Transition of Students from Student to Work Life

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I.   Introduction

Hugh Prather once said 'Just when I think I have learned to live, life changes', this gives us an example of how life throws so many challenges at us and we have to adapt ourselves to it without any second thought. We grow every minute with certain life events and experiences. Considering this fact we understand that every individual is changing and transforming from what he/she was. We undergo major transitions in our life, be it moving to a new city, addition of a new member to the family or someone passing away, when we finish our studies and start working considering it being our first job, also when we grow from the different stages being a child to an adult to old age all these transitions are a part of every individual. Transition can be defined the process or a period of changing from one state or condition to another. (Oxford english dictionary, 2003)

The difference is that some people adapt to this fast paced constantly changing world while some don't. The skill to adapt to the change, indicates the people who are constantly succeeding in life and are more satisfied with it. All of us tend to blame our surroundings for what we are but when that changes, it can be disorienting. For example marriage changes your identity from a single person to being with a partner similarly a new job changes your identity or role at work or in life from being a non-earning individual to an earning individual. Students being the individuals to go through this transition of study life to work life makes it very interesting for us to know the experiences they have and also if they find it difficult to cope up with the transition.

Transition can be defined as learning to deal with life transitions, moving from being single to being married for example, can be a complicated and emotionally taxing series of events. Life coaching can help a person deal with all the emotional difficulties they may face during a life transition while also learning how to more effectively deal with them in the future. (Gomentor.com, 2010). Understanding the transition phase helps students develop the skills needed for the competitive job market while making their educational experience relevant to the world they will experience as adults.

This phase of transition is highly vulnerable because of the simultaneous interactions of biological, psychological and social factors, making them the most vulnerable group of the society. College graduation and landing your first job are great achievements. However, the transition from collegiate life to working professional is a large one. The students are bound to find new challenges in the transition to the working world that they did not anticipate while a college student. Another harsh reality in the transition from collegiate life to working professional is that a large number of the jobs available for college graduates are entry-level. These jobs often require hard work, long hours, and low pay. Most employers want to see all employees start at a certain level to better understand the business or profession. First job may be a stepping stone and not the true calling in life. In the working world, the atmosphere and setting are much more formal and professional. The first job will test the ability to be a team player, to collaborate with individuals from different cultures and backgrounds, to interact with diverse personalities, and to work on projects with strict deadlines. Staying organized and managing time will be critical. Students should have developed these skills in college. They then can be transferred from college to the workplace if they desire to be successful. A new employee may be looked upon to bring fresh perspectives and new ideas to the team. Establish a reputation for being a good worker who is willing to learn. Most companies view the first three to six months as a honeymoon period for new employees. That's the time to get adjusted to the organization and to prove one's worth as a valuable worker. Demonstrating good work habits—along with showing a positive attitude—will go a long way in building a reputation for quality performance. Doing the minimum required for the job will give an upper hand at the work place but base-line performance won't lead to promotion. Supervisor will judge the employee on work ethic, teamwork, ability to focus, ability to learn from the mistakes, and contributions to the organization or department. Making a smooth transition from college to the workforce concerns something else: getting established in a new community. (Hooper)

As mentioned above with promoting cognitive development, education expands employment opportunities and earning power. The fastest growing and best paying occupations usually require at least a bachelor's degree. Brain research casts light on how people deal with complex work. Full development of the frontal lobe during young adulthood may equip people to handle several tasks at the same time. Magnetic resonance imaging reveals that the most frontward part of the frontal lobes, fronto-polar prefrontal cortex (FPPC), has a special function in problem solving and planning. The FPPC springs into action when a person needs to put an

unfinished task "on hold" and shift attention to another task - a process called branching. The FPPC permits a worker to keep the first task in working memory while attending to the second – for example to resume reading a report after being interrupted by the telephone. Cognitive growth need not stop at the end of the day. According to the spill over hypothesis, cognitve gains from work carry over to the nonworking hours. Studies say that intellectual level of leisure of activities is strongly influenced. (Diana E. Papalia, 2004)

K. Warner Schaie's model looks at the developing uses of intellect within a social context. His seven stages revolve around objectives that come to the force at various stages of life. These objectives shift from acquisition of information and skills to practical integration of knowledge and skills to search for meaning and purpose. The seven stages are:

1. Acquisitive stage (childhood and adolescence): Children and adolescents acquire information and skills mainly for their own sake or as preparation for participation in society.

2. Achieving stage (late teens or early twenties): Young adults no longer acquire knowledge merely for its own sake; they use what they know to pursue goals, such as career and family.

3. Responsible stage (late thirties to early sixties): Middle-aged people use their minds to solve practical problems associated with responsibilities to others, such as family members or employees.

4. Executive stage (thirties or forties through middle age): People in the executive stage, which may overlap with the achieving and responsible stages, are responsible for social systems (such as governmental or business organizations) or social movements. They deal with complex relationships on multiple levels.

5. Reorganisational stage (end of middle age, beginning of late adulthood): People who enter retirement reorganize their lives and intellectual energies around meaningful pursuits that take the place of paid work.

6. Reintegrative stage (late adulthood): Older adults, who may have let go of social involvement and whose cognitive functioning may be limited by biological changes, are often more selective about what tasks they expend effort on. They focus on the purpose of what they do and concentrate on tasks that have the most meaning for them.

7. Legacy- creating stage (advanced old age): Near the end of life, once reintegration has been completed (or along with it), older people may create instructions for the disposition of prized possessions; make funeral arrangements, provide oral histories, or write their life stories as a legacy of their loved ones. All of these tasks involve the exercise of cognitive competencies within a social and emotional context.

Not everyone goes through these stages mentioned above within the suggested time period. It is subjective because each individual's growth and development is according to the surrounding he/she is living in and also the other social factors that influence the individual's development. (Diane E. Papalia, 2004).

According to the National Youth Policy (2003) the youth consist of the people between the ages of 15-35 and about 70% of the total population. A great emphasis is made on the youth's potential as they can contribute better intellectually, politically and economically to the society. Hence the sense of well being and good behavior is very essential for their positive contribution to the society. They are a representation of the "transit" between the two stages of childhood and adulthood. During this phase there are many biological and psychological changes that occur with the social factors affecting the development. Youth is the period of heightened risks for most of the mental disorders. The ability to cope and perform the way it is expected is wholly depending on the balance in the support system given by the family, the peer group and also self motivation that is required the most during the transition phase. The most important psychological and psychosocial changes in early college life are the emergence of abstract thinking, the growing ability for the individual to accept others view points and suggestions and not only go by what he/she feels, this also includes the increased ability to introspect. Students' stress can be classified into personal, time related, financial, academic, health related or even self imposed. Studies have shown that all over the world prevalence rates for child and adolescent mental disorder are around 10-20% the most common seen mental disorders seen among students are Depression, Anxiety, Somatoform disorders, Adjustment problems and alcohol or drug abuse. Addition to these the student faces a lot of emotional problems from family or college life. Even few face the problems of adjusting to the first work place they are working at. (N, 2009-2011)

Positive parent and peer relationships have an important impact upon social and emotional development. Inform parents about the impact of their parenting style on their children's development and academic achievement during adolescence. In particular, an adolescent's degree of confidence and security in their other relationships is shaped by relationships with their parents. Assist parents with the development of their children's aspirations and attitudes from an early age. According to the WHO, mental health is not simply being free of mental disorder; it is defined as a state of complete physical, mental and social well-being, and not merely the absence of disease. (World Health Organization). Hence the mental health and well being of an individual can be maintained only when the support system works right and the expected is given during a period of development.

II.   Review of Literature

Coping strategies involve both psychological and behavioral strategies. Salas-Velasco in 2007 conducted a study and the aim was to study the youth transition across countries but mostly in Europe because every country is different in the mode of education, training and employment. These countries have stressed more on the importance of being educated, further moving to getting placed in companies and undergo the training period and then be officially employed relating to the coping strategies of stress at that time. The samples used in the research were graduate students from European countries for 1 year. The method used to do the research was they took statistics of students who got employed in that particular year and compared it with the number of students who were unemployed and kept a track of them till they got employed. The results of the paper were not empirical to be used to conclude the research (Salas-Velasco, 2007).

D.Wayne Osgood in 2010 did a study that mentioned about the transition to adulthood for youth involved in social service and justice systems during childhood and adolescence. The youth should not work for any kind of jobs they are offered but instead see the kind of work they are being offered and then make a choice. If they just start working under family pressure or any other circumstances then they unnaturally have a transition to adulthood. Sample taken to study the transition to adulthood was the vulnerable youth population in their twenties and the youth who just came out of their high schools. Studying the vulnerable youth transition used Longitudinal Transition Studies as their base to do the research. The results were not yet provided a descriptive or systematic information about how the transition is happening in the youth and what are they doing to cope with it (D.Wayne Osgood, 2010).

Aquilino's study in 1997 mentioned about the prospective study of parent-child relations during transition to adulthood, this study was done to explore the continuity and change in parent-child relations as children make their transition to adulthood. As it is known that children just react to the situation at the face-value and not observe and rationally think which is why parenting is one of the most important aspects studies have been done on to notice the changes in different styles of parenting. The samples chosen were households having children between the ages of 19 or above, the households were selected randomly and were not chosen keeping any criteria in mind (Aquilino, 1997). The households had few houses with children with one parent or even parents with one child, also a subsample was taken which includes the children from 12-18. Questionnaires were given out to find the different domains of parenting styles like restrictive, democratic or conflict style of upbringing and the outcome of the children's behavior or response. While the results from the parents point of view show that there is a considerable support given to the children and change in the interaction patterns of the parents with children as their children enter the adult roles in life (Aquilino, 1997).

The colleges and universities play a key role in the development of educating students in a way that will assist them not only during their time as students but also for the future development too. The parents also constantly contribute for the care and support given to their child. Later, however, faculty at leading institutions within the United States became more focused on research and scholarship and less engaged with the lives of students. This shift led to students creating a rich extracurricular life on their own. The work of professionals and others in higher education help in striking the right balance in helping prepare students for life after college, their mentors, and educational institutions today. The work of the faculty was focused on the formal curriculum and matters pertaining to it. The transitions of college graduates suggest additional ways in which institutions can prepare them for the transition to careers (Smith, 2012).

Understanding the dynamics of school-to-work transition processes is of major interest for individuals involved in these processes, for guidance and counseling institutions, and for education policy. This knowledge is particularly important in order to assess the relevance of education inequality correction policies implemented in most countries of the European Union. On the basis of surveys of the school-to-work transition of university graduates conducted in France, this article demonstrates that transitional processes are governed by various dynamics (chaotic, determinist and stochastic). The article concludes that individual strategy and public policy as well as guidance and counseling should be adapted according to the nature of the transitional processes in which individuals are involved. First of all, for young people starting to think about their school-to-work transition, the question is knowing whether there is a need to devise a strategy or not. In other words, defining and implementing a coherent action plan towards a precise vocational goal a necessary and sufficient condition to perform one's transitional process successfully. All depends on the nature of the dynamics of the transitional process. The approach suggests that more attention should be paid to initial conditions in empirical analysis of school-to-work transition trajectories. This approach can be useful especially in career analysis. Moreover, since the results obtained here come from the French experience, it would be interesting to compare them with results obtained by applying the same method in other national contexts (Tchibozo, 2004).

The transition from college to whatever lies ahead can be exciting and scary for them. How the transition experience unfolds for students will be the result of a combination of factors including individual circumstances, how the student responds to change and unknown expectations, and how well they are prepared and informed for their transition. While it can be difficult to affect individual circumstances, well-crafted

programming can be helpful in shaping how well students respond and how well they are prepared and informed. Students are prepared for the transition to various next steps in their lives, including from community college to University, from undergraduate years to graduate school, from university to work. Each transition has its own set of challenges, emotions, and rewards that is associated with moving a student's life plan forward. Some of the challenges and emotions are similar across all transitions, while others are unique. One commonality is that there is a level of excitement and anxiety that accompanies any transition. The better one is prepared, the easier it is to have a successful transition (McAtee, 2012).

The effects of diverse education-related variables on job satisfaction scores were analyzed using a sample of European higher education graduates at early stages of their working life. Ordered choice models for job satisfaction are estimated including as explanatory diverse educational variables such as field of study, graduates' evaluation of their educational experience, the match between the competences developed during education and those required by jobs, as well as information on graduates' values and interests. In its general formulation the human capital theory treats education as an investment generating different types of returns. The relationship between education and earnings has become a fundamental tool in the research on earnings, wages and income in developed and developing economies. The results show, even after controlling for actual job characteristics, that education-related variables have a great impact on graduates' job satisfaction. Additionally, estimation results by each one of the countries included in the sample are also presented (Jose-Gines Mora, 2007).

The focus of the paper was on a microeconomic analysis of the annual transition rate from temporary to permanent work of individual workers in Canada for the period 1999-2004. Given that a large proportion of temporary employment is involuntary, an understanding of the factors associated with the transition to permanent work may inform public policy. Factors associated with the transition, namely, human capital, household structures and labor market segmentation are analyzed using data from the Statistics Canada's Survey of Labor and Income Dynamics (SLID) for the period 1999-2004, limited to paid workers aged 20-64 years, excluding students. Among the key factors associated with the transitions are younger age and low unemployment rates. The analysis adds to the Canadian and international literature on transitions from temporary to permanent work (Tony Fang, 2008)

2nd generation immigrants from less developed countries have less education and a lower employment frequency compared to the native Danish youth. We analyze the school-to-work transition of these groups using panel data for the years 1985-1997. The educational gap between 2nd generation immigrants and the Danish youth is to some extent explained by age structure, while age does not explain the native-immigrant gap concerning the duration of waiting time until first job and the duration of first employment spell. Instead parental capital and neighborhood effects seem to play a major role. Large gender differences are found among 2nd generation immigrants in the school-to-work transition (Helena Skyt Nielsen, 2003).

The paper characterized the factors that determine the transition from university to work as well as to evaluate the effectiveness of universities and course programmes with respect to the labor market outcomes of their graduates. The study is focused on the analysis of the time to obtain the first job, taking into account the graduates' characteristics and the effects pertaining to course programmes and universities. For this a three-level discrete time survival model is used, where the logit of the hazard-conditionally on the random effects at course programme and university level - is a linear function of the covariates. The analysis is accomplished by using a large data set from a survey on job opportunities for the 1992 Italian graduates (L. Biggeri, 2001).

III. Methodology

Problem Statement:

Understanding the experiences students have during their transition from student life to work life, this research was aimed at gaining knowledge of the experiences or feelings that student's had during that transition and also give an insight about the changes that have helped the students experience the transition in the best way.

Aim:

To understand experiences of the transition from student life to work life in graduate students.

Objective:
- To understand the experiences of students during the transition phase.
- Consideration the emotional stability of students at that time.
- Making a note about the strategies used to pass through that phase.
- To gain an understanding of the different support systems.

Research Design:
Qualitative research method was used. Qualitative research was aimed at gaining a deep understanding the specific organization or event rather than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order and broad patterns found among a group of participants. (csulb.edu)

Qualitative research gives a deeper significance to the understanding with relation to the topic being researched. It includes an interpretive and naturalistic approach to its subject matter. A qualitative outlook will help get a better understanding into the different aspects of this and the reasons for the same. (quarles)

Sample:
A sample of five individuals were taken, students who had worked for two-six months were interviewed and it gave a clear picture about the individual differences with work experience and the ones who had just started work. Convenience sampling is a non probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher.

Inclusion Criteria
*   The participants should be working on their first job after college.
*   Students who worked for six months were considered and also making sure that they had completed their under graduation.
*   Participants who are 18-23 years old only.

Exclusion Criteria
*   Participants who did part-time jobs before doing a first full-time job.
*   Participants who were not relocated from different cities for their current job.

Tools:
A semi-structured interview schedule was used for this research, the areas included in the interview were: Work satisfaction, attitudes towards the transition, reasons for the techniques used to pass the phase be it good or bad, and any other related information.

Procedure:
Participants who had worked for two-six months were approached and after the initial informed consent was taken, time was fixed for a face to face interview. The face to face interview was then held and with their consent the interview was audio recorded. This recorded data was transcribed before the analysis was and suitable conclusions were drawn.

Data Analysis:
The transcribed data was then be analyzed using the method of content analysis. Content analysis as described by Rosengren (1981) is a family of analytic approaches ranging from impressionistic, intuitive, interpretive analysis to systematic, strict textual analysis. According to various theorists, research using content analysis focuses on the characteristics of language as communication with attention to the content or the contextual meaning of the text. (Shannon, 2005) In this research Conventional Content Analysis was used, as this gave a better understanding of the different attitude towards the process of transition (Hsieh, 2005). After all the available data had been analyzed into broad categories, suitable conclusion of the study was drawn.

Ethical Consideration:
Informed consent of all the participants was taken. Confidentiality of the information that was obtained throughout the interview was maintained. While it was only the participants who were volunteering to participate were taken and no monetary benefits were provided for participating. The participants were given a free will to withdraw from the research any time they felt any sort of discomfort physically or mentally.

IV.   Discussion
This research was done considering the objectives; to understand the experiences of students during the transition phase, changes the students go through when they enter the first job, the strategies they use to pass through that phase and also the support system they get. It was aimed to understand the different transitional experiences of students:

Participant number	Name	Sex	Age
1.	P.S	Male	22
2.	Niv	Female	22
3.	Sum	Female	21
4.	She	Female	21
5.	Shw	Female	22

Table showing demographic detail of participants

This qualitative study used a semi structured interview schedule as its tool for data collection, covering the areas related to the transitional experiences of the participants from student life to work life. The collected data was then analysed using content analysis. The areas concentrated being views about transition, transformation in personality, change in one's self due to the work or the role of emotions to name a few. The results are as follows:

Serial no.	Categories	Sub themes
1.	Views about transition	• Making changes knowing past experiences. • In the process of making better self. • Realising one's strength. • Studied when required. • Learn new things. • Difference in social status. • Transformation in life. • Understands transition. • Good change. • Positive approach. • Not necessarily a required change.
2.	Transformation in personality	• Change in lifestyle. • A new routine. • Realising duties related to family. • Learns from experiences.
3.	Internal Factors that is responsible for the change	• Training self. • Other factors responsible for change.
4.	External Factors that is responsible for the change	• Understanding weakness and taking help from others to overcome it. • Correlating present and past. • Attributing support from peer group. • Small steps to change.
5.	Financial Independence	• Realising the importance of money. • Understanding the importance of parents with being financially responsible. • Balance between savings and spending. • Feeling of independence. • Not much of a difference.
6.	Change in one's self due to the work	• Importance of work at office. • Taking responsibility of work. • Learning to be positive. • Trying new methods at work. • Understanding one's potential. • Wanting to prove self.
7.	Family's active role in the transition	• Appreciating the knowledge received from father. • Acknowledging mother's support. • Good support received from family.
8.	Differences of experience at work and at school/college	• Understanding the difference between school and work. • Could strike a balance between fun and studying. • Knowing the importance of theory and practical knowledge. • Acknowledging the difference treatment at school and work. • Static.
9.	The role of social support and god in specific in an individual's transition	• High level of belief in god. • Increase in confidence with help of friends. • Balancing god's support and self help. • God's importance in human life. • Disbelief in existence of god.
10.	Role of emotions	• Good amount of understanding of self's emotions. • Learns from self's experience. • Self given importance. • Understanding the area of improvement.
11.	Personal perception about change	• Feeling responsible for one's actions. • Accepts new experiences the way it comes. • Difference in response to situations. • Positive attribution to the change.

		•	Unsure if good or bad change.
12.	Working environment for a fresher at work	•	Knowing what is required for a fresher.
		•	Contributing factors circumstances and attitude.
13.	Hindering factors at work	•	Clarity in knowing the requirement for work.
		•	Understanding the negative factors.
		•	Internal and external factors matter.
		•	Unable to speak out.
		•	Inability to express.

Views about Transition

Views about transition generally indicated the different ways each participant perceived transition. It mostly focuses on the basic understanding of transition as a generic term and why this phase is important in the aspect of being a student and then being an employee.

Considering the responses of each participant, transition is a phase in which a person moves from one phase to another and all the participants have understood this. Participant 1 mentioned different views about transition in various responses "It is the phase when you have so many changes in your routine of life that you no longer have the old routine. You have new things to do and live up to sometimes yours and others expectation." Entering a new job was a matter of social status for participant 3 understanding from the response "No social status before working, now proper respect from society." While participant 4 and 2, thought that transition is a necessary phase that one can understand the best of self through it, participant 4 said, "Transition is necessary as the phases of life can only be valued when it is over and cherish the present transition. A change is always good." And participant 2 explained her understanding of the phase as "It's a change & Positive". Participant 5 said," Transition, change. Always a good thing. If you approach it right, you grow as a person. And the better you understand yourself, more the chances you'll find yourself." Indicating that this participant is concentrating on one's approach to understanding this phase and self perception is important of same.

Understanding participant 5's response she mentioned that it is a positive change and a good change, the researcher gets this interpretation after reading the response "...You can't defeat such a massive majority but you don't need to join them either. Live and let live."

With two participants' response states that during this transitional phase they were in the process of making better self by using external help or themselves, as the participant 1 and 4 said," Reaching work at 11 was quite heavy on my salary, dint want to lose out on more and this taxi wala was the best solution that I worked out for myself till today." And "Prove yourself in school that you will study hard and top. Prove yourself at work that you are THE best performer." respectively. This phase has helped participant 1 to understand his own strength and do what is required at the right time. He said," surprisingly I could perform better in the next week's project."

Participant 3 and 5 felt it was a transformational phase of their individual life's with the right approach while they understand their self better. The responses leading to these interpretations were, "Change in one's life." And "Transition, change. Always a good thing. If you approach it right, you grow as a person. And the better you understand yourself, more the chances you'll find yourself."

Out of the five participants four of them have said that this phase is a good change and a positive one while participant 1 concentrated on himself becoming a better performer at work, he emphasised on the outcome of the phase and how it changed his routines. One of the participant's even believed that the change is good but not a required one.

Thus, one can see that most participants have the understanding of the process of transition. It is the process of transforming from one phase to another, individual difference may occur due to the perception varying from individual to individual.

Transformation in personality

5 participants were interviewed by the researcher and out of the 5, 3 participants did mention about the transformation in their personality through the responses that could be understood by the researcher. Participant 1 stresses on the different ways his personality has changed during this transitional phase when he says, "My lifestyle has changed so much that I know for a fact that I was something 4 months back and now I am a different person. I am the same guy who once took good advantage and set my timetable at college in such a way that I could sleep for extra hours." This shows how he interprets this change in his lifestyle and also when he mentions about him realising his duties towards his family and understanding the difference between the being at college and then at work. He says, "When I started working that was the first change that I felt, my classes in college started at 2 and now I am working which makes me wake at 7 in the morning." Also "I feel the exact what he would have gone through when he was earning, now I have even started keeping some amount

of money aside for my parents." Indicating his understanding about what his father would be going through when he was the only source of income at his home.

While participant 4 learnt about her personality that she expects from the other people to come up to her and help while now it should be the other way, this was analysed when she said, "Stop expecting people to reach out to you instead you reach out to people." This directs the researcher to the understanding that this participant has understood the changed self. Participant 5 does not really mention about a noticeable change but also mentions how she hardly bothered the shift from college to work.

Most of the participants have a fairly good understanding of their transformation in their personalities but not all have the understanding of the same.

Internal Factors that is responsible for the change

The internal factors that could affect an individual's change during the transitional phase is being focused under this theme of understanding how 2 of the 5 participants have attributed some specific change in their transition due to the internal factors that influence the change.

Participant 3 said, "Practice and be bold enough to probing (Open ended questions)" which indicates that this participant believes in training herself using new techniques also mentioning about the influence of luck and hard work that helps her transitional phase go smooth, while participant 5 stressed more on her eating habits and how she prefers now to follow a healthy diet saying "TRY to follow a healthy diet."

Hence, we get an understanding that most of the participants do not attribute internal factors that could influence the change.

External Factors that is responsible for the change

The change being equally influenced by the external factors, all the participants have attributed most of the influencing factors for the change being it external one's. The external factors included the responses from the participants, about how they correlated their past and present experiences and how it influenced their change. Also some of the participants mentioned about the help and support they got from their friends.

Participant 1 has understood his weakness of not being punctual and used the help of the cab services offered from his work place and successfully took good use of the external factor to help him in this phase of transition. He says, "I decided I need some external force to wake me. Obviously not the alarm, then decided that I would book the taxi service from office. The 'taxi- wala' would be my only hope to wake up early and go to the office. My only aim behind this step was me reaching on time and it did really help, with the fear of people waiting for me and not embarrassing myself I made it a point to wake early." He also mentions him having an edge over the other fresher employees because he says his college offered him internship programs giving him good exposure to the practical world while the other colleges wouldn't really concentrate on such programs. This clearly indicating that external factors did influence his process of transformation.

The other participants attribute their external influencing factors to their friends, who have always been supportive and given them emotional strength to face problems, most them mention that their friend's constant support has helped them in their tough times. Like participant 3 says, "In every stage, we be comfortable and open with the people of same age group, if they are good , we can achieve else life ruins, people are lucky enough to have supportive work mates, the harmony in work place will in turn increase profits and in turn happiness." Also stating how participant 4 has increased levels of maturity when she said, "My peer group helped me to act in a matured manner and stop being kiddish as school and college life is over."

Participant 2 mentions encouragement and motivation she received from the peer group or family members, this indicating how she picks ups qualities and applies them aptly in her life. She said, "Encouragement, motivation, Learning experience from their experiences and so on." The participant 5's response is nothing specific when she says, "Nothing significant. Wake up early and start the day with an orange" but it does indicate to her having the external factors influencing her change.

Hence, an understanding of the external factors that could affect the individual's transitional phase is done by the all the participants, their statements verify the theme's existence.

Financial Independence

This category focused on the participant's self understanding of them being earning members of the family and their response to the same. Most of the participants feel the importance of spending responsibly and valuing money in its right terms. This can be understood in regard to participant 4's response, "The main changes that I felt was the meaning of being Responsible and the value of each rupee."

Participant 1 understands the importance of parents with being financially responsible when he says, "started keeping some amount of money aside for my parents and keep the rest for my expenses. So I clearly feel responsible now."

On the same lines of response according to participant 1, even 2 and 3 have indicated in their response that they are striking a balance between them spending and earning. Participant 2 believes that she "Felt independent and much more responsible towards savings and spending." On the other hand participant 3 feels the freedom to spend without hesitating now, she says, "Feel Secured & Freedom to spend without hesitation".

Participant 5 when compared to the other participants did not really find any indifference when she was a student or when she is an employee. Her response with regard to this theme was, "Honestly speaking, no difference at all. Except for the fact that I'm using a different bank account, it all pretty much feels the same." A feeling of independence and pride prevails among the participants 3 and 4.

Striking a balance between spending and earning. Being responsible for one's amount spent/earned is all the feeling of independence. The value of money is well understood.

Change in one's self due to the work

The influence of work and how it changes the participants in various aspects is studied under this category. Major influence of work on an individual which can include learning new skills or even multi-tasking.

The participants have learnt to be positive, this is indicated from interpreting the response received from participant 3 and 5. "Positive attitude and harmony with our colleagues can ensure a peaceful place to work with, we usually go by a thought of losing our jobs immediately after our mistakes, but we tend to forget what next for some time." Says participant 3 and participant 5 believes she is not that good at time management and this transition has given her a learning experience and she says, "The obvious change – working hours and multi-tasking. And I'm horrible at time management so this is nothing more than a learning experience."

Participants 2 and 5 adopted a new technique of testing their own potential and changing themselves and adapting to the work place environment. Participant 2 "Experiment with my working techniques at times." and along the same lines participant 5 responds, " So even though I don't find the jokes funny and conversations interesting, I see that is what's dominant in my work environment. I've made my peace with that."

Participant 4 feels the work has made her carefree, she says "I overslept! As my office is close by compared to my college." The other participants feel they have the ability to understand their own potential, one of the responses were "Keep updating our self according to requirements & Move on in search of best carrier & Move On with Success." A touch of positive attitude and wanting to prove oneself.

Through the various responses we also understand that the participants are not only taking responsibility at work place but also acknowledging the importance of work. This can be interpreted when we look at participant 5's response "Work is pretty much the same; the true sense of journalism in my view is lost in pointless stories because of misguided leadership. But the difference here is that you're responsible for a lot of other things through your work."

Family's active role in the transition

This category concentrates on the family's role in the transitional phase and what the participant's understanding is about their family's support during the phase.

"My dad helped me a lot and gave me all the 'gyaan' that any father would give his son but my luck was that my father too was in the research and development department and he gave me first hand examples of how my work life is going to be and what kind of problems I will face. He gave me good support initially when one whole week my performance was down and I felt hopeless but my dad kept my enthusiasm going and told me that it is a part of work life like this and I shouldn't feel low. He asked me to concentrate more on my work and not anything else, which gave me some strength" (Participant 1) the researcher interprets this as increased role of the family in the transitional phase of the participant 1. He clearly explains how his father has been a supportive pillar in his phase and also learning from his experiences being in the same kind of work environment. His father being his role model for working hard is emphasised in this response of the participant. He also acknowledges his mother's role in specific providing him with the best meals in the day, whatever he desired for, "My mom also never backed out in supporting me, she always gave me the best of best foods and never let me crave for anything at any point."

Participant 2 feels "Family gave good Support And a big Yes for all my decisions taken till today." While participant 4 says "They taught me how to save money and avoid unnecessary expenses." When interpreted this directs to the understanding that they have their sense of independence but also they would take decisions without consulting their parents. But to mention the deviance participant feels she was independent enough to go through the phase herself, she says, "I have not been dependent on them to help me in my transition."

The other participants' responses indicate that they have understood the independent phase of life and acknowledged their parents or family members' support that guided them through all ups & downs.

Differences of experience at work and at school/college

This category focuses on the participants' understanding of the difference in experience when they were at school or their colleges and when they are at work. It gives a varied idea of the difference in the perception of different participants.

"In school we had to study say 10 chapters and we had an option to drop out 2-3 but here at work I have to no matter what, finish all the 10 assignments I get. That's the major difference I felt and also the earning part." (Participant 1) he believes that he is duty bound at work place than when he was at school because he has his salary at stake if does not complete his work at the office. Participants with their responses indicate their understanding about the difference at school and work.

While other responses like "Was not accountable for things that I did or not when I was a student but its vice-versa as employee i 'm held responsible for others mistakes too" (Participant 2) shows how the participant knows the exact the difference of self when she was at school and now when is working.

"When I was a student I was not that studious but when it was time to study I gave it all my time. Basically was chilled about studies because I saw my seniors they were so studious that they thought they would apply all that they studied at work but the scenario was completely different. Well I wanted to enjoy but at the same time stay focused." And "In my college the curriculum itself was set in a way that the last few months of our final year we never attended classes instead we interned." Participant 1 directs the researcher to the understanding that he could strike a balance between fun and studying, also making it a point that he knows the importance of theory and practical knowledge.

Participant 5 feels "Not much." of a difference is there at school and work's atmosphere or even the way she lead her routine there. This nullifying the theme from this participant's point of view for the participant but also indicating that there was actually not much of difference in this participants school and work life.

The other participants acknowledge the difference in the treatment they got at school and work. By interpreting the responses of participant 2 and 3. They say "At School we were treated as kids and every mistake of ours was considered with alternate solutions but at work its totally opposite and lots of pressure is put on employee most of the time." (Participant 2) and participant 3 believes "Student life –you can bunk classes when you want you can speak your heart out to your friends Employee life-Now you have responsibility"

Hence this category gives the researcher a picture about the different experiences the participants had at school/work, where some responses indicated college not being much different from where they are working. And also the understanding of being professional and not a school –going frame of mind. The participants feel several times they have to choose what is right and what is wrong and in their profession they learn to analyze before opting out something while at school they took things lightly.

The role of social support and god in specific in an individual's transition

Social support category includes the support received from the peer group or anyone other than their friends or family. This can include the extended family of an individual- uncle, aunt, cousins, and so on. But this category not only concentrates on the social support but also the role of God (super-natural power) in their transformational phase. Participant 1's understanding to the social support he received "My changes in life was comparatively smoother than those who weren't exposed to work life earlier and my internship programs at college helped me and also my upbringing has helped me with my parents supporting me in what I do. Especially learning from my aunt about how to handle the maid and their problems."

The participants learn something new from their family members and also as one of the participant does, she looks for God in her family member, "God for me is my father and it was his blessing on me to reach at this level which made me the happiest soul." (Participant 4) While participant 1 shows high belief in God when he says, "God is the most important part in my life; I believe in his works and know that whatever is happening with me is for my good. His presence has made me what I am today. There were a lot of times when I felt lonely and helpless but just held on to his hand and walked through it." He also mentions how his friends increased support has helped him perform better at work, "as I mentioned that in the initial stages of work there was one week when I couldn't perform well, at that time when my friends gave me that support it increased my confidence level."

Two of the participants strike a balance between God's influence and the social support they received stating "Some believe only God has the Ability to Change human Life" and " and some believe one thought which goes as - God Helps those who Help themselves" they attribute the change and its importance to God's grace. Few participants also feel that the support they received was not any different when working or at school, "This has no change I still receive the same support from them even now." (Participant 4) even participant 5 says "Before – Some of the friends were supportive; others were not because of the radically different lifestyle. After – Same as before". Participant 5 being a non-believer in existence of God says "I don't believe in god. No influence."

These responses give a an overview of the picture to the researcher about the social support aspect of this category due to the various responses also God's role in their transition. It also emphasises on other people like teachers, mentors at work are some factors that help in the upbringing during this phase.

Role of emotions

Having understood social perspectives and other internal and external factors influencing an individual's transition, this category looks into the broader perspective of the emotional side of the effect on transition. It focuses emotional quotient, being a very important in understanding the clear responses of each participant.

Participant 1's response "So things I learn when I have started working have a tremendous outcome in learning for me. So I have become emotionally strong too." Shows how the emotional part of an individual plays an important role in their transition. "Yes. Responsible, positive thinking, self motivation and accepting even the worst situation of times with a smile." (Participant 2) indicates her positive response to the situations and how she wants herself to be emotionally stable by smiling at every worst situation also. Participant 4 thinks she needs to improve emotionally because she speaks than think first, "No-I react too quickly before thinking."
Hence this category helps the researcher understand how the participants have learnt to deal with emotions. And a good amount of understanding of self's emotions.

Personal perception about change

This category focuses on the participant's thinking and understanding of self and the change they are going through. It can show a sense of responsibility and independence and strategies used to respond to challenges.

Participant 5 feels "I'm a lot wiser now, and a little narcissist but not self-destructively so. And this is after years of transition from one thing to another. Work is not the first big change I've experienced." It explains that she feels her big change is her entering work environment and also indicating her personal perception about change. One of the participants out of the five is unsure of the change being good or bad and she can not really explain her views about change when she says, "Have Seen Changes in various stages of life mentally, emotionally."

While participant 3 attributes this change to a learning experience to her difference in response, "Learned to respond than to react to people / situations." She also says," Have become a capable leader." Which indicates her experience of becoming a good leader. Some of the participants feel that they took long time, but the happiness and the pride they got was comforting. While participant 1 says that for him life is like a learning platform where he gets to experience new things, "I have changed for the good and always believe that experiences in life teach you something new for a reason and the earlier you learn it is better for your growth. I have hence learnt many things from all these challenges my life threw at me."

The participants feel responsible for their own actions and proud that they are serving their houses in some way or the other, this is understood by participant 1's response "I am responsible for my actions now, though I got the support when I was not an employee and now that I am one. The difference that I feel is that before I started working my responsibility was to do well in exams and things like that but now when I have started working I am a responsible earning member for the family and it feels great to contribute towards my house."

Hence the perception about self and the changes that come along with the transitional phase is explained under this category. Many have learnt good abilities to question their senior colleagues if there is a problem and while the others have understood the change being a positive one.

Working environment for a fresher at work

This category focuses on the requirement by an individual at work who just joined work, in other words qualities required by a fresher at work.

Participant 3 feels there should good enthusiasm towards work and the individual should plan for more realistic targets. While participant 4 and 5 feel the individual should have good levels of confidence, positivity and have basic general knowledge. These responses explain how these participants know out of experience what is required by a fresher at work.

While participant 2 speaks about the balanced attitude and patience being a prime quality to learn work under any circumstances, also he should be able to confront any situation. Hence, the responses by the participants direct to the various factors required by a fresher at work.

Hindering factors at work

These are the factors that may cause a problem in the process of the individual's smooth process of learning at work. This category concentrates on the various reasons why a participant loses out on the routine work experience.

Participant 5 feels both internal and external factors have some effect on her work experience, "Internal – I want to go build a cob house and have a small garden to grow vegetables for my kitchen, and find a way to make a living out of it. It is very much possible and I know this from live examples personally; but I'm not mentally prepared to sort of drop everything and take off, just yet. So even though I'm at work worrying about packages and stories and what not, I know there's no point to any of it. External – EVERYTHING." She gives an example indicating how mental preparation is important to start working and it being an internal factor it cannot be taught by someone other than the self.

Motivation keeps dropping down and that is the major internal factor that hinders her work experience while some family problems are the external factors causing a not so smooth journey. (Participant 4) But participant 1 has good clarity in understanding the requirement at work what his hindering factor is when he says, "For me the only factor was time. But I somehow got an alternative to it so my work experience is not hindered anymore. The taxi wala idea was the only thing that helped me out. I also feel sometimes when you don't have a good mentor during your initial stages at work then you might either take long time to adjust or just get frustrated."

Participant 3 is just stating some negative factors hindering her work experience, "Low Self Confidence, Lethargic, Concentration towards work and Communication Abilities."

While the other participants lack of ability to speak out for themselves or even when they cannot express themselves at the work place causes many problems in their progress of working.

Conclusion

The interviews show that most of participants have undergone a smooth transitional phase while the others faced little hindrance in the process and there being differences in the way they perceive transition as. Some of the participants' statements seemed to be on a very surface level with the self and the work environment or lifestyle. All the participants seemed to have knowledge about what transition is but for some it was just a change while the others interpreted their changes during the phase.

Interesting findings from these interviews was that the participants had a good understanding of the self and their emotions, also being very well aware of the personality changes that occur during the phase. It also emphasises on other people like teachers, mentors at work are some factors that help in the upbringing during the phase. Through the various responses we also understand that the participants are not only taking responsibility at work place but also acknowledging the importance of work.

The research did help the researcher understand the various factors that could effect or help in an individual's transitional experience from the student life to work life.

V. Summary and Conclusion

The aim of the research was to understand the holistic experience of the transitional phase. The objectives of this research were to understand the experiences of students during the transition phase, changes the students go through when they enter the first job, strategies used to pass through that phase and understanding the support system received.

A qualitative research design was used to gather data on a sample 5 participants from the general population and convenience sampling technique was used, being a non probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The tools used in the research was a semi-structured interview schedule and the data was analysed using content analysis technique.

Major Findings

The researcher found that one can see that the process of transition is clearly understood being it a process of transforming from one phase to another, individual difference may occur due to the perception varying from individual to individual.

It was also found that the transformation in personality of the self and it interprets the change in lifestyle understanding the duties towards the family and knowing the difference between being at college and work. The researcher understands from the responses that internal factors are attributed that could influence the change. The responses also infer an understanding of the external factors that could affect the individual's transitional phase.

Striking a balance between spending and earning was seen as an important requirement for financial independence. The researcher also interpreted from the responses the value of money is well understood. The influence of work and how it changes the participants in various aspects. Major influence of work on an individual which can include learning new skills or even multi-tasking was also found.

Family's active role in the transition, this category concentrates on the family's role in the transitional phase and what the participant's understanding is about their family's support during the phase. The responses

also helped the researcher understand the difference in experience when they were at school or their colleges and when they are at work. It gives a varied idea of the difference in the perception of different participants.

The researcher also found responses give an overview about the social support aspect due to the various responses, also God's role in their transition. It also emphasises on other people like teachers, mentors at work are some factors that help in the upbringing during the phase. The category of role of emotions helps the researcher understand how the participants have learnt to deal with emotions. And a good amount of understanding of self's emotions is indicated.

Implications

        This research like any other research can be implied in various situations and circumstances some of which include the organisational set up, educational set up, government set up. The organisation can use this research to understand the transitional process which will help them select or train the employees accordingly.

        In the school set up the research can be implied to interpret the students , government implement policies productivity of economy, individual understanding.

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