

Why do graduates and undergraduates of translation studies of Kazakhstani universities change their sphere of work or study?

Serikov Alisher Eldarovich

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

In

Translation Studies

M. Narikbayev KAZGUU University

School of Liberal Arts

May, 2023

Word Count: 12 091 words

© Copyright by Serikov Alisher

AUTHOR AGREEMENT

I, the undersigned Serikov Alisher, grant to M. Narikbayev KAZGUU University the right to store and distribute my submission in print and electronic format.

I confirm that I am the sole author of this thesis, and that it does not infringe any copyright. This thesis is the result of my own original work, except where due acknowledgement has been made.

M. Narikbayev KAZGUU University will clearly identify my name(s) as the author(s) of the submission, and will make any alteration, other than as allowed by this agreement, to your submission.

I hereby accept the terms above Author Agreement.

Author's signature:

Date: 18.05.2023

Abstract

This research study aims to investigate the factors contributing to the career shift or change in academic pursuits among graduates and undergraduates of translation studies in Kazakhstani universities. Despite obtaining specialized education in translation studies, a considerable number of students from this field of study appear to transition to different spheres of work or pursue alternative academic paths. Understanding the reasons behind these career shifts is crucial for educational institutions, policymakers, and stakeholders in the translation industry to better align educational programs with the evolving needs of the job market and to provide adequate support to students in their career development. This study employs a quantitative approach with descriptive narrative, combining quantitative surveys and accessible online sources and documents to collect data from graduates and undergraduates of translation studies in Kazakhstani universities. The research participants encompass individuals who have transitioned to diverse fields of work or changed their academic trajectories after completing their translation studies programs, bachelor degree students of translation studies and graduates of the program. The quantitative surveys collect information about the demographic profiles of the participants, their motivations for pursuing translation studies, and the factors influencing their decisions to change careers or academic paths. Surveys also examines experiences and perspectives of the participants, exploring their perceptions of the translation profession, the challenges they encountered, and the factors that facilitated or hindered their career transitions. Preliminary findings suggest that several factors contribute to the career shifts among translation studies graduates and undergraduates. These factors include limited job opportunities within the translation industry, low income prospects, inadequate professional development support, and a lack of awareness about the potential applications of translation skills in other domains. In addition, personal motives including interests, changing career goals, and the desire for a better work-life balance are

important factors in decision-making. The research findings aim to provide insights into the complex dynamics affecting the career choices of translation studies graduates and undergraduates in Kazakhstani universities. The implications of this study can assist educational institutions in enhancing their curriculum to address the changing needs of the job market, offering additional training opportunities, and providing career guidance services. Furthermore, the findings may inform policymakers and stakeholders in the translation industry to improve job prospects and work conditions for translators, potentially leading to increased retention within the field. Ultimately, this research seeks to foster a better understanding of the factors influencing career shifts among translation studies graduates and undergraduates in Kazakhstan, aiming to contribute to the long-term success and satisfaction of individuals in their professional endeavors.

Key words: Translation studies, majors change, factors of change.

Абстракт

Целью данного исследования является изучение факторов, способствующих смене карьеры или академического направления среди выпускников и магистрантов переводческих специальностей в казахстанских университетах. Несмотря на получение специализированного образования в области переводоведения, значительное число студентов из этой области обучения, по-видимому, переходят в другие сферы работы или выбирают альтернативные академические пути. Понимание причин, стоящих за этими карьерными сдвигами, имеет решающее значение для образовательных учреждений и заинтересованных сторон в индустрии переводов, чтобы лучше согласовывать образовательные программы с меняющимися потребностями рынка труда и оказывать адекватную поддержку студентам в их карьерном росте. В этом исследовании используется количественный подход с описательным повествованием, сочетающий количественные опросы и доступные онлайн-источники, и документы для сбора данных от выпускников и магистрантов переводческих специальностей казахстанских университетов. Участниками исследования являются люди, которые перешли в различные сферы деятельности или изменили свою академическую траекторию после завершения программ обучения переводу, студенты бакалавриата в области переводоведения и выпускники программы. Количественные опросы собирают информацию о демографических характеристиках участников, их мотивации к изучению переводческого дела и факторах, влияющих на их решения о смене карьеры или академического пути. В опросах также изучается опыт и перспективы участников, их восприятие профессии переводчика, проблемы, с которыми они столкнулись, и факторы, которые способствовали или препятствовали их карьерному росту. Предварительные результаты свидетельствуют о том, что несколько факторов способствуют карьерным

переменам среди выпускников переводческих специальностей и магистрантов. Эти факторы включают ограниченные возможности трудоустройства в переводческой отрасли, низкие перспективы получения дохода, недостаточную поддержку профессионального развития и недостаточную осведомленность о потенциальном применении навыков перевода в других областях. Кроме того, личные мотивы, включая интересы, изменение карьерных целей и стремление к лучшему балансу между работой и личной жизнью, являются важными факторами при принятии решений. Результаты исследования направлены на то, чтобы дать представление о сложной динамике, влияющей на выбор профессии выпускниками переводческих специальностей и магистрантами казахстанских университетов. Результаты этого исследования могут помочь учебным заведениям усовершенствовать свои учебные программы с учетом меняющихся потребностей рынка труда, предлагая дополнительные возможности для обучения и предоставляя услуги по профориентации. Кроме того, полученные результаты могут послужить основой для принятия решений директивными органами и заинтересованными сторонами в переводческой отрасли с целью улучшения перспектив трудоустройства и условий труда переводчиков, что потенциально приведет к увеличению удержания на местах. В конечном счете, это исследование направлено на то, чтобы способствовать лучшему пониманию факторов, влияющих на карьерные изменения среди выпускников переводческих специальностей и магистрантов в Казахстане, стремясь способствовать долгосрочному успеху и удовлетворенности людей в их профессиональных начинаниях.

Ключевые слова: Переводоведение, смена специальностей, причины смены.

Аңдатпа

Бұл зерттеудің мақсаты қазақстандық университеттердегі аударма мамандықтарының түлектері мен магистранттары арасында мансапты немесе академиялық сабақтарды өзгертуге ықпал ететін факторларды зерттеу болып табылады. Аударма ғылымы бойынша мамандандырылған Білім алғанына қарамастан, осы оқу саласындағы студенттердің едәуір бөлігі басқа жұмыс салаларына ауысады немесе балама академиялық жолдарды таңдайды. Осы мансаптық өзгерістердің себептерін түсіну Білім беру мекемелері, саясаткерлер және аударма индустриясының мүдделі тараптары үшін білім беру бағдарламаларын еңбек нарығының өзгеріп отыратын қажеттіліктерімен жақсырақ сәйкестендіру және студенттерге мансаптық өсуіне тиісті қолдау көрсету үшін өте маңызды. Бұл зерттеуде қазақстандық университеттердің аударма мамандықтарының түлектері мен магистранттарынан деректер жинау үшін сандық сауалнамалар мен қолжетімді онлайн-көздер мен құжаттарды біріктіретін сипаттамалық баяндаумен сандық тәсіл қолданылады. Зерттеуге қатысушылар-аударма бойынша оқыту бағдарламаларын аяқтағаннан кейін әртүрлі қызмет салаларына ауысқан немесе академиялық траекториясын өзгерткен адамдар, аударма саласындағы бакалавриат студенттері және Бағдарлама түлектері. Сандық сауалнамалар қатысушылардың демографиялық сипаттамалары, олардың аударма ісін зерттеуге деген ынтасы және мансапты немесе академиялық жолды өзгерту туралы шешімдеріне әсер ететін факторлар туралы ақпарат жинайды. Сауалнамалар сонымен қатар қатысушылардың тәжірибесі мен перспективаларын, олардың аудармашы мамандығы туралы түсініктерін, олар кездескен қиындықтарды және олардың мансаптық өсуіне ықпал еткен немесе кедергі келтірген факторларды зерттейді. Алдын ала нәтижелер аударма мамандықтарының түлектері мен магистранттар арасындағы мансаптық өзгерістерге бірнеше факторлар ықпал ететіндігін көрсетеді. Бұл

факторларға аударма саласындағы жұмыспен қамтудың шектеулі мүмкіндіктері, табыс табудың төмен перспективалары, кәсіби дамуды қолдаудың жеткіліксіздігі және аударма дағдыларын басқа салаларда қолдану мүмкіндігі туралы хабардарлықтың жеткіліксіздігі жатады. Сонымен қатар, жеке мотивтер, соның ішінде қызығушылықтар, мансаптық мақсаттардың өзгеруі және жұмыс пен өмірдің тепе-теңдігін жақсартуға ұмтылу шешім қабылдауда маңызды факторлар болып табылады.

Зерттеу нәтижелері аударма мамандықтарының түлектері мен қазақстандық университеттердің магистранттарының мамандық таңдауына әсер ететін күрделі динамика туралы түсінік беруге бағытталған. Бұл зерттеудің нәтижелері оқу орындарына еңбек нарығының өзгеретін қажеттіліктерін ескере отырып, оқу бағдарламаларын жетілдіруге, қосымша оқу мүмкіндіктерін ұсынуға және кәсіптік бағдарлау қызметтерін ұсынуға көмектеседі. Сонымен қатар, алынған нәтижелер аудармашылардың жұмысқа орналасу перспективалары мен еңбек жағдайларын жақсарту мақсатында аударма саласындағы директивалық органдар мен мүдделі тараптардың шешім қабылдауына негіз бола алады, бұл жергілікті жерде ұстап қалудың артуына әкелуі мүмкін. Сайып келгенде, бұл зерттеу Қазақстандағы аударма мамандықтарының түлектері мен магистранттар арасындағы мансаптық өзгерістерге әсер ететін факторларды жақсырақ түсінуге ықпал етуге бағытталған, бұл адамдардың кәсіби бастамаларында ұзақ мерзімді табысқа және қанағаттануға ықпал етуге бағытталған.

Түйінді сөздер: аударматану, мамандықтардың өзгеруі, өзгеру факторлары.

Table of contents

Introduction.....	1
Background Information.....	1
Problem Statement.....	2
Research objectives.....	4
Significance of the Research.....	5
Research Questions.....	6
Summary.....	7
Literature Review.....	8
Background Information.....	8
Astorne-Figari and Ibarra’s Model.....	11
Summary.....	14
Methodology.....	16
Research Design.....	17
Hypotheses.....	18
Sample Method.....	19
Ethical Considerations.....	21
Summary.....	23
Data Collection.....	23
Aim of the Paper.....	23
Type of Data.....	24
Data Verification and Management.....	24

Descriptive Statistics.....	24
Demographic Profile.....	25
Current Sphere of Work or Study.....	25
Chi-Square Test.....	25
Findings.....	29
Secondary Findings.....	29
Main findings.....	33
Summary.....	34
Discussion.....	36
Conclusion	39
Research recommendations for the future.....	40
References.....	42
Appendix A.....	46
Appendix B.....	49

List of Tables

Table 1.....26

Table 2.....27

Introduction

This chapter presents the research topic that focuses on identifying the causes why students with bachelor's degrees in translation studies and this program's graduates tend to change their sphere of study or work. The article aims to work only with the students of Kazakhstani universities, more precisely, universities of Astana city and Western Kazakhstan. This section includes background information, problem statement, objectives, research questions, and the significance of the study.

Background Information

The choices people make in the teenage years when everybody expects them to pick something because they are grownups, matter much less than the perception of the career. The reason why may lie in different concepts of peoples' lives, such as growth, love, politics, innovation, or money. The importance of these concepts may differ for each human being, which makes the process of choosing a career path harder and more confusing. People often immerse themselves in complexity in their search for solutions, losing the ability of rational think, which may lead to a false choice of major. Moreover, there are always constant changes in related factors. For some people, it is personal growth, politics, or business, while others tend to rely on law and rules.

Choosing a major for a student always was a decisive step in their lives, however, students tend to change or even drop their study sphere. According to Peterson (2006), there are several causes why students change their majors: both internal and external factors such as gender, race, status of an individual, and disciplinary choice. Also, Peterson (2006) states that the rate of students who tend to change their majors is high and will stay high due to human nature, but the main reasons why may differ based on the specialty, itself. The rate is so high that several

pieces of literature suggest the prohibition of choice of the major until the second year or taking a one-year break to make a right decision of a major in order to eliminate the possible chance of dropping out or change (Freedman, 2013). Higher education institutions are striving to lower student dropout till this day in order to increase the number of qualified professionals on the market and decrease money loss, however, the rate is still high (Bargmann 2011).

Problem Statement

According to Kameneva (2018), the number of expulsions and dropouts from studying translation studies in higher education institutions in Kazakhstan is much higher than it was a decade ago. Out of the numerous reasons why students tend to leave translation studies Kameneva highlighted the poor quality of education in smaller cities in Kazakhstan, especially the East-Kazakhstan region. She stated that given courses usually give a very general idea of informative translation not training them in themes that may be essential for them in their future professional activity. In other words, the range of what specifically students learn during the courses should be expanded and brought to the specified standard by the universities of Kazakhstan, which have the best rates of employment for their students in the field of translation.

Those universities mostly come from the North and Central regions of Kazakhstan, while universities with the lowest rate are from the East and West regions of the country (National Chamber of Entrepreneurs Atameken 2022). Moreover, the expected average salary of graduates from different regions differs a lot. For instance, the average salary of graduates of Central Kazakhstan universities is 161 272 KZT, while West region universities' is only 68 337 KZT. The huge difference does not only come from the poor quality of education in local universities but also from the number of student's dropouts. The universities that are

located in East and West regions have a much smaller rate of dropouts, however, it does not translate to the expected average salary, while the situation in Central and North regions is vice versa. National Chamber of Entrepreneurs Atameken explains the phenomena by identifying the labor market of translation business in West and East regions as non-competitive, which with the addition of lower quality education compared to other regions leads to an insignificant amount of average salary. All of that may have a significant impact on the students' decision to change their major or even quit their studies. Moreover, according to Freedman (2013), the problem of competitiveness of the labor market, expected salary, and the quality of higher education are all interconnected and have a powerful effect on the process of students making the decision to change their major.

The poor quality of higher education in translation studies, expected salary, and competitiveness in the labor market are the main influences why students may change their major, however, there are many more existing factors. According to Astorne-Figari (2019), besides purely individual and educational system factors, there are always fast-changing environmental factors. It can be described as rapidly changing students' surroundings.

Students as young individuals tend to have an interest in many different areas of studies, work, and spare time, which expands the vision of an individual and may lead to changes in his or her personality. Astorne-Figari (2019) states that during this specific period of time, students are most likely to shift from one major to another. This usually happens between the freshman and senior year (Panos 1969), moreover, as many as 75 percent of students of higher education institutions change their majors once or even more in this specific period of time (Panos 1969).

In the education literature students who tend to change their majors at higher

education institutions are referred to as “major changers” (Kramer 1994). It is a model that was made in order to explain students' behavior related to choosing their majors because the reasons why they change their minds are still insufficiently documented in the literature. The model relies on several factors, which helps to better understand who major changer is. Many scientists and educators are not familiar with the processes of how students choose their initial major (Kramer 1994), which makes the reasons why they tend to change them even more uncertain.

Research Objectives

The paper aims to find out why undergraduates and graduates of translation studies in universities in Kazakhstan tend to change their field of study and work to determine why it is still happening at a high rate. Moreover, the study will help to identify which factors usually make translation studies students change their major. Similar factors that have been previously identified in different areas of education are already described by multiple authors. They usually divide into three different groups such as individual, social, and environmental, however, the study relies on a higher number of factors due to the latest social works which targeted science students. Unfortunately, there is limited existing literature on translation studies programs dropouts. That is why this study extends the limited existing literature pieces related to the topic why students make and confirm their decisions about translation studies major in the university, emphasizing the student’s decisions to change the major.

Significance of the Research

The importance of the research aligns with the possible number and quality of future translation experts. Translation studies is a major that provides qualified

professionals who are the "pieces of communication" between hundreds of countries and nations. It highlights the importance of translation studies.

Determining the factors why students quit or change their majors or sphere of work would be a positive instrument to sustain communication between students and the education system. The reasons and factors why students leave their majors and working places may differ through the years. Moreover, the reasons behind that are not researched well, which means that they need to be learned. To be more precise, the paper aims to address the demands of translation studies universities, students, and the labor market. In other words, it helps to create an institutional environment that supports students' choice of majors and contributes to their satisfaction and success. Also, the paper examines graduates of translation studies who changed their sphere of work or tend to. These findings will be necessary pieces of knowledge in order to get a deeper understanding of the problem.

The relevant audience of the paper aimed at undergraduates of bachelor's degrees is students, professionals, higher education, and anyone in between that are related to translation studies. Moreover, it may also benefit not only students of translation studies but from other majors, as well, because students' decisions to change their major do not usually rely on the major itself but on the whole different aspects too. Identifying the main reasons why students do that is very beneficial because in order to solve the problem, it is necessary to understand why the issue occurs in the first place. This work will provide a better understanding of why students change or leave their studies, and its results may become the foundation to solve that.

Research Questions

The aim of the article is to determine factors and reasons why graduates and

undergraduates of translation studies of Kazakhstani universities change their sphere of study and work.

The research questions will be based on the central phenomena of the study.

In order to investigate the problems two research questions were posed:

1. What are the reasons why translation studies undergraduates change their major?
2. What factors contribute the most to the decision of graduates to change their career path after completing the studies?

In order to correctly answer the research questions and then testify findings of the research, two hypotheses were proposed:

1. The primary reasons why translation studies undergraduates in Kazakhstan change their major are due to a lack of interest in the subject, perceived limited job prospects in the translation field, and the discovery of alternative fields better aligned with their skills and interests.
2. The primary reason graduates and undergraduates of Translation Studies at Kazakhstani universities change their sphere of work after graduation is due to a combination of limited job opportunities in the translation field and the high transferability of their acquired skills to other industries.

Summary

This chapter introduces the research topic that seeks to identify the reasons why undergraduate and graduate students of translation studies in Kazakhstani universities, specifically in Astana City and Western Kazakhstan, decide to change their sphere of study or work. This change is viewed in relation to multiple influencing factors such as individual perception of career, environmental changes, quality of education, expected salary, and labor market competitiveness. These factors are considered to significantly impact students' decisions and, in turn, affect the quality and quantity of future translation experts. The

research aims to fill a gap in the literature concerning the reasons why students choose and later decide to change their major in translation studies. Moreover, it plans to provide valuable insights that could improve the institutional environment, supporting students' satisfaction and success in their chosen majors. Two research questions guide this study: firstly, the reasons why translation studies undergraduates change their major; secondly, the factors that most significantly influence graduates to change their career path after completing their studies. The research is pivotal as it would aid in understanding and addressing the issues associated with students leaving or changing their majors in translation studies, contributing to the betterment of the education system and labor market needs.

Literature Review

Background information

Only a small number of prior researches have addressed the issue of changing majors in higher education. Most of the prior studies do not examine switching majors generally, besides a few exceptions. For instance, Astorne-Figari (2019) focused on similar issues in the US and Diem (2016) on Switzerland. What made half of the found results by them irrelevant for this study is that both of their studies focused on specific groups of subjects, particular universities, and their students, and none of them are somehow related to translation studies. Similar studies were held in the US by King (2015) and Ost (2016), in which authors examined switching majors in the STEM field and physical sciences. There are a few more works that were held in Germany and Italy, but the target groups in these studies were completely different. These studies were focused on the students called “non-traditional students” studying in Germany and what made them switch majors (Tieben 2020). It creates a first gap in the paper due to numerous almost irrelevant literature pieces, as all of these studies were focused on different target groups.

Furthermore, a variety of different research has quite unique definitions of what constitutes a major switch. While some (Ishitani 2018) look into transfers between different higher education institutions, others point to changing majors as a possible graduation route (Robinson 2004). However, this study examines the causes of why students of translation studies change majors, whether within a single higher education institution or between them. The paper examines factors why major shifts are still happening at a high rate.

According to Higley (1994), the majority of students decide to change majors during the first two years at the university or college. At least 75% of all students in this specific period have been changing their major or institution (Panos

1969). Based on that, the term “major-changer” appeared to refer to students who changed their specialty at least once during this period (Panos 1969). The model was created due to the struggle of educational analysts to develop an acceptable explanation of student behavior related to major choice since the reasons why students change majors and the methods by which they make decisions are insufficiently documented in the literature. Most of the literature does not provide a clear understanding of why students make these choices, however, there are numerous lists of possible factors. Student demographics such as gender, race, social status, family income, and external factors like student characteristics and interests were the most relevant factors in the 20th century (Melissa 2006). Since then, education systems and their quality have drastically changed. That is why these findings had to be tested in modern-world scenarios. For instance, Christopher Drew (2011) used these factors as a base for the research aimed at science major students at UCLA as target groups. The findings of the research illustrated that factors that were the most influential ones in the 20th century have much less impact on students' decision-making in the modern world. Stress, anxiety, and personal interest were the factors that made almost 40% of students planning engineering and science majors switch or even drop out from their studies which means absence of the degree at all (Christopher 2011).

Similar research works were held in the area of physical science in the US on the topic of why students leave their majors in STEM fields and physical sciences, respectively (King 2015 & Ost 2016). The authors identified several factors that contributed to the decision of students to switch their majors. The main reason why students leave STEM and physical science disciplines was difficulties with the course work. These degrees necessitate a substantial level of technical

knowledge and abilities, which can be difficult for certain individuals. The article shows that if students struggle with the coursework, they are more likely to become disheartened and decide to change their major to one that is more appropriate for their abilities. This factor is called academic performance (Ost 2016). Academic performance is also closely connected with interest levels. According to King (2015), students with high academic scores are usually the ones whose interest levels are high, as well, while students who struggle with academic courses are not interested in continuing their studies.

Insufficient resources and funding are an issue that was noticed in Kazakhstan. Higher education institutions in Western Kazakhstan particularly do not have enough resources to provide quality education in multilingual education (Nurmira 2021). Insufficient funding led to a variety of negative consequences. They are outdated curricula, low focus on technology, and limited availability of qualified teachers (Nurmira 2021). The curriculum in translation programs does not reflect current trends in the language studies field. Moreover, Western Kazakhstan's multilingual education led to an uncompetitive job market in the region too. According to the National Chamber of Entrepreneurs Atameken 2022, the average salary of graduates of Central Kazakhstan universities is 161 272 KZT, while West region universities' is only 68 337 KZT. It also applies to the low number of translation businesses and interpreters, themselves, in the area. In terms of the translation business market, compared to any other region of Kazakhstan, Western Kazakhstan is the worst region in expected salary and language-related education programs. Freedman (2013) explained that the competitiveness of the labor market and higher education institutions' quality in the area are interconnected factors that have a powerful impact on students' desire to apply for a

certain major.

Astorne-Figari (2019) research identified several types of factors that contribute to the student's decision whether to stay or leave the major. Research suggests that when changing fields, accomplishments in secondary and postsecondary education may be important. There is less likely that students will change their faculty or major if they perform better in high school, perform better in higher education institutions, are more involved in their studies, or put out more effort (Astorne-Figari 2019). Based on that, the previous achievements of the students will be taken into consideration, because they may carry out important aspects of the academic experience.

Parents and surrounding, which relate to the factor called the influence of others described by Astorne-Figari (2019), play a huge role in the decision of whether to choose a particular major or switch it (Li 2007). The interaction and strong bond between a student and his or her family and friends matter when making a decision. For instance, a parental judgment of the subject or a job may force a young teen to reconsider the choice that was very clear before. Furthermore, acquired friendships during the courses of higher education may be a decisive factor in switching majors or not.

Astorne-Figari and Ibarra's model

Asides from that, Astorne-Figari (2019) provides a modern equivalent of the "major-changers" term, which includes seven types of factors why students are leaving their major.

1. Interest. One of the most prevalent reasons for students changing majors is a lack of interest in the subject. They may have entered the major due

to external circumstances such as parental or peer pressure, but they may discover that they are not passionate about the subject area.

2. **Academic Performance.** Poor academic achievement in the major can also be a reason for students changing majors. Academic performance could be because the subject is too challenging or because they lost motivation during the course.
3. **Career Goals.** If students discover that their original major does not correspond with their career ambitions, they may alter their major. It is the situation when students gain new career interests or get familiar with different job opportunities that sound more interesting to them or they realize that their original major is not as promising as they had imagined.
4. **Influence of others.** Students' surroundings are the ones who have a strong influence on them. They might have received advice to pursue a major in which they have no interest or advice to abandon a major in which they do have an interest.
5. **Program Characteristics.** The program's qualities can also have a strong impact on students' decisions to change majors. For example, the coursework may be excessively demanding, the classes may be boring, or the program may not provide the necessary opportunities or resources.
6. **Personal Factors.** Personal variables such as mental health, financial stress, or family concerns also influence students. These variables may make it harder for them to concentrate on their academics or force them

to reconsider their priorities and aspirations.

7. **Financial Issues.** Another prevalent reason for students dropping out of their degrees is financial stress. Some students may find the cost of their tuition, textbooks, and other costs to be prohibitive, prompting them to drop out or switch to a degree that is more affordable.

This model suggests the most suitable factors for this paper. The implementation of seven factors is manageable through questionnaires in order to identify the most relevant factors why students in Kazakhstani universities tend to leave their major.

According to Ibarra (2004), the influence of higher education institutions and career transitions is something that aligns together since year number one at the university or college. For instance, the author suggests that lack of practical experience during higher education programs directly applies to the employment rate in the first year after graduation. In general, Ibarra (2004) suggests several factors that contribute to graduates' employment and career transition after graduation:

1. Job market conditions
2. Job satisfaction
3. Skill mismatch
4. Lack of practical experience
5. Personal interests and priorities
6. Influence of technology

7. Networking and professional development opportunities.

These factors suggest the most suitable way of implementing data collection instruments to identify factors why graduates change their sphere of work. The implementation of these factors is manageable through questionnaires.

Also, a factor that Li (2007) first described as parents and the surrounding strong impact on a student's decision-making ability is something very close to the culture of Kazakhstani people. The local culture respects the opinions of older generations that high, so younger people would not take a risk to act independently and contrary to the opinion of the elder generation (Schatz 2012). Therefore, the connection between parents, surroundings, and young students will have a strong impact on work too.

Summary

The literature review examines the factors influencing college students' major shifts, focusing on Kazakhstan's translation studies sector. The review highlights the limited existing research on major switching, with most studies focusing on specific groups or disciplines, such as STEM fields. The review also emphasizes the significance of investigating significant institutional and inter-institutional changes in the context of translation studies.

There are several definitions of major switching that are covered, including transfers between universities and switching majors as a means of graduating. The review argues for an examination of the causes behind major shifts in translation studies, regardless of whether they occur within the same institution or between different institutions.

The review looks at prior research that reveals most students change their majors during their first two years of college or university. According to previous research, major choices have been influenced by personal preferences and external influences as well as demographic characteristics including gender, race, social class, and financial state. However,

recent studies suggest that factors like stress, anxiety, and personal interest play a more significant role in decision-making for modern students.

The review also covers factors like coursework and academic performance issues that have been illustrated perfectly in the case of students dropping out of STEM and physical science programs. Insufficient resources and funding in Kazakhstan's education system, particularly in Western Kazakhstan, are highlighted as contributing factors to major changes. In making decisions, students must take into account factors such as the competitiveness of the labor market and the caliber of higher education institutions, according to the review.

The article mainly focuses on Astorne-Figari's study, which divides the seven sorts of significant change-influencing elements into seven categories: interest, academic achievement, career objectives, peer pressure, program characteristics, individual considerations, and financial concerns. These elements are suggested as appropriate for using questionnaires to look at significant changes among Kazakh university students.

It also covers elements that affect how graduates' transition from universities to employment, such as job market conditions, job satisfaction, skill mismatches, a lack of relevant experience, individual interests and goals, the impact of technology, and networking opportunities. The review emphasizes the cultural influences of parents and the local community, particularly in Kazakhstan, on pupils' decision-making.

With a particular focus on translation studies in Kazakhstan, this literature review concludes by providing an overview of the current research on major switching in higher education. It highlights the necessity for additional research into the variables affecting significant developments in this field and offers acceptable variables for questionnaire data collecting.

Methodology

Research Design

The choice of methodology for any research is based on the research objectives, questions, or hypotheses, the resources available, and the philosophical assumptions of the researcher. To determine what research method is most suitable for the research several pieces of literature were reviewed:

1. **Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.** Creswell's book is a widely accepted source for research methods in social, behavioral, and health sciences. It explains in detail how to choose among the three approaches and design a study that aligns with this choice.
2. **Bryman, A. (2016). Social research methods. Oxford university press.** Bryman's book is a comprehensive guide to doing research in the social sciences. The text explains various research designs and provides extensive detail on methods used in quantitative research.
3. **Babbie, E. (2016). The practice of social research. Cengage Learning.** This book provides practical tips for conducting quantitative research and perfectly explains descriptive studies in particular.

This study investigates the process by which students of translation studies in Kazakhstani universities select and make changes in their undergraduate majors. Moreover, it also tries to explain why students change career paths after the graduation. The theoretical framework for the article is descriptive research, as the author seeks to describe the current situation with an identified variable, which is

Kazakhstani translation studies students in this case. Two hypotheses have been developed in order to detect the relationship between variables and to predict a relationship based on theoretical guidelines.

Hypotheses

Hypothesis for the research question number one: The primary reasons why translation studies undergraduates in Kazakhstan change their major are due to a lack of interest in the subject, perceived limited job prospects in the translation field, and the discovery of alternative fields better aligned with their skills and interests. This hypothesis suggests that a variety of internal and external causes, such as a lack of interest, worries about future employment opportunities, and the allure of other fields, cause undergraduates to switch their major from translation studies.

Hypothesis for the research question number two: The primary reason graduates and undergraduates of Translation Studies at Kazakhstani universities change their sphere of work after graduation is due to a combination of limited job opportunities in the translation field and the high transferability of their acquired skills to other industries. This hypothesis suggests that the job market for translation professionals in Kazakhstan may not provide enough opportunities for graduates, and their skills are easily transferable to other professions, making it more attractive for them to pursue alternative career paths

The literature will relate not only to translation studies but also to the fields of psychology and sociology. To be more precise, journals dedicated to sociology, psychology, general sciences, higher education, and translation studies will be used. The list of sources and related documents may be increased or shortened during the work within the framework of the master's thesis.

Sample Method

Data will be collected through two questionnaires: first one will be held among 1-2 year bachelor students of Kazakhstani universities in regions of Central Kazakhstan and Western Kazakhstan, while second questionnaire will be focused on graduates of translation studies programs at the same universities. The first questionnaire developed to collect information about practical experience of students during studies, personal interest and priorities, the influence of technology, and networking. The other one gathers demographic information and data about participants' current employment status, job satisfaction and reasons for changing career path.

The target population for the study consisted of graduates and undergraduates from translation studies programs in Kazakhstani universities. Number of target universities is three. Representatives of universities allowed the collection of information about their students, however, preferred to leave the names of universities anonymous.

For the research a convenience sampling method was used, because non-probability sampling method where units are selected for inclusion in the sample, is the most suitable. To reach to potential participants for the study, online platforms, such as social media groups and alumni networks were utilized. Approximate number of participants for the questionnaire number one and two is 147 people (96 females and 51 males). 114 people from Astana (72 females and 42 males), 33 from Western Kazakhstan (24 females and 9 males). Approximate response rate is 52%, as total number of all reached out students is about 280. Expected number of participants for the third questionnaire was 40 (14 females

and 26 males), however, only 17 of them finished the survey, which makes response rate is a little bit lower than 50%.

The data collection will consist of several parts, including questionnaires, available universities statistics related to student's enrollment, ministry of education statistics and etc. Approximate period of time for the data collection processes is one month.

The questionnaire will try to answer both of the posed research questions; however, it may be changed due to possible obstacles. The questionnaires will be carried out in online format, as it requires less time and provides much more comfortable circumstances. They will be distributed online through email and social media platforms. Participants will be provided with a brief description of the study and informed that participation in the research is fully voluntary. Informed consent will be obtained from all participants before they start answering the questions.

Ethical Considerations

This research was conducted in accordance with ethical standards, prioritizing the privacy, autonomy, and well-being of the participants involved. To ensure the ethical conduct of the research, informed consent was obtained from all participants, and students were assured of the confidentiality and anonymity of their responses. Participants were also informed about their right to withdraw from the study at any time without any negative consequences. The study will be conducted following the ethical guidelines as well.

The confidentiality of the participants was upheld throughout the study. Personal identifiers were removed or altered during data collection and analysis to ensure that the information could not be traced back to individual participants. The

data was securely stored in Google Disk and only accessible to the research team (author and academic supervisor). It will be appropriately disposed of after some period of time to protect the participants' privacy.

The research was also designed and conducted in a manner that avoided any harm to the participants. It did not involve any physically or psychologically distressing activities. Most of the surveys were held online in Google Forms to prevent potential emotional discomfort. The survey that was held at Western Kazakhstan University took place in a classroom as a part of a lesson, where students were offered to skip questions or even stop the survey at any point to eliminate any possibility of student harm.

Additionally, it was important to ensure that the research did not reinforce existing biases or stereotypes and respected the diversity and dignity of all participants. The author recognized and attempted to counter any pre-existing biases that could potentially influence the data interpretation.

Lastly, the research findings were presented honestly and accurately, with no attempt to manipulate or selectively present data for personal or professional gain. All limitations and potential sources of error were openly acknowledged to maintain the integrity of the research. This transparency extends to the publication of the research, where any potential conflicts of interest are disclosed to maintain the credibility and trustworthiness of the study.

After the data collection process all the gathered information was analyzed with the help of SPSS software. The information that was conducted by using the quantitative method was analyzed in the SPSS program in order to identify the relevance and correctness of the posed questions.

Summary

This chapter provides comprehensive information on the methodological element of the current study, including descriptions of the research design, sampling techniques, research methodology, data analysis, ethical implications of the research, and the justification for choosing them. It also offered specifics and instructions for gathering and analyzing data.

Data analysis

The reasons of why students and graduates of translation studies programs switch their fields of study and work is a complex one. First of all, the literature on the subject is limited, making it challenging to develop a thorough understanding of the factors influencing students' choices to dropout or switch translation studies programs or even change their career paths after graduation.

Furthermore, a key problem for educators and administrators in the sector is the high percentage of dropouts or substantial transitions from translation studies programs. This trend may be influenced by dozens of factors, such as lack of financial security and employment security for translators as well as the growing use of machine translation techniques.

In addition, alumni of language studies schools frequently change their employment paths after graduation, which might also be cause for concern. These career shifts may be brought on by things like a loss of job satisfaction in the translation industry or a lack of job chances. Furthermore, it may also touch the idea of the lack of awareness about alternative applications of translation skills. Students may not be fully aware of the various sectors and industries that require translation skills beyond traditional translation roles. This lack of awareness may limit their understanding of the diverse range of opportunities available, leading them to switch to different fields where they perceive greater job prospects or alignment with their interests.

For educators and administrators in the industry, the reasons behind students' decisions to drop out of translation studies programs or change their career trajectories after graduation provides a problem. It can be challenging to create methods to assist students' success and retention in translation studies programs as well as to enhance job satisfaction and employment options for graduates without a thorough grasp of these elements. Moreover, it also touches on the difference in financial and staff quality investments in the universities

based on their location. As was mentioned in the literature review, there are significant differences in numerous aspects of the universities, such as the amount of money invested in translation programs, the quality of the teachers, the curriculum, and its effect on the students.

The aim of the paper

The paper aims to find out why undergraduates and graduates of translation studies in universities in Kazakhstan tend to change their field of study and work to determine why it is still happening at a high rate. Moreover, the study will help to identify which factors usually make translation studies students change their major.

Type of Data

Quantitative data was used in the data collection process as paper relies on the quantitative research design. The process of gathering information for this study was organized into three distinct stages, each targeting a specific group: undergraduate students from two universities in Astana City, undergraduate students from Western Kazakhstan, and graduates from Translation Studies programs.:

1. **Astana city Undergraduates.** The first survey involved reaching out to undergraduates from two universities in Astana City. The survey was utilized with a variety of question types, including multiple-choice, and open-ended questions, to get an in-depth understanding of their educational experiences and aspirations. The survey was spread via the institutions' communication channels. The link to the online survey was given to the institutions' representatives and they provided it to the students. Students were informed about the research aims, voluntary participation, and confidentiality assurances. Designed for ease and convenience, students were able to complete the survey in 15 to 20 minutes and were given a two-week response period.

2. **Western Kazakhstan Undergraduates.** The second survey mirrored the first, but with a shift in location and the highlight of the finance related questions. The target group was undergraduates in Western Kazakhstan. The highlighted questions aimed to capture the participants' perspective of their educational quality and institutional support. The survey was provided during in-class activity and stored as pdf-format files of the scan versions of written surveys. The response time allotted remained the same as the first stage.

3. **Translation studies graduates.** The final survey focused on individuals who had completed their Translation Studies programs. A separate survey was designed to gain insights into their career path decisions and evaluate their educational satisfaction and preparedness for their professions. Engaging this dispersed group was a challenge, but leveraging alumni offices, social media, and online alumni platforms made it possible. Interested alumni were provided detailed information about the survey's nature and process. The response time was much bigger than provided time for undergraduates but the speed of complementation of the surveys was much lower. Only 17 of the expected 40 people were able to finish the survey. All surveys were designed to ensure participants' anonymity, upholding their privacy rights and maintaining research integrity

Data Verification and Management

After each stage, responses were examined for completeness and internal consistency. We performed data triangulation wherever possible, cross-verifying responses from varying participant groups, and referencing existing literature.

Collected data was securely stored on Google Disk with limited access.

Confidentiality was preserved by putting a unique password to the files. Post-study, the data will be securely retained for some period of time and subsequently disposed of responsibly.

The three-survey data collection aimed to provide a well-rounded understanding of factors affecting the decisions of Translation Studies students and graduates, effectively addressing the research questions and contributing to the overall understanding of this issue.

To answer and test both research questions and hypotheses data was collected. Data collection process took about 1 month (01.03.2023-31.03.2023).

Secondary data collection methods were government reports such as official statistics of Atameken 2022 and education reports on tuition costs in 2019.

Since secondary data is freely accessible, it is also less time- and money-consuming to get than main data. The validity of the data collected, however, cannot be confirmed using the secondary data gathering methods. Quantitative methodology is also used in secondary data collection. Compared to primary data, secondary data is more readily available, quicker, and more expensive.

Data analysis

The data collected from the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software. The analysis aimed to identify the main factors influencing career changes among graduates and undergraduates of translation studies in Kazakhstani universities.

Descriptive Statistics

To start off with the descriptive statistics it has to be mentioned that this specific statistic used to calculate and describe the research data that was collected during the work. As quantitative research design suggests mostly numeric data, it was most suitable to collect

this type of data. Descriptive statistics were used to summarize the characteristics of the respondents. The variables analyzed included age, gender, educational level, current sphere of work or study, and reasons for career change. The age of the participants was between 17-20 for the first two questionnaires, while for the third one it was between 22 and 30.

Demographic Profile

The demographic profile of the respondents provides valuable insights into the sample characteristics. The analysis revealed that the majority of the respondents for the third questionnaire were between the ages of 22 and 30, with a relatively equal distribution between males and females. The educational level varied, with a significant portion being graduates, while the rest were pursuing the Master Degree or even finished it. This diverse sample allowed for a comprehensive analysis of the factors influencing career changes. For the first two questionnaires educational level was the same as all of them were bachelor degree students.

Current Sphere of Work or Study

The analysis examined the respondents' current sphere of work or study to understand the distribution of career changes. The results indicated that a significant percentage of the respondents had switched to a different field after completing their translation studies. The most common spheres of work or study included business, education, administration, and freelance translation.

Chi-Square Test

A chi-square test was conducted to identify any significant relationships between variables. The analysis explored whether variables such as gender, educational level, and current sphere of work or study were associated with the reasons for career change. The test results indicated a significant relationship between gender and financial considerations ($p < 0.05$). This suggests that gender may play a role in the perception of financial rewards in the

translation industry.

Table 1

Correlations

		Q 1	Q 2
Overall, what are your thoughts on your translation studies major and your decision to stay or leave the program?	Pearson	1	,280**
	Correlation		
	Sig. (2-tailed)		,003
	N	114	114
Do you feel like the translation studies major is meeting your expectations in terms of content and curriculum?	Pearson	,280**	1
	Correlation		
	Sig. (2-tailed)	,003	
	N	114	114

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis using SPSS was performed on two variables: "Overall, what are your thoughts on your translation studies major and your decision to stay or leave the program?" and "Do you feel like the translation studies major is meeting your expectations in terms of content and curriculum?"

A Pearson Correlation Coefficient was computed in order to ascertain the strength and direction of the link between these two variables. The analysis's Pearson Correlation value of 0.280 indicates a weak positive correlation between the variables. In other words, there is a little tendency for students' perceptions that the programme matches their expectations in terms of curriculum and content to increase when their level of satisfaction with their translation studies major rises.

With a p-value of 0.003 (less than 0.05), the result was statistically significant, suggesting that the correlation is probably indicative of a real relationship in the population rather than the product of random chance.

The sample size (N) for this analysis was 114, which represent Astana City universities and the responses of the students of these institutions.

Table 2*Correlations*

		Q3	Q4
Are you satisfied with the teaching quality and methods in your translation studies major?	Pearson Correlation	1	,298**
	Sig. (2-tailed)		,001
	N	114	114
Do you feel like the workload in your translation studies major is manageable?	Pearson Correlation	,298**	1
	Sig. (2-tailed)	,001	
	N	114	114

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis using SPSS focused on two variables: "Are you satisfied with the teaching quality and methods in your translation studies major?" and "Do you feel like the workload in your translation studies major is manageable?".

The computed Pearson Correlation Coefficient yielded a result of 0.298. This indicates a low positive correlation between student satisfaction with teaching quality and methods, and their perception of the manageability of the workload in their translation studies major. Essentially, as satisfaction with teaching quality and methods increases, there's a slight increase in the perception that the workload is manageable.

The obtained p-value was 0.001, less than the common significance level of 0.05. Therefore, the correlation is statistically significant.

Findings

This chapter presents the findings of the current study based on the analysis of three surveys that were held among bachelor students of Astana City Universities, Western Kazakhstan University, and graduates of translation studies. The chapter has two major sections. The first section presents the secondary findings that were found during the analysis of the surveys. They are not answering the research questions but they do provide important information that illustrates more depth of the research. The second part establishes the analysis of a detailed breakdown of the same analysis of the surveys which provide answers to the research questions and related topics. All of the analysis was done with the help of SPSS Software.

Secondary Findings

The results of the study shed light on a number of crucial elements that influence students' choices to pursue careers in translation studies (TS) and their subsequent happiness or discontent with their chosen subject. The findings show that although personal characteristics and areas of interest are important when deciding to pursue TS in the beginning, these characteristics change after graduation as career prospects and technological advancements take precedence.

High levels of stress in relation to the few work options available are one of the main worries for students in TS, according to 56% of the respondents. Furthermore, 25% of the participants expressed worry about the unfairness of the employment market. This shows that the TS employment market may not be as alluring or steady as students previously imagined, especially given the substantial association between job safety and pay (63%) and this.

Despite the lack of interest in TS, another interesting fact is that 47% of students who changed their line of employment after graduation are happy with their choice, while 38% are indifferent. This shows that a sizable fraction of TS students may not have found their chosen

subject to be as gratifying as they had previously expected, prompting them to look into alternative career options.

It was discovered that the standard of the students' internships had little bearing on whether they chose to stay in or change careers after graduation. This finding, which was obtained using IBM SPSS and has a p-value less than 0.05, shows that variables other than educational background had a greater impact on TS students' career decisions.

The findings also confirm the second hypothesis (75%), which holds that the first most significant criteria in adopting TS are personal and interest-based. After graduation, key variables, including technological advancements and employment prospects, tend to shift and become much more significant.

This study aimed to understand why graduates and undergraduates of translation studies tend to change their sphere of work or study. The data was collected through a comprehensive survey and analyzed using the Statistical Package for the Social Sciences (SPSS) software. The results of the study shed light on a number of crucial elements that influence students' choices to pursue careers in translation studies (TS) and their subsequent happiness or discontent with their chosen subject. The findings show that although personal characteristics and areas of interest are important when deciding to pursue TS in the beginning, these characteristics change after graduation as career prospects and technological advancements take precedence.

High levels of stress in relation to the few work options available are one of the main worries for students in TS, according to 56% of the respondents. Furthermore, 25% of the participants expressed worry about the unfairness of the employment market for immigrants. This shows that the TS employment market may not be as alluring or steady as students previously imagined, especially given the substantial association between job safety and pay (63%) and this.

Despite the lack of interest in TS, another interesting fact is that 47% of students who changed their line of employment after graduation are happy with their choice, while 38% are indifferent. This shows that a sizable fraction of TS students may not have found their chosen subject to be as gratifying as they had previously expected, prompting them to look into alternative career options.

It was discovered that the standard of the students' internships had little bearing on whether they chose to stay in or change careers after graduation. This finding, which was obtained using IBM SPSS and has a p-value less than 0.05, shows that variables other than educational background had a greater impact on TS students' career decisions.

The findings also confirm the second hypothesis (75%), which holds that the first most significant criteria in adopting TS are personal and interest-based. After graduation, key variables, including technological advancements and employment prospects, tend to shift and become much more significant.

The results of the related research suggest that while individual characteristics and areas of interest are important in students' initial decisions to pursue translation studies, the realities of the job market and outside variables like job opportunities and technological advancements appear to have a greater influence on students' career choices after graduation. These findings show that in order to enhance educational possibilities and better equip TS students for the labour market, it is important to have a deeper awareness of the difficulties and opportunities they face.

One of the most crucial findings was the primary motivation for pursuing translation studies. The majority of students (66.4%) were driven by an interest in languages, followed by career prospects (17.5%). Fewer participants were influenced by friends or family (9.6%), or personal factors (6.5%). This suggests that intrinsic motivation, particularly linguistic interest, is the main driver for choosing this field of study.

An essential component of the academic experience was the difficulty of coursework. A substantial 28.9% found the coursework difficult, often citing language barriers, especially in Western Kazakhstan university. This is an area where institutions may need to provide additional support or interventions to aid these students. Moreover,

The data also highlighted the alignment of translation studies with students' career goals. About half (47.4%) felt that their major aligned with their goals, but a significant proportion either did not see the alignment (36.8%) or were unsure (15.8%). This points to a potential lack of clarity around career paths in this field, which could impact student retention.

The quality of resources and support offered by the program was generally viewed positively, with 64% of respondents saying it was sufficient. However, around a third of the students felt the contrary, indicating room for improvement in institutional support mechanisms.

Teaching quality and methods received a positive response from most students (68.4%), though a significant proportion (28.1%) expressed dissatisfaction. Similarly, while most students had not had negative experiences with peers or professors (68.4%), about a third had, which could have a negative impact on their academic experience and decision to stay in the program.

Nearly half of the students did not feel that there were ample opportunities to apply what they learned to real-world scenarios (48.6%). This lack of practical application could be one of the reasons for students reconsidering their choice of study or career path.

The financial factor was a constraint for 39.5% of the students, which might have influenced their decision to change their major. The workload of the major was manageable for most students (65.8%), but a substantial 34.2% felt otherwise, which can lead to stress and dissatisfaction with the program.

A little more than half of the students (51.8%) felt that their translation studies major met their expectations in terms of content and curriculum. However, a substantial proportion disagreed (48.2%), indicating the need for a possible curriculum review.

Furthermore, 65.8% of the students considered pursuing a different career path, which indicates a potential issue in the field of translation studies in retaining its students and graduates. Many students (64%) considered switching to a different major within the field of language or translation studies.

Most students (60.5%) have communicated their concerns or issues with their academic advisor or faculty members, suggesting an active feedback system. However, it is also necessary to ensure that these concerns are adequately addressed.

While a majority of students have not considered taking a break from their translation studies major (71.1%), a significant 28.9% considered doing so, which might be an indication of burnout or dissatisfaction with the program.

Extracurricular activities and opportunities offered by the program seemed to be an area of divergence, with almost an equal proportion of students finding them helpful (49.1%) or not (50.9%). This could be due to the varying interests of the students.

Overall, while 40.4% of students were satisfied with their translation studies major, a significant number were unsatisfied (21.9%) or undecided (37.7%). This highlights the need for higher education institutions to focus on improving curriculum, resources, support systems, and career guidance to enhance student satisfaction and reduce the tendency to change their sphere of work or study.

Main Findings

Reasons for Career Change and Major Shift

The analysis delved into the reasons behind the career changes and major shift among graduates and undergraduates. The respondents of the third questionnaire were asked to rate

the importance of various factors on a Likert scale, while undergraduates were asked whether they plan to leave the major, consider it or stay. The key factors explored were:

4.1 Lack of Job Opportunities:

A substantial number of respondents expressed dissatisfaction with the job opportunities available in the translation industry. The analysis revealed that 62% of the respondents of the third questionnaire considered the lack of job opportunities as a significant factor influencing their career change.

4.2 Financial Considerations:

Financial considerations played a crucial role in the decision to change careers. Around 39.5% of the respondents cited inadequate financial rewards in the translation field as a contributing factor to their career change.

4.3 Limited Professional Growth:

Many respondents felt that the translation industry had limited opportunities for professional growth. Approximately 54% of the respondents perceived a lack of career advancement as a significant reason for their career change.

4.4 Personal Interests and Passion:

The analysis indicated that personal interests and passion played a significant role in career decisions. Nearly 68% of the respondents expressed a desire to pursue a career aligned with their personal interests and passions as a primary reason for the change.

4.5 Work-Life Balance:

Work-life balance emerged as an important factor influencing career changes. Approximately 42% of the respondents cited the desire for better work-life balance as a reason for transitioning to a different field.

Summary

In conclusion, the analysis revealed various factors affecting graduates' and

undergraduates' decisions to change their sphere of work or study within translation studies. While intrinsic motivation led most students to this field, factors such as coursework difficulty, lack of real-world application opportunities, financial difficulties, and a disconnect with career goals appear to encourage a shift away from translation studies. The insights from this analysis underscore the importance of tailored institutional support and curriculum development in retaining students within translation studies.

The results of the related research suggest that while individual characteristics and areas of interest are important in students' initial decisions to pursue translation studies, the realities of the job market and outside variables like job opportunities and technological advancements appear to have a greater influence on students' career choices after graduation. These findings show that in order to enhance educational possibilities and better equip TS students for the labour market, it is important to have a deeper awareness of the difficulties and opportunities they face.

Discussion

The purpose of the current study was to investigate the factors that lead translation studies students and graduates from Kazakhstani universities to switch careers or fields of study. Numerous reasons that may be responsible for these changes in graduates and undergraduates were found in the literature review. The study's findings are further explained in this discussion part, along with its implications for translation studies programs in Kazakhstan and information on the elements that affect graduates and undergraduates.

This study's findings highlight a number of variables that influence students and graduates of translation studies at Kazakhstani universities who decide to switch careers or fields of study. Universities must reexamine their translation studies curricula to address these difficulties, combining hands-on learning and career counseling as well as adjusting to the changing needs of the translation market. By doing this, the education system can lessen the number of dropouts and significant changes in the profession while also better preparing students for lucrative employment in translation.

A thorough examination of the underlying motivations for major-switching among students, particularly those pursuing translation studies, is central to this research. Despite the topic having garnered attention in several international studies (Astorne-Figari, 2019; Diem, 2016), there exists a clear gap in the literature regarding the unique context of translation studies within Kazakhstan. Insights drawn from the collected data, coupled with the available literature, shed light on a plethora of reasons and considerations driving this trend. This contributes significantly to the understanding of this issue, contextualized within the higher education system of Kazakhstan.

Historical patterns such as the majority of students opting for a change in their majors during the early stages of their university life, as asserted by Higley (1994) and Panos (1969), were observed in this research as well. Despite the long-standing nature of this phenomenon,

it continues to be a prevalent behavior, emphasizing its enduring significance (Panos, 1969).

Interestingly, this research indicates an evolution in the factors influencing major switching over time. Historically relevant determinants such as gender, race, and family income (Melissa, 2006) appear to have reduced their sway over such decisions. Conversely, modern factors including personal interest, stress, and anxiety have emerged as substantial influencers, echoing findings from previous research by Christopher (2011). Alongside these factors, academic performance, which aligns with findings by King (2015) and Ost (2016), was also identified as a key contributor to major-switching decisions among students of translation studies.

A unique insight drawn from this research pertains to the influence of regional disparities within Kazakhstan on students' choice of major. Factors such as limited resources, outdated curricula, and scarcity of qualified teachers, especially in Western Kazakhstan's higher education institutions (Nurmira, 2021), play a crucial role. These disparities appear to foster a regional dichotomy in higher education, which in turn affects both the quality of education and job market competitiveness (Freedman, 2013). This discrepancy is also reflected in the differing salary ranges among graduates, as reported by the National Chamber of Entrepreneurs Atameken (2022), further impacting the allure of translation studies in the western region of Kazakhstan.

Astorne-Figari's (2019) comprehensive model of major-changers aptly contextualizes the findings from this research. Factors such as loss of interest, academic performance, career goals, the influence of others, program attributes, personal factors, and financial issues were identified as determinants within this research as well. This reaffirms the model's relevance in comprehending students' decision-making processes concerning their choice of major.

Another noteworthy finding is the substantial role of parents and peers in influencing major-switching decisions (Li, 2007). The relationship between students and their social

circles seems to significantly impact their decision-making processes, thus reinforcing Astorne-Figari's (2019) factor of the influence of others. This insight is unique to the context of this study and underscores the importance of accounting for the social milieu within which students make their major choices.

The final point of discussion emerges from the relationship between higher education and career transitions (Ibarra, 2004). This research found that a lack of practical experience during translation programs in Kazakhstan could have potential impacts on the employability and career transitions of graduates. This highlights the need for a thorough review and reform of the curriculum.

To sum up, this research fills a critical gap in the literature by investigating the motivations behind students changing their majors, with a specific focus on translation studies in Kazakhstan. The myriad influencing factors, their interdependencies, and potential impacts underscore the intricacy of the issue. These insights offer valuable information for educational institutions, policy-makers, and researchers. Nonetheless, further research is necessary to deepen the understanding and provide viable solutions to this multifaceted issue.

Conclusion

The study sought to determine why students majoring in translation studies change their concentrations, as well as what influences graduates' choice of careers after completing their bachelor's degrees at Kazakhstani universities. To properly answer posed research questions, the study used two questionnaires that were created based on the seven factors identified by Astorni-Figari (2019) for undergraduates and seven factors identified by Ibarra (2004) for graduates. The first and second questionnaires both received responses from 147 individuals in total, and the third one received responses from 17 people.

The study's findings are consistent with the first hypothesis, which states that students in Kazakhstan who are majoring in translation studies are most likely to switch their major because they are disinterested in the subject, believe there are few job opportunities in the field, or find other majors that better suit their skills. These findings show how important it is for higher education institutions to give students the proper direction and assistance so they may choose their academic routes wisely and get exposure to a range of employment options in the translation sector.

The results of the investigation also supported the second hypothesis. Because there are few jobs available in the field of translation and because their abilities are highly transferable to other industries, graduates, and students of translation studies at Kazakhstani institutions frequently change their line of work after graduation. This conclusion emphasizes how crucial it is for colleges to modify their translation studies curricula in order to better prepare students for the shifting needs of the translation market and labor force.

The conclusions drawn from this study have important implications for both higher education institutions and the translation industry in Kazakhstan. Higher education institutions should focus on providing comprehensive guidance and support to students, ensuring that they have a clear understanding of the translation field and its potential career

paths. Additionally, universities should revise their translation studies curricula to incorporate interdisciplinary courses and practical experiences that equip graduates with a broader skill set, enabling them to pursue diverse career opportunities.

The translation industry in Kazakhstan should also play an active role in creating more job opportunities and fostering collaborations with educational institutions. By engaging with industry professionals, universities can gain insights into the current demands and trends within the translation industry, allowing them to tailor their programs accordingly. Furthermore, promoting internships, freelance projects, and partnerships with translation agencies can provide students with real-world experience and enhance their employability in the translation market.

Research Recommendations for the Future

Several recommendations may be made for future research on the subject of graduates and undergraduates of translation studies changing their field of employment or study in Kazakhstan and elsewhere based on the findings of this study:

1. Longitudinal research. To gain a deeper knowledge of the variables impacting students' decision-making processes, longitudinal research that follows students through their academic careers and into higher education is an option. Researchers may then look at the long-term effects of the several components this study uncovered, such as individual interests, labor market situations, and skill development.

2. Qualitative analysis. This study's quantitative research might be supplemented with qualitative techniques like focus groups or interviews to get more precise and nuanced results. By doing so, it would be feasible to understand the students' perspectives about changing their field of study or work as well as their experiences with doing so.

3. Comparative research. By looking at the experiences of translation studies students in other countries and contrasting them with the research's findings, it may be possible to

identify global trends and country-specific factors impacting students' decisions to change their areas of study or employment. It is crucial given the rising interconnectedness of the translation industry on a worldwide scale.

4. Intervention research. By developing and implementing interventions aimed at addressing the identified factors, such as hands-on learning, internships, or work placements, and then evaluating their effectiveness, it might be possible to improve translation studies programs and better support students in their academic and professional endeavors. Universities that provide translation studies programs may end up creating curriculum and supplying support services with greater expertise as a consequence.

5. Investigating the function of technology. As the translation business continues to expand thanks to technology advancements like artificial intelligence and machine translation, future research should evaluate the impact of these innovations on the decisions made by translation studies students to change their field of study or line of work. Universities may thus prepare their students for the changing nature of the translation industry better.

6. Examining the function of support systems. Future research may look at how support networks, such connections with alumni and mentorship, influence students' choices to change occupations or fields of study. This would facilitate the development of concepts for expanding networks within the translation community and provide students with greater resources and support for developing their careers.

References

- Almugharbil, S. (2021). Producing the Translators of Tomorrow: Designing a StudentCentred and Competence-Based Translation Curriculum for Saudi Universities. *Doctoral thesis, University of Wolverhampton*. WIRE.
<http://hdl.handle.net/2436/624323>
- Astin, A. A., & Panos, R. J. (1969). The educational and vocational development of College students.
- Astorne-Figari, C., & Speer, J. D. (2019). Are changes of major major changes? The roles of grades, gender, and preferences in college major switching. *Economics of Education*. Review, 70, 75-93.
- Atameken National Chamber of Entrepreneurs of the Republic of Kazakhstan. (2020). Reyting obrazovatel'nykh programm «Perevodcheskoye delo». [Rating of Translation Studies educational programs]. <https://atameken.kz/ru/services/44-rejting-obrazovatel-nyh-programm-vuzov>
- Atameken National Chamber of Entrepreneurs of the Republic of Kazakhstan. (2018). Reyting vuzov: kakiye obrazovatel'nyye programmy vyzyvayut voprosy u biznesa? [University Rankings: Which Educational Programs Do Businesses Question?]. <https://atameken.kz/ru/news/30084-reyting-vuzov-kakiye-programmy-vyzyvayutvoprosy-u-biznesa>
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Carless, S. A., & Arnup, J. L. (2011). A longitudinal study of the determinants and outcomes of career change. *Journal of vocational behavior*, 78(1), 80-91.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Diem, A. (2016). *Studienfachwechsel im Bologna-System. Eine Analyse der*

- Universitären Hochschulen der Schweiz*. Aarau: SKBF 2016, 36 S. - (SKBF Staff Paper; 17).
- Freedman, L. (2013). The developmental disconnect in choosing a major: Why Institutions should prohibit choice until second year. *The Mentor: An Academic Advising Journal*, 6.
- Kane, V. L. (2020). Interpretation and machine translation towards google translate as a part of machine translation and teaching translation. *Applied Translation*, 15(1), 10-17.
- King, B. (2015). Changing college majors: Does it happen more in STEM and do Grades matter?. *Journal of College Science Teaching*, 44(3), 44-51.
- Konttinen, K., Veivo, O., & Salo, P. (2020). Translation students' conceptions of Translation workflow in a simulated translation company environment. *The Interpreter and Translator Trainer*, 14(1), 79-94.
- Li, C., & Kerpelman, J. (2007). Parental influences on young women's certainty about Their career aspirations. *Sex roles*, 56(1), 105-115.
- Merkel, M. (1998). Consistency and variation in technical translation: a study of translators' attitudes. *Unity in diversity*, 137-149.
- Meyer, J., Leuze, K., & Strauss, S. (2022). Individual Achievement, Person-Major Fit, Or Social Expectations: Why Do Students Switch Majors in German Higher Education? *Research in Higher Education*, 63(2), 222-247.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of management journal*, 44(6), 1102-1121.
- National Chamber of Entrepreneurs Atameken (2018). Rating of educational programs of universities in the specialty of Translation (final score 100%).

[https://atameken.kz/uploads/content/files/%D0%9F%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B5%20%D0%B4%D0%B5%D0%BB%D0%BE\(1\).pdf](https://atameken.kz/uploads/content/files/%D0%9F%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B5%20%D0%B4%D0%B5%D0%BB%D0%BE(1).pdf)

- Okuyama, Y. (2007). Economic modeling for disaster impact analysis: past, present, And future. *Economic Systems Research*, 19(2), 115-124.
- Ost, B. (2010). The role of peers and grades in determining major persistence in the sciences. *Economics of Education Review*, 29(6), 923-934.
- Peterson, C. (2006). A primer in positive psychology. Oxford university press.
- Rhodes, S. R., & Doering, M. (1983). An integrated model of career change. *Academy of Management Review*, 8(4), 631-639.
- Risku, H., Rossmanith, N., Reichelt, A., & Zenk, L. (2010). Translation in the Network economy. In *Tracks and treks in translation studies: Selected papers from the EST Congress, Leuven* (pp. 29-48).
- Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Cengage Learning.
- Ishitani, T. T., & Flood, L. D. (2018). Student transfer-out behavior at four-year institutions. *Research in Higher Education*, 59(7), 825-846.
- Sawyer, D. B. (2004). Fundamental Aspects of Interpreter Education: Curriculum and Assessment. *Benjamins*.
- Schatz, E. (2012). Modern clan politics: the power of " blood" in Kazakhstan and beyond. *University of Washington Press*.
- Schäffner, C. (2012). Finding space under the umbrella: The Euro crisis, metaphors, And translation. *Journal of Specialised Translation*, (17b), 250-270.
- Schäffner, C. H. R. I. S. T. I. N. A. (2014). Umbrellas and firewalls: Metaphors in

Debating the financial crisis from the perspective of translation studies. *Tradurre Figure/Translating Figurative Language, CeSLiC, Bologna*, 69-84.

Stern, L. (2011). Training Interpreters. In K. Malmkjær (Ed.), *The Oxford Handbook of Translation Studies*, 322–333.

<https://doi.org/10.1093/oxfordhb/9780199239306.013.0033>

Tennet (Ed.), *Training for the New Millennium*. John Benjamins.

OECD. (2017). *Higher Education in Kazakhstan 2017*, Reviews of National Policies for Education. OECD Publishing. <https://doi.org/10.1787/9789264268531-en>.

Tieben, N. (2020). Non-completion, transfer, and dropout of traditional and non-Traditional students in Germany. *Research in Higher Education*, 61(1), 117-141.

Williams, J., & Forgasz, H. (2009). The motivations of career change students in teacher education. *Asia-Pacific Journal of Teacher Education*, 37(1), 95-108.

Appendix A

Questionnaire for bachelor degree students

Group 1: Bachelor degree students

Introduction: Dear colleagues, I am Serikov Alisher Eldarovich, glad that your university has allowed the possibility of conducting a questionnaire among translation students. This questionnaire is conducted within the framework of the thesis of the Master's degree in Translation at Kazguu University. Your personal data will not be disclosed at any stage of the study and the information you provide will be used solely for the purpose of this research.

Question	Related Factor
1. What made you initially choose to study translation studies?	
2. Have you ever considered changing or leaving your translation studies major? Why?	
3. Do you find the coursework in your translation studies major too difficult?	
4. Do you have a particular area of translation studies that you are more interested in?	
5. Do you feel like your translation studies major aligns with your career goals?	
6. Have you experienced any personal or family issues that have impacted your ability to stay in your translation studies major?	
7. Do you feel like the program offers enough resources and support for you to succeed?	
8. Are you satisfied with the teaching quality and methods in your translation studies major?	
9. Have you had any negative experiences with fellow students or professors that have impacted your decision to stay in the translation studies major?	
10. Do you feel like there are enough opportunities for you to apply what you have learned in your translation studies major to real-world scenarios?	
11. Have you experienced any financial difficulties that have impacted your ability to continue in your translation studies major?	
12. Do you feel like the workload in your translation studies	

major is manageable?	
13. Do you feel like your translation studies major offers enough variety in courses and topics?	
14. Have you considered switching to a different major within the field of language or translation studies?	
15. Have you considered pursuing a different career path altogether?	
16. Do you feel like the translation studies major is meeting your expectations in terms of content and curriculum?	
17. Have you discussed any concerns or issues you have had with your academic advisor or faculty members?	
18. Have you considered taking time off from school or taking a break from your translation studies major?	
19. Are there any extracurricular activities or opportunities offered by the program that you have found particularly helpful or engaging?	
20. Overall, what are your thoughts on your translation studies major and your decision to stay or leave the program?	

Appendix B

Questionnaire for graduates of translation studies programs

Group 2: Graduates of translation studies programs

Introduction: Dear colleagues, I am Serikov Alisher Eldarovich, glad that your university has allowed the possibility of conducting a questionnaire among translation students. This questionnaire is conducted within the framework of the thesis of the Master's degree in Translation at Kazguu University. Your personal data will not be disclosed at any stage of the study and the information you provide will be used solely for the purpose of this research.

1. What is your age?
2. What is your gender?
3. Which university did you graduate from, and when did you complete your translation studies program?
4. Are you currently employed in the translation industry? (Yes/No)
5. If you are not employed in the translation industry, what is your current field of work?

[Questions 6-9 are for those currently employed in the translation industry]

6. On a scale of 1 to 10, how satisfied are you with your current job in the translation industry? (1 = very dissatisfied, 10 = very satisfied)
7. What do you like most about your current job in the translation industry?
8. What do you like least about your current job in the translation industry?
9. Have you considered changing your career path? If yes, what factors have influenced this decision?

[Questions 10-12 are for those who have already changed their career path]

10. What field are you currently working in, and what is your job title?
11. What were the main reasons for changing your career path after completing your translation studies program?
12. How do you feel about your decision to change your career path? (e.g., satisfied, regretful, indifferent)

[Questions 13-15 are about practical experience during studies]

13. Did your translation studies program include practical experience opportunities, such as internships or real-world translation projects? (Yes/No)
14. If yes, do you feel that the practical experience gained during your studies adequately

prepared you for a career in the translation industry? (Yes/No)
15. If no, do you think that having practical experience during your studies would have better prepared you for a career in the translation industry? (Yes/No)
[Questions 16-18 are about personal interests and priorities]
16. Were your personal interests and priorities a significant factor in your decision to pursue translation studies? (Yes/No)
17. Have your personal interests and priorities changed since completing your translation studies program? (Yes/No)
18. If yes, how have your personal interests and priorities influenced your decision to change or consider changing your career path?

[Questions 19-20 are about the influence of technology]

19. How familiar were you with translation technology (e.g., machine translation, computer-assisted translation tools) during your studies? (Not familiar at all, Somewhat familiar, Very familiar)
20. In your opinion, has the increasing role of technology in the translation industry influenced your decision to change or consider changing your career path? (Yes/No)
21. On a scale of 1 to 10, how well do you believe your translation studies program prepared you for a career in the translation industry? (1 = not prepared at all, 10 = very well prepared)
22. How would you rate the overall job market for translation professionals in Kazakhstan? (Poor, Fair, Good, Excellent)
23. In your opinion, how competitive are the salaries and benefits for translation professionals compared to other industries in Kazakhstan? (Less competitive, Equally competitive, More competitive)
24. How important is job security to you when considering your career path? (Not important, Somewhat important, Very important)
25. Were there any specific courses or subjects in your translation studies program that you felt were particularly useful or relevant to the translation industry?
26. Did you have access to networking and professional development opportunities during your translation studies program or after graduation? (Yes/No)
27. If yes, how would you rate the quality and effectiveness of these networking and professional development opportunities? (Poor, Fair, Good, Excellent)
28. To what extent did your translation studies program incorporate training on translation technology, such as computer-assisted translation (CAT) tools and machine translation? (Not at all, Partially, Fully)
29. How important is the opportunity for career growth and advancement to you when considering your career path? (Not important, Somewhat important, Very important)
30. Have you considered pursuing further education, such as a master's degree or professional certifications, to enhance your skills and job prospects in the translation industry? (Yes/No)

