

# Impact of Stress on Work Performance Among Female Basic School Teachers at Nangbagu in the Sagnarigu District, Ghana

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## Abstract

This study focused on the impact of stress on female teachers' work performance in basic schools in the Tamale Metropolis. The study also investigates the factor of stress and how female teachers cope with the stress. This research used a qualitative method and relied on an interview protocol as instrument to collect data from respondents. Working female teachers at the Nangbagu basic schools were chosen to take part in the study. Based on this research, stress hurts female teachers, who usually differ and depend on how they encounter the stress. However, female teachers who carry out their tasks professionally always try to be professional. Due to that, most of them cope with the stress in a professional way, too. This research is important as a source of reference for the government to understand stress among teachers, especially female teachers in suburban areas in the country. Then, based on this research, the government can understand the reasons for work stress and take measures to reduce stress among teachers. If teachers are stressed due to workload, the government should take initiatives to reduce it by employing more teachers as national service personnel assistants. Then, it can help to reduce the burden on teachers.

**Keywords:** Female teachers, stress, Ghana Education, workload, Coping Strategy, Stressor

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## 1. Introduction

Both men and women have the tendency to experience discomfort when they are in challenging situations, which makes stress a serious issue in society. The World Health Organization (WHO) reported the threatening nature of stress and emphasized that it is on the increased year by year and therefore described it as a global epidemic of the century (Addison et al., 2015). The main cause of most of the mental health issues can be attributed to the occurrence of stress as they experience difficult situations (Kamal et al., 2021; Kpeno, Sahu, & Panda, 2023). Due to that, occupational stress needs special attention for people to understand this phenomenon. For instance, the task of teachers was only to educate the pupils, but now their responsibilities have been extended to include administrative work. According to Jean (2019), teachers need to carry their paperwork to be done at home when they do not have enough time to do it at the workplace. Then, sometimes managing school assignments and house chores could burden the teacher and lead to discomfort. It is supported that being a teacher or educator can be stressful since it is physically and psychologically tiresome leading to teacher-burnout, which can affect the quality of teaching. When the quality of education in a country is low, it affects the development of the country and result to a smaller number of people contributing to the development of the country.

The Ministry of Education introduced an education development plan which emphasised the development of individual potential to produce pupils/students who are emotionally, intellectually, spiritually, and physically balanced, consistent with the Plan. Studies suggested interventions like mobile text technology as an innovative way to offer a convenient, low-cost, and easily accessible form of delivering emotional interventions to those with mental health challenges (Agyapong et al., 20216; Agyapong et al., 2021; Obuobi-Donkor et al., 2022). The philosophy of this plan is to introduce creativity and innovations among students/pupils to gain more knowledge, science, and technology culture. The country encourages lifelong learning, and the most important thing is to prepare the best education system in order to achieve a healthy international standard, which is sometimes challenging. Studies revealed that several factors that constitute challenges of teaching correlate with stress and depression among teachers, which highlights the steps in recognising the degree of issues faced by those in the teaching profession as well as residential and non-residential students (Kwaku Darko et al., 2020; Obuobi-Donkor et al., 2022; Kabir et al., 2018). As such, stress is considered a normal phenomenon in human life as teachers engage in many activities with less time and at the same time attend to it urgently. According to Obuobi-Donkor et al. (2022), the correlates of stress include socio-demographic factors such as sex, years of service, marital status, school environment, and work-related issues such as teaching experience, number of

heads per class, job satisfaction, and the subject taught. It is one of the ways to master behaviour patterns and new skills in the life process. High levels of stress can lead to chronic stress and chronic stress have relationship with the development of physical illness and can lead to death in some individuals (Kpeno et al., 2023; Agyapong et al., 2022). Ghana has placed high expectations on teachers in school and in making learners successful to be able to contribute to the national development, which demands extra efforts from teachers.

## **2. Methodology**

This study used a qualitative method to investigate the social and cultural phenomenon. Qualitative methods help the researcher to observe the feelings, thoughts, attitudes, and beliefs of the respondents. This method usually needs the researcher to ask open-ended questions or use other techniques during the research (Barnham, 2015).

### *2.1 Population of the Study*

The study was conducted among female teachers in suburban basic schools. The population of this study includes 15 teachers from Nangbogu basic schools who shared their work experience and lives in relation to their responsibilities. From that population, 6 female teachers were deemed appropriate and willing to take part in the study.

### *2.2 Methods of Data Collection*

For this study, interviews are one of the methods used to conduct the study. The researcher interviewed the respondents one-on-one and face-to-face to gather the necessary information. The purpose of using interviews as an instrument is to explore the views and experiences of the female teachers about their daily routine.

### *2.3 Data analysis*

The next stage after the data transcription process is the coding process to arrange the data and separate it based on the topics and themes. This coding is to reduce the data by combining early coding into larger categories. From that, the data from the respondents are arranged based on the themes generated and put into categories such as the factor of stress, impact of the stress, and stress coping strategies.

## **3. Literature Review**

Stress is an epidemic phenomenon all around during a human's lifetime. Stress has a diverse definition for particular people under various situations. In psychological sciences, stress is a sense of mental pressure and tension. For instance, Fink. (2017) found that people with different ill-health had many of the same indifferent symptoms that were typical counter to stressful stimuli experienced by the human body. In general, stress is one of the exclusive nature of life and its existence has been much featured so that in all articles of every era it has been addressed. In its positive ways, stress can boost biopsychosocial health and promote achievement (Amir, Esfndiar & Maryam, 2015). Low levels of stress maybe devotion, practical, and even lively. Besides, positive stress is acknowledged as a crucial aspect for motivation, transformation, and feedback that surrounds the habitat. Invariably, high levels of stress could give outcome in biological, psychological, and social problems and even severe damage to people. Rheinberg, and Engeser (2018) describe stress as any intrinsic way which peril to anguish person's serenity. On the contrary, stress is not indistinguishable from emotional enthusiasm since stress can develop a reaction to anesthesia in human beings. In behavioural sciences, stress is observed as the concept of intimidation by arising nervousness, emotional tension, and struggle in adaptation. In the group situation, inadequacy of the network makes it useless for the group to endure with the condition. Many authors viewed stress as the nature job which may be usually essential in the experience of uneasiness between adults (Soliman 2014; Amponsah et al., 2020). The leadership matters, and mutual attitude becomes one of the emerges network to contribute the expertise to managing the demands.

Stress is experienced when individuals are nervous, distracted, humiliated, or offended, even if the source is from within or external. This implies that stress could be an internal response to things that appear to a person and demands that are placed on them. Stress could be managed appropriately only when both elements of stress, acknowledging the external forces and demands in people's lives, have an internal response to them. A recent study indicates that stress is a flexible physiological need of individuals, including internal and external effort and conditions that result in homeostatic offset of the person (Enyonam, 2025). Psychological stress ensues as a result of an individual observing nature interests outpace handling skills. The work environment of the individuals linked to their careers may develop into analytical elements of the stress ailment. Studies found a strong relationship between poor school/working environment and an increase in stress or depressive symptoms, as well as school-related stress resulting in signs of depression among female teachers (Gluschkoff et al., 2016; Peele, & Wolf, 2020). And that the experience of female teachers in a female-dominated elementary school may, however, not be the same as that experienced in a mixed-sex teaching environment. According to Jeffery (2011),

a poor working environment, like a lack of electricity in the area, a lack of potable water, and a weak internet connection, frustrates teachers' delivery. For instance, poor networks make it hard for teacher to fulfil their task like key in the data of the learners.

Stressors are described as the exterior need of life or internal behaviour and understanding that drives us to act. Stressors may include congestion, pollution, the assertive shopkeeper who will not take no for an answer, and annoy employer. Any of these stressors come from within and others external, thus stressors appear from both sources. Studies have shown that anxiety and perceived stress are attributed to workload, the attitudes and behaviour of pupils, and the work environment (Fergusson et al., 2014; Agyapong et al., 2022). Basic school teachers may perceive workload as a source of stress in terms of the amount of time required for class preparation and class size. As such, female teachers may experience excessive stress owing to workload, large class sizes, supervision of a large number of students, and varying administrative tasks they are expected to perform. Other tasks on the teachers' shoulders, making them stressed out, include the need to write lesson plans, teaching, classroom management, supervise and mark pupils' class exercises, and conduct extracurricular activities.

Some challenges that can lead to stress among teachers are the attitudes of parents and pupils at the basic school. Parents have higher expectations for teacher specially to help their children pass and get better results in the examinations. Edwards and Oteng (2019) female teachers are expected to balance their career objectives with societal expectations, which often deprive them of spare time for their private lives. In Ghana, however, the expectations from both society and employers are high (Agyapong et al., 2022; Edwards & Oteng, 2019). The high expectations from society and employers include being a perfect mother and homemaker, and still keeping up the task in the workplace. However, the expectation of society sometimes may be unrealistic and can put teachers in a stressful situation or a core condition for the teacher. Such expectations may push teachers to organise extra weekend tuition and prevent teachers from spending leisure time with their families. According to Edwards and Oteng (2019), female teachers take extra duties such as housemistresses, class or form mistress, heads of departments, and other responsibilities assigned by the school in addition to teaching. Where teachers are unable to meet the expectations of society and the employer, then they are labelled as irresponsible teachers, which really leads to uneasy feelings.

Besides, other issues that may lead to stressful situations among teachers, especially female teachers, could be the number of hours at work and limited teaching and learning materials for teachers. Studies indicated that teachers are mostly stressed when they need to spend extra time, especially in giving extra attention to the pupils of a large class, thus taking extra time that would have been spent at home with the family (Addison, & Yankyera, 2015; Kamal et al., 2021; Agyapong et al., 2022). They mostly feel stress because they need to control many students at the same time, with different backgrounds in terms of discipline. For instance, those who are indisciplined not only pay less attention but also make noise and bully some of the serious ones who want to learn. According to Gopal, Vikas, and Khagendra (2018), the sources of stress among female teachers could be from home to the school environment or from the school to the house. Besides, new education policies at the basic levels and social change become a problem for teachers, considering the continuous assessment, which needs more physical and mental preparation of some teaching and learning tools for the delivery of sessions. Busari (2011) found workload demands and academic demands as sources of stress for female teachers. Then, teacher need to perform more tasks as well as deal with many challenges which become worse with only limited resources to perform their tasks (Kamaruzaman, 2017). For instance, Busari (2011) further indicated that teachers upon postings need to move to a new place to meet new people with different backgrounds, which some teachers find hard to adapt to the new environment.

#### **4. Findings/results**

##### ***4.1 Causes of Stress among Teachers.***

Some causes of stress affect the work performances among female teachers at these urban-rural basic schools, which were expressed by the respondents as follows.

###### ***4.1.1 New Educational Policy***

The findings revealed that stress among teachers at these suburban basic schools is due to a new policy introduced in the education system. The educational policies in the country these days always change based on changes in government, and not necessarily the needs of the people. It is revealed that teachers are only informed but never part of the formulation of such policies. The respondents referred to the changes that have taken place in the junior high schools; some subjects were introduced without a textbook, and teachers were expected to teach. For the BECE, teachers need to make more physical and mental preparation to be able to sit the exams.

The new policy in the education system becomes more challenging, especially for female teachers who need to do more tasks at school and house chores. Not only that, but they also have the responsibility to ensure pupils acquire some skills before moving to the next level of education. A respondent indicated that:

*Based on years in service plus my years in teaching at the basic level, the education system and policy in the country are constantly changing based on the political party in power. Currently, the new education system emphasizes developing the pupils holistically, which means that the pupils have the opportunity to be successful in the future with the skills that they developed during the teaching and learning years in school. (Respondent 1)*

Next, the role of the teacher before this, as indicated by the respondents, was to teach the pupils only. Nowadays, they need to be involved in keying in the data of the pupils via online as well as some administrative jobs, among others.

*Personally, teaching students in such an environment is quite challenging. The reason is that the teachers are currently burdened by other responsibilities such as office duties, file management, online reports, and others. The teachers are already packed with teaching responsibilities as stated in their own timetables, curriculum activities, extra classes, and students' work. The need for all of these duties to be done within the timeline really make I feel stressed (Respondent 3)*

Besides that, the new policy of the education system makes teachers spend more time on their tasks compared to their family and friends. The causes of stress among teachers are due to a lot of tasks on their shoulders. The informants revealed that as a teacher, you need to write lesson plans, deliver the lesson, manage the classroom, supervise the pupils, and conduct extracurricular activities. The informant 4 indicated that:

*Teaching these days is challenging with the new policy, as the new policy is different from the old policy in the education system. Nowadays, I need to do my job, including administrative tasks too. During the weekend, sometimes I need to go to school to attend school activities means I have little time. As a result, I have less time for my family. (Respondent 4)*

#### 4.1.2 School Environment

The school environments can also be considered as a source of stress among teachers in the basic schools in the area. Based on the narration of the respondents, the location of the school, which is in a suburban area make teachers to complete their tasks due to a lack of certain facilities like the internet. They added that most of the teaching and learning activities need to be done using the internet nowadays. As such, poor working environment like lack of electricity in the area, no water supply, and no network connection, contribute to making teachers' work more difficult. The environmental conditions usually occur in suburban and rural areas. When there are no networks, it is hard for teacher to fulfil their task, such as entering the data of the pupils.

*The current educational policy puts more burdens on me as a teacher at a rural primary school. The reason is that there are limited resources for us to carry on my responsibility. As you can see, there is no network coverage at my school. We need to go to a specific location in the school to get network coverage. Then, there is also an electricity fluctuation in the area, making me unable to complete school tasks, compelling me to take it to the house by force, work from home for the teacher, thus, extra work to do. (Respondent 6)*

#### 4.1.3 Pressure from Pupils and Parents

Based on the information gathered from the respondents, the attitude of the pupils and their parents is also one of the causes of the stress among teachers in the area. Some pupils have bad attitudes towards school attendance; thus, they are either late to school or absent from school without any excuse from home, putting much pressure on the teacher. They revealed further that some of those who attend regularly usually come to school with undone homework so they fail to pay attention in class because they want to finish the homework before the teacher asks for it so they do not pay attention in class. These situations become worse, especially when the parent of the student gets mad at the teacher. However, teacher gives punishment to their children because of their own attitude.

*This attitude makes it difficult without a good approach, resulting in hard to implement. The reason is, teacher nowadays have less support from the parents. As a teacher, I need to be very careful in some actions, especially when I give punishment to my pupils. If I punish the student, some parents will get mad and ask me not to abuse their children. If you are unlucky, they attack and beat you because of that, I cannot guide the pupils to show good behaviour or be disciplined as the policy demands. (Respondent 5)*

#### 4.1.4 Failure to Meet Target

Other sources of discomfort among the female teachers at these basic schools, as indicated, are when they failed to achieve their own set target in the lesson plan. They emphasized that as teachers, they always want the pupils to excel, thus they want all the pupils to pass the basic examination. However, some of them fail at the end of each examination session. Respondent 4 shared that:

*I feel pressure because I have it is disturbing if you do your best done very best, but the result of my pupils failing to meet my expectations is not as what I expected. Some of them will not really pay attention as I'm teaching, sometimes they talk among themselves, so they cannot answer the exam very well (Respondent 4)*

#### 4.2 Coping Strategy

The coping strategy adopted by these female teachers to improve work performance includes seeking assistance from family and friends, a change in their own attitudes, or moving to a different location/school.

From the findings, these were the various ways and approaches to cope and improve work performances among the female teachers at basic schools in Nangbagu. The common responses among the respondents include asking for assistance from the family, friends, or colleagues as the primary source of relief. It is revealed that this kind of network really plays an important role in assisting members in dealing with stressful encounters. As indicated, the respondents, in comparison with family and friends, said they usually get assistance easily from their family members or relatives, especially in performing their household chores as they attend to school tasks. It is only within the family that one can get sincere support without any strings attached or any expectation in return. The family is one group that really understands its members before other members of society. However, the respondents were also quick to mention that at times, friends are more helpful than even blood relatives or relations, thus friends help many respondents to deal with challenging situations and issues, as mentioned by respondent 2

*Family and loved ones play an important role in easing my difficulties, as they usually remind me to keep in mind that challenges and difficult situations never kill or cannot be the end of one's life. Not only that, they always support me emotionally and with courage. (Respondent 2)*

In relation to support from friends, the respondent 3 shared with the researcher that:

*My friends have done a lot to deal with my challenges, not only in relation to work, but also my social or family, economic stress, and other issues. They offer pieces of advice and also find the best way if one is stuck in something or if I cannot make a living myself in trying times, especially when one is overwhelmed with tasks in school and at home. (Respondent 3)*

Indoor sporting activities like the game of ludu were also mentioned for relieving stress. As indicated by one of the teachers, she deals with stress by doing sports during the weekend. Respondent 4 believes that, with sport, he reduces his stress and finds better ways to settle his tasks.

*I engage in some sports activities, playing ludu and jogging before aerobics every weekend. It helps me to reduce stress and be able to perform both school and house chores once I get time for this activity, mean I have time for myself. After the weekend sports, I feel fresh and can think wisely before I make any decisions. (Respondent 4)*

Another coping strategy to improve work performance among teachers in this area is to change their attitudes. The majority of respondents feel that only they can change themselves and improve their work performance. *Getting in-service training to do better, asking for guidance from more experienced colleagues, and always improving myself.*

(Respondent 1)

*I always complete my task on time, and then minimize all the past mistakes. I manage my tasks according to their level of difficulty and control my emotions.*

(Respondent 5)

Some respondents make a choice which is move to another school closer to home. Only then can they release their stress. Moving to a new environment will help teacher feel better and believe it is the one way for them to increase their work performance.

*I am applying to transfer to another school, which is a school in my hometown, a new environment, and a new, fresh start. I think transferring to another place close to my house, travelling long distances in addition to school task are more stressful with this action, maybe I can perform better.*

(Respondent 3)

## 5. Discussion

The educational policies in the country these days always change based on changes in government, and not necessarily the needs of the people. The findings revealed that stress among teachers at suburban basic schools is due to a new policy introduced in the education system. The sources of stress in teachers, as documented consistently, include work burden and time pressure, poor pupil attitude, poor working environment, poor school ethos, and poor prospects. Teachers working in a deprived school environment are found to show the most depressive symptoms (Addison, & Yankyera, 2015). Teachers as stakeholders are only informed but never part of the formulation of such policies. The changes that have taken place in the junior high schools resulted in the introduction of some subjects without textbooks, but expect teachers to deliver lessons. The basic cognitive examination at the junior high school level needs teachers to physically and mentally prepare their pupils to be able to sit for the exams. The new policy in the education system becomes more challenging, especially for female teachers as that means an extra task both at school and at home. Female teachers, per their familial roles, also consider it their responsibility to ensure pupils acquire some skills before moving to the next level of education. Amponsah, Adasi, Mohammed, Ampadu, and Okrah. (2020) females have the tendency to be stressed on certain stressors like inability to meet target, number of subjects per term, inadequate supply of resources, conflict in home and school time management, as well as lack of time for leisure. The revelation is that the new educational policy assigned extra tasks which put more burden on teachers, especially in the suburban and rural basic schools. The reason is that there are limited resources for teachers to carry on the new responsibilities per the new curriculum. As indicated, there is no network coverage in most of the schools in suburban and rural areas, and most of them need a specific location in the school to get network coverage. Studies have shown that stressors such as routine duties, long hours, poor facilities, friction among teaching staff, and administrative red tape were considered as sources of stress (Amponsah et al., 2020; Tawiah, 2020). These areas also experience electricity fluctuation, which makes the teachers unable to complete school tasks, compelling them to take it to the house by force, homework for the teacher, thus extra work to do.

Based on years in service plus my years in teaching at the basic level, the education system and policy in the country is constantly changing based on the political party in power. The new education system emphasizes developing the pupils holistically, which means that learners have the opportunity to be successful in the future with the skills developed during the teaching and learning years in school. Similarly, a previous study found that teachers', especially females', stress is related to workload and roles like unclear and inconsistent policies and adjusting curricula to accommodate the mandates of the incoming government (Tawiah 2020). The responsibility of teachers changed as the education system or curriculum is revised, considering administrative tasks in addition to teaching. The extra tasks include keying in the data of the pupils via online forms, which makes teaching in such a situation quite challenging. The teachers consider extra tasks or responsibilities such as office duties, file management, online reports, and other burdensome. According to Addison and Yankyera (2015), work and family constitute the major life roles that most employed adults find challenging, as based on considerable evidence that these demands place special burdens on employed females. Teachers already viewed their tasks as packed with teaching responsibilities in addition to their own timetables, curriculum activities, extra classes, and marking of students' work. The need for all of these works to be done within the timeline really might be stressful for female teachers. There is no doubt that female teachers will need extra time to attend to some of the tasks in the new policy of the education system, making them spend more time on their tasks compared to their family. A lot of tasks on their shoulders eventually result in stress. Current findings are similar to those of Anshel (1996, cited in Tawiah, 2020), who found that the interface of homework led to high levels of stress among female teachers. The need to write lesson plans, deliver the lesson, manage the classroom, supervise the pupils' work, and conduct extracurricular activities is already exhausting. Teaching seems challenging for female teachers with the new education policy completely different from the old policy. The additional administrative tasks compel teachers to be on school tasks even during the weekend.

The school environments can also be considered as a source of stress among teachers in the basic schools. The narratives revealed that the location of the school in the suburban area makes teachers have trouble completing their tasks due to a lack of certain facilities such as internet connectivity. Person-environment fit theory indicates that the relationship between the individual and the environment is the determinant of whether or not the working condition will be stressful for that person or not (Meyer & Dale, 2010; Kusi et al., 2018). Most of the teaching and learning activities these days are supposed to be conducted using the internet, which is troubling, especially for female teachers. As such, a poor working environment like lack of electricity, a lack of water supply, and a lack of network connection, coupled with frustrations from social roles, makes teachers' work more difficult and stressful. The social roles and work demands are encapsulated in the fact that female teachers are expected to exert extra efforts to achieve targets as objectives set, which can be overwhelming with psychological cost (Edwards, & Oteng, 2019). Such environmental conditions of this nature usually occur in

suburban and rural areas due to the nonexistence of certain facilities. For instance, it is hard for teachers to fulfil their task, such as inputting data of the learners, when there are no networks.

The attitude of the pupils and parents seems to be stressful for teachers in executing their mandate as the implementers of education policy. The bad attitude exhibited by pupils towards school attendance means that they are either late to school or absent from school without any parent informing the school, which puts pressure on the teacher as the learner must catch up with their colleagues. The teaching profession can be highly stressful, considering the numerous factors like pupils' disciplinary challenges, conflicts with parents and administrators, heavy instructional and administrative responsibilities, time constraints, pressures from assessment, and poor working environment (Skinner & Beers, 2016; Enyonam, 2025). The pupils who attend regularly are reported to usually come to school with undone homework, and as such may not be able to pay attention in class because their efforts will be geared towards getting the homework done before the teacher asks for it in class. These situations become worse, especially when parents of the learners get mad at the teacher when a child is disciplined. However, teachers punish their children because of their own attitude. The factors that lead to teacher stress are identified by Tawiah (2020), including low pupil motivation, misbehavior, poor teacher-pupil relationships, and relationships among the pupils' peers. For female teachers, failure to achieve their own set target in the lesson plan might be a source of discomfort as they always want the pupils to excel. The familial role of women thus makes them want all the pupils to pass the basic examination, but some of them fail at the end of each examination session, creating discomfort for the teachers.

Coping strategies are necessary for teachers to realize the necessity to employ coping strategies based on the environment and individuals background to improve work performances. There are various ways and approaches to cope and improve work performances as adopted by female teachers at basic schools. In such situations, some teachers may resort to asking for assistance from the family, friends, or colleagues as the primary source of relief. According to Adasi, Amponsah, Mohammed, Yeboah, and Mintah (2020), revealed that females employed a social support and assistance-seeking attitude as a coping strategy. This is a kind of network that plays an important role in assisting members in dealing with stressful encounters. However, in comparison between family and friends, one might get assistance easily by family members or relatives, especially in performing their house chores as they attend to school tasks. It is only within the family that one can get sincere support without any strings attached or any expectation in return. The family is one group that really understands its members before other members of society. However, as some may engage counselling services, there are certain times friends are more helpful than even blood relatives or relations; thus, friends help many to deal with challenging situations and issues. A qualitative investigation done by Kusi, Codjoe, and Bampo, (2018) revealed that female teachers, especially lecturers, usually rely on counselling services to manage the stress experienced. Indoor sporting activities are also a way that people release stress. It is believed that sport reduces stress and better way to settle tasks. Studies identified the common positive coping strategies employed by teachers to manage stress, including family and friends, exercise, avoidance, hobbies, and meditation (Busari, 2011; Tawiah, 2020). Another coping strategy to improve work performance among teacher in this area to counter stress is by changing their own attitudes. Some teachers may opt for transfers, especially with a long distance to school, by moving to a school closer to home. Relocating to a new school closer to home may help teacher feel better and believe it is the only way for them to increase their work performance.

## 6. Conclusion

The research generated some themes on the causes of stress among female teachers in the study area, including stress from new policies in the education system, stress due to the environment of the school, pressure from pupils and their parents, and teachers' inability to achieve set targets. Based on research, there are some factors and coping strategies used by teachers at suburban or rural basic schools in the area. In short, stress affects teacher work performance and becomes worse when they cannot adapt to the stress. The study highlights the risk factors relative to stress, which is an essential step in looking at challenges among female teachers associated with teaching. This suggests the prioritization and promotion of interventions geared towards the well-being of teachers. With this, educational institutions and learners may benefit a lot when the psychological and mental health of teachers is not disturbed. The teaching profession is synonymous with stress that can be linked to depression or anxiety, which affects teachers' productivity and well-being.

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