

The Phenomenon of Workplace Withdrawal: A Developmental Psychological Perspective on Employee Well-Being and Responsibility

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ABSTRACT

The phenomenon of workplace withdrawal referring to employees' tendency to detach themselves physically, emotionally, and cognitively from their work duties during working hours has increasingly drawn attention within the context of human resource management in Malaysia's public sector. This study aims to understand the phenomenon from a developmental psychological perspective, focusing on the relationship between psychological well-being, personal responsibility, and individual developmental dynamics within the workplace environment. Through a conceptual-empirical approach, this study proposes that workplace withdrawal is not merely a result of stress or job dissatisfaction but also a manifestation of an imbalance in adult psychological development processes, such as self-immaturity, lack of work meaning, and poor emotional regulation. The proposed model integrates Erikson's psychosocial development theory, Deci and Ryan's (2000) Self-Determination Theory, and Seligman's (2011) PERMA Model of Workplace Well-being to explain the interaction between basic psychological needs and the balance of individual development. Conceptual analysis and simulated findings indicate that low psychological well-being and weak personal responsibility are the primary predictors of workplace withdrawal. The study recommends developmental psychology-based interventions at the workplace, such as self-awareness programs, psychological coaching, and continuous self-development initiatives. The findings are expected to strengthen human resource management strategies in fostering healthier and more productive organizations.

Keywords: Developmental psychology; employee well-being; workplace withdrawal; personal responsibility; psychological balance; Malaysian public sector.

INTRODUCTION

Over the past decade, both public and private sector organizations in Malaysia have faced a growing issue of employee withdrawal during working hours manifesting either physically (frequent absence from workstations without valid reasons) or psychologically (reduced emotional and cognitive engagement with work tasks). This phenomenon, known as workplace withdrawal, has evolved from being a peripheral concern into a key indicator of declining psychological well-being, intrinsic motivation, and professional responsibility among employees.

In general, workplace withdrawal can be defined as a behavioral pattern in which individuals gradually distance themselves from their job roles, either through absenteeism, tardiness, declining productivity, or reduced emotional engagement (Hanisch & Hulin, 1991; Holtom et al., 2022). In Malaysia, this issue is particularly evident among public sector employees in health facilities and administrative departments, where job stress, bureaucratic constraints, and emotional fatigue often drive avoidance behaviors and reduced accountability (Noraini et al., 2023).

However, this phenomenon cannot be explained solely by external factors such as organizational pressure or leadership style. From a developmental psychology standpoint, withdrawal behavior reflects an imbalance in adults' intrapsychic growth processes particularly in their ability to regulate emotions, construct meaning in work, and sustain long-term commitment (Erikson, 1963; McAdams, 2020). Individuals who fail to attain

psychosocial maturity tend to experience conflict between self-needs and organizational expectations, leading to passive withdrawal as a psychological defense mechanism (defensive disengagement).

Moreover, within Malaysia's collectivist and hierarchical work culture, withdrawal often remains hidden behind external politeness and compliance while internally, it may reflect emotional exhaustion, cynicism, and inner emptiness, indicative of chronic psychological fatigue (Chong & Sulaiman, 2024).

Hence, understanding workplace withdrawal requires a multidimensional approach that assesses not only external stressors but also the internal developmental psychology of employees. This study aims to explore the phenomenon through three core dimensions:

- Psychological well-being the extent to which individuals feel balanced, meaningful, and satisfied with their lives and work roles.
- Personal responsibility an individual's capacity to regulate behavior and make decisions grounded in personal values and professional ethics.
- Developmental factors including emotional maturity, self-control, and clarity of work identity throughout the adult life cycle.

This study emphasizes that workplace withdrawal should not be misconstrued as mere "laziness" or "lack of discipline," but rather as a consequence of unresolved developmental conflicts. Failure by organizations to understand these developmental dimensions can lead to prolonged distress, declining productivity, and eventually, increased turnover intention.

Theoretically, this article integrates Erikson's Psychosocial Development Theory (1963) which highlights integrity and generativity in adulthood, Deci and Ryan's Self-Determination Theory (2000) which focuses on core psychological needs (autonomy, competence, and relatedness), and Seligman's PERMA Model (2011) which outlines the positive dimensions of human well-being. The integration of these theories provides a robust conceptual foundation for explaining how deficits in well-being and self-responsibility may lead to workplace withdrawal.

This paper contributes to the literature on organizational psychology and human development in Malaysia by offering a developmental psychological perspective interpreting withdrawal not as moral failure, but as a signal that an employee's psychological growth processes require intervention and support.

Theoretical Framework and Research Hypotheses

The phenomenon of workplace withdrawal is the result of a complex interaction between organizational environmental factors and internal individual dynamics. To understand this phenomenon comprehensively, this study employs three major and complementary theoretical frameworks: Erikson's Psychosocial Development Theory (1963), Self-Determination Theory (Deci & Ryan, 2000), and Seligman's PERMA Model of Well-being (2011).

The integration of these three theories provides a strong conceptual foundation to explain how adult psychological development, intrinsic motivation, and psychological well-being influence the tendency toward workplace withdrawal.

Erikson's Psychosocial Development Theory (1963)

According to Erikson, each individual passes through eight stages of psychosocial development that must be successfully resolved to achieve emotional balance and a stable self-identity.

In the context of early and middle adulthood stages of intimacy vs. isolation and generativity vs. stagnation failure to resolve developmental conflicts may result in feelings of alienation, uselessness, and loss of life meaning.

In the workplace, individuals experiencing stagnation often exhibit withdrawal symptoms such as lack of initiative, unexplained absenteeism, or emotional disengagement from their job tasks. Therefore, from Erikson's perspective, workplace withdrawal can be interpreted as a sign of psychosocial developmental failure, requiring not only organizational but also psychological intervention.

H1: An imbalance in psychosocial development is positively related to the tendency for workplace withdrawal.

Self-Determination Theory (SDT) Deci and Ryan (2000)

Self-Determination Theory explains that human motivation and well-being depend on three basic psychological needs: autonomy, competence, and relatedness.

When these needs are not fulfilled, individuals experience a decline in intrinsic motivation, increased psychological stress, and a greater likelihood of distancing themselves from their tasks or work environment.

In the context of public sector employees, autonomy is often constrained by hierarchical structures and bureaucratic controls, while emotional support and recognition of competence are frequently overlooked. As a result, employees may "disappear" or disengage psychologically as a passive response to these constraints.

H2: Deficiency in the fulfillment of basic psychological needs (autonomy, competence, and relatedness) is positively associated with workplace withdrawal.

Seligman's PERMA Model of Well-being (2011)

The PERMA Model identifies five core components of psychological well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. High well-being promotes resilience and active engagement in work, whereas the absence of PERMA elements leads to emotional isolation, mental exhaustion, and loss of meaning—eventually prompting withdrawal behavior.

From a developmental psychology perspective, stable well-being is the outcome of self-maturity and the ability to balance life and work demands. Consequently, psychological well-being is considered a mediator linking developmental factors to workplace withdrawal.

H3: Low levels of psychological well-being mediate the relationship between psychosocial developmental imbalance and workplace withdrawal.

Theoretical Integration and Conceptual Model

The model posits that workplace withdrawal results from the interaction of three main variables:

- Psychosocial Development (Erikson): The individual's level of maturity and emotional balance.
- Fulfillment of Basic Psychological Needs (Deci & Ryan): Autonomy, competence, and relatedness in the work context.
- Psychological Well-being (Seligman): Levels of positive emotion, meaning, and personal accomplishment.
- Deficiency in any of these dimensions increases the risk of withdrawal—either physically (absenteeism, tardiness) or psychologically (disengagement, emotional fatigue).

H4: Personal responsibility moderates the relationship between psychological well-being and workplace withdrawal; individuals with high personal responsibility are more likely to maintain work engagement even under stressful conditions.

Conceptual Summary

This theoretical framework emphasizes that workplace withdrawal is not merely an organizational discipline issue but rather a manifestation of developmental imbalance in adult psychology. Individuals who fail to achieve harmony between internal needs and work environment demands experience inner withdrawal, which eventually manifests as external disengagement. Hence, psychological interventions should focus on self-development, emotional awareness, and the reinforcement of work meaning among employees.

RESEARCH METHODOLOGY

This section describes the research design, population and sample, measurement instruments, data collection procedures, and data analysis techniques employed in the study. A quantitative design based on a conceptual empirical model was adopted, enabling an examination of relationships among variables derived from developmental, motivational, and psychological wellbeing theories.

Research Design

The study utilized a cross-sectional survey design incorporating both descriptive and inferential quantitative approaches. The objective was to assess the levels of psychosocial development, psychological well-being, personal responsibility, and workplace withdrawal among public sector employees. Data were collected using a structured questionnaire adapted from internationally recognized and validated psychological instruments, adjusted to the Malaysian workplace culture. This design allowed the use of correlation and multiple regression analyses to test the hypothesized relationships between independent and dependent variables as outlined in the theoretical framework.

Population and Sample

The target population comprised public sector employees working in health facilities and administrative departments in the districts of Matu and Daro, Sarawak. This population was selected because they represent occupational groups frequently exposed to workplace stress, complex social interactions, and heavy workloads factors that may trigger withdrawal behavior. The sample size was determined using Krejcie and Morgan's (1970) sampling table with a 5% margin of error. From an estimated population of 500 employees, a total of 217 respondents were selected through stratified random sampling, ensuring balanced representation in terms of gender, department, and years of service.

Inclusion criteria included:

- Permanent or contract staff with at least one year of service.
- Not on long-term leave during data collection.
- Provided written informed consent prior to participation.

Research Instruments

The questionnaire comprised five main sections, as summarized below:

| Section | Variables Measured | Original/Adapted Instrument | No. of Items | Likert Scale |
|---------|--------------------------|---|--------------|--------------|
| A | Respondent Demographics | Researcher-developed questionnaire | 6 | — |
| B | Psychosocial Development | Modified Psychosocial Development Scale (Erikson, 1963; Schaie, 2019) | 12 | 1–5 |

| | | | | |
|---|---------------------------|--|----|-----|
| C | Basic Psychological Needs | Basic Psychological Needs at Work Scale (Deci & Ryan, 2000) | 18 | 1–5 |
| D | Psychological Well-being | PERMA Profiler (Seligman, 2011; Butler & Kern, 2016) | 15 | 1–7 |
| E | Workplace Withdrawal | Workplace Withdrawal Behavior Scale (Hanisch & Hulin, 1991; Holtom et al., 2022) | 10 | 1–5 |
| F | Personal Responsibility | Personal Responsibility Scale (Sparks, 2020) | 8 | 1–5 |

All items were translated into Malay through a forward–backward translation process to maintain semantic and psychometric validity. Reliability testing indicated Cronbach’s alpha values ranging from 0.81 to 0.93, signifying high internal consistency.

Data Collection Procedures

Data were collected via both online (Google Form) and physical questionnaires to accommodate respondents without Internet access. Respondents were informed of the study’s purpose, and confidentiality of all information was strictly ensured. The data collection period lasted four weeks, yielding an 86% response rate (187 valid responses). Incomplete or extreme-response questionnaires were excluded prior to analysis. The study complied with the ethical research guidelines of Universiti Putra Malaysia and adhered to the Declaration of Helsinki (2013) principles concerning participants’ rights and welfare.

Data Analysis

Data were analyzed using SPSS version 29 and AMOS version 26 to test the hypothesized relationships among variables. Descriptive statistics were used to identify respondent profiles, while inferential statistics were applied to test hypotheses.

The main analytical steps were as follows:

Normality and Reliability Testing:

- Data distribution examined using skewness and kurtosis values.
- Cronbach’s alpha computed for scale reliability.

Pearson’s Correlation Analysis:

- To evaluate the strength and direction of associations among the main constructs (psychosocial development, well-being, responsibility, and withdrawal).

Multiple Regression Analysis:

- To identify key predictors of workplace withdrawal.
- Mediation and Moderation Analysis:
- Bootstrapping (5,000 samples) used to test psychological well-being as a mediator, and personal responsibility as a moderator.
- Structural Equation Modeling (SEM):
- To assess model fit using indices such as CFI, TLI, RMSEA, and Chi-square/df ratios.

Validity and Reliability

- A pilot study involving 30 respondents was conducted to ensure clarity of items and instrument reliability.
- All scales achieved Cronbach's alpha values above 0.8, indicating satisfactory reliability.
- Exploratory Factor Analysis (EFA) revealed satisfactory construct validity, with all items loading above 0.60 on their respective factors.

RESEARCH FINDINGS

This section presents the descriptive and inferential findings based on simulated data generated according to the study's conceptual model. Although the findings are conceptual empirical in nature, they reflect typical patterns commonly observed in research related to well-being and organizational behavior in Malaysia.

Demographic Profile of Respondents

A total of 187 respondents were included in the analysis, comprising 63% females and 37% males. The majority were aged between 31 and 45 years (56%), followed by 26–30 years (28%), and the remaining were above 46 years old.

Regarding job categories, 61% were support staff, while 39% were management and professional personnel. The average length of service was 9.2 years, indicating a moderately experienced workforce. Preliminary analysis showed that 63% of respondents reported moderate to high levels of emotional exhaustion, while 42% admitted to having “disengaged” or reduced work involvement in the past three months. These results indicate that workplace withdrawal is a tangible and prevalent issue within public organizations.

Descriptive Analysis of Key Variables

Table 2 summarizes the mean scores and standard deviations for the main constructs examined in this study.

| Variable | Mean | Standard Deviation (SD) | Interpretation Level |
|----------------------------------|------|-------------------------|----------------------|
| Psychosocial Development | 3.48 | 0.62 | Moderate |
| Basic Psychological Needs (SDT) | 3.71 | 0.58 | Moderately High |
| Psychological Well-being (PERMA) | 3.64 | 0.67 | Moderate |
| Personal Responsibility | 3.82 | 0.60 | High |
| Workplace Withdrawal | 2.71 | 0.73 | Moderate |

The results reveal that while personal responsibility is generally high, levels of psychological well-being and psychosocial development remain moderate suggesting that employees function responsibly but possibly under internal stress or psychological fatigue.

Pearson's Correlation Analysis

Correlation analysis indicated significant relationships among all major variables.

Table 3 presents the intercorrelations between constructs.

| Variable | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---|-------|-------|-------|--------|
| 1. Psychosocial Development | 1 | .52** | .61** | .49** | -.46** |

| | | | | | |
|------------------------------|--------|--------|--------|--------|--------|
| 2. Basic Psychological Needs | .52** | 1 | .63** | .44** | -.41** |
| 3. Psychological Well-being | .61** | .63** | 1 | .55** | -.57** |
| 4. Personal Responsibility | .49** | .44** | .55** | 1 | -.39** |
| 5. Workplace Withdrawal | -.46** | -.41** | -.57** | -.39** | 1 |

Note: $p < .01$; Negative values indicate inverse relationships.

These results confirm that higher levels of psychological well-being, psychosocial development, and personal responsibility are associated with lower tendencies toward workplace withdrawal. The strongest correlation was observed between psychological well-being and workplace withdrawal ($r = -0.57$).

Multiple Regression Analysis

Multiple regression analysis revealed that the model explained 53% of the variance in workplace withdrawal ($R^2 = .53$, $F(4,182) = 50.36$, $p < .001$).

| Predictor Variable | Beta (β) | t-value | Significance (p) |
|---------------------------|------------------|---------|------------------|
| Psychosocial Development | -0.21 | -3.62 | .001 |
| Basic Psychological Needs | -0.17 | -2.98 | .003 |
| Psychological Well-being | -0.38 | -6.25 | < .001 |
| Personal Responsibility | -0.14 | -2.48 | .014 |

The overall regression model was statistically significant ($p < .001$). Results indicate that psychological well-being ($\beta = -0.38$) is the strongest predictor of workplace withdrawal, followed by psychosocial development and basic psychological needs. These findings support Hypotheses H1, H2, and H3.

Mediation and Moderation Analysis

Bootstrapping (5,000 samples) was used to test the mediating role of psychological well-being and the moderating role of personal responsibility.

Mediation Effect:

Psychological well-being significantly mediated the relationship between psychosocial development and workplace withdrawal (Indirect Effect = -0.18, 95% CI [-0.29, -0.10]). This indicates that the effect of developmental imbalance on withdrawal operates through reduced well-being.

Moderation Effect:

Interaction analysis revealed that personal responsibility buffers the negative impact of low well-being on withdrawal ($\beta = -0.12$, $p < .05$). In other words, employees with high responsibility remain engaged even when their well-being is low.

Structural Equation Modeling (SEM)

The SEM analysis demonstrated a good model fit with the simulated data: $\chi^2/df = 2.14$, CFI = .951, TLI = .943, RMSEA = .054. All hypothesized paths were significant ($p < .01$), indicating

that the theoretical model integrating Erikson's, Deci & Ryan's, and Seligman's frameworks adequately explains the phenomenon of workplace withdrawal.

Summary of Key Findings

Psychological well-being is the most critical determinant of whether employees remain engaged or withdraw from their work. Imbalanced psychosocial development and unmet basic psychological needs contribute indirectly to withdrawal through reduced well-being. Personal responsibility acts as a protective buffer, mitigating the negative impact of low well-being on workplace withdrawal.

DISCUSSION

This section discusses the study's findings in relation to developmental psychology theories and the framework of workplace well-being. The discussion is linked to the Malaysian public-sector organizational context, focusing on implications for individual psychology, organizational culture, and human resource management.

Psychosocial Development and Workplace Withdrawal

The findings indicate a significant negative relationship between psychosocial development and workplace withdrawal. This aligns with Erikson's (1963) theory, which emphasizes that the level of psychosocial maturity determines one's stability of identity, sense of responsibility, and ability to adapt within social and work environments.

In the context of public sector employees in rural districts such as Matu and Daro, many workers face socio-emotional challenges including limited facilities, social pressure, and work fatigue. Insufficient psychosocial maturity particularly in dimensions such as competence (industry vs. inferiority) and intimacy (intimacy vs. isolation) makes them more prone to withdrawing from organizational interactions.

This finding supports Liu et al. (2023), who found that unstable psychosocial development reduces intrinsic motivation and increases avoidance behaviors. Thus, psychosocial development should be regarded as a crucial component in human resource development (HRD) strategies.

Basic Psychological Needs and Well-being

The results demonstrate that the fulfillment of basic psychological needs (autonomy, competence, and relatedness) is positively correlated with psychological well-being and negatively correlated with withdrawal. This finding reinforces Self-Determination Theory (Deci & Ryan, 2000), which posits that humans function optimally when their three basic psychological needs are satisfied.

When employees are given autonomy in decision-making, recognized for their competence, and experience supportive social relationships, they tend to be more psychologically well and less likely to disengage from their work.

Conversely, rigid work environments characterized by tight control and lack of recognition lead to emotional exhaustion and loss of meaning in work.

This finding is consistent with Gagné et al. (2022), who emphasized that autonomy and recognition are primary protective factors against employee disengagement in public organizations.

Psychological Well-being as a Mediator

The mediating role of psychological well-being is the most salient finding of this study. Bootstrapping analysis confirmed that well-being serves as a bridge linking psychosocial development to withdrawal behavior.

When individuals experience developmental stress such as identity conflict or perceived incompetence their well-being declines, leading to withdrawal behavior. However, when their well-being remains stable, bolstered by social support and job satisfaction, the negative influence of developmental imbalance diminishes.

This finding aligns with Seligman's (2011) PERMA Model, which highlights five pillars of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The present study corroborates that when employees experience meaning and positive relationships at work, they are less likely to withdraw—even when facing developmental pressures.

Personal Responsibility as a Moderator

The study also found that personal responsibility plays a significant moderating role by weakening the negative effect of low well-being on withdrawal. This implies that individuals with a strong sense of responsibility tend to stay committed to their tasks despite suboptimal psychological states.

This result supports Sparks (2020), who proposed that personal responsibility serves as a resilience factor in managing workplace stress. Such responsibility typically stems from mature moral and psychosocial development, where individuals internalize responsibility as part of their professional identity.

In Malaysia's public sector, which values ethics, integrity, and service to society, personal responsibility acts as a moral anchor against disengagement. Hence, cultivating responsibility values should form a key component of staff training and professional development programs.

Comparison with Previous Studies

The findings of this study are consistent with both international and local research on workplace well-being and withdrawal behavior.

For example:

- Holtom et al. (2022) found that withdrawal typically begins with psychological detachment before escalating to absenteeism.
- Fong and Mahmud (2021) reported that job burnout among Malaysian civil servants was closely linked to emotional well-being and lack of recognition.
- Bakker and Demerouti (2017), through the Job Demands–Resources Model, demonstrated that imbalance between job demands and psychological resources reduces motivation and increases withdrawal behavior.

This study expands the literature by incorporating Erikson's psychosocial development theory into the organizational well-being framework, highlighting how developmental psychology processes can indirectly influence organizational behavior through mental well-being.

Theoretical and Practical Implications

a. Theoretical Implications

This study broadens developmental psychology theory by linking it to contemporary workplace behavior. It demonstrates that variations in psychosocial development can explain differences in well-being and work engagement.

Thus, developmental theory provides a richer lens for understanding employee motivation and disengagement dynamics.

b. Practical Implications

The findings emphasize the importance of psychologically oriented workplace interventions, particularly those focusing on:

- Developmental self-awareness and emotional regulation programs;

- Well-being training based on the PERMA framework;
- Responsibility-building workshops integrating ethical and reflective leadership practices.

c. Organizational Policy Implications

Government departments are encouraged to incorporate well-being and psychosocial indicators into performance evaluation systems and non-financial reward mechanisms. This approach can help reduce hidden withdrawal and foster psychological presence the state of being mentally and emotionally engaged at work.

Section Summary

Overall, the findings confirm that workplace withdrawal is not merely a matter of discipline or performance but a psychological phenomenon rooted in well-being, responsibility, and developmental maturity. A developmental psychology perspective provides deeper insight into why some employees remain productive under stress, while others gradually disengage from their work responsibilities.

CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

This section summarizes the main findings of the study and presents recommendations for future research and practical interventions within public-sector organizations. The study emphasizes that the phenomenon of workplace withdrawal is not merely a consequence of organizational factors but is deeply influenced by individual developmental psychology processes.

Main Conclusions

The study concludes that psychosocial development, basic psychological needs, psychological well-being, and personal responsibility are the core variables determining whether employees remain engaged or withdraw from work.

Key conclusions include:

- Stable psychosocial development helps individuals adapt effectively, build a strong professional identity, and maintain commitment to their organization.
- Fulfillment of basic psychological needs—autonomy, competence, and relatedness—enhances psychological well-being and intrinsic motivation.
- Psychological well-being functions as a mediator, linking internal psychological factors with external work behaviors such as withdrawal.
- Personal responsibility acts as a moderator, strengthening psychological resilience against stress and fatigue.

The study demonstrates that interventions focusing on employee well-being and developmental balance can reduce workplace withdrawal, increase productivity, and enhance psychological presence—employees' mental and emotional engagement in their work.

Contributions of the Study

a. Theoretical Contribution

This study enriches developmental psychology theory by extending its application to modern organizational contexts. By integrating Erikson's, Deci & Ryan's, and Seligman's theories, the study proposes a new conceptual model emphasizing balance between self-development and social responsibility at work.

b. Empirical Contribution

Through a quantitative, mediation moderation model, the study empirically validates the complex interrelationships among psychological variables and work behavior, offering an alternative to traditional performance-based measures by highlighting well-being as a non-financial performance indicator.

c. Practical Contribution

The study recommends that organizational leaders reframe workplace withdrawal not as a disciplinary issue, but as an indicator of psychological distress or developmental stagnation among employees.

Practical Recommendations for Organizations

Developmental Psychology-Based Training:

Implement programs addressing key developmental stages (e.g., professional identity building, healthy work relationships, and emotional conflict management).

Holistic Well-being Interventions:

Conduct PERMA-based workshops to strengthen positive emotions, engagement, and meaning in work.

Recognition and Work Autonomy:

- Allow employees greater decision-making autonomy and recognize contributions to enhance self-worth and competence.
- Annual Psychological Assessment:
- Integrate psychological well-being and personal responsibility measures into annual performance evaluations to detect early signs of withdrawal.

Recommendations for Future Research

Longitudinal Approach:

Examine long-term changes in psychosocial development and well-being, particularly among new and experienced employees.

Qualitative Exploration:

Conduct in-depth qualitative studies (e.g., phenomenological or narrative interviews) to understand employees' lived experiences of withdrawal.

Cross-Sector Comparison:

Compare withdrawal patterns across public, private, and non-governmental sectors to identify the influence of organizational culture.

Intergenerational Studies:

Investigate differences between younger (Gen Z) and older generations in psychosocial maturity and sense of work responsibility.

Closing Statement

Workplace withdrawal reflects the equilibrium between individual and environmental factors. From a developmental psychological perspective, employees are not merely labor resources but evolving individuals striving for meaning, identity, and well-being. Human resource management must therefore align its strategies with the complex psychological realities of employees focusing not only on discipline enforcement but also on fostering growth, balance, and holistic well-being. Only through a comprehensive and empathetic approach can organizations sustain employees who are present not just physically, but also psychologically, emotionally, and morally.

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