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Our company, Qualitas T&G Kft., received a grant in the Partnership cooperation in the public education sector (KA220-SCH) tender announced by the Tempus Public Foundation.

The topic of our application is the mental health of teenagers. Its antecedent is the SUPREM application, the purpose of which was to help students develop their life skills in order to achieve optimal results in their lives with the support of schools, teachers and parents. Mental well-being is essential for this.

In the **Integrative tools to manage children's anxiety (in school): guiding light to better mental health, "Guide to health"** application, with the involvement of Italian, Greek and Portuguese schools, we will develop public education teachers and support professionals in order to be able to respond quickly and efficiently to the mental problems affecting the teenage age group more and more. The main goal is to create a widely accessible toolkit (e-book) for professionals and students dealing with teenagers, thanks to which teenagers become more balanced, happy and motivated.

The kick-off meeting of our project (Guide to Health) was organised in Hungary, in Szeged on 22-23.05.2024. Besides the general overview and planning of project activities (project management, quality management, and dissemination tasks), this meeting was used for *starting the development of the work package, named: ALARM.*

At the meeting, the Questionnaires on the mental state of students and teachers were approved and the recording of the questionnaires could begin.

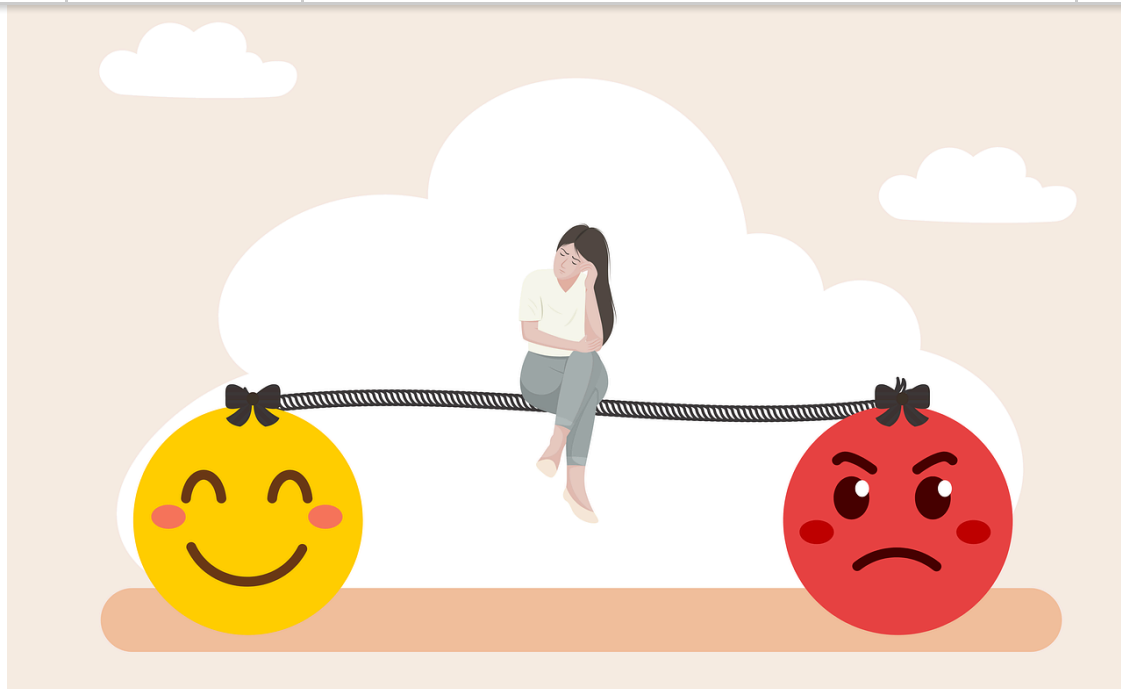
Let's see what results we got!

- According to the statistical analyses we could observe that teachers show high level of **prosocial activity** in all countries.
- Regarding **active-empathetic listening** (AEL) the behavioral output of listening got the highest score in all countries which means teachers adapt the verbal and nonverbal feedback much frequently compared to sensing or processing.
- There were significant differences in competing, accommodating, and compromising **conflict management** styles among countries. Portuguese teachers adapt competing, accommodating, and compromising styles much frequently compared to the other countries. No one is characterized by a single, rigid style, but it can be said that everyone can use certain conflict resolution methods more effectively.
- It was observed that in the whole teacher sample the **burnout** scores were high in two dimensions, namely they showed high level of exhaustion and high level of emotional impairment. Our data also demonstrate that the total burnout score was also high.
- Concerning **coping**, there were no significant differences between the countries: every country showed a high level of coping.

MENTAL HEALTH OF STUDENTS

- It was observed that there were age group differences in **emotional intelligence**. According to the analysis younger students (10-13 years old) show significantly higher scores in self-emotional appraisal, in emotional regulation and in use of emotions compared to older adolescents. Furthermore, in emotional appraisal Portuguese adolescents showed the highest score, in emotional regulation students from Greece and from Portugal showed the highest values, while in use of emotions and self-emotional appraisal the Greek students' scores stood out.
- Older adolescents showed significantly higher level of **stress and anxiety**.
- Regarding **social competences**, there was a significant difference between younger and older students, and we can also observe that Hungarian adolescents perceived less social competence compared to the other countries.
- In **burnout** there were no significant age differences and no significant differences between the countries. The highest burnout scores were found in case of the Portugalstudents, and the lowest scores were among Greek students.

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