

Transition Guide: An Advising Platform for Major Life Transitions

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1. Introduction

The transitional phase from university into the workplace is a period marked by uncertainty, shifting identity and new expectations. Many graduates experience transitional anxiety as they navigate unfamiliar professional environments and experience loss of structure supplied by rigorous university schedules.

This report examines the factors contributing to this experience and explores website-based interventions that aim to help students manage transitional anxiety. Our hypothesis is that website-based interventions are useful in mitigating transitional anxiety. This hypothesis is tested with a survey.

2. Literature Review

Undergraduate students often face transitional anxiety when transitioning from the role of a student to an employee. A survey study from the Hong Kong Federation of Youth Groups (2024) shows that over 30% of young adults within the transitional phase experience anxiety.

Research shows different factors contributing to the phenomenon. Geirdal et al. (2019) found that the transition from university to work is associated with professional uncertainty, which may negatively affect young professionals' mental health and psychological distress. It arises from a feeling of inadequacy and a lack of perceived coping mechanisms. For many students, this distress is due to emotional vulnerabilities experienced during their academic tenure. Gin et al. (2021) show that unstructured environments with features such as a lack of clear external deadlines, and the burden of self-directed progress, directly exacerbate depression. Together, these factors severely hinder students' long-term motivation and self-confidence.

To prevent emotional exhaustion and enhance psychological well-being, Rigg et al. (2013) shows that strong external support networks function as a primary buffering mechanism that effectively mitigates severe academic and situational burnout. In times of anxiety, such social support scaffolding could also come from the media.

Work volition is another factor, and is closely linked to personal resources such as money and work opportunities. Cheung et al. (2020) found that personal resources were positively associated with work volition, whereas constraints on such resources were negatively associated with work volition among undergraduate students in the United States and Hong Kong. This shows that socio-economic constraints among undergraduate students adds uncertainty to their future development, and may induce transitional anxiety.

Together, these studies suggest that transitional anxiety requires interventions that actively enhance career self-efficacy and clarity before students enter the workplace. To this end, a tailored website complete with guidelines may help. Our research question is "Can website based interventions help alleviate transitional anxiety?"

3. Methods

We used Google studios for the coding throughout the project. Various prompts were input in the AI chatbot which generated codings in Java afterwards.

Gemini and Google Scholar were used for academic research. A post-use survey is conducted to examine the effectiveness of the project.

3.1 Logic Flow

The website is intentionally to be in a structured flow, where users are guided step by step. This approach logically brings users from awaring transitional anxiety to suggested actions, which can be taken on their peers suffering in similar situations.

The site first defines transitional anxiety and its key drivers, for example loss of structure and identity shift, in the “Definition” as well as “Causes” section. It then examines how transitional anxiety affects well-being.

Next, the platform introduces practical strategies for career development, financial management, and mental health in the “Making a Change” section, alongside actionable peer-support advice in the “Help a Friend” section.

Finally, the user experience concludes with “Daily Check-ins” and “Draw Wish” designed to support continuous self-monitoring.

3.2 Informed Suggestions

3.2.1 Job

The job guidance addresses the core challenges fresh graduates encounter during their transition into the labor market. Transitioning from higher education into the corporate sector often exposes graduates to a phenomenon known as “reality shock,” which is the cognitive dissonance experienced when workplace expectations diverge from academic preparation (Hughes, 1958). To relieve the derived anxiety, our platform provides strategies across two key domains: resume customisation and strategic interview preparation tailored specifically to Hong Kong's corporate landscape. It directly reinforces professional readiness of graduates, thereby easing the transitional anxiety.

3.2.2 Financial

High living expenses and tuition obligations significantly heighten psychological distress among recent graduates during career transitions (Archuleta et al., 2013). To relieve the derived anxiety, the platform's “financial” part suggests non-repayable foundation bursaries,

government non-means-tested loans, tuition deferment options and subsidies into an accessible framework. For example, Hsin Chong - K.N. Godfrey Yeh Education Fund and Continuing Education Fund (CEF) were chosen as typical examples for university fund and government fund respectively. Clarifying eligibility requirements enhances financial self-efficacy of graduates. This approach effectively buffers graduates against financial stress, eventually alleviating transitional anxiety.

3.2.3 Mental

Emotional strain is a major part of transitional anxiety. Studies show that young adults entering new roles or environments often experience increased anxiety because of uncertainty and changing routines. According to Geirdal et al. (2019), the practice shock in this transitional period experienced by students can have negative effects on their emotions for up to three years after graduation. To support this, our platform's "mental" section offers practical advice to break the negativity loop. From easily kept daily habits to information on professional mental support sites, our information targets a broad audience of different mental needs and assists them in reducing stress and finding positivity amidst their transitional anxiety.

3.3 Website Features

3.3.1 Interactiveness

3.3.1.1 Features

Features include two interactive games that guide users through real-life transition scenarios and let them make decisions during common workplace dilemmas. This approach is grounded in Experiential Learning Theory (Kolb, 1984), which shows that actively resolving simulated challenges helps individuals internalise coping strategies far better than passive reading.

The interactive functions on our website, such as "Daily mission", "Draw Wish" section, and numerous interactive buttons, are intentionally designed to be tactile and responsive. Marques et al. (2021) suggests that simple physical actions can activate reward pathways and enhance dopamine level. Based on the conclusion, several physical actions including clicking and drawing are added to enhance user satisfaction.

3.3.1.2 Inspirational and related quotes

Inspirational quotes are embedded at the end of each sub-part for the purpose of managing transitional anxiety. Research in Cognitive Behavioral Therapy (CBT) shows that reflective statements help trigger cognitive reframing, where individuals reevaluate negative thoughts and shift to a more positive perspective (Beck et al., 1979; Clark, 2013). By placing these reframing anchors right after suggestions, users are supported to reduce overthinking and build daily emotional resilience during the transitional period.

3.3.1.3 Photographs and emojis

Photographs and emojis are intentionally added across the site to enhance emotional support and readability. According to Dual-Coding Theory (Paivio, 1986), combining visual elements with text improves information processing, particularly for individuals under cognitive overload.

Additionally, emojis are placed near key action items as visual cues. Computer-Mediated Communication (CMC) research demonstrates that emojis act as non-verbal tone markers to increase user engagement by making dense content more approachable (Dresner & Herring, 2010; Skovholt et al., 2014).

3.3.2 Graphics

The visual and interaction design of this website is shaped to support users who are navigating transitional anxiety.

Blue serves as the primary theme colour in normal view mode (default mode) because it conveys calmness and emotional steadiness. Lubos et al. (2008) shows that blue colour environments can reduce stress responses. This color helps establish a sense of security for people experiencing transitional anxiety.

Rabin et al. (2020) compared cool (blue) and warm (yellow) displays and examined their effects on visual function. Based on these findings, a warm-toned background was selected for the website's eye-protection mode. Red is used for buttons in eye protection mode for better contrast, according to the color spectrum. Together, these choices create a supportive aesthetic environment that encourages users to stay and use our site.

An arial font was chosen for the purpose of visual clarity.

4. User Survey Results and Discussion

A post-use survey with 19 questions is conducted:

“What are your biggest concerns about transitioning from university to society?”
for the purpose of understanding the causes of transitional anxiety;

“How prepared do you feel for post-graduation life?”,
and *“How would you rate your current level of anxiety regarding the transition from university to the workplace/society?”*
for the purpose of examining the severity of transitional anxiety;

“Where will you turn when you feel anxious or confused about post-grad life?”
for the purpose of examining the usefulness of a supportive website;

“How well did your university prepare you for the emotional and mental shift to post-grad life?”

for the purpose of examining the necessity of an extra emotional and mental support platform independent from universities;

“How helpful did you find the information on our website to be?”

for the purpose of examining the usefulness of information provided;

“How easy was it to navigate our website?”

for the purpose of examining accessibility;

“Was the tone emotionally supportive?”

for the purpose of examining effect of emotional support;

“Did the information feel credible?”

for the purpose of examining credibility;

“Rank the 6 sections of our website from most helpful(1) to least helpful(6).”,

and *“Why did you give a particular section the score of 1? Why did you give a particular section the score of 6?”*

for the purpose of examining effectiveness of each section;

“Do you think the daily check-in was interactive and helpful?”, and “How fun was the daily check in section?”

for the purpose of examining interactivity and effectiveness of the Daily Check-in section;

“Do you think the Draw Wish section was interactive and helpful?”, and “How fun was the Draw Wish section?”

for the purpose of examining interactivity and effectiveness of the Draw Wish section;

“Have you ever come across a similar site before?”

for the purpose of examining the originality of the website;

“How did you feel and what kinds of reflections did you get after using our website?”, and “Overall, how satisfied are you with our website?”

for the purpose of examining the satisfaction of the user; and

“Suggestions for improvement(optional)”

for the purpose of collecting opinions for improvement.

A total of 11 responses were collected. Overall, the responses were very positive. An average score of 4.46 was recorded for the question *“Overall, how satisfied are you with our website?”*. 90.9% of respondents answered **“Yes”** in the question *“Will you use our website again in the future?”*, reflecting the website is useful for students who are experiencing transitional anxiety.

Specifically, the website is reported to be highly accessible, helpful and supportive. An average score of 4.54 was given to the question *“Was the tone emotionally supportive?”*, 4 was given to *“Did the information feel credible?”*, and 4.18 was given to *“How easy was it to navigate our website?”*. Together, the website has proved to be highly effective to suggest information against transitional anxiety.

Notably, a 90.9% and 100% **“Yes”** is credited to the question *“Do you think the daily check-in was interactive and helpful?”*, and *“Do you think the Draw Wish section was interactive and helpful?”* respectively. The result further proved the success of the interactive design.

5. Conclusion

The suggestions, features and graphics can systematically reduce stress through both psychological and practical means. This conclusion is also supported by positive user survey results.

The project shows clear stress- reduction benefits, and future updates can deepen personalisation and long- term support for transitional anxiety.

6. Evaluation

Several notable achievements and limitations were shown during the project. They are also tied to certain ethical discussions, as written below.

6.1 Achievements

6.1.1 Originality

Notably, the website is highly original and unique. 58.3% of respondents of the post-use survey expressed that they have never come across a similar website. This reveals that such supportive websites were not yet popular among graduates. The uniqueness provides users with fresh experiences in combating against transitional anxiety.

6.1.2 Interactiveness

Another achievement is the highly interactive design of the website. A 90.9% and 100% “Yes” is credited to the question *“Do you think the daily check-in was interactive and helpful?”*, and *“Do you think the Draw Wish section was interactive and helpful?”* respectively. The results show that the users overall highly appreciate our interactive design, as well as its function in alleviating transitional anxiety.

6.2 Limitations

6.2.1 Lack of clear guide

One major limitation is that the website lacks a clear guide for use. For example, several users reported that they did not reckon the white background in the “Draw Which” section is a drawboard. This limits the effectiveness in the website interactivity. Further updates shall include a clear guide to help users navigate the website effectively.

6.2.2 Small sample size

Due to limited duration, a mere 11 responses of the post-use survey were collected. The small sample size limits the credibility and representativeness of users' opinions. The survey shall be reconducted in the future for the purpose of rediscussion on the functions and effectiveness of the prototype.

6.2.3 Textual Complexity

Several users reflected that the contents included an overly high proportion of texts, adding burdens to users' experiences. For example, a survey response suggested that (the website included) *“too many words and cards, can try to use AI to generate videos in anime style to remove them so that it will be interactive”*. Further updates shall reduce the proportion of words and use larger numbers of pictures and animations as substitutes.

6.3 Ethics

6.3.1 User Privacy

All survey responses are anonymised to protect confidentiality. Interactive features such as *Draw Wish* and *Daily Check- In* are designed without tracking or recording user inputs, ensuring that personal choices remain private.

6.3.2 Help a Friend

The *Help a Friend* function encourages positive peer support. While misinterpretation could cause harm, such as misleading someone in anxiety and leading to heightened stress, the platform mitigates this risk by providing clear, research- backed guidelines to ensure users spread encouragement responsibly. Still, it is recognised that this risk cannot be completely avoided.

6.3.3 By-products of vibe coding

Some visuals and layouts were created using vibe coding (Google AI Studio). This introduces potential biases from AI training data and unknown psychological effects. The project acknowledges these limitations and commits to transparency about AI involvement in design.

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Appendix

Survey Result

Time of Response	7/23/2026 10:29:56	7/23/2026 10:40:29	7/23/2026 11:00:45	7/23/2026 11:12:08	7/23/2026 11:16:01	7/23/2026 11:40:41	7/23/2026 11:48:27	7/23/2026 12:03:31	7/23/2026 15:12:42	7/23/2026 15:16:53	7/23/2026 15:41:01
What are your biggest concerns about transitioning from university to society? (Select up to 3)	Mindset shifts to handle workplace, Unemployment	Mindset shifts to handle workplace, Frameworks to build personal routines, Advice on managing financial & career uncertainty	Practical interview & resume strategies, Mindset shifts to handle workplace, Frameworks to build personal routines	Mindset shifts to handle workplace, Frameworks to build personal routines	Mindset shifts to handle workplace, Frameworks to build personal routines, Advice on managing financial & career uncertainty	Practical interview & resume strategies, Mindset shifts to handle workplace, Frameworks to build personal routines	Advice on managing financial & career uncertainty	Practical interview & resume strategies, Mindset shifts to handle workplace, Frameworks to build personal routines, Advice on managing financial & career uncertainty	Mindset shifts to handle workplace, Frameworks to build personal routines	Practical interview & resume strategies	Mindset shifts to handle workplace, Frameworks to build personal routines, Advice on managing financial & career uncertainty
How prepared do you feel for post-graduation life?	4	4	2	2	1	4	3	5	3	3	3
How would you rate your current level of anxiety regarding the transition from university to the workplace/society?	3	5	5	2	1	2	4	5	3	2	2
Where will you turn when you feel anxious or confused about post-grad life?	Self reflection	Asking friends or family	A guided website with practical steps	Searching social media	A guided website with practical steps	Asking friends or family	Searching social media	A guided website with practical steps	A guided website with practical steps	Asking friends or family	A guided website with practical steps
How well did your university prepare you for the <i>emotional</i> and <i>mental</i> shift to post-grad life?	2	2	3	3	5	3	4	5	2	3	3
How helpful did you find the information on our website to be?	3	3	5	4	5	5	5	5	4	3	4

How easy was it to navigate our website?	3	3	5	4	5	4	5	5	4	4	4
Was the tone emotionally supportive?	5	4	5	3	5	4	5	5	5	4	5
Did the information feel credible?	3	3	5	3	5	4	5	5	4	3	4
Rank the 6 sections of our website from most helpful(1) to least helpful(6). [1]	How it is formed and affects your well-being	Draw Wish	Draw Wish	Definition	Daily Check in	Help a Friend	Making a Change	Draw Wish	Daily Check in	Definition	Draw Wish
Rank the 6 sections of our website from most helpful(1) to least helpful(6). [2]	Making a Change	Help a Friend	How it is formed and affects your well-being	How it is formed and affects your well-being	Draw Wish	Making a Change	Daily Check in	Draw Wish	Help a Friend	How it is formed and affects your well-being	Daily Check in
Rank the 6 sections of our website from most helpful(1) to least helpful(6). [3]	Help a Friend	Daily Check in	Making a Change	Making a Change	Help a Friend	How it is formed and affects your well-being	Help a Friend	Draw Wish	Making a Change	Help a Friend	Help a Friend
Rank the 6 sections of our website from most helpful(1) to least helpful(6). [4]	Daily Check in	How it is formed and affects your well-being	Help a Friend	Help a Friend	Definition	Daily Check in	Draw Wish	Draw Wish	How it is formed and affects your well-being	Daily Check in	Making a Change
Rank the 6 sections of our website from most helpful(1) to least helpful(6). [5]	Definition	Making a Change	Daily Check in	Daily Check in	How it is formed and affects your well-being	Draw Wish	How it is formed and affects your well-being	Draw Wish	Draw Wish	Making a Change	How it is formed and affects your well-being
Rank the 6 sections of our website from most helpful(1) to least helpful(6). [6]	How it is formed and affects your well-being	Definition	Definition	Draw Wish	Making a Change	Definition	Definition	Draw Wish	Definition	Draw Wish	Definition
Why did you give a particular section the score of 1?	Accessibility			Just a feeling	Sure		It answered my uncertainties towards moving on from university to workplace.	too hard	Words can let me feel nice and kind. Really did some practical example and give good response		

Why did you give a particular section the score of 6?	Clarity			Just a feeling	Sure		definition may not be helpful as its information i could find online by myself	too energetic	Definition is just a introduction not practical at all		
Do you think the daily check-in was interactive and helpful?	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How fun was the daily check in section?	3	4	4	4	5	5	5	5	4	3	5
Do you think the Draw Wish section was interactive and helpful?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How fun was the Draw Wish section?	4	4	5	3	5	4	5	5	4	3	5
Have you ever come across a similar site before?	Yes	Yes	No	Yes	No	No	No	Yes	No	No	No
Will you use our website again in the future?	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How did you feel and what kinds of reflections did you get after using our website?	Offer me some perspectives	good idea :D	:)	Nice	Sure	I feel quite satisfied and happy, especially when I see how people still wanna do this stuff.	it's very considering and helpful	dadada	Stay chill and remind myself to stay calm	informat ive	:>
Overall, how satisfied are you with our website?	4	4	5	4	5	5	5	4	5	4	4
Suggestions for improvement (Optional)		The colour-switching button is difficult to see; too many words and cards, can try to use AI to generate videos in anime style					\	dada	More pictures or graphics instead of words only, but in general is very		

		to remove them so that it will be interactive; the font styles can change a little bit to show your own styling and professionalism, no need that much bold text; the drawing can try to plugin AI (like multimodal model) that can read the drawing then give the word, then can say every words is personalized. ANYWAY, these are just a few comments. Good job guys!!!!!!							interactive!		
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