

# From Anxiety to Positivity: Prevalence and Associated Factors of Anxiety among Newly Graduated Students

Fredelito Don John A. Vallesteros, PhD<sup>1,2,3</sup>, Parino, Marshall Dre J.<sup>1,2,3</sup>, Carbonel, Precious Mae C.<sup>1,2,3</sup>, Geronimo, Heavenly Joy D.<sup>1,2,3</sup>, Ignacio, Jamillah A.<sup>1,2,3</sup>, Magsino, KhianaLaine B.<sup>1,2,3</sup>, Manzano, Jasmine Shawn P.<sup>1,2,3</sup>, Mapa, Cherubby M.<sup>1,2,3</sup>, Pineda, Shaina Heart P.<sup>1,2,3</sup>.

<sup>1</sup> Philippine School Doha, Doha, Qatar

<sup>2</sup> Research Development, Accreditation and Publication Office, PSD, Doha, Qatar

<sup>3</sup> Research Capstone Project, PSD, Doha, Qatar

## Abstract:-

**Background:** Anxiety arises as newly graduated students transition from education to employment. This adjustment period involves a series of unfamiliar changes and stricter norms, causing extreme pressure and worries to graduates. **Method:** The researchers utilized phenomenological research design to discern the lived experiences of fresh graduates as they transition into a new life significant life phase relative to the central question, "How do newly graduate college students manage challenges concerning job hunting?". **Findings:** Findings have indicated that graduates' previous expectations are much different from the reality of employment. The usual struggles the graduates have encountered are reduced job opportunities, increasing responsibilities, and working environment differences. **Conclusion:** Various stressors and numerous difficulties are inevitable in facing a school-to-work change. However, despite the workforce's complicated reality, these challenges have developed the graduates' coping mechanisms, perspective, and adaptability throughout the transition. **Recommendation:** This paper recommends to have a set of respondents who were academic achievers to compare the degree of struggles, pressure, and anxiety experienced in the transition. It is also suggested to select merely one group with the same employment status, either employed or unemployed graduates. Future researches may also choose to focus on a particular industry to obtain more precise results.

**Keywords:-** Anxiety, Transition, Newly Graduates, Employment, State of Qatar.

## I. INTRODUCTION

As life consists of a series of constant changes, decisions, and challenges, one must surmise the presence of anxiety in every aspect and period of his or her timeline. Anxiety is a negative emotion in response to a traumatic event, the possibility of a threat, and the constant occurrence of extreme levels of worry and fear. (Simpson et al., 2010; Remes, 2016). It is among psychiatric conditions prevalent nowadays, impairing one's aspect of everyday life (Mucci et

al., 2016). Although experiencing anxiety is unmanageable, a person's behavior and response towards the stressors, or anxiety's root source, can be changed.

Fear, the source of anxiety, arises whenever a person initiates to attain discoveries that are not within the scope of his or her comfort zone. This situation brings change and requires an individual to employ adaptability to unfamiliar frameworks they will encounter along the way (Lane, 2015). This concept is much apparent in every transitional period of a person's life, in which significant changes occur, and additional learnings develop. One of the significant developmental shifts in one's life is the education to employment transition. There is an anticipation of substantial outcomes related to their chosen career field (Spren, 2013; Halstead & Lare, 2018). The study of a graduate's adjustment to school-to-work transition is necessary for two reasons: first, perceptions and behaviors correlate to their response to employment pressure. Second, the coping mechanisms utilized contribute to self-development.

Emerging into employment is a challenging phase for newly graduated students. Job hunting, the first step towards one's career, is a crucial developmental process that occurs as one enters the workforce and the latter part of their young adulthood (Marshall, 2016). When the graduate embarks on a job search, they must enhance coping mechanisms and adaptability strategies even if they secured a position as they will face continuous barriers over time (Murphy, Blustein, Bohlig, et al., 2010; Sampair 2019).

To fully adapt to the employment world, newly graduated students must consider the following interconnected concepts: employment actuality, internal and external adjustments, coping mechanisms, and additional responsibilities. The adjustments faced by recently graduated students to employment establishes a well-built career foundation. However, various factors affect the process, creating struggles amid transition. Most fresh graduates are at a disadvantage when it comes to working opportunities. The job-hunting phase is a challenging process involving coping with and competing with a labor market with reduced opportunities for jobs (Kunene, 2017).

These low-quality jobs impede young people's progress from education to work and adulthood more generally. (Roberts, 2017) As new graduates' job quality decreases, anxiety tends to increase steadily due to job selection pressure (Zhao, LV, & Wang, 2016). This crucial adjustment leaves the majority of students lost and underprepared. Thus, it has created fear in taking the next step of their professional development (Ciarocco, 2017).

Although most emerging adults completed high-level educational qualifications to avoid low-skill and low-paid employment before entering the labor market (Chesters, 2020), they also faced complex barriers and transitional pressure due to the presence of *wasta*. *Wasta* refers to a lack of experience in the expertise (World Bank 2014; Abbott and Teti 2017). As new graduates, their lack of real application of knowledge lessens their chance to pass even more, given the strict employment qualifications.

Moreover, the burden of personal and societal norms given as one transition to the industry increases one's level of anxiousness. (World Bank, 2014; Abbott and Teti, 2017). External and internal stressors are inevitable, for it affects one's self-perception and evaluation. Employment is a source of financial security and allows people to fulfill their obligations as part of the family and society. As one perceives satisfaction in manifesting their responsibilities, it affects both physical and mental health positively. However, it also becomes a source of anxiety when one experiences economic or financial distress in employment. This condition leads to an individual perceiving himself or herself as a failure. (Mokona, 2020)

Despite the worrying truth of employment, its difficulties develop one's overall adaptability and mindset, leading to a better grasp of one's career framework. This research aims to understand further the actuality of employment events and the graduates' responses to these transitional adjustments. Moreover, to learn more about the phenomenon, the paper seeks to know the changed perceptions and strategies newly graduates utilized to overcome the school-to-work shifting period's difficulties.

This research paper provides new realistic learnings about adjustments and struggles in the school-to-work transition. The respondents are fresh Filipino graduates who are transitioning from being a college student into a job-seeking individual. The researchers chose them for a reason for cogency and firm relatability to the study. Similar to the respondents, the researchers will also later shift to work after educational completion, facing anxiety and transitional pressure. For this reason, the study becomes consequential for both readers and the researchers.

The readers, especially those who are currently a graduate, can use this research study as a learning instrument that centers on different difficulties arising amidst the transitional period. Moreover, the readers can expect to know about newly graduated students' lived experiences, particularly their adaptability struggles and adjustments. Moreover, readers can also discern the internal and external coping mechanisms needed to overcome employment's environmental, social, and personal challenges. Through the respondent's stories, one can further use this to understand the realizations made and values developed along the way.

The study "From Anxiety to Positivity: Prevalence and Associated Factors of Anxiety among Newly Graduated Students", which discusses the challenges of fresh graduates when transitioning into the workplace from a school setting, applies a qualitative study design and uses a phenomenological method to gather results. Its main point was to ascertain the concepts behind the respondents' behavior, contexts, and actions relative to results gathered from their lived experiences (Hennink et al., 2012).

A semi-structured interview was used in this study for data gathering. The robotfoto and twenty-five developmental questions served as the semi-structured interview guide used to gather data. Preliminary copies of robotfotos (Kelchtermans & Ballet, 2002; Garcia & Acosta, 2016; Merced 2018) were given in-person to obtain background of the respondents who were new college graduates. Each robotfoto asks for the respondent's name, age, how long the respondent has been a graduate since college, and the respondent's current job status.

## II. METHODS

### ➤ *Research Locus and Sample*

This study was conducted at the Philippine School Doha (PSD), one of the major learning institutes located in Mesaimeer, Doha, Qatar. PSD was established on October 3, 1992, to meet the academic desire of the Filipino children in Qatar with excellency. Philippine School Doha has been renowned as one of the most outstanding Philippine Schools in the middle east due to its quality education and its national and regional achievements. The chosen participants were five Filipino college graduates of three years or less, ranging from ages 21 to 22 years old. Four were identified as females and one male. The criteria for choosing the participants was how long has it been when they graduated and their industry experiences. The researchers believed their insights are constructive and developed because they had undergone transitional adjustments through engaging in the work industry as a fresh graduate.



Figure 1: Map of Qatar

#### ➤ Research Design

This study employed a qualitative research design and used a phenomenological approach to gather results. The method used to collect the data was through interviewing the participants selected by the researchers. Qualitative research is an inquiry process of understanding people and their environment to ascertain how their experiences and behavior shape the context of their lives. It allows researchers to examine people's experiences by using a specific set of a method such as in-depth interviews (Hennink et al., 2012). This type of research design interpreted non-numerical data that helps gain a grasp of one's social life through the study of the targeted population (Crossman, 2019; Mega, 2020). Through the use of qualitative research, the researchers acquired needed results such as the concepts behind people's behavior, actions, and interactions with others.

A phenomenological approach was the type of qualitative research used. It is a form of qualitative research that focuses on the study of an individual's lived experiences (Neubauer, Witkop, & Varpio, 2019). Phenomenology aimed to formulate conclusions and themes from the perceptions of the respondents (Smith, 2018). Phenomenology is a qualitative research that pertains to how a person views and feels about things. Through the use of this approach, the researchers were able to understand and examine the ideas and experiences of the participants who are newly graduates transitioning to job hunting.

#### ➤ Data Collection and Ethical Consideration

The data needed for this study was collected through a semi-structured interview with the use of robotfoto and twenty-five developmental questions that served as the semi-structured interview guide used to engage and fully capture the concepts of the phenomenon.

For the researchers to seek the respondents' information, robotfotos were given in-person to provide background about the respondents who were new college graduates. Each robotfoto asks for the respondent's name, age, how long the respondent has been a graduate since college, and the respondent's job status. Robotfoto refers to personal data of the respondents, which include their personal and professional information (De Guzman & Tan, 2007; cited by Catacutan et al., 2015).

The data collected from the interviews were precisely transcribed with recording instruments. The researchers guaranteed that the information gathered will be securely confidential and will only be used for the study. Semi-structured interviews were used for the data gathering process. A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions (Doyle, 2004; Qu & Dumay 2011; Senko and Pykäläinen, 2020). Before each interview, the researchers seek the interviewees' permission through written consent and secured confidentiality.

#### ➤ Data Analysis

For a clear and in-depth understanding, the researchers have followed the inductive approach in theme development: (Ryan, 2003; Bernard, 2011; Vallesteros, 2018) to obtain meanings from the data set collected to identify patterns and relationships of this study. (1) Critically listen and re-listen to the recording audio to attain full knowledge and understanding of the participants responses; (2) Make a written text transcription of the recorded responses; (3) Convert the meaning ideas and understanding (Emic) to the researcher's beliefs and knowledge (Etic); (4) Review and evaluate the transcription to formulate a general insight of their experiences; (5) Identify small groups of responses with alike ideas to formulate a thought unit (6) Categorize and merge the themes to formulate a cluster to produce the four main themes that will be used in the simulacrum; (6) Create a simulacrum to provide visual representation and better understanding of the gathered and conducted findings (7) Apply developing concepts through quadrangulation and member checking protocols to ensure integrity and data reliability (McWilliam et al., 2009; Acosta & Garcia, 2017).



### III. FINDINGS

This phenomenological study describes Filipino college graduates' lived experiences amidst transitioning from education to employment, relative to the central question "How do newly graduate college students manage challenges concerning job hunting?". Immediate engagement to the workforce after an academic journey is crucial in leading to fear and anxiety in most college graduates. Due to the pressure of securing a job and different expectations set in post-graduation, this difficult period brings several stressors and escalates personal doubts and confusion to young adults. As former students finished college, most experienced a quarter-life crisis and delayed transition because of a lack of occupational relevance. (Journal of Youth Studies, Vol. 18, No. 9 (2015) p.1099)



Figure 2: Simulacrum

➤ *Lived experiences of newly graduated students transitioning to employment*

Figure 2 shows the simulacrum centering on four major themes: life reality, life expectations, life transitions, and life security with three corresponding sub-themes under each topic. These highlights the transitional coping mechanisms of new graduates in facing the reality of employment and its given difficulties. Moreover, these show the interconnected adjustments and realizations of unaccustomed situations they came upon in various aspects of job hunting.

The simulacrum blended multiple visual elements to describe the different theme implications and the topic's main idea. There are three central portions used to signify the study. First, the gear shaded in blue, which covers the simulacrum's outer part, represented the workforce. Similar to the concept of its usability in a machine, job securement is a needed part of one's career growth to work and prosper continuously. Inside the gear, the topic's main idea follows its circular form. The gear's connecting parts also encompass the simulacrum's inner portion, which is the puzzle, signifying that the central notion covers all themes. Second, the researchers utilized a puzzle's shape, implying

that the transition is an obstacle to be solved through connecting pieces or their new series of changes and realizations. Lines crossed the different corners and midpoints of the puzzle to imply linked ideas of the four themes. Last, the core contains the representation of the respondents, which are the new graduates. The academic cap symbolizes their educational milestone, which is graduation. The person with a tie coming out from the cap illustrates their new shifting roles, which is as a job-seeking individual. Moreover, the use of blue and pink is evident to symbolize male and female respondents.

Furthermore, the researchers employ colors to highlight and differentiate the distinct but related themes, dividing the one big puzzle into four parts. First, the color Green represents the first theme, Life Reality, which means a new beginning. It emphasizes the unfamiliar experiences and difficulties faced by the graduate in a new environment. This theme also contains three sub-themes: Opportunity Blockage, Opportunity Variations, and Opportunity Trails. Moreover, these sub-themes use a lighter shade of green to signify that it is under Life Reality. Second, the color Red indicates intense emotions, stress, and pressure, which leads us to our next theme, Life Expectations. This portion centers on the pressure given by internal and external stressors, including the sub-themes: Growth pressure, Familial Pressure, and Peer Pressure. It also used a brighter but similar hue to designate its connection to the theme. Third, the color Orange symbolizes the acknowledgment of change and movement, which refers to Life Transition. Relatively, this theme discusses the adjustments and adaptation made by new graduates amidst shifting to a new life period. Last, the utilizations of Yellow's different shades are present in the theme Life Security, along with its subthemes: Personal Motivation, Familial Support, and Peer Support. Optimism, enlightenment, and hope are implications of encouragement and support, which are the theme's core.

### IV. LIFE REALITY

In every aspect of our existence, inevitable life-changing conditions occur. These changes are manifestations of new beginnings. Moreover, it offers varying happenings and learnings to our lives along the way. Enthusiasm takes over as students complete an academic race, marking a long-term legacy. However, a more formidable challenge awaits after. Starting a first professional job resembles a big leap into the real world. As new graduates enter the gateway to employment, they begin to distinguish between their prior job-hunting perceptions and their present experiences.

*"Expectations differ from the reality of securing a job. I thought that I could easily get accepted and receive a call from the companies I applied to after a week. It affects the way you think in finding a job. However, things do not work the way you expected them to be in job hunting. You have to wait for your turn because there are many applicants who also applied in the same company, making the competition tighter." (R6)*

Life reality centers on the realization of the actuality of events encountered amid the transition. These include real hardships contrary to their past expectations, such as limited opportunities, rough beginnings, and workforce reconsideration, leading to new job-related discoveries.

#### a. Opportunity Blockage

No graduate expects the process of job securement to be simple. During their previous years in college, these individuals had been well equipped with the same familiarity and expertise regarding job hunting. However, there is no specific framework designed as a guideline for job hunting in the actuality of events.

*“You have to face reality because being a student and a job hunter differs. When I was a student, you knew what to do and what must be done. But now, you have to remember that you are already engaged in the real world.” (R5)*

The reality of employment is much broader compared to what they knew. Hence, job seekers experience trials that are beyond their scope and expectation. As graduates encounter this overwhelming and unexpected blockage, confusion begins, which resulted from commonly argued misconceptions. One of the assumptions believed by most graduates in job hunting was the university background boost. Supposedly, coming from top colleges is a significant edge to instantly get a job, for most employers expect these graduates to be products of high standards in learning. Nevertheless, this does not occur in reality. The sole responsibility of universities is to give a foundation for taking your first steps into the real world by skill honing and degree provision.

*“I expected to be easily accepted in a company because I came from a known university, especially when it comes to engineering. The elders used to say that you will be favored by companies if you graduated from a known university. However, it was different. Despite coming from a good university, you will not be accepted right away. You can possibly fail their exam and oral interviews.” (R8)*

Paving your way to job obtainment is not within its range, contrary to the majority's belief. Hence, the prior perception of students regarding this matter does not match the real situation. Their academic backgrounds may catch the attention of the employer. However, it does not guarantee an immediate securement of the job and an exception to face hindrances such as uneven work chances. One respondent attested:

*“I thought that after I graduated from a known university, I would be able to get a job easily. But now, due to limited job opportunities, I cannot get one easily.” (R3)*

Moreover, during their previous years in a university, most graduates presumed that every hard work enforced will immediately pay off at the end. They believed that academic titles are certain factors to be an employee. Relative to the misconception regarding university title, it promotes one's image, yet it is uncertain for not all job applicants have

equal standing in this situation. Not all employers are patient in training individuals who are new to the workforce. New graduates face experienced competitors with better advantages, making it a disadvantage for them. As said by a respondent:

*“Others said that you must study hard to acquire a good job but in reality, it is not that easy. Most companies will hire experienced job-seeking individuals rather than those who are just starting. You just have to try for no one knows what is meant for you.” (R5)*

Acceptance and learning how to approach the job search process is the first level of handling this kind of situation. Consequently, job seekers will even experience things or problems that they will not expect to experience.

#### b. Opportunity Trails

As new graduates progress from the first job hurdles, they eventually discern more the difficulties and changes encountered in seeking new opportunities and adapting to the corporate environment. Despite their academic accomplishments, these job-seeking individuals realize that everything restarts in the beginning during the first tracks of employment. Every graduate has to start at the bottom and gain career experience independently before gradually rising from an aspired work position.

*“Yes, because as a fresh graduate from the Philippines, the standard here conflicts. Most employers require you to have experience. However, due to the fact that you are a fresh graduate, you must expect to have a low position in your work first.” (R5)*

Most college students perceive the wrong impression regarding in-demand careers. The majority believed that it is easier to achieve a good workforce position if one's chosen profession matches industry needs. Moreover, they equate a recognized degree to success. Relatively, it is an advantage. However, the basis of the employment process is not merely on the graduate's course alone. It also has external factors as a basis, such as an experience. Regardless of the graduates' course, there are other qualifications needed to get their job aspirations. Therefore, graduates discover that attainment for their desired positions is a step-by-step process.

*“My expectation is that it is just easy to find work in a hospitality industry with a lot of sectors. However, it is not that easy to get a job you want because you need to start at the bottom.” (R1)*

Furthermore, graduates realized that associating to employment does not only require patience for their careers to bloom. It also needs an additional practice of independence. Therefore, as they adjust in the contradicting reality, these new job-seeking individuals learned that it is easier to fulfill the responsibilities of being a student rather than to engage in the unfamiliar systems of employment. Although schools have been the training grounds for preparing graduates for the workforce, it is much harder in the real scenario. Before, as students, they are guided with

frameworks and instructions on what to do and how to act. Besides, the focus of their objective is on the mastery of theories and principles of their chosen careers. While in the employment world, they need to establish an image of a confident and well-knowledgeable adult, which is far different from their reality and custom previously as students.

*“Being a student is quite easy compared to being a job-seeking individual. The things you have to do will be taught to you, there is someone there to help you when it is needed. While when you're working, all you have is yourself. At first the things you have to know will be taught to you but after a few weeks or a month, you are going to be working by yourself.” (R7)*

Many misinterpret that in-demand careers make it easier to find a job with good positions. However, as time passes, reality makes graduates realize that patience and practice are needed for their careers to bloom. Moreover, opportunities will soon willingly knock on their doors as their perspectives change.

#### c. Opportunity Variations

As the students' perceptions regarding the difficulty level of job-hunting changes, their approach to handling employment reality improves. Fresh graduates slowly establish a more strategic mindset and seek opportunities within a broader range. They distinguished that applying for various jobs can lead to preferable alternatives and better possibilities. Moreover, as newbies, considering opportunity variations may help them discover a stable job and eventually lead them to their aspired position.

*“The first time I got rejected at a job, it was the company that I really wanted to work at. It was really hard, I had to travel from Muntinlupa to Pasay, it was a 2-hour drive, but I got rejected. Nonetheless, after 2 days or a week, I just used it as motivation that next time I should know what to do so that I get the job I want. Which did happen. I got accepted in a bigger company with a higher position.” (R7)*

Since they are fresh graduates, they are prone to rejection, especially when one anticipates a job that matches their course. Opportunities rarely show in the actual events during this transitional period. However, instead of concentrating on one job, graduates stated that they tend to gaze for better numerous options for higher chances of getting into the workforce.

*“I try to apply for other companies if I am not qualified. I do not dwell on rejections because I know there are better options and opportunities ahead for me.” (R8)*

Furthermore, they refrain from sticking to one option, for they also contemplate additional factors in their preferred job. These include the nature of the work and the environment itself. Graduates believed that considering these will help them fit and adjust better with the systems of the workforce. Also, creating an opportunity for career

improvement. Due to this, their focus and their perspectives regarding job hunting advances. Eventually, their worries return as excitement when looking for job openings. Opportunities, now, turns out to be the one looking for them.

*“My goals changed in terms of focus and perspective. Before, I used to focus on finding a job in a specific place. Now, I look for work in different places but with a good working environment. It changed my perspective of how I look forward to finding other jobs.” (R6)*

A significant transitional period, indeed, comes with a lot of unusual changes. A mere perception without a confident grasp and experience differs from what reality provides. However, as fresh graduates acquire new understandings from these strange events, their knowledge of the truth of employment widens. Hence, these realizations led to the development of a strategic approach and, eventually, career growth.

## V. LIFE EXPECTATIONS

As graduates advance to a new stage in their lives, stressors such as expectations and pressure also increase. Others' judgments of you become much severe as they perceive you based on your current achievements. Life expectations refer to meeting the standards set by various factors such as family, friends, and oneself.

*“My friends and family expect much from me because I was a top performing college student. They used to say that I must graduate, have a great job, and get offers. As a job seeking individual, it affected my emotional state because everyone thinks highly of me. Their expectations turn into disappointments when I fail to have a job in a big company. They will compare my performance as a job hunter to my performance when I was in college.” (R6)*

The pressure created from this may affect different life aspects of graduates. These include self-esteem and decision making. Moreover, it also creates dilemmas and concerns between their perceptions of themselves and others' views. As the amount of stress imposed by these conditions build-up, graduates become vulnerable to different pressures that cause them to experience anxiety during the transition.

#### a. Familial Pressure

Families and relatives usually expect the best from new graduates as they finish their education, perceiving them as currently honed achievers. These graduates are said to be their family's pride and hope for success and a better life. Hence, as new job hunters enter employment, they are already expected to earn money and prove that their capabilities are real, disregarding the possibility of them experiencing difficulties while adjusting. One respondent attested:

*“After I achieved an educational milestone and entered employment, my parents and grandparents expect*



*me to have a high paying job and be skilled in constructing a house or an infrastructure right away.” (R8)*

Furthermore, new job-seeking individuals face additional familial responsibility, precisely financial obligations, which are also new to them. As graduates, one of the anticipated changes in their lives is to have a salary of their own. However, elders also expect them to cover a portion of the family's expenses and debts as a return for their hardships for the graduate's success.

*“I can really feel the pressure because every time that the bills get here, there will need to be computations of food and your mother will tell you that we would need to pay the bills. They will tell how much you would need to pay or contribute to it. It's really pressuring because you know that they alone can pay the bills. It's like they are giving you the responsibility to do it for them.” (R7)*

Though we cannot deny that as newbies in this world, it is hard for them to get into a high career position with a good salary immediately, creating guilt and stress in securing a job fitted with the family's standards. Due to this, the pressure and the sense of being obliged to be a provider take over themselves.

*“There is a pressure of becoming a provider for your family because I do not want my parents to work anymore and I am the eldest child. You have to manage your salary for the expenses of the family. My relatives from the United States believe that I should be providing for the family now because I am a graduate. However, they understand my situation despite their expectations. I explained that my first year is not about the high salary but the experience.” (R6)*

Family is indeed a big part of the pressure. Most individuals feel the need to repay the efforts of their families by supporting them financially. Most families of newly employed individuals set high expectations for them. Moreover, pressure does not only come from an individual's home, but it also happens outside, with their peers. This pressure may be caused by comparing one's position with their friends who are also newly-employed.

#### *b. Peer Pressure*

People are known to adapt to the environment's norms to get along with pressure and influence. It gives them a sense of satisfaction and fulfillment. However, reaching these standards can also be very stressful. Peer pressure happens when the individual feels demanded to adapt immediately and change his or her pace like his former colleagues to be accepted.

*“One of the factors that causes anxiety is the expectations of getting a job. I used to think that I am a confident person but situations such as sharing to my colleague that I failed to have the job lowers my confidence. This factor affects my emotional state and causes anxiety amid the transition.” (R6)*

Every graduate is new to the journey of employment. The majority of them use one another's performance as frameworks of their progress in job hunting. Relatively, it can be useful for a graduate to follow the same strategies others used that worked. However, competition sparks without them knowing. In some instances, others may have better progress and opportunities. While the gap between their paces widens, self-doubts and insecurities arise. The minds of these new job-seeking individuals shift its focus to their failures and weaknesses. A respondent has affirmed:

*“I think the competitiveness of my classmates I graduated with contributes to the pressure, considering that they have secured jobs now. It's pressuring me because they have taken a new step ahead in their careers while I am still looking for a job. You keep thinking and rushing yourself to do the same as them right away.” (R2)*

Moreover, even if some have secured a job already, comparison never stops. As graduates establish their professional status, they also become critical in comparing their respective career positions despite achieving job securement. They desire to attain a level similar, or even higher, as their peers.

*“Ofcourse I can feel the failure and insecurities when securing a job. Sometimes I can feel insecure towards my former colleagues in college, for the reason that the job they got is a higher position than mine.” (R7)*

With this kind of pressure, they feel responsible for making the same progress as them. Without reaching the same level of productivity, fresh graduates think that they are wasting time. Eventually, these stressors affect their perceptions of themselves, hindering them from manifesting the extent of their capabilities confidently.

#### *c. Growth Pressure*

New job applicants are unaware that internal factors cause the same amount of stress as external factors give. Since external stressors are much noticeable, they overlook the personal pressure created by themselves. As graduates shift to a higher stage, they aspire to be mature and intelligent at their age. Self-improvement seems to be an everyday obligation at this transitional period. To awe employers, they tend to think that they must first disregard their fear and uncertainty, hiding their worries within themselves. However, as these accumulate, the habit of overthinking grows. Unexpected circumstances faced in the process of job securement bring discomfort and disappointment to them.

*“I have my personal expectations of myself that contributed to anxiety and pressure after graduating. I anticipate performing like an experienced individual. I experienced encountering late response in a job I wanted. Not getting any job interviews and opportunities makes me nervous. Overthinking everything, especially expectations, contributes to anxiety and pressure.” (R6)*

Moreover, with aspirations to attain work-related goals, it is inevitable for one to doubt his capabilities and carry stress when situations do not seem to favor them. During these moments, they start to assess themselves according to how employers possibly perceive them.

*“There is pressure because I feel unqualified. I questioned myself if I am fit in the positions I am applying for because I have not received any response from the employers. (R8)”*

Indeed, every life transition produces a new set of expectations. As changes transpire in the lives of the graduates, standards of themselves and others develop and differ. Hence, it is natural to undergo these demands and feel overwhelming pressure. However, these temporary stressors will gradually disappear as they fully adapt to unfamiliar customs amidst the transition. Eventually, these will even significantly improve their employment approach and lead them to discoveries of new strengths.

#### ➤ Life Transitions

Series of changes occur in different life aspects, driving one to step out of their comfort zone. The transition offers a new set of experiences. As graduates gradually adapt and associate to the corporate environment, their habits, new attitudes, and work systems reform as well. Life transitions are specific events of our lives that yield noticeable differences, whether good or bad.

*“It was hard for me to share and open up to others because people in work have different levels of energy, attitudes, and personalities. It was hard for me because it was my first time to experience all of those things.” (R4)*

Adapting to a new life phase is an eye-opener for most individuals. Securing a job was merely a portion of one's employment journey. Adapting to the workforce is another story to be told. During this shifting period, worries and fears arise within graduates due to various stressors.

*“In your first job, it's hard to adapt to people because you're a fresh graduate and you don't know what to do. You should just keep on learning about what you should do.” (R2)*

Handling unaccustomed matters and unfortunate job-related circumstances become hugely overwhelming—leading to doubts and anxiousness. Yet, these dismissive feelings slowly pass as they take the first steps in acknowledging change. Eventually, these pressures will enhance the graduates' work adaptability and flexibility as the pressures turn into a motivation to improve themselves as they transition from a student to a job seeking individual.

#### a. Environment Adaptation

Most individuals realize change whenever placed in unfamiliarity. Similar to graduates, the first noticeable difference they encounter is the environment. It includes the changes in the workplace, systems, and routines followed.

Moreover, their role and responsibilities also change, depending on the demand of their new environment.

*“This is the hardest part for me because it is difficult to adjust from being a student to an employee in a new environment.” (R1)*

Their previous environment in college had become their comfort zone. Most of the time, they had guidelines and assistance on tasks. Rules are set to guide their actions. Moreover, they are familiar with the customs of the school. However, the corporate setting is new for them, which makes adapting harder despite one's confidence. In this situation, knowledge alone cannot help a graduate survive. Instead, he or she must know how to independently work things out. Participants mentioned their struggles in a new work environment:

*“The change in environment is big. I expected to excel in a corporate setting because that is my dream. However, the office environment is different. Unlike before in a classroom setting, there are rules and limitations that you must follow. There are some tasks without a timeline.” (R6)*

Moreover, the environment creates an intimidating impression due to its technicalities and practices that are still unusual for you. They have systems and frameworks that are not within the graduates' knowledge and experience yet, which is problematic. Hence, it temporarily affects their workability as they gradually familiarize themselves with the changes.

*“I think the level of knowledge. Since you're new, the process of understanding will take long before you can adapt to the environment. Because of that, the struggle will be communication.” (R2)*

Indeed, it cannot be easy to adjust to an environment where a person is new to. A newly employed individual may feel uneasy because, unlike being in a school or university, an individual won't get the usual help that he/she needs in the workplace. Furthermore, there is also a change in the individuals they will meet. The newly employed individuals will learn to adapt to the different attitudes they will face when entering a particular workplace.

#### b. Social Adaptation

Furthermore, meeting new people with diverse backgrounds is given when transitioning to a new environment. A vast pool of attitudes in the workforce significantly differs and possibly conflicts with some colleagues. However, it is significant for one to know how to associate and adapt socially to establish healthier work relationships. Like college, the workforce houses employees with varying mindsets and perceptions, contributed by their cultural backgrounds. Hence, it requires a different approach to associate with each one of them. On the other hand, these colleagues will eventually become your mentors in adjusting to the workforce as you learn to build connections with them.



*“There is a change when it comes to working with other people that are different in nationalities and attitudes. They are also different in terms of giving tips about how your job will be in the real world.” (R4)*

Moreover, communicating with their seniors is another harder struggle for their social adaptability. There is a strong sense of intimidation due to one fearing his or her lack of knowledge. Consequently, it becomes a hindrance to effectively interact with the respected people in their field due to distinct career achievements.

*“I have struggles in adapting socially in terms of seniority. I am intimidated with the skilled elders and those who have already created a title for themselves in the field of engineering. It is a struggle because I have not proven my capabilities and I am not as knowledgeable as them at this moment.” (R8)*

Indeed, social relationships are vital keys for a graduate to understand their new workforce fully. Valuing these are beneficial in one's career journey. Most of the time, tasks and projects require collaborative work, leading to new learnings about the company and others. These include new mechanisms, habits, and procedures in doing the work. Furthermore, their personal and career discoveries develop through socially adapting their fellow workers' critics and perceptions.

In addition to the transition from being a student to a job seeking individual, one must also learn to adjust or change how he/she manages time. The same way social relationships are important, it is also essential that a person knows what to put first and to compare the urgency or significance of the things that need to be done.

### c. Priority Changes

As changed systems and more challenging struggles await, priorities and concerns shift during this period. Graduates now consider more critical and complex matters. Hence, their focus turns toward the circumstances that are beneficial to their job and future.

*“Your highest priority will be work. Although you can go out, you think that your priority is work.” (R2)*

When they were in college, graduates had flexibility in managing their priorities. As students, they had the luxury of time before. Usually, they allotted their time to their studies, friends, and family. However, as they go into the workforce, they now center on different precedence. To fulfill their obligations, graduates must give a more significant portion of their time for their job, which is crucial in the company.

*“When I was in college, I had a lot of time. I could go out, do anything I want, and go home late. But now that I have a job, my time was limited because I have a work the next day.” (R2)*

Moreover, their objectives become more driven to accomplish work-related tasks. This kind of change is due to establishing a good foundation and experience in their first years of employment. Though, undoubtedly it will affect other non-career matters. But eventually, new workers will have a better grasp and mastery of handling and shaping their priorities and needs along the way.

*“I have priorities but it just changed. Before, as a student, studies and requirements were my priorities. But now as a fresh employee, your target in work becomes your priority.” (R5)*

As one transitions from being a college student to a job seeking individual, they may encounter various obstacles in adapting to the new environment. During this huge change, support and motivation from their loved ones can help them feel better in taking on these new circumstances. It can make them feel more secure in their new surroundings.

### ➤ Life Security

Employment is a vast world that involves a high-level competition among individuals with diverse career backgrounds, putting new graduates at a disadvantage. With strict qualifications set by employers, these recent applicants face a lot more barriers and pressures than expected.

*“It is very hard to deal with this kind of pressure, especially when you encounter job postings who have high requirements in terms of level of education, duration of experience, and professionalism. This situation lowers my self-esteem.” (R8)*

Limited work opportunities appear and build up additional impediments to be handled, making the transitional period harder to adapt solely. Life security refers to the mental and emotional strengths received from various factors that are significant for an emerging adult to persevere despite stressors and challenges encountered in school-to-work transition.

*“There is pressure because I feel unqualified. I questioned myself if I am fit in the positions I am applying for because I have not received any response from the employers.” (R8)*

Leaving the place where you grew up is not easy. We have circumstances or opportunities that anybody does not fully expect to come into each life. However, being surrounded by significant people, you get reliable support that can help your physical, emotional, and mental health, which others cannot give.

### A. Familial Support

The journey of the newly graduated students to the world of employment comes with numerous difficulties. One of the most common situations they have encountered is rejection. This kind of unfortunate incident leads to loss of drive and will to keep going in job hunting, especially when repeatedly experienced. Moreover, their confidence

and high perceptions of themselves diminish. During these darkest moments, one needs to have an established support system.

*"I expected companies to accept me because I was very confident with the first five companies I applied to. However, they did not accept me. (R4)"*

An essential connection a struggling person must have is family. As Filipinos, new graduates highly regard the concept of strong kinship. Thus, the family becomes one of the prime sources of their strengths. This relation is the first group anyone can turn to when challenged by career difficulties and life obstacles in general.

*"Family motivates me because I always think about them and that I am doing this for them, for myself, and my career" (R1)*

Family members have various manifestations of encouragement, which can be verbal or non-verbal, but all serve the same purpose: to motivate. However, beyond empowerment, their presence alone can already help a struggling family member regain hope and validation. Through familial support, transitional struggles become much more comfortable to embrace for new graduates. One newly graduates attested:

*"I have encountered rejection. The employees told me they had found another applicant, and I should find a job from other companies. I handled it by distracting myself. I go outside and think of other things. Being with my family gave me peace because they are with me whatever decision the company makes." (R4)*

As graduates experience job hunting struggles, the family becomes a source of motivation and strength to overcome the career difficulties and other problems they are facing. Furthermore, their peers' support became essential to the graduates' journey as they also spent years together that created a particular bond between them.

### B. Peer Support

The large-scale support network of a new job hunter not only entirely involves a family but also their peers. Life may seem different as graduates embark on separate paths after educational completion. However, these individuals spent most of their years being together with their companions, creating stronger bonds. Therefore, no transition and competition can easily make these graduates disregard their well-built connection. Despite differences in their final tracks, they all experience similar transitional difficulties. This encouragement reminds new job seekers that they do not walk alone. Moreover, what they encounter in this period is expected. One participant attested:

*"My family and friends, they supported me and motivated me even when I would get rejected from a job I applied for." (R3)*

Furthermore, the compeers of graduates transitioning to work widen as they meet new colleagues along the way. It is significant to build relations in the workforce as well, especially with those who have resembling traits, to help the graduate gradually adapt to their changing environment.

*"Nothing much has changed. I am the same person as I was before. My workmates do not differ from my colleagues before, thus making it easier to adapt to the people I am with today. Eventually, you will find a set of friends with the same energy as yours, just like before." (R5)*

In every trial they face, their peers are ready to console and strengthen them that whatever occurs, they always perceive each other's back. However, their taken track may seem different and encounter various difficulties. This does not prevent them from reaching their goals but can likewise motivate them to work with pleasure.

### C. Personal Motivation

Undeniably, families, and friends are fundamental motivating factors that help graduates adjust to employment's exhausting reality. However, these are not solely the support they must seek to get back on track once more ultimately. Newly graduates will fully secure their minds with confidence and hope after acknowledging the core of their coping mechanism, which is their own drive and strength. Attainment of personal motivation leads to re-emergence of one's self-belief and discovery.

*"My motivating factor is my belief in myself because I know that I will find a good job later on. Your life won't stop just because you got rejected in a job interview; just think that maybe there is a better job for me. Don't limit yourself to just one job; you know yourself that you can do it." (R2)*

Moreover, as new job-seeking individuals adapt and redevelop a stable mindset, their focus and priorities become much clearer. Personal aspirations shift into inspirations of persistence and assurance of a better future for themselves.

*"My family is my motivation, as well as the bills. Also, my wants. We have this thing called luxury, our wants. I have set aside my wants. My needs, such as the things I need to provide for my family and the bills. The next thing that I make as my motivation is the things I want to buy for myself. Bags, gadgets, and the things I need so that I can secure for my future. That's my greatest motivation, my future. I tell myself that I want this for myself, I want this job so that I can earn and save up for my future." (R7)*

Indeed, life transitions are not as exciting as it may seem. It comes with a lot of difficulties and unfamiliarity, creating an overwhelming amount of fear. However, despite the stressful impacts of the transition, these situations prove the highlight and value of having an internal and an external support system in overcoming such problems. Therefore, it motivates graduates even more to embrace the changes job-hunting offers bravely on the other hand.

## VI. DISCUSSION

Anxiety excludes no one. Regardless of privileged background, extreme feelings of worry and fear are naturally present in one's existence. Anxiety is one of the most prevalent psychiatric disorders that are not often immediately recognized. Its occurrence is relative to one's psychosocial factor, including stress or trauma (Bandelow, Michaelis, Wedekind, 2017).

We experience anxiety in every period of our lives, especially whenever we shift to a new stage. The concept of this life adjustment refers to the idea of Life Transition. Typically, life transitions are a crucial time of growth and change (Gong, 2020). However, it also induces distress for an individual, especially to emerging adults (Lane, Leibert, & Goka-Dubose, 2017). Stress and worry transpire in every transition due to the pressure brought by changes that come along. A new, unfamiliar set of normative challenges and life-changing decisions of a new complicated period arises, leading one to reach the state of being too overwhelmed (Arnett 2000; Sulimani-Aidan, 2017). Despite numerous stress in different life timelines, it is difficult to accustom ourselves to its idea, considering each person's stressor level and coping mechanism vary in every life phase.

As a person emerges into adulthood, he or she also experiences one of the crucial transitions in that given period, which is the adjustment from school to work (Mokona, Yohannes, & Ayano, 2020). This shift involves newly graduated students engaging in a new role in the workforce, may it be a job-seeking individual or a newly hired employee. Fresh graduates were once young adults, unexposed from the actual pressure of life's reality. Most students perceived graduation as an assurance for a bright career future. Hence, they primarily prioritize educational attainment. Moreover, students believe a degree is one of the critical factors that may affect their youth transition to work (Tran, 2017).

However, as graduates shift to the employment stage, these new job hunters discern that most beliefs they had are inaccurate. The actuality of employment is the opposite and much serious as compared to what they have perceived. The workforce has much stricter and higher qualifications because of skills mismatch and mass enrollment, resulting in the labor market's inability to keep up (Eunice, 2018). Consequently, graduates develop anxiety called 'Employment Anxiety' as it becomes increasingly uncertain to secure a job and achieve their plans after educational completion.

Employment Anxiety centers on college students' fear and worries of job securement failure and unemployment consequences after graduation (Cho, 2008; Jin & Jang, 2019). These work-related psychological hazards aggravate, as an individual overthink their future stability, triggering stress, depression, and health deterioration (Eunice, 2018). Aside from health stressors, employment produces distress associated with financial responsibilities as graduates' roles also shift as they emerge into adults (Chen et al., 2012; Mutambara et al., 2018).

### ➤ *Life Reality*

College to work is a significant life transition that is an essential and often complicated process for a traditional undergraduate student. (Holton, 2001; Polach, 2004) As new job-seeking individuals enter employment and experience reality, they obtain new realizations different from their previous conceptions. These learnings are beneficial instruments to help the recent graduates reflect in their development towards their career. (Walton et al., 2018; Widarsson et al., 2020)

A considerable step current-day graduates immediately take in this transition is finding a job upon graduation, which dictates their international educational choices to a large extent (Nilsson & Ripmeester, 2016). Employment is a significant activity during various phases across the life span (Hooft, Kammeyer-Mueller, Wanberg, Kanfer & Basbug, 2020). Throughout this transition, graduating students are generally unfamiliar with college and work differences and therefore anticipate little change. Moreover, it explains that college graduates often hold unrealistic expectations of the work field and their role as future employees (Gardner & Lambert, 1993; Perrone & Vickers, 2003; Wendlandt & Rochlen, 2018).

Most students with diverse backgrounds had differences and variations in their experiences and beliefs about finding employment instantly after graduation (Novak & Znidarsic, 2018). Some graduates are not passive players in uncertain and precarious work environments, facing fear about the job market. Nevertheless, many are proactively responding to the challenges they face in seeking fulfilling work. (Christie, 2016).

As graduates, regardless of personality backgrounds and academic standing, contemplating a job is not easy. The majority believed fresh graduates with high educational qualifications have a greater chance of being hired and acquiring their first job option. (Tarigan & Wimbari, 2011). However, it does not automatically translate into an assured job obtainment. (Bruce, 1999; Wiillmott, 2017). Other factors, such as lack of experience and uncertain labor market, also pose additional challenges, which are setbacks for them regardless of their academic edge. (Harry & Chinyamurindi, 2020)

One of the hardest and typical phases a graduate encounters throughout a job search is rejection. The core reason for this difficulty is their lack of experience (Centillas, 2017). Newly graduates entering employment for the first time usually do not meet the expertise level and application of skills needed to reach their expected performance in doing a job (Fallows & Steven, 2000; Perrone & Vickers, 2003; Wendlandt & Rochlen, 2018). They have a higher chance of getting rejected, for one's lack of background in the industry may affect the company in the future. Hence, most companies prefer to consider qualified candidates with direct knowledge and experience in the industry than fresh graduates. Given this fact, it becomes harder for graduates to enter the workforce (Monteiro, Almeida, & Aracil, 2016).



Moreover, considering their disadvantage as new graduates, they are more affected by the present skills and job mismatch (Agopsowicz et al., 2019). The difficulty of this transition for the new job entrants worsens due to the absence of employment opportunities and decent jobs. This circumstance wastes a relatively long time for graduates to establish a stable workforce position (Assaad & Kraft 2017). Hence, graduates tend to grab an opportunity or look for alternatives that do not match their desired field for the sake of merely attaining job securement (Angel-Urdinola, Kudo, & Semlali, 2013). Hence, most new job-seeking individuals experience unexpected struggles and insufficiency along the way to cultivate and pursue the career they want (Widarson et al., 2020; Ellström & Kock, 2008).

Not everything goes as planned in shifting to work despite proper preparation and training, for employment has no structured framework beforehand. However, despite the disparity between the previous perceptions on work and the recently acquired realization from its reality, learnings from these follows subsequently. (Opoku, Niekerk & Nzuzi Khuabi, 2020).

#### ➤ *Life Expectations*

Pressure gradually increases as graduates adjust to their acquired profession (Opoku, Niekerk & Khuabi, 2020). Another set of heavier qualifications from various factors emerges. During this transition, newly graduated students may experience new difficulties in managing unfamiliar roles and facing responsibilities in their lives, which may increase the levels of stress they share. When one role's duties and expectations differ and conflict with those of another, the outcome can be stressful (Johnson, Batia, & Haun, 2008).

The first source of stressors in employment is the family. There is a significant relationship between familial influence and career choice (Guay, Senecal, Gauthier, and Fernet, 2003; Afzal Humayon, Raza, Aamir Khan & Ansari, 2018). Families have always had a strong impact on one's life (Sarwar & Azmat, 2013; Meddour, Abdo, Majid, Auf, & Aman, 2016). As it is every individual's primary support system, they provide comfort and perception development. (Whiston & Keller, 2004; Xing & Rojewski, 2018).

Particularly in a family, parents are one of the direct components in the decision making of graduates. In choosing a career, they lead their children according to various bases such as their experience, beliefs, or norms (Saleem et al., 2014; Afzal Humayon, Raza, Aamir Khan & Ansari, 2018).

Moreover, with expectations and dreams of a promising future for their children and for the family itself, parents most likely convince the graduate to aim for an assured and high-paying job securement to establish a stable future. With this, most parents pursued sending their children to prestigious schools for an easier path in getting a successful job. (Napompech, 2011; Afzal Humayon, Raza, Aamir Khan & Ansari, 2018). Thus, graduates begin to misunderstand the context correlation of university and

employment; Also, stress and pressure generally build up as they make their parents' goals their own to meet their expectations (Cheung & Pomerantz, 2013; Clophus, 2018). This condition comes with more significant pressure, especially after graduating. One tends to believe that they hold an obligation as a now-job hunter to fulfill their familial demands and aspirations immediately. Hence, it weighs much heavier and affects how graduates imagine and inhabit their career future. (Loewenthal, Alexander, & Butt 2019)

The second factor that brings pressure to most graduates is their friends. Like our kin, friendship is one of the close relationships each of us has, affecting our health and well-being (Dunbar, 2018). Peer pressure plays an essential function in emotional development, although most often perceive it negatively (Baruah & Boruah, 2016). It can happen anywhere; it affects future results and changes peoples' perspective in life (Meshram, 2016).

Job search naturally becomes a race with peers, even without acknowledging it at first like that, for they started at the same level in the workforce. This kind of pressure in the transition may indicate a sense of professional uncertainty and lack of coping, which are significant factors related to young professionals' mental health. (Geirdal, Nerdrum & Bonsaksen, 2019).

The ways of parenting can significantly affect one's peer influence. One example of a parenting style is Authoritative Parenting. This style teaches individuals to become less vulnerable to peer influence. When taught right, these individuals know how to reject forces that involve unacceptable and inappropriate behaviors unless an adult approves of it (Mounts and Steinberg 1995; Meshram, 2016).

The third factor that stresses a fresh graduate in job hunting is his or her personal growth. Growth results from the willingness and individual efforts exerted to develop fully (Irving & Williams, 1999).

Individuals tend to discover more about themselves to release their fullest potential, giving them a sense of individuality (Baruah & Boruah, 2016). However, negative situations blur one's focus and self-belief. In the work field, employers look for the best candidates and depend on their abilities as a basis for them to secure the position, creating competition. This circumstance creates pressure towards personal growth; instead of improving, he or she feels compared. New graduates now perceive themselves as someone who lacks readiness. Also, the idea of a cut-back in motivation, general indecisiveness, or lack of self-confidence arises (Gati, Krausz & Osipow, 1996; Ettingi, 2016).

It is usual for newly employed individuals not to meet expectations at a fast pace, for they may not have acquired yet the knowledge and skills needed in the workforce's actuality. With this, the new graduates must learn to accept and cope with the disappointment of the unmet expectations

and gradually adjust to the pressure and norm external and internal factors impose. (Wendlandt&Rochlen, 2018).

#### ➤ *Life Transition*

The school-to-work transition has been one of the most significant changes in an adult's life (Aronson, Callahan & Davis, 2015). Past studies state that a life-changing transition can trigger personality development. Positive results from this adjustment can help an individual's personality maturation (Lodi-Smith & Roberts, 2007; Roberts & Robins, 2004; Klimstra, Branje, Meeus&Denissen, 2019). Throughout this employment journey, graduates develop career interests, skills, and seeking out opportunities serve as stepping stones for individuals to achieve and secure the career they desire (Aronson, Callahan & Davis, 2015). However, the beginning of every change comes with numerous difficulties at first before reaching its good outcomes. As they enter the workforce, graduates encounter various shifts in different aspects, leading to further self-realization and discovery.

The first development evident in this adjustment is the environment. Environment transition from college to work can make one anxious (Olson, 2016). Shifting to an employee from being a student can be challenging as these emerging adults leave their comfort zone and transfer to a new setting with unfamiliar conditions (Lane, 2015). With the unusual changes and experiences the graduate encounters, several traits improve.

Individual independence is the primary value that varies in both settings due to having different workplace systems. The workforce's culture, structure, and work style are different from in college, thus becoming a difficulty to the new graduates (Wendlandt&Rochlen, 2008). The workforce's system and regulations manifest a new kind of independence to graduates. As students, they had instructions and timelines to follow regarding tasks, whereas as an employee, companies assign some projects randomly with little to no guidance (Chao, 2005; Wendlandt&Rochlen, 2008 ).

On the other hand, changes in the environment also enhance a trait opposite to independence. This second attribute is 'teamwork.' In college, students look out for themselves and their development. However, in the workplace, they have to consider the effects of their actions on the team (Hettich, 2000; Wendlandt&Rochlen, 2008 ). Furthermore, as students, they accustomize themselves to work separately for their academic improvement during college. While in the workforce, each member of the organization has to work and cooperate for job completion and goal attainment efficiently (Candy &Crebert, 1991; Wendlandt&Rochlen, 2008).

The second aspect that requires adaptation is social. Past research identified that social or altruistic relationship work values are essential instruments that an individual must consider to inherit working's psychological satisfaction. The work value refers to the relationship between the individual and his or her co-workers and

higher-ups, and the individual's desire of contributing to society (Dawis and Lofquist, 1984; Finegan, 2000; Jin and Rounds, 2012; Leuty and Hansen, 2011; Lyons et al., 2010; Pryor, 1987; Kuron et al., 2015).

With social adaptation, a graduate attains career and social growth and self-exploration, which is a notable feature of the transition (Erikson, 1950, 1968; Keniston, 1971; Levinson, 1978; Kuron et al., 2015). Personal interests and identity development depend on various social groups an individual chooses to adapt. The influences a person reflects positively or negatively on the development of identity.

The third change graduates meet is relevant to one's priority. It centers on an individual's focus in life. In the twentieth century, an adult needs to meet society's life expectations, such as educational completion, job securement, and personal independence. With this, it means priorities greatly change and vary by one's life stage. (Arnett, 2006; Settersten, Ottusch, & Schneider, 2015; Wells, 2018).

The emergence of entering the employment world is a period of uncertainty. As college graduates, developing adult aspirations usually include being self-sufficient, finding the first work, discovering their identity, and sorting through relationships (Rosemond, 2016).

As young adults leave the family's comfort, they explore opportunities and make independent decisions. The self-focused individual makes meaning from decisions and ultimately learns how to be self-sufficient to commit to his/her priorities, responsibilities fully, and settling down. (Wells, 2018) The three priorities of an adult include: being accountable for oneself, making independent choices for oneself, and becoming financially stable. The factors that characterize this life course are that young adults are in the country between teenage dependencies and emerging adulthood obligations (Arnett, 2007; Wells, 2018). Emerging adults have stated that embracing self-responsibility, independence, and being self-sufficient are significant milestones in their lives (Rosemond, 2016).

#### ➤ *Life Security*

Graduates had unrealistic expectations, which led to numerous disappointments. These new job-seeking individuals must manage the failure received from unmet expectations (Smith, 2017). However, one must have a strong coping mechanism and a reliable support system to go back on track. Support from important people in one's life brings a huge effect and influence on an individual (Wright, Perrone-McGovern, Boo, & White, 2014; Xing &Rojewski, 2018).

Expectations play an essential role in the job-searching process. (Brack& Kelly, 2012; Deloitte, 2016; Ng, Schweitzer, & Lyons, 2010). This kind of anticipation serves as a drive to pursue a greater career level and exert more effort in the job-searching operation (Smith, 2017). However, extreme expectations also result in difficulties

such as rejection. This concept often seems negative, perceiving it as the basis for one's career and even personal worth. However, its purpose is not to emphasize one's weaknesses and inadequacy but to redirect his or her strength to new matched opportunities (Patrick, 2019). This situation is overwhelming, especially to those who are new in employment. Hence, various supports must be present to overcome such difficulties.

Despite the distress brought by job hunting, the first support system that must be evident is the family's presence. Family refers to "two or more persons living together and related by blood, marriage, or adoption" (U.S. Census, 2000: 20). Familial support is not necessarily needed to be verbal; emotional support involves listening and empathy (Adams et al., 1996). The presence of one another already gives a firm comfort a person needs.

Job seekers with passionate familial support and attention are most likely to regain confidence, motivation, and inspiration. (Karapinar, Camgoz, and Ekmekci, 2019). Moreover, their focus in the workforce develops, leading to better task performance and optimism (Kumar, Channa, and Bhutto, 2017).

The second support of graduates comes from their peers. Individuals who encounter numerous grave challenges and unfortunate events are vulnerable to develop anxiety or other mental illness. Peer support reduces psychological problems and increases social support (Haines, Beesley & Hopkins et al., 2018). Associating with peers and sharing personal stories when downhearted provides benefits of social connectedness and belongingness, which are also beneficial strategies for coping with hardships. (Naslund, Aschbrenner, Marsch, & Bartels, 2016). Furthermore, peers have a strong influence on decisions, mindsets, and perceptions, for they are primary factors impacting one's behaviors (Haidar, Ranjit & Archer et al., 2019).

The third factor is the idea of personal motivation, which is also one of the vital support cores. This concept intends to converge on how newly graduated students focus upon uplifting themselves (Strauss, Griffin, & Parker, 2012; Nilforooshan, 2020). Although external drives such as family and friends have significant roles in motivating a graduate, it is critical to apply and convert the support received and the motivation built into actions.

Obtaining social and personal support from external and internal groups is key to job satisfaction and improvement. (Zhang, Lin, and Wan, 2015). They are a prime component that stabilizes one's career journey. They aid in depressive mode and promote self-esteem (Guan & Fuligni, 2015). Moreover, the comfort received from these factors, such as the morale-boosting help from family and friends, contributes to obtaining resilience (Christie, 2016). In line with these, job seekers will most likely anchor their minds with their ambition and believe in themselves once again.

## VII. CONCLUSION

Transitioning from being a student to an employee is one of the difficult phases of adulthood. This life adjustment is either an expected or unanticipated stage that affects roles, relationships, routines, and assumptions. Moreover, this introduces new behavior to an individual experiencing struggles in a significant life change. (Chickering & Schlossberg, 2002; Wells, 2018).

After graduating, one undergoes the realization that college life is much more different from employment. (Wendlandt and Rochlen, 2008; Kuron, Lyons, Schweitzer & Ng, 2015). Despite the preparedness developed in a graduate's training ground, which is college, most idealistic expectations made are contrary to the workforce's actuality of events. Most individuals focus on attaining a high-paying job. However, this becomes a significant cause of unemployment, creating a life-changing understanding (Zahid, 2015; Hossain, 2018). New graduates are at a disadvantage for their qualifications do not match most companies' strict and high standards. The inequality in labor demand aggravates their situation as novices in the world of employment (Herz & Van Rens, 2011; Hossain, 2018). Regardless of our academic edge, most graduates start equally at the bottom in this transition before pursuing their high career aspirations. These realizations and learnings are crucial for establishing well-developed knowledge and adapting mechanisms in the next employment stages.

As new graduates emerge more profound to the industry, this shifting phase also exposes different aspects of their lives to pressures given by external and internal factors. Despite having a unique closeness among relationships, such as family and friends, they are also an individual's core stressors; this is due to an adult's responsibility increasing. It is imperative to consider a student-transitioning-employees' mental health, for it correlates with self-esteem, delaying their adaptation to their work environment. (Agarwal et al., 2019)

Job securement is not the end of one's struggles in their career path. After overcoming the hardships faced in the job search process, numerous more massive challenges await the workforce. They began to discern and experience the wide gap between the college's familiar setting and the industry's unaccustomed environment. In this new employment world, they are to meet new people with diverse attitudes and face new working systems. Recent graduates are also likely to be disconnected from previous peers due to physical separation varying fields from each other, causing worries and stress (Wendlandt & Rochlen, 2008; Wells, 2018). Moreover, as recent graduates continue to adapt to these adjustments along the way, it is not only their adaptability that develops but also their goal focus and concerns. As they become working adults, their priorities gradually change, mainly how they invest time on more significant tasks that will pave the way towards life stability and growth.



In line with these transition's overwhelming challenges and realization, it is inevitable in one's career journey to experience negative feelings, such as Anxiety. Hence, the graduate needs to establish a strong connection with its internal and external support groups to overcome such hardships. Parents are one of the essential support systems present even before one's shift to employment. They are a direct integral part of their child's career-building process because of their mentorship and emotional support (Brooks, 2018). Similarly, a peer support coping mechanism promotes graduate students' overall outlook and response to employment because they share common emotional distress and experience, leading to further understanding (Stouck & Walter, 2020). With the guidance received from external helping groups, self-support becomes easier to achieve for graduates. They use these relationships as their motivation source to regain self-confidence. Overall, the level of emotional support these factors give, in the form of group cohesion, enhances one's sense of belongingness and connection (Edelman, Manalova, Shirokova, Tsukanova, 2016).

Based on this study's simulacrum, Newly Filipino graduated students' employment conditions, particularly (1) Life Reality, (2) Life Expectations, (3) Life Transition, and (4) Life Security, are interconnected areas of focus. Moreover, these concepts significantly help in realizing how new Filipino graduates have adapted to the workforce. This paper makes the following recommendations for future research purposes: to have an equal number of male and female respondents; to have a set of respondents in the workforce who were academic achievers as well to compare the degree of struggles, pressure, and Anxiety experienced; to select merely one group with the same employment status, either the graduates with immediate job securement or those who are still unemployed.; to gather longer and more specific responses from the respondents. Moreover, future researchers may choose to focus on a particular industry to obtain more precise results.

## REFERENCES

- [1]. Abbott, P. and Teti, A., 2017. A Generation in Waiting for Jobs and Justice: Young People Not in Education Employment or Training in North Africa. SSRN Electronic Journal, [online] Available at: <[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3020728](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3020728)>.
- [2]. Agarwal, B., Brooks, S. K., & Greenberg, N. (2020). The role of peer support in managing occupational stress: a qualitative study of the sustaining resilience at work intervention. *Workplace Health & Safety*, 68(2), 57-64. Doi: <https://doi.org/10.1177/2165079919873934>
- [3]. Agopsowicz, A., Robinson, C., Stinebrickner, R., & Stinebrickner, T. (2019). Careers and Mismatch for College Graduates. *Journal of Human Resources*, 55(4), 1194-1221. doi:10.3368/jhr.55.4.0517-8782r1
- [4]. Alho, R. (2020). 'You need to know someone who knows someone': International students' job search ExperiencesI. *Nordic Journal of Working Life Studies*, 10(2), 3-22. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2415857118?accountid=49936>
- [5]. Angel-Urdinola, D. F., Kuddo, A., & Semlali, A. (Eds.). (2013). *Building effective employment programs for unemployed youth in the Middle East and North Africa*. The World Bank. doi:10.1596/978-0-8213-9904-0
- [6]. Aronson, P., Callahan, T., & Davis, T. (2015). The transition from college to work during the great recession: Employment, financial, and identity challenges. *Journal of Youth Studies*, 18(9), 1097-1118. doi:10.1080/13676261.2015.1020931
- [7]. Asad, A. H., Raza, S., Rao, A. K., & Noor ul, a. A. (2018). Effect of family influence, personal interest and economic considerations on career choice amongst undergraduate students in higher educational institutions of vehari, pakistan. *International Journal of Organizational Leadership*, 7(2), 129-142. doi:<http://dx.doi.org.eres.qnl.qa/10.19236/IJOL.2018.02.03>
- [8]. Assaad, R. and Krafft, C. (2017). Labour Market Dynamics and Youth Unemployment in the Middle East and North Africa: Evidence from Egypt, Jordan and Tunisia. Working Paper 993. Giza: Economic Research Forum.
- [9]. Bandelow, B., Michaelis, S. and Wedekind, D., 2017. Treatment of anxiety disorders. *Generalized Anxiety Disorders*, [online] 19(2), pp.93-107. Available at: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5573566/>> [Accessed 13 November 2020].
- [10]. Baruah, P., & Boruah, B. B. (2016). Positive peer pressure and behavioral support. *Indian Journal of Positive Psychology*, 7(2), 241-243. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1851614508?accountid=49936>
- [11]. Boer, L., Klimstra, T., Branje, S., Meeus, W., & Denissen, J. (2019). Personality Maturation during the Transition to Working Life: Associations with Commitment as a Possible Indicator of Social Investment. *European Journal Of Personality*, 33(4), 456-467. doi: 10.1002/per.2218
- [12]. Brooks, K. (2018, August 17). Parents and the College Student Job Search. Retrieved November 11, 2020, from <https://www.psychologytoday.com/us/blog/career-transitions/201808/parents-and-the-college-student-job-search>
- [13]. Bruce, C. E. (1999, 02). Making the transition from college to work. *Black Collegian*, 29, 80-83. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/195680124?accountid=49936>
- [14]. Catacutan, M. and de Guzman, A., 2015. Bridge over troubled water: Phenomenologizing Filipino college deans' ethical dilemmas in academic administration. *Educational Management Administration &*

- Leadership, [online] 44(3), pp.491-510. Available at: <<https://journals.sagepub.com/doi/10.1177/1741143214558579>> [Accessed 11 November 2020].
- [15]. Centillas, C. L., Jr. (2017). *Employment Outcomes of Bachelor of Science in Information Technology Graduates in a Technological State College*,9(2), 19-26. doi:p-ISSN: 1694-2620
- [16]. Chesters, J., 2020. Preparing for Successful Transitions between Education and Employment in the Twenty-First Century. *Journal of Applied Youth Studies*, [online] 3(2), pp.133-151. Available at: <<https://link.springer.com/article/10.1007/s43151-020-00002-8>> [Accessed 11 November 2020].
- [17]. Ciarocco, N. J. (2017). Traditional and New Approaches to Career Preparation Through Coursework. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0098628317744963>
- [18]. Clophus, K. M. L. (2018). The relationship between parental expectations and post-secondary choices of high school seniors (Order No. 10929481). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (2116571662). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2116571662?accountid=49936>
- [19]. College graduates struggle in job search. (2014, Apr 03). *University Wire* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1512358618?accountid=49936>
- [20]. Dean, S. A., & East, J. I. (2019). Soft skills needed for the 21st-century workforce. *International Journal of Applied Management and Technology*, 18(1) Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2273114073?accountid=49936>
- [21]. Dunbar, R. (2018). The Anatomy of Friendship. *Trends in Cognitive Sciences*,22(1), 32-51. doi:10.1016/j.tics.2017.10.004
- [22]. Edelman, L. (2016). The impact of family support on young entrepreneurs' start-up activities. *Journal of Business Venturing*, Volume 31(Issue 4), 428-448.
- [23]. Edelman, L. F., Manolova, T., Shirokova, G., & Tsukanova, T. (2016). The impact of family support on young entrepreneurs' start-up activities. *Journal of Business Venturing*, 31(4), 428. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1799582109?accountid=49936>
- [24]. Eric, N. O., Lana, V. N., & Lee-Ann Jacobs-NzuziKhuabi. (2020). Exploring the factors that affect new graduates' transition from students to health professionals: A systematic integrative review protocol. *BMJ Open*, 10(8) doi:<http://dx.doi.org.eres.qnl.qa/10.1136/bmjopen-2019-033734>
- [25]. Eunice, K., Mudau, T., & Ncube, D. (2018). *An Exploration of Challenges Faced by Unemployed University Graduate Students: A Case of a Rural University in the Limpopo Province*,6(2), 11465-11480. doi:ISSN: 1596-9231
- [26]. Fox, K. F. (2011). *"Figuring it out": A grounded theory of college to post-college transition* (Order No. 3461516). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (880288363). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/880288363?accountid=49936>
- [27]. Geirdal, A. Ø., Nerdrum, P., & Bonsaksen, T. (2019). The transition from university to work: What happens to mental health? A longitudinal study. *BMC Psychology*, 7 doi:<http://dx.doi.org.eres.qnl.qa/10.1186/s40359-019-0340-x>
- [28]. Geirdal, A., Nerdrum, P., & Bonsaksen, T. (2019, October 16). The transition from university to work: What happens to mental health? A longitudinal study. Retrieved November 11, 2020, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6796486/>
- [29]. Haidar, A., Ranjit, N., Archer, N., & Hoelscher, D. M. (2019). Parental and peer social support is associated with healthier physical activity behaviors in adolescents: A cross-sectional analysis of Texas school physical activity and nutrition (TX SPAN) data. *BMC Public Health*, 19 doi:<http://dx.doi.org.eres.qnl.qa/10.1186/s12889-019-7001-0>
- [30]. Haines, K. J., Beesley, S. J., Hopkins, R. O., McPeake, J., Quasim, T., Ritchie, K., & Iwashyna, T. J. (2018). Peer support in critical care: a systematic review. *Critical care medicine*, 46(9), 1522-1531.
- [31]. Halstead, T.J., & Lare, D. (2018). An Exploration of Career Transition Self-Efficacy in Emerging Adult College Graduates. *Journal of College Student Development* 59(2), 177-191. doi:10.1353/csd.2018.0016.
- [32]. Harry, T., & Chinyamurindi, W. T. (2020). Labour market transition and experiences of unemployed graduates: An exploratory study. *African Journal of Employee Relations (Formerly South African Journal of Labour Relations)*,43. doi:10.25159/2520-3223/6705
- [33]. Illing, J. C., Morrow, G. M., Rothwell nee Kergon, C., R., Burford, B. C., Baldauf, B. K., Davies, C. L., . . . Morrison, J. (2013). Perceptions of UK medical graduates' preparedness for practice: A multi-centre qualitative study reflecting the importance of learning on the job. *BMC Medical Education*, 13, 34. doi:<http://dx.doi.org.eres.qnl.qa/10.1186/1472-6920-13-34>
- [34]. Irving, J. A., & Williams, D. I. (1999). Personal growth and personal development: Concepts clarified. *British Journal of Guidance & Counselling*, 27(4), 517-526. doi:<http://dx.doi.org.eres.qnl.qa/10.1080/03069889900760431>

- [35]. Jin, C., & Jang, J.-H. (2019). The Influence of University Students' Academic Stress on Job Anxiety: Focusing on the Moderating Effects of Self-Efficacy and Self-esteem. *Digital Convergence Research*, 17(5), 109–115. <https://doi.org/10.14400/JDC.2019.17.5.109>
- [36]. Kapadia, R. S. (2014). "Stressed out?" A qualitative study to examine the experience of stress and coping mechanisms among clinical psychology graduate students (Order No. 3636413). Available from ProQuest Dissertations & Theses Global. (1615423836). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1615423836?accountid=49936>
- [37]. Karapinar, P. B., Camgoz, S. M., & Ekmekci, O. T. (2019). Employee Wellbeing, Workaholism, Work–Family Conflict and Instrumental Spousal Support: A Moderated Mediation Model. *Journal of Happiness Studies*, 1-21. Doi: 10.1007/s10902-019-00191-x
- [38]. Karin, S. R. (2002, May 06). College graduates lower their expectations in the job market. *Knight Ridder Tribune Business News* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/463340304?accountid=49936>
- [39]. Kim, J. A., & Cho, E. Y. (2016). The relationship between identity of career and job-seeking stress to college students. *International Information Institute (Tokyo). Information*, 19(5), 1633-1644. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1799899689?accountid=49936>
- [40]. Knich, D. (2012, Apr 25). Recent college graduates struggle to find jobs in their fields. *McClatchy - Tribune Business News* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1009314998?accountid=49936>
- [41]. Kuron, L. K. J., Lyons, S. T., Schweitzer, L., & Ng, E. S. W. (2015). Millennials' work values: Differences across the school to work transition. *Personnel Review*, 44(6), 991-1009. doi:<http://dx.doi.org.eres.qnl.qa/10.1108/PR-01-2014-0024>
- [42]. Lane, J., Leibert, T. and Goka-Dubose, E., 2017. The Impact of Life Transition on Emerging Adult Attachment, Social Support, and Well-Being: A Multiple-Group Comparison. *Journal of Counseling & Development*, [online] 95(4), pp.378-388. Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1002/jcad.12153> [Accessed 13 November 2020].
- [43]. Langford, R., 2012. Qualitative research methods, by Monique Hennink, IngeHutter and Ajay Bailey. *Critical Public Health*, 22(1), pp.111-112. DOI: 10.1080/09581596.2011.565689
- [44]. Lee, J., & Kang, S. (2018). Perceived helicopter parenting and korean emerging adults' psychological adjustment: The mediational role of Parent–Child affection and pressure from parental career expectations. *Journal of Child and Family Studies*, 27(11), 3672-3686. doi:<http://dx.doi.org.eres.qnl.qa/10.1007/s10826-018-1193-2>
- [45]. Leonard, B. (2001). College graduates entering the workforce have lowered expectations. *HRMagazine*, 46(11), 32. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/205026567?accountid=49936>
- [46]. Loewenthal, J., Alexander, P., & Butt, G. (2019). Fateful aspects of aspiration among graduates in New York and Los Angeles. *International Studies in Sociology of Education*, 28(3-4), 345-361. doi:10.1080/09620214.2019.1627898
- [47]. Maddy, L. M., Iii, Cannon, J. G., & Lichtenberger, E. J. (2015). The effects of social support on self-esteem, self-efficacy, and job search efficacy in the unemployed. *Journal of Employment Counseling*, 52(2), 87-95. doi:<http://dx.doi.org.eres.qnl.qa/10.1002/joec.12007>
- [48]. Marshall, E. A. (2016). CULTURAL IDENTITY AND SCHOOL-TO-WORK TRANSITIONS FOR POST-SECONDARY STUDENTS. *International Journal of Arts & Sciences*, 9(2), 395-402. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1858849686?accountid=49936>
- [49]. Meddour, H., Abdo, A. A. M., Majid, A. H. A., Auf, M. A. A., & Aman, A. M. (2016). Factors affecting career choice among undergraduate students in universitasindonesia. *International Journal of Economic Perspectives*, 10(4), 630-644. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1964461347?accountid=49936>
- [50]. Mega, I., 2020. Students' Perception of Digital Literacy Competence as Learning Sources. *MAJESTY JOURNAL*, [online] 2(1), pp.47-53. Available at: <https://ummaspul.e-journal.id/majesty/article/download/351/188> [Accessed 11 November 2020].
- [51]. Merced, A., 2018. The Long Way Home: The Social Diagraming of Philippine School Doha Alumni in the Philippines. [online] 8(11), p.1830. Available at: <https://pdfs.semanticscholar.org/3489/ba433840e6edefcdb77777f1de171a70360a.pdf> [Accessed 11 November 2020].
- [52]. Meshram, R. G. (2016). The upside of peer pressure on adolescent behavior. *Indian Journal of Health and Wellbeing*, 7(8), 845-847. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1818044405?accountid=49936>
- [53]. Mokona, H., Yohannes, K. and Ayano, G., 2020. Youth unemployment and mental health: prevalence and associated factors of depression among unemployed young adults in Gedeo zone, Southern Ethiopia. *International Journal of Mental Health Systems*, [online] 14(1). Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7414568/> [Accessed 13 November 2020].



- [54]. Monteiro, S., Almeida, L., & Aracil, A. G. (2016). Graduates' perceptions of competencies and preparation for labour market transition. *Higher Education, Skills and Work-Based Learning*, 6(2), 208-220. doi:10.1108/heswbl-09-2015-0048
- [55]. Mucci, N., Giorgi, G., De Pasquale Ceratti, S., Fiz-Pérez, J., Mucci, F. and Arcangeli, G., 2016. Anxiety, Stress-Related Factors, and Blood Pressure in Young Adults. *Frontiers in Psychology*, [online] 7. Available at: <<https://www.frontiersin.org/articles/10.3389/fpsyg.2016.01682/full>>.
- [56]. Mutambara, J., Makanyanga, T.R. & Mudhovozi, P. (2018). Psychological Health and Optimism amongst Unemployed Graduates in Zimbabwe. *Journal of Student Affairs in Africa*, 6(2), 19–28. DOI: 10.24085/jsaa.v6i2.3308
- [57]. Naslund, J. A., Aschbrenner, K. A., Marsch, L. A., & Bartels, S. J. (2016). The future of mental health care: Peer-to-peer support and social media. *Epidemiology and Psychiatric Sciences*, 25(2), 113-122. doi:<http://dx.doi.org.eres.qnl.qa/10.1017/S2045796015001067>
- [58]. Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90-97. doi:10.1007/s40037-019-0509-2
- [59]. Ng, E. S., W., Schweitzer, L., & Lyons, S. T. (2010). New generation, great expectations: A field study of the millennial generation. *Journal of Business and Psychology*, 25(2), 281-292. doi:<http://dx.doi.org.eres.qnl.qa/10.1007/s10869-010-9159-4>
- [60]. Nilsson, P. A., & Ripmeester, N. (2016). International student expectations: Career opportunities and employability. *Journal of International Students*, 6(2), 614-631. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1779417425?accountid=49936>
- [61]. Novak, V., & Žnidaršič, A. (2018). The transition of young people from study to employment in the light of student work. *Organizacija*, 51(3), 195-206. doi:<http://dx.doi.org.eres.qnl.qa/10.2478/orga-2018-0016>
- [62]. Olson, J. S. (2016). "Chasing a passion": First-generation college graduates at work. *Education & Training*, 58(4), 358-371. doi:<http://dx.doi.org.eres.qnl.qa/10.1108/ET-03-2015-0023>
- [63]. Opoku, E. N., Van Niekerk, L., & Khuabi, L. A. J. N. (2020). Exploring the factors that affect new graduates' transition from students to health professionals: a systematic integrative review protocol. *BMJ open*, 10(8), e033734. Doi: <http://dx.doi.org/10.1136/bmjopen-2019-033734>
- [64]. Pang, E., Wong, M., Leung, C. H., & Coombes, J. (2019). Competencies for fresh graduates' success at work: Perspectives of employers. *Industry and Higher Education*, 33(1), 55–65. <https://doi.org/10.1177/0950422218792333>
- [65]. Patrick, F. (2019). Handling Rejection for job seekers. Retrieved from <http://103.5.132.213:8080/jspui/bitstream/123456789/707/1/handling-rejection-for-job-seekers.pdf>
- [66]. Patterson, T. (2020, Mar 03). 4 hurdles you may face while job hunting this quarter, and how to handle them like a pro. *Business Insider* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2393612153?accountid=49936>
- [67]. PRESS RELEASE: Jobs for graduates: College grads' career expectations -- eHealthInsurance survey. (2009, Jun 09). *Dow Jones Institutional News* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2209151009?accountid=49936>
- [68]. Remes, O., Brayne, C., van der Linde, R. and Lafortune, L., 2016. A systematic review of reviews on the prevalence of anxiety disorders in adult populations. *Brain and Behavior*, [online] 6(7), p.e00497. Available at: <<https://onlinelibrary.wiley.com/doi/full/10.1002/brb3.497>>.
- [69]. Roberts, K., Kovacheva, S. and Kabaivanov, S., 2017. Class Reproduction and Re-Formation during Young People's Education to Employment Transitions in South and East Mediterranean Countries. *ATHENS JOURNAL OF MEDITERRANEAN STUDIES*, [online] 4(3), pp.179-200. Available at: <[https://ijsser.org/2018files/ijsser\\_03\\_\\_38.pdf](https://ijsser.org/2018files/ijsser_03__38.pdf)> [Accessed 13 November 2020].
- [70]. Robinson, S. (2013, May 20). New college graduates struggle to find work. *McClatchy - Tribune Business News* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1353064116?accountid=49936>
- [71]. Roksa, J., & Levey, T. (2010). What can you do with that degree? college major and occupational status of college graduates over time. *Social Forces*, 89(2), 389-415. doi:<http://dx.doi.org.eres.qnl.qa/10.1353/sof.2010.0085>
- [72]. Sampair, J. A. (2019). A narrative inquiry into the college-to-career transition of chiropractors who built financially viable private practices (Order No. 13896769). Available from ProQuest Dissertations & Theses Global. (2272729880). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2272729880?accountid=49936>
- [73]. Searching out the right job-challenges ahead. (2019, Feb 21). *The Financial Express* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2183978932?accountid=49936>
- [74]. Şeker, G. (2020). Well-Being and career anxiety as predictors of career indecision. *Pamukkale University Journal of Education*, doi:10.9779/pauefd.706983.
- [75]. Senko, S. and Pykäläinen, J., 2020. Exploring the views of forest industry companies on the long-term forestry development in Russia: A case study in

- Republic of Karelia. Forest Policy and Economics, [online] 120, p.102311. Available at: <[https://www.researchgate.net/publication/344375461\\_Exploring\\_the\\_views\\_of\\_forest\\_industry\\_companies\\_on\\_the\\_long-term\\_forestry\\_development\\_in\\_Russia\\_A\\_case\\_study\\_in\\_Republic\\_of\\_Karelia](https://www.researchgate.net/publication/344375461_Exploring_the_views_of_forest_industry_companies_on_the_long-term_forestry_development_in_Russia_A_case_study_in_Republic_of_Karelia)> [Accessed 11 November 2020].
- [76]. Shellenbarger, S. (2019, May 09). The most anxious generation goes to work; new college graduates report higher levels of anxiety. how managers can help them steer past fear and improve work performance—and how young workers can work to calm their anxiety and be more effective. *Wall Street Journal (Online)* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2221963476?accountid=49936>
- [77]. Shin, J. Y. (2019). “Will I find a job when I graduate?”: Employment anxiety, self-compassion, and life satisfaction among south korean college students. *International Journal for Educational and Vocational Guidance*, 19(2), 239-256. doi:<http://dx.doi.org.eres.qnl.qa/10.1007/s10775-018-9378-1>
- [78]. Singh, R. (2019, May 19). High expectations & pressure pushing students to the brink [bhopal]. *The Times of India* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2226852680?accountid=49936>
- [79]. Smith, J. A. (2018). “Yes it is phenomenological”: A reply to Max Van Manen’s critique of interpretative phenomenological analysis. *Qualitative Health Research*, 28, 1955–1958. doi:10.1177/1049732318799577
- [80]. Smith, S. A. (2015). *The job searching and career expectations of recent college graduates: An application of the expectancy violations theory of communication* (Order No. 3706318). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1693992530). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1693992530?accountid=49936>
- [81]. Smith, S. A. (2017). Job-searching expectations, expectancy violations, and communication strategies of recent college graduates. *Business and Professional Communication Quarterly*, 80(3), 296-320. doi:<http://dx.doi.org.eres.qnl.qa/10.1177/2329490617723116>
- [82]. Smriti Arora, . (2017, Jun 09). When peer pressure overrules passion in career choices. *The Hindu* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1907198772?accountid=49936>
- [83]. Stevenson, B. J. (2016). *Factors related to job-search success: Examining the role of employment flexibility* (Order No. 10192539). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1840802767). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1840802767?accountid=49936>
- [84]. Stouck, J., & Walter, L. (2020). Graduate Transitions. *Canadian Journal for Studies in Discourse and Writing/Rédactologie*, 30, 264-289. <https://doi.org/10.31468/cjsdwr.853>
- [85]. Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future work selves: How salient hoped-for identities motivate proactive career behaviors. *Journal of applied psychology*, 97(3), 580. Doi: <https://doi.org/10.1037/a0026423>
- [86]. Sulimani-Aidan, Y., 2017. Barriers and resources in transition to adulthood among at-risk young adults. *Children and Youth Services Review*, [online] 77, pp.147-152. Available at: <[https://www.researchgate.net/profile/Yafit\\_Sulimani\\_Aidan/publication/316520689\\_Barriers\\_and\\_resource\\_s\\_in\\_transition\\_to\\_adulthood\\_among\\_at-risk\\_young\\_adults/links/5ed8cc204585152945313976/Barriers-and-resources-in-transition-to-adulthood-among-at-risk-young-adults.pdf](https://www.researchgate.net/profile/Yafit_Sulimani_Aidan/publication/316520689_Barriers_and_resource_s_in_transition_to_adulthood_among_at-risk_young_adults/links/5ed8cc204585152945313976/Barriers-and-resources-in-transition-to-adulthood-among-at-risk-young-adults.pdf)> [Accessed 13 November 2020].
- [87]. Tarigan, M., &Wimbarti, S. (2011). Career planning program to increase career search self efficacy in fresh graduates. *Journal of Higher Education Theory and Practice*, 11(4), 75-87. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/923609955?accountid=49936>
- [88]. Tarigan, M., &Wimbarti, S. (2011). Career planning program to increase career search self efficacy in fresh graduates. *Journal of Higher Education Theory and Practice*, 11(4), 75-87.
- [89]. Tran, T., 2017. Youth transition to employment in Vietnam: a vulnerable path. *Journal of Education and Work*, [online] 31(1), pp.59-71. Available at: <<https://www.tandfonline.com/doi/abs/10.1080/13639080.2017.1404011>> [Accessed 13 November 2020].
- [90]. Trusty, J., Allen, D. G., & Fabian, F. (2019). *Hunting while working: An expanded model of employed job search*. *Human Resource Management Review*, 29(1), 28. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2182448995?accountid=49936>
- [91]. Van Hooft, E. A. J., Kammeyer-Mueller, J. D., Wanberg, C. R., Kanfer, R., &Basbug, G. (2020). Job search and employment success: A quantitative review and future research agenda. *Journal of Applied Psychology*. Advance online publication. <https://doi.org/10.1037/apl0000675>
- [92]. Wachtfogel, M. (2009). *Organizational socialization, person -environment fit and commitment of recent college graduates* (Order No. 3383856). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (304957775). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/304957775?accountid=49936>
- [93]. Wendlandt, N. M., &Rochlen, A. B. (2008). Addressing the college-to-work transition: Implications for university career counselors. *Journal of Career Development*, 35(2), 151-165.

doi:<http://dx.doi.org.eres.qnl.qa/10.1177/08948453083256>

- [94]. Widarsson, M., Asp, M., Letterstål, A., & Källestedt, M. L. S. (2020). Newly Graduated Swedish Nurses' Inadequacy in Developing Professional Competence. *The Journal of Continuing Education in Nursing*, 51(2), 65-74. Doi: <https://doi.org/10.3928/00220124-20200115-05>
- [95]. Xing, X., & Rojewski, J. W. (2018). Family influences on career decision-making self-efficacy of chinese secondary vocational students. *New Waves-Educational Research and Development Journal*, 21(1), 48-67. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2228697889?accountid=49936>
- [96]. Yoke, S. K., Zainon, S., Rajendran, C. B., & Kamaludin, P. N. H. (2018). Business graduate language skills for future employment: A case study. *Global Business and Management Research*, 10(3), 455. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2159614297?accountid=49936>
- [97]. Zhang, H., & Huang, H. (2018). DECISION-MAKING SELF-EFFICACY MEDIATES THE PEER SUPPORT-CAREER EXPLORATION RELATIONSHIP. *Social Behavior and Personality*, 46(3), 485-497. doi:<http://dx.doi.org.eres.qnl.qa/10.2224/sbp.6410>
- [98]. Živčić-Bećirević, I., Smojver-Ažić, S., & Dorčić, T. M. (2020). PERCEPTION OF ADULTHOOD AND PSYCHOLOGICAL ADJUSTMENT IN EMERGING ADULTS. *Drustvena Istraživanja*, 29(2), 195-215. doi:<http://dx.doi.org.eres.qnl.qa/10.5559/di.29.2.02>