



GUIDE TO
HEALTH

RESEARCH REPORT

Project with multiple beneficiaries under the
ERASMUS+ Programme

Guide to health

Integrative tools to manage children's anxiety (in school):
guiding light to better mental health

Project code:

2023-2-HU01-KA220-SCH-000181724

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The results of the students' questionnaires

The aim of the study

The project focused on improving mental health, particularly addressing the following issues:

- Anxiety
- Stress
- Burnout
- Development of emotional intelligence
- Strengthening social competences

Three methodological approaches were applied:

- Physical activities (sports, movement-based exercises)
- Social activities (group discussions, drama exercises, community tasks)
- Artistic activities (drawing, music, photography, creative writing)

The goals of the interventions were:

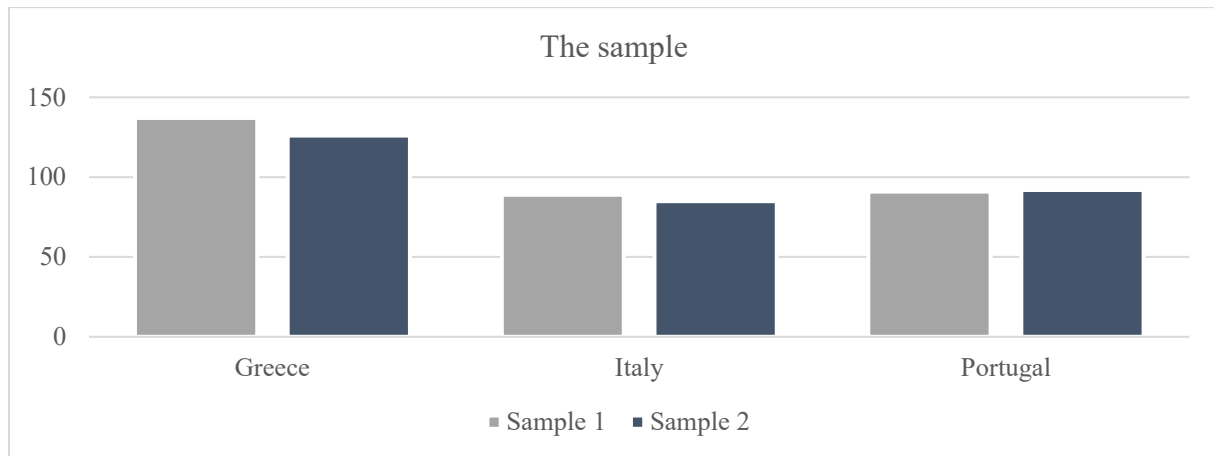
- Developing teachers' and helpers' self-awareness and stress management skills (ALARM WP)
- Supporting students' mental health through school programs and workshops (EMOTION WP)
- Impact assessment and finalization of the methodological handbook (CALM WP)

To assess the project's effectiveness, measurements were taken before the interventions began in September 2025, and again once they were complete in October 2025.

The report presents the results of the intervention effectiveness for each of the examined areas. We were also able to compare our data in certain areas with the first study result, which was conducted in 2024.

Sample

Two studies were conducted. In the first study the sample consisted of 380 students, the second study was applied after the interventions. In this study 303 students participated. Students came from elementary and secondary school, from 3 countries. The mean age was 14 years (see Figure).



Method and results

5 questionnaires were applied to focus on adolescents' mental health status.

Students were required to complete each questionnaire before the intervention and again after the sessions. In addition, at the end of the program they also had to evaluate how useful they found the activities, how satisfied they were with them, and how they perceived the group work. The results are presented according to the examined areas.

1. Emotional intelligence

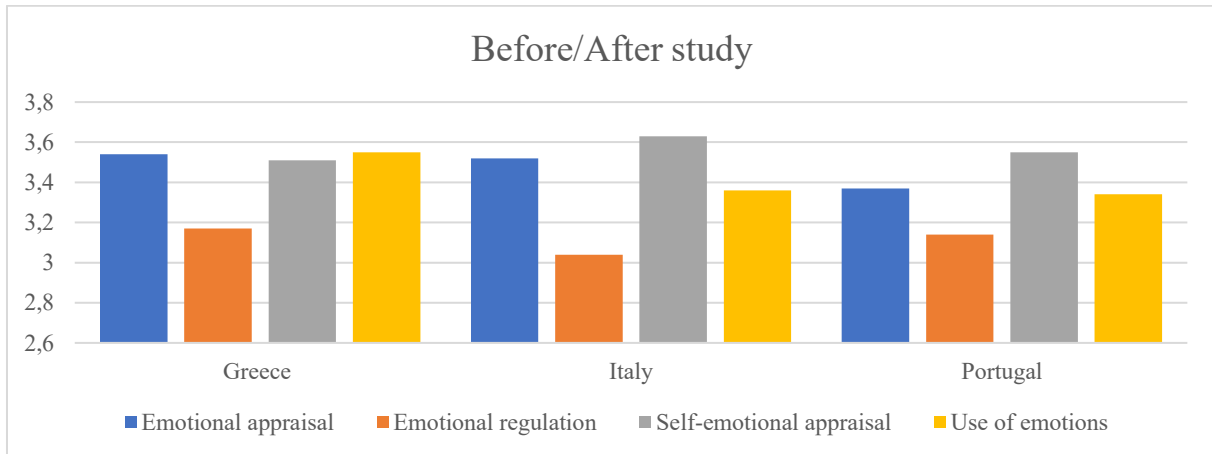
Emotional intelligence is the ability to perceive, express, use, and regulate emotional information in ways that support personal development. Goleman (1995) identified two main areas of emotional intelligence that are essential for developing this ability. He categorized self-awareness, self-regulation, and self-motivation as intrapersonal competencies, while empathy and social skills were classified as interpersonal competencies. Thanks to personal (intrapersonal) competencies, we are capable of managing our own emotions and using them to our advantage. In contrast, interpersonal/social competencies enable us to recognize and manage the emotions of others and to adapt to them, which contributes to the positive development of our social relationships (Goleman, 1995).

Results

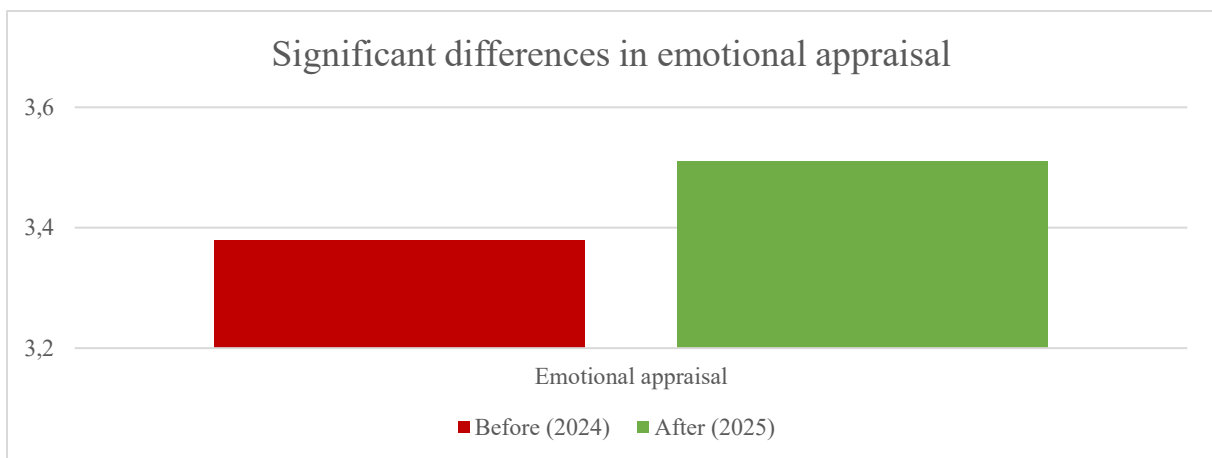
We used the Wong Law Emotional Intelligence Scale (WLEIS) which consists of four dimensions namely self-emotional appraisal, others' emotional appraisal, regulation of emotion and use of emotion.



According to the statistical analysis, there was no significant difference in the dimensions of emotional intelligence among the three countries at the time of the first measurement, and the same was observed for the second measurement as well (see Figure).



However, when comparing the results of the first measurement (2024) with those obtained after the intervention (2025), we found a significant improvement in the emotional appraisal dimension following the intervention (see Figure).



In conclusion, the findings suggest that emotional intelligence levels were comparable across the three countries and remained stable over time in the absence of targeted effects. However, the significant improvement observed in the emotional appraisal dimension after the intervention indicates that the intervention was effective in enhancing participants' ability to perceive and evaluate emotions. This result highlights the potential of targeted interventions to positively influence specific components of emotional intelligence, even when overall cross-country differences are not present.



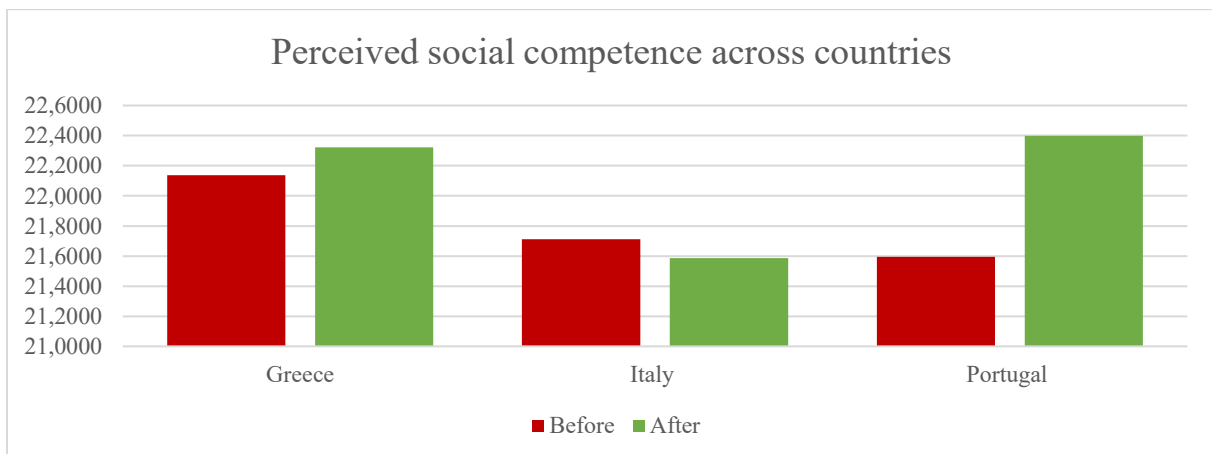
2. Perceived social competence

Perceived social competence refers to an 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. Understanding perceived social competence is essential as it has a significant impact on various areas of life, including mental health, academic success, and overall well-being. High perceived social competence is associated with self-confidence, better relationships, and more flexible coping, whereas lower self-assessment may be linked to insecurity, anxiety, and social withdrawal.

Results

We measured the perceived social competence with a 6-item scale. Adolescents can get a maximum 30 points.

The statistical analysis showed that there were no significant differences between the countries in perceived social competence. In every country students perceived a high level of social competence, which is really important, because perceived social competence is a vital aspect of an individual's social functioning, impacting mental health, academic performance, and overall life satisfaction.



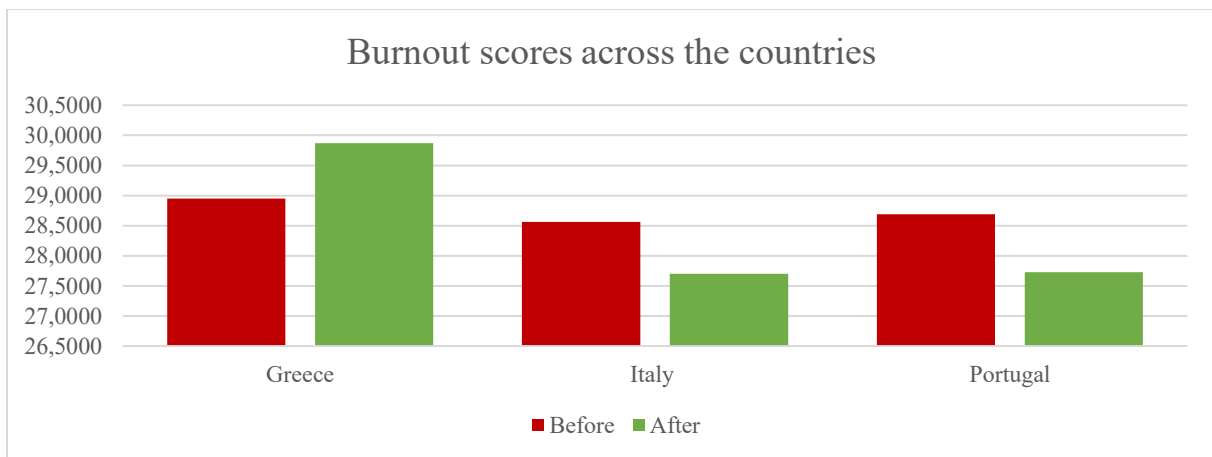


3. Burnout

Student burnout is a condition that develops as a result of prolonged academic demands, performance pressure, and stress. It has three main components: **exhaustion**, which manifests as persistent fatigue and loss of motivation; **cynicism or emotional detachment** from school-related tasks; and a **reduced sense of effectiveness**, when students feel that despite their efforts, their performance is declining. Student burnout negatively affects well-being, academic outcomes, and social relationships, which is why its early recognition and treatment are particularly important.

Results

There were no significant differences in burnout scores between the countries, and we did not observe any differences in burnout scores before and after the interventions (see Figure).



We formed separate groups among students based on the score of burnout indicators (low and high burnout indicators). The results differed from country to country as in the following table shows.

According to the statistical analyses we could observe that in the first study in 2024 Portuguese students had the highest percentage of high burnout indicators. Almost half of the Portuguese students' sample showed a high level of burnout. In addition, we could also observe that more than a third of Greek and Italian students had a high burnout index (see Table).

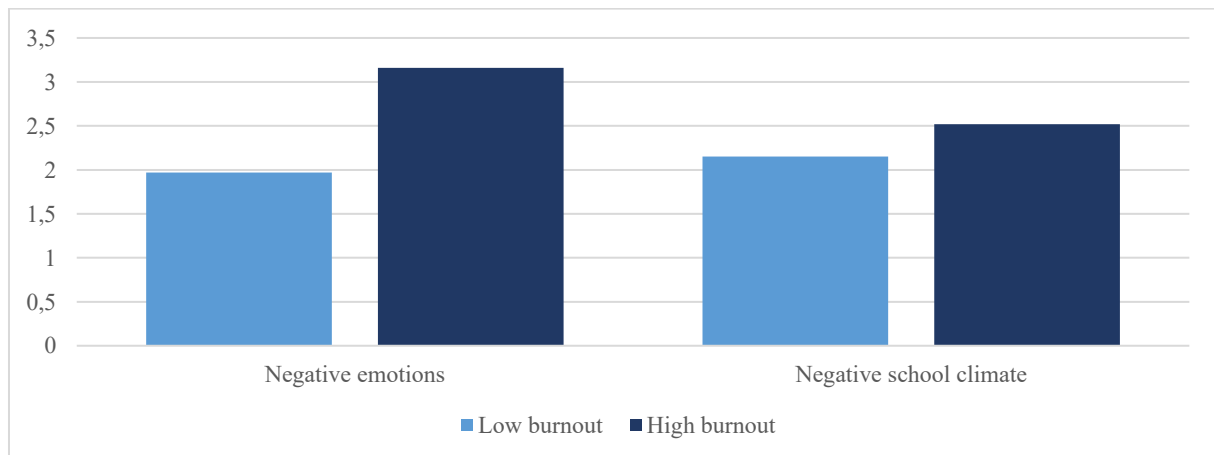
	Students with low burnout	Students with high burnout
Greece	31,9 %	36,2 %
Italy	24,7 %	37,1 %
Portugal	19,6 %	48,2 %



Based on the 2025 measurement, we observed a significant decrease in burnout indicators among both Portuguese and Italian students. Our results showed (see table) that nearly 30% of Portuguese and Italian students belong to the group exhibiting low levels of burnout.

	Students with low burnout	Students with high burnout
Greece	26,2 %	37,3 %
Italy	32,9 %	28,2 %
Portugal	30,4 %	23,9 %

We were also able to demonstrate the impact of burnout on emotional states and on the evaluation of the school climate (see Figure below). Our results showed that, across both measurements, there was an overall significant difference between burnout levels and negative school well-being, as well as the assessment of negative feelings related to the recent past. The higher a student's level of burnout, the more likely they were to report a more negative school climate and experience more negative emotions (e.g. sadness and anger).



4. Positive negative emotions

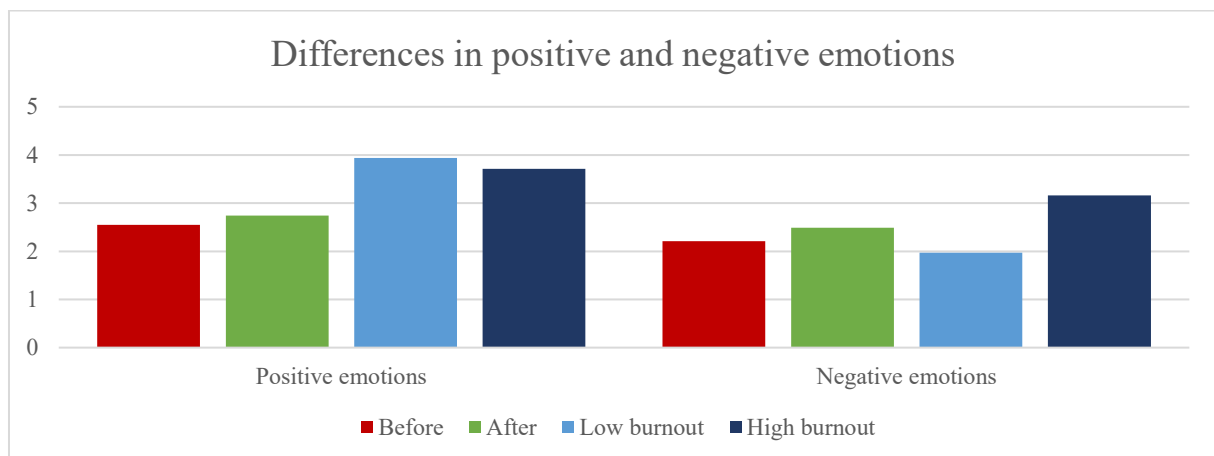
Positive and negative emotions have a significant impact on the evaluation of everyday situations. The functional difference between the two types of emotions is reflected in the distinct psychological characteristics they correlate with and the different developmental outcomes they predict in adolescents. Negative emotion correlates with distress and predicts depression and risky behavior, whereas positive emotions are associated with resilience and self-efficacy and predict satisfaction with life and school (Jámbori, Kőrössi, Bohner-Beke, 2022).



Results

In this study we used the Positive és Negative Affectivity Scale (PANAS, Gyollai et al, 2011). This scale contains 10 positive (pl. pleasant, happy) and 10 negative (pl. angry, afraid) personality traits. The respondent must rate themselves on a five-point Likert-scale while thinking back to the past month.

Our research showed that, overall, students reported predominantly positive feelings regarding the recent period. In addition, we observed a significant difference between students with high and low burnout scores in their experience of positive and negative emotions. With regard to negative emotions, a significant difference was found between students with high and low burnout scores (see Figure).



5. School well-being

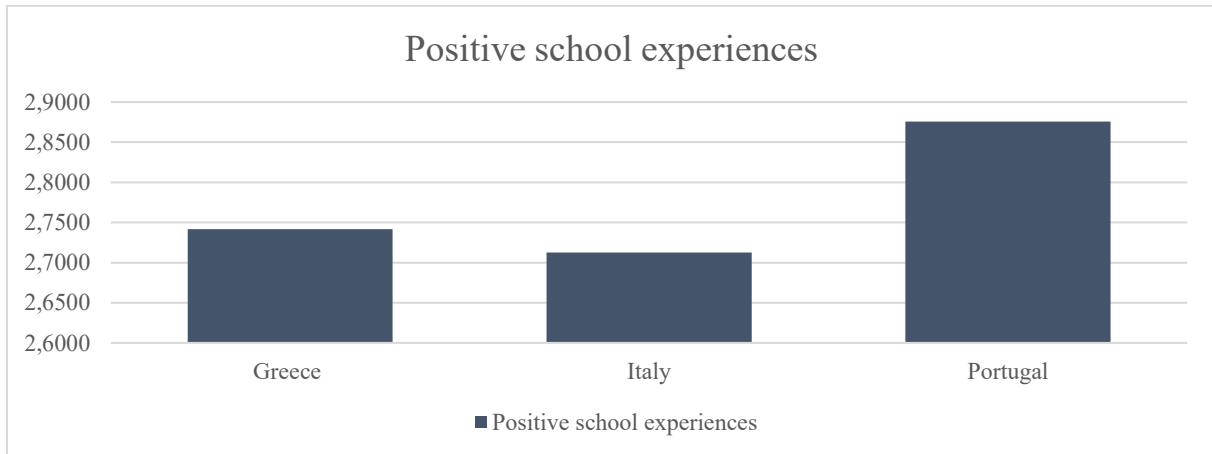
School well-being refers to the subjective, emotional, and cognitive evaluation of experiences and events lived through at school. Its presence is most commonly described by the predominance of positive experiences, feelings of joy at school, and satisfaction with school performance.

Results

We used the Ivens School Happiness Questionnaire (Varga et al, 2019) which measures the school well-being at school. The questionnaire contains items according to the positive and negative school experiences.



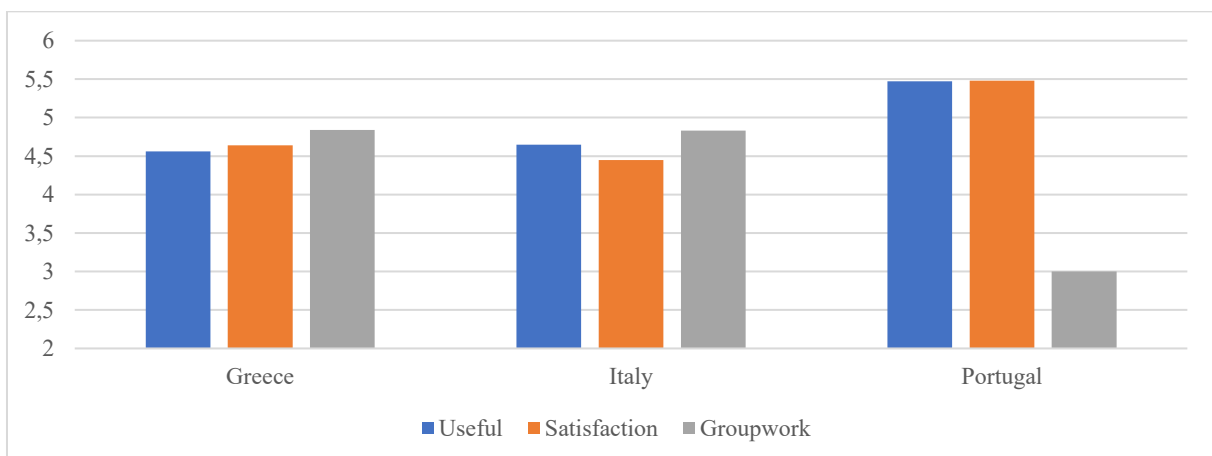
According to the statistical analyses there were significant differences in positive school experiences across the countries. The results showed that only after the interventions the Portuguese students showed significantly the highest scores in that dimension (see Figure).



Subjective assessment of the interventions

After the interventions, the students were asked to complete a questionnaire again, which began with questions about the usefulness of the interventions. They also had to report how satisfied they were with these programs and how they evaluated the group work, which is very important in terms of the effectiveness of group functioning.

According to the statistical analyses there were significant differences between the countries in both dimensions. Significantly higher scores were observed among Portuguese students for every question (see Figure).





6. Summary and practical implications

The findings demonstrate that school-based, multimodal interventions combining physical, social, and artistic activities can effectively support specific dimensions of students' mental health, particularly emotional appraisal and school well-being. The reduction of burnout indicators in high-risk groups suggests that such programs may be especially beneficial when targeted at students experiencing elevated academic stress. Moreover, the strong association between burnout, negative emotions, and school climate emphasizes the need for early identification and prevention strategies within schools.

From a practical perspective, the results highlight the importance of culturally and contextually sensitive implementation, as the perceived effectiveness and acceptance of interventions varied across countries. It seems that strengthening group-based activities and fostering positive school experiences are key ways in which mental health promotion programmes can have a lasting impact in educational settings.





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