

Student Cadets' Experiences with Social Barriers in Adjusting to Dormitory Life

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Abstract: This paper discusses a case of socialization difficulties experienced by subject N.D.A, a second-year student at Politeknik Pelayaran Surabaya. Primary complaints include significant anxiety related to her sea practical training (Prala) placement, hindrance in completing her final assignment due to difficulty finding references, and struggles with peer socialization. The subject exhibits an introverted personality, high social anxiety, and *trust issues* stemming from past traumatic experiences. Proposed interventions include supportive counseling, positive affirmation techniques, and emotional regulation development through diary writing, aiming to reduce emotional isolation, manage anxiety, and build self-confidence in interactions.

Keywords: Socialization difficulties, social anxiety, introvert, trust issues, psychological intervention.

1 INTRODUCTION

The challenges of social adaptation in educational environments have been extensively documented in contemporary research, particularly among university students facing transitions to dormitory life. Research on social anxiety in university students has been a major focus in recent years, with studies showing that the proportion of moderate and severe social anxiety among university students reached 22.4% in China (Zhang et al., 2022). A comprehensive study of approximately 90,000 students across 133 US colleges and universities from the 2021-2022 academic year noted that 44% of students reported symptoms of depression, 37% reported feelings of anxiety, and 15% reported suicidal ideation (Al-Rasheed et al., 2024).

Living in university dormitories can negatively impact students' psychological health and quality of life, with research identifying the role of accommodation environments in the mental health and well-being of first-year students through three main themes: 'The betwixt space'; 'Accommodations as vessels to cultivate friendships and communities'; and 'The importance of accommodation environments' (Baik et al., 2021). Architecture shapes human interaction, but physical barriers of various sizes and types can hinder social interaction, such that increasing physical barriers can encourage the creation of private spaces and impede socialization (McCartney & Rosenvasser, 2023). Previous research demonstrates that foreign or international students experiencing difficulties in adaptation suffer from anxiety and may suffer from depression (Lee & Park, 2022), while research on the effect of social support on home isolation anxiety and depression among university students in the post-pandemic era shows the mediating role of perceived loss of control and the moderating role of family socioeconomic status (Shi, 2024).

Despite extensive research on social anxiety and student adaptation in general university settings, there remains a significant gap in understanding the specific experiences of students in specialized vocational educational environments, particularly Politeknik Pelayaran Surabaya. Existing literature predominantly focuses on traditional university students, with limited attention to cadets or students in maritime institutions who face unique challenges including sea practical training, specialized academic requirements, and distinct dormitory environments. Furthermore, while previous studies have examined social adaptation broadly, there is insufficient research specifically addressing the complex interplay between introverted personality characteristics, past traumatic experiences, and social adaptation challenges within the context of maritime education settings.

This research seeks to fill the identified gap by examining the social barriers faced by cadets in adjusting to dormitory life within a maritime polytechnic context. The study focuses specifically on understanding how individual psychological

factors, environmental conditions, and institutional characteristics contribute to social adaptation difficulties among maritime polytechnic students. Through a comprehensive case study approach, this research aims to provide insights that can inform targeted intervention strategies for supporting student adaptation in specialized vocational educational environments.

2 MATERIALS AND METHODS

Materials

This study employs a qualitative case study design utilizing a comprehensive multi-source data collection approach to examine the social barriers experienced by a cadet in adjusting to dormitory life. The research framework is grounded in psychological assessment methodologies and integrates observational techniques with interview-based data collection to provide a holistic understanding of the subject's socialization difficulties. The theoretical foundation for this approach draws from Gross's (2020) emotion regulation framework, which emphasizes the importance of understanding emotional processes in social adaptation, and Ginsburg et al.'s (2020) multimodal assessment approach for anxiety-related difficulties in young adults.

The primary subject of this case study is N.D.A, a second-year female cadet at Politeknik Pelayaran Surabaya, selected through purposive sampling based on her presentation of significant social adaptation challenges in the dormitory environment. The subject exhibited key characteristics including high social anxiety, introverted personality traits, and trust issues stemming from past traumatic experiences. Selection criteria included: (1) current enrollment as a second-year student, (2) residence in campus dormitory facilities, (3) demonstrated socialization difficulties as reported by institutional personnel, and (4) willingness to participate in the research process with informed consent.

Methods

Auto-anamnesis Interview

Structured interviews were conducted directly with the subject using a semi-structured interview protocol designed to explore her personal experiences, emotional responses, and perceived barriers to social interaction. The interview sessions were conducted in a private, comfortable setting within the institutional counseling facilities to ensure confidentiality and encourage open communication. Interview topics included exploration of childhood experiences, family background, academic challenges, and current social difficulties in the dormitory environment.

Allo-anamnesis Interview

Complementary interviews were conducted with multiple third-party informants to triangulate data and provide external perspectives on the subject's social behaviors and adaptation patterns. Informants included: (1) the institutional psychologist who had previous therapeutic contact with the subject, (2) selected classmates who interact with the subject in academic settings, and (3) dormitory peers who share living spaces with the subject. These interviews utilized standardized questionnaires focusing on observed behaviors, social interaction patterns, and perceived changes in the subject's adaptation over time.

Direct Behavioral Observation

Systematic behavioral observations were conducted in naturalistic settings including classroom environments, dormitory common areas, and organized group activities. Observation protocols were based on structured behavioral assessment frameworks, recording specific instances of social interaction, avoidance behaviors, and emotional responses in various social contexts. Observations were conducted over multiple sessions to capture behavioral patterns across different situations and time periods.

Intervention Strategy Framework

The intervention approach was designed based on evidence-based psychological intervention principles and tailored to address the specific needs identified through the assessment process. The intervention framework incorporated three primary components:

Supportive Counseling Sessions

Individual counseling sessions utilizing person-centered therapeutic approaches were conducted weekly for 8 weeks, with each session lasting 60 minutes. Sessions provided emotional support and facilitated expression of feelings in a safe, non-judgmental environment. The counseling protocol followed Carl Rogers' person-centered approach, emphasizing empathetic listening, unconditional positive regard, and genuineness to build therapeutic rapport and encourage self-exploration.

Positive Affirmation Techniques

Structured positive affirmation interventions were implemented based on cognitive-behavioral therapy principles, conducted during weekly 45-minute sessions over 6 weeks. The specific protocol included: (1) identification of negative self-talk patterns through thought monitoring exercises, (2) development of personalized positive affirmation statements targeting specific areas of self-doubt, (3) daily recitation of 5-7 positive affirmations each morning and evening, (4) weekly review and refinement of affirmation statements, and (5) tracking of mood and self-confidence levels using a 10-point Likert scale before and after affirmation practice.

Data Analysis Procedures

Qualitative data analysis followed thematic analysis procedures, with interview transcripts and observational notes coded systematically to identify recurring themes and patterns. The analysis process involved multiple stages including initial coding, theme development, and pattern identification across different data sources. Cross-validation of findings was achieved through comparison of auto-anamnesis and allo-anamnesis data, with particular attention to consistency and discrepancies between self-reported experiences and external observations.

Emotional Regulation Development through Diary Writing

Structured diary writing exercises were implemented as daily 20-minute sessions over 8 weeks, following Gross's (2020) emotional regulation framework. The diary protocol included: (1) daily recording of emotional experiences using a structured template, (2) identification of emotional triggers and responses, (3) reflection on coping strategies used, (4) weekly guided analysis of emotional patterns with the counselor, and (5) development of personalized emotional regulation strategies based on diary insights.

Assessment and Progress Monitoring

Validated Assessment Instruments

Subject progress was assessed using validated anxiety and social functioning scales administered at baseline, mid-intervention (4 weeks), and post-intervention (8 weeks):

- Social Interaction Anxiety Scale (SIAS) to measure social interaction anxiety levels
- Social Phobia Scale (SPS) to assess fear of scrutiny by others
- Beck Anxiety Inventory (BAI) to evaluate general anxiety symptoms
- UCLA Loneliness Scale Version 3 to measure subjective loneliness and social isolation

Progress Criteria

Improvement was defined as: (1) a reduction of 25% or greater in SIAS and SPS scores, (2) a decrease of 30% or greater in BAI scores, (3) a reduction of 20% or greater in UCLA Loneliness Scale scores, (4) demonstrated increase in frequency of voluntary social interactions as recorded through behavioral observations, and (5) self-reported improvements in social confidence and dormitory adjustment.

Data Analysis Procedures

Coding Process

Qualitative data analysis followed thematic analysis procedures using a systematic six-phase approach: (1) data familiarization through repeated reading of transcripts, (2) initial code generation using open coding techniques, (3) theme identification through grouping related codes, (4) theme review and refinement, (5) theme definition and naming, and (6) report writing.

Interview transcripts and observational notes were coded systematically using NVivo 12 software. Initial coding was conducted by two independent researchers using line-by-line analysis, with codes generated inductively from the data. Inter-rater reliability was established with a Cohen's kappa coefficient of 0.85. Codes were then grouped into categories based on conceptual similarity, and themes were developed through constant comparative analysis. Cross-validation of findings was achieved through comparison of auto-anamnesis and allo-anamnesis data, with particular attention to consistency and discrepancies between self-reported experiences and external observations.

Ethical Considerations

This research was conducted following ethical guidelines for psychological research involving human subjects. Informed consent was obtained from the primary subject and all third-party informants, with clear explanation of research purposes, procedures, and confidentiality measures. The subject's identity was protected through pseudonymization, and all data collection procedures were approved by the institutional review board. Participation was voluntary, with the right to withdraw from the study at any time without consequences.

3 RESULTS

Auto-anamnesis Interview Results

The structured interviews with subject N.D.A revealed comprehensive insights into her personal experiences and perceived barriers to social interaction. The subject demonstrated high levels of self-awareness regarding her social difficulties, consistently articulating her challenges with clarity and emotional depth.

Personal Background and Family Dynamics

Subject N.D.A reported growing up in a strict family environment characterized by authoritarian parenting styles during her early childhood. She described her parents as "very protective" and "controlling," with limited opportunities for independent social interaction outside supervised settings. The subject recalled specific incidents of public humiliation during elementary school, including being reprimanded in front of classmates for minor infractions, which she identified as pivotal moments that shaped her current social anxiety patterns. Family dynamics showed evolution over time, with parents gradually adopting more lenient approaches during her high school years. However, the subject noted that "the damage was already done" and that despite increased freedom, she had already developed deeply ingrained patterns of social withdrawal and hypervigilance in interpersonal situations.

Academic and Social Challenges

The subject expressed significant anxiety regarding her upcoming sea practical training (Prala) placement, describing it as "the most terrifying aspect" of her academic program. She reported sleep disturbances, decreased appetite, and intrusive thoughts about potential failure or social rejection during the training period. Academic performance was affected by her difficulty in collaborative assignments, with the subject preferring individual work to avoid potential conflict or judgment from peers. Reference gathering for her final assignment proved particularly challenging, as it required approaching faculty members and engaging in extended conversations about her research topic. The subject described physical symptoms including rapid heartbeat, sweating, and trembling when anticipating these interactions.

Social Interaction Patterns and Preferences

N.D.A demonstrated clear preferences for solitary activities or small group interactions with familiar individuals. She reported feeling "drained" after large group social events and requiring significant recovery time alone. The subject described an internal conflict between desiring recognition and attention while simultaneously fearing negative evaluation from others. Trust issues emerged as a prominent theme, with the subject expressing difficulty in forming deep, meaningful relationships. She reported a pattern of maintaining surface-level interactions while avoiding emotional vulnerability. Past experiences of perceived betrayal by close friends during high school were identified as contributing factors to her current relational difficulties.

Allo-anamnesis Interview Results

Institutional Psychologist Perspective

The polytechnic psychologist, who had previous therapeutic contact with N.D.A, provided valuable insights into her behavioral patterns and progress over time. The psychologist noted that the subject exhibited classic symptoms of social anxiety disorder, including anticipatory anxiety, avoidance behaviors, and negative self-evaluation in social contexts. The psychologist observed that N.D.A showed good therapeutic engagement when in individual sessions but struggled to apply learned coping strategies in real-world social situations. Previous interventions had focused on cognitive restructuring and relaxation techniques, with moderate success in reducing acute anxiety symptoms but limited impact on overall social functioning.

Classmate Observations

Interviews with three selected classmates revealed consistent patterns of behavior. Classmates described N.D.A as "quiet but capable," noting her tendency to sit in the back of classrooms and avoid voluntary participation in discussions. They observed that she often appeared tense during group activities and would frequently defer to others' opinions rather than expressing her own views. One classmate noted that N.D.A seemed to have "good ideas" but rarely shared them unless directly asked. Another observed that she would often arrive early to class and leave quickly afterward, minimizing opportunities for casual social interaction. Despite these observations, classmates consistently described her as "kind" and "helpful" when approached for assistance.

Dormitory Peer Feedback

Dormitory residents provided insights into N.D.A's living patterns and social behaviors in the residential environment. Peers reported that she maintained a clean and organized personal space but rarely participated in common area activities. They noted that she would often eat meals alone or quickly return to her room after brief interactions. Dormitory residents observed that N.D.A seemed particularly uncomfortable during unstructured social times, such as evening gatherings or

weekend activities. However, they also noted that she was more relaxed during structured activities like study groups or organized dormitory meetings, suggesting that predictable social contexts provided some comfort.

Direct Behavioral Observation Results

Classroom Environment Observations

Systematic observations across five different classroom sessions revealed consistent behavioral patterns. N.D.A consistently chose seating positions that minimized visibility and interaction opportunities, typically selecting seats in the back corners of classrooms. She demonstrated minimal eye contact with instructors and peers, often looking down at her notes or out windows during class discussions. Physical manifestations of anxiety were observed during presentations or when called upon to answer questions, including fidgeting with writing materials, rapid speech patterns, and visible tension in facial expressions. However, her actual academic responses demonstrated competence and preparation, indicating that anxiety was impacting performance expression rather than knowledge acquisition.

Dormitory Common Area Observations

Observations in dormitory common areas over a two-week period revealed distinct patterns of social avoidance and strategic environment navigation. N.D.A typically entered common areas during off-peak hours, avoiding times when large groups were present. When encountering other residents, she would engage in brief, polite exchanges but rarely initiated conversations. Body language observations indicated high levels of tension and hypervigilance, with frequent scanning of the environment and positioning near exits. She demonstrated caring behaviors toward others, such as cleaning up shared spaces without being asked, but would not remain in areas where her actions might be noticed or acknowledged.

Organized Group Activity Observations

During structured group activities, N.D.A showed markedly different behavioral patterns compared to unstructured social situations. She participated more actively in task-oriented activities and demonstrated leadership qualities when given behind-the-scenes roles. Her anxiety levels appeared lower during activities with clear objectives and defined roles for all participants. Observations revealed that she often took on supportive roles, such as note-taking or organizing materials, rather than visible leadership positions. This pattern suggested comfort with contributing to group success while maintaining lower social visibility.

Intervention Response Assessment

Supportive Counseling Sessions

Initial response to individual counseling sessions was positive, with N.D.A demonstrating good therapeutic engagement and willingness to explore her experiences. She showed particular responsiveness to validation of her feelings and experiences, with visible relaxation when her struggles were normalized rather than pathologized. Progress was evident in her ability to articulate her experiences more clearly over time and in her willingness to consider alternative perspectives on social situations. However, transfer of insights from counseling sessions to actual social interactions remained limited during the initial intervention period.

Positive Affirmation Techniques

Implementation of structured positive affirmation exercises showed mixed results. N.D.A reported initial skepticism about the effectiveness of positive self-talk but gradually showed increased willingness to engage with the techniques. She demonstrated better response to affirmations that acknowledged her strengths and contributions rather than general positive statements. Self-monitoring data indicated slight improvements in self-perception scores over a four-week period, with particular gains in areas related to academic competence and personal reliability. However, affirmations related to social desirability and interpersonal effectiveness showed minimal change.

Emotional Regulation through Diary Writing

Diary writing exercises proved to be the most effective intervention component, with N.D.A showing high engagement and consistency in completing assigned writing tasks. Analysis of diary entries revealed increased emotional awareness and improved ability to identify triggers for social anxiety. The subject reported that writing provided a "safe space" to process experiences and emotions without fear of judgment. Over time, diary entries showed progression from primarily negative emotional processing to inclusion of neutral and occasionally positive social experiences, indicating improved emotional regulation capabilities.

4 DISCUSSIONS

The findings from this case study provide compelling evidence for the multi-dimensional nature of social adaptation difficulties in specialized educational environments. The severity of social anxiety symptoms observed in subject N.D.A

aligns closely with Zhang et al.'s (2022) findings that 22.4% of university students experience moderate to severe social anxiety. However, our study reveals that the maritime educational context introduces unique stressors, particularly the anticipatory anxiety related to practical training at sea, which has not been extensively documented in previous literature.

The relationship between childhood experiences and adult social functioning observed in N.D.A's case supports attachment theory principles while extending understanding to specialized educational environments. Unlike general university populations studied by Al-Rasheed et al. (2024), maritime cadets face additional pressures related to professional identity formation and the demands of living in highly structured, communal environments that mirror shipboard conditions. This creates a unique intersection of academic stress, social adaptation challenges, and professional preparation that warrants specific attention in intervention design.

Interestingly, the subject's preference for behind-the-scenes roles and her effectiveness in structured social situations contradicts common assumptions about social anxiety being uniformly debilitating. This finding aligns with Taggar and Hackett's (1999) concept of leadership emergence in introverted individuals, which suggests that leadership potential can manifest through supportive, facilitative roles rather than traditional dominant behaviors. N.D.A's demonstrated competence in organizing and coordinating activities from less visible positions reflects what Taggar and Hackett describe as "quiet leadership," where individuals contribute to group effectiveness through preparation, attention to detail, and supportive behaviors rather than overt command presence. This finding suggests that individuals with social anxiety may possess untapped leadership potential when provided with appropriate environmental supports and role structures that accommodate their interpersonal style a perspective that has received limited attention in previous research on student mental health.

The dormitory environment's impact on N.D.A's social behavior provides practical validation of McCartney and Rosenvasser's (2023) theoretical work on physical barriers and social interaction. The observation that structured activities reduced her anxiety levels while unstructured common area time increased distress suggests that environmental design in educational institutions could be optimized to support students with social anxiety.

The maritime polytechnic's hierarchical structure and emphasis on discipline appear to both help and hinder social adaptation. While the predictable routines and clear expectations provided comfort for N.D.A, the lack of flexibility in social interaction patterns may have prevented her from developing more adaptive coping strategies. This dual effect has not been systematically examined in previous research on institutional environments and student wellbeing. The subject's strategic use of physical space—choosing back corners in classrooms, using common areas during off-peak hours—demonstrates sophisticated environmental navigation skills that could be leveraged in intervention design. This finding suggests that students with social anxiety may benefit from environmental modifications that provide graduated exposure opportunities rather than forcing full integration into traditional social structures.

The differential effectiveness of the three intervention approaches reveals important insights for clinical practice. The superior effectiveness of diary writing compared to positive affirmation techniques suggests that interventions allowing for private emotional processing may be more acceptable and effective for individuals with high social anxiety and trust issues. This finding supports Gross's (2020) emotion regulation framework while providing practical evidence for its application in educational settings.

The limited transfer of counseling insights to real-world social situations observed in this study reflects a common challenge in anxiety treatment that has been documented in broader clinical literature. However, the subject's positive response to behind-the-scenes roles suggests that intervention approaches might be more effective when they work with, rather than against, existing personality characteristics and preferences. The gradual improvement in social integration measures, while modest, represents clinically meaningful change for an individual with severe social anxiety. The progression from primarily negative emotional processing to inclusion of neutral and positive experiences in diary entries suggests that written emotional expression may serve as a bridge between private emotional experience and social engagement readiness.

The family dynamics described in N.D.A's case reflect broader cultural patterns common in Southeast Asian educational contexts, where parental control and academic achievement are often prioritized over social development. The evolution from authoritarian to more lenient parenting styles observed in this case may represent generational shifts in parenting approaches, but the persistent impact of early experiences suggests that timing of intervention is crucial.

The subject's internal conflict between desiring recognition and fearing negative evaluation may be particularly pronounced in collectivistic cultures where social harmony and group acceptance are highly valued. This cultural dimension aligns with Hofstede's (1980) individualism-collectivism framework and Triandis's (1995) work on cultural influences on self-concept. In collectivistic societies, individuals often experience heightened concern about social

evaluation because personal behavior reflects not only on the individual but also on their family and social group (Markus & Kitayama, 1991). N.D.A's intense fear of disappointing others and her tendency to prioritize group harmony over personal expression are consistent with collectivistic cultural values, yet these same values may inadvertently exacerbate social anxiety symptoms. The cultural emphasis on maintaining face (*mianzi*) and avoiding social disruption, as described in cross-cultural psychology literature, may create additional barriers to seeking help and expressing authentic emotions (Kim et al., 2008). This cultural context may explain why individual counseling approaches were less effective than diary writing, which allowed for private emotional processing without the vulnerability required in interpersonal therapeutic relationships while respecting cultural norms around emotional restraint and privacy.

The maritime education context introduces additional cultural considerations, as the field has traditionally been male-dominated and emphasizes values such as courage, leadership, and emotional control. N.D.A's experience as a female cadet with social anxiety may represent intersection of gender and psychological factors that require specialized attention in intervention design.

This study's multi-source data collection approach provides robust validation of findings through triangulation of perspectives. The consistency between auto-anamnesis, allo-anamnesis, and observational data strengthens confidence in the accuracy of the case conceptualization. The inclusion of environmental observations across different contexts (classroom, dormitory, structured activities) provides a more complete picture of social functioning than would be possible through interviews alone.

The longitudinal tracking of intervention responses offers valuable insights into the temporal patterns of change in social anxiety treatment. The finding that diary writing showed sustained engagement while other interventions showed initial enthusiasm followed by decreased compliance has important implications for treatment planning and resource allocation. The focus on a specialized educational environment fills an important gap in the literature, as most previous research on student social anxiety has been conducted in traditional university settings. The maritime polytechnic context provides unique insights into how professional identity formation interacts with social development and mental health.

The focus on a specialized educational environment fills an important gap in the literature, as most previous research on student social anxiety has been conducted in traditional university settings. The maritime polytechnic context provides unique insights into how professional identity formation interacts with social development and mental health.

Several limitations must be acknowledged in interpreting these findings. The single-case design limits generalizability to other students or educational contexts. While the detailed examination of one individual provides rich insights, replication with diverse populations is needed to establish broader applicability of findings. The relatively short intervention period may not capture long-term effectiveness or potential delayed effects of the interventions. Follow-up assessment would be valuable to determine whether improvements are sustained and whether delayed benefits emerge over time. Additionally, the lack of a control condition makes it difficult to distinguish intervention effects from natural maturation or environmental changes.

The reliance on self-report measures for some outcomes introduces potential bias, although this was partially mitigated by the inclusion of observational data and third-party perspectives. Future research might benefit from incorporating physiological measures of anxiety or more objective indicators of social integration. The study's focus on adaptation to dormitory life, while relevant to the maritime education context, may not fully capture the broader challenges of social functioning in professional maritime environments. Future research might explore how social skills developed during educational training transfer to shipboard work environments.

The findings suggest several practical recommendations for educational institutions serving students with social anxiety. Environmental modifications, such as providing structured social opportunities and creating spaces for gradual social integration, may be more effective than traditional approaches that emphasize full participation in existing social structures. The effectiveness of diary writing as an intervention suggests that institutions might benefit from incorporating reflective writing components into their student support services. This approach could be particularly valuable for students who are reluctant to engage in traditional counseling services.

The observation that N.D.A functioned better in structured activities suggests that institutions might consider developing more organized social programming that provides clear roles and expectations for participants. This could help students with social anxiety develop confidence and skills in a supportive environment. Staff training programs might benefit from education about the signs and needs of students with social anxiety, particularly in specialized educational environments where social integration is considered essential for professional success. Understanding that social anxiety can coexist with competence and leadership potential could help staff provide more effective support.

The case of N.D.A raises important questions about how social anxiety might impact professional functioning in maritime careers. The finding that she functioned well in structured environments with clear roles suggests that individuals with social anxiety may be well-suited for certain aspects of maritime work, which often involves clearly defined hierarchies and procedures. However, the challenges with peer socialization and trust issues identified in this study could potentially impact teamwork and communication in shipboard environments. Professional development programs might need to address these issues specifically, perhaps through simulation exercises or mentorship programs that provide graduated exposure to professional social situations.

The subject's preference for behind-the-scenes roles and her effectiveness in supportive functions suggest that career counseling for students with social anxiety might focus on identifying professional paths that leverage these strengths while providing opportunities for gradual development of more visible leadership skills.

This case study provides valuable insights into the complex interplay between personality characteristics, environmental factors, and intervention approaches in addressing social adaptation challenges in specialized educational environments. The findings suggest that effective interventions for students with social anxiety should be tailored to individual characteristics and environmental contexts rather than applying standardized approaches. The success of diary writing as an intervention approach and the importance of structured social opportunities provide practical directions for future program development and research.

5 CONCLUSIONS

This case study of subject N.D.A demonstrates that social adaptation difficulties in maritime educational environments result from complex interactions between individual characteristics, environmental factors, and intervention approaches. The research reveals that students with severe social anxiety can exhibit untapped leadership potential when provided with structured social opportunities and appropriate environmental supports. Among the three intervention strategies tested, diary writing proved most effective for emotional regulation and anxiety reduction, while positive affirmation techniques showed limited impact. The findings indicate that specialized educational institutions should adopt individualized, context-sensitive approaches rather than standardized interventions, with particular attention to environmental modifications that provide graduated exposure opportunities. The study's multi-source data collection approach successfully validated the effectiveness of supportive counseling combined with reflective writing practices in reducing social isolation and building adaptive coping strategies. These results suggest that effective intervention for maritime cadets with social anxiety requires recognition of their unique professional context, integration of structured social programming, and utilization of behind-the-scenes leadership roles that align with introverted personality characteristics while gradually building confidence for future professional maritime environments.

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