

Apatheia and Eupatheia- A Framework to Deal with Academic Anxiety

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doi: <https://doi.org/10.37745/bje.2013/vol11n36475>

Published March 12, 2023

Citation: Husain F. (2023) Apatheia and Eupatheia- A Framework to Deal with Academic Anxiety, *British Journal of Education*, Vol.11, Issue 3, 6475

ABSTRACT: *In academic institutions, worries about students' welfare have become more prevalent in recent years. Universities and educational institutions are currently searching for novel ways to support their students on a range of levels, including scholastic, emotional, and mental. One way to approach this issue is to examine the academic concepts of apatheia and eupatheia from classical Greek philosophy. Apatheia is a word used to describe the absence of emotional turbulence or passion. On the other side, eupatheia describes joy, love, and contentment as positive feelings. Students can achieve a healthier and more stable mental state by balancing these two ideas. Apatheia can assist students in maintaining their concentration and preventing distractions from unfavorable emotions like stress and anxiety in scholastic situations. Eupatheia, on the other hand, can support good mental health and assist students in feeling a sense of satisfaction and purpose. Educational institutions can use a variety of tactics to strike this balance. These might include encouraging students to develop healthy coping skills, incorporating mindfulness techniques, and fostering a positive learning environment.*

KEYWORDS: academic anxiety, apatheia, emotional balance, eupatheia, student well-being

INTRODUCTION

By receiving the proper education and developing healthy habits, people can develop the capacity to understand and live morally. Therefore, practical wisdom cannot be developed only through understanding general rules, according to Aristotle. We may put our broad understanding of wellbeing into practice in ways that are appropriate for each situation by developing the emotional and social skills that are learned via practice.

According to Aristotle, emotions play a significant part in a variety of social interactions, the formation of attitudes, political discourse, and the pursuit of happiness (Dąbrowski, 2016). If someone smiles at you warmly and you sense a connection with them, it's because you interpret the smile as a sign of affection. Emotions are also accompanied by gratifying or distressing

subjective experiences. Anger, pity, fear, and all other similar emotions, as well as its opposites, are examples of emotions (NEWMAN, 2001).

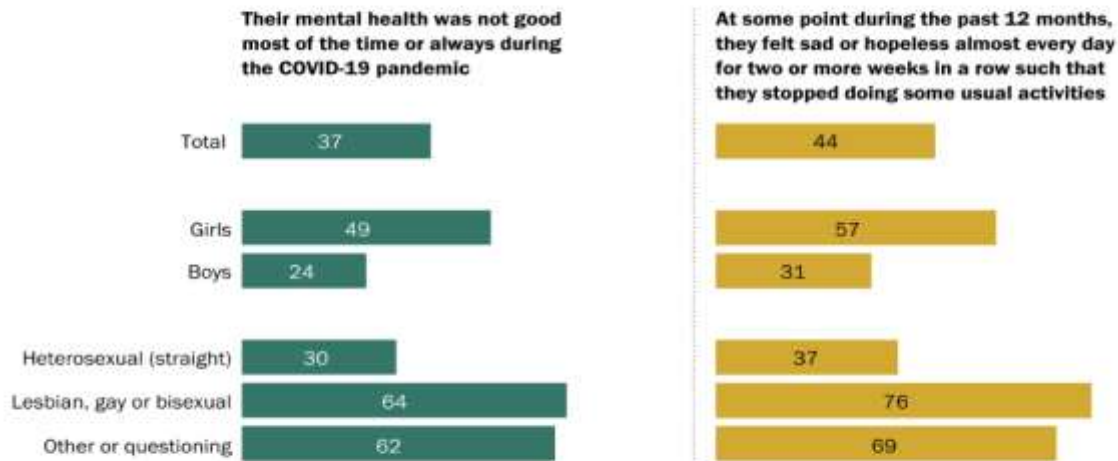
A number of psychological adjustments and emotional responses begin to occur when there is a significant feeling that is affecting one's wellness in order to deal with the situation. Emotions are a process, a specific type of automatic assessment impacted by our evolutionary and personal past (Ekman & Cordaro, 2011). Empirical study has shown that emotions are visible and frequently differs across cultures.

For instance, while some meals may be regarded as delicacies in one culture, they may be viewed with revulsion in another (Ekman et al., 1987). High school adolescents are a unique group that is impacted by the pandemic threat as well as the need to perform academically. According to the research, the frequencies of depressive symptoms and anxious symptoms ranged from moderate to severe severity levels and were 17.6 and 4.6%, respectively. In comparison to male pupils, female students had more frequent and severe mental symptoms (Zhang et al., 2020).

According to CDC data from January to June 2021 in the USA, 37% of high school students in both public and private institutions reported having poor mental health most of the time or always throughout the epidemic. The study defines "poor mental health" as including stress, anxiety, and depression. 31% of high school students said they had poor mental health most of the time or always in the 30 days prior to the poll. In addition, 44% of respondents said they stopped doing some of their regular activities in the past 12 months because they felt down or hopeless nearly every day for at least two weeks in a row (Schaeffer, 2022).

Among high schoolers in U.S., girls and LGB students were most likely to report feeling sad or hopeless in the past year

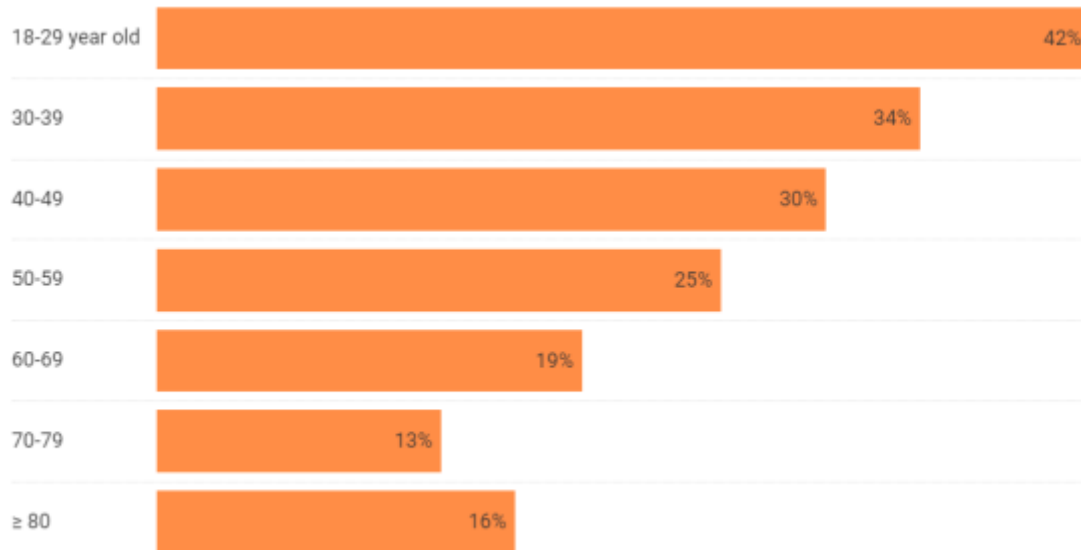
% of high school students who said ...



Note: High school students include those who attend public and private schools. Poor mental health includes stress, anxiety and depression. Differences between LGB and other or questioning high schoolers are not statistically significant.
 Source: Centers for Disease Control and Prevention, January-June 2021 Adolescent Behaviors and Experiences Survey.

According to CDC study, there were 5.8 million and 2.7 million cases of anxiety and depression among students aged 3 to 16 between 2016 and 2019. This equates to 9.4% and 4.4% of children, respectively (CDC,2022).

According to the CFAH 2023 report, Covid-related anxiety, "What Worries the World 2022" survey by Ipsos provided the information that one-third of people around the world are affected by anxiety during COVID-19 epidemic are way higher according to a 2022 survey. Unemployment and inequality come in second and third, respectively. More than 2 in 5 young adults (18 to 29 years old) or 41.7% have this mental health issue. The age group over 80 years old is the one that is least affected, with a 16% impact. According to a 2018 Pew survey, 70% of high school students view anxiety and depression as important problems (Julia, 2023).



Source: (Julia, 2023)

An increase in the incidence of depression and suicide is one of the most obvious effects of emotions and anxiety on high school students. The Centres for Disease Control and Prevention (CDC) found that suicide rates among teenagers aged 15 to 19 rose by 56% between 2007 and 2017 (CDC, 2019). Additionally, according to the National Institute of Mental Health (NIMH), 11% of American high school students reported having suicide thoughts in the previous 12 months (NIMH, 2020). These figures demonstrate how high school pupils increasingly require resources and emotional help. According to the CDC report, 19.9% of students had given suicide significant consideration in the year prior to the study, and 9.0% had actually tried it. Female students were more likely than male students to have thought about suicide seriously or to have actually tried it (Jones et al., 2022).

Table 1: Adolescent Behaviors and Experiences Survey, United States, January–June 2021

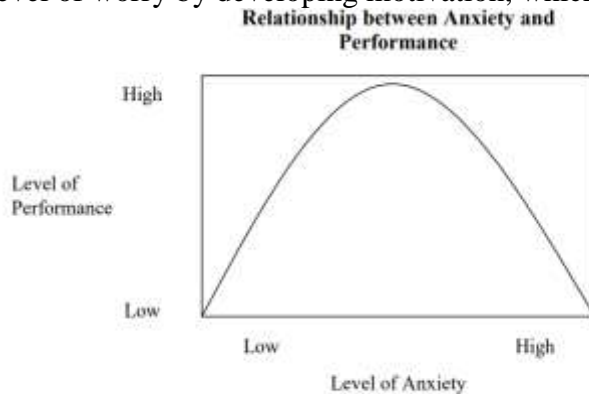
| | Poor mental health during the pandemic | Poor mental health during the past 30 days | Persistent feelings of sadness or hopelessness | Seriously considered attempting suicide | Attempted suicide | Felt close to persons at school | Virtually connected to others during the pandemic |
|--------|----------------------------------------|--------------------------------------------|------------------------------------------------|-----------------------------------------|-------------------------------|---------------------------------|---------------------------------------------------|
| Sex | | | | | | | |
| Female | 48.9 ^a (45.6–52.3) | 41.6 ^b (38.4–44.9) | 56.5 ^b (53.4–59.5) | 26.0 ^b (23.4–28.6) | 12.4 ^b (10.5–14.5) | 40.8 ^b (36.8–44.8) | 71.8 (69.7–73.8) |
| Male | 24.4 (22.3–26.7) | 19.6 (17.6–21.8) | 31.4 (29.1–33.7) | 13.6 (12.0–15.4) | 5.3 (4.2–6.6) | 53.0 (50.7–55.4) | 71.7 (69.4–74.0) |

Lower academic performance is another way that emotions and anxiety have affected high school students. High levels of stress and worry might impair students' ability to concentrate, retain knowledge, and do well on exams, according to studies (Duenas et al., 2018). One-third of the 1,035 young people surveyed in Headspace's 2020 survey reported having "high" or "extremely

high" levels of stress, 38% of people between the ages of 15 and 17 reported having severe or very high levels of psychological distress (Garbutt-Young, 2022).

Academic Anxiety

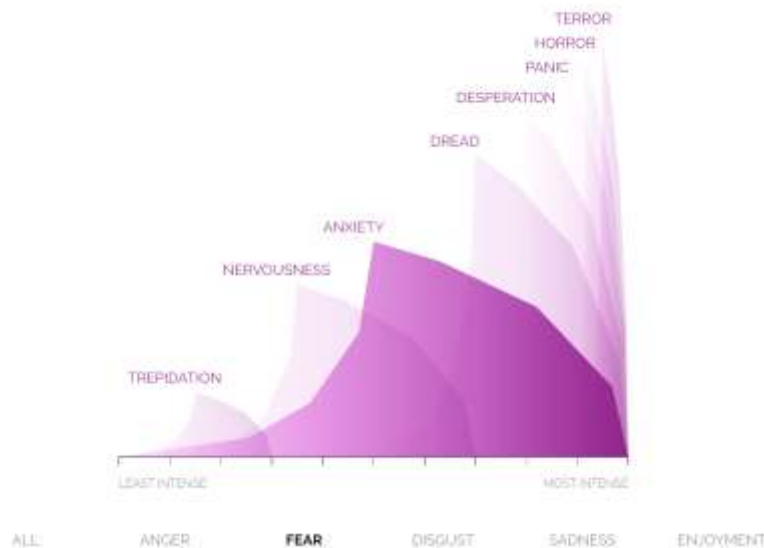
Your body's signal to you that something in the environment requires your attention is anxiety, involving several biochemical adjustments to your brain and body. Which includes a rise in adrenaline (which causes your heart to beat quicker) and a fall in dopamine (a brain chemical that helps to block pain) (Aina & Hermilia Wijayati, 2019). These adjustments lead to a condition of increased awareness of the anxiety's cause. A student may gain academically from having some level of worry by developing motivation, which is linked to performance (pmlucyb123, 2021).



Source: (pmlucyb123, 2021)

During the COVID-19 pandemic from 2019 to 2021, several studies have looked at the connection between student anxiety and academic achievement. Due to the growing outbreak challenges, educational institutions have altered learning patterns, which has ultimately hampered student academic performance. As a result of the COVID-19's broad impact on countless people's performances in 2019, students faced unease, which impacted their learning performance (Li, 2022).

According to Paul Ekman's 'Atlas of Emotions', Anxiety and terror are both parts of fear. We can have mild, moderate, or extreme anxiety, but only intense panic is possible. The perception of a threat to one's safety sets off all states of terror (Design,n.d.).



Source: (Design)

The Atlas claims that fear is a fundamental emotion brought on by a sense of peril. This threat may be psychological or physical in nature, and it may originate internally or externally. A person's body often reacts to fear by going through a variety of physiological changes, such as an accelerated heartbeat, fast breathing, and perspiration. The Atlas notes that fear can be adaptive because it can aid people in acting swiftly and skilfully in perilous circumstances, which. But excessive or persistent fear can have a variety of harmful effects, such as anxiety disorders (Joycelee, 2019).

Information about a variety of emotions, such as dread and anxiety, can be found in the Paul Ekman Atlas of Emotions. The Atlas has some basic information on emotion regulation that may be useful even though it does not offer particular advice on how to deal with student anxiety. The Atlas says that mindfulness, which entails paying attention to one's present-moment experience without passing judgment, is one method for controlling emotions. As a result, people may be better able to control their emotions and become more aware of them. The Atlas also points out that cognitive reappraisal, which is altering one's perception of a circumstance in order to alter one's emotional reaction, can be a useful technique for emotion management. Participating in activities that encourage rest and stress reduction, such as exercise, meditation, or deep breathing, is another possible tactic. The most effective strategy for reducing student anxiety will rely on each student individually and their unique needs. Therefore, working with a mental health specialist who can offer specialized advice may be beneficial.

Purpose of study

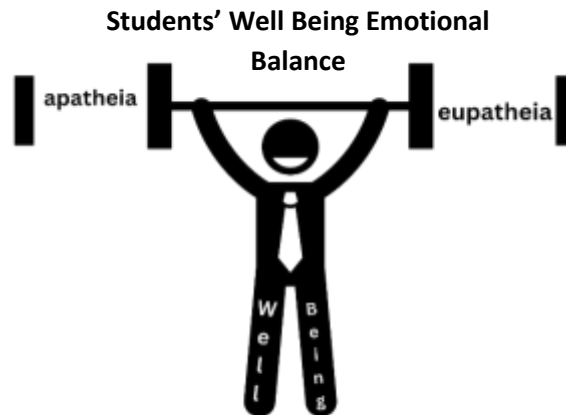
The previous four years have seen an increase in the frequency of emotions and anxiety among high school students. For this demographic, a fresh set of emotional and mental health difficulties have been brought on by the stress and strain of meeting high academic standards, managing relationships, and planning for the future. This essay will examine how emotions and anxiety affect high school pupils and will support its claims with statistics, graphs.

The deployment of online classes, the sudden lockdown, and the fear of infection have all certainly had an impact on students' psychological health during the COVID-19 pandemic. Therefore, the purpose of this study is to evaluate the high school students' level of awareness, anxiety, and psychological distress in relation to fear and mental disease. The objective is to create a recommended framework for students' emotional balance and overall wellbeing.

Balance of Apatheia and Eupatheia for Students' well being

Ancient Greek philosophers used the terms apatheia and eupatheia to describe emotional states. Apatheia is the term for the condition of being emotionally disconnected and is frequently used to mean a lack of feeling or emotion. This phrase was regarded as a desirable mental state since it was thought to promote composure, reason, and peace of mind. On the other side, eupatheia is a phrase that is used to describe happy emotions or sensations like joy, enthusiasm, and contentment. Eupatheia were considered crucial in fostering a balanced and healthy state of mind (Graver, 2007). So eupatheia refers to a happy emotional condition, whereas apatheia is the absence of emotional distress. These ideas, which have been the subject of centuries-long study by psychologists and philosophers, have an impact on people's emotional health, especially students. Apatheia and eupatheia can be viewed as the two extremes of a continuum of emotional states in the context of students' academic development and coping with worry. On the one hand, apatheia can assist pupils in maintaining their composure and objectivity, which is advantageous for lowering tension and anxiety. Eupatheia, on the other hand, can assist students in keeping their motivation and engagement, which is crucial for maintaining attention and continuing to work toward their academic objectives (Lewis et al., 2010).

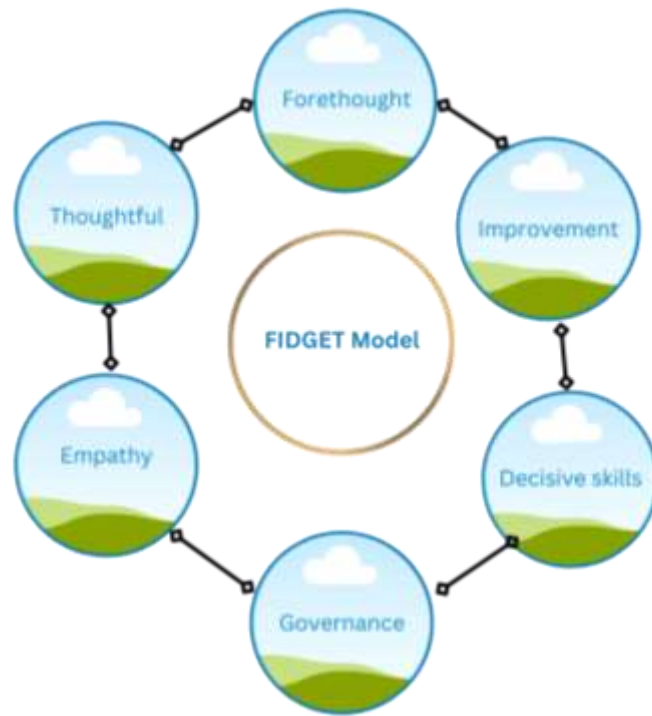
The capacity to control one's emotions is a crucial indicator of academic performance, according to research (Tamir & Lerner, 2008). The stress and worry that students experience is likely to decrease if they can maintain a balance between apatheia and eupatheia. They may also be better able to control their emotions in a constructive way. Their general well-being and academic performance may consequently be enhanced. Although apatheia and eupatheia may appear to be at odds with one another, they can both be crucial in assisting students in preserving their mental health and achieving academic achievement. Students can develop a good balance of emotional regulation, which can play a significant role in their success and happiness, by nurturing both of these states (Massimo et al., 2016).



Source: Researcher's Model

It can be difficult for students to manage their stress while juggling their academic and social obligations. The capacity to understand, regulate, and control one's own feelings as well as those of others is known as emotional intelligence (EI). While interpersonal skills deal with societal awareness, intrapersonal skills are concerned with self-awareness and self-expression. According to the multiple intelligence hypothesis, (EI) has both intrapersonal and interpersonal components. Students with strong emotional intelligence are adept at reading and controlling their own feelings as well as those of others (Furnham, 2012).

It is a crucial skill for those seeking to advance in both their personal and academic lives. Emotional balancing includes both understanding and successfully managing one's own emotions as well as understanding others' emotions (Matthews et al., 2017). A proposed FIDGET framework for balancing emotions could be used for relieving stress and tackling with emotions with the emotional intelligence connection.



Source: Researcher's Model

Forethought: Develop a feeling of awareness and present-moment presence. This can be accomplished by making an effort to keep your attention in the present and to put off thinking about the past or the future (Eric Langshur, 2022).

Improvement: Continually improve your emotional intelligence abilities through instruction, practice, training and outside evaluation/ feedback (Madhuleena Roy Chowdhury, 2023).

Decisive skills: Make use of your emotional intelligence to establish obvious and productive bonds with others. In order to accomplish objectives, this calls for effective communication, conflict resolution, and teamwork (Cherry, 2022).

Governance: Learn to control your emotions once you become conscious of them. This calls for practices like writing, meditation, and deep breathing (Sharma, 2021).

Empathy: Gain the capacity to comprehend and react to the feelings of others. Asking inquiries while actively listening is part of this (Pascal Molenberghs 2022)

Thoughtful: Recognize your own emotional triggers, recurring trends, and tendencies. Consider your emotions and how they affect your actions, ideas, and interpersonal interactions (Strauss, 2022).

However, stress may be reduced, and a healthy balance can be maintained with some work and careful preparation (Aina & Hermilia Wijayati, 2019). The following advice may be helpful:

Establish a schedule: Timetable academic time, social time, and self-care activities into a realistic schedule. Students that do this will be able to clearly understand how much time they can spend socializing while still managing their academic responsibilities.

Prioritizing tasks: Determine which tasks are most crucial and give them the highest priority. Students who do this are less likely to overcommit and experience overwhelm.

Time Management: Make a to-do list, prioritize your chores, and set aside time for each one to complete. This can assist kids in maintaining organization and reducing stress.

To SAY 'No': Saying no to social engagements or obligations that conflict with one's priorities can help students concentrate on their academic work.

CONCLUSION

In conclusion, reducing academic anxiety necessitates a comprehensive strategy that combines eupatheia and apatheia. Combining these techniques can help people build the mental fortitude and positivity necessary to get over their anxiety and succeed in school. Anyone can learn to control their anxiety and achieve scholastic success with time and effort.

The ideas of apatheia and eupatheia collectively can offer a useful paradigm for fostering student wellbeing. Educational institutions can assist their students in achieving academic success and general life happiness by putting a priority on emotional health.

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