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The Relationship Between Career Success Expectations and Emotional Intelligence with *Quarter Life Crisis* in Generation Z

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Abstract. *Quarter-life crisis has emerged as a significant psychological phenomenon affecting Generation Z, characterized by identity confusion, career uncertainty, and emotional instability during the transition to adulthood. This study aims to determine the relationship between career success expectations and emotional intelligence with quarter life crisis in generation z. Respondents in this study were generation z aged 18-19 years and unmarried totaling 66 respondents. The sampling technique used was purposive sampling. The research instrument used a quarter life crisis scale, career success expectations and emotional intelligence. The results of the correlation coefficient of the three variables are 0.504 with a p-value of 0.001 (p<0.01) and an effective contribution of 25.4%, meaning there is a very significant relationship between career success expectations and emotional intelligence with quarter life crisis. The results of the first minor hypothesis test showed that there is a very significant negative relationship between career success expectations and quarter life crisis with a correlation coefficient of -0.346 and a p-value of 0.002 (p<0.01). The results of the second minor hypothesis test also showed a very significant negative relationship between emotional intelligence and quarter life crisis with a correlation of -0.447 and a p-value of 0.001 (p<0.01). Based on the research results, it can be concluded that the three variables have a significant negative relationship between both career success expectations and quarter life crisis and emotional intelligence and quarter life crisis.*

Keywords: *emotional intelligence, quarter life crisis, hope*

INTRODUCTION

Generation Z (Gen Z) is a generation group born before the Alpha generation and after the Millennial generation was born (Kamil & Laksmi, 2023) . Generation Z is a group of individuals born in the period between 1997 and 2012 (Arum, 2023) . Generation Z is a group born in the modern era with rapid technological advances, where the internet has become a part of everyday life (Kristyowati, 2021) . Generation Z or Gen NET is very dependent on technology, has a high ability to access various information, is almost never separated from smartphones, and is always connected to the internet (Kristyowati, 2021) .

Generation Z was born in a time when *personal computers* had become an essential part and an inseparable necessity of life (Kamil & Laksmi, 2023) . Easy internet access also makes Generation Z more vulnerable to experiencing negative impacts on mental and emotional conditions higher than previous generations (Phangadi, 2019) . Various mental health problems most experienced by Generation Z include anxiety disorders, depression, stress, excessive restlessness (Abdulah et al., 2024) . Generation Z often feels stressed due to uncertainty about their future, especially related to their future careers (Damayanti & Prahoro, 2025) . In addition, individuals in this group also face various challenges, such as the demands of achieving academic and professional achievements, as well as the influence of social media, which can increase the risk of experiencing depression and anxiety (Schmitt, 2024) .

The McKinsey Global Institute (2022) reports that Generation Z faces very different career prospects than previous generations. They are required to possess flexible skills applicable across

various fields, as well as develop an adaptive and resilient mindset in the face of change. Intense social media exposure also exacerbates this condition, leading to excessive social comparison, which often triggers anxiety and lowers self-confidence (Fuad, 2023) . Generation Z also faces several challenges, such as pressure from the environment and family to meet high expectations, as well as the risk of difficulty managing *multitasking* and experiencing *a quarter-life crisis* (Rosyiddin & Afandi, 2023) .

Quarter-life crisis is a psychological phenomenon experienced by many individuals during the transition from adolescence to early adulthood (Arnett, 2000) . Robbins & Wilner (2001) describe this period as the *twenty-something phase*, a time when individuals begin to leave the comfort of adolescence and are faced with the demands of adult life such as work, relationships, and marriage. *Quarter-life crisis* is characterized by emotional instability, constant life changes, numerous choices, feelings of panic, and helplessness in facing the future (Cahya et al., 2021) . Atwood & Scholtz (2008) state that *quarter-life crisis* is experienced by individuals aged 18–29 years, characterized by feelings of adrift and emotional crisis. Individuals in this phase often experience anxiety, worry, and feelings of hopelessness for the future (Melati, 2024) . *Quarter-life crisis* is experienced by Generation Z, who are entering their 20s, facing many challenges and demands that can increase the risk of depression and anxiety (Schmitt, 2024) . Generation Z often feels pressured to find work that not only guarantees financial stability but can also fulfill self-actualization needs and provide personal satisfaction (Ratih et al., 2024) **.**

A survey conducted by GenSINDO (2020) , on respondents aged 18-25 years with 95% students and the rest workers who said there were five things that made them anxious when entering the early adulthood phase, namely career, partner, education, global competition, health. Linkedin also conducted a survey in 2017 on all linkedin users worldwide, and found that 75% experienced *a quarter life crisis* with the main cause being the pressure of career stability and increasing economic status by 59%, meaning that work and finances influence *the quarter life crisis* quite high.

The research conducted a survey of 33 Generation Z respondents in *emerging adulthood* (aged 18-29 years) consisting of students, workers, and job seekers. The survey results showed that almost the majority of respondents (81.8%) felt anxious regarding job opportunities, finances, or their future and as many as 63.6% of respondents also felt confused or dissatisfied with their current life development. Based on the survey results, it shows symptoms of *a quarter-life crisis* in most of Gen Z.

The research also conducted interviews with three student respondents aged 21–22 years in Kudus. Respondent Z (21 years old) expressed worry and uncertainty about the future, characterized by confusion about life's direction, doubts about one's own abilities, and feelings of being left behind due to comparing oneself with peers. Respondent A (22 years old) reported feelings of depression, hopelessness, and confusion in determining life's steps. These conditions were influenced by the absence of a clear plan, doubts about one's own abilities, and a tendency to evaluate oneself negatively, which led to a fear of taking risks and choosing to stay in one's comfort zone. Respondent C (22 years old) reported experiencing intense anxiety accompanied by *overthinking* about the future. Respondents also showed a tendency to compare themselves with others, fear of trying new things, and being trapped in negative thought patterns that triggered stress and feelings of depression.

Preliminary data obtained from several respondents shows that expectations is one of the factors that influence *quarter-life crisis.* This is according to Nash and Murray (2010). One of the factors that can influence *quarter-life crisis* comes from internal factors, namely hope and dreams. Hope is an individual's belief and desire to improve the quality of life, accompanied by the motivation to achieve these hopes (Snyder and Lopez 2002) . is a driver or controller whose job is to encourage individuals to move forward in achieving what is needed, desired and required.

According to Othman, et al (2018) hope is one of the factors that can influence career success. Work affects a person's life as a whole, including physical and mental health (Othman et al., 2018) . High expectations of career success can serve as a source of motivation for individuals in overcoming

the challenges they face during *the quarter-life crisis period* (Brown & Lent, 2013) **.** Therefore, hope means positive thoughts or motivation about future goals and helps individuals have a clear picture of what steps need to be taken to achieve those goals (Setiawan and Milati, 2022) .

Hope is considered important in psychology because it is related to good mental health, increased resilience to stress, and goal achievement and happiness (Ulfa et al., 2024) . High individual hope can influence their strategies and motivation to achieve goals (Peterson & Byron, 2008) . Pamawang, Taibe, and Saudi (2023) show that hope can be a source of strength for early adulthood individuals to face *quarter-life crisis* , and function as self-control in solving problems. Lack of hope for the future has an impact on low psychological well-being such as life goals, self-development and self-acceptance (Oruh et al., 2020) . Previous research by Dinda & Rinaldi, (2024) entitled *"The Relationship of Hope With Quarter-Life Crisis in Final Year Students in West Sumatra"* , found a significant negative relationship between hope and *quarter-life crisis.* This means that the lower the hope, the higher *the quarter-life crisis.* Conversely, the higher the hope, the lower *the quarter-life crisis.*

Besides hope, emotional intelligence also plays an important role in dealing with *a quarter life crisis.* (Thouless 2000) . Goleman, (2000) defines emotional intelligence as the ability to recognize and manage one's own emotions, motivate oneself, understand the emotions of others, and build effective social relationships. Emotional intelligence includes the ability to motivate oneself, manage stress, communicate effectively, and form positive, healthy, and productive relationships with the surrounding environment and others (Doho et al., 2023) . According to Patricia, (2002) , there are eight principles of emotional intelligence character, including: Patience, Effectiveness, Impulse Control, Paradigm, Determination, Spiritual Center, Temperament, and Perfection.

Individuals with emotional intelligence see things positively, are able to communicate and resolve social problems calmly (Goleman, 1995) . Conversely, someone with low emotional intelligence tends to be easily angered, easily influenced, easily discouraged, and has difficulty making decisions (Sudiartini et al., 2024) . With high emotional intelligence, someone tends to be more optimistic, rational, and flexible in viewing life and dealing with various problems that arise (Baron, 2006) .

Research conducted by Rivanda & Nofriza (2024) in their study entitled "The Role of Emotional Intelligence in *Quarter-Life Crisis* in Final Year Students" shows a negative relationship between intelligence and *quarter-life crisis.* This means that individuals with high emotional intelligence tend to experience a lower *quarter-life crisis. Conversely, individuals with low emotional intelligence tend to experience a* higher *quarter-life crisis.*

The relationship between career success expectations, emotional intelligence, and *quarter life crisis* can be understood through the Transactional Theory of Stress and Coping by Lazarus & Folkman (1984) . This theory explains that stress arises from an individual's assessment of environmental demands and their available resources. Expectations of career success and emotional intelligence serve as psychological resources that help individuals view stress as a challenge, not a threat.

Based on the theoretical basis, description of the phenomenon and interview results is interested in examining more deeply through research "The Relationship Between Career Success Expectations and Emotional Intelligence with *Quarter Life Crisis* in Generation Z".

MATERIALS AND METHODS
Research Design

This study employs a correlational research design utilizing quantitative methodology to examine relationships among variables without experimental manipulation. The correlational approach is appropriate when research aims to identify associations between naturally occurring variables and when experimental manipulation is neither feasible nor ethically appropriate (Creswell, 2014). This design enables examination of relationship strength and direction between career success expectations,

emotional intelligence, and quarter-life crisis while maintaining ecological validity through study of naturally occurring individual differences (Azwar, 2022) .

Participants and Sampling

The sampling technique used in this study was *non-probability sampling* with *purposive sampling.* This method was chosen because sampling was conducted based on considerations or criteria tailored to the research objectives. As stated by Siyoto & Sodik (2015) , *purposive sampling* is a sampling technique based on considerations and selection criteria.

The sampling criteria for this study were that respondents were Gen Z individuals aged 18-29 years, or those transitioning to early adulthood, individuals exhibiting characteristics of *a quarter-life crisis* (such as anxiety, confusion, and doubt about their direction in life) , and unmarried individuals.

The determination of the number of samples in this study was carried out using the Lameshow formula, (1997) with a maximum estimate (*p*) of 50%, a confidence level (Z) of 95% and an error rate (d) of 10% and obtained the minimum number of samples needed in this study is 66 respondents. This formula was chosen because the population of Gen Z in Indonesia that meets the criteria is not known with certainty. The Lemeshow formula is used to determine the number of samples when the research population is not known with certainty or is very large in scale (Lwanga & Lemeshow, 1991) .

Measurement

There are three scales used in this study, including the *quarter-life crisis scale,* career success expectations, and emotional intelligence. The *quarter-life crisis scale* is compiled based on aspects proposed by Robbins & Wilner, (2001) , namely indecisiveness in making decisions, hopelessness, negative self-assessment, being trapped in difficult situations, anxiety, depression, worry about interpersonal relationships. The career success expectations scale is compiled based on aspects according to Snyder, (2000) , namely *goals, pathway thoughts, agency thoughts.* The emotional intelligence scale is compiled based on aspects according to Salovey and Mayer Goleman, (2007) , namely recognizing one's own emotions, managing emotions, motivating oneself, recognizing other people's emotions, and building relationships.

The three scales used as research instruments underwent instrument trials to assess their discriminatory power and reliability, resulting in a reliable and valid instrument for measuring the variables in the study. *The quarter-life crisis scale* had a reliability of 0.967, the career success expectations scale 0.924, and the emotional intelligence scale 0.939, all of which fall within the highly recommended reliability coefficient category. Item discrimination tests are conducted to determine the item discrimination power on each scale. Item discrimination power is a parameter that indicates the extent to which an item is able to differentiate individuals who have an attribute from individuals who do not.

Which do not have the measured attribute (Azwar, 2014). The item discrimination power is obtained through the correlation coefficient between the item score and the total scale score which produces the *corrected item–total correlation value.* In this study, the minimum limit of *the corrected item–total correlation* used is 0.20. The determination of this limit is based on the opinion of Karatekin & Uysal, (2018) who stated that *the corrected item–total correlation value* of 0.20 is still acceptable at the instrument development stage, and is reinforced by Streiner et al., (2015) who explained that a value above 0.20 is considered adequate, a value of 0.30–0.40 indicates good item quality, and a value above 0.40 indicates very good item quality.

The results of the item discrimination test on *the quarter life crisis scale* showed that out of 56 items before the trial, 53 valid items were obtained with item-total correlation coefficients ranging from 0.419–0.820, so that 53 items were used in this study. On the career success hope scale, out of 24 items before the trial, 23 valid items were obtained with item-total correlation coefficients ranging from

0.412–0.728, so that 23 items were used in this study. Meanwhile, on the emotional intelligence scale, out of 40 items before the trial, 36 valid items were obtained with item-total correlation coefficients ranging from 0.274–0.716, so that 36 items were used in this study.

Data analysis

Data analysis of the hypotheses proposed in this study used multiple regression analysis and product-moment correlation methods. Assumption tests included normality and linearity tests. The normality test was performed using *the One-Sample Kolmogorov–Smirnov test.* The linearity test was performed to determine the linear relationship between variables. Data analysis was performed using *IBM SPSS Statistics version 27 for Windows.*

RESULTS AND DISCUSSION

Researchers conducted a series of data tests before conducting hypothesis testing, which was then analyzed in depth. This data testing included descriptive statistical analysis, assumption testing, and hypothesis testing.

Table 1. *Subject Description*

Gender	Frequency	Percentage
Woman	49	74.2%
Man	17	25.8%
Total	66	100%

Table 2. *Respondents' Age Distribution*

Age	Frequency	Percentage
18	1	1.52%
19	1	1.52%
20	12	18.18%
21	20	30.30%
22	19	28.79%
23	7	10.61%
24	1	1.52%
25	4	6.06%
26	1	1.52%
27	0	0%
28	0	0%
29	0	0%
Total	66	100%

Based on Tables 1 and 2, the respondents in this study were predominantly female, amounting to 49 people (74.2%), while male respondents numbered 17 people (25.8%). In terms of age, respondents were in the 18–29 year range, with the largest age distribution at 21 years old, amounting to 20 respondents (30.30%), followed by 22 years old with 19 respondents (28.79%), and 20 years old with 12 respondents (18.18%). Meanwhile, respondents in other age ranges showed relatively smaller numbers.

Table 3. *Normality Test*

No.	Variables	K=SZ	p (0.05)	Information
1.	*Quarter-Life Crisis*	0.103	0.078	Normally Distributed
2.	Career Success Hope	0.108	0.200	Normally Distributed

3.	Emotional Intelligence	0.074	0.055	Normally Distributed

Based on the results of the normality test using the Kolmogorov–Smirnov test, the significance value for *the quarter-life crisis variable* was 0.078, the career success expectation variable was 0.200, and the emotional intelligence variable was 0.055. All significance values were greater than 0.05 (p > 0.05), thus it can be concluded that the data for all three variables were normally distributed. By fulfilling the normality assumption, this research data is suitable for use in further statistical analysis.

Table 4. *Linearity Test*

Variables	F	Sig (p)	Information
Career Success Expectations and *Quarter Life Crisis*	1,333	0.209	Linear
Emotional Intelligence and *Quarter Life Crisis*	1,503	0.129	Linear

Based on the results of the linearity test, the significance value of the relationship between career success expectations and *quarter-life crisis was obtained* at p = 0.209 (p > 0.05) with an F value of 1.333. These results indicate that the relationship between the two variables is linear, thus fulfilling the linearity assumption. Meanwhile, the results of the linearity test on the relationship between emotional intelligence and *quarter-life crisis* showed an F value of 1.503 with a significance level of p = 0.129 (p > 0.05). These findings indicate that the relationship between emotional intelligence and *quarter-life crisis* is also linear.

Table 5. *Major Hypothesis Test*

Model	R	R Square	Adjusted R Squared	Standard Error of the Estimate	F	Sig (p)
1 Regression	0.504	0.254	0.231	6,987	10,741	0.001

The results of the regression test show a significant p value of 0.001 (p < 0.01) with Rx1,2y = 0.504, which means there is a very significant relationship between (expectations of career success) and (emotional intelligence) with (*quarter life crisis*). So the hypothesis that states there is a relationship between expectations of career success and emotional intelligence with *quarter life crisis* is accepted with an effective contribution of 25.4%.

Table 6. *Minor Hypothesis Test*

Variables	R	R Squared	Sig (p)
Career Success Expectations* *Quarter Life Crisis*	-0.346	0.119	0.002
Emotional Intelligence* *Quarter Life Crisis*	-0.447	0.200	0.001

The results of the minor hypothesis testing indicate that there is a very significant negative relationship between career success expectations and *quarter-life crisis* , with a correlation coefficient of r = -0.346 and a significance value of p = 0.002 (p < 0.01). This means that the higher the career success expectations, the lower *the level of quarter-life crisis. The R Squared value* of 0.119 indicates that career success expectations provide an effective contribution of 11.9% to *quarter-life crisis.*

The results of the analysis also show a very significant negative relationship between emotional intelligence and *quarter-life crisis,* with a correlation coefficient of $r = -0.447$ and a significance value of $p = 0.001$ ($p < 0.01$). This means that the higher an individual's emotional intelligence, the lower the level of quarter-life crisis experienced. The *R Squared value* of 0.200 indicates that emotional intelligence provides an effective contribution of 20% to *quarter-life crisis.* Thus, both minor hypotheses in this study are accepted.

Table 7. *Categorization Test*

Variables	Score	Categorization	Frequency	Percentage
Quarter-Life Crisis	X ≥ 155	Very high	5	7.57%
	148 ≤ X ≤ 155	Tall	12	18.1%
	139 ≤ X ≤ 148	Currently	23	34.8%
	131 ≤ X ≤ 139	Low	26	39.3%
	X ≤ 131	Very Low	0	0%
Career Success Hope	X ≥ 66	Very high	5	7.57%
	59 ≤ X ≤ 66	Tall	17	25.7%
	52 ≤ X ≤ 59	Currently	20	30.3%
	45 ≤ X ≤ 52	Low	20	30.3%
	X ≤ 45	Very Low	4	6.06%
Emotional intelligence	X ≥ 102	Very high	6	9.09%
	96 ≤ X ≤ 102	Tall	16	24.2%
	90 ≤ X ≤ 96	Currently	24	36.3%
	84 ≤ X ≤ 90	Low	13	19.6%
	X ≤ 84	Very Low	7	10.6%

Based on the categorization results, the majority of *Quarter Life Crisis respondents were in the low (39.3%) and medium (34.8%) categories, while the high and very high categories were smaller (25.67%), and there were no respondents in the very low category (0%). In the Career Success Expectation variable, the majority of respondents were in the medium and low categories (30.3% each), followed by the high category (25.7%). Respondents in the very high category were 7.5%, while the very low category was 6.06%. Meanwhile, the majority of respondents' Emotional Intelligence was in the medium category (36.3%), followed by the high (24.2%) and low (19.6%) categories. Respondents in the very high category were 9.09% and very low at 10.6%.*

This study aimed to determine the relationship between career success expectations and emotional intelligence with *quarter-life crisis* in Generation Z. Based on the results of the major hypothesis regression test in Table 5, it was found that there is a very significant relationship between career success expectations and emotional intelligence with *quarter-life crisis.* Therefore, the major hypothesis stating that there is a relationship between career success expectations and emotional intelligence with *quarter-life crisis* in Generation Z is accepted, with an effective contribution of 25.4%. While the remaining 74.6% is influenced by other factors not examined in this study.

According to Adharina et al., (2022) , hope is one of the factors that influence whether or not *a quarter-life crisis occurs.* Snyder & Lopez, (2002) define hope as an individual's ability to set goals, develop strategies to achieve them, and maintain motivation to make them happen. High hopes that individuals have have an impact on high fighting power to realize the desired hopes despite facing many challenges (Oktarina & Budiman, 2019) . Therefore, high hopes

indicate lower levels of developmental stress because they have a positive view of the future (IM Setiawan & Sa'idah, 2023) .

One of the most significant forms of hope for young adults is the hope for career success. In this phase, individuals enter the workforce and begin to plan their long-term careers (Ramdhani et al., 2019) . Hazla et al., (2024) explain that realistic and positive career outcome expectations reduce anxiety about the future and improve psychological health when facing career transitions. *Hasyim* et al., (2024) state that the hope for career success plays a role in reducing symptoms of *quarter-life crisis* because hope allows individuals to interpret challenges as a process. Thus, the hope for career success can be said to be a protective factor that helps individuals emotionally when facing career transitions (Rochim, 2025).

Besides hope, emotional intelligence is also a significant factor in dealing with *the quarter-life crisis phase* (Fatchurrahmi & Urbayatun, 2022) . Emotional intelligence refers to an individual's ability to recognize, manage, and express their emotions effectively in various situations (Mukhlisa et al., 2024) . Individuals with high emotional intelligence tend to be able to understand their own emotions well, what they feel, and how those feelings arise and influence thoughts or behavior (Veda & Rahayu, 2023) . This ability makes them better able to face the dynamics of early adulthood, thus lowering the risk of experiencing *a quarter-life crisis compared to individuals with low emotional intelligence* (Veda & Rahayu, 2023) .

The results of the minor hypothesis test in table 6 show that there is a very significant negative relationship between career success expectations and *quarter-life crisis* with an effective contribution of 11.9%. The higher the career success expectations, the lower the quarter-life crisis. Conversely, the lower the career success expectations, the higher the quarter-life crisis. The findings in this study are in line with the results of research by Urrahmah et al., (2024) entitled " *Hope and Quarter-Life Crisis in Early Adulthood"* the results of the study showed that the higher the level of *hope* in an individual, the lower *the quarter-life crisis* with a significance of 0.000 (p <0.05). Rochim, (2025) in his research also found that hope is significantly related to *quarter-life crisis.*

Furthermore, the hypothesis test between emotional intelligence and *quarter-life crisis* showed a highly significant negative relationship with an effective contribution of 20%. Therefore, it can be concluded that higher emotional intelligence leads to lower quarter-life crisis. Conversely, lower emotional intelligence leads to higher quarter-life crisis. The findings of this study align with those of Cahya et al. (2021), which showed that high emotional intelligence plays a role in reducing the level of quarter-life crisis experienced. *This research was conducted in conjunction with the findings of* the study conducted by Cahya et al. Larasati & Pratitis, (2025) entitled " *The Relationship Between Emotional Regulation, Resilience and Quarter-Life Crisis in Final Year Students"* found that emotional intelligence has a negative relationship with *quarter-life crisis.* This means that the better a person can regulate emotions and be resilient, the lower the chance of experiencing it. experiencing *a quarter life crisis.*

A quarter-life crisis is a response to an individual's unpreparedness for increasing uncertainty, inability, continuous change, too many choices, and feelings of panic that are seen in individuals between the ages of 18 and 29 (Permana & Psychology, 2025) . *A quarter-life crisis* can occur due to life instability that causes many unexpected changes. (Riyanto & Arini, 2021) .

The quarter-life crisis data categorization in Table 7, it is known that *the quarter-life*

crisis in Gen Z aged 18-29 is at a moderate level. This finding indicates that the majority of respondents are not in an extreme crisis, but still feel significant psychological pressure related to the transition to adulthood. A moderate level indicates that individuals in this age group have begun to face complex developmental demands, such as career determination, independence, interpersonal relationships, and the search for self-identity. At a moderate level, *quarter-life crisis symptoms* generally appear in the form of doubts about career decisions, concerns about the future and life goals, but are still able to develop adaptive strategies to manage them (Herawati et al., 2020) .

The categorization of career success expectations data revealed that the level of career success expectations among Gen Z aged 18-29 in this study was moderate to low. This finding indicates that some respondents do not yet have strong confidence in their ability to achieve their desired career goals. Moderate expectations indicate that individuals have fairly positive expectations regarding their future career, but they are not yet fully stable and are still influenced by doubt. Individuals who have hope tend to feel strong confidence in themselves, even though external situations are full of uncertainty (Huang et al., 2019) . Meanwhile, low expectations of career success reflect a lack of self-confidence, a feeling of inability to achieve career goals, and pessimism about future opportunities for success. Low or unstable expectations tend to have weak career adaptability and impact low perceptions of the possibility of career success (Pertiwi & Pramono, 2024).

Meanwhile, the results of the emotional intelligence categorization show that the level of emotional intelligence in Gen Z aged 18-29 years in this study is at a moderate level. The results of this category indicate that most respondents have a fairly good ability to recognize, understand, and manage emotions, but are still prone to emotional instability when facing significant changes in life. Salovey & Mayer, (1990) stated that emotional intelligence includes the ability to identify, understand, and regulate emotions effectively. Rahmawati, (2024) Individuals with good emotional intelligence tend to be able to adapt while individuals with low emotional intelligence tend to experience difficulty adapting, stress, or difficulty regulating emotions when facing change. Thus, the moderate level in this categorization indicates that Gen Z already has sufficient emotional intelligence to manage the dynamics of their lives, but still needs strengthening so that emotional regulation and adaptability become more optimal.

CONCLUSIONS

Based on the research results, it can be concluded that the major hypothesis in this study is accepted, namely that there is a relationship between career success expectations and emotional intelligence with *quarter-life crisis* in generation Z, with an effective contribution of 25.4%. In more detail, between the three variables there is a very significant negative relationship between career success expectations and *quarter-life crisis,* emotional intelligence and *quarter-life crisis.* So all hypotheses in this study, both major and minor, are accepted.

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