


**EMOTIONAL STABILITY AND JOB PERFORMANCE OF THE  
TEACHERS IN SELECTED PUBLIC ELEMENTARY  
SCHOOLS IN THE DISTRICT OF SILANG 2,  
DIVISION OF CAVITE**



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## ABSTRACT

Title of the Research: **Emotional Stability and Job Performance of the Teachers in Selected Public Elementary Schools in the District of Silang 2, Division of Cavite**

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This is a descriptive correlational study which determined the relationship of emotional stability and job performance of the teachers in selected elementary schools in the District of Silang 2.

The respondents were the 93 teacher-respondents from selected public elementary school teachers in the District of Silang 2, Division of Cavite. The instruments used were the standardized tests on Emotion Profile Index (EPI) to determine the emotional stability profile of the teacher-respondents with emphasis on emotion dimensions controlled, trustful, gregarious and timid; and documentary analysis using the Performance Appraisal Systems for Teachers (PAST) or PAS Form B to determine the level of job performance of the teacher-respondents.

The findings disclosed the emotional profile of the teacher-respondents. A mean of 74.97 for controlled emotion dimension was interpreted as High while a mean of 58.50 for trustful emotion dimension

was also considered High, however, among all the results of the different emotion dimensions, trustful got the lowest result. A mean of 74.56 for gregarious emotion dimension and a mean of 74.97 for timid emotion dimension, were both interpreted as High. The level of emotional stability of the teacher-respondents were considered High with a mean of 70.75. The level of job performance of the teacher-respondents were considered Very Satisfactory with a mean of 8.57. Moreover, findings for factors in determining level of job performance were also considered. Instructional competence had a mean of 5.90; professional and personal characteristics had a mean of 1.71 and punctuality and attendance had a mean of 0.89, all of which were interpreted as Very Satisfactory. The chi-square of 0.935 and Fisher's Exact Test with a probability value of 0.439 which is greater than 0.05 revealed that there was no significant relationship between the emotional stability and job performance of the teacher-respondents.

This study thereby recommends that teachers with low emotional stability yet, very satisfactory in job performance should be given attention to uplift their emotions, a teacher development program that focuses on task and work to attain excellence towards work and a follow-up study on the unexplored emotion dimensions as stated in the Emotion Profile Index.

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FIGURE

FIGURE

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