

**BUILDING A CULTURE OF RESEARCH THROUGH PROJECT TACTIC
(TEACHING ACTION RESEARCH THROUGH INSTRUCTION AND
COMPREHENSIVE TRAINING)**

A Completed Action Research
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Schools Division Research Committee (SDRC)
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ABSTRACT

GONZALES, LALAIN V. BUILDING A CULTURE OF RESEARCH THROUGH PROJECT TACTIC (TEACHING ACTION RESEARCH THROUGH INSTRUCTION AND COMPREHENSIVE TRAINING)

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The purpose of the study was to document the responses of the teacher-participants in the implementation of Project TACTIC, as well as evaluated how the project help to build a culture of research at Gigmoto Rural Development High School. Specifically, this study answers the following questions: 1) How do the participants assess the effectiveness of Project TACTIC in terms of: a. Program Management, b. Attainment of Objectives, c. Delivery of Content, d. Provision of Support Materials, e. Project Management, f. Training Venue and g. Meals. 2) What are the issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators? 3) What are the outputs of Project TACTIC to help build a culture of research in Gigmoto Rural Development High School? 4) What sustainability plan can be offered to improve the future implementation of the project?

This study utilized a mixed method research design. The quantitative part of the study assessed the effectiveness of project TACTIC about program implementation. The qualitative part of the study explored the issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators and the narratives on how the project help to build a culture of research at Gigmoto Rural Development High School.

The participants of this study were 22 Junior High School Teachers and 8 Senior High School Teachers, a total of 30 actual participants.

The following were the findings of this study: 1) In terms of the effectiveness of Project TACTIC, Program Management received strong approval with TWM of 3.74 for being well-structured and effectively delivered. Attainment of Objectives received high TWM of 3.78, with clear and generally achieved goals. Content Delivery was also rated positively with TWM of 3.73, though session activities and participation encouragement scored slightly lower. Support Materials were also well-received with TWM of 3.71. The Program Management Team also rated positively with TWM of 3.78 for their professionalism. Training Venue was positively reviewed having received 3.675 TWM, especially for lighting and ventilation, though space and soundproofing were noted as areas for improvement. Meals received the lowest rating with TWM of 3.345, with suggestions to enhance quality and variety despite acceptable quantity and healthiness. 2) In terms of the issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators, the leading theme for participant's responses is "time constraints" while in facilitators is "time management" Both participants and facilitators consistently identified this as a major concern affecting the smooth implementation of Project TACTIC. The perspective of the facilitators aligns closely with the participants' feedback, where time constraints were the most frequently mentioned issue. Teachers reported overlapping responsibilities such as teaching loads, multitasking during school events, and completing end-of-year paperwork, all of which limited their capacity

to fully engage with action research activities. 3) Regarding the outputs of project TACTIC that helped build a culture of research, “Improved research skills” is the leading theme, under this are the codes “first – time exposure to research”, “understanding research processes”, and “learning to formulate questions, analyze data, and present findings.” Several participants claimed that this is their first time in this kind of training. Other themes that surfaced are, “professional growth and teacher empowerment”, “motivation and interest in research”, “action research as a practical tool”, “collaboration and peer support”, “institutional support and sustainability”, “positive perception of training” and “improved teaching practices”. 4) Based from the findings of the study, the following sustainability plan were offered: a) for on – going learning, continue research training for teachers with participant-led sharing, hands-on sessions, and follow-up mentoring. Establish a school-based research mentoring team, conduct refresher and tiered training, and align training with the academic calendar. b) for time and resources, allocate a “Research Hour” with no teaching load in the class program, explore income-generating projects to fund research, and incorporate findings into school improvement plans. c) for school support, create a School Research Committee for oversight and coordination and promote interdisciplinary research groups. d) for building a culture of research, organize semi – annually research sharing sessions, recognize outputs through awards, and promote action research as a tool for teacher development.

Recommendations were offered to schools for adoption and improvement of the project and to future researchers to conduct studies on the gaps of this study.

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L.V.G

-LingSiao-

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I. Context and Rationale

The Philippine government has made a commitment to enhance the quality of education through legislation such as the RA 9155 also known, Governance of Basic Education Act of 2001, which mandates the Department of Education (DepEd) to deliver relevant and high-quality education by conducting national educational research and studies to inform necessary reforms and policy development (Department of Education, 2001).

In support of this mandate, DepEd actively encourages teachers nationwide to engage in research endeavors. This encouragement is evident in DepEd Order No. 39, s. 2016, which outlines the adoption of the Basic Education Research Agenda (BERA). The BERA aims to generate new knowledge on pertinent issues in education and emphasizes collaboration, truthful dissemination, and peer evaluation (Department of Education, 2016).

Furthermore, to strengthen, continue and promote the culture of research in the department, the research management guidelines (RMG) were instituted under the DepEd Order No. 16 s. 2017. This framework aims to enhance funding mechanisms and strengthen the connection between research and the educational process by promoting the dissemination, utilization, and advocacy of research findings (Department of Education, 2017). These management guidelines also outline policies governing the process for eligible DepEd personnel to access research funds.

These efforts have significantly strengthened the culture of research within the Department of Education, supporting a wide range of action and fundamental

research projects across the country. As part of its dedication to achieving its objectives and fostering increased involvement of educators in research, DepEd also introduced DepEd Order No. 14, series 2022, which established E-Saliksik: The DepEd Research Portal. This platform serves as the central repository for completed research funded through the Basic Education Research Fund (BERF) and includes studies conducted by DepEd partners in education, authorized with proper permissions. E-Saliksik aims to improve access to educational research and further cultivate a research-oriented environment within DepEd (Department of Education, 2022).

In response with these departmental initiatives, DepEd Region V Bicol conducts quarterly regional REBUZZ sessions, which stand for Research Buzz Sessions. These sessions enable BERF grantees to present their research findings, providing evidence-based information crucial for decision-making in various educational reforms and initiatives. REBUZZ is integral to addressing learning gaps in basic education, aligning with broader departmental goals.

Aligned to these regional initiatives, the Schools Division Office of Catanduanes also encourages teachers to submit proposals for action and basic research to the Schools Division Research Committee. These proposals undergo review for endorsement to the Regional Office, which facilitates research funding. This initiative is exemplified in Division Memorandum No. 559 s, 2021, issued by the Schools Division Office, which outlines the adoption of the Division Research Management Guidelines. Aligned with DepEd's Research Management Guidelines (RMG) under DO 16, s. 2017, and related policies, these guidelines

provide templates aimed at facilitating research initiatives within the division. This proactive approach by the division empowers teachers to actively pursue their research endeavors with robust support from the Schools Division Office (Department of Education, 2021).

However, despite these efforts, it is notable that Gigmoto Rural Development High School has reported zero submission of educational research as reflected in the Basic Education Information System (BEIS) of the school for the past three years. The main reason identified is that teachers have limited knowledge in research writing. They are doing many interventions to address problems met inside the classroom but failed to document them as their action research. They also initiate different programs and activities in school that promotes students learning but also failed to document them as their innovation.

In response to this gap, the proponent, as the Head Teacher of the school, has implemented the Project TACTIC (Teaching Action Research through Instruction and Comprehensive Training). It aims to promote collaborative action research and innovation in classrooms. Through TACTIC, teachers had the opportunity to share technical knowledge, provide mutual support, and empower each other to enhance teaching practices.

Knowledge sharing plays a critical role in advancing professional development within the educational sector, a principle underscored by DepEd Order No. 35, Series of 2016. This directive introduces the Learning Action Cell (LAC) policy as part of the K to 12 Basic Education Program's strategy for continuous professional growth in schools. The LAC policy aims to improve

teaching and learning outcomes through collaborative learning among educators, reflecting DepEd's commitment to lifelong learning and the ongoing enhancement of teachers' skills and effectiveness in their careers (Department of Education, 2016).

In response also to the need for increased action research submissions, the proponent implemented Project TACTIC (Teaching Action Research through Instruction and Comprehensive Training). This initiative aims to instill a culture of research and innovation among faculty members, aligning closely with DepEd's dedication to continually improving education. By equipping teachers with the necessary skills and knowledge to conduct action research effectively, TACTIC seeks to empower educators to identify and implement evidence-based interventions that enhance student learning outcomes.

The general objectives of this study are twofold: first, to enhance teachers' proficiency in conducting action research; and second, to foster a collaborative community of practice that promotes ongoing professional development and research inquiry among faculty members. This approach not only supports DepEd's goals of improving educational practices but also emphasizes the transformative impact of research in driving positive change within the teaching and learning environment.

II. Innovation, Intervention, and Strategy

A. Project TACTIC as an Innovation

Project TACTIC "Teaching Action Research Through Instruction and Comprehensive Training" was an intervention aimed at providing teachers with the technical know-how in writing action research. This initiative served as an initial step to address the absence of action research submission and implementation by faculty members in the school over the past three years, as identified in the report reflected in the Basic Education Information System BEIS.

The project was conceptualized through a comprehensive analysis of the barriers that had prevented teachers from writing and conducting action researches. The identified key issues included a lack of technical know-how, insufficient motivation and a limited supportive framework for research activities. Project TACTIC addressed these issues through a structured approach that integrated training with practical workshops and collaborative learning.

The project was implemented as a two - day intensive training program designed to equip teachers with the necessary skills and knowledge to conduct meaningful action research. This innovation focused on two things, not only to provide technical guidance but also creates a supportive community that encourages continuous learning and collaborative practices.

The two-day intensive training includes hands – on workshops where teachers practiced writing and conducting action research. These workshops are tailored based on a needs-analysis conducted before the program, ensuring relevance and effectiveness (Popham, 2011). Experts in action research lead

sessions, and provided valuable insights and guidance. Their involvement ensures that teachers receive high-quality instruction and support (Hiebert et al., 2002). Prior to the training, a needs-based analysis was done to identify specific areas where teachers require support. This approach ensured the alignment of the content of the training with the actual needs of the faculty, thereby increasing the program's impact and relevance (Guskey, 2003).

The specific objectives of this project are as follows: (a) To equip teachers with the knowledge and skills required to write action research, (b) To encourage teachers to identify areas for improvement within their own teaching practices and implement evidence-based interventions to enhance students' learning outcomes, (c) To establish a supportive community of practice where teachers can collaborate, share, and work together through writing action research, (d) To foster a culture of research and inquiry among faculty members, and to promote ongoing professional development and reflective practice.

Table 1 presents the training matrix of the Project TACTIC.

Table 1

Training Matrix

Day/ Time	Time Duration	Activity/Topic	Speaker/Facilitator
Day 1			
MORNING SESSION			
7:30 – 8:00	30 minutes	REGISTRATION	Teachers
8:00 – 9:00	60 minutes	Opening Program	Teachers
9:00 – 10:00	60 minutes	Your Roadmap to Research: Understanding DepEd Order No. 16 series 2017	Invited Speakers
10:00 – 11:30	90 Minutes	Understanding the Difference of Basic Research and Action Research in Education	Invited Speakers

AFTERNOON SESSION			
1:00 – 2:00	60 minutes	Classroom Action Research for Effective Teaching	Invited Speakers
2:00 – 3:00	60 minutes	Data Collection Techniques for Classroom Research	Invited Speakers
3:00 – 4:00	60 minutes	Data Analysis and Interpretation in Action Research	Invited Speakers
4:00 – 5:00	60 minutes	Implementing Action Plans: Turning Research into Practice	Invited Speakers
Day 2			
MORNING			
7:30 – 8:00	30 minutes	ATTENDANCE	Teachers
8:00 – 9:00	60 minutes	MOL	Teachers
9:00 – 10:00	150 minutes	Sharing of Best Practices and Effective Teaching Strategies by learning Areas	Teachers
10:00 – 11:30			
AFTERNOON			
1:00 – 2:00	60 minutes	Identifying Classroom Issues and challenges faced by the teachers	Resource Speaker
2:00 – 3:00	120 minutes	Hands on Activity: Designing a Classroom Action Research Project	Resource Speaker
3:00 – 4:00			
4:00 – 5:00	60 minutes	Closing Program	

B. Project TACTIC as an Intervention

This project also aimed to enhance the teaching and learning process within the classroom through several key strategies.

First, it sought to improve teachers' technical skills in writing action research. By focusing on action research methodology and writing, Project TACTIC addressed the existing gap in technical knowledge among educators. Teachers learned how to design, conduct, and report on action research, which may lead to evidence-based improvements in their teaching practices (Cochran-Smith & Lytle, 2009).

Second, the project emphasized the implementation of evidence-based interventions. Through action research, teachers can identify specific areas for improvement in their instructional practices and apply targeted interventions. This

approach not only refines their teaching strategies but also contributes to better student learning outcomes (Stringer, 2013).

Third, Project TACTIC fostered collaborative learning by creating a community of practice. This environment enabled teachers to collaborate and share insights, enhancing collective knowledge and practice.

Lastly, the project promoted continuous professional development by embedding action research into the school culture. This integration encouraged teachers to engage in reflective practice and ongoing improvement, leading to sustained enhancements in teaching quality (Darling-Hammond et al., 2017).

C. Project TACTIC as a Strategy

The implementation of Project TACTIC employed the following strategies:

1. A thorough needs analysis was conducted to tailor the training content to the specific needs of the teachers. This ensured that the program addressed the most pertinent issues related to action research (Smith & O'Donnell, 2008).

2. Workshops were designed to be interactive and practical, allowing teachers to engage in hands-on activities and receive real-time feedback. This approach facilitated better understanding and application of action research principles (Kaufman & Schunn, 2015).

3. Experienced resource speakers were invited to provide in-depth knowledge and practical examples of successful action research. Their expertise added credibility to the training and offered valuable learning experiences (Garet et al., 2001).

4. A platform for ongoing collaboration and support among teachers was created. Regular meetings and peer discussions were facilitated to maintain momentum from the initial training and support continuous improvement. Professional learning communities (PLCs) were encouraged to have a dynamic exchanges and sustained professional growth (Dufour, Dufour, Eaker, & Many, 2016; Hord, 2020).

5. A follow-up plan was implemented to provide additional support and resources as teachers began to apply action research in their classrooms. This included mentoring, online forums, and additional workshops (Desimone, 2009).

III. Action Research Questions

This study documents the responses of the teacher-participants in the implementation of Project TACTIC, as well as evaluated how the project help to build a culture of research at Gigmoto Rural Development High School.

Specifically, this study answers the following questions:

1. How do the participants assess the effectiveness of Project TACTIC in terms of:
 - a. Program management
 - b. Attainment of objectives
 - c. Delivery of content
 - d. Provision of support materials
 - e. Program management team
 - f. Training venue

g. Meals

2. What are the issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators?
3. What are the outputs of Project TACTIC to help build a culture of research in Gigmoto Rural Development High School?
4. What sustainability plan can be offered to improve the future implementation of the project?

IV. Action Research Methods

a. Participants and/or Other Sources of Data and Information

This study utilized a mixed method research design. The quantitative part of the study assessed the effectiveness of project TACTIC about program implementation. The qualitative part of the study explored the issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators and the narratives on how the project help to build a culture of research at Gigmoto Rural Development High School.

The expected participants of this study were the Junior High School and Senior High School teachers of Gigmoto Rural Development High School which consist of 25 JHS Teachers and 9 Senior High School teachers. The total number of expected participants were 34, but due to health related issues and scheduling conflicts with other training programs, the actual number of participants were reduced to 30.

The main sources of data in this study came from the survey questionnaire provided by the researcher and the responses of the participants during the focused group discussions, which were guided by semi – structured interview questionnaires.

Table 2 presents the actual profile of the participants of this study.

Table 2

Profile of the Participants

Department	Position					Sex	
	T1	T2	T3	MT1	SST1	Male	Female
Junior High School (22)	0	8	14	0	0	7	15
Senior High School (8)	4	2	0	0	2	6	2
Total:	4	10	14	0	2	13	17

b. Data Gathering Methods

The entire research study used mixed method. For the quantitative part, to assess the effectiveness of Project TACTIC in terms of program implementation, a survey questionnaire adopted from Department of Education, National Educators Academy of the Philippines was utilized. The program was evaluated by the participants from Day 1 and Day 2 using the said tool. The participant's responses in each item per indicators were tallied per day, and the weighted mean of all the responses were identified and finally, the total weighted mean for days 1 and 2 were calculated and interpreted using the scale presented in table 3.

Table 3

Scale and Verbal Interpretation of the Weighted Mean

Scale	Verbal Interpretation
1.00 – 1.74	Strongly Disagree
1.75 – 2.49	Disagree
2.50 – 3.24	Agree
3.25 – 4.00	Strongly Agree

For the qualitative part, an interview guide questions were developed by the researcher to gauge the participants' perception of the issues and concerns in the implementation of Project TACTIC and to document the narratives on how the project helped build a culture of research at Gigmoto Rural Development High School. To ensure the validity and reliability of the semi-structured interview guide, these instruments were submitted for review to the School Principal and the Public Schools District Supervisor for evaluation and approval. Also the PowerPoint presentations and materials used for the two days training program was validated and quality assured by the District Professional Development Committee (DiPDC).

Prior to the implementation of Project TACTIC and the data gathering process, the researcher sought and obtained permission from the Schools Division Superintendent, the Public Schools District Supervisor, and the School Principal of Gigmoto Rural Development High School.

After the training, a Focus Group Discussion (FGD) was conducted by the researcher to identify the issues and concerns related to the implementation of Project TACTIC, as perceived by the participants and facilitators. The discussion also aimed to determine the project's outputs in building a culture of research at

the school and to gather recommendations for sustainability plans to improve future implementations.

After the interviews, the researcher conducted a thematic analysis of the interview responses. The researcher followed the six-phase guide developed by Braun and Clarke (2006), as explained by Maguire and Delahunt (2017) as presented in Table 4.

Table 4

Six Phases of Conducting Thematic Analysis

Step 1	Becoming Familiar with the data
Step 2	Generate initial codes
Step 3	Search for themes,
Step 4	Review themes,
Step 5	Define themes,
Step 6	Write - up

The first step of the thematic analysis is familiarizing the entire body of data by reading and re – reading the transcripts. At this stage, it is important to make useful notes and jot down early impressions. The researcher began by reading through all the interview transcripts multiple times, taking notes and highlighting initial thoughts and patterns.

The next step is generating initial codes, which involved organizing the data into meaningful groups. Rather than starting with a fixed set of codes, the researcher used open coding—creating and adjusting codes as the analysis progressed, always guided by the study’s research questions.

This step was followed by searching for themes. After coding, the researcher looked for patterns across the data that spoke to larger themes—

recurring ideas, issues, or insights that captured important aspects of the participants' experiences.

The researcher then refined the themes, checking if they made sense and were truly supported by the data. Questions such as “Are these really separate themes?” and “Is there enough data to support this theme?” helped in shaping clear, coherent categories.

Each theme was then carefully defined to ensure its meaning was clear and distinct. The goal at this stage was to capture the core idea or “essence” of each theme, as suggested by Braun and Clarke.

Finally, the themes were woven into a narrative that told the story of Project TACTIC's implementation, complete with supporting quotes and insights from the participants. This narrative formed the basis of the findings and was linked back to the research objectives and broader literature.

VIII. Discussion of the Results and Reflection

This part contains the presentation of data gathered from the implementation of project TACTIC, analysis of results of the statistical tools used, discussion of the results and interpretation of findings of the study.

1. Effectiveness of Project TACTIC as assessed by the Participants

Table 5 reflects the overall of effectiveness of Project TACTIC in terms of (a) Program management (b) Attainment of objectives (c) Delivery of content (d) Provision of support materials (e) Program management team (f) Training venue (g) Meals as evaluated by the teacher participants.

Table 5

Effectiveness of Project TACTIC as assessed by the Participants

INDICATORS	DAY 1	DAY 2	TWM	VI
a. Program Management				
Training Program Was Delivered As Planned.	3.7	3.8	3.75	SA
Training Program Was Managed Efficiently.	3.67	3.7	3.685	SA
Training Program Was Well – Structured.	3.77	3.8	3.785	SA
Total:	3.71	3.77	3.74	SA
b. Attainment of Objectives				
Program Objectives Were Clearly Presented.	3.83	3.93	3.88	SA
Program Objectives Were Attained.	3.73	3.8	3.765	SA
Total:	3.78	3.87	3.778	SA
c. Delivery of Content				
Program Content Was Appropriated To Trainees Roles And Responsibilities	3.7	3.87	3.785	SA
Content Delivered Was Based On Authoritative And Reliable Sources.	3.73	3.77	3.75	SA
Session Activities Were Effective In Generating Learning.	3.47	3.8	3.635	SA
Adult Learning Methodologies Were Used.	3.7	3.87	3.785	SA
Program Followed A Logical Order/Structure.	3.63	3.8	3.715	SA
Contribution Of All Trainees Were Encouraged.	3.73	3.7	3.715	SA
Total:	3.66	3.80	3.73	SA
d. Provision of Support Materials				
Appropriate To Trainee's Needs	3.67	3.73	3.7	SA
Adequate	3.63	3.87	3.75	SA
Give On Time	3.57	3.8	3.685	SA
Total:	3.62	3.8	3.71	SA
e. Program Management Team				
Available When Needed.	3.63	3.7	3.665	SA
Courteous	3.9	3.83	3.865	SA
Efficient	3.83	3.83	3.83	SA
Responsive To Participants' Needs	3.7	3.8	3.75	SA
Total:	3.765	3.79	3.778	SA
f. Training Venue				
Well Lighted	3.73	3.73	3.73	SA
Well Ventilated	3.67	3.8	3.735	SA
With Sufficient Space	3.53	3.73	3.63	SA
Adequate Soundproofing	3.57	3.73	3.65	SA
Availability Of Equipment	3.6	3.73	3.665	SA
Serviceability Of Equipment	3.57	3.73	3.65	SA
Total:	3.61	3.74	3.675	SA
g. Meals				
Satisfactory Quality	3.13	3.53	3.33	SA

Sufficient Quantity	3.27	3.6	3.435	SA
Generally Healthy	3.1	3.6	3.35	SA
Sufficient Variety	3.03	3.5	3.265	SA
Total:	3.13	3.56	3.345	SA

Legend: TWM – Total Weighted Mean
VI – Verbal Interpretation

In terms of Program Management, participants were highly satisfied, with ratings consistently in the Strongly Agree (SA) range. The program was given high rating for being well-structured and delivered as planned, achieving an overall score of 3.74. However, there were slight operational challenges, as indicated by the slightly lower score for efficient management, suggesting room for improvement in some areas.

Regarding the Attainment of Objectives, the program was also well-received, with an average score of 3.78. Participants felt that the program's objectives were clearly presented and generally attained. While the objectives were clearly articulated, there was a small gap between the clarity of the objectives and their complete attainment, indicating a slight opportunity for improvement in fully meeting all goals.

The Delivery of Content was another area that received positive ratings, with an overall score of 3.73. Participants appreciated the relevance of the content to their roles and the use of adult learning methodologies. However, the effectiveness of session activities in generating learning was rated slightly lower, along with the level of encouragement for active participation. These aspects suggest that there could be room for improvement in engaging participants more effectively.

For the Provision of Support Materials, the ratings were similarly favorable, with an overall TWM of 3.71. The materials provided were considered appropriate and adequate, and participants were satisfied with the timing of materials. Nonetheless, there is some potential to better tailor the materials to specific trainee needs to increase their relevance and impact.

The Program Management Team received high praise, with a rating of 3.78. The team was commended for being courteous, efficient, and responsive to participants' needs. Although they were generally seen as available when needed, there is still room for improvement in ensuring their availability during critical moments.

The Training Venue was positively evaluated, achieving a TWM of 3.675. The lighting and ventilation were highlighted as particularly effective in creating a comfortable learning environment. However, there were concerns about the availability of space and soundproofing, suggesting that these elements could be enhanced to further improve the training experience.

The Meals received the lowest ratings, with an average TWM of 3.345. While the quantity and healthiness of the meals were satisfactory, participants expressed the need for improvements in quality and variety. Addressing these issues would likely enhance participants' overall satisfaction with the program.

In conclusion, Project TACTIC was generally well-received, with the highest ratings given for the attainment of objectives and the performance of the program management team. Program management and content delivery also received positive evaluations. While support materials and the training venue were viewed

favorably, some areas for improvement were identified. Meals, in particular, emerged as a key area needing enhancement, especially regarding variety and quality.

2. Issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators.

This part explored the issues and concerns in the implementation of Project TACTIC as perceived by the participants and facilitators. Table 6 presents the summary of responses of the participants and table 7 presents the summary of the responses of the facilitators during the interview.

Table 6

Issues and Concerns in the implementation of Project TACTIC Drawn from the Responses of the Participants

Themes	Codes	Descriptions
Time constraints	Lack of time due to teaching load End-of-year paperwork Multitasking Delays in training	<i>Refers to the lack of available time for teachers to engage in training or conduct action research due to competing responsibilities.</i>
Inadequate Training and Teacher Readiness	Limited research background First-time exposure to action research Need for more support	<i>Refers to the gap in teacher preparation and confidence, especially in understanding and applying action research methods.</i>
Resource Limitations	Poor internet connection Financial constraints	<i>Represents the financial resources, internet connectivity and general school support that limit teachers' full participation in the project.</i>
Program Structure and Delivery Issues	Short training duration Intensive topics Rushed sessions	<i>Refers to the way the training was planned and delivered.</i>
Collaboration and Peer Interaction	Limited group activities Isolation by area	<i>Refers to the opportunities for teachers to work together and share ideas.</i>
No issues reported	Positive feedback No major problems encountered	<i>Reflects feedback from participants who did not experience significant challenges and were generally satisfied with the project.</i>

During the interview and focused group discussions, among the leading theme is “time constraints”, under this is “lack of time due to teaching load”, “end – of – year paper work”, “multi – tasking” and “delays in training”. One participant shared, *“Madalas kasi, ma’am, kulang ang oras namin para gumawa ng action research, lalo na’t kasabay ito ng mga regular na gawain namin, lalo na sa pagtuturo.”* (“It’s often the case, ma’am, that we don’t have enough time to do action research, especially since it coincides with our regular duties, particularly teaching.”)

Additionally, many teachers noted that the timing of the training, coinciding with the end-of-year paperwork, further divided their focus and made it harder to engage fully in the activities. One participant even suggested, *“Mas maganda sana mam if ginawa natin itong training at the beginning of the school year para diretso kami agad sa paggawa ng action research proposal at fresh pa saamin.”* (“It would have been better if we had done this training at the beginning of the school year so that we could go straight to making our action research proposal while everything is still fresh to us.”)

Moreover, teachers were involved in multitasking, especially during the end-of-year preparations. As one participant explained, *“Mam pasensya na po, kailangan naming mag multi-tasking kasi po madali na ang competition, kailangan lang po naming saglit lumabas paminsan-minsan para emonitor po yung practice ng mga bata.”* (“Ma’am, sorry po, we need to multitask because the competition is approaching quickly. We just need to step out occasionally to monitor the students’ practice.”)

In terms of “Inadequate training and teacher readiness”. Several participants reported a lack of prior experience with action research. One participant stated, *“Wala kasi kaming prior experience mam sa paggawa - first time po naming gumawa ng research kung sakali.”* (“We don’t have any prior experience, ma’am—this would be our first time doing research if ever.”) Another one stated *“hindi namin kasi alam dati kung paano mag – uumpisa; ito yung first exposure namin sa training na talagang focus sa action research”*. (“We didn’t know before how to get started; this is our first exposure to a training that really focuses on action research.”) Additionally, many teachers expressed that they needed more guidance in conducting research. One said, *“although marami akong natutunan, ma’am sa training na ito, gusto ko pa ng ganitong avenue para matuto at kailangan pa namin ng guidance.”* (“Although I learned a lot from this training, ma’am, I still want more opportunities like this to learn, and we still need guidance.”)

“Resources limitations” was also one of the issues and concerns. One common challenge was “poor internet connection”. As one participant shared, *“Yung pagkawala ng internet connection, isa talaga 'yun sa mga naging issue habang nagte-training kami.”* (“The loss of internet connection was really one of the issues during the training.”) Furthermore, “financial constraints” were also a concern, with one participant saying, *“Iniisip naming yung budget, ma’am, kung gagawa kami ng research, dagdag sa gastusin.”* (“We are thinking of the budget, ma’am, if we were to conduct research, it would add to our expenses.”)

Participants also mentioned “program structure and delivery issues” including “short training duration”, “intensive topics”, and “rushed sessions”. One teacher expressed, *“Mas maganda sana, ma’am, kung mas mahaba pa ang oras para sa pagtalakay ng data gathering at data analysis, pati na rin sa hands-on activity.”* (“It would have been better, ma’am, if there were more time to discuss data gathering and data analysis, as well as the hands-on activity.”) As agreed by one participant who added *“May mga topic ma’am na kulang talaga sa oras, mas maganda kung nabigyan ng mahabang oras”* (“Ma’am, there were topics really that lacked time; it would have been better if they were given more time.”) *“kulang yung oras sa hands – on activity”* (“There wasn't enough time for the hands-on activity.”) Another teacher participant remarked, *“parang minadali yung sessions”* (“It’s like the sessions were rushed.”)

Among the responses that emerged in “Collaboration and Peer Interaction” were “limited group activities” and “isolation by area”. Teachers expressed concerns about limited collaboration due to group activities being organized by learning area. One participant stated, *“Medyo naging limitado po siguro ang interaction sa isa’t isa dahil madalas ay nakaayos ang groupings per learning area.”* (“The interaction among participants was somewhat limited, probably because the groupings were often based on learning areas.”) Another teacher suggested, *“Mas maganda siguro kung mas marami pang group work activity para ma-enhance pa lalo ang peer learning.”* (“It would probably be better if there were more group work activities to further enhance peer learning.”)

On the other hand, there is also responses that they don't have any issues and concerns regarding the implementation of the project "no issues reported" which has "positive feedback" and "no major problems encountered." One participant even stated that *"Para sa akin, ma'am, ok lang po. Wala akong naging problema o issue. Enjoy yung mga activities at nakakatuwa kasi marami akong natutunan talaga."* ("For me, ma'am, it's okay. I didn't have any problems or issues. The activities were enjoyable, and it was fun because I really learned a lot.")

During the conduct of the project TACTIC, the issues and concerns of the facilitators were also considered. Table 7 shows the summary of responses of the facilitators.

Table 7

Issues and Concerns Drawn from the Responses of the Facilitators

Themes	Codes	Descriptions
Time management	Balancing teaching and research tasks Scheduling conflicts	<i>Time management refers to the challenge teachers face in balancing their teaching responsibilities with the time required to conduct action research for Project TACTIC.</i>
Enthusiasm and Acceptance	Teacher motivation Varying levels of buy - in	<i>Enthusiasm and acceptance highlights the degree of interest and commitment from teachers to actively engage with Project TACTIC.</i>
Lack of funding	Resource limitations Sustainability concerns	<i>Lack of funding refers to the financial constraints that limits the availability of necessary resources to sustain the Project.</i>

The leading theme that emerged is "Time Management." Both participants and facilitators consistently identified this as a major concern affecting the smooth implementation of Project TACTIC. According to one facilitator, *"There's no major*

concern yet, but I believe it's time management that will be one of the factors that will somehow derail the smooth implementation of Project TACTIC in the future, especially when the teachers are now implementing their respective action researchers." This perspective aligns closely with the participants' feedback, where time constraints were the most frequently mentioned issue. Teachers reported overlapping responsibilities such as teaching loads, multitasking during school events, and completing end-of-year paperwork, all of which limited their capacity to fully engage with action research activities.

Another facilitator mentioned "scheduling conflicts", particularly because many of the trainers themselves were classroom teachers who had to balance their teaching schedules with training responsibilities. This triangulated data strongly shows the need for better coordination, workload management, and scheduling adjustments to ensure that both training and implementation phases of Project TACTIC are feasible and effective for all the persons involved.

Another theme that surfaced is the "Enthusiasm and acceptance", under this is "teacher motivation" and "Varying levels of buy – in". Facilitators commented that while some teachers were highly engaged and eager to apply what they learned, others seemed hesitant or less committed. One facilitator shared, *"May iba na talagang ganado at excited matuto, pero may ilan din naman na parang alanganin pa."* ("Some are really eager and excited to learn, but there are also a few who still seem hesitant.") Another facilitator remarked, *"Makikita mo talaga sa iba na motivated sila—nagtatanong, nagta-take down ng notes."* ("You can really see that some are motivated — they ask questions and take down notes.")

However, they also acknowledged that buy-in was uneven, as expressed by one facilitator: *“May mga guro na parang nag-aalinlangan pa, siguro dahil bago sa kanila ang paggawa ng action research.”* (“Some teachers seem unsure, maybe because action research is new to them.”) This sentiment was clearly echoed by the participants as evident in their responses to the interview questions, several participants shared that this was their first exposure to action research and that they lacked the confidence or foundational knowledge to dive in fully. One participant admitted, *“Wala kasi kaming prior experience, ma’am—first time po naming gumawa ng research kung sakali.”* (“We don’t have any prior experience, ma’am—this would be our first time doing research if ever.”) Another added, *“Although marami akong natutunan sa training na ito, gusto ko pa ng ganitong avenue para matuto at kailangan pa namin ng guidance.”* (“Although I learned a lot from this training, I still want more opportunities like this to learn, and we still need guidance.”)

Despite the hesitation expressed by some, both facilitators and participants acknowledged the value of the training, and several teachers reported being inspired and motivated. This also shows that while enthusiasm is present, it exists on a spectrum—some are receptive, while others still needs continued support, encouragement, and follow-up guidance to build confidence and maintain engagement in research.

“Lack of funding” was another theme that emerged which has “resource limitations” and “sustainability concerns”. According to one of the facilitators, *“another issue here is funding, mas madali sana ang pagpapalaganap ng training*

na ganito kung may budget talaga para sa ganitong mga initiatives". ("Another issue here is funding — it would be easier to expand training like this if there were an actual budget for these kinds of initiatives.") In terms of sustainability concerns, one of the facilitators mentioned *"There should be a comprehensive plan para sa sustainability ng research sa eskwelahan, and funds of course was still involved."* ("There should be a comprehensive plan for the sustainability of research in the school, and of course, funding is still involved.") This aligns with the participants' indirect reflections—while they may not have explicitly used the term "sustainability," their need for continued training and support reveals the same underlying concern.

3. Outputs of Project TACTIC that help build a culture of research in Gigmoto Rural Development High School.

This part explored the outputs of Project TACTIC that help build a culture of research in Gigmoto RDHS. Table 8 presents the summary of responses of the participants during the interview.

Table 8

Outputs of Project TACTIC

Themes	Codes	Descriptions
Improve research skills and knowledge	<ul style="list-style-type: none"> - First-time exposure to research - Understanding research processes - Learning to formulate questions, analyze data, and present findings 	<i>Improve research skills and knowledge refers to the development of teachers' foundational competencies in conducting action research. It indicates how Project TACTIC had helped teachers in writing action research.</i>
Professional growth and Teacher Empowerment	<ul style="list-style-type: none"> - Boost in confidence - Greater self-awareness - Perception shift towards research - Enthusiasm and passion for research 	<i>Professional growth and Teacher Empowerment refers on how project TACTIC contributed to teachers' professional development and how it allows</i>

		<i>them realize their own potential in conducting research.</i>
Motivation and interest in research	<ul style="list-style-type: none"> - Aroused curiosity - Rekindled desire to do research - Increased motivation 	<i>Motivation and interest in research indicates how the project rekindled teachers interest and enthusiasm to engage in research.</i>
Action research as a practical tool	<ul style="list-style-type: none"> - Research to solve classroom problems - Evidence-based teaching practice 	<i>Action research as a practical tool refers to how the teachers view action research as an instrument that can directly improves classroom practice.</i>
Collaboration and Peer Support	<ul style="list-style-type: none"> - Collegial sharing - Research proposal creation - Building research culture through collaboration 	<i>Collaboration and support relates to how project TACTIC developed a sense of cooperation between peers and subordinates.</i>
Institutional Support and Sustainability	<ul style="list-style-type: none"> - Ongoing guidance - Opportunity for continued development - Support for funding 	<i>Institutional support and sustainability refers to the role of school administrators in providing continuous support in conducting action research.</i>
Positive Perception of Training	<ul style="list-style-type: none"> - Competent trainers - Structured sessions - Relevant and practical content 	<i>Positive perception of training refers to the participants' satisfaction with the quality of the training, its relevance to their needs, and the effectiveness of its delivery.</i>
Improved Teaching Practices	<ul style="list-style-type: none"> - Enhanced methodologies - Student-centered learning - Continuous improvement 	<i>Improved teaching practices refers to how project TACTIC improved research engagement which will eventually led to better classroom strategies.</i>

Participants have expressed their perception on the outputs of project TACTIC that helped build a culture of research in Gigmoto RDHS citing “Improved research skills” claiming “first – time exposure to research”, “understanding research processes”, and “learning to formulate questions, analyze data, and present findings.” Several participants claimed that this is their first time in this kind of training, one even stated *“First time ko po talaga makasali sa ganitong training.”* (“This is really my first time joining a training like this.”) *“Ngayon ko lang talaga naintindihan nang buo kung paano gawin ang action research—mula sa paggawa ng tanong hanggang sa pag-aanalyze ng data.”* (“It’s only now that I fully

understood how to conduct action research—from formulating the question to analyzing the data.”)

Under the theme “Professional Growth and Teacher Empowerment,” participants shared how the training helped them boost in confidence, have greater self – awareness, shift their perception towards research and reignite their enthusiasm and passion for research. One teacher said *“Dati nakakakaba, kasi di namin alam talaga kung papano mag – uumpisa, pero dahil sa training nato naging confident ako na parang kaya ko naman pala”* (“Before, it was really nerve-racking because we honestly didn’t know how to start, but because of this training, I became confident—I realized that I can actually do it.”). Another participant even added. *“kaya naman pala mam”*. (“It seems I can do it, ma’am.”). Another teacher also shared that she thought research is very difficult *“feeling ko kasi mam pang matalino ang action research, pero ngayon narealize ko na parte pala siya ng pagtuturo hindi lang para sa promotion at masters”* (“I used to feel that action research was only for smart people, ma’am, but now I realize that it’s actually a part of teaching—not just for promotions or getting a master’s degree.”) One teacher even said *“excited na akong mag action research”* (“I’m excited to do action research.”)

As for “Motivation and Interest in Research,” many teachers shared how the project renewed their desire to engage in research. One participant commented, *“Parang nabuhay yung interes ko sa research. Noon kasi hindi namin alam kung papano mag – uumpisa”* (“It’s like my interest in research came back to life. Before, we didn’t even know how to get started.”). One participant even said *“Bago tong*

training, ang mga teachers dito ma'am wala naman talagang interes sa research."

("Before this training, ma'am, the teachers here didn't really have any interest in research.") The training ignited a sense of interest and motivation among teachers who had previously shown little enthusiasm for research.

Regarding "research as a practical tool", the codes identified are "research to solve classroom problems" and "evidence – based teaching practice." The teachers began to clearly understand how research can be integrated into their daily teaching practice. They appreciated its relevance in addressing classroom challenges. As one teacher noted, *"narealize ko na yung problema sa classroom, mas maganda solusyonan gamit ang research para yung data mo ay evidence based talaga"* ("I realized the problem in the classroom is better solved through research so that your data is truly evidence-based.")

Under "collaboration and peer support", participants shared how the project TACTIC demonstrates the importance of teamwork, mutual support and cooperation among colleagues. One participant stated *"Nagdecide kami mam na gumawa ng research, mas maganda kung may kasama, may kasabay."* ("We decided, ma'am, to do research. It's better if you have someone to work with, someone going through the same process.") Another one added, *"Nag – usap na kami mam, na gagawa kami"* ("We already talked about it, ma'am—we're going to work on it.") This sense of peer commitment was further emphasized when one said, *"Maganda kasi mam sa pakiramdam na may kasabay, dahil sa training na ito, parang may pare pareho na kaming goal at drive"* ("It feels good, ma'am, to

have someone to go through it with. Because of this training, it feels like we all have the same goal and motivation.”)

Also, the participants recognized the role of school administrators in maintaining research initiatives, based on their responses during discussions, the theme "institutional support and sustainability" surfaced, under this are “on – going guidance”, “opportunity for continued development” and “support for funding.” According to one participant, *"Malaking bagay po yung tulong nyo mam as school head. Alam naming hindi natatapos sa training kasi may suporta pa rin galing sa admin."* (“Your support as the school head means a lot, ma'am. We know that the process doesn't end with the training because we still receive support from the administration.”) The project gives the teachers the assurance that they can carry on with their research past the training period. In terms of support for funding, one participant mentioned *"May pondo naman pala, dahil sa training na to nalaman namin na may suporta naman pala in terms of fund"* (“We realized through this training that there is indeed funding support available.”)

Participants also shared positive perception of the training sessions were “Competent trainers”, “structured sessions” and “relevant and practical content” were the codes that surfaced. One teacher commented *"Magaling yung mga speakers at clear ang explanations."* ("The speakers were excellent, and their explanations were clear.") Another one noted *"Organize ang pagkakasunod-sunod ng sessions at bawat topic konektado sa isa't isa."* ("The sequence of sessions was organized, and each topic was connected to the next.") Other participant emphasized the practicality of the content *"Makakatulong talaga yung nakuha"*

namin ditong learnings sa pag improve ng classroom instructions, hindi lang sya pang theory". ("The learnings we gained here will really help improve our classroom instruction — it's not just theoretical.")

Lastly, the participants believed that this project could help them improve their teaching practices. As one participant noted, *"Napansin kong after the training, mas naging reflective ako sa pagtuturo at sa challenges sa loob ng classroom"* ("I noticed that after the training, I became more reflective in my teaching and in addressing classroom challenges.") One participant even added *"parang lahat nalang ng problema iniisip ko ng pwedeng gawan ng research"* ("It's like every problem I encounter, I now think about how I can turn it into a research project."). One teacher also mentioned *"Naging avenue ito mam para mas matuto kami at mas intindihin ang mga bata"* ("This became an avenue for us to learn more and better understand our students.")

4. Sustainability plan offered to improve the future implementation of the project.

This part explored the sustainability plan offered to improve the future implementation of the project based on the findings of the study.

Table 9

Sustainability Plan to Improve the Future Implementation of Project TACTIC

Findings	Issues/concerns	Sustainability Plans
High participation satisfaction with program delivery and structure	Teachers appreciated content, trainers, and structure	Maintain giving training sessions to teachers about research and include participant-led sharing sessions

Positive perception of training		Gather feedback after every session for continuous improvement
Training was well-structured and delivered as planned, but with some operational concerns	Intensive sessions; limited time for hands-on activities	Redesign training sessions for future training and includes more practical and hands-on sessions.
Need for continuous support post-training Inadequate training and teachers readiness	Lack of prior research experience; need for continued mentorship Lack of prior research experience; need for continued mentorship	Provide follow-up mentoring sessions Establish a research mentoring team within the school Conduct refresher and tiered training
Time constraints	Teachers struggle to balance training and teaching duties; training coincides with peak workload	Integrate training schedules into the academic calendar (preferably at the beginning of the school year) Allocate "Research Hour" with no teaching load in the class program
Resource limitations	Poor internet, financial constraints	Explore possible income generating project with proceeds for school research projects
Collaboration and Peer Interaction	Limited group work; isolation due to subject-based grouping	Promote interdisciplinary research groups Organize semi – annually school research sharing sessions
Enthusiasm and acceptance	Varying levels of teacher motivation and engagement	Recognize research outputs through awards (outstanding research award) Promote action research as a tool for teacher reflection and improvement
Improved Research Skills and Teaching Practices	Teachers showed growth in research skills and reflective practice	Promote action research as a tool for teacher reflection and improvement Integrate findings into school improvement plans
Institutional Support and Sustainability Concerns	Continued guidance and funding needed	Create a School Research Committee for oversight and coordination Institutionalize research as part of SIP (School Improvement Plan) Explore possible income generating project with proceeds for school research projects

In the light of the findings revealed in this study, the following recommendations are offered:

1. Increase time allotment in conducting training sessions on action research with emphasis on data analysis techniques and methodology.

2. Make sessions interactive, allowing participants ample time for practical engagement.

3. Schools may adopt and/or improve the research training initiative to encourage conducting action research to teachers and offer them opportunity for professional development.

4. Future researchers may conduct further study on how involvement in action research trainings influences teacher's sense of empowerment and motivation along research.

5. Future researchers may construct a model/framework for effective action research initiatives in schools which can guide them in implementing similar projects and test it in later studies.

VI. Dissemination and Advocacy

Introduction:

To effectively share the findings and impact of *Project TACTIC*, pamphlets were used as the primary tool for dissemination. Designed for both print and digital formats, the pamphlets allowed for easy and broad distribution to key stakeholders particularly school heads and teachers which supports sustained advocacy for a culture of research in schools.

Accomplishments:

The researcher conceptualized, designed, and produced pamphlets summarizing the important findings, impact, and recommendations of *Project*

TACTIC. The pamphlet has reader-friendly language, Informative visuals and infographics and a layout tailored to engage both teachers and school heads.

The digital draft was submitted to the SEPS for Research and Planning for review. After incorporating suggestions and final edits, the pamphlets were approved for dissemination.

With approval secured, the researcher printed the pamphlets on vellum paper to ensure durability. A formal request for advocacy and distribution—endorsed by the school principal—was sent to the Schools Division Superintendent and granted.

Pamphlets were then distributed to:

- Secondary school heads in Gigmoto District – with content personally discussed and explained to emphasize relevance and application.
- Teachers of Gigmoto RDHS – on June 10, during the second day of *Brigada Eskwela*. Given the busy atmosphere and physical preparations, only a brief explanation of the content was given, while ensuring teachers were made aware of the key points and importance of the project.

Challenges Encountered:

One of the challenges faced during the dissemination of the pamphlets was the delayed retrieval of the approved letter request, which was only secured on June 9, 2025, the second day of the planned distribution. This delay was due to the multiple priorities associated with the preparations for *Brigada Eskwela*, which limited the researcher's time to follow up earlier.

Another significant challenge was a transportation breakdown while en route from Virac to Gigmoto. The researcher's vehicle encountered mechanical problems and had to be repaired urgently, resulting in several hours of delay. This setback impacted the scheduled distribution and caused further time constraints.

Despite these challenges, the school head of Dororian NHS showed exceptional support by accommodating the researcher at their home after office hours (past 5:30 PM). The pamphlets were turned over, and the study's content was explained personally. However, due to the late hour and the fact that Sicmil Integrated School was still an hour away, the researcher requested the Dororian NHS school head to relay the information and deliver the pamphlet to the school head of Sicmil during their MANCOM meeting on June 11. This collaborative effort ensured that the dissemination remained successful, even with unforeseen hurdles.

Ways Forward:

To further deepen the understanding of *Project TACTIC*, the researcher plans to incorporate a more detailed presentation and discussion of the study's results and implications into upcoming LAC (Learning Action Cell) sessions and INSET (In-Service Training) programs. These sessions will serve as opportunities for teachers to engage more meaningfully with the research, allowing them to reflect on its outcomes.

Conclusion:

Despite the logistical hurdles and time constraints faced along the way, the advocacy and dissemination of *Project TACTIC* were carried out successfully—thanks in large part to the support, and understanding of fellow educators.

The pamphlets served not just as informational tools, but as a bridge to connect research to real issues inside the school. They helped spark conversations and reflection among teachers and school leaders about the value of action research. As the journey continues, the next steps will focus on weaving the study's insights into ongoing professional learning through LAC sessions and INSETs—ensuring that the spirit of *Project TACTIC* lives on, empowering teachers to grow as researchers and reflective practitioners within the four corners of their own classrooms.

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VIII. Financial Report

Activity	Cash - out	Balance
Basic Education Research Fund (BERF)		15,000.00
Payment for notarization of MOA	200.00	14,800.00
Meals of Participants and Resource Speakers during the two – day training sessions	8,911.00	5,889.00
Materials used for the training sessions	4,065.00	1,824.00
Transportation	1,000.00	824.00
Dissemination	160.00	664.00
Printing and Binding of Final Manuscript	664.00	0.00

PHOTOCOPIES OF RECEIPTS INCURRED

In settlement of the following:	
Invoice No.	Amount
	200
Total Sales	
Less: SCPWD Discount	
Total Due	
Less: Withholding Tax	
Payment Due	200
Form of Payment	
Cash <input type="checkbox"/>	Check <input type="checkbox"/>

30 Bkts. (50x02) 0001-0500
BIR Auth. to Print No. 067AU20230000000224
Date Issued: 01-18-2023
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TIN 433-090-216-00000

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VIRAC FORTUNE ENT.

OPRTD BY: CONCEPCION CO ANG HUNG
019 STA. CRUZ STREET
VIRAC, CATANDUANES
VAT REG. TIN 102-708-546-000
Serial VF15AP02 MIN 15111014443932518

SIN: 0000330417 2 WALK-IN
Cashier: JEAN INDIC

Qty	Description(s)	Price
1	C2 SOLD APPLE BAON PACK	450.00V
3	MINUTE MAID 250MLX12 @187.00	561.00V

Item(s)	
TOTAL	1011.00
CASH	1011.00
CHANGE	0.00

VAT SALE	:	902.68
VAT-EXEMPT SALE	:	0.00
VAT ZERO-RATED SALE	:	0.00
TOTAL SALE	:	1011.00
12% VAT	:	108.32

VARI ___ PACK ___ BNDL ___ FROZEN ___

PROVISION SYSTEMS ENT.
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EFFECTIVITY DATE: 08/01/2020
VALID UNTIL: 07/31/2025
FINAL PERMIT TO USE NUMBER:
FP112015-069-0062518-00000
DATE ISSUED: 03/15/2015

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the date of purchase.
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019 STA. CRUZ STREET
VIRAC, CATANDUANES
VAT REG. TIN 102-708-546-000
Serial VF15AP02 MIN 15111014443932518

*** CLAIM STUB ***

Customer: GONZALES

SIN: 0000330417 2 WALK-IN
Cashier: JEAN INDIC

Qty	Description(s)	Price
-----	----------------	-------

MR DIY

BRIDGEMORE PHILIPPINES INC.
VIRAC CENTER MALL
Virac Center Mall San Carlos Virac
Cagayan de Oro

SALES TAX NO. 057-00347
1,406,229.6
11073

RECEIVED

DATE: 03/01/2025
TIME: 14:01:30 - 24/5/6
1 X 39.00 39.00
ITEMS: 1
TOTAL 39.00
VARIABLE SALES 34.82
VAT AMT 4.18
VAT EXEMPT SALES 0.00
ZERO RATED SALES 0.00
Total PHP 39.00
CASH 1,000.00
CHANGE 961.00

CUSTOMER NAME

MR.

ADDRESS

BUSINESS STYLE

SIGNATURE

03/01/2025 12:50 SHUT CASH 101
CASHIER NAME: VIRAC - ANGELICA MAR CORTADO

EXCHANGE ARE ALLOWED WITHIN
30 DAYS WITH RECEIPT


MAR 28 2025
ABZ/BRK/STK
ST. J. SUT. B. 101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222/1223/1224/1225/1226/1227/1228/1229/1230/1231/1232/1233/1234/1235/1236/1237/1238/1239/1240/1241/1242/1243/1244/1245/1246/1247/1248/1249/1250/1251/1252/1253/1254/1255/1256/1257/1258/1259/1260/1261/1262/1263/1264/1265/1266/1267/1268/1269/1270/1271/1272/1273/1274/1275/1276/1277/1278/1279/1280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S *langan Trading*
National Highway, Francia, Virac, Catanduanes
Carlito T. Tariman-Prop. VAT Reg. TIN: 141-809-505-00003

SALES INVOICE
Sold to: Lalaw Gonzales Date: 3.5.25

TIN: _____ Terms: _____
Address: _____ OSCAPWD ID No.: _____
Business Style: _____ Card holder's Signature: _____

QTY.	UNIT	ARTICLES	UNIT PRICE	AMOUNT
14.03		Diesel	91.20	1,000
		Unleaded		
		Regular		
		XCS Plus		
		Kerosene		
		Others		
Total Sales (VAT Inclusive)				891.85
Less: VAT				107.19
Amount Net of VAT				
Less: SC/PWD Discount				
Amount Due				
Add: VAT				
TOTAL AMOUNT DUE				1,000

1000 bills (2x) 530001-580000
BIR Auth to Print No.: 068AU20230000000713
Date Issued: 03-03-23
JRL Printing Press & Gen. Mdee. 
TIN: 102-159-608-00000
Printer's Accreditation No. 069MP201900900000004
Date Issued: 02-08-19


Cashier/Authorized Representative


Nº 579718

BERZO TRADING & GENERAL MERCHANDISE
San Jose, Virac, Catanduanes
VAT Reg. TIN: 280-137-038-00000
Ema M. Asuncion-Proprietor

SALES INVOICE
Sold to: Lalaw V. Gonzales Date: 09/08/23

TIN: _____ Terms: _____
Address: Tad, Baras OSCA/PWD ID No.: _____
Business Style: _____ Cardholder's Signature: _____

QTY	UNIT	ARTICLES	U PRICE	AMOUNT
4	Packs	Specialty paper	40	160
Total Sales (VAT incl.)				160
Less: VAT				
Amount Net of VAT				142.86
Less: SC/PWD Discount				
Amount Due				
Add: VAT				17.14
TOTAL AMOUNT DUE				160



Cashier/Authorized Representative

Virac Angel Ent.
NON-VAT REG TIN 821-087-825-000
Printer's ACC No. 069MP2020000000001
Date Issued: 01-27-20
1000 bills (2x) 75001-125000
OCN: 068AU202200000001925
Date of ATP: 08-24-2022

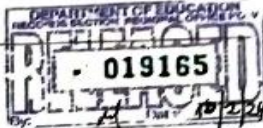
Nº 089745

ANNEXES

ANNEX 1. Letter of Information from the RRC Chair



Republic of the Philippines
Department of Education
REGION V - BICOL



Office of the Assistant Regional Director

October 3, 2024

LALAIN V. GONZALES
Head Teacher III
Gigmoto Rural Dev't. High School
Gigmoto, Catanduanes

Dear Ms. Gonzales:

This letter of information pertains to the research proposal that received approval from the Schools Division Research Committee (SDRC) and was subsequently submitted to the Regional Research Committee (RRC) for funding through the CY 2025 Basic Education Research Fund (BERF) Grant Facility.

We are pleased to inform you, through the Regional Research Committee (RRC), that the research proposal titled **"BUILDING A CULTURE OF RESEARCH THROUGH PROJECT TACTIC (TEACHING ACTION RESEAERCH THROUGH INSTRUCTION AND COMPREHENSIVE TRAINING)"** has been approved for implementation, in accordance with the provisions outlined in DepEd Order No. 16, s. 2017. To streamline funding for the BERF Facility and ensure deliverable compliance, please refer to the table below. It will also serve as documentation for liquidation.

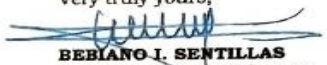
TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
ACTION RESEARCH	FIRST TRANCHE	80 %	<ul style="list-style-type: none"> • Work Plan • Certificate of Acceptance for the Deliverable • Copy of MOA
	LAST TRANCHE	20 %	<ul style="list-style-type: none"> • Final Report • Certificate of Acceptance from Regional Research Committee (RRC) • Copy of MOA

Please note that if the research proponent fails to complete and submit the deliverables as scheduled, they will be required to return the full amount granted. This payment must be made within six (6) months, either through direct payment or salary deduction. Additionally, strict compliance with the provisions of DepEd Order No. 16, s. 2017 dated March 20, 2017, is mandated.

For any questions or further clarifications, please contact the Regional Research Committee through the **Policy, Planning, and Research Division (PPRD)**.

We look forward to the successful implementation of your research. Thank you.

Very truly yours,



BEBIANO J. SENTILLAS
Assistant Regional Director
Chair, Regional Research Committee




PPRD/irm
10/03/2024

SGOD OFFICE

RECEIVED

Date: 10/4/24
Time: 8:45




Regional Center Site, Rawis, Legazpi City 4500

0969 516 9555

region5@depd.gov.ph



ANNEX 2: Declaration of Anti-Plagiarism**DECLARATION OF ANTI-PLAGIARISM**

1. I, LALAIN V. GONZAES, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/ or using some parts of their work without proper acknowledgment and referencing.

2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.

3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

PROPONENT: LALAIN V. GONZALES

SIGNATURE: _____

DATE: _____

ANNEX 3: Declaration of Absence of Conflict of Interest**DECLARATION OF ABSENCE OF CONFLICT OF INTEREST**

1. I, LALAIN V. GONZALES, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.¹

2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.

3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.

4. I understand that I may held accountable by the Department of Education for any conflict of interest which I have intentionally concealed.

PROPONENT: LALAIN V. GONZALES

SIGNATURE: _____

DATE: _____

¹ Office of Ethics and Compliance, University of California, San Francisco, retrieved from <http://coi.ucsf.edu/>

ANNEX 4: Sample of Research Questionnaire**PROGRAM EVALUATION****Respondent Type:** ____Trainee ____Trainer ____Program Manager**Name:** _____ **Sex:** _____**Program/Training Title:** _____ **Dates:** _____

Direction: Please assess the effectiveness of the training program according to the indicators below. Put a check/mark under the appropriate column.

Indicators (After the conduct of the program, I believe that:)	Strongly Agree	Agree	Disagree	Strongly Disagree
Program Management				
Training Program Was Delivered As Planned.				
Training Program Was Managed Efficiently.				
Training Program Was Well – Structured.				
Attainment Of Objectives				
Program Objectives Were Clearly Presented.				
Program Objectives Were Attained.				
Delivery Of Content				
Program Content Was Appropriated To Trainees Roles And Responsibilities				
Content Delivered Was Based On Authoritative And Reliable Sources.				
Session Activities Were Effective In Generating Learning.				
Adult Learning Methodologies Were Used.				
Program Followed A Logical Order/Structure.				
Contribution Of All Trainees Were Encouraged.				
Provision Of Support Materials				
Appropriate To Trainee's Needs				
Adequate				
Give On Time				

Program Management Team				
Available When Needed.				
Courteous				
Efficient				
Responsive To Participants' Needs				
Training Venue				
Well Lighted				
Well Ventilated				
With Sufficient Space				
Adequate Soundproofing				
Availability Of Equipment				
Serviceability Of Equipment				
Meals				
Satisfactory Quality				
Sufficient Quantity				
Generally Healthy				
Sufficient Variety				

Please provide your honest response to each of the following questions:

<p>What do you consider your most significant learning from the program?</p>
--

<p>Briefly describe what you have learned and how will it help you with your work?</p>
--

<p>What changes would you suggest to improve similar programs in the future?</p>
--

Source:

Department of Education, National Educators Academy of the Philippines

Part I. Respondents Profile

Directions: Please fill in the necessary information below.

Teachers Name (*Optional*): _____ Age: _____
 No. of years in the teaching profession: _____ Sex: _____
 Current Position: _____
 Baccalaureate Degree: _____
 Major: _____
 Master's Degree (If applicable): _____
 Master's Program Units Earned (If not yet graduated): _____
 Doctoral Degree (If applicable): _____
 Doctoral Program Units Earned (If not yet graduated): _____

Part II. Evaluate the implementation of Project TACTIC

1. What issues or concerns have you identified in the implementation of Project TACTIC (Teaching Action Research Through Instruction and Comprehensive Training)?

2. Has Project TACTIC helped build a culture of research at Gigmoto Rural Development High School? Please explain your answer.

3. What sustainability plan would you suggest to improve the future implementation of the project?

[illegible]

MEMORANDUM OF AGREEMENT

KNOW ALL PERSONS BY THESE PRESENTS:

This Agreement made and entered into this 29th day of November 2024 in Legazpi City by and between:

LALAIN V. GONZALES, of Gigmoto Rural Development High School, Schools Division Office of Catanduanes hereinafter referred to as **"SECOND PARTY"**,

-and-

DepED – Regional Office V (DepED ROV), with principal office and postal address at Rawis, Legazpi City hereinafter referred to as **"FIRST PARTY"**, represented in this Agreement by its Director IV, Office of the Regional Director, **GILBERT T. SADSAD**.

LALAIN V. GONZALES, and **DepED ROV** shall be collectively referred to as **"PARTIES"** and singularly as **"PARTY"**.

WITNESSETH:

WHEREAS, DepED Order No. 43, s. 2015 otherwise known as Revised Guidelines for the Basic Education Research Fund (BERF), DepED is continuing its initiatives towards strengthening evidence-based policy development and decision-making through the provision of research fund to eligible proponents from national, regional, School's Division Offices to public elementary and secondary schools nationwide. Funds shall come from the Fiscal Year (FY) 2024 General Appropriation Act-Basic Education Research Fund (GAA-BERF) and succeeding years thereon.

WHEREAS, to promote the culture of research, eligible proponents shall utilize the research fund for research projects anchored on the following thematic areas:

- a. Improving Access to Education.
- b. Improving the Quality of Education; and
- c. Improving Governance.

WHEREAS, the FIRST PARTY, in furtherance of the provisions found in DepED Order No. 16, s. 2017, commits to select eligible proponents based on criteria as provided for under the same DepED Order and provide appropriate funds for the conduct of the research;

WHEREAS, the FIRST PARTY grants the SECOND PARTY to conduct a research entitled "BUILDING A CULTURE OF RESEARCH THROUGH PROJECT TACTIC (TEACHING ACTION RESEARCH THROUGH INSTRUCTION AND COMPREHENSIVE TRAINING)";

WHEREAS, the SECOND PARTY has agreed to fulfill the terms and conditions set forth in this Agreement to achieve the objectives of DepED Order No. 16, s. 2017

NOW THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereto mutually agreed to undertake the following:

SECTION 1 OBJECT OF THE AGREEMENT

Section 1 The Qualifications of prospective proponents must adhere to the provisions of DepED Order No. 16, s. 2017.

SECTION 2 ROLES AND RESPONSIBILITIES OF THE PARTIES

Section 2.1 Roles and Responsibilities of the FIRST PARTY (DepED ROV).

- 2.1.1 To give necessary information to the prospective proponents.
- 2.1.2 To conduct an orientation with regard to the availment of the BERF with the prospective proponents.
- 2.1.3 To conduct a selection process pursuant to DepED Order No. 16, 2017 and other means as maybe deemed necessary and/or incidental to the implementation of the said DepED Order.
- 2.1.4. To monitor the compliance of the qualified proponents.
- 2.1.5. To process the research paper submitted by the prospective proponents by setting standards as provided for under DepED Order No. 16, s. 2017; and,
- 2.1.6. To release the research fund to the Second Party in the amount of Fifteen Thousand pesos (PhP 15, 000.00).

LALAIN V. GONZALES

EVANGELINE A. SACULO

BEBIANO T. SENTILLAS

GILBERT T. SADSAD

LALAINÉ V. GONZALES

Section 2.2 Roles and Responsibilities of the SECOND PARTY (Employee).

- 2.2.1. To comply with all the requirements set forth under DepED Order No. 16, s. 2017.
- 2.2.2. To receive personally the research fund.
- 2.2.3. To complete the research work as provided for under Section 4.2 of this Agreement.
- 2.2.4. To refund the full amount granted through direct payment or salary deduction within six (6) months in case the research work has not been completed on the duration as found under Section 4.2 of this Agreement, except in case of death, wherein the second party is not required to refund the amount already releases to him/her, as this Agreement shall be automatically terminated.

EVANGELINE A. SACULO

SECTION 3

OWNERSHIP AND AUTHORSHIP OF THE RESEARCH PAPER

It is clearly understood, on the part of the **SECOND PARTY** that:

Section 3.1. That he/she will be the sole author of the research.

Section 3.2. The study funded under BERF will be co-owned by the author/s and DepEd, thus, will be subject to the following restrictions:

- a. Written permission from the National and Regional Research Committee is required before presentation in research conferences, forums and other related events, or its publication in research journals and bulletins.
- b. Presentations and/or publications must duly acknowledge the funding source/s of the study.

BEBIANO I. SENTILLAS

SECTION 4

EFFECTIVITY/DURATION

Section 4.1 This Agreement shall be effective on the date of signing hereof.

Section 4.2 For Applied Research the duration is one (1) year, while for Action Research, six (6) months.

Failure on the part the **SECOND PARTY** to strictly comply with any of the terms and conditions of this Agreement and under DepED Order No. 16, s. 2017 without just cause shall constitute a ground for the termination of this Agreement.

GILBERT T. SADSAD

As a result, thereof, the **SECOND PARTY** shall refund the whole amount extended by the **FIRST PARTY** and can no longer be entitled to participate in any call for research sponsored by DepED.

Either **PARTY** may terminate this Agreement anytime for causes other than the violation of the terms and conditions stipulated herein, provided that a written notice thereof shall be served upon the other **PARTY** at least thirty (30) days prior to the intended effectivity date of termination.

SECTION 5 NON-WAIVER OF RIGHTS

The failure of any **PARTY** to insist upon the strict performance of any of the terms, conditions and covenants hereof, shall not be deemed as relinquishment or waiver of any right or remedy granted to such **PARTY** nor shall it be construed a waiver of any subsequent default of the covenants which shall continue to be in full force and effect. No waiver of any rights or remedies under this Agreement shall be deemed to have been made unless expressed in writing by the concerned **PARTY**.

SECTION 6 COMPLETE AGREEMENT

This Agreement constitutes the complete agreement and sets forth the entire understanding and agreement of the **PARTIES** as to the subject matter of this Agreement and supersedes all prior discussions and understandings in respect of the subject of this Agreement, whether written or oral.

SECTION 7 FAMENDMENTS

No amendments, modification or supplement to the terms of this Agreement shall be valid and effective unless agreed upon in writing and signed by the **PARTIES**.

LALAINÉ V. GONZALES

EVANGELINE A. SACULO

BEBIANO T. SENTILLAS

GILBERT T. SADSAD

**SECTION 8
GOVERNING LAW**

This Agreement shall be governed by and construed in accordance with the Laws of the Republic of the Philippines, DepED Order No. 16, s. 2017 and other allied DepED Issuances.


**SECTION 9
SEPARABILITY CLAUSE**

In the event that any provision of this Agreement is held invalid or contrary to law, the validity of the other terms and conditions hereof shall not be affected thereby.

IN WITNESS WHEREOF, the **PARTIES** have hereunto set their hands this ____ day November 2024.


DepED Regional Office V

by:


GILBERT T. SADSAD
Regional Director

Division of Catanduanes

by:


LALAIN V. GONZALES
Researcher

SIGNED IN THE PRESENCE OF:


BEBIANO I. SENTILLAS
Chair, RRC


EVANGELINE A. SACULO
Co-Chair, RRC

Republic of the Philippines)
 Legazpi City) ss.

ACKNOWLEDGEMENT

BEFORE ME, a Notary Public in and for the City of Legazpi, **LALAINÉ V. GONZALES** who executed and voluntarily signed the foregoing Contract of Service for research entitled, **"BUILDING A CULTURE OF RESEARCH THROUGH PROJECT TACTIC (TEACHING ACTION RESEARCH THROUGH INSTRUCTION AND COMPREHENSIVE TRAINING)"**, which they acknowledged before me as their free and voluntary act and deed.

Parties	Identification Card	Issued By
LALAINÉ V. GONZALES	1080772	PRC
GILBERT T. SADSAD	P352337017	DFA

The foregoing Contract of Service consisting of six (6) pages including this page on which the acknowledgment is written has been signed on the left margin of each and every page by the parties and the witnesses.

WITNESS MY HAND AND SEAL, on the date and place above-written.

NOTARY PUBLIC

ATTY. GENELLE MAE A. MADRIGAL
 Notary Public for Legazpi & Province of Albay
 Commission No. NP 2022-12, until December 2025
 MCLE Compliance No. VIII-0002018/03-17-23
 Roll of Attorneys No. 78538
 IBP No. 502015 Albay/01-08-2025
 PTR No. 5535405 Q Legazpi City/01-03-2025
 atty.gmadrigal@gmail.com 109763923090

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