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The relationship between quarter-life crisis and career anxiety among senior nursing students

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Abstract

Background: Early adulthood (20–35 years) is a transitional phase full of developmental demands and prone to emotional stress in the form of a quarter-life crisis, characterized by confusion about life's direction, self-doubt, and anxiety about the future, particularly career anxiety. This phenomenon is often experienced by final-year students who are in the phase of determining their academic and career futures. Final-year students, as a group of early adults, are vulnerable to experiencing a quarter-life crisis, which results in increased career anxiety.

Purpose: To determine the relationship between quarter-life crisis and career anxiety in final-year nursing students.

Method: A descriptive correlation design, and the time approach used is cross-sectional. The analysis test uses the Spearman rank test.

Results: The results of data analysis using the Spearman rank test obtained a correlation coefficient value of 0.538** with a significance of $0.000 \leq 0.05$, so H_a was accepted and H_o was rejected, which means there is a relationship between quarter-life crisis and career anxiety of final-year nursing students.

Conclusion: Quarter life crisis affects career anxiety of final year nursing students.

Keywords: Career Anxiety; College Students; Quarter Life Crisis.

INTRODUCTION

Human beings experience various developmental stages throughout life, including childhood, adolescence, adulthood, and old age. Each stage is characterized by specific developmental tasks, challenges, and expectations that individuals must full fill. Early adulthood is considered a particularly challenging period of life (Fatchurrahmi & Urbayaton, 2022). During this phase, individuals transition from adolescence to adulthood and begin to explore themselves, try new experiences, live more independently, develop their identities, and establish social relationships. Significant changes occur in physical, intellectual, social, moral, linguistic, and emotional aspects of development (Putra, 2025).

Early adulthood, also referred to as emerging adulthood, generally occurs between the ages of 20 and 35 years. At this stage, individuals are no longer fully dependent on their parents but have not yet

assumed complete adult responsibilities. Therefore, this period is regarded as one of the most critical transitional stages in life (Karpika & Segel, 2021). Many individuals in their twenties experience emotional distress known as a quarter-life crisis (QLC), characterized by feelings of helplessness, isolation, self-doubt, and fear of failure (Herawati & Hidayat, 2020).

A quarter-life crisis describes feelings of anxiety, uncertainty, and confusion regarding the future, particularly concerning career development, interpersonal relationships, and personal life goals (Fikra, 2022). The concept of QLC has gained increasing attention and is commonly experienced by individuals aged 20–30 years who are striving to establish their identity, career direction, and life stability (Hafarinto, Rahmayati, Laurensia, Faulin, Alrefi, & Minarsi, 2024). Globally, QLC has become an

important issue. A LinkedIn survey involving more than 6,000 respondents aged 25–33 years from various countries found that approximately 75% of participants had experienced a quarter-life crisis, with career anxiety identified as the primary contributing factor (Hasyim, Setyowibowo, & Purba, 2024).

At the national level, reports indicate that 6.1% of individuals aged 15 years and older experience mental health problems. Data from the Indonesian Central Statistics Agency (BPS) in 2024 showed that 16.42% of unemployed individuals belonged to the 15–24-year age group, a population considered highly vulnerable to anxiety about the future. Individuals experiencing a quarter-life crisis often report excessive worry, frequent doubts about their life circumstances, conflicts with parents, feelings of failure, and perceptions of being left behind by their peers. A study involving 649 university students in Makassar found that quarter-life crisis was more prevalent among final-year students. Although many students reported high levels of gratitude, they remained vulnerable to experiencing QLC. The developmental demands of early adulthood often create uncertainty, leading to difficulties in decision-making and emotional problems (Chi, Cheng, & Zhang, 2023). Confusion regarding life direction, regret about past decisions, and social comparison may contribute to stress and depression (Sari, 2022).

Within the context of higher education, university students are at a stage of determining their future pathways, requiring both psychological readiness and career planning. Career anxiety can interfere with the learning process and negatively affect academic performance. Future career anxiety is a common concern among university students (Quasimah, Sari, & Linsiya, 2024). Anxiety disorders are among the most prevalent mental health problems worldwide (Mariah, Yusmami, & Pohan, 2020). Anxiety generally arises when individuals encounter situations that they perceive as threatening or uncertain (Mahmud, Talukder, & Rahman, 2021).

Globally, anxiety levels among university students are also high. A meta-analysis of 50 studies found that nearly one-third of postgraduate students experienced anxiety, particularly during periods of academic transition. Furthermore, 38.3% of final-year students reported anxiety regarding future employment opportunities. Interventions such as cognitive behavioural therapy and narrative

counselling have been shown to be effective in reducing anxiety. Governments have also begun to prioritize student mental health through initiatives such as the “Maintaining the Mental Health of New University Students” program launched in 2024. This initiative aligns with national policies supporting the Sustainable Development Goals (SDGs) and Universal Health Coverage.

The results of the preliminary study demonstrated considerable variation in responses. Some participants agreed with the statements, while others disagreed or remained uncertain. Previous studies have indicated that emotional intelligence plays an important role in reducing the likelihood of experiencing a quarter-life crisis, whereas career anxiety tends to increase due to social pressures and uncertainty about the future. Nevertheless, research directly examining the relationship between quarter-life crisis and career anxiety among final-year university students remains limited, particularly within health science educational institutions (Cahyani & Putrianti, 2022).

RESEARCH MERTHOD

A quantitative research design with a descriptive correlational approach to examine the relationship between quarter-life crisis and career anxiety among final-year nursing students. A cross-sectional design was used, allowing data on both variables to be collected simultaneously at a single point in time. The study was conducted at Universitas ‘Aisyiyah Yogyakarta. The target population consisted of final-year nursing students enrolled during the study period. Sampling was performed using a random sampling technique, resulting in a total sample of 71 respondents who met the inclusion criteria. Eligible participants were final-year nursing students who were willing to participate and provided informed consent. Data were collected using a structured self-administered questionnaire consisting of three sections. The first section included demographic information such as age, gender, and academic grade. The second section measured quarter-life crisis, while the third section assessed career anxiety. Responses were recorded using a Likert scale, with participants indicating their level of agreement with each statement. The questionnaires included items related to common symptoms of quarter-life crisis and career anxiety, such as confusion about life direction,

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self-doubt, loss of motivation, uncertainty regarding future goals, and fear of career failure.

Prior to the main study, a preliminary survey was conducted among 25 final-year nursing students at Universitas 'Aisyiyah Yogyakarta using a Google Forms questionnaire. The survey consisted of 21 statements related to quarter-life crisis and career anxiety. Respondents rated each statement using five response options: strongly disagree, disagree, neutral, agree, and strongly agree. The preliminary findings indicated variability in students' experiences of quarter-life crisis and career anxiety, supporting the need for further investigation. Data collection was carried out after obtaining ethical approval and permission from the relevant academic authorities.

Participants were informed about the purpose of the study, the voluntary nature of participation, confidentiality of responses, and their right to withdraw at any time without consequences. Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize respondents' characteristics and study variables. The relationship between quarter-life crisis and career anxiety was analysed using the Spearman Rank correlation test. Statistical significance was determined at a p-value of less than 0.05 ($p < 0.05$).

RESEARCH RESULTS

Table 1. Respondent Characteristics (N=71)

Variable	Results	Correlation Coefficient	P-Value
Age (n/%) (Mean$\pm$SD) (Range) (Year)	(21.5 $\pm$ 1.01) (20-23)		
20-21	37/52.1		
22-23	34/47.9		
Gender (n/%)			
Male	18/25.4		
Femal	53/74.6		
Grade (n/%)			
A	23/32.4		
B	22/31.0		
C	23/32.4		
Internasional	3/4.2		
Quarter Life Crisis (n/%)			
Low	1/1.4	0.538**	0.000
Medium	70/98.6		
High	0/0.0		
Career Anxiety (n/%)			
Low	1/1.4		
Moderate	70/98.6		
High	0/0.0		

Table 1 presents the demographic characteristics of the respondents and the relationship between quarter-life crisis and career anxiety. The respondents

had a mean age of 21.5 ± 1.01 years, ranging from 20 to 23 years. More than half of the respondents were aged 20–21 years (52.1%), while 47.9% were aged

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22–23 years. The majority of respondents were female (74.6%), whereas males accounted for 25.4%. Regarding academic achievement, respondents were relatively evenly distributed across grades A (32.4%), B (31.0%), and C (32.4%), while only 4.2% were enrolled in the international program. Most respondents experienced a moderate level of quarter-life crisis (98.6%), with only 1.4% reporting a low level and none reporting a high level. Similarly, the majority of respondents reported moderate career anxiety (98.6%), while 1.4% experienced low career anxiety and none experienced high career anxiety. Correlation analysis showed a statistically significant positive relationship between quarter-life crisis and career anxiety ($r = 0.538$, $p = 0.000$). This finding indicates that respondents with higher levels of quarter-life crisis tended to experience higher levels of career anxiety. The correlation coefficient suggests a moderate positive association between the two variables.

DISCUSSION

Final-year students are individuals who have reached the final stage of their academic studies and are required to complete a thesis as a graduation requirement within a specified period. Students often perceive thesis completion as one of the greatest challenges during their academic journey (Ayu Maesyaroh & Nuryanti, 2021). The activities and responsibilities of final-year students can significantly influence how they manage their daily lives. Based on the respondents' characteristics, the majority of participants in this study were female. Gender is one of the factors associated with the occurrence of quarter-life crisis (Sidratullah, Sukma, Netrawati, & Handayani, 2025). In collectivist cultures such as Indonesia, different social expectations are imposed on men and women, which may contribute to the development of a quarter-life crisis. Women often face greater societal pressure than men, particularly regarding expectations to marry and establish a successful life before the age of 30. Consequently, quarter-life crisis is more frequently experienced by women because they are expected not only to marry and care for their families but also to achieve educational, career, and financial success. Previous studies have reported a significant difference in mean quarter-life crisis scores between men and women, with women demonstrating higher scores (mean =

75.15) compared to men (mean = 69.80) (Setiawan & Milati, 2022).

Women tend to experience higher levels of quarter-life crisis than men because they face greater social pressure and multiple role expectations, particularly the demands to succeed academically and professionally while simultaneously fulfilling family and social responsibilities. These pressures may generate role conflict and identity confusion, leading women to experience greater uncertainty regarding life direction, readiness for the future, and important life decisions. Previous research has shown that women in early adulthood experience higher levels of quarter-life crisis due to stronger social expectations and multiple role demands (Kusumaningrum & Jannah, 2023). Nevertheless, men may also experience quarter-life crisis. Men are commonly associated with masculine characteristics such as strength, resilience, and professional achievement (Fadhilah, Sudirman, & Zubair, 2022). They may experience quarter-life crisis due to societal pressure to achieve financial independence, demonstrate professional success, and meet high performance expectations, which can lead to identity confusion and anxiety about the future when such expectations are not fulfilled.

The age distribution of respondents in this study ranged from 20 to 23 years, which falls within the category of early adulthood. Early adulthood is a transitional phase characterized by the search for a suitable lifestyle, efforts to establish a career and family, and adaptation to new adult roles in employment and relationships. During this stage, individuals often experience emotional tension, adjustment challenges, value changes, and potential social isolation due to increasing adult responsibilities. Early adulthood is also a period marked by commitment formation, emerging independence accompanied by certain dependencies, and the development of creativity according to individual interests, abilities, and opportunities (Hazla, Meilani, Aprisya, Shainy, Azzahrah, & Wandiana, 2024).

Quarter-life crisis commonly occurs during the “in-between” stage of life, typically between the ages of 18 and 25 years, when individuals transition from late adolescence to early adulthood. Age plays an important role in cognitive and emotional maturity. The findings of this study suggest that respondents aged 20–23 years experience quarter-life crisis

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because increasing age is accompanied by greater responsibilities. Many participants were striving to achieve academic and financial stability in order to realize their future goals. Previous studies have reported that individuals aged 20–30 years frequently experience quarter-life crisis characterized by feelings of uncertainty, concerns about a monotonous life, excessive worry about the future, and regret or doubt regarding past life decisions (Mafazania, Rafsanjani, Bintang, & Ananta, 2024).

The findings regarding career anxiety showed that most final-year nursing students experienced moderate levels of career anxiety, followed by low and high levels of anxiety. Since the respondents were final-year nursing students, career anxiety may have been influenced by uncertainty about the future, including concerns about unemployment, difficulties in finding suitable employment, and dissatisfaction with future job prospects. Social factors such as expectations from family, friends, and society may also contribute to anxiety by creating pressure to achieve socially defined standards of success. Career anxiety is commonly experienced by final-year students who face challenges in identifying careers that align with their interests and abilities, particularly in the context of increasing unemployment rates and uncertainty regarding future employment opportunities (Paputungan, 2023).

The demographic characteristics of the respondents indicated that most participants were female. Gender may influence the level of career anxiety experienced by individuals. Previous studies comparing career anxiety between men and women have found significant gender differences, with female students tending to be more sensitive to social pressure related to career expectations and more likely to experience intense anxiety when making important career decisions. Furthermore, women often face gender stereotypes that may limit their ambitions. Societal expectations that women should prioritize domestic responsibilities, such as childcare and household management, may affect career choices and generate feelings of guilt when pursuing ambitious career goals. Concerns regarding workplace environments that may not always be supportive can further increase psychological burden.

Male students may also experience career anxiety due to academic demands and strong social expectations. These pressures often require them to

demonstrate success in various aspects of life, particularly academic achievement and future career development. Social norms frequently encourage men to be competitive, independent, and willing to take risks in their careers. Consequently, male students may also experience significant career-related anxiety when confronted with uncertainty about their future. Career anxiety is a psychological response that emerges when individuals face uncertainty and challenges related to planning, choosing, and achieving future career goals. In this study, most respondents were female nursing students aged 20–23 years, representing the early adulthood stage, and reported moderate levels of career anxiety. Early adulthood is characterized by the transition from academic settings to the workforce, a period often marked by uncertainty and increasing demands for competence. During this phase, students are still developing their professional identity and career plans; therefore, unclear career goals and uncertainty regarding labour market conditions may contribute significantly to career anxiety (Agung, Aini, & Wibowo, 2024). Several factors may influence career anxiety. Internal factors include self-confidence, perceptions of personal competence, expectations, and ambitions. External factors include labour market competition, academic pressure, educational demands, family and social influences, and uncertainty regarding employment opportunities. Respondents who experienced moderate to high levels of career anxiety reported concerns about increasing competition for jobs, exposure to negative information regarding employment conditions, and uncertainty about their future professional success. Current labour market requirements are highly competitive, requiring final-year students to continuously improve their qualifications and competencies to increase their chances of obtaining employment. Such demands may generate anxiety about future careers. In addition, high parental expectations may create pressure, causing students to worry about their ability to meet family expectations. Observing peers who have entered the workforce and sharing negative experiences regarding work-related challenges may further increase anxiety. Comparisons with unemployed individuals, social judgments, and concerns about fulfilling future family responsibilities may also contribute to career anxiety among final-year students (Nadhira, 2026).

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The findings also indicated that a small proportion of respondents experienced low career anxiety. These individuals may possess strong hard and soft skills, confidence in their future careers, positive thinking patterns, and realistic understanding of workplace demands acquired during their academic studies. Career anxiety among final-year students may be reduced through adequate social support and effective self-motivation strategies. Conversely, career anxiety may increase among students experiencing quarter-life crisis, low self-confidence, low self-esteem, academic pressure, labour market competition, and economic uncertainty. Emotional disconnection and lack of life clarity have been identified as important contributors to anxiety and stress during early adulthood (Sudewaji & Menaldi, 2024).

The results of this study revealed a significant relationship between quarter-life crisis and career anxiety among final-year nursing students, with a correlation coefficient of 0.538 and a significance value of $p = 0.000$ ($p < 0.05$). The correlation coefficient indicates a moderate positive relationship, suggesting that higher levels of quarter-life crisis are associated with higher levels of career anxiety. These findings indicate that developmental crises during early adulthood, characterized by identity confusion, uncertainty regarding life direction, and pressure to achieve stability, are closely related to increased concerns about future careers. Previous studies have demonstrated that quarter-life crisis is significantly associated with future anxiety, including anxiety related to career planning. Uncertainty about life goals and lack of career clarity among young adults have been linked to greater anxiety in career decision-making. These findings are supported by Ayu and Jannah (2023), who reported that quarter-life crisis is particularly prominent during early adulthood and contributes to psychological vulnerability during role transitions, including the transition into the workforce.

The findings of this study highlight quarter-life crisis as an important psychological context that contributes to career anxiety. Strengthening self-identity and facilitating career exploration may help reduce career anxiety among individuals in early adulthood. High levels of quarter-life crisis may negatively affect self-acceptance and life purpose, making individuals more vulnerable to uncertainty and

anxiety regarding future planning (Syifa'ussurur, Husna, Mustaqim, & Fahmi, 2021).

CONCLUSION

Most final-year nursing students at Universitas 'Aisyiyah Yogyakarta experienced moderate levels of quarter-life crisis and career anxiety. The findings revealed a significant positive relationship between quarter-life crisis and career anxiety ($r = 0.538$, $p < 0.05$), indicating that students with higher levels of quarter-life crisis were more likely to experience higher levels of career anxiety. The transition from academic life to the professional world, combined with uncertainty about future careers, social expectations, and developmental challenges during early adulthood, may contribute to both conditions. These results suggest that quarter-life crisis is an important psychological factor associated with career anxiety among final-year students. Therefore, interventions aimed at strengthening self-identity, improving career planning, enhancing coping skills, and providing psychological support may help reduce career anxiety and facilitate a smoother transition into adulthood and the workforce.

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