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The relationships among workplace bullying, organizational commitment, and quiet quitting among physical education professionals

Las relaciones entre el acoso laboral, el compromiso organizativo y la renuncia silenciosa entre los profesionales de la educación física

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Abstract

Workplace bullying is a significant organizational risk for sports education institutions. It can deplete employees' psychological resources and weaken their organizational commitment, which may lead to an increase in quiet quitting. This study examined the levels of workplace bullying, organizational commitment, and quiet quitting among sports education employees. Additionally, the measurement properties of these three constructs and the relationships among them were evaluated. A total of 550 participants took part in this cross-sectional and correlational study. Data were collected using a 39-item, five-point Likert-type scale. There were 13 items in each dimension. Internal consistency was examined using Cronbach's alpha and McDonald's omega coefficients. Confirmatory factor analysis based on weighted least squares estimation was conducted to assess construct validity. The mean scores were 2.92 ± 0.71 for workplace bullying, 3.17 ± 0.60 for organizational commitment, and 2.26 ± 0.67 for quiet quitting. The alpha coefficients ranged from 0.913 to 0.932. The three-factor model showed an excellent fit ($\chi^2/df = 1.037$; CFI = 0.998; TLI = 0.997; RMSEA = 0.008; SRMR = 0.029). There is a positive relationship between workplace bullying and quiet quitting ($r = 0.602$; $p < 0.001$). The relationship between workplace bullying and organizational commitment is negative ($r = -0.481$; $p < 0.001$). A negative relationship was also found between organizational commitment and quiet quitting ($r = -0.461$; $p < 0.001$). All three scores varied by type of organization. Workers at sports clubs or educational centers experience higher levels of workplace bullying and quiet quitting. Organizational commitment, however, is lower among them. Only the quiet quitting score differed based on length of service. The findings indicate that quiet quitting is not merely an individual choice. Organizational conditions also play a role in this behavior.

Keywords: workplace bullying; organizational commitment; quiet resignation; sports training; work behavior.

Resumen

El acoso laboral supone un riesgo organizativo significativo para las instituciones de educación deportiva. Puede agotar los recursos psicológicos de los empleados y debilitar su compromiso con la organización, lo que puede dar lugar a un aumento de la «renuncia silenciosa». Este estudio analizó los niveles de acoso laboral, compromiso con la organización y «renuncia silenciosa» entre los empleados del sector de la educación deportiva. Además, se evaluaron las propiedades de medición de estos tres constructos y las relaciones entre ellos. Un total de 550 participantes tomaron parte en este estudio transversal y correlacional. Los datos se recopilaban mediante una escala tipo Likert de cinco puntos compuesta por 39 ítems. Cada dimensión contaba con 13 ítems. La consistencia interna se examinó mediante los coeficientes alfa de Cronbach y omega de McDonald. Se llevó a cabo un análisis factorial confirmatorio basado en la estimación de mínimos cuadrados ponderados para evaluar la validez de constructo. Las puntuaciones medias fueron de $2,92 \pm 0,71$ para el acoso laboral, $3,17 \pm 0,60$ para el compromiso organizacional y $2,26 \pm 0,67$ para la «renuncia silenciosa». Los coeficientes alfa oscilaron entre 0,913 y 0,932. El modelo de tres factores mostró un ajuste excelente ($\chi^2/df = 1,037$; CFI = 0,998; TLI = 0,997; RMSEA = 0,008; SRMR = 0,029). Existe una relación



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positiva entre el acoso laboral y la «renuncia silenciosa» ($r = 0,602$; $p < 0,001$). La relación entre el acoso laboral y el compromiso organizacional es negativa ($r = -0,481$; $p < 0,001$). También se observó una relación negativa entre el compromiso organizacional y la «renuncia silenciosa» ($r = -0,461$; $p < 0,001$). Las tres puntuaciones variaron según el tipo de organización. Los trabajadores de clubes deportivos o centros educativos experimentan mayores niveles de acoso laboral y de «renuncia silenciosa». El compromiso organizacional, sin embargo, es menor entre ellos. Solo la puntuación de «renuncia silenciosa» varió en función de la antigüedad en el puesto. Los resultados indican que la «renuncia silenciosa» no es meramente una elección individual. Las condiciones organizativas también influyen en este comportamiento.

Palabras clave: acoso laboral; compromiso con la organización; renuncia silenciosa; entrenamiento deportivo; comportamiento laboral.



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Introduction

Sports education institutions carry out multiple objectives within the same structure. These include instruction, performance development, evaluation, and administrative coordination. Teachers, coaches, academic staff, and administrative staff work with different expectations. Their work schedules and performance metrics also differ. As a result, role ambiguity, heavy workloads, and interpersonal tension may arise. These issues affect employees' well-being. The continuity and quality of educational services may also be compromised. Studies on elite sports coaches and youth sports education professionals have yielded similar results. Job stress is associated with burnout, job satisfaction, organizational commitment, and intention to leave (Jung *et al.*, 2024; Yu & Cheng, 2024). A supportive school environment is crucial for physical education teachers. Organizational commitment also strengthens professional development and dedication to the job (Hu *et al.*, 2026).

In this context, workplace bullying differs from a one-time conflict. Workplace bullying refers to an employee being subjected to repeated negative behaviors over a specific period that weaken their ability to defend themselves (Einarsen *et al.*, 2009; Leymann, 1996). These behaviors may take the form of direct insults. Withholding information, devaluing work, exclusion, and assigning unrealistic tasks also fall under the scope of workplace bullying. Meta-analyses have shown that this experience leads to lasting consequences on mental health, job satisfaction, and job retention (Nielsen & Einarsen, 2012; Trépanier *et al.*, 2013; Verkuil *et al.*, 2015). Recent studies emphasize that organizational culture and leadership style are decisive factors in the emergence of workplace bullying (Farley *et al.*, 2023; Galanaki *et al.*, 2024; Trépanier *et al.*, 2024).

Organizational commitment refers to the psychological bond an employee forms with their organization. This bond cannot be reduced solely to the decision to remain with the organization. Emotional intimacy, normative obligation, and assessments of the costs of leaving all interact (Meyer & Allen, 1991; Meyer *et al.*, 2002). Strong commitment is associated with higher performance, lower turnover intention, and greater voluntary contribution (Mercurio, 2015; Riketta, 2002). Conversely, it is argued that perceived injustice, weak organizational



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support, and violations of the psychological contract erode commitment (Colquitt *et al.*, 2001; Rhoades & Eisenberger, 2002; Zhao *et al.*, 2007).

Quiet quitting is discussed as an employee scaling back their performance to the minimum level defined by their contract without actually leaving the job. The concept has become particularly visible since 2022 (Formica & Sfodera, 2022). However, it is not an entirely new behavior. It intersects with established concepts such as work alienation, low commitment, withdrawal, and avoidance of extra-role contributions (Atalay & Dağıstan, 2024; Bernuzzi *et al.*, 2025). Although recent scale development studies indicate that quiet quitting is a measurable behavioral pattern, its conceptual boundaries remain a subject of debate (Anand *et al.*, 2024; Karrani *et al.*, 2024; Patel *et al.*, 2025). For some employees, this attitude serves as a way to set boundaries against burnout. For others, it is the behavioral consequence of a loss of trust and commitment toward the organization (Armstrong & Pfandler, 2024; Harris, 2025).

It is therefore important to address workplace bullying and quiet quitting within the same framework. Workplace bullying drains employees' energy and turns the work environment into a source of threat. To minimize the harm, employees may limit their efforts to only mandatory tasks. A pilot study conducted among nurses reported that workplace bullying increases quiet quitting and that coping strategies play a mediating role in this relationship (Galanis *et al.*, 2024b). Among early-career employees, workplace bullying has reduced job commitment and increased quiet quitting (Javed *et al.*, 2023). Among clinical nurses, organizational commitment explained part of the relationship between workplace bullying and intention to leave (Xia *et al.*, 2023).

Research in the field of sports has primarily focused on athlete bullying, coach pressure, and burnout. The workplace experiences of organizational staff have been less extensively studied. Bullying tendencies in organized sports are linked to organizational norms (Vveinhardt & Fominiene, 2020). Nevertheless, workplace bullying, organizational commitment, and quiet quitting have not been examined together among sports education staff. This study addresses this gap. A broad sample from different organizations and occupational groups was used. The validity and reliability of a three-factor measurement structure were also tested. Thus, the applicability of relevant theoretical approaches to the field of sports education was evaluated.



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Theoretical framework and literature review

Mobbing and its organizational consequences

Research on workplace bullying has focused more on the structure of the work environment than on the victim's personality traits. High workloads, role conflict, low autonomy, and poor conflict management increase the risk (Hauge *et al.*, 2007; Samnani & Singh, 2012). Workplace bullying can be viewed as a persistent form of work demands. It shifts the employee's attention away from the task itself toward efforts to protect themselves. During this process, psychological and social resources rapidly diminish.

The impact of workplace bullying is not limited to the targeted individual. Bystanders may also perceive a breach of the psychological contract, which can erode their trust in the organization (Salin & Notelaers, 2020). Inconsistent human resources practices, unresolved complaints, and managerial silence can institutionalize the problem. Research conducted in various countries shows that prevention policies are effective only when accompanied by reliable reporting mechanisms, impartial investigations, and managerial accountability (Salin *et al.*, 2020).

Recent findings reinforce the impact of workplace bullying on employee engagement and retention. Among faculty members, workplace bullying has reduced job commitment and the perception of employability within the organization (Nimmi *et al.*, 2023). A negative relationship between workplace bullying and job commitment has been identified in the education sector (Hameed *et al.*, 2024). Among nurses, workplace bullying has increased burnout and intention to leave (Filipova, 2022; Galanis *et al.*, 2024a). This relationship is also consistent with the multidimensional nature of burnout, which is linked to chronic work stress (Maslach & Leiter, 2016). Managerial support can mitigate this harm (Malola *et al.*, 2024). In a sample of teachers, workplace bullying and burnout also increase together (Portelada *et al.*, 2025).

Organizational commitment

At the core of the organizational commitment literature lies the employee's identification with the organization and their desire to remain with it (Mowday *et al.*, 1979).



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The three-component model divides commitment into affective, continuance, and normative components (Meyer & Allen, 1991). Affective commitment is the component that shows the strongest relationship with positive organizational behavior (Mercurio, 2015). When an employee embraces the organization's values, their role is not viewed merely as a mandatory exchange relationship.

Commitment develops through a social exchange process. When an organization is fair, supportive, and trustworthy, it motivates employees to reciprocate (Cropanzano & Mitchell, 2005). Perceived organizational support refers to the belief that the organization values employees' contributions and cares for their well-being (Rhoades & Eisenberger, 2002). Support enables teachers and physical education staff to preserve their resources in the face of intense demands. Recent studies show that supportive leadership and well-being strengthen teacher commitment (Xu & Pang, 2024). Significant associations have also been found between commitment, burnout, and intention to leave in private universities (Parmar *et al.*, 2022).

Mobbing disrupts this relationship of change. Employees evaluate not only the perpetrator's behavior but also the organization's failure to prevent the incident. The perception that mobbing is tolerated by the organization weakens emotional commitment (Galanaki *et al.*, 2024; Steele *et al.*, 2020). The relationship between workplace bullying and intention to leave can be reinforced through emotional exhaustion and loss of commitment (Parzefall & Salin, 2010; Srivastava & Agarwal, 2020; Xia *et al.*, 2023).

Quiet quitting

Quiet quitting refers to an employee reducing their voluntary contribution while maintaining their employment contract. This behavior is not an explicit resignation. It involves the employee limiting efforts beyond their job description, emotional investment, or availability (Karrani *et al.*, 2024; Serenko, 2024). The transition of this concept from popular discourse to scientific measurement has accelerated through the development of various scales and conceptual analyses focused on healthcare workers (Anand *et al.*, 2024; Galanis *et al.*, 2023; Kang *et al.*, 2023; Patel *et al.*, 2025).



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A normative interpretation of the concept is problematic. Not every act of setting boundaries implies poor performance. It can also be a healthy boundary against expectations of excessive work (Armstrong & Pfandler, 2024). Atalay and Dağistan (2024) note that “quiet quitting” may be a new label for older patterns of organizational withdrawal. Harris (2025), on the other hand, has shown that the behavior can change over time in relation to different forms of commitment. For this reason, quiet quitting should not be treated as a personality trait independent of context.

Research identifies workload, burnout, low job satisfaction, perceived injustice, and insufficient leadership support as significant predictors. Multilevel findings indicate that individual characteristics must be evaluated in conjunction with organizational conditions (Lo, 2025). Among Generation Z employees, organizational conditions have significantly explained the intention to quiet quit (Xueyun *et al.*, 2023). Among academics, work addiction and job satisfaction are associated with the intention to quiet quit (Xueyun *et al.*, 2025). Among hospitality workers, work-life imbalance and burnout have reinforced the path toward quiet quitting (Prentice *et al.*, 2025). Leadership and relational job design, however, can mitigate this risk (Karrani *et al.*, 2025; Moisoglou *et al.*, 2025).

The consequences of quiet quitting are not one-sided. From the organization’s perspective, it can lead to a decline in knowledge sharing, voluntary contributions, and service quality (Liu-Lastres *et al.*, 2024). From the employee’s perspective, it may provide short-term resource conservation. In the long term, however, professional development and a sense of belonging may weaken (Nimmi *et al.*, 2024; Samnani & Robertson, 2025). Recent reviews emphasize the need to establish stronger models at the organizational level linking the concept’s antecedents and consequences (Bernuzzi *et al.*, 2025; Kachhap & Singh, 2024).

Integrated explanation: job demands, resource depletion, and social change

The Job Demands-Resources model provides a suitable framework for integrating these three constructs. Job demands require constant effort and trigger the process of health deterioration. Job resources, on the other hand, facilitate the achievement of goals and support work engagement (Bakker & Demerouti, 2007, 2017; Demerouti *et al.*, 2001). Current



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theoretical reviews suggest that demands and resources should be considered together at both the individual and organizational levels (Bakker *et al.*, 2023). Workplace bullying is a high-intensity social demand. Organizational commitment, on the other hand, can serve as a resource that supports employees by providing a sense of meaning, belonging, and continuity.

The Resource Protection Theory posits that individuals strive to protect the resources they value (Hobfoll, 1989). Workplace bullying leads to a loss of status, self-esteem, trust, and social support. The persistence of these losses causes the employee to reduce their investment in order to prevent further losses (Hobfoll *et al.*, 2018). From this perspective, quiet quitting is a resource conservation response. While continuing to perform essential duties, the employee withdraws from additional role demands.

Social Change Theory and the psychological contract approach also explain this process. Employees expect fairness, respect, and security in exchange for their contributions to the organization (Cropanzano & Mitchell, 2005; Rousseau, 1989). Workplace bullying or the organization's indifference to it undermines these expectations. A breach of the psychological contract reduces commitment and work engagement (Javed *et al.*, 2023; Zhao *et al.*, 2007). Thus, workplace bullying can first weaken organizational commitment and then facilitate quiet withdrawal.

The literature on work engagement complements this mechanism. Engagement is defined by vitality, dedication, and focus (Schaufeli *et al.*, 2002). While job resources increase engagement, prolonged social stress depletes this energy (Hakanen *et al.*, 2006; Schaufeli & Bakker, 2004). Meta-analytic findings indicate that the effect of resources on engagement is consistent across different professions (Mazzetti *et al.*, 2023). Quiet quitting is not the opposite of this positive energy state. This distinction is consistent with the classical approach, which defines work engagement as the individual's physical, cognitive, and emotional investment in their role (Kahn, 1990). Nevertheless, quiet quitting shares common ground with low engagement and limited extra-role contributions.



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Research objectives and questions

The primary objective of this study is to determine the levels of workplace bullying, organizational commitment, and quiet quitting among physical education professionals. The second objective is to test a three-factor measurement model. The relationships among the variables were also examined. The effects of institution type and length of service were also evaluated. Within the theoretical framework, workplace bullying was considered an intense social demand. Organizational commitment was viewed as a protective resource. Quiet quitting, meanwhile, was assessed as a withdrawal response developed in the face of resource loss.

1. Is the three-factor structure and internal consistency of the measurement instrument adequate?
2. How are workplace bullying, organizational commitment, and quiet quitting related to one another?
3. Do scale scores vary according to participant characteristics?
4. To what extent do organization type and tenure predict scale scores?

Method

Research design and participants

The study was conducted using a cross-sectional and correlational design. The psychometric properties of the measurement instrument were examined. The relationships among the variables were also evaluated. The accessible population consists of an online platform comprising individuals working in the field of sports education. The platform has 1,387 members from various universities and educational levels. Participants were selected on a voluntary basis. A non-probability convenience sampling method was used. A total of 550 completed surveys were included in the analysis.

The sample size was evaluated according to the approach of Yazıcıoğlu and Erdoğan (2004). The calculations were based on a 95% confidence level and a 5% margin of error. The sample of 550 individuals exceeds the projected minimum size. However, the sampling method



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is non-probability-based. Therefore, caution should be exercised when generalizing the results to the entire population.

The measurement instrument was pilot-tested prior to the main study. A total of 78 individuals with diverse demographic characteristics participated in the pilot study. The Cronbach's alpha coefficient for the total score was found to be 0.762. This value is considered acceptable for a pilot study. The study included individuals aged 18 and older. Participants were required to work at an institution related to physical education. This included teachers, coaches, academic staff, administrative staff, and similar roles. Individuals who provided informed consent and completed the questionnaire were included in the study. Those who did not meet these criteria were excluded from the study.

Data collection tools

The demographic form included questions on gender and age group. Job role, level of professional competence, length of service at the organization, and type of organization were also recorded. The measurement instrument consists of a total of 39 items. There are three subdimensions, each comprising 13 items. These are workplace bullying, organizational commitment, and quiet quitting. Items are scored on a scale of 1 to 5. MOB11–MOB13, OB11–OB13, and SI11–SI13 are reverse-scored. Higher scores on workplace bullying and quiet quitting indicate higher risk. A high score on organizational commitment signifies stronger commitment. The subscales have different directions and meanings. For this reason, a single total score was not calculated. The three subscales were evaluated separately.

The scale was developed in February 2026. Following ethics committee approval, the pilot study was initiated. The start date was March 15, 2026. The pilot study lasted approximately 15 days. The main data collection process was completed in approximately 35 days. No changes were made to the pilot form. The same form was used in the main study.

Ethical Principles and Implementation

Approval for this research was obtained from the Ethics Committee for Social and Humanities Research at Istanbul Kent University. The approval is dated March 15, 2026. The



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meeting number is 2026/03. The pilot and main studies were initiated after ethical approval was granted. The purpose of the study was explained to the participants. Information was provided regarding their rights to voluntary participation, confidentiality, and the right to withdraw from the study. Written informed consent was obtained. No personally identifiable information was requested. Such information was not recorded.

Statistical Analysis

Descriptive statistics were presented as the number of observations, percentages, mean, standard deviation, median, minimum, and maximum values. Descriptive statistics were calculated for the scale and item scores. The internal consistency reliability of the scales was assessed using Cronbach's alpha and McDonald's omega coefficients. Additionally, adjusted item-total correlations, multiple correlation coefficients, and Cronbach's alpha coefficients when items were omitted were calculated. Skewness and kurtosis values for the measurement scores falling within the ± 2 range were considered an acceptable limit for normal distribution (George and Mallery, 2024).

The construct validity of the scale was tested using confirmatory factor analysis. The analyses were conducted using R software (R Core Team, 2026). The lavaan package was used. The weighted least squares (DWLS) estimator was selected for Likert-type ordinal data. Model fit was assessed using χ^2 , degrees of freedom, and the χ^2/df ratio. The GFI, AGFI, CFI, TLI, NFI, RMSEA, and SRMR indices were also examined. Acceptance criteria were interpreted according to relevant sources (Hu & Bentler, 1999; Karacay *et al.*, 2020). Both standardized and unstandardized factor loadings were reported. The three-factor model was also illustrated using a path diagram.

The relationships between mobbing, organizational commitment, and quiet quitting scores were examined using Pearson correlation analysis. The psych package in the R package (Revelle, 2023) was used to calculate correlation coefficients and significance levels, while the ggcorrplot package (Kassambara, 2019) was used for the graphical presentation of the correlation matrix. When interpreting the correlation findings, the direction of the organizational commitment dimension scores was taken into account.



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Mobbing, organizational commitment, and quiet quitting scores were compared based on the participants' demographic characteristics. An independent samples t-test was used for variables with two groups, and a one-way analysis of variance (ANOVA) was used for variables with more than two groups. When the assumption of homogeneity of variances was not met, the Welch test was reported. In significant comparisons, results of multiple comparisons were indicated by letters; groups sharing the same letter were considered to have no significant difference. Linear regression analyses were conducted to examine the predictive power of organizational type and tenure on scale scores. In the regression models, the unstandardized coefficient, standard error, standardized coefficient, t-value, significance level, 95% confidence interval, variance inflation factor, and Durbin-Watson statistic were reported.

In all analyses, the level of statistical significance was set at $p < 0.05$. Data analysis was performed using IBM SPSS 27 (IBM Corp., 2020) and R Project (R Core Team, 2026) software.

TABLE 1. Sociodemographic Characteristics of Participants

Variable	Group	n	%
Gender	Female	262	47.6
	Male	278	50.5
	Other	10	1.8
Age group	18–25	136	24.7
	26–35	193	35.1
	36–45	133	24.2
	46 and above	88	16
Job type / professional field	Teacher	194	35.3
	Coach	111	20.2
	Academic staff	80	14.5
	Administrative staff	134	24.4
	Other	31	5.6
Level of vocational skills/competence	Beginner	78	14.2
	Intermediate	171	31.1
	Good	210	38.2
	Very good/expert	91	16.5
Length of service at the institution	Less than 1 year	73	13.3
	1–3 years	163	29.6



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Type of employer	4–6 years	123	22.4
	7–10 years	83	15.1
	Over 10 years	108	19.6
	Government	176	32
	Private	116	21.1
	University	123	22.4
	Sports club/training center	135	24.5

NOTE: Categorical variables are presented as n (%).

The sample consisted of 550 people. Of the participants, 47.6% were women, 50.5% were men, and 1.8% fell into the “other” gender category. The largest age group was 26–35 years old (35.1%). The most common occupational group was teachers (35.3%). The most frequently reported type of institution was public institutions (32.0%). Other sociodemographic information is presented in Table 1.

TABLE 2. Descriptive statistics for scale scores

Scale	Number of Items	Mean	SD	Med	Min.	Max.
Mobbing	13	2.92	0.71	2.92	1.23	4.92
Organizational commitment	13	3.17	0.6	3.23	1.46	4.77
Silent resignation	13	2.26	0.67	2.23	1.08	5.00

NOTE: Mean = Mean; SD = Standard deviation; Min. = Minimum; Max. = Maximum; α = Cronbach's alpha coefficient; ω = McDonald's omega coefficient.

Descriptive statistics for the scale scores are presented in Table 2. The mean score for workplace bullying is 2.92 ± 0.71 . The mean score for organizational commitment is 3.17 ± 0.60 . The mean score for quiet quitting is 2.26 ± 0.67 .

TABLE 3. Descriptive statistics for scale items

Scale	Item	Mean	SD	Median	Min-Max
Workplace Bullying	MOB01	2.98	0.99	3	1–5
	MOB02	3.02	0.95	3	1–5
	MOB03	2.89	0.97	3	1–5
	MOB04	2.95	1.00	3	1–5
	MOB05	2.90	0.98	3	1–5



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Scale	Item	Mean	SD	Median	Min-Max
	MOB06	2.96	0.92	3	1–5
	MOB07	2.87	0.96	3	1–5
	MOB08	2.89	0.96	3	1–5
	MOB09	2.95	0.93	3	1–5
	MOB10	2.99	0.96	3	1–5
	MOB11	2.87	0.95	3	1–5
	MOB12	2.88	0.95	3	1–5
	MOB13	2.79	0.92	3	1–5
Organizational commitment	OB01	3.23	0.83	3	1–5
	OB02	3.34	0.82	3	1–5
	OB03	3.22	0.85	3	1–5
	OB04	3.18	0.89	3	1–5
	OB05	3.20	0.88	3	1–5
	OB06	3.15	0.84	3	1–5
	OB07	3.08	0.83	3	1–5
	OB08	3.20	0.86	3	1–5
	OB09	3.19	0.89	3	1–5
	OB10	3.10	0.85	3	1–5
	OB11	3.10	0.84	3	1–5
	OB12	3.18	0.84	3	1–5
	OB13	3.03	0.87	3	1–5
Silent Resignation	SI01	2.23	0.89	2	1–5
	SI02	2.29	0.92	2	1–5
	SI03	2.23	0.89	2	1–5
	SI04	2.35	0.90	2	1–5
	SI05	2.34	0.92	2	1–5
	SI06	2.25	0.95	2	1–5
	SI07	2.27	0.93	2	1–5
	SI08	2.21	0.90	2	1–5
	SI09	2.35	0.93	2	1–5
	SI10	2.33	0.95	2	1–5
	SI11	2.15	0.87	2	1–5
	SI12	2.15	0.88	2	1–5
	SI13	2.25	0.89	2	1–5

NOTE: Mean = Average; SD = Standard Deviation. Items were scored on a scale of 1–5. If MOB11–MOB13, OB11–OB13, and SI11–SI13 were defined as reverse-scored items, the values presented in this table represent the raw item scores.



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The item averages for workplace bullying range from 2.79 to 3.02. For organizational commitment, this range is 3.03–3.34. For quiet quitting, it is 2.15–2.35. The items related to workplace bullying and organizational commitment are clustered around the mid-range. The items related to quiet quitting fall within the low-to-mid range. Detailed values are presented in Table 3 and Figure 1.

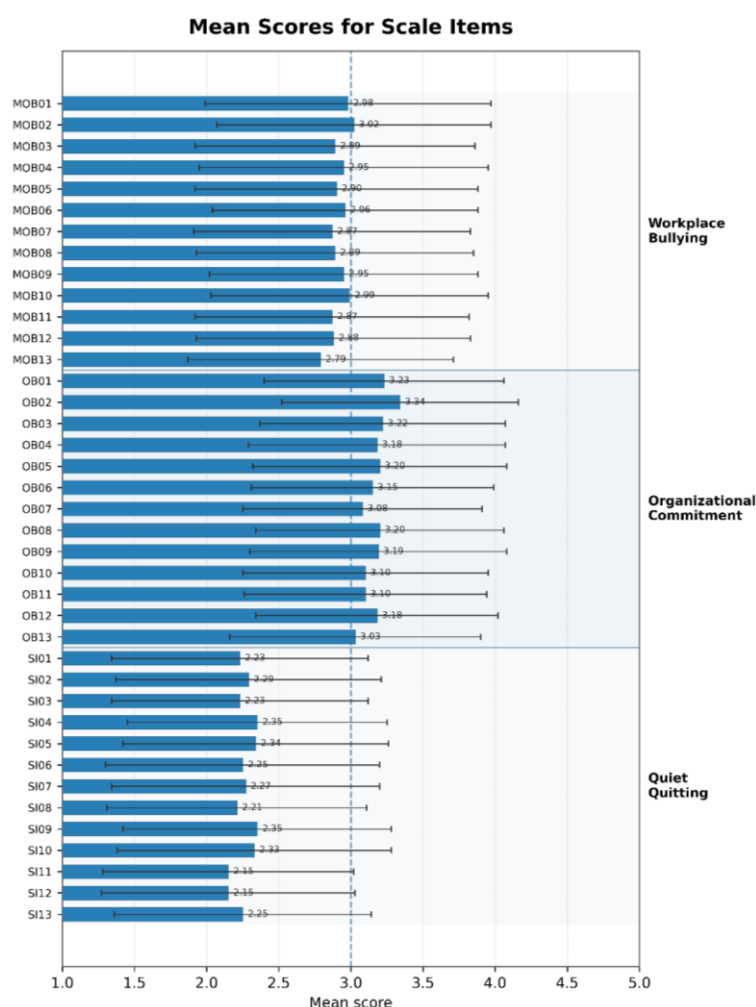


FIGURE 1. Distribution of responses to items on workplace bullying, organizational commitment, and quiet quitting



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TABLE 4. Item Analysis, Internal Consistency, and Construct Validity Findings for the Scales

Item	Scale mean when item is removed	Scale variance when item is removed	DMTK	SMC	Alpha when an item is deleted	Alpha	Omega
MOB01	34.97	72.25	0.73	0.53	0.926	0.932	0.920
MOB02	34.93	73.50	0.68	0.48	0.927		
MOB03	35.06	72.96	0.70	0.50	0.926		
MOB04	35.00	72.72	0.69	0.49	0.927		
MOB05	35.05	73.21	0.68	0.47	0.927		
MOB06	34.99	73.61	0.70	0.50	0.927		
MOB07	35.08	73.60	0.67	0.46	0.928		
MOB08	35.06	72.84	0.71	0.53	0.926		
MOB09	35.00	74.01	0.66	0.45	0.928		
MOB10	34.96	72.96	0.71	0.51	0.926		
MOB11	35.08	73.48	0.68	0.48	0.927		
MOB12	35.07	73.55	0.68	0.47	0.927		
MOB13	35.16	73.73	0.69	0.48	0.927		
OB01	37.97	51.79	0.64	0.42	0.906	0.913	0.932
OB02	37.85	51.80	0.64	0.42	0.906		
OB03	37.97	51.89	0.61	0.39	0.907		
OB04	38.01	51.03	0.65	0.44	0.906		
OB05	38.00	51.31	0.64	0.42	0.906		
OB06	38.04	51.76	0.63	0.42	0.906		
OB07	38.11	52.45	0.58	0.35	0.908		
OB08	38.00	51.54	0.63	0.41	0.906		
OB09	38.01	50.84	0.66	0.45	0.905		
OB10	38.09	51.54	0.64	0.41	0.906		
OB11	38.10	51.26	0.67	0.46	0.905		
OB12	38.01	51.10	0.69	0.48	0.904		
OB13	38.16	51.63	0.61	0.40	0.907		
SI01	27.17	65.87	0.70	0.49	0.926	0.932	0.911
SI02	27.11	65.50	0.70	0.49	0.926		
SI03	27.17	65.70	0.71	0.51	0.926		
SI04	27.05	65.87	0.69	0.48	0.927		
SI05	27.06	65.70	0.68	0.47	0.927		
SI06	27.15	65.30	0.68	0.48	0.927		
SI07	27.13	65.47	0.69	0.48	0.927		
SI08	27.19	66.12	0.66	0.45	0.927		
SI09	27.05	65.21	0.71	0.50	0.926		
SI10	27.07	64.94	0.70	0.50	0.926		
SI11	27.25	66.28	0.68	0.47	0.927		
SI12	27.25	66.14	0.68	0.48	0.927		
SI13	27.15	65.95	0.69	0.48	0.927		

NOTE: DMTK = Adjusted item-total correlation; SMC = Multiple correlation square; α = Cronbach's alpha coefficient. The α values indicate the value that Cronbach's alpha coefficient would take if the relevant item were removed from the scale.



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The adjusted item-total correlations range from 0.577 to 0.726. Removing any single item did not increase the alpha coefficient. The alpha value for workplace bullying is 0.932. It is also 0.932 for quiet quitting. The alpha for organizational commitment is 0.913. The omega coefficients ranged from 0.911 to 0.932. Details are provided in Table 4.

TABLE 5. Goodness-of-Fit Indices for Confirmatory Factor Analysis

Fit indices	Value	Interpretation
Chi-square statistic	725.13	Not significant; the model-data fit is supported
df	699	
Chi-square statistic / df	1.037	Excellent fit
GFI	0.937	Acceptable/good fit
CFI	0.998	Very good fit
AGFI	0.930	Good fit
TLI	0.997	Very good fit
NFI	0.936	Acceptable/good fit
RMSEA	0.008	Very good fit
SRMR	0.029	Very good fit

NOTE: df = Degrees of freedom; GFI = Goodness of Fit Index; CFI = Comparative Fit Index; AGFI = Adjusted Goodness of Fit Index; TLI = Tucker-Lewis Index; NFI = Normed Fit Index; RMSEA = Root Mean Square Error of Approximation; SRMR = Standardized Root Mean Square Residual. The p-value for the chi-square statistic was calculated as 0.239.

The DFA results showed that the three-factor model fits the data very well. The fit indices are as follows: $\chi^2(699) = 725.13$, $p = 0.239$, and $\chi^2/df = 1.037$. The CFI is 0.998, the TLI is 0.997, the RMSEA is 0.008, and the SRMR is 0.029. The GFI, AGFI, and NFI values are also within the acceptable or good fit range. The results are presented in Table 5.



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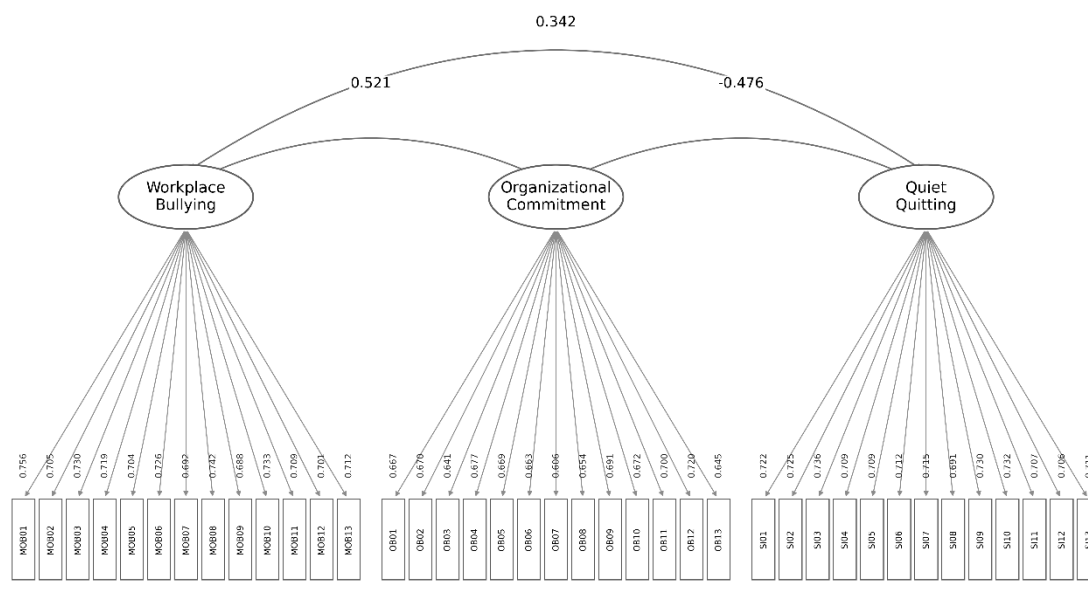


Figure 2. Path diagram of the confirmatory factor analysis for the bullying, organizational commitment, and quiet quitting scales

TABLE 6. Factor loadings from the confirmatory factor analysis of the workplace bullying, organizational commitment, and quiet quitting scales

Dimension	Item	B	β	z	p
Mobbing	MOB01	1,000	0.756	—	—
	MOB02	0.894	0.705	16.995	<0.001
	MOB03	0.942	0.730	17.677	<0.001
	MOB04	0.955	0.719	17,368	<0.001
	MOB05	0.915	0.704	16.964	<0.001
	MOB06	0.891	0.726	17,569	<0.001
	MOB07	0.883	0.692	16,643	<0.001
	MOB08	0.953	0.742	18.017	<0.001
	MOB09	0.854	0.688	16.522	<0.001
	MOB10	0.937	0.733	17,750	<0.001
	MOB11	0.896	0.709	17.098	<0.001
	MOB12	0.885	0.701	16,898	<0.001
	MOB13	0.876	0.712	17.183	<0.001
Organizational commitment	OB01	1.000	0.667	—	—
	OB02	0.996	0.670	14.165	<0.001
	OB03	0.981	0.641	13.633	<0.001
	OB04	1.090	0.677	14,310	<0.001



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	OB05	1,058	0.669	14,146	<0.001
	OB06	1.005	0.663	14.045	<0.001
	OB07	0.906	0.606	12.955	<0.001
	OB08	1.018	0.654	13.875	<0.001
	OB09	1.115	0.691	14,561	<0.001
	OB10	1.036	0.672	14,207	<0.001
	OB11	1.068	0.700	14,734	<0.001
	OB12	1.093	0.720	15,091	<0.001
	OB13	1.014	0.645	13.702	<0.001
Silent resignation	SI01	1,000	0.722	—	—
	SI02	1.040	0.725	16,713	<0.001
	SI03	1.021	0.736	16.985	<0.001
	SI04	0.997	0.709	16.346	<0.001
	SI05	1.021	0.709	16.354	<0.001
	SI06	1.056	0.712	16.422	<0.001
	SI07	1.039	0.715	16.490	<0.001
	SI08	0.975	0.691	15.925	<0.001
	SI09	1.064	0.730	16,852	<0.001
	SI10	1.093	0.732	16.894	<0.001
	SI11	0.960	0.707	16.284	<0.001
	SI12	0.970	0.706	16.275	<0.001
	SI13	0.991	0.711	16,401	<0.001

NOTE: B = unstandardized factor loading, β = standardized factor loading; z and p values were not calculated because the first item was fixed as the reference item.

Standardized factor loadings range from 0.688 to 0.756 for workplace bullying. For organizational commitment, they range from 0.606 to 0.720. For quiet quitting, they range from 0.691 to 0.736. All loadings except those for the reference items are significant ($p < 0.001$). The items adequately represent their respective factors. Details are provided in Table 6.



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TABLE 7. Comparison of mobbing, organizational commitment, and quiet quitting scores according to participants' demographic characteristics

Variable	Group / Test	Mobbing	Organizational Commitment	Quiet Quitting
Gender	Women	2.93±0.70	3.21 ± 0.57	2.26±0.67
	Male	2.91±0.73	3.12 ± 0.61	2.27 ± 0.67
	Other	3.00 ± 0.75	3.27 ± 0.72	2.24 ± 0.98
	t(df)	F(2,547)=0.111	F(2,547) = 1.600	F(2,547) = 0.031
	p	0.895	0.203	0.97
Age group	18–25	3	3.13	2.31
	26–35	2.93	3.14	2.31
	36–45	2.89	3.2	2.15
	46 and above	2.82	3.22	2.24
	F/Welch	F(3,546) = 1.199	F(3,546) = 0.658	Welch F(3,268.862) = 1.935
	p	0.31	0.578	0.124
Job type	Teacher	2.88	3.23	2.2
	Coach	3.06	3.02	2.37
	Academic staff	2.78	3.24	2.18
	Administrative staff	2.94	3.17	2.3
	Other	2.94	3.15	2.32
	F/Welch	F(4,545) = 2.091	F(4,545) = 2.376	Welch F(4,152.569) = 1.547
	p	0.081	0.051	0.192
Level of vocational skills	Beginner	3.03	3.13	2.42
	Intermediate	2.89	3.14	2.29
	Good	2.97	3.16	2.22
	Very good/expert	2.77	3.29	2.16
	F	F(3,546) = 2.283	F(3,546) = 1.465	F(3,546) = 2.486
	p	0.078	0.223	0.06
Length of service at the institution	Less than 1 year	2.92	3.11	2.30(a)
	1–3 years	2.98	3.16	2.32(a)
	4–6 years	2.95	3.09	2.33(a)
	7–10 years	2.96	3.24	2.21(b)
	Over 10 years	2.76	3.26	2.11(b)



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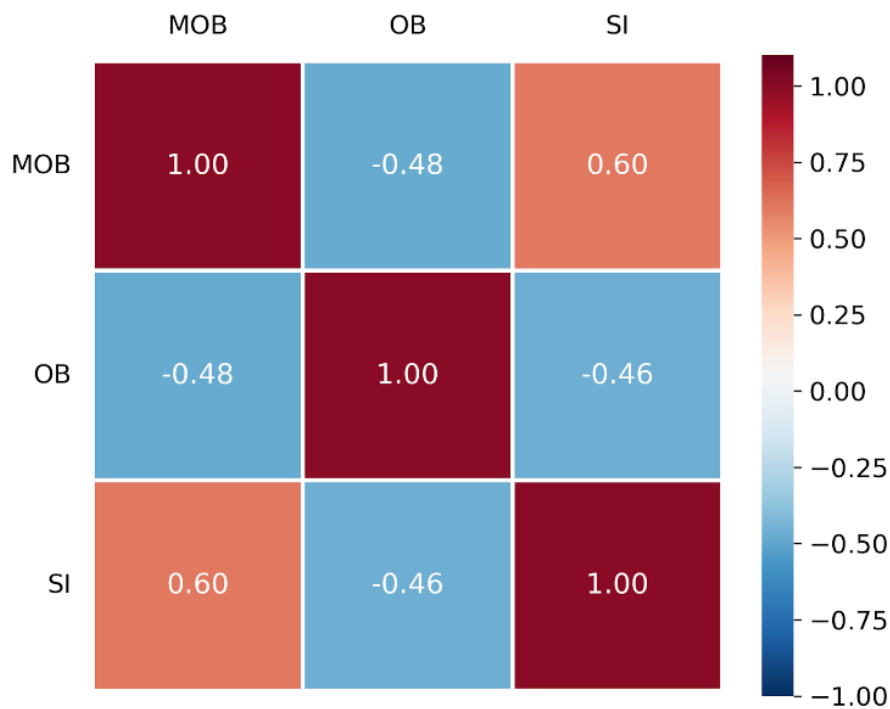
Variable	Group / Test	Mobbing	Organizational Commitment	Quiet Quitting
	F/Welch	F(4,545) = 1.733	F(4,545) = 1.775	Welch F(4,243.779) = 2.503
	p	0.141	0.132	0.043
Type of institution	Government	2.83(b)	3.29(a)	2.21(ab)
	Private	3.01(a)	3.15(a)	2.24(ab)
	University	2.77(b)	3.29(a)	2.19(b)
	Sports club/training center	3.1(a)	2.91(b)	2.42(a)
	F	F(3,546) = 6.330	F(3,546) = 13.285	F(3,546) = 3.437
	p	<0.001	<0.001	0.017

NOTE: One-way analysis of variance was used for variables with more than two groups. The Welch test was reported when the assumption of homogeneity of variances was not met. Values for the gender variable are presented as mean $\pm$ standard deviation.

There are no significant differences in the three scale scores by gender. No significant differences were found for age group, job type, or level of professional competence either ($p > 0.05$). The difference in organizational commitment by job type is close to the threshold value. However, the result is not significant ($p = 0.051$). Therefore, the previous statement regarding a “significant difference” has been removed. Only the quiet quitting score varied by length of service ($p = 0.043$). Employees with less than one year, 1–3 years, and 4–6 years of service had higher scores. These groups were compared with employees who had 7–10 years and more than 10 years of service. All three variables differed significantly by organization type. Workplace bullying is higher in private institutions and sports clubs/training centers. These groups differ from public sector and university employees. Organizational commitment is lower among employees of sports clubs/training centers. The quiet quitting score is also higher in this group than among university employees. Details are provided in Table 7.



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Note: All correlations are significant at $p < .01$.

FIGURE 2. Heat map showing correlations between mobbing, organizational commitment, and quiet quitting scores

There is a positive relationship between workplace bullying and quiet quitting. The relationship is moderate to strong ($r = 0.602$; $p < 0.001$). The relationship between workplace bullying and organizational commitment is negative ($r = -0.481$; $p < 0.001$). The relationship between organizational commitment and quiet quitting is also negative ($r = -0.461$; $p < 0.001$). Both of these relationships are moderate. The results are shown in Figure 3.



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TABLE 8. Linear regression results regarding the prediction of mobbing, organizational commitment, and quiet quitting scores by institution type and length of service

Dependent variable	Predictor	B	SH	β	t	p	95% GA	VIF
Mobbing	Constant	2.83	0.05	—	53.51	<0.001	[2.724, 2.932]	—
	<i>Type of employer (Ref=Government)</i>							
	Private	0.18	0.08	0.10	2.13	0.034	[0.013, 0.343]	1.31
	University	-0.06	0.08	-0.03	-0.68	0.497	[-0.218, 0.106]	1.32
Organizational commitment	Sports club/training center	0.27	0.08	0.16	3.37	0.001	[0.113, 0.428]	1.33
	Constant	3.29	0.04	—	75.65	<0.001	[3.205, 3.376]	—
	<i>Type of employer (Ref=Government)</i>							
	Private	-0.14	0.07	-0.10	-2.02	0.043	[-0.275, -0.004]	1.31
Silent resignation	University	0.00	0.07	0.00	0.03	0.978	[-0.131, 0.135]	1.32
	Sports club/training center	-0.38	0.07	-0.27	-5.70	<0.001	[-0.506, -0.247]	1.33
	Fixed	2.22	0.09	—	24.36	<0.001	[2.044, 2.403]	—
	<i>Type of employer (Ref=Government)</i>							
Silent resignation	Private	0.02	0.08	0.01	0.22	0.827	[-0.140, 0.175]	1.32
	University	-0.02	0.08	-0.01	-0.27	0.787	[-0.176, 0.134]	1.33
	Sports club/training center	0.19	0.08	0.12	2.42	0.016	[0.036, 0.341]	1.37
	Length of service at the institution (Ref = less than 1 year)							
	1–3 years	0.05	0.10	0.03	0.51	0.614	[-0.139, 0.236]	2.34
	4–6 years	0.05	0.10	0.03	0.49	0.623	[-0.147, 0.245]	2.13
	7–10 years	-0.04	0.11	-0.02	-0.41	0.684	[-0.258, 0.170]	1.87
	Over 10 years	-0.14	0.10	-0.08	-1.36	0.175	[-0.344, 0.063]	2.08

Note: B = Unstandardized regression coefficient; SE = Standard error; β = Standardized regression coefficient; CI = Confidence interval; VIF = Variance inflation factor. The reference group for the organization type variable is government organizations. The reference group for the length of service variable is less than 1 year of service.



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Organization type explained 3.4% of the variance in workplace bullying ($R^2 = 0.034$). The variance explained in the organizational commitment model was 6.8% ($R^2 = 0.068$). Public institutions were used as the reference group. Workplace bullying is higher in private institutions. The same result was observed in sports clubs and training centers. Organizational commitment is lower in these two groups. Working at a university is not a significant predictor for either outcome.

In the quiet quitting model, organization type and length of service were examined together. The model explained 3.0% of the variance ($R^2 = 0.030$). Only working at a sports club or training center was significant. This variable predicted quiet quitting in a positive direction ($B = 0.188$; $\beta = 0.120$; $p = 0.016$). Tenure categories were not significant in the multivariate model. The explained variance is low. Therefore, it is believed that other organizational and individual factors also play a role. The VIF and Durbin–Watson values did not indicate any significant multicollinearity or residual autocorrelation issues.

Discussion

This study revealed three main findings. As workplace bullying increased, quiet quitting rose. At the same time, organizational commitment decreased. There is also a negative relationship between organizational commitment and quiet quitting. In terms of organizational type, the most negative picture was observed in sports clubs and educational centers. The three-factor structure of the measurement instrument is robust. The internal consistency of the subscales is also high. The findings indicate that quiet quitting cannot be explained by individual motivation alone. Work relationships and organizational conditions must also be taken into account.

The positive relationship between workplace bullying and quiet quitting is consistent with previous studies. Galanis *et al.* (2024b) reported that bullying among nurses increases quiet quitting. Javed *et al.* (2023) also found a similar tendency toward withdrawal among early-career employees. According to the job demands-resources model, repeated negative behaviors constitute an intense social demand. The resource conservation approach also explains this process. Employees may limit their voluntary contributions to reduce the loss of



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trust and social support (Bakker & Demerouti, 2017; Hobfoll *et al.*, 2018). From this perspective, quiet quitting may be a short-term resource conservation response. However, the study is cross-sectional. Therefore, direct causality cannot be established.

The negative relationship between workplace bullying and organizational commitment is also consistent with previous findings. Similar results have been observed in studies on organizational culture, job satisfaction, and the education sector (Galanaki *et al.*, 2024; Steele *et al.*, 2020; Hameed *et al.*, 2024). Employees do not evaluate only the bully. They also consider how the organization responds to the incident. Ignoring a complaint erodes trust. Inconsistent intervention can also be perceived as a breach of the psychological contract (Parzefall & Salin, 2010; Xia *et al.*, 2023). Therefore, the decline in commitment is also related to the way the organization provides justice and support.

The negative relationship between organizational commitment and quiet quitting is consistent with the literature. Harris (2025) demonstrated a connection over time between different forms of commitment and quiet quitting. Xueyun *et al.* (2023), meanwhile, reported that organizational conditions explain the intention to quiet quit. When feelings of belonging and reciprocity are strengthened, voluntary contributions may increase. However, quiet quitting does not always imply low performance. Sometimes it is a way of setting boundaries against excessive work expectations (Armstrong & Pfandler, 2024; Atalay & Dağıstan, 2024). Therefore, this behavior should be examined within the context of workload, fairness, support, and psychological safety.

A more negative picture has been observed in sports clubs and educational centers. In these organizations, workplace bullying and quiet quitting are more prevalent, while organizational commitment is lower. This outcome may be related to performance pressure, flexible task boundaries, and a rigid hierarchy. The link between bullying in organized sports and organizational norms has been highlighted previously (Vveinhardt & Fominiene, 2020). A study on job stress and organizational support among coaches also supports this interpretation (Yu & Cheng, 2024). Nevertheless, organization type alone is not sufficient. The variance explained by the regression models is low. Leadership, workload, organizational justice, job security, and team climate should also be examined.



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Quiet quitting scores differed in the initial comparison based on length of service. However, length of service is not a significant predictor in the multivariate model. Employees with short and medium tenure may be more vulnerable in terms of job fit and role clarity. Nevertheless, this finding should be evaluated in conjunction with organizational type and working conditions. Longitudinal studies may better illustrate when the change begins. This would also allow us to track at what stage employees begin to limit their voluntary contributions.

The three-factor model fit very well. The internal consistency of the subscales is also high. This finding indicates that the three constructs should not be combined into a single total score. Workplace bullying, organizational commitment, and quiet quitting should be evaluated as separate constructs. However, these constructs are interrelated. The initial findings regarding the measurement instrument are robust. Nevertheless, the scale must be revalidated in different samples. Measurement invariance must also be tested.

The findings support three theoretical approaches collectively: the job demands-resources model, the resource conservation theory, and the social change approach. Workplace bullying is a resource-depleting social demand. Organizational commitment is a resource that provides meaning and a sense of belonging. Quiet quitting, on the other hand, may be a withdrawal response that limits resource loss. The original aspect of this study is its joint examination of these three constructs among sports education staff. It was observed that the organizational context is particularly important in sports clubs and training centers.

Sports education institutions should establish a clear anti-bullying policy. Reporting channels must be safe and confidential. Complaints should be investigated impartially. Workloads should be distributed fairly, and managers should be held accountable. Managers can be provided with training in conflict management and supportive leadership. Employee participation in decision-making can be increased. Orientation and mentoring programs can be developed for new employees. “Quiet quitting” should not be used to label employees. Instead, it should be viewed as an early sign of a breakdown in trust, fairness, or resource balance.



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Limitations of the Study and Future Research

The first limitation of the study is its cross-sectional design. Relationships between variables were measured simultaneously. Therefore, causality cannot be established.

The sequence of events over time also cannot be determined. Future studies may use longitudinal designs. Daily measurements, experimental, or quasi-experimental methods may also be preferred.

Participants were selected from an online platform. Non-probability convenience sampling based on voluntarism was used. This method may introduce self-selection bias. Generalizing the findings to all physical education professionals is therefore limited. New studies should be conducted in different countries and institutions. Probability-based, stratified, and multicenter sampling should be preferred.

All variables were measured via self-report. Measurements were taken simultaneously. Common method bias may affect the results. Social desirability and perceptual bias may also alter the levels of association. Future studies should utilize different data sources. Evaluations from supervisors and coworkers could be included. Organizational records, qualitative interviews, and measurements taken at different times could also be incorporated.

The measurement instrument was developed by the authors. The initial validation was conducted on the same research sample. This constitutes a significant limitation. The scale should be retested on independent samples. Convergent and discriminant validity should be examined. Test-retest reliability should also be assessed. Measurement invariance should be investigated across gender, occupation, organizational type, and cultural groups.

The variance explained by the regression models is low. The clustered structure of employees within organizations has also not been modeled. Future studies should develop multilevel models. Leadership style, organizational justice, and perceived organizational support could be examined. Psychological safety, workload, and burnout could also be added to the model. Coping strategies and job security could be considered as mediating or moderating variables.



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Conclusion

As workplace bullying has increased, quiet quitting has risen. At the same time, organizational commitment has decreased. As organizational commitment has increased, quiet quitting has decreased. The most negative picture was observed in sports clubs and educational centers. Based on length of service, only the quiet quitting score differed in the initial comparisons. Models based on organization type and length of service have low explanatory power. Therefore, broader organizational conditions must also be examined.

The three-factor model yielded strong fit and reliability values. This result supports the separate evaluation of the three constructs. However, the constructs are interrelated. The study's main contribution is its joint examination of these relationships within the context of sports education. The findings indicate that quiet quitting is not merely an individual label. Organizational conditions also play a role in withdrawal behavior. Organizational recommendations are provided in the Discussion section.

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