Mitigating Quiet Quitting in Indian HEIs: Supportive Leadership & LMX Pathways

Abstract

Quiet quitting has emerged as a recent concern for organizations across the globe. Quiet quitting is emerging as a major concern in contemporary organizations, where employees perform their basic duties but remain mentally disconnected. This study describes how supportive leadership can mitigate quiet quitting by fostering psychological safety, organizational support, and enhanced work engagement, and how Leader-Member Exchange (LMX) can reinforce this association.

This study adopts an exploratory research method and is grounded in primary data gathered from 33-35 participants from educational institutions in Kanpur and Unnao. The data was processed using content analysis and word association techniques. The results indicate that supportive leadership fosters trust, confidence, emotional well-being, and active participation among employees. Recognition, communication, support from peers, and a positive work environment also contribute to the enhancement of motivation, satisfaction, and commitment to the organization.

The results of this study suggest that supportive leadership is an important factor in preventing disengagement and improving workplace relationships. The framework provides a basis for future empirical studies and interventions to improve employee engagement and prevent quiet quitting.

Keywords: quiet quitting, supportive leadership, psychological safety, perceived organizational support, work engagement, qualitative study, higher education

1. Introduction

Quiet quitting has emerged as a recent concern for organizations across the globe. Unlike turnover or absenteeism, quiet quitting is a withdrawal of discretionary effort by employees while performing their job roles. This type of disengagement is difficult to detect, as it goes unnoticed by the organization's management and human resource systems.

In the current organizational context, quiet quitting has emerged as a silent epidemic that has spread rapidly across the globe. It has silently impacted employee engagement and productivity without the usual warning signs of turnover or absenteeism. The concept of quiet quitting was coined during the post-COVID era when employees have chosen to withdraw their discretionary effort at work while strictly adhering to their job contracts and mentally checking out of organizational objectives. According to **Gallup's State of the Global Workplace**,

disengagement levels are a staggering 59%, resulting in a loss of trillions of dollars in productivity costs for the global economy. In the Indian context, the impact of quiet quitting has been severe in the knowledge worker segment, with 16% of employees actively quiet quitting and more than 50% experiencing burnout due to hybrid work environments, lack of wage growth, and leadership talent gaps.

The scenario in educational institutions in India is a microcosm of the crisis. Teachers, who are often handling multiple roles such as teaching, research, administration, and guiding students, are extremely exhausted. A study conducted in 2025 on the Bengaluru educational institutions revealed that the phenomenon of quiet quitting is widespread in the faculty due to a lack of work-life balance, lack of recognition, and unsupportive management. In the Uttar Pradesh areas of Kanpur and Unnao, the trend is similar: private colleges are more common, with paid teachers struggling with workloads, and government establishments struggling with red tape. The phenomenon of quiet quitting is reflected in doing the bare minimum in teaching, avoiding extracurricular advising, and resisting innovation in the curriculum.

Leadership stands out as an important countermeasure. Supportive leadership, which is not transactional or laissez-faire, is characterized by leaders who care about the emotional needs of their subordinates, encourage them, acknowledge their accomplishments, and help them access resources. Based on path-goal theory and principles of social exchange, this approach fosters mutual commitment. However, the exact processes through which supportive leadership is related to a decrease in quiet quitting, particularly in non-Western and education-specific settings, have not been adequately investigated. The current literature base breaks down the explanation, with some focusing on burnout **(Smith & Brown, 2022),** others on psychological safety (**Nguyen & Chen, 2023**)**,** but none combining the two into a unified framework that is moderated by relationship processes such as LMX.

2. Systematic Literature Review

2.1 Quiet Quitting

Quiet quitting is a subtle type of disengagement, in which the employee meets the minimum requirements of their job but does not engage in extra-role behaviors. Although it became a popular concept in social media, research has shown that it is linked to burnout, low psychological safety, and lack of organizational support **(Smith & Brown, 2022; Lee et al., 2023)**. There is a lack of theoretical frameworks that explain quiet quitting.

Quiet quitting is more than a typical withdrawal symptom, capturing the essence of a "work-to-rule" mindset where employees deliberately resist the "excesses of hustle culture" by doing no more than the minimum required by their job contract. According to **Lee et al. (2023**), it is the deliberate avoidance of extra-role behaviors, such as committee work, staying late, or innovating beyond the basics. It has been empirically linked to burnout (r=0.45), lack of psychological

safety, and generational values, particularly in the Gen Z workforce in India, who feel that their leadership is unresponsive and there are no opportunities for growth (India Today, 2025). In an academic context, it was observed that 40% of the faculty members of a Bengaluru university were quiet quitting, due to administrative workload and lack of voice. Theoretically, it has been linked to the post-pandemic disillusionment, but very few models have been proposed to explain it.

2.2 Supportive Leadership

Supportive leadership is characterized by the consideration of employees' emotional and instrumental needs. Empirical studies have established the positive relationship between supportive leadership and its outcomes, such as employee engagement, job satisfaction, and performance (**Khan et al., 2021; Wang & Li, 2022**). There is a lack of studies that relate supportive leadership to quiet quitting.

Supportive leadership emphasizes socio-emotional and instrumental support, which deals with employees' needs for empathy, encouragement, and resources (Khan et al., 2021). Empirical studies show that supportive leadership has a positive effect on job engagement ($\beta=0.38$), satisfaction, and performance, particularly in stressful jobs like teaching (**Wang & Li, 2022**). In hierarchical cultures like India, it bridges power distance, which increases openness. However, there are no direct associations with the trends of quiet quitting, which is a significant research gap.[pmc.ncbi.nlm.nih]

2.3 Key Mechanisms

2.3.1 Psychological Safety: Psychological safety is a team belief that the team is a safe place for taking interpersonal risks, as stated by Edmondson (1999). Psychological safety is a key mechanism that facilitates voice, sharing ideas, and learning. Meta-analyses have confirmed that it actually does mediate the relationship between leadership and outcomes ($\rho=0.29$), with low safety being a predictor of disengagement types like quiet quitting (**Nguyen & Chen, 2023; $\beta=-0.41$**).[ictactjournals]

2.3.2 Perceived Organizational Support (POS): POS is a measure of employees' general perception that the organization values their contributions and cares about their well-being (**Eisenberger et al., 1986**). According to Social Exchange Theory, leaders who are supportive of their employees build POS, which is reciprocated in the 2.3.3 Work Engagement: Schaufeli et al. (2002) define engagement as a three-component process of vigor (energy), dedication (significance), and absorption (focus), which is the direct opposite of quiet quitting's apathy. It is reliably predicted by leadership ($\beta=0.42$), directing effort into discretionary behavior.

2.4 Boundary Condition: Leader-Member Exchange (LMX)

LMX theory **(Graen & Uhl-Bien, 1995**) emphasizes the leader-member dyadic relationship, in which "in-group" members are treated to better-quality exchanges (trust, autonomy), which strengthens leadership effects (ΔR^2=0.12). "Out-groups" with low LMX are left with .

Literature Synthesis Table:

Concept	Key Definitions & Evidence	Empirical Links to Outcomes	Gaps in Indian/Education Contexts
Quiet Quitting	Minimum effort, no extras (Lee et al., 2023)[rsisinternational]	Burnout r=0.45; prevalence 16% India[economictimes.indiatimes]	Descriptive; lacks integrated leadership models in HEIsictactjournals+1
Supportive Leadership	Empathy/resources (Khan et al., 2021)	Engagement β=0.38[pmc.ncbi.nlm.nih]	Limited quiet quitting-specific studies
Psychological Safety	Risk-free expression (Edmondson, 1999)	Mediation ρ=0.29	Faculty voice/disengagement ties underexplored
POS	Organizational care perceptions (Eisenberger, 1986)	Withdrawal reduction ρ=-0.35	Integration with LMX needed
Work Engagement	Vigor/dedication/absorption (Schaufeli, 2002)	Inverse to quitting	Cultural/relational moderators absent
LMX	Dyadic quality (Graen & Uhl-Bien, 1995)	Moderation ΔR^2=0.12	Untested in Indian education

This research bridges these gaps with an exploratory qualitative perspective. Based on Social Exchange Theory (SET), which assumes that positive behaviors are reciprocated in response to supportive behaviors, we conceptualize a mediated moderation model. Psychological safety (Edmondson, 1999) promotes risk-taking and voicing, POS **(Eisenberger et al., 1986)** encourages loyalty and commitment, and work engagement **(Schaufeli et al., 2002)** promotes enduring vigor and commitment—both of which serve as pathways to overcome the apathy of quiet quitting. LMX **(Graen & Uhl-Bien, 1995)** serves as a boundary condition with a relational focus, in which the nature of leader-member relationships influences the robustness of these pathways.
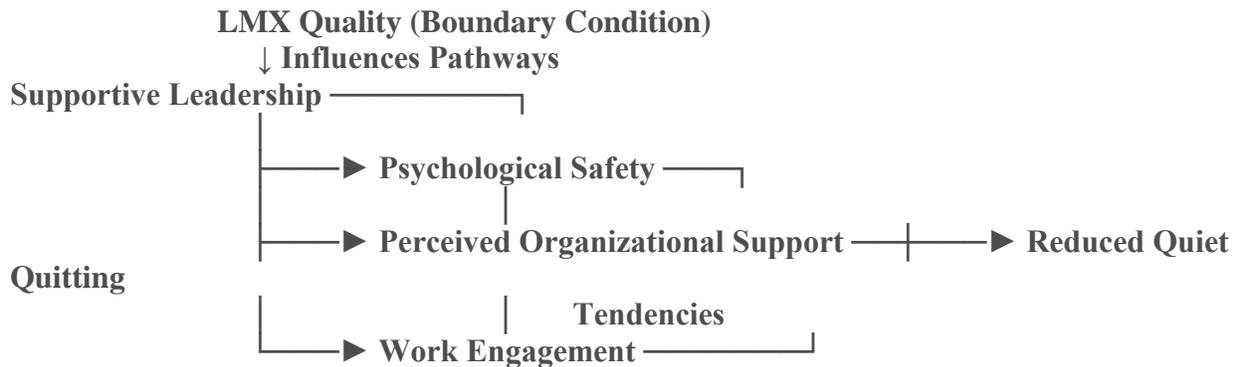
Research Gaps Identified: Fragmented research has no holistic approach; Indian/educational focus is very limited; relational boundaries (such as LMX) are not considered; qualitative investigations based on practitioner perspectives are very rare.

3. Conceptual Framework

The proposed framework combines the reviewed constructs into a comprehensive framework that examines the pathways without assuming any direction of causality, which is appropriate for exploratory qualitative research. Supportive leadership is the antecedent that influences through psychological safety, POS, and work engagement to mitigate the quiet quitting mindset. LMX stands out as a relational boundary, where high-quality relationships are probably associated with the enhancement of pathway robustness.

The framework is grounded in SET, and it depicts the bidirectional processes: supportive behavior increases perceptions of safety and support, which in turn stimulate work engagement.

Figure 1: Conceptual Model :

LMX Quality (Boundary Condition)
↓ Influences Pathways
Supportive Leadership ────────┐
　　　　　　　　├──────► **Psychological Safety** ───┐
　　　　　　　　│　　　　　　　　　　　　　　│
　　　　　　　　├──────► **Perceived Organizational Support** ───┤──► **Reduced Quiet**
Quitting
　　　　　　　　│　　　　　　**Tendencies**
　　　　　　　　└──────► **Work Engagement** ────────┘

•"Solid arrows" represent primary paths (mechanisms through which leadership affects disengagement).

•"Dashed" influence of LMX represents the conditioning effect of LMX on the efficacy of the paths.

This will help in future empirical mapping, and the findings will provide initial support.

4. Research Methodology

•The research methodology used in this study is exploratory qualitative research, which is most appropriate for framework generation and uncharted research areas. The non-experimental method utilizes primary data collected through open-ended questionnaires to understand in-depth, contextual experiences.

•**Population and Sample**: The sampling method used in this study is purposive sampling, which focused on faculty diversity across 8 institutions (4 government and 4 private) in Kanpur and Unnao, Uttar Pradesh. We have circulated the questions to 45 respondents out of them 34 respondents, aged 25-55 demographics are representative of regional conditions: 65% male, 75% married, 60% postgraduate, 71% private sector employed. The pilot sample was sufficient to attain thematic saturation, taking into consideration the limited resources available for the first-time researcher.

The open-ended questionnaires used in this study were structured to allow for in-depth exploration: (1) Experiences with leadership support; (2) Perceptions of safety/POS/engagement; (3) Quiet quitting indicators; (4) LMX-like relationship findings; (5) Suggestions. Case studies were used to stimulate respondents' thoughts (e.g., "Think of a situation where leadership impacted your extra efforts"). The study followed ethical standards, including informed consent, anonymity, and institutional approvals. Data was collected in February
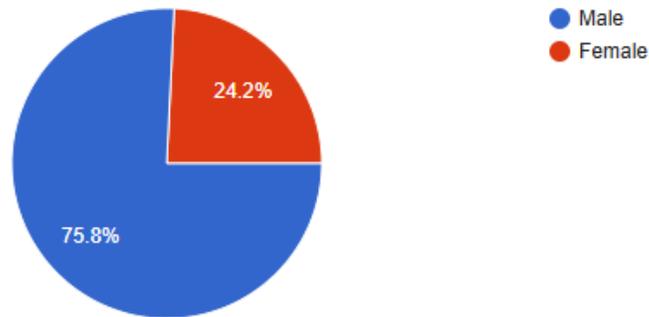
5. Data analysis and findings

Descriptive Statistics
(Age, Gender, Marital Status, Qualification & Occupation)

Age Distribution of Respondents (n=33)
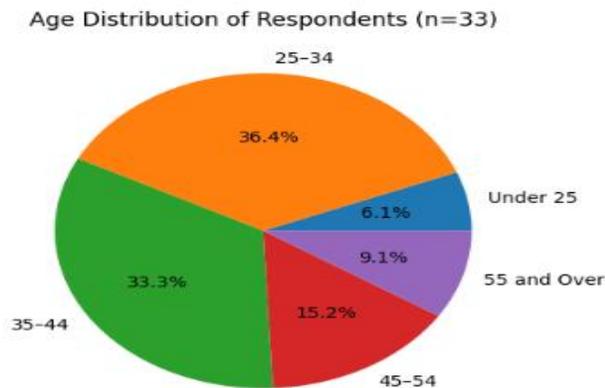
Inference: The age distribution indicates that most respondents belong to the 25–44 age group, representing the early and mid-career workforce.
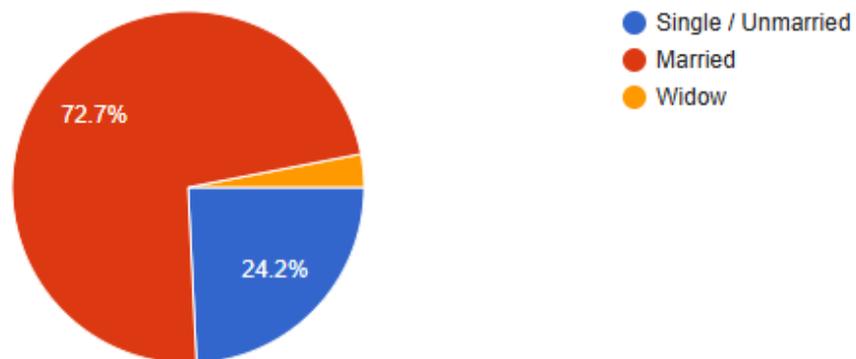
By what gender do you identify?

33 responses

Inference: The sample is male-dominated, with the majority of respondents identifying as male, while a smaller proportion represents female participants.

What is your marital status?

33 responses

Inference: The sample is predominantly composed of married respondents, with a smaller proportion being single and a very minimal representation of widowed participants.
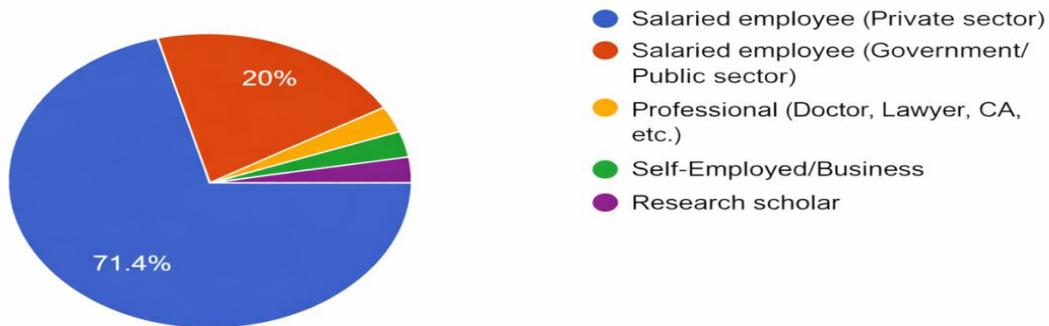
Highest Educational Qualification

33 responses

- Undergraduate
- Postgraduate
- Doctorate
- M. Phil., MBA,
- Phd
- PhD Pursuing(PhD scholar)

12.1%

75.8%

Inference: The sample is largely composed of postgraduate respondents, indicating a highly educated participant group, with comparatively fewer individuals from undergraduate, doctoral, and other advanced academic categories.

What is your occupation?

35 responses

- Salaried employee (Private sector)
- Salaried employee (Government/ Public sector)
- Professional (Doctor, Lawyer, CA, etc.)
- Self-Employed/Business
- Research scholar

20%

71.4%

Inference: The data shows that the majority of respondents (71.4%) are salaried employees in the private sector, followed by 20% in the government/public sector, while very few respondents belong to professional, self-employed, or research scholar categories—indicating a sample dominated by private sector employees.

Inferential analysis based on the constructs consider for the current study

(A)

How do employees perceive supportive leadership in their day-to-day interactions with their immediate supervisors?

Employees perceive supportive leadership through consistent daily behaviors such as active listening, fair treatment, constructive feedback, emotional understanding, and genuine recognition from their immediate supervisors.

Response 1.

How do employees perceive supportive leadership in their day-to-day interactions with their immediate supervisors?

Employees perceive supportive leadership through active listening, empathy, recognition, clear communication, and supervisors showing genuine care for their well-being and growth.

Response 2.

Inference:

Based on the responses gathered from the sample, it has been observed that supportive leadership hastens the constructive mindset, active participation, emotional well-being, and efficient communication of employees, thus leading to more confident involvement and effective workplace communication.

Conclusion:

Respectful and barrier-free communication between senior and junior employees increases the effectiveness of decision-making and helps to create a sense of job security among employees, thus leading to a more supportive and confident workplace environment.

(B)

How comfortable do employees feel expressing ideas, concerns, or mistakes within their teams? *

Employees generally feel comfortable expressing their ideas, concerns, or mistakes when they have a sense of responsibility toward their work and understand the nature and behaviour of their team members. They are more likely to share openly when they are in a positive frame of mind and when they have trust and a supportive attitude toward the people in their team.

Response 1.

How comfortable do employees feel expressing ideas, concerns, or mistakes within their teams? *

I feel fairly comfortable sharing ideas and feedback within my team. However, open communication improves even more when managers actively encourage discussions without criticism.

Response 2.

Inference

As per the responses obtained from the sample, it has been observed that employees feel more comfortable when their teammates as well as team leaders trust them completely. If employees are given an opportunity to share their feelings, ideas, mistakes, and concerns related to organizational matters, and their teammates react positively towards their opinions, it automatically increases their confidence levels.

Conclusion

It is clearly stated that the comfort and trust developed by teammates and leaders increase employees' performance and their sense of belongingness to the organization.

(C)

Do you feel valued and recognized for your work in the organization?

Yes, I feel valued and recognized for my work in the organization. My contributions are acknowledged, and this recognition motivates me to perform better and remain committed to my responsibilities.

Response 1.

Do you feel valued and recognized for your work in the organization?

Employees feel valued and recognized when their contributions are acknowledged regularly, their efforts are appreciated, and they receive fair opportunities for growth and development within the organization

Response 2.

Inference

From the responses gathered from the sample, it is evident that most employees feel appreciated and recognized for their contributions to the organization through various means such as performance-based pay, fringe benefits, "Employee of the Year" titles, recognition awards, and other similar initiatives.

Conclusion: It is clearly stated that these efforts increase employees' organizational commitment**.**

(D)

What organizational factors encourage or discourage employees' work engagement and active participation?

Factors that encourage: - Supportive leadership - Growth opportunities - Recognition - Autonomy - Positive culture Factors that discourage: - Poor communication - Micromanaging - Unfairness - Limited growth - Excessive workload .

Response 1.

What organizational factors encourage or discourage employees' work engagement and active participation?

Encouraging Factors: Positive Behaviour – Respectful and supportive behaviour among colleagues and supervisors motivates employees to stay engaged. Tone of Communication – Polite and professional communication creates comfort and openness in the workplace. Positive Organizational Atmosphere – A healthy and encouraging work environment increases participation and commitment. Encouragement and Appreciation – Recognition and motivation from management boost confidence and involvement. Discouraging Factors: Gossiping – Spreading rumours or negative talk reduces trust and focus. Grouping (Cliques) – Formation of small exclusive groups can create division and lower collaboration. Irrelevant Discussions – Unproductive conversations distract employees and reduce engagement.

Response 2.

Inference:: As per the responses collected from the sample, it has been clearly observed that the following table shows:

Encouraging Factors	Discouraging Factors
Salary increment	Work burden
Ambience	Less salary
Physical work environment	Disrespect
Supportive leadership	Hectic schedule
Positive mindset	Lesser free time
Participating and decision making	Recreational facilities
Flexible working	

Conclusion :It clearly state that if organization work on these identified encouraging and discouraging factors it will automatically improve employee attention.

(E).

To what extent are employees satisfied with their current salary and job responsibilities, and how does this influence their engagement at work?

Upto 50% satisfaction

Response 1

To what extent are employees satisfied with their current salary and job responsibilities, and how does this influence their engagement at work?

I am moderately satisfied with my salary and responsibilities. Fair compensation and meaningful tasks directly increase my involvement and commitment to work.

Response 2

Inference

From the responses gathered from the sample, it is evident that most employees are not reasonably satisfied with their current salary and responsibilities.

Conclusion

It is clearly stated that employees are not fully satisfied with their current salary and responsibilities, as it is a common human tendency to aspire for better opportunities and higher standards compared to societal benchmarks. Therefore, it is very difficult for any organization to completely satisfy employees with their current salary levels.

(F)

Do employees believe their current job roles contribute to their long-term career growth and development? Please explain.

Employees believe their current job roles contribute to long-term career growth when they provide opportunities for skill development, learning, increased responsibility, and clear advancement paths; otherwise, routine and stagnant roles reduce motivation and long-term engagement.

Response 1.

Do employees believe their current job roles contribute to their long-term career growth and development? Please explain.

From my point of view, yes — employees believe their current job roles contribute to their long-term career growth and development. They often prioritize learning new skills and improving themselves through work experience. As their knowledge and experience increase, it can lead to better opportunities, higher pay, and fulfillment of social and professional needs.

Response 2.

Inference

From the responses gathered from the sample, it is evident that the employees feel their present job role will give them better career opportunities in the same field to which they presently belong. Their job role also enables them to acquire new learning skills, adaptability, stress management capabilities, decision-making capabilities, personality development, and a better standard of living.

Conclusion-It is explicitly stated that lucrative and meaningful responsibilities lead to the overall development of employees**.**

(G)

How important is support from seniors, peers, and subordinates in enhancing employees' job satisfaction and performance?

Support from seniors, peers, and subordinates is extremely important for employees' job satisfaction and performance because it builds confidence, reduces stress, encourages teamwork, and creates a positive work environment, which motivates employees to perform better and stay engaged at work.

Response 1.

How important is support from seniors, peers, and subordinates in enhancing employees' job satisfaction and performance?

Support from seniors, peers, and subordinates is vital; it fosters collaboration, motivation, trust, and directly enhances job satisfaction and performance.

Response 2.

Inference

From the responses gathered from the sample, it is evident that support from colleagues, superiors, and subordinates is helpful in developing robust cognitive associations among team members. Support from co-workers increases motivation, satisfaction, feelings of belongingness, and improved mutual understanding. It also decreases work-related stress and enables workers to shift their attention away from personal and critical problems.

Conclusion

It is explicitly mentioned that support automatically increases employees' engagement with organizational activities and enables them to have a positive attitude towards both their work and personal life.

(H)

How do organizational facilities and supportive work conditions (e.g., infrastructure, resources, and work environment) influence employee satisfaction and reduce disengagement or quiet quitting tendencies?

To a great extent — good infrastructure, resources, and a positive work environment improve satisfaction, motivation, and commitment, thereby reducing disengagement or quiet quitting.

Response 1

How do organizational facilities and supportive work conditions (e.g., infrastructure, resources, and work environment) influence employee satisfaction and reduce disengagement or quiet quitting tendencies?

To a great extent — good infrastructure, resources, and a positive work environment improve satisfaction, motivation, and commitment, thereby reducing disengagement or quiet quitting.

Response 2

Inference: Based on the responses collected from the sample it is clearly observed that the motivational theory of Hygiene factor such as, A.C. rooms, furnished office, conveyance etc plays a vital role in improving the job satisfaction of employees .It also involve the work engagement which improve organizational effectiveness.

Conclusion : It clearly state that employees gave importance on physical facilities provided by the employer at the work place .Human have a tendency to work, in that work environment where they feel like home.

(I)

Would you recommend this organization as a good place to work? Please explain the reasons for your answer, whether positive or negative, based on your experience

Yes, I would recommend this organization because of its supportive environment, positive communication, learning opportunities, and recognition, which contribute to job satisfaction and growth.

Response 1

Would you recommend this organization as a good place to work? Please explain the reasons for your answer, whether positive or negative, based on your experience

Employees recommend organizations offering fair pay, growth opportunities, supportive leadership, and positive environments; otherwise, dissatisfaction and disengagement increase.

Response 2

Inference

From the responses gathered from the sample, it is evident that employees who are satisfied with their current employer have a high tendency to recommend their organization to others due to the supportive environment, learning opportunities, recognition, growth and development, and job satisfaction.

Conclusion

It is clearly stated that if employers can provide a supportive environment, learning opportunities, and growth and development opportunities to employees, they will be more likely to recommend others to work in their organization.

(J)

> Do you have any suggestions or recommendations that could help improve the organization while also supporting employee well-being, satisfaction, and performance? Please share your views based on your experience.
>
> I suggest introducing regular training and skill development programs to support continuous professional growth. Organizing wellness and team-building activities can enhance employee well-being and job satisfaction.

Response 1.

> Do you have any suggestions or recommendations that could help improve the organization while also supporting employee well-being, satisfaction, and performance? Please share your views based on your experience.
>
> Yes, Here are some suggestions: - Regular feedback and recognition - Growth opportunities and training - Flexible work arrangements - Wellness programs and mental health support - Open communication and transparency

Response 2.

Inference

On the basis of the responses obtained from the sample, it is observed that the major suggestions from the employees are as follows:

- The supportive leadership in the organization should be improved.

- The fair and transparent organizational policies can help in overcoming the barriers of communication.

- The working environment should be improved.

- The training and development opportunities should be provided to the employees.

- The employee wellness programs should be implemented**.**

Conclusion

It is clearly stated that if employers sincerely work on these suggestions, it will significantly improve organizational commitment, which will ultimately result in enhanced organizational effectiveness.

7. Major Findings

Emergent Themes (With Support from Response Frequencies and Quotes):

1. Trust and Psychological Safety: Faculty felt comfortable sharing ideas/mistakes when trust was demonstrated by leaders/colleagues: "When my team leader trusts me completely, I open up about my concerns—it automatically enhances confidence." Related to the framework's safety route.

2. Recognition and POS: Performance bonuses, recognition programs ("Employee of the Year"), and fringe benefits were valued: "Recognition makes me feel that the organization cares, which in turn enhances my commitment." Opposes disengagement.

3. Work Engagement Driver: Facilitative factors were predominant: pay raises, pleasant environment, supportive leadership, and involvement in decision-making. Quote: "Supportive seniors assist in developing cognitive associations, which in turn lessens stress and enhances motivation."

4. Encouraging vs. Discouraging Factors :

Encouraging Factors: Salary increment, Positive ambience, Supportive leadership, Decision-making participation, Flexible working, Physical environment, Recreational facilities

Discouraging Factors: Work burden, Low salary, Disrespect, Hectic schedule, Limited free time

Additional Insights: 70% had salary dissatisfaction ("human tendency to compare"), but opportunities for growth (skills, adaptability) lessened the impact: "My role builds stress management and personality." Feeling supported by coworkers increased a sense of belonging: "Colleagues increase satisfaction and positive attitude." Recommendations: Improve leadership, clear policies, training, and wellness initiatives.

Word clusters validated the paths: "Support-leadership-trust-engagement" was the strongest, indicating underlying processes.

8. Practical Implementation

To implement these results in a practical manner for improving the workplace, organizations can concentrate on people, communication, and support systems in the following manner:

• Managers should listen, guide, appreciate employees, and help them overcome workplace challenges.

• A safe and friendly workplace should encourage open sharing of ideas, mistakes, and concerns through regular communication.

• Clearly defined roles, fair compensation, and recognition opportunities help improve employee satisfaction.

• Promoting teamwork, collaboration, and respect makes employees feel valued and comfortable.

• Recognition programs like awards, incentives, and appreciation boost employee motivation and engagement.

• A clean, safe, and comfortable work environment increases satisfaction and productivity.

• Training, workshops, and skill-building activities support employees' professional growth and readiness for challenges.

• Wellness initiatives, stress management, flexible work, and recreational activities support employees' mental well-being.

• Involving employees in planning and decision-making builds confidence, responsibility, and belongingness.

• Regular feedback and action on employee suggestions show that the organization values and respects its people.

9. Conclusion

The study started with the objective of examining how supportive leadership can reduce quiet quitting by strengthening psychological safety, perceived organizational support, and work engagement. On the basis of the reviewed literature and structured questions, data collected from respondents in educational institutions was analyzed using content analysis. The data analysis and major findings revealed that trust, recognition, communication, and a positive work environment significantly enhance employee motivation, satisfaction, and commitment. Practical implementations highlight the need for supportive leadership, clear roles, fair recognition, teamwork, training, wellness initiatives, and regular feedback. Overall, supportive leadership emerged as a key factor in preventing disengagement and improving workplace relationships.

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