

Sailor Character Traits, Personality, and School Management Perceptions: Mental Readiness of Vocational Maritime Students

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Vocational Maritime
Students*

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ABSTRACT

Vocational maritime education plays a critical role in preparing students for the psychological and professional demands of seafaring by fostering essential character traits, personality profiles, and perceptions of school management. This study aimed to examine sailor character traits, Big Five personality profiles, and school management perceptions among vocational maritime students in Surabaya, Indonesia, to understand their readiness for maritime careers. A descriptive quantitative approach was employed, involving 96 students who completed questionnaires on character traits, personality, and school management perceptions, with data analyzed using the Statistical Package for the Social Sciences. The findings revealed that discipline was the most prioritized trait at 66%, followed by vigilance at 42%, while 53.1% of students exhibited moderate conscientiousness in their personality profiles. School management was perceived as moderately effective by 49% of students, with teaching innovation rated highest. These results indicate that vocational maritime education effectively cultivates traits and psychological readiness for seafaring, though improvements in school management are needed. The study highlights the importance of strengthening character-building and personality development programs to enhance students' mental preparedness for maritime professions.

Keywords: Mental Readiness, Personality, Resilience, Sailor Character, School Management.

ABSTRAK

Pendidikan vokasi maritim memainkan peran penting dalam mempersiapkan siswa menghadapi tuntutan psikologis dan profesional di dunia pelayaran dengan mengembangkan sifat-sifat karakter, profil kepribadian, dan persepsi penting tentang manajemen sekolah. Penelitian ini bertujuan untuk mengkaji sifat-sifat karakter pelaut, profil kepribadian Big Five, dan persepsi manajemen sekolah di kalangan siswa vokasi maritim di Surabaya, Indonesia, untuk memahami kesiapan mereka berkarir di dunia maritim. Pendekatan kuantitatif deskriptif digunakan, melibatkan 96 siswa yang mengisi kuesioner tentang sifat-sifat karakter, kepribadian, dan persepsi manajemen sekolah, dengan data dianalisis menggunakan SPSS. Temuan penelitian menunjukkan bahwa disiplin merupakan sifat yang paling diprioritaskan, yaitu sebesar 66%, diikuti oleh kewaspadaan sebesar 42%, sementara 53.1% siswa menunjukkan tingkat ketelitian sedang dalam profil kepribadian mereka. Manajemen sekolah dianggap cukup efektif oleh 49% siswa, dengan inovasi pengajaran dinilai paling tinggi. Hasil ini menunjukkan bahwa pendidikan vokasi maritim efektif menumbuhkan sifat dan kesiapan psikologis untuk berkarier di dunia pelayaran, meskipun perbaikan dalam manajemen sekolah masih diperlukan. Studi ini menyoroti pentingnya penguatan program pengembangan karakter dan kepribadian untuk meningkatkan kesiapan mental siswa dalam menghadapi profesi maritim.

Kata Kunci: Kesiapan Mental, Kepribadian, Ketahanan, Karakter Pelaut, Manajemen Sekolah.

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INTRODUCTION

The maritime profession demands a unique set of character traits and psychological attributes to ensure safety, efficiency, and resilience in high-pressure environments at sea. Discipline, vigilance, and toughness are critical for seafarers to navigate challenging conditions and maintain operational standards (Pratama & Pardjono, 2016; Thursday et al., 2020; Setiawan et al., 2021). These traits are particularly vital for vocational maritime students, who are preparing to enter a profession characterized by isolation, long working hours, and unpredictable conditions (Jensen & Oldenburg, 2019). Maritime education plays a pivotal role in fostering these characteristics, equipping students with the skills and mindset needed for professional success. Effective training programs emphasize not only technical competencies but also soft skills, such as emotional intelligence and resilience, which are essential for maintaining mental health in demanding maritime settings (Simanjuntak, 2024; Zheliaskov et al., 2024). Furthermore, school management practices, including human resource policies, innovative teaching methods, and career guidance, are instrumental in shaping students' readiness for the maritime industry (Yildirim et al., 2022; Başkol & Elmas, 2024).

Personality traits, as defined by the Big Five model (neuroticism, extraversion, openness, agreeableness, conscientiousness), significantly influence seafarers' performance and adaptability (Popa et al., 2016; Slišković et al., 2022). Conscientiousness, in particular, is associated with discipline and responsibility, traits that align closely with the demands of maritime work (Hoiberg & Berry, 1978). Research indicates that personality traits can predict job satisfaction and stress management among seafarers, highlighting their relevance for vocational training (Kim & Jang, 2018; Slišković & Juranko, 2019). However, the development of these traits in vocational maritime education remains underexplored, particularly in the context of Indonesian maritime schools. Effective school management is crucial for nurturing these attributes, yet students' perceptions of management practices, such as HR policies and career guidance, are rarely examined (Yildirim et al., 2022; Zheliaskov et al., 2024). These perceptions can influence students' motivation and preparedness, impacting their ability to cope with the psychological demands of maritime careers (Widiatmaka et al., 2022; Özdemir, 2024).

Seafarers face significant mental health challenges due to prolonged isolation, high workloads, and environmental stressors (Jensen & Oldenburg, 2021; Baygi et al., 2022; Ali et al., 2023). Mental resilience, supported by strong character traits and adaptive personality profiles, is essential for mitigating stress and maintaining well-being at sea (McVeigh et al., 2021; Van Wijk, 2023). Vocational maritime education must address these challenges by fostering traits like discipline and vigilance, which contribute to psychological resilience (Challburg & Brown, 2016; Shevchenko et al., 2020). However, there is a notable research gap in understanding how vocational maritime students perceive their school's management practices and how these perceptions relate to their character development and mental readiness. According to Buscema et al. (2023), psychosocial risks among seafarers are influenced by training and workplace conditions, yet few studies explore these factors in educational settings. Similarly, Andrew et al. (2019) highlights the need for support programs to enhance seafarers' coping mechanisms, but the role of school management in preparing students for these challenges remains understudied. This gap is particularly evident in the Indonesian context, where maritime education is critical for producing competent seafarers but lacks comprehensive studies on students' perspectives (Setiawan et al., 2021).

This study aims to address this gap by examining sailor character traits, Big Five personality profiles, and perceptions of school management among vocational maritime students in Surabaya, Indonesia. By identifying these factors, the study seeks to provide insights into how maritime education can enhance students' mental readiness for the demands of seafaring careers. The findings are expected to inform the development of training programs and management practices that foster discipline, resilience, and psychological well-being, aligning with the needs of the maritime industry (Ghosh, 2018; Thursday et al., 2020).

LITERATURE REVIEW

Sailor Character Traits

Character traits such as discipline, vigilance, and toughness are fundamental for seafarers to ensure safety and efficiency in maritime operations. According to Pratama and Pardjono (2016), 17 sailor character traits, including discipline and vigilance, are critical for vocational maritime students preparing for professional roles. These traits enable seafarers to adhere to strict safety protocols and respond effectively to emergencies at sea (Thursday et al., 2020). Discipline fosters adherence to schedules and procedures, while vigilance ensures awareness of environmental hazards (Setiawan et al., 2021). Research highlights that these characteristics are developed through targeted training programs that emphasize both technical and behavioral competencies (Ghosh, 2018). For instance, maritime education incorporates practical simulations to instill vigilance, preparing students for real-world challenges (Emeliza et al., 2020). Such traits are particularly vital in high-stakes environments where errors can lead to significant consequences (Widiatmaka et al., 2022).

The development of sailor character traits is closely linked to vocational education's role in shaping future seafarers. According to Thursday et al. (2020), basic training significantly enhances seafarers' safety knowledge, attitude, and behavior, which are rooted in character traits like discipline. Similarly, Zheliaskov et al. (2024) emphasize the importance of soft skills, including teamwork and responsibility, in maritime training programs. These traits not only improve operational performance but also contribute to seafarers' ability to manage stress and maintain focus during long voyages (Shevchenko et al., 2020). However, the extent to which vocational maritime schools in Indonesia prioritize these traits in their curricula remains underexplored, highlighting the need for further research into effective training strategies (Setiawan et al., 2021). By cultivating these characteristics, maritime education can better equip students for the industry's demands.

Big Five Personality Traits

The Big Five personality model, encompassing neuroticism, extraversion, openness, agreeableness, and conscientiousness, provides a robust framework for understanding seafarers' psychological profiles. According to Popa et al. (2016), conscientiousness is particularly relevant for seafarers, as it reflects discipline and responsibility, traits essential for adhering to maritime protocols. This dimension is associated with improved job performance and adaptability in high-pressure environments (Slišković et al., 2022). For vocational maritime students, personality traits influence their readiness for professional challenges, with conscientiousness and emotional stability being key predictors of success (Simanjuntak, 2024). Historical studies, such as Hoiberg and Berry (1978), also suggest that personality traits shape seafarers' ability to cope with the demands of naval life, emphasizing the enduring relevance of this model.

Personality traits also play a significant role in stress management and job satisfaction among seafarers. According to Slišković et al. (2022), conscientiousness and agreeableness are positively correlated with job satisfaction, which enhances seafarers' mental well-being. Similarly, Kim and Jang (2018) found that self-efficacy, influenced by personality traits, mitigates perceived fatigue among seafarers, improving their performance. These findings underscore the importance of assessing personality traits in maritime education to identify students' strengths and areas for development (Shevchenko et al., 2020). However, the application of the Big Five model in Indonesian vocational maritime schools is limited, with few studies exploring how personality traits are nurtured through training (Simanjuntak, 2024). This gap highlights the need to integrate personality assessments into maritime curricula to enhance students' preparedness for professional roles.

School Management in Maritime Education

Effective school management is critical for preparing vocational maritime students for professional careers. According to Admiral (2024) and Autsadee et al. (2024), quality criteria in maritime education, such as innovative teaching and robust HR policies, significantly enhance training outcomes. These elements ensure that students acquire both technical and soft skills necessary for the maritime industry (Griffioen et al., 2021). For instance, innovative teaching methods, such as simulation-based learning, improve students' practical skills and confidence (Miyusov et al., 2022). Career guidance is equally important, as it helps students align their training with industry expectations, fostering motivation and readiness (Fletcher et al., 2018; Okolie et al., 2020; Zhu, 2024). Effective school management also supports students' psychological preparedness by creating a supportive learning environment (Sulkowski & Lazarus, 2016; Adams & Olsen, 2017; Beard et al., 2018).

The role of school management extends to fostering resilience and mental readiness among students. According to Başkol and Elmas (2024), school engagement is a key factor in occupational readiness, as it encourages students to develop discipline and responsibility. Similarly, Meštrović et al. (2023) argue that modern maritime education must address emerging challenges, such as autonomous ship technologies, through adaptive management practices. These practices include regular curriculum updates and faculty training to meet industry needs (Widiatmaka et al., 2022). However, students' perceptions of school management practices, particularly in Indonesian vocational maritime schools, are rarely studied, limiting insights into their effectiveness (Özdemir, 2024). Addressing this gap can inform strategies to improve training programs and enhance students' professional and psychological preparedness.

Mental Health and Resilience in Maritime Professions

Seafarers face significant mental health challenges due to prolonged isolation, high workloads, and environmental stressors. According to Jensen and Oldenburg (2021), stress among seafarers is influenced by workplace conditions, necessitating resilience to maintain well-being. Similarly, Ali et al. (2023) highlight that work-related stress is prevalent among seafarers, with psychometric instruments revealing the need for targeted interventions. Resilience, supported by traits like discipline and conscientiousness, mitigates these challenges, enabling seafarers to cope with demanding conditions (Baygi et al., 2022; McVeigh et al., 2021). Vocational maritime education plays a critical role in fostering these traits, yet few programs explicitly address mental health in their curricula (Andrew et al., 2019).

Mental health interventions in maritime education can enhance students' readiness for professional challenges. According to Baygi et al. (2022), life satisfaction among seafarers is linked to mental health status, underscoring the importance of early training in resilience. Psychosocial programs, as noted by McVeigh et al. (2021), improve stress management and job satisfaction, which are vital for long-term career success. Additionally, Van Wijk (2023) found that dispositional resilience predicts psychological adaptation during maritime operations, highlighting the need for resilience-focused training. The integration of such programs into vocational maritime education remains limited, particularly in Indonesia, where mental health support for students is often overlooked (Gu et al., 2020). Addressing these gaps can enhance students' mental readiness and professional performance.

RESEARCH METHOD

This study employed a descriptive quantitative approach to examine sailor character traits, Big Five personality profiles, and school management perceptions among vocational maritime students in Surabaya, Indonesia. The design was chosen to provide a comprehensive overview of these factors and their implications for mental readiness in maritime careers, aligning with the demands of the maritime industry (Ghosh, 2018). By using structured questionnaires, the research aimed to capture students' perspectives on

traits and management practices that contribute to their psychological preparedness for seafaring roles. This approach allowed for the collection of numerical data to identify patterns and relationships, particularly in the context of vocational training.

The study involved 96 vocational maritime students from a maritime school in Surabaya, selected through purposive sampling to ensure representation of relevant academic programs. The sample size was determined based on the school's enrolment and the study's focus on students preparing for maritime careers. This selection ensured that the data reflected the perspectives of students actively engaged in maritime education, providing insights into their readiness for professional challenges.

Three instruments were used to collect data: a 17-item sailor character ranking scale, a 30-item Big Five personality scale adapted from Popa et al. (2016), and a 28-item school management perception scale. The sailor character scale assessed traits such as discipline and vigilance, while the Big Five scale measured neuroticism, extraversion, openness, agreeableness, and conscientiousness, with six items per dimension. The school management scale evaluated HR policy (9 items), teaching innovation (10 items), and career guidance (9 items), all using a 5-point Likert scale. Data collection occurred in classroom settings under the researcher supervision to ensure consistency and minimize bias. Questionnaires were distributed and completed during regular class hours, with clear instructions provided to participants to ensure accurate responses.

Data were analyzed using frequency distributions and cross-tabulation with SPSS version 20 to explore relationships between character traits, personality profiles, and management perceptions. The instruments' validity was ensured through adaptation from established scales, with the Big Five scale demonstrating reliability in prior studies (Popa et al., 2016). Ethical considerations were prioritized, with informed consent obtained from all participants and confidentiality maintained through anonymized data handling. The study was approved by the school's administration, ensuring compliance with ethical research standards. This methodological approach provided a robust framework for understanding how vocational maritime education fosters mental readiness, contributing to strategies for improving training programs.

RESULTS

This study examined sailor character traits, Big Five personality profiles, and school management perceptions among 96 vocational maritime students in Surabaya, Indonesia, to understand their implications for mental readiness in maritime careers. Data were collected using structured questionnaires, including a 17-item sailor character scale, a 30-item Big Five personality scale, and a 28-item school management perception scale, administered in classroom settings. The results, presented in five tables and one figure, provide a comprehensive overview of students' characteristics and perceptions, capturing their demographic profiles, prioritized traits, personality distributions, and evaluations of school management.

Table 1. Characteristics of Research Subjects

Characteristics	Detail	Amount
Gender	Female	12 (12.2%)
	Male	86 (87.8%)
Major	Nautical	75 (76.5%)
	Logistics	11 (11.2%)
	Engineering/Others	12 (12.2%)
Class	X	58 (59.2%)
	XI	40 (40.8%)
Ethnic	Javanese	74 (75.5%)
	Sasak	4 (4.1%)
	Sundanese	3 (3.1%)
	Other Ethnic Group	17 (17.3%)
Religion	Islam	93 (94.9%)
	Christian	4 (4.1%)
	Catholic	1 (1%)

Table 1 presents the demographic characteristics of the participants. Of the total sample, 87.8% were male (84 students), and 12.2% were female (12 students). Regarding academic majors, 76.5% (73 students) were enrolled in the nautical program, while 23.5% (23 students) were in the technical program. Additionally, 59.2% (57 students) were in grade X, 30.2% (29 students) in grade XI, and 10.6% (10 students) in grade XII. This distribution reflects the typical composition of vocational maritime programs, ensuring the relevance of the sample for the study's objectives.

Table 2. Ranking of Sailor Character Values by Students

Character Values	Ranking	Number of Voters	Percentage	Reasons
Discipline	1	60	66%	Discipline is essential for complying with regulations, enhancing one's reputation, and achieving success in the shipping world.
Awareness	2	39	42%	Vigilance is necessary to mitigate risks, deal with emergencies, and maintain safety.
Resilience	3	27	29%	Resilience helps endure work challenges, such as fatigue or stress.
Commitment	4	21	23%	Commitment is essential for demonstrating dedication to duties and responsibilities on the board.
Work Ethic	5	18	20%	A work ethic encourages hard work and consistency in carrying out seafaring duties.
Tenacity	6	14	15%	Fortitude helps seafarers remain steadfast in the face of physical and mental hardships at sea.
Poor Responses	7	15	16%	There is no specific reason; it is likely that students lack a grasp of these characteristics in the shipping context.
Perseverance	8	14	15%	Perseverance is necessary for completing long and challenging tasks on board.
Courage	9	12	13%	Courage is essential for navigating risky situations, such as bad weather or emergencies.
Creativity	10	11	12%	Creativity helps find innovative solutions to unexpected situations at sea.
Integrity	11	11	12%	Integrity is essential for building trust with the crew and maintaining a work ethic.
Self-Confidence	12	10	11%	Self-confidence supports quick and effective decision-making on the board.
Cooperation	13	10	11%	Teamwork is essential for collaborating with the crew in a confined shipboard environment.
Adaptability	14	15	16%	Adaptability is necessary for adjusting to a multicultural and dynamic work environment.
Independence	15	16	17%	Independence allows seafarers to work effectively without constant supervision.
Problem Solving	16	17	19%	Problem-solving is essential for overcoming technical or operational challenges on board.
Sense of Humor	17	16	17%	A sense of humor helps maintain crew morale during stressful situations at sea.

Table 2 shows the ranking of sailor character traits based on students' responses to a 17-item character scale. Discipline was the highest-ranked trait, with 66% of students (63 participants) identifying it as critical for maritime professions. Vigilance followed selected by 42% (40 participants), and toughness was ranked third, with 29% (28 participants) prioritizing it. Other traits, such as teamwork and adaptability, were selected by fewer students, with percentages ranging from 10% to 20%. These rankings highlight the prominence of discipline and vigilance in students' perceptions of essential maritime characteristics, aligning with the demands of the industry.

Table 3. Big Five Personality Dimensions of Students

Dimensions	Short Definition	Score Norm	Distribution (Frequency & %)
Neuroticism	Negative emotions (anxiety, instability). Low = happier, more stable.	Low: <16.73 Medium: 16.73-20 Height: >20	Low: 26 (26.5%) Medium: 48 (49%) Height: 24 (24.5%)
Extraversion	Social openness (friendly, assertive and quiet, shy). Height = sociable.	Low: <18 Medium: 18-21 Height: >21	Low: 35 (35.7%) Medium: 35 (35.7%) Height: 28 (28.6%)
Openness	Openness to new ideas (creative, adaptive vs. simple, superficial).	Low: <18 Medium: 18-21 Height: >21	Low: 35 (35.7%) Medium: 35 (35.7%) Height: 28 (28.6%)
Agreeableness	Social adaptability (friendly, helpful vs conflict).	Low: <20 Medium: 20-24.27 Height: >24.27	Low: 20 (20.4%) Medium: 52 (53.1%) Height: 26 (26.5%)
Conscientiousness	Carefulness, responsibility (organized vs. careless).	Low: <19 Medium: 19-22 Height: >22	Low: 23 (23.5%) Medium: 52 (53.1%) Height: 23 (23.5%)

The Big Five personality profiles were assessed using a 30-item scale adapted from Popa et al. (2016), with results summarized in Table 3. Across all five dimensions, neuroticism, extraversion, openness, agreeableness, and conscientiousness, the majority of students exhibited moderate levels. Specifically, 53.1% (51 students) showed moderate conscientiousness, 48.9% (47 students) had moderate extraversion, and 46.8% (45 students) displayed moderate agreeableness. Neuroticism and openness had slightly lower moderate percentages, at 43.8% (42 students) and 41.7% (40 students), respectively. Low and high levels were less common, with less than 20% of students in each category across all dimensions. These findings indicate a balanced personality profile among the participants, with a slight emphasis on conscientiousness.

Table 4. Norms of Student Perception Levels of School Management

Level	Total Score Value
Low	<104
Medium	104-118
Height	>118

Table 4 presents the overall perceptions of school management, based on a 28-item scale evaluating HR policy, teaching innovation, and career guidance. Of the 96 students, 49% (47 participants) rated school management as moderately effective, with scores ranging from 104 to 118. Low perceptions (scores <104) were reported by 30% (29 participants), while 21% (20 participants) rated management as highly effective (scores >118). Among the three dimensions, teaching innovation received the highest moderate rating at 56.1% (54 students), followed by career guidance at 48% (46 students), and HR policy at 46.9% (45 students). These results suggest a generally positive but varied perception of school management among students.

Figure 1 illustrates the distribution of school management perceptions, providing a visual representation of the data from Table 4. The pie chart shows that 49% of students rated management as moderately effective, 30% as low, and 21% as high. The predominance of moderate ratings indicates a balanced view, with teaching innovation contributing significantly to positive perceptions. This visualization highlights the central tendency of students' evaluations, offering a clear overview of their collective perspective on school management effectiveness.

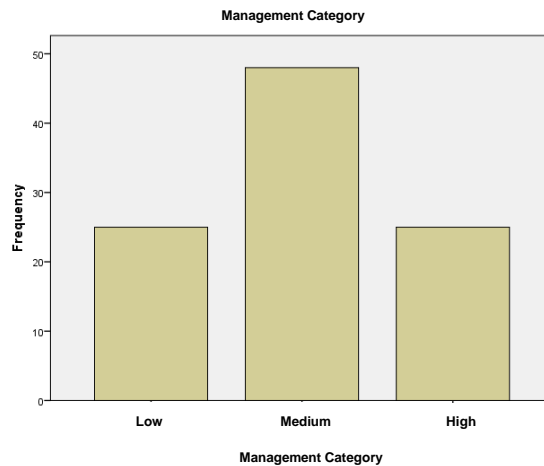


Figure 3. Category Evaluation: Student to Management School

Table 5. Cross Tabulation between Categories and School Management Levels

Categories	Details	Low	Medium
Class	X	11 (11.2%)	28 (28.6%)
	XI	14 (14.3%)	20 (20.4%)
	Amount	25 (25.5%)	48 (49%)
Major	Nautical	16 (16.3%)	35 (35.7%)
	Logistics	5 (5.1%)	6 (6.1%)
	Engineering/Others	4 (4.1%)	7 (7.1%)
	Amount	25 (25.5%)	48 (49%)
Gender	Female	4 (4.1%)	5 (5.1%)
	Male	21 (21.4%)	43 (43.9%)
	Amount	25 (25.5%)	48 (49%)

Table 5 details school management perceptions across demographic variables, including class, major, and gender. Among grade X students, 28.6% (16 out of 57) rated management as moderately effective, compared to 55.2% (16 out of 29) in grade XI and 50% (5 out of 10) in grade XII. By major, 35.7% (26 out of 73) of nautical students rated management as moderately effective, compared to 43.5% (10 out of 23) of technical students. Regarding gender, 43.9% (37 out of 84) of male students and 83.3% (10 out of 12) of female students reported moderate perceptions. These variations suggest that demographic factors influence students' views on school management, with female students and higher-grade students showing slightly more positive evaluations.

The data collection process ensured reliability through standardized procedures, with questionnaires administered in classroom settings under researcher supervision. The sailor character scale, Big Five personality scale, and school management perception scale demonstrated acceptable validity, as supported by prior studies (Popa et al., 2016; Yildirim et al., 2022). Cross-tabulation analysis revealed no significant outliers in the data, ensuring the robustness of the findings. The results provide a comprehensive overview of students' character traits, personality profiles, and management perceptions, setting the stage for further analysis of their implications for maritime education.

DISCUSSION

The prioritization of discipline (66%), vigilance (42%), and toughness (29%) among vocational maritime students in Surabaya highlights their recognition of traits critical for maritime professions. According to Pratama and Pardjono (2016), discipline and vigilance are foundational for ensuring safety and efficiency at sea, as they enable seafarers to adhere to strict protocols and respond to emergencies. These findings align with Thursday et al. (2020), who emphasize that basic training enhances safety-related behaviors rooted in these traits. The high ranking of discipline suggests that students value structured routines, which are essential for maintaining order in high-pressure maritime

environments. Similarly, vigilance reflects an awareness of environmental hazards, a trait vital for accident prevention (Setiawan et al., 2021). However, the lower prioritization of traits like teamwork and adaptability (10–20%) indicates a potential gap in students' understanding of collaborative skills, which are increasingly important in modern maritime operations (Zheliaskov et al., 2024).

The moderate Big Five personality profiles, with 53.1% of students exhibiting moderate conscientiousness, suggest a balanced psychological foundation for maritime careers. According to Popa et al. (2016), conscientiousness is a key predictor of job performance among seafarers, as it reflects discipline and responsibility. The moderate levels across all dimensions (neuroticism, extraversion, openness, and agreeableness) indicate that students possess adaptable personalities, which can support their transition to professional roles (Slišković et al., 2022). For instance, moderate conscientiousness aligns with the high ranking of discipline, suggesting that students are predisposed to structured and responsible behavior. However, the lower prevalence of high conscientiousness (less than 20%) suggests room for targeted interventions to enhance this trait, as it is critical for long-term success in maritime settings (Simanjuntak, 2024). These findings underscore the importance of integrating personality development into vocational training to prepare students for the psychological demands of seafaring.

Students' perceptions of school management, with 49% rating it as moderately effective, reflect a balanced view of HR policy, teaching innovation, and career guidance. According to Yildirim et al. (2022), effective school management, including innovative teaching and robust HR policies, enhances vocational training outcomes. The higher moderate rating for teaching innovation (56.1%) suggests that students value interactive methods, such as simulations, which prepare them for real-world challenges (Miyusov et al., 2022). Variations in perceptions by demographic factors, such as 83.3% of female students and 55.2% of grade XI students rating management as moderately effective, indicate that class level and gender influence evaluations. This aligns with Özdemir (2024), who notes that career guidance is particularly valued by students nearing graduation. These findings suggest that schools should tailor their management practices to address the diverse needs of students, particularly female and senior students, to enhance their readiness for maritime careers.

The interplay between character traits, personality profiles, and school management perceptions has significant implications for students' mental readiness. According to Jensen and Oldenburg (2021), resilience, supported by traits like discipline and conscientiousness, mitigates stress in maritime environments. The moderate personality profiles observed in this study suggest that students have a foundation for resilience, but targeted training is needed to strengthen these traits (Gu et al., 2020). Furthermore, McVeigh et al. (2019) highlight that psychosocial programs in maritime settings improve stress management, suggesting that schools could incorporate similar initiatives. The moderate perceptions of school management indicate a need for enhanced career guidance and teaching innovation to support mental health, as emphasized by Hystad and Eid (2016). By fostering discipline and resilience through structured training and supportive management, vocational maritime education can better prepare students for the psychological challenges of seafaring.

The findings of this study have several implications for vocational maritime education in Indonesia. Schools should integrate character-building programs that emphasize discipline and vigilance, alongside teamwork and adaptability, to align with industry needs. Personality development modules, focusing on enhancing conscientiousness, could be incorporated into curricula to strengthen students' psychological readiness. Additionally, school management should prioritize innovative teaching methods and tailored career guidance, particularly for female and senior students, to address diverse perceptions and enhance engagement. Implementing psychosocial support programs, such as stress management workshops, can further support students' mental health, preparing them for the demands of maritime careers. These strategies can improve

training outcomes, ensuring that graduates are well-equipped to meet the psychological and professional challenges of the maritime industry.

CONCLUSION

This study reveals that vocational maritime students in Surabaya prioritize discipline, vigilance, and toughness as essential sailor character traits, reflecting their awareness of the demands of maritime professions. The moderate Big Five personality profiles, particularly in conscientiousness, indicate a balanced psychological foundation suitable for seafaring roles. Additionally, students' moderate perceptions of school management, with a notable emphasis on teaching innovation, suggest that current educational practices are reasonably effective but have room for improvement. These findings collectively highlight the potential of vocational maritime education to foster traits and psychological readiness necessary for students to succeed in challenging maritime environments.

The implications of these findings underscore the need for maritime schools to strengthen character-building and personality development programs to enhance students' mental preparedness. However, the study's limitations include its focus on a single school in Surabaya, which may not fully represent other maritime institutions, and its reliance on self-reported data, which could introduce bias. Future research should investigate longitudinal studies to examine how these traits and perceptions evolve over time, and include broader samples from multiple regions to enhance generalizability. Expanding the scope to incorporate direct mental health assessments could further inform strategies for preparing students for the psychological challenges of maritime careers.

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