



EMERGE YOUTH

Unlocking Potential, One Breath at a Time

Empowering the Next Generation of Entrepreneurs through Stress Management Education in Youth

Project number: 2023-2-FR02-KA220-YOU-000175097

National Report - Needs Validation-Cyprus

WP 2/A2: Stress management in Youth survey Results [07.24 – 10.24]

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Stress management in Youth survey Results Cyprus

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Executive Summary - Purpose and scope of the document

The EMERGE Youth project has been funded to raise awareness about stress among young people and develop their stress management skills through targeted educational resources. Good mental health and well-being are essential for young people's personal and career development, influencing their future opportunities and contributing to the broader societal context. However, today's youth face increasing stress from eco-anxiety, academic pressures, career uncertainties, financial instability, and socioeconomic disparities. These challenges can lead to marginalisation and hinder future productivity (European Commission, 2022; World Health Organization, 2016).

This National Report offers an in-depth summary of the findings and insights from the *Stress Management in Youth* survey carried out in each partner country. The report is intended to support WP2 project results by providing young people with education on stress management. This initiative supports enhancing their health, well-being, employability, and entrepreneurial skills, fostering an inclusive and sustainable future (United Nations, 2022).

Project Overview

- Aims:**
- To provide personalised solutions for developing stress management techniques for young people.
 - To provide necessary tools as Open Educational Resources (OER) and include vulnerable groups in the training process, thereby improving critical stress management skills for their professional careers and mental health.

To achieve these aims, the project will develop an accessible online solution that improves educational opportunities for young people, especially those with limited access to training. Additionally, the initiative will also engage a wider youth audience interested in stress management.

In the second Work Package, a Methodology and Educational Pack will be developed to meet the training needs of youth across Europe. This package will include resources for educators, workshops, and activities designed to provide comprehensive tools and strategies for managing stress.

To support the development of the Methodology and Education pack, the project will conduct a survey assessing the impact of stress on young people aged between 18-30 across Europe. The survey analysis will inform the development of stress management education, helping youth build skills for improved health, well-being, employability, and entrepreneurship. Insights from the survey will also contribute to creating educational materials and a web app featuring best practices, training resources, and practical activities in stress management (Eurostat, 2021).

This survey is a crucial first step in understanding and addressing the training needs of young people aged between 18-30. Participation was open to this demographic, and the survey was conducted anonymously online. This report presents an analysis of the national survey results conducted in Cyprus.

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Study Title: EMERGE Youth - Empowering the Next Generation of Entrepreneurs Through Stress Management Education in Youth [Project: 2023-2-FR02-KA220-YOU-000175097].

1 Introduction

The EMERGE Youth - From Stress to Success - Survey

1.1 Purpose of the Report

The aim of the survey was to gain an understanding of how stress affects young people across the partner countries. The project team aimed to examine participants' stress management needs, the effects of stress on their lives, and the coping strategies they employ.

This National Report offers an in-depth summary of the findings and insights from the Stress Management in Youth survey carried out in Cyprus. The report is intended to support WP2 outputs, particularly a Methodology and Education pack aimed at developing stress management education for youth.

2 EMERGE Youth - From Stress to Success – Survey Results

The survey data presented in this report was compiled by Mind the Game [Partner name] and received a total of 38 responses. All participants were Cypriot residents, and every participant completed all survey questions. Participants were contacted via social media and word of mouth. The other EMERGE Youth partners also conducted the survey across their partner countries, which include:

- Vanillea International, France,
- Aklub Centrum Vzdelavani a Poradenstvi (AKLUB), Czech Republic
- Asserted Knowledge Eterrotythmos Etaireia (AKNOW), Greece
- Trebag Szellemi Tulajdon- és Projektmenedzser Korlátolt Felelősségű Társaság (TREBAG), Hungary
- G.P. Mind the Game Development Ltd (MTG), Cyprus
- Atlantic Technological University (ATU), Ireland

Analysis of Results

1. Participant Consent and Country of Origin

All participants in Question 1, Section 1 of the survey (N=38) provided informed consent, agreeing to take part in the “EMERGE Youth” research study. All participants were residents of Cyprus, and the survey was conducted by Mind The Game.

2. Participants' Age Profile

The analysis of age of the respondents presents the following distribution from a total of 38 participants: 22 years (2.6%, n=1), 23 years (2.6%, n=1), 25 years (21.1%, n=8), 26 years (18.4%, n=7), 27 years (15.8%, n=6), 28 years (31.6%, n=12), 29 years (5.3%, n=2), and 30 years (2.6%, n=1).

Figure 2.1. illustrates the age profile and distribution of participants, including all 38 responses from individuals aged 18 to 30. The data reveals that 86.9% of participants were aged between 25 and 28, while only 7.9% were older and 5.2% were younger, with no participants aged 24 and none younger than 22 years old, indicating a trend towards and older participant demographic in the surveyed population, with particular emphasis on mid-to-late twenties.

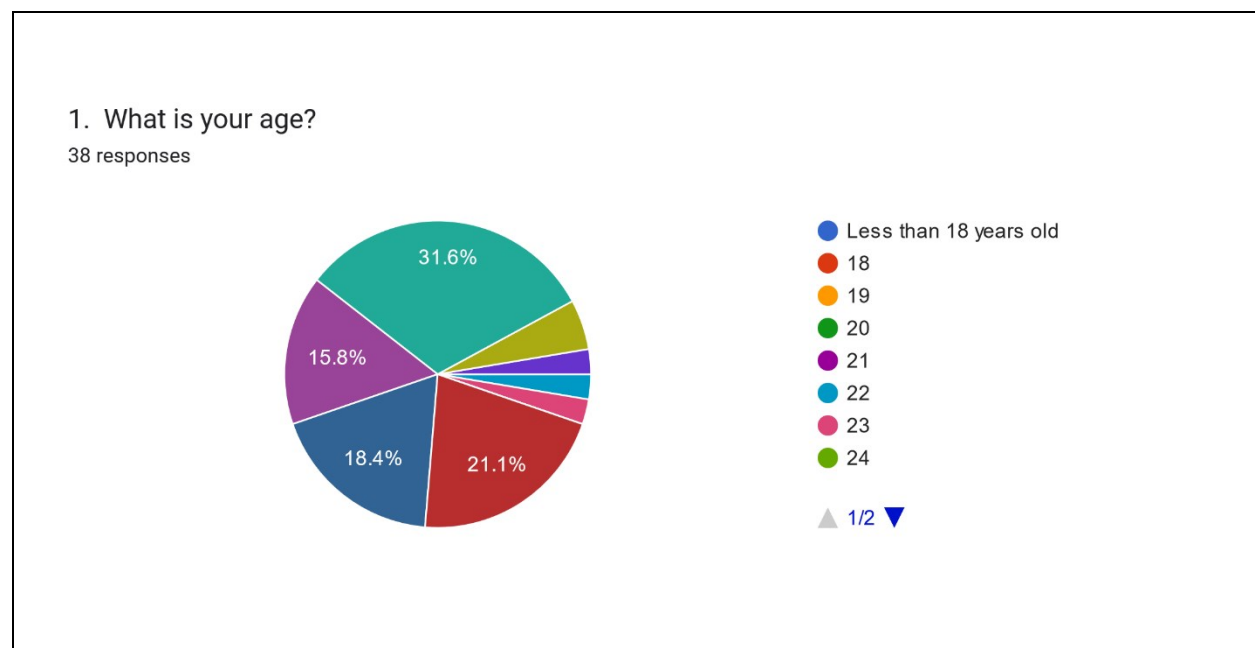


Figure 2.1. Question 2: Participants Age Distribution.

3. Participants' Gender Profile

Figure 2.2. presents that 63.2% were female (n=24), 34.2% were male (n=13), and 2.6% preferred not to disclose their gender (n=1/38).

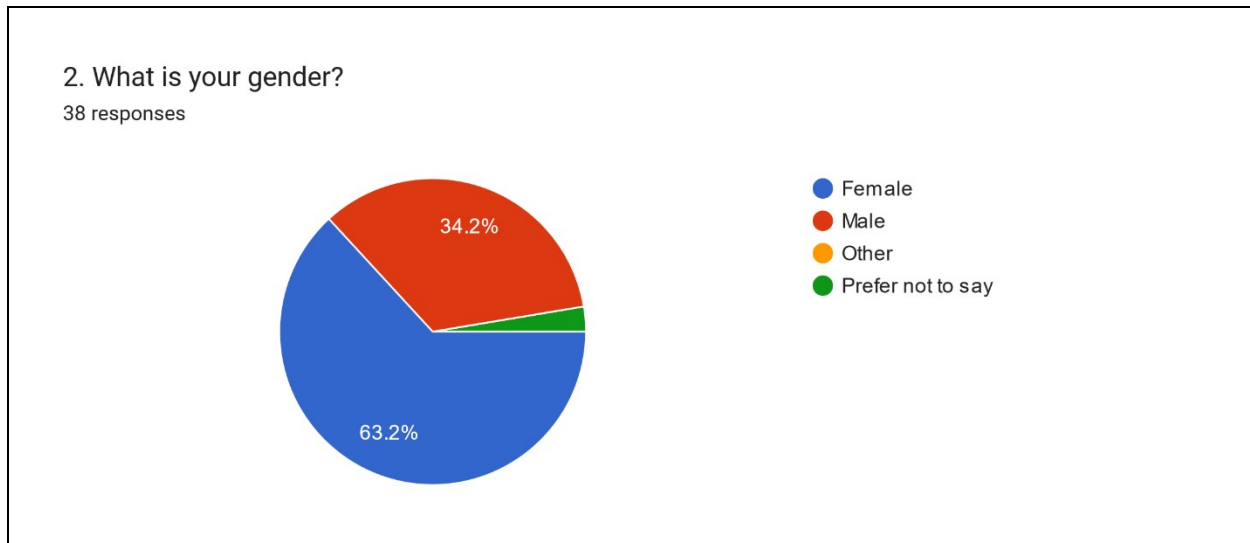


Figure 2.2. Question 3: Participant Gender Profile.

4. Participants' Employment Status

As depicted in Figure 2.3., Question 4 assessed participants' employment status using a multiple-choice format. A total of 7 options were selected, with 65.8% identifying as employees (n=25) and 10.5% as students (n=4) and a further 10.5% as NEETs (n=4), with notably 1 participant (2.6%) identifying as a student and an employee. A smaller proportion were trainees at 2.6% (n=1), with the further entrepreneurs / self-employed (n=3) at 7.9%.

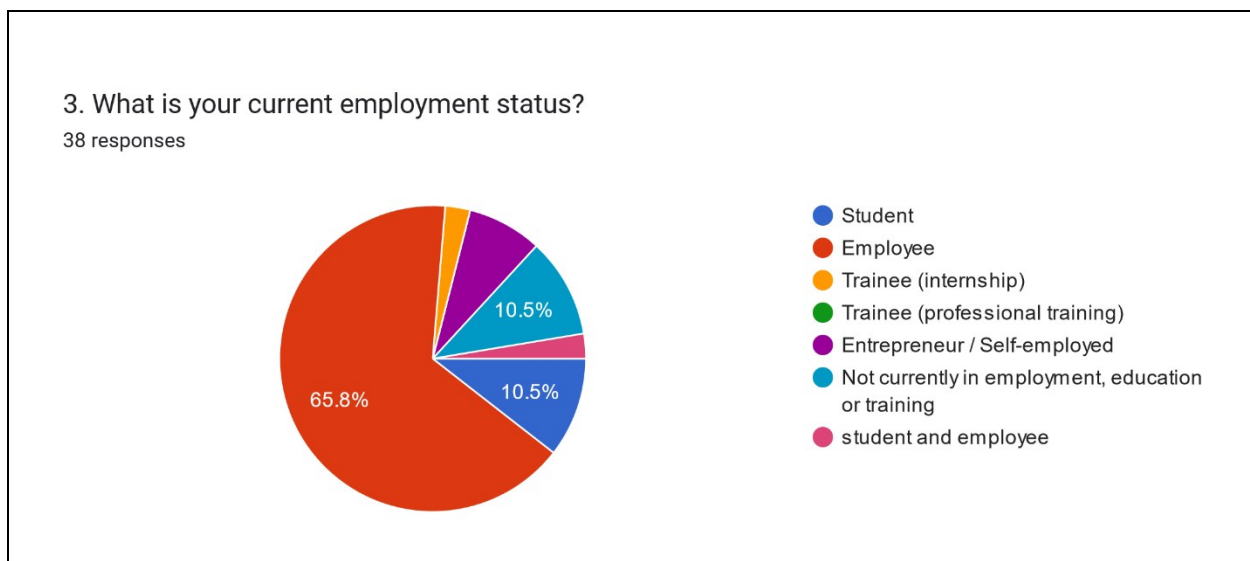


Figure 2.3. Question 4: Participants Employment Status.

The Impact of Stress on Participants' Life

5. Participants' Stress Levels at the Time of the Survey.

Question 4, participants rated their current stress level on a scale of 1 to 5, with 1 indicating the lowest stress and 5 the highest stress level. Figure 2.4. presents the distribution of stress levels among respondents. The most common answer was 3/5, but not quite a majority at 17 people. Then 9 participants went for 4/5, and 2 for 5/5, meaning that 28/38 participants were at least middling in stress or higher. The 4/5 is also notably almost as frequent (9 participants) as 1/5 and 2/5 put together (10 participants), which were 3 and 7 respectively. Showing that only 26.3% of participants were below middling stress.

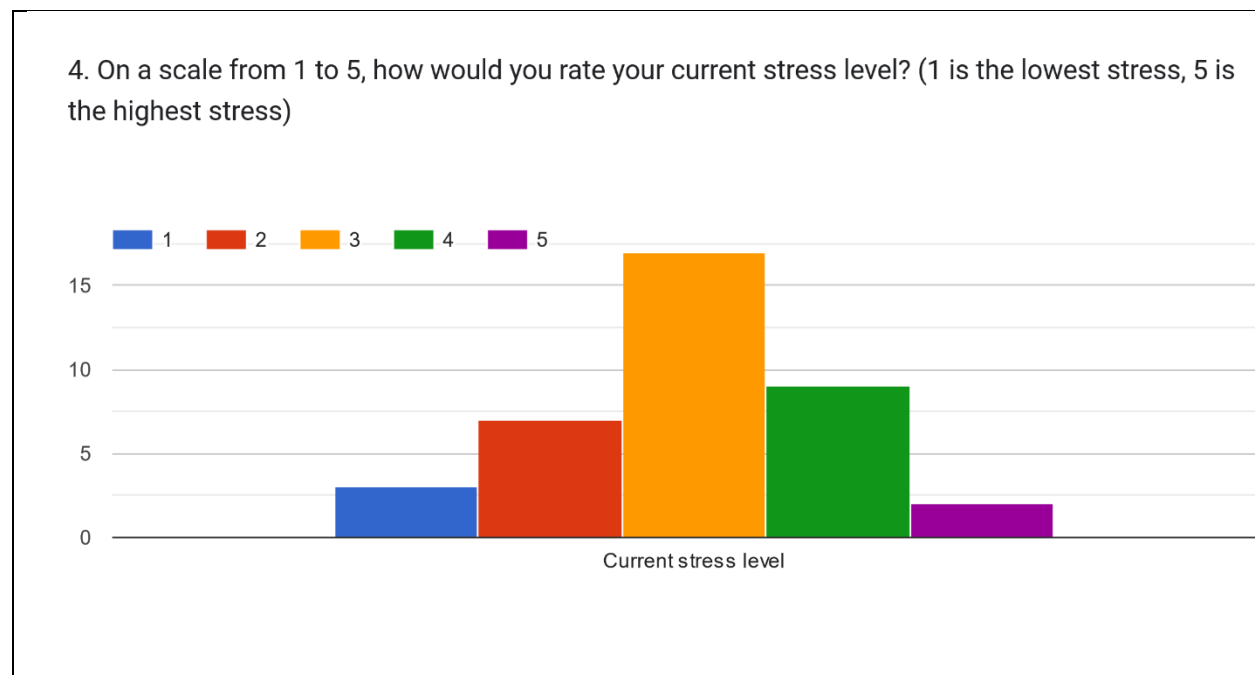


Figure 2.4. Question 5: Participants' stress levels at time of survey participation.

6. Participants' Main Sources of Stress in Life

Participants indicated their primary sources of stress through a multiple-choice question, as shown in Figure 2.5. The top three selected were increased personal/family/relationship issues (n=29), financial issues (n=17), and current job/looking for a job (n=17).

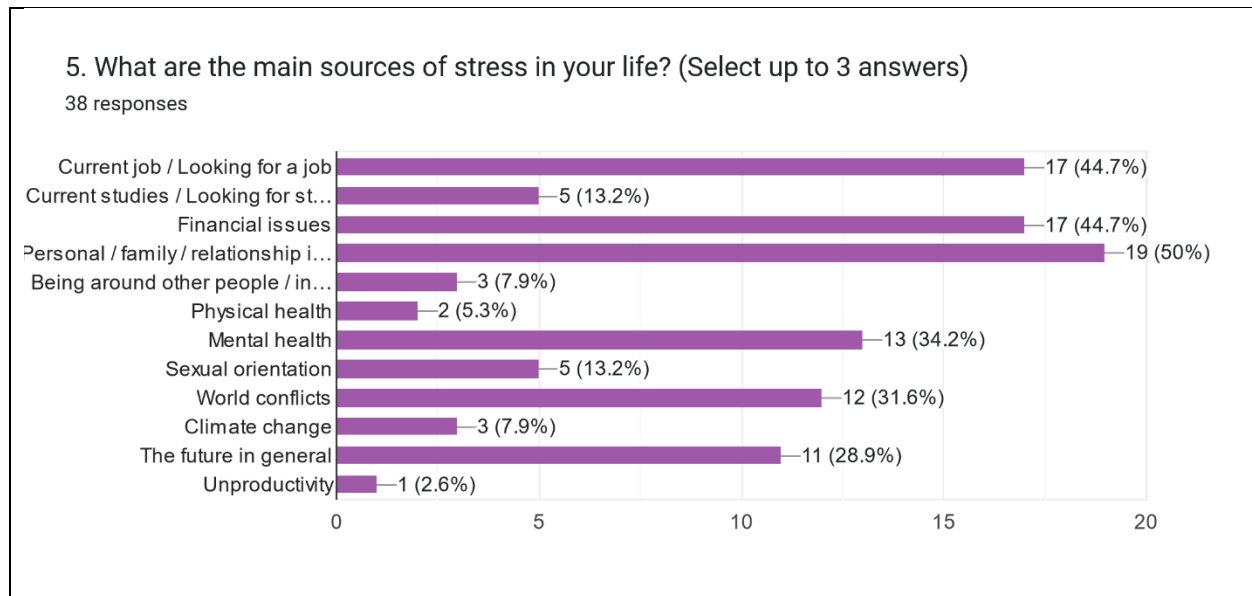


Figure 2.5. Question 6: Participants' perceived main sources of stress in life.

7. The Impact of Stress on Participants' Daily Lives

Participants selected up to three options concerning the daily lifestyle factors that contribute to their stress, as illustrated in Figure 2.6. The primary daily lifestyle factors selected by participants were increased anxiety (n=29), difficulty concentrating (n=17), and difficulty making decisions (n=14).

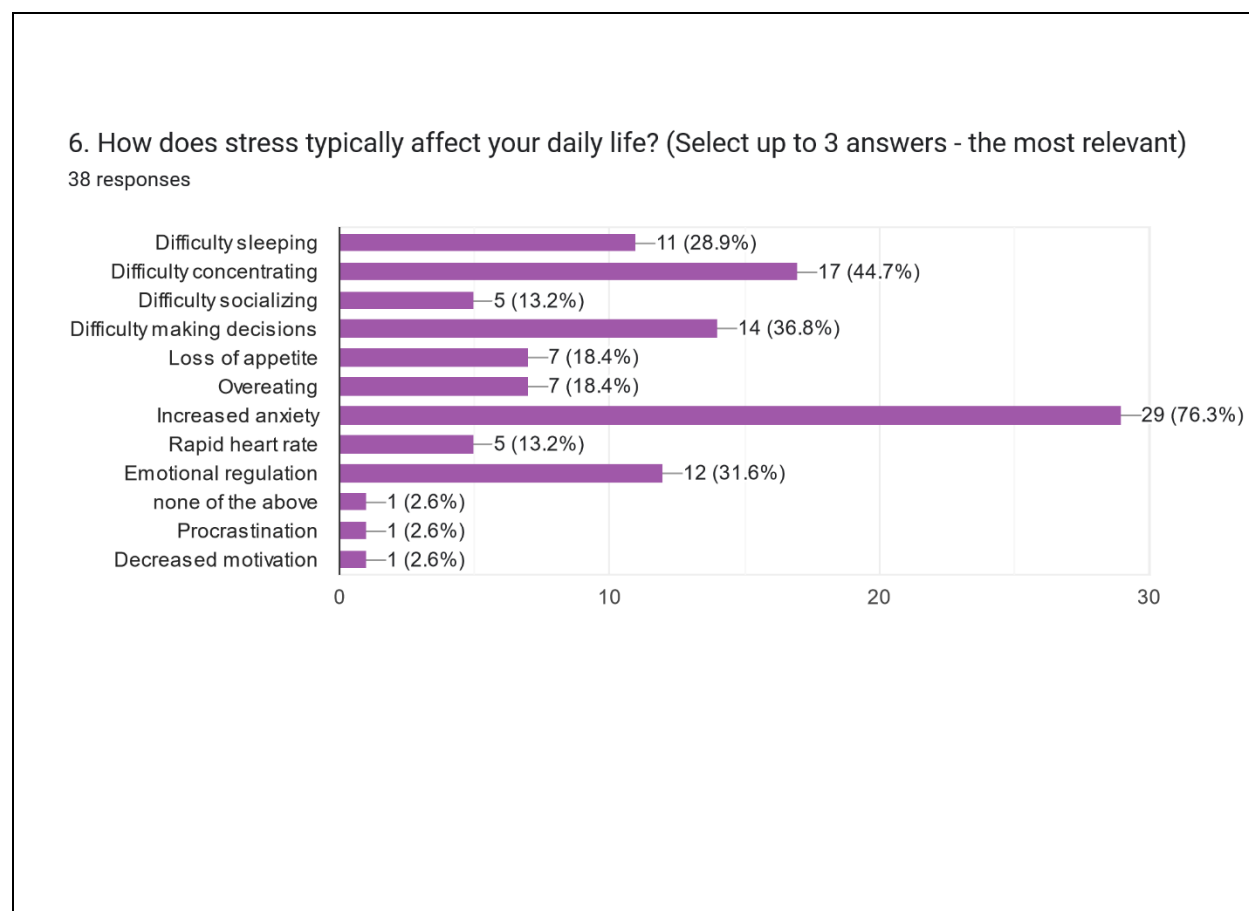


Figure 2.6. Question 8: The impact of stress on participants' daily life .

8. Participants' Feelings of Stress Hindering their Ability to Perform well in Professional or Academic Settings

As shown in Figure 2.7., participants were asked how they perceived stress impacting their ability to perform in professional and academic settings. A majority, 50%, felt that stress hindered their performance (n=19) / A mere 7.9% stated it did not affect their ability (n=3). Additionally, 36.8% were unsure (n=14), and 5.2% selected “other” (n=2). Those who chose “other” mentioned that the impact of stress was situationally dependent, with one participant noting, that stress is addictive as they take stress as a sign that they are working hard and successful, though they note they do not think such a perspective is positive.

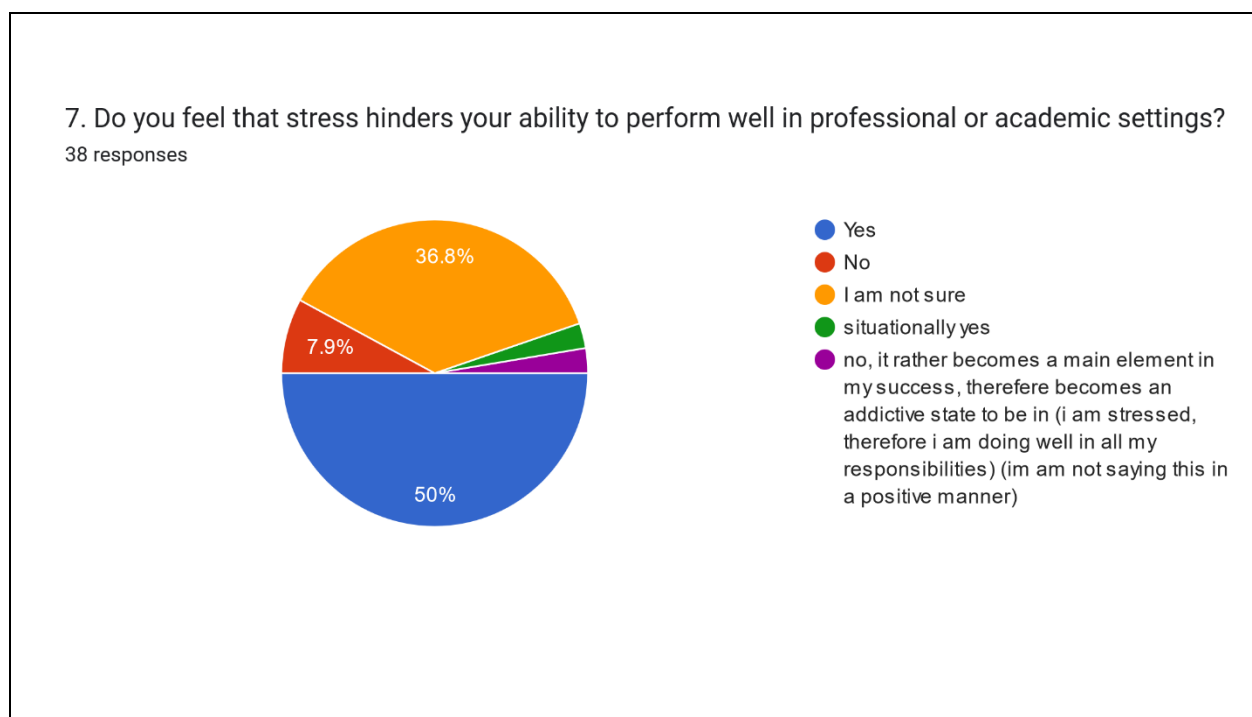


Figure 2.7. Question 8: The impact of stress on participants professional and academic performance.

9. Participant Descriptions of Stressful Situations Hindering Performance

Out of the 38 respondents, 27 participants (71.1%) provided statements about situations where stress negatively impacted their professional and/ or academic performance. The details of their experiences are presented in the table below.

Table 2.1. Question 9: Participants commentary on situations where stress hindered participants professional and/ or academic performance.

ID	Statement ADD here*	Common theme	%
P1	<i>Going through relationship/social drama in university years ago, social mobbing from certain students at that university and assumptions about myself and my treatment of others.</i>	Social issues, friendship, relationship, bullying	
P2	<i>It caused anxiety which in my case can be debilitating and all consuming.</i>	Anxiety	
P3	<i>Procrastination when it comes to tasks and deadlines that I know I don't wanna do</i>	Deadlines, Procrastination	
P5	<i>I was in a school of arts where I was graded on a final year performance. While I was backstage before I was to be on stage, my boyfriend at the time was fighting with me and I had been crying not long before my scene. As a result, even though I thought I left it behind me, when I got on stage I began to say my lines and then completely forgot them half way through. Seeing the light spotlights and audience waiting for me to complete my scene only made it worse as the more I was aware that I wasn't speaking and the audience was waiting, the less I was able to remember my lines. It was as though I had never learned them at all and it was the first time I froze on stage.</i>	Relationships, Immobilisation, Performance	
P6	<i>At times I get so stressed that I feel paralyzed and can't think or make decisions to move forward</i>	Stress, Immobilisation	
P9	<i>When I feel like work/study stress is too much it freezes up my brain and I feel like I can't do anything. I do not follow up with my tasks but I also do not feel okay to leave the office to make myself, potentially feel better</i>	Stress, Immobilisation, Work, Study, Procrastination	
P10	<i>When I'm stressed I can't focus at work, so a normal task where it should take 1 hour takes several hours instead.</i>	Concentration, Longer to Complete Tasks	
P11	<i>I subconsciously manage my stress by procrastinating and end up pushing tasks so far down the line that my performance on them is affected due to the small amount of time left to complete them.</i>	Procrastination, Study,	
P13	<i>I fucked up my final year assessment assignment in uni partly due to issues in my personal life and partly due to COVID, so I needed an extra year to finish uni. And it didn't help that my uni counsellor verbatim responded to hearing about suicidal ideation with: 'What do you want me to do about it?'</i>	Suicidal Ideation, COVID, Personal Issues, Lack of Institutional Support	

P14	<i>Find it hard to concentrate and feeling constantly tired.</i>	Exhaustion, Concentration	
P15	<i>Sometimes when I'm stressed, it takes longer for me to complete daily tasks that I've done too many times.</i>	Longer to Complete Tasks	
P17	<i>Procrastination</i>	Procrastination	
P18	<i>I was feeling stressed about something in my personal life and when I was at work I just couldn't concentrate at all for the whole day and barely got any work done.</i>	Concentration, Work	
P19	<i>Pressure to find job hindered my ability to take care of myself and in turn made me stressful</i>	Job Search	
P20	<i>Black outs during exams have happened</i>	Studies, Blackouts	
P22	<i>Mood towards customers</i>	Work	
P23	<i>I didn't really perform well during a presentation</i>	Performance	
P24	<i>My statistics at job.</i>	Work	
P25	<i>Stopped me from sleeping and concentrating at work</i>	Concentration, Sleep	
P27	<i>Mostly in socializing situations that I was awkward</i>	Social, Relationships	
P28	<i>Stress has led me to feel more self insecure at my job. Especially to do with certain areas which I wasn't my best at. Especially working with people and constantly trying to find solutions for problems is not an area I am comfortable at but have to do as part of my job sometimes. It brings me stress and affects my social life.</i>	Workload, Work, lack of institutional support	
P29	<i>procrastinating until the last minute for any deadline and not performing my best as a result</i>	Procrastination	
P31	<i>I sometimes enter long periods of procrastination to avoid confronting the large amount of tasks I need to complete.</i>	Procrastination	
P33	<i>Not meeting deadlines</i>	Deadlines	
P36	<i>stress at work occurs when it gets busy. that makes things harder to navigate and manipulate, makes me act in an anxious manner, makes me be less patient, loving, caring.</i>	Workload	
P37	<i>Social environments - when having to put myself out there in a creative way.</i>	Social, Relationships	
P38	<i>I was stressed out recently and had a moment where I was preparing a lesson plan (I am a teacher) my mind went blank and I momentarily forgot how to do something basic that I've done many times before. The lesson itself went fine, after I pushed through that moment of stress.</i>	Performance, Work	

Table 2.1. presents comments provided by participants on situations where stress has hindered their performance. It seems to be case that work and workload are the most common themes alongside procrastination, which as we'll see later in this report is the most common negative coping mechanism for stress.

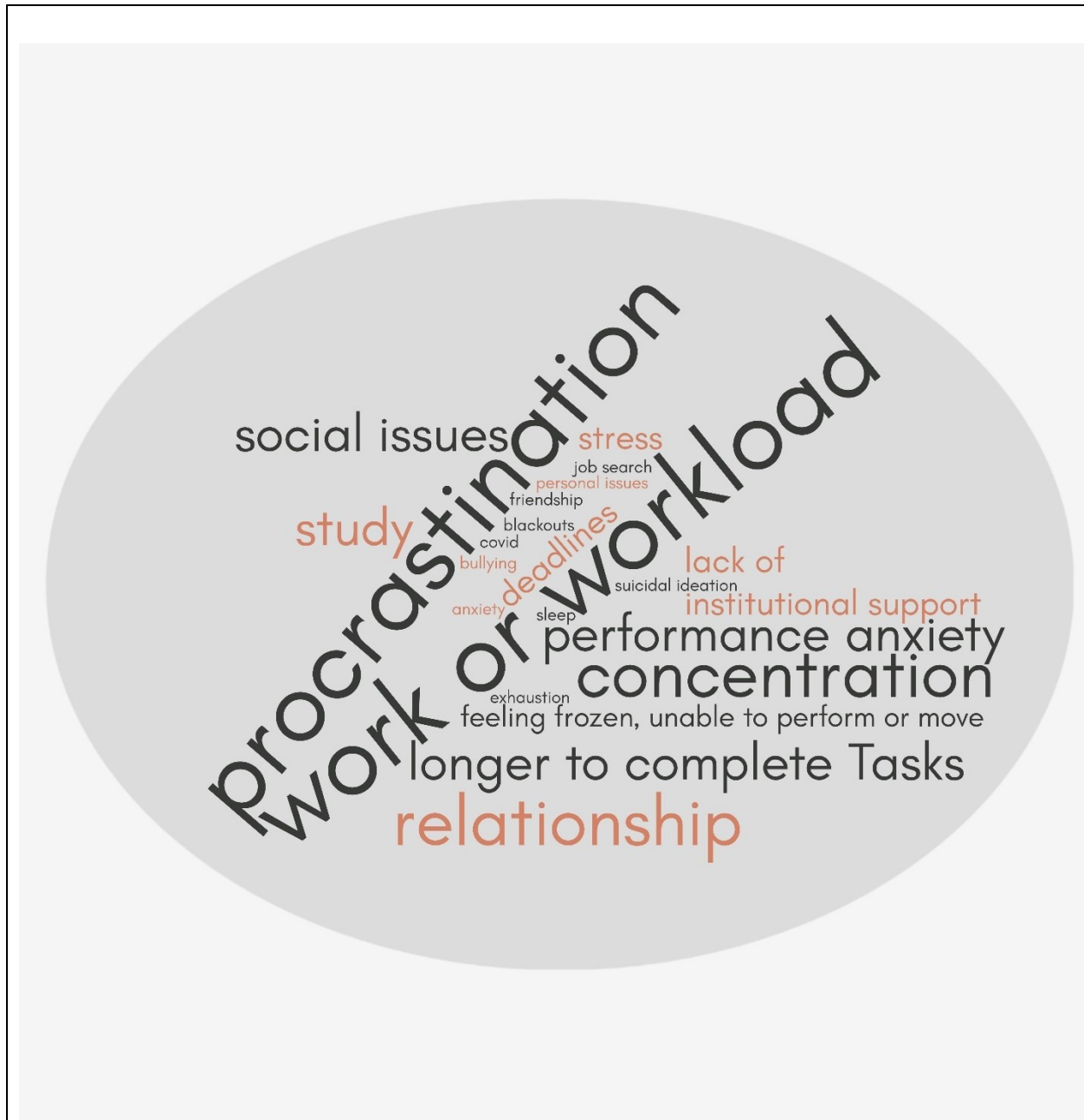


Figure 2.8. Question 9: Additional word cloud (n=27).

10. Participants' Description of Situations where Stress Helped Performance.

Out of 38 respondents, 26 participants (68.4%) provided statements about situations where stress positively impacted their professional and/ or academic performance, helping them to “perform well”. The details of their experiences are presented in the table below.

Table 2.2. Question 10: Participants commentary on where stress helped professional and/ or academic performance.

ID	Statement ADD here*	Common theme	%
P1	<i>The stress of dealing with the above situation myself is a stress that helped me perform better at university.</i>	University	
P2	<i>It helped me focus.</i>	Focus	
P3	<i>I work well under pressure, as mentioned above I tend to procrastinate which then leads me to perform at a high level under stress</i>	Avoid Procrastination	
P5	<i>During exam season in university, I was studying for potential essay questions that may appear in the exam. As we didn't know which question would be on the exam paper we needed to study a variety of topics we had learned and be able to write at least 2 pages, including citations and dates (one of my weaknesses). About 20 minutes before the exam I started stressing about 1 specific module I hadn't studied as much as the rest because I assumed it wasn't as important, but the small chance of that question coming up was nagging at me. So, outside the exam room I started reading over my notes only on that topic, over and over again. When I sat down and was given the exam paper, sure enough the question was in fact about the topic I had studied only 20 minutes before. The adrenaline kicked in and I was able to write more than 2 pages with the names and citations, accurately. After I was done I couldn't remember half of the things I wrote even when I was discussing the answers with my classmates after. I did end up passing though with quite a good grade.</i>	University, Adrenaline	
P6	<i>at time enough stress can cause me to act faster, come up with solutions to my problems and organise things better</i>	Faster, Organisation	
P8	<i>once my boss had some heart problem and disappeared for two weeks and i held down the fort the whole time and juggled his job and mine</i>	Increased Responsibilities	
P10	<i>Having strict deadlines pressures me to work longer hours to get the task done.</i>	Strict Deadlines	
P11	<i>Projects that have strict deadline allow me to use the stress and pressure that creates to gather my work ethic and focus on completing them the best way I can.</i>	Strict Deadlines, Work Ethic	
P13	<i>Finding my first few jobs after returning home, some of the aforementioned personal issues had resolved others worsened, at least no one I knew died. But I lost some relationships and some friendships and was feeling pressured to be hyper-self sufficient. Which meant putting my ear to the grindstone and getting that paycheck to pay for a physical space that would be solely my own</i>	Financial Motivation, Living Alone, Independence	

	<i>domain, free of external influences and imposed conditions. That was a major change in my life that at the time was hugely beneficial to both my mental health and my productivity at an occupational level and a personal level.</i>		
P14	<i>I thrive at working under pressure so when things need to be delivered in a short period of time the stress helps me work well.</i>	Strict Deadlines	
P15	<i>When I have an important deadline, I become anxious about meeting it on time, and this has sometimes helped me accomplish it faster than usual.</i>	Strict Deadlines	
P17	<i>Having lone responsibility</i>	Increased Responsibilities, Independence	
P18	<i>I was preparing some of my artworks to be in a show and had some finishing touches to add on the morning I was meant to deliver my artworks and the stress helped me to get everything ready on time.</i>	Strict Deadlines	
P19	<i>Sometimes at fast-paced working environments, working under pressure gives me adrenaline and despite being stressed I perform well</i>	Adrenaline	
P20	<i>Adrenaline close to deadlines has made me write more</i>	Adrenaline, Strict Deadlines	
P22	<i>During rush</i>	Faster	
P23	<i>I pushed my self to finish a project</i>	Self-Discipline	
P24	<i>Again my statistics at job.</i>	External Assessment	
P25	<i>Pushed me to focus on things in my control</i>	Focus	
P27	<i>In professional situations stress actually helps me do well</i>	Stress	
P28	<i>I have two jobs my main job is in relation to arts. For my main job I have to create a work within a deadline and even though I am stressed it pushes me more towards finishing the work.</i>	Strict Deadline	
P31	<i>Stress about presenting work makes me put more effort into that work</i>	Presentation	
P33	<i>Meeting deadlines</i>	Strict Deadlines	
P36	<i>university work load. stress gets it done!</i>	Workload, University	
P37	<i>When having to execute a big project - but only a small amount of stress, to keep me on my toes, not big enough stress to hinder.</i>	Small Amount of Stress	
P38	<i>I don't think stress has helped me perform well, although kinds of pressure (e.g a deadline, people reminding me of the importance of something), have helped me focus.</i>	Strict Deadline, Focus	

Table 2.2. presents comments provided by participants. By far the largest word is strict deadlines, with the comments seem to indicate that this can produce a very positive form of stress.



Figure 2.9. Question 10: Additional word cloud (n=X) .

Participants Identified Coping Mechanisms

11. The Strategies or Techniques Participants use to Manage Stress

Out of 38 participants, all 38 participants selected various strategies or techniques they use to manage stress, as presented in Figure 2.10. The most common methods were talking or meeting family and friends at 65.8% (n=25), therapy or coaching 52.6% at (n=20) and procrastination 50% (n=19) – Exercising and creative activities also ranked highly. It's good to see that the only negative coping mechanism which is performed by the majority is procrastination, but 23.7% did say they use addictive behaviour like alcohol, drugs or video games etc. to cope, while 28.9% also use eating and staying shut in. These are also dangerously high – with 7.9% admitting to self-medicating.

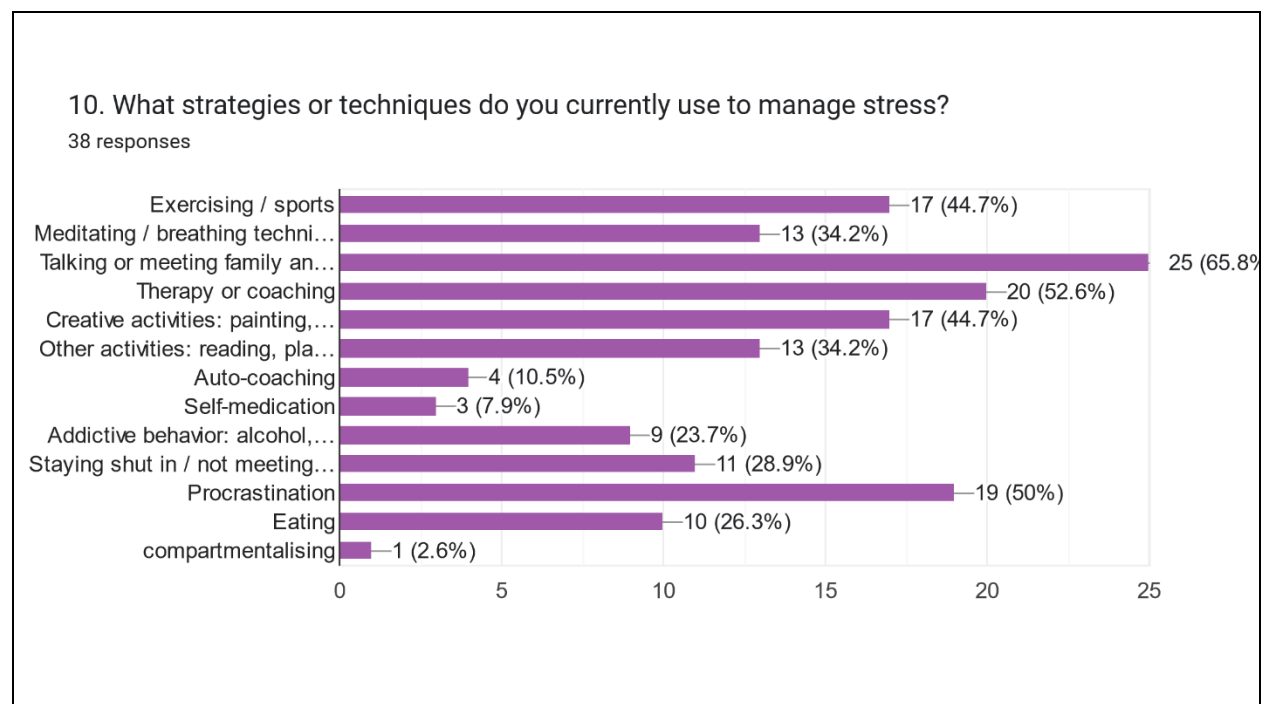


Figure 2.10. Question 11: Strategies or techniques participants use to manage stress.

12. Participants' Effective Strategies for Managing Stress

Participants rated the various strategies they mentioned using for managing their stress levels in Question 11. As illustrated in Figure 2.11, 26.3% (n=10) found these strategies very effective, while 60.5% (n=23) deemed them somewhat effective. Additionally, 13.2% (n=5) reported that the strategies were not effective. This is interesting as 86.8% do find their coping mechanisms work, but the mechanisms in question are a mixture of good and bad.

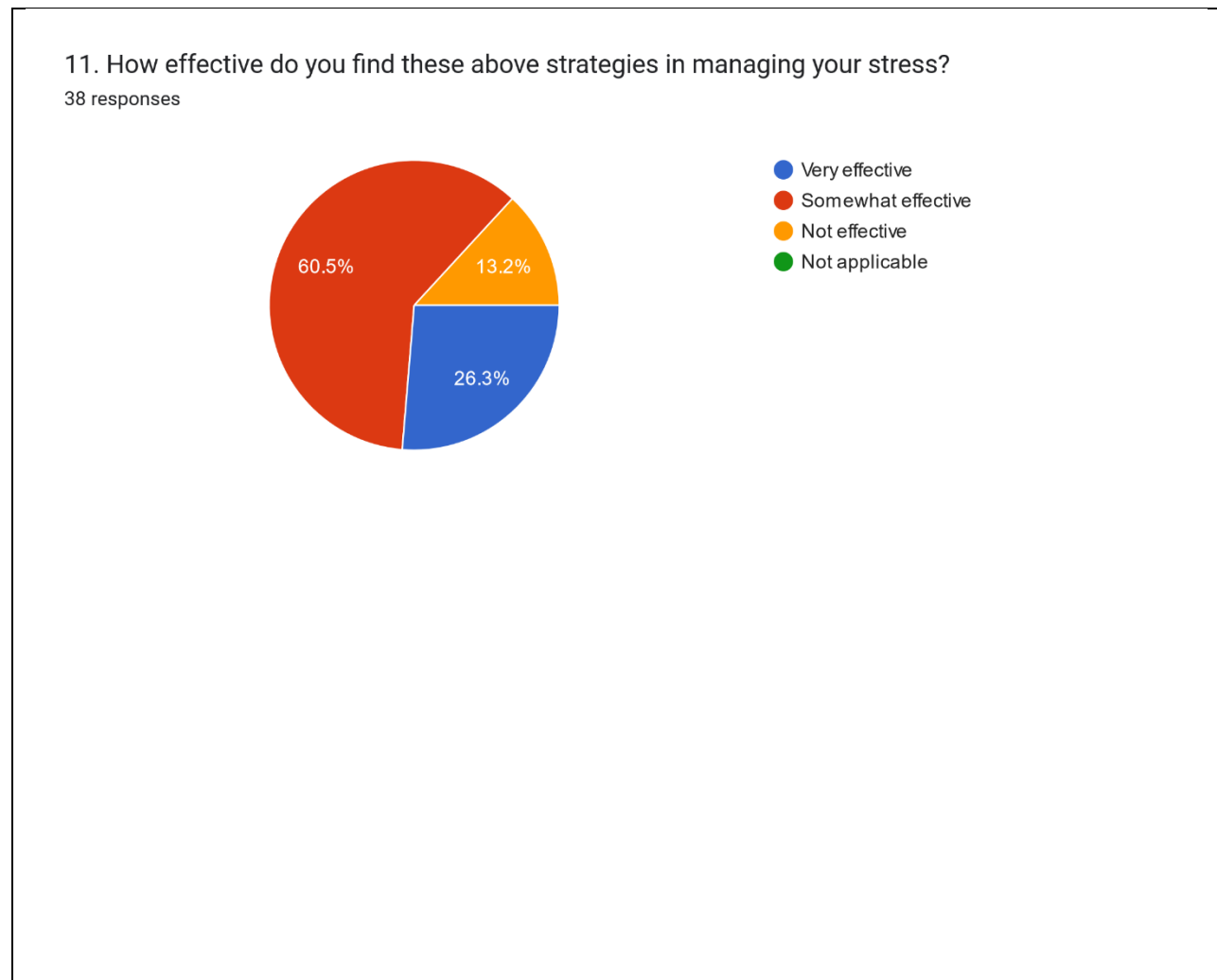


Figure 2.11. Question 12: Strategies or techniques participants use to manage stress.

13. Stress Management Techniques Mentioned but not Experienced by Participants.

Out of 38 respondents, 31.6% (n=12) indicated that they were aware of certain stress management techniques but had not yet tried or experienced using them. Though many other comments did indicate a desire to learn more even if they were aware of them.

The most mentioned techniques included therapy or coaching, with 24% specifically noting meditation as a method they were aware of but had not yet explored...

Table 2.3.: Question 3: Participants commentary on stress management techniques.

ID	Statement ADD here*	Common theme	%
P14	<i>Meditation</i>	Meditating	
P30	<i>Meditation</i>	Meditating	
P33	<i>Meditation</i>	Meditating	
P9	<i>Therapy</i>	Therapy	
P32	<i>Therapy</i>	Therapy	
P28	<i>Journaling. It seems to work for many people in dealing with stress but I haven't had time to try it yet.</i>	Journaling	
P24	<i>They use virtual reality to manage stress.</i>	VR	
P8	<i>meditating</i>	Meditating	
P17	<i>Meditation and breathing</i>	Meditating, Breathing	
P13	<i>Cold therapy and sensory deprivation tanks always sounded like fantastic experiences in theory but it's not as accessible and easily ruined by an overactive hyper-cynical mind. But the kid in me still wants to give it a go.</i>	Cold Therapy, Sensory Deprivation	
P36	<i>exercising/sport shit:(</i>	Exercising / Sport	
P31	<i>I would like to go to therapy</i>	Therapy	
P5	<i>As a therapist who fully supports and believes in the power of journaling, I am ashamed to admit I hardly ever journal even though I think about doing it all the time. It ties in with my procrastination (which I am aware creates a stress cycle and unintentional self fulfilling prophecy) and my struggle with thinking about it as a "task" which then makes it feel like a chore or a deadline I have to meet, which then takes the fun out of it and makes me feel like I "failed" when I don't get around to doing it. I am aware that it's a cognitive pattern I developed which is rooted in my own past experiences and something I have to "deprogram" for my brain to stop associating it with unwanted work.</i>	Journaling	
P11	<i>Psychological therapy</i>	Therapy	

P20	<i>Auto-coaching, journaling, regular exercise with others</i>	Auto-Coaching, Journaling, Regular Exercise	
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Table 2.3. presents comments provided by participants. In particular Meditation is number 1 most in demand, closely followed jointly by therapy and journaling.



Figure 2.12. Question 13: Additional comments on stress management techniques mentioned by participants (n=84).

Participants Interest in Stress Management Education

14. Participants' Interest in Learning more about Stress Management Techniques

Participants identified their interest in learning more about stress management techniques in Question 14.

Figure 2.13., illustrates that a total of 20 participants expressed a “Very Interested” response, while 18 chose “Somewhat Interested”, and 0 participants indicated they were “Not Interested”. This suggests the participants in Cyprus are very interested in this project and its outputs.

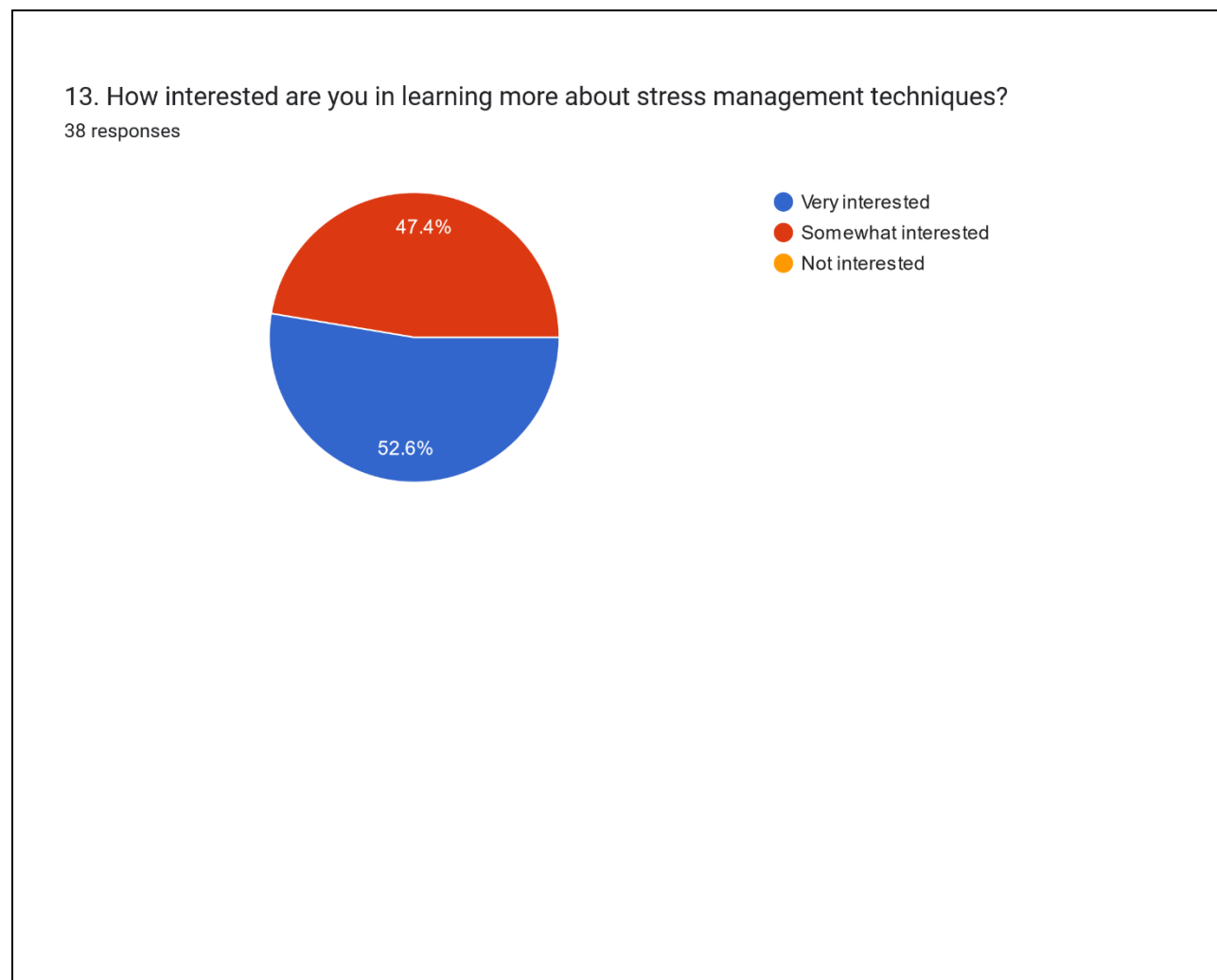


Figure 2.13: Question 14: Participants interest in learning more about stress management techniques.

15. Types of Resources Participants Would Find Most Helpful for Learning How to Manage Stress

Participants identified various types of resources that they would find helpful for learning about stress management, as shown in Figure 2.14. The most frequently mentioned resources included workshops, articles/books, videos, mobile apps and social media, with a little interest in Web Apps and Online courses (both 2 each).

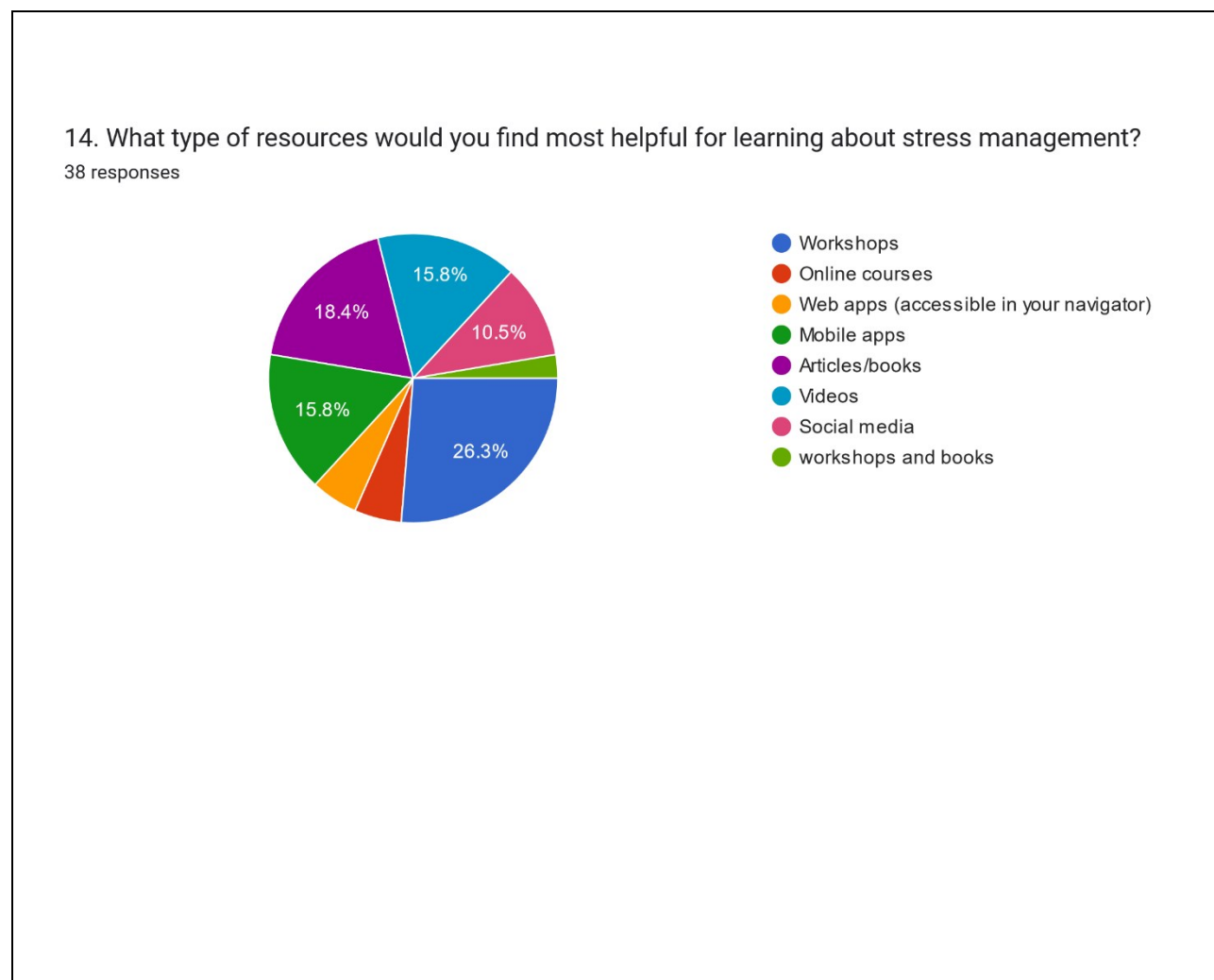


Figure 2.14. Question 15: The types of resources participants would find most helpful for learning how to manage stress.

16. Participants' interest in participating in workshops or courses on stress management if they are offered for free.

Participants shared varying levels of interest in attending workshops or courses on stress management if they were offered for free. As illustrated in Figure 2.15, over one third (36.8%, n=14) indicated they would be “very likely” to participate, while 50% (n=29) were “somewhat likely” and 13.2% (n=5) were “not likely”.

This suggests a strong interest among participants in accessing free stress management resources, with the majority indicating a willingness to engage in learning opportunities.

15. How likely are you to participate in a workshop or course on stress management if it were offered for free?

38 responses

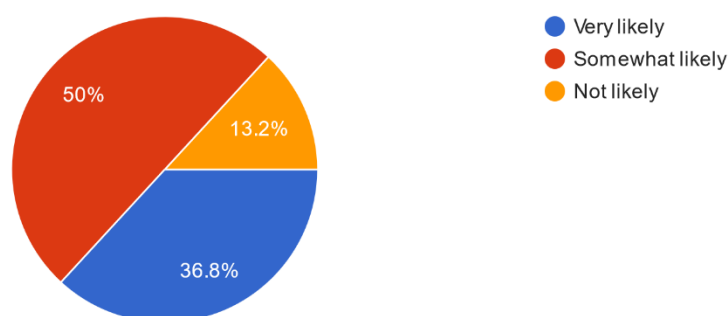


Figure 2.15. Question 16: Participants likelihood to participate in a free workshop or course on stress management.

Participants Shared Opinions

17. Participants' Belief in Stress Management's Role in Achieving Goals

As illustrated in Figure 2.16., participants indicated that when asked if better stress management could help them achieve their personal and professional goals, 73.7% (n=28) responded "Yes," 26.3% (n=10) were "Not Sure," and 0% (n=0) answered "No".

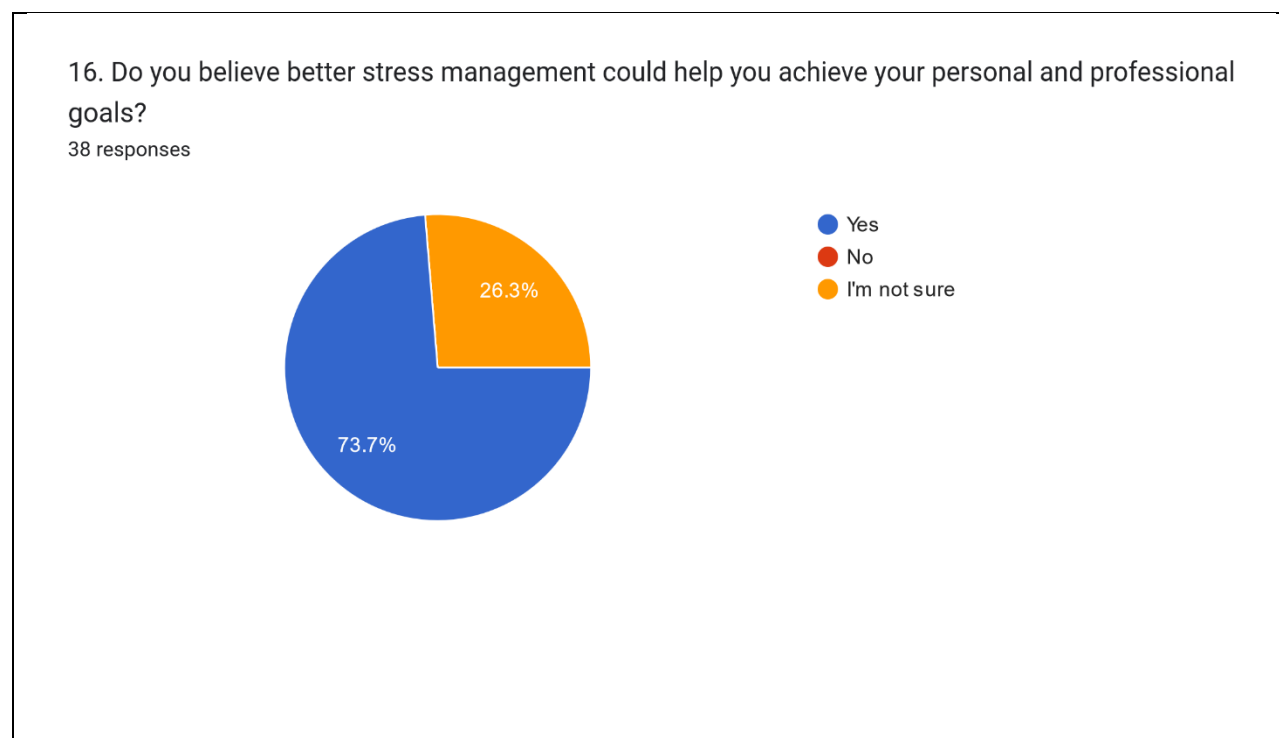


Figure 2.16. Question 17: Participants belief that better stress management could help them achieve your personal and professional goals.

18.Areas for Improvement Through Better Stress Management

Participants identified several areas of their lives where they wanted to see improvements through better stress management.

As presented in Figure 2.17, these areas included, most popularly physical and mental health, followed closely by career and then personal and family relationship with only 10.5% going for education and training.

17. In what area of your life would you most like to see improvements from better stress management?

38 responses

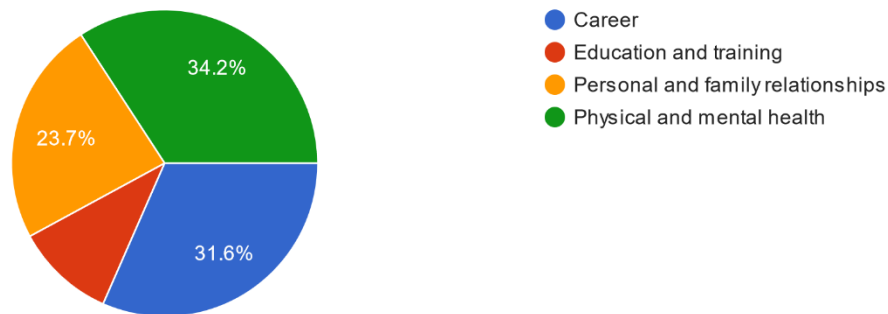


Figure 2.17. Question 18: Areas of life participants identified wanting to see better stress management improvements.

Participants Wishes - Stress Management Resources.

19.Desired Features for a Stress Management Web App

Participants expressed a desire for several features in a stress management web app when answering question 19. As presented in Figure 2.18, these features included personalised plans as the most popular with progress tracking, educational content both also being desired by the majority. Next most popular was self-improvement, interactive content and community support with less than a quarter desiring rewards.

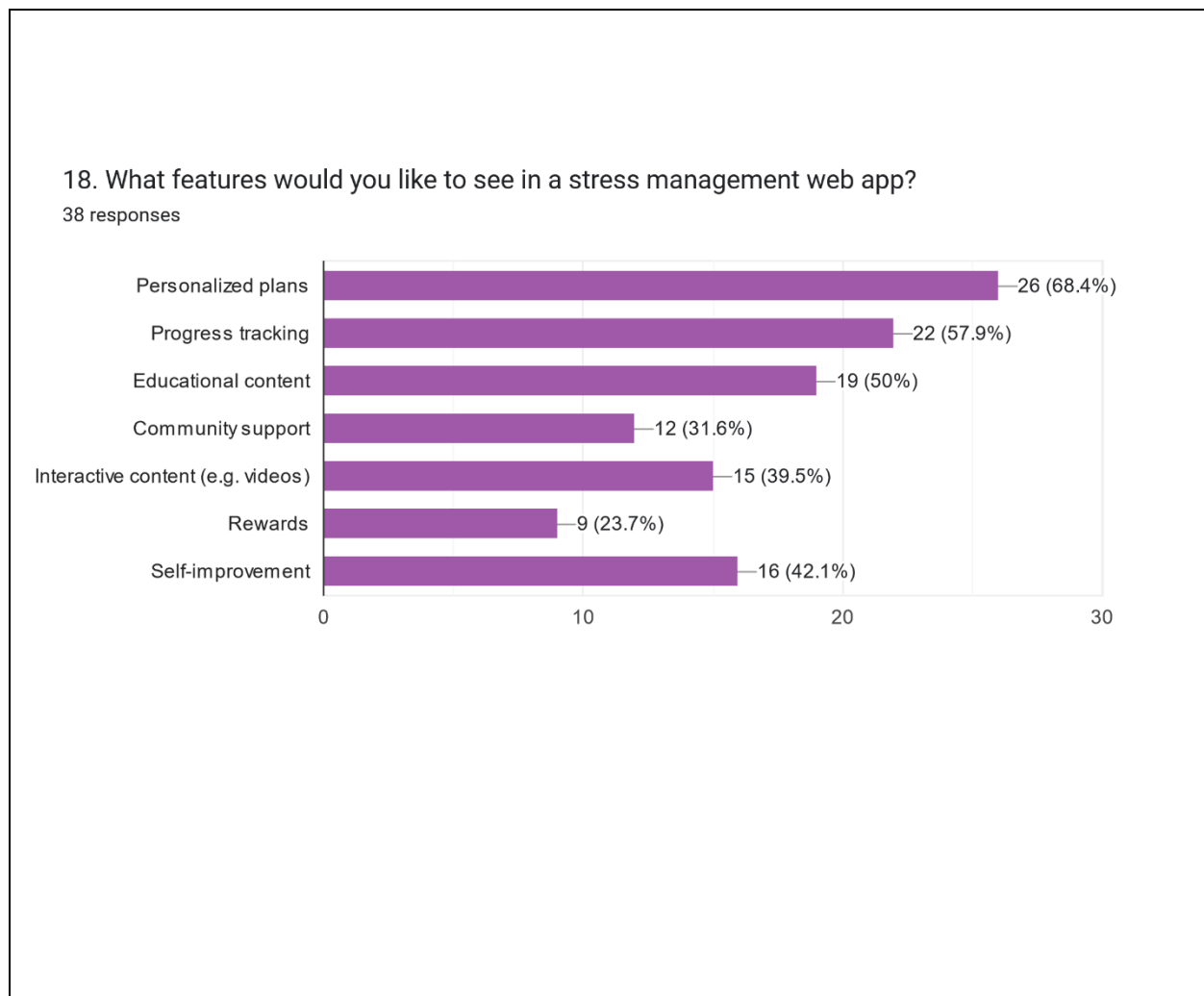


Figure 2.18. Question 19: Participants desired features for a stress management web app.

20. Perceived Frequency of Using a Stress Management App Tailored to Participants' Specific Needs

Participants indicated their perceived frequency of using a stress management app catered to their needs, as presented in Figure 2.6.2. The responses indicated that 7 participants would use the app daily, 22 weekly, 2 monthly, 1 rarely, 3 never, and 3 had other preferences. More than 3 quarters of participants would use the app at least weekly.

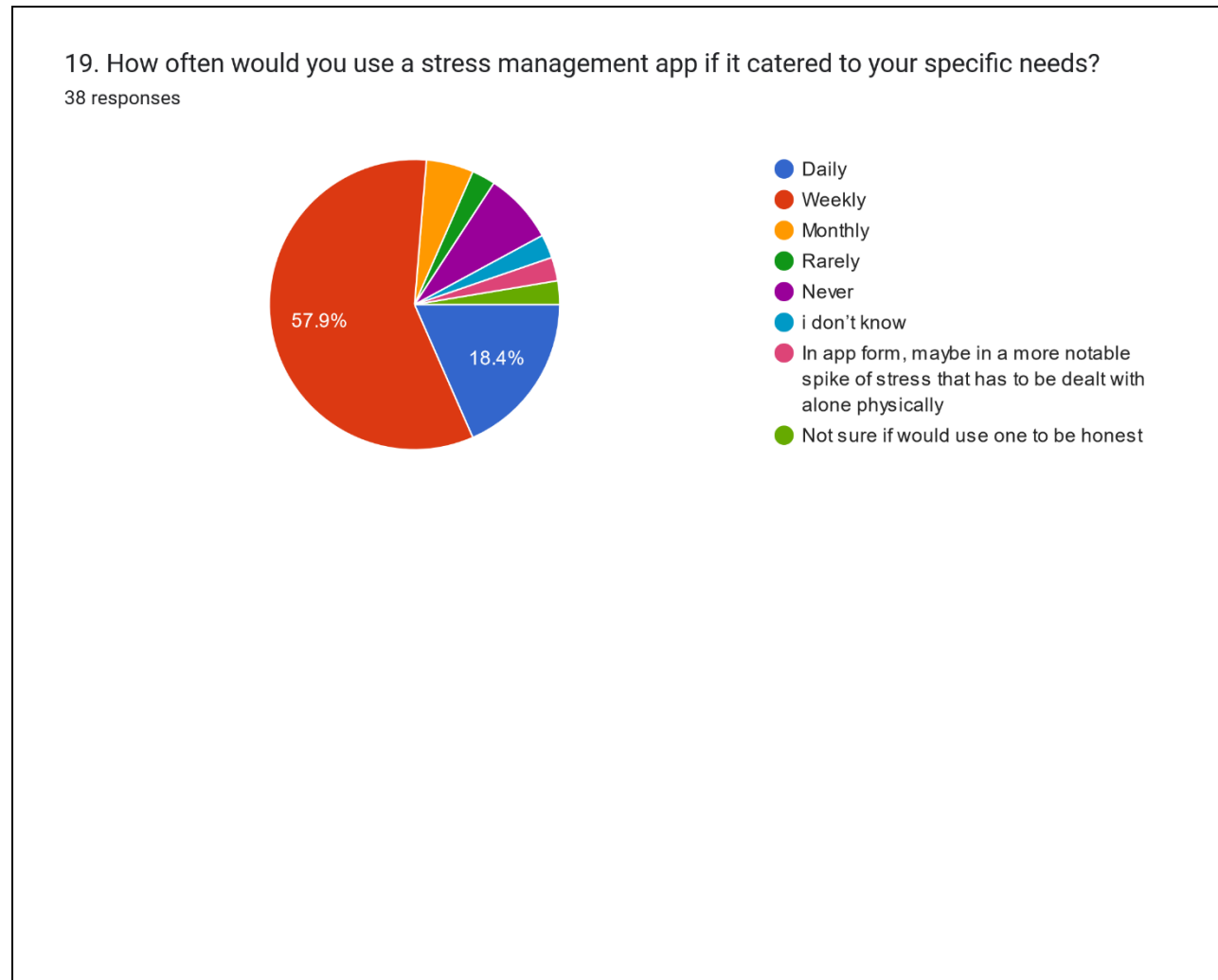


Figure 2.19. Question 20: Participants perceived frequency of using a stress management app.

Participant Engagement and Community.

21. Participants' Preferred Methods to Engage with the EMERGE Youth Stress Management Community.

Participants identified their preferred methods for staying engaged with a community that focuses on stress management. As presented in Figure 2.20, two large minorities would favour social media groups (n=14), and regular meetups (n=16) the most popular, followed by newsletters (n=4), forums (n=3), and other methods (n=1). Notably this single 1 participant said that they would not like community engagement on this topic at all.

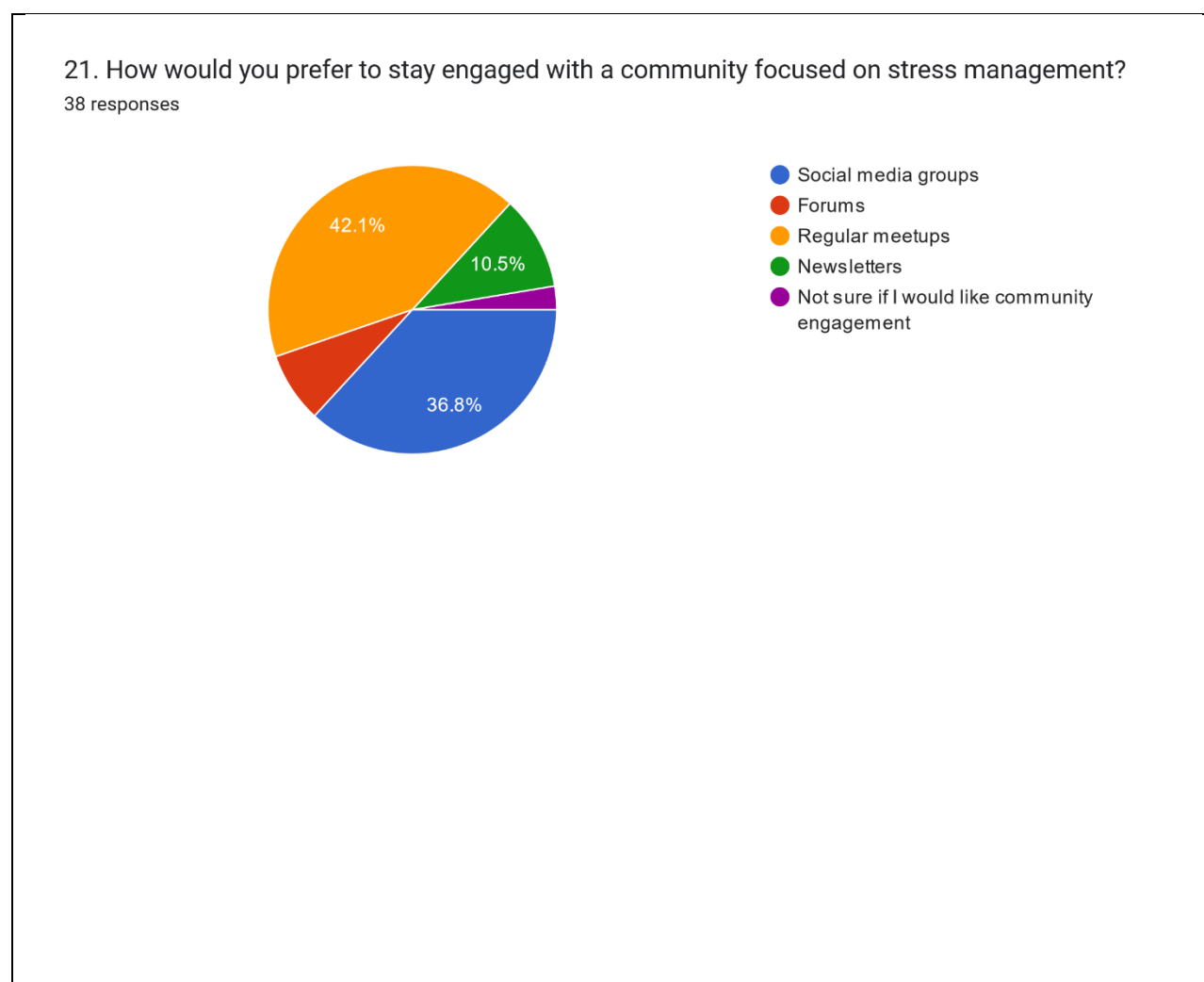


Figure 2.20. Question 21: Participants preferred methods to stay engaged with the EMERGE Youth stress management community.

22. Additional Information or Insights Shared by Participants

***Add Text and translation as required: EXAMPLE:** As illustrated in Table 2.4., two participants provided additional information or insights

Table 2.4.: Question 22: Participants additional information or insights.

ID	Statement ADD here*	Common theme	%
P9	<i>I appreciate that apps can help people that can't physically take themselves to in person meetings but I'm rather apprehensive of how much an app can help. Although I've not used these apps in the past, I feel that they are too general hence why I haven't given them a chance. So if you were to create an app which can be personalised as well as have input from specialists I would me more willing to use it</i>	Apps good for accessibility, apps bad for being too general, Apps should be personalised	
P13	<i>Trying to make a dent in the mental health crisis surrounding today's youth is a very noble exceedingly based goal, it is just also a shame this initiative needs to exist in the same framework that has learned to compartmentalise and commodify resources with the most likelihood to help people struggling to cope. After all if it doesn't make money, someone's losing money, and that's stressful to someone potentially higher up the socioeconomic food chain.</i>	Goals of this project are good, app shouldn't be commercially motivated, app shouldn't have a profit incentive	

Table 2.4. presents comments provided by participants. There is little to summarise, as each idea was equally frequent.



Figure 2.21. Question 22: Additional feedback.

3. Final Conclusions

This report offers insights into the current stress management levels of youth participants aged 18-30 within a Cypriot context, providing valuable feedback to the wider EMERGE Youth European research sample, based on 38 survey responses. The survey explored how stress affects young people and identified stress management needs and coping strategies. The findings demonstrate a considerable interest in stress management among Cypriot youth, which will inform the creation of targeted resources to meet these needs and enhance the well-being of young people throughout Europe. The survey analysis will inform the creation of educational materials and a free web app to promote best practices in stress management education, helping youth build skills for better health, well-being, employability, and entrepreneurship opportunities throughout Europe.

Based on the findings, the following actionable next steps are recommended:

Recommendation 1: Workshops are much more in demand than a mobile app, and much more so than a web app, and willingness to participate in both a workshop and to use a mobile app are both high. These workshops however should focus on being educational, as books and articles are actually the second most in demand resource. Perhaps these can be distributed in in-person workshops. Interventions are also frequently demanded to be personalized, with a large majority saying they would want an app to have personalized plans, and also people warning against their experience of most apps being far too general to be effective.

Recommendation 2: The content should not just be mental health centric in a vacuum, not that a very similar number of participants want their mental health to be better for the benefit of their career to those who just want their mental health to improve in general. Further, deadlines are a salient recurring theme both in the positive and negative effects of stress as well as workload/work and procrastination. These should form the emphasis of the content, at least from the Cypriot perspective.

Recommendation 3: Many seem to be keenly aware of the power of certain positive stress management techniques, such as talking to friends/family, and therefore reinforcement of these ideas is not as warranted as awareness raising about the negative effects of procrastination as well as training in therapy and journaling as these are in very high demand.

In summary, the findings highlight the need for tailored stress management resources for young people, aligning with the EMERGE Youth project's goals to provide personalised solutions and tools for developing stress management techniques as Open Educational Resources (OERs). Future actions will involve follow-up surveys to evaluate the effectiveness of the implemented educational resource pack, and further research within the EMERGE Youth project to further address the stress management needs of young people in Cyprus and Europe. Developing an accessible online solution will expand educational opportunities, particularly for individuals with limited access, while engaging a wider youth population in stress management. Ultimately, this will enhance essential stress management skills in their lives.

4. Annex 1 Questionnaire of Survey

The questionnaire can be found [here](#).

The representatives participating in the survey were residents of Cyprus, and the majority, 24/38 being women. Most of them were employed, which reflects in many citing work stress as a big theme in their lives.

There is a clear explicit demand for the interventions the project proposes but also there is an implicit need given that 73.6% of participants report having at least 3/5 stress or higher. While this survey reports so much work-related problems, it shouldn't be ignored that 'personal/family/relationship issues' is cited as the most common form of stress, though this is difficult to address since it is such a broad category. It does however not surprise the organisation, that family are cited as a source of stress in a country like Cyprus, where family is still emphasised to have a more 'traditional' importance on the European stage.

There were three other notable sources of stress which were not included in the main analysis above but warrant attention here. These were mental health, world conflicts (both around one-third of participants each reported these) and the future in general at 28.9%. Many associate future anxieties with climate change, however this was only 7.9% reported. If anything, these results do suggest that the geopolitical reality in Cyprus and the geopolitical reality in fellow nearby middle-eastern countries also potentially contributes to the current high levels of stress. This questionnaire was filled out amid heightening tensions between Israel, Hamas, Hezbollah and Iran. Lebanon, Gaza, Israel and Syria are all counties just over the sea-horizon eastwards of Cyprus and people with heritage from these lands, whether they be 1st or 2nd generation or economic migrants or refugees, have come to live in Cyprus.

It is difficult to interpret 'mental health' as a source of stress. It suggests that one-third of participants identify a diagnosed issue as a source of their stress. Perhaps personalisation can address specific mental health conditions and change recommendations given potential conditions users might have.

5. Annex 2: Link to survey Excel spreadsheet data.

The Excel Spreadsheet of Results can be found [here](#).