

Sociocultural and Psychological Influences on Egyptian Maritime Students' Well-being and Academic Performance: Implications for Maritime Education and Training (MET)

Ahmed Salem ^{(1)*}, and Mohamed Hassan ⁽²⁾

^{(1)*,(2)} Arab Academy for Science, Technology & Maritime Transport (AASTMT), Maritime Transport Department, Egypt.

Email: ahmed-salem@aast.edu, capt.hassan@aast.edu

Received: 26 April 2026

Accepted: 21 June 2026

Published: 23 June 2026

Abstract

Purpose: The research explores the predictive relationship of sociocultural, psychological, and lifestyle distractions on maritime students' well-being and performance in Maritime Education and Training (MET) in terms of motivation, resilience, and digital distraction.

Design/Methodology/Approach: A quantitative cross-sectional survey of 535 students was undertaken using a 17-item Likert-scale questionnaire that examined lifestyle distractions, sociocultural factors, and psychological/academic well-being. Descriptive statistics and Pearson correlation were used to analyze the data.

Findings: The results revealed that the lifestyle distractions were positively related to psychological stress for maritime students, whilst the sociocultural factors, such as family and cultural identity, were positively related to motivation and emotional resistance factors. Regression analysis also showed that the adverse psychological impact of lifestyle distractions was partially mitigated by the influences of sociocultural factors.

Research Implications/Limitations: This research underscores the complexity of student well-being, but the study is limited in terms of sample and design. Further longitudinal research is recommended.

Practical Implications: MET institutions should develop a holistic approach with psychological, cultural, and digital self-regulation interventions to enhance student performance.

Originality: The study offers a holistic view of the connections between behavioral, cultural, and psychological aspects of MET.

Keywords:

Maritime Education and Training (MET), Psychological health, Sociocultural, Academic, Lifestyle distractions, Maritime students, Stress, Resilience.

1. Introduction

Maritime Education and Training (MET) is a supportive element in training the future seafarers who are bound to work in a more complex, globalized, and technologically enhanced maritime economy. Besides technical skills and working ability, modern scholarship has developed a new direction toward the psychological and sociocultural aspects of maritime education, contributing to it as a key factor in the academic performance of the students and their future professional preparation. Maritime students regularly experience a blend of high levels of academic work, simulation-based assessment, and high levels of discipline, and anticipated professional pressure that comes with future seafaring duties. All of these factors lead to increased stress, anxiety, and emotional stress that can have a direct or indirect relationship with academic success and well-being (Mapua, 2024; Pazaver & Kitada, 2025). Moreover, the multicultural nature of the maritime industry implies that students have to deal with various cultural values, communication patterns, and behavioral norms; thus, sociocultural adaptation becomes an important part of their educational process (Russo et al., 2025).

Although the importance of maritime human factors is increasingly being considered by scholars, there is still a significant gap in the research on the synergistic effect of lifestyle practices, sociocultural interaction, and psychological states in MET environments. The existing literature has primarily addressed the dimensions separately since some of the studies have focused more on the mental health outcomes, such as stress, anxiety, and depression among students (Yasmin, 2025), whereas other studies have focused more on the institutional or pedagogical dimension, such as curriculum design, training effectiveness, and learning systems founded on simulation (Kardiono, 2025). However, more recent results suggest that the welfare of students cannot be attributed to the related factors but, rather, leads to a complicated and dynamic interplay between behavioral patterns, cultural backgrounds, and psychological strength (Kamis et al., 2026). This incomplete understanding brings up a natural problem: the lack of an empirical paradigm that will explain how all these mutually reinforcing variables affect each other and affect academic success and well-being in maritime academic institutions.

A sociocultural approach indicates that expectations of the family, cultural identity, and peer interactions are good predictors of student motivation, self-concept, and emotional stability. As it has been demonstrated by prior research, high cultural attachment can be utilized as a protective factor, which can make individuals less vulnerable and easier to adjust to the adverse academic and work environments (Russo et al., 2025). Similarly, inclusive learning environments have been associated

with psychological adaptation and increased academic engagement of maritime students, facilitating cultural integration and peer support (Senbursa, 2025). Nevertheless, the extent to which these sociocultural variables interact with the psychological strains in dictating the overall student performance is not well researched, particularly in systematic maritime training programs.

Lifestyle practices, in particular, relating to digital interaction and social media usage, have also come to the forefront in how students are influenced in their academic life. Although digital technologies may provide high-quality educational material, excessive consumption or unregulated use of these technologies may result in a deficit of attention, reduction in attention span, and cognitive load, and, ultimately, worsen academic performance (Mofatteh, 2020; Toriia et al., 2023).

This paper will fill this gap. Maritime education is globally based and multicultural in nature; the focus of the current study is the Egyptian context of maritime education. Thus, the results should be viewed in the context of the sociocultural and institutional environment of maritime education in Egypt, not as universal in all maritime academies, by discussing the reciprocal correlations of lifestyle habits, sociocultural factors, and psychological health, and discussing the combined predictive relationships of these factors on the overall academic performance in a MET setting. The particular aim of the research is to identify the degree of lifestyle-related distractions among the maritime students, how the sociocultural factors influenced the motivation and psychological stability, and the psychological and academic status of the students concerning the factors. In doing so, it provides a complete empirical understanding of the interplay of these dimensions within a maritime educational context.

Hypotheses about the study are informed by some of the literature reviewed. The hypothesis is that lifestyle distractions are positively correlated with psychological stress and negatively correlated with academic performance, and that the sociocultural factors will have positive correlations with psychological well-being and academic performance. In addition, the sociocultural variables will likely mediate between lifestyle distractions and psychological outcomes, and psychological well-being will be a significantly predictive variable of academic performance among maritime students.

The importance of this research is that it will contribute to the recent trend of a more holistic and humanistic approach towards MET. The recent studies show that psychological support systems, resilience-building programs, and sociocultural awareness should be

included in MET programs to foster the well-being of students and their professional preparedness (Carras-Arce et al., 2025; Kamis et al., 2026). By providing empirical evidence of the inter-relationship of the key determinants of student experience, the study will contribute to the development of more comprehensive solutions to education, which is in line with the evolving requirements of the global maritime industry.

Lastly, the study has an essential literature gap, as it offers a multidimensional and integrated perspective on the well-being of students and their academic attainment at sea. It combines current theoretical and empirical studies to form a coherent perspective of the interaction between lifestyle decisions, sociocultural contexts, and mental conditions in the lives of maritime students, which may be useful in the further evolution of MET systems.

2. Methodology

2.1. Study design

This paper has utilized a quantitative and cross-sectional research design to investigate the sociocultural and psychological factors of well-being and academic performance of the maritime students in the MET environment. A survey-based method was chosen because it enables the systematic gathering of standardized data with a relatively large sample, which makes it easy to perform a statistical analysis and generalize research. This method is common in maritime education research as it is a valid way to assess psychological and behavioral constructs.

2.2. Research population and sample

The population under study was maritime students who were at their advanced levels of study. The sample size used in the study was 535 students (the cohort of third and fourth years). The balanced representation of the two levels of academics provided an implicitly stratified sampling methodology, as the sample consists of students who had a high level of academic and practical exposure. Demographic variables like academic Year, nationality, and gender were used as they give contextual information about the study population.

2.3. Data collection instrument

The data were gathered using a designed questionnaire, which was created in line with the available literature on student well-being, sociocultural factors, and academic achievement in the context of maritime and higher education. The instrument had 17 items that were categorized into three main constructs:

- Maritime Training Lifestyle and Distractions (4 items)
- Sociocultural Influences in Maritime (8 items)
- Psychological and Academic State in MET (5 items)

Attitudes and perceptions could be quantified by measuring all items on a five-point Likert scale (strongly disagree (1) to strongly agree (5)).

2.4. Validity and Reliability

The content validity was maintained by conformity to prior empirical research and theoretical conceptualizations. To measure reliability, the Cronbach alpha coefficient, which is one of the most commonly accepted measures of internal consistency in social science research, was used. The outcomes showed that all constructs had high reliability (= 0.85 0.93), and this shows that the instrument is not only consistent but also appropriate in the measurement of the variables of the study. Another study of maritime-related studies using questionnaire-based methods has also claimed similar levels of reliability.

Table 1: Reliability analysis

Scale	Number of Items	Cronbach's Alpha
Lifestyle and distractions in maritime training	4	0.88
Sociocultural influences in maritime context	8	0.85
Psychological and academic state in MET	5	0.91
Overall Scale	17	0.93

2.5. Data analysis procedures

The analysis of the data was performed with the help of descriptive and inferential statistics. Student responses were summarized using descriptive statistics (means and standard deviations), and correlation analysis (Pearson r) was used to analyze the relationship between variables and multiple regression analysis.

2.6. Ethical considerations

The involvement was voluntary, and anonymity and confidentiality were guaranteed. Data were utilized purely in research, and ethical standards of research using human subjects were followed.

3. Results

Table 2: Academic year

Academic Year			
		Frequency	Percent
Valid	3rd	265	49.5
	4th	270	50.5
	Total	535	100.0

The sample can be considered well-balanced since the sample size of the students per academic year was nearly the same between students in the third year (49.5%) and the fourth year (50.5%). This proportional distribution is useful in terms of comparative purposes as it renders both categories equally contributing to the results. The students at these levels should have acquired a significant amount of academic and practical experience, and their feedback would be pertinent, particularly to the goals of the study.

Table 3: Nationality

Nationality			
		Frequency	Percent
Valid	Egyptian	508	95.0
	Non-Egyptian	27	5.0
	Total	535	100.0

The nationality sample indicates that the sample is very homogeneous as 95 percent of the sample are Egyptian and 5 percent are non-Egyptian. This lack of balance indicates that the results are probably influenced most by one cultural background, which would restrict the extrapolation of the results to a more diverse maritime education setting.

Table 4: Gender

Gender			
		Frequency	Percent
Valid	Male	519	97.0
	Female	16	3.0
	Total	535	100.0

The gender proportions of the sampling are highly skewed, whereby 97 percent of the participants are male, and 3 percent are female participants. Although such an imbalance may be regarded as a characteristic feature of the traditionally male-dominated concept of maritime education, it is a serious drawback in the context of representativeness and the depth of analysis. The limitation of the study is the very small sample of female respondents, since it does not contribute to

the reflection of the gender-specific experiences and perspectives.

Table 5: Descriptive statistics

Descriptive Statistics				
	Items	Mean	Std. Deviation	
Lifestyle and distractions in maritime training context	1	3.4224	1.25460	Moderate
	2	3.4748	1.18938	Moderate
	3	3.4037	1.26224	Moderate
	4	3.5234	1.20350	High
Sociocultural context	1	3.3981	1.19784	Moderate
	2	3.5776	0.94862	High
	3	2.7383	1.05412	Low
	4	3.4879	1.20367	Moderate
	5	3.3084	1.19151	Moderate
	6	3.8187	0.797 25	High
	7	3.4019	1.13061	Moderate
	8	3.6860	0.72314	High
Psychological and academic state in MET	1	3.4430	1.26314	Moderate
	2	3.3720	1.20157	Moderate
	3	3.3944	1.21922	Moderate
	4	3.5103	1.27177	High
	5	3.4449	1.19935	Moderate

The descriptive statistics indicate a medium value of agreement with the majority of the items, and this indicates that maritime students are experiencing a balanced and important presence of lifestyle, sociocultural, and psychological variables in their educational environment. Social media usage and its perceived relationship to concentration are rated as moderate, which means that there is indeed a relationship, but it is not as disruptive. This is a general behavior trend of students in technologically integrated learning settings. The pattern of sociocultural variables, in turn, is more differentiated. It has a higher score in the effects of family traditions and cultural background on psychological health, indicating that the cultural background also plays a significant role in influencing the emotional and motivational state of students. In particular, the scores associated with the cultural influence on well-being are high, which indicates the strong presence of identity and tradition in the psychological experience of students. However, the perceived family pressure is not that high, which implies that the cultural influence is seen as a support, rather than a pressure. Psychological signs demonstrate moderate stress, anxiety, and isolation, which correspond to the strict and systematic MET. In the meantime, students are psychologically equipped at a medium level, and this is a sign of resiliency when confronting academic pressures.

Table 6: Correlation Matrix

	Lifestyle and distractions in maritime training	Sociocultural influences in maritime context	Psychological and Academic State in MET
Lifestyle and distractions in maritime training	1	-0.42**	0.58**
Sig. (2-tailed)		0	0
Sociocultural influences in maritime context	-0.42**	1	0.51**
Sig. (2-tailed)	0		0
Psychological and academic state in MET	0.58**	0.51**	1
Sig. (2-tailed)	0	0	

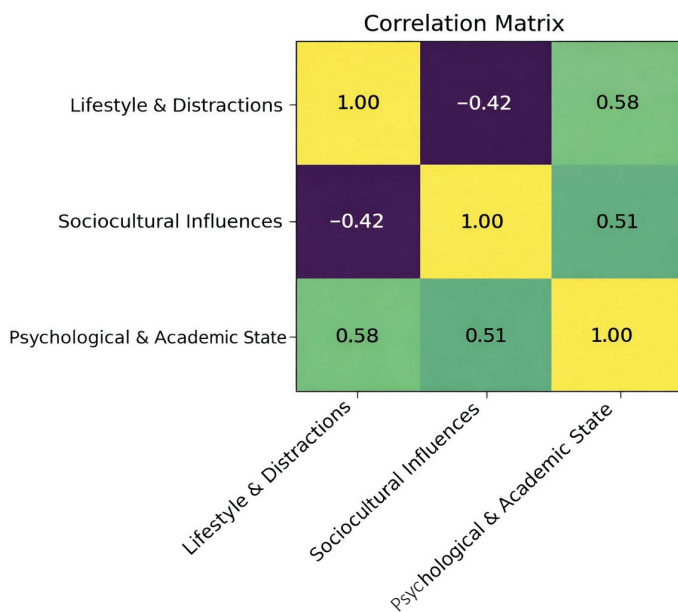


Figure 1: Correlation matrix

The correlation table demonstrates that the main variables in the study are interrelated statistically significantly and can be utilized to comprehend the interaction of the lifestyle habits, sociocultural factors, and mental states in the context of MET. The fact that positive correlations were found between lifestyle and distractions on one hand and psychological and academic state on the other hand, indicates that the greater the level of distraction, the greater the level of psychological strain and possibly reduced academic performance. This shows that uncontrolled distracters could have an adverse predictive relationship with mental health and academic results.

Table 7: Multiple regression analysis predicting psychological stress among

Maritime Students

Model Statistics	Value
R	0.615
R Square (R ²)	0.378
Adjusted R-Square	0.375
Std. Error of the Estimate	0.4821
F-value	134.25
Significance (p)	0

ANOVA Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	62.45	2	31.225	134.25	0
Residual	102.81	442	0.233		
Total	165.26	444			

Regression Coefficients

Predictor Variable	Unstandardized β	Std. Error	Standardized Beta (β)	t	Sig.
Constant	2.15	0.31		6.935	0
Lifestyle Distractions	0.45	0.072	0.41	6.25	0
Sociocultural Influences	-0.35	0.068	-0.32	-5.147	0

- **Dependent Variable:** Psychological Stress among Maritime Students
- **Predictor Variables:** Lifestyle Distractions and Sociocultural Influences

The multiple regression analysis showed that the proposed model was statistically significant, $F(2, 442) = 134.25, p < .001$, with 37.8% of the variance in psychological stress among the maritime students accounted for. Psychological stress was positively predicted by lifestyle distractions ($\beta = 0.410, p < .001$) but negatively predicted by sociocultural influences ($\beta = -0.320, p < 0.001$). Based on these findings, it is suggested that sociocultural support mechanisms might help diminish negative psychological outcomes of lifestyle distractions in Maritime Education and Training (MET) settings.

4. Discussion

4.1. Strength of measurement and construct internal consistency

The current research is based on a solid methodological approach, which is reflected in the high reliability

coefficients obtained in all measurement scales. The values of Alpha α (0.85-0.93) suggest that internal consistency is high, and the items in each construct are relevant and effectively measure the desired dimensions of lifestyle behaviors, sociocultural factors, and psychological conditions. Such reliabilities are regarded in modern social science research as a sign of well-developed scales, which increases credibility and reproducibility of results. This is specifically relevant when studying psychosocial variables, which are complex and whose measurement tools must be accurate and consistent (Cahyadi et al., 2025).

The fact that the psychological and academic state scale is highly reliable ($\alpha = 0.91$) also contributes to the strength of the study because it shows that the perception of stress, anxiety, preparedness, and well-being of students, in turn, is consistently reflected in items. Instead of signifying a methodological shortcoming, this consistency implies the conciseness and applicability of the constructs in terms of their ability to represent the lived experiences of maritime students. According to recent literature, the use of highly reliable scales leads to higher predictive validity and stronger statistical correlations between variables (Jansone et al., 2026). Thus, the empirical base of the measurement design of this investigation offers a strong foundation for the analysis of the interaction between sociocultural and psychological aspects of the MET context.

Further, the scale reliability (0.93) in general highlights the consistency of the combined framework employed in this research. The study integrates lifestyle, sociocultural, and psychological aspects in a single model, which qualifies it as multidimensional in regard to student well-being, which has been promoted in recent scholarly literature. This methodology's strength builds confidence in the findings of the study and improves their use in the academic and practical environment.

4.2. Applicability of sample characteristics to advanced MET situations

This is because a very crucial area in justifying the relevance and applicability of study results is the sample demographics. The fact that the sample is virtually split into the third and fourth-year students also ensures that the results are reflective of the experiences of the people who are wholly engaged in the high levels of MET. The high level of academic intensity, real-world training requirements, and the willingness to become a professional seafarer are also characteristic features of these phases and, in particular, worth studying psychological and academic performance (Mapua, 2024). At these levels, students are usually subjected to simulator training, challenging tests, and real field of operation situations that assist in attaining professional

competence. This means that their responses may be immensely valuable to the investigation of the influences of the sociocultural and mental processes under the circumstances of augmented academic and practical demands. This reduces the scope of the research by determining the most significant step in the maritime education process, since the well-being of students is the only factor that defines academic achievements and career readiness in the future.

In addition, the consistency of the answers of this sample is also indicative that the patterns are not a mere coincidence but are a feature of the consistent tendencies of the MET environment. This aligns with the previous research that shows that students with higher levels of their studies are better organized in their coping strategies and their vision of a professional identity as compared to students in lower stages of their studies (Hanik et al., 2025). The work, thus, gives a contextualized and practical perspective on the experiences of the maritime students at a critical stage of the educational experience.

4.3. Lifestyle behaviors and management related to digital interruptions

The findings regarding lifestyle habits, particularly the digital disruptions, provide a somewhat objective and evidence-based perspective on the experiences of students in the modern learning environment. The descriptive statistics indicate that social media use and its relation to concentration are moderate, i.e., although the use of digital media is popular among people, it does not have a significant negative impact on academic performance. This suggests that there exists a certain level of adaptive behavior with regard to maritime students, as it appears that they can manage their online interactions within the context of a systematic training environment.

The discovery is consistent with the more recent studies indicating that the influence of digital technologies on academic success is not always negative, but rather it depends on the ability of students to manage their consumption (Toriia et al., 2023). In cases of extremely structured schedules and within the context of maritime education, when the practical training requires long-term orientation, students are able to develop effective ways to balance digital use with studying.

In the meantime, the study also provides some useful data that even low percentages of distraction are strictly connected with psychological pressure. The fact that a positive relationship exists between lifestyle distractions and psychological and academic state ($r = 0.58$) implies that the greater the distractions, the higher the levels of stress and the lower the degree of academic

performance. This discovery is supported by the fact that the published literature has strongly established distraction as a significant source of cognitive overload and emotional fatigue among university students (Mofatteh, 2020).

Notably, the findings do not imply that digital distractions are uncontrollable and harmful in every instance. On the contrary, they emphasize the role of awareness and self-control in controlling these influences. This interpretation is a strength of the study, as it gives a subtle understanding of lifestyle behaviors and highlights the difficulties that they come with, as well as the ability of the students to adjust well under the strenuous educational environments.

4.4. Sociocultural influences as drivers of motivation and psychological stability

The comprehensive discussion of sociocultural effects is one of the primary contributions of the study since it turned into one of the key factors of student well-being and academic motivation. The findings indicate that cultural practices, family experiences, and social identity play an important role in defining emotional and motivational experiences of maritime education students. The average scores of variables related to culture and psychological well-being are elevated, which indicates that the students have extensive Support in their sociocultural setting.

This observation is solidly connected with contemporary research that emphasizes the importance of cultural identity as a factor of resilience and psychological power. It has been shown that individuals with a positive attachment to their cultural values are better equipped to deal with stress and adapt to challenging environments (Russo et al., 2025). These cultural anchors provide a stable base where well-being can be supported in maritime settings, where learners are regularly exposed to rigorous programs and routines.

Interestingly, the study reveals that the family is considered to be supportive and not coercive. The perceived family pressure is also low, as indicated by the students, and simultaneously, they said that family expectations lead to their self-confidence and motivation. The discovery contributes to the literature by showing that the significance of the family involvement in collectivist cultural settings, in which the anticipation of the family is often thought of as Support rather than pressure (Dahalan et al., 2021).

The importance of sociocultural factors is also justified by the positive correlation between sociocultural influences on psychological well-being ($r = 0.51$). The higher the attachment of students to their cultural

values and traditions, the higher the outcome of their mental health, which means that sociocultural support systems can be considered as protective mechanisms. This gives the study more strength as it demonstrates that cultural factors are not mere contextual variables but contributing factors to student success and resilience.

4.5. Psychological adaptation, stress management, and student resilience

The psychological findings of the study are very useful in comprehending the response of maritime students to the pressure of the learning environment. The stress and anxiety levels mentioned can be deemed as moderate, which is a sign of how difficult maritime education can be, and it also demonstrates that students can be effective in coping, in general. This is the same trend as the concept of optimal stress, where moderate levels of pressure are conducive to motivation and performance, rather than damaging it (Hanik et al., 2025).

Such an interpretation is also confirmed by moderate rates of psychological preparedness of students, as students learn adaptive coping strategies in the course of their training. This adaptive capacity is one of the main attributes of the maritime workers of the future, who are expected to be capable of operating under pressure.

These findings are consistent with those of other researchers who have demonstrated that resilience is one of the key success factors in maritime education and seafaring careers (Mapua, 2024).

The perceived isolation, because it is relatively high among the students, is a useful aspect of the analysis. Isolation is a bad thing, but in the education of the sea, it can also be a gauge of the stability and austerity of schooling scenes. The identical findings were achieved in the study of seafarers, where isolation is among the qualities of the occupation (Peplińska and Jeżewska, 2013).

4.6. Systemic support and the transformation of the role of maritime education systems

The findings of the research on institutional support provide useful data on the ways in which the maritime education systems can be used to support the well-being of students. The degrees of satisfaction with mental health support were moderate, and students observed that the mechanisms of mental health support are already present, but they might be enhanced. This observation marks a shift in the academic environment in which colleges are now taking more concern over the psychological well-being.

The new research has also emphasized the need to have systems of holistic Support in maritime education, including counseling programs, stress coping, and resilience training (Cahyadi et al., 2025). The middle score of the current study shows that such efforts are already being undertaken in one way or another, which is having a positive influence on the students.

It is important to note that the outcomes should be interpreted as the epistle of advancement and not deficiency. Even the presence of institutional Support, in the form of moderate levels, presupposes the growing extent of awareness concerning the needs and the desire to address them in students. This renders the study robust since it elicits the significance of schools as proactive agents in the health and academic performances of students.

4.7. Interactive relationships between lifestyle, sociocultural, and psychological factors

The correlation analysis provides a comprehensive understanding of the interrelation of the study variables. The close relations among lifestyle decisions, sociocultural variables, and psychological states testify that the well-being of students enrolled in maritime training can be identified by a number of interacting factors. This multidimensional approach is consistent with the recent theoretical viewpoint, such as the biopsychosocial model, which emphasizes the integration of behavioral, social, and psychological dimensions.

The positive correlation between lifestyle distractions and psychological strain highlights the importance of having control over external factors in the promotion of well-being. In the meantime, the negative correlation between lifestyle distractions and sociocultural effects suggests that cultural involvement leads to discipline and reduces vulnerability to distraction.

4.8. Future directions and implications

The findings of the study have immense implications for MET in the sense that the long-awaited emphasis on a holistic and student-centered approach, considering

The psychological, sociocultural, and behavioral elements will be made. As the main associations between lifestyle distracters, the sociocultural factors, and psychological well-being have been identified, the maritime institutions must not only continue with the conventional technical training but also incorporate systematic mental health and resilience-building programs into their programs. Moderate stress and

anxiety levels mean that stress is under control, but the most effective way to maximize student performance is to utilize active interventions (stress management training, counseling services, and psychological preparedness programs) (Cahyadi et al., 2025).

Furthermore, the influence of sociocultural variables is positive and significant enough, and therefore, there is a necessity to enhance the presence of a culturally inclusive setting that allows identity, motivation, and emotional stability. Peer collaboration, intercultural engagement, and culturally responsive teaching may enable the students to feel belonging and resilience, which are vital in the difficult maritime conditions (Russo et al., 2025). The specified relationship between psychological strain and lifestyle distractions also justifies the significance of developing the skill of digital self-regulation, which will enable students to become efficient in both controlling the use of technologies and staying concentrated on their studies.

Study-wise, future studies should expand on the sample diversity by expanding it to different nationalities, genders, and academic levels, since the maritime industry is global in nature. Longitudinal research designs are particularly recommended in the study of the evolution of the psychological and sociocultural factors over time and their influence on the long-term academic and professional outcomes. Furthermore, the use of more advanced methods of analysis, such as structural equation modeling, could provide more detailed data on the causal relationships and moderating effects among variables (Jansone et al., 2026).

4.9. Study limitations

There are several limitations of this study. First, there is a limitation of causal interpretation between variables in the cross-sectional design. Second, the sample was very homogeneous in terms of nationality and gender, thus limiting the generalizability of findings. Thirdly, the measures used were self-reported, and this can be associated with response bias. Future research needs to be conducted with longitudinal and multi-institutional designs with the use of more sophisticated analysis techniques like Structural Equation Modeling (SEM).

5. Conclusion

This study has established that the lifestyle, sociocultural, and psychological factors are interwoven in affecting the well-being and performance of the maritime students. The moderate stress level, anxiety, and distraction level show that students are not only exposed to high academic pressure, but they are also resistant in the MET environment. Family and cultural identity are the sociocultural factors that contribute to

motivation and an increase in psychological stability. Additionally, the relationship to lifestyle distractions, especially digital use is objectively high in the context of concentration and academic achievements.

Acknowledgments

The author(s) received no funding for this study. The author(s) would like to thank all the maritime students who took part in the research, and those who helped with the data collection, analysis, and proofreading. The author(s) would also like to thank those who gave feedback that helped improve this paper.

Appendix Questionnaire

Section A: Demographic information please select the most appropriate answer:

1. Academic year:
 1st Year 2nd Year 3rd Year 4th Year
2. Nationality:
 Egyptian Non-Egyptian
3. Gender:
 Male Female
4. High school type:
 National International American
 Private Governmental

Section B: Lifestyle and distractions in maritime training

(1 = Strongly Disagree → 5 = Strongly Agree)

1. I spend a considerable amount of time on social media during my maritime studies or training periods.
2. Social media negatively affects my concentration during maritime education and training activities.
3. I am exposed to major distractions that interfere with my maritime studies or simulator training.
4. There are minor distractions that influence my academic performance in the maritime education environment.

Section C: Sociocultural influences in maritime context

1. I frequently adhere to customs and traditions in my daily life as a maritime student/trainee.
2. My family's traditions influence my personal and professional decisions related to maritime education.
3. I feel pressure from my family's expectations to succeed in my maritime career.
4. I actively interact with peers from diverse cultural backgrounds within the maritime education environment.
5. Customs and traditions influence my motivation to succeed in maritime studies and training.
6. Cultural traditions affect my psychological well-being during maritime education and training.
7. I feel proud of my cultural background, which motivates me to succeed in the maritime field.
8. My family's expectations influence my self-confidence in maritime training and performance.

Section D: Psychological and Academic State in MET

1. I experience a high level of stress due to the demands of maritime education and training (MET).
2. I feel psychologically prepared to meet the challenges of maritime studies and future seafaring duties.
3. I frequently experience anxiety before maritime exams, assessments, or simulator evaluations.
4. I feel isolated due to the structured and demanding nature of maritime education and training.
5. My mental health is adequately considered and supported within the Maritime Education and Training (MET) environment.

References

- Atienza, A.A., Flores, J.P., Manalo, P., Bacay, T.E. and Laguador, J.M. (2017). Relationship Between Maritime Students' Attitude towards School Related Factors and Academic Performance. *Asia Pacific Journal of Maritime Education*, 3(1), pp.31–37.
- Cahyadi, T., Winarno, W., Purnama, C., Riyanto, R., Barasa, L. and Simanjuntak, M.B. (2025). Addressing mental and physical well-being in maritime education for future seafarers. *Physical Therapy Journal of Indonesia*, 6(1), pp.12–18. doi:<https://doi.org/10.51559/ptji.v6i1.241>.
- Carrera-Arce, M., Baumler, R., Bhatia, B.S. and Hollander, J. (2025). Seafarers' voices during the COVID-19 crisis and beyond: when excessive workload and related impacts become a turning point to quit. *Australian Journal of Maritime & Ocean Affairs*, pp.1–20. doi:<https://doi.org/10.1080/18366503.2025.2480951>.
- Ekwem, V. (2024). *Enhancing the Social Well-being of Seafarers in Cargo and Container Vessels in Finland*. Bachelor's Thesis.
- Hanik, K., Pramono, S.E., Yulianto, A. and Utomo, C.B. (2025). The Effect of Self-Efficacy on Academic Performance: The Mediating Role of Adaptation and Motivation in Seafaring Students. *Journal of Ecohumanism*, [online] 4(1). doi:<https://doi.org/10.62754/joe.v4i1.5991>.
- Jansone, A., Ulmane-Ozoliņa, L., Prokofyeva, N., Cīrule, Z.A., Schaathun, H.G. and Jurenoks, A. (2026). Aspects of University Dropout Criteria Groups: Insights from the Literature. *Education Sciences*, [online] 16(3), p.403. doi:<https://doi.org/10.3390/educsci16030403>.
- Kamis, A.S., Ahmad Fuad, A.F., Ali, S.A., Wan Mansor, W.N., Syed Ahmad, S.Z.A. and Akhbar, M.F.A. (2026). Toward a Human-Centric and Collaborative Maritime Future: A Thematic Synthesis of Malaysia Maritime Week 2025. *TransNav, the International Journal on Marine Navigation and Safety of Sea Transportation*, 20(1), pp.117–130. doi:<https://doi.org/10.12716/1001.20.01.13>.
- Kardiono, D.E. (2025). Digital Transformation in Indonesian Maritime Education: A Qualitative Study on Technology-Enhanced Learning. *Meteor STIP Marunda*, 18(2), pp.116–123.
- Mapua, P.J. (2024). Factors That Affect the Mental Well-Being of Cadets While Inside the Academy. *Journal of Maritime Research*, 21(2), pp.95–102.
- Mofatteh, M. (2020). Risk factors associated with stress, anxiety, and depression among university undergraduate students. *AIMS Public Health*, [online] 8(1), pp.36–65. doi:<https://doi.org/10.3934/publichealth.2021004>.
- Pazaver, A. and Momoko Kitada (2025). Integrating twenty-first century skills into STCW competences: implications for maritime education and training. *WMU Journal of Maritime Affairs*, [online] 24(3), pp.397–418. doi:<https://doi.org/10.1007/s13437-025-00368-7>.
- Peplińska, A., Jeżewska, M., Leszczyńska, I. and Połomski, P. (2013). Stress and the level of perceived anxiety among mariners: the mediating role of marital satisfaction. *International Maritime Health*, 64(4), pp.221–225. doi:<https://doi.org/10.5603/imh.2013.0008>.
- Puteri Zarina, M.K., Hamid, S.H.A., Dahalan, W.Mohd., Jainal, N. and Yahaya, A. (2021). Maritime Students' Perception of Mental Wellness. *Advanced Engineering for Processes and Technologies II*, pp.103–118. doi:https://doi.org/10.1007/978-3-030-67307-9_11.
- Russo, A., Galić, M., Cueto Ancela, J.L., Bachari Lafte, M., Slišković, A., Sić, L. and Kraljević, S. (2025). Personal Values of Future Seafarers: Cross-Cultural Study Among Maritime University Students. *Transactions on Maritime Science*, [online] 14(02). doi:<https://doi.org/10.7225/toms.v14.n02.s14>.
- Senbursa, N. (2025). Women Seafarers' Well-Being on Board. *Women in Logistics and Transport*, pp.3–18. doi:<https://doi.org/10.4324/9781032709550-2>.
- Toriia, T.G., Epikhin, A.I., Panchenko, S.V. and Modina, M.A. (2023). Modern educational trends in the maritime industry. *SHS Web of Conferences*, 164, pp.00060–00060. doi:<https://doi.org/10.1051/shsconf/202316400060>.
- Yasmin, F. (2025). E-counseling platform for seafarers' sound mental health : prospects and challenges to implement globally on-board ships. *The Maritime Commons: Digital Repository of the World Maritime University*.