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PRIORITIZING FAMILY COMMITMENTS OVER EDUCATION: A MULTIPLE CASE STUDY OF ENGLISH MAJOR STUDENTS' TRANSITION FROM CAMPUS TO CAREER

Jody M. Apostol[1], Kristy Jane R. Muegna, PhD [2]
[1]*Student Researcher, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*
[2]*Program Coordinator, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*

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ABSTRACT
This research project is a qualitative multiple-case study that examines the experiences of English major students as they transition from campus to their professional careers. The study incorporates in-depth interviews with three participants and their respective informants to gain a comprehensive understanding of how family commitments impact the educational and career paths of these students during this critical juncture. The research aims to fill a gap in the literature by focusing on the experiences of English major students and the role of family commitments in shaping their educational and career paths. The study is informed by previous research that suggests that family commitments can significantly influence a student's ability to pursue their academic and career goals. By exploring the experiences of English major students, the study seeks to shed light on the ways in which these commitments impact the transition from campus to career. The study's findings will contribute to our understanding of the challenges that English major students face when transitioning from campus to career, particularly in the context of family commitments. The study will also provide insights into the ways in which students navigate these challenges and the strategies they use to balance their academic and career goals with their family commitments.

KEYWORDS: *Family Commitments, Education, multiple case study, English major students, Davao del Norte, Philippines*

INTRODUCTION
The decision to prioritize family responsibilities over educational and career goals is multifaceted and influenced by a variety of factors, including cultural values, socioeconomic backgrounds, personal circumstances, and societal expectations. Understanding the motivations and experiences of English major students who make this choice can shed light on the complex interplay between family commitments and educational and career aspirations. Career choice is a lifelong process of decision-making for those who seek major satisfaction from their work. A preference belief that individuals want to have or consider important in career decision-making, have certain guidance for people's professional behavior and play an indispensable role in career choice. It changes depending on events or experiences, and childhood and adolescence are considered critical periods for value development, but this change decreases with age until it stabilizes (Knox-Hayes, 2021).

In the United States, it was found that international students reported higher levels of stress compared to Europeans or students with U.S. residencies who tend to choose to work enable them to prioritize their family commitments. A recent study found that the prevalence of depression among international students, which ranged from 22.6% to 45.3%, was higher than that of local students and even the general population. Accountable factors for such disparities included English incompetence, population. Acculturative stress, social belonging, and perceived discrimination (Shadowen, 2019).

In the Philippines, it was revealed that students in the Philippines are increasingly choosing to work in order to fulfill their familial responsibilities. This tendency is mostly in relation to financial issues. This trend is putting Filipino students in a difficult situation, where they have to manage various aspects of their lives, including academic requirements, job responsibilities, and personal commitments, such as family, social, and romantic relationships. This can have a significant negative impact on their academic performance and well-being. On the other hand, the pressing issue of work-life balance in our society is not foreign to us. Sometimes, family commitments can take precedence over educational pursuits. This has implications for individuals, particularly those pursuing careers in fields like English, as they navigate the challenges of reconciling career aspirations with family responsibilities.

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The study's societal significance stems from its examination of how family responsibilities, education, and professional goals intersect, especially for English major students. Through an analysis of the variables that influence students' choices to put family obligations ahead of their academic and professional aspirations, this study aims to set a broader discourse by analyzing how students juggle the pressures of employment and school while attending to their families. In a world where the lines separating work, school, and personal life are becoming too hazy, this is socially relevant. The study's conclusion can help guide programs or in what way can we improve the career development, counseling, and planning services that cater the unique needs of English major students and other who face similar challenges, which would be beneficial to both individuals and the society as a whole. The situation calls for an urgent need to understand the challenges these students face and develop strategies that can help to better support working students in the Philippines.

There were various studies being conducted that is somewhat related to this study. A study conducted by Oztabak et al. (2018) entitled, "Career Decision-Making Self-Efficacy", Halim et al. (2018) entitled, "Family Influence and Academic Satisfaction on Career Decision-Making Self-Efficacy" and a study carried out by Kocak et al. (2021) "The Role of Family Influence and Academic Satisfaction on Career Decision-Making Self-Efficacy and Happiness". These studies focused on contributing to our understanding of the various factors that shape individuals' confidence in making career decisions and highlight the importance of family support and academic satisfaction in this process. However, none of their studies explored the experiences of students who prioritize family commitments over education. This study aims to address a gap in the literature by examining the decision-making processes of students who prioritize family obligations and responsibilities over their education, exploring the practical challenges, conflicts, and trade-offs they face, and how they manage those in order to achieve their academic and career aspirations.

The findings will be presented at conferences and, if possible, published in reputable publications or on a reliable website. It might also be presented at conferences and specialist forums on topics including international student conferences, work-life balance, and cultural influences on education. This could offer more accessibility to the fundamental themes conveyed in commencement speaker success tales. The study will be made physically available to staff, faculty, and students in the school library. To provide distant access, an electronic version can also be used in the organization's digital repository.

Research Questions

1. What are the unique characteristics and personalities of each English major students as they transition from campus to career?
2. What are the experiences that challenge English major students from each cases on their transition from campus to career?
3. What are the ways of coping of each case of English major students with challenges that they have experienced during their transition from campus to career?
4. What are the insights of each case of English major students gain regarding the interplay between family commitments and their personal and professional development during the transition?

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative research methodology based on various case studies, to more fully comprehend the informants' experiences. In order to obtain a deeper understanding of the experiences of the participants, qualitative research design emphasizes exploring the experiences and perceptions of individuals in their natural setting. The findings of qualitative research are regarded as descriptive rather than predictive. The technique also aids in the researcher ability to connect with the participants. Therefore, the researcher might report to the participants for further clarification and verification to make the date more reliable and authentic (Neubauer et al., 2019).

Participants

This study was conducted at Kapalong College of Agriculture, Science, and Technology, three (3) participants were selected for their specific characteristics and their willingness to participate. All participants were English major students pursuing a Bachelor of Secondary Education Major in English (BSED) degree program at the institution. The study aims to explore the impact of prioritizing family commitments over education, particularly in the context of English major student. The research delved into the challenges faced by students who balance family responsibilities and academic pursuits, shedding light on the potential effects on their academic performance, mental well-being, and overall success. By focusing on the experiences of English major students, the study seeks to provide valuable insights into the complexities of managing familial obligations alongside educational endeavors, ultimately aiming to contribute to the development of supportive strategies and interventions for students facing similar challenges in academic settings.

The researcher selected the participants through the following inclusion criteria: Case 1, chose to prioritize work to provide the needs of family, Breadwinner; Case 2, chose to make his/her own business over education; and Case 3, consistent student chose to prioritize work for being call center. Each unique case will represent an individual's experience and journey in taking the responsibility for their family within the context of their respective majors. Understanding the diverse experiences of these participants during their transition from campus to career is crucial for effective support and guidance. This demographic information shed light on the multifaceted dynamics of their lives

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and helps in designing effective interventions to support them in their journey toward success.

Data Collection

The researcher employed in-depth interviews (IDIs) as the primary data collection method, ensuring that participants were available at the agreed-upon time and location. Qualitative research, which emphasizes understanding individuals' perspectives and the reasons behind them, utilizes techniques like IDIs and focus group discussions (FGDs). The study began with purposive sampling to select informants, who were required to review and sign consent forms that emphasized voluntary participation and confidentiality. A detailed orientation session outlined the study's objectives, interview duration, and potential benefits to participants. This approach ensured a thorough understanding of participant perspectives while maintaining ethical standards. Qualitative data complemented by quantitative findings provided insights into the factors shaping behaviors and attitudes.

Data Analysis

All the gathered data was analyzed using thematic analysis. Thematic analysis was used as a method that provides a systematic element to data analysis. It allows the researcher to associate the analysis of the frequency of the theme with one of the whole contents. Therefore, the participants' interpretations were significant in terms of giving the most appropriate explanations for their behaviors, actions, and thoughts. As described, thematic analysis has link stages: data reduction, data display and data conclusions which were all useful in verifying and drawing the data collected (Miles &Huberman, 1994; Hatch, 2002; Creswell, 2003; Marks & Yardly, 2004).

Additionally, the process of selecting, focusing, simplifying abstracting and transforming data refers to data reduction. Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized or set aside completely for the purposes of the project at hand. The data should need to be condensed so they can be made intelligible in terms of the issues being addressed. Moreover, data reduction often forces choices about which aspects of the accumulated data should be emphasized, reduced or set aside completely to shed lights on the topic at hand (Huberman, 1984).

RESULTS AND DISCUSSION

CROSS-CASE ANALYSIS

Table 1. Experiences that Challenge English Major Students on the Transition from Campus to Career

Emerging Themes	Supporting Statements
Fulfillment through Family Support and Career Choices	• *"My life now is satisfying because I have chosen a career over education. I have a job, I am being compensated well, and my salary greatly helps sustain my family's needs. Knowing that my family's happiness is what satisfies me"* –IDI-01 • *"Summing up my current life post-transition from academia to a career in one word would be "fulfilling." Despite the hurdles and sacrifices faced along the journey, the sense of achievement and purpose derived from supporting my family through entrepreneurship has added a profound level of fulfillment to my existence."* –IDI-03
Family Responsibility and Sacrifice for Support	• *"As I mentioned earlier, my parents are senior citizens unable to find jobs to support the family or my education. This led me to choose a career path to repay everything to my family, ensuring their happiness and satisfaction without worries."* –IDI-01 • *"While I have a strong desire to finish my education, my family holds the utmost importance in my life. I am willing to prioritize their needs over my personal educational goals, making them the primary motivation behind choosing my career over furthering my studies at this time."* –IDI-05
	• *"Describing my current life brings two thoughts to mind: being employed and the breadwinner of the family. Pursuing my career brings me happiness as I can provide for my family's needs. Despite the challenges, I take risks to make my family proud, ensuring their happiness and satisfaction during their senior years."* –IDI-01 • *"Transitioning from being an English major student on campus to becoming a business owner to support my family has brought significant changes to my life. While my initial focus was on literature and language,*

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Balancing Family Support and Personal Development	*the shift towards entrepreneurship was driven by the responsibilities and challenges of providing for my family."* –IDI-03 • *"My current life is markedly different as I now prioritize work over studies. While working entails focusing on self-development for career advancement and financial stability, being a student involves meeting academic requirements and graduating under the guidance of professors. This shift in focus highlights the distinction between pursuing personal growth through work and academic achievement through education."* – IDI-05

Experiences that Challenge English Major Students' on the Transition from Campus to Career. The At this point, after the retrieval of the data analysis, it comes to an end that the English major students have their challenges due to transition from campus to career. It was found that the English students facing different challenges from their experiences were fulfillment through family support and career choices, family responsibility and sacrifice for support, and balancing family support and personal development. These themes are supported by various related literature and theories.

To begin with, the first theme in the study revealed that English major students' **fulfillment through family support and career choices**, fulfillment through family support and career choices suggests that an individual's sense of fulfillment and satisfaction in life can be influenced by the support they receive from their family in making career decisions and pursuing their professional goals.

This idea is supported by Ruggeri et al. (2020) that prioritizing family commitments over education can potentially impact the positive relationships and interactions that younger individuals have in their lives. As they prioritize their family commitments, they may have less time and energy to devote to their friendships and other social relationships. This can lead to feelings of isolation and reduced overall levels of life satisfaction, which may ultimately impact their academic success and future opportunities. While family commitments are important, finding a balance between these commitments and maintaining positive relationships and interactions can be key to achieving overall life satisfaction and success.

Meanwhile, the second major theme mentioned is **family responsibility and sacrifice for support**. In each case, it was discovered that making sacrifices, such as giving up personal time, resources, or career opportunities, in order to meet the needs of the family. This can include caring for children, supporting one's spouse, and providing for extended family members when needed.

This idea was supported Seo (2019) that the study also explores the changing social environments and increasing opportunities for women in many societies. With more women pursuing higher education and entering the workforce, the traditional role of women as caregivers and homemakers is being challenged. This raises questions about whether women should continue to prioritize their children's needs over their own, or whether they should pursue their own career and happiness.

The third major theme is **balancing family support and personal development**. This balance requires careful attention, intentional choices, and effective communication within the family unit. Prioritizing self-care, setting boundaries, seeking support from friends, mentors, or professionals, and being flexible are key strategies to achieve this balance.

This idea is supported by Lesener (2019) that focus on work-life balance (WLB) and the strategies entrepreneurs can adopt to address the challenges of balancing work and personal commitments is relevant to the study of prioritizing family commitments over education. It acknowledges that many individuals struggle to find a balance between their work and personal lives, which can lead to stress and burnout. The study highlights that adopting appropriate strategies for achieving WLB can help individuals effectively manage their roles in both work and non-work domains. It further emphasizes that those who can achieve WLB not only experience better overall wellbeing but also exhibit higher levels of satisfaction in their everyday lives. These findings underscore the importance of employers supporting their employees in achieving WLB, as this can create a conducive work environment that enables individuals to prioritize their family commitments and pursue their educational goals without compromising their overall well-being.

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Table 2. Coping of English Major Students with the Challenges Experiences during Transition from Campus to Career

Emerging Themes	Supporting Statements
Adaptation and Interpersonal Skills in Career Transitions	• *"Adjustments will involve learning how to interact with new people as you embark on a new career path. Understanding their personalities, backgrounds, race, gender, and beliefs is crucial to building relationships, making friends, and adapting to different dynamics."* –IDI-01 • *"Transitioning from studying English to becoming a business owner to support my family required significant adjustments in my career path. I focused on acquiring business skills, honing time management abilities, and building connections within the business community."* –IDI-03 • *"Student life differs significantly from working life, requiring adjustments such as early mornings to reach the workplace and interacting with people, especially in roles like being a call center agent. This entails adapting to diverse situations to effectively address customer queries, particularly from different nationalities. In contrast, as a student, the focus is on meeting academic requirements and adjusting to classmates who may have varying backgrounds."* –IDI-05
Edge of Communication in Career Success	• *"As I pursue my career path, I recognize the power of communication in the workplace. Effective communication is essential for collaboration and ensuring tasks are carried out efficiently."* –IDI-01 • *"I defended my decisions by leveraging the critical thinking, communication, and creativity skills honed during my English major studies to tackle challenges in my new entrepreneurial journey."* –IDI-03 • *"As mentioned earlier, the training I received in English communication is crucial in my role as a call center agent. Despite facing various challenges, being proficient in English speaking has been immensely beneficial. This proficiency allows me to communicate fluently and effectively with individuals from different nationalities, facilitating smooth interactions and overcoming language barriers in my job."* –IDI-05
Family as a Source of Motivation and Strength	• *"When feeling uncomfortable with my chosen career path, I turn to thoughts of my family for strength. I believe in releasing negativity through tears and find solace in prayer, trusting that surrendering to God will lead me towards the right path."* –IDI-01 • *"To sustain motivation in my career amidst discomfort, I focus on my family's needs, set realistic goals, seek feedback, engage in continuous learning, and prioritize self-care practices."* –IDI-03 • *"Family remains a constant source of motivation, driving me to persist even when fatigue sets in. While exhaustion is inevitable and human limitations are acknowledged, the unwavering focus on family serves as a powerful motivator in pursuing this career path for their well-being above personal comfort or convenience."* –IDI-05
Managing Pressure through Strategic Methods and Mindset	• *"My strategy revolves around dedicating my efforts to my family, handling pressure with them in mind. I rely on prayer for strength to navigate challenges and work effectively with others."* –IDI-01 • *"To manage the pressure during this transition, I broke down tasks into manageable steps, concentrated on progress, and celebrated accomplishments to maintain motivation."* –IDI-03

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Coping of English Major Students' with the Challenges that Experience. During Transition from Campus to Career. At this point, after the retrieval of the data and analysis, it was found out that adaptation and interpersonal skills in career transitions, edge of communication in career success, family as a source of motivation and strength, and managing pressure through strategic methods and mindset. These four themes are supported by various related literature and theories.

First, **adaptation and interpersonal skills in career transitions** means that ability to adjust to changes in one's career path and effectively interact with others in the workplace during periods of transition. Adaptation involves being flexible, open to new ideas, and willing to embrace change, especially when transitioning to a new career. It requires the capacity to respond to unexpected situations with grace and problem-solving skills to achieve positive outcomes even in challenging circumstances.

This idea is supported by Ketnoigiaoduc (2018) that the study highlighted in the media source emphasizes the delayed focus on career orientation in Vietnam compared to other developed countries, where it has been a longstanding practice even at the secondary school level. This delay in implementing comprehensive career orientation programs in Vietnamese education has led to challenges in guiding students towards suitable career paths and making informed decisions about their future.

Second is **edge of communication in career success** refers to the importance of effective communication skills in achieving career success. Communication skills are the tools used to interact, negotiate, and build relationships with others in the professional world. They are essential for expressing ideas clearly, understanding others, and building strong relationships with colleagues and clients. Effective communication can make the difference between career stagnation and career progression.

This idea is supported by Santi- teerakul et al. (2019); Senova (2020) Skills Development Scotland, (2018) as cited by Yadollahi & Yazdani (2020). In this publication, they put in place to potentially impacts a student's ability to fully explore and identify their meta-skills during their higher education journey. While it is understandable that family commitments hold immense value, it is important to strike a balance between personal responsibilities and educational development. By dedicating sufficient time and effort towards understanding and honing their meta-skills, students can enhance their preparedness for the future job market. It was supported by Escandallo and Baradillo (2024) that communication among students is important as it develops their English speaking skills that is essential in their future career.

The third theme is **family as a source of motivation and strength**. Family as a source of motivation and strength refers to the idea that one's family can serve as a driving force in achieving personal and professional success. Family can provide unconditional love, support, and encouragement, which can boost one's self-esteem and confidence, leading to increased motivation to pursue one's goals. Family members can also serve as role models, inspiring individuals to strive for excellence and work hard to achieve their dreams.

This idea is supported by Rastogi & Chaudhary (2018) that the family motivation is a powerful motivational force that can enhance job performance, especially in less interesting jobs. It can provide a sense of purpose and meaning, compensate for the lack of intrinsic motivation, and act as a third motivational force for employees. By recognizing and supporting family motivation in the workplace, organizations can create a more engaged and motivated workforce. This is because family motivation can provide a sense of purpose and meaning, which can compensate for the lack of interest in the job itself. When employees see their work as a way to support their families, they are more likely to perform well, even if they do not enjoy the work itself.

The fourth theme is **managing pressure through strategic methods and mindset**. Managing pressure through strategic methods and mindset refers to the ability to handle and cope with high-pressure situations in a proactive and effective manner. This involves adopting a strategic approach to task management, prioritizing tasks, and setting clear expectations.

This idea is supported by Klimechi (2019) in which he established the importance of providing proper education and training to professionals who work with people suffering from trauma. It is essential to equip these professionals with the knowledge and tools necessary to understand the complexities and challenges that come with trauma. Without this understanding, professionals may experience insecurity and fear, which can lead to a self-preserving state that ultimately hinders the healing process for the traumatized individual. By establishing proper support systems and providing ongoing training, professionals can ensure that they maintain a compassionate and empathetic approach, even in the face of conflict or challenging communication. This ultimately leads to better outcomes for those who have experienced trauma and improves their chances of successful recovery.

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Table 3. Insights of English Major Students' Gain regarding Interplay between Family Commitments and their Personal and Professional Development during the Transition

Emerging Themes	Supporting Statements
Balancing Family Needs and Educational Aspirations	• *"The realization I have come to is the challenge of balancing responsibilities between education and family. It's tough because you reach a point where you must choose between your family's needs and your educational aspirations. I opted to pursue a career path due to witnessing my family's financial struggles as seniors, making it heartbreaking to see them working hard to support me through school. Achieving balance in such circumstances is incredibly challenging."* – IDI-01 • *"He realized the challenge of balancing family and education, and he chose to prioritize his family over his personal aspirations. He decided to risk his dream for the sake of his family's needs."* –IDI-02 • *"Recognizing the delicate balance between family obligations and educational pursuits was a pivotal realization. While education is valuable, prioritizing the immediate needs of my family took precedence, even if it meant deviating from the conventional academic trajectory."* –IDI-03 • *"Her realization is that having an education, and a degree is important, but providing for her family's needs is more significant."* – IDI-04 • *"My advice to others is to make decisions that they won't regret. Understanding the consequences of each choice is vital, as decisions made in haste or without foresight can lead to regrettable outcomes. It's possible to prioritize education before entering a career, or vice versa, depending on individual circumstances and aspirations. Finding a balance between personal goals and family responsibilities requires thoughtful consideration and planning."* –IDI-05 • *"His lesson for others is to make decisions thoughtfully, considering the consequences and ensuring they are not regretted in the future. He emphasizes the importance of making informed decisions that align with one's goals."* –IDI-06
Thoughtful Decision-Making for Family Well-Being	• *"In my view, I base my decisions on the situation at hand, particularly focusing on my family. With my parents being seniors and unable to find work to support the family, I made the difficult choice to sacrifice my education and dreams of becoming a teacher to secure a job that can provide for our entire family."* –IDI-01 • *"When confronted with decisions like transitioning from an English major student to a business owner to support my family, the optimal approach involves thorough assessment, long-term planning, seeking guidance from experienced individuals, and aligning choices with personal values and goals."* –IDI-03 • *"When it comes to decision-making, I believe it is essential to thoroughly contemplate your choices. It is crucial not to rush into decisions based on fleeting emotions like happiness or sadness, or during moments of great achievement. Instead, decisions should be carefully considered multiple times, ensuring a balanced approach and aiming for a win-win situation."* –IDI-05 • *"His lesson for others is to make decisions thoughtfully, considering the consequences and ensuring they are not regretted in the future. He emphasizes the importance of making informed decisions that align with one's goals."* –IDI-06

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Transformative Influence of Education and Personal Growth in Facing Challenges	• *"Lessons for students facing similar circumstances encompass prioritizing responsibilities based on current needs, exploring growth opportunities beyond formal education, embracing non-traditional career paths that suit individual circumstances, viewing challenges as avenues for personal and professional development, and fostering resilience and adaptability during periods of change."* –IDI-03 • *"Her inspiration for continued learning comes from the desire to develop skills, advance her career, achieve financial stability, and make practical decisions for her family."* –IDI-04 • *"My inspiration stems from recognizing the enduring value of education. Despite initial hesitations, I am determined to return to school and complete my education. Education serves as a catalyst for personal growth and development, motivating me to pursue further learning and academic achievements."* –IDI-05 • *"The values he has learned emphasize the significance of making decisions without regrets and prioritizing family above all else. He finds meaning in his work as it supports his family's needs."* –IDI-06

Insights of English Major Students' Gain Regarding Interplay Between Family Commitments and their Personal and Professional Development During the Transition. After retrieving and analyzing the data gathered from the participants, it was revealed that English major students have various insights regarding in their transition from campus to career. The researcher identified three themes: balancing family needs and educational aspirations, thoughtful decision-making for family well-being, transformative influence of education and personal growth in facing challenges.

One significant theme that the researcher emerge is **balancing family needs and educational aspirations**. The ability to manage and prioritize both one's family responsibilities and personal educational goals. This involves making conscious decisions and setting boundaries to ensure that both areas receive adequate attention and resources.

This idea is supported by Pelta (2022) reveals the challenges of work-life balance in today's evolving work landscape are relevant to the study of prioritizing family commitments over education. As the blurring of work and personal lives becomes increasingly prevalent, individuals who prioritize family commitments over education may face additional difficulties in achieving a healthy balance. The study emphasizes that simply having flexible work arrangements, such as remote work options, is insufficient. It underscores the importance of employers providing employees with adequate time off to disconnect from work and attend to their personal and family responsibilities. These findings highlight the pressing need for labor policies that prioritize work-life balance, recognizing the significance of offering workers the necessary breaks from the constant presence of remote work.

The second theme is **thoughtful decision-making for family well-being**. Making choices that prioritize the emotional and mental health of all family members. It encompasses considering the impact of decisions on the well-being of each family member, fostering open communication, and promoting a supportive and nurturing family environment.

This idea is supported by Zhang (2021) revealed that concept of choice is central to understanding the decision-making process that individuals undertake in order to reach their goals. In this case, Zhang's research confirms that students may exercise their freedom to make different choices in terms of their academic and career paths. Such choices have potentially both positive and negative outcomes, as the specific circumstances and available options will affect the consequences for each student. These variables give each individual the opportunity to create their own unique path, while at the same time emphasizing the importance of making informed choices to achieve optimal outcomes.

The last major theme is **transformative influence of education and personal growth in facing challenges**. The profound impact that education and individual development can have on one's ability to overcome obstacles and navigate difficulties effectively. Education, when conducted ethically and diligently, serves as a catalyst for personal growth, enabling individuals to challenge conventional wisdom, overcome limitations, and effect meaningful change.

This idea is supported by International Commission on the Futures of Education (2021) that regenerative education is based on the idea that education should not only transmit knowledge but also empower individuals to contribute positively to society and the environment. It emphasizes the importance of developing skills and values that promote sustainability, social justice, and regeneration. It was also supported by Escandallo and Escandallo (2024) that students develop their personal growth by constant communication with their peers and their classmates.

CONCLUDING REMARKS

As the challenge of writing this research as a partial fulfillment as not graduated student in secondary education was announced, the

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research study focusing on English major students transitioning from campus to their careers sheds light on the intricate process of changing fields of study and the implications it holds for higher education and student experiences. The findings from this study offer valuable insights into the challenges, coping mechanisms, and meaning-making processes of students navigating the transition between majors. By exploring the themes of endings, neutral zones, and new beginnings, the study underscores the importance of understanding major changes as significant educational transitions that impact students' academic journeys and post-graduation outcomes.

Moreover, the research study highlights the need for tailored support systems and interventions to assist students in successfully transitioning between fields of study. The implications for practice emphasize the value of providing detailed guidance, career counseling, and structured programs to help students navigate the complexities of changing majors. By addressing the gaps in support and offering tailored resources, educational institutions can better equip English major students for a smooth transition to their careers, fostering resilience, growth, and success in their professional endeavors. Overall, this research study underscores the importance of studying major changes as pivotal educational transitions and calls for continued exploration and development of support mechanisms to enhance the transition experiences of English major students as they embark on their career paths.

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