

CZU: [159.944+616.89-008.441]:371.12(479.25)

STRESS, BURNOUT, ANXIETY AND DEPRESSION AMONG SCHOOL TEACHERS IN ARMENIA

HOVHANNISYAN Stepan^{id}, ASLANYAN Armine^{id}

Yerevan State Medical University, Armenia

Keywords: stress, burnout, anxiety, depression, teachers, occupational health.

Introduction

Teacher mental health is an increasingly recognized public health concern worldwide. Chronic occupational stress, high workload, and emotional demands place teachers at risk of burnout, anxiety, and depression. However, data on the prevalence and associated factors of these conditions among school teachers in Armenia remain limited. Prolonged exposure to workplace stressors may negatively affect teachers' emotional well-being, professional performance, and overall quality of life. Chronic stress can gradually lead to burnout syndrome, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. In addition, persistent occupational pressure is closely associated with increased levels of anxiety and depressive symptoms, which may further impair teachers' productivity, interpersonal relationships, and job satisfaction. Poor mental health among teachers can also indirectly influence students' academic achievement, classroom climate, and the overall effectiveness of the educational system.

Aim of the study

To assess the prevalence of stress, burnout, anxiety, and depressive symptoms among school teachers in Armenia and to examine their association with socio-demographic and occupational factors.

Material and methods

A cross-sectional anonymous online survey was conducted among 151 school teachers using Google Forms. The questionnaire included socio-demographic data (sex, age, marital status, work experience, subject area, school location, presence of students with special educational needs) and Likert-scale items evaluating stress, burnout, anxiety, and depression. Composite scores were calculated as percentages of maximum possible scores. Comparative analysis was performed by sex, work experience, school location, and other occupational factors.

Results

Among respondents, 88.1% were female and 77.5% worked in rural schools. Moderate to high levels of psychological distress were identified: stress – 56.1%, burnout – 51.3%, anxiety – 57.9%, depression – 57.9%. Female teachers demonstrated higher levels across all domains compared to males. Teachers with 11-20 years of experience had the highest stress levels, while those with over 20 years showed higher burnout and anxiety. Urban teachers reported higher stress than rural teachers. Working with students with special educational needs was associated with increased stress. Frequent somatic complaints included headaches, musculoskeletal pain, sleep disturbances, and cardiovascular symptoms.

Conclusion

Armenian school teachers experience considerable psychological distress influenced by occupational and demographic factors. Preventive interventions and school-based mental health support programs are recommended.

Corresponding author:
Hovhannisyan Stepan,
e-mail: stepan542004@gmail.com