



Erasmus+

GUIDE TO HEALTH

MENTAL HEALTH STATUS OF STUDENTS

EVALUATION OF SELF-ASSESSMENT QUESTIONNAIRES

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AIM

- Identification of areas of competence that need to be developed in order to improve mental health and to manage conflicts
- Focus on the *ALARM* signals of children struggling with anxiety
- Main topics in the self-assessment test were for children:
 - Anxiety
 - Stress
 - Burnout
 - Emotional intelligence
 - Social competences



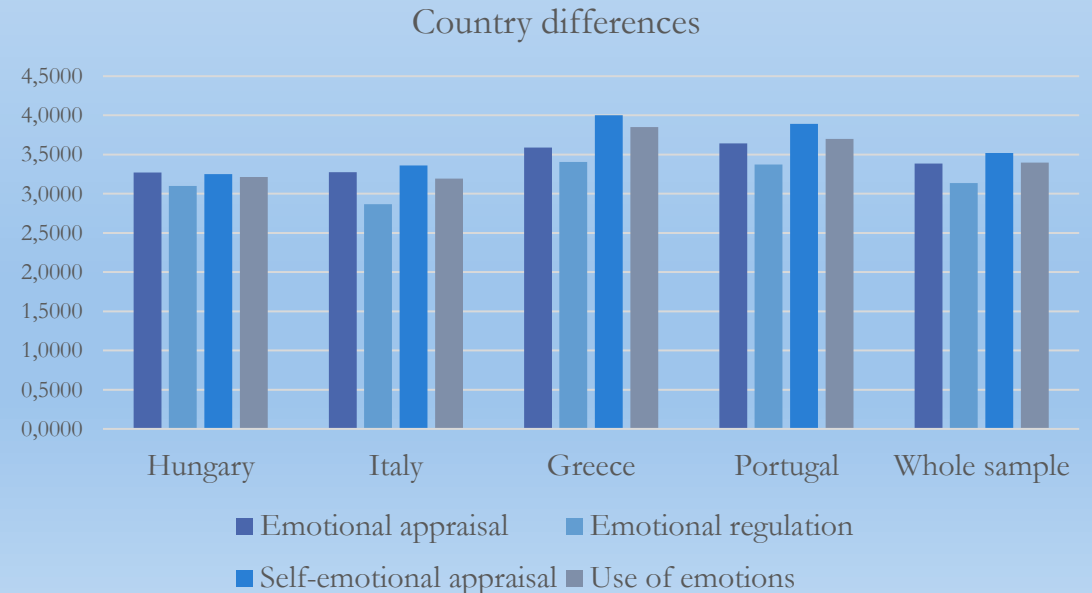
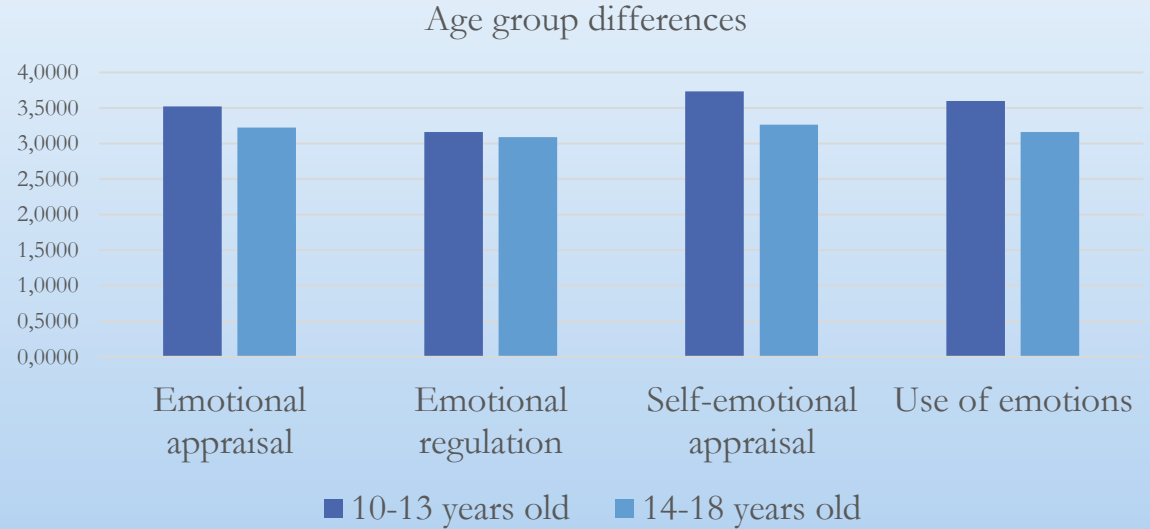
1. EMOTIONAL INTELLIGENCE

- Emotional intelligence generally encompasses four main components:
 - **(1) Self-awareness:** Recognizing and understanding one's own emotions.
 - **(2) Self-regulation:** Managing and regulating one's emotions in healthy ways.
 - **(3) Social awareness:** Recognizing and understanding the emotions of others.
 - **(4) Relationship management:** Using awareness of one's own and others' emotions to manage interactions successfully.
- Wong Law Emotional Intelligence Scale (WLEIS): four dimensions namely self-emotional appraisal, others' emotional appraisal, regulation of emotion and use of emotion.



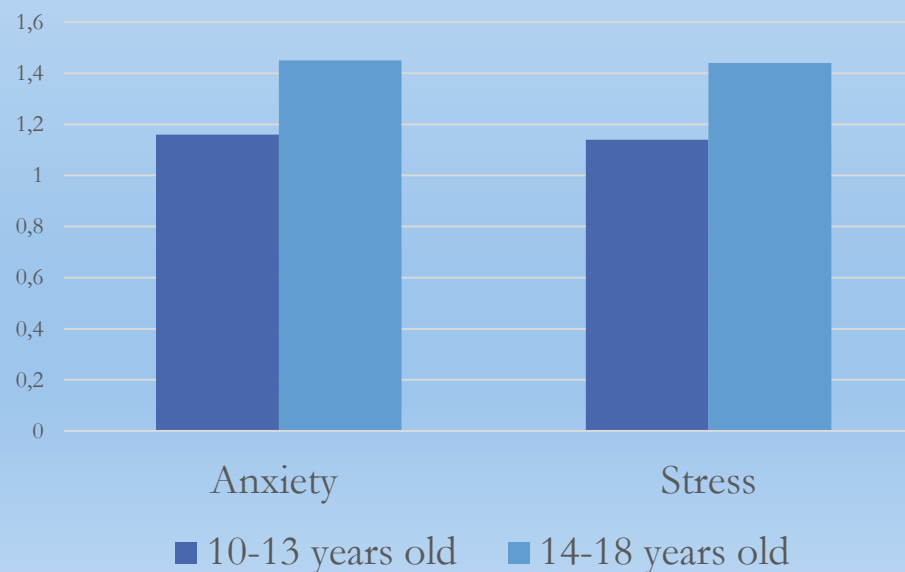
1. EMOTIONAL INTELLIGENCE

- There were age group differences in emotional intelligence: younger adolescents (10-13 years old) show significantly higher scores in self-emotional appraisal, in emotional regulation and in use of emotions compared to older adolescents
- In emotional appraisal Portuguese adolescents showed the highest score, in emotional regulation adolescents from Greece and from Portugal showed the highest values while in use of emotions and self-emotional appraisal the Greek students' scores stood out
- Adolescents with high EI tend to have more fulfilling and stable relationships. They are more empathetic and effective in managing conflicts, and have fewer behavioral problems.
- **Countries with lowest score: Hungary, Italy**



2. ANXIETY AND STRESS

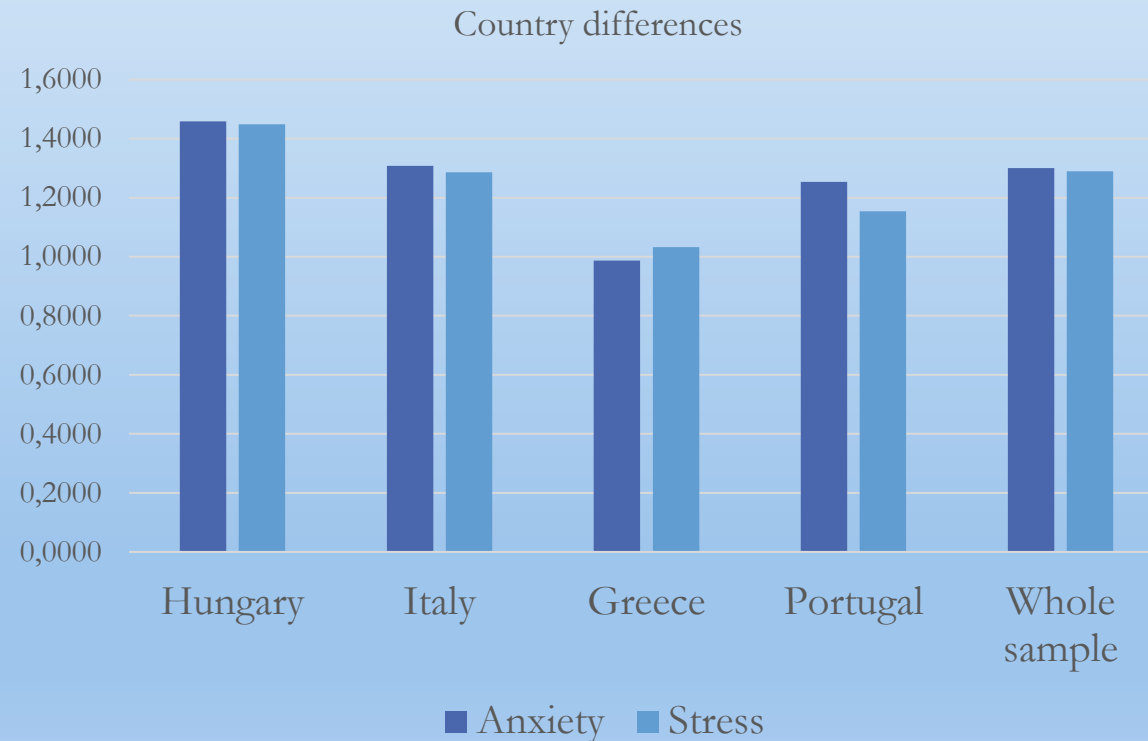
- Measurement: anxiety and stress level with the DASS scale
- Adolescents have to evaluate how often they feel the symptoms of anxiety and stress. For each subscales they can get maximum 3 points.
- According to the statistical analyses we could observe that older adolescents showed significantly higher level of stress and anxiety in accordance with the developmental changes: the highest level of anxiety and stress were among Hungarian adolescents but only this group contains adolescents from age 14-18 years





2. ANXIETY AND STRESS

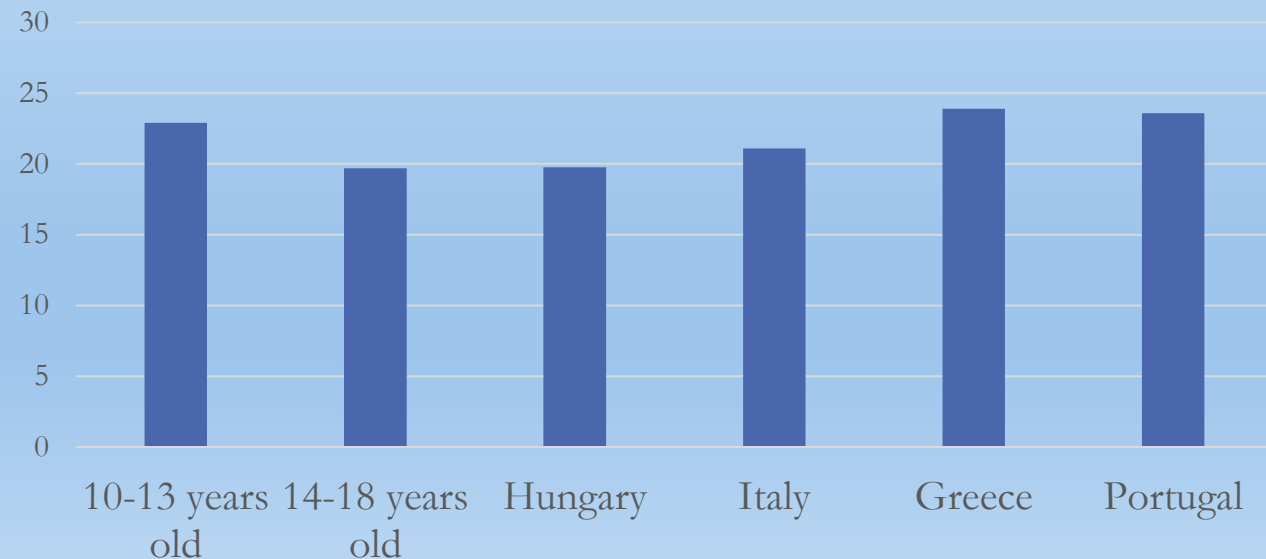
- Older adolescents need support in reducing anxiety and stress level. It is important because high levels of anxiety and stress in adolescence can lead to several negative outcomes.



3. PERCEIVED SOCIAL COMPETENCE

- individual's self-assessment of their ability to engage in and manage social interactions effectively. It encompasses a range of skills and behaviors necessary for successful social functioning, such as communication, empathy, cooperation, and conflict resolution
- social competence with a 6-item scale: students can get maximum 30 points
- There was a significant differences between younger and older adolescents, and we can also observe that **Hungarian** students perceived the less social competence compared to the other countries.

Perceived social competence





4. BURNOUT

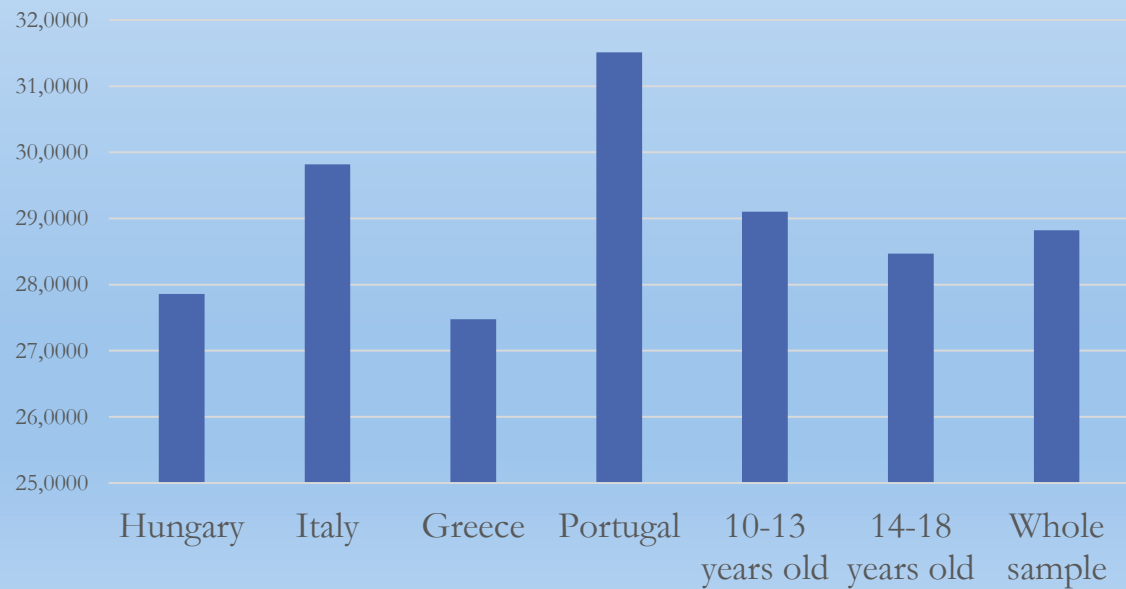
- chronic academic stress and demands, characterized by emotional exhaustion, cynicism towards academic tasks, and a sense of inefficacy
- main components:
 - **Emotional exhaustion:** Feeling drained and overwhelmed by academic responsibilities, leading to a depletion of emotional and physical resources.
 - **Cynicism (or Depersonalization):** Developing a detached and negative attitude towards schoolwork, peers, and educational experiences.
 - **Reduced Personal Accomplishment:** Feeling a lack of competence and achievement in academic tasks, which diminishes motivation and self-esteem.



4. BURNOUT

- no significant age differences and no significant differences among the countries
- highest burnout scores: Portuguese students
- lowest scores: Greek students
- half of the Portuguese students' sample showed high level of burnout
- more than a third of Greek and Italian students had a high burnout index

Burnout



	Students with low burnout	Students with high burnout
Greece	31.9 %	36.2 %
Hungary	31.4 %	26.3 %
Italy	24.7 %	37.1 %
Portugal	19.6 %	48.2 %



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