

## **A Correlational Study on Teachers' Occupational Stress, Job Anxiety, Personality Dimensions and Performance**

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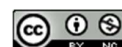
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### **Abstract**

This study determined the correlations between occupational stress, job anxiety, personality dimensions and instructional competence of elementary teachers. The study employed the descriptive-correlational research design. There were 161 respondents composed of different teachers from small and big schools in the District of Los Banos, Laguna. The study utilized standardized questionnaires to assess the Occupational Stress, Job Anxiety, Personality Dimensions, and Instructional Competence of Elementary Teachers. The data gathered were treated using Mean, Standard Deviation, and ANOVA. The findings revealed that occupational stress has a significant relationship with the teacher's competence in terms of communicative competence. However, occupational stress has no significant relationship between the teacher's competence in terms of instructional competence and social skills. The result also shows that there is a significant relationship between job anxiety in terms of recognition and teacher's competence in terms of instructional competence. However, there is no significant relationship between job anxiety in terms of recognition and teacher's performance in terms of communicative competence and social skills. Similarly, there is a significant relationship between job anxiety in terms of self-esteem and teacher's competence in terms of instructional and communicative competence. However, there is no significant relationship between job anxiety in terms of self-esteem and teacher's competence in terms of social skills. Lastly, the result shows that there is no significant relationship between job anxiety in terms of security, human relations at work, rewards and punishment, future prospects and capacity for work, and teacher's performance in terms of instructional competence, communicative competence, and social skills.

**Keywords:** *Job Anxiety; Occupational Stress; Personality Dimensions; Teachers Competence*



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### **INTRODUCTION**

Teaching is a noble profession, and the teacher is the most important factor when it comes to education and teaching activities. "A teacher is a person who works in educational institutes who helps students to achieve the cognitive, sensory and behavioral aim and gains within the range determined by the educational system" (Nweze, 2005).

Every educational system needs a highly qualified teaching force in order to accomplish its goals and objectives. Therefore, it is believed that teachers are the most important part of the educational system, particularly in terms of students' academic achievement. The instructor is the most important factor in educational and teaching activities. A teacher is a person who works in classrooms and assists students in accomplishing their behavioral, sensory, and cognitive goals within the confines of the educational system. Hence stress is a perennial problem for human beings (Gundogdu& Silman, 2007).

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According to a 2013 study, teachers' ability to perform their duties was being harmed by workplace stress levels. 56 % of teachers agreed that they would perform better at work if they were less nervous, and 76% of teachers said their stress levels were adversely affecting their health. A whopping 51% of respondents admitted to experiencing "severe" levels of work-related stress, and 64% claimed that the idea of receiving Performance Related Pay had increased their anxiety. The survey also showed that middle and senior managers were less likely than teachers to feel the consequences of stress (Lambert, 2018).

According to Fink (2018), teaching is a tough profession, even under ideal conditions. You must almost always be "on," receptive, and compassionate when speaking in front of a group of kids. Your typical workday lasts well into 3 PM, and your responsibilities and issues from the office frequently spill over into your free time. Student exam results are one example of a factor over which you are evaluated. Moreover, far too often, you work without the equipment or support you require to complete your task effectively. These challenges are ones that all teachers encounter. Teachers who experience depression or anxiety problems are quite challenging. 6.8 million adult Americans, or 3.1% of the population, have a generalized anxiety disorder. In the same year, major depressive disorder is diagnosed in more than 16.1 million Americans, or around 6.7% of the adult population in the nation. Additionally, persistent depression, a form of depression that frequently persists for at least two years, affects 3.3 million adult Americans. Furthermore, if you think that the prevalence of teacher depression is far higher, you might be right (Fink, 2018).

Given the high percentage of female teachers in the Philippines, Parilla (2012) claimed that depression and anxiety are both significantly more common in women than in men. Therefore likely that the rates of depression and anxiety among teachers are much higher than those for the general population. Similarly, depression has been a significant problem for workers, particularly in the teaching field. The workload is one of the factors that is reported to worry instructors. In order to address the pressing issues surrounding the widespread occupational stress and work anxiety among instructors (Parilla, 2012).

Based on the cited literature, the researcher conducted this study to determine the significant relationship between teachers' occupational stress, job anxiety, and personality dimensions and how they cope with these predicaments.

#### ***Statement of the Problem***

This study determined the relationship between occupational stress, work-related anxiety, and elementary teachers' performance in the Los Baños District.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
  - 1.1 School Size
  - 1.2 Age
  - 1.3 Sex
  - 1.4 Civil Status
  - 1.5 Highest Educational Attainment
  - 1.6 Length of Service
  - 1.7 Grade Level Handles
  - 1.8 Workload
2. What is the level of Occupational Stress of teachers?

3. What is the level of Job Anxiety of teachers in terms of:
  - 3.1 Security
  - 3.2 Recognition
  - 3.3 Human Relations at Work
  - 3.4 Rewards and Punishment
  - 3.5 Self-esteem
  - 3.6 Future prospects
  - 3.7 Capacity to work
4. What is the level of Personality Dimensions in terms of:
  - 4.1 Stage 1 Trust vs Mistrust
  - 4.2 Stage 2 Autonomy vs Shame and Doubt
  - 4.3 Stage 3 Initiative vs Guilt
  - 4.4 Stage 4 Industry vs Inferiority
  - 4.5 Stage 5 Identity vs Identity Diffusion
  - 4.6 Stage 6 Intimacy vs Isolation
  - 4.7 Stage 7 Generativity vs Stagnation
  - 4.8 Stage 8 Ego Integrity vs Despair
5. What is the level of teachers' competence in terms of instructional competence, communicative competence, and social skills?
6. Is there a significant relationship between occupational stress and teacher competence?
7. Is there a significant relationship between job anxiety and the teacher's competence?
8. Is there a significant relationship between personality dimensions and the teacher's competence?
9. Do the teacher-respondents level of occupational stress, job anxiety, and personality dimensions differ significantly when grouped according to profile?
10. What program can be recommended based on the findings of the study?

### ***Hypothesis***

The study was guided by the following hypotheses:

1. There is no significant relationship between occupational stress and the teacher's competence.
2. There is no significant relationship between job anxiety and the teacher's competence.
3. There is no significant relationship between personality dimensions and the teacher's competence.

The teacher-respondents level of occupational stress, work anxiety, and personality dimensions do not differ significantly when grouped according to profile.

### **LITERATURE REVIEW**

Nweze (2005) asserts that throughout the previous 2.5 decades, management development has needed to address the stress phenomena. He continued by pointing out a number of distinct reasons why stress is so well-liked. He continued by saying that the traditional approaches to managing life's stresses and tensions quickly fall apart. The demands, setbacks, and frustrations of daily life led to stress. One of the main health risks of the modern job is occupational stress. It is largely responsible for the physical disease, drug abuse, and familial issues that millions of blue-collar and white-collar workers endure (Lambert, 2018). Stressful work settings and occupational stress have all been related to low productivity, absenteeism, and rising on- and off-the-job mishaps. According to Lambert (2018), feeling worried is a typical aspect of teaching. The nighttime worries persistently cast doubt on everything.

One of the most prevalent types of mental disease is job anxiety which may deteriorate your health. According to a study, those who struggle with anxiety disorders may also be more likely to have physical health issues. Therefore, when someone handles their anxiety, they also care for their physical health. Anxiety is a prevalent yet frequently disregarded issue. Likewise, as cited in a study conducted by Chen (2016), a well-accepted definition of personality is defined as follows: Personality is a pattern of characteristic thoughts, feelings, and behaviors that distinguish one person from another and persist over time and situations.

Eysenck (1947) that a person is the unintended blending of his parents' genes produced, and the environment can help to restore the balance. Likewise, its impact is quite limited, emphasizing that a person's personality is primarily impacted by their genes. The environment often only has a modest part in bringing about minor changes and perhaps a type of cover-up because of how strongly genetic influences are on both IQ and personality (Eysenck, 2002).

In his theory, Eysenck (2002) stated that personality theory focused on two dimensions of higher-order traits, extraversion vs. introversion and emotional stability vs. neuroticism, or emotional instability. The stereotype of extroverts as loud and gregarious contrasts with the stereotype of introverts as quiet and introverted. He distinguished between extraversion and introversion by examining their innate states of alertness. Arousal in psychology refers to any form of excitement. Introverts do not need to seek out stimulating surroundings because they naturally have a higher base level of excitement. Extraverts favor stimulating situations and have lower basal arousal levels. Teachers' heavy workloads, which include creating lesson plans, visual aids, and other job tasks, cause their worry.

## **RESEARCH METHOD**

### **Research Design**

This study used Descriptive research. It is a study designed to depict the participants accurately. In this design, collecting the primary data was based on a written questionnaire with a representative sample of individuals or respondents from the target population.

### **Respondents of the Study**

This study utilized the primary and intermediate teachers from selected public elementary schools as respondents of the study from the District of Los Baños, Laguna, S.Y. 2018 - 2019. The schools were categorized as big and small schools. The big schools were Los Baños Central Elementary School, Mayondon Elementary School, and Lopez Elementary School, while the small schools were Malinta Elementary School, Lalakay Elementary School, and Bernaldo N. Calara Elementary School.

### **Sampling Technique**

In order to identify the respondents, the researcher used the proportionate stratified sampling technique. Slovin's Formula was then used to determine the total number of respondents who participated in the study. There were 169 teachers overall in large schools and 48 in small schools.

After applying Slovin's Formula, there were 118 teachers overall in the large school and 43 in the small schools, which were subsequently included in the study. In the District of Los Baños, Laguna, the total number of teachers was determined according to the number of teachers in all public primary schools.

### **Research Instrument**

The study used many standardized assessments as research tools to gauge elementary teachers' levels of job stress, work anxiety, personality traits, and instructional proficiency. Teachers' levels of occupational stress were evaluated using Goldberg's 12-item General Health Questionnaire (GHQ-12) Scale (Goldberg, 1988).

In measuring the Job anxiety of teachers, the study utilized the Job Anxiety Scale developed by A.K. Srivastava (1977). There are seven sub-scales in the job anxiety scale (JAS). A set of seven stencil keys are provided for scoring. There is a separate key for each. To obtain the score dimension, 1 (security) takes the relevant scoring key and lays it on the questionnaire. Count the number of their answers. Similarly, scoring may be done on the other dimensions of the JAS. The total job anxiety score may be found by adding the scores on all seven sub-scales (John & Srivastava, 1998).

As to the personality dimensions, the modified Erikson Psychosocial Stage Inventory (MEMPSI) developed by Cynthia S. Darling-Fisher, Ph.D., and Nancy Kline Leidy, Ph.D. (1998) was used. Five positive and five negative items are used to describe attributes from successful and unsuccessful resolutions, respectively, of a given stage or crisis. It yields ten items per subscale, corresponding to the eight stages of development, and 80 items total. A subscale score is obtained by revising the values of negative items and computing a mean for any subject answering a minimum of three of the five positive items and three of the five negative items included in the scale. The aggregate MEPSI score is obtained by computing the mean of the eight-subscale score. A low (1-2) reflects a predominance of negative attributes, and a high score (4-5) reflects a predominance of positive attributes (Darling-Fisher & Leidy, 1998).

### **Validation of the Research Instrument**

Further, prior to the actual conduct of the study, a pilot testing of the research instrument was conducted by the researcher. The instrument's reliability was determined by using Cronbach Alpha with 0.9, which means good. Hence, the instruments were used in the study.

### **Statistical Treatment of Data**

The gathered data were statistically assessed and interpreted. Frequency count and percentage were used to describe the respondents' profiles. The mean and the standard deviation were utilized to describe occupational stress, job anxiety, and instructional competence. To determine the relationship between occupational stress, instructional competence, job anxiety, and personality dimensions, Pearson *r* was used. To answer the question, do the teacher-respondents level of occupational stress, job anxiety, and personality dimensions differ significantly when grouped according to profile, t-test and one-way ANOVA for independent samples were used.

### **FINDINGS AND DISCUSSION**

A great majority of the respondents have 360 to 420 minutes of teaching load, or 87.6% or 141 of the total respondents. Furthermore, 8.1% or 13 of the respondents have 301 to 350 minutes of teaching load, and only 4.3% or 7 of the total respondents have 250 to 300 minutes of teaching load. It implies that the teaching profession was dominated by females in their adulthood stage and pursuing their graduate degrees for their professional development. Most of the respondents were in their early years as teachers and were handling a workload of 420 minutes per day. Thus, the findings affirm Wangui, Ombui, and Iravo (2016) that inadequate management of work-related stress in most schools leads to teachers' poor

performance. Their study revealed that management-related stress factors such as coercive leadership, heavy workload, unrealistic syllabus coverage deadlines, inadequate recognition for good performance, low involvement in decision-making, and taking responsibility for students' performance have negative effects on teachers. Their study further revealed family-related stress factors among them. Yavuz (2009) found that men experience higher depersonalization.

Most of the respondent's level of occupational stress was *at a moderate level*. It was found that the respondents thought they were worthless people. The findings corroborate Nweze's (2005) claim that, over the last 25 years, the stress phenomenon has become a critical issue in management development. He went on to say that stress is very frequent for some very obvious reasons. Daily pressure, disappointment, and dissatisfaction all lead to stress. According to Alam (2009), management position, interpersonal connections, and performance expectations were the primary contributors to workplace stress.

The respondents have a low level of job anxiety in terms of security, recognition, human relations at work, rewards and punishment, self-esteem, future prospect, and capacity to work. The results support Lawver & Smith (2012) that particular demographic characteristics suggested preferences for utilizing particular coping mechanisms. Significant correlations were found between age, the length of one's teaching profession, the type of certification, the number of hours spent on teaching and teaching-related duties, and particular coping mechanisms.

In terms of their level of personality dimension in term of Stage 1 (Trust vs. Mistrust) showed that the mean score is 3.38, Stage 3 (Initiative vs. Guilt) has a mean of 3.37, and Stage 6 (Intimacy vs. Isolation) has a mean of 3.39 wherein it all fall in the moderately positive level. On the other hand, Stage 2 (Autonomy vs. Shame and Doubt) has a mean of 3.65, Stage 4 (Industry vs. Inferiority) has a mean of 3.65, Stage 5 (Identity vs. Confusion) has a mean of 3.59, Stage 7 (Generativity vs. Stagnation) mean 3.55 and Stage 8 (Ego Integrity vs. Despair) mean 3.57, wherein all these stages fall *under positive level*. It can be inferred that Erikson (1959) claimed that adults in their 40s and 50s tended to find significance in their employment at this point. They believe that at this stage of their lives, they should be able to contribute significantly to society and leave a lasting impression. Likewise, for those who are often retired and in their 60s or older, it is crucial for them to experience a sense of accomplishment in knowing that they accomplished something noteworthy while still in their youth. They are likely to feel hopeless if they believe they have not accomplished anything. Additionally, the individual goes through a psychosocial crisis at each step, which could have either a favorable or unfavorable impact on personality development that may affect their work. So, Jayson (2010) asserted that young adults are more likely than older adults to experience unpleasant emotions. Stress and anger are negative emotions that typically worsen as people get older. Worry and stress levels start to decrease after age 50 significantly. In some ways, it marks the turning point, but it is not a magic number that guarantees everything will get better. Although stress is always decreasing, the slope beyond age 50 becomes steeper. Similar emotion research involved giving beepers to 184 persons between the ages of 18 and 94 and asking them to express their feelings when the beeper beeped at different times during the day.

The level of competence in terms of instructional competence is 3.95, and a standard deviation of 0.36 indicates highly proficient. In terms of the teacher's competence in terms of communicative competence is 3.95, and a standard deviation of 0.40 signifies that teachers are highly proficient. On the other hand, the teacher's competence in terms of social skills is 4.13, and the standard deviation is 0.38, which signifies a highly proficient level. Thus, the findings were supported by Wangui, Ombui & Iravo (2016), wherein work stress can negatively affect teachers' school effectiveness.

The correlation between occupational stress and the teacher's competence in terms of instructional competence is not significant, p-value = .084, r - value = -.137, the p-value is greater than .05, therefore, it is not significant. In terms of communicative competence, the p-value=.014, r-value = -.193\*, it is less than .05, so it indicates a significant relationship between occupational stress and teacher's competence in terms of communicative competence. In terms of social skill, the p-value=.291, r-value=-.084 shows that the p-value is greater than .05, so there is no significant relationship between occupational stress and a teacher's competence in terms of social skills. The results support the findings of Lawver & Smith (2014) assertion that certain demographic traits indicated preferences for using particular coping techniques. The age, length of teaching career, kind of certification, hours spent on teaching and teaching-related responsibilities, and specific coping techniques all showed significant associations.

Table 1. Test of a significant relationship between job anxiety and teacher's competence

<b>Job Anxiety</b>	<b>Teacher's Competence</b>	<b>r - value</b>	<b>p-value</b>
Security	Instructional Competence	.020	.803
	Communicative Competence	.026	.739
	Social Skills	.044	.576
Recognition	Instructional Competence	-.201*	.011
	Communicative Competence	-.092	.245
	Social Skills	-.077	.332
Human Relations at Work	Instructional Competence	-.085	.285
	Communicative Competence	-.040	.616
	Social Skills	-.031	.692
Rewards and Punishment	Instructional Competence	-.081	.305
	Communicative Competence	.026	.744
	Social Skills	-.064	.417
Self-esteem	Instructional Competence	-.162*	.040
	Communicative Competence	-.169*	.032
	Social Skills	-.113	.155
Future Prospect	Instructional Competence	-.150	.057
	Communicative Competence	-.148	.061
	Social Skills	.001	.989
Capacity to Work	Instructional Competence	.024	.764
	Communicative Competence	.024	.764
	Social Skills	.022	.784

*\*Significant at p < .05 level*

As shown in Table 1, revealed that there is no significant relationship between job anxiety and teacher competence. The results contradict Sharma's (2008) claim that occupational stress can cause bad health and make people feel ill at work and at home. Early indications of job stress can include headaches, trouble concentrating, disturbed sleep, stomach problems, and irritability. Major illnesses like cardiovascular disease, mental health issues, and musculoskeletal difficulties are later caused by this. Occupational stress can cause behavioral symptoms like appetite loss, increased alcohol, drug, and tobacco use, social isolation, poor job performance, and changes in intimate family connections, in

addition to physical and psychological signs and symptoms. Due to job overload, role ambiguity, role conflict, lack of control, poor peer relationships, and demanding working conditions, Punia and Balda (2016) found that the majority of teachers employed by the Central Board of School Education (CBSE) had moderate levels of stress.

Table 2. Test of a significant relationship between personality dimensions and teacher's competence

<b>Personality Dimensions</b>	<b>Teacher's Competence</b>	<b>r - value</b>	<b>p - value</b>
Stage 1(Trust vs Mistrust)	Instructional Competence	-.054	.493
	Communicative Competence	-.057	.469
	Social Skills	-.062	.432
Stage 2(Autonomy vs Shame and Doubt)	Instructional Competence	-.142	.072
	Communicative Competence	-.035	.658
	Social Skills	-.122	.124
Stage 3(Initiative vs Guilt)	Instructional Competence	.007	.932
	Communicative Competence	.130	.100
	Social Skills	.063	.428
Stage 4(Industry vs Inferiority)	Instructional Competence	-.147	.063
	Communicative Competence	-.050	.532
	Social Skills	-.080	.314
Stage 5(Identity vs Confusion)	Instructional Competence	-.070	.381
	Communicative Competence	.046	.564
	Social Skills	-.033	.682
Stage 6(Intimacy vs Isolation)	Instructional Competence	-.099	.213
	Communicative Competence	.014	.858
	Social Skills	.086	.276
Stage 7(Generativity vs Stagnation)	Instructional Competence	-.118	.136
	Communicative Competence	.003	.969
	Social Skills	.071	.372
Stage 8(Ego Integrity vs Despair)	Instructional Competence	-.003	.968
	Communicative Competence	.119	.134
	Social Skills	.047	.554

*\*Significant at  $p < .05$  level*

Table 2 revealed that the personality dimensions and teacher's competence have no significant relationship as shown in the p-value, which is all greater than .05, there for the hypothesis is accepted. Sharma (2009) asserted that a teacher is a teacher in the classroom and a teacher to his or her students independent of any medical or psychological problems, status, or community responsibilities; nonetheless, the teacher would only be impacted by the students. Hence, instructors today like to be practical and on the job, which is likely to spread their personal contributions to their profession.



Table 3. Test of significant difference in the teacher's level of occupational stress when grouped according to the demographic profile

Profile		Sum of Squares	df	Mean Square	F	p - value
<b>Civil Status</b>	Between Groups	168.069	2	84.035	3.470*	.034
	Within Groups	3826.403	158	24.218		
	Total	3994.472	160			

\*Significant at  $p < .05$  level

Based on the tabulated result in Table 3, the  $p$ -value=.034, it is less than .05, so there is a significant difference between teachers' levels of occupational stress when grouped according to demographic profile.

In contrast to Omolayo and Omole (2013) study on the psychological well-being of single women, they discovered that being single had a substantial impact on women's welfare. This can lead to a lack of job satisfaction because the study also found that women experience much more job stress than men do and that males are more content with their jobs than women are.

Table 4. Test of significant difference in the teacher's level of job anxiety when grouped according to the demographic profile

Profile	Job Anxiety	t-value / F value	p value
School Size	Recognition	2.475*	.014
	Rewards and Punishment	3.844**	.000
	Self-esteem	3.804**	.000
	Capacity to Work	3.960**	.000
Age	Security	4.550**	.002
Civil Status	Self-esteem	3.532*	.032
Highest Educational Attainment	Recognition	4.006**	.004
	Human Relations at Work	2.912*	.023
	Rewards and Punishment	4.173**	.003
	Capacity to Work	3.380*	.011

\*\*Significant at  $p < .01$  level

\*Significant at  $p < .05$  level

The tabulated result in Table 4 revealed a significant difference in the teachers' level of job anxiety when grouped according to school size and Job anxiety in terms of recognition,  $p$ -value=.014,  $f$  value=2.475. In terms of rewards and punishment, the  $p$ -value=.000,  $f$  value=3.844\*\*, therefore, there is a significant difference between school size and job anxiety in terms of rewards and punishment. In terms of self-esteem,  $p$ -value=.000,  $f$  value=3.804\*\*. Therefore, there is a significant difference between school size and job anxiety in terms of self-esteem. In terms of capacity to work,  $p$ -value=.000,  $f$  value=3.960\*\* it means that there is a significant difference between school size and job anxiety in terms of capacity to work.

There is also a significant difference between age and job anxiety in terms of security,  $p$ -value=.002,  $f$  value=4.550. In terms of self-esteem,  $p$ -value=.032,  $f$  value=3.532\*, therefore, there is a

significant difference between civil status and job anxiety in terms of self-esteem. As to the recognition, p-value=.004, f value=4.006\*\*, human relations at work p-value=.023, f value=2.912\*, rewards and punishment p-value=.003, f value=4.173\*\*, capacity to work p-value=.011, f value=3.380\*. The p-value is all less than .05, therefore, it concludes that there is a significant difference between the highest educational attainment and job anxiety in terms of recognition, human relations at work, rewards and punishment, and capacity to work.

The results support Alharbi, et al. (2019) observed that teachers in various types of school experience stress. Age, gender, and experience were all significant factors in how much stress and anxiety people perceived themselves to be under. Similarly, Lawver & Smith (2012) concluded that some demographic traits indicated preferences for using particular coping techniques. The age, length of teaching career, kind of certification, hours spent on teaching and teaching-related responsibilities, and specific coping techniques all showed significant associations. Likewise, the study about occupational stress, burnout, and coping mechanisms by school level and gender conducted by Antoniou, Ploumpi, and Ntalla (2013) discovered that stress and burnout of teachers were related to significant factors like gender, teaching experience, and school level.

Table 5. Test of significant difference in the teacher's level of personality dimensions when grouped according to demographic profile

<b>Profile</b>	<b>Personality Dimensions</b>	<b>F value</b>	<b>p value</b>
Grade Level Handled	Stage 1 (Trust vs Mistrust)	3.719**	.002
	Stage 2 (Autonomy vs Shame and Doubt)	5.763**	.000
	Stage 3 (Initiative vs Guilt)	3.717**	.002
	Stage 4 (Industry vs Inferiority)	3.642**	.002
	Stage 5 (Identity vs Confusion)	2.789*	.013
	Stage 6 (Intimacy vs Isolation)	3.707**	.002
	Stage 7 (Generativity vs Stagnation)	3.010*	.008
	Stage 8 (Ego Integrity vs Despair)	6.588**	.000

\*\*Significant at  $p < .01$  level

\*Significant at  $p < .05$  level

As shown in Table 5, it was found that there is a significant difference between Grade Level Handled and Personality Dimensions in terms of different stages: Stage 1 (Trust vs. Mistrust) p-value=.002, f value=3.719\*\* it is highly significant. Stage 2 (Autonomy vs. Shame and Doubt) p-value=.000, f value=5.763\*\* is highly significant. Stage 3 (Initiative vs Guilt) p-value=.002, f value=3.717\*\* is highly significant. Stage 4 (Industry vs Inferiority) p-value=.002, f value=3.642\*\* is highly significant. Stage 5 (Identity vs Confusion) p-value=.013, f value=2.789\* is significant. Stage 6 (Intimacy vs Isolation) p-value=.002, f value=3.707\*\* is highly significant. Stage 7 (Generativity vs Stagnation) p-value=.008, f value=3.010\* is significant. Stage 8 (Ego Integrity vs Despair) p-value=.000, f value=6.588\*\* is highly significant.

According to Erick Erikson's theory of psychosocial development, there are eight stages in which a person can go through a crisis that could have either a positive or bad effect. Erikson believed that failing to complete a stage effectively could lead to a decreased ability to complete subsequent stages, leading to a less healthy personality and sense of self. Depending on the grade level taught, different stress levels were found, according to Johannsen (2011). It merely demonstrates how the handling of grades impacts instructors' stress levels. Additionally, as evidenced by the findings, there is a significant correlation

between the respondents' demographic characteristics and the dimensions of occupational stress, work anxiety, and personality.

## **CONCLUSION**

Based on the findings of the study, the following conclusions are drawn:

The hypothesis stating that There is no significant relationship between occupational stress and teacher competence is partly upheld. There is a significant relationship between occupational stress and teachers' competence in terms of communicative competence.

The hypothesis stating that there is no significant relationship between work anxiety and a teacher's competence is hereby partly upheld. There is a significant relationship between job anxiety in terms of recognition and teachers' competence in terms of instructional competence. There is also a significant relationship between job anxiety in terms of self-esteem and teachers' competence in terms of instructional competence and communicative competence.

The hypothesis stating that there is no significant relationship between personality dimensions and a teacher's competence is hereby accepted.

Lastly, the hypothesis stating that the teacher-respondents level of occupational stress, job anxiety, and personality dimensions do not differ significantly when grouped according to profile is hereby rejected. There is a significant difference between teachers' levels of occupational stress when grouped according to civil status. There is also a significant difference in teachers' job anxiety when grouped according to school size, age, civil status, and highest educational attainment. There is a significant difference in terms of teacher's level of personality dimensions when grouped according to grade level handled.

## **LIMITATION & FURTHER RESEARCH**

The study is limited to determining the relationship between occupational stress, work-related anxiety, and elementary teachers' performance. The study was conducted among Los Banos, Laguna, Philippines, public school elementary teachers. The proportional stratified sampling technique through Slovin's Formula was used to identify them. Standardized research questionnaires were used in the data gathering. As to the conduct of further research, a similar study may be conducted by future researchers using other instruments to assess teachers' occupational stress, anxiety level, personality dimension, and competency-based on the Philippine Professional Standards for Teachers.

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