BOOK OF ABSTRACTS

ADVISORY COMMITTEE

Contents

Oral Reading Skills of Grade Seven Students

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2nd Regional Teacher Education Research Conference 2017

This paper aimed to determine the oral reading skills of Cagayan de Oro National High School grade seven students SY 2016-2017. This study made use of a descriptive research method wherein respondents were from the bottom three sections of the Basic Education Curriculum who obtained Frustration level during the conduct of Philippine Informal Reading Inventory (Phil-IRI). Specifically, it looked into the fluency and comprehension level of accuracy, prosody, and rate; literal, inferential and evaluative questions. This paper likewise unveiled the specific difficulties which made these students belonged to frustration readers such as their difficulty to pronounce words, inability to decode words, slow pacing and miscues. Although this study concluded that there was a significant difference between the students' oral reading skills when compared according to their English grade and gender, results also show that their oral reading skills did not depend upon their attitude towards reading interest, reading resources available at home, parental support and reading exposures. Thus, students' oral reading skills depend upon their skill to read and not about these socio-cultural experiences. However, findings from the various studies have also shown important implications of socio-cultural experiences for our understanding of the nature of the reading process.

Keywords: *comprehension skills, miscues, oral reading skills*

Thinking Habits: Implications on Students 21st Century Skill

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2nd Regional Teacher Education Research Conference 2017

This study determined the thinking habits of Grade 9 students of First Legislative District of the Division of Cagayan de Oro to help achieve and establish a method that will enhance their creative and critical thinking skills. The study used a descriptive research design which utilized Proportionate simple random sampling in the selection of respondents. The data were analyzed using descriptive and inferential statistics. The results showed that the overall thinking habits and 21st century skills of Grade 9 students are fair. They possessed a good rating in applying past knowledge. Moreover, the level of 21st century skills of students showed the following results: The students' critical thinking skills is poor; creative thinking skills is fair; problem solving skills is fair; and overall 21st century skills is fair. The result further showed that there was a highly significant difference in the students' thinking habits in terms of questioning, posing problems, thinking and communicating with clarity and precision. Based on the F-test and T-test, there was a highly significant difference on the students' thinking habits and 21st century skills when grouped according to general average. In its entirety, the learner should amply motivate himself to engage in activities that target critical as well as creative thinking. Engagement in learning is the key to the learner's progress paired with advance learning curriculum to be provided by the teacher that targets the improvement of the thinking skill of the learner.

Keywords: *thinking pattern, habits of mind, 21st century skill, critical thinking, creative thinking*

Project RAMPA (Reward and Monitor Pupils Attendance) : A Monitoring Guide To Reduce Absenteeism Among Grade 3 Pupils

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This study aimed to minimize and reduce the problem on absenteeism of Grade III level of West City Central School. The consolidated results of SF2 for SY 2015-2016 and SY 2016-2017 pointed out that the Grade III level had the highest number of absences particularly section Pomelo. The result showed that there were 10 out of 44 pupils (25%) have five (5) days or more absences. The causes of the problem were analyzed and verified through one-on-one interview and Focus Group Discussion (FGD). The researchers created a brochure called Reward and Monitor Pupils' Attendance (RAMPA), a monitoring guide to reduce absenteeism. It contains steps on how to monitor their absences and when to give rewards to pupils with perfect attendance. It also provides enhanced letters and forms such as Parent-Teacher Agreement, Home Visitation Form and others. Procedures were organized and planned following the usual processes in a classroom with the provision of enhanced letters and forms. The RAMPA Brochure was implemented by the process owner for four (4) weeks, provided with copies of enhanced letters, attendance chart, Certificate of Perfect Attendance and with constant follow-up of the researchers. After four (4) weeks, SF2 was collected, consolidated, tabulated and graphed. Results showed that the application of the brochure contributed to the reduction of absences. It revealed that from ten (10) pupils who incurred five (5) or more absences in a month, it reduced to four (4) or 9% which is allowable. Hence, it is recommended that the teachers could make use of the RAMPA Brochure in their classes as a guide to address the problem on absenteeism.

ICT Perceptions and Usage among Public Elementary School Teachers in Cagayan de Oro

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The Department of Education has programs for the integration of ICT in schools. However, data has yet to show teachers' perceptions and use of ICT. Thus, this study explored the underlying factors of the ICT perceptions and usage among public elementary school teachers in Cagayan de Oro. It employed descriptive method in which a questionnaire was used by adapting the Information and Communications Technology Survey (Gulbahar & Guven, 2008), and Web 2.0 Tools Survey (Sawant, 2012). The results showed that though teachers have positive perceptions to the benefits and motivational factors of using ICT such as reducing work load, they also perceived to be lacking in competency and have indicated barriers such as lack of ICT materials and programs in schools. This resulted to teachers seldom use ICT for educational purposes. When tested for significant differences between the teachers' use of ICT when grouped according to gender, teaching position, and formal trainings attended, the results showed that there was no significant difference. On the other hand, younger teachers, those who have less years of service have attended informal trainings on the use of ICT more than those who do not. Moreover, it also concluded that there was a significant and positive relationship between ICT use and teachers' perceptions (r=480, p=.000). Those who have positive perceptions use ICT for teaching more than those who do not.

Cornell Note Taking Method: A Way to Enhance Recall and Retention in Learning Science

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Kathleen Mallorca-Morales, PhD

This study proposed a method to enhance recall and retention skill among students in learning Science through Cornell Note Taking of Pedro "Oloy" N. Roa National High School SY 2016-2017. A questionnaire and a student profile sheet were prepared and distributed to 35 students in three different sessions of the aforesaid school. Pretest and Posttest design was considered to determine the learners' improvement and the effectiveness of the proposed method. The results showed that recall and retention of students as shown by improved performance is enhanced when students write down notes using Cornell Note Taking and remember things more easily. Hence, Cornell Note Taking Method, in addition to helping retention, allowed students to become effective learners. Moreover, students encouraged to take effective notes through Cornell. The most comprehensive note taking systems require attention on the part of the students. Thus, a student must be alert enough in class to take legible, meaningful notes. Hence, the more organized a student, the better the chances to remember the information. This study points the need to use this method to other classes to improve students' learning skill.

Keywords: *science education, Cornell Note Taking Method, recall, retention*

Understanding One-To-One Correspondence Through Lesson Study

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This study sought to investigate a strategy in teaching children to count effectively by learning the value of numbers through one-to-one correspondence. Anchored on Lev Vygotsky's Sociocultural Development Theory focusing on Scaffolding idea, this study aimed to help preschool teachers to teach numeracy to their pupils anchored on the concept of one-to-one correspondence. The research utilized the Qualitative Practical Action Research Design and the Lesson Study Framework which involved the fifteen 4-5-year-old preschool learners and a teacher of Balulang Elementary School. The tools used were the questionnaire, observational checklist, anecdotal record, hands-on situational activities and a tally sheet for the summary. Ethical procedures were closely observed. The researchers found out that teaching strategies are not the only factors to consider in determining whether the learners understood the lessons but repetition of lessons for mastery and providing different types of situations and examples of the same concept yielded better results. In conclusion, when it comes to number concept, it does not matter what strategy is used as long as there is repetition of the lesson and the proper usage of instructional materials and assessment tools. It is recommended that Pre-school teachers should embrace repetition techniques and ensure that students master pre-requisite skill in counting concepts prior to progressing to the next.

Keywords: *one-to-one correspondence, rote memorization, numeracy*

Active Learning Strategy in Teaching Typhoon to 8th Grade Students: A Lesson Study

Paula Marie M. Llido, Brix O. Madelo, Unycie A. Taborada, Ms. Joy N. Velasco and Kathleen M. Morales, PhD

This study aimed to integrate active learning strategy in teaching Science concepts. This study involved the 104 Grade 8 students of Pedro "Oloy" N. Roa National High School. The study utilized the qualitative design specifically action research adapting the lesson study. The "Typhoon" topic in Earth Science under 2nd Grading Period was used as the lesson in the research. Data showed that the students participated most of the time during the activities as well as follow instructions given to them by the teacher. The activities and methods used under the Active Learning Strategy affects the engagement of the students positively. In the three runs done, the scores of the students in pre-test increased significantly in the post-test in which the third run is the highest among the three. Overall, the description of the given classroom activities based on the evaluation form scored ranging from 50-60 (60 as the perfect score) yielded a "very good" response. This indicated that the activities such as Typhoon Model Simulation, PAR Mapping, Role Playing, and others were effective. With the results, an improved lesson plan was crafted and that in this study, active learning strategy is effective in teaching science concepts to Grade 8 students. This points out the utilization of active learning as a teaching strategy to promote active participation of the students during the teaching learning process.

Keywords: *Action Research, Active Learning Strategy, Lesson Study, Typhoon*

Integrating Kinesthetic Teaching Strategy in Teaching Power in Physics

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This study aimed to integrate kinesthetic strategies in teaching Power in Physics to investigate whether learning is enhanced when students were given opportunities to experience the concept first-hand through bodily kinesthetic movements. Three runs with varying combinations of kinesthetic activities were conducted in the implementation to three sections with a total of 145 Grade 8 students selected from Tablon National High School. It was observed that students participated moderately during the discussions in the three runs. The post-test on the other hand, showed an increasing trend among the performance in three runs. It was found out that the participation level of the students is dependent on the opportunities given to them to be actively involved and can also be deduced that in this paper, integration of bodily kinesthetic movements in teaching is effective in teaching Power in Physics. With these results, an improved lesson plan or the lesson study outcome was created. This improved lesson plan is endorsed to be used in teaching Power in Physics and considerably identify areas for improvement.

Keywords: *kinesthetic teaching strategy, active learning, lesson study*

Teaching Photosynthesis to Grade 9 Students Using Diagrams: A Lesson Study

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This paper sought to investigate the level of students' performance in pre- and post-test; the trend of the average score of each class as the lesson plan evolved incorporating diagrams; and the performance of the students based on their learning style when active lesson participation was incorporated. A learning style test adapted from VARK Strategies (2016) was used to determine the learning styles of the students before the actual Lesson Study was conducted. A total of 105 Grade 9 students from three different sections of Tablon National High School, Division of Cagayan de Oro City, Philippines were chosen as respondents of the study. When the results of the post-test were compared, there is an observed upward trend in their level of performance. Furthermore, the use of diagrams yielded higher results among visual learners although it is also beneficial to all types of learners. With these results, the use of diagrams in teaching Photosynthesis and active involvement of the students were found out to have contributed greatly in the efficiency of students' learning. To further improve the lesson study, it is highly encouraged that active engagement of the students be utilized by letting them manipulate the diagrams used during the discussion.

Keywords: *science education, learning approaches, learning style, diagrams*

Use of Bar Model Method As A Teaching Strategy In Comparing Fractions To Grade 9 Students: A Lesson Study

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This study sought to find out if there are differences in students' performance when bar model method is used in the classroom. Pre/post-test and researcher made checklist were used for the lesson study carried out to three Grade 9 sections of Carmen National High School. Observations revealed that there is a positive shift of the students' performance level when bar model method is used. Moreover, there is also an improvement on their participation behaviors. The results provided sufficient evidence that bar model method improve the performance level and behavior of students in comparing fractions. It is recommended that the same study will be conducted among Grade 4 pupils considering that the lesson on comparing fractions is first introduced.

Keywords: *visual presentation, bar model method, positive shift, comparing fractions*

Effective Facilitation Skills of Teachers in Illustrating and Solving Inequalities through Lesson Study

Irl John M. Cervantes, ChristobalNaallatan and YooSunjae Cherry Ann Lahayon and Kathleen M. Morales, PhD

This study aimed to investigate the facilitation skills of teacher prior to and after the research study. Also, it sought to find effective facilitation skills, following the 6 criteria of effective facilitation; tools and representation, arranging learning, making connections, mathematical task, mathematical communication and mathematical language in illustrating and solving inequalities through lesson study. The research conducted was a qualitative practical action research design using lesson study. The research was conducted in the classroom of Grade 9 – Gemini in Lapasan National High School where 35 students composed of 23 or 66% female students and 12 or 34% male students. Results show that before the lesson study, facilitator's facilitation skills was rated fair. When activities were incorporated in the lesson study, the facilitator's facilitation skills was rated very good. Performance of students' increase as teacher's facilitation skills vary based on its effectiveness. Moreover, results show that there is a significant increase in the students' performance from the pretest to posttest 1, posttest 2 and posttest 3. During pretest, all students had failing scores while in the posttest-1 to posttest 3 a marked improvement was observed where students' scores was rated as satisfactory. Teacher's facilitation performance affects the learning of the students. If a teacher is competent enough and have those criteria of effective facilitation, students or most of the students have shown a significant positive learning. The 6 Principles in effective facilitation and significance of lesson study must be known by the teachers and future teachers. Thus, it is recommended that the improved Lesson Study on the topic be shared to teachers for further comments and improvements.

Teaching Writing using Think-Pair-Share to Grade 11 Students of Cagayan de Oro Senior High School

Mary Grace R. Abrenica, Charisse Kresyl C. Cantago, Mary Tashena L. Llona, ChrystelleRomea, and Kathleen M. Morales, Ph.D.

This paper sought to find the profile of the students according to their English rating and their perception on writing, and the significant difference of the students' performance with and without the application of the Think-Pair-Share strategy. A researcher-made survey questionnaire and modified ESL composition rubric adapted from Labial (2002) were carried out to 83 senior high school students of Cagayan de Oro National High School to gather the data. The results showed that majority, 59.52 percent, of the total number of students have grades that range from 80%-89% and that 56.10 percent of the respondents answered 'Sometimes' which indicated that they '*sometimes*' perceive writing in a positive way. It was also revealed that there is an increase in their writing performance with a total of 16.45 percent from the prewriting activity to the post writing activity.Thus, the researchers concluded that the performance of students increased when the Think-Pair-Share strategy was implemented. The results provide significant information in improving practices used by English teachers in teaching writing.

DLL Made Easy: A Simplified Lesson Planning Strategy to Reduce Actual Time Spent on Preparation of Daily Lesson Logs

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(Best Project Display & Best Presenters- CI category)

This research was conducted to determine if DLL Made Easy, a lesson planning strategy using a one-page format would promote early submission of lesson plans among teachers. The primary aim of the study was to reduce the actual time teachers spent on preparing daily lesson logs. In addition, this study aimed to improve teachers' perception of the current five-page daily lesson log by simplifying it into its one-page version. Baseline data was determined through monthly school reports of delayed submission. Research design involved collecting data from twenty-three (23) first grade teachers in an urban public school through survey questionnaires, focus group discussion (FGD), and classroom observation to measure teachers' needs and attitudes towards lesson planning. Implementation of the strategy was conducted in three separate stages: 1) designing of the one-page format, 2) grade level planning and preparation of the daily lesson log using the one-page format, and 3) weekly distribution of ready-made, one-page daily lesson logs to teachers. Post-intervention results showed a decrease in actual time spent on lesson planning and an increase of early or on-time submission of daily lesson logs. The conclusion of this research revealed that the lesson planning strategy was effective and teachers complied more efficiently if daily lesson logs are made short and concise, done with a group instead of an individual effort, and submitted weekly instead of daily.

Project Powerpoint 101: A One-on-One Training Guide to Empower Teachers in ICT Integration in Teaching

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This study sought to establish the necessity of a one-on-one training guide on creating Power point presentation that can be adopted to empower "untrained" teachers in implementing ICT integration in their classroom teaching. In this study, the effect of giving a one-on-one training to teachers in using ICT integration in teaching as compared to giving lectures during mass trainings on ICT integration was explored. The researchers evaluated how effective it is to empower teachers in implementing ICT integration in teaching their lesson by conducting a one-on-one training to teachers who are identified to have least learned competencies in using ICT in their teaching. Based on the least learned competencies of teachers, 15 out of 22 grade 2 teachers were found to be needing individualized instruction on ICT integration in teaching. After three weeks of conducting the Project Powerpoint 101 training through LAC sessions on these teachers, the results showed that these teachers were enlightened and empowered to use ICT in their teaching especially Powerpoint applications, which they found easy, interesting, and interactive, enabling them to design their lessons using the tools and minimizing reliance on chalk-and-board methods.

PROJECT: I-PROP (INCREASE-Participation Rate of Pupils)

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1st Place- Best Poster Award
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The study sought to determine the importance of intensified monitoring of enrollment and attendance in improving the participation rate of pupils in Taglimao Elementary School, Cagayan de Oro City. The participants of the study were the parents and pupils of Taglimao Elementary School. Continuous Improvement (CI)-based research methodology was employed which followed three (3) stages such as assess, analyze and act. Results of the intensified monitoring of attendance revealed that average attendance of pupils from July to March 2017 significantly improved. All grade levels met and even surpassed the satisfactory requirement that is 85% attendance in every month. The comparative enrollment in June 2016 to March 2017 showed an increase of 4% from 93% in June to 97% in March which means that the program contributed to the increase in enrollment of pupils. The stakeholder's participation rate result also indicated an increase of 8% from 90% to 98% on parents attending co-curricular activities, 6% on parents attending extra-curricular activities, 3% increase on parents attending meetings and 18% on parents attending assemblies. This further revealed that parents exerted effort in monitoring and showing support by actively participating in all school activities. Lastly, interview results from the pupils and parents disclosed that intensified monitoring in enrollment and attendance led to the positive effect towards increasing participation rate of pupils.

Keywords: *participation rate, continuous improvement, attendance monitoring*
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*Presented during the International Congress on Action Research, Action Learning (ARAL 2017) held at De La Salle University, Manila on March 30 to April 1, 2017.

Accountability for Continuous Change Under Utilized Funds & Timely Usage of MOOE Downloading in Schools (ACCOUnTS)

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Mary Jane C. Borja

*Best Paper

This research study aimed to enhance the liquidation reports and supporting documents of the Maintenance and Other Operating Expenses (MOOE) funds relative to its completeness and accuracy. The (MOOE) funds are allocated for public elementary and secondary schools for operational activities and necessities which includes among others electricity, water to help maintain a safe and healthy environment in schools as per DepED Order No. 13 s 2016. It has been noticed that there are schools that encountered difficulties in preparing complete supporting documents in Liquidation Report which resulted in delayed MOOE downloading of funds. To address the situation, an Improved Checklist was developed and distributed to the identified schools. Through the given solution, the schools showed improvement and efficiency with their Liquidation Reports. It is then a challenge to continue the improvements of the schools' performance by providing additional tool which is the "Tracking System" that would enhance the process as a whole.

Keywords: Accuracy, Completeness, Liquidation Report, MOOE Download, Timely Usage

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*Presented during the 2017 Division CI Symposium cum Launching of Research Journal held at VIP Hotel, Cagayan de Oro City on March 22, 2017.

PROJECT REDIRECT (Research Engagement through Designed Intervention for Reform and Effectiveness in Curriculum and Teaching)

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2nd Place, 2016 Division Research Congress

This research sought to determine the outcome of designed intervention strategies to teachers who are not conducting action research; to the quality of teachers' research outputs as well as examine instructional situations that accelerated teachers' engagement to make research more responsive and engaging. Mixed methods of research were used in the study. Data were collected using the methodological triangulation technique: survey, observation and Focus Group Discussion (FGD). Findings of the pre-intervention showed that majority of the factors that contribute to the drawbacks of teachers' research culture were lack of thorough knowledge and skills in carrying out action research, limited time and resources during INSET training, less mentoring, time constraint in conducting action research, lackadaisical support and extrinsic rewards and absence of action research coordinator. Hence, integrative intervention strategies--practical inquiry and guided learning as implemented activities of PROJECT REDIRECT were introduced. Results showed that there is an improvement in the teachers' research outputs and increase in the number of teachers conducting action research. Hence, an emulation of the integrative intervention strategies is recommended to improve the culture of research in other school.

Keywords: *constructivism, practical inquiry, workshops, Learning Action Cell*

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*Presented during Philippine Conference of Basic Education Researchers (PCBER) at the Philippine International Convention Center (PICC--- December 5-7, 2016

*Presented in the 2nd International Research Congress on Action Research Action Learning-ARAL 2017 at DLSU, Manila on March 30-April 1, 2017

Project DevCom (Developing Reading Comprehension thru Interactive Videos)

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(CI Pilot School)

This project aimed to facilitate the reading proficiency of the forty Grade Four Section 14 pupils of City Central School. Interactive videos using the selections from the Developing Reading Power IV were utilized to capture the interest of the learners and to address the need for an exciting and engaging reading activities. Reading proficiency was limited only to the four skills namely: Noting Details, Speed and Comprehension, Predicting Outcomes and Making Inferences, and getting the general significance of the selection. Additionally, Phil IRI selections for Grade Four were included to get the baseline of pupils' reading levels and to track their progress. Interviews were also conducted to obtain a broader and deeper view of the issues kids were facing. A pretest-posttest method was employed to determine how much pupils have improved after the intervention. Findings revealed an increase in the overall proficiency level of 32.52%. Gains in each skill were evident, particularly on getting the general significance of the story which has the highest proficiency level of 89.91%. Reading speed also accelerated, and tagged them as average readers. The intervention proved to be effective, appropriate, and beneficial in sustaining learners' interest and motivation to read, as well as enhancing their reading proficiency. It is therefore proposed that this approach to reading be implemented across levels to address the reading deficiency and improve learning outcomes.

Keywords: *reading proficiency, interactive videos, attitude towards reading*

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*Presented during the 2017 Division CI Symposium cum Launching of Research Journal held at VIP Hotel, Cagayan de Oro City on March 22, 2017.

PROJECT IGNITE (Inspire, Guide, Nurture and Instill Them to become Efficient readers)

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This study was conducted to improve the reading comprehension of the Grade 8 Section D and F students using Interactive Reading System with ICT. It made use of the pretest and the posttest. Descriptive research design was used to find out increase in the reading comprehension. There were 74 out of 92 students in Grade 8 Section D and F who got low scores in reading comprehension test. In the Reading Efficiency Index (REI), they belong to the frustration level readers. The reasons to this problem were analyzed and verified using triangulation method: surveys, focus group discussion and observation. The results were affinitized and revealed that: (1) Learners character and attitude in reading; (2) Readers Need; (3) Readers' Readiness; (4) Parents Assistance (5) Self-Task; (6) Teachers Methods; (7) Readers Guidance; and (8) Readers' Wants. The results indicated the need for exposing the learners to Interactive Reading System in which students are expose to reading with the application of ICT. Through an audio-visual reading activity, learners were able to follow the reader in the presentation following the sound of word/s. A post test was conducted to find out its effectiveness. The data gathered were graphed and analyzed. Findings revealed that after the exposure to the Interactive Reading System, there was an increase of 32.6% from 62.5% to 83.0%. The results signified that Interactive Reading system with ICT has improved the reading comprehension of the learners. With this strategy, IRS-ICT, the students will be motivated to read thereby develop and enhance their 5 MACRO Skills which are Reading, Writing, Speaking, Listening and Viewing.

Keywords: *Interactive Reading System, Learners, Reading Comprehension*

Science Levels Up in Academic Performance through Interactive Working Stations

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Cagayan de Oro NHS-CI Pilot Schools

Best Project Display
2017 Division CI Symposium cum Launching of Research Journal

This study aimed to improve the academic performance of Grade 10 students in Science specifically in Physics through an intervention, Science Levels Up in Academic Performance through Interactive Working Stations (Sci LeAP). The basis for this study was the alarming result of the National Achievement Test for three consecutive years (SY2012-2015) and the diagnostic test result conducted last July 2016. Survey Questionnaires and Focus Group Discussion were employed in the study. The participants of the study were the Grade 10 Virgo students. Results of the intervention showed that students' interest and learning outcomes increased. Research of the study implied that approach to be used is student-centered anchored on the theory of Cognitivism of Piaget and Vygotsky wherein a child learns through scaffolding and hands-on activity. It is therefore recommended that teachers and the school itself will embrace and use the strategy in helping students improve their academic performance and apply knowledge learned.

Keywords: interactive working stations, SCI-Leap, academic performance

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Internet Exposure: Its Effects toward Learners Academic Performance

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This study aimed to establish the relationship between gadgets available at home, presence of internet access, internet locations, number of hours spent in internet, parental guidance, physical health status and type of risks towards pupils' academic performance. Data were gathered from 233 pupils in Bayabas Elementary School for school year 2016 – 2017. Based from the profile of the respondents, it can be inferred that there were several factors being considered towards the learners' performance in terms of internet exposure. Findings revealed that majority of the respondents were sometimes exposed to the different internet risks. The results exemplify the relationship between number of hours of internet exposure and pupil's type of risk was found out not significant. It shows that the longer the pupils were exposed to the internet, the more vulnerable they were to internet risk. Moreover, the findings revealed the significant relationship between number of hours of internet exposure and pupil's academic performance. It implies that the longer the pupils exposed to the internet the more they developed a negative result towards their academic performance. Indeed, the result of relationship between type of risk and pupil's academic performance was found out not significant. It shows that the pupils' little amount of exposure towards internet risks may not affect their academic performance. Academic performance is not significant towards pupils' internet exposure on gadgets available at home, internet access and location of the internet. However, academic performance is highly significant on number of hours, parental guidance, physical health status and type of risks. They are best predictors towards children learning development. It shows that these four combinations of variables greatly affect pupils' academic performance.

Keywords: *Internet Exposures, Academic Performance*

Level of Implementation of School-to-School (STS) Partnership in DepEd Division of Cagayan de Oro City

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This study was conducted in pursuit of determining the level of technical assistance provided by the Schools' Division Office (SDO) in the full implementation of School-To-School (STS) partnership. The study was descriptive in nature involving both qualitative and quantitative analyses. The sampling technique employed was purposive considering that only 22 schools were involved in both the leader and partner schools. This study used self-made instrument in which items were taken from the provisions stated in the issuance under the STS partnership. The instrument underwent thorough validation by the experts with the regional personnel. The findings revealed that both leader and partner schools rated very much evident as to the technical assistance provided by the SDO. Moreover, there was no significant difference between the respondents' perceptions of the level of technical assistance when grouped by type of recipient schools. Hence, the respondents' perception both leader and partner schools as to the technical assistance provided by the SDO were the same. Innovations were observed during the implementation of STS partnership such as mentoring, sharing of best practices, development and production of IMs, and conduct of LAC sessions. Additionally, there are lessons learned along the STS journey, namely: strengths and weaknesses identification, values of cooperation and teamwork, and sharing of knowledge and best practices. However, challenges were encountered such as limited time of the full implementation of STS partnership, distance of the leader school from the partner school, overlapping schedules and inferiority of leader school to the partner school. It is recommended that the identification of the leader schools could be division-based not central-based considering that the division personnel knew better their context, especially on the characteristics of the low and high performing schools both access and quality.

Keywords: *school-to-school partnership, leader school, partner school, technical assistance*