

**PERSONAL DISPOSITION AND TEACHER RELATED FACTORS
TOWARDS PERFORMANCE IN MATHEMATICS**

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ABSTRACT

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This study aimed to investigate the correlation between Personal Disposition and Teacher Related Factors, towards Performance in Mathematics among Grade 10 Students at Hagonoy National High School. A quantitative-descriptive correlational study was conducted on a total of 191 students participating in the study, responding to a questionnaire assessing their personal disposition and teacher-related factors. The results showed a significant positive correlation between Personal Disposition, particularly in terms of Interest and Study Habits, and mathematics performance. However, no significant relationship was found between Teacher-Related Factors (Personality Traits, Teaching Skills, Instructional Materials) and Mathematics Performance. This suggests that while Teacher Related Factors may not directly correlate with Mathematics Performance, there exists a positive correlation between Personal Disposition and Mathematics Performance. Enhancing students' personal

disposition towards mathematics is crucial for improving academic performance. Additionally, the lack of significant correlation with Teacher-Related Factors implies that other variables or factors beyond teachers' characteristics and classroom practices may play a more influential role in determining student's academic performance in mathematics. Therefore, a comprehensive understanding of these factors is essential for improving mathematics education beyond traditional measures of teacher quality and classroom effectiveness.

Keywords: *Personal disposition, interest, study habits, teacher-related factors, and mathematics performance.*