

A Spiritual Perspective On Teacher Well-Being: Remuneration, Organizational Trust And Quiet-Quitting Among Teachers In Secondary Schools In Ikenne Local Government Area, Ogun State

Mikiba Ovayoza Otohinoyi

Department Of Education, Babcock University, Ilisan-Remo, Nigeria

Ngozi Caroline Uwannah, Phd

Department Of Education, Babcock University, Ilisan-Remo, Nigeria

Kingsley C. Anonaba, Phd

Department Of Religious Studies, Babcock University, Ilisan-Remo, Nigeria

Abstract

The trend of quiet quitting among teachers in Nigeria presents a significant challenge to the stability and quality of the education system, with far-reaching implications for student learning outcomes and national development. This study investigated the relationship between remuneration, organizational trust and quite-quitting among teachers in secondary schools in Ikenne, Ogun State. A correlational research design was adopted for this study. Simple random sampling was employed to select 230 teachers from both public and private secondary schools as participants. The scales used for data collection yielded a Cronbach alpha of 0.76 for Remuneration Satisfaction Inventory, 0.71 for Organizational Trust Inventory and 0.83 for Quiet Quitting Inventory, indicating that the scale is reliable. Descriptive statistics was used to answer the stated research questions while inferential statistics was used to test the postulated hypothesis at 0.05 level of significance. The findings of the study reveal that remuneration and organizational trust, when considered together, significantly predict quiet-quitting behavior among teachers in secondary schools in Ikenne local government with organizational trust having a significant impact on quiet-quitting behavior ($\beta = 0.580$, $p = 0.000$) than teacher's remuneration ($\beta = 0.107$, $p = 0.081$). This finding resonates with the spiritual principle of reciprocity, where individuals respond to trust and care with loyalty and dedication hence, it was recommended that school administrators should focus on building strong relationships through leadership training, regular feedback sessions, and fostering a positive work environment.

Keywords: *Remuneration, Organizational Trust, Quiet-Quitting, Teachers Secondary Schools*

Date of Submission: 28-03-2025

Date of Acceptance: 08-04-2025

I. Introduction

The phrase quiet quitting and its potential influence on secondary education has gained traction among researchers. In rural communities, where educational resources and teaching staff are often limited, teacher commitment plays a pivotal role in shaping students' academic success and overall development. However, remuneration, organizational trust and quiet quitting behaviors among teachers, remains underexplored in these settings.

Quiet quitting among teachers, as described by Sutchter et al (2016), is simply the phenomenon or behaviour where teachers disengage from their roles and responsibilities within schools without formally resigning or seeking alternative employment. Thekkechchangarapatt (2023) stated that this form of attrition is characterized by a gradual withdrawal from active participation in school activities, decreased motivation, and diminished commitment to teaching, often resulting from dissatisfaction with working conditions, lack of support, or feelings of burnout. Similarly, Lu et al. (2023) opined that quiet quitting is a covert form of dissatisfaction among teachers characterized by disengagement, withdrawal, and a reluctance to voice concerns openly. Hapsari and Dwianto (2024) emphasized the subtle nature of this phenomenon, where teachers may outwardly appear to fulfill their duties but internally harbor feelings of frustration, disillusionment, and a desire to disengage from the profession. As such, Cormack (2023) noted that this trend poses significant challenge globally. For instances, there have been noticeable raise of quiet quitting evident in Japan, where teachers, burdened by heavy workloads,

administrative tasks, and societal pressures, quietly leave their positions without voicing their concerns (Paul & Palad, 2023).

In many developing countries, teachers often face meager salaries, insufficient training opportunities, and little autonomy in their classrooms, prompting them to quietly exit the profession in search of better prospects or alternative careers (Ellems-Ikwegbu, 2023). This quiet exodus not only exacerbates teacher shortages but also compromises the quality of education delivery, perpetuating a cycle of educational inequality and hindering socio-economic development (Fessehatsion & Peng, 2021). In Nigeria, quiet quitting among teachers is a prevalent issue facilitated by economic hardship. As such, Madumere-Obike et al. (2018) pointed out that inadequate remuneration and delayed salary payments contribute significantly to teachers' discontent and disillusionment, prompting many to quietly disengage from their roles without formally resigning in Nigeria.

Wushishi et al. (2014) as well as Omutuyole and Ibetobou (2021) stated that the disparity in salary scales between public and private schools, coupled with the high cost of living, exacerbates financial stressors, leading to feelings of undervaluation and demotivation among teachers in Nigeria. Meanwhile, Olatunji and Ajayi (2016) work demonstrated that poor working conditions, including overcrowded classrooms, insufficient teaching resources, and limited opportunities for professional development, further erode Nigeria teachers morale and contribute to quiet quitting. Specifically, in Ogun State, this phenomenon presents an even critical challenge to the rural education landscape, exacerbating existing issues of teacher shortages and compromising the quality of instruction. Issues such as infrastructural deficiencies and poor remuneration among teachers persist (Subair and Talabi, 2015).

Remuneration is a reward or compensation given to employees for their work in an organization. Osibanjo et al. (2014) noted that it includes both monetary elements like salary, wages, bonuses, and benefits, as well as non-monetary elements such as recognition, opportunities for development, and work-life balance. Iwu et al. (2018) enumerated that the current condition of remuneration for teachers in private schools and public schools in Nigeria presents a complex picture marked by disparities in salary structures, benefits, and overall working conditions. For instance, in private schools, remuneration often varies significantly depending on the school's financial capacity, ownership structure, and location (Oke et al., 2016). While some private schools offer competitive salaries and benefits to attract qualified teachers, Oke et al. (2017) argued that others struggle to provide adequate compensation due to financial constraints or profit-driven motives. As a result, teachers in private schools may experience a wide range of remuneration packages, with some receiving salaries comparable to or even higher than those in public schools, while others face lower pay scales and fewer benefits.

In contrast, Lawan et al. (2020) stated that teachers in public schools in Nigeria generally face more standardized remuneration structures determined by government policies and budget allocations. However, these structures are often characterized by inadequacies and inconsistencies across different States. Bello and Jakada (2017) alluded that while some states prioritize investment in education and offer relatively competitive salaries and benefits to public school teachers, others struggle with funding shortages, resulting in delayed salaries, arrears, and inadequate compensation. Additionally, Oke et al. (2016) pinpointed that the bureaucratic nature of the public education system may hinder opportunities for performance-based incentives or career advancement, leading to frustration and demotivation among teachers. Moreover, AdeOgun and Owolabi, (2021) alluded that gender disparities persist in both private and public school settings, with female teachers often receiving lower salaries and facing barriers to career advancement compared to their male counterparts. This reflects broader educational organizational norms and systemic challenges as it concerns organizational trust among teacher.

Organizational trust encompasses two distinct yet interconnected dimensions (Kim, 2018). Firstly, organizational trust is the willingness of one party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Paliszkiewicz et al., 2014). This underscores the relational aspect of trust within organizations, emphasizing the willingness to rely on others based on expectations of reliability and integrity Secondly, Kim (2018) offer a complementary perspective, describing organizational trust as the willingness of employees to accept vulnerability based on positive expectations of the intentions or behavior of another. Here, trust is viewed as a psychological state influenced by perceptions of benevolence, competence, and integrity, which shape individuals' willingness to take risks and engage in cooperative behaviors within the organizational context.

Conceptual Model

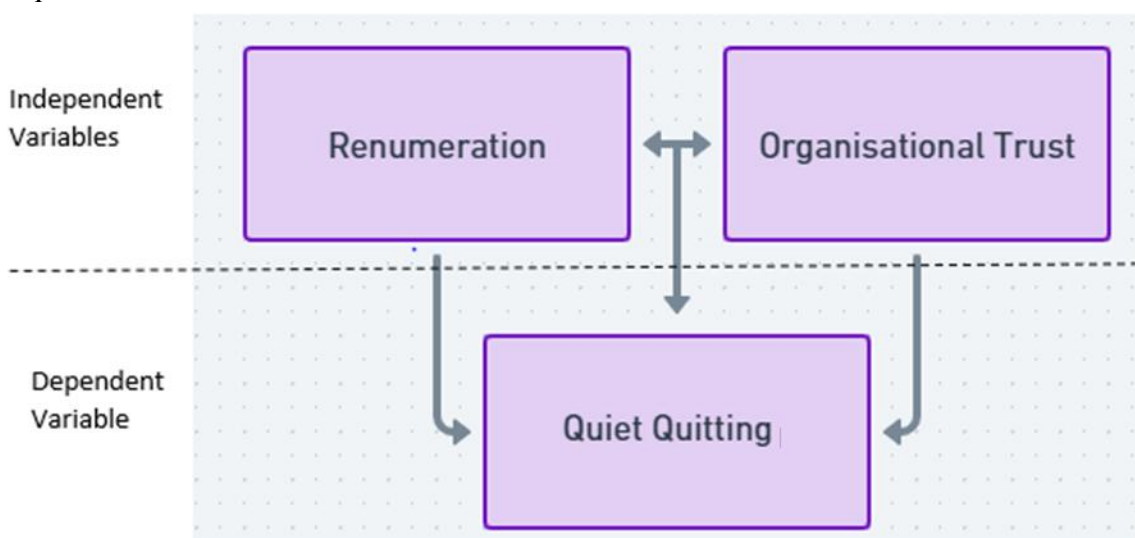


Fig 1: Conceptual Framework (Source; Author's Work, 2025)

The conceptual model illustrates the interconnections among remuneration, organizational trust, and quiet quitting, positing both direct and indirect relationships. It hypothesizes that remuneration and organizational trust independently influence the likelihood of quiet quitting, defined as employees disengaging from discretionary efforts and limiting their involvement to the minimum required by their job descriptions. Furthermore, the model suggests a bidirectional relationship between remuneration and organizational trust, implying that equitable remuneration practices may enhance employees' trust in the organization, while high organizational trust could influence perceptions of fairness and adequacy in remuneration. This framework emphasizes the interplay between economic and relational factors within organizational settings, providing a basis for exploring how these variables collectively shape teachers' engagement and work-related behaviors.

The dynamism that exists among remuneration, organizational trust, and quiet quitting is complex, and empirical studies reveal several mixed findings. The study of Muguongo et al. (2015) and Pepra-Mensah et al. (2017) demonstrated that higher levels of remuneration and perceived fairness in salary structures are positively associated with increased organizational trust among teachers, leading to higher job satisfaction, commitment, and reduced intentions to quit. Conversely, inadequate compensation and perceived inequities in pay can undermine trust in school management, exacerbating feelings of frustration, demotivation, and ultimately, quiet quitting among educators (Harris et al., 2019; Podolsky et al., 2016). Uwannah and Frank (2023) asserted that compensation significantly influences teachers' dedication to their roles. Their study revealed that monetary compensation is the most common form of reward available to teachers, followed by promotions and recognition awards. The findings suggest that inadequate remuneration reduces teacher motivation and increases their likelihood of disengagement from their duties. While existing literature has explored the individual impacts of remuneration and organizational trust on teacher attrition, there remains a notable research gap in understanding the interplay between these factors and their combined influence on quiet quitting within the Nigerian rural context.

Statement of the Problem

The trend of quiet quitting among teachers in Nigeria presents a significant challenge to the stability and quality of the education system, with far-reaching implications for student learning outcomes and national development. While comprehensive data specifically on quiet quitting may be limited, various indicators suggest a prevalent problem of teacher attrition in the country. According to UNESCO 2023 report published on their website, Nigeria has one of the highest teacher attrition rates globally, with approximately 30% of teachers leaving the profession annually, largely due to dissatisfaction with working conditions, low salaries, and lack of career prospects. This trend is aggravated by the country's increasing population growth, which puts additional strain on an already overburdened education system. The consequences of quiet quitting are profound, leading to increased class sizes, teacher burnout, and a decline in instructional quality as experienced educators silently disengage from their roles without formal resignation. Moreover, the dearth of qualified teachers in many regions perpetuates educational disparities, particularly in rural and underserved communities such as Ikenne, Ogun State, aggravating social inequalities and hindering efforts to achieve universal access to quality education. As such, quiet quitting requires urgent research attention in Ikenne locality.

Studies related to quiet quitting among teachers have revealed the nature of this phenomenon, highlighting its detrimental effects on the education system (Duze, 2011; Wushishi et al., 2014; Wushishi, 2019). Existing research has identified various factors contributing to quiet quitting, including inadequate remuneration, poor working conditions, and lack of career development opportunities. However, while these studies offer valuable insights into the drivers of teacher attrition, there remains a notable research gap in understanding the specific dynamics of quiet quitting within the Nigerian context, particularly at the local level. This current study titled "Remuneration, Organizational Trust, and Quiet-Quitting among Teachers in Secondary Schools in Ikenne" seeks to address this gap by examining the association between remuneration, organizational trust, and quiet quitting in the context of secondary school teachers in Ikenne.

Purpose of the Study

The main objective of this study is to investigate the relationship between remuneration, organizational trust and quiet-quitting among teachers in secondary schools in Ikenne. Specifically, the study aims at:

- a. investigating secondary school teacher's perception about their remuneration in Ikenne local government;
- b. assessing the extent of organizational trust among teachers in secondary schools in Ikenne local government;
- c. examining the rate of quiet-quitting behavior among teachers in secondary schools in Ikenne local government;
- d. assessing the relationship between remuneration, organizational trust and quiet-quitting among teachers in secondary schools in Ikenne local government

Research Questions

- a. What is secondary school teacher's perception about their remuneration in Ikenne local government?
- b. What is the extent of organizational trust among teachers in secondary schools in Ikenne local government?
- c. What is the rate of quiet-quitting behavior among teachers in secondary schools in Ikenne local government?

Research Hypothesis

Ho1: There is no significant relationship between remuneration, organizational trust and quiet-quitting among teachers in secondary schools in Ikenne local government.

II. Method

A correlational research design was adopted for this study as it allowed an in-depth examination of the associations between remuneration, organizational trust, and quiet quitting among secondary school teachers.

The population for this study consisted of all teachers from public and private secondary schools in Ikenne Local Government Area (LGA), Ogun State. According to records from the Ogun State Ministry of Education, Ikenne LGA has 6 public secondary schools with 363 teachers and 6 private secondary schools with 209 teachers. This study adopted a Proportionate Stratified Random Sampling to ensure fair representation of both public and private school teachers in Ikenne Local Government Area and simple random sampling was applied within each school to select 230 participants, ensuring that all teachers had an equal chance of being included

A questionnaire having four sections (A, B, C and D) was used to collect the research data. Section A was used to elicit the demographic information of the respondents. This included Gender and School Type. Section B was used to elicit response on teachers' remuneration. The remuneration satisfaction Inventory developed by Asekun (2016) was adopted because it has been widely used in educational research to measure teachers' satisfaction with their earnings. Item 1, 2, 3, 4, was adapted to fit the context of the study. In terms of the scale of response, remuneration Satisfaction Scale which included 1 = Very Dissatisfied, 2= Dissatisfied, 3= Satisfied, 4= Very Satisfied utilized by Asekun (2016) was used in this study. Section C was used to elicit response on Organizational trust. Organizational trust inventory developed by Güçer and Şerif (2014) was adopted due to its established use in measuring workplace trust, ensuring its relevance to the study. All the items in the inventory were modified to fit the context of this study. These included items 1, 2, 3 and 4. The scale of response included 1 = doesn't describe it at all, 2 = describes it to a small extent, 3 = describes it to a moderate extent, and 4 = describes it very well. Section D was used to elicit response on quiet quitting. Quiet quitting scale for teachers developed by Alanoğlu et al., (2024) was adopted as it is one of the most recent instruments designed specifically for assessing disengagement behaviours among teachers. The scale of response i.e. 4=Strongly Agree, 3=Agreed, 2= Disagree, 1=Strongly Disagree adopted by Alanoğlu et al., (2024) was utilized.

To ensure validity, the research instruments underwent face and content validity checks by research expert. Following the validation process and incorporating the expert's recommendations, the researcher assessed the reliability of the revised questionnaire. To evaluate reliability, the updated questionnaire was administered to a sample of 30 teachers in Abeokuta who shared similarities with the study area. Upon collecting the questionnaire, Cronbach alpha coefficient of reliability was determined to be 0.76 was ascertained for Remuneration Satisfaction Inventory (salaries, benefits and career development), 0.71 was ascertained for

Organizational Trust Inventory and 0.83 was ascertained for Quiet quitting inventory, using split half reliability method. This result indicates that the questionnaire was a reliable.

The data collected was analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as percentages was used to present the demographic characteristics of the respondents. Research question 1 was answered using Mean analysis while percentage analysis was used to answer research question 2 and 3. The postulated hypothesis was tested using multiple linear regression at 0.05 level of significance.

III. Results

Table 1: Distribution of Sampled Teachers Based on Gender and School Type

Variables	Frequency	Percentage (%)
Gender		
Male	102	48.8
Female	107	51.2
Total	209	100.0
School Type		
Private	65	31.1
Public	144	68.9
Total	209	100.0

Table 1 presents the distribution of sampled teachers based on gender and school type. The sample consists of 209 teachers, with a nearly equal gender representation; 102 males (48.8%) and 107 females (51.2%). Regarding school type, a larger proportion of the teachers work in public schools (144 teachers, 68.9%), while a smaller segment is employed in private schools (65 teachers, 31.1%).

Research Questions 1: *what is secondary school teacher's perception about their remuneration in Ikenne local government?*

To answer the research question on teachers' perceptions of remuneration, responses were summed and subjected to descriptive mean analysis. The decision benchmark was set at 2.50, which was derived by averaging the numerical values assigned to response options: $(4 + 3 + 2 + 1) / 4 = 2.50$. In this scale, 1 represented "Very Dissatisfied," 2 represented "Dissatisfied," 3 represented "Satisfied," and 4 represented "Very Satisfied." Perceptions were categorized accordingly; mean scores below 2.50 were classified as "Dissatisfied", while scores of 2.50 and above were classified as "Satisfied". The results are presented in the table below.

Table 2: Item-by-Item Mean Analysis Showing the Perception of Techers on Remuneration in Ikenne Local Government

Items	Mean Score	Remark
My take-home pay	2.19	Dissatisfied
Alignment of salary to qualifications & experience	2.29	Dissatisfied
Timeliness of salary payments	2.44	Dissatisfied
My most recent raise	2.37	Dissatisfied
Satisfaction with pension/retirement benefits	2.34	Dissatisfied
Consistency of school pay policy	2.77	Satisfied
Satisfaction with career opportunities	2.78	Satisfied
How raises are determined	2.58	Satisfied
Differences in pay among workers	2.63	Satisfied
Government administration of teachers' pay	2.62	Satisfied
Grand Mean	2.49	Dissatisfied

Table 2 presents an item-by-item mean analysis of secondary school teachers' perceptions of their remuneration in Ikenne Local Government. The findings indicated widespread dissatisfaction, particularly regarding take-home pay (2.19), salary alignment with qualifications (2.29), and pension/retirement benefits (2.34). The result also showed that teachers are dissatisfied with the timeliness of salary payments (2.44) and how raises are determined (2.58). However, satisfaction was observed in areas such as the consistency of school pay policy (2.77) and career opportunities (2.78). With a grand mean of 2.49, the overall perception of teachers' remuneration among secondary school teachers in Ikenne Local Government was dissatisfied.

Research Questions 2: *what is the extent of organizational trust among teachers in secondary schools in Ikenne local government?*

To address the research question, seven items related to organizational trust were summed and analyzed using percentage analysis. The minimum and maximum possible scores from the collected data were 7 and 28, respectively. The range of 21 was divided into three levels of organizational trust: low, moderate, and high. By dividing the range by three, a cutoff point of 7 was established. The categorization of organizational trust levels

was determined as follows: Low: Scores ranging from 7 to 13, Moderate: Scores ranging from 14 to 20 and High: Scores ranging from 21 to 28. The result is presented in table 3:

Table 3: Level of Organizational Trust among Teachers in Secondary Schools in Ikenne local government

Levels	Cutoff Range	Frequency	Percentage (%)
Low	7-13	16	7.7
Moderate	14-20	127	61.7
High	21-28	64	30.6
Total		209	100.0

The analysis in Table 3 revealed the distribution of organizational trust levels among secondary school teachers in Ikenne Local Government. Out of the 209 respondents, 16 teachers (7.7%) exhibited low organizational trust, while a majority of 127 teachers (61.7%) fell within the moderate trust level. Meanwhile, 64 teachers (30.6%) reported a high level of organizational trust. These findings suggested that while most teachers have a moderate level of trust in their organizations, a significant portion still experienced low trust, which may have implications for job satisfaction and performance.

Research Questions 2: *What is the rate of quiet-quitting behaviour among teachers in secondary schools in Ikenne local government?*

The minimum and maximum possible scores from the collected data that addressed quiet-quitting behaviour were 10 and 40, respectively. The range, being 30, was divided by 3, presenting high, moderate and low rate of quiet quitting. By dividing the range (30) by three, a cutoff point of 10 was established. The categorization of quiet-quitting rate was determined as follows: Low: Scores ranging from 10 to 19, Moderate: Scores ranging from 20 to 29 and High: Scores ranging from 30 to 40. The result is presented in table 4:

Table 4: Rate of Quiet-Quitting among Teachers in Secondary Schools in Ikenne local government

Rate	Cutoff Range	Frequency	Percentage (%)
Low	10-19	11	5.3
Moderate	20-29	163	78.0
High	30-40	35	16.7
Total		209	100.0

Table 4 revealed the rate of quiet-quitting behavior among teachers in secondary schools in Ikenne Local Government. As observed in the Table, 163 (78.0%) of teachers exhibited a moderate level of quiet-quitting behaviour, while 35(16.7%) demonstrated a high level, and only 11(5.3%) had a low tendency to engage in quiet-quitting. This means that a significant majority of teachers are moderately disengaged

H03: *There is no significant relationship between remuneration, organizational trust and quiet-quitting among teachers in secondary schools in Ikenne local government.*

Table 5: Regression Analysis Showing the Combine Relationship between Remuneration and Organizational trust on Quiet-Quitting in Secondary Schools in Ikenne local government

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1661.814	2	830.907	71.080	0.000
Residual	2408.090	206	11.690		
Total	4069.904	208			

Table 5 presented the results of the Multiple Linear Regression analysis examining the combined relationship between remuneration, organizational trust, and quiet-quitting among teachers in secondary schools in Ikenne Local Government. The *F-value* of 71.080 and the associated *p* (0.000) indicated that the overall regression model is statistically significant at the 0.05 level. This suggested that remuneration and organizational trust, when considered together, significantly influence quiet-quitting behaviour among teachers. The substantial sum of squares for the regression model (1661.814) compared to the residual (2408.090) further supports the model's strength in explaining variations in quiet-quitting behavior.

Table 6: Model Summary of Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.639	0.408	0.403	3.419

Table 6 provided the model summary, showing an *R-value* of 0.639, which indicated a moderate positive relationship between the independent variables (remuneration and organizational trust) and the dependent variable (quiet-quitting). The *R-Square* value of 0.408 implies that 40.8% of the variance in quiet-quitting behavior can

be explained by the combined effect of remuneration and organizational trust, while the remaining 59.2% may be influenced by other factors not included in the model. The adjusted *R-Square* of 0.403 further confirmed the model's reliability in predicting quiet-quitting behavior, with a standard error of 3.419 suggesting a reasonable level of accuracy.

Table 7: Relative Contributions of Teachers Remuneration and Organizational Trust to the Model

<i>Model</i>	(B)	Std. Error	(Beta)	(t)	p
(Constant)	12.600	1.273		9.901	.000
Remuneration	.087	.050	.107	1.752	.081
Organizational Trust	.626	.066	.580	9.470	.000

Table 7 highlighted the relative contributions of remuneration and organizational trust to the model. The regression coefficients indicated that organizational trust has a statistically significant and substantial influence on quiet-quitting behavior ($\beta = 0.580$, $p = 0.000$) than teacher's remuneration ($\beta = 0.107$, $p = 0.081$). The non-significant *p-value* (0.081) for teacher's remuneration suggested that while it has some effect on quiet-quitting, its impact is not statistically significant when controlling for organizational trust. The statistically significant *p* (0.000) for organizational trust indicated that it is a critical factor in predicting quiet-quitting behaviour

IV. Discussions

The first findings of the study showed that the perception of teachers' remuneration among secondary school teachers in Ikenne Local Government is dissatisfied. This finding aligned with Obionu et al. (2024), who found that inadequate salaries and fringe benefits significantly reduce job satisfaction among teachers in Anambra State. Similarly, a study by Asuzu (2019) indicated that poor compensation leads to job dissatisfaction among Nigerian teachers. However, this contrasts with findings by Adeyemi, (2018), which reported that some teachers in urban Nigerian schools viewed their pay as fair due to additional incentives and allowances. This suggested that geographic and institutional factors may influence teachers' perceptions of remuneration.

Secondly, the study revealed that organizational trust among teachers in secondary schools in Ikenne local government is to a moderate extent. This result corresponds with Agu et al. (2017). who found that perceived organizational support influenced teachers' commitment levels, with inadequate support leading to moderate commitment, including that of Edeh et al. (2020) who found that lack of organizational support leads to moderate commitment among teachers. However, this disagrees with findings by Louis (2007), which found that in some school environments with strong professional learning communities, organizational trust among teachers was significantly high. This discrepancy suggests that factors such as school culture and leadership engagement might account for variations in trust levels.

In addition, it was demonstrated in the study that significant majority of teachers in secondary schools in Ikenne local government are moderately disengaged. This aligns with Thompson et al. (2022) who reported that perceptions of organizational justice are significantly correlated with teacher engagement levels in Anambra State, and also that of Ohiorenoya and Eguavoen (2019), which found that lack of organizational justice leads to moderate engagement among teachers. However, this contrasts the findings of Schaufeli et al. (2002), who discovered that in schools where teachers have strong intrinsic motivation and professional recognition, disengagement levels are minimal. This discrepancy suggested that workplace motivation and support systems play a significant role in determining teacher engagement.

Finally, the study showed that remuneration and organizational trust, when considered together, significantly predict quiet-quitting behavior among teachers in secondary schools in Ikenne local government with organizational trust having a significant impact on quiet-quitting behavior ($\beta = 0.580$, $p = 0.000$) than teachers' remuneration ($\beta = 0.107$, $p = 0.081$). This was in alignment with the findings of Hakanen et al. (2022), who demonstrated that a combination of financial and psychological workplace factors influenced employee disengagement, with trust playing a more dominant role. Likewise, a study by Breevaart and Bakker (2021) emphasized that while financial incentives are important, factors like workplace relationships and trust have a correlation with employee commitment. However, this finding was not in agreement with the findings of Judge et al. (2017), which found that financial rewards were the strongest predictor of employee retention and engagement, particularly in low-income settings. This discrepancy suggested that while remuneration matters, trust-based workplace relationships may be a more critical factor in determining whether teachers engage in quiet-quitting behaviors.

V. Conclusion

It is concluded in this study that while remuneration had a weak and statistically insignificant impact on quiet-quitting, organizational trust played a significant role in influencing teachers' engagement and commitment. This finding resonates with the spiritual principle of reciprocity, where individuals respond to trust and care with

loyalty and dedication. By fostering a trustworthy work environment, school administrators and policymakers can create a sacred space that nurtures teachers' sense of purpose and belonging. While fair remuneration remains essential for teachers' well-being, prioritizing initiatives that build organizational trust, such as transparent communication, supportive leadership, and professional development opportunities, can help cultivate a sense of vocational calling and spiritual fulfillment among teachers. By doing so, educators can experience a deeper sense of meaning and connection to their work, leading to enhanced motivation, retention, and overall well-being.

VI. Recommendation

Given the greater impact of organisational trust on quiet-quitting behavior, school administrators should focus on building strong relationships through leadership training, regular feedback sessions, and fostering a positive work environment.

References

- [1] Adeosun, O. T., & Owolabi, K. E. (2021). Gender Inequality: Determinants And Outcomes In Nigeria. *Journal Of Business And Socio-Economic Development*, 1(2), 165–181.
- [2] Adeyemi, B. A. (2018). Content Analysis Of Civic Education Curriculum In Senior Secondary Schools In Osun State, Nigeria. *Educational Research And Reviews*, 13(12), 464–471. <https://doi.org/10.5897/Err2018.3470>
- [3] Agu, P., Ugwu, J., & Igwegbe, D. (2017). Effect Of Management Information System On Organizational Performance: A Study Of 7Up Bottling Company Enugu. *NG-Journal Of Social Development*, 6(1), 1–8.
- [4] Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's Two-Factor Theory. *Life Science Journal*, 14(5), 12–16.
- [5] Bello, G. B., & Jakada, M. B. (2017). Monetary Reward And Teachers' Performance In Selected Public Secondary Schools In Kano State. *Journal Of Education And Practice*, 8(7), 1–4.
- [6] Breevaart, K., & Bakker, A. B. (2021). Daily Job Demands And Employee Engagement: The Role Of Daily Transformational Leadership Behavior. *Journal Of Occupational Health Psychology*, 21(3), 276–287.
- [7] Cormack, K. R. (2023). Quitting: A Phenomenological Study On The Factors Contributing To Mississippi Teacher Exits During And After The Covid-19 Pandemic. The University Of Mississippi.
- [8] Duze, C. O. (2011). Attrition Rates In Primary Schools In Delta State Of Nigeria. *Lwati: A Journal Of Contemporary Research*, 8(4).
- [9] Edeh, F. O., Ugwu, J. N., Ikpor, I. M., Nwali, A. C., & Udeze, C. C. G. (2020). Organisational Culture Dimensions And Employee Performance In Nigerian Fast Food Restaurants. *SSRN*.
- [10] Elems-Ikwegbu, H. N. (2023). Navigating Teacher Education Towards Improving Basic Education In Nigeria. *Journal Of Education In Developing Areas*, 31(2), 436–452.
- [11] Fessehatsion, P. W., & Peng, P. (2021). Exploring Teachers' Retention And Attrition In Middle And Secondary Schools In Eritrea: Perspectives Of Currently Serving Teachers. *International Journal Of Research In Education And Science*, 7(1), 227–244.
- [12] Ghazi, S. R., Shahzada, G., & Khan, M. S. (2013). Resurrecting Herzberg's Two Factor Theory: An Implication To The University Teachers. *Journal Of Educational And Social Research*, 3(2), 445.
- [13] Hakanen, J. J., Peeters, M. C. W., & Schaufeli, W. B. (2022). Different Types Of Employee Well-Being Across Time And Their Relationships With Job Crafting. *Journal Of Occupational Health Psychology*, 23(2), 289–301.
- [14] Hapsari, R. N., & Dwianto, A. S. (2024). Quiet Quitting Phenomenon At Smp The Indonesia Natural School Teachers As A Formal Educational Institution That Carries An Merdeka Belajar System. *Jurnal Bina Bangsa Ekonomika*, 17(1), 171–183.
- [15] Harris, S. P., Davies, R. S., Christensen, S. S., Hanks, J., & Bowles, B. (2019). Teacher Attrition: Differences In Stakeholder Perceptions Of Teacher Work Conditions. *Education Sciences*, 9(4), 300.
- [16] Iwu, C. G., Ezeuduji, I. O., Iwu, I. C., Ikebuaku, K., & Tengeh, R. K. (2018). Achieving Quality Education By Understanding Teacher Job Satisfaction Determinants. *Social Sciences*, 7(2), 25.
- [17] Kim, S. (2018). Public Service Motivation, Organizational Social Capital, And Knowledge Sharing In The Korean Public Sector. *Public Performance & Management Review*, 41(1), 130–151.
- [18] Lawan, A., Jacob, O. N., Gregory, D., & Lawan, A. (2020). Administration Of Public Educational Institutions In Nigeria: Problem And Suggestion. *European Scholar Journal*, 1(3), 6–13.
- [19] Louis, K. S., & Murphy, J. (2017). Trust, Caring And Organizational Learning: The Leader's Role. *Journal Of Educational Administration*, 55(1), 103–126.
- [20] Lu, M., Al Mamun, A., Chen, X., Yang, Q., & Masukujjaman, M. (2023). Quiet Quitting During COVID-19: The Role Of Psychological Empowerment. *Humanities And Social Sciences Communications*, 10(1).
- [21] Madumere-Obike, C. U., Ukala, C. C., & Nwabueze, A. I. (2018). Managing Teacher Attrition Rate For Quality Education In Public Senior Secondary Schools In Rivers State, Nigeria. *Educational Planning*, 25(4), 47–58.
- [22] Muguongo, M. M., Muguna, A. T., & Muriithi, D. K. (2015). Effects Of Compensation On Job Satisfaction Among Secondary School Teachers In Maara Sub-County Of Tharaka Nithi County, Kenya. *Journal Of Human Resource Management*, 3(6), 47–59.
- [23] Obionu, U. A., Ughamadu, U., & Clara, O. (2024). Staff Remuneration As A Correlate Of Teachers' Job Satisfaction In Public Secondary Schools In Anambra State. *International Journal Of Advanced Academic Research*, 10(3), 39–54.
- [24] Ohiorenaya, J. O., & Eguavoen, E. O. (2019). Influence Of Organizational Justice On Employee Engagement In Tertiary Institutions In Edo State, Nigeria. *European Scientific Journal ESJ*, 15(28), 56–75.
- [25] Oke, A. O., Ajagbe, M. A., Ogbari, M. E., & Adeyeye, J. O. (2016). Teacher Retention And Attrition: A Review Of The Literature. *Mediterranean Journal Of Social Sciences*, 7(2), 371–378.
- [26] Oke, T. I., Ogundele, M. O., & Mainoma, H. M. (2017). Emerging Challenges In Nigerian Teaching Profession: Way Forward.
- [27] Olatunji, O. A., & Ajayi, S. O. (2016). Rurality, Nigeria's Massification Policy On Access To Basic Education And Turnover Causations Amongst Teachers. *Australian And International Journal Of Rural Education*, 26(3), 3–16.
- [28] Omotuyole, C. O., & Ibetobou, N. J. (2021). Teachers' Attitudes And Motivation As Correlate Of Pupils' Achievement In Shomolu Local Government Area Of Lagos State.
- [29] Osibanjo, O. A., Adeniji, A. A., Falola, H. O., & Heirsmac, P. T. (2014). Compensation Packages: A Strategic Tool For Employees' Performance And Retention. *Leonardo Journal Of Sciences*, 25(1), 65–84.
- [30] Paliszkievicz, J., Koohang, A., & Nord, J. H. (2014). Management Trust, Organizational Trust, And Organizational Performance: Empirical Validation Of An Instrument. *Online Journal Of Applied Knowledge Management*, 2(1), 28–39.
- [31] Paul, J., & Palad, C. (2023). Are We Addressing Quiet Quitting In The Education Sector? *Research Gate*, July.

- <https://doi.org/10.13140/RG.2.2.35399.47529>
- [32] Pepra-Mensah, J., Adjei, L. N., & Agyei, A. (2017). Effect Of Compensation On Basic School Teachers' Job Satisfaction In The Northern Zone: The Case Of Ghana. *Global Journal Of Management And Business Research*, 17(3), 50–59.
 - [33] Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving The Teacher Shortage: How To Attract And Retain Excellent Educators. Learning Policy Institute.
 - [34] Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies For Attracting And Retaining Educators: What Does The Evidence Say? *Education Policy Analysis Archives*, 27, 38.
 - [35] Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2002). The Measurement Of Work Engagement With A Short Questionnaire: A Cross-National Study. *Educational And Psychological Measurement*, 66(4), 701–716.
 - [36] Subair, S., & Talabi, R. B. (2015). Teacher Shortage In Nigerian Schools: Causes, Effects And Administrators Coping Strategies. *Asia Pacific Journal Of Education, Arts And Sciences*, 2(4), 31–37.
 - [37] Sutch, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A Coming Crisis In Teaching? Teacher Supply, Demand, And Shortages In The US Research Brief. Learning Policy Institute.
 - [38] Sutch, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding Teacher Shortages: An Analysis Of Teacher Supply And Demand In The United States. *Education Policy Analysis Archives*, 27(35).
 - [39] Thekkechangarapatt, M. (2023). Quiet Quitting In The Education Sector: Enumeration Of Three Cases. *EPRA International Journal Of Multidisciplinary Research (IJMR)*, 9(5), 83–88.
 - [40] Thompson, C. C., Unachukwu, G. O., Obiekwe, K. K., & Amaonye, C. B. (2022). Relationship Between School Organizational Culture And Teachers' Task Performance In Secondary Schools In Anambra State, Nigeria. *International Journal Of Educational Research*, 5(7), 1–9.
 - [41] Uwannah, N.C., & Frank, U.N. (2023). Work Commitment Among Teachers: The Roles Of Compensation And Performance Appraisal In Ikenne Local Government, Ogun State. *World Journal Of Advanced Research And Reviews*, 19(2), 357-366. <https://doi.org/10.30574/Wjarr.2023.19.2.1540>
 - [42] Wushishi, A. A. (2019). Additional Discoveries On Causes Of Teacher Attrition. *Lapai Journal Of Humanities*, 10(1), 51–61.
 - [43] Wushishi, A. A., Fooi, F. S., Basri, R., & Baki, R. (2014). A Qualitative Study On The Effects Of Teacher Attrition. *International Journal Of Education And Literacy Studies*, 2(1), 11–16.