

**CORRELATIONAL ANALYSIS OF DEMOGRAPHIC PROFILE, ANXIETY  
LEVEL AND COPING STYLES OF SELECTED RETIRING PUBLIC  
ELEMENTARY SCHOOL TEACHERS IN UPLAND, CAVITE**

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## **ABSTRACT**

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This study analyzed the relationship among demographic profile, Anxiety level and coping styles of selected retiring public elementary school teachers in upland, cavite was conducted between November 2005 and January 2006 in different public elementary schools in Upland, Cavite.

This study employed the Point-Biserial Coefficient Correlation and t-tests for statistics. The respondents were determined using the fish-bowl technique and simple random sampling technique respectively. A validated anxiety level test, coping styles tests and survey forms were administered to determine the respondents' anxiety levels, coping styles and demographic profiles. Then with the used of statistical method, particularly, t-test for independent and point biserial correlation coefficient. The respondents of this study were 35 selected retiring public elementary school teachers in Upland, Cavite, where 15 or 43 percent belonged to age 59 and below while 20 or 57.1 percent belonged to age 60. Results revealed that 51 percent of the respondents experienced anxiety within normal range while the remaining 49 percent experienced minimal to moderate anxiety. Modified Coping Inventory Test revealed that the most frequently used coping styles by the respondents are task-oriented coping styles that use cognitive or behavioral problem-solving techniques when confronted with anxiety. Only



age showed a significant effect on the anxiety level of the respondents with a compute point biserial correlation coefficient of  $-0.3302$  and a computed t-value of  $2.009$  which are significant at  $0.05$  levels; while other factors like gender, educational attainment, civil status and plantilla do not affect the anxiety level. Demographic profile showed no significant relation with the coping styles of the selected retiring public elementary school teachers in Upland, Cavite.



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