

## OVERCOMING THE REALITY: CHALLENGES, COPING, AND INSIGHTS AMONG FRESHMEN ENGLISH MAJORS

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### ABSTRACT

This study utilized a qualitative approach, particularly phenomenological studies, to get comprehensive insights and knowledge from the chosen respondents. The seven witnesses and participants in the focus group discussion were interviewed in-depth to obtain information for the debate. We organized the availability of our members and critical sources during the general setting of the interview. This study aims to provide a broad overview of the challenges faced by first-year English majors, the coping strategies applied to address these challenges, and the insights learned along the way. By studying these students' experiences, education professionals and institutions can gain additional insight into the specific requirements and problems of these students. This study aims to examine the different challenges these students encounter, the coping mechanisms they utilize to deal with them, and the valuable knowledge they acquire during their first year of college. As a result, first-year English majors encounter various challenges, coping mechanisms, and insights. By addressing the distinct challenges of first-year English majors, colleges and universities can establish a learning environment that fosters academic success, personal growth, and the development of first-year English primary students.

**Keywords:** Degree, Challenges, Insights, First-year English major students

### INTRODUCTION

Having a network of individuals, you can lean on for support as you navigate the ups and downs of school is vital, just like it is for anybody else. English majors face the same difficulties as any other major does. University students may not succeed in their first try at finishing an English course, but later on they succeed and realize that the course was simple and that failing such a course was an enormous loss. Others keep making mistakes, become frustrated, and perhaps even give up. A student's academic career takes a marked step forward when they transfer from high school to college. The journey from being a dependent to an independent learner is symbolized by this phase, which also refers to students learning how to manage their time and make decisions more responsibly as opposed to studying in a tightly regulated environment over constant supervision. Many factors are strongly impacted by students' openness to all disciplines and a second language (Sabbah 2018).

The School of Languages and Literature at Universitas Negeri Makassar discovered the connection between English students' high levels of anxiety and poor academic performance. Since English is a universal language, it is required for many different tasks and activities. Due

to this, English is now a subject that is required in Indonesian secondary schools and colleges. In Indonesian schools and institutions, English instruction aims to promote communicative language proficiency. It appears to be difficult to meet the curriculum goal as stated in the Indonesian curriculum policy, despite the fact that the standards have been followed by the teachers in a classroom setting (Weda & Sakti, 2018).

In the Philippines, poor academic accomplishment is caused by college students' low academic adaptability. It was discovered in Hernandez's study (2017) that First-year students from the chosen higher education schools in Calapan City have a hard time adjusting to their new environments. However, it lessens parental responsibility while increasing personal independence. On the other hand, the first-year student must restructure his or her interpersonal relationships to be more satisfying and acceptable in a new setting, which frequently results in mental and emotional discomfort (Alipio, 2020). Since Filipino learners will be the ones most impacted in either case, they must contribute in order to accomplish the desired aims. But it is also imperative to take into account the characteristics of outcomes-based education and the obstacles associated with its execution in the Philippines (Genelza, 2022).

Researchers at UM Tagum College (2017) found that students there concur with this occurrence or even use accents when reciting in class. Despite taking Communicative English as one of their English 202 courses, it has been shown that these students' oral proficiency is still below average and unsuitable for their level of education despite the fact that it is considered that they have a cornerstone in broad language acquisition. Alternately, children might have been impacted by personal barriers like low confidence and self-esteem. Additionally, it is assumed that effective strategies used within and outside of the classroom must be used to assist and improve English language acquisition, according to (Akdamar, 2020).

Moreover, higher education completion is a significant life achievement. Students worry as they deal with the problems that the university provides in terms of their academic, social, personal, and lifestyle. First-year English majors' student might face a very difficult journey when it comes to participation and academic performance in higher education, students can encounter substantial difficulties. There are many studies about English majors according to the literature we've looked at, but we have not come across that focused on the challenges, coping, and insights that freshmen English majors experienced. Thus, to address the problems with student academic performance and the reasons why some of them struggles this study needed to conduct and it will be helpful for future researchers. As a result, the study's primary focus is on the challenges that first-year college students majoring in English encounter, their coping strategies, and their insights regarding how to deal with the challenges.

Because English is a language that is widely spoken in the Philippines, many students are active in educational activities that will assist in the development of their language and communication skills in English. But as they learned and improved their English, some of these pupils struggled with anxiousness. One of the things that prevents the student from improving their English is anxiety. Nechita, and Motorga have persuasively demonstrated that anxiety is a condition that affects life on many levels without having a preset course of action (Nechita, & Motorga, 2018).

Additionally, some students might be inclined to experiencing anxiety in relation to psychological and linguistic components of language learning, whereas others might be

especially vulnerable to anxiety in relation to social and communicative aspects of language learning. The literature for discussion also demonstrated that different learners have different coping mechanisms for dealing with language anxiety in academic contexts. Many factors are strongly impacted by students' openness to all disciplines and a second language (Kumar & Suresh, 2021).

It turned out that students showed some linguistic anxiety despite being in a better grade. There were inconsistent findings in terms of age. While younger students were sometimes found to have minimal anxiety. In other instances, anxiety was discovered to have a significant impact on them (Aydin, et. Al., 2017).

However, Bangladeshi students may experience anxiety in English language schools, which is one of the main reasons why they struggle to achieve a substantial degree of English competence. The students believe that their capacity to use the English language is being limited as a result of this high anxiety, or more specifically foreign language anxiety. These students may be less engaged in class activities because they are uncomfortable having their limited English language proficiency exposed to others (Das, 2020).

On the other hand, teachers should encourage pupils to take accountability for their own actions. Students are required to conduct independent practical tasks including maintaining blogs or web pages, keeping diaries or notebooks, and writing essays on various subjects in order to expand their knowledge. Furthermore, including technology in the lessons and providing students with a variety of online and printed resources can increase students' motivation and enrich their educational experience because doing so encourages children to work hard, learn more, and engage actively in class. English is considered a key subject at Afghan universities and is taught at the to help undergraduate students become proficient in English in their majors, at the undergraduate level (Noori, 2018).

Moreover, if the instructor is effective in creating a dynamic, risk-taking classroom environment, the student will be more willing to take risks, allowing the knowledge provided to be absorbed more deeply. For this reason, it is important and advantageous to teach creativity to students. However, the affective filter can be securely blocked in situations where the learner consistently feels fearful, apprehensive, worn out, timid, and hesitant, preventing the input from reaching the brain. Consequently, acquiring a second language is challenging (Mahmudi et al., 2019).

According to Krashen's theory, there are three language categories: dread, humiliated, and anxiety. Indirectly, pupils should receive full language support in order to overcome the large signal of worry. Therefore, in order to be competent and feel less anxious, students need additional assistance. In general, having anxiety is a complex, multifaceted experience that has an impact on many different aspects of who we are as people (Dewey et al., 2018).

In addition, these techniques aid students in honing their communication and English language skills in the target language. The engagement that learners have with the target language while they acquire it is sometimes referred to as language exposure. Giving the students a lot of exposure to the target language from different speakers and in a variety of contexts is one of the teacher's primary responsibilities in the classroom. (Al Zoubi, 2018).

On the other hand, unsettling issues caused by the adjustments include early dropout, difficulties managing stress and managing academic expectations, a lack of motivation to study,



and poor academic achievement. Learners who are not motivated to learn are reluctant to speak English in class. Motivation stems from effective teaching. To inspire their students, teachers need to be passionate, inventive, and interested in what they should do (Reddy et. Al., 2018). Furthermore, the students indicated that they were fearful of making mistakes, reluctant, uncomfortable, and either at a loss for words or ideas when asked to speak in English. This issue had a substantial impact on learners' speaking abilities since anxious pupils tend to have uneasy attitudes toward trying to speak and find it difficult to talk in English students' desires to actively master the knowledge are influenced by their academic self-confidence, confidence for achievement in their future profession, and confidence in making the proper academic choices (Sutarsyah, 2018).

Academic emotions are feelings that are closely related to academic accomplishment, classroom management, and educational experience. Academic emotions include happiness, confidence, rage, frustration, and worry. It is possible to distinguish between constructive and destructive feelings in the classroom. Performance has been demonstrated to increase with positive emotions while decreasing performance with negative emotions. Positive feelings can also promote focus and clarity of thought, academic engagement, and academic performance in learners (Dong, 2020).

In university learning environments, worries regarding students' welfare are growing. Studies in the elementary and higher education sectors show a strong relationship between academic success, professional success, and overarching learning objectives. Increased loneliness, anxiety, and stress among university students are significant contributors to poor academic and personal health outcomes (Zandvliet, 2019).

A lot of students' commitment and connection feelings have an impact on whether or not they decide to continue their studies. Students who have a hard time making friends on their own could feel alone and unappreciated, which could lead them to give up on school. According to study, children who are more involved in their schools on a social and intellectual level are more likely to finish college than those who are less involved. It's evident that being exhausted makes school harder. Students have a tougher time expressing interest and curiosity. You feel as though you are carrying about an extra weight. Academic achievement and general well-being of pupils are significantly influenced by how they feel at school (Zinke, 2019).

Furthermore, nearly every aspect of a learner's life, from the ordinary to the outstanding is influenced by peers. It is well known that adolescence and peer participation can affect risk-taking behavior. The fundamental developmental pathways, according to the authors, are still not well understood. They contend that enabling adolescents to make better decisions would become more productive (Ciranka & Bos, 2019).

While families are a vital component of a child's upbringing, difficulties that arise around puberty can frequently be helped by a variety of caring persons. When comparing courses, huge differences in individual and environmental traits are seen, with better outcomes for teenagers who receive assistance from a person who is not a parent. Coping strategies include things like effective coping techniques, increased self-esteem, and identity development. Further research is required to fully understand why non-parental persons help children in their early adulthood, despite the fact that the findings show they have a favorable effect on many different elements of a child's wellbeing (Mirkovi et al., 2021).

Academic success is thus intimately correlated with students' welfare and mental health. Participants rank physical and mental health as the two facets of wellness that are most crucial. Psychological health refers to the condition of a person's intellectual, emotional, and cognitive experience and has an impact on how they perceive, think, act, and interact with others. Academic performance appears to be more likely to suffer from untreated mental diseases than from other types of difficulties (Huang et al., 2020).

As a matter of fact, Emotion, mental health, and even cognitive and emotional wellness all have a built-in connection that may affect a person. These behaviors may have a harmful impact on anxiety, sleep, attitudes, and the normal growth of the brain, body, and intellect. As a result, changing such behaviors to support overall wellbeing and teaching techniques (including modeling), the central component of an effective quality improvement mental healthcare program, may assist in instructing students on how to maintain particular beneficial habits (Preyde et al., 2018).

The teacher, on the other hand, has an Impact on weak performance or failure in the class. To raise pupils' academic achievement, teachers must model desirable traits like enthusiasm and dedication. These ideals must be taught to students and fellow faculty members by teachers. Additionally, they need to provide constructive criticism that will help pupils improve (Okoedion, 2019).

In conclusion, students who often interact with their peers can better meet one another's emotional needs by being aware of one another's emotions. Peer support is substantially more beneficial than no care and is just as effective as professional therapy. Peers and family members are also found to have a significant impact on students' levels of happiness, with family serving as the primary support system (Basson & Rothmann, 2018). However, based to the rationality, peer support may be more important than family support for students because they are more connected to and have common interests with their peers (Byrom, 2019).

This study is anchored on the idea of Stephen Krashen (1982), the Affective Filter Theory, in which anxiety, motivation, and self-confidence are examples of affective characteristics that are predicted to have an impact on the success of learning a second language. He sees them as communicators between the student's capacity for learning and the linguistic input of the classroom environment (Nath et. al., 2017).

According to Krashen (1985), the amount of language input and the strength of learners' affective filters are significant factors in how well they acquire knowledge. Due to their lack of background knowledge and comprehension of the material, students are more likely to feel anxious, worn out, and frustrated in class that's why they get failed grade with their subjects and also lack of motivation. The primary challenge to strengthening their performance to passed is that the more they don't understand deeply, the more lost they would feel. Long-term English learning among the students will help them from developing their proficiency as English majors (Huang, 2013).

Moreover, Piaget's cognitive theory (1936) exposure therapy, which emphasizes the psychological aspects of learning, should be addressed. By creating a safe place in which they will be exposed to the things they fear and avoid, this helps kids face their fears. Fear and avoidance are lessened when feared objects, activities, or circumstances are exposed in a secure environment. As a result, when a student's anxiety is reduced, their level of trust increases.

They will then be willing to communicate successfully in an English class using various communicative tasks, expressing their ideas and thoughts.

Based on the Affective Filter Theory, if students feel confident and at ease, they can learn from clear instructions. On the other hand, even if the teacher offers a variety of understandable feedback, the students' growth may be limited if they are not happy with the learning environment. Depending on the students' filter level, the input is a significant component of learning. According to Krashen, the filter will be high if the kids are not at ease and are stressed out for any reasons. As a result, learning won't happen in an efficient manner. The teacher's responsibility is so essential because in addition to educating the students, he also inspires them to be sincerely interested in the classroom. As a result, lowering the filter is essential for effective language learning (Krashen 1982).

In addition, Foreign Language Classroom Anxiety created by Horwitz, and Cope (1986) anxiety is a difficult matter. Poor language performance can both be the source of and a result of this concern. This anxiety is one of the most recognized interferences to impair performance of students in education. One of the most difficult aspects in teaching a foreign or second language is coming up with methods to help students improve their oral fluency, according to Bresnihan and Stoops (1996), who made this claim. This is evident in nations where students often share a common home tongue and receive little or no exposure to English somewhere outside of the classroom.

### **Research Questions**

This study aspired to find the answers of the following questions:

1. What are the challenges faced by freshmen majoring in English?
2. How do they cope with the challenges faced in majoring English?
3. What are their insights after overcoming the adjustment period of majoring English?

Research has a significant influence on the educational system and offers several benefits to present and future researchers as well as students. The progress of intellectual and problem-solving abilities, as well as access to advanced information, are all benefits for students. Professional development opportunities, evidence-based methods, and attachment studies assist teachers and improve their instructional strategies and student results. Future researchers gain from the current state of knowledge, the recognition of research needs, and the availability of research resources, allowing them to build on prior work and greatly advance their disciplines. In conclusion, research empowers everyone who benefits to encourage educational advancement and further growth.

## **METHOD**

### **Research Participants**

The participants of this study were the selected freshmen English majors at UM Tagum College. The criteria in the selection of participants are through purposive sampling. There are seven (7) participants for the in-depth interviews and another seven (7) for the focused group discussion. For the purpose of precisely identifying the research population, the researchers believed that the total of fourteen (14) participants reflects consistency, reliability, homogeneity, and objectivity (Garg, 2017; Matamala, 2021). Throughout one-on-one meeting



the researcher can collaborate with the members and notice non-verbal hints. Unstructured interviews were employed to enable a thorough and open discussion of the research issue. Similarly, in a center-group interview, there should be only one clear answer rather than correct or incorrect ones. Further, we acknowledged that only one person could speak at a time (Denzin and Lincoln 2005). Also, Krueger accentuated the worth of members talking with each other during center group gathering interviews (Krueger, 2002).

### **Materials/Instrument**

A researcher-interview guide was utilized as the study's instrument. This study is based on preliminary interview, content proper questions and concluding statements that would assist in identifying and understanding the challenges faced by first year English majors and their coping and insights of how they overcome the challenges they have experienced. Three research questions and fifteen study-related supporting questions make up the content proper questions. Finally, the participants were tasked with providing a reply to three closing questions. Each participant was receiving the identical set of open-ended questions, allowing them to expound as needed. All responses were coded to protect participant privacy, reporting, and data analysis.

### **Design and Procedure**

This phenomenological study includes meetings of the participants who encountered challenges, and difficulties among freshmen English majors. Using the phenomenology method approach, the study will examine experiences of students. Phenomenological research configuration is one that tries to grasp individuals' discernment, perspectives, and cognizance of a specific subject. The best measures for deciding when phenomenology ought to be utilized is the point at which the review issue includes an intensive comprehension of human experience shared by a gathering (Creswell, 1998).

Moreover, we would ask them to sign a document acknowledging that their participation in the meeting is being carefully considered. Meetings could also be organized during leisure time in person. Second, they would educate about the goal of the review and the value of their cooperation. We as researcher emphasize the value of the meeting being recorded. Members were also informed of the purpose, scope, and methods of the review as well as their right to decline or withdraw at any time (Grinnel and Unaru, 2008). Lastly, they would emphasize that the data we compile is based on their opinions, ideas, and bits of information. Analysts should also take into account the choices and freedoms of members (Baum, 2013). Information will be evaluated, coded, and simplified.

Furthermore, students in today's society are frequently given insufficient study skills, which eliminates any possibility they have of receiving good grade and satisfying academic achievement. This study is important to us for the reason that we can relate to it as students who also experienced struggles, difficulties and challenging situations during our first year of studying at the university and currently adjusting in the new environment. Our work in this study is to talk with our participants about their challenges, coping strategies and insights of their experiences.

Accordingly, we are certain that the review's discoveries will help everybody through schooling. Adjust to, we will follow the six stages by Braun and Clark (2006), specifically, acquaint

information, creating introductory codes, looking for subjects, inspecting expected subjects, characterizing and naming subjects, and delivering the report. As per this procedure, we ought to initially pay attention to the brief snippet and afterward decipher the meetings (Boyatzis, 1998).

Lastly, this is to change the information to text and make coding it simpler. Then we'll look into our information. Then we'll look for thoughts, code them as we go. The creating subjects are next audited in regard to the coded information and the entire data set. While distinguishing subjects, it is critical to state what makes each issue novel. Then, at that point, ends and confirmation were the last strides in subjective information examination. It is basic to audit and return to the information various times to affirm the current ends (Atkinsol, and Delamont, 2006). It requires a cautious assessment of the member meetings' information to guarantee the outcome is reasonable. Analysts additionally assess information to promptly make determinations (Krippendorff and Bock, 2008).

## RESULTS AND DISCUSSION

In this chapter, the study's informants' experiences, which were collected through in-depth interviews and focus groups, are discussed. The following study questions were used to guide the participants' data collection.

1. What are the challenges faced by freshmen majoring in English?
2. How do they cope with the challenges faced in majoring English?
3. What are their insights after overcoming the adjustment period of majoring English?

There are four sections in this chapter. The participant information from which qualitative data were compiled is the focus of the first section. The second section covers data analysis procedures and the techniques taken to categorize the themes that emerged from participant focus groups and in-depth interviews. The third section covers the responses to the questions provided during the focus groups and in-depth interviews under each research problem. An overview of the a few informants' responses is included in part four as well.

### Participants

Seven (7) participants were chosen for the in-depth interview (IDI) and seven (7) participants were chosen for the focus group discussion (FGD). The study's parameters were reached by using a purposive sampling of a particular number of participants. The intended participants had been invited face-to-face, and the information sought was based on their own experiences. The face-to-face meeting with our participants finished with a greeting for accepting the interview, and I assured them that everything would be for educational purposes, and that the data and personal information would be kept private.

### Categorization of Data

Following the focus group discussion and in-depth interviews, data from the audio tape recordings was carefully translated into English for those replies that were given in the vernacular. By following the steps suggested by Boyatzis (1998). We carefully viewed the video and listened to the sound recordings at first. This was done to convert the data into words and make it simpler for me to encode the data in the future. The data analysis process involved



three steps: data reduction, data display, conclusion formulation, and verification. These were carried out in an effort to pinpoint the phenomena under investigation's fundamental components (Burns and Grove, 2007).

Data reduction was used to transform those details into necessary and logical content, enabling the deletion of unnecessary information from the transcription (Moustakas, 1994; Creswell, 2012). The strategy utilized to combine and separate material, as well as a method of sorting and categorizing, was called thematic. The lengthy and significant amount of qualitative data that was collected was simplified and manageable, making it simpler to regulate and comprehend. Additionally, we sought the help of a specialist in data analysis.

The next step was to present the data using graphic organizers such as a matrix or table so that the viewer could make a judgment. We read our data multiple times in this phase to become familiar with it. We initially found a number of themes, but the data analyst helped us to focus on just a few.

Lastly, conclusions were drawn from the qualitative analysis, and it was verified. This involved returning to the data being examined more than once and doing so again in order to confirm the validity of the results that emerged from the analysis. Through the creation of logical frameworks and descriptive themes, the data conversed. These themes had been created such that they were all related to one another in a meaningful sense (Van Manen, 1990). Then, using the relevant literature on the issue during analysis, we interpreted the conceptual framework (Burns and Groove. 2007) which was done to explain the subject with a theory.

**Table 1.** Participant's Information

Assumed Named	Gender	Course	Study Group
Antonette	Female	BSED – English	IDI
Jella	Female	BSED – English	IDI
Roland	Male	BSED – English	IDI
Geovan	Male	BSED – English	IDI
Joanna	Female	BSED – English	IDI
Karl	Male	BSED – English	IDI
Henz	Female	BSED – English	IDI
Anna	Female	BSED – English	FGD
Jay	Male	BSED – English	FGD
Marie	Female	BSED – English	FGD
Riezi	Male	BSED – English	FGD
Maja	Female	BSED – English	FGD
Yaggy	Female	BSED – English	FGD
Shiela	Female	BSED – English	FGD

We considered which data should be included and which information was unnecessary when interpreting the report. Written carefully and with clarity, the interpretation. The reader could understand the basis for the interpretation because there was enough description, and the reader could understand the description because there were enough interpretations (Polkinghome, 1989, p46.)

Various criteria must be taken into account when qualitative research is evaluated (Lincoln, 1995). We took into account the credibility, confirmability, dependability, and transferability criteria suggested by Guba and Lincoln (1989). We developed an extended connection with my volunteers so that we could both have a thorough understanding of every aspect of the phenomenon being examined. We used a variety of sources for our research, including the transcripts of interviews with our key participants and FGD participants, as well as astute field notes and readings from relevant literature (Polit, Beck, and Hungler, 2006; Sandelowski, 1986; Streubert- Speziale, 20017). To support the research, this is accomplished.

Peer debriefing was used in addition to the triangulation method. With the aid of a peer debriefer, we created the primary themes. But before that, we requested a few of my classmates and friends to assist me in checking at and carefully examining the transcripts. We took into account their feedback and recommendations, like removing data that wasn't important to the study.

**Research Question No. 1: What are the challenges faced by freshmen majoring in English?**

The following questions were made in order to begin a broad discussion regarding the aforementioned study problem during the in-depth interview and focus group discussion. What are the struggles of being an English major? How difficult is it being an English major? What are the difficulties or obstacles you have faced during first-year in college? What experience enhances your performance at the next level? What portion of the English course do you find challenging?

The following four (4) major themes emerged from the data gathered as presented in Table 2. The four major themes are the following: having difficulty managing the time, dealing with academic pressure, adjusting to the new environment and being incognizant towards the subject.

**Table 2. The Challenges Faced by Freshmen Major in English**

ESSENTIAL THEMES	CORE IDEAS
<b>Dealing with Academic Pressure</b>	<ul style="list-style-type: none"> <li>• There are many other people looking up for us all because they expect that English majors are all smart and can do all things well (IDI 1).</li> <li>• You are expected you really given a high expectation (IDI 3).</li> <li>• The expectation of other professors with us being a Major in English (FGD2).</li> </ul>
<b>Being Incognizant towards the Subject</b>	<ul style="list-style-type: none"> <li>• Linguistics is very hard to understand if you don't have any prior knowledge about the side topic (IDI 1).</li> <li>• You really need to focus on the main subject of your course or program which is ELT or English Language Teaching (IDI 2).</li> <li>• The major subjects are the Syntax and literature because it takes more time to study and read more for longer (FGD 4).</li> </ul>
<b>Adjusting to the New Environment</b>	<ul style="list-style-type: none"> <li>• We are product of pandemic and it was the time where we conduct classes through online or modular and it was a trying time because there was no guidance from teacher or educators (IDI 3).</li> <li>• The change of environment and the social issues regarding interaction to the other students (FGD 2).</li> <li>• The new rules and regulations of the school, the way we manage our time, the way we develop our social skills to be able to effectively communicate with other students (FGD 5).</li> </ul>
<b>Having Difficulty Managing the Time</b>	<ul style="list-style-type: none"> <li>• Time management as a working student (IDI 2).</li> <li>• As a working student the first struggle that I have faced is the time management (IDI 7).</li> <li>• The fact that they are having difficulties in managing their time due to their jobs (FGD 7).</li> </ul>

### Dealing with Academic Pressure

The next theme being produced is dealing with academic pressure. Majority of respondents struggle because of the high expectations they face as English major students. Expecting too much of students' academic performance can make it harder for them to accomplish their goals. Anttonette stated English majors are smart so they expect that they can also do other things well.

“There are many other people looking up for us all because they expect that English majors are all smart and can do all things well. Other than that, I never expected that all the basic concepts in English language like figures of speech and their types, and functions of every word in a sentence, are all can be used when we step up in college, especially first year students. I only expect new topics to come up for us.” (IDI 1)

According to Roland, it is difficult because of high expectations and high standards he gets as English major student.

“Well, it is difficult because, in the first place, you are expected you really given a high expectations and very high standards, and you need to really show to them that you are deserving to be an educator, especially to be a teacher of a second or foreign language.” (IDI 3) Jay also supported the idea presented by Roland that students have difficulties regarding for her academic performance due to the high expectations from other students and some are professors.

“So, for me it is not very difficult but rather the expectation of other professors with us being a Major in English so for overall it is not really the subject but the expectations around me and the professors that is teaching us is more difficult rather than the subject itself.” (FGD 2)

When teachers have high expectations for their students, it may be challenging for them to meet those standards because they must exert a lot of effort in their studies since they are expected to strive for excellence. By not placing limitations on themselves, it may also have a significant impact on their academic performance as well as their level of personal fulfillment. Additionally, it could have a negative effect on them since, in some instances, students cannot avoid getting a failing grade on an exam or in a different assignment. As a result, they may feel hopeless and lack the motivation to work toward their objectives in light of the high expectations their teachers and other students put on them.

Both developing and developed nations experience greater academic pressure. Most students endure stress during their studies as a result of their exams, assessments, academic performance, and assignments. Most of the time, these stressors have a beneficial impact on their work, but they may also have an adverse effect on their health, resulting in mental and psychological issues including sadness, anxiety, and fears (Jeyasingh 7-11).

Students' academic lives benefit greatly from the significance and utility of the English language. As a result, the organization needs to make sure that the undergraduate program adequately incorporates the teaching techniques and real-world activities that improve students' proficiency in the English language. Enhancing student control over what is taught in class and producing positive academic outcomes are the results of teaching the curriculum subject and being proficient in the language used for instruction. These factors increase the learner's exposure to and opportunity to understand the material of instruction (Genelza, 2022).



Academic emotions are feelings that are closely related to academic accomplishment, classroom management, and educational experience. Academic emotions include happiness, confidence, rage, frustration, and worry. It is possible to distinguish between constructive and destructive feelings in the classroom. Performance has been demonstrated to increase with positive emotions while decreasing performance with negative emotions. Positive feelings can also promote focus and clarity of thought, academic engagement, and academic performance in learners (Dong 282-291).

### **Being Incognizant towards the Subject**

The next thing on the other hand is being incognizant towards the subject we can't deny the fact there a lot of student struggle understanding their lesson for the reason they are lack of knowledge to be able to comprehend the lessons. Thus, this theme has been produced based on the interview gathered during in-depth and focus group discussion.

Antonette said that in dealing with the difficulties in grasping lessons that you should have prior knowledge.

“Linguistics, yes linguistics it is very hard to understand if you don't have any prior knowledge about the side topic and also there is more complex in English linguistics and I don't have any prior knowledge about that lesson or topic so it was quite difficult for me to understand that.” (IDI 1)

Jella suggested that you need to focus on the main subject but not just it also included the other areas.

“I would really say since you really need to focus on the main subject of your course or program which is ELT or English Language Teaching but not just in that area, we also consider other areas. We also need to familiarize or memorize all the lexical category especially the syntax. It just the beginning of all. So, that is difficult already so how much more in the next subject.” (IDI 2)

Additionally, Reizi highlighted some areas in their subjects that difficult for him to understand just like syntax. It is part of the student's responsibility to find solutions of what are the things that they need to improve for them to be able to cope up with their subjects or lessons.

“The major subjects are the syntax and literature because it takes more time to study and read more for longer so that I can fully understand what is being written on the book and to familiarize the characters and important details. In syntax there are sentence that I could not identify well in placing those names and especially when those words of the given sentences are not familiar to me.” (FGD4)

It pointed out that student's low self-esteem is another reason why they struggle to understand their lectures, along with the lack of family support and a general absence of effort for their academics.

Teachers should encourage students to take accountability for their own actions. Including technology in the lessons and providing students with a variety of online and printed resources can increase students' motivation and enrich their educational experience because doing so encourages children to work hard, learn more, and engage actively in class (Noori 170-178).

In addition, these techniques aid students in honing their communication and English language skills in the target language. The engagement that learners have with the target language

while they acquire it is sometimes referred to as language exposure. Giving the students a lot of exposure to the target language from different speakers and in a variety of contexts is one of the teacher's primary responsibilities in the classroom (Al Zoubi 151-162).

On the other hand, difficulties managing stress and managing academic expectations, a lack of motivation to study, and poor academic achievement. Learners who are not motivated to learn are reluctant to speak English in class. Motivation stems from effective teaching. To inspire their students, teachers need to be passionate, inventive, and interested in what they should do (Reddy, Menon, & Thattil 531-537).

### **Adjusting to the New Environment**

The transitions from lower level to highest level is quite a difficult for them to cope with. The majority of answers mention having difficulties adjusting to their new environment.

Roland shared his idea regarding the struggles he faced being an English major.

“The difficulties of being an English was a question that I felt it was really hard to pinpoint of so many ways of struggles but one thing that I would like to stress out was the transition the major transitions like before we are product of pandemic and it was the time where we conduct classes through online or modular and it was a trying time because there was no guidance from teacher or educators. So, when we shifted or when we dwell of the transition of being a college now it was really a hard thing to do and to process because like we have these lessons during first semester and a lot of us were asked like basic questions but then we were unable to answer. Yeah, it was really downfall for us and there’s a lot we realized and those are one and also, those are the difficulties.” (IDI 3)

Also, Jay mentioned on her part that it’s very hard to adjust to the newly change of environment because he does not really know the people surround him.

“For me first of all, the change of environment, it’s very hard for us and it became an obstacle because of this newly change of environment we don't really know anyone here, in our first day it became a struggle like how to interact with others, how to study English language without knowing anyone in the classroom.” (FGD 2)

Moreover, Maja mentioned as to how the new rules and regulations affects, he and she adapt new environment in order to be efficient.

“Feelings of confusion, distraction and ambiguity. There are many things that are new for us as first year students such as the new rules and regulations of the school, the way we manage our time, the way we develop our social skills to be able to effectively communicate with other students. These are just some of the things that we need to adapt and develop in order to be efficient in doing our tasks as new students of the university.” (FGD 5)

According to the respondent's responses, it is difficult to be a first-year English major student. Since not all of the students have friends with whom they can speak, they find it difficult to adjust to their new environment. Students' first year in college can be a difficult transitional time as they deal with plenty of adjusting problems away from home and get used to university for the first time. This tough difficulties of first-year college adjustment relates to how well a student adheres to academic requirements, dedicates themselves to institutional goals, manages interpersonal interactions, and controls mental adversity during their first year of college.

Students who engage frequently with their peers might better address one another's emotional needs by being aware of one another's emotions. Peer support is substantially more beneficial than no care and is just as effective as professional therapy. Peers and family members are also found to have a significant impact on students' levels of happiness, with family serving as the primary support system (Basson & Rothmann 372-381).

### **Having Difficulty Managing the Time**

Most of the key informants expressed their thoughts that time management is one of their obstacles because majority of them are working students who find it difficult to manage their time. In the fast-paced world of today, where students are frequently asked to juggle numerous responsibilities and deadlines at the same time, good time management skills are extremely essential.

Jella mentioned that she has a lot of trouble organizing her time because she is a working student in some way.

“For me, the struggle as an English major is that it is quite challenging because I am a working student and somehow, I can't manage my time well, and I am also struggling in this course because I'm not good at public speaking and most especially speaking using English language thoroughly.” (IDI 2)

Also, Henz stated that as working student she cannot manage his time well.

“As a working student the first struggle that I have faced is the time management, because it is really hard to balance the time when you are working while studying, I need to go home after work and preparing things and go to school right away. And sometimes I don't have a quality time for myself because I am working at the same time studying.” (IDI 7)

Moreover, Shiela also mentioned that she struggles more because she is a working student. She is unable to efficiently use her time given that she has financial needs as well.

“So also some of the difficulties and obstacles that our classmates have faced during our first year in this course is some of us are working students so it became one of the hindrance in learning this subject we are mostly doing activities such as writing, doing reports, essay and a lot of them compared to a normal student here in this University, so it is one of the obstacles that some of our classmates are facing because the fact that they are having difficulties in managing their time due to their jobs in order to back their tuitions here in this University.” (FGD 7)

A person's capacity to use their time effectively and in a way that advances the pursuit of important goals while also avoiding distractions, procrastination, and other wasteful activities, especially in the face of changing situational demands, is an indicator of effective time management. Students frequently come across a higher level of autonomy and responsibility as they move from secondary school to university because they are expected to participate in more learning activities outside of the classroom, on their own schedule, and under their own supervision. However, poor time management ways like cramming for tests, failing to fulfill deadlines given by academic staff, and improperly allocating time for working projects are regularly mentioned as key sources of stress and low academic performance.

Additionally, institutional and program characteristics have an impact on limitations on time and consistency. The course design (i.e., examination load and workloads), course difficulty



level, inadequate communication with teachers, advisers, and classmates, and poor academic encouragement may have an impact on students' time management and dedication, as well as their intention to continue their studies together with all their personal determinations, and objectives to fulfill their goals (Kara et al. 5-22).

**Research Question No. 2: How do they cope with the challenges faced in majoring English?**

The following questions were made in order to begin a broad discussion regarding the aforementioned study problem during the in-depth interview and focus group discussion. What coping mechanism did you apply to overcome challenges? What strategies have you taken in order to pass? How is your failures affect your studies? What are the possible solutions did you think to have a good academic performance? What are the ways you should do in order to improve yourself?

The following four (4) major themes emerged from the data gathered as presented in Table 2. The four major themes are the following: having positive mindset, studying in advance related to the subject, striving for academic excellence and setting a clear vision.

**Table 3. Coping Mechanism with the Challenges Faced in Majoring English**

ESSENTIAL THEMES	CORE IDEAS
<b>Studying in Advance Related to the Subject</b>	<ul style="list-style-type: none"> <li>• Reading in advance and also listen to professors (IDI 3).</li> <li>• Study to actually understand the lesson (IDI 4).</li> <li>• Group studying where as it is very effective (FGD 1).</li> </ul>
<b>Striving for Academic Excellence</b>	<ul style="list-style-type: none"> <li>• Keep going despite of how many times we fail or how many times we stumbled (IDI2).</li> <li>• Keep on striving and by doing that you'll be able to achieve your goals and don't stop learning (FGD1).</li> <li>• Looking forward that you can overcome everything (FGF6).</li> </ul>
<b>Setting a Clear Vision</b>	<ul style="list-style-type: none"> <li>• Set a clear goal as it will servers as your motivation (FGD 2).</li> <li>• Stay organize as it gives big impact to us (FGD 6).</li> <li>• Focus on your goals and set aside all the unnecessary things (FGD 7).</li> </ul>
<b>Having Positive Mindset</b>	<ul style="list-style-type: none"> <li>• Stay positive and also praying (IDI 7).</li> <li>• Put it on a brighter side and I'll take it as a motivation (FGD 3).</li> <li>• Take on a positive side by learning from it (FGD 7).</li> </ul>

**Studying in Advance Related to the Subject**

The next theme being produced is Studying in Advance Related to the Subject. Most participants mentioned during the interview that studying in advance can help them to gain more knowledge.

Roland, and Geovan stated that they were making an extra effort to study in advance for better understanding of the topics.

“The strategies I have taken in order to pass well, it wasn't every time that we pass there are some times really that we failed but almost but the strategy that we have taken was to still study and read a lot, read in advance and also to listen to your professors and of course you have to take it seriously and love what your program or what your course because if you don't

then it will be a hard or you will be having a hard time to do it because you don't have passion." (IDI 3)

"Study to actually understand the lesson, search for all possible reference to comprehend those lessons and practice more." (IDI 4)

Anna also mentioned about group studying as it was very effective and they can have more ideas whenever they gather around.

"So, one of the strategies that we have applied before and until now is a group studying where as it is very effective because whenever we gather around, we can share more our ideas and it's better to retain that knowledge especially if you able express all your ideas it is much easier to retain that knowledge because you have partners, and you know that you are learning with your co students who's willing to learn." (FGD 1)

Students that practice proper study habits find out that they work more effectively and with less stress. It is time-efficient to prepare your study schedule in advance as a student and to keep to it. Students are typically less stressed when they have study schedules to follow. It also increases students' potential for determination, self-management, and eventually academic success.

Accordingly, it also claims that although studies have shown that highly active behavior over an extended length of time is the most effective way to study, the mechanism of development is yet a little unclear. In other words, effective study involves reading, drawing, comparing, memorization, and repeated assessments of oneself (Ebele & Paul 583-588).

### **Striving for Academic Excellence**

As shown on Table 3, the third theme is Striving for Academic Excellence. Jella mentioned that despite of all the challenges you've faced, you have to move forward and keep going.

"I guess the best solution in every obstacle we faced is to keep going despite of how many times we fail or how many times we stumbled because as a student the only thing that is constant or we cannot change is the fact that we need to go to school every session and we need to continue our study even though what happened yesterday what will happen tomorrow." (IDI2)

Anna stated that you to have keep on striving because doing that you'll be able to achieve what you are aiming for.

"What I did is to study harder than I did before, but by doing that I also sacrifice a lot of things and that includes the entertainment, my family and also time with friends. But to that I would be able to, you know have that great performance in academics but knowing that all of those things that have gone through way by doing that I'll also realized that achieving something isn't just a walking apart. You have to sacrifice a lot of things, you to have keep on striving and also by doing that you'll be able to achieve what you are aiming for." (FGD1)

Yaggy also agree in their answers that forward, you can overcome everything.

"Still studying, and just think about the future and you will have the courage to study more, and looking forward that you can overcome everything." (FGD6)

Strong motivators for student accomplishment include the pursuit of academic excellence and the establishment of specific goals. Students that strive for greatness push themselves to do the what is best for them and uphold high standards. This commitment manifests in constant,

efficient time management, and a readiness to ask for help or more resources when necessary. Although achieving a goal is not easy but students who are motivated to succeed will put forth all of their effort. Studying more, reading a lot, being persistent, continuing to study despite every challenge they have experienced.

Accordingly, it claims that students who are highly motivated have an advantage because they employ adaptable attitudes and behaviors such developing intrinsic passion, accomplishing objectives, and self-management (Alderman, 2013).

### **Setting a Clear Vision**

Marie stated that in order to have a good academic performance one must set a clear vision and goal for you to stay focused on what you are aiming for.

"As a student it is important to have or to set a clear goal because having that we know exactly what particular goals we want to achieve such as getting a good grade and mastering of a subject." (FGD3)

Yaggy and Shiela also mentioned that setting a clear vision can give big impact as a student by setting aside all the unnecessary things and stay focused.

"For me is stay organize as it gives big impact to us, if we organize, we won't be able to experience such difficulties on particular things and also as a student we could stay organize by keeping our notes and other study materials should be organized and easily accessible. I believe that this strategy can help us stay on track and avoid procrastination." (FGD6)

"Focus on your goals like set aside all the unnecessary things to avoid any distractions and do things that will help you achieve your goals." (FGD7) Goals provide students a sense of purpose and direction when pursuing their studies and what they dreamed for. Students who are self- or those who create plans or goals and make an effort to self-monitor and self-regulate their own motivation, thinking, and behavior are more likely to succeed academically if they align with those goals. Additionally, when students are actively participating and socializing in order to achieve resilient academic achievement, they tend to have better grades and a brighter future when they remain focused on their studies. A clear vision can help students manage their responsibilities, make accurate choices, and work toward their long-term goals by giving them a sense of purpose and direction.

Besides, children who self-regulate, make objectives or plans, and attempt to monitor and control their personal cognition, enthusiasm, and behavior based on these objectives are more likely to perform significantly better in school (Pintrich 667).

### **Having Positive Mindset**

The first theme generated is Having Positive Mindset. The respondents shared their ideas regarding with having a positive mindset although you are feeling down as it help individuals deal with life's disappointments and failures. Marie and Shiela stated that having a positive mindset gives them motivation.

"Also, one of my coping mechanisms is after I saw my scores on examination just for example, I failed I just put it on a brighter side and I'll take it as a motivation to do better in my next exam." (FGD3)



“Yes, I agree with their answers because just like them if I got low scores during the examination, I real take on a positive side by learning from it so I need to understand and have a self-learning of all the topics that the teacher will be discussing.” (FGD7)

Henz mentioned that her coping mechanism, besides of having only a positive mindset he also prays for good things.

“Stay positive and also praying, praying is the first thing and the most important for me that I always do, not only whenever I’m having a hard time because sometimes there are things that I can't do so when there are things that we can't do we just need to put our trust in our almighty God to help us conquer it all and that's my coping mechanism.” (IDI7)

Students can greatly benefit from adopting a positive mindset, doing in advance reading on the topic, aiming for academic success, and setting clear goals. First of all, having a positive outlook is important for promoting mental health in general as well as resilience, motivation, and wellbeing. Students who approach their studies with a positive attitude are more likely to succeed academically, accept failure as a learning experience, and maintain a balanced life at work. They gain the ability to maintain concentrate, encounter in the face of challenges, and confidently accomplish their academic goals thanks to this approach.

Positive thinking is a cognitive process that provides enthusiastic mental imagery, positive ideas, favorable solutions to issues, positive decisions, and an all-around optimistic attitude on life. Positive thinking does not, however, negate the necessity of objective assessment. Instead, it encourages an adjustment in direction toward a positive focus and interpretation while acknowledging both the positive and negative sides of problems, events, and circumstances. It has been proposed that using positive thinking as a coping mechanism can help people deal with difficulties like conditions (Tod, Warnock, & Allmark 43-47).

### Research Question No. 3: **How do they cope with the challenges faced in majoring English?**

The following questions were made in order to begin a broad discussion regarding the aforementioned study problem during the in-depth interview and focus group discussion. What are your insights and reflection after you overcome those challenges? What might motivate you to strive for success? What is the most important thing you’ve learned being an English major? What kind of efforts can you put into your studies? What is the best thing you should do in order to have a better grade?

The following four (4) major themes emerged from the data gathered as presented in Table 2. The four major themes are the following: being aspirant, aiming a better future, having resilience in the face of adversity, mastering the lesson and seeking assistance to the teachers and peers.

**Table 4.** The Insights After Overcoming the Adjustment Period in Majoring English

ESSENTIAL THEMES	CORE IDEAS
Being Aspirant	<ul style="list-style-type: none"> <li>We need to strive and give efforts to overcome those subjects. (IDI 2)</li> <li>Creating a good strategy in order to pass on exams. (FGD 1)</li> <li>After overcoming the challenges, I have observed myself embracing the achievement. (FGD 5)</li> </ul>
Aiming a Better Future	<ul style="list-style-type: none"> <li>To see myself in a better perspective. (IDI 4)</li> <li>Their family serves as their motivation and their current</li> </ul>

- situations (IDI 7).
- Having Resilience in the Face of Adversity**
- Strive harder to become a future educator. (FGD 6)
  - By not limiting yourself (IDI 6).
  - Being an English major, you need to be a wide reader, curious to learn new thing (FGD 4).
- Mastering the Lesson**
- I should always think outside of the box (FGD 7).
  - It is to study harder, double your efforts (IDI 3).
  - The best effort I can do now is putting or set aside the unnecessary things (IDI 6).
  - I study hard but not just all the time end up studying I also put effort performing inside the classroom when it comes to recitations and assessment (FGD 5).
- Seeking Assistance to the Teachers and Peers**
- Prepare in advance and never stop listening to your professor and to your classmates (IDI 2).
  - With the help of our dedicated professors, we are able to comprehend and cultivate the meaning of those concepts (IDI 5).
  - Always be present in class and should have an advance study and also don't neglect the study (IDI 7).

### Being Aspirant

The first theme being generated is being aspirant. Maja imparted her perspective on how she overcame barriers in her life, despite the fact that she encountered a lot of obstacles. Her notion showed her aspiration to move forward.

“To be honest, after overcoming the challenges I have observed myself embracing the achievement I have right now and I can say that it's all worth it, the obstacle I have faced is worth fighting for and my major may hard but it will take you to next level.” (FGD5)

However, Jella also claims that after overcoming all the challenges she's being proud of herself and Anna also claims that creating good strategies effectively help her to pass on examinations. “My insights that I guess is one thing I could say that it's difficult and it would be more difficult but we need to strive and give efforts to overcome those subjects are really difficult, we need to be tougher because we had no choice.” (IDI 2)

“First of all, overcoming first semester with this course BSED- English my insights are that I have created a lot of strategy that is effective for me on how to study better. I realized that some of my strategies may not be applied this semester because first semester we can say that it is okay to chill because the subjects is quite easy but on 2nd semester, we have to create better strategy for us to pass the exams for example we have to study more because we need to retain the knowledge.” (FGD 1)

Accordingly, motivated people eager to pursue meaningful endeavors, personal development, and career success. When someone is aspirant, they are more likely to hold themselves to high standards, pursue perfection, and persistently look for ways or strategies to improve their capabilities.

However, resilience and persistence are also required to be an aspirant. Along the path to success, obstacles and failures are natural. However, hopeful individuals don't let obstacles discourage them. They overcome obstacles, learn from their failures and carry on moving forward. The statement above shows how English majors are viewed as aspirants; they have the strength to uphold their commitment even in the face of obstacles and their strong determination to keep working toward achieving their goals.

In addition, it stated here that when the learner can demonstrate their abilities and feel motivated, it will be taking the best positions in their career where it helps students develop their skills. Further, the degree to which a person works or strives to learn out of a desire to do so and the satisfaction experienced in doing so (Gardener 1-18).

### **Aiming a better future**

As shown in the table 4, the second theme is aiming a better future. Henz shared some ideas what makes her feel motivated, she mentioned some of the reasons and one of it is family. She also claims that to become a better student she must strive harder in life because life is not an easy walk, the statement is clear that Henz is aiming a better future.

“First of all is my family and also our current situation we've been experiencing financial problem right now and since I'm the eldest I'm the one who supports my family and they expected a lot from me that I can go through it all and by that I can help to get my family out of poverty, so that's my basis that I put in mind to become successful to help my family.” (IDI7) However, Yaggy supported the idea of Henz stating that her primary motivation is also his family given that he really wants to be a teacher in the future. Geovan also added that he wants to see himself in a better perspective.

“So my primary motivation is the same with them my family also and of course I also have my friends which includes them and also my friends from other school and I don't want to disappoint them because I didn't do my best so I strive to be a better person I strive Harder to be a better student for me to be a teacher and as a future educator I want my student to know that achieving something is not just really getting to the point of their life that we are going to get our degree but in how we are going to satisfy our life so there goes with the saying according to bill gates' that " being born poor is not our mistake but dying as poor is our mistake" so we have striven harder in life because life is not an easy walk, just like walking at the park on the streets with all those extravagant things we get but life is challenging it has obstacles that one day will try to impart your way to the way of your success.” (FGD6)

“Thinking about my family is what motivate me to strive for success, I want to help them live a better life and to see myself in a better perspective and I want to do all the things that limits me today.” (IDI 4)

Parents can still play an important part even if they are unable to help their children with a particular subject or skill by promoting students' emotions of competence and control and attitudes that are beneficial for academics and that one has the ability to determine their own fate motivates students to strive for a better future.

As stated here, the success of anything we accomplish depends on our capacity of passion. Without motivation, our effort will be low, and without effort, our chances of achievement are poor. The primary motivating factor for learning is motivation, which later serves as a mechanism for perseverance during the prolonged and frequently challenging learning process (Dörnyei 89-134).

### **Having resilience in the face of diversity.**

The third theme is having resilience in the face of diversity. The statement below are Karl and Marie shared ideas about the important things they learn being an English major, through



striving hard and focusing more on the things that could give them improvement, where they show being resilient.

“By not limiting yourself, you don’t have to limit yourself because actually I almost didn't pass the ELT in the subject The Introduction to Linguistics which is my grade is only 2.0 and that time I was only thinking about a minimum or passing grade but then I realized that I must not limit myself and do all the best that I can next time.” (IDI 6)

Reizi also stated here that being an English major you need to be a wide reader. Always thinking outside the box allows students to learn more and encourages them to persevere toward their goals despite all of the challenges they have faced as Shiela also stated below.

“I have learned that being an English major you need to be a wide reader, curious to learn new thing, ready to speak even if you're not that good in speaking using the English language but at least you try and give your best, and also you need to have a strong personality.” (FGD 4)

“The most important thing that I’ve learned being an English major is that I should always think outside of the box because as future educator I should have enough knowledge and learnings in order for me to teach well my students in the future. I should not only learn on the subjects of what my professors being discussed but also, I should learn things in my own way.” (FGD 7)

However, a thorough explanation that includes the resilience component, which includes internal qualities like resilience, knowledge, confidence, adaptability, and the capacity to deal with challenges productively. By strengthening protective qualities like optimism, social support, and active coping mechanisms that improve students' capacity to overcome problems in life, this tries to lessen the negative effects of risk factors like stressful life experiences.

Additionally, common measures of positive outcomes include academic achievement (grades, test scores, and attendance), as well as peer acceptance and the presence of friendships. And resilience is often regarded as the essential factor that involves the process, capacity, or outcome of successfully adapting and striving despite challenging circumstances (Asarta and James 29-38).

### **Mastering the lesson**

Roland claims that through studying and putting efforts can help masters the lessons that is hard to understand even though having low score, it doesn't mean that it is the ending of the future in order to success Roland also stated that managing the time and studying hard is the solution to master the lesson.

“It is to study harder, double your efforts if you feel like after the exam and then you've got a low score and you didn't fail then it's okay it's time for you to assess yourself and study harder for your next exams and you really need have to make up for the exams that you fail. And also, you really need have to manage your time properly. You really need to put everything for yourself, your studies you really need to balance for you to not really get burdened with the stress that comes from the academic's world.” (IDI3)

Karl also stated his experiences as a support to Roland’s answer and how he set aside unnecessary things. Maja further emphasized the need for classroom participation in order to foster more learning.

“Just like others I study hard but not just all the time end up studying I also put effort performing inside the classroom when it comes to recitations and assessment.” (FGD 5)

“The best effort I can do now is putting or set aside the unnecessary things, because way back on my senior high school days instead of doing the activity all I did is just using cellphone scrolling on Facebook, instead of answering the activities.” (IDI6)

Putting extra effort in academics leads students to a brighter outcome. Students who had struggled to understand their lesson are now determined to learn more, as they put out all of their effort to achieve excellence in their classes, tests, and other assessments.

Of course, passing their current examinations is their main concern. After that, they only want focused on the syllabus material that is essential and will affect how well they do in the exams. The prevailing theory is the generally accepted concept that we learn in classrooms where "gaining" knowledge is valued and where effort is the most important aspect, from preschool to college. In such a situation, learning something is necessary before understanding it. The exams attempt to assess students' cognitive abilities or, more broadly, what they know. knowledge. The truth is that factors other than merely cognitive ability and knowledge of the subject influence student achievement (Zamarro 519-552).

### **Seeking assistance to the teacher and peers**

The last theme generated is seeking assistance to the teacher and peers. Jella proves that collaboration and cooperation with classmates can help you in the future, her statement can stand as a support to the theme seeking assistance to the teacher and peers.

“Prepare in advance and never stop listening to your professor and to your classmates collaborate and cooperate with them and also to keep your faith strong pray and pray.” (IDI2)

Also, Henz and Joanna shared their thoughts on the things they do to get a better grade, reading a lot about the lessons can help them to grasp the lessons as well.

“The best thing to do to have a better grade is always being present in the class and should have an advance study and also don't neglect the study even though you are working for you to have a good grade because it's it feels different when you got high grades at any particular subject.” (IDI 7)

“Some of the topics are generalized and broad that made us so hard to grasp and understand. But with the help of our dedicated professors, we are able to comprehend and cultivate the meaning of those concepts that seem to be very difficult.” (IDI 5)

Asking for help from peers and professors during the learning process is an important step that can considerably improve comprehension, promote teamwork, and boost overall academic and personal progress of students. It entails reaching out to others for direction, explanation, criticism, and support in order to better grasp the subject at hand. A helpful tactic for improving knowledge, obtaining feedback, working together, and forming relationships is to ask teachers and peers for help. It gives students the ability to overcome obstacles, improve their learning, and create a welcoming and positive learning environment. By asking for help, students can receive more knowledge and viewpoints of others, which improves academic achievement, fosters personal growth, and fosters the development of their skills for lifetime learning.

However, when interactions between educators and learners are effective, instructors serve as a role model in setting up students' learning opportunities as well as a support system to foster

students' interests and to make it possible for students to internalize new values, develop essential skills, and become more socially responsible. Students exhibit great motivation, active engagement, and substantial learning while learning environments are appropriate to their needs, interests, and preferences.

Although students must be motivated to learn, teachers must be inspired to learn. Simply put, without enough determination, even people with extraordinary talent may not achieve long-term goals. With motivation being an essential aspect in learning new languages. Before introducing new lessons, teachers should have a discussion with students. The teacher will learn further about how learners think and what they believe to be the most effective learning methods by doing this. Willingness to seek for help to teachers has been showed to be beneficial and a means of protecting against poor mental health outcomes (Hatchel et al., 2019).

### CONCLUDING REMARKS

From the findings of the study, challenges of English major students could hinder their academic achievement. However, their strong motivation could help them to achieve their goals and continue striving for success. Time management is important in enhancing students' academic performance. Every student should be able to manage their time well, which includes establishing goals and priorities, using time management tools, and being well-organized.

At some point from the result of the study, English majors strive for success because of their passion for language and literature, their intellectual curiosity, the development of their communication and critical thinking skills, their desire for both personal and professional growth, their goal of cultural understanding, and the accomplishment of their career goals. Success gives them the opportunity to make an impact on what they do and contribute to society as a whole. Also, the obstacles they face as first-year English major students affect their studies however they overcome all of it because of their strong motivation to improve their capabilities and learn more in order to succeed.

In addition, we have found out that English major students also overcome challenges by reinforcing their courage, seeking support and guidance, managing their time wisely, embracing their creativity, finding inspiration in literature, and setting significant goals. These techniques, along with their innate drive and enthusiasm for their studies, provide them the ability to overcome challenges and remain dedicated to their quest of success.

Despite facing many difficulties, first-year English major students have a good outlook and continue to strive for academic excellence by being ambitious and resilient in the face of difficulty. Furthermore, even though it might be challenging to transition to a new environment, students who have the desire to become teachers in the future have clearly defined goals that they are working toward. Although students got stressed with their studies but still, they found ways make use of some strategies to overcome it. Having these kinds of experiences pave the path for success in future academic endeavors and beyond.

Therefore, this study encourages teachers to be more considerate and always facilitate their students with motivation, encouragement and to be an inspiration. Students should also be careful of their actions towards their teachers and always think outside of the box to have a positive environment inside or outside of the classroom.



### Implications for Educational Practice

The difficulties managing time, coping with academic pressure, adjusting to the new environment, and being unaware of the subject were the four primary challenges faced by the freshmen English majority students. These findings suggest that learners are equally committed to their studies as other students at the institution. Despite facing many challenges, they work very hard to conquer them all and fulfill their responsibilities as students. Some participants indicated in their responses that they have difficulty dealing with academic pressure due to the high expectations they face as English major students. This suggests that this should be addressed as there is a great need for encouragement regarding their difficulties with handling academic pressure.

These difficulties and challenges faced by English majors might bring attention to them and serve as a wake-up call for our educators, leaders, and higher officials to pay closer consideration to the results of our research study. Giving them an edge of educational possibilities to develop and keep improving their weak aspects will effectively solve this. As to the insight of the students on the challenges of freshmen English Majors, there were five significant themes generated which were aspirant, aiming a better future, having resilience in the face of adversity, mastering the lesson and seeking assistance to the teachers and peers. This implies that it is vital to be aspirant, and it must be reinforced to the non-teaching professionals to encourage more the students, build confidence, gain worldwide credit and reputation, and maintain a pleasant and harmonious work environment with others.

This also implies that there is a need for programs to assess the English major student's proficiency and knowledge on the challenges they faced specially the English majority students in order to preserve the school's image and reputation in producing high-quality services. Additionally, to identify their areas of weakness and seek educational reinforcements, which entails problem-solving working together with educators to lessen the challenges they face and improve their abilities for effective communication in order to increase the number of people receiving high-quality services. Additionally, institutions, stakeholders, and work environments to collaborate closely, putting a strong emphasis on communication and having a direct line to them, emphasizing the development side, and giving them good opportunities to interact with industry professionals and find mentors in the field—all of which the interns found to be positively perceived. For both college and business staff, requiring all students to complete an internship or other work-related experiential course is a major commitment (Genelza, 2022).

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