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# Engaging Leadership, Job Boredom, and Quiet Quitting: A Scale Adaptation and Mediated Model Testing

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### ABSTRACT

This study aims to examine the direct effect of engaging leadership on quiet quitting and to determine whether job boredom plays a mediating role in this effect. The first step in achieving this was to adapt the engaging leadership scale, which had not previously been translated into Turkish. Once the scale met the necessary psychometric criteria, hypothesis testing was conducted. For this purpose, two separate samples in Türkiye were used for the data. Study 1 focused on scale adaptation, collecting data from 167 tourism employees to assess its reliability and validity. Study 2 tested the research model, using data from 144 healthcare employees to examine the proposed hypotheses. The findings confirmed that the engaging leadership scale is suitable for use in Türkiye. The analyses revealed that engaging leadership reduces quiet quitting, both directly and indirectly by decreasing job boredom. In other words, employees who perceive their leaders as engaging are less likely to engage in quiet quitting. Additionally, engaging leadership was found to reduce job boredom, which, in turn, further decreased quiet quitting levels. By identifying two antecedents of quiet quitting—one of the most prevalent issues in today's organizations—and by emphasizing the critical role of leadership, this study offers valuable insights and practical implications for both organizations and leaders. Alongside these contributions, the study also acknowledges certain limitations, such as collecting data within specific sectors and provinces, and offers recommendations for future research.

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Leadership, one of the most prominent topics in organizational behavior, has been widely discussed across different contexts for many years. Various leadership models have been proposed based on leaders' behaviors toward their followers (e.g., transformational leadership,

transactional leadership, inclusive leadership), their personal traits (e.g., charismatic leadership, humble leadership), or the evolving demands of society and the era (e.g., green transformational leadership, digital leadership, ethical leadership). Empirical studies have further examined the organizational outcomes associated with these leadership models. Unlike these models, the concept of engaging leadership offers a different perspective. While other leadership models focus on how a leader's behavior influences organizational outcomes, engaging leadership is theorized based on work engagement—an essential organizational outcome in itself.

Work engagement is a state in which employees feel energized and enthusiastic about their tasks, fully dedicate themselves to their work, and become deeply immersed in it (Schaufeli et al., 2006). In other words, it represents a sustained sense of motivation toward one's job. Engaging leadership is a leadership style specifically designed to cultivate this ongoing motivation. Unlike other leadership styles, it is based on Self-Determination Theory (SDT), which is a motivation theory (Schaufeli, 2021). SDT views the fulfillment of autonomy, competence, and relatedness needs as the foundation of motivation (Deci et al., 2017). Building on this theory, engaging leadership is proposed as a leadership style that strengthens employees' work engagement through four key principles: strengthening, connecting, empowering and inspiring (Schaufeli, 2021). By exhibiting these four core behaviors, engaging leaders not only promote employees' work engagement (Schaufeli, 2021) but are also expected to influence quiet quitting and job boredom in this study.

This study explores the relationship between engaging leadership, job boredom, and quiet quitting through the lens of the Job Demands-Resources (JD-R) Theory. According to JD-R, the demanding and stressful aspects of a job are classified as job demands, while its supportive and enriching aspects are considered job resources (Basım et al., 2021), which serve as key drivers of the motivation process (Sürücü & Şeşen, 2020). Within this framework, our study examines whether engaging leadership can help reduce two key negative factors in organizational life: job boredom and quiet quitting. In this context, the main questions of the study were determined as: “Does engaging leadership exert a mitigating effect on employees' quiet quitting tendencies, and does job boredom play a mediating role in this relationship?”. Therefore, the primary objective of this study is to investigate the effect of engaging leadership on quiet quitting and to determine whether job boredom plays a mediating role in this effect. However, while the job boredom (Kerse, 2019) and quiet quitting (Kerse et al., 2024) scales have been adapted in the national literature, no such adaptation exists for the engaging leadership scale. Therefore, this study first adapted the engaging leadership scale into Turkish and tested its validity and reliability, as it had not yet been examined in the context of Türkiye. It is likely that the introduction of this concept and scale for the first time in the Türkiye context will contribute to the national literature. As Schaufeli (2021) highlights, engaging leadership plays a crucial role in enabling employees to achieve exceptional results in today's work environment.

Another contribution of this study is that it expands the understanding of the consequences of engaging in leadership. To date, no studies have examined engaging leadership alongside job boredom and quiet quitting. However, it is important to identify the antecedents of quiet quitting, which is one of the most common organizational problems today but is still in its infancy (at least in the Turkish context) in terms of the subject of research (Kerse et al., 2024). Global reports indicate that quiet quitting has reached a rate of 59% (Dennehy, 2023), and as Generation Z's presence in the workforce continues to grow, this trend is expected to become even more widespread (Hamouche et al., 2023). By investigating engaging leadership and job

boredom as potential antecedents of quiet quitting, this study aims to make a valuable contribution to the literature.

## Theoretical Framework and Hypotheses

### Engaging Leadership

Work engagement is a psychological and motivational state in which employees feel energetic, committed, and enthusiastic while fully immersing themselves in their tasks (Schaufeli et al., 2002). This state plays a crucial role in organizational effectiveness and competitiveness, as engaged employees are highly motivated and work with great enthusiasm, dedicating themselves to their organization (Rahmadani & Schaufeli, 2022). Therefore, work engagement is closely linked to a range of positive organizational outcomes, including increased productivity, higher job and customer satisfaction, and greater extra-role behaviors (Bakker et al., 2008). Moreover, engaged employees are more likely to be proactive, creative, and innovative in their work (Chang et al., 2013; Hakanen et al., 2008). Given these advantages, fostering employee engagement in the workplace is highly beneficial for organizations.

Leaders play a crucial role in enhancing employee engagement (Schaufeli, 2015). Indeed, research indicates that several positive leadership styles—such as transformational, servant, ethical, authentic, and empowering leadership—are strongly linked to work engagement (DeCuyper & Schaufeli, 2018), emphasizing the critical role of leadership in fostering employee commitment. However, none of these leadership styles specifically focuses on work engagement. For example, transformational leadership focuses on inspiring and promoting change and innovation. Servant leadership emphasizes altruism and focuses on meeting employees' needs, while empowering leadership aims to strengthen and empower employees (Nikolova et al., 2019). Moreover, these leadership styles are often concerned with outcome variables such as well-being and performance and have been criticized for having a weak theoretical foundation regarding their relationship with work engagement (Rahmadani et al., 2019). In this regard, Schaufeli (2015) introduced Engaging Leadership as a positive leadership concept grounded in a strong theoretical foundation and recognized for its high predictive validity in promoting work engagement.

Engaging leadership is defined as a leadership style that facilitates, empowers, connects, and inspires employees to enhance their work engagement (Schaufeli, 2021). Engaging leadership is suggested to have a profound impact on work engagement through behaviors that aim to meet employees' fundamental work-related needs (Schaufeli, 2015). This leadership approach is rooted in Self-Determination Theory (SDT) (Deci & Ryan, 2000).

Among the most extensively studied motivation theories, SDT posits that individuals have three essential innate psychological needs for personal growth, workplace motivation, sustainable well-being, and high performance: autonomy (freedom to make decisions), competence (the ability to achieve goals), and relatedness (the need to feel valued and connected) (Deci et al., 2017; Van den Broeck et al., 2016). Fulfilling these needs is crucial for employees' personal and professional development and overall well-being (Rahmadani et al., 2019). Additionally, a fourth fundamental psychological need has been incorporated into the model: meaningfulness (the desire to engage in tasks that are important, personally significant, and aligned with one's values). Studies indicate that fulfilling this need is positively linked to work engagement (Rahmadani et al., 2020). According to Schaufeli (2015), engaging leaders strive to fulfill these four core needs in their followers by strengthening, empowering, connecting, and inspiring them (Rahmadani et al., 2020; Rahmadani & Schaufeli, 2022).

Engaging leaders empower employees by giving them autonomy and encouraging them to express their ideas, fostering a sense of independence in their work (strengthening). They promote collaboration and team spirit, helping employees build meaningful connections with one another (connecting). By delegating tasks and responsibilities, they enable employees to recognize and leverage their strengths (empowering). Finally, they inspire employees by making them feel that their contributions to the organization are valued and meaningful (inspiring) (Nikolova et al., 2019; Rahmadani et al., 2020). Thus, engaging leaders satisfy employees' fundamental psychological needs for autonomy, competence, relatedness, and meaning by strengthening, empowering, connecting, and inspiring them (Schaufeli, 2021). Beyond fulfilling these core psychological needs, they also promote work engagement by alleviating job demands (e.g., workload, emotional demands) while enhancing job resources (e.g., team spirit, role clarity) and personal resources (e.g., optimism, resilience, self-efficacy) (Schaufeli, 2015; 2021).

Along with fostering work engagement, engaging leadership also has the potential to influence both individual and organizational variables. Engaging leadership promotes strong and high-level motivation, helping employees develop positive attitudes toward their work and organization (Schaufeli, 2021). It also helps reduce burnout and boredom, contributing to greater overall well-being (Rahmadani & Schaufeli, 2022). Additionally, it enhances self-confidence and team spirit, boosts job satisfaction and organizational commitment, and positively impacts task performance, innovative work behaviors, organizational citizenship, and productive work habits (Rahmadani et al., 2020).

### ***The Relationship Between Engaging Leadership and Quiet Quitting***

Quiet quitting is a workplace issue that gained popularity after the pandemic and has since evolved into a global concern (Formica & Sfodera, 2022). It reflects an attitude in which employees deliberately limit their work efforts to the bare minimum and consciously avoid going beyond these boundaries (Harter, 2022; Scheyett, 2023). Employees who engage in quiet quitting do not leave their jobs but remain disengaged, working with low motivation and displaying minimal effort, enthusiasm, and dedication (Formica & Sfodera, 2022). It is a psychological action taken by employees out of a desire to achieve personal well-being and work-life balance. By maintaining only the bare minimum at work, employees can retain their jobs while redirecting their energy toward pursuits they find more meaningful (Harter, 2022).

Although quiet quitting may serve employees' personal interests, it poses a significant challenge for organizations in today's dynamic and competitive work environment. The low motivation and declining commitment of employees who engage in quiet quitting can lead to productivity losses, decreased work efficiency and service quality, impaired organizational performance, reduced customer satisfaction, and higher employee turnover rates (Hart, 2022; Serenko, 2023). This behavior is thought to stem from factors such as a toxic organizational culture, poor relationships with managers, limited professional development opportunities, misalignment between employees and the organization, lack of autonomy, and a sense of meaninglessness at work (Formica & Sfodera, 2022; Harter, 2022; Mahand & Caldwell, 2023). Leadership style has also been recognized as a key driver of quiet quitting (Xueyun et al., 2025). Building on this, our study explores how engaging leadership, a modern leadership approach, may influence quiet quitting.

The relationship between engaging leadership and quiet quitting can be examined within the framework of the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001). The JD-R model proposes that every job consists of both demands and resources, which shape employees'

health, behavior, and performance. Job demands are the aspects of work that require physical or mental effort, while job resources are the positive factors that help alleviate these demands, reduce their physiological and psychological impact, and support personal growth (Demerouti et al., 2001). According to the JD-R model, an increase in job demands leads to higher stress levels among employees, ultimately driving them toward negative attitudes and behaviors (Thu Trang & Thi Thu Trang, 2024). In contrast, job resources help mitigate the adverse effects of job demands. Within the JD-R framework, engaging leaders can shape employees' perceptions of their work and create a work environment characterized by greater resources and fewer demands (Schaufeli, 2021). Engaging leaders provide their employees with key job resources by granting them autonomy, encouraging them to leverage their strengths, supporting their professional growth, and fostering collaboration and team spirit (Schaufeli, 2015; 2021). In response, employees tend to adopt positive attitudes and behaviors to maintain and further enhance these resources (Rahmadani et al., 2020; Schaufeli, 2015). Ultimately, this can help reduce quiet quitting, a behavior that signifies workplace disengagement. Based on this, the following hypothesis is proposed:

**H<sub>1</sub>:** Engaging leadership has a negative effect on quiet quitting.

### ***The Relationship Between Engaging Leadership and Job Boredom***

Job boredom is an emotional response characterized by a lack of interest in work and difficulty maintaining concentration (Reijseger et al., 2013). In organizational psychology, job boredom is understood in two ways: as a trait and as a state. As a trait, it reflects a stable, personality-based tendency to feel bored at work. As a state, it is a temporary experience triggered by job characteristics and environmental factors (Harju et al., 2014). This phenomenon is suggested to result from either low job demands (e.g., workload, responsibilities) or insufficient job resources (e.g., autonomy, skill variety, and social support) (Harju et al., 2014). Accordingly, employees who do not find their work sufficiently challenging, satisfying, or meaningful—or who feel they are not utilizing their skills to their full potential—are more likely to experience job boredom (Harju & Hakanen, 2016; Harju et al., 2016).

While job boredom was initially seen as an issue primarily affecting industries characterized by low-skill, monotonous, and repetitive tasks, recent research has identified it as a phenomenon that can impact both white- and blue-collar workers across various sectors (Harju et al., 2014, 2016). Given that job boredom is associated with a lack of meaning at work (Van Tilburg & Igou, 2012), engaging leadership—which seeks to cultivate meaningful work—is expected to have an impact on job boredom. Engaging leaders cultivate a sense of meaning at work for their employees by encouraging them to apply their strengths, promoting autonomy, empowering them, and fostering social connections (Schaufeli, 2017). Within the JD-R model, engaging leaders help maintain a balanced demand-resource ratio by optimizing job demands or providing valuable job resources (Schaufeli, 2015), which, in turn, may reduce job boredom. As a result, this type of leadership can alleviate job boredom by strengthening employees' resources and reshaping the workplace conditions that contribute to it. Based on this, the following hypothesis is proposed:

**H<sub>2</sub>:** Engaging leadership has a negative effect on job boredom.



### ***The Relationship Between Job Boredom and Quiet Quitting***

Job boredom is a negative emotional state characterized by an unpleasant sense of passivity, disengagement from tasks, and dissatisfaction (Reijseger et al., 2013). Since boredom is an unpleasant emotional experience, employees are likely to take action to cope with this negative feeling. One simple way to alleviate boredom is to abandon the tedious activity or, as a coping response, engage in non-work-related activities (Van der Heijden et al., 2012). In this sense, the strategies employees use to cope with job boredom can be categorized into two distinct groups: active and passive (Van der Heijden et al., 2012). Active strategies refer to deliberate responses such as leaving the job, while passive strategies involve withdrawal and information concealment—behaviors characterized by inaction (Spanouli et al., 2023). In cases of job boredom, employees tend to adopt passive withdrawal strategies rather than active ones (van Hooff & van Hooft, 2014). This is because bored employees often lack the energy required for proactive behaviors (Harju et al., 2016). Since job boredom stems from the nature of the job itself, employees are more likely to disengage and distance themselves from work rather than exert additional effort to overcome it. Notably, a study by Spanouli et al. (2023) found that employees experiencing job boredom are more inclined toward passive coping mechanisms rather than active strategies such as counterproductive work behaviors. As a result, they demonstrate fewer organizational citizenship behaviors. Since these actions fall outside their formal job responsibilities, bored employees are less likely to engage in discretionary, extra-role contributions (Spanouli et al., 2023). In this regard, quiet quitting—considered the opposite of extra-role behavior (Kerse et al., 2024)—is expected to increase in the presence of job boredom. That is, employees are likely to limit themselves to performing only the minimum tasks outlined in their job descriptions while avoiding additional responsibilities. Based on this, the following hypothesis is proposed:

**H3:** Job boredom has a positive effect on quiet quitting.

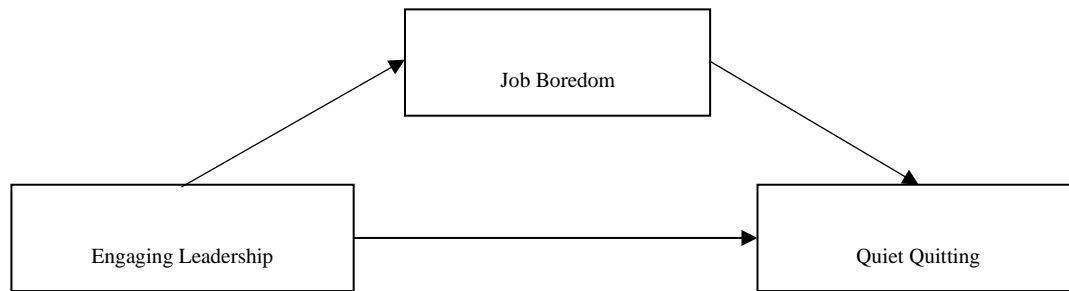
### ***Job Boredom as a Mediating Variable***

Considering the motivational process outlined in the JD-R model, job boredom can be seen as a psychological mechanism (mediator) in the relationship between engaging leadership and quiet quitting. According to this model, when employees have access to abundant job resources, they feel more energized, dedicated, and focused, ultimately leading to greater well-being and performance (Demerouti et al., 2021). In this sense, the behaviors of engaging leaders and the resources they provide enhance employees' motivation and commitment, which in turn can reduce job boredom and, consequently, lower the likelihood of quiet quitting (Mazzetti & Schaufeli, 2022; Schaufeli, 2015). Simply put, engaging leaders meet employees' psychological needs and create a work environment that fosters motivation and satisfaction by maintaining a healthy balance between job demands and resources (Harju et al., 2016; Schaufeli, 2021). By shaping employees' perceptions of their work environment, engaging leaders help minimize job boredom, ultimately reducing the tendency to disengage and resort to quiet quitting. Therefore, job boredom may serve as a mediator in the relationship between engaging leadership and quiet quitting. Based on this, the following mediation hypothesis is proposed:

**H4:** Job boredom has a mediating role in the relationship between engaging leadership and quiet quitting.

In line with these hypotheses, the following research model (Figure 1) can be developed:

**Figure 1**  
Research Model (Simple Mediation)



## Method

### Study I

#### Purpose and Sample

In this study, initial analyses were conducted to assess the reliability and validity of the engaging leadership scale, which had not yet been adapted into Turkish. To achieve this, data were collected using a convenience sampling method from employees in the tourism sector in a city in Türkiye. As part of the process, a survey form was designed and distributed in person. A total of 167 surveys were deemed usable. An examination of the demographic data revealed that the majority of participants were male (52.7%), married (53.9%), aged between 25-34 (28.1%), and had an educational background below high school level (46.1%)

#### Engaging Leadership Scale

Since no Turkish adaptation of the engaging leadership scale was available, this study followed the scale adaptation principles proposed by Brislin et al. (1973). As part of this process, the 12-item, four-dimensional scale developed by Schaufeli (2021) was first translated into Turkish, with the phrase 'my supervisor' adapted as 'yöneticim.' Subsequently, the 12 items were back-translated into English to check for semantic consistency. Expert academics in the field reviewed the translations, and final evaluations were conducted with participants from various sectors. Following these revisions, the final version of the survey was established.

### Findings (Study I)

#### Findings on Validity and Reliability

An exploratory factor analysis was conducted to assess the construct validity of the engaging leadership scale. The first step of this analysis involved examining the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity. According to the literature, a KMO value greater than .60 and a Bartlett's test significance level below .05 are considered acceptable (Gürbüz & Şahin, 2018). In this study, the Kaiser-Meyer-Olkin (KMO) value was found to be .91, while Bartlett's test of sphericity produced a significance level of .000, meeting the recommended reference thresholds.

In addition, factor analysis findings were examined regarding the factor structure and it was observed that the scale had a 4-factor structure (strengthening, connecting, empowering, inspiring) as in the original. The items are loaded onto their respective factors as in the original version. A factor loading threshold of .40 was used as a reference (Hair et al., 2017). The results showed that the factor loadings ranged between .51 and .87, confirming that the threshold was met (Table 1). Additionally, the Average Variance Extracted (AVE) was calculated, with a

threshold of .50 considered acceptable (Hair et al., 2017). The calculations indicated that the AVE value also met this criterion (.55), thereby confirming the convergent validity of the engaging leadership scale.

**Table 1**

*Exploratory Factor Analysis Results (Engaging Leadership)*

| Items         | Factor Loadings   | Eigenvalue                                  | Explained Variance(%) | Total Variance(%) |
|---------------|-------------------|---|-----------------------|-------------------|
| Strengthening |                   |   |                       |                   |
| EL1           | .87               | 2.53  | 21.09                 | 21.09             |
| EL2           | .83               |   |                       |                   |
| EL3           | .65               |   |                       |                   |
| Connecting    |                   |   |                       |                   |
| EL4           | .74               | 2.75  | 22.92                 | 44.02             |
| EL5           | .65               |   |                       |                   |
| EL6           | .76               |   |                       |                   |
| Empowering    |                   |   |                       |                   |
| EL7           | .51               | 2.05  | 17.11                 | 61.14             |
| EL8           | .81               |   |                       |                   |
| EL9           | .68               |   |                       |                   |
| Inspiring     |                   |   |                       |                   |
| EL10          | .56               | 2.28  | 19.02                 | 80.16             |
| EL11          | .86               |   |                       |                   |
| EL12          | .83               |   |                       |                   |
| KMO = .91;    | Bartlett's = .000 | AVE = .55; Cronbach's Alpha = .93; CR = .93 |                       |                   |

To determine the reliability of the engaging leadership scale, internal consistency was assessed by calculating Cronbach's Alpha and Composite Reliability (CR). According to the literature, a threshold of 0.70 or higher is recommended for these values (Hair et al., 2010; Hair et al., 2017). The analysis revealed that the Cronbach's Alpha value was .93, while the CR value was .93, confirming the reliability of the scale.

### *Findings on Inter-Item Correlations*

The inter-item correlations within the 12-item engaging leadership scale were examined as part of this study. To determine the appropriate correlation analysis, the skewness and kurtosis values of the items were also assessed. The results indicated that skewness values ranged from -.27 to -.06, while kurtosis values ranged from -.82 to -.12. Since these values fall within the acceptable range of -2 to +2 (George & Mallery, 2019), the data were considered normally distributed. Based on this, Pearson correlation analysis was conducted, and the results are presented in Table 2.



**Table 2***Inter-Item Relationships in the Scale*

| ITEMS | EL1   | EL2   | EL3   | EL4   | EL5   | EL6   | EL7   | EL8   | EL9   | EL10  | EL11  | EL12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| EL1   | 1     |       |       |       |       |       |       |       |       |       |       |      |
| EL2   | .84** | 1     |       |       |       |       |       |       |       |       |       |      |
| EL3   | .69** | .72** | 1     |       |       |       |       |       |       |       |       |      |
| EL4   | .56** | .61** | .68** | 1     |       |       |       |       |       |       |       |      |
| EL5   | .59** | .68** | .65** | .69** | 1     |       |       |       |       |       |       |      |
| EL6   | .58** | .62** | .62** | .63** | .66** | 1     |       |       |       |       |       |      |
| EL7   | .52** | .55** | .57** | .58** | .63** | .72** | 1     |       |       |       |       |      |
| EL8   | .42** | .48** | .49** | .46** | .56** | .52** | .62** | 1     |       |       |       |      |
| EL9   | .44** | .45** | .43** | .44** | .50** | .50** | .61** | .63** | 1     |       |       |      |
| EL10  | .44** | .52** | .44** | .46** | .54** | .48** | .54** | .64** | .62** | 1     |       |      |
| EL11  | .36** | .37** | .33** | .36** | .46** | .43** | .48** | .47** | .59** | .64** | 1     |      |
| EL12  | .32** | .37** | .32** | .31** | .44** | .47** | .46** | .53** | .56** | .60** | .69** | 1    |

An analysis of the inter-item correlations within the engaging leadership scale, as presented in [Table 2](#), indicates that each item is significantly and positively correlated with all other items. The inter-item correlation coefficients range from .31 to .84. Accordingly, the findings from all analyses conducted in Study 1 confirm the engaging leadership scale as both reliable and valid.

## Study 2

### *Purpose and Sample*

In this part of the study, the factor structure of the engaging leadership scale was confirmed, and its impact on job boredom and quiet quitting was examined through a mediation model. For this purpose, surveys were distributed to healthcare workers in a city in Türkiye using a convenience sampling method. After removing incomplete responses, 144 valid surveys were included in the final analysis. An analysis of the demographic data revealed that 52.1% of the participants were women, and 65.3% were married. In terms of age, the majority of participants were between 25 and 34 years old (51.4%), while in terms of education, most held a bachelor's degree (38.2%).

### *Scales*

This study utilized scales measuring engaging leadership, job boredom, and quiet quitting. For engaging leadership, the 12-item scale developed by Schaufeli (2021) was used, consisting of four dimensions: strengthening, connecting, empowering, and inspiring (Appendix 1). For job boredom, the study employed the 6-item, single-dimension scale developed by Reijseger et al. (2013) and later adapted into Turkish by Kerse (2019). Similarly, for quiet quitting, the 7-item, single-dimension scale developed by Anand et al. (2024) and adapted into Turkish by Kerse et al. (2024) was used. All scales were administered using a 5-point Likert scale, where participants rated their responses from 1 (Strongly Disagree) to 5 (Strongly Agree).

## Findings (Study 2)

### Findings on Validity and Reliability

First, the factor structure of the scales used in Study 2 was examined for confirmation. To this end, Confirmatory Factor Analysis (CFA) was performed for each scale using the AMOS software package. A factor loading threshold of .40 was set as a reference (Hair et al., 2017), and model fit indices were evaluated based on CMIN/DF ( $< 5$ ), CFI ( $\geq .90$ ), IFI ( $\geq .90$ ), TLI ( $\geq .90$ ), and SRMR ( $\leq .10$ ). During the analysis, two items (items 3 and 5) from the job boredom scale and one item (item 2) from the quiet quitting scale were removed due to factor loadings falling below .40. As a result, the factor loadings ranged from .56 to .94 for engaging leadership, .65 to .83 for job boredom, and .51 to .78 for quiet quitting. Additionally, the model fit indices for the scales met the recommended criteria (Table 3), thereby confirming their construct validity.

**Table 3**

*Model Fit Index Values of the Scales*

| Indexes | Reference Value        | Engaging Leadership | Job Boredom | Quiet Quitting |
|---------|------------------------|---------------------|-------------|----------------|
| CMIN/DF | $0 < \chi^2/df \leq 5$ | 2.60                | 2.60        | 1.17           |
| CFI     | $\geq .90$             | .95                 | .99         | .99            |
| IFI     | $\geq .90$             | .95                 | .99         | .99            |
| TLI     | $\geq .90$             | .93                 | .95         | .98            |
| SRMR    | $\leq .1$              | .04                 | .02         | .03            |

Reliability analyses were also conducted for the scales used in the study, and internal consistency values were examined. In this context, Cronbach's Alpha values for engaging leadership (.95), job boredom (.83), and quiet quitting (.80) exceeded the .70 threshold, confirming the reliability of the scales. Accordingly, the engaging leadership scale, which had not been previously adapted into Turkish, as well as the job boredom and quiet quitting scales used in the study, were determined to be both reliable and valid.

Before testing the hypotheses, Common Method Bias (CMB) was examined using Harman's single-factor test (Podsakoff et al., 2003). Then, a factor analysis was conducted, including all items from the engaging leadership, job boredom, and quiet quitting scales. The results indicated a three-factor structure with eigenvalues greater than 1.00 (7.79, 3.39, and 2.87, respectively), explaining 63.91% of the total variance. Thus, no evidence of common method bias was found.

### Testing of Hypotheses

Prior to the main analyses, skewness and kurtosis tests were conducted. The results indicated that the skewness and kurtosis values for engaging leadership (skewness =  $-.57$ ; kurtosis =  $.02$ ), job boredom (skewness =  $.87$ ; kurtosis =  $.69$ ), and quiet quitting (skewness =  $.25$ ; kurtosis =  $-.41$ ) all fell within the acceptable range of  $-2$  to  $+2$  (George & Mallery, 2019), confirming that the normality assumption was met. Therefore, Pearson correlation analysis was conducted for the study.

The correlation results presented in Table 4 indicate that engaging leadership has a significant negative relationship with both job boredom ( $r = -.31$ ,  $p < .05$ ) and quiet quitting ( $r = -.49$ ,  $p < .05$ ). Additionally, a significant positive relationship was observed between job boredom and quiet quitting ( $r = .44$ ,  $p < .05$ ). These relationships suggest that regression

analysis can be conducted to test the hypotheses, and accordingly, hypothesis testing was performed.

**Table 4**

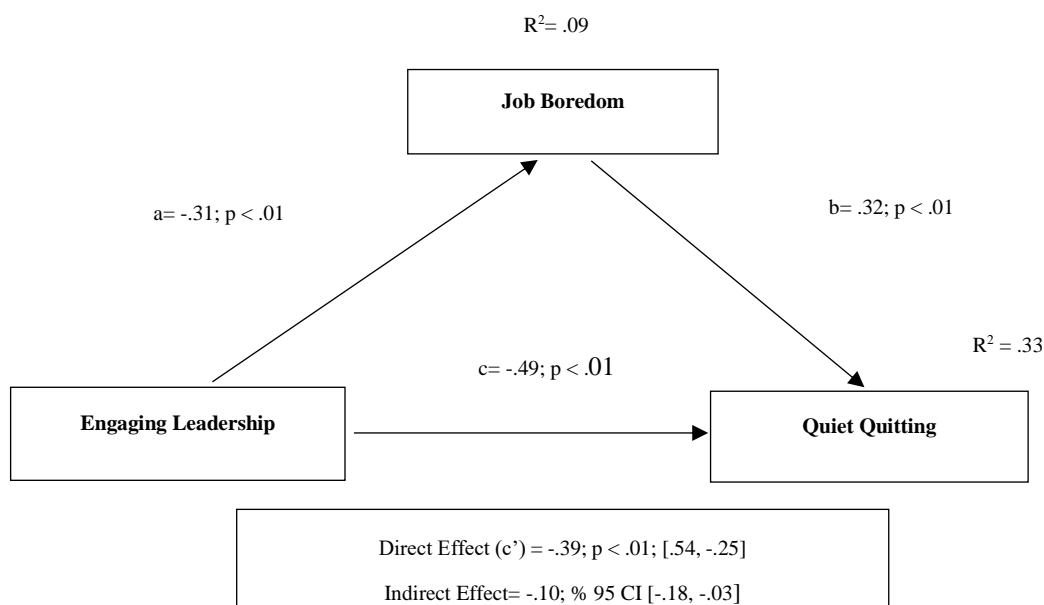
*Findings from the Correlation Analysis*

| Variables              | 1    | 2     | 3    | 4    | 5      | 6     | 7 |
|------------------------|------|-------|------|------|--------|-------|---|
| 1. Gender              |      |       |      |      |        |       |   |
| 2. Marital Status      | .14  | 1     |      |      |        |       |   |
| 3. Age                 | .15  | .50** | 1    |      |        |       |   |
| 4. Education           | -.06 | .06   | -.15 | 1    |        |       |   |
| 5. Engaging Leadership | -.01 | -.06  | -.08 | .05  | 1      |       |   |
| 6. Job Boredom         | -.01 | -.07  | -.05 | -.00 | -.31** | 1     |   |
| 7. Quiet Quitting      | .12  | -.05  | -.09 | .07  | -.49** | .44** | 1 |

For hypothesis testing, the Process Macro (for SPSS), which utilizes a resampling-based bootstrap technique, was used. Within this framework, Hayes' (2013) simple mediation model (Model 4) was applied. Within this framework, engaging leadership was treated as the independent variable, quiet quitting as the dependent variable, and job boredom as the mediating variable. The findings are presented in Figure 2.

**Figure 2**

*Hypothesis Test Results (Simple Mediation-Model 4)*



The findings presented in Figure 2 indicate that engaging leadership has a significant negative effect on job boredom ( $b = -.31$ ,  $p < .01$ ) and that job boredom has a significant positive effect on quiet quitting ( $b = .32$ ,  $p < .01$ ). In addition, engaging leadership had a direct negative impact on quiet quitting ( $b = -.39$ ,  $p < .01$ ). An examination of the explanatory power of the variables in the model indicated that engaging leadership accounted for approximately 9% of the variance in job boredom ( $R^2 = .09$ ), while engaging leadership and job boredom together explained about 33% of the variance in quiet quitting ( $R^2 = .33$ ). Consequently,  $H_1$ ,  $H_2$ , and  $H_3$  were supported. Lastly, the indirect effect of engaging leadership on quiet quitting (through job

boredom) was examined, revealing statistical significance (indirect effect =  $-.10$ ; CI  $[-.18, -.03]$ ). Since the confidence interval for the indirect effect did not include zero, the mediation effect was deemed significant. In addition, based on the guideline proposed by Gürbüz (2019), the completely standardized indirect effect size ( $K^2 = .100$ ) was found to be close to  $.09$ , indicating a medium-level effect size. Therefore, the presence of mediation was confirmed, and  $H_4$  was supported.

## Conclusion and Recommendations

As a relatively recent leadership approach, engaging leadership is primarily evaluated in terms of its positive organizational outcomes. However, it has not yet been extensively studied within the Türkiye context. Therefore, this study was designed as an empirical investigation into this leadership type and its antecedents. The other key variables in this study are quiet quitting and job boredom. In Türkiye, individuals aged 15-24 account for 15.1% of the population (Turkish Statistical Institute, 2025), indicating that Generation Z will play an increasingly significant role in the Turkish workforce. Given that prior research suggests quiet quitting is more prevalent among Generation Z, understanding the factors influencing this behavior is of particular importance. Based on the research model developed in light of these findings, this study aimed to examine the effect of engaging leadership on quiet quitting and the mediating role of job boredom in this effect. The contributions of the study, derived from the findings, are outlined below.

One of the primary academic contributions of this study is the adaptation of the engaging leadership scale into Turkish. The necessary adaptation analyses were conducted, and a valid and reliable scale was proposed for use in future research within the Türkiye context. As previously noted, a review of the national literature revealed no studies that have examined engaging leadership, either conceptually or as a measurement tool. In this regard, this study serves as a foundation for future research on engaging leadership in the national literature.

Another contribution is its focus on the impact of engaging leadership on workplace behaviors that may have negative organizational consequences, rather than solely on its widely recognized positive outcomes. The findings reveal that engaging leadership can reduce job boredom and quiet quitting, suggesting its potential to not only promote positive behaviors but also prevent negative ones. When evaluated alongside existing literature (Rahmadani et al., 2020; Rahmadani & Schaufeli, 2022), this study further supports the notion that engaging leadership fosters constructive workplace behaviors while mitigating detrimental ones. From the perspective of JD-R Model, these findings align with the theoretical framework. As evidenced by the research results, engaging leadership enhances job resources, thereby reducing job boredom and ultimately leading to a decline in quiet quitting.

The findings of this study reveal that engaging leadership has a negative impact on quiet quitting. This result is significant as it demonstrates that quiet quitting can be influenced by leaders' behaviors. In addition to contributing to the leadership literature, this study also provides insight into the antecedents of quiet quitting, a phenomenon that is widely observed in workplace practices but has only recently begun to receive academic attention.

Furthermore, in line with the literature and conceptual framework, the study found that engaging leadership fosters a work environment where employees feel energized, dedicated, and absorbed in their tasks while simultaneously reducing job boredom, a contrasting state of disengagement. This finding is significant in deepening the understanding of the effects of engaging leadership. Additionally, this study confirms that job boredom mediates the

relationship between engaging leadership and quiet quitting, highlighting its role in the pathway from engaging leadership to quiet quitting.

Beyond its academic contributions, this study also yields important managerial insights. The findings highlight the significance of engaging leadership in preventing quiet quitting and job boredom, both of which can hinder employees from fully realizing their potential in the workplace. By doing so, the study further reinforces the critical role of leadership in shaping the organizational environment. Moreover, the results confirm that job boredom serves as a precursor to quiet quitting. This suggests that job boredom could act as an early warning signal, allowing organizations to take proactive measures to prevent quiet quitting before it occurs. For organizations and managers seeking to maximize their human capital, it is crucial to foster a meaningful work environment where employees feel energized and engaged while also ensuring adequate job resources. Engaging leadership emerges as a model that can effectively facilitate this process. Although Turkish culture is generally characterized by a high power distance, it is believed that the expectations of Generation Z from leaders differ significantly from those of previous generations. Being born into a digital world and highly integrated with technology and global trends, this generation places great emphasis on personal development, continuous improvement, and effective communication. These values are also increasingly important for the new generation of employees in the Turkish business environment. In this context, engaging leadership is considered an effective and valid leadership approach for Turkish managers. Therefore, it is recommended that managers develop themselves in this regard and demonstrate behaviors such as empowerment, strengthen, connection, and inspiration.

While this study makes academic and managerial contributions, it also has certain limitations. Because the data for each study were collected from relatively small samples from a single sector and a single city, future research should consider examining different sectors and geographical contexts to enhance generalizability. It is recommended that this research model be tested with data obtained from the public sector, which is considered a sector where boredom at work is common. Moreover, given that engaging leadership is believed to have an influence on counterproductive work behaviors, empirical studies are recommended to further explore this relationship. For example, a research model is suggested to determine the effect of engaging leadership on work alienation and cynicism. Moreover, as environmental concerns continue to rise, there is a growing emphasis on environmentally conscious leadership models. In this regard, future research could focus on green engaging leadership as a leadership approach that fosters employees' green work engagement. This is because green engaging leadership is expected to positively influence employees' green work engagement and green job satisfaction, as well as to enhance green employee behaviors.

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**Appendix 1***Turkish Form of Engaging Leadership Scale***Bağlılık Geliştirici Liderlik Ölçeği (Engaging Leadership Scale)****Yetkinleştirme (Strengthening)**

1. Yöneticim, ekip üyelerinin yeteneklerini mümkün olduğu kadar geliştirmelerini teşvik eder.
2. Yöneticim, ekip üyelerine görev ve sorumlulukları devreder.
3. Yöneticim, ekip üyelerini kendi güçlü yönlerini kullanmaya teşvik eder.

**Bağlantı Kurma (Connecting)**

4. Yöneticim, ekip üyeleri arasındaki işbirliğini teşvik eder.
5. Yöneticim, ekip üyelerini aynı hedeflere ulaşmaları konusunda aktif olarak teşvik eder.
6. Yöneticim, takım ruhunu destekler.

**Güçlendirme (Empowering)**

7. Yöneticim, ekip üyelerine görevlerini tamamlamaları için yeterli özgürlük ve sorumluluk verir.
8. Yöneticim, ekip üyelerini kendi fikirlerini belirtmeye teşvik eder.
9. Yöneticim, ekip üyelerinin katkılarının sahibi olduğunu kabul eder.

**İlham verme (Inspiring)**

10. Yöneticim, planlarıyla ekip üyelerini heyecanlandırabilir.
11. Yöneticim, ekip üyelerine önemli bir şeye katkıda bulunduklarını hissettirir.
12. Yöneticim, ilham verir.