



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 – Hungary

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

Date of Issue: 10.10.2024

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Co-funded by
the European Union

Stress management in Youth survey Results Hungary

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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 Hungary.

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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 Hungary. 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 Trebag Ltd. and received a total of 32 responses. All participants were Hungarian residents, and every participant completed all survey questions. Participants were contacted via an online questionnaire (Google form) by Trebag consortium members. The EMERGE Youth partners also conducted their own surveys 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=32) provided informed consent, agreeing to take part in the “EMERGE Youth” research study. All participants were residents of Hungary, and the survey was conducted by Trebag Ltd.

2. Participants' Age Profile

The analysis of survey respondents aged between 18 to 30 shows the following age distribution from a total of 32 participants: 18 years (22%, n=7), 19 years (12,5%, n=4), 20 years (12,5%, n=4), 22 years (3%, n=1), 24 years (6%, n=2), 25 years (2%, n=1), 26 years (9%, n=3), 27 years (6%, n=2), 28 years (3%, n=1), 29 years (9%, n=3), and 30 years (3%, n=1).

Figure 2.1. illustrates the age profile and distribution of participants, including all 32 responses from individuals aged 18 to 30. The data reveals that 46% of participants were aged 18 and 20, while 54% fell into the older age categories.

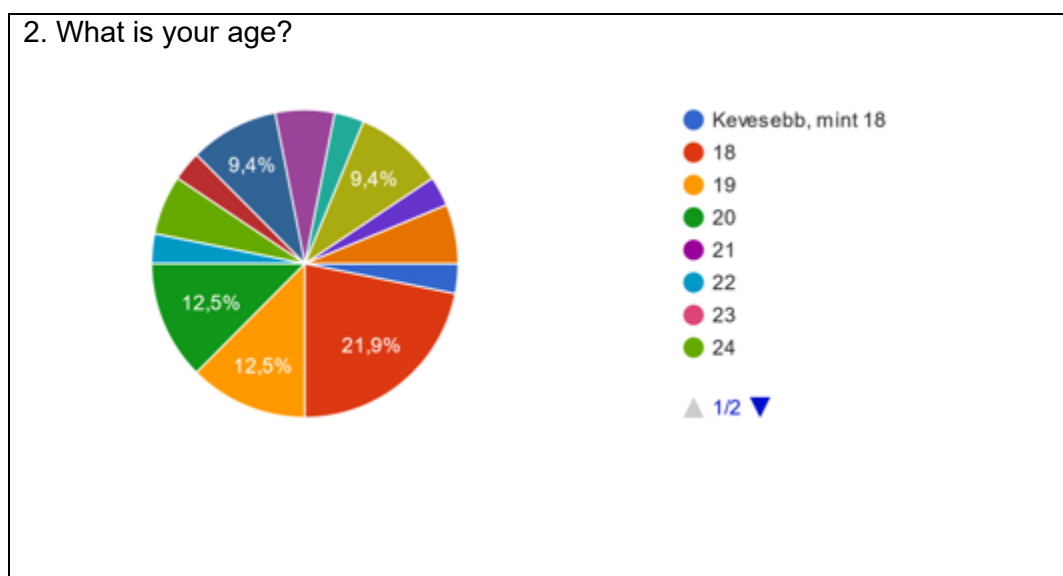


Figure 2.1. Question 2: Participants Age Distribution.

3. Participants' Gender Profile

Figure 2.2. presents that 62,5% were female (n=20), 37,5% were male (n=12).

3. What is your gender?

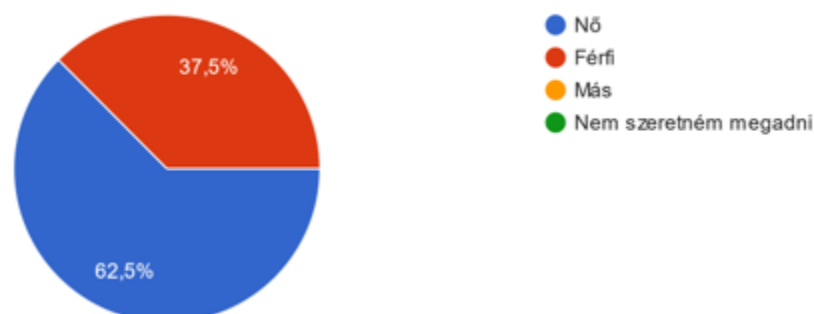


Figure 2.2. Question 3: Participant Gender Profile.

4. Participants' Employment Status

As depicted in Figure 2.3., Question 4 assessed participants' employment status using a multiple-choice format. A total of 32 options were selected, with 34% identifying as students (n=11) and 22% as employees (n=7). A smaller proportion were trainees (n=4-4), entrepreneurs (n=4), not in employment or education (n=1) or other (n=1).

4. What is your current employment status?

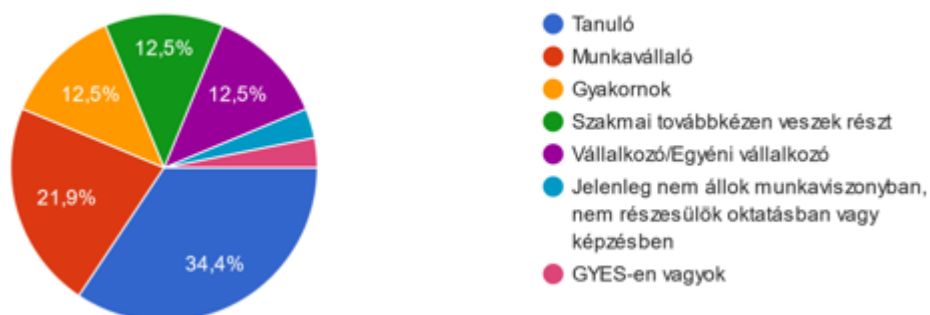


Figure 2.3. Question 4: Participants Employment Status.

The Impact of Stress on Participants' Life

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

In Question 5, 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 data reveals that 13 participants (out of 32) marked their current stress on level 3. 7 participants' stress is on level 2, and 6-6 participants' stress level is on levels 4 and 5.

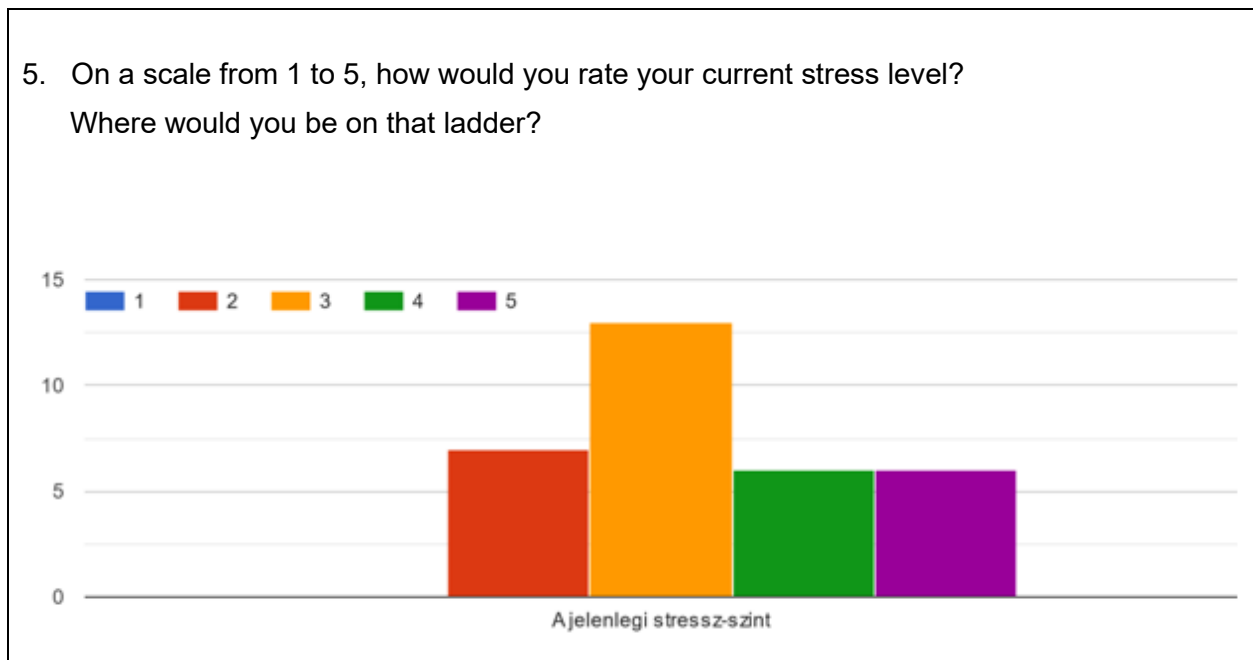


Figure 2.4. Question 5: Participants' stress levels at time of survey participation.

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 personal/family/relationship issues (n=18), current studies/looking for studies (n=13), and current job/looking for a job (n=10).

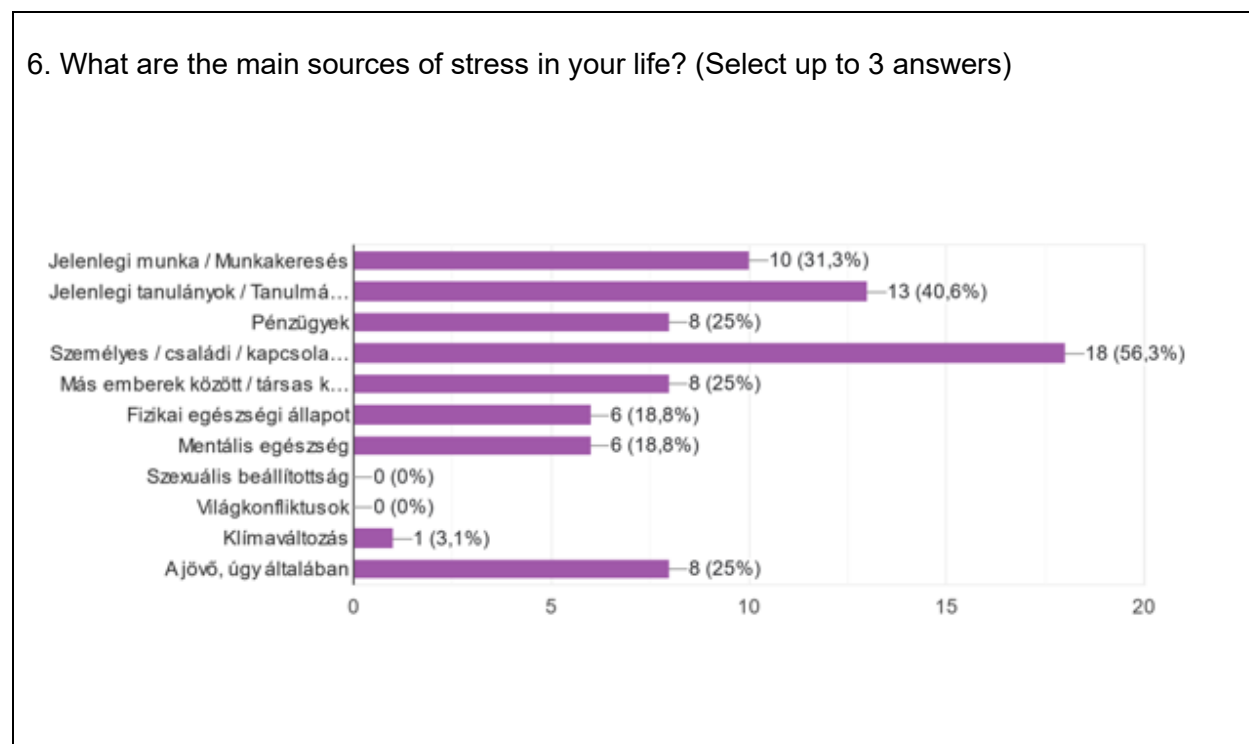


Figure 2.5. Question 6: Participants' perceived main sources of stress in life.

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 difficulty making decisions (n=20), difficulty sleeping (n=12), and increased anxiety (n=11).

7. How does stress typically affect your daily life? (Select up to 3 answers - the most relevant)

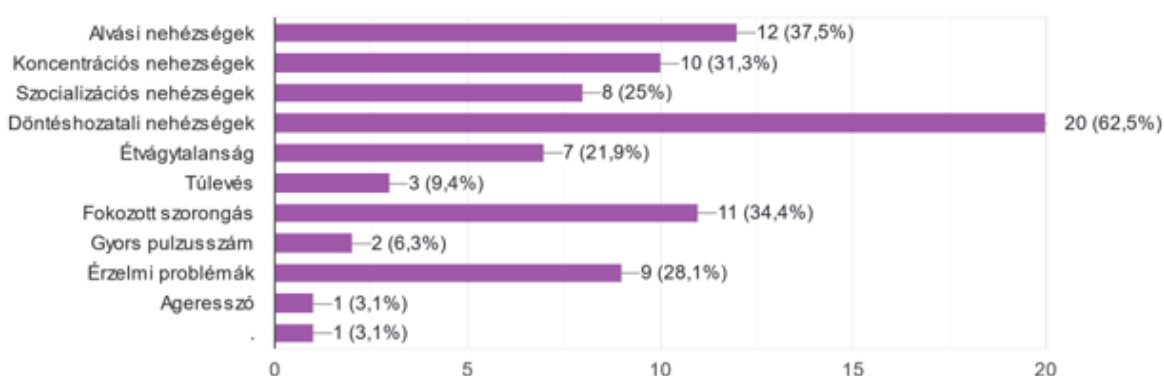


Figure 2.6. Question 8: The impact of stress on participants' daily life.

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, 53%, felt that stress hindered their performance (n=17), while 28% stated it did not (n=9). Additionally, 19% were unsure (n=6).

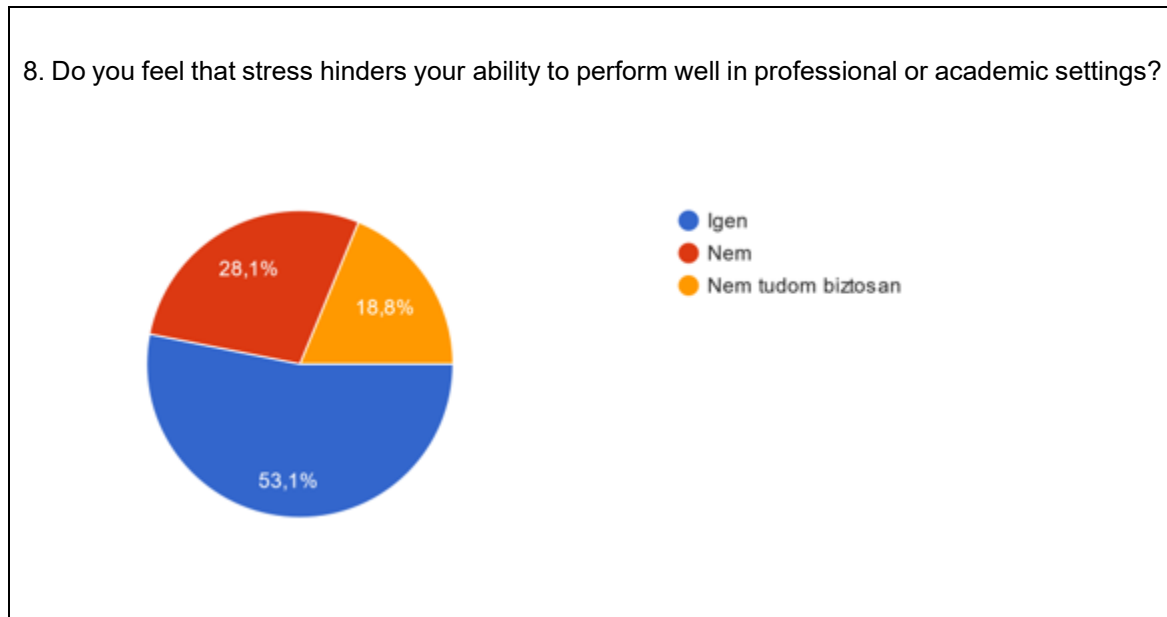


Figure 2.7. Question 8: The impact of stress on participants professional and academic performance.

9. Participant Descriptions of Stressful Situations Hindering Performance

Out of the 32 respondents, **24 participants** (75%) 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	%
P7	<i>"job crafting"</i> <i>"interview with my boss"</i> <i>"job interviews"</i> <i>"during job tasks"</i> <i>"negotiating with clients"</i>	Job	29
P6	<i>"During the exam(s)"</i> <i>"Exam situations"</i> <i>"rushing when writing tests"</i>	Exams	25
P3	<i>"Loss of concentration during the lessons"</i> <i>"Learning difficulties at school"</i> <i>"Studies"</i>	Study, school	12,5
P2	<i>"during public speaking I repeatedly got embarrassed"</i> <i>"being nervous before competitions"</i>	Performance	8
P1	<i>"dinners"</i>	Other	4
P1	<i>"making contacts"</i>	Relations	4
P4	<i>"I don't know"</i>		17

[illegible]

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

Out of 32 respondents, 25 participants (78%) 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	%
P4	"sectoral exams" "matura exams" "at a university exam I did better, though I did not believe in it"	Exams	16
P4	"creating clientele" "first day at work" "professional work in practice"	Job	16
P2	"sports competition"	Sport	8
P1	"when I wanted to reach something great and it was my inspiration"	Other	4
P1	"studies"	Other	4
P1	"cleaning up at home"	Other	4
P1	"when I wanted to reach something great and it was my inspiration"	Other	4
P5	"I don't know"		

[illegible]

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Participants Identified Coping Mechanisms

11. The Strategies or Techniques Participants use to Manage Stress

Out of 32 participants, 31 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 (n=16), creative activities (n=12) and exercising/sports and other activities such as reading, playing board games, playing vide games (=10).

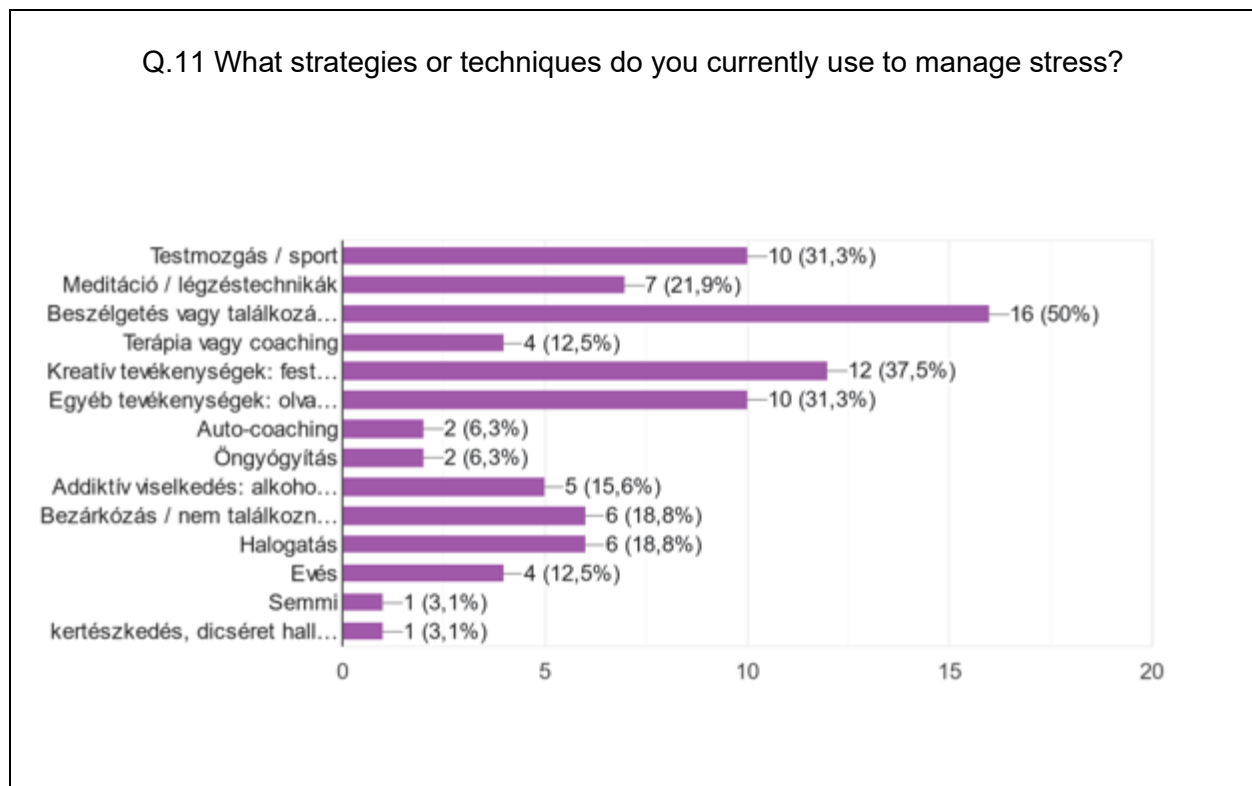


Figure 2.10. Question 11: Strategies or techniques participants use to manage stress.

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, 16% (n=5) found these strategies very effective, while 75% (n=24) deemed them somewhat effective. Additionally, 9% (n=3) reported that the strategies were not effective.

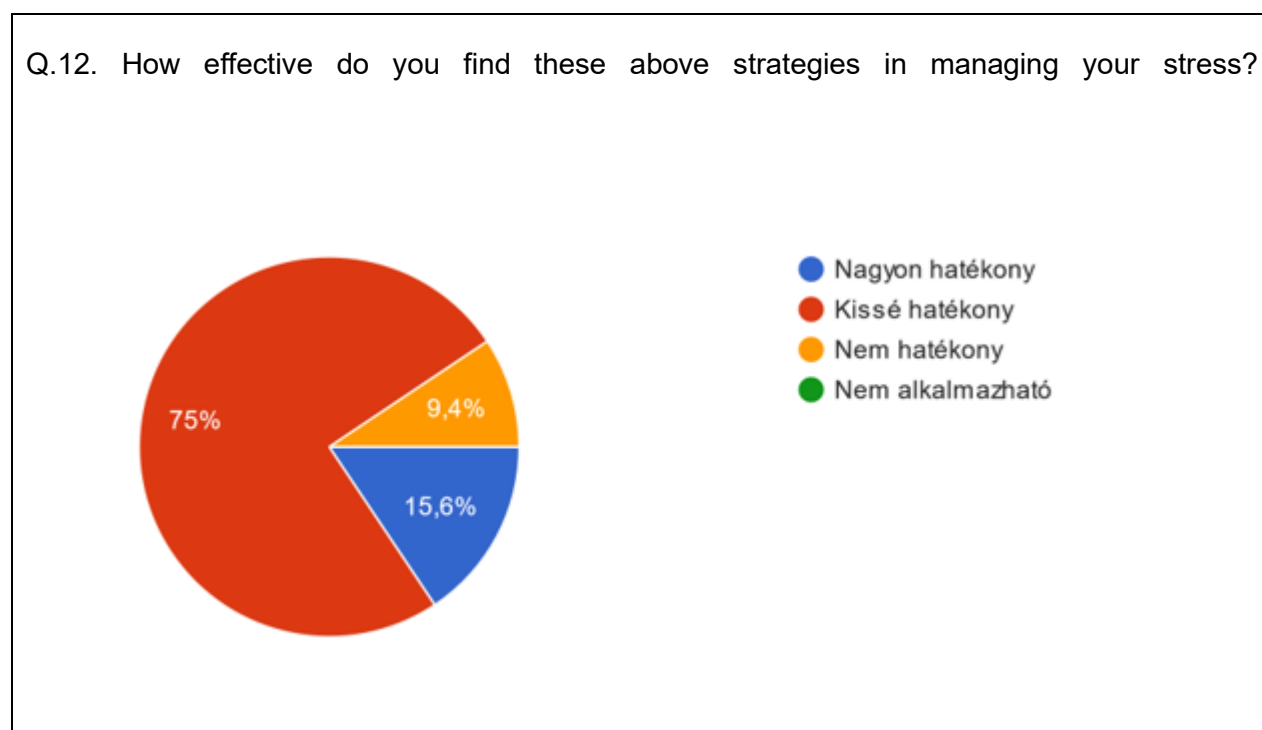


Figure 2.11. Question 12: Strategies or techniques participants use to manage stress.

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

Out of 32 respondents, 66% (n=21) indicated that they were aware of certain stress management techniques but had not yet tried or experienced using them.

The most frequently mentioned techniques included Body&mind techniques, methods such as yoga, Pilates, with 19% that 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	%
P4	<i>Yoga (2), Pilates, meditation</i>	Body&mind	19
P1	<i>External help</i>	Other	5
P1	<i>Meditation with sleeping</i>	Other	5
P1	<i>Keeping a pet</i>	Other	5
P6	<i>No</i>	Other	29
P1	<i>I don't know</i>	Other	5

Table 2.3. presents comments provided by participants

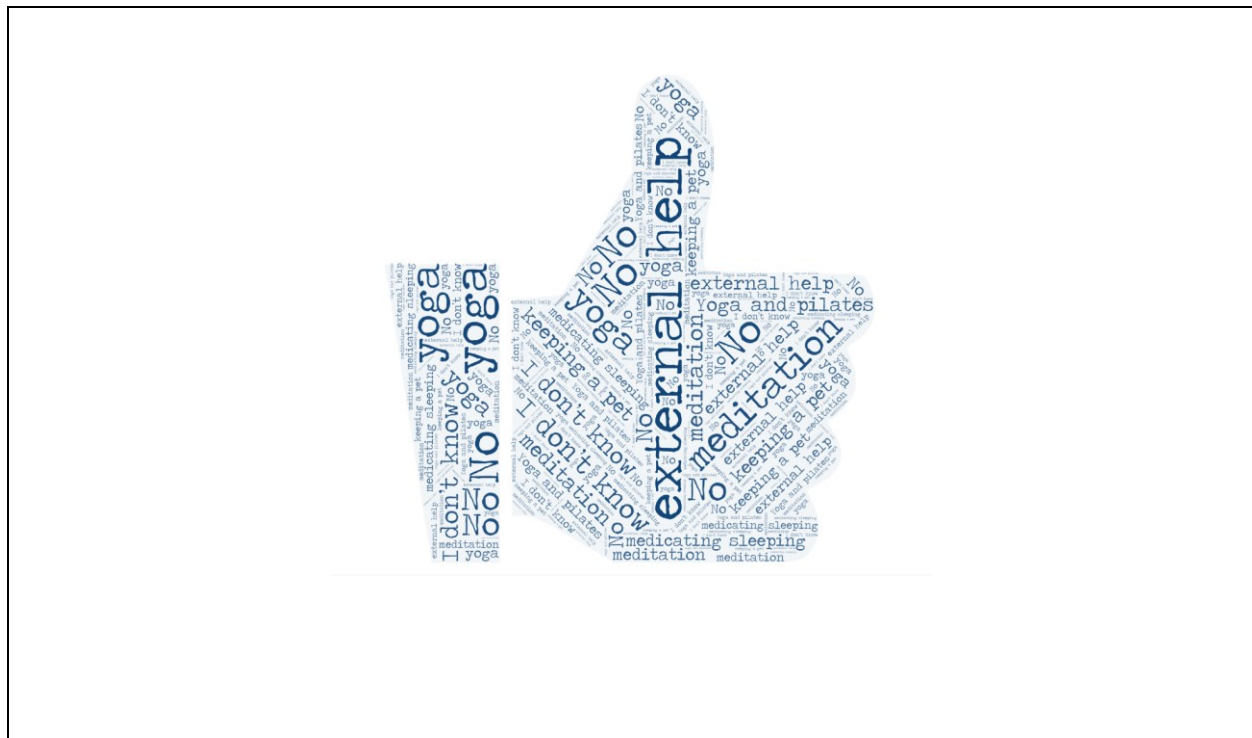


Figure 2.12. Question 13: Additional comments on stress management techniques mentioned by participants (n=21).

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 9 participants expressed a “Very Interested” response, while 18 chose “Somewhat Interested”, and 5 participants indicated they were “Not Interested”.



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, mobile apps, videos and online courses.

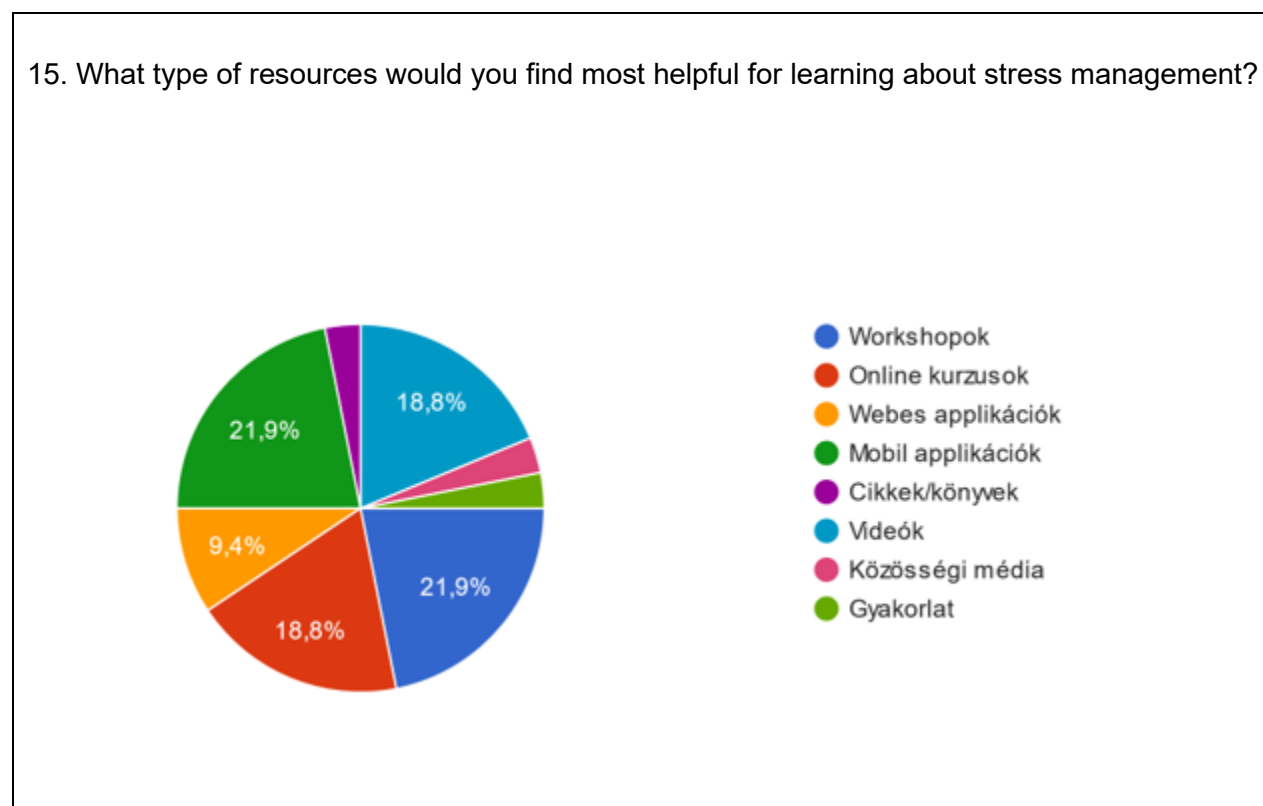


Figure 2.14. Question 15: The types of resources participants would find most helpful for learning how to manage stress.

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 a quarter (28%, n=9) indicated they would be “very likely” to participate, while 44% of the answers (n=14) were “somewhat likely” and 28% (n=9) 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.

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

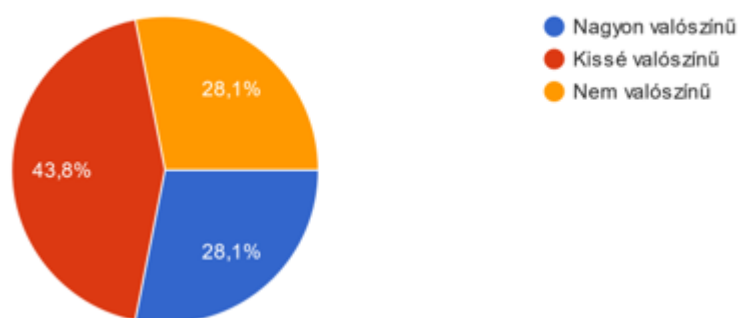


Figure 2.15. Question 16: Participants likelihood to participate in a free workshop or course on stress management.

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, 78% (n=25) responded "Yes," 19% (n=6) were "Not Sure," and 3% (n=1) answered "No".

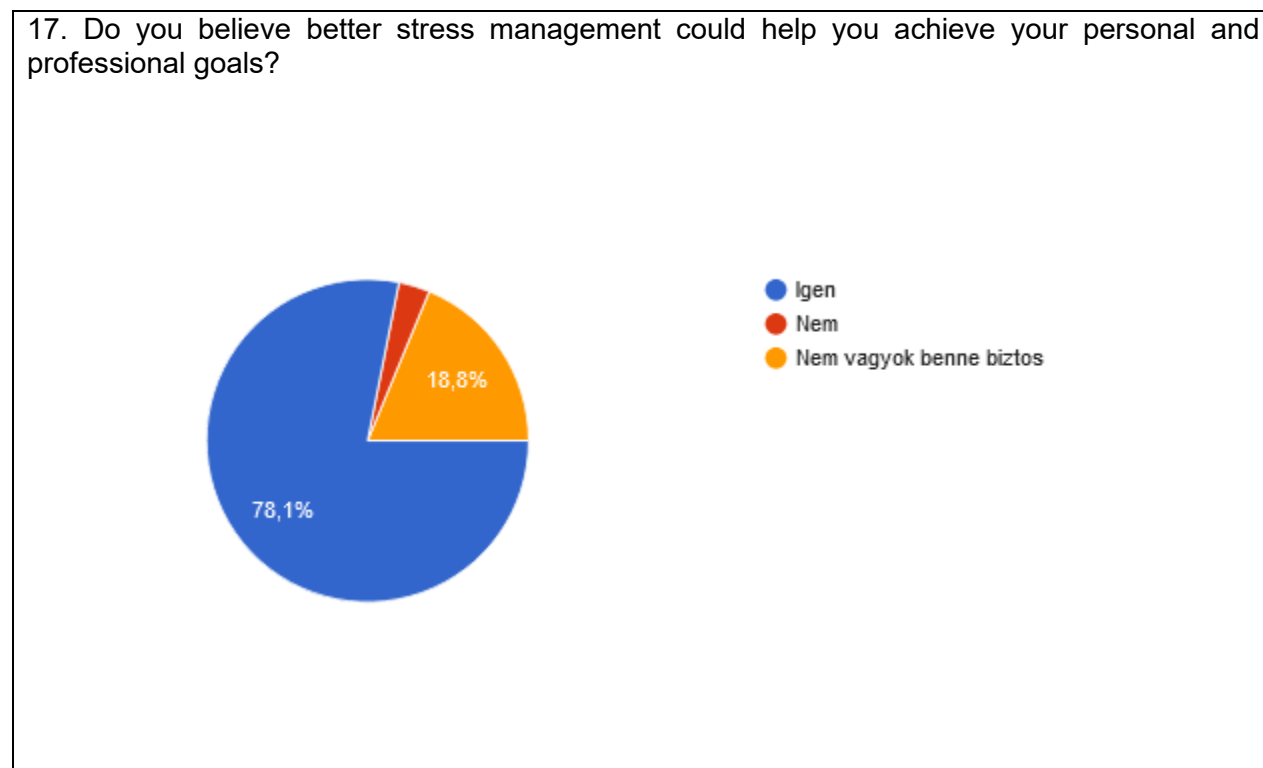


Figure 2.16. Question 17: Participants belief that better stress management could help them achieve your personal and professional goals.

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 career (28%), education and training (22%), personal and family relationships (19%), physical and mental health (28%), the desire to reduce stress and enhance overall well-being encompassed both personal and professional domains.

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

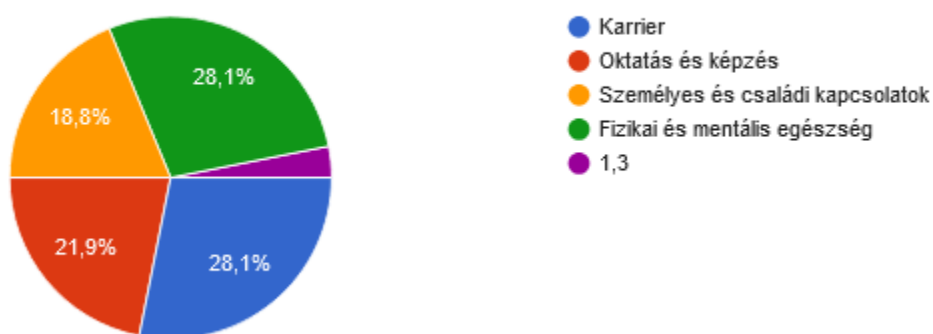


Figure 2.17. Question 18: Areas of life participants identified wanting to see better stress management improvements.

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, progress tracking, educational content, community support, interactive content such as videos, rewards, and self-improvement.

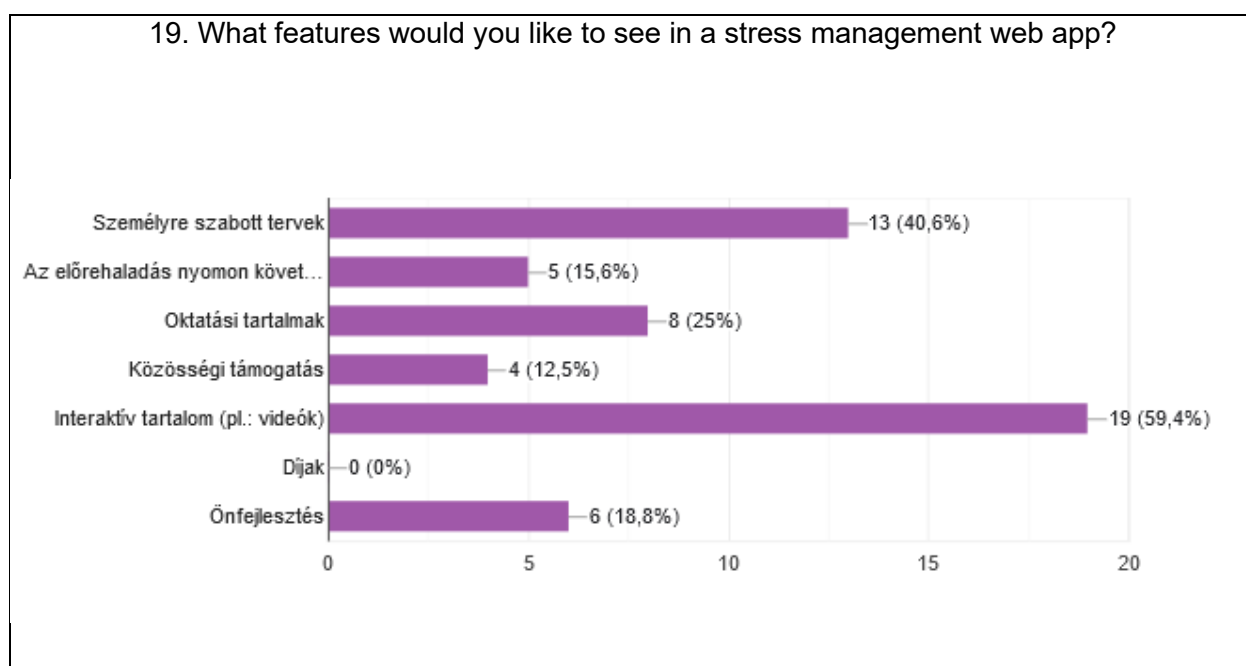


Figure 2.18. Question 19: Participants desired features for a stress management web app.

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 9 participants would use the app daily, 17 weekly, 3 monthly, 1 rarely and 3 never.

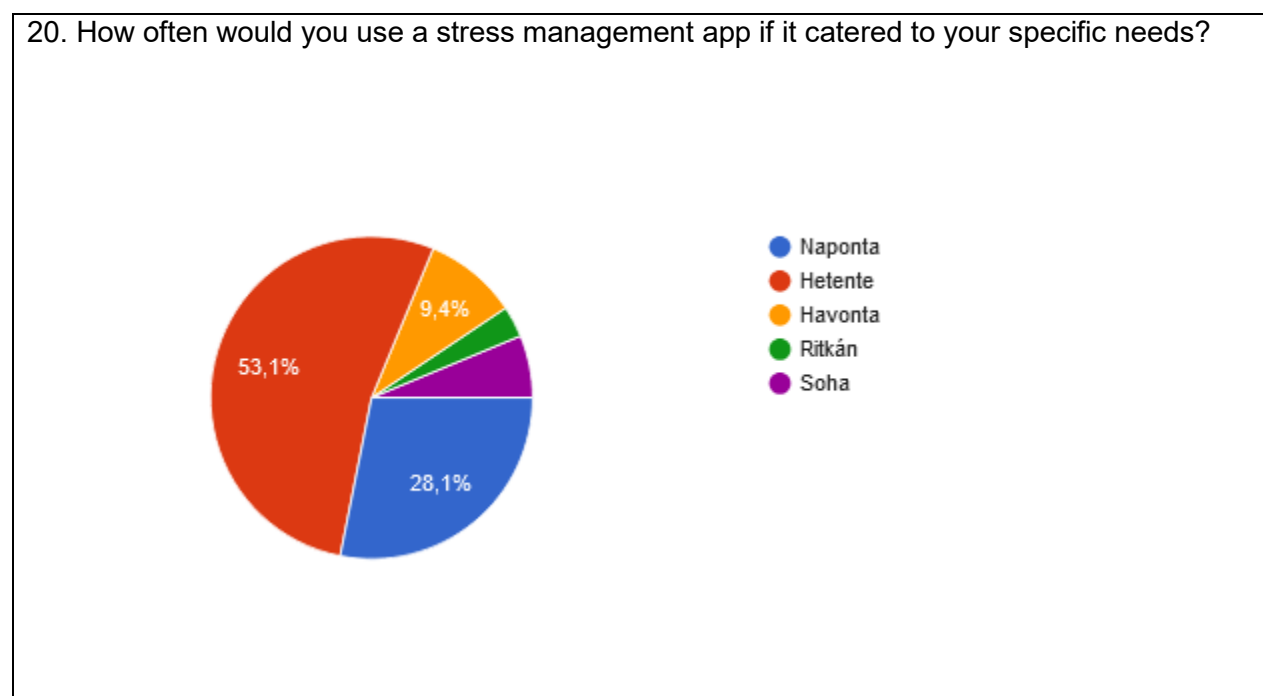


Figure 2.19. Question 20: Participants perceived frequency of using a stress management app.

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, the majority would favour social media groups (n=19), followed by forums (n=8), regular meetups (n=5) and newsletters (n=1).

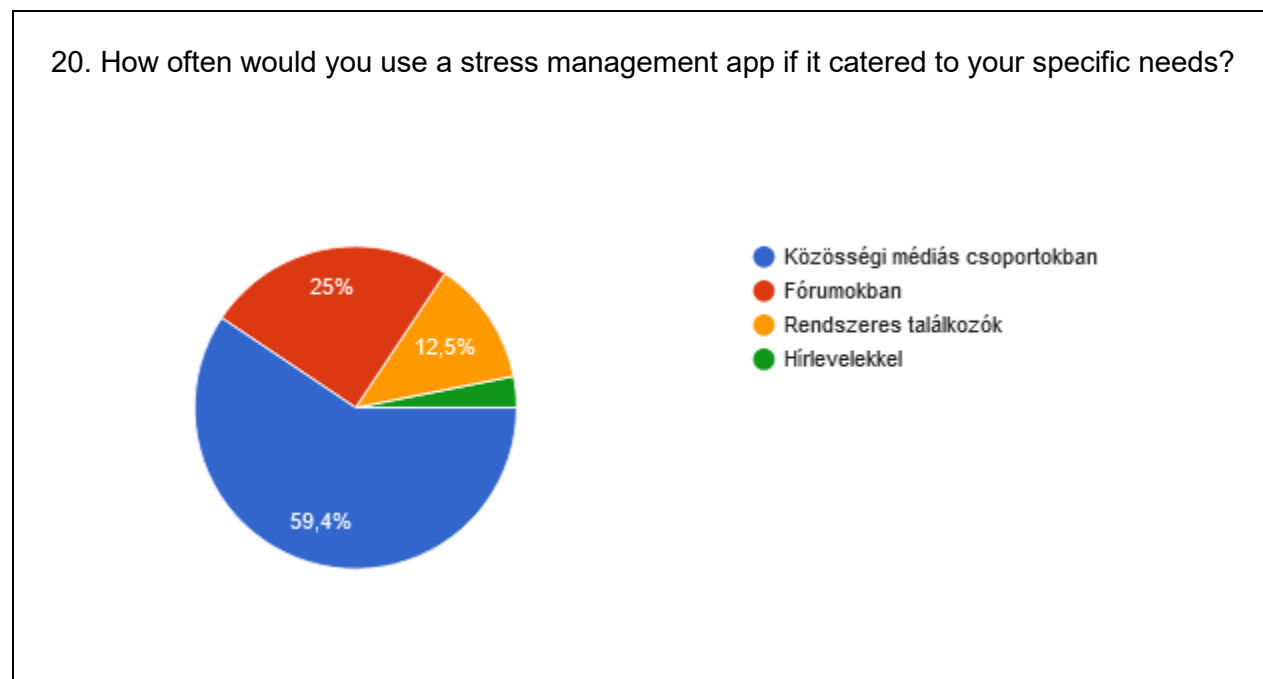


Figure 2.20. Question 21: Participants preferred methods to stay engaged with the EMERGE Youth stress management community.

22. Additional Information or Insights Shared by Participants

As illustrated in Table 2.4., three participants provided additional information or insights.

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

ID	Statement ADD here*	Common theme	%
P1	"No"		33
P1	"Stress might be positive. We might do something good or bad because of stress."	Positive stress	33
P1	"Kisses"		33

Table 2.4. presents comments provided by participants.

3. Final Conclusions

This report offers insights into the current stress management levels of youth participants aged 18-30 within a Hungarian context, providing valuable feedback to the wider EMERGE Youth European research sample, based on 32 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 Hungarian 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: Implement workshops to educate about stress management techniques and raise awareness about the importance of stress management.

Recommendation 2: Create educational videos about the most common and useful stress management techniques addressed to the youth.

Recommendation 3: Create educational videos about the effects of stress addressed to the youth.

Recommendation 4: Create educational videos and materials about the relation between healthy lifestyle (healthy diet) and stress/mental well-being.

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 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

Trebag Ltd. conducted an online survey in Hungary in August 2024. There were 32 respondents from the youth aged 18-30.

We can find that all respondents are currently stressed on something which is relating to their current life situation and it hinders their ability to perform well in professional or academic settings. The most common resources of their stress are:

1. Personal/family/relationship issues
2. Current studies/looking for studies
3. Current jobs/looking for a job

Stress effects every respondents' life somehow. Most of all, this causes them decision-making difficulties, sleeping difficulties and increased anxiety.

Most of the respondents feel that at work and at school, they are most inhibited by stress in their performance. But the same thing is true that stress at work and school helped them best achieve good performance.

Most of the respondents use at least one strategy or technique to manage their stress and according to their answers, these strategies and techniques are effective.

Although the respondents have already used stress management techniques, they want to know more about them and they would probably take part in stress management related courses and workshops.

They want to improve in many areas with better stress management, for example: career, education and training, personal and family relationships and physical and mental health.

Summarized, we can say that stress management related materials would be very useful for our main target group (aged between 18-30).

It can be supported by an app with these features: interactive content (e.g.: videos), personalized plans and educational content. The respondents would use this app quite often (daily and monthly use).

In addition, it would be useful for social media groups and forums to be included in this application, because the respondents want to stay in a stress management community.

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

<https://ap.adminproject.eu/files/index/index/3296?qj#folder=137167>

<https://docs.google.com/forms/d/1TFc8Wcpznz84fWIGu1KwSqA1x6rSL7q69icOhcZZbpQ/edit#responses>