



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 – Template

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

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Referenced Documents

ID	Reference	Author	Title
1.			

Applicable Documents

ID	Reference	Author	Title
1.			

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 Ireland.

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2 Introduction

The EMERGE Youth - From Stress to Success - Survey

2.1 Purpose of the Report

The aim of the survey was to gain an understanding of how stress affects young people across this project's 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 Ireland. The report is intended to support WP2 outputs, particularly a Methodology and Education pack aimed at developing stress management education for youth.

3 EMERGE Youth - From Stress to Success – Survey Results

The survey data presented in this report was compiled by the Atlantic Technological University (ATU), Ireland and received a total of n=239 responses. All participants were Irish residents, and every participant completed all survey questions. Participants were contacted by ATU consortium members. The EMERGE Youth partners also distributed the survey across their partner countries, which include:

- Vanillea International, France,
- Klub 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 (n=239) in Question 1, Section 1 of this survey provided informed consent, agreeing to take part in the “EMERGE Youth” research study. All participants were residents of Ireland, and the survey was conducted by ATU.

2. Participants' Age Profile

Eligible individuals partaking in this survey were aged 18 to 30 years old. The analysis of survey responses revealed the following age distribution among the total of n=239 participants: 18 years (18%, n=42), 19 years (22%, n=53), 20 years (21%, n=51), 21 years (10%, n=23), 22 years (6%, n=14), 23 years (5%, n=12), 24 years (3%, n=6), 25 years (4%, n=10), 26 years (4%, n=10), 27 years (2%, n=5), 28 years (1%, n=2), 29 years (2%, n=5), and 30 years (2.5%, n=6). The vast majority of participants (61%, n=146) were aged 20 years old or below. Only 39% of participants were aged 21 years old or older, indicating a trend towards a younger participant demographic in the surveyed population.

Figure 2.1. illustrates the age profile and distribution of participants, including all 239 responses from individuals aged 18 to 30 years old. The data reveals that 61% of participants were aged 20 years old or below, while only 39% were ages 21 years old or above. It is important to note that this younger group of participants may influence the perspectives reported throughout the study, potentially shaping the conclusions drawn in relation to stress.

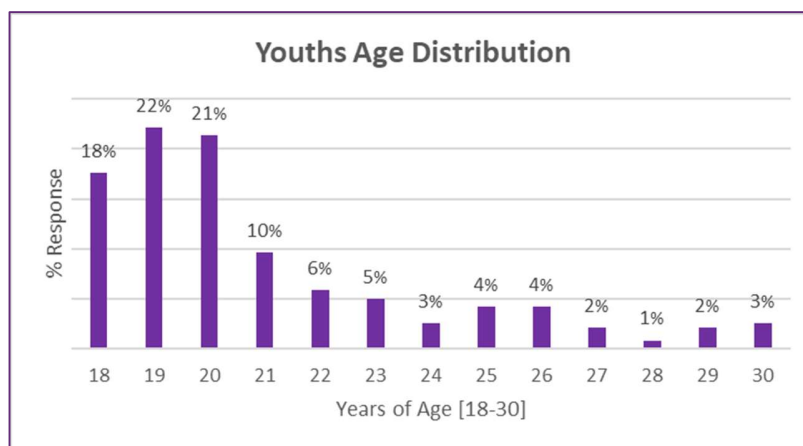


Figure 2.1. Youth Age Distribution.

3. Participants' Gender Profile

Figure 2.2. displays the gender breakdown of participants. This pie chart depicts that the vast majority of participants (68%) of this survey were female (n=162). This was followed by 27% which were male (n=65), 1% which identified as non-binary (n=3), and 4% which preferred not to disclose their gender (n=9).

The respondent cohort of this survey was heavily female dominant, potentially suggesting females' interest in stress management may be higher than that of males. However, additional research would be required to further investigate this. It is also important to take the majority female demographic into consideration as it could potentially shape the findings from the survey, introducing bias due to the gender imbalance. For example, there may be certain stressors which females are more likely to experience or report than males.

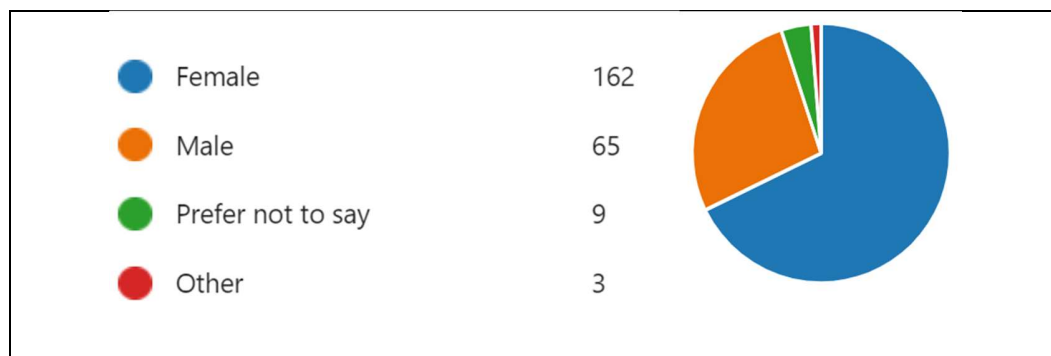


Figure 2.2. Participants' Gender Profile.

4. Participants' Employment Status

As depicted in Figure 2.3., Question 4 gathered information on participants' employment status using a multiple-choice question format. The results as depicted in figure 2.3 show that 68% identify as students (n=128) and 27% as employees (n=65). A small proportion reported that they were trainees (n=2), entrepreneurs (n=3), or not in employment or education (n=5).

Overall, the data reveals the predominance of student participants (68%, n=128). This suggests that the responses submitted may frequently mention stress related to academic pursuits. The second largest employment status represented is employees (27%, n=65), implying that a notable proportion of youths are also involved in part-time or full-time jobs, as participants had the ability to select multiple responses for this question. The responsibility of balancing both academic work and employment may have an impact on participants' stress management and may also indicate a greater need for support services to be developed relating to time management and work-life balance. Although only a small proportion of participants identified themselves as trainees (n=2), entrepreneurs (n=3) or not in employment or education (n=5), their responses offer valuable insights into the stressors experienced by a more diverse range of employment statuses.

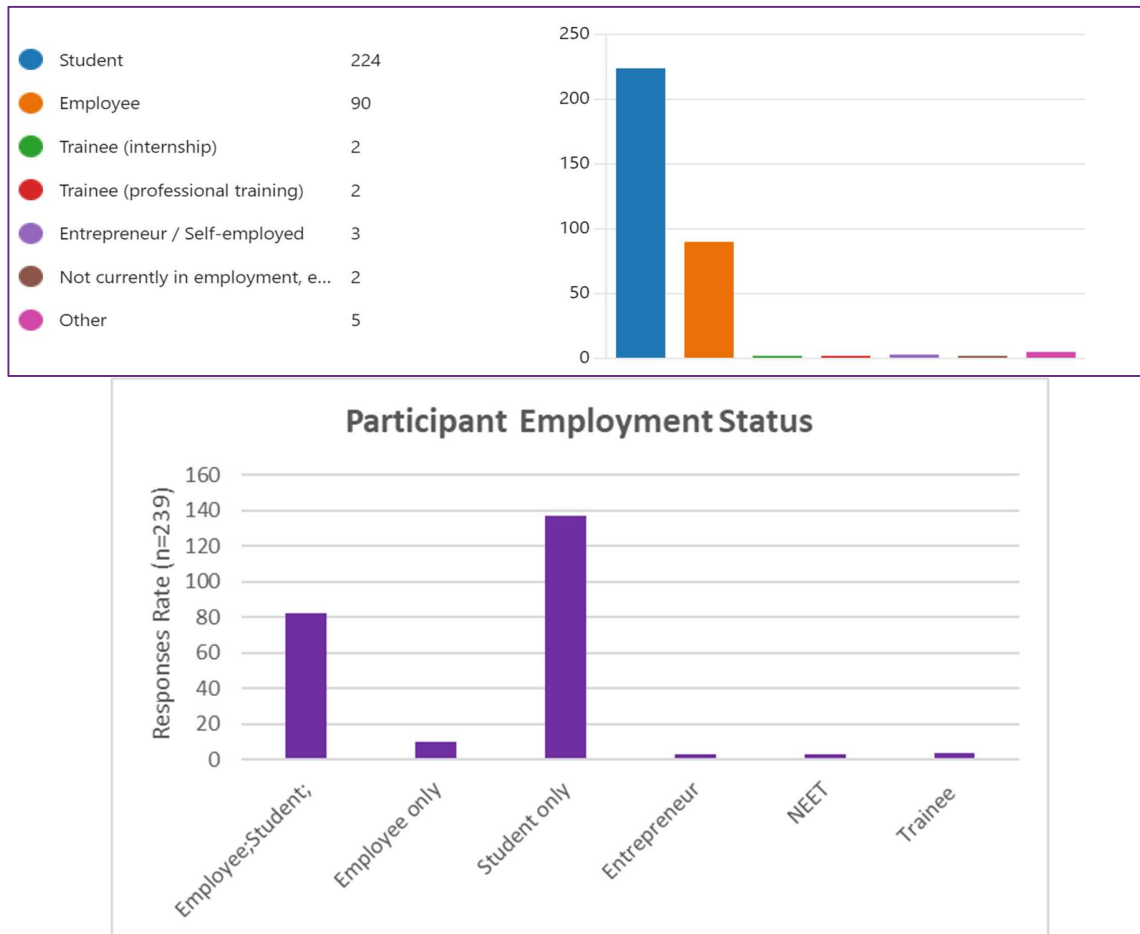


Figure 2.3. Participants' Employment Status.

The Impact of Stress on Participants' Life

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

In Question 5, participants were asked to rate their stress level at the time of completing the survey on a scale ranging from 1 to 5, with 1 indicating a very low stress level and 5 indicating a very high stress level. Figure 2.4. presents the distribution of stress levels among respondents.

The majority of respondents (67%) rated their stress levels as either Level 3 (34%) or Level 4 (33%), indicating mainly a moderate to moderate-high stress amongst participants. While only a small proportion of participants (11%) reported experiencing the highest level of stress, the prevalence of stress remains a significant issue. Without intervention, moderate stress could escalate to a more severe level. Furthermore, only 5% of respondents perceived themselves at the lowest level of stress possible to select, emphasizing the urgent need for preventive interventions in this population group.

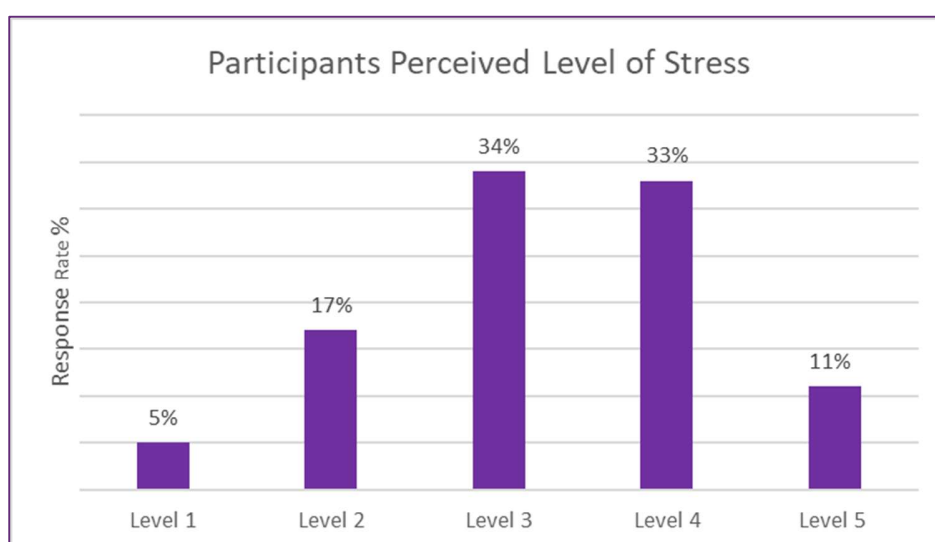


Figure 2.4. Participants' stress levels.

6. Participants' Main Sources of Stress in Life

Participants were asked to indicate their primary sources of stress through responding to a multiple-choice question, as shown in Figure 2.5. The three most commonly reported sources of stress in participants' lives were increased financial issues (n=104), followed closely by mental health (n=95), and current studies or looking for studies (n=93). Current job or looking for a job was also a leading source of stress (n=86). Comparably, sexual orientation (n=6) and climate change (n=7) were the least reported sources of stress in participants' lives.

These findings suggest that the respondents of this survey, predominantly female students, are concerned and negatively impacted by thoughts of their studies and career paths. However, it is critical to note that although stressors such as sexual orientation (n=6) and climate change (n=7) were less frequently referred to by participants, the survey is only a reflection from a small sample of the population, and certain individuals may benefit from specific support in these areas.

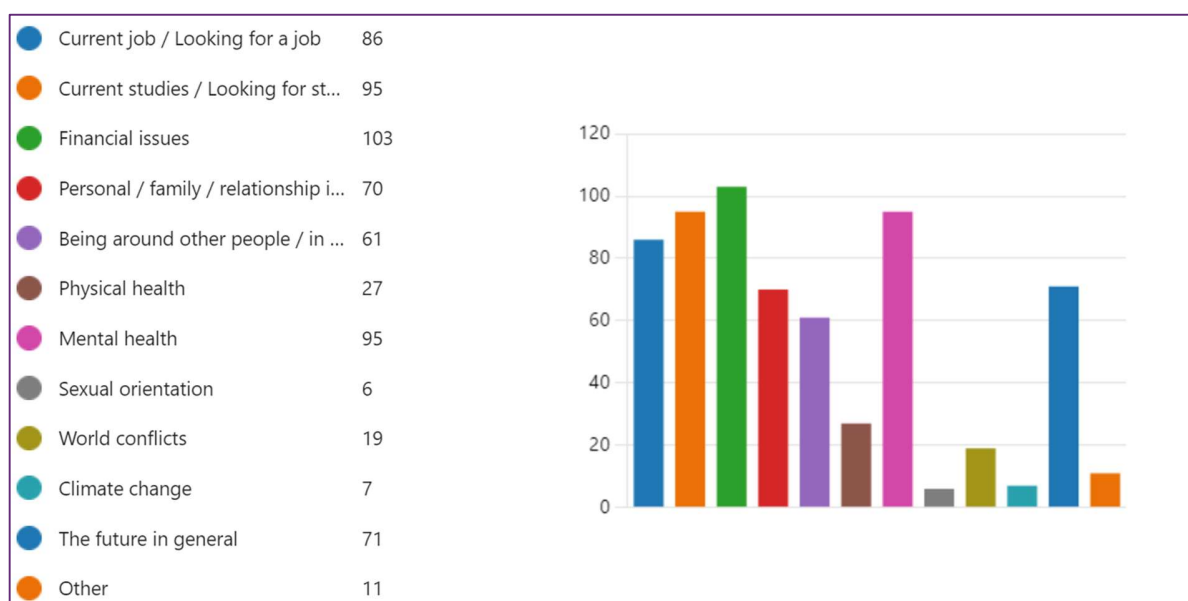


Figure 2.5.: Participants' perceptions of their main sources of stress.

7. The Impact of Stress on Participants' Daily Lives

Participants were asked to indicate how stress typically impacts their daily living. They were presented with multiple potential areas stress may impact in daily living and were asked to select the three which they believed contributed the most to their stress levels. The results are illustrated in Figure 2.6. The leading impacts of stress on daily living as reported by participants were increased anxiety (n=144), followed by difficulty sleeping (n=105), then difficulty concentrating (n=96).

Increased anxiety was reported significantly more than any other potential impacts of stress, emphasizing the detrimental effects of stress on mental health, and suggesting that this cohort may benefit from increased anxiety management awareness and education. Difficulty sleeping, the second most commonly reported issue, is also an area for exploration, as poor sleep quality can both result from and contribute to increased stress levels. Difficulty concentrating was also commonly referred to by participants, emphasizing the widespread effects of stress not only on the individual's physical and mental well-being, but their productivity in academic and work-related performance as well.

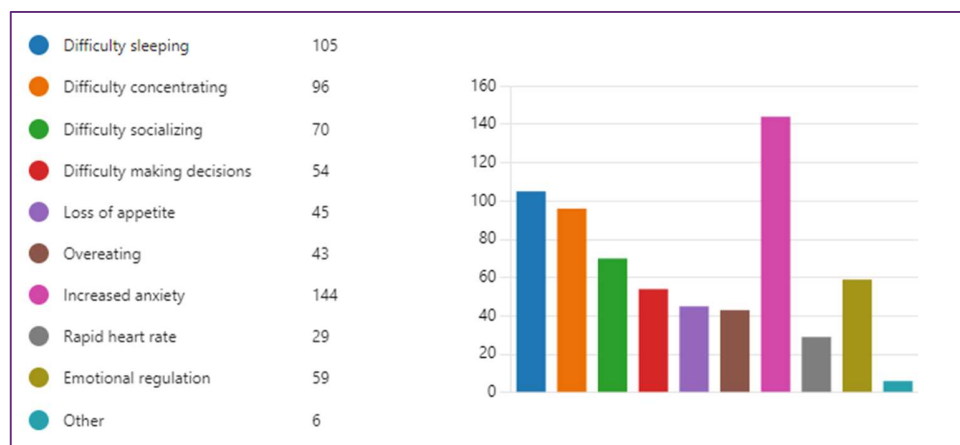


Figure 2.6. Impact of stress on participants' life.

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. The majority, 59% (n=140), felt that stress hindered their performance in such settings, while 10% (n=25) stated it did not. Following this, 28% (n=67) were unsure of whether stress impacts their performance abilities, and 3% (n=7) selected “other”.

These findings strongly suggest that stress has a significant impact on individuals' performance in professional and/or academic settings. Workplaces and educational institutions should, in recognizing the impact of stress on performance, be actively interested and involved in developing stress management strategies for their employees/students. The results of such would not only positively affect the individuals, but also improve the overall functioning of a business or performance of students in education.

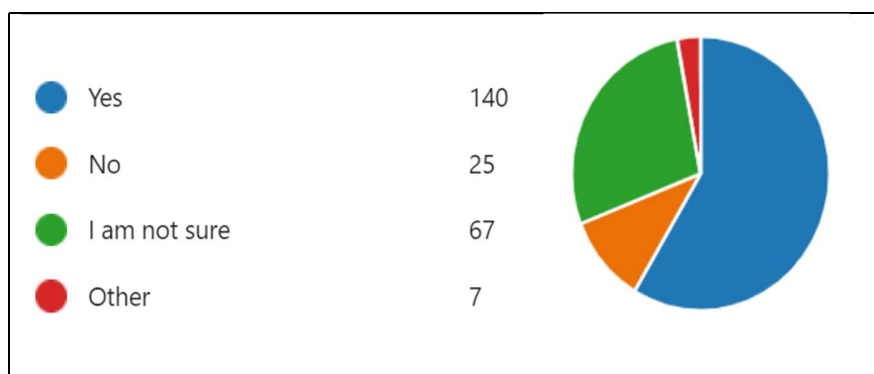


Figure 2.7. Impact of stress on participants' professional and academic performance.

9. Participant Descriptions of Stressful Situations Hindering Performance

Among the situations described by respondents, the impact of stress on work performance was the most frequently mentioned (n=92). Given that the majority of participants were students, this result is not surprising. However, it underscores the significant negative effects stress can have on the academic potential of a broad spectrum of young people. Participants described some serious consequences including deferring exams, receiving grades well below their capabilities and missing classes due to stress. Other situations frequently referred to by participants included the impact of stress on social situations, public speaking, sleep quality and productivity, as well as physical manifestations such as loss of appetite and nausea. These examples illustrate how stress can permeate and disrupt multiple facets of daily life.

When participants were asked to share experiences where stress had affected their performance, they mainly highlighted that it impacted their ability to concentrate on their tasks. They reported feeling easily overwhelmed and more anxious than usual about their responsibilities when they were stressed. This in turn negatively affected their time management skills and their ability to successfully meet deadlines. This stress was oftentimes associated with a decline in participants' sleep quantity and quality. Furthermore, some participants found that their stress and anxiety spilled into their social lives. They described situations where they would socialise less and avoid engaging with friends and family. Instead, they would isolate themselves which subsequently further intensified their negative feelings.

Table 2.1. Quotes from participants on situations where stress hindered their performance.

Participant ID	Quote
1	"Deadline, task and time management, and confidence in certain situations. Sleep and ability to want to get up in the morning"
4	Becoming overwhelmed with big tasks, being anxious thinking about them in the back of my head all the time so my "off" time isn't really "off time". Then I can't fully relax, and when it comes to doing the task I am stressing about it before it even starts, and it ends up being of lower quality than I would like
145	Worrying about what has to be done when I could actually be doing it

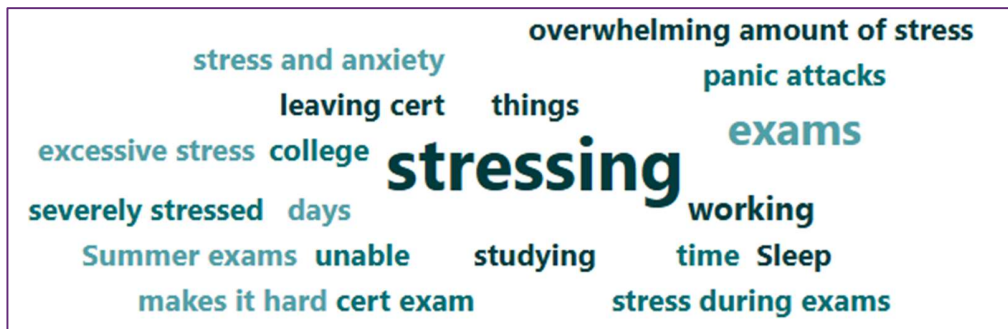


Figure 2.8. Word cloud of how participants' reported stress hinders their performance.

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

While most participants identified work performance as the area most negatively affected by stress, it was also the situation where the majority reported that stress helped them perform well (n=97). Most participants explained that a certain level of stress increased the quality of their work and motivated them to meet deadlines and prepare for exams. Some participants also identified scenarios such as driving tests, sports performances and interviews where they were able to succeed as a result of the stress and pressure they felt. It is evident that for some individuals, a manageable amount of stress can be beneficial, driving them to achieve their goals. However, when stress becomes overwhelming, it starts to hinder rather than help.

When asked to share instances where stress has a positive impact on participants' performance, many noted that feelings of stress enabled them to work more efficiently toward meeting deadlines. Times when stress helped participants included during completing assignments, doing homework, and preparing for exams. For some individuals stress served as a catalyst to concentrate on tasks and prioritise those with quickly approaching deadlines. However, it is important to note that there appears to be an optimal level of stress. At this optimal level, stress motivates individuals to concentrate. This was termed a "safe level" of stress by one participant (P191). Conversely, excessive stress which goes beyond this "safe level" can cause individuals to feel overwhelmed, leading to feelings of anxiety and a disruption to their productivity.

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

Participant ID	Quote
45	On last minute tasks such as assignments. It helps me to complete a task on time
131	Alternatively, stress has helped me before and during exam times as my stress motivates me to study, at times it can be overwhelming but majority of the time it pushes me to get the task at hand done.
191	Can push me to finish a project/homework, once I'm at a safe level of stress

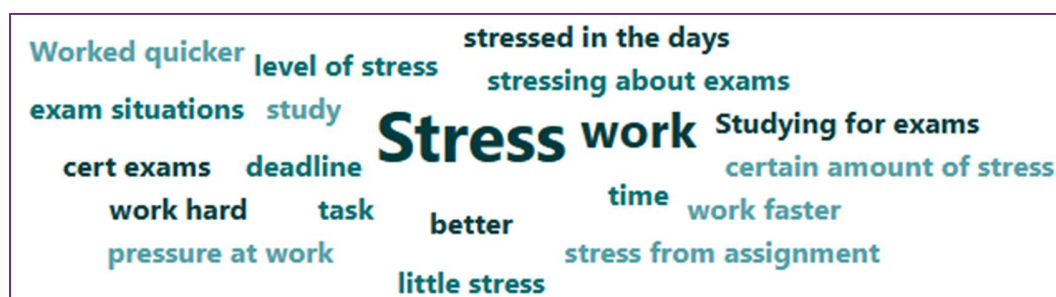


Figure 2.9. Word cloud of how participants' reported stress helping their performance.

Participants' Identified Coping Mechanisms

11. The Strategies or Techniques Participants use to Manage Stress

Participants were asked to select, from an array of potential options, what strategies, if any, they employ to manage their stress levels. As presented in Figure 2.10, participants most commonly reported being involved in activities such as reading or playing sports (n=107). However, this was followed closely by procrastination (n=106).

Though engaging in activities is a positive stress management strategy, a near equal number of participants reported procrastinate instead (n=107 vs n=106 respectively). Procrastination, rather than mitigating stress, may disrupt individuals' tasks and time management, subsequently increasing their stress at a later stage. Additionally, procrastination may result in feelings of guilt, further exacerbating stress levels. In a similar fashion, the third- and fourth- most commonly reported stress management strategies were also *in*at opposition with one another, with n=99 participants reporting staying shut indoors to avoid socializing while n=98 participants reported socializing and talking with others to manage their stress.

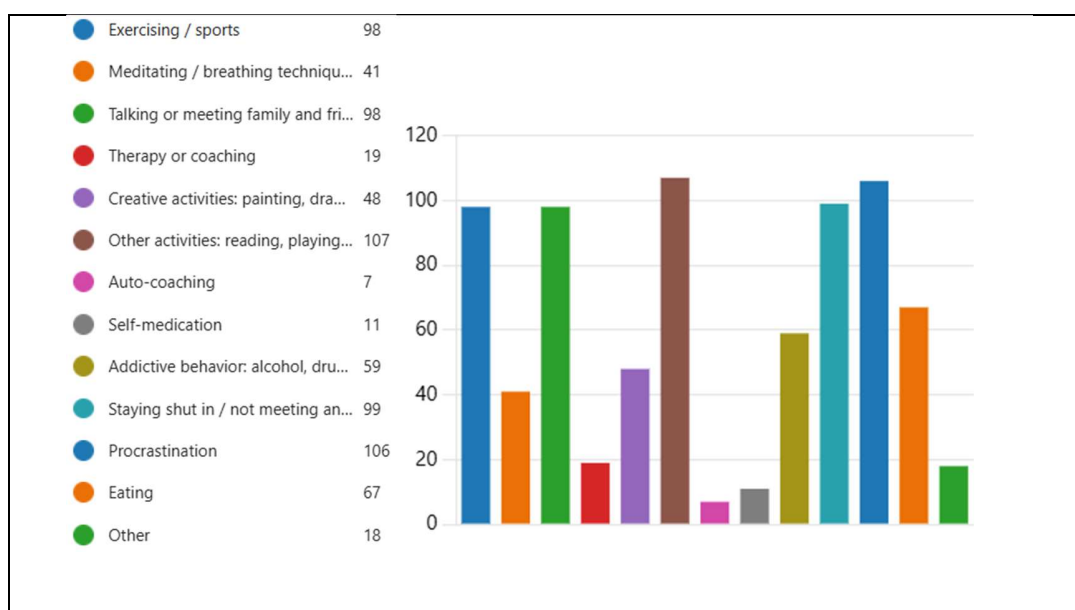


Figure 2.10. Participants' strategies they use to manage stress.

12. Participants' Effective Strategies for Managing Stress

Following reporting of their most commonly used stress management strategies, participants were asked to indicate how effective they believed their strategies to be in mitigating stress. As illustrated in Figure 2.11, 17% (n=40) found their stress management strategies very effective, while 62% (n=148) deemed them somewhat effective and 20% (n=48) reported that their strategies were not effective. 1% (n=3) indicated that the question was not applicable to them.

The vast majority of participants reporting that their strategies for managing stress were “somewhat effective” suggests that participants are uncertain about the true effectiveness of their practices. Ideally, such strategies would mitigate stress to a clearly identifiable degree, whereby individuals feel less stress after partaking in their strategy than they did beforehand.

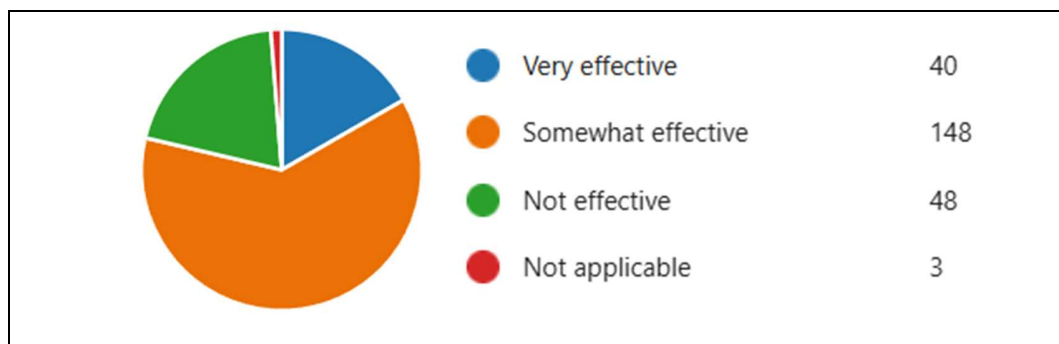


Figure 2.11. Strategies used for stress management

Participants' Interest in Stress Management Education

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

Participants were asked to identify how interested they would be in learning more about stress management techniques. The results, outlined in Figure 2.13, highlight that most participants are “somewhat interested” (n=139) or “very interested” (n=83) in learning about stress management techniques. A mere n=17 participants reported no interest in learning about stress management techniques, emphasizing how worthwhile such endeavours initiatives would be given the general overall interest amongst participants.

These results are a clear indication that youth, and in particular females aged 18-20 years old, are highly interested in improving their stress management skills, and highlights the need for the development of resources aimed at supporting stress management.

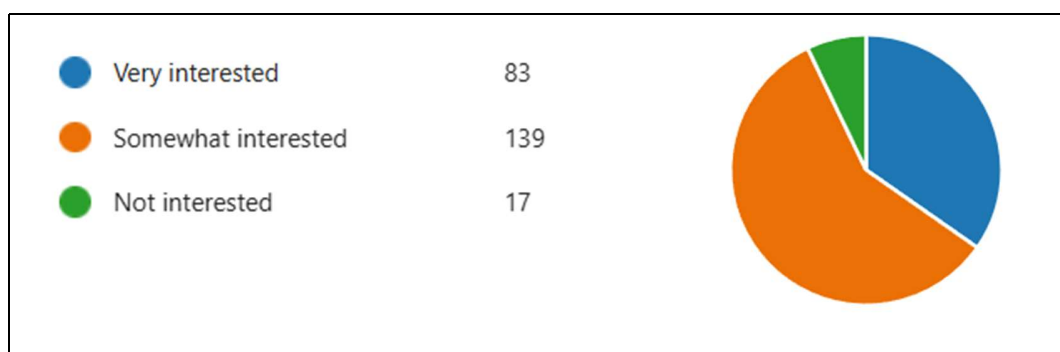


Figure 2.13: Participants' interest in learning more about stress management techniques.

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

Participants were asked to identify what types of resources they would consider most helpful for learning about stress management techniques. The results, outlined in figure 2.14., indicate that social media (n=112), followed by mobile apps (n=108) and videos (n=82) were the most reported preferred methods for stress management education. Conversely, web apps (n=40) and online courses (n=53) were the least favourable methods reported for learning about stress management.

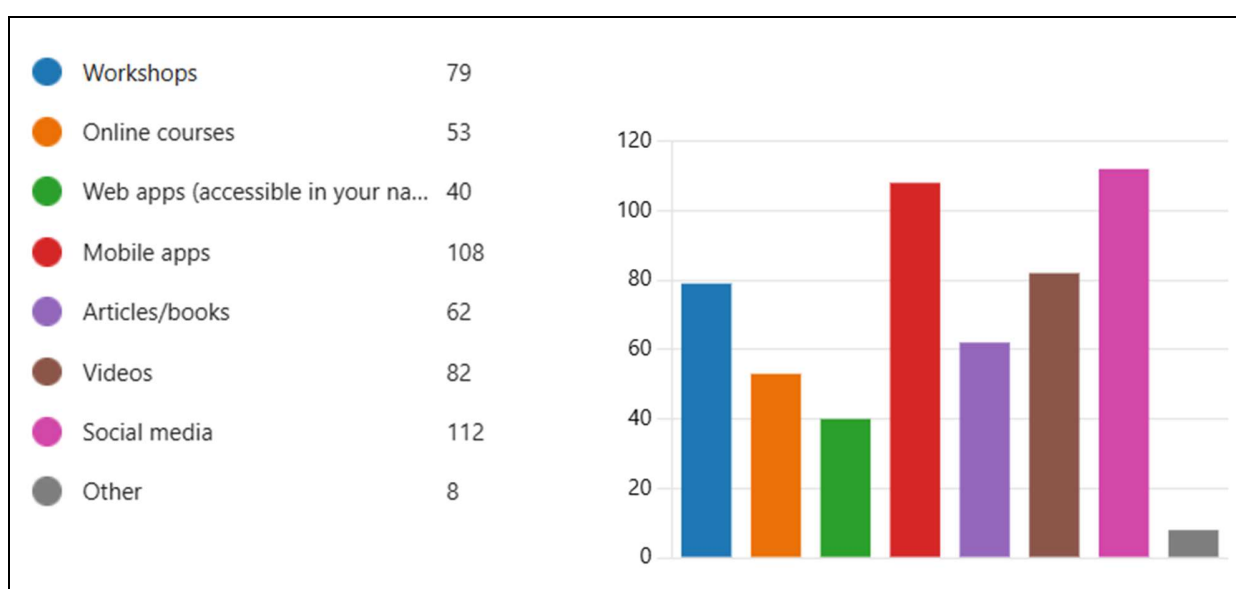


Figure 2.14. Resources participants would find most helpful for learning how to manage stress.

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 half (51%, n=121) indicated they would be "very likely", while 26% (n=63) were "somewhat likely" and 23% (n=55) were "not likely" to participate in a free stress management course or workshop. This suggests an interest among participants in accessing free stress management resources, with the majority indicating a willingness to engage in learning opportunities. However, offering stress management information through a different medium (for example, on a website or social media page) may be preferential over workshops and courses which require active attendance.

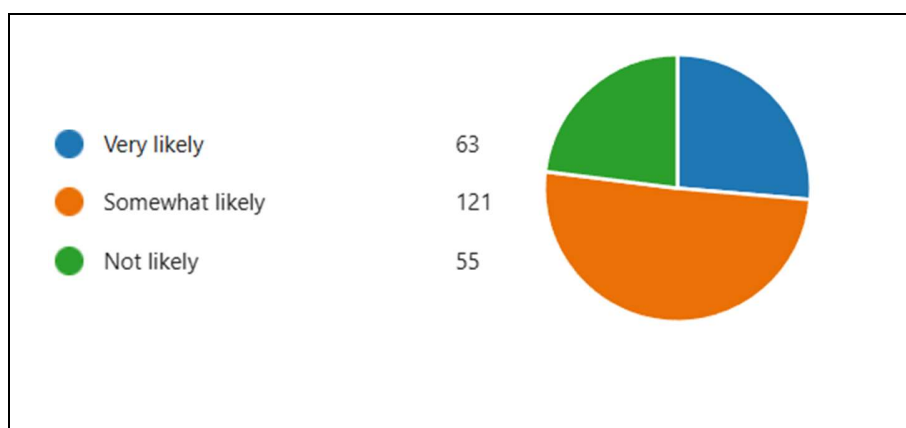


Figure 2.15. Participants' likelihood to participate in a workshop or course on stress management.

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, 79% (n=189) responded "Yes," 19% (n=46) were "Not Sure," and 2% (n=4) answered "No".

These findings highlight that youth are aware of the beneficial effects of stress management strategies, and that education around these benefits is unlikely to be the barrier to employing such strategies. They also indicate the desire from youths for stress management tools and resources to help them achieve these goals.

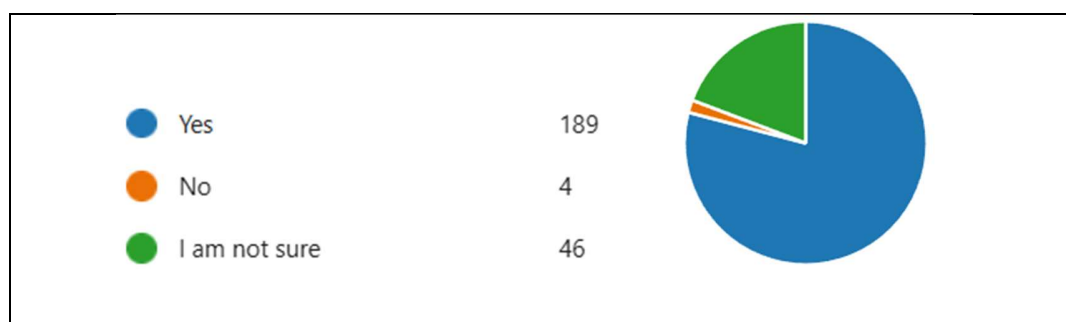


Figure 2.16. Participants' belief that stress management can help with goal achievement.

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 physical and mental health (n=170) followed by education and training (n=149), personal and family relationships (n=122), career (n=98), and other (n=2).

The most commonly reported area where participants hoped to see improvements from incorporating stress management strategies was in their physical and mental health, suggesting that these aspects are often adversely affected by stress. The desire to reduce stress and enhance overall well-being encompassed both personal and professional domains.

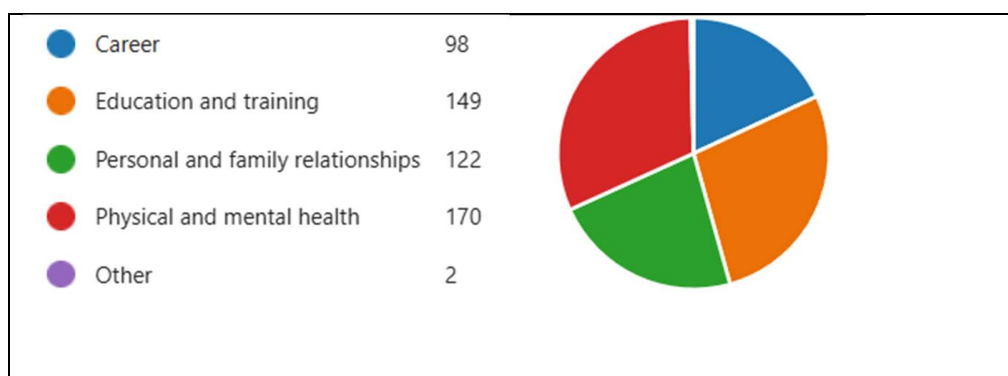


Figure 2.17. Areas of life participants identified wanting to see better stress management improvements.

Participants' Wishes - Stress Management Resources.

19. Desired Features for a Stress Management Web App

Participants were asked to identify features they considered desirable in a web app for stress management. As presented in Figure 2.18, the features most commonly highlighted as desirable for inclusion included progress tracking (n=159), followed closely by personalised plans (n=158), and self-improvement features (n=125). Conversely, community support and interactive content were the least preferred features for inclusion (n=57 and n=64 respectively).

The desire for progress tracking indicates that participants appreciate the opportunity to work towards measurable outcomes, as well as seeing visible confirmation of their progress. The popular demand for personalised plans demonstrates the importance of implementing an approach tailored to the individual's unique situation and character. Furthermore, the desire for self-improvement features reflects the respondents' eagerness to empower themselves and eventually reach their end goals. Prioritising these features in the development of the web app will help lead to greater engagement and positive outcomes from users.

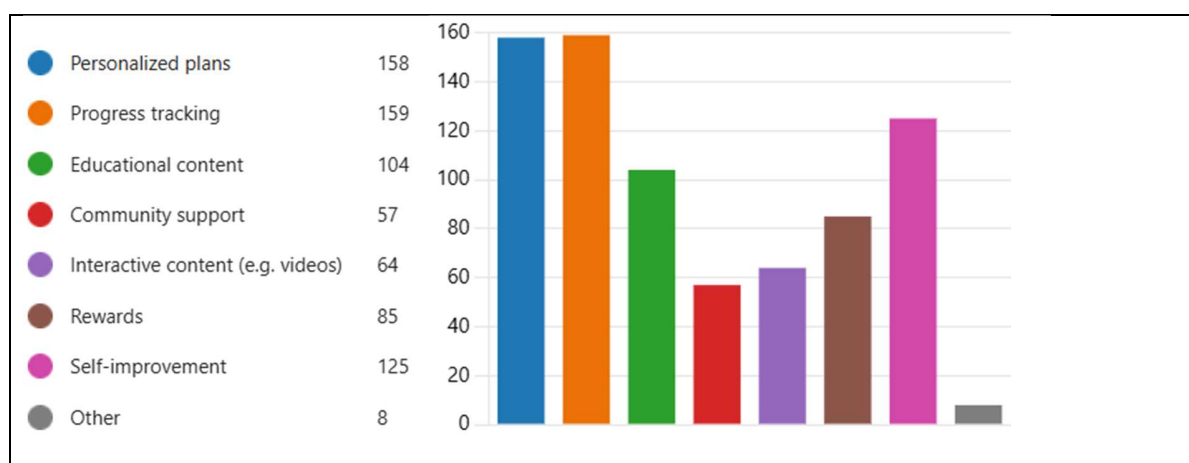


Figure 2.18. Participants' desired features for a stress management web app.

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

Participants were asked to indicate how often they believed they would use a stress management app if it was catered to their specific needs. The results, presented in Figure 2.19, indicated that the most commonly reported frequency for using such an app was weekly (n=125), followed by daily (n=60). However, there was a large gap (n=65) between the two frequencies.

This information will enable professionals to better address the stress management needs of youth and assist them in developing content and resources that don't require daily attention. Producing an app that encourages weekly interaction as opposed to daily may be more likely to receive consistent engagement and positive outcomes.

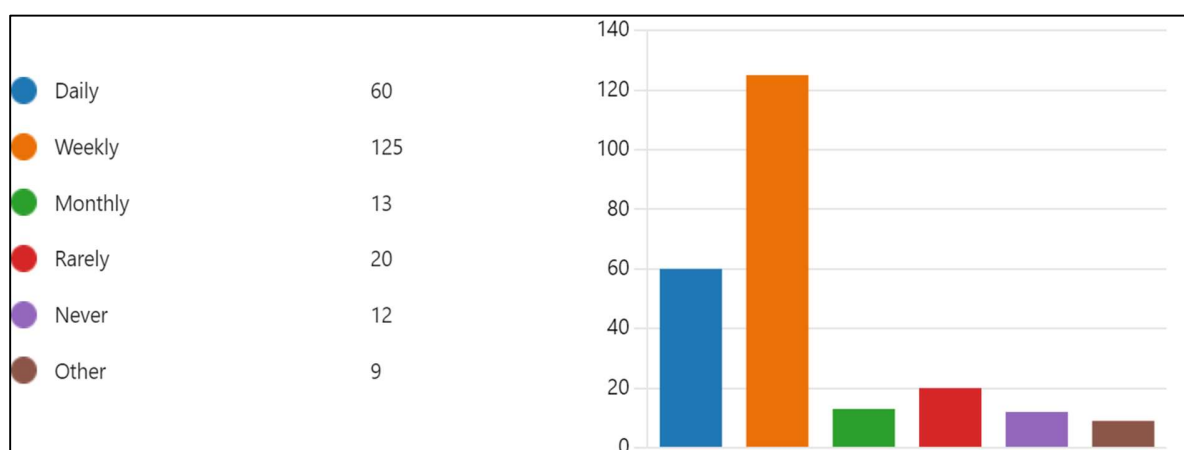


Figure 2.19. Participants' perceived frequency of using a stress management app.

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, the majority reported favouring social media groups (n=147), followed by regular meetups (n=61), forums (n=59), newsletters (n=37), and other methods (n=10) for their stress management resources. Nearly half of participants (n=147) indicated that social media groups were their preferred method of engaging with stress management resources.

This information can guide educators and health professionals to deliver stress management educational content in a method that is most preferred by the target cohort (youth) and will maximise engagement among respondents.

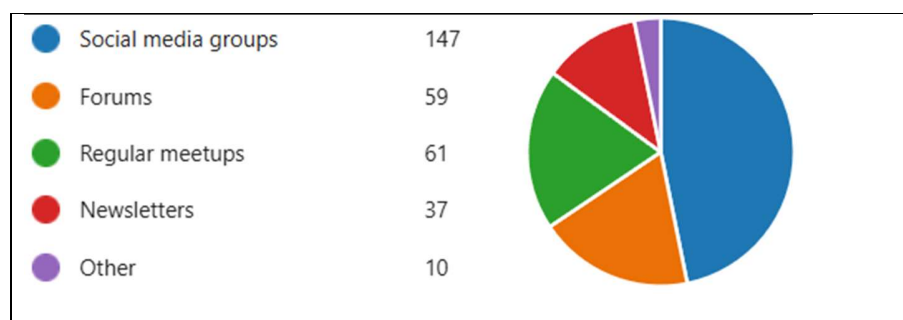


Figure 2.20. The preferred methods to stay engaged with this project reported by participants.

22. Additional Information or Insights Shared by Participants

As illustrated in Table 2.4., thirty-one participants provided additional information or insights.

Participants were asked to share any additional insights that would help the research, some of their responses are outlined below. Participants' responses highlighted that they were interested in stress management techniques, learning more about them and potentially practicing them in the future. Participants recommended adding emergency contact details throughout the project's results to raise awareness that such services exist. Additionally, many participants mentioned stress and anxiety being intertwined throughout their responses to this survey. In developing content, this project should look to incorporate both anxiety and stress management practices.

Conversely, some participants described feeling as though stress was a part of their core being and were uncertain as to whether practicing stress management techniques would benefit them. Moreover, one participant highlighted that their engagement in therapy had a negative impact on their mental health as dedicating more time to focusing on their negative experiences exacerbated the stress and anxiety which accompanied them.

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

Participant ID	Quote
60	I think focusing too much on mental health and trauma reinforces those feelings. My mental health has only gotten worse through therapy.
98	with my stress its mostly anxiety induced so maybe also a way to manage anxiety in the workshops would be helpful
220	I don't think I can get rid of stress I think it's part of who I am

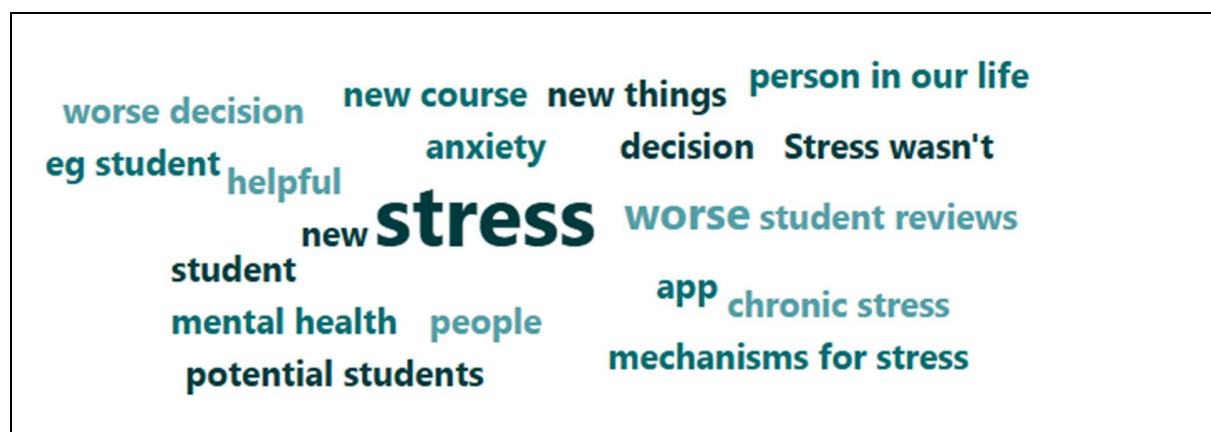


Figure 2.21. Word cloud of participants' additional insights.

3. Final Conclusions

This report offers insights into the current stress management levels of youth participants aged 18-30 within an Irish context, providing valuable feedback to the wider EMERGE Youth European research sample, based on 239 survey responses. The survey examined the impact of stress on young people and identified their stress management needs and coping strategies. The findings demonstrate a considerable interest in stress management among Irish 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. All participants in the study were residents in Ireland, with the vast majority being female students aged 20 years or below. The findings of this survey revealed that amongst this cohort, stress is a common issue impacting participants' work/academic performance and heightening their feelings of anxiety. Such stress was oftentimes caused by thoughts relating to finances, mental health, and studies. Though some participants coped through involvement in activities, procrastination was also commonplace, with participants unsure of whether their coping methods were useful. In terms of developing future support, participants identified social media as the leading resource for sourcing stress management information. The vast majority reported believing that stress management support would positively impact them. Social media was reported as the most favorable method for continuous sourcing of stress management content. Conversely, participants were unsure if a physical workshop would be the ideal way to learn about these. Furthermore, participants showed a strong desire for improving their stress management skills, with mobile apps offering personalized support and incorporating progress tracking the most favorable medium for doing so.

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

Recommendation 1: Develop a stress management app which offers targeted, personalized support and weekly progress reviews.

Recommendation 2: Create free on-demand online courses to educate youth about various stress management techniques and ensure they have active social media channels to disseminate information.

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 address the stress management needs of young people in Ireland 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

Available here via **Microsoft Forms**:

<https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&lang=en-GB&subpage=design&id=RVWFR7sAAEimX-eRBOwPxKx0KACSEbtDvAGEPoLVgoVUOFQxWTFaWDIJT1owWkRHMEE5QjhUWE5USy4u&analysis=false>

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

Available via **AdminProject** platform: <https://ap.adminproject.eu/files/index/getFile/3296/748510>