

International Journal of Research Publications

Volume-160, Issue-1, November 2024

ISSN number 2708-3578 (Online)

Accepted and Published Manuscript

GENERATION Z AND MILLENNIAL EMPLOYEES' PERSPECTIVE ON QUIET QUITTING OR
RAGE APPLYING IN RELATION TO CAREER GROWTH

Marilyn P. Pielago, EdD, Rhoniel B. Vibora, PhD

PII : Marilyn P. Pielago.10016011120247282

DOI: 10016011120247282

Web: <https://ijrp.org/paper-detail/7219>

To appear in: International Journal of Research Publication (IJRP.ORG)

Received date: 08 Oct 2024

Accepted date: 31 Oct 2024

Published date: 15 Nov 2024

Please cite this article as: Marilyn P. Pielago, EdD, Rhoniel B. Vibora, PhD , GENERATION Z AND MILLENNIAL EMPLOYEES' PERSPECTIVE ON QUIET QUITTING OR RAGE APPLYING IN RELATION TO CAREER GROWTH , International Journal of Research Publication (Volume: 160, Issue: 1), <https://ijrp.org/paper-detail/7219>

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this final version of the manuscript.

GENERATION Z AND MILLENNIAL EMPLOYEES' PERSPECTIVE ON QUIET QUITTING OR RAGE APPLYING IN RELATION TO CAREER GROWTH

MARILYN P. PIELAGO, EdD, RHONEIL B. VIBORA, PhD

*mpielago99@gmail.com, rhoneilvibora@lspu.edu.ph
 Santa, Laguna, 4008, Philippines*

ABSTRACT

Globally, there is a growing focus on Gen Z and millennial employees; yet, there is a lack of understanding of quiet quitting or rage applying in relation to career growth. Gen Z and Millennial employees find it challenging to fully exploit their job capacity due to the paucity of research. The descriptive method of research is used to gather the necessary data and information on the Generation Z and millennial employee's perspectives on quitting or raging in relation to career growth. The goal of the researcher is to know the level of factors influencing Gen Z and Millennial employees on Quiet Quitting or Rage Applying in terms of missed promotion, not getting raise, disappointment with the role in the company, and financial hardship. Also, what is the perspective of Gen Z and Millennial employees on Quiet Quitting or Rage Applying in relation to Career Growth in terms of improving performance, finding a role that better suits one's skills and passions, enhancing networking skills, and developing enthusiasm and commitment? The purpose of this study was to examine the effect of quitting or rage on the career growth of Gen Z and millennial employees. The information obtained by completing this study will be beneficial to students, educators, supervisors, and managers. The result demonstrated that the perspective of Gen Z and Millennial employees on Quiet Quitting or Rage Applying has a significant effect on career growth. The F-test of the overall model is significant ($F(5,181) = 36.1, p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 48.06, reflecting the average deviation between observed and predicted Quiet Quitting or Rage Applying.

Thus, recommendations are to develop abilities and talents and obtain the additional certifications needed for a more senior role. Choosing to remain in an action-based function, the promotion could lead to a higher position.

Millennial and Gen Z workers must prioritize the organization, minimize distractions at work, learn new, foundational skills, and establish attainable goals to enhance productivity, and the company must acknowledge that Gen Z employees seek a healthy work-life balance, whereas millennials are more motivated by cash incentives and career objectives.

Keywords: *Gen Z and millennial employees; quiet quitting or rage applying; career growth*

INTRODUCTION

In recent years, the workplace has undergone a seismic shift, with terms like "quiet quitting" and "rage applying" emerging as defining concepts of employee sentiment. These phenomena encapsulate the responses of Generation Z and Millennial employees to the evolving demands of modern work life. As organizations grapple with talent retention and employee engagement, understanding the perspectives of these two influential cohorts is crucial. Driven largely by social media, quiet quitting emerged as a much-publicized trend in the United States and elsewhere. However, some observers have questioned how common it actually is—and whether it's even a new phenomenon.

A Gallup survey found Gen Z is the most disengaged at work of any generation (54%) and does not feel a close connection to their coworkers, manager, or employer. Moreover, they are the most likely generation (alongside younger millennials) to experience high levels of stress (68%) and burnout (34%).

Rage applying is a phenomenon observed among younger employees in professional sectors, characterized by dissatisfaction with their workload, supervisors, and compensation, leading them to apply to numerous organizations while expressing their frustrations. Although the tendency to seek new employment during periods of low morale is not a recent development, its prevalence has evolved.

Recent research in career counseling indicates that young professionals may transition between five to ten employers or professional environments throughout their careers. As noted by Jaime Stathis (2023), Millennials and Generation Z possess a distinct perspective on work; rather than pursuing relentless advancement up the corporate ladder, they engage in quiet quitting and adhere to their assigned responsibilities. Unlike earlier generations, these cohorts are adept at recognizing signs of a toxic workplace and prefer to disengage rather than experience burnout. When disengagement does not manifest as leaving a job, it often translates into the practice of rage applying. These workers find themselves in a job market that is markedly different from that faced by their predecessors.

Given these dynamics, this study aims to further examine the influence of Generation Z and Millennial employees on the concepts of quiet quitting and rage applying in relation to their career development.

METHODOLOGY

The research employed an empirical method, which emphasizes acquiring knowledge through direct experience rather than through theoretical frameworks or beliefs, and is grounded in observed and measurable phenomena (2017). Supporting this approach, Cabantog (2008) asserts that descriptive research serves as a fact-finding study that provides adequate and accurate interpretation of its findings. This type of research not only describes current conditions or phenomena but also places significant emphasis on their implications. The descriptive research process involves more than mere data collection and tabulation; it incorporates a critical element of interpreting the meanings and significance of the observed data. Consequently, the researcher sought to explore the perspectives of Generation Z and Millennial employees regarding quiet quitting and rage applying in relation to their career growth.

RESULTS AND DISCUSSION

Table 1. Distribution of Respondents According to Course

| Course | f | % |
|--------------------------|----|------|
| BS Office Administration | 17 | 56.7 |
| BS Entrepreneurship | 13 | 43.3 |
| TOTAL | 30 | 100 |
| Course | f | % |
| BS Office Administration | 17 | 56.7 |
| BS Entrepreneurship | 13 | 43.3 |

As shown on the above table, majority of the respondents are from the BS Office Administration program with 17 respondents which represents 56.7% of the total sample size. The remaining 43.3% were from the BS Entrepreneurship.

Table 2. Distribution of Respondents According to Gender

| Gender | f | % |
|--------|----|------|
| Female | 18 | 60.0 |
| Male | 5 | 16.7 |
| LGBTQ+ | 7 | 23.3 |
| TOTAL | 30 | 100 |

As shown on the above table, majority of the respondents were female with 18 responses which represents 60% of the total sample size. It implies that it was the dominant gender among the respondents. Next were from the LGBTQ+ with a total of 7 respondents or 23.3%. The remaining 16.7% were respondents of male.

Table 3. Distribution of Respondents According to Age

| Age | f | % |
|-------|----|------|
| 26 | 10 | 33.3 |
| 25 | 9 | 30.0 |
| 24 | 0 | 0.0 |
| 23 | 9 | 30.0 |
| 22 | 2 | 6.7 |
| TOTAL | 30 | 100 |

As reflected in the table, out of 30 respondents were mostly in the age of 26 years old or 33.3% of the respondents. Second were in 23 and 25 years old or 30.0%. However, 22 or 6.7% are the least number of respondents fall on this age.

Table 4. Distribution of Respondents According to Number of Work Experiences

| Number of Work Experiences | f | % |
|----------------------------|----|------|
| 4 years | 8 | 26.6 |
| 3 years | 20 | 66.7 |
| 2 years | 2 | 6.7 |
| TOTAL | 30 | 100 |

The total sample size is mainly represented by 3 years of work experiences with 20 respondents which represents 66.7% of the total sample size. In contrast, 2 years in service have the least number of respondents.

Table 5. Level of Factors Influencing Gen Z and Millennial Employees on Quiet Quitting or Rage Applying in Terms of Missed Promotion

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|--|----------|-----------|------|
| 1. Take time to process feelings | 3.58 | 0.67 | VH |
| 2. Request feedback from my supervisor | 3.25 | 0.65 | VH |
| 3. Reflect on the experience as learning opportunity | 3.61 | 0.66 | VH |
| 4. Show my problem-solving skills | 3.19 | 0.70 | H |
| 5. Focused on building relationship | 3.54 | 0.65 | VH |
| Overall for Rage Applying in Terms of Missed Promotion | 3.43 | 0.59 | VH |

Note. *N*=30. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL)

Based on the results presented in Table 5, it can be interpreted that the respondents rated the Rage Applying in Terms of Missed Promotion **Very High** in terms of reflect on the experience as learning opportunity, which obtained highest mean score of 3.61 (*SD*=.66). On the other hand, the lowest mean score of 3.19 (*SD*=.70), which includes the show of problem-solving skills.

Table 6. Level of Factors Influencing Gen Z and Millennial Employees on Quiet Quitting or Rage Applying in Terms of Not Getting Raise

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|---|----------|-----------|------|
| 1. I start to search for a new job | 3.79 | 0.67 | VH |
| 2. I establish a timeline for when to ask for a raise again | 3.21 | 0.67 | H |
| 3. I switch strategies and seek non-salary benefit | 3.56 | 0.66 | VH |
| 4. I still dedicated to delivering my best | 3.91 | 0.72 | VH |
| 5. I express my disappointment | 3.10 | 0.63 | H |
| Overall for Not Getting Raise | 3.51 | 0.61 | VH |

Note. *N*=30. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL),

Based on the results presented in Table 6, it can be interpreted that the respondents rated the Not Getting Raise **Very High**. In terms of reflect on “I still dedicated to delivering my best”, which obtained highest mean score of 3.91 (*SD*=.72). On the other hand, the lowest mean score of 3.10 (*SD*=.63), which includes the statement “I express my disappointment”.

Table 7. Level of Factors Influencing Gen Z and Millennial Employees on Quiet Quitting or Rage Applying in Terms of Disappointment with the Role in the Company

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|---|----------|-----------|------|
| 1.I don't dwell for it for so long | 3.61 | 0.68 | VH |
| 2.I set a realistic expectation | 3.20 | 0.68 | H |
| 3.I adjust my expectations | 3.88 | 0.67 | VH |
| 4.I don't let my disappointment linger | 3.83 | 0.64 | VH |
| 5.I look after my physical health | 3.96 | 0.63 | VH |
| Overall for Disappointment with the role in the Company | 3.70 | 0.60 | VH |

Note. *N*=30. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL),

Based on the results presented in Table 7, it can be interpreted that the respondents rated the Disappointment with the role in the Company **Very High**. In terms of reflect on “I look after my physical health”, which obtained highest mean score of 3.96 (*SD*=.63). On the other hand, the lowest mean score of 3.20 (*SD*=.68), which includes the statement “I set a realistic expectation”. Millennials want is to work in a Millennial-oriented organization under supportive and open-minded management that can provide coaching and mentorship in a challenging, empowering, and meaningful job that provides a work life balance, while working alongside great colleagues and receiving competitive remuneration. As there is still a high percentage of firms using traditional and outdated methods (Falletta, 2016), Jezequel, M. (2022) suggested that rather than idealizing a job, individuals should realistically evaluate their expectations. While acknowledging that no job is flawless, it is essential to define career objectives. She emphasizes the importance of considering what individuals aim to contribute to and gain from their employment beyond mere dissatisfaction. Quiet quitting extensively analyzes this phenomenon to demonstrate that employee disengagement is not indicative of laziness but rather a response to burnout, the need for healthy boundaries, a desire for autonomy, and the prioritization of meaningful work. (Dauer 2023).

Table 8. Level of Factors Influencing Gen Z and Millennial Employees on Quiet Quitting or Rage Applying in Terms of Financial Hardship

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|--|----------|-----------|------|
| 1.I identify the problem | 3.82 | 0.66 | VH |
| 2.I make budget to help resolve my financial problem | 3.93 | 0.66 | H |
| 3.I lower my expenses | 3.85 | 0.65 | VH |
| 4.I avoid buying new | 3.75 | 0.64 | VH |
| 5.I stop taking a debt to avoid aggravating financial problems | 3.90 | 0.64 | VH |
| Overall for Financial Hardship | 3.85 | 0.60 | VH |

Note. *N*=30. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL),

Based on the results presented in Table 8, it can be interpreted that the respondents rated the Financial Hardship **Very High**. In terms of reflect on “I make budget to help resolve my financial problem”, which obtained highest mean score of 3.93 (*SD*=.66). On the other hand, the lowest mean score of 3.75 (*SD*=.64), which includes the statement “I avoid buying new”.

Table 9. Level of Factors Influencing Gen Z and Millennial Employees on Quiet Quitting or Rage Applying

| Subscale | <i>M</i> | <i>SD</i> | V.I. |
|-------------------|----------|-----------|------|
| Missed Promotion | 3.43 | 0.59 | VH |
| Not Getting Raise | 3.51 | 0.61 | VH |

| | | | |
|---|------|------|----|
| Disappointment with the role in the Company | 3.70 | 0.60 | VH |
| Financial Hardship | 3.85 | 0.60 | VH |
| Overall | 3.62 | 0.60 | VH |

Note. $N=30$. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL)

According to the result presented in Table 9, it can be interpreted that the respondents rated the factors influencing in Quiet Quitting or Rage Applying equally Very High in terms of Financial Hardship which obtained highest mean scores of 3.85. On the other hand, the lowest mean score of 3.43, which includes Missed Promotion. And as mentioned by De Castro (2024), professionals strive to progress within a company, and losing their chance at growth opportunities is one of the prime motives why people leave. To make employees feel valued, employers must recognize hard work and give due recognition, like bonuses and pay raises. Moreover, an outlined career path will allow employees to envision staying with the organization for years. In the study of Hu et. al., (2018), the job salary and promotion satisfaction could improve the work engagement and thus enhance the employee's subjective well-being, the work engagement might play an intermediary role in the relation between job salary promotion satisfaction and subjective well-being.

Table 10. Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth in Terms of Improve Performance

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|--|----------|-----------|------|
| 1.Increase employee motivation and productivity | 3.83 | 0.68 | VH |
| 2.Help to attract top staff and valued employees | 3.79 | 0.68 | VH |
| 3.Create more engaging environment | 3.70 | 0.67 | VH |
| 4.Increase employee satisfaction | 2.89 | 0.64 | H |
| 5.Always feel motivated | 2.96 | 0.63 | H |
| Overall for Improve Performance | 3.43 | 0.60 | VH |

Note. $N=30$. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL).

Based on the results presented in Table 10, it can be interpreted that the respondents rated the Improve Performance **Very High**. In terms of reflect on “Increase employee motivation and productivity”, which obtained highest mean score of 3.83 ($SD=.68$). On the other hand, the lowest mean score of 2.89 ($SD=.64$), which includes the statement “Increase employee satisfaction”. As stated by Kwon et.al Managers with poor attitudes may reduce the employees' performance, and retention could become a problem for organizations when employees feel disconnected and leave.

Table 11. Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth in Terms of Finding a Role that better suits one's Skills and Passions

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|--|----------|-----------|------|
| 1. I can be more productive and happier in my role | 3.15 | 0.66 | H |
| 2. I can select a career path that aligns with my interests, | 3.91 | 0.66 | VH |
| 3.I can pursue work that is meaningful and fulfilling | 3.90 | 0.65 | VH |
| 4 It provide direction and focus for your goals and aspirations | 3.85 | 0.64 | H |
| 5. To earn more money because it's a role comes naturally | 3.89 | 0.64 | H |
| Overall for Finding a Role that better suits one's Skills and Passions | 3.74 | 0.60 | VH |

Note. $N=30$. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL).

Based on the results presented in Table 11, it can be interpreted that the respondents rated the Finding a Role that better suits one's Skills and Passions **Very High**. In terms of reflect on "I can select a career path that aligns with my interests", which obtained highest mean score of 3.91 ($SD=.66$). On the other hand, the lowest mean score of 3.15 ($SD=.66$), which includes the statement "I can be more productive and happier in my role" According to Coleman & Guo (2018) obsessively passionate people usually experience negative feelings while performing the activity, they have difficulties to remain focused on it, and they feel that the activity they love conflicts with other aspects of their life.

Table 12. Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth in Terms of Enhance Networking Skills

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|---|----------|-----------|------|
| 1.Networking help meet people at various professional level | 3.20 | 0.66 | H |
| 2.Improve capacity to innovate | 3.55 | 0.65 | VH |
| 3.Greater status and authority | 3.87 | 0.62 | VH |
| 4.Broader deeper knowledge | 3.00 | 0.67 | H |
| 5.More job and business opportunities | 3.96 | 0.65 | VH |
| Overall for Enhance Networking Skills | 3.74 | 0.60 | VH |

Note. $N=30$. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL).

Based on the results presented in Table 12, it can be interpreted that the respondents rated the Enhance Networking Skills **Very High**. In terms of reflect on "More job and business opportunities", which obtained highest mean score of 3.96 ($SD=.65$). On the other hand, the lowest mean score of 3.00 ($SD=.67$), which includes the statement "Broader deeper knowledge". Study of Agarwal H. and Vaghela P.(2018) emphasized that it is important for the organization to discover what's important to the Generation Z beforehand to boost attractiveness within and outside the industry in order to establish a corporate culture and workplace to gain a distinctive advantage in the hunt for top talent employees from the Generation Z which in turn will sustain the organizational growth

Table 13. Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth in Terms of Develop Enthusiasm and Commitment

| Indicator | <i>M</i> | <i>SD</i> | V.I. |
|---|----------|-----------|------|
| 1.Set clear goals | 4.00 | 0.00 | H |
| 2.Show initiative | 3.98 | 0.10 | VH |
| 3.Express appreciation | 3.93 | 0.19 | VH |
| 4. Deliver quality work | 3.89 | 0.37 | H |
| 5.Seek professional development | 4.00 | 0.00 | VH |
| Overall for Develop Enthusiasm and Commitment | 3.96 | 0.13 | VH |

Note. $N=30$. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL).

Based on the results presented in Table 13, it can be interpreted that the respondents rated the Develop Enthusiasm and Commitment **Very High**. In terms of reflect on "Set clear goals" and "Seek professional development", which obtained perfect mean score of 4.00 ($SD=.00$). On the other hand, the lowest mean score of 3.89 ($SD=.37$), which includes the statement "Deliver quality work". It is supported Schulman (2022) as stated by Brook "quiet quitting means getting their work done at their own pace and not giving into the pressure to do more than what they are required to do." In reference to Mlangala, J. and Thomas, P. (2022), Employee motivation means the enthusiasm a worker brings to the organization on a daily basis, and it is regarded as an energy that drives workers in the direction of achieving specific goals and objectives of the organization, including enhanced quality service

delivery. It is supported by Friedel K. et al (Intergenerational communication will be especially important throughout the hiring process in order for all parties to ensure that the gap in understanding does not perpetuate workplace tensions

Table 14. Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth

| Subscale | M | SD | V.I. |
|--|------|------|------|
| Improve Performance | 3.43 | 0.60 | VH |
| Finding a role that better suits one's Skills and Passions | 3.74 | 0.60 | VH |
| Enhance Networking Skills | 3.74 | 0.60 | VH |
| Develop Enthusiasm and Commitment | 3.96 | 0.13 | VH |
| Overall | 3.72 | 0.48 | VH |

Note. N=30. V.I.=Verbal interpretation. The mean is interpreted as follows: 3.28–4.00= Very High (VH), 2.52–3.27=High (H), 1.76–2.51=Low (L), 1.00–1.75=Very Low (VL)

According to the result presented in Table 14, it can be interpreted that the respondents rated the Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth equally Very High in terms of Develop Enthusiasm and Commitment which obtained highest mean scores of 3.96. It is supported by the findings of Stewart J. et al (2017) that show millennials (also known as Generation Y, or Gen Y) as the only generational group that does not conceptually link organizational commitment with workplace culture. This group also thinks of work differently than members of the other generations, yet these differences can be understood through a managerial lens focusing on qualities such as duty, drive, and reward. On the other hand, the lowest mean score of 3.43, which includes Improve Performance. According to Katsaros (2024) workplace happiness partially mediates the relationship between inclusive leadership and Gen Z employee adaptive performance. The results indicate that should leaders and managers manage to positively influence Gen Z employees' work engagement and job satisfaction by employing inclusive strategies and procedures, they will increase their adaptive performance during change

Table 15. Regression Analysis of the Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth as Predicted by Missed Promotion

| Model | B | SE | β | t | p |
|----------------------------------|------|------|---------|--------|--------|
| Constant | 0.05 | 0.41 | | 0.111 | 0.911 |
| <i>Improved Performance</i> | | 0.13 | 0.01 | 0.144 | 0.89 |
| <i>Apply for Promotion</i> | | 0.13 | -0.20 | 1.595 | 0.11 |
| <i>Enhance Networking Skills</i> | | 0.13 | -0.32 | 2.512* | 0.01 |
| <i>Work Well on Team</i> | | 0.11 | -0.38 | 3.471* | < .001 |
| R-squared | | | 0.41 | | |
| Adjusted R-squared | | | 0.39 | | |
| Standard Error of the Estimate | | | 78.17 | | |
| F(5,181) | | | | 24.7* | < .001 |

* $p < 0.05$

The table 15 presents the results of a multiple regression analysis examining the effect of Missed Promotion (independent Variable) and Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying (dependent variable). The regression model explains 41% of the variance in Career Growth (R-squared = 0.41). Enhance Networking Skills ($\beta = 0.32$, $p = .01$); Work Well on Team ($\beta = 0.38$, $p < .001$) have significant association with Missed Promotion. The F-test of the overall model is significant ($F(5,181) = 24.7$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 78.17, reflecting the average deviation between observed and predicted Quiet Quitting or Rage Applying. According to Parson (2022), lies in its potential to

create avenues for career progression, including opportunities for promotions. Additionally, it serves as a means for individuals to refine existing skills and acquire new ones, thereby enhancing their overall professional competence.

Table 16. Regression Analysis of the Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth as Predicted by Not Getting Raise

| Model | B | SE | β | t | p |
|----------------------------------|------|------|---------|-------|--------|
| Constant | 0.50 | 0.37 | | 1.33 | 0.951 |
| <i>Improved Performance</i> | | 0.11 | 0.13 | 1.16 | 0.08 |
| <i>Apply for Promotion</i> | | 0.11 | 0.20 | 1.75 | 0.08 |
| <i>Enhance Networking Skills</i> | | 0.11 | 0.14 | 1.29 | 0.20 |
| <i>Work Well on Team</i> | | 0.09 | 0.36 | 3.63* | < .001 |
| R-squared | | | 0.41 | | |
| Adjusted R-squared | | | 0.39 | | |
| Standard Error of the Estimate | | | 62.88 | | |
| F(5,181) | | | | 24.8* | < .001 |
| * $p < 0.05$ | | | | | |

The table 16 presents the results of a multiple regression analysis examining the effect of Not Getting Raise (independent Variable) and Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying (dependent variable). The regression model explains 41% of the variance in Career Growth (R-squared = 0.41). Work Well on Team ($\beta = 0.36$, $p < .001$) have association with Not Getting Raise. The F-test of the overall model is significant ($F(5,181) = 24.8$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 62.88, reflecting the average deviation between observed and predicted Quiet Quitting or Rage Applying.

Table 17. Regression Analysis of the Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth as Predicted by Disappointment with the Role in the Company

| Model | B | SE | β | t | p |
|----------------------------------|------|------|---------|--------|--------|
| Constant | 0.32 | 0.33 | | 0.978 | 0.329 |
| <i>Improved Performance</i> | | 0.10 | 0.07 | 0.694 | 0.49 |
| <i>Apply for Promotion</i> | | 0.10 | 0.02 | 0.269 | 0.79 |
| <i>Enhance Networking Skills</i> | | 0.10 | 0.15 | 1.522 | 0.13 |
| <i>Work Well on Team</i> | | 0.08 | 0.54 | 6.075* | < .001 |
| R-squared | | | 0.50 | | |
| Adjusted R-squared | | | 0.49 | | |
| Standard Error of the Estimate | | | 50.21 | | |
| F(5,181) | | | | 36.5* | < .001 |
| * $p < 0.05$ | | | | | |

The table 17 presents the results of a multiple regression analysis examining the effect of Disappointment with the Role in the Company (independent Variable) and Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying (dependent variable). The regression model explains 50% of the variance in Career Growth (R-squared = 0.50). Work Well on Team ($\beta = 0.54$, $p < .001$) have association with Disappointment with the Role in the Company. The F-test of the overall model is significant ($F(5,181) = 36.5$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 50.21, reflecting the average deviation between observed and predicted Quiet Quitting or Rage Applying.

Table 18. Regression Analysis of the Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying in relation to Career Growth as Predicted by Financial Hardship

| Model | B | SE | β | t | p |
|----------------------------------|------|------|---------|-------|--------|
| Constant | 0.33 | 0.32 | | 1.03 | 0.302 |
| <i>Improved Performance</i> | | 0.10 | 0.31 | 3.15* | 0.00 |
| <i>Apply for Promotion</i> | | 0.10 | 0.00 | -0.04 | 0.96 |
| <i>Enhance Networking Skills</i> | | 0.10 | 0.05 | 0.533 | 0.59 |
| <i>Work Well on Team</i> | | 0.09 | 0.44 | 5.09 | < .001 |
| R-squared | | | 0.50 | | |
| Adjusted R-squared | | | 0.49 | | |
| Standard Error of the Estimate | | | 48.06 | | |
| F(5,181) | | | | 36.1* | < .001 |

* $p < 0.05$

The table 18 presents the results of a multiple regression analysis examining the effect of Financial Hardship (independent Variable) and Perspective of Gen Z and Millennial Employee on Quiet Quitting or Rage Applying (dependent variable). The regression model explains 50% of the variance in Career Growth (R-squared = 0.50). Improved Performance ($\beta = 0.31$, $p < .001$) have association with Financial Hardship. The F-test of the overall model is significant ($F(5,181) = 36.1$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 48.06, reflecting the average deviation between observed and predicted Quiet Quitting or Rage Applying.

CONCLUSION

The perspective of Gen Z and Millennial employees on Quiet Quitting or Rage Applying have a significant effect on the career growth. Hence, reject the null hypothesis.

RECOMMENDATION

The conclusion made resulted in the formulation of the following recommendation.

1. Develop abilities and talents and obtain the additional certifications needed for a more senior role. Choosing to remain in an action-based function, the promotion could lead to a higher position.
2. Millennial and Gen Z workers must prioritize the organization, minimize distractions at work, learn new, foundational skills, and establish attainable goals in order to enhance productivity.
3. The company must acknowledge that Gen Z employees seek a healthy work-life balance, whereas millennials are more motivated by cash incentives and career objectives.
4. By understanding the dynamics between Millennial and Gen Z employees, employers can develop strategies to combat negative workplace behaviors like Rage Applying and Quiet Quitting.
- 5.

REFERENCES

- Agarwal, H., & Vaghela, P. (2018, December). Work values of Gen Z: Bridging the gap to the next generation. In National Conference on Innovative Business Management Practices in 21st Century, Faculty of Management Studies, Parul University, Gujarat, India (Vol. 1, p. 26).
- Coleman, L. J., & Guo, A. (2013). Exploring children's passion for learning in six domains. *Journal for the Education of the Gifted*, 36(2), 155–175. <https://doi.org/10.1177/0162353213480432>
- Falletta, S. (2016). Embrace the future. *Smart Business Akron/Canton*, 26(3), 12.
- Friedell, K., Puskala, K., Smith, M., & Villa, N. (2013). Hiring, promotion, and progress: Millennials' expectations in the workplace.
- Fuscaldo, D. (2023, October 23). *Managing millennials in the workplace*. Business News Daily. <https://www.businessnewsdaily.com/15974-millennials-in-the-workplace.html>
- Kwon, K., Chung, K., Roh, H., Chadwick, C., & Lawler, J. J. (2012). The moderating effects of
- Katsaros, K. K. (2024). Gen Z Employee Adaptive Performance: The Role of Inclusive Leadership and Workplace Happiness. *Administrative Sciences*, 14(8), 163.

- organizational context on the relationship between voluntary turnover and organizational performance: Evidence from Korea. *Human Resource Management*, 51(1), 47–70. <https://doi.org/10.1002/hrm.20433>
- Parsons, L.. (2024, January 17). *Why is Professional Development Important? - Professional & Executive Development | Harvard DCE*. Professional & Executive Development | Harvard DCE. <https://professional.dce.harvard.edu/blog/why-is-professional-development-important/#content>
- Luis, N. Y. A., & De Ciencias Económicas Y Empresariales, U. P. C. F. (2023). *The “Quiet-Quitting” Epidemic: A sociological study on the dissatisfactory relationships between employees and managers*. <https://repositorio.comillas.edu/xmlui/handle/11531/77131>
- Ly, A. (2023, September 7). *From the Great Resignation to Quiet Quitting: Gen Z's views on Labor* - YR Media. YR Media. <https://yr.media/news/quiet-quitting-gen-z-labor-views-emma-schulman/>
- Mensik, H., & Mensik, H. (2023, July 11). *How career advancement looks different for Gen Z*. WorkLife. <https://www.worklife.news/talent/how-career-advancement-looks-different-for-gen-z/>
- Mlangala, J., & Thomas, P. S. (2022). *Influence of motivation factors on service delivery at Chamwino District Council Headquarters Office, Tanzania*. <https://www.ajol.info/index.php/cajmb/article/view/258848>
- Sharma, A. (2023, January 16). *After 'Quiet quitting', 'Rage applying' is the new workplace trend among employees*. NDTV.com. <https://www.ndtv.com/feature/after-quiet-quitting-rage-applying-is-the-new-workplace-trend-among-employees-3696770>
- Stathis J. (2024) Say Hello to the New Quiet Quitting: Rage-Applying <https://www.rd.com/article/rage-applying/>
- Stewart, J. S., Oliver, E. G., Cravens, K. S., & Oishi, S. (2017). Managing millennials: Embracing generational differences. *Business horizons*, 60(1), 45-54.

