

From business-driven society to individual psychological imagination: An Interpretative Phenomenological Analysis in Greek higher education students

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Abstract

Cognitive, emotional, and social development, and thus mental health and quality of life, are all fall under the umbrella of academic achievement, since good standards of academically achieving forecasts good standards of adult life. However, recent global and local literature highlights gaps in Greek educational policy and signifies that Greek students during primary and secondary education may be neglected with regards to cognitive milestones and emotional needs, surrounded by social stereotypes. As a result, Greek students enter in higher education as adults yet, as new-borns towards cognitive and emotional awareness. This study aims to address cognitive and emotional neglect by capturing the experience of 6 higher education Greek adult students in terms of interpreting their own beliefs of how the Greek policy neglect them. Semi-structure interviews were used, analysed through the prism of Interpretative Phenomenological Analysis with a phenomenological epistemological approach. One superordinate theme "*Influences towards the negative variance of mental health*" created to express participants' sense making of how society influences them, whereas it's two subthemes "*cognitive atrophy*" and "*emotional reflection*" attempted to highlight deficits in participants cognitive dimension as well as emotional needs that must be listened. Fear, anxiety, low tolerance in social criticism, self-doubt, and projection defence mechanism are recorded as socially stimulated materials. Cognitive deficits and a hypothetical explanatory factor of procrastination are discussed. In terms of participants' emotional dimension, individuals' psychological imagination may be a potential tool for therapy and education.

Keywords

Academic Achievement; Quality of Life; Greek Higher Education Students; Negative Social Influence; Moment Awareness Deficits; Psychological Imagination; Procrastination.

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Introduction

The point where a learner, a teacher, and an educational institution meet their short- and long-term educational goals for the learner to successfully complete the levels of compulsory education, is called academic achievement [AA] [1]. Good standards of AA predicts good standards of quality of life [QoL] and Walberg's theory of AA [2] sets forth that the educational outcome, which reflects the standards of cognitive, behavioral, and emotional dimensions of learners, is influenced both by individual learners' psychological characteristics and the immediate psychological and societal environments [3]. Bronfenbrenner [3] suggested that people are not autonomous beings but rather part of a network of interrelated systems that influence how they evolve. This theory's central tenet is that people exist within nested ecological systems, from the microsystem (direct interactions with local environs) to the macrosystem (wide-ranging societal and cultural impacts). Collectively, these systems—families, schools, peer groups, and societal norms—have an impact on people's attitudes, behaviors, and general development. As a result, society exerts a strong influence on people, influencing them through the complex connections they have at different system levels.

Western societies hold laws and policy that set Higher Education (HE) as a significant amplifier of individuals' mental health and quality of life [QoL] [4] and therefore, the systemic belief that a classroom-setting reflects society—as a micrograph of it, and its functionality—it will be beneficial to be adopted so to conceptualize the position of each society towards AA. Specifically, the systematic review of Nair and colleagues [5] that included evidence from westernized societies, such as Denmark and Sweden, yielded for the existence of HE institutions consisted of cognitively-emotionally developed and mentally healthy adult learners, as this is an essential requirement of the theory of transformative learning [6]. This means that primary and secondary education policy of specific countries acknowledged the need for supporting individuals cognitive-emotional development. The fulfillment of these needs well frames the demand of the theory of social learning, which wants the young students to be especially malleable in the internal transformation from external stimuli, and therefore the tight—scientifically speaking—guidance and formation that they need [7]. Opposite to these requirements however, specific countries have placed HE in a business-focused philosophy, a philosophy that inevitably ignores the development of materials of cognition and emotion focusing in the development of specific market and economic skills [8].

Employability and socio-economic status [SES] considered as main markers of QoL yet, axis I psychopathology lurks under these variables and adapted as a subconscious form that leads to cognitive-emotional atrophy [9]. A deeper factor that forces the presence of the psychopathological axis I among the aforementioned study is procrastination, the key attentional breaker of AA. Despite the link that psychologists made with interpersonal drives of procrastination such as low self-confidence, difficulties in building mental structures, and the lack of self-centered motivation towards academic tasks [10] in an

emotional dimension procrastination acts as a coping mechanism [11] while Koppenborg and Klingsieck [12] implied that the lack of social interdependence explains the presence of procrastination to a large extent, with Vlachopanou and colleagues [13] to validate both suggestions among 628 Greek students. Deeper to the nature of procrastination Argiropoulou, Kalantzi, and Ferrari [14] shed light on a darkened yet critical issue. Though 40,5% out of 865 Greek adult students regardless of age and gender dependences, procrastination has defined as an umbrella term that gathers: fear of rejection, schoolwork avoidance, fear of failure and peer rejection, low levels of assertiveness and time management. Regarding the gender factor, Sepiadou and Metallidou [15] assumed that females are identified more as fearful towards failure. Both studies highlighted the stretching of the stipulated completion of studies' time leads into aversion to duty. Since Greek research in procrastination is scarce, a rational point remains to deeper investigate impairments in cognitive-emotional mechanisms leading to procrastinating attitudes when in school-class or in daily life in Greece. When the cognition-emotional promotion in HE of Greece is settled on the research scope, findings of specific difficulties that have emerged could characterize the Greek policy of the educational structure as dysfunctional towards individuals' development [16] a fact that is rooted in the very first school years.

Papadogiannis and colleagues [17] yielded a shout of what Greek policy must really deal with. By examining the academic achievement of 170.000 students from primary and secondary education over three years highlighted crucial policy gaps in education. They revealed that as young people progressed to the next grades of education, both between and within primary and secondary education, students that have characterized as good or as weak, remained as they were and therefore it can be considered that individuals' weaknesses out of school's control. Under this instability, two factors found to explain the orientation of Greece's educational policy; First, due to the increasing difficulty of the courses from grade to grade, there was a gradual decline in AA in high school, a fact that reflects cognitive overloading and emotional reduction. Secondly, students entering HE were more likely to come from middle- to upper-class families, giving signals of the regressive role that para-education have in the Greek education system. Moustaka and colleagues [18] by delving deeper within the factors captured by Papadogiannis and colleagues [17] yielded that this increased difficulty raises studying pressure, worry for grades, despair, and procrastination, turning individuals to seek instant gratification from fulfilling neglected and undefined needs. They also revealed that under the connection of good SES with learners' entrance in HE, parental pressure, overparenting, and general neglect of children's emotional needs were all present [19] acting as emotive compressor. Overparenting highlighted as the main variable in procrastinating children. As Force [20] stated, education's role is to support individuals and families in shaping their personalities however, the development and influence of procrastination in individuals reveals the need to investigate deeper how procrastination expands with ageing. Kontoangelos and

colleagues [21] in terms of investigating psychopathological presence, among 638 Greek students revealed the presence of anxiety to be dominant both as trait and as state (44.15 mean score) and directly related to family status. This dominance seems to be a product of an unconscious sequence centered on the psychiatric history of the families of Greek students who scored high on procrastination and anxiety but low in emotional awareness.

Cognitive development theory [22] has made it clear that as important as cognitive, and therefore academic development is, it is equally vital that young people will develop a mental model of their environment. Both cognitive abilities and emotional perception constitute mental ability and health. However, the apparent academic-cognitive decline and parental attitudes, likely reflects the weakness of Greek educational and familial systems to support individuals in their effort to build a mental structure of the world. Therefore, since cognitive and mental dimension of students, as a part of individuals' overall health, seem to decrease with the completion of the first two levels of education, it may be wise to seek risks towards emotional and mental health. Parlapani and colleagues [23] captured a very specific phenomenon that wants 3.700 Greek adults in the post-covid era to struggle with anxiety and mood disorders which proportionally means that stress and depression can affect 4-8 out of 10 individuals. The fear raised of the forced social conformity -for controlling COVID-19- is the factor that explains this negative social shift and therefore, it may be perceived that Greek policy of compliance instead of being human-centered, is fear-driven. Therefore, if a societal position reflects the functionality of a classroom setting, this fear-driven compliance policy may be found also in the Greek educational policy in the form of a procrastination-driver, since fear, anxiety and depression are materials found in the umbrella of procrastination. Based on global literature, a classroom setting should be a learning place free from systemic distractions, that minimizes internal attentional leaking, assists knowledge to be acquired, and promotes socio-emotional reciprocity, common entities for individuals to be balanced [24]. However, specifically, for the mental, emotional, and cognitive health of HE Greek students, findings are similarly discouraging.

According to Patsali and colleagues [25] major depression (12,5%), severe distress (13,5%), and influence of conspiracy theories (20-68%) was recorded among 1535 HE Greek students, while female gender, history of self-injury and suicidal attempts highlighted as risk factors. The scientific interest of this study is also found within the finding that theoretical studies is a common trait among the specific students. The last-mentioned finding may be based on the inability of students of theoretical sciences to quantify their feelings, a fact that may be due to the linguistic-grammatical orientation of Greek education and the marginally negligible importance given to number sense of learners [26] as low quantifying skills towards internal or external capacities may rise procrastinating attitudes. In the same axis, Kaparounaki and colleagues [27] captured anxiety (42%), depression (74,3%), suicidal thoughts (63,3%), raised sleep quantity (66,3%), and degraded sleep

quality (43%) among 1000 HE Greek students, while Gkintoni and colleagues (2021) revealed a reverse correlation where traumatic stress and fatigue increased in 874 HE Greek students, decreasing quality/enjoyment of life and operability. The appraisal theory, commonly the cognitive theory of emotion [28,29] suggests that cognitions are presupposed by the evaluative role of emotions. Thus, cognitive abilities such as attention, various levels and systems of memory, rationalization, and processing, that are all vital for students for learning transformation during teaching, may be in a procrastinating operability [30]. Procrastination is found in both cognitive, emotional, and social skills' decline. Difficulties in behaviors such as management skills, self-regulation, and moment awareness, crucial capacities under AA and QoL, are all arise as defensive manifestations of procrastination.

At least to the author's knowledge, only one study exists in the Greek place that have considered emotional experience of HE Greek students as of high importance towards the understanding of the experienced difficulties. Vlachou and Papapanou [31] captured that students' voices are not considered, nor in policymaking, or in educational practices, and research, opportunities that are given to students in countries such as the aforementioned ones. Learners' contribution to policymaking, educational practices and research favors essential point views of critical psychological theories. Learning behavior becomes self-regulated, according to operant behavioral researchers, when individuals arrange their surroundings in various ways to vary the probability of their behavior [32]. According to the phenomenological viewpoint, the adaptation of self-regulated learning capacities is driven by an interpersonal device that is constituted by the significance of individuals' self-beliefs towards their own role as self-regulators [33]. Self-regulation, according to social cognitive theory [34] is a fundamentally context-dependent, self-generated process related to one's self-efficacy beliefs, future outcome expectancies, and the employment of different metacognitive strategies for monitoring and control both internal and external mechanisms. Thus, it may be understood that letting students to have an energetic and self-regulative role in educational policymaking, will favor the raise of their self-efficacy levels, and may answers the questions around how to manipulate procrastination difficulties. Vlachou and Papapanou [31] used Interpretative Phenomenological Analysis in 32 HE Greek students with special needs to praise their self-regulative need by listening their voices towards their emotional and educational needs and so, to seek how building of self-efficacy is perceived. As a result of that, their experiences unfolded phenomena that capture specific issues, and these are: access to academic knowledge, availability of qualitative support, and peer and teacher interactions. Therefore, they have captured a need for educational policy reconsideration, since the difficulty to enter knowledge, the lack of support, and reduced sociability with others, may enhance the bidirectional negative influence of HE Greek students' cognitions and emotions towards AA. However, at least to the author's knowledge, there is not a research focus in the Greek place that goes beyond the diagnostic labeling towards psychopa-

thology so to seek how emotion-cognitive impairments are perceived, sensed, and build cognitive strategies of procrastination. To that extend, no relevant Greek study exists that gives voice to the students with regards of how their possible cognitive impairments, emotional decline, and social difficulty are interpreted by them and therefore, this study holds the belief that their interpretations will light what may influences impairment, decline, and how procrastination becomes the driver of individuals' central attention.

Calls have been already given with regards to how malleable are young individuals internal transformation by societal stimuli [7] and what should be the position of society towards this malleability and AA [24; 4; 5], for assisting their cognitive and mental and thus, emotional co-development [21] and exploiting education, nor only as a market-driven knowledge device, but as a transformative mechanism that will support individuals to develop [6]. However, by comparing global and local literature the hypothesis that cognitive, emotional, and mental health and development of learners it has not been scientifically rigorously framed by the Greek educational policy raised, and may explain the need of to control the development of procrastination [2; 1]. Cognitive decline and emotional burden emerged as an outflow through the completion of primary and secondary levels of education to some students [17; 18]. Mental health of HE Greek students is at risk [16; 25; 27] and their voices towards their perception of how their cognition and emotions are influenced by their educational systems and thus -with some systemic leaps of thought-, by their whole societal surroundings (policy, social interaction), are not heard [31]. The need to employ a qualitative method, in opposite to the overuse of quantitative ones, arises. The aim of this study is to seek the perception of individuals, in order to investigate internal mechanisms where cognition declines, emotion burdens and procrastination arises through their personal experiences. Therefore, this study will apply Interpretative Phenomenological Analysis, as this is the appropriate method to interpretatively perceive procrastination and mental health difficulties, as experienced phenomena. Individuals' meaning attribution and sense making towards impairments in vital cognitive abilities for AA and mental health and how emotionally they interpret social interaction and societal influence into their cognitive decline, respectively, are the objectives of the study.

Methodology

Design

This study has a qualitative design. Foucault [34] believed that spoken words reflect the relationship that individuals have with the power. To this study, the term power will be used to seek individuals' ability to reflect their experiences upon the forces that societal devices act on their cognitive tools and emotional reactions. The study took place both in person and with on-line telecommunication methods. Semi-structured interviews were chosen with regards to the experience-sense/making-meaning attribution of HE Greek students' cognitive

and emotional decline. Due to their open-ended flexible nature, semi-structured interviews are suggested to encourage fuller expression of personal diverse experiences [35]. As a result, they enable in-depth inquiry by collecting extensive data about a phenomenon while also ensuring on-topic responses because the possibility of unfolding a phenomenon raises, due to the fact that specific questions are used. Semi-structured interviews are an appropriate method for investigating how cognitive decline and emotional burden, as abstract variables, are experienced [36]. Because this study focuses on the Greek population, the Greek language, as their mother tongue, will be used. This will support the flow of thinking process [37].

Participants

Three female and three male participants ($M=31,3$ years old, $SD=4.44$, see Appendix1) have been recruited, as this number of sample is proposed to provide good standards for grounding on evidence to a qualitative analysis [38]. Participants are all HE Greek students of theoretical sciences. Purposive sample collection was chosen [39] so to force the relevant phenomena to be unfolded. Inclusion criteria invited individuals that are HE theoretical science' students from the Greek population of all ages ($18>$), so to investigate the created phenomena within a chronosystemic perspective. Criteria that exclude individuals from the present research, concern having a diagnosis of anxiety, mood, and language disorder.

Analytic approach

The philosophy of IPA was applied for analyzing the emerged data. The intellect and interpretation of participants' interpretation, meaning- and sense-making are of the utmost importance in this philosophy and double hermeneutics will be used to guide the analysis [40]. Language and words, as mentioned in the design report, are extremely important because they act as indicators of cognitive and emotional traits' functionality. IPA falls under the umbrella of phenomenological epistemology. Phenomenology is the study of phenomena with an emphasis on an individual's lived and communicated experience [41]. It is distinguished as a result by an idiographic approach to phenomena' occurrence. The six core IPA steps will be used to succeed an analysis at its best dynamic. Before the phenomenon starts to become transparent, the data will first be read several times while being noted on. Sub-phenomena will then be created from phenomena. The emergent phenomena will eventually be reevaluated, and overlaps between and within them will be found, both for each interview separately and as a whole. Finally, the final definition and negotiation of phenomena and sub-phenomena will take place.

Materials

All necessary forms (see Appendix2) for the study given to participant following the flow of the procedure. Voice recorder, personal computer, and audiovisual means of communication at the disposal of participants used to record the interviews. A list of 14 question (see Appendix3), relevant to rationale of the present study used (e.g., «Do you believe that Greek soci-

ety shapes our imagination? », «Describe your experience on the following concept: “running on automatic without much awareness of what I’m doing or what I’m feeling», and «Describe to me, what is an ecstatic experience for you? »).

Procedure

Social media networks were used to inform potential participants about the study, asked them to participate, and define the space and time of the interview with them once their participation was confirmed. Depending on the requirements of the chosen participants, both in-person and online methods were chosen. Participants were informed of their rights and given instructions for establishing a personal code at the designated meeting and via the briefing form. They were initially given information and a consent form. They were asked if there were any questions about the procedure and the research before the interview, which lasted about 40 minutes. They were also given the option to participate anonymously and the right to withdraw at any time. Thereafter, they were prompted to give their permission to record. Finally, participants were thanked for their participation and asked to save the debriefing form after the interview is over. They were also asked to communicate any questions they may have had.

Ethics

The BPS Guidelines for Good Practice in Research were followed during the research's execution. Adult participants out of vulnerable groups were included in this study. Furthermore, prior to the conduct of the study, both its nature and their rights were shared. They could withdraw at any time after finishing the interview, but only within 14 days after finishing it. For confidentiality and anonymity to prevail every single second of this study, unique codes and pseudonyms were used. Every single produced data by them given a digital form (in a password-protected computer) manipulated only by the present researcher for the purposes of the dissertation project. Finally, participants were seeking advice, they directed to contact services detailed in the debriefing form.

Reflexivity

I am a psychologist and a master's student in educational psychology and systemic therapy. I both realize that there is still cognitive overload and emotional burden within me, since I am a Greek learner and I struggle to project my healing abilities in their purest form, without letting conflict mechanisms of mine to alternate this projection. I declare that during the analysis, as I have been trained through the guidelines of IPA in letting personal experience on the side, I succeeded to non-projecting and essentially capture the phenomena resulted by the spoken experience of participants.

Analytic Strategy

The experience of the influence of mental health and QoL towards the cognitive-emotional dimension of participants was aimed. Therefore, in order to investigate cognitive-emotional

decline, firstly, participants' emotional experience of cognitive disruptions should be captured, since negative emotions can have degrading power towards AA and QoL. Secondly, since social factors influence personality development, how individuals emotionally experience their relationship with their societal system will reflect and may provide evidence of their attachment mechanisms towards their academic persona. The analytic strategy is aimed at identifying, on the one hand, not how the students experience their academic experience directly, but -through free association- to seek how they metabolize daily thoughts or core beliefs, and on the other hand to highlight a larger range of their emotional experiences that are most likely to make obstacles towards AA and psychological needs. Capturing these dimensions may provide evidence of how this drive of HE Greek students' cognitive and emotional decline and burden, acts within and out the classroom setting. Since every individual is the epicenter of all systems reflected around them, it is important to see how individuals experience the forces that systems around them reflect upon them. Since both the dynamics of a familial and of educational systems are sharing as macrosystem [42; 43] participants expected to reflect evidence of how they are trained through their environments towards self-determination and procrastination. Furthermore, since visualization and imagination are critical towards the expression of desires and needs in a symbolic, but plain language, the research line of the strategy attempted to penetrate such capacities so to assist participants to provide a pure picture towards their psychological and educational needs [44].

Analysis

After strictly following the analytical steps of IPA, experiences of cognitive and emotional decline and thus, mental health's emerged towards educational and psychological needs of HE Greek students. Through the analysis of the transcript (Appendix4) six superordinate themes emerged (see Appendix5) answering to the study's rationale. Yet, for having good standards of analysis, only one superordinate theme and its two sub-themes will be analyzed (see Appendix6). Therefore, the superordinate theme “*Influences towards the negative variance of mental health*” became the center of the analysis so to investigate how psychopathology and AA difficulties are influenced and experienced, whereas “*Cognitive atrophy*” and “*Emotional Reflection*” became the epicenters of the analysis to unfold cognitive and emotional difficulties following the presence of difficulties.

“Influences towards the negative variance of mental health”

Both maladaptive external influence and a negative variance of HE Greek students' mental health were captured through the experiences of the participants, validating recent literature that yielded the presence of psychopathology, cognitive decline, and emotional burden reflecting the decline of AA and QoL. When participants asked to interpret how the whole society influences their perception and QoL they reflected the belief

of Parlapani and colleagues [23] that society and thus, parents and teachers uses fear-driven devices to conform individuals or gives raise to the finding that individuals are indeed influenced by conspiracy theories (20-68%) [25].

"Alexandros: Through society, we come to an unconscious spectrum, since I believe that our conscious has been captured. And we come to a conscious, empty. That's how it traps us. So how does it do this? seizing fear."

"Barbara: with fear"

The experience of a common thought that individuals are fear-controlled by society has been emerged. The participant used the words *"captured"*, and *"traps us"* to describe the societal affection and thus, this phenomenon is experienced in a dysphoric sense towards a general lack of freedom and/or frame. Since society is perceived as a fear-driven device, authority figures such as teachers and professors may fall under the same umbrella [4]. Phenomenologically, similarly a classroom-setting may be sensed as a trap by the participant. Similar interpretation has been given by George:

"The first thing that came to my mind is from movies where you are walking in the forest with friends and suddenly a wooden cage falls from above while you are relaxed, it falls and covers you and you are still in this perfect environment".

Participant here symbolizes the societal affection as a cage that on the one hand frames every move that you make but from the other hand, he mentions that perfection in the outer world can be still sensed. What the participant sees as perfection, as to acquire external information, similarly a classroom setting may be this device. To perceive that, just imagine that a classroom-setting it is may a *"wooden cage"*, that forces the desire to succeed but as an experience towards a phenomenological rally of who will escape first. Therefore, a phenomenological point is unfolded where society act as a cage towards the seeking of self-actualization, since outer perfection is the major component of participant's central attention [45]. This fear-controlled device that society may uses for many of the participant has several directions:

"Pi: It certainly does. And this I believe is done through the preservation of traditions. Like religion"

"Nefeli: It affects it with stereotypes shared by our parents and teachers"

Participants here highlights essential fear-driven cores like religion and stereotypes. Religion is considered to have a strong magnitude effect on capturing societies attention through the relief that is offered towards the whole spectrum of human fear. Both family and teachers emerged as influential cores towards development, whereas the word *"stereotype"* used to interpret the mean of the influence, signifies findings of poor standards of parenting and parent pressure towards individuals' rally for AA and QoL [19], whereas the word *"teacher"* correlatively to stereotypes' promotion, may be a systemic perception of the individual towards the whole educational system, that again, promotes retrograde stereotypes instead of every other qual-

ity. Thus, within a classroom-setting a teacher that promotes stereotypes and a familiar pressure background may have a role towards the detachment of students to the learning process and thus, to procrastination.

"George: I don't think it ever affects me. It always bothered me that it is closest to me, which can also be characterized as society, tribe, environment, the friendly environment, acquaintances who have the right to judge, that is, while they can say their opinion about me about something that happens to me and I mean, I can trust them. Society would never influence me so much in what you mention so much. I don't mind what is really around me and what surrounds me can be characterized as society, it is my society, you understand. I never felt that I wouldn't do something, I wouldn't say something, or how it would appear to others who manipulated me."

The understanding of the participant towards the influence of society in individuals is reflected by the emotional tides that the participant has with persons that are placed in his emotional zone and probably to his daily routine. However, since socio-emotional beliefs towards a microsystem of one's also reflects the emotional relationship with all systems (such as family, teachers, society) and since the participant identifies significant others such as the *"ones with the right to judge"* a septic phenomenon is captured. Low tolerance towards social criticism exists in a global level and thus, individuals may prefer to be surrounded specifically by persons that may hold more positive regards rather negative towards one's attitudes. Imagine that this participant may have not been attached with his peers and teachers, or he experienced rejection or bullying. In any imaginative direction, the participant posed a phenomenological point of social criticism that exists in a classroom-setting. Social criticism of students may be a manifestation as a defense mechanism to reduce the sense of insufficiency by offending someone [46]. The sense of insufficiency may be a negative emotional product, resulted by poor stimulation of student's cognitive dimension [17] if cognitive atrophy is promoted and resulted from educational mis-policy making. This reduces the possibilities for an individual to smoothly experience a conflict and for a learner to self-regulate the learning process and its role to emotional and cognitive development.

"Barbara: In a very contradictory way. As for the contradictory part, it escaped me, although what we see is common, nevertheless, with the absurdity that prevails in society, even the common, a table for example, can be questioned."

The way the society influence individuals is experienced as unfair, since the participant characterizes society as an absurdity device, and she doubts about the essence of qualities such as common reasoning. This may explain that socially the school environment is partly responsible for the fact that individuals come into very personal contact with self-doubt, or this is resulted by poor-parenting [47].

Deeper to the negative variance of HE Greek students emotional and mental health, Kaparounaki and colleagues' [27] evidence of raised sleep quantity (66,3%) and degraded sleep quality (43%), shows sleep behavior problems. Beyond the necessity of good standards of sleep in the overall health and its impact on AA [48], despite that evidence shows no significant interaction exist in sleep quality and AA [49], a phenomenon has revealed through the dream-world of the participants. According to the threat-simulation theory, dreaming may be seen as a biological defense mechanism [50]. Both Freud and Jung believed that dreams provide access to an unconscious, but pure, understanding of individuals mental health [51]. Thus, the participants asked to discuss their dreaming experiences by asking them to recall a very inculcated dysphoric dream of them, and that led to the highlight of specific phenomena of societal pressure. *Pi* and *Alexandros* for example through their dysphoric dream experiences have brought to the fore stress of achieving/thriving. Two materials of the fear of achieving are reflected:

Pi: "I remember that in dreams I have felt that I have to go somewhere and not be in time."

The theory of critical period [52] suggests that cognitive and emotional skills should be actively exploited correspondingly to a given time and situation, otherwise personality expansion will be not provided, and specific capacities will atrophy. *Pi's* fear of *not being in time* acts as a stressor towards tasks completion, quality of work, and self-actualization. Therefore, the pressure of time may be characterized from the one hand as a device that individuals understand as an achievement' indicator, but from the other hand seems to have the power to threat functionality.

"Alexandros: sometimes happens in my dreams, is that I want to get away from someone or something scary and while I'm moving fast, I find myself stuck in the same place."

Motivation and willpower are reflected by *Alexandros's* statement of *"I'm moving fast"*. Furthermore, here the reflection of *"getting away from someone or something scary"*, despite the *"fast movement"*, may highlight impairment in the affection device of external and internal motivation. In terms of the social learning theory [7] and in the light of Vansteenkiste and colleagues' findings [53] the potential lack of rewarding a behavior may lead individuals to reject external acquiring devices and thus, the lack of stimulations of internal motivation in *Alexandros*, may be dreamily sensed as the inability to move and thus, to function.

Valentina and *Nefeli* found the presence of the *father* in their dysphoric dream-views and thus, they turn the discussion towards parental affection. A parent figure is also perceived as every other authority figure in one's life like from school's teachers and head principal to a policemen and politicians [54].

Valentina: "the main theme is that someone is getting hurt and I'm not able to help them, I'll either be moving

too slowly or I won't be able to shout for help and I can't protect them and usually someone gets hit by say or my dad, it's going to be something with my parents."
Nefeli: "i'm thinking of father in negative dreams right now, i can't think of anything [...] the fear for my loved ones, not for me so much for me that I like to see, that is, it is my best to see that I die, to see that I like these very much like dreams, they seem very refreshing to me"

Both participants placed the sense of the inability to provide, assist, and help the loved ones. However, by holding an analytical psychology eye, this sense may be a projective understanding of how they might have been neglected towards their needs by parents or Greek policy. Phenomenologically, here is possibly reflected the difficulty that individuals have in the use of emotional but plain language to express feelings and needs. Therefore, risks of alexithymia may be hinder as a social phenomenon under the lack of need's understanding, while this difficulty also explains blocks in AA or in QoL.

"Cognitive atrophy"

This subtheme has been created to capture an interesting phenomenon towards the cognitive decline experienced by individuals. Initially, participants have been asked to see if they identify themselves with the following statement:

"I seem to automatically run into thought without much awareness of what I'm doing or feeling"

It will be essential for the readers to hold in mind that this *"automatic run"* happens a lot during teaching process. Towards this statement, *Pi* mentioned:

"I'd say that doesn't happen much, I'm more focused on what the eyes see, you know, chores, things to be done, time"

Beyond functionality, with regards to how functionality is socially defined, the participant experiences the feeling of consciousness as the ability to reflect upon *"things to be done in time"*. Phenomenologically, this is may a capture of the psychological rally that individuals run towards self-actualization yet, self-actualization is may be perceived mainly as a complete task challenge, nor as an emotional achievement. Deeper to the five-level pyramid of self-actualization (physiological needs, safety needs, love and belonging, esteem, self-actualization) the center of attention seems to have been captured by mostly from the need to fulfil safety needs. According to Zheng and colleagues [55] *"safety first"*-whereas safety is defined as personal and financial security, health and wealth being- in essence declares that the need to fulfil safety towards specific variables, captures the attention in terms of fear and anxiety. However, if attention is captured in the maladaptive form of fear therefore, self-actualization may not be achieved or wanted to be achieved through different dimensions. This also may explain the tendency of the participant not to focus on his inner world since *Pi* stated:

"if I focused on what the eyes do not see then I would lose touch with what the eyes see".

This may reflect a cognitive distortion through the belief that individuals may "lose contact" if they act introverted or endoscopically [56]. Therefore, the belief that the participant has towards the focus into work life, may reflect the fear of getting in focus with himself or with others. George stated:

"I like to go completely with a program in my head, like a computer. That is how I feel, that many times this helps me. I forget, I go from one to another, what I have every day, this, this, this. And let's go Monday, Thursday, Saturday[...]"

Even though the participant feels that he forces his attentional control to act as a computer meaning that routines will operate normally, difficulties relevant to the moment awareness deficits hypothesis raised when the participant attempted to define how he is experiencing the phenomenon of thinking automaticity [57]. These difficulties emerged both in task and sleep behaviors, whereas the participant turn his overthinking to positive emotional memories from childhood to seek on the one hand security and on the other hand to fulfil the self-escapism need as a procrastination attitude [58].

When individuals were asked a similar question but relevant to others *"Do you believe that all individuals do get lost in their thoughts?"*, participants proceeded into more targeted statements, with less tendency to justify or postulate that such a thing does not happen. This may be explained through the Freudian defense mechanism of projection [59]. According to Freud, projection occurs when an internal perception is suppressed and its content, after a certain amount of distortion, enters consciousness in the form of an external perception reflecting self-beliefs towards others:

Alexandros: "we all lose our minds. This is because I believe that people doubt themselves. Maybe they can't embrace what they feel."

The sense of self-doubted attitudes is considered as having a causative role towards loss of thinking control. Therefore, being lost in thoughts may be experienced in parallel to the feeling of worthless, since self-doubts is the core of such thinking loss [60].

George: In general, as I see their thoughts, if you can think why they experience something like that there is that as a defence in some people. Others are afraid, that is, others are afraid of getting lost in their thoughts, others want to get lost in order not to stop living what I told you before, and others simply to create a world in their imagination.

The participant here recognises in others fear as being a defence towards awareness that can seek someone by thought travelling. Beyond the capture of fear as a key barrier to be moment aware full, the need to seek calmness through the

tools of imagination and visualisation emerged. Deeper to that, the participant specifies again that experiences calmness through visualising positive emotional loaded experiences derived through childhood experiences.

"Barbara: Yes, of course, because we are in the era of marketing, our society wants busy people and to work for capitalism and whatever else and to do many and a million roles at the same time, and the lazy people probably create some kind of defence. But this is perhaps also an attempt to push them out of this defence, of course. This could be social anxiety."

Participant identifies possible reasons such as capitalism and laziness, of why she gets lost in her thoughts, by acknowledging this upon others possible influence. Therefore, phenomenologically capitalism and laziness define a bipolar line on the axis of cognitive action towards self-actualisation.

Nefeli: it's something that humans generally do and that's because we try to explain the world as we experience it with our eyes, we reflect on it and get lost in our thoughts trying to explain it to convince them, especially the unconscious gets input from what the eyes see this I understand.

Participant experiences through others the need of self-determine.

Valentina: "I think some people can handle this much more easily. Being present is not easy. More, some people get lost. They get lost quite a bit. And if you think about it, that's pretty selfish because at that moment when you're in a frame of effect instead of other people noticing that they're out, they're looking out for themselves, they're not doing it because someone's bothering them, but being on automatic is a dysfunctional situation. One does not do this because one is bored, one does it because one cannot unload. In other words, one must strictly disengage if he has a voice in his head, you must think about this at this moment, this is more important than what you are doing at this moment. what you are actually living at that moment"

The participants here brought to the fore the difficulty of controlling central attention. Distraction-conflict theory recognizes that while distraction may drive diverts attention away from the task at hand. While increasing external motivation the drive should improve simple task performance, but attention keeps diverted away from the task having the opposite effect of internal distraction [56]. By praising the cognitive theory of emotions [61] that holds the belief that thoughts arrive as estimated products of emotions, it seems that overthinking arises in participants as a defence mechanism that chronosystemically, blocks individuals from experiencing feelings of completing tasks and achieving goals. This criticism may also lie under the shadowing of socio-emotional reciprocity mechanism which is imprinted, modified, and manifested through the influence of

overthinking distraction in the intellect-reason mechanism, a major intrapersonal system for individuals' development [62] and this may explain how procrastination is chronosystemically established in terms of manifested behaviours.

The intellect-reason system may be the epicentre of every individual's internal system and it would be much easier to adapt both a philosophical and a cognitive view to conceptualize this abstract mechanism. Kant [63] separated intellect and reason, by setting attention in between, and Yantis [64] had already yielded that vision is the main capturer of attention and therefore, vision and attention may be of high importance with regards to intellect and reason and thus, AA. Kant parallelized reason as the actual and behavioural capacity to establish perceived ideas and characterized intellect as limited with regards to the perception of the outer world as divided and isolated parts and hence, reason may be manifested as a behavioural stamp of selective perception. Therefore, and within a hypothetical classroom setting, overthinking may act during teaching leading individuals' central attention to be captured by imagination, powering down environment's influence of vision. Selective perception emerges as individuals' episodic emotional recall, depending on past experiences, family history, and individual potential. Beyond the escapism manifestation, procrastination may be considered as the key-battery that downloads emotional information from selective perception and manifests behavioural detachment and attentional leaking towards knowledge. Therefore, the automatic emotional replay that individuals seek when focusing on selected memories or visualisation during teaching or functioning may be captured and investigated in terms of what tasks they are asked to complete, after distracting what thoughts and emotions are accompany their distractive episode and so, to deconstruct the procrastinating mechanism that leads attention to reject external stimuli.

"Emotional Reflection"

Even though a superordinate theme called *"The collective map of emotions"* has emerged and will not be analyzed, dominant emotions that have been expressed is fear, similar with the presence of anxiety, supporting again the position of Parlapani and colleagues [23] for the existence of social anxiety and depression in the Greek place under the influence of fear-driven conformity. Deeper to that, a specific statement, made in the ground of *free association technique* [65] given to the participants so to capture the first reference point towards their emotional variance:

"Zoom out from what we've discussed so far and allow yourself to recall the first emotion that comes up."

Participants' associative statements went straightforward towards what recent literature yielded with regards to the presence of psychopathology:

"George: if you're not stressed, you don't have to think. You just do. Did you understand. I will get stressed and lost in my thoughts, personally."

"Pi: anxiety came first to my mind".

"Alexandros: fear came to me, but then I came to anger through hatred. Anger, hate! not fear, anger, fear, hate. Anger. So do I fear and hate myself for that and get angry?"

"Barbara: Affliction! As you thought, I didn't feel it. The word. I have felt it in the past but lonely, I don't know what else to say. Intense, without being able to understand it, hence the loneliness, the lack of understanding of others in my grief."

"Nefeli: I felt an irritation towards other people, let's say, cursing me, something activates in me."

Beyond the presence of anxiety and fear that seemed to be socially driven, anger, affliction, and irritation emerged where others (family, academic environment) have a significant role to that emergence. However, *Alexandros'* emotional variation from fear to anger and then to hatred, has been personified by him leading him cognitively to self-doubt. Similar with *Barbara*.

This phenomenological point here where negative emotion is either directed to others or is self-doubt personified, may explain a major component of what the Greek policy should reconsider. Emotional awareness is crucial for psychology. The lack of this capacity in adults explains that specific stimuli to raise emotional awareness have not been given to them [66]. There was not a single module towards emotional intelligence when the present participant was in primary education in Greece, while psychology classes were given to them in the secondary level of education as a non-compulsory class. Thus, after the completion of the compulsory education, individuals enter to HE as adults, but as newborns towards the understanding of others' emotions and of their selves. However, by acknowledging the power that students' voices have in educational policy making and on for the scientific community to understand their psychological needs, crucial directions emerged through their expression of what they really need.

Barbara: it doesn't give the required importance to imagination! and this also has to do with play and free time that society does not allow us to have, so the imagination goes. Let's say the imagination arises in a lighter condition, you are more open when you play, when you are on vacation, if in general you don't have so much that is in the background, always somewhere in this whole story let's say we have been silent or there is a chaotic inner dance and things come out and come out of us that have nothing to do with imagination, but with fear.

The participant feels like society targets the minimisation of imagination. She used essential keywords that enhance imagination such as *"play"* and *"free time"*. Phenomenologically, these two entities are immediate connected to childhood since play and free time are in lack in adult life [67]. Deeper to that phenomenological point, education's market-driven nature of the Greek system arises, a system that ignores that imagination, play, and free time may be essential tools for the learning process. As Barbara already stated, *"imagination pro-*

vides an opening to awareness" [68]. Therefore, the author of this study thought to access participants' "psychological imagination" ("the faculty that produces ideas and images in the absence of direct sensory data, often combining fragments of sensory experiences into new compositions, APA, n.d.) show to capture their needs through a not cognitive frame, but in a conscious and imaginative context. Therefore, participants were asked:

"What superpower would you like to have?"

The superpower dilemma is a common thought of young individuals, while this dilemma has been exploited as a learning bridge by some pedagogists [69]. The use of symbolic language will lead psychological imagination of participants to be activated. Both their emotional memory and imagination may be activated as the answers to these specific questions can be processed through the recall of childhood memories, a "lighter conditioned" process (Barbara). Thus, they may have been given the opportunity to provide emotional and conscious verbal expressions of their psychological and/or educational needs, minimizing cognitive defences [70]:

"Pi: The power of healing. This! to be able to heal others."

Pi posed an evolutionary need where individuals find purpose in healing others [71]. According to Kohrt and colleagues [71] individuals are very sensitive to the sense of psychological distress, both of themselves and of others. Therefore, Pi phenomenologically stated the psychological healing capacity that individuals have, a capacity consisted by self-regulative abilities and empathy. Through the eye of analytical psychology, this statement may have emerged as a projective understanding towards the lack of stimulation of these capacities [59; 7; 16; 17].

"Alexandros: I would like to have the ability to fly."

"Nefeli: I would like to teleport to be able to travel"

According to Hogman's Jungian approached survey (Psychology Today, 2001) the ability to fly or to teleport may be seen as the need of travel to achieve experiences and interaction with others. However, through a biopsychological eye, this may be an escapism' beacon, lighted from the fight-or-flight conflict, followed a new or a stressing experience [72]. But by holding a psychodynamic eye again, these statements may be a projective mirroring towards dream sensation of inaction "Alexandros: sometimes happens in my dreams [...] while I'm moving fast, I find myself stuck in the same place" [51]. But holding just a simple explanation, the sense of flying/teleporting experienced as something exciting. Towards Alexandros' and Nefeli's psychological and educational need, it may be discussed that their willing to fly is either for achieving self-actualization or to escape society or classroom, or turning the discussion to the effectiveness of multicultural learning.

"George: be in control of the time?"

Chrono-perception is a fundamental core towards awareness. Time is perceived as a loop that connects memories from the past, present sensations, and expectations for the future. This loop shapes consciousness, the capacity to perceive the outside world, and ultimately, the very sense of self. Since George questioned himself if time controlling is the power that he wants to have, time-management stress and difficulties may be considered as a factor, reflecting also self-attachment difficulties. Self-attachment difficulties may degrade QoL and AA.

"Barbara: to become invisible."

For Burton [69] the willing of having the power of invisible may be seen as contradictory, again. It may either explain the need of the individual to be emotionally protected by harmful actions of others (e.g., bullying) or to express the belief that the willpower towards self-actualization is found in introversion and self-confidence. However, holding Cochrane and colleagues' [51] psychodynamic eye when analyzing this statement, willing to become invisible may be a projective understanding of the sense of neglect raised in individual' through its interaction with microsystems such as family and school and therefore, society, in terms of macrosystemic affection.

Hence, by posing participants to reflect upon their emotional dimension, previous quantitative data were confirmed. Far beyond the need to cluster their emotional difficulties into standardized disorders, negative emotions have been mainly stated as key-drivers of their emotional health. However, by mobilizing participants' psychological imagination, self-debriefing and self-regulative therapeutic and educational patterns emerged.

Discussion

The present research amended to assist HE Greek students to reflect their cognitive and emotional experiences as lived towards the rally of self-actualization and AA, under the sense of social interaction.

"Influences towards the negative variance of mental health" one of the six superordinated themes that created during the analytic procedure became the center of the analysis, capturing a maladaptive phenomenological device used by society in a systemic manner that may led individuals to "cognitive atrophy"; an atrophy posed them to a very specific "emotional reflective" position. Individuals' meaning attribution and sense making indicated difficulties in vital cognitive abilities for AA and the experience of social interaction and influence that expands emotional burden was captured.

All students expressed that the overall influence of society on AA is more negative than positive, while they agreed with the data of Parlapani and colleagues [23], that the main component of the conforming apparatus of Greek society is fear. This expressed directly or indirectly as participants transferred the experience of the entrapment. This also reflects how individuals may feel towards self-actualization and AA. However, such negative attitudes towards society brought to

the scientific fore evidence of Patsali and colleagues' findings [25] that HE Greek students rely on conspiracy theories. This highlights a potential risk for HE Greek students, since relying on conspiracy theories may explain that individuals confront difficulties found in the axis of personality disorders (A cluster and antisocial personality disorder [73]). However, both fear and conspiracy theories prevalence can be considered as cognitive results directed by society. Deeper to the educational dimension of the apparatus of Greek society, three main factors emerged that may explain mental turbidity and academic difficulties of individuals. First, a participant sensed the power that religion has in reinforcing the existed fear. Thus, acknowledging the position that religion has in Greek society, the beliefs that Greece education system is fear driven oriented and authority figures are fear-sensed, amplify [23; 4]. Second, the sense that stereotypes promoted both by an educational setting and from a familial system, from the one hand signifies poor standards of teaching and parenting when participants were young [19], and from the other hand signifies that Greece, both as a society and as an educational mechanism may perhaps it did not provide maximum support for Greek families to raise their children, similarly did not provide appropriate training to the educators. Third, the phenomenon of antagonism and low tolerance for criticism emerged. Both antagonism and social criticism may have a root in childhood experiences and thus, school experiences. The psychological rally that is posed to individuals in striving as the best of the schoolforce have possibly contributed to the bipolar axis of a bullying and accepting bullying to emerge. This emergence may be found in the ground of poor knowledge stimulation from school, but it will be discussed afterwards. Following the results of Kaparounaki and colleagues [27] for deficits in sleep behavior of HE Greek students, an attempt to access the dreamworld of the participants has been made. To that extent psychodynamic and analytical approaches have been applied in order to point relevant data to the study's rationale. Time management stress, motivation and willpower difficulties, parental pressure, and absence of parental emotional communication, have all emerged.

Towards the first subtheme "cognitive atrophy" of the study's superordinate theme, it has been emerged that participants' central attention is having been captured mainly by self-doubts and stress. Participants posed to identify themselves with the following statement *"I seem to automatically run into thought without much awareness of what I'm doing or feeling"*, a specific state of mind that many can be placed in within a classroom setting. Mental and cognitive factors of a social root emerged and may explain this procrastinating attitude [12]. A negative sense towards self-actualization is captured, since task-functionality is considered more important than be in touch with introversion. Hence, safety needs' stress fulfilment may enhance cognitive overload and thus, procrastination. Similarly, deficits in moment awareness hypothesis also emerged [57] when participants attempt to program their routine. Therefore, deficits of moment awareness may have a significant role when procrastination is investigated. The feeling of worthless also stated under the attempt of participants not to lose con-

trol of thinking [60]. By holding a cognitive and philosophical eye, since the centre of participants' attention seems to have leaking difficulties, emotional burden may explain why attentional control is driven by distraction and procrastination. While vision is considered as the attention's capturer, participants' attention is captured by negative imagination and thinking [64; 63]. However, boredom and laziness may occur if external stimuli don't favour cognitive and reward mechanisms and thus, distraction arises, and there may be a point where AA and QoL being in risks. In terms of cognitive distortions, the psychic defence mechanism of projection occurred when individuals attempted to define reality, but it seems that defining reality in an objective point of view is an easier cognitive process when others are in the mind scope [59; 70]. Therefore, cognitive difficulties towards self-regulation and emotional difficulties may be present. To that extent, through the second subtheme "*emotional reflection*" light may be shed with regards to how their emotions and cognition are found in negative bi-direction.

Using free association technique [65] fear and anxiety found to be present in participants' emotional dimension [23]. Deeper to participants emotional dimension anger, affliction, and irritation to others emerged as second drivers. Concludingly, emotional burden found in participants and thus, it may be considered that there is a lack in emotional awareness capacity [66]. However, the reflection of the need of *free time* and clarity provided by *imagination*, led this research to turn the academic scope to individuals' psychological imagination (APA, n.d.). In psychology and education, imagery is a potent tool. It is suggested that individuals purposefully engage in mental imagery to picture desired outcomes analyse past events, cope with challenging emotions, or unwind their psychosomatic dimension [74]. Information about the needs of participants drained through activating their psychological imagination. Concludingly to raise their healing capacity, decision-making process, moment-awareness, support providing skills, reward in behaviours, and chrono-perception awareness have emerged as emotionally expressed needs that needed to be fulfilled.

Limitations

As this study has a qualitative design, the lack of the generalization' nature of the findings is obvious. Within this obstacle, the lack of both qualitative and quantitative studies in the Greek area around the subject of the research, does not allow the comparison of the findings obtained. As a part of the literature review to ground the methodology and analysis sections of the study, the author attempted to seek how Greek educational system may plays a slightly negative role towards individuals' development and mental health. To ground such a belief very strict research efforts are demanded. However, it will be wise for the readers to understand systemic theory's conceptualization towards what means the statement that society, classroom, and an individual may be seen as a common entity. To that extend, psychological and philosophical views towards providing space to individuals to express experienc-

es should be adapted to understand how necessary students' voices in policymaking and research are. Deeper to the methodological core of the study, an attempt made to investigate cognitive decline and emotional burden of Greek HE students so to provide information with regards to how the experienced and sensed the AA and QoL rallies. However, targeted questions with regards to AA and classroom didn't gave to them and thus, directed findings didn't emerged. However again, the target of the study was the use symbolic communication so to capture extraneous variables related to classroom and AA, processed in an outer-oriented projective context. That is why the study have hold both philosophical, analytical, and psychodynamic views in some points.

Implementation and Future Research

The findings of this study have significant implications for education and future research in psychology. Gaining an understanding of Greek students' cognitive and emotional experiences in relation to self-actualization and academic achievement can offer valuable insights for improving educational practices and promoting mental well-being.

First and foremost, the study highlights the detrimental impact of societal influences on academic achievement. The prevalence of fear and the reliance on conspiracy theories among Greek students indicate the need to address societal factors that foster negative attitudes and impede self-actualization. Educational institutions should prioritize the cultivation of critical thinking skills and provide support for students to question societal norms and beliefs. Moreover, the study identifies several factors within the Greek education system that contribute to mental confusion and academic difficulties. These include the influence of religion, stereotypes perpetuated by educational and family systems, and a culture of antagonism and low tolerance for criticism. These findings underscore the importance of establishing a supportive and inclusive learning environment that nurtures individual growth and addresses the underlying causes of academic challenges. Additionally, the study sheds light on the cognitive and emotional struggles experienced by students, such as cognitive decline, self-doubt, stress, emotional burden, and a lack of emotional awareness. These findings call for interventions that enhance students' cognitive abilities, emotional regulation skills, and self-awareness. Implementing practices that promote mindfulness, effective time management, stress management, and emotional communication can contribute to students' overall well-being and academic success.

Regarding future studies in psychology, this research suggests the need for further exploration of the relationship between cognitive and emotional factors and academic achievement. Investigating the role of cognitive distortions, strategies for cognitive regulation, and emotional intelligence in student performance and well-being can deepen understandings of the underlying mechanisms at play. At the center of that, moment awareness deficits may be an explanatory factor of procrastination. Therefore, correlation studies may light this hypothesis.

Furthermore, future studies should aim to assess the generalizability of the findings by conducting both qualitative and quantitative research within the Greek context. Comparative studies across different educational systems and cultures can also provide valuable insights into the universal or context-specific nature of the identified themes and factors. Lastly, the study emphasizes the importance of incorporating students' voices into policymaking and research. Including students' perspectives and experiences in decision-making processes related to education can lead to more student-centered approaches and policies that address their needs and concerns.

In conclusion, the implications of this study in education and future research in psychology highlight the significance of establishing supportive learning environments, addressing societal influences, and promoting students' cognitive and emotional well-being. By integrating these findings into educational practices and conducting further research, the potential to enhance the educational experiences and outcomes of Greek students and contribute to advancements in educational systems worldwide, may be all given.

Conclusions

Emotional awareness of Greek students may be in a lack and may explain difficulties in socio-emotional reciprocity. Moment-awareness deficits were captured and may explain some percents of procrastinating attitudes. Greek societal systems may have a negative impact on individuals' academic achievement and quality of life, since primary and secondary educational levels weren't in parallelization of individuals' cognitive-emotional development. Individuals' psychological imagination may be a potential tool for therapy and education.

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