

## ABSTRACT

The study was conducted to find out the respondents' creative behavior, problem solving skills and performance in mathematics and the relationships among these variables. The study utilized a descriptive-correlational method of research, Cochran's formula and stratified random sampling for determining sample size, and standardized questionnaire in gathering the data. Descriptive method such as frequency, percentages, and mean were used to describe the respondents' creative behavior, problem-solving skills and performance in mathematics. Spearman rho was used to determine if significant relationships exist among the creative behavior, problem-solving skills, and performance in mathematics. The findings revealed that the respondents' moderately possessed the creative behavior as a whole and in terms of solution of a problem, theory building, creating permanent work in symbolic system, and performance in a ritualized work. The respondents' performance in problem-solving skills was high revealed while the respondents' performance in mathematics is proficient. The results of that there was a significant relationship between the students' creative behavior and performance in mathematics. Results revealed that there was no significant relationship between creative behavior and problem-solving skills implying that creative behavior has nothing to do with the problem solving skills of the students. It was also revealed that there is no significant relationship between the problem-solving skills and performance in mathematics implying that problem-solving skills of the respondents in any way does not increase or decrease in performance in mathematics.

*Keywords:* Creative behavior, Problem solving skills, Performance