ABSTRACT

This study was conducted to determine the social relationship, learning styles and the academic performance in science of junior high school students. The survey-correlational research design was used in this study. This was accomplished through-the-use of descriptive rating, a researcher made checklist type survey for social relationship and an adopted and modified checklist questionnaire from the University of California, Merced Student Advising and Learning Center for learning styles were used to collect quantitative data from 273 randomly selected junior high school students at one of the national high schools in Lutod-lutod. The findings of this study showed that the social relationship of the junior high school students to their friends and teachers was influential; and in terms of their family it was moderately influential; the learnings styles were all dominant with auditory learning style as the most used learning style; the relationship between social relationship and learning styles and academic performance were not significant, and the relationship between social relationship and academic performance was significant.

Keywords: Social Relationship, Learning Style and Academic Performance in Science