# GUIDE TO HEALTH

## MENTAL HEALTH STATUS OF STUDENTS

### EVALUATION OF SELF-ASSESSMENT QUESTIONNAIRES

# 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

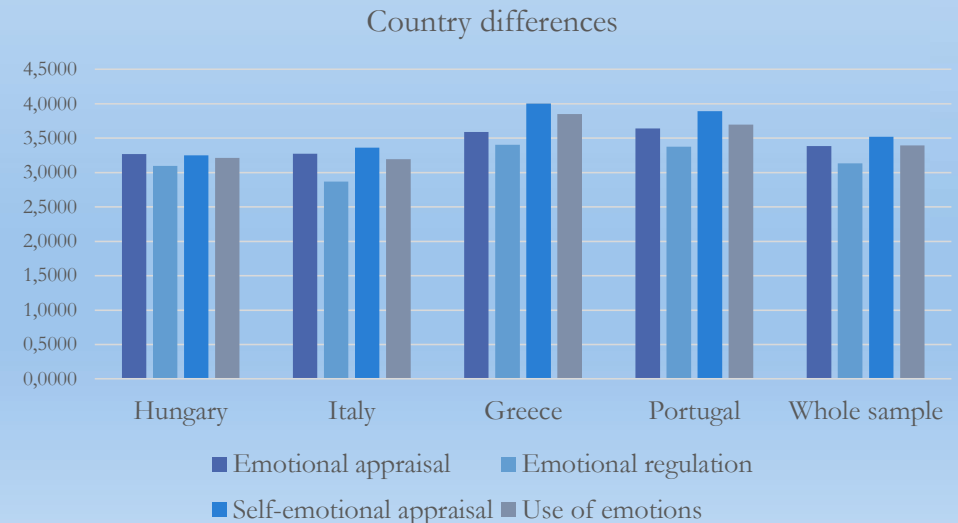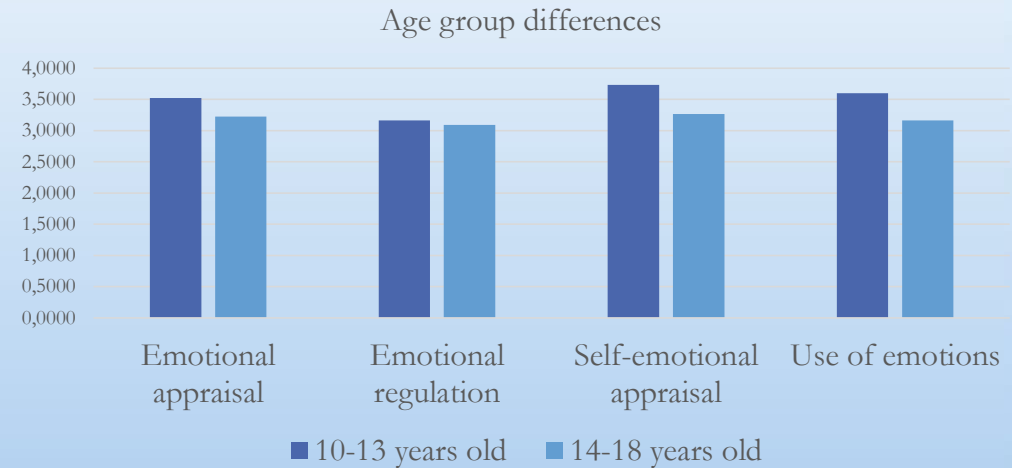  - Social competences

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# 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**

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### Age group differences



■ 10-13 years old  ■ 14-18 years old

### Country differences



■ Emotional appraisal   ■ Emotional regulation
■ Self-emotional appraisal   ■ Use of emotions

# 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

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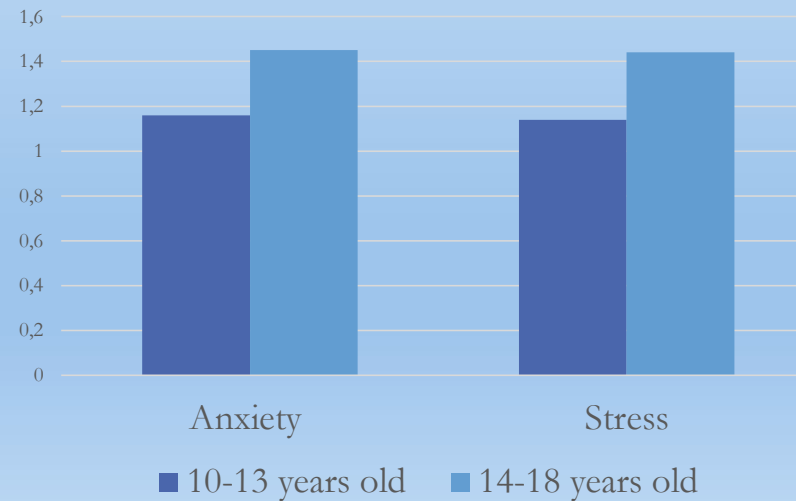
# 2. ANXIETY AND STRESS

- 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.

Country differences
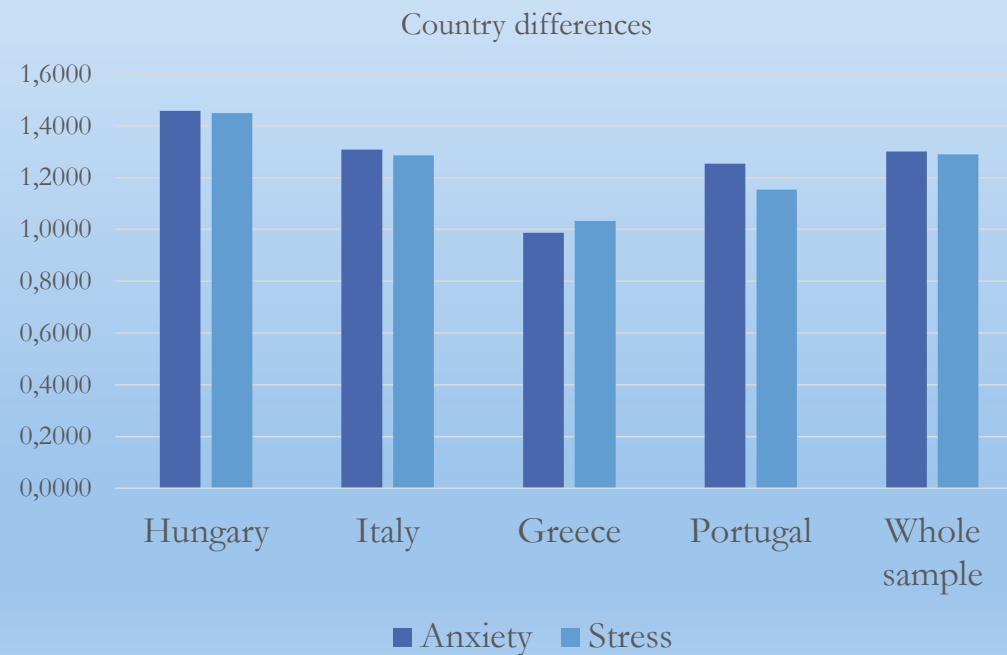
# 3. PERCEIVED SOCIAL COMPETENCE

- 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

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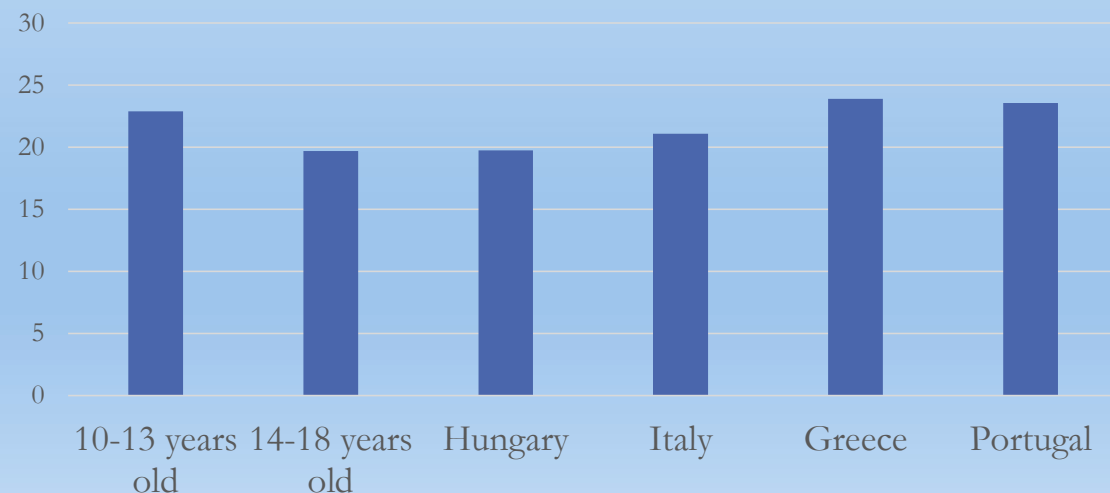
# 4. BURNOUT

- 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
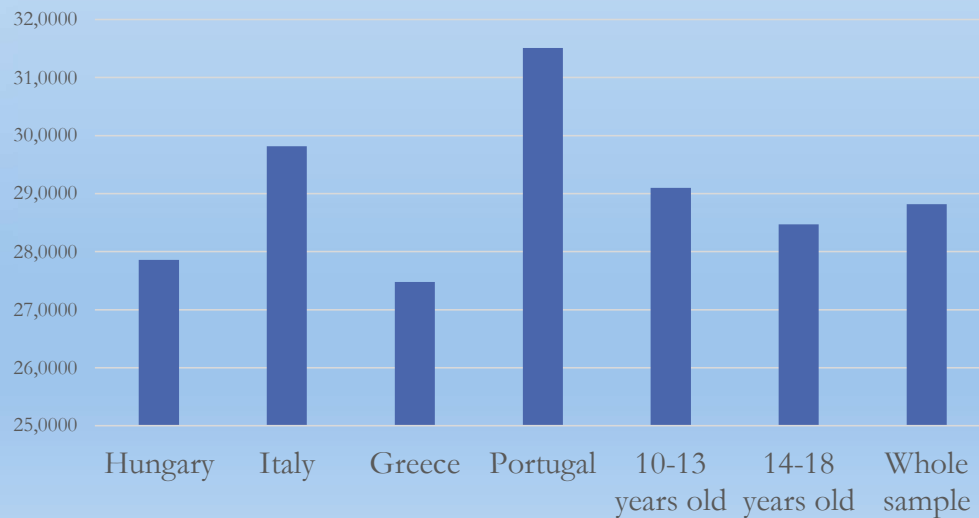


|  | Students with low burnout | Students with high burnout |
|---|---|---|
| **Greece** | 31.9 % | 36.2 % |
| **Hungary** | 31.4 % | 26.3 % |
| **Italy** | 24.7 % | 37.1 % |
| **Portugal** | 19.6 % | **48.2 %** |

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# THANK YOU FOR YOUR ATTENTION!

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