



Self-Management in Preventing Quiet Quitting through Career Readiness among Generation Z University Students

Feby Aulia Putri^{1*}, Atika², Arsyadona^{3*}

¹²³Department of Management, Faculty of Islamic Economics and Business, State Islamic University of North Sumatra, Medan, Indonesia

*Corresponding Author(s) Email: febyaulia Putri03@gmail.com, arsyadona1100000174@uinsu.ac.id

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Abstract: Quiet quitting has increasingly been discussed as a form of psychological disengagement characterized by minimum effort and limited initiative, including among Generation Z preparing to enter the workforce. This study examines whether career readiness mediates the relationship between self-management and quiet quitting among students of the Faculty of Islamic Economics and Business, Universitas Islam Negeri Sumatera Utara. A quantitative explanatory-correlational design was applied to 91 active students of the 2022 cohort, selected through purposive sampling. Data were collected using a five-point Likert-scale questionnaire and analyzed using partial least squares structural equation modeling (PLS-SEM) in SmartPLS. Self-management had a significant positive effect on career readiness and a significant negative effect on quiet quitting. Career readiness, however, had no significant direct effect on quiet quitting and did not mediate the relationship between self-management and quiet quitting. These findings indicate that self-management reduces quiet quitting mainly through a direct pathway. Theoretically, the study highlights the central role of internal self-regulation; practically, it suggests that universities should strengthen students' self-management, time management, and intrinsic motivation to sustain engagement and career preparation.

Keywords: Self-Management; Career Readiness; Quiet Quitting; Generation Z.

Introduction

Digitalization, flexible work arrangements, and rising competency demands mean that universities can no longer limit themselves to academic knowledge; students must also be prepared for the transition to professional life. Career (work) readiness is a multidimensional construct comprising cognitive and non-cognitive capacities developed as individuals prepare for workplace demands (Peersia et al., 2024). Among final-year Generation Z students, it is further shaped by psychosocial conditions, perceived support, and career anxiety (Hiaruman et al., 2025), and universities play a strategic role in developing students' career, communication, professionalism, teamwork, and self-development competencies (National Association of Colleges and Employers, 2024; Nabi et al., 2025).

One internal capacity relevant to this process is self-management, the ability to regulate behavior, motivation, time, and actions toward goals (Al-Abyadh & Abdel Azeem, 2022). Self-management is positively associated with work readiness among bachelor's graduates (Utami & Yuliany, 2026), and career-planning maturity correlates positively with final-year students' readiness (Sulastri & Ruzain, 2025). Career preparation thus depends not only on technical skills but also on how consistently students can direct themselves.

Meanwhile, the post-pandemic workplace has popularized quiet quitting, the tendency to restrict work involvement to formal obligations without additional effort or engagement. Although the term is new, it overlaps with long-standing concepts such as motivation, commitment, work withdrawal, and the exchange relationship between individuals and organizations (Atalay & Dağıstan, 2024; Formica & Sfodera, 2022; Hamouche et al., 2023), and it is linked to low motivation, burnout, and efforts to protect personal well-being (Serenko, 2024).

The phenomenon is especially relevant to Generation Z, whose quiet quitting tendencies are shaped by organizational conditions and work experiences (Xueyun et al., 2023). In Indonesia, better psychological well-being is associated with lower quiet quitting, whereas toxic workplaces and job insecurity heighten it (Azizah et al., 2025; Narendra & A'yunnisa, 2025), and job satisfaction and perceived organizational justice also matter (Margaretha & Panggabean, 2025). Quiet quitting thus reflects psychological mechanisms rather than low productivity alone.

Research has also clarified its conceptual structure. Scales identify detachment, lack of initiative, and lack of motivation as dimensions and relate the construct to disengagement, dissatisfaction, job stress, and work alienation (Galanis et al., 2023; Karrani et al., 2024), including a scale for Indonesian Generation Z workers (Manullang et al., 2025). Qualitative work shows that quiet quitting may develop through changing commitment, psychological contract breach, emotional exhaustion, and the interplay of individual and organizational factors (Georgiadou et al., 2025; Harris, 2025); preventing it therefore requires attention to both individuals and the context shaping their engagement (Liu-Lastres et al., 2024).

Yet the literatures on self-management, career readiness, and quiet quitting remain largely separate: the first two emphasize preparation for the transition into employment, whereas quiet quitting research mostly draws on working populations. Few studies integrate the three constructs in a single structural model among active Generation Z students, even though final-year

students stand between academic and professional life, so the self-regulation and career readiness formed during study may shape their future engagement.

This study therefore tests career readiness as a mediator between self-management and quiet quitting among Generation Z students at the Faculty of Islamic Economics and Business, Universitas Islam Negeri Sumatera Utara. It examines the effect of self-management on career readiness, the effect of career readiness on quiet quitting, and the direct and indirect effects of self-management on quiet quitting. It integrates self-regulation, career construction, and engagement perspectives and aims to inform programs that build students' personal capacity and readiness for career transition.

Literature Review

Theoretical Foundation

The relationships among the three constructs can be explained by complementary perspectives. Self-Determination Theory positions autonomy, competence, and relatedness as basic psychological needs that sustain motivation and engagement (Deci & Ryan, 1985), and fulfilling these needs in organizations is associated with higher-quality motivation and more adaptive work behavior (Deci et al., 2017).

Social Cognitive Theory identifies self-regulation and self-efficacy as key mechanisms directing behavior toward goals (Bandura, 1986). Self-regulation involves goal setting, monitoring, evaluation, and strategy adjustment, and learners who regulate their own learning manage cognitive, motivational, emotional, and behavioral processes more effectively (Panadero, 2017; Zimmerman, 2002). Self-management can thus be seen as a capacity that helps students direct their academic behavior while preparing for professional transition.

Career Construction Theory views career development as psychosocial adaptation to developmental tasks, transitions, and occupational change (Savickas, 2005). Its central concept, career adaptability, comprises concern, control, curiosity, and confidence (Savickas & Porfeli, 2012), and meta-analytic evidence relates it to adaptive responses and career transition outcomes (Rudolph, Lavigne, Katz, et al., 2017; Rudolph, Lavigne, & Zacher, 2017).

Self-Management

Self-management is the ability to direct, monitor, and control one's behavior in pursuit of set goals; among students it covers managing learning activities, time, motivation, self-evaluation, and self-control (Al-Abyadh & Abdel Azeem, 2022). It is operationalized here through four domains (self-motivation, self-organization, self-control, and self-development) used to measure self-management in educational settings (Zulaikhah et al., 2024).

These capacities bear directly on the transition to work: students who set priorities, sustain motivation, and evaluate their own development have a stronger foundation for meeting career demands, and self-management is positively related to work readiness among bachelor's graduates (Utami & Yuliany, 2026).

Career Readiness

Career readiness is the ability to manage the transition from education to professional life. It is multidimensional, encompassing not only technical skills but also non-cognitive capacities, adaptability, communication, planning, and self-development (Peersia et al., 2024), as well as teamwork, professionalism, critical thinking, leadership, technology, and equity and inclusion (National Association of Colleges and Employers, 2024).

Career readiness is operationalized here through career planning, career exploration, work readiness, and communication and teamwork, a study-specific operationalization rather than items from a single established scale. The work readiness literature provides its conceptual basis, as graduate readiness can involve personal characteristics, work competence, organizational acumen, and social intelligence (Caballero et al., 2011). Career planning correlates positively with final-year students' readiness (Sulastri & Ruzain, 2025), psychosocial factors can promote or hinder it (Hiaruman et al., 2025), and university mentoring can support career choices and the transition to employment (Nabi et al., 2025).

Quiet Quitting

Quiet quitting describes limiting involvement to formal obligations without willingness to contribute beyond role requirements. It relates closely to work withdrawal, low engagement, and changes in commitment, motivation, and the individual-organization relationship (Atalay & Dağistan, 2024; Hamouche et al., 2023; Serenko, 2024), and should therefore be understood as behavior linked to psychological conditions and work environments rather than reduced to laziness.

The Quiet Quitting Scale comprises detachment, lack of initiative, and lack of motivation (Galanis et al., 2023); other measures link the construct to disengagement, dissatisfaction, job stress, and work alienation (Karrani et al., 2024), and a scale for Indonesian Generation Z employees exists (Manullang et al., 2025). Applying the concept to students is therefore a conceptual adaptation to disengagement and minimum effort, not an equation of student and employee status.

Quiet quitting arises through several mechanisms: toxic workplaces and job insecurity heighten the risk (Azizah et al., 2025), better psychological well-being lowers it (Narendra & A'yunnisa, 2025), organizational factors matter among Generation Z (Xueyun et al., 2023), and satisfaction and organizational justice help explain variation (Margaretha & Panggabean, 2025). It may also unfold through changing commitment over time (Harris, 2025) and through combinations of individual, organizational, and institutional factors (Georgiadou et al., 2025).

Hypothesis Development

Self-management enables students to set goals, sustain motivation, monitor progress, and control behavior while preparing for a career, which theoretically supports adaptation to the demands of the transition to work. Empirical evidence indicates a positive relationship between self-management and work readiness, and adaptive resources are central to career transitions (Savickas & Porfeli, 2012; Utami & Yuliany, 2026). Accordingly:

H1: Self-management has a positive effect on career readiness.

Self-management should also relate to quiet quitting: managing motivation, controlling behavior, and maintaining goal orientation help individuals stay engaged, whereas weak self-regulation may bring low motivation and a tendency toward minimum effort. Motivation, well-being, commitment, and disengagement are key to explaining this tendency (Deci et al., 2017; Narendra & A'yunnisa, 2025; Serenko, 2024). Hence:

H2: Self-management has a negative effect on quiet quitting.

Career readiness reflects the ability to understand one's career direction, prepare competencies, and face the transition to professional life. Better readiness should provide clearer direction and higher engagement, whereas unclear direction and low readiness may increase minimal role performance (National Association of Colleges and Employers, 2024; Peersia et al., 2024). Thus:

H3: Career readiness has a negative effect on quiet quitting.

Taken together, career readiness may transmit the effect of self-management: better self-management should improve readiness, and better readiness should in turn support engagement and reduce minimum-effort behavior. Hence:

H4: Self-management has an indirect effect on quiet quitting through career readiness as a mediating variable.

Research Methodology

This study used a quantitative explanatory-correlational design to test the structural relationships among self-management (X), career readiness (Z), and quiet quitting (Y). The population comprised 947 active students of the 2022 cohort at the Faculty of Islamic Economics and Business, Universitas Islam Negeri Sumatera Utara, across five programs: Islamic Accounting, Islamic Insurance, Management, Islamic Banking, and Islamic Economics. Based on a sample size calculation, 91 respondents were determined and selected through purposive sampling. The criteria were active students of the 2022 cohort in the final phase of study, with internship experience, part-time work, or organizational involvement, who were preparing for the transition to work.

Primary data were collected through an online five-point Likert-scale questionnaire. Self-management was measured through self-motivation, self-organization, self-control, and self-development, consistent with measurement in educational contexts (Zulaikhah et al., 2024). Career readiness was operationalized through career planning, career exploration, work readiness, and communication and teamwork; the work readiness and career competency literature supports this conceptual basis without implying that all items derive from one instrument (Caballero et al., 2011; National Association of Colleges and Employers, 2024; Peersia et al., 2024). Quiet quitting was operationalized through detachment, lack of initiative, lack of motivation, and minimum

effort; the first three derive directly from the Quiet Quitting Scale, whereas minimum effort is an operational adaptation to the student context (Galanis et al., 2023; Karrani et al., 2024; Manullang et al., 2025). Because the original instrument was developed for workers, its use with students is a conceptual adaptation (Galanis et al., 2023).

Data were analyzed using PLS-SEM in SmartPLS, which suits the testing of structural models involving latent constructs and predictive relationships (Hair et al., 2019, 2022). The measurement model was evaluated through outer loadings, internal consistency reliability, composite reliability, and average variance extracted (AVE). Discriminant validity was assessed using the Fornell–Larcker criterion (Fornell & Larcker, 1981). The heterotrait–monotrait ratio (HTMT) is recommended as a supplementary check (Henseler et al., 2015), but it is not reported here because it was unavailable in the empirical output.

Results

Respondent Characteristics

The 91 respondents were active students of the 2022 cohort in the final phase of study, drawn from five programs: Islamic Economics, Management, Islamic Banking, Islamic Accounting, and Islamic Insurance. All met the purposive sampling criteria, ensuring relevant experience of career preparation and of engagement in academic and self-development activities.

Descriptive Statistics

Descriptive analysis was performed on the latent construct scores generated by SmartPLS. Self-management (X) ranged from -3.688 to 1.096 , quiet quitting (Y) from -1.067 to 3.135 , and career readiness (Z) from -3.437 to 0.966 . All three constructs have means near 0 and standard deviations of 1.000 because the scores are standardized.

Table 1. Descriptive Statistics of the Research Constructs

Construct	Mean	Minimum	Maximum	SD	Excess Kurtosis	Skewness
Self-management (X)	0.000	-3.688	1.096	1.000	3.723	-1.673
Quiet quitting (Y)	0.000	-1.067	3.135	1.000	1.271	1.437
Career readiness (Z)	0.000	-3.437	0.966	1.000	2.876	-1.718

Note. Primary data processed with SmartPLS (2026).

Measurement Model Evaluation

The measurement model was evaluated for indicator validity and reliability through outer loadings, internal consistency, convergent validity, discriminant validity, and collinearity. In PLS-SEM, outer loadings above .70 indicate adequate indicator reliability (Hair et al., 2019, 2022).

Convergent Validity

All indicators had outer loadings between .749 and .886 (lowest: X5; highest: Y3), exceeding the .70 threshold, so all were retained in the measurement model.

Table 2. Outer Loadings of the Measurement Model

Indicator	Self-management (X)	Quiet quitting (Y)	Career readiness (Z)
X1	.837	-	-
X2	.798	-	-
X3	.825	-	-
X4	.789	-	-
X5	.749	-	-
Y1	-	.751	-
Y2	-	.883	-
Y3	-	.886	-
Y4	-	.853	-
Y5	-	.881	-
Z1	-	-	.823
Z2	-	-	.861
Z3	-	-	.859
Z4	-	-	.833
Z5	-	-	.852

Note. Primary data processed with SmartPLS (2026).

Construct Reliability and Average Variance Extracted

Internal consistency was evaluated using Cronbach's alpha and composite reliability, and convergent validity using AVE. Values above .70 for the former and above .50 for AVE indicate adequate reliability and convergent validity (Hair et al., 2019, 2022).

Table 3. Construct Reliability and Average Variance Extracted

Construct	Cronbach's α	Composite Reliability	AVE
Self-management (X)	.859	.899	.640
Quiet quitting (Y)	.905	.930	.726
Career readiness (Z)	.900	.926	.715

Note. Primary data processed with SmartPLS (2026).

Cronbach's alpha ranged from .859 to .905, composite reliability from .899 to .930, and AVE from .640 to .726, indicating adequate internal consistency and convergent validity.

Discriminant Validity

Discriminant validity was assessed with the Fornell-Larcker criterion, which is met when the square root of a construct's AVE exceeds its correlations with the other constructs (Fornell & Larcker, 1981).

Table 4. Fornell-Larcker Criterion

Construct	X	Y	Z
Self-management (X)	.800		
Quiet quitting (Y)	-.762	.852	
Career readiness (Z)	.780	-.583	.846

Note. Diagonal values in bold are the square roots of AVE. Primary data processed with SmartPLS (2026).

The square roots of AVE (.800, .852, and .846) exceeded all inter-construct correlations, satisfying the Fornell-Larcker criterion. HTMT was unavailable in the output and is not presented; discriminant validity is therefore limited to the Fornell-Larcker criterion.

Collinearity Statistics

Collinearity was assessed using the variance inflation factor (VIF); values below 5 indicate no problematic collinearity (Hair et al., 2019, 2022).

Table 5. Collinearity Statistics (VIF)

Indicator	VIF	Indicator	VIF	Indicator	VIF
X1	2.271	Y1	1.720	Z1	2.223
X2	1.935	Y2	3.011	Z2	2.573
X3	2.085	Y3	3.169	Z3	2.405
X4	1.942	Y4	2.581	Z4	2.314
X5	1.766	Y5	2.925	Z5	2.533

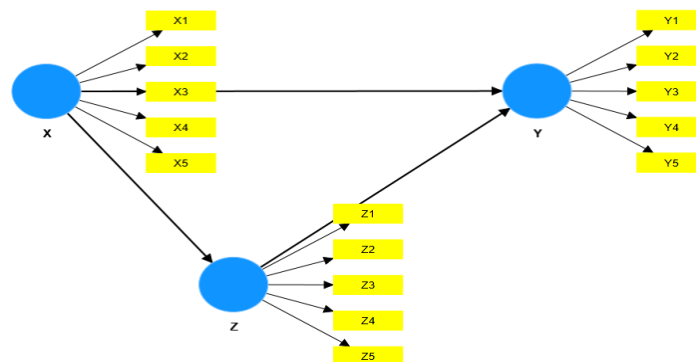
Note. Primary data processed with SmartPLS (2026).

VIF values ranged from 1.720 to 3.169, below the threshold of 5, indicating no problematic collinearity.

Structural Model Evaluation

With the measurement model satisfactory, the structural model was evaluated (Figure 1), testing the effects of self-management on career readiness and quiet quitting, of career readiness on quiet quitting, and the indirect effect of self-management on quiet quitting through career readiness.

Figure 1. PLS-SEM Structural Model



Note. SmartPLS output (2026).

Coefficient of Determination

Explanatory power was assessed using the coefficient of determination (R^2 ; Table 6).

Table 6. Coefficient of Determination

Endogenous construct	R^2	Adjusted R^2
Quiet quitting (Y)	.581	.571
Career readiness (Z)	.608	.603

Note. Primary data processed with SmartPLS (2026).

Self-management explained 60.8% of the variance in career readiness ($R^2 = .608$), and self-management and career readiness jointly explained 58.1% of the variance in quiet quitting ($R^2 = .581$). These values indicate adequate explanatory power for both endogenous constructs.

Hypothesis Testing

Hypotheses were tested through bootstrapping with 5,000 subsamples. Relationships were deemed significant at $p < .05$, and p -values displayed as .000 in SmartPLS are reported as $p < .001$, following APA 7.

Table 7. Hypothesis Testing Results

Hypothesis	Path	β	SD	t	p	Decision
H1	$X \rightarrow Z$	.780	.078	9.948	< .001	Supported
H2	$X \rightarrow Y$	-.783	.114	6.839	< .001	Supported
H3	$Z \rightarrow Y$	.027	.135	0.200	.842	Not supported
H4	$X \rightarrow Z \rightarrow Y$	.021	.109	0.193	.847	Not supported

Note. X = self-management; Z = career readiness; Y = quiet quitting; β = path coefficient; SD = standard deviation. Primary data processed with SmartPLS using 5,000 bootstrap subsamples (2026).

Self-management had a positive and significant effect on career readiness ($\beta = .780$, $t = 9.948$, $p < .001$), supporting H1, and a negative and significant effect on quiet quitting ($\beta = -.783$, $t = 6.839$, $p < .001$), supporting H2.

Career readiness had no significant effect on quiet quitting ($\beta = .027$, $t = 0.200$, $p = .842$); the coefficient was also positive, contrary to the predicted direction, so H3 was not supported. The indirect effect of self-management on quiet quitting through career readiness was likewise non-significant ($\beta = .021$, $t = 0.193$, $p = .847$), consistent with the specific indirect effects output. Career readiness therefore did not mediate the relationship, and H4 was not supported.

Discussion

The Effect of Self-Management on Career Readiness

Self-management had a positive and significant effect on career readiness, supporting H1: students who regulate their motivation, activities, behavior, and self-development are better prepared for the transition to professional life. This is consistent with self-regulation perspectives that treat behavioral control, evaluation, and goal orientation as key mechanisms of developmental outcomes (Bandura, 1986; Panadero, 2017; Zimmerman, 2002) and with Career Construction Theory, which treats adaptive capacity as a critical resource in career transitions (Savickas, 2005; Savickas & Porfeli, 2012), as meta-analytic evidence on adaptability resources also shows (Rudolph, Lavigne, Katz, et al., 2017; Rudolph, Lavigne, & Zacher, 2017).

Empirically, the result reinforces the association between self-management and graduates' work readiness (Utami & Yuliany, 2026) and is compatible with evidence that self-management and self-efficacy are integral to students' academic behavior (Al-Abyadh & Abdel Azeem, 2022) and that career planning relates positively to final-year students' work readiness (Sulastri & Ruzain, 2025). Self-management thus appears to be an internal foundation that helps students translate career goals into structured preparation.

The Effect of Self-Management on Quiet Quitting

Self-management had a negative and significant effect on quiet quitting, supporting H2: the better students manage themselves, the lower their tendency toward minimum engagement.

Self-Determination Theory helps explain this, because managing behavior and sustaining internal drive are tied to the quality of motivation and engagement (Deci et al., 2017; Deci & Ryan, 1985), while social cognitive theory suggests that self-management enables individuals to set goals, monitor behavior, and adjust responses to obstacles (Bandura, 1986).

The result also aligns with the quiet quitting literature, which links the phenomenon to motivation, well-being, commitment, and psychological experience rather than job demands alone (Atalay & Dağıstan, 2024; Hamouche et al., 2023; Serenko, 2024). Among Generation Z, better psychological well-being is associated with lower quiet quitting (Narendra & A'yunnisa, 2025), whereas unsupportive environments and organizations can increase it (Azizah et al., 2025; Xueyun et al., 2023), supporting the view that internal factors such as self-management are important resources for sustaining engagement.

The Effect of Career Readiness on Quiet Quitting

Career readiness had no significant effect on quiet quitting, and its coefficient was opposite to the predicted direction, so H3 was not supported. Readiness for work does not automatically determine psychological engagement: career readiness mainly reflects the capacity to handle professional transition, such as competency mastery, planning, adaptability, and readiness for job demands (Caballero et al., 2011; National Association of Colleges and Employers, 2024; Peersia et al., 2024), and among final-year students it is also shaped by career planning, career anxiety, social support, and career development experiences (Hiaruman et al., 2025; Nabi et al., 2025; Sulastris & Ruzain, 2025).

By contrast, the quiet quitting literature emphasizes motivation, psychological well-being, organizational experience, satisfaction, justice, exhaustion, and the quality of the individual's relationship with work (Azizah et al., 2025; Margaretha & Panggabean, 2025; Narendra & A'yunnisa, 2025; Serenko, 2024). A person can thus be well prepared yet disengaged if motivational or psychological conditions are unsupportive, which suggests that career readiness and engagement operate through different processes.

The Mediating Role of Career Readiness

The indirect effect was not significant, so career readiness did not mediate the effect of self-management on quiet quitting and H4 was not supported. Mediation failed because the self-management → career readiness path was significant but the career readiness → quiet quitting path was not; the effect of self-management therefore operates mainly through the direct pathway.

This shows that career preparation and psychological engagement do not necessarily operate through the same mechanism. Quiet quitting may form through changing commitment over time (Harris, 2025), interactions between individual and contextual factors (Georgiadou et al., 2025), and disengagement, dissatisfaction, job stress, and work alienation (Karrani et al., 2024), so reducing it requires attention to motivation, well-being, person-organization fit, and individual experience beyond career competencies (Liu-Lastres et al., 2024). For students at the Faculty of Islamic Economics and Business (FEBI UINSU), the ability to regulate motivation, priorities, behavior, and self-development is thus more directly related to sustained engagement than career

readiness alone; career readiness remains important as an outcome of self-management but does not explain why self-management reduces quiet quitting.

Research Implications

Theoretically, the findings position self-management as an internal resource that raises career readiness and lowers quiet quitting, extending self-regulation and Self-Determination perspectives to the pre-employment phase. They also show that engagement is not determined solely by readiness for work: the non-significant path from career readiness to quiet quitting and the absence of mediation suggest that readiness and engagement follow different processes, with self-regulation playing a more direct role in students' tendency to stay engaged and avoid minimum effort. By testing the three constructs in one structural model among active students, the study also extends quiet quitting research beyond working populations.

Practically, universities should develop self-management programs covering time management, goal setting, self-control, intrinsic motivation, and self-evaluation. Because career readiness alone did not reduce quiet quitting, career services should not rely on technical skills training; they should integrate the development of self-regulation into career readiness programs through mentoring, coaching, soft skills training, and career guidance. For Generation Z students, stronger self-management can help sustain engagement during both academic study and entry into professional life, and such programs can be evaluated by monitoring students' engagement alongside their readiness.

Conclusion

This study shows that self-management plays an important role in shaping career readiness and reducing quiet quitting among Generation Z students at the Faculty of Islamic Economics and Business, Universitas Islam Negeri Sumatera Utara. Self-management had a significant positive effect on career readiness and a significant negative effect on quiet quitting, whereas career readiness had no significant direct effect on quiet quitting and did not mediate the relationship; the effect of self-management thus operates mainly through a direct pathway.

Theoretically, the study underscores the importance of internal self-regulation in explaining student engagement. Universities should therefore strengthen not only technical competence and work readiness but also self-management, intrinsic motivation, self-control, and time management so that students' engagement can be sustained.

Limitations of the Study

This study has several limitations. First, the sample comprised 91 students from a single faculty and cohort, which limits generalizability. Second, self-reported questionnaire data depend on respondents' subjective perceptions. Third, the cross-sectional design captures relationships at a single point in time and cannot reveal longitudinal change; the causal wording of the hypotheses should be read in this light.

Fourth, quiet quitting was adapted from workplace to student contexts, so results should be interpreted cautiously, as students differ from employees in formal employment relationships. Fifth, the model included only self-management and career readiness, whereas quiet quitting

may also be affected by exhaustion, motivation, and environmental conditions (Narendra & A'yunnisa, 2025; Serenko, 2024).

Recommendations for Future Research

Future research should broaden the sample across faculties, universities, and regions and use longitudinal designs to observe changes in self-management, career readiness, and quiet quitting during the transition from university to work.

Mixed-methods or qualitative approaches could deepen understanding of the psychological and contextual factors behind quiet quitting. Variables such as burnout, intrinsic motivation, resilience, self-efficacy, academic engagement, social support, career adaptability, and institutional support could be added, and a quiet quitting instrument validated specifically for students would improve construct fit.

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