

Filipino Seafarers Career Transition: Basis for Career Change Framework

Evangeline D. Ortiz^{1*}, Ms. Reymarie A. Lobo²

Claro M. Recto Academy of Advanced Studies Lyceum of the Philippines University – Cavite

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.1014MG0149>

Received: 01 July 2026; Accepted: 06 July 2026; Published: 20 July 2026

ABSTRACT

This study explored the career transition experiences of Filipino seafarers who shifted from seafaring employment to land-based professions. Specifically, examine the demographic profile of the participants, determine the most common reasons for the career transition, identify the reasons that motivated their career transition, and discover the challenges encountered during the transition process. Exploring the transition experience through the lens of Schlossberg's Transition Theory and, more specifically, providing insights into how the participants' transition experiences were shaped by the 4S system: Self, Situation, Support, and Strategies, and developing a career transition framework grounded in the integrated findings. To answer the research problem stated, the study utilized a Sequential Transformative Mixed Method Design, participated in by 26 former Filipino seafarers who had successfully transitioned to land-based careers. A survey questionnaire was used to gather the needed data for the study, which contains a series of questions that were vital in testing the validity and reliability of the results. An interview was also conducted to gather more detailed views and experiences of the participants. Descriptive statistics were used to analyze the quantitative data, whereas thematic analysis was employed to identify emerging qualitative themes. The findings revealed that the primary reasons for the career transition of the participants were the desire to achieve work-life balance, secure and stable employment, career fulfillment, and stronger family relationships. While, the greatest challenge seafarers faced during career transition was adjusting to a new role and uncertainty during the transition process. The qualitative findings further demonstrated that successful career transition was shaped by the interaction of the four dimensions of Schlossberg's Transition Theory (Self, Situation, Support Strategies). The Self dimension reflected personal readiness, commitment, and openness to change; Situation highlighted role adjustment, career opportunities, and uncertainty; Support emphasized the importance of family, faith, and institutional assistance; moreover Strategies included career planning, continuous learning, financial preparedness, and adaptive coping mechanisms. The findings of the study led to the development of the Filipino Seafarers' 4S Career Transition Framework, an evidence-based model that contextualizes Schlossberg's theory within the lived experiences of Filipino seafarers transitioning to land-based careers. The framework provides practical guidance for government agencies, maritime organizations, educational institutions, and shipping companies in designing comprehensive career transition and reintegration programs that promote career adaptability, successful workforce reintegration, career stability, and long-term professional development.

Keywords: Career Transition, Support System, Self, Situation, Strategies

INTRODUCTION

Background of the Study

The Philippine government has hailed Overseas Filipino Workers (OFWs) as “New Heroes” (Bautista & Tamayo, 2020). According on the Philippine Statistic Authority survey in 2019, the number of Overseas Filipino Workers (OFWs) who worked abroad was estimated at 2.2 million from April to September 2019 (PSA 2020). The data on deployed workers include seafarers, who account for 20 to 22 percent of all Overseas Filipino

Workers (OFW). For the past few decades, Philippines is known to be the leading supplier of seafarers in the global shipping market which occupied about 20 percent of global share (Kumar 2018).

However, the predominance of Filipino nationals has diminished over the past years for various reasons (Petra, 2017). According to preliminary data from The Manila Times, the deployment of Filipino seafarers has decreased by more than 100,000 for the year 2018 (Raffy A, 2019). Seafarer deployment hit 337,502 from January to December 2018, down by 111,961 compared with the deployment of 449,463 from January to December 2017; data was based on the initial report by the Philippine Overseas Employment Administration's (POEA) planning department (Raffy A. 2019). In the past, seafaring was considered a life-long occupation offering hierarchical advancement and job security. Nowadays, despite the hierarchical structure of the work division and roles on board, the attitude towards the longevity of the seafaring career has shifted, and it is no longer considered to be a 'job for life' for most individuals (Baum-Talmor 2018).

Constant and unexpected shifts characterize the contemporary world of work. Consequently, jobs are less stable and predictable, and frequency and complexity increase in job transitions (Masdonati, Fournier, & Lahrizi, 2017). In the rapidly changing world of work, workers will no longer expect to hold one lifelong career (Ahn, 2016). Research has found that individuals are making more transitions, more frequently across the boundaries of occupations, industries, organizations, functional areas, countries, and the labor market (Sullivan & Ariss 2019). Transition is a process that takes place over time rather than at one point, and every transition begins with an ending (Barclay, 2017). When transitioning from a seafaring profession to a land base career, seafarers may experience many uncertainties. Schlossberg posited that those in transition experience a significant life disturbance that demands a tremendous amount of adaptation (Barclay 2017).

Furthermore, according to the article published by Career Research, Career transitions have often been described in the professional literature as "difficult" and even "traumatic" life events. Irrespective of the specific type of change involved, transitions often require ways of coping with unfamiliar environments and unexpected situations (Derrick, 2019). Adult transition is often stressful and challenging yet, presents growth opportunities (Catherine C. 2017).

Despite the accumulating knowledge regarding career transition from various literatures, there have been limited studies about Filipinos transitioning from seafaring profession to a land base career, and more remains to be learned. Exploring the career transition in the context of seafarers makes the study novel because the occupation is ideal for financial opportunities. This study addresses the lack of research evidence on the Filipino Seafarer's change to land base career. Discovering the seafarers' career transition experience would cover a wide variety of resources and strategies to help seafarers manage the transition process better.

Given the backdrop, the researcher was motivated to investigate the career transition experience of Filipino seafarers to guide Filipino seafarers who are planning to change their seafaring profession to a land base career shortly. This study attests that giving importance in proper career change planning will help the career transition experience manageable and successful.

Statement of the Problem

This study aimed to determine the most common reasons for Filipino seafarers' career transition to land base career and explore the strategies used in their transition process. Four (4) research sub-questions were formulated to guide further the study that aligns directly with the four critical components of the theoretical framework: (Self, Situation, Support, and Strategies). The four research sub-questions are described below:

1. What is the demographic profile of the participants in terms of;
 - a. Age;
 - b. Civil Status;
 - c. Educational Attainment;
 - d. Number of years as Seafarers;
 - e. Current Employment; and

- f. Number of years in the land-based profession?
2. What reasons triggers the participants to embark on a career transition?
3. What were the challenges faced by the participants during their career transition journey?
4. What are the participants' transition experiences shaped by the 4'S system: SELF, SITUATION, SUPPORT and STRATEGIES?
5. What Filipino Seafarers' career change model may be proposed?

THEORETICAL FRAMEWORK:



Figure 1. Transition Theory – Nancy K. Schlossberg

Source: The Transition Framework: The Individual Transition (From From Community College Faculty to Dean: Using Schlossberg's Transition Theory 2019 p.42).

The theoretical framework utilized for this study was the Schlossberg's theory of transition. It provided a critical lens for analysis and understanding of unique transitional experiences among Filipino seafarers. The theory was first developed to understand how adults experience growth. According to Schlossberg, changes may be categorized as anticipated, unanticipated, or even nonevent. Adjusting to the effects of the transition is considered to be a process. Filipino seafarers' career change may result from a planned personal growth and development decision or a sudden career transition. These often involve a sense of crisis like being fired or demoted or sudden illness, and nonevents which means seafarers has planned and expected the change, but do not materialize, for instance, a seafarer's planned to start own business at age 40, but was not able to do so due to financial limitations. Schlossberg emphasized the importance of recognizing the nature and context of the transition since the role of perception is vital as an individual goes through the transition to determine the impact, type, and context of change (Derrick 2019). Nancy Schlossberg wrote that her model is a mechanism for "analyzing human adaptation to transition" (Derrick, 2019. p40). Understanding how Filipino seafarers respond to their environments and the transformations in behavior, relationships, and self-assumptions during adjustment periods to new circumstances will help effectively manage the transition.

The series of phases an individual moves through was described by Schlossberg et al. as "moving in," "moving through," and "moving out" (Musamali, 2018). This can be applied to the seafarer as they go through the process of moving in, moving through, and moving out in their career change process. Schlossberg's transition model

also provided a detailed approach to assessing variables and factors that influence transitions. The model described how the 4S system (Situation, Self, Support, and Strategy) could be utilized to examine an individual's potential assets and liabilities in coping with transitions (Boyd-Sinkler et al., 2019). Using Schlossberg's theory as a framework, each Filipino seafarer can approach change with resources available for managing change and, specifically, utilizing the 4S system (Situation, Self, Support, and Strategy). It helps determine Filipino seafarers' potential assets and liabilities in coping with transitions. The ability of Filipino seafarers to cope with a transition such as a change career to land base experience will depend upon their resources in each of these four areas.

Conceptual Framework

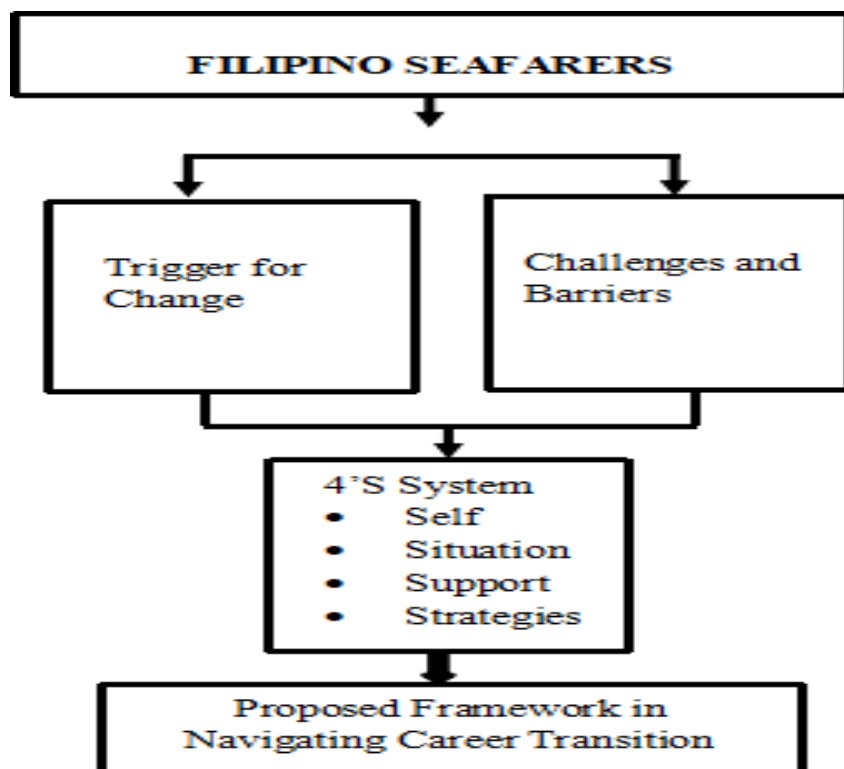


Figure2. Conceptual Framework

Figure 2 shows the paradigm of the study. Schlossberg delineated three main phases of a single transition: (1) approaching transitions, (2) taking stock of coping resources, and (3) taking charge (Boyd-Sinkler, et al., 2019). The first piece of the framework was approaching transitions. The researcher explored and focused on the understanding more about the Filipino seafarers' demographic profile and their underlying experiences. The underlying knowledge of Filipino seafarers can be a primary reason that triggers their decision to look for an alternative career ashore. The researcher investigated the challenges the participants encountered during the transition process. After the underlying seafaring experience is fully understood, the framework's last piece is an individual taking stock of coping resources that may help manage through a transition. In this stage, the researcher explored the capacity of the Filipino seafarers' who transitioned to land base careers through the lens of the Four S's in Schlossberg's transition theory. Schlossberg's theory describes four factors influencing an individual's ability to cope with a transition: Self, Situation, Support, and Strategies (Derrick, L. 2019). It was necessary to explore participants' self-awareness and level of optimism to find out what Filipino seafarers' psychological resources can convey to help manage the transition. Situation factors, what trigger, timing, control, expected duration of the transition, and the Support system is an equally important factor that helps Filipino seafarers increase their ability to manage career transition. The researcher dug deep into what support systems were accessible to mobilize the resources necessary to share or lessen the stress of Filipino seafarers during their transition process. And finally, the exploration and identification of coping strategies used by the Filipino seafarers in their transition to a land base career. Filipino seafarers have both assets and liabilities throughout

the transition process. Assets may outweigh liabilities, making transition adjustment easy, or penalties that may outweigh assets make the transition even more challenging to manage.

The third and final phase of the transition process was “taking charge,” Schlossberg explains, is when people end one series of transitions and start to look forward to the next thing. It represents completing a smooth and solid transition to the next part of life (Susan B. 2017). Wherein, in this phase, guided by Schlossberg Transition Theory, existing related literature, and the analysis result from the gathered data, the researcher proposed a Filipino Seafarer’s Career Change Framework that may be used by Filipino Seafarers who wish to change careers in the future to manage their career transition process better.

Scope and Limitation

The primary purpose of this study was to determine the most common reasons for the career transition of Filipino seafarers to land-based careers and explore the strategies used in their career transition process through the lens of Schlossberg's Transition theory. This study was limited to twenty-six (26) Filipino seafarers as participants who transitioned from the seafaring profession to any land-based career with at least five years in their current job. Additionally, not all types of seafarers were represented in the study, which may be a limitation, though the criteria for this study were not limited to specific types of vessels.

METHODOLOGY

In this study, the researcher used a mixed method to determine the most common reason for the career transition of Filipino Seafarers to land-based professions and strategies used in coping with the change. Mixed methods research is the type of research in which a researcher combines elements of qualitative and quantitative research approaches for the general purposes of breadth and depth of understanding and corroboration (Johnson et al., 2007, p. 123; Schoonenboom & Johnson, 2017). Likewise, Sequential Transformative Design is a mixed method design that appeals to individuals with a solid quantitative background or from fields relatively new to qualitative results. Bhandari (2020) defined qualitative research as a type of social research that gathers and analyses non-numerical data that involves people's experiences in their natural settings. At the same time, quantitative research focuses on collecting numerical data and generalizing it over a group of individuals to describe a particular phenomenon that has been collected through surveys and questionnaires using computational techniques. It also describes the methods of explaining an issue or phenomenon through gathering data in numerical form (Apuke, 2017). The first, second, and third research questions were addressed using quantitative data collected via online survey questions. In contrast, the fourth question was addressed qualitatively through semi-structured online interviews with twenty-six (26) Filipino Seafarers who transitioned to land-based careers.

Participants of the study

The total number of participants in this study was twenty-six (26) Filipino Seafarers. The researcher used the following criteria in identifying the participants who completed the survey and interview. a) Must be a Filipino seafarer who transitioned to any land-based career; b) Must have at least five years in sea service; (c) Must have at least five years in the land-based career; d) willing to participate in the focus group discussion and interview schedule; e) regardless of gender. In light of this, the purposive sampling method will target Filipino seafarers who experience challenges, adversities and failures, health-related struggles, frustrations, and other interpersonal and career factors that may fit as desired participants of the study.

This study used snowball sampling. The snowball sampling method begins with a convenience sample of an initial subject (Etikan et al., 2015). This is further elaborated in a study by Heckathorn (2011), which stated that the initial issue serves as "seeds," through which wave one subject is recruited; wave one subject in turn recruits wave two subjects, and the sample consequently expands wave by wave like a snowball growing in size as it rolls down a hill. From the statistical perspective, the snowball sampling technique is a non-random sampling strategy that depends on the referrals of the respondents that were initially gathered to recommend other people who they feel have the characteristics of interest required by the study (Johnson, 2014). Furthermore, this sampling technique aids in filtering members of a population concerning the study's target attributes (Bhat, 2018)

Research Approach

Part of the researcher's approach was descriptive phenomenology to describe the career transition experiences among Filipino Seafarers who transitioned to a land-based career and to determine the most common reason for the career change. The phenomenological approach was defined by Neubauer et al. (2019) simply as an approach that attempts to discuss the importance of a phenomenon through the perspective of those who have experienced it by describing how and what was the participants' experienced it. Moreover, the rich and complex source of unspoken meaning associated with being and experiencing shapes an individual's understanding of their life world (Anthony W., Jennie B., Martin C. 2017). The researcher formulated two sets of self-made questionnaires, one for the online survey and the other for the semi-structured interview. The interview questions and survey were presented to the thesis adviser, panelists, and statistician for validation and reliability. The online survey was interpreted using the appropriate statistical treatment while the interview was recorded and transcribed. The researcher took notes and coded the collected data; then, the researcher created a theme to identify each repeating and most common pattern among the collected data. Furthermore, the results of the study were not based on the judgment of the researchers but were based on the development of the interpretation of the study. In data analysis and integration, the quantitative and qualitative are analyzed separately then the two databases was integrated connecting quantitative results to qualitative collection. The quantitative result was then used to plan the qualitative follow-up. In interpretation stage, reporting of quantitative then qualitative for the second phase then employs a third phase: How the qualitative findings help to explain the quantitative result.

Data Gathering

Data was gathered sequentially in two phases. The first part of the data gathering was utilized through an online survey sent to the participants' email addresses. The questionnaire was the primary tool for data gathering. The questionnaire was piloted with two people to test for clarity as well as fitness for purpose. They took into consideration the feedback provided by those who showed the questionnaire. The questionnaire was sent to the participants and was asked for information on participants' demographic profile, underlying seafaring experiences, reasons for career transition decisions, what motivates and triggers the participants to transition from seafaring to land-based profession, and the challenges encountered during the transition. Most questions were asking for responses that were handled in a simple quantitative way.

During the second part of the research, the researcher utilized semi-structured interviews; in this part, the transition experienced using the 4'S system in the Schlossberg transition theory was explored. They were tackling how the 4'S system shaped the participants' career transition process: Self, Situation, Support, and coping strategies in a more in-depth manner. The interviews were semi-structured to allow for more detailed data to be collected. The researcher first asked permission from the selected participants for the discussion through a personal letter and informed consent, which was emailed to them for approval; the interview was scheduled based on their availability and done through voice or video call via the zoom platform.

Research Instrument

Five (5) experts validated the self-made questionnaire: statistician, panelist, thesis adviser, career transitioned professional, and DOLE or OWWA representative. The experts must possess one of the following qualifications: (1) A professional statistician; (2) Must have a Doctoral unit or Doctor's Degree holder; (3) have a Professional achievement, and (4) must have experienced career transition. The researcher wrote a letter to the experts seeking to validate the self-made questionnaire. The researcher provided a copy of the questionnaire and the validation tool, i.e., relevance of each item to the study's objectives, clarity of the language, and correctness of the sentences, to validate a self-made questionnaire. Finally, the researcher tests the validity and reliability of the said questionnaire. The online survey tool, developed for this purpose, was distributed to selected Filipino seafarers. A nominal scale was created in choosing the profile, and a 5-point Likert scale was used to identify their challenges and reasons for career transitions.

Part I – Part I – A self-compiled questionnaire consisted of items that gathered information on the seafarers' profile in terms of age, civil status, educational attainment, number of years as seafarers, current employment

status, and number of years in the Land-Based Profession. This identified whom to include and exclude in the study.

Part II – The instrument used in the study was a 25-item pencil-and-paper/online document researcher-made questionnaire which measures the reason for embarking on career transition and the challenges faced during the career transition journey. The said instrument can be answered in approximately 10 minutes. It is only applicable to be administered to seafarers. The participants were given five responses to choose from. The following are 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree.

To determine the score of each item is rated on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5). Negatively worded items were reverse scored, while positive scores retain, and the ratings were summed, with higher scores indicating their challenges and reasons in career transitions.

The score of each item is rated on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5). Negatively worded items were reverse scored, positive scores were retained, and the ratings were summed, with higher scores indicating their challenges and reasons in career transitions.

The researcher used quantitative and qualitative analyses to address the research questions. For the quantitative analysis, we entered all the data into an excel spreadsheet. Then, the mean scores (M) and standard deviations (SD) were computed to determine the reason for embarking on career transitions experienced by Filipino seafarers. The mean score for each descriptor was interpreted using the following scheme: 4.00 – 3.25 for Strongly Agree, 3.24 – 2.50 for Agree, 2.49 – 1.75 for Disagree, and 1.74 – 1.00 for Strongly Disagree

For challenges faced by seafarers during career transition: The mean score for each descriptor was interpreted using the following scheme: 4.00 – 3.25 for Strongly Agree (Strongly Challenging), 3.24 – 2.50 for Agree (Challenging), 2.49 – 1.75 for Disagree (Least Challenging), and 1.74 – 1.00 for Strongly Disagree (Not Challenging).

The instrument reliability, sampling techniques, and statistical treatment procedures underwent pilot testing to be thoroughly examined to be suitable for the study's statement of the problem and aim. The piloting of the instrument revealed that the tool had good internal consistency (Cronbach's $\alpha = 0.91$ and $\alpha = 0.90$). In addition, it uses the Kaiser-Meyer-Olkin test, the overall (MSA = 0.633 and 0.602) indicator of the mediocre or average difficulty using exploratory factorial analysis. Exploratory factor analysis (EFA) is a multivariate statistical method that has become a fundamental tool in developing and validating psychological theories and measurements. In Bartlett's test, the significance level is less than 0.5 with a p-value of $< .001$.

Ethical Consideration

First, the researcher sought the approval of the school to conduct the research process. Upon obtaining the permission, participants were asked to click the consent that adheres to ethical regulatory standards of LPU-Cavite. Beforehand, the researcher ensures that the instrument and the purpose of the study would not harm the participants in any way or form. The device would have to be tested under the principles of research ethics. And as the standard stands, the researcher (1) must not harm the participant, (2) obtain informed consent, (3) protect all information from participants at all costs, (4) avoid deceptive practices, and (5) provide the right to withdraw from the study. After which, the participants were oriented on the purpose and procedures of research; whom to contact in case of any inquiries about the research or participant's rights, the incentives they may receive for their participation, how to revoke consent, the possible events or factors that are to be expected that affect their participation, the benefits they gain, the responsibilities of the researcher to participants, the responsibilities of the participants to the researcher, and the limits of confidentiality and anonymity. In addition, if the participant finds some questions uncomfortable, embarrassing, and personal, they may skip or not answer them. To secure secrecy, no specifically distinguishing personal data will be utilized. Nobody will have the capacity to know what the participant survey reactions are. The outcomes may be used as a part of exploration and presentation, yet participants' names were not utilized. The participants' information during the activity was treated with great confidence. Also, this activity and all information acquired were used for educational purposes only.

The most suitable method for this research was the interview. The needs and motives of this research have led us to investigate through individual experiences by shaping an interpretative perspective. Qualitative data adopt three types of interviews: unstructured, semi-structured, and structured. An unstructured interview refers to a free talk between the interviewer and the respondent; in the semi-structured one, an interview schedule is designed beforehand to get to know specific information, which is compared with another interview; and a structured one follows a series of established questions (Dawson, 2007). It was considered that this research needs to collect particular information to answer the research question.

Data Analysis

The study utilized a qualitative study using Interpretative Phenomenological Analysis (IPA) to understand participants' subjective realities through personal interpretations of their lived experiences and the meanings they attach to these experiences. The process of building themes and variations of the meaning of the data. The final written report has a flexible structure. This honors the inductive style of method that focuses on the participants' personal meaning and situated context. In this approach, meaning is central, or the aim is to try to understand the content and complexity of those meanings rather than measure their frequency. This involves the researcher's engagement and observation in interpreting the transcript. At the same time, one is capturing the idea of interest and doing justice to the meanings to learn about contextualizing the mental and social world. The study used thematic analysis to analyze the data gathered from semi-structured interviews. Caulfield (2020) defined thematic analysis as a technique to analyze qualitative data where the researchers closely probe and identify the most common themes that repeatedly occur in the data gathered. Caulfield also mentioned that it is a suitable method for knowing about people's views, experiences, and opinions from your qualitative data set, like interview transcripts. In this study, the data gathered from the interview was recorded and transcribed, where the researcher took notes and coded the collected data. Verbatim quotes were included to keep the flavor of the original data. Next, a theme was designed to identify each repeating pattern among those data to identify the most common reasons for the career transitions of Filipino seafarers to land-based careers. The study also used descriptive analysis to investigate the results of the online survey conducted by the researcher. Descriptive research is employed to summarize collected data more simply for the patterns which emerged during a study that was used to measure or simplify a significant amount of information in a very sensible way (Trochim, 2020). The two data sets were merged by bringing the individual results together through interpretation.

RESULTS AND DISCUSSION

Demographic Profile of the Participants

This section presents the frequency and percentage distribution of the profile of the twenty-six (26) seafarers who experienced challenges in terms of career transitions and the reasons why. It includes age, civil status, educational attainment, number of years as seafarers, current employment status and number of years in the Land-Based Profession.

Table 1: Demographic Profile

Demographics	Segmentation	Frequency	Percent
	41-45 yrs. Old	11	42.30
	46-50 yrs. Old	7	26.90
	51 and above	4	15.40
	36-40 yrs. Old	3	11.50
	26-30 yrs. Old	1	3.80
	Total	26	100
Civil Status	Married	22	84.6
	Single	2	7.70

	Separated/Divorced	1	3.8
	Widowed	1	3.8
	Total	26	100
Educational Level	Bachelor's Degree	21	8.80
	Post-Graduate Degree	2	7.70
	High School Graduate	1	3.80
	Some College/No Degree	1	3.80
	Associate Degree	1	3.80
	Total	26	100.00
Years as Seafarers	9 – 12 years	10	38.5
	5 – 8 years	7	26.9
	13 – 16 years	4	15.4
	17 – 20 years	3	11.5
	21 years and more	2	7.7
	Total	26	100
Current Employment Sector	Business Owner/Entrepreneur	7	26.9
	Education	5	19.2
	Entertainment/Leisure Sector	3	11.50
	Health and Wellness Sector	3	11.50
	Administration Services	2	7.70
	Casino and Hotel	2	7.70
	Food and Beverage Sector	1	3.80
	Accommodation Sector	1	3.80
	Human Resources	1	3.80
	Pastor	1	3.80
	Total	26	100.00
Years as Seafarer	5 – 8 years	14	53.8
	9 – 12 years	6	23.1
	13 – 16 years	3	11.5
	17 – 20 years	3	11.5
	Total	26	100

Table 1 shows that out of twenty-six (26) participants, eleven (11) belongs to the age range of below 41 – 45 years old, seven (7) belongs to 46 – 50 years old, and four (4) belongs to 51 and above, three (3) belongs to 36 – 40 years old and one (1) belongs to 26 – 30 years old. It shows that most of the participants belong to the age range between 41 – 45 years old. The assumption of entering age of seafarers and gaining experience is in the age range of 25-29 years old. Still, the active seafarers that work in maritime and other industries are from the age group of 35-50 years old (Gailitis, 2022). This emphasized the experience of the seafarers in terms of planning and decision making.

Regarding the civil status of the participants, twenty-two (22) participants were married, two (2) were single, and one was separated and widowed. It shows that married have a more significant number compared to other statuses. According to Manalo et al. (2016), mainly seafarers join the industry to earn a lot of money because

the salary of those individuals working on board differs from the pay of land base workers. Most seafarers join the initiative to cover their expenses, especially those who have family or are married.

In terms of the educational attainment of the participants, out of twenty-six (26) participants, twenty-one (21) participants have their Bachelor's degree, two (2) finished/taking their post-graduate degrees, and each from high school and no degree. It shows that majority of the participants had completed their Bachelor's degrees. Philippine maritime education consists of a four-year college degree, three years of classroom schooling, and one-year shipboard cadetship training. Also, it includes a variety of short courses and training that update the competencies of seafarers, career development promotion, and qualifications on board (Porley, 2021). This idea presented that the more the seafarers engaged in professional development, the more they had options to choose from regarding career development planning.

In terms of the number of years as seafarers, out of twenty-six (26) participants, ten (10) are 9-12 years as seafarers, seven (7) are 5 – 8 years as seafarers, four (4) are 13 – 16 years as seafarers, three (3) are 17 – 20 years as seafarers, two (2) are 21 years and more as seafarers. It shows that most of the participants are between 9 and 12 years old. Being in a maritime industry creates career opportunities and financial stability. Correspondingly, career security is one of the reasons why being a seafarer is an appealing job (SHM, 2019). Still, some tradeoffs were seen regarding health implications, workload, and not being with their families for a long time.

The table 2 also shows that out of twenty-six (26) participants, seven (7) are Business owners/Entrepreneur, three (3) are in the field of health and wellness and leisure sector, two (2) are in the admin services, casino and hotel, and one (1) for accommodation, food, and human beverage resource and pastoral service. It shows that most of the participants are Business owners/Entrepreneurs. Outside the maritime industry, many seafarers aim to establish their own business, continue professional education, obtain well-paid jobs in private companies and education sectors, pursue independent hobbies, and try to create a career in different fields (SHM, 2019).

Table 2 also shows the demographic profile of the participants in terms of Number of Years in the Land-Based Profession, out of twenty-six (26) participants, fourteen (14) are 5 – 8 years in the land based profession, six (6) are 9 – 12 years in land based, three (3) are 13 – 16 years in land based, then three (3) are 17 – 20 years in the land based profession. It shows that most participants are between 5 and 8 years old. A particular stage in seafarers' career makes them leave to landside jobs due to externalities like becoming married, beginning a family or being concerned about aging parents (Ceasar et al., 2020). Generally, these characteristics suggest that career transition was undertaken after achieving substantial professional experience and financial stability, and these characteristics presented an important context for understanding the participants' transition experiences discussed in the succeeding sections.

The Reason of the Participants Embarking on Career Transition and Triggers the Transition

Table 2: The Reasons for Career Transition Decision

Criteria	Mean	Interpretation
R7. I want to have more time for self, family and loved ones (work-life balance).	3.85	Strongly Agree
R10. I want a job that is more secure and stable.	3.58	Strongly Agree
R1. I planned my career change.	3.35	Strongly Agree
R11. I want to have more control over my schedule & work hours.	3.27	Strongly Agree
R5. I was looking for a perfect culture match that makes work more enjoyable.	3.23	Agree
R6. I was looking for a significant role in the world or pursuing my sense of calling.	3.19	Agree
R8. I want a job/role that is more mentally stimulating.	3.15	Agree
R4. I aimed for better salary and good benefits	2.92	Agree
R3. My career change was influenced by sudden situation (health, family, etc.).	2.88	Agree

R13. I am no longer passionate about seafaring job.	2.69	Agree
R12. The technology or other competition has made my original career choice less desirable.	2.46	Disagree
R15. My job responsibility onboard was too stressful.	2.31	Disagree
R14. I am no longer satisfied with the management /leadership.	2.12	Disagree
R2. My career transition was a sudden change due to company's decision.	1.96	Disagree
Grand Mean	2.95	Agree

Note: For interpretation, the following remarks apply to mean interval: 4.00 – 3.25 for Strongly Agree, 3.24 – 2.50 for Agree, 2.49 – 1.75 for Disagree, and 1.74 – 1.00 for Strongly Disagree.

The study investigated seafarers' reasons for embarking on career transitions and the triggers that shift. Specifically, Table 2 identifies the certain factors and extent of reasons for the seafarers to have a career change. Table 2 presents the mean scores, standard deviation, and verbal interpretation for the following domains of factors in career transition. Overall the seafarers scores Agree ($\bar{x} = 2.95$, $SD = 0.621$). More specifically, the ultimate reason is in the aspect of work-life balance, predominantly in the statement I want to have more time for self, family, and loved ones ($\bar{x} = 3.85$, $SD = 0.613$) which were interpreted as Strongly Agree. In other areas, statements like I want a job that is more secure and stable ($\bar{x} = 3.58$, $SD = 0.902$) and I planned my career change ($\bar{x} = 3.35$, $SD = 1.108$) were the second reasons why they want to have career transitions. In the area of the least reasons, statements corresponding to My career transition was a sudden change due to the company's decision ($\bar{x} = 1.96$, $SD = 1.038$) were interpreted as Disagree. Furthermore, I am no longer satisfied with the management /leadership ($\bar{x} = 2.31$, $SD = 0.909$), and My job responsibility onboard was too stressful ($\bar{x} = 2.12$, $SD = 1.050$) were added to the list of least reasons.

The influence of the seafarer's family can be the possible reason to leave the maritime occupation. Due to long periods at the sea and separation from home, family and friends will lead to a decision that they need to focus more on their personal lives. The assumption of a connection between high staff turnover and long periods away from home calls for an attempt to shed light on the relationship between seafarers' family situation and commitment. With this notion, social isolation was found to be a significant issue for a seafarer. Moreover, long working days, separation from the family, and higher stress make the situation problematic for seafarers (Soeharto et al., 2019). This finding indicates that participants reassessed their personal priorities before leaving the maritime profession. The finding reflects the **SELF** dimension within Schlossberg's Transition Theory, where individuals evaluate their personal values, life priorities, identity, and readiness before making a career decision. Likewise, the preference for a more secure and stable occupation represents the **Situation** dimension because participants considered the opportunities and conditions surrounding their career transition.

These findings reveals that the decision to leave the seafaring career was a proactive and purposeful career choice rather than a reaction to negative work experiences. This suggests that the career transition occurred when participants perceived that their current maritime profession are no longer aligned with their evolving personal and professional priorities. Though, studies have identified good pay in the seafaring profession as one of the primary reasons for choosing this career, particularly in the countries like the Philippines, UK, Ecuador and Taiwan this statement that was also confirmed by Baum-Talmor (2021). The present study, however, demonstrates that these motivations evolve over time. After sometime in their seafaring profession, participants shifted their priorities from financial gain toward quality of life, family relationships, and personal fulfillment, seafarers may leave the industry because it is a passing phase in their lives. They intend to work for a limited time until they can earn enough money to achieve their desired goals and objectives, this indicate that career motivations are dynamic rather than static. From the perspective of Schlossberg's 4S Transition Theory, these findings reflect both the Self and Situation dimensions of career transition experience by the participants. The Self dimension emphasizes how individuals evaluate their personal values, priorities, resilience, and readiness before making a significant life transition. The participants' desire to prioritize family relationships, personal well-being, and long-term career satisfaction demonstrates a reassessment of their life goals and professional

identity. Likewise, their intention to plan the transition carefully indicates self-awareness and confidence in managing the demands of a career change.

The Situation dimension is likewise evident in the participants' preference for more secure and stable employment. Rather than leaving because of dissatisfaction with management or excessive occupational stress, the participants evaluated their existing work conditions alongside changing personal circumstances, such as family responsibilities, long-term career aspirations, and the desire for a more balanced lifestyle. Interestingly, although participants sought more stable land-based careers, they generally reported satisfaction with their onboard management and did not perceive excessive occupational stress as the principal reason for leaving. This finding contrasts with the common perception that seafaring is primarily abandoned because of poor working conditions or psychological strain. Instead, the results suggest that career transition was largely influenced by changing life priorities rather than dissatisfaction with the profession itself. This observation is consistent with McVeigh et al. (2019), who emphasized that supportive work environments and psychosocial well-being contribute significantly to job satisfaction and lower turnover intentions among seafarers. Thus, the participants' decision to transition appears to represent a natural career progression in response to changing personal circumstances rather than an indication of organizational failure.

Overall, the findings demonstrate that Filipino seafarers' decisions to transition to land-based careers were shaped by an interaction between the Self and Situation dimensions of Schlossberg's Transition Theory. Their evolving personal values, readiness for change, and reassessment of life priorities (Self) interacted with changing work and family circumstances (Situation), ultimately motivating them to pursue more sustainable and personally meaningful careers ashore.

The Challenges Faced by the Participants During Career Transition Journey

The study explored seafarer's challenges in career transitions journey. Specifically, it identifies the question of why and the phenomenon they were undertaking.

Table 3: The Challenge in Career Transition

Criteria	Mean	Interpretation
C2. Adjustment in new role and social treatment which demands more patience.	2.73	Agree
C9. Fear of uncertainty.	2.58	Agree
C5. Having to work in a totally different environment than what you are used to before.	2.54	Agree
C4. Financial constraints to support personal, family, and other transition requirements.	2.46	Disagree
C10. Changes in responsibilities and workloads.	2.46	Disagree
C3. Irrelevant skills that require retraining and upgrading skills and educational background.	2.31	Disagree
C6. Lack of clear career path.	2.19	Disagree
C8. Difficulty building a new network.	2.15	Disagree
C1. Experienced difficulty looking for a career suited to age.	2.12	Disagree
C7. Lack of social support (family, friends, government, and other institutions).	1.92	Disagree
Grand Mean	2.35	Disagree

Note: For interpretation, the following remarks apply to mean interval: 4.00 – 3.25 for Strongly Agree, 3.24 – 2.50 for Agree, 2.49 – 1.75 for Disagree, and 1.74 – 1.00 for Strongly Disagree

Table 3 presents the mean scores, standard deviation and verbal interpretation for the following domains of factors pf challenges in career transition. The weighted mean of seafarers to the types and extent of challenges were Disagree ($\bar{x} = 2.35$, $SD = 0.758$). In detail, the greatest challenge that seafarers faced was adjustment in

new role and social treatment which demands more patience ($\bar{x} = 2.73$, $SD = 1.002$) and fear of uncertainty ($\bar{x} = 2.58$, $SD = 1.172$). Also, having to work in a totally different environment than what you are used to before ($\bar{x} = 2.54$, $SD = 1.104$) were one of the challenges that seafarers faced. Still, in the area of the least challenging were lack of social support (family, friends, government, and other institutions) ($\bar{x} = 1.92$, $SD = 0.891$) and experienced difficulty looking for a career suited to age ($\bar{x} = 2.12$, $SD = 1.107$).

As the result reveals, adjustment to new roles and social demands were the primary challenges in regards with the career transition of seafarers. This finding reflects Schlossberg's Situation dimension since transition required participants to adapt to unfamiliar work roles and expectations. This also indicates that transitioning from the structured and familiar environment of seafaring to land-based employment required participants to redefine their professional identities, be able to adapt to new responsibilities and acquire different competencies. The challenge was not limited to performing unfamiliar tasks but also involved managing changes in financial circumstances, educational requirements, and family responsibilities. The qualitative findings further explain the complexity of this adjustment. Participants described the transition as a demanding period that required them to adapt simultaneously to new work expectations and personal responsibilities.

As Participant 10 shared, *"The stress I encountered was the adjustment period. I don't know how to prioritize my task. It was overwhelming because I have to keep up with all the learnings and skills for my new job at the same time, managing the household as well."* Similarly, Participant 1 highlighted the challenge of returning to school to qualify for a new career, stating, *"Yung adjustment and yung mga activities and assignment sa school because I need to study again so that I can be qualified to a higher position."* While, Participant 3, adjustment also involved financial changes associated with leaving a higher-paying maritime career: *"Adjustment with low salary since working in a cruise ship is my bread and butter career and to start from scratch in a low offer makes necessary adjustments on dues and bills."*

These qualitative data demonstrate that role adjustment was not solely an occupational challenge but a multidimensional transition involving changes in work, finances, education, and family life.

Likewise, fear of uncertainty indicates the psychological demands associated with career transition and highlights the importance of adequate preparation and coping strategies. These findings were further reinforced during the qualitative interviews, where participants described role adjustment as one of the most difficult aspects of their transition. The ascribed meaning of uncertainty in career may be look into how person understands uncertainty in their own context. Fear of failures, losing progress or making the wrong choice were some of the context that seafarers may imagine if they are out in their respective field. Hanks (2018). Recent studies on adult career changes reveal that the career change is intricately connected with the individual's psychological adjustment. The process of adaptation is important to the psychological well-being of individuals who are going through (or have recently experienced) some kind of life transition, including those that are career related.

From the perspective of Schlossberg's 4S Transition Theory, these experiences primarily reflect the Situation dimension, which emphasizes how the characteristics of the transition itself including changes in roles, responsibilities, routines, and environmental demands influence an individual's ability to adapt. The participants' accounts illustrate that moving into land-based employment required them to navigate unfamiliar organizational cultures, acquire new knowledge and skills, and manage competing responsibilities both at work and at home. Furthermore, the Self dimension of Schlossberg's 4S Transition Theory highlights that personal factors play a critical role in career transition, as individual values, personality, self-efficacy, and emotional granularity influence one's capacity to adjust socially and professionally to a new career environment.

According to Hanks (2018), career transitions often require individuals to adjust to unfamiliar responsibilities and make difficult career decisions amid uncertainty. Similarly, Barley et al. (2017) emphasized that contemporary career transitions demand continuous learning and adaptability as individuals respond to evolving labor market conditions. Career indecisiveness negatively influences character traits, leading to

unhealthy career decision making behaviors that may cause further decision avoidance. (Hanks, 2018). The integration of the quantitative and qualitative findings therefore suggests that adjustment to a new role is not merely an operational challenge but a dynamic transition process shaped by the interaction of the Situation, Self, and Strategies dimensions of Schlossberg's 4S Transition Theory. Though, fear of career change is normal, careful analysis and thorough decision making may be applied to ensure the life's progress.

Transition experiences shaped by the 4'S system: Self, Situation, SUPPORT And STRATEGIES

Table 4: Self-Factors

Themes	Description	Statements
Committed Decision	A committed decision involves a change of action and the ability to stick with the decision-making process until the decision is complete	P2: "I don't want to quit working onboard and later on come back so I focused to my new role". P4: "I stay focus to my goal. I believe that challenges are there to train me and make me better. I see challenging situation as an opportunity to improve". P5: "Very committed, started to love my students and my new role as academe".
Planning carefully	Planning carefully is a detailed scheme or method enable to attain the desired goal	P1: "Yes, because I planned it ahead of time. I was the once who decided to start my career on land and start a new business" P8: "Yes, because prior quitting working as seafarer, I make sure that I equipped myself with the skills necessary to my new career".
Themes	Description	Statements
Open to Change	Open to change is allowing oneself to be a diverse individual to have different experiences	P3: Yes, I perceived it as positive. Actually I was very excited to change career, having my own business is my dream P10: I perceive it "good in a way because I can see in academe the allotted hours are flexible unlike in the cruise where it requires more time". P9: Yes, I perceive it in a positive way, in a way that I need to embrace changes and challenges in life.

Table 4 shows that the emerging themes discovered were commitment to the Decision, careful planning, and openness to change. They were **Committed to the Decision**. From the get-go, career transition will undergo a series of adjustments and transformations in seafarer's life and their family. During a career transition, emotion arises like being doubtful; some feel they have regrets, and some realize their chosen path. However, this contrasts with the experience of seafarers in this study; they understand their situation and can adjust and stand on their Decision in whatever circumstances or case they fell into. As P2 states that "I don't want to quit working onboard and later come back, so I focused on my new role." This notion says that every positive or negative Decision should be lived in the sense that this Decision is carefully determined by factors and reevaluated many times. With that sense, seafarers had arrived to know themselves more, knowing what is essential and what is needed. In addition, P4 states that "I stay focus to my goal. I believe that challenges are there to train me and make me better. I see challenging situation as an opportunity to improve". Many times, successful job changes were the ones where the current job was adjusted or changed but the person remained inside the organization. Other success stories were the ones where the person changed "within the boundaries of their innate traits and talents". Their change remained realistic and therefore feasible. Generally, focusing and being unswerving makes

life easier and meaningful. This was represented by studies that obstacles and challenges after career transitioning will be massive. Yet, this an opportunity to open many possibilities that leads to contentment (Buetikofer, 2018). As P5's experienced stated that *"Very committed, started to love my students and my new role as academe"*. Taking a new role is quite challenging and so an opportunity to grow and appreciate the career path they've chosen.

Plan carefully. One of the crucial decisions in life is career planning. This entails not just the individual but the family, future and wellbeing in which this process should be clearly examined in assessing strength and passions, options and have a clear goal. In recent literature it was proven that seafarers' reason to opt out in their career is to spend life with their families, still there are drawback in this decision that may make or break the person's life. Career transitioning is a lifestyle redesigning that often reevaluating what will you do, how you want to spend your time and how this relate to long term goals. As P1 experienced *"Yes, because I planned it ahead of time. I was the once who decided to start my career on land and start a new business"*. This decision need time and lots of reflection, it is challenging to plan for the long term and yet it helps to have a mental image of the kind of life you want to build. As stated by P8: *"Yes, because prior quitting working as seafarer, I make sure that I equipped myself with the skills necessary to my new career"*. As suggested by P8 equipping oneself in the skills needed after transitioning is essential to make this decision successful. Career shift are preparation and belief in oneself, planning ahead, and creating specific goals. Amitabh (2021) of Harvard Business Review confirmed that deciding a career transition is not a forthright decision because it entails lifestyle change as well. Hence, careful planning, rigorous thinking, and thorough self-reflection is required.

Open to Changes. Openness to change refers to an individual's level of acceptance and conscious awareness of the possibility that change may be needed across a range of situations and scenarios, together with the appetite or drive to enact that change. It is characterized by the self- invention, autonomy, ability to learn and direct the career and life. As stated by P3: *"Yes, I perceived it as positive. Actually I was very excited to change career, having my own business is my dream"*. This implies that career transitioning provides an avenue to reinvent ourselves and prioritized ourselves as well as our family. Also some changes benefit the seafarers P10: *"I perceive it "good in a way because I can see in academe the allotted hours are flexible unlike in the cruise where it requires more time"* and experienced by P9: *"Yes, I perceive it in a positive way, in a way that I need to embrace changes and challenges in life"*. Career transitioning are complex and usually a lot more as we see on the surface. Seafarers struggle in career transitioning requires careful planning and thinking how it will go, when will happen and why it should be done. Kurniawan et al., (2020) defined readiness as the maturity of an individual from the learning experience to perform certain activities or jobs. They added that readiness is the main capital for someone to do any work, that with this readiness, the maximum results are obtained.

Table 5: Situation Factors

Themes	Description	Example of Illustrative Text
Role Clarity and Expectations.	Role Clarity means that seafarers understand what is expected of them. While expectation, is an attribution of a role ought to be performed.	P1: <i>"I used to be always on the go to adapting a new life and working environment. I have to re learn the new responsibilities"</i> . P12: <i>"There was a change in lifestyle the way we spend and the everyday activities. I have to multi task being mother and doing my task at work."</i>
Re-evaluating Career Plan	Evaluating career plan is a process of identifying certain factors that is fit in seafarers desired goal.	P9: <i>"Worries and overthinking are the common stressors during my career transition"</i> . P7: <i>"Perhaps role and expectation motivates me because I would like to see other side of career and pursuing for a further study which I think the best timing for those who want to get rid of burden and hard work which I think made me realize the value of opportunity and growth"</i> .

Themes	Description	Statements
Enjoyment	Enjoyment is a sense of fun that helps people to be optimistic and resilient in life.	P8: <i>"My experience as a seafarer was a lot of fun and adventure. I've learned a lot on this job".</i> P11: <i>"The best years of my life. I enjoyed both work and life at the same time. I traveled to many places. I met amazing people from around the world. I gained a lot of experience and lessons learned"</i> P4: <i>"As a seafarer, it was indeed a very challenging life for a first timer but eventually you will get used to work, with diversify culture, it creates extensive work-related environment that established my whole being as being a strong woman. I can say that my life was full of memories (ups and down), however I have learned to handle situation conscientiously and adjust myself in every journey".</i>
Adapting to environment	The ability to adapt in specific situations in life which may impact positively or experienced challenges along in the process if adaptation	P3: <i>Adjustment with low salary since working in a cruise ship is my bread and butter career and to start from scratch in a low offers makes necessary adjustments on dues and bills.</i> P1: <i>"yung adjustment and yung mga activities and assignment sa school" because I need to study again so that I can be qualify to a higher position".</i> P10: <i>The stress I encountered was the adjustment period, I don't know how to prioritize my task it was overwhelming because I have to keep up with all the learnings and skills for my new job at the same time, managing the household as well.</i>

The participants' responses, Role Clarity, Expectations, re-evaluating Career Plan, enjoyment, and Adapting to the environment were discovered in their situation factors. Role Clarity and Expectations. Doing what you love and what you know achieve satisfaction and positive outcomes in life. **Role clarity** is the root of a strong personal image and making significant changes in a career. Seafarers in transitioning might develop the feeling of incapability, yet as long as they transition with a clear understanding of their desired goals, productivity will follow. This was supported by the statement of P1: *"I used to be always on the go to adapting a new life and working environment. I have to re learn the new responsibilities".* As the individual understand his chosen role and expectation will lead to less stress and confusion and able to move forward in their life. As P12 stated *"There was a change in lifestyle the way we spend and the everyday activities. I have to multi task being mother and doing my task at work."* Predictive adjustments will help the individual embrace life's challenges and overcome the predicament underway. In the same way, a seafarer understands their role in the field. The maritime industry requires a highly skilled and competent workforce. However, the trained and experienced workforce is lesser than the increased ship supply. Hence, a shortage in the workforce leads to seafarers filling up the jobs and fulfilling multiple roles. Some maritime schools and institutions create enormous expectations for their students who will be future seafarers and present a romanticized view of seafaring that is far from the reality of seafaring (Baum-Talmor, 2021). These statements produced knowledge about the importance of role clarity in a career, either in the transition phase or in life as a seafarer.

Reevaluating Career Plan. Naturally, seafarers welcome the idea of a career shift after years of experience on board, and it is often talked about. And the feeling of being troubled with the idea of transitioning into new careers is expected because the direction of the desired shift might be far from the usual path (Bongato, 2017). As P9 stated that *"Worries and overthinking are the common stressors during my career transition."* These

emotions may be regulated but somehow normal, especially in career transitioning, especially when thinking about the future. Thorough planning and assessments must be conducted to ensure the decision of career shift will be successful. Also, as stated by P7: *“Perhaps role and expectation motivates me because I would like to see other side of career and pursuing for a further study which I think the best timing for those who want to get rid of burden and hard work which I think made me realize the value of opportunity and growth”*. Revising goals can take time and effort, but the payoff is worth it. Goal setting requires intentional thinking and awareness on what and why this decision should be made, and the trajectory of decision that revised the goals.

Enjoyment. Several studies showed that life at sea is dangerous, stressful, boring, and depressing. And their expectations of seeing the world are different from reality (Ljung and Widell, 2014; Baum-Talmor and Sampson, 2021; Yuen et al., 2018). Though there are still seafarers who find time to enjoy and cope with some excitement while working onboard (Catindig et al., 2019; Ljung and Widell, 2014), Grey (2016) explained that the social life onboard is worse and the “fun-factor” was removed. Therefore, seafarers tend to quit their job at sea due to a lack of social life, homesickness and being away from their family, and reduced shore leaves (Raunek, 2021). As stated by P8: *“My experience as a seafarer was a lot of fun and adventure. I’ve learned a lot on this job”*. Truly in life, it is how you handle things in right perspective and optimism. Truthfully, it suggests a miserable existence in which a combination of prescriptive oversight and workforce policies has leached all the fun and laughter out of sea life. In reality, seafarers do not intend to work at sea for memories and fun but to provide for their own families and to experience a greener pasture in the future. As P11 stated *“The best years of my life. I enjoyed both work and life at the same time. I traveled to many places. I met amazing people from around the world. I gained a lot of experience and lessons learned”*. Sea life has always been set apart from that ashore, but people who live on land don’t tend to be surrounded by people they can barely speak with, such are their language or cultural differences. This make the experience challenging and fun. As P4 stated: *“As a seafarer, it was indeed a very challenging life for a first timer but eventually you will get used to work, with diversify culture, it creates extensive work-related environment that established my whole being as being a strong woman. I can say that my life was full of memories (ups and down), however I have learned to handle situation conscientiously and adjust myself in every journey”*. This experience makes seafarer’s life inspirational and admirable. With the right attitude on board and being out makes the experience worth reminiscing. At the end of the say seafarers were able to accomplished their desired goal and a bonus factor of traveling and memories in the cruise ship.

Adjustments. One of the good things about working at sea is the excellent pay compared to their homelands. Seafarers wanted a fair wage and must be ensured that they received it. In the Seafarers Happiness Index, the salary and wage levels are significant and impact every seafarer. In this way, it can be seen that seafarers’ competent salary was the expectation that made them difficult to adjust lower pay occupations. As you gain work experience and move up, your salary grows in step—at least through your prime earning years. But career paths aren’t always linear, and there may come a time in your working life when you face a pay cut. A lower salary can put significant stress on your financial life. As experienced by P3: *“Adjustment with low salary since working in a cruise ship is my bread and butter career and to start from scratch in a low offers makes necessary adjustments on dues and bills”*. Every new job or lifestyle is always difficult and even seasoned/experienced professionals admit staring over is tough. These challenges will be easier if this will be anticipated by letting go of expectations, being flexible, and ready to take new challenges. In many occupations these are the experience that should be embraced. Still, other occupation is needs further studies for new opportunity will come to rise. As stated by P1: *“yung adjustment and yung mga activities and assignment sa school” because I need to study again so that I can be qualify to a higher position”*. Continuous learning and competence development is essential as seafarers, consistently working to improve oneself, learn new things, and face unique professional challenges. Moreover, career transitioning is all about managing change. It is time you take a risk and let go, a time to understand the why and how. Also, the time to highlight skills, goals and knowledge that fit in the situation. As P10 stated *“The stress I encountered was the adjustment period, I don’t know how to prioritize my task it was overwhelming because I have to keep up with all the learnings and skills for my new job at the same time, managing the household as well”*.

Table 6: Support Factors

Themes	Description	Statements
Positive Family communication	Positive Family communication allows people to express their feelings, needs and create an atmosphere of acceptance and sense of presence.	<i>P5: “Emotional support was extremely helpful because I was in the period of adjustment there, being understanding of my family member”.</i> <i>P6: “Emotional support, you know that someone is always there to help you whatever you need”</i>
Connection to Higher Power.	A relationship that comes with the expectation that there is someone who is omnipotent will help in times of adversities	<i>P7: There is church community in my place, they are very supportive, every time I felt loss or stressed I just talked to them and we prayed together. Talking with my husband and my family members also helped a lot.</i> <i>P8: I pray, and I calm myself down and let the day or situation pass and then move forward again.</i>

Positive communication and Family Relationship. Several characteristics are generally identified with a well-functioning family. The need to belong, open communication, making each person within the family feel important, valued, respected, and appreciated. Strong, positive relationships help us build trust and feel supported. Having people around us who can share positive and challenging times can also help us manage stress when things become difficult. P5 statements as follows: *“Emotional support was extremely helpful because I was in the period of adjustment there, being understanding of my family member”*. This means that in seafarer’s career transition, seafarers were able to embrace change and feel contented for the fact that there is a family behind them who supports their decisions in life. As P6 stated *“Emotional support, you know that someone is always there to help you whatever you need”* which truly validate the fact that family dynamics can influence career success. Family and private life are the factors that greatly influence the seafarers in terms of career choices. It is perhaps the most significant support an individual can get in pursuing essential career goals. However, family life can also conflict with an individual’s work-life, specifically career choices, work involvement, job satisfaction, career growth and aspirations, and employment. This coincided with the book of Baum-Talmor (2021) and revealed that seafarers’ decision to stay and leave their seafaring occupation is due to pressure from their families.

Connection to Higher Power. Capt. Adonis Donato, the former OSM Maritime Services president, said that throughout his career as a captain, he observed that seafarers are prayerful and commit time for meditation. The podcast of Urresta (2021) specified that switching jobs is not easy, and it takes courage to do so. However, the podcast also recognized that faith is paramount when transitioning into a new endeavor in all forms, even in something bigger than anything is paramount when transitioning into a new endeavor. As P7 explain *“There is church community in my place, they are very supportive, every time I felt loss or stressed I just talked to them and we prayed together”*. Talking with my husband and my family members also helped a lot”. Faith can guide major and career decisions. Prayer can help discern God's purpose in life, understand spiritual gifts more clearly, expand your understanding of meaningful work, and make decisions with more confidence. As P8 commented: *I pray, and I calm myself down and let the day or situation pass and then move forward again”*. Career decision can be seen as overwhelming because of options and worriedness still for people who have high spiritual anchor may make a right decision for the fact the choice that proves to be good for us and that is the one we believe God would have us make.

Table 7: Strategies or Coping responses

Themes	Description	Statements
Self-improvement.	Self-improvement is a process of improving one's action or thought to achieve the desired goal.	P3: <i>"I underwent trainings for the business I want to open and keep myself updated with the knowledge about the business and how to market"</i> . P6: <i>"I equipped myself with new knowledge to my new field. I attended different Trainings and seminars"</i> P10: <i>By finishing my course in graduate studies and engaging in professional development trainings seminars and workshops.</i>
Self-Care	Self-care involves a process of purposeful engagement that promote healthy lifestyle.	P8: <i>"I went to the gym regularly or run on fresh air just to get new perspective. I talked to my family or friends just to avoid overthinking"</i> P4: <i>"I managed stress by relaxing, taking a break and pause for a while"</i> . P11: <i>"I just go with the flow, I calmed myself and slowly redirecting my focus and prioritized what needs to be done"</i>
Themes	Description	Statements
Calculated Risk-Taking	Calculated risk taking is an estimation of every detail by discovering potential issues beforehand.	P1: <i>I save money to sustain my transition. I prepare my mind that I will be experiencing challenges and I hope for the best. Planning, I make sure I prepare everything and I have a career plan before quitting the seafarer's job</i> P12: <i>Do everything humanly possible to get things done, but trust and let go of what I can't control.</i>

In terms of coping mechanism to manage the transition, Self-Improvement, Self-Care and Calculated Risk Taking were the primary strategies utilized by the participants. **Self-improvement.** Unexpected situation and event disrupt our life. Still, career transition that is carefully managed and assiduous evaluation of oneself makes career transitioning successful. Before diving into a significant change, motivation may be developed on why need to transition and the right reason. Consequently, poor management and lack of self-assessment will lead to unhappiness in career transitioning. P3 stated *"I underwent trainings for the business I want to open and keep myself updated with the knowledge about the business and how to market"*. This activity is suggested because an individual is motivated to do what he wants despite the challenges because of the foresight needed to deal with them. P6 statements as follows *"I equipped myself with new knowledge to my new field. I attended different Trainings and seminars"* and P10: *"By finishing my course in graduate studies and engaging in professional development trainings seminars and workshops"*. These statements were evident to seafarers highlighting skills, knowledge, and attributes in their chosen careers. In the study of Baum-Talmor (2021), some seafarers used their job position onboard as career leaders where it's perceived as an opportunity to gain transferrable skills and then leave. Life Boost (2018) published their article that change or transitional periods can be a window for personal growth.

Self-Care. When emotions run high, the impact can be destructive. If the individual is not equipped with the knowledge and resources to manage their feelings appropriately, this could hurt their well-being and that of their family. The better the individual is in control of their own emotions, the more it allows them to be mindful of the decisions in life. It will take effort and due diligence to combat the stress and anxiety of career transitioning experience, but solutions do exist. As P8 states that *"I went to the gym regularly or run on fresh air just to get new perspective. I talked to my family or friends just to avoid overthinking"* relating to people and physical exercise contribute greatly in handling stress due to career transitioning. Personal connection creates emotional stimulation, which is an automatic mood booster, while isolation is a mood buster. Also, P4

stated *“I managed stress by relaxing, taking a break and pause for a while”*. Constant self-care will help the individual to cope up in their decisions. Studies show that taking the time to appreciate small, pleasurable moments can make you feel happier. As P11 states that: *“I just go with the flow, I calmed myself and slowly redirecting my focus and prioritized what needs to be done”*” Sampson (2021) mentioned in her book that Gould (2010) revealed in his study that seafarers struggled for several reasons like bullying and physical abuse from the captain, loneliness, depression, and boredom. Usually, seafarers work beyond the ordinary and average working hours and experience overkill onboard. They spent most of their time doing domestic chores due to limited access to entertainment, recreation, and communication (Sampson and Ellis, 2019). With this, seafarers decide to quit and venture into other industries. As Heaney (2021) wrote in her article, “quitting has become the ultimate form of self-care.”

Calculated Risk-Taking. Calculated risk-taking means understanding every little detail you can about the risk. This will help you discover any red flags and potential issues beforehand, and you will be ready with the answers or at least have a fair understanding of the possible setbacks. Without risks, there could be no return, and these were possible in the tradeoffs made by the seafarers for them to be with their families. As P1 stated *“I save money to sustain my transition. I prepare my mind that I will be experiencing challenges and I hope for the best”*. Justly in career transitioning, everything is a gamble still in the aspect of calculated risk-taking involves planning and strategizing at the right timing, without risking it all and possibly losing it all. These are also the statements by P4 *“Before I decide to quite my seafaring Job, I saved and make sure I am ready financially to support my career transition”*. As P12 stated *“Do everything humanly possible to get things done, but trust and let go of what I can’t control”*. The smart, calculated risk can show courage, increase your confidence, improve overall happiness and aid your long-term career success. When changing a career, an individual faces numerous potential risks, including loss of income, failure to meet the expected goals, and lower quality of life (Spacey, 2018). However, Alton (2019) argued that risks can produce higher outcomes and achieve greatness if taken carefully and intelligently. Avoiding risks can be more consequential than courageously taking risks.

Proposed Filipino Seafares 4s Career Transition Framework

Based on the result of the study’s quantitative and qualitative data, Filipino Seafarers' 4S Career Transition Framework was developed. Grounded in Schlossberg's 4S Transition Theory. Unlike the original theoretical framework, this proposed model contextualizes the Self, Situation, Support and Strategies dimensions in the lived experience of Filipino seafarers who switch from seafaring to shore-based profession. Career transition is seen as a dynamic and interconnected process, which is triggered by career transition events and supported by adaptation to changing career situations, social and institutional resources, and the use of effective coping and career management practices. The proposed Filipino Seafarers' 4S Career Transition Framework may serve as an evidence-based guide for government agencies, maritime organizations, educational institutions, shipping companies, and Filipino seafarers in facilitating successful transition from maritime employment to land-based careers. Grounded in Schlossberg's 4S Transition Theory and informed by the integrated quantitative and qualitative findings of this study, the framework provides a structured approach to career transition planning by addressing the four interrelated dimensions to support successful career transition, career stability, and long-term professional career development.

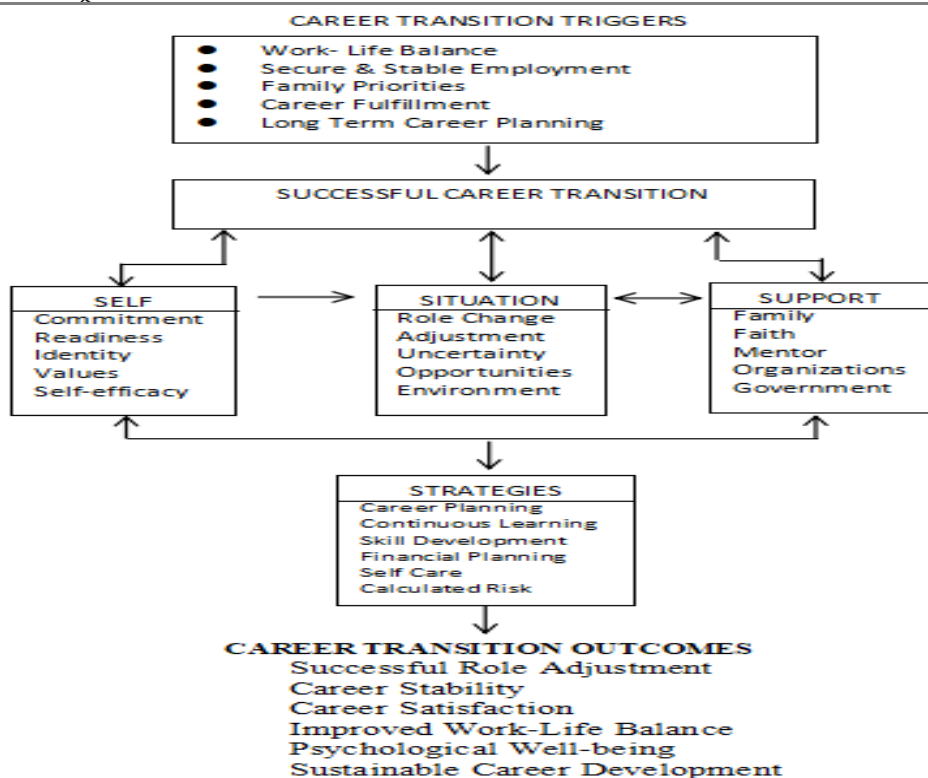


Figure 3. Proposed Filipino Seafarers Career Change Framework

CONCLUSIONS AND RECOMMENDATIONS

The mixed method study aimed to examine the demographic profile, reasons for career transition and challenges experienced by the Filipino seafarers who successfully change career to land-based profession. Exploring factors during a career transition provides a more nuanced understanding of the challenges they encounter as a seafarer, how they embark on their career transition journey, and the most important factors that make them satisfied with their life after their life as a seafarer. This study provided a comprehensive understanding of the career transition process and demonstrated how Schlossberg's 4S Transition Theory explains the experiences of Filipino seafarers throughout this life transition.

The findings revealed that the age of seafarers which were at the range of 41 years old – 45 years old. In the aspect of civil status most of the seafarers were married. In terms of educational attainment most of them are bachelor's degree. Seafarers were almost in the industry for 7-10 years. As for employment status, many of them are business owners. For land-based professions, most of them have been in the field for 5-8 years. These demographic characteristics underscore that career transition commonly occurs during the mid-career stage, when an individual reassesses their long-term professional goals, family responsibilities, and quality of life.

The study further established that the primary reasons for career transition were the desire to achieve work-life balance, secure and stable employment, career fulfillment, and stronger family relationships. Although participants recognized the financial advantages of seafaring, many viewed land-based employment as an opportunity to attain greater personal satisfaction, long-term career stability, and improved family well-being. These findings indicate that career transition was a deliberate and value-driven decision rather than merely a response to occupational dissatisfaction.

Among the challenges encountered during the transition, adjustment to new professional roles and fear of uncertainty emerged as the most significant. The integration of quantitative and qualitative findings demonstrated that participants experienced difficulties adapting to unfamiliar work environments, financial changes, and new professional responsibilities. However, these challenges were gradually addressed through careful planning, continuous learning, resilience, and adaptive coping strategies.

The qualitative results also supported that the participants' transition experiences were influenced by the four dimensions of Schlossberg's 4S Transition Theory. In terms of Self, participants showed dedication to their career choices, openness to the possibility of change, readiness to change and confidence in seeking out new opportunities. Support dimension highlighted the importance of family support and positive communication, faith and institutional support in successful transition. While, Situation dimension represented their experiences of dealing with the shifting roles, redone career aspirations, and uncertainty, as well as the different work situations participants faced. The Strategies dimension underscores participants' engagement with career planning, lifelong learning, financial planning, self-care, and risk-taking decisions around the challenges of career change.

The findings on both quantitative and qualitative data confirms that successful career transition is not influenced by a single factor but by the dynamic interaction of the Self, Situation, Support, and Strategies dimensions. These dimensions collectively enabled participants to navigate career transition, overcome adjustment challenges, and establish meaningful and sustainable land-based careers.

Drawing from these findings, the Filipino Seafarers' 4S Career Transition Framework were proposed, this is an evidence-based model that contextualizes Schlossberg's Transition Theory within the experiences of Filipino seafarers. The framework illustrates that successful career transition is initiated by career transition triggers and facilitated through the interaction of personal readiness (Self), transition circumstances (Situation), social and institutional resources (Support), and adaptive coping mechanisms (Strategies). This framework, provides practical guidance for designing career transition interventions and support programs for Filipino seafarers preparing to transition to land-based profession.

Overall, this study contributes to the growing body of knowledge on career transition by demonstrating that successful transition extends beyond obtaining new employment. Rather, it is a multidimensional developmental process that requires personal readiness, supportive relationships, strategic adaptation, and favorable transition conditions. The proposed framework offers both theoretical and practical contributions by providing a context-specific guide that may assist seafarers, maritime organizations, educational institutions, and government agencies in developing comprehensive career transition initiatives that promote career stability, work-life balance, and long-term professional development.

Seafarers are encourage to engage a proactive career planning, develop transferable skills or pursue continuous professional development and be financially ready before leaving the seafaring profession. Active involvement of family members in career transition planning, were found to facilitate successful adjustment, such as positive communication, emotional support, and shared decision-making. Different government institution responsible for labor, education, and overseas employment such as Office of the Welfare of Overseas Workers (OWWA), Maritime Industry Authority (MARINA) and Department of Labor and Employment (DOLE) may utilize the framework in designing career transition and reintegration programs for Filipino seafarers through collaboration and establish a National Career Transition Support Program for Filipino Seafarers. Such a program may integrate career counseling, employment matching, entrepreneurship assistance, mental health services, financial literacy, and professional development opportunities this will address the four vital dimensions in framework and provide comprehensive support throughout the transition process. Shipping companies and manning agencies are also encouraged to implement Pre-Transition Career Planning Programs for seafarers approaching retirement or voluntary career change to reduce uncertainty and improve transition readiness. Finally, the proposed framework may serve as a foundation for future policy development and research on career transition among maritime professionals. Future Researchers may validate and refine the framework across different maritime sectors and occupational groups, or conduct a longitudinal study about seafarer's life after their job in the industry and provide an assessment to help seafarers who might lose their motivation and determination to move forward. While policymakers may use it to formulate evidence-based reintegration initiatives that promote sustainable employment, career stability, and improved quality of life for Filipino seafarers.

REFERENCES

1. Anderson, M. L., Goodman, J., & Shlossberg, N. K. (2012). *Counseling Adults in Transition: Linking Schlossberg's Theory with Practice in a Diverse World*. New York: Springer Publishing.
2. Ahn, J., Dik, B. J., & Hornback, R. (2017). The experience of career change driven by a sense of calling: An interpretative phenomenological analysis approach. *Journal of Vocational Behavior*, 102, 48–62.
3. Akkermans, J., & Tims, M. (2016). Crafting your career: How career competencies relate to career success via job crafting. *International Association of Applied Psychology*, 66(1).
4. Almpanis, T. (2017). *Using a Mixed Methods Research Design in a Study Investigating the 'Heads of e-Learning' Perspective towards Technology Enhanced Learning*. Southampton Solent University.
5. Amitabh, U. (2021). The Right Way to Make a Big Career Transition. *Harvard Business Review*.
6. Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Arabian Journal of Business and Management Review*, 6(10), 40–47.
7. Baum-Talmer, P. (2021). The World of the Seafarer. In V. O. Gekara & H. Sampson (Eds.), *Careers at Sea: Exploring Seafarer Motivations and Aspirations* (pp. 55–58). Springer.
8. Bergheim, K., Nielsen, M. B., Mearns, K., & Eid, J. (2015). The relationship between psychological capital, job satisfaction, and safety perceptions in the maritime industry. *Safety Science*, 74, 27–36.
9. Bhandari, P. (2020). *An Introduction to Quantitative Research*.
10. Bhat, A. (2018). Snowball Sampling: Definition, Method, Advantages and Disadvantages. *QuestionPro*.
11. Bongato, A. (2017). *Career Shift: Follow Your Passion*. Think Publishing Hub.
12. Boyd-Sinkler, K., Waters, R. C., Sikder, Y. Y., Taylor, A. R., Artilles, M. S., Strong, A. C., & Lee, W. C. (2019). Applying Transition Theory to an Exploration of the High-School-to-College Transition Experiences of Students from Underrepresented Ethnic/Racial Groups.
13. Buetikofer, S. (2018). Research Paper: Midlife and Career Transformation – A Perspective Change. *International Coach Academy*.
14. Catindig, S., Condino, P. A., & Olivares, E. K. (2019). Factors that Influence Seafarers' Job Retention as Perceived by Cruise Seafarers from Three Major Cruise Fleets in Manila.
15. Caulfield, J. (2020). *How to Do Thematic Analysis*. Scribbr.
16. Caesar, L. D., Cahoon, S., & Fei, J. (2020). Understanding the complexity of retention among seafarers: A perspective of Australian employers. *Australian Journal of Maritime & Ocean Affairs*, 12(1), 16–41.
17. Alton, L. (2019). *Why It's Important to Take Risks Early in Your Career*. Inc.
18. Dawson, C. (2007). *A Practical Guide to Research Methods* (3rd ed.).
19. De Silva, R., Stanton, P., & Stanton, J. (2011). Determinants of Indian Sub-Continent Officer-Seafarer Retention in the Shipping Industry. *Maritime Policy & Management*, 38(6), 633–644.
20. Department of Foreign Affairs. (2021). *DFA Repatriates 327,511 Overseas Filipinos in 2020*.
21. Lindstrom, D. (2019). From Community College Faculty to Dean: Using Schlossberg's Transition Theory to Understand the Transition Experience.
22. Lambert, E., Leone, M., Hogan, N., Buckner, Z., Worley, R., & Worley, V. (2020). To Be Committed or Not: A Systematic Review of Organizational Commitment among Correctional Staff.
23. Etikan, I., Alkassim, R., & Abubakar, S. (2015). Comparison of Snowball Sampling and Sequential Sampling Technique.
24. Fernandez, A., Fouquereau, E., & Heppner, M. J. (2008). The Career Transition Inventory: A Psychometric Evaluation of a French Version.
25. International Labour Organization. (2019). *Recruitment and Retention of Seafarers and the Promotion of Opportunities for Women Seafarers*.
26. Gekara, V., & Sampson, H. (2019). *The World of the Seafarer: Qualitative Accounts of Working in the Global Shipping Industry*.

27. Gailitis, R. (2022). Assessment of Contribution of Maritime Education Institutions in Latvian Seafarers Pool.
28. Gill, A. (2018). Applying Transition Theory to Preparation of Experienced Nurses for New Clinical Roles.
29. Grey, M. (2016). Seafarers – Are You Happy in Your Work?
30. Heaney, K. (2021). The Clock-Out Cure.
31. Heckathorn, D. D. (2011). Snowball versus Respondent-Driven Sampling. *Sociological Methodology*, 41(1), 355–366.
32. Holland, J. L. (1985). *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments* (2nd ed.).
33. Hult, C., & Osterman, C. (2016). The Impact of Family and Job Content on Swedish Seafarers' Occupational Commitment.
34. Isidro-Banez, F. (2020). An Analysis of Filipino Seafarers' Return Preparedness and Perception of Successful Return.
35. Iris, A. (2020). The Experience of Being a Filipino Seafarer on a Multinationally Crewed Ship.
36. Johnson, T. P. (2014). Snowball Sampling: Introduction.
37. Jona, M., Genevieve, F., & Imane, L. (2017). The Reasons Behind a Career Change Through Vocational Education and Training.
38. Kim, J.-M., & Lee, D.-H. (2011). The Determinants of Turnover Intentions of Korean Seafarers.
39. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*. (2017). How to Construct a Mixed Methods Research Design.
40. Kurniawan, A. W., Musa, M. I., Dipomatmodjo, T. S., & Nurman, N. (2020). Determinants of University Students' Work Readiness.
41. Life Boost. (2018). Time for a Change: Transitional Periods as Opportunities for Personal Growth.
42. Liu, Y., Englar-Carlson, M., & Minichiello, V. (2012). Midlife Career Transitions of Men Who Are Scientists and Engineers.
43. Ljung, M., & Widell, G. (2014). Seafarers' Working Career in a Life Cycle Perspective.
44. Masdonati, J., Fournier, G., & Lahrizi, I. Z. (2017). The Reasons Behind a Career Change Through Vocational Education and Training.
45. Llangco, M. (2017). Filipino Seafarers On-board Cruise Ships: Shared Viewpoints on Working Lives.
46. McKinney, M. A. (2017). The Transition Experience of U.S. Veterans from Military Life to Higher Education.
47. McLeod, S. (2020). Maslow's Hierarchy of Needs.
48. McVeigh, J. M. (2019). Identifying Predictors of Stress and Job Satisfaction in Merchant Seafarers.
49. Musamali, K. (2018). An Examination of Transition Models and Processes.
50. Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How Phenomenology Can Help Us Learn from the Experiences of Others.
51. Oyaro-Gekara, V., & Sampson, H. (2021). Careers at Sea: Exploring Seafarer Motivations and Aspirations.
52. Phan, A. M. (2018). A Study of the Challenges of Nonlinear Career Changers and a New Service to Ease the Transition.
53. Raffy, A. (2019). PH Seafarer Deployment Cut by More Than 100,000. *The Manila Times*.
54. Raunek, B. (2021). 12 Main Reasons Seafarers Quit Sea Jobs. *MarineInsight*.
55. Sampson, H. (2021). The Rhythms of Shipboard Life: Work, Hierarchy, Occupational Culture and Multinational Crews.
56. Schmitt, C., & Schiffman, R. (2019). Perceived Needs and Coping Resources of Newly Hired Nurses.
57. Schlossberg, N. (n.d.). *Transitions Through Life*.
58. Catindig, S. M. (2019). Factors that Influence Seafarers' Job Retention as Perceived by Cruise Seafarers.
59. SHM. (2019). *Life After Seafaring: A Guide to Post-Sea Careers*.

60. Soeharto, H., Fatimah, F., Prabawati, I., & Chrisnatalia, M. (2019). Seafarer's Stress and Long-Distance Relationship with Family.
61. Spacey, J. (2018). 16 Types of Career Risk.
62. Susan, B. (2017). College Student Development: Applying Theory to Practice on the Diverse Campus.
63. Urresta, L. (2021). Career Switch Podcast.
64. Uy, J. (2020). Determinants of Career Change: A Literature Review.
65. Van Rensburg, A. J., & Ukpere, W. I. (2014). An Evaluation of Career Transition Phenomenon.
66. Wadhwa, Capt., & Mahadevan, A. (2019). Factors Influencing Indian Seafaring Officer's Motivation.