right skills, knowledge and resources to do their jobs. According to Ryan and Deci (2020), this need is best met in ‘well- structured environments that afford optimal challenges, positive feedback and an opportunity to grow’ (p.1).

Secondly, the definition of the need for relatedness is to establish positive relationships with others, to connect with others, to feel loved and cared for, and even to care for others (Deci & Ryan, 2000). Translated into the daily work context, when employees feel connected and supported by to other stakeholders in the organization, this is described as ‘relatedness’. For example, when they are part of a close team with whom they can share their thoughts with them (Van den Broeck et al., 2009). Thus, relatedness is a form of belonging and connection with others that is facilitated by the transmission of respect and caring between individuals (Ryan & Deci, 2020).

Third, according to Deci and Ryan (2000) ‘autonomy concerns the experience of the integration and freedom, and it is an essential aspect of healthy human functioning’ (p.231). In other words, autonomy is the psychological freedom to act and not be pressured. Individuals need to experience themselves as the initiators of their actions and decisions. According to the SDT, the need for autonomy is fulfilled when employees are fully behind their behavior (Van den Broeck et al., 2009). In a work- related context, employees need a sense of initiative, ownership and freedom to make decisions and have a say in their work process. This feeling can be undermined if employees experience external control in their work, whether through rewards or punishments, and reinforced by feelings of interest and worth (Ryan & Deci, 2020).

2.3.2 Bureaucratic structures and needs satisfaction

The three psychological needs are innate to human nature, and so there is no difference in the strength of these needs between people, but there is a difference in the satisfaction of these needs (Van den Broeck et al., 2009). Consequently, the stimulation of these needs has a positive effect on everyone. Therefore, environmental factors that facilitate the satisfaction of these needs, such as job characteristics, leadership and organizational culture, motivate all

individuals and influence organizational performance (Manganelli et al., 2018; Van den Broeck et al., 2008; Van den Broeck et al., 2009; van Hooff & van Hooft, 2016). Need satisfaction in the workplace, depends on the characteristics and structure of the work environment of the employees (van Hooff & van Hooft, 2016). Therefore, the following sections of the paragraph will focus on the core structural characteristics of bureaucratic organizations and their impact on need satisfaction.

First, the satisfaction of the need for competence is discussed. Research by Taveggia and Hedley (1976) highlights how specializations can limit employees' satisfaction of their need for competence. Employees in highly specialized positions often lack the control, knowledge and skills to deal efficiently with specific situations that deviate from the standardized procedures (Achterbergh & Vriens, 2019). As a result, competence need satisfaction may decline as they struggle to deal with efficiently with unfamiliar tasks that are outside of their well-defined roles (Deci & Ryan, 2008; Van den Broeck et al., 2009). In addition, specialization leads to less variety and learning opportunities for employees. Studies suggest that this could lead to a decrease in the employees' ability and motivation to adapt to new situations and to learn and explore new skills (Colquitt et al., 2015). This further reduced the satisfaction of the need for competence. In addition, centralization could hinder the fulfillment of the need for competence. Employees under the control of their supervisors, may find it difficult to deal efficiently with changes in their work environment, due to lack of flexibility in decision making. This constant need to justify decisions to supervisors may undermine their sense of personal success and growth (Martela, 2019).

Secondly, the satisfaction of the need for relatedness is discussed. Both specialization and centralization force companies and tasks to be divided into smaller subsystems and subtasks, also known as departmentalization. This makes the fulfillment of the need for relatedness more difficult, because employees spend most of their time working their own small tasks, rather than on a relatively complex set of tasks within a team. In addition, employees tend to socialize with members of their own department first, which limits multidisciplinary communication and collaboration (Govindarajan, 2019). Furthermore, in a bureaucratic organization, where there are high levels of centralization, formalization and standardization most communication and decisions are made from the top down. Strict boundaries and precise instructions eliminate for widespread information dissemination and extensive communication (Martela, 2019). As a result, there is limited space for bottom-up communication and collaboration, which may hinder the fulfilment of the need for relatedness. As not all employees

feel connected to their supervisors or other team members, they may be reluctant to openly share their ideas and opinions (Van den Broeck et al., 2009).

Thirdly, the satisfaction of the need for autonomy is discussed. Bureaucratic organizations are often built on highly centralized and formalized procedures, which often result in hindering the employees' autonomy satisfaction. Centralization and formalization result in employees working within different levels under the supervision of another employee belonging to a higher level of authority (Dash & Padhi, 2020; Monteiro & Adler, 2022; Nefzger, 1965). Supervisors, who are responsible for enforcing rules and regulations, closely monitor the actions and outputs of their subordinates, creating a sense of constraint (Martela, 2019). This constant monitoring limits the freedom of employees to make decisions and take responsibility for their work (Deci & Ryan, 2000). In addition, specialization also limits employees' satisfaction with autonomy (Taveggia & Hedley, 1976). Employees working in highly specialized jobs have to follow standard procedures and rules. Any deviation from these procedures requires approval from supervisors, leaving little room for autonomous decision making. This leads to a decrease in the satisfaction of the need for autonomy because they do not have the freedom to make their own decisions (Deci & Ryan, 2008; Van den Broeck et al., 2009). Thus, employees in bureaucratic structures do not fulfil the need for autonomy because in the end there are not fully behind their own behavior and decisions (Van den Broeck et al., 2009).

In conclusion, previous research aims specialization, formalization and centralization are interrelated dimension of organization structures (Pugh et al., 1968). Therefore, it is assumed that bureaucratic structures, characterized by these three dimensions may lead to dissatisfaction of the basic need with the SDT, resulting in the following hypothesis:

H1: Bureaucratic structural characteristics (i.e. centralization, specialization and formalization) are negatively related to basic need satisfaction (i.e. competence, relatedness and autonomy).

2.3.3 Need satisfaction and quit quitting

Several studies have consistently shown a positive relation between the satisfaction of the three basic needs outlined in SDT, - competence, relatedness, and autonomy- and various positive outcomes such as, self-motivation, well-being, and desirable work-related behaviors (Deci & Ryan, 2008; Gagné & Deci, 2005; Ryan & Deci, 2000b, 2020; Van den Broeck et al., 2008; Van den Broeck et al., 2009). In addition, a meta- analysis conducted by Van den Broeck et al. (2016) provides further supports for the relationship between the basic needs satisfaction

at work and the quality of employee motivation. Conversely, research also suggests that when these needs are not met, individuals are more likely to experience a decrease in self-motivation and an increase in a-motivation, leading to negative work-related behavior (Deci & Ryan, 2000).

Based on the existing research, it is clear that the satisfaction of the three basic needs, intrinsically motivates employees. Since quiet quitting is conceptualized as a lack of intrinsic motivation, the following hypothesis is formulated:

H2: Basis need satisfaction (i.e. competence, relatedness and autonomy) is negatively related to quit quitting.

2.3.4 Basic need satisfaction as a mediator

In summary, employees can be motivated, engaged and committed to their work, but they can also be alienated from it. A stimulating work environment and engaging activities are needed to function optimally and to bring out the full potential of employees (Van den Broeck et al., 2009). SDT emphasizes the importance of satisfying the three basic needs in order to increase employees' intrinsic motivation and thus prevent quiet quitting (Ryan & Deci, 2000b). In the light of this theoretical knowledge, the hypotheses outlined in sections 2.3.2 and 2.3.3 together form a mediation construct. Thus, the following hypothesis is expected:

H3: Basic need satisfaction (i.e. competence, relatedness and autonomy) mediates the relationship between bureaucratic structural characteristics (e.g. centralization, specialization and formalization) and quiet quitting.

2.4 Conceptual framework

Figure 1 shows the three hypotheses as described in the existing theory. It explains how bureaucratic organizations and their structural characteristics influence quiet quitting. This relationship is expected to be mediated by the satisfaction of the three basic needs within the Self - Determination Theory (SDT; Deci & Ryan, 1985).



Figure 1. Conceptual Framework

Chapter 3: Methodology

This chapter discusses the methodology, starting with the research design, followed by details of the participants and procedures details, including the sampling method and the population. Next, the measurement instruments and the data analysis phase are described. Finally, the research ethics are discussed.

3.1 Research design

The aim of quantitative research is to explain phenomena using numerical data and mathematically based methods, such as statistics (Yilmaz, 2013). Quantitative research is often deductive in nature, it is based on hypotheses derived from existing literature and theory. The hypotheses in this study are based on the existing literature on quiet quitting, the Self-Determination Theory and bureaucratic structures. Quiet quitting is seen as a type of social behavior that can be explained by the causal relationship between several variables within the conceptual framework shown in Figure 1. A quantitative study allows statements to be made about the relationships between several variables and the results to be generalized to a specific population (Yilmaz, 2013). As the aim of this quantitative study is to further determine and specify the relationship between these variables within the conceptual model, a quantitative research design is appropriate. In addition, an objective epistemology is used in which the subjects or social phenomena under study are seen as independent of the researcher. This objective reality lends itself well to a quantitative research approach, that uses statistical measurement of what is believed to be a statistical reality to explain or investigate universal patterns in social behavior, as in this case quiet quitting (Yilmaz, 2013).

A cross-sectional online questionnaire is used to collect all relevant information and to determine the explanatory power of the phenomenon of interest, ‘quiet quitting’, see Appendix 1. To ensure that the questionnaire is completed and provides valid information, it is important to have a well-designed questionnaire (Vennix, 2019). Therefore, the questionnaire was designed to be completed in a reasonable amount of time, approximately 5- 10 minutes, in order to avoid excessive time demands on the respondents. In addition, the questionnaire was designed to make the respondents feel comfortable. Therefore, the aim of the research was explained in advance, the anonymity of the respondents was verified, and the questionnaire started with the most basic question. Finally, to ensure the reliability and accuracy of the online questionnaire, it was checked by the supervisor of Radboud University and other peer students before it was distributed.

3.2 Participants and procedure

The data is collected from employees working in the Dutch context. As the aim of this research is to determine the relationship between employees experiencing bureaucracy at work and quiet quitting behavior, the employees' perceptions are central. Therefore, the unit of analysis is 'the employee'. Specifically, white-collar employees are asked to complete the online questionnaire. The target group was deliberately large and broad in order to be able to identify additional effects within the sample at a later stage.

A large and representative sample is used to obtain reliable and applicable results. This approach aimed to maximize responses, ensure sufficient variance in the dataset and allow generalization of findings to a wider population (Yilmaz, 2013). Furthermore, to achieve statistical power, Hair et al. (2019) recommend a minimum ratio of 1:5 and a preferred ratio of 15 to 20 observations per independent variable.

Due to the time and scale constraints, a probability sample was used rather than accessing the entire population. In order to reach this relatively 'broad' target group, convenience sampling methods were used, specifically network and snowball sampling. Network sampling involved distributing the questionnaire through the researchers' personal network (e.g. family and friends) using social media platforms such as LinkedIn and WhatsApp. Snowball sampling was used to extend the range of respondents outside of the researcher's direct network. Individuals with relevant connections to other companies were asked to share the survey with their connections.

The criteria for participation in the study were to be 18 years old, employed and a so-called white collar or knowledge worker. All these conditions were met, resulting in 230 Dutch respondents who completed the online questionnaire completely and accurately. This sample size is within the range recommended by Hair et al. (2019). The mean age of the respondents was 42.77 years (SD = 14.54). Furthermore, within the sample, 60 employees (26.08%) held operational or administrative positions, 112 employees (48.70%) were professionals, and 58 employees (25.22%) held managerial or supervisory positions. Finally, in terms of company size distribution, most respondents - 127 out of 230 (55.22%) - worked in large companies with 500 or more employees. In addition, 42 respondents (18.26%) worked in small and medium-sized enterprises (SMEs) with 10-49 employees, 41 respondents (17.83%) in enterprises with 50-199 employees, 12 respondents (5.22%) in enterprises with 200-499 employees and 8 respondents (3.48%) in micro enterprises with less than 10 employees.

3.3 Measurement instrument

In quantitative methods, it is common to use pre-constructed standardized instruments and measurement scales consisting of response categories that aim to capture the different experiences and perspectives of the participants (Yilmaz, 2013). Therefore, several verified scales are used to operationalize the concepts mentioned in the theoretical framework.

3.3.1 Operationalization bureaucracy, quiet quitting and need satisfaction

The main aim of this thesis is to examine the experiences and behaviors of employees. Therefore, *bureaucracy* has been conceptualized in terms of perceived bureaucracy, i.e. the perception that employees have of an organization or system when they perceive it as bureaucratic, regardless of whether this perception corresponds to the actual situation.

As there is no reliable and valid measurement scale to measure perceived bureaucracy according to the three characteristics mentioned in section 2.2.1, a composite scale was developed for this thesis. A confirmatory factor analysis (CFA) was conducted to assess the construct validity of the scale, see Appendix 3: Factor Analysis Bureaucracy. The original items for centralization and formalization were derived from Prajogo and McDermott (2014) research, with each factor initially consisting of five items. As no subscale or items were available to measure specialization, three items were developed to conceptualize perceived specialization based on existing literature (Achterbergh & Vriens, 2019; Dash & Padhi, 2020; Mintzberg, 1980). For a complete overview of all initial items measuring bureaucracy, see Appendix 2, Table 2a.

Prior to conducting the factor analysis, a bivariate one-tailed correlation matrix was created, which shows that almost all 13 items are significantly correlated with each other, except for the items measuring specialization. Nevertheless, all 13 items were included in the initial factor analysis (Appendix 3, Table 3d), which shows the factor loadings, including the poor loadings and double loadings for some of the specialization and formalization items.

The Varimax rotation method is used throughout the iterative process. Also, the Kaiser-Meyer-Olkin (KMO) measure of adequacy was consistently $> .83$ (> 0.5) and Bartlett's Test of Sphericity was $< .001$ ($p < .05$) (Appendix 3, Table 3a, e). In addition, all items were metric, and the sample was large enough to allow factor analysis. Therefore, the assumptions were met and a PCA could be performed.

The number of factors was determined using criteria such as eigenvalue (> 1) and explained variance ($> 60\%$) (Appendix 3, Table 3c, g) (Hair et al., 2019). The factor loadings of each item were examined using the Rotated Component Matrix (Appendix 3, Table 3d, h) to

ensure that they were sufficiently loaded on one factor ($< .50$). In addition, double loaders and items with low communalities after extraction ($< .20$) were omitted during the iterative process (Appendix 3, Table 3b, f).

Eventually, after four iterations, all criteria were met, leaving three factors measuring perceived bureaucracy, all with an eigenvalue > 1 and a cumulative explained variance of 64,57% (Appendix 3, Table 3g). Centralization consists of five items (e.g. ‘Most decisions made here have to have supervisor’s approval’), all with high factor loadings, the lowest being .74. The second factor, formalization, is left with four items (e.g. ‘The company has a large number of written rules and policies’) with the lowest factor loading of .62. The third factor, specialization, is a single- item measure (e.g. ‘Important decisions in my organization are made at the same level where the tasks are performed (R)’ with a factor loading of .93 (Appendix 3, Table 3h). All items provide response options on a Linkert scale ranging from 1.0 (‘strongly disagree’) to 5.0 (‘strongly agree’), with higher scores indicating higher levels of bureaucracy.

The internal consistency and reliability of the subscale is assessed using the reliability analysis with a Cronbach’s alpha, see Appendix 4: Reliability Analysis Bureaucracy ($> .60$) (Hair et al., 2019). The Cronbach’s alpha of the subscale measuring centralization (Appendix 4, Table 4a) and formalization (Appendix 4, Table 4b) is .87 and .62 respectively, which is $> .60$ and therefore a reliable instrument (Hair et al., 2019). As specialization is a single item (Gem_Bureau_Spec), no Cronbach’s alpha could not be determined to test the reliability. However, the reliability of the overall scale was calculated, resulting in a reliable scale with a Cronbach’s alpha of .75 (Appendix 4, Table 4d).

Finally, the scores of the multi- item factors measuring specialization and centralization were combined into new scales using a mean scale score (GEM_Bureau_Cen, Gem_Bureau_For), where a high score indicates a high level of specialization or centralization respectively.

To measure *quiet quitting*, conceptualized as lack of motivation in this thesis, a composite scale was created by incorporating elements from both the Quiet Quitting Scale (QQS) developed by Galanis et al. (2023) and the Multidimensional Work Motivation Scale (MWMS) developed by Gagné et al. (2014). As the two existing items (e.g. ‘I find motives in my job’) measuring lack of motivation in the subscale of the QQS may not sufficiently capture the conceptualization of lack of motivation in this thesis, it was decided to include items from the MWMS.

The original MWMS scale consists of six subscales, each measuring a different type of motivation, such as amotivation and external regulation (Gagné et al., 2014). To measure quiet quitting, three items (e.g. ‘Because I have fun doing my job’) reflecting the subscale of intrinsic

motivation were selected, as they align with the conceptualization outlined in paragraph 2.1. In order to make these items fit well with the other items used in the online questionnaire, they were transformed into statements (e.g. 'I have fun doing my job'). See Appendix 2, Table 2b, for a complete overview of all the items measuring quiet quitting. All five items measuring quit quitting consist of a 5-point scale ranging from 1 ('never') to 5 ('always') for the response categories.

To assess the coherence of the three items of the MWMS scale with those of the QQS, a factor analysis was performed (see Appendix 5: Factor Analysis Quiet Quitting). The principal factor analysis (PFA) indicated that, all items loaded consistently on a single factor with eigenvalues >1 and Varimax rotation applied (Appendix 5, Table 5d). Therefore, the scores of the five items measuring lack of motivation were combined into a new scale, using a mean scale score (GEM_QQ_MWMS), where a high score indicates a high level of motivation and thus a low level of quiet quitting behavior. To improve the interpretability of the results, this scale was reversed, so that a high score indicates a high level of quiet quitting behavior. The reliability test yielded a Cronbach's alpha of .80, indicating that this constructed scale is a reliable instrument (> .60) for measuring quiet quitting (Hair et al., 2019) (Appendix 6, Table 6).

In addition, all items from the MWMS, formalization, and centralization subscales were translated into Dutch using forward and backward translation. Some items were slightly modified for better interpretability and linguistic adaptation, including minor adjustments such as replacing 'the' with 'my'.

To measure *need satisfaction*, the adapted Basic Need Satisfaction at Work Scale (W-BNS) was used. This scale, which was developed specifically to measure the need satisfaction at work, is rooted in Self-Determination Theory (SDT). The study by Van den Broeck et al. (2010) focused on the development and validation of the Dutch version of the scale, the translated items of which were included in the questionnaire used for this research. This resulted in a scale consisting of three factors, namely need for autonomy (e.g. 'I feel like I can be myself at my job'), competence (e.g. 'I really master my tasks at my job') and relatedness (e.g. 'At work I feel part of a group'). In total, 6 items were used to measure the need for autonomy, 4 items to measure the need for competence and 6 items to measure the need for relatedness. A detailed overview of all items can be found in Appendix 2, Table 2c. All items were to be answered on a 5-point Likert scale ranging from 1 ('strongly disagree') to 5 ('strongly agree').

The Cronbach's alpha reliabilities for the autonomy, competence and relatedness subscales were .81, .85, and .79, respectively, see Appendix 7, Tables 7a to 7c. These correspond to the findings of the research of Van den Broeck et al. (2010) where they were

.81, .85, and .82. The reliability of the overall scale was also checked and Cronbach's alpha was .87 (Appendix 7, Table 7d), indicating internal consistency and a reliable scale (Hair et al., 2019). In addition, certain items and response categories in the online questionnaire were reversed to reduce potential response bias from participants, which ensured the validity of the results.

Finally, the scores of the multi-item factors measuring autonomy, competence, and relatedness were combined into a new scales using a mean scale score (GEM_SDT_Auto, GEM_SDT_Comp_ GEM_SDT_Rel), whit a high score indicating a high level of need satisfaction.

3.3.2 Control variables

In this study, *age*, *job function* and *company size* are included as control variables to better understand how the primary variables relate to each other. Previous research has shown that quitting behavior differs between employees of different generations, therefore the demographic variable of *age* is included as a metric variable (Hamilton et al., 2023; Harter, 2022; Mahand & Caldwell, 2023; Öztürk et al., 2023). On the basis of the articles, it is expected that younger employees will show more quiet quitting behavior.

In addition, *job function* is examined because it is expected that employees in higher positions, such as management, will be less likely to engage in quiet quitting behavior than those in lower positions, such as administrative roles. Finally, *company size* is included in the questionnaire, because it is expected that employees in larger companies will experience more bureaucracy, increasing the likelihood of quiet quitting behavior. These last two variables, job function and company size, are included as categorical variables.

3.4 Data analyses

In order to analyze the quantitative data, a multiple regression analysis was carried out. Since the aim of the multiple regression analysis is to interpret the statistical relationship between several independent variables (bureaucratic structures, need satisfaction (M)) and a single dependent variable (quiet quitting), this statistical method is appropriate. The regression analysis made it possible to investigate which of the three needs satisfaction in bureaucratic organizations has the strongest effect influence on quiet quitting, but also to predict the extent of this influence.

Prior to conducting the multivariate analysis, some univariate statistics were examined, including sample size and levels of measurement. The sample size was sufficiently large and did not exceed the recommended ratio of 15:20 observations per independent variable (Hair et al., 2019) ($N = 230 > 80$). To conduct the multiple regression analysis, the nature of all independent variables was checked, which were metric, expected for the control variables, job function and company size (Hair et al., 2019). As the regression analysis requires metric variables, dummy variables were created for each category of the non-metric control variables. For example, three dummies were created for job function, representing the categories D_Uitvoer, D_Prof and D_Man. In addition, a missing value analysis was also carried out, which showed that each variable had less than 10% missing data, thus ensuring that these missing values did not affect the statistical power of the results.

The regression analysis was hierarchical. Control variables and the dependent variable were included in Block 1, bureaucracy variables in Block 2, and the mediating effect of basic need satisfaction was assessed in Block 3 using Model 4 in the PROCESS macro (Hayes, 2017).

The overall results of Blocks 1 and 2 were examined using Model Summary table, checking the F-test (significant is $\alpha > 5\%$ or $p < .05$) and the $\text{adj}R^2$ to assess model significance and explanatory power. The closer the $\text{adj}R^2$ is to 1, the better the fit. The Coefficient table determined the significance, direction and strength of each effect using a t-test at a significance level of $p < .05$, see Appendix 8: Regression Models, Block 1 & 2. (Hair et al., 2019).

Block 3 was analyzed in PROCESS macro, where the overall models were examined using the Model Summary table (F-test, significant is $\alpha > 5\%$ or $p < .05$). The direction and strength of each effect was determined using a t-test ($p < .05$) or a 95% confidence interval, with LLCI and ULCI, where a value of 0 indicates non-significant. Standardized coefficients were used in all models to determine the most influential effect on the dependent variable.

All hypotheses could be answered by looking at the results of PROCESS macro. Hypothesis 1 was answered by looking at the outcome variable ‘‘mediators’’, hypothesis 2 was answered by looking at the outcome variables ‘‘quiet quitting’’ and finally hypothesis 3 was answered by looking at the (completely standardized) indirect effects of X on Y.

3.5 Research ethics

Several ethical factors have been considered in this study. For example, all relevant literature developed by other researchers has been referenced in this research using the latest version of the APA. This is to prevent plagiarism and to discuss intellectual property openly

(Smith, 2003). The APA guidelines ensure that the researcher only receives credit for the substantial contribution they have made. The researcher should also avoid creating relationships that are detrimental to their professional performance or to others (Smith, 2003). To maintain integrity, it will be clearly stated in the introduction to the questionnaire that participants are not obliged to answer a question and can stop at any time. In addition, in order to follow the rules of informed consent (Smith, 2003), participants will sign an agreement prior to the online questionnaire giving permission for their responses to be used for further academic research, see Appendix 1: Online Questionnaire including Informed Consent. In order to ensure that participants participate in the research voluntarily and with full knowledge of the relevant risks and benefits, they will also be informed in advance of the purpose of the research, the limitations and confidentiality of the data analysis process, the incentives for participation and who to contact if they have any questions (Smith, 2003).

Respondents will be told in advance that all information from the online questionnaire will be kept confidential and that their responses will be anonymous. They will be informed of the results if they are interested. Participants can indicate in the questionnaire if they are interested in receiving the results by email. When analyzing the data, the researcher tried to avoid misunderstandings and bias as much as possible. This is done by taking enough time to avoid misinterpretation and by being careful with the data. In conclusion, to avoid unethical behavior, the researcher will tend to be as transparent as possible about the decisions she has made. In addition, to avoid ethical dilemmas, the researcher used the APA's Code of Ethics as a guide throughout the process of this study.

Chapter 4: Results

This chapter presents the results of the regression analysis. First, descriptive statistics and Pearson's correlation are examined to provide an initial understanding of the data. The acceptance or rejection of the hypotheses is then determined through multiple regression analysis. Table 1 provides a comprehensive summary of the mean, standard deviation and Pearson's correlation coefficient for all relevant variables.

4.1 Descriptive statistics and Pearson's correlation

In the sample, the mean scores for both formalization (3.68) and specialization (3.27) were relatively high, indicating that many respondents experienced high levels of formalization and specialization. In contrast, the mean score for centralization was lower (2.5), suggesting that respondents experienced moderate levels of centralization.

Analysis of the correlations shows significant relationships between formalization, centralization, and specialization. Formalization positively correlates with centralization ($r(230) = .18, p < .00$), suggesting that organizations with more formal procedures and rules also have higher levels of centralization. Centralization is positively correlated with specialization ($r(230) = .26, p < .001$), indicating that more centralized organizations are more likely to have specialized tasks. These results highlight the interrelationship among the variables measuring perceived bureaucracy.

Specifically, there is a negative correlation between formalization and quiet quitting ($r(230) = -.15, p < .05$), suggesting that the more formalization employees experience, the less likely they are to engage in quiet quitting. Conversely, there are positive correlations between centralization ($r(230) = .37, p < .001$) and specialization ($r(230) = .23, p < .001$) with quiet quitting, indicating that higher levels of centralization and specialization are associated with increased quiet quitting behavior. The correlation between formalization and quiet quitting is contrary to expectations from the literature, as all three variables would typically be expected to be positively correlated with quiet quitting.

Regarding the mediators in this study, the mean scores for autonomy (3.78), competence (4.08) and relatedness (3.83) were quite high, suggesting that despite high levels of perceived bureaucracy, employees experience high levels of need satisfaction. The right hand side of Table 1 shows a significant negative correlation between the three need satisfaction variables- (autonomy ($r(230) = -.57, p < .001$), competence ($r(230) = -.32, p < .001$), relatedness ($r(230) = -.47, p < .001$)- and quitting. The relatively high correlation between quiet quitting and autonomy ($r(230) = -.57, p < .001$) might suggest a possible

overlap between the two constructs. However, it is important to emphasize that with a correlation coefficient of $<|.70|$ the two constructs are distinct and separate entities. This suggests that higher the levels of need satisfaction are associated with lower levels of quiet quitting. This finding supports the hypothesis of a potential mediation effect, as anticipated in the literature, and provides a solid basis for further regression analysis to test the hypothesis.

Regarding the control variables, age has a negative correlation ($r(230) = -.38, p < .001$) with quiet quitting, indicating that older employees are less likely to engage in quiet quitting behavior. Job function also has a negative correlation ($r(230) = -.31, p < .001$) with quiet quitting, suggesting that employees in certain higher functions are less likely to engage in quiet quitting than others. Finally, company size is positively correlated with both formalization ($r(230) = .38, p < .001$) and specialization ($r(230) = .21, p < .01$), indicating that larger companies tend to be more formalized and specialized.

Table 1*Mean, Standard deviation and Pearsons's Correlation*

Variable	M	SD	1	2	3	4	5	6	7	8	9	10
1. Age	42.77	14.54	--									
2. Job function	1.99	.72	.13	--								
3. Company size	3.90	1.33	.17*	.15*	--							
4. Formalization	3.68	.73	.02	.19**	.38***	--						
5. Centralization	2.50	.86	-.27***	-.28***	.13	.18**	--					
6. Specialization	3.27	1.06	-.08	-.06	.21**	.04	.26***	--				
7. Autonomy	3.78	.62	.26***	.29***	-.03	.24***	-.50**	-.22***	--			
8. Competence	4.08	.50	.22***	.07	.05	.15*	-.10	-.15*	.27***	--		
9. Relatedness	3.83	.57	.14*	.60*	.04	.17*	-.35***	-.14*	.60***	.30***	--	
10. Quiet quitting	3.66	.55	-.38***	-.31***	-.04	-.15*	.37***	.23***	-.57***	-.32***	-.47***	--

Note. N = 230 - *** $p < .001$, ** $p < .01$, * $p < .05$

4.2 Hypothesis testing: regression analysis

Before the hypotheses could be tested, Block 1 and Block 2 of the regression analysis had to be assessed, see Appendix 8, Tables 8a to 8c.

4.2.1 Block 1: Base Model

The base model includes the control variables job function, company size, age the dependent variable measuring quiet quitting (Appendix 8, Table 8c). The results indicate a significant effect of age on quiet quitting ($b = -.01$, $t(222) = 6.08$, $p < .001$), suggesting that older employees score lower on the quiet quitting scale, indicating less quiet quitting behavior. Additionally, there is also a significant effect of the dummy variable for job function (Function_uit) on quiet quitting ($b = .36$, $t(222) = -4.51$, $p < .001$), implying that employees in lower-level roles, such as operational and administrative staff, are more likely to engage in quiet quitting than those in higher level roles, such as professionals. Finally, the base model shows a significant effect of the dummy company size (Size_1) and quiet quitting ($b = -.38$, $t(222) = 2.03$, $p < .05$), indicating that employees working in small companies (<10 employees) are less likely to engage in quiet quitting behavior than employees working in SMEs (10-49 employees).

Age, job function and company size explain a significant proportion of the variance in quiet quitting, accounting for 23,00%, indicating a strong explanatory power ($R^2 = .25$, $adjR^2 = 0.23$, $F(7, 222) = 10.78$, $p < .001$) (Appendix 8, Table 8a, b). Among these effects, age explains the most variance in quiet quitting, as it has the highest Beta ($\beta = -.37$).

4.2.2 Block 2

In block 2, the base model was extended to include the variables measuring perceived bureaucracy: centralization, formalization and specialization. The statistical relationships observed for the control variables age, job function and company size remain approximately the same. In addition, the model identifies a significant relationship between the dummy for company size (Size_4) and quiet quitting ($b = .31$, $t(219) = -2.01$, $p < .05$), indicating that employees working in large organizations (200-499 employees) are more likely to engage in quiet quitting behavior than employees working in SMEs (10-49 employees).

The three independent variables measuring perceived bureaucracy also have significant effects on quiet quitting (Appendix 8, Table 8c). The results indicate that centralization ($b = .15$, $t(219) = -3.61$, $p < .001$) and specialization ($b = .08$, $t(219) = -2.61$, p

< .05) are positively related to quiet quitting, suggesting that employees who experience higher levels of centralization and specialization are more likely to engage in quiet quitting behavior. Conversely, formalization has a negative effect on quiet quitting ($b = -.14$, $t(219) = 2.97$, $p < .01$), implying that employees who experience higher levels of formalization are less likely to engage in quiet quitting. This finding is contrary to expectations.

In conclusion, age, job function and company size, as well as the three variables measuring perceived bureaucracy, together explain a significant proportion of the variance in quiet quitting, accounting for 31,30%, indicating strong explanatory power ($R^2 = .34$, $adjR^2 = 0.31$, $F(10, 219) = 11.45$, $p < .001$) (Appendix 8, Table 8a, b). Among these effects, age remains the most significant predictor of the variance in quiet quitting ($\beta = -.29$).

4.3.2 Block 3: Mediation Models

Due to the limitation of including only one independent variable at a time in PROCESS macro, the mediation analysis was conducted three times, see Appendix 9, Tables 9a to 9l. The results of these three mediation analyses are visually presented in Figure 2 to 4.

The first hypothesis *expects bureaucratic structural characteristics (e.g. centralization, specialization and formalization) to be negatively related to basic need satisfaction (e.g. competence, relatedness, autonomy)*, focusing on the first part of the indirect effect (path a).

The results show significant negative direct effects of centralization on autonomy ($b = -.30$, $t = -6.45$, $p < .001$) and relatedness ($b = -.22$, $t = -4.67$, $p < .001$), suggesting that employees who experience higher levels of centralization have lower need satisfaction in autonomy and relatedness. However, the direct effect of centralization on competence is not significant ($b = -.02$, $t = -.36$, $p > .05$), indicating no measurable effect on perceived competence (Appendix 9, Table 9a).

Similarly, the results indicate that specialization has significant negative direct effects on autonomy ($b = -.10$, $t = -2.69$, $p < .01$) and competence ($b = -.07$, $t = -2.14$, $p < .05$), but not on relatedness ($b = -.07$, $t = -1.92$, $p > .05$), suggesting that specialization has no measurable effect on perceived relatedness (Appendix 9, Table 9e). However, the more specialization employees experience, the lower their need satisfaction scores for autonomy and competence.

Contrary to the hypothesis, formalization has a significant positive direct effect on autonomy ($b = .23$, $t = 4.00$, $p < .01$), competence ($b = .12$, $t = 2.41$, $p < .05$) and relatedness

($b = .15, t = 2.68, p < .01$) (Appendix 9, Table 9i). This means that the more formalization employees experience, the higher their score on all the three dimensions of need satisfaction.

Based on these results, it can be concluded that *hypothesis 1* is partially supported. Centralization and specialization show negative relationships with basic need satisfaction as hypothesized, while formalization, contrary to expectations, shows a positive relationship.

The second hypothesis *expects that basic need satisfaction (i.e., competence, relatedness, and autonomy) to be negatively related to quiet quitting*, focusing on the second part of the indirect effect (path b).

The results of the mediation analyses show significant direct effects of competence, relatedness, and autonomy on quiet quitting in all three mediation models. In the first mediation model for centralization, the second half of the direct effect (path b) for competence ($b = -.13, t = 2.22, p < .05$), relatedness ($b = -.16, t = 2.61, p < .01$) and autonomy ($b = -.28, t = 4.40, p < .001$) on quiet quitting are significant (Appendix 9, Table 9b). Similarly, in the second mediation model for specialization, the second half of the indirect effects for competence ($b = -.12, t = 1.97, p < .05$), relatedness ($b = -.16, t = 2.69, p < .01$), and autonomy ($b = -.27, t = 4.57, p < .001$) on quiet quitting are significant (Appendix 9, Table 9f). In the third mediation model for formalization, the second half of the direct effects for competence ($b = -.13, t = 2.15, p < .05$), relatedness ($b = -.17, t = 2.69, p < .01$), and autonomy ($b = -.29, t = 4.69, p < .001$) on quiet quitting are significant (Appendix 9, Table 9j).

These results indicate that increased need satisfaction leads to lower scores on the quiet quitting scale, suggesting less quiet quitting behavior among employees. Notably, autonomy emerges as the strongest predictor of quiet quitting in all three mediation models, with standardized coefficients (β) of $-.31, -.31,$ and $-.32$, respectively. Based on these findings, it can be concluded that *hypothesis 2* is fully supported.

The third hypothesis expected that basic need satisfaction (*i.e., competence, relatedness, and autonomy*) would mediate the relationship between bureaucratic structural characteristics (*e.g. centralization, specialization and formalization*) and quiet quitting, focusing on the full indirect path ($a*b$).

The results indicate a significant full mediation effect between centralization and quiet quitting, as the total effect of centralization on quiet quitting (path c) is significant ($b = .14, t = -3.53, p < .001$), while the direct effect becomes insignificant ($b = .03, t = -.66, p > .05$) after including the mediator in the model (path c'), Appendix 9, Table 9c. This mediating effect only holds for autonomy ($b = .08, SE = .03, 95\% CI [-0.14, -0.03]$) and relatedness (b

= .04, $SE = .02$, 95% $CI [- 0.07, - 0.01]$). However, competence does not show a significant mediating effect ($b = .00$, $SE = .01$, 95% $CI [- 0.02, 0.01]$), see Appendix 9, Table 9d.

Regarding specialization, the results indicate a partial mediation effect, as the both the total effect of specialization (c) ($b = .10$, $t = - 3.29$, $p < .01$) and the direct effect (c') ($b = .06$, $t = - 2.01$, $p < .05$), are significant, with the direct effect being smaller than the total effect (Appendix 9, Table 9g). Specifically, this is only the case for autonomy ($b = .03$, $SE = .01$, 95%, $CI [- 0.05, - 0.01]$), indicating significant mediation, but not for relatedness ($b = .01$, $SE = .01$, 95% $CI [- 0.03, 0.00]$) or competence ($b = .01$, $SE = .01$, 95% $CI [- 0.02, 0.00]$) (Appendix 9, Table 9h).

In the case of formalization, the results also indicate a full mediation effect. The total effect of formalization on quiet quitting (c) is significant ($b = - .11$, $t = 2.25$, $p < .05$), while the direct effect (c') becomes insignificant ($b = - .01$, $t = .11$, $p > .05$) (Appendix 9, Table 9k). Full mediation holds for all three mediators, autonomy ($b = - .06$, $SE = .02$, 95% $CI [0.02, 0.12]$), relatedness ($b = - .03$, $SE = .02$, $CI [0.00, 0.06]$) and competence ($b = - .02$, $SE = .01$, 95% $CI [0.00, 0.04]$), see Appendix 9, Table 9l.

Based on the results, it can be concluded that autonomy significantly mediates quiet quitting across all structural characteristics, highlighting its prominent role in influencing employees in bureaucratic organization to engage in quiet quitting behavior. However, relatedness only mediates when employees perceive centralization and formalization, whereas competence only mediates when they perceive formalization. Therefore, it can be concluded that *hypothesis 3* is partially supported. Furthermore, in all three mediation models, autonomy shows the strongest completely standardized effect of .13, .05, and - .09, respectively. This underlines the crucial role of autonomy satisfaction in understanding quiet quitting within perceived bureaucracy.

In summary, the results indicate that the bureaucratic structural characteristics centralization and specialization are positively associated with quiet quitting, whereas formalization is negatively associated with this behavior among employees. Furthermore, personal need satisfaction in competence, relatedness and autonomy mediates this relationship. Among these mediators, autonomy shows the most substantial mediating effect, suggesting that autonomy plays a more significant role in explaining the link between bureaucratic structural characteristics and quiet quitting compared to the other two mediators. The mediation models focusing on one bureaucratic characteristic at the time show that centralization and formalization have a complete indirect effect on quiet quitting, while specialization has a partial indirect effect.

Furthermore, age, job function and company size significantly influence quiet quitting. Older employees and those employed in smaller companies are less likely to engage in quiet quitting than those in larger companies. Additionally, employees in administrative and operational functions are more prone to quiet quitting, whereas managers are less likely to engage in this behavior compared to employees in professional functions. Of all the control and independent variables, age and centralization have the most substantial influence on the quit quitting.

4.3.3 Conceptual framework with coefficients

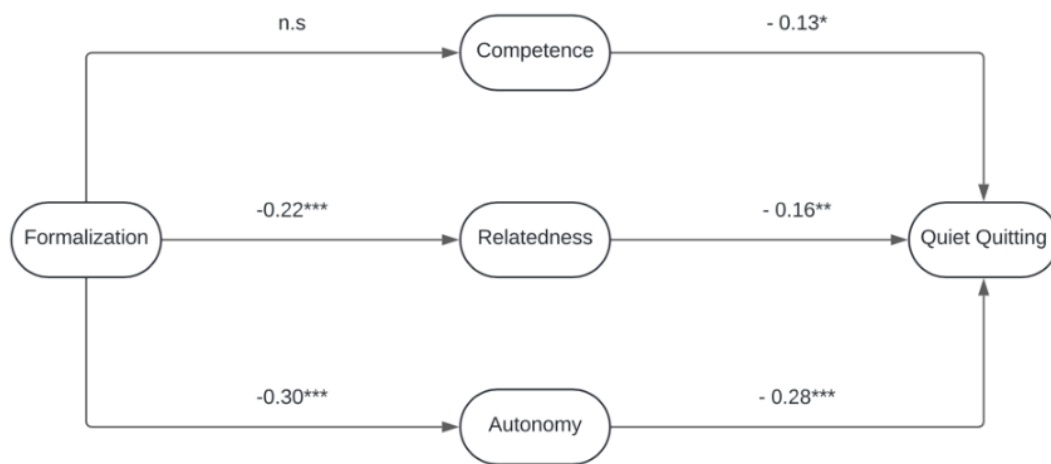


Figure 2. Mediation Model 1: Centralization

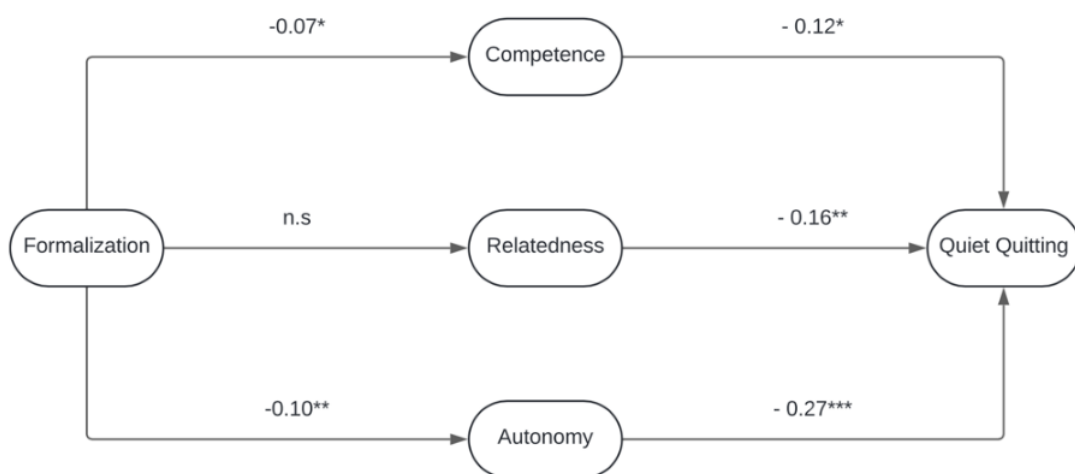


Figure 3. Mediation Model 2: Specialization

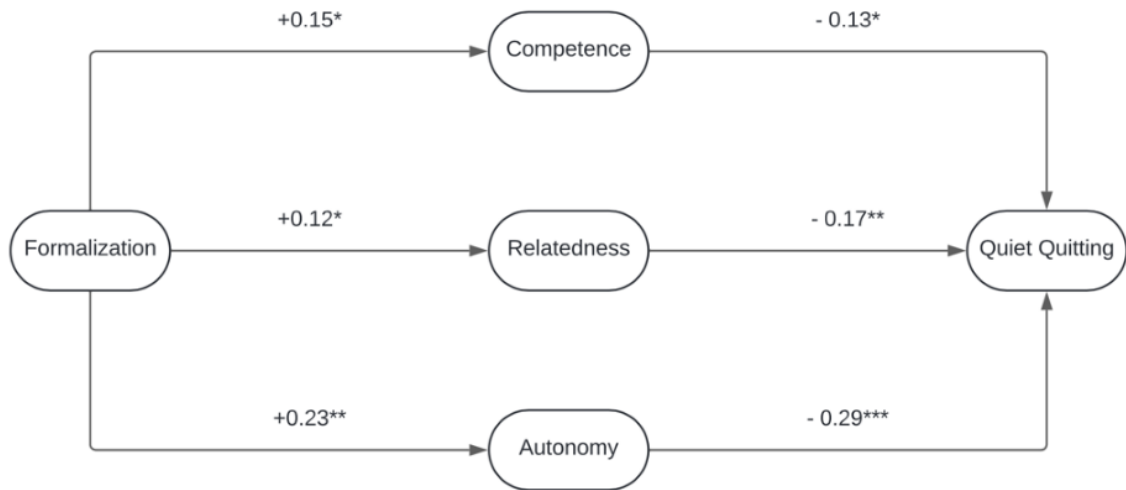


Figure 4. Mediation Model 3: Formalization

Chapter 5: Discussion

This chapter discusses the interpretations of the findings, which are described in a summary and compared and related to the existing literature. The limitations and suggestions for further research are then discussed. Finally, some practical implications are given.

5.1 Theoretical contribution

This study adds to the knowledge of the dynamic nature and underlying structural causes (macro-level antecedents) of quiet quitting, within bureaucratic organizations, thereby extending previous literature research that has mainly focused on micro-level antecedents of quiet quitting (Galanis et al., 2023; Mahand & Caldwell, 2023; Öztürk et al., 2023; Pevec, 2023; Serenko, 2023; Yildiz, 2023).

First, this study contributes to the literature by demonstrating that employees who experience bureaucracy in terms of centralization and specialization are more likely to engage in quiet quitting behavior, due to unmet needs for competence, relatedness and autonomy (Deci & Ryan, 1985; Deci & Ryan, 2000; Deci & Ryan, 2008; Ryan & Deci, 2000b). These findings are consistent with Ryan and Deci (2000b) Self-Determination Theory and Van den Broeck et al. (2016) findings that unmet basic needs hinder self-motivation and well-being. Thus, this study confirms the core propositions of SDT that the satisfaction of autonomy, competence, and relatedness needs are critical for intrinsic motivation and well-being (Deci & Ryan, 2000).

Second, by identifying specific organization characteristics that can either support or undermine basic need satisfaction, the study adds contextual nuance to SDT, as previous research has mainly focused on the social context (Deci & Ryan, 2000). These findings add depth to SDT by demonstrating how different organizational characteristics can differentially affect need satisfaction. This highlights the wide application and continuing relevance of SDT in modern research, and offers practical insights for organizations to create sustainable work environments that promote need satisfaction.

Third, the results highlight the interesting finding that the unmet need for autonomy has the strongest impact on an individual's intrinsic motivation, leading to quiet quitting. This is consistent with the findings of Mahand and Caldwell (2023) on the importance of employee autonomy as a possible cause of quiet quitting. In also, contributes to the meta-analysis of Humphrey et al. (2007) which indicated that autonomy is positively related to intrinsic motivation and a key determinant of job performance, satisfaction and well-being at work, as demonstrated in this thesis.

Furthermore, the research contributes to the understanding of formalization within bureaucratic settings. Previous research suggests that extensive formalization is associated with poor employee well-being because, according to SDT, the extensive rules and policies reduce the experience of autonomy (Deci & Ryan, 2000; Webb, 2023). However, the findings reveal an unexpected positive relationship between formalization, need satisfaction and reduced quiet quitting, which contradicts prior assumptions. This may be related to the complexity of formalization in bureaucratic settings. Other research has shown that formalization does not always have to be detrimental to employee' need satisfaction. It can contribute to a sense of structure and clarity about employees' role expectations, leading to greater job satisfaction (Lambert et al., 2006). It gives them a sense of independence and autonomy to make their own decisions, which could lead to an increase in need satisfaction. In addition, its known formalization can improve communication in large bureaucratic organizations and contribute to a better working environment by reducing quiet quitting behavior (Lambert et al., 2006).

Finally, it is interesting to note that in all the models, age plays an important role in determining quiet quitting. This finding is consistent with previous studies indicating that younger employees are more likely to quiet quit than older employees (Hamilton et al., 2023; Harter, 2022; Mahand & Caldwell, 2023; Öztürk et al., 2023). In general, therefore, it seems that quiet quitting will become an increasing problem in the near future, as 30 per cent of the workforce will be made up of Generation Z by 2025 (Schroth, 2019; Urgal, 2023).

5.2 Limitations and suggestions for further research

Although this study provides insightful findings, it has several limitations. Firstly, the generalizability of the findings is limited. The nature of the sample was homogeneous as it was drawn from a very specific network, making the sample non-random and purposive. It consisted mainly of respondents working in bureaucratic organizations, which may introduce a bias into the representativeness of the results. However, the purpose of this thesis was to make statements about employees working in a bureaucratic context, which was best assessed using this sampling method. The sample was not representative of the whole population, making it difficult to draw conclusions applicable to other contexts or demographics. For example, it was not possible to examine differences in quiet quitting behavior between white and blue-collar workers. Future research is needed to explore these differences. In fact, previous research shows that white and blue-collar workers experience their work

environment differently (Hu et al., 2010). Therefore, it may be useful to replicate this study with a more heterogeneous sample.

Furthermore, it is important to note that the online questionnaire proved to be long. To increase the reliability, 70 respondents were removed during the data cleaning process because they did not complete the questionnaire. However, this resulted in a smaller sample size, which may reduce the representativeness of the sample and the generalizability of the results (Hair et al., 2019). To avoid this in future research, it is important to keep the questionnaire short.

There are several difficulties in measuring quiet quitting as it is a sensitive and somewhat subjective type of behavior, particularly when using self-reported data via an online questionnaire. Despite assurances of confidentiality and anonymity, respondents may find it difficult to reflect on their own behavior in an unbiased way. Individuals are often influenced by personal prejudices and may not admire themselves for participating in quiet quitting. This could affect the construct validity of the quiet quitting measure (Donaldson & Grant-Vallone, 2002). To address this limitation, future research would benefit from incorporating additional data collection methods that are less sensitive to self-report bias. These methods could include qualitative approaches such as observations or interviews. However, these qualitative approaches may introduce biases in the researchers' perspectives, including subjective interpretations of the findings. To reduce this potential bias, it is important to ensure consistency and objectivity in the data collection and analysis phase, using inter-rater reliability checks, reflexivity and transparency throughout the process.

Finally, due to time constraints and cross-sectional nature of the study, all data were collected simultaneously. The questionnaire had to be administered at one point in time with all concepts included in the same questionnaire. This approach made it impossible to avoid the risk of reverse causality between, perceived bureaucracy, basic need satisfaction and quiet quitting. Further longitudinal research is needed to address this issue (Rindfleisch et al., 2008).

Future studies should consider the impact of extrinsic motivation on intrinsic motivation as a possible factor influencing quiet quitting, and explore its potential role as a mediator. It was beyond the scope of this study to investigate this relationship. However, existing literature suggests that lack of motivation in the context of quiet quitting is associated with both intrinsic and extrinsic of motivation (Galanis et al., 2023; Pevec, 2023; Serenko, 2023). In addition, research by Gagné and Deci (2005) suggests that intrinsic motivation and extrinsic motivation are not separate entities, but rather influence each other. This

interrelationship between the two types of motivation is supported by several studies (Bateman & Crant, 2003; Dermer, 1975; Gagné & Deci, 2005; Lemos, 2014).

To conclude, the reader should keep in mind that the sample also includes respondents from different organizational backgrounds, despite the focus on employees working in a bureaucratic context. Future research could explore structural elements that contrast with this context, such as flat organizations, characterized by decentralization (Martela, 2019). Examining different organizational structures could provide additional insights and deepen the literature link between organizational structures, mainly studied in the field of Organization and Design, and individual behavior and employee well-being, mainly studied in the field of Organizational Behavior.

5.3 Practical implications

The results show that the structural characteristics, centralization and specialization, exacerbate the unmet nature of the three psychological needs, stimulating quiet quitting. This insight is valuable for managers, as they are responsible for implementing an appropriate structures that promote a stimulating work environment, on which the long-term success of the organization depends (Ajagbe, 2016). Managers could try to incorporate more structural elements that enhance the satisfaction the need for autonomy, for example, by decentralization some responsibilities and diversifying tasks.

This could be achieved by promoting the empowerment of employees, especially younger employees and those in lower positions, through increased delegation of authority (Meyerson & Dewettinck, 2012). For example, the division of labor needs to be more bottom-up, with employees having the responsibility and authority to create their own tasks (Martela, 2019). In addition, control and supervision, should be less top-down, with managers focusing on outcomes and results rather than individual work performance. This empowers employees, making them more flexible, competent and effective in dealing with situations that are normally be outside of their tasks, thereby increasing intrinsic motivation and stimulating both individual and organizational performance (Andika & Darmanto, 2020; Meyerson & Dewettinck, 2012).

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Appendix 1: Online Questionnaire, including Informed Consent

Page 1: Introduction

Introduction/ Informed Consent

Dear participant,

Welcome and thank you for your participation in this study by students at Radboud University. Below you will find more info on the design and approach of the study. Please read this info thoroughly.

This research is conducted by researchers from the Faculty of Management Science at Radboud University, more specifically Robin van Hoof, Linde Verreck, Isabelle Hanssen and Lorenz Verelst (Associate Professor).

With this survey, we aim to gain more insights into employee behavior and well-being at work. Completing the survey will take about 5 minutes. If you have any questions or encounter difficulties in completing the questionnaire, please contact Isabelle Hanssen, isabelle.hanssen@ru.nl

We would like to emphasize that participation in this survey is entirely voluntary. You can also stop your participation at any time if you wish, and without giving any reason.

The results of this study may be used for scientific purposes and may be published. We guarantee that we will always process your data in the strictest confidence. Moreover, the information you provide will not be available to anyone other than the researchers. You can stop your participation in this study at any time. The data management respects the European GDPR privacy directive and the way this research is conducted is in line with the ethical guidelines of Radboud University.

For any complaints or other concerns regarding ethical aspects of this study, please contact the researchers (lorenz.verelst@ru.nl). You can also contact Radboud University's Data Protection Officer (mijnprivacy@ru.nl) or Radboud University's Scientific Integrity Committee (m.steenbergen@bjz.ru.nl).

If you have read and understood the above information and would like to participate in this study, please tick the box at the bottom. This means that you agree to information in the following link (Informed consent)

Kind regards,
Robin, Isabelle and Linde

Informed Consent

- I have had sufficient time to go through the information belonging to this informed consent.
- I have had the opportunity to ask for further information - any questions I may have had have been satisfactorily answered.
- I understand what is expected of me during this study.

- I have been informed of any advantages and disadvantages associated with my participation.
- I understand that my participation in this study is voluntary.
- I have the right to stop my participation at any time. I do not have to give a reason to do so and I know that no disadvantage can arise for me as a result.
- I understand who will have access to my data, how it will be stored and processed and what may happen to it at the end of the research project. The results of this research may be used for scientific purposes and may be published. My name will not be published in the process, anonymity and confidentiality of the data is guaranteed at every stage of the research.
- I agree that the data collected will be processed by the researchers and thesis students and stored in a secure manner.
- I am informed to whom I can turn for any questions regarding the study and/or processing of my personal data. In addition, I have been informed where I can go if I should have a complaint. If I would like to be kept informed about the results of this study, I know that I can indicate this at the beginning of this questionnaire.

Consent: By clicking ‘‘*yes, I will participate in the study‘’ below, you are giving consent

BUTTON 1: I have understood the information and agree to participate in this survey.

BUTTON 2: I do NOT consent to participate in this survey and decide to end the survey. --> end survey

BUTTON: Next Page

Page 2: Filtering

Filtering: Are you 18 years or older, employed and a so-called knowledge worker*?

*A knowledge worker focuses mainly on thinking work where physical labor is less of an issue. This includes jobs such as, for example, IT professionals, accountants, consultants, teachers, writers and managers."

BUTTON 1: Yes

BUTTON 2: No --> end of survey

BUTTON: Next Page

Page 3: Control variables

1. Age: What is your age? Please fill in in numbers (For example: 25)

- ...

2. Job Function: What type of position do you hold?

1. Executive/administrative (e.g. Administrative assistant)
2. Professional (e.g. Consultant, staff department, expert role)
3. Management/management (e.g. Managerial role)

3. Company size: How many employees does the organization you work for have? Please give the best estimate. Please assume your organization as a whole (including all departments, including those abroad):

1. Less than 10 employees
2. Between 10 to 49 employees
3. Between 50 and 199 employees
4. Between 200 and 499 employees
5. 500 or more employees

BUTTON: Next page

Page 4: Bureaucratic organization

To what extent do you agree with the statements below that are about the organization you work in?

Formalization

Q1- Formalization: My organization has a large number of written rules and policies.

Q2- Formalization: There is a document of 'rules and procedures' that is readily available within my organization.

Q3- Formalization: There is a full written job description for most positions in my organization.

Q4- Formalization: In my organization, performance records of almost everyone are kept formally and/or in writing.

Q5- Formalization: There is a formal orientation program for the new employees joining my organization.

Centralization

Q1- Centralization: Little action can be taken in my organization without approval from a manager.

Q2- Centralization: Making your own decisions is quickly discouraged in my organization.

Q3- Centralization: Even minor issues have to be referred to someone higher up before a final decision is taken.

Q4- Centralization: Team members have to consult their manager before implementing anything.

Q5- Centralization: Most decisions taken in my organization have to be approved by my superior.

Specialization

Q1 - Specialization: Jobs in my organization are highly defined and specialized

Q2 - Specialization: There is a full written job description for most functions in my organization.

Q3 - Specialization: My organization consists mainly of departments/teams in which employees accomplish roughly the same work.

Q4- Specialization: Important decisions in my organization are made at the same level where tasks are performed.

Regal scale is from 1 to 5.

1. Completely disagree
2. Disagree
3. Neutral

4. Agree
5. Totally agree

BUTTON: Next Page

Page 5: SDT

The following questions are about your well-being in the organization in which you work.

Autonomy

Q1 - Autonomy: I feel that I can be myself at work.

Q2 - Autonomy(R): At work, I often feel that I have to do what others order me to do.

Q3 - Autonomy(R): If I could choose, I would approach my work differently.

Q4 - Autonomy: My tasks at work correspond to what I like to do.

Q5 - Autonomy: I feel free to do my work the way I think is right.

Q6- Autonomy (R): At work, I feel compelled to do things I don't want to do.

Competence

Q1- Competence: I have mastered the tasks at my work well.

Q2- Competence: I feel competent in my work.

Q3 - Competence: I am good at my job.

Q4 - Competence: I feel that I can successfully complete even the difficult tasks at my work.

Relatedness

Q1- Relatedness (R): I don't really feel a connection with the other people at my work.

Q2- Relatedness: I feel part of a group at work.

Q3- Relatedness (R): I don't really relate to the other people at work.

Q4- Relatedness: I can talk to others at work about what I really care about.

Q5- Relatedness (R): I often feel alone when we are among colleagues.

Q6- Relatedness: The people at my work are real friends.

Regular scale is from 1 to 5, for reversed scales (=r) it goes from 5 to 1.

1. Totally disagree
2. Disagree
3. Neutral
4. Agree
5. Totally agree

BUTTON: Next Page

Pagina 6: Quiet Quitting

We are almost there! The following questions are about your well-being in the organization you work in.

Lack of motivation original scale

Q1 - Lack of motivation: I find motivation in my work

Q2 - Lack of motivation: I feel inspired when I work

Lack of motivation addition intrinsic motivation

Q1 - Lack of motivation (MWMS): I enjoy my work.

Q2 - Lack of motivation (MWMS): What I do in my work is exciting.

Q3 - Lack of motivation (MWMS): The work I do is interesting.

Scale 1 to 5

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

BUTTON: Next Page

Page 7: Final page**Completion**

Q1- Completion: Do you wish to be kept informed of the results of this study and/or participate in any follow-up study?

BUTTON: Yes, I would like to be kept informed of the results, as well as participate in any follow-up study. E-mail address:....

BUTTON: Yes, I only wish to be kept informed of the results? E-mail address:...

BUTTON: No, I prefer not to.

Q2- END: Click the arrow to submit your answers! Thank you for completing the survey. The data will be used confidentially according to Radboud University's data management guidelines.

BUTTON: Close

Note. The original questionnaire was in Dutch, but it has been translated into English using DeepL Translator for ease of interpretation.

Appendix 2: Original Measurement Scales

Table 2a

Perceived Bureaucracy Scale

Factor	Items
Formalization	<p>The company has a large number of written rules and policies.</p> <p>A ‘rules and procedures’ manual exists and is readily available within this company.</p> <p>There is a complete written job description for most jobs in the company.</p> <p><i>The company keeps a written record of nearly everyone’s job performance.</i></p> <p>There is a formal orientation program for most new members of this company.</p>
Centralization	<p>There can be little action here until a supervisor approves a decision.</p> <p>A person who wants to make his own decisions would be quickly discouraged.</p> <p>Even small matters have to be referred to someone higher up for a final answer.</p> <p>Unit members have to ask their supervisor before they do almost anything.</p> <p>Most decisions made here have to have supervisor’s approval.</p>
Specialization	<p><i>Jobs in my organisation are highly defined and specialised.</i></p> <p><i>My organisation consists mainly of departments/teams in which employees accomplish roughly the same work.</i></p> <p>Important decisions in my organisation are made at the same level as the tasks are performed (R)</p>

Note. Red items are deleted in the iterative process during the factor analysis.

Note. (R), reversed items

Table 2b*Quit Quitting Measurement Scale, part QQS and part of MWMS*

Factor	Items
Lack of motivation & Lack of motivation (added form the MWMS)	I find motives in my job. I feel inspired when I work. I have fun doing my job. What I do in my work is exciting. The work I do is interesting.

Table 2c*Basic Need Satisfaction at Work Scale (W-BNS)*

Factor	Items
Need for autonomy	I feel like I can be myself at my job At work, I often feel like I have to follow other people's commands (R) If I could chose, I would do thing at work differently (R) The tasks I have to do at work are in line with what I really want to do. I feel free to do my job the way I think it could best be done In my job, I feel forced to do things I do not want to do (R)
Need for competence	I really master my tasks at my job I feel competent at my job I am good at the things I do in my job I have the feeling that I can even accomplish the most difficult tasks at work
Need for relatedness	I don't really feel connected with other people at my job (R) At work, I feel part of a group I don't really mix with other people at my job (R) At work, I can talk with people about things that really matter to met I often feel alone when I am with my colleagues (R) Some people I work with are close friend of mine

Appendix 3: Factor Analyses Bureaucracy

Initial Factor Analysis

Table 3a

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser- Meyer- Olkin Measure of Sample Adequacy.		0.83
Bartlett's Test of Sphericity	Approx. Chi- Square	893.26
	Df	78
	Sig.	< .001

Table 3b

Communalities

Communalities		
	Initial	Extraction
Bureau 1 For	1.00	0.60
Bureau 2 For	1.00	0.51
Bureau 3 For	1.00	0.53
Bureau 4 For	1.00	0.52
Bureau 5 For	1.00	0.39
Bureau 1 Cen	1.00	0.70
Bureau 2 Cen	1.00	0.63
Bureau 3 Cen	1.00	0.66
Bureau 4 Cen	1.00	0.63
Bureau 5 Cen	1.00	0.64
Bureau 1 Spec	1.00	0.49
Bureau 3 Spec	1.00	0.56
Bureau_N4_Spec	1.00	0.57

Note. Extraction Method: Principal Component Analysis

Table 3c

Total Variance Explained

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squares			Rotation Sums of Squared		
	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	3.98	36.59	30.59	3.977	30.59	30.59	3.65	28.11	28.11
2	2.09	16.07	46.66	2.089	16.07	46.66	2.38	18.34	46.45
3	1.36	10.45	57.11	1.359	10.45	57.11	1.39	10.66	57.11
4	0.89	6.86	63.97						
5	0.81	6.19	70.16						

6	0.68	5.25	75.41
7	0.66	5.06	80.47
8	0.60	4.59	85.06
9	0.47	3.64	88.70
10	0.40	3.11	91.81
11	0.38	2.89	94.70
12	0.36	2.75	97.45
13	0.33	2.55	100.00

Note. Extraction Method: Principal Component Analysis

Table 3d
Rotated Component Matrix

Rotated Component Matrix			
	1	2	3
Bureau 1 Cen	0.83	0.13	
Bureau 3 Cen	0.80	0.12	
Bureau 5 Cen	0.79	0.12	
Bureau 2 Cen	0.79		-0.11
Bureau 4 Cen	0.79		
Bureau 3 For		0.72	
Bureau 2 For	0.13	0.67	0.19
Bureau 1 For	0.34	0.64	- 0.26
Bureau 1 Spec	0.36	0.59	- 0.11
Bureau 5 For	- 0.22	0.57	- 0.14
Bureau 4 For	0.13	0.53	0.47
Bureau 3 Spec	0.19		0.73
Bureau_N4_Spec	0.32		- 0.68

Note. Extraction Method: Principal Component Analysis

Note. Rotation converged in 3 iterations

Factor Analysis after iterative process

Table 3e

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser- Meyer- Olkin Measure of Sample Adequacy.		0.84
Bartlett's Test of Sphericity	Approx. Chi- Square	715.24
	df	45
	Sig.	0.000

Table 3f

Communalities

Communalities		
	Initial	Extraction
Bureau 1 For	1.00	0.66
Bureau 2 For	1.00	0.59
Bureau 3 For	1.00	0.52
Bureau 5 For	1.00	0.41
Bureau 1 Cen	1.00	0.71
Bureau 2 Cen	1.00	0.64
Bureau 3 Cen	1.00	0.67
Bureau 4 Cen	1.00	0.70
Bureau 5 Cen	1.00	0.68
Bureau_N4_Spe	1.00	0.88

Note. Extraction Method: Principal Component Analysis

Table 3g

Total Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squares			Rotation Sums of Squared		
	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	3.65	36.51	36.51	3.651	36,51	36,51	3.39	33.85	33.85
2	1.80	17.97	54.49	1.797	17.97	54,49	1.88	18.79	52.65
3	1.01	10.08	64.57	1.008	10.08	64.57	1.19	11.92	65.57
4	0.80	7.89	72.47						
5	0.66	6.56	79.47						
6	0.54	5.38	84.41						

7	0.46	4.55	88.96
8	0.40	3.99	92.95
9	0.37	3.70	96.65
10	0.34	3.35	100.00

Note. Extraction Method: Principal Component Analysis * 3 components extracted.

Table 3h
Rotated Component Matrix

Rotated Component Matrix			
	1	2	3
Bureau 4 Cen	0.83		
Bureau 1 Cen	0.82	0.10	0.18
Bureau 5 Cen	0.82	0.10	
Bureau 3 Cen	0.80		0.13
Bureau 2 Cen	0.74		0.29
Bureau 2 For	0.19	0.74	
Bureau 3 For		0.72	
Bureau 1 For	0.29	0.62	0.44
Bureau 5 For	- 0.15	0.62	
Bureau_N4_Spec	0.13		0.93

Note. Extraction Method: Principal Component Analysis

Note. Rotation converged in 4 iterations

Appendix 4: Reliability Analysis Bureaucracy

Table 4a

Factor 1: Centralization

Reliability Statistics				
Cronbach's Alpha		N of items		
0.87		5		
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Bureau 1 Cen	9.87	11.74	0.75	0.83
Bureau 2 Cen	10.28	13.33	0.65	0.85
Bureau 3 Cen	10.30	11.72	0.70	0.84
Bureau 4 Cen	9.98	12.62	0.69	0.85
Bureau 5 Cen	9.54	11.87	0.71	0.84

Table 4b

Factor 2: Formalization

Reliability Statistics				
Cronbach's Alpha		N of items		
0.62		4		
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Bureau 1 For	11.03	5.30	0.42	0.54
Bureau 2 For	11.07	5.20	0.49	0.49
Bureau 3 For	11.01	5.31	0.41	0.55
Bureau 5 For	11.04	5.58	0.30	0.63

Table 4c

Factor 3: Specialization

Correlations			
		Bureau_N_4_Spec	Bureau 1 Spec
Bureau_N4_Spec	Pearson Correlation	1	0.15
	Sig. (2-tailed)		0.02
	N	230	230
Bureau 1 Spec	Pearson Correlation	0.15	1
	Sig. (2-tailed)	0.02	
	N	230	230

Note. Correlation is significant at the 0.05 level (2-tailed)

			Bureau_N4_Spec	Bureau 1 Spec
Spearman's rho	Bureau_N4_Spec	Correlation Coefficient	1.00	0.15
		Sig. (2-tailed)		0.02
		N	230	230
	Bureau 1 Spec	Correlation Coefficient	0.15	1.000
		Sig. (2-tailed)	0.02	
		N	230	230

Note. Correlation is significant at the 0.05 level (2-tailed)

Table 4d
Total Scale Reliability Bureaucracy

Reliability Statistics	
Cronbach's Alpha	0.75
	N of items
	10

Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Bureau N4 Spec	27.21	31.38	0.21	0.76
Bureau 1 For	26.78	28.23	0.51	0.72
Bureau 2 For	26.83	30.20	0.35	0.74
Bureau 3 For	26.77	31.64	0.19	0.77
Bureau 5 For	26.80	33.13	0.05	0.79
Bureau 1 Cen	27.85	26.35	0.67	0.70
Bureau 2 Cen	28.27	28.95	0.53	0.72
Bureau 3 Cen	28.28	26.56	0.61	0.70
Bureau 4 Cen	27.96	28.46	0.52	0.72
Bureau 5 Cen	27.53	26.79	0.61	0.71

Appendix 5: Factor Analysis Quiet Quitting

Table 5a

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser- Meyer- Olkin Measure of Sample Adequacy.		0.77
Bartlett's Test of Sphericity	Approx. Chi- Square	791.98
	Df	45
	Sig.	0.000

Table 5b

Communalities

	Communalities	
	Initial	Extraction
Q1MWMS	1.00	0.64
Q2MWMS	1.00	0.48
Q3MWMS	1.00	0.66
Q1IN	1.00	0.78
Q2IN	1.00	0.73
Q1 QQS LM	1.00	0.62
Q2 QQS LM	1.00	0.67
Q1 DE	1.00	0.65
Q3 DE	1.00	0.65
Q4 DE	1.00	0.70

Table 5c

Total Variance Explained

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squares			Rotation Sums of Squared		
	Total	% or Variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	3.90	38.99	38.99	3.89	38,99	38,99	2.79	27.94	27.94
2	1.15	15.10	54.09	1.15	15.10	54.09	2.05	20.49	48,43
3	1.16	11.62	65.71	1.16	1.16	65.71	1.73	17.28	65.71
4	0.79	7.92	73.64						
5	0.67	6.67	80.30						
6	0.49	4.85	85.15						
7	0.44	4.42	89.57						
8	0.42	4.20	93.78						

9	0.39	3.904	97.68
10	0.23	2.322	100.00

Table 5d
Rotated Component Matrix

Rotated Component Matrix			
	1	2	3
Q3 MWMS	0.78	- 0.16	- 0.13
Q2 QQS LM	0.77	- 0.12	- 0.25
Q1 QQS LM	0.70	- 0.33	- 0.14
Q1 MWMS	0.68		- 0.42
Q2 MWMS	0.67		0.16
Q1 DE		0.80	
Q3 DE	- 0.12	0.79	0.13
Q4 DE	- 0.29	0.76	0.18
Q1 IN		0.22	0.86
Q2 IN	- 0.29		0.80

Appendix 6: Reliability Analysis Quiet Quitting

Table 6

Total Scale Reliability Quiet Quitting

Reliability Statistics				
Cronbach's Alpha	0.80		N of items	5
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Q1MWMS	14.33	5.50	0.60	0.75
Q2MWMS	15.27	5.18	0.39	0.83
Q3MWMS	14.41	4.92	0.67	0.73
Q1QQS- LM	14.57	5.28	0.61	0.75
Q2QQS- LM	14.67	4.69	0.68	0.72

Appendix 7: Reliability Analysis SDT

Table 7a

Factor 1: Autonomy

Reliability Statistics				
Cronbach's Alpha				
0.81	N of items			6
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SDT 1 Auto	19.02	10.97	0.49	0.79
SDT 2 Auto	19.36	9.17	0.60	0.77
SDT 3 Auto	19.69	9.11	0.65	0.76
SDT 4 Auto	19.43	9.97	0.57	0.78
SDT 5 Auto	19.22	10.44	0.55	0.78
SDT 6 Auto	19.26	9.91	0.55	0.78

Table 7b

Factor 2: Competence

Reliability Statistics				
Cronbach's Alpha				
0.85	N of items			4
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SDT 1 Comp	12.27	2.36	0.73	0.80
SDT 2 Comp	12.18	2.36	0.70	0.81
SDT 3 Comp	12.24	2.38	0.70	0.81
SDT 4 Comp	12.32	2.36	0.65	0.83

Table 7c
Factor 3: Relatedness

Reliability Statistics				
Cronbach's Alpha				
0.79	N of items			6
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SDT 1 Rela	19.03	7.88	0.59	0.75
SDT 2 Rela	18.98	8.46	0.63	0.74
SDT 3 Rela	18.95	8.46	0.54	0.76
SDT 4 Rela	19.10	8.91	0.52	0.77
SDT 5 Rela	18.72	8.75	0.60	0.75
SDT 6 Rela	20.25	8.74	0.43	0.79

Table 7d
Total Scale Reliability SDT

Reliability Statistics				
Cronbach's Alpha				
0.87	N of items			16
Item- Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SDT 1 Rela	58.57	45.30	0.55	0.86
SDT 2 Rela	58.51	46.22	0.61	0.85
SDT 3 Rela	58.48	47.18	0.44	0.86
SDT 4 Rela	58.63	46.34	0.59	0.86
SDT 5 Rela	58.25	46.50	0.61	0.85
SDT 6 Rela	59.78	47.49	0.39	0.87
SDT 1 Auto	58.36	47.26	0.54	0.86
SDT 2 Auto	58.70	44.41	0.57	0.86
SDT 3 Auto	59.03	44.96	0.56	0.86
SDT 4 Auto	58.77	46.00	0.55	0.86
SDT 5 Auto	58.57	46.72	0.54	0.86
SDT 6 Auto	58.60	46.36	0.48	0.86
SDT 1 Comp	58.47	49.56	0.38	0.86
SDT 2 Comp	58.38	48.58	0.49	0.86
SDT 3 Comp	58.44	50.11	0.30	0.87
SDT 4 Comp	58.52	48.99	0.41	0.86

Appendix 8: Regression Models, Block 1 &2

Table 8a

Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.50	0.25	0.32	0.48	
2	0.59	0.34	0.31	0.46	

Table 8b

ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.65	7	2.52	10.78	< .001
	Residual	51.93	222	0.23		
	Total	69.58	229			
2	Regression	23.88	10	2.39	11.45	< .001
	Residual	45.70	219	0.21		
	Total	69.58	229			

Table 8c

Coefficient

Coefficient						
		Unstandardized Coefficient		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.16	0.12		26.99	0.00
	D_Size1	- 0.38	0.19	- 0.13	2.03	0.04
	D_Size3	- 0.02	0.11	- 0.02	0.22	0.83
	D_Size4	0.20	0.16	0.08	- 1.24	0.22
	D_Size5	0.02	0.09	0.02	- 0.22	0.83
	D_Uitvoe	0.36	0.08	0.29	- 4.51	0.00
	D_Manag	- 0.05	0.08	- 0.04	0.58	0.56
	Age	- 0.01	0.00	- 0.37	6.08	0.00
	2	(Constant)	3.35	0.22		15.00
	D_Size1	- 0.37	0.18	- 0.12	2.09	0.04
	D_Size3	- 0.05	0.10	- 0.03	0.47	0.64
	D_Size4	0.31	0.16	0.13	- 2.01	0.05
	D_Size5	- 0.01	0.09	- 0.01	0.15	0.88
	D_Uitvoe	0.22	0.08	0.18	- 2.77	0.01
	D_Manag	- 0.03	0.08	- 0.02	0.34	0.74
	Age	- 0.01	0.00	- 0.29	4.81	0.00
	GEM_Bureau_Cen	0.15	0.04	0.23	- 3.61	0.00
	GEM_Bureau_For	- 0.14	0.05	- 0.19	2.97	0.00
	Bureau_N4_Spec	0.08	0.03	0.51	- 2.61	0.01

Appendix 9: Regression Models, Block 3

Table 9a

Mediation output, X = Centralization, path a

Model Summary, path a						
	R	R-sq	F	Df1	Df2	P
Outcome variable	0.55	0.30	11.86	8.00	221.00	0.00
Autonomy	0.24	0.51	1.64	8.00	221.00	0.11
Competence	0.38	0.14	4.57	8.00	221.00	0.00
Relatedness						
Coefficients						
	Coeff	Se	T	P	LLCI	ULCI
Autonomy	- 0.30	0.05	- 6.45	0.00	- 0.39	- 0.21
Competence	- 0.02	0.04	- 0.36	0.72	- 0.10	0.07
Relatedness	- 0.22	0.05	- 4.67	0.00	- 0.31	- 0.13

Table 9b

Mediation output, X = Centralization, path b

Model summary, path b						
	R	R-sq	F	Df1	Df2	P
	0.68	0.46	17.12	11.00	218.00	0.00
Coefficients						
	Coeff	Se	t	P	LLCI	ULCI
Autonomy	- 0.28	0.06	4.40	0.00	0.15	0.40
Competence	- 0.13	0.06	2.22	0.03	0.01	0.25
Relatedness	- 0.16	0.06	2.61	0.01	0.04	0.28

Table 9c

Mediation output, X = Centralization, path c & c'

Path c						
	Effect	se	t	p	LLCI	ULCI
Total effect of X on Y	0.14	0.41	- 3.53	0.00	- 0.23	- 0.06
Path c'						
Direct effect of X on Y	0.03	0.04	- 0.66	0.51	- 0.10	0.05

Table 9d
Mediation summary, X = Centralization

Mediation summary						
Total Effect	Direct Effect	Mediator(s)	Indirect effect	Confidence Interval		Conclusion
				BootLLCI	BootULCI	
0.14 (0.00)	0.03(0.66)	Autonomy	0.08	- 0.14	- 0.03	Full Mediation
		Competence	0.00	- 0.02	0.01	N. s
		Relatedness	0.04	- 0.07	- 0.01	Full Mediation

Table 9e
Mediation output, X = Specialization, path a

Model Summary, Path a						
	R	R-sq	F	Df1	Df2	P
Outcome variable Autonomy	0.44	0.20	6.71	8.00	221.00	0.00
Outcome variable Competence	0.27	0.07	2.23	8.00	221.00	0.03
Outcome variable Relatedness	0.27	0.07	2.16	8.00	221.00	0.03
Coefficients						
	Coeff	Se	T	P	LLCI	ULCI
Autonomy	- 0.10	0.04	- 2.69	0.01	- 0.17	- 0.03
Relatedness	- 0.07	0.03	- 1.92	0.06	- 0.14	0.00
Competence	- 0.07	0.03	- 2.14	0.03	- 0.13	- 0.01

Table 9f
Mediation output, X = Specialization, path b

Model summary, path b						
	R	R-sq	F	Df1	Df2	P
	0.68	0.47	17.82	11.00	218.00	0.00
Coefficients						
	Coeff	Se	t	P	LLCI	ULCI
Autonomy	- 0.27	0.06	4.47	0.00	0.16	0.39
Competence	- 0.12	0.06	1.97	0.05	0.00	0.23
Relatedness	- 0.16	0.06	2.69	0.01	0.04	0.28

Table 9g
Mediation output, $X = \text{Specialization}$, path c & c'

		Path c				
	Effect	se	t	p	LLCI	ULCI
Total effect of X on Y	0.10	0.03	- 3.29	0.00	- 0.16	- 0.04
		Path c'				
Direct effect of X on Y	0.06	0.03	- 2.01	0.05	- 0.11	- 0.00

Table 9h
Mediation summary, $X = \text{Specialization}$

Mediation summary						
Total Effect	Direct Effect	Mediator(s)	Indirect effect	Confidence Interval		Conclusion
0.10(0.00)	0.06(0.05)			BootLLCI	BootULCI	
		Autonomy	0.03	- 0.05	- 0.01	Partial Mediation
		Competence	0.01	- 0.02	0.00	N.s
		Relatedness	0.01	- 0.03	0.00	N.s

Table 9i
Mediation output, $X = \text{Formalization}$, path a

Model Summary, Path a						
Outcome variable	R	R-sq	F	Df1	Df2	P
Autonomy	0.47	0.23	8.03	8.00	221.00	0.00
Competence	0.28	0.08	2.40	8.00	221.00	0.02
Relatedness	0.30	0.09	2.62	8.00	221.00	0.01
Coefficients						
	Coeff	Se	T	P	LLCI	ULCI
Autonomy	0.23	0.06	4.00	0.00	0.11	0.34
Relatedness	0.12	0.05	2.41	0.02	0.02	0.22
Competence	0.15	0.06	2.68	0.01	0.04	0.26

Table 9j

Mediation output, X = Formalization, path b

Model summary, path b						
	R	R-sq	F	Df1	Df2	P
	0.68	0.47	17.82	11.00	218.00	0.00
Coefficients						
	Coeff	Se	t	P	LLCI	ULCI
Autonomy	- 0.29	0.06	4.69	0.00	0.16	0.39
Competence	- 0.13	0.06	2.15	0.05	0.00	0.23
Relatedness	- 0.17	0.06	2.69	0.01	0.04	0.28

Table 9k

Mediation output, X = Formalization, path c & c'

Path c						
	Effect	Se	t	P	LLCI	ULCI
Total effect of X on Y	- 0.11	0.05	2.25	0.03	0.01	0.21
Path c'						
Direct effect of X on Y	- 0.01	0.04	0.11	0.91	- 0.08	0.09

Table 9l

Mediation Summary, X = Formalization

Mediation summary						
Total Effect	Direct Effect	Mediator(s)	Indirect effect	Confidence Interval		Conclusion
- 0.11(0.03)	- 0.00(0.91)			BootLLCI	BootULCI	
		Autonomy	- 0.06	0.02	0.12	Full Mediation
		Competence	- 0.02	0.00	0.04	Full Mediation
		Relatedness	- 0.03	0.00	0.06	Full Mediation