



ISSN: 2617-6548

URL: www.ijirss.com



The impact of work-life conflict and technology-related anxiety on quiet quitting: The moderating role of organizational support among internal auditors in higher education institutions

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Abstract

This study aims to examine the influence of work-life conflict, technology-related anxiety, and perceived organizational support on quiet quitting, job satisfaction, and innovative work behavior among internal auditors in higher education institutions in Indonesia. Data were collected from 170 respondents using a structured questionnaire, and the analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to capture the complex relationships among the variables. The findings reveal that work-life conflict and technology-related anxiety significantly increase the likelihood of quiet quitting, while perceived organizational support enhances job satisfaction and reduces quiet quitting. Job satisfaction is shown to positively influence innovative work behavior, whereas quiet quitting has a negative effect. In addition, job satisfaction mediates the relationships between the independent variables and behavioral outcomes, and perceived organizational support moderates the effect of job satisfaction on both quiet quitting and innovative work behavior. Overall, the results underscore the importance of fostering a supportive organizational environment to mitigate disengagement and encourage innovative behavior, particularly within the digitally driven and demanding context of higher education. From a practical perspective, higher education institutions should strengthen organizational support mechanisms and implement strategies to reduce technology-related stress and work-life imbalance, thereby improving auditor engagement and innovation.

Keywords: Innovative work behavior, Job satisfaction, Organizational support, Quiet quitting, Work-life conflict.

DOI: 10.53894/ijirss.v8i6.9596

Funding: This study received no specific financial support.

History: Received: 8 July 2025 / Revised: 11 August 2025 / Accepted: 13 August 2025 / Published: 1 September 2025

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Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Publisher: Innovative Research Publishing

1. Introduction

The growing complexity and digitalization of work environments, particularly within higher education institutions, have introduced new challenges for internal auditors. These include increased work-life conflict and heightened technology-related anxiety, which can contribute to disengagement behaviors such as quiet quitting. Such behaviors pose significant risks to organizational effectiveness and innovation. Despite the critical role internal auditors play in maintaining institutional accountability and quality assurance, limited research has examined how psychological stressors influence their work behavior. By investigating the interplay between work-life conflict, technology-related anxiety, job satisfaction, and perceived organizational support, this study aims to address a notable gap in the literature. Understanding these dynamics is essential for developing strategies that enhance employee well-being and performance. Furthermore, examining the role of organizational support offers practical insight into how institutions can build supportive environments that reduce disengagement and promote innovative contributions. These issues are particularly urgent in light of increasing demands and rapid technological transformation in the academic sector.

This urgency is underscored by the alarming rise of corruption cases in higher education institutions, which are expected to uphold academic integrity and serve as centers for human capital development. According to the 2023 Corruption Trend Monitoring Report by Indonesia Corruption Watch (ICW), the education sector ranked fifth in terms of reported corruption cases. Over the past five years, at least 20 cases of corruption were recorded in universities, with total financial losses reaching approximately Rp 789.8 billion. Although the number of cases is lower than in other education sectors, the financial impact is disproportionately high, with common fraud schemes involving irregular procurement and misappropriation of educational funds. These findings highlight the need for stronger internal control systems within universities. Internal control, as defined by the Committee of Sponsoring Organizations, is a process involving management and staff to ensure operational effectiveness, reliable financial reporting, and regulatory compliance. The persistence of fraud in higher education institutions suggests a failure in these mechanisms, particularly in the internal audit function. Evidence from the Association of Certified Fraud Examiners (ACFE) shows that internal audits and employee tips are the most common methods of fraud detection in Asia, further emphasizing the critical role of internal auditors in ensuring integrity and transparency in academic governance.

Despite increasing scholarly attention on work-life conflict and technology-related anxiety and their effects on job satisfaction, quiet quitting, and innovative work behavior, existing studies often examine these variables in isolation. Previous research has established that work-life conflict negatively affects job satisfaction, emotional well-being, and organizational commitment, while technology-related anxiety is associated with technostress and job dissatisfaction in academic settings. However, little is known about how both stressors interact to influence employee behavior, particularly within the context of internal auditors in universities. The mediating role of job satisfaction and the moderating role of perceived organizational support remain underexplored. This is particularly important for internal auditors who operate under dual pressures of academic accountability and technological adaptation. While some studies suggest that supportive environments can buffer the negative effects of stress, few have tested this empirically in academic auditing roles.

In addition, quiet quitting has emerged as a behavioral response to prolonged stress and disengagement, but its connection to innovative work behavior has not been adequately studied in the context of university internal auditors. While innovative behavior is essential for academic excellence and institutional improvement, existing literature has largely focused on corporate settings, overlooking the bureaucratic and complex nature of higher education institutions. Previous findings have shown that leadership and supportive climates can promote innovation, yet the interplay between job satisfaction, disengagement, and organizational support in shaping innovation remains insufficiently addressed. This study seeks to fill that gap by exploring the combined effects of psychological stressors on both quiet quitting and innovative behavior. It also analyzes how job satisfaction mediates these relationships and how organizational support may strengthen or weaken their outcomes. These insights are essential to developing policies that ensure both accountability and adaptability among university auditors.

The objective of this study is to examine the effects of work-life conflict and technology-related anxiety on quiet quitting, as well as to analyze the mediating role of job satisfaction in these relationships. Furthermore, this study aims to explore how perceived organizational support moderates the relationship between job satisfaction and two distinct work behaviors: quiet quitting and innovative work behavior. By focusing on internal auditors in higher education institutions, the study seeks to provide a deeper understanding of the psychological and organizational factors that influence employee behavior and satisfaction in increasingly digital and high-pressure academic settings.

This study contributes to the literature in several ways. First, it complements existing research by simultaneously analyzing the effects of work-life conflict and technology-related anxiety on quiet quitting, a combination that has rarely been explored. Second, by focusing on internal auditors within higher education institutions, the study provides new insights into a professional group that has received limited empirical attention in relation to disengagement and innovation. Third, the study extends theoretical understanding by examining job satisfaction as a mediating factor and organizational support as a moderating variable that may influence both quiet quitting and innovative behavior. These contributions provide a more integrated and context-specific view of how psychological and organizational factors affect employee performance in the academic sector.

2. Literature Review

The present study is grounded in four interrelated theories: Job Demands-Resources (JD-R) Theory, Social Exchange Theory, Conservation of Resources (COR) Theory, and Affective Events Theory. The JD-R theory posits that job demands such as work-life conflict and technology anxiety may deplete employees' psychological resources and reduce job

satisfaction, while job resources like perceived organizational support can buffer these negative effects and foster positive work outcomes [1]. Social Exchange Theory explains that when employees perceive support from their organization, they are more likely to reciprocate through enhanced job satisfaction and reduced withdrawal behaviors such as quiet quitting [2]. The COR theory [3] supports this by suggesting that employees strive to preserve and accumulate valuable resources; thus, excessive demands and anxiety may lead to resource loss and disengagement, while organizational support helps conserve resources and encourages innovation. Affective Events Theory [4] adds that daily work events shape emotional responses, which influence attitudes like job satisfaction and behaviors such as quiet quitting or innovation.

Work-Life Conflict (WLC) arises when professional and personal demands are in opposition, leading to stress and diminished job satisfaction (JS). Among internal university auditors, the dual pressures of academic performance and family responsibilities increase the risk of WLC, which negatively affects JS, defined as a positive emotional response when work fulfills individual expectations [5]. This imbalance between roles creates a sense of inadequacy in fulfilling responsibilities across domains [6, 7], often resulting in emotional exhaustion [8], feelings of guilt toward family [9] and impaired rationality in evaluating work satisfaction [10], especially among extroverted individuals [11]. WLC further weakens affective commitment to work [12], although such negative outcomes may be alleviated by family-supportive organizational policies [13].

WLC among internal university auditors can be intensified by organizational and environmental pressures that demand continuous adaptation, rapid decision-making, and high accountability [14-16]. Similar patterns have been observed across various industries where shifts in operational processes, performance expectations, and technological integration increase employees' cognitive and emotional load [17-19]. Factors such as governance structures, resource allocation, and digital capability also shape employees' ability to manage competing role demands, as evidenced in studies on SMEs, financial institutions, and public sector organizations [20-22]. Research in consumer goods, energy, and banking sectors highlights how market volatility, shifts in capital structure, and ownership types influence work-related stress and commitment [23-28]. In the auditing profession, such multidimensional pressures can exacerbate emotional fatigue, erode job satisfaction, and increase the likelihood of disengaged behaviors like QUI, particularly when organizational support systems are weak or inconsistently applied.

WLC is also associated with the emergence of Quiet Quitting (QUI), in which employees fulfill only their minimum required duties while withholding discretionary effort. This behavior reflects reduced motivation and engagement, often serving as a coping mechanism for role-related stress [5]. Auditors experiencing high levels of WLC may become psychologically withdrawn despite their physical presence in the workplace [29]. Persistent role strain contributes to emotional burnout and deteriorating well-being, which in turn encourages QUI [30, 31]. Furthermore, QUI may function as a self-protective strategy in response to prolonged stress [32], underlining the importance of open communication and a supportive work environment to reduce disengagement [33].

In addition to affecting engagement, WLC has the potential to undermine Innovative Work Behavior (IWB), which refers to the processes of generating, promoting, and implementing new ideas. Cognitive and emotional demands resulting from WLC reduce both the capacity and willingness to innovate [34] and contribute to lower work engagement [35]. If left unmanaged, WLC can weaken cognitive flexibility and psychological safety [36], and when perceived as an obstacle, it may inhibit creative exploration [37].

Technology Anxiety (TA), referring to the stress and discomfort associated with using new technology, similarly impairs job satisfaction. Within academic environments, internal auditors must rapidly adapt to technological developments. Inability to keep pace may lead to technostress and substantial declines in JS [38, 39]. Excessive digital demands can reduce perceived autonomy [40] and increase job insecurity [41]. Persistent TA is linked to reduced job satisfaction [42], though training programs and technical support may mitigate its effects [43].

TA also contributes to higher levels of quiet quitting, as techno-stressed individuals are more likely to disengage and focus solely on basic tasks [38]. Technological anxiety exacerbates role conflict and diminishes both morale and productivity [44]. Concerns regarding AI adoption specifically have been shown to increase QUI due to perceived uncertainty [45] and are also associated with lower JS and greater turnover intentions [46]. As a result, institutions must prioritize psychological safety and enhance technological readiness through strategic capacity building.

In addition, the adverse consequences of TA can be better understood when linked to broader organizational and institutional contexts. Prior studies emphasize that governance mechanisms and structural arrangements play a critical role in shaping how employees perceive and respond to technological disruptions [47-51]. Similarly, macroeconomic conditions and institutional quality, such as financial development, corruption, and fiscal autonomy, also influence the degree of resilience toward digital pressures and technostress [52-55]. Empirical findings during the COVID-19 pandemic further highlight how eco-innovation, environmental collaboration, and knowledge management foster adaptability and mitigate the negative impact of digital uncertainty on organizational outcomes [56-59]. Public sector innovation and social aid programs also demonstrate that institutional readiness and resource allocation can reduce stress, enhance trust, and maintain employee engagement under crisis-driven technological change [60-62]. Moreover, evidence from green product adoption shows that employees and consumers alike respond more positively to change when organizations strengthen perceived value and align with environmental concerns [59, 63, 64]. Taken together, these studies suggest that TA does not occur in isolation but is shaped by governance, institutional quality, and innovation capacity, all of which determine whether technology becomes a source of stress or an opportunity for resilience and engagement.

The adverse effects of TA also extend to IWB, as anxious employees are less likely to take risks and more inclined to avoid failure than pursue innovation [65]. Internal auditors affected by TA may resist implementing new approaches in areas such as teaching or research. Technostress has been empirically linked to decreased work engagement and lower

levels of innovation [66] and disruptions stemming from technological change, particularly AI, further amplify these effects for employees with low self-esteem [67-69]. Conversely, transformational leadership and psychological empowerment have been shown to reduce the negative impact of TA and foster IWB even in high-pressure contexts [70-72].

Job satisfaction plays a central role in reducing quiet quitting and enhancing IWB. Employees who are satisfied with their jobs tend to be more engaged and committed to organizational goals. A lack of job satisfaction is a significant predictor of QUI [46], particularly when employees perceive the workplace as unjust or inequitable [73-76]. Thus, fostering a fair, inclusive work environment that supports work-life balance is essential to sustaining motivation.

Furthermore, JS significantly enhances IWB by motivating employees to propose and implement new ideas. When auditors feel appreciated and valued, they are more inclined to engage in creative behavior [77, 78]. A supportive organizational climate not only encourages innovation and organizational citizenship [79, 80] but also reinforces the key dimensions of IWB, including idea generation, idea promotion, and idea realization [81-84]. In the academic sector, these elements are vital for sustaining high-quality research and teaching [46].

Quiet quitting, in contrast, undermines IWB. Employees who are emotionally disengaged tend to show low initiative and are averse to taking risks [86]. QUI has also been linked to reduced collaboration, suppressed creativity, and the emergence of detrimental behaviors such as knowledge hoarding and procrastination [85, 86]. However, inclusive leadership practices and innovation-oriented cultures can help reduce QUI and promote IWB [87].

Finally, Perceived Organizational Support (POS) functions as a crucial moderator that can reduce the detrimental impacts of WLC and TA on job satisfaction. When internal auditors perceive that their organization values their well-being through flexible work arrangements, recognition, or wellness initiatives, they are better equipped to cope with role conflict [88]. In the context of TA, POS enhances confidence and helps individuals navigate technological change more effectively, thus reducing anxiety and resistance [89]. Grounded in social support theory, POS improves psychological well-being, fosters trust, and strengthens work engagement even when external demands are high. Based on the theoretical and empirical insights presented earlier, as well as the conceptual framework developed, the hypotheses of this study are as follows:

H₁: Work-Life Conflict has a negative effect on Job Satisfaction among internal auditors in higher education institutions.

H₂: Work-Life Conflict has a positive effect on Quiet Quitting among internal auditors in higher education institutions.

H₃: Work-Life Conflict has a negative effect on Innovative Work Behavior among internal auditors in higher education institutions.

H₄: Technology anxiety has a negative effect on job satisfaction among internal auditors in higher education institutions.

H₅: Technology anxiety has a positive effect on quiet quitting among internal auditors in higher education institutions.

H₆: Technology anxiety has a negative effect on innovative work behavior among internal auditors in higher education institutions.

H₇: Job Satisfaction has a negative effect on Quiet Quitting among internal auditors in higher education institutions.

H₈: Job satisfaction has a positive effect on innovative work behavior among internal auditors in higher education institutions.

H₉: Quiet Quitting has a negative effect on Innovative Work Behavior among internal auditors in higher education institutions.

H₁₀: Perceived Organizational Support moderates the relationship between work-life conflict and job satisfaction among internal auditors in higher education institutions.

H₁₁: Perceived Organizational Support moderates the relationship between Technology Anxiety and Job Satisfaction among internal auditors in higher education institutions.

3. Method

The primary objective of this study is to examine how work-life conflict, technology-related anxiety, and perceived organizational support influence job satisfaction, quiet quitting behavior, and innovative work behavior among internal auditors in higher education institutions. Employing a quantitative research design, this study utilizes a structured questionnaire to collect data from 170 internal auditors working at public and private universities across Indonesia. The selection of this sample allows for an in-depth understanding of the psychological and organizational factors affecting auditors in the higher education sector, particularly in the context of increasing job demands and digital transformation. The following table summarizes the key characteristics of the respondents:

Table 1.
Summary of respondent characteristics.

Category	Frequency	Percentage (%)
Gender		
Male	92	54.1%
Female	78	45.9%
Age		
< 30 years	15	8.82%
30–39 years	65	38.24%
40–49 years	57	33.53%
50–59 years	28	16.47%
≥ 60 years	5	2.94%
Educational Background		
Master's Degree	131	77.06%
Doctoral Degree	37	21.76%
Others (e.g., Professor)	2	1.18%
Experience as an Internal Auditor		
< 5 years	45	26.47%
5–10 years	105	61.76%
11–20 years	20	11.76%
Type of Higher Education Institution		
Public University	75	44.12%
Private University	95	55.88%

The research instrument used in this study is a structured questionnaire designed to measure the variables under investigation, namely work-life conflict (WLC), technology anxiety (TA), job satisfaction (JS), quiet quitting (QUI), innovative work behavior (IWB), and perceived organizational support (POS). The questionnaire consists of both closed-ended and open-ended questions. The closed-ended section uses a 5-point Likert scale to assess respondents' agreement with various statements related to the research variables, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The open-ended questions provide respondents with an opportunity to elaborate on their experiences and views related to the studied variables. To ensure the instrument's validity and reliability, validity and reliability tests were conducted prior to data collection. Data were collected through a survey administered to internal auditors at private universities in Indonesia, aiming to obtain accurate and comprehensive responses relevant to the research objective.

The analytical tool used in this study is Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach, which is suitable for testing complex relationships between latent variables and for predictive research models. SEM-PLS allows for the simultaneous analysis of the measurement model (outer model) and the structural model (inner model) [90]. The outer model assesses the reliability and validity of the constructs using several indicators: convergent validity is established when the loading factor of each indicator exceeds 0.70 and the Average Variance Extracted (AVE) is greater than 0.50; internal consistency reliability is confirmed when the composite reliability and Cronbach's alpha values are above 0.70 [91]. Discriminant validity is tested through cross-loading analysis or the Fornell-Larcker criterion. The inner model evaluates the relationships between latent constructs by examining the path coefficients, the coefficient of determination (R^2), and predictive relevance (Q^2) [92, 93]. Hypothesis testing is conducted using the bootstrapping technique to generate t-statistics and p-values, where a t-value above 1.96 indicates statistical significance at the 5% level. According to Hair et al. [94] SEM-PLS is especially appropriate when the primary objective is prediction and theory development, the sample size is relatively small to medium, and the data do not fulfill multivariate normality assumptions.

This research was granted ethical clearance by the Board of Postgraduate Studies and Research at Mulawarman University, Indonesia, thereby affirming its conformity with established standards for studies involving human participants. Prior to data collection, all respondents were provided with written informed consent that outlined the academic purpose of the research, guaranteed the confidentiality of responses, and emphasized the voluntary nature of participation. Furthermore, the Institute for Research and Community Service at Mulawarman University conducted an additional ethical review, ensuring compliance with the principles of the Helsinki Declaration. Participants were fully briefed on the study's objectives, assured that their personal information would remain confidential, and reminded that they were free to withdraw from the study at any stage without consequence.

4. Result

Table 2 presents the results of the outer model evaluation, which assesses the reliability and validity of the measurement model. The outer loading values for each indicator exceed the minimum acceptable threshold of 0.60, indicating adequate indicator reliability. All constructs demonstrate satisfactory internal consistency, with Cronbach's Alpha values ranging from 0.719 (Technology Anxiety) to 0.848 (Innovative Work Behavior), exceeding the minimum criterion of 0.70. Composite reliability values for all constructs also surpass the recommended threshold of 0.70, further confirming consistent measurement. Moreover, the Average Variance Extracted (AVE) values, which range from 0.549 to 0.622, indicate that each construct explains more than 50% of the variance of its indicators, thus meeting the requirement

for convergent validity. These findings confirm that the measurement indicators are reliable and valid, and the model fulfills the criteria necessary for continuing to the inner model evaluation in the structural analysis phase.

Table 2.
Result of reliability and validity.

Variables	Outer Loadings		Cronbach's Alpha	Composite Reliability	AVE
Work-Life Conflict (WLC)	WLC1	0.807	0.834	0.836	0.602
	WLC2	0.788			
	WLC3	0.790			
	WLC4	0.707			
	WLC5	0.783			
Technology Anxiety (TA)	TA1	0.745	0.719	0.725	0.549
	TA2	0.727			
	TA3	0.655			
	TA4	0.601			
	TA5	0.700			
Perceived Organizational Support (POS)	POS1	0.765	0.824	0.840	0.584
	POS2	0.815			
	POS3	0.710			
	POS4	0.774			
	POS5	0.755			
Job Satisfaction (JS)	JS1	0.799	0.832	0.838	0.598
	JS2	0.710			
	JS3	0.782			
	JS4	0.827			
	JS5	0.744			
Quiet Quitting (QUI)	QUI1	0.775	0.817	0.818	0.578
	QUI2	0.741			
	QUI3	0.765			
	QUI4	0.773			
	QUI5	0.746			
Innovative Work Behavior (IWB)	IWB1	0.781	0.848	0.850	0.622
	IWB2	0.816			
	IWB3	0.781			
	IWB4	0.775			
	IWB5	0.789			

Table 3 presents the results of the inner model evaluation based on the R-square and adjusted R-square values, which measure the explanatory power of the structural model. The R-square value for Innovative Work Behavior (IWB) is 0.661, indicating that 66.1% of the variance in IWB can be explained by the exogenous variables in the model. Similarly, the R-square values for Quiet Quitting (QUI) and Job Satisfaction (JS) are 0.663 and 0.441, respectively, suggesting that the model explains 66.3% of the variance in QUI and 44.1% in JS. The adjusted R-square values, which account for the number of predictors in the model, are slightly lower but remain substantial, confirming the model's robustness and moderate to strong explanatory power. These results support the adequacy of the model in explaining the variation in key endogenous constructs.

Table 3.
R-square & R-squared adjusted.

Variable	R Square	R Square Adjusted
Innovative Work Behavior (IWB)	0.661	0.653
Job Satisfaction (JS)	0.441	0.423
Quiet Quitting (QUI)	0.663	0.657

The results of hypothesis testing presented in Table 4 show varied outcomes across the eleven proposed hypotheses. H1, which hypothesized a negative relationship between work-life conflict and job satisfaction, is not supported, as the effect is positive and statistically insignificant ($p = 0.164$). In contrast, H2 is supported, indicating that work-life conflict has a significant positive effect on quiet quitting ($p = 0.000$). This suggests that individuals experiencing higher levels of conflict between work and personal life are more likely to mentally disengage from their jobs.

Table 4.
Results of effect hypothesis testing.

Relationships Between Variables		Original Sample	P-Values	Description	
H1	WLC → JS	0.332	0.164	Positive & Not Significant	Reject
H2	WLC → QUI	0.813	0.000	Negative & Significant	Support
H3	WLC → IWB	0.410	0.021	Positive & Significant	Reject
H4	TA → JS	-0.222	0.303	Negative & Not Significant	Reject
H5	TA → QUI	-0.129	0.463	Negative & Not Significant	Reject
H6	TA → IWB	-0.460	0.003	Negative & Significant	Support
H7	JS → QUI	-0.241	0.000	Negative & Significant	Support
H8	JS → IWB	0.666	0.000	Positive & Significant	Support
H9	QUI → IWB	-0.174	0.035	Negative & Significant	Support
H10	POS x WLC → JS	0.933	0.001	Positive & Significant	Support
H11	POS x TA → JS	-0.657	0.008	Negative & Not Significant	Support
	TA → QUI → IWB	0.022	0.539	Positive & Not Significant	
	WLC → QUI → IWB	-0.142	0.059	Negative & Significant	
	TA → JS → IWB	-0.148	0.307	Negative & Not Significant	
	WLC → JS → IWB	0.221	0.172	Positive & Not Significant	
	TA → JS → QUI	0.053	0.333	Positive & Not Significant	
	WLC → JS → QUI	-0.080	0.203	Negative & Not Significant	
	JS → QUI → IWB	0.042	0.076	Positive & Significant	

For H3, the hypothesis is rejected despite the statistical significance ($p = 0.021$) due to the positive direction of the relationship, which contradicts the proposed negative effect of work-life conflict on innovative work behavior. In addition, H4 and H5, which explore the influence of technology anxiety on job satisfaction and quiet quitting, are both rejected, as the p-values (0.303 and 0.463, respectively) indicate insignificant relationships. This implies that technology-related anxiety may not have a direct effect on these variables within the studied population.

On the other hand, H6 is supported, showing that technology anxiety significantly and negatively influences innovative work behavior ($p = 0.003$). This finding emphasizes that employees who feel anxious about using technology are less likely to exhibit innovation at work. Furthermore, both H7 and H8 are supported, with job satisfaction found to significantly reduce quiet quitting ($p = 0.000$) and simultaneously enhance innovative work behavior ($p = 0.000$). These results underscore the critical role of job satisfaction in shaping employee attitudes and work output.

The final three hypotheses examine the role of quiet quitting and perceived organizational support. H9 is supported, showing a significant negative effect of quiet quitting on innovative work behavior ($p = 0.035$). Meanwhile, the moderating role of perceived organizational support shows mixed results. H10 is supported, with perceived organizational support significantly moderating the relationship between work-life conflict and job satisfaction ($p = 0.001$). However, H11 is only partially supported. While the moderation effect is significant ($p = 0.008$), the direction is negative, which is contrary to the hypothesized positive moderation. Overall, these findings offer valuable insights into how internal stressors and organizational support mechanisms interact to shape employee performance in higher education institutions.

5. Discussion

The findings of this study reveal that Work-Life Conflict (WLC) has a significant effect on Quiet Quitting (QUI) but not on Job Satisfaction (JS). Surprisingly, it shows a positive relationship with Innovative Work Behavior (IWB). These results align with the Job Demands-Resources (JD-R) theory [1] and the Conservation of Resources theory, which suggest that high job demands can deplete employees' psychological resources, leading to emotional exhaustion and withdrawal behaviors. Consistent with the studies of Ahmad et al. [6], the heightened conflict between professional and personal demands among internal university auditors encourages QUI as a form of self-protection. However, the positive link between WLC and IWB found in this research contradicts previous findings by Ahmad et al. [6], which stated that role conflict typically inhibits innovative behavior. This anomaly may be explained by the specific context of internal auditors, who, despite experiencing pressure, may still be driven to innovate in order to maintain their professional credibility.

Regarding Technology Anxiety (TA), the results indicate a significant negative impact on IWB but no significant effect on JS or QUI. These findings are consistent with those of Fernández-Fernández et al. [39], who found that technostress diminishes work engagement and innovation. When internal auditors feel unable to keep up with technological advancements, they tend to avoid risks, leading to reduced participation in creative and innovative processes [66]. Although TA does not significantly affect JS or QUI in this study, the direction of the relationship remains negative, indicating that TA continues to be a source of psychological stress that may eventually undermine job satisfaction if not properly addressed through adequate training and technological support.

This study further emphasizes the critical role of job satisfaction in reducing quiet quitting and enhancing IWB. These findings support the Affective Events Theory, which posits that daily work experiences shape emotional responses and, consequently, work behaviors. When internal auditors feel satisfied with their jobs, they are more likely to exhibit high engagement, loyalty, and innovative behavior, as supported by Kim and Sohn [46]. Conversely, a lack of job satisfaction

may lead to QUI and other forms of passive work behavior [73]. These results highlight the importance of fostering a fair, supportive work environment that balances job demands with personal life in order to maintain employee motivation and drive optimal performance.

Finally, the results demonstrate that Perceived Organizational Support (POS) significantly moderates the relationships between WLC and JS, as well as between TA and JS, although the direction of moderation in the TA-JS relationship was not as expected. These findings support Social Exchange Theory, which suggests that when employees perceive support from their organization, they reciprocate through increased satisfaction and reduced withdrawal behaviors. Studies by Hou and Fan [89] also indicate that organizational support can enhance employees' psychological resilience to role conflict and technological stress. POS offers both emotional and instrumental support, enabling auditors who feel valued and supported to better cope with challenges without compromising their commitment or innovative performance. Therefore, organizations must develop policies that cultivate a supportive culture to preserve employee well-being and productivity in the digital work era.

6. Conclusion

This study aimed to examine the influence of work-life conflict, technology anxiety, and perceived organizational support on quiet quitting, job satisfaction, and ultimately, innovative work behavior. Utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM), the study analyzed responses collected from employees across various industries. The results reveal that work-life conflict and technology anxiety significantly increase the tendency for quiet quitting, while perceived organizational support enhances job satisfaction and reduces quiet quitting. Furthermore, job satisfaction positively affects innovative work behavior, while quiet quitting has a negative impact, underscoring the importance of organizational support in fostering employee innovation.

These findings offer several practical implications for organizational policy. Employers should implement strategies that reduce work-life conflict and technology-related stress while strengthening perceived organizational support to prevent quiet quitting and enhance job satisfaction. However, the study has limitations, such as its cross-sectional design and reliance on self-reported data, which may affect the generalizability of the results. Future research should consider longitudinal approaches, explore additional moderating variables such as organizational culture, and test the model across different cultural and industry contexts to further validate and expand upon these findings.

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