Abstract
This study determined the self-regulated learning strategies, social support and academic performance of Grade Six pupils of the four schools of Pasuquin District namely: Pasuquin Central, Pasuquin Gabaldon, Dadaeman, and Caruan Elementary Schools. Specifically, it looked into: a) academic self-regulated learning strategies of grade six pupils in terms of improving memory, goal setting, making self-evaluation, seeking assistance, environmental structuring, taking responsibility for learning, planning and organizing; b) level of social support given to the pupils by parents and teachers; and c) level of academic performance of the pupils; and found out if there is significant relationship between academic self-regulated learning strategies and social support, academic self-regulated learning strategies and academic performance, and academic performance and social support.

The study utilized the descriptive-correlational approach of research design through survey. Data were obtained from grade six pupils, parents and teacher advisers for the school year 2012-2013. Academic Self-Regulated Learning Scale (A-SRL-S) and Pupil Social Support Scale (PSSS) were used by the pupils to describe their self-regulated learning strategies and social support they get from parents and teachers. On the other hand, Pupil Rating Academic Self-Regulated Learning Scale and Rating Pupil Social Support Scale were used by the parents and teachers to cross check the information that were gathered from the pupils. The pupils’ grades for the second grading period represented their academic performance.

Results of the findings revealed that pupils’ academic self-regulated learning strategies, as a whole, and components: improving memory, goal setting, making self-evaluation, seeking assistance, environmental structuring, taking responsibility for learning, planning and organizing were perceived as **evident** by the respondents. Likewise, a **high level of support** is given to pupils by parents and teachers based on their ratings on social support, as a whole and on its components: parents’ support and
teachers’ support. Their academic performance was found to be **satisfactory**.

Results further revealed that there exists a significant relationship between academic self-regulated learning strategies and social support given to pupils by parents and teachers, between academic self-regulated learning strategies and academic performance and between academic performance and social support in some schools. The positive relationship of the three variables shows that a wide use of academic self-regulated learning strategies and high level of support given to pupils by parents and teachers have significant contribution to academic performance of the learners.