



**RELATIONSHIP OF SELF-ESTEEM AND LEARNING STYLE TO THE
PERFORMANCE OF GRADE 8 STUDENTS IN MATHEMATICS**

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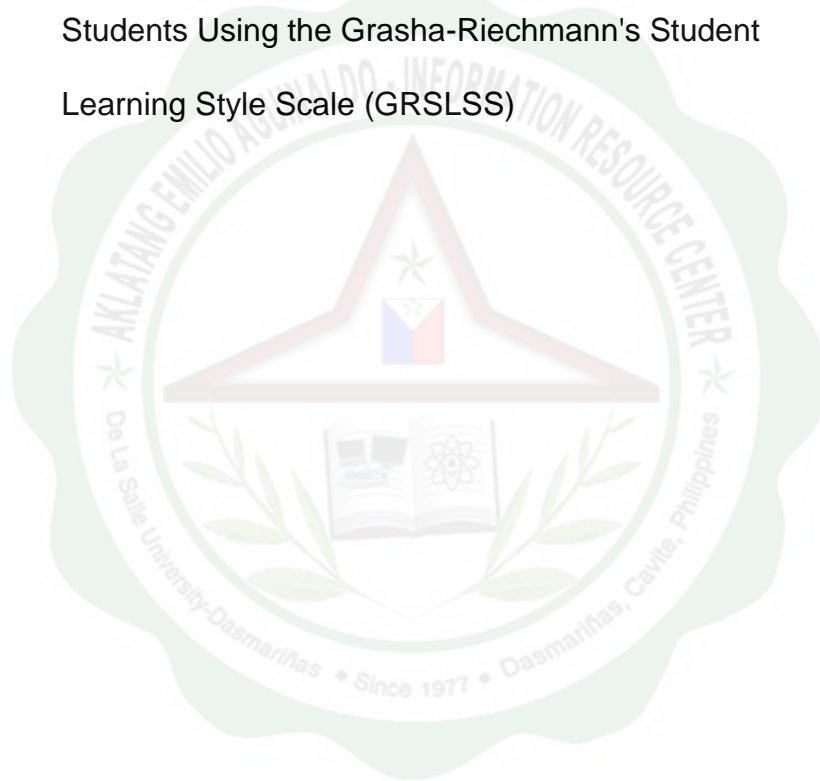
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ABSTRACT

This study determined the level of self-esteem, learning styles in studying Mathematics and the performance of Grade 8 students in Mathematics of Governor Ferrer Memorial National High School – Biclatan Annex. It also aimed to determine the significant relationship of the students' self-esteem and learning styles to the performance in Mathematics. This study employed the descriptive correlational method of research. To identify the level of self-esteem, Rosenberg's Self-esteem Scale was utilized and to identify the learning styles, the Grasha-Riechmann's Student Learning Style Scales was used. The performance of the Grade 8 students was taken from the records of their Mathematics teacher. The data of the study were analyzed using the descriptive statistics, Regression Analysis, Pearson r Correlation and Two-Way ANOVA. Data analysis using the Regression Analysis and Pearson r Correlation revealed that there was a significant relationship of self-esteem and learning styles to the performance of the Grade 8 students in Mathematics. In conclusion, the findings show that self-esteem and learning style are contributing factors to the performance of the Grade 8 students in Mathematics. On the other hand, the result of the Two-Way ANOVA reveals that there is a significant difference between the self-esteem and the performance in Mathematics while it shows that there is



no significant difference between the learning style and performance in Mathematics because of the weak relationship.

