

# Tutees Perceptions on Rural Farm School (RFS) Curriculum Implementation

Arnel G. Mangrobang<sup>1</sup>,

<sup>1</sup> Carabaoan-Caocaoayan High School, Mayantoc District, SDO Tarlac Province

<sup>2</sup> Planning and Research Unit, SDO Tarlac Province

\*Corresponding Author: arnel.mangrobang@deped.gov.ph

**Abstract:** This study aimed to find out how Carabaoan-Caocaoayan High School tutees felt about the Rural Farm School (RFS) curriculum for the 2023–2024 academic year and how it affected their education. The study specifically aimed to determine the tutee's degree of program awareness, their level of satisfaction with the program's execution, and their perceptions of the program's advantages and difficulties. The study also sought to investigate the variables—such as socioeconomic position, academic achievement, and previous experience with comparable programs—that influence the tutees' perceptions of the program. Results showed that despite the notable advantages of the RFS in TLE at Junior High School—such as enriched learning experiences and financial support—issues related to quality control and implementation efficiency persist. Resolving these challenges is crucial to fully realize the program's potential in enhancing students' TLE education.

**Key Words:** Rural Farm School (RFS); Tutees; Tutor; Alternancia

## 1. INTRODUCTION

Philippine President Ferdinand “Bongbong” Romualdez Marcos Jr. stated his ten-point plan for long-term economic growth and renewal, which would bring wealth back to all Filipinos. He emphasized that in order to produce Future-Ready Filipinos, the educational system must deliver high-quality instruction using standardized educational resources and electronic devices as well as upskill workers to boost their employability and assist sectors. Financial barriers, however, frequently prevent many low-income rural students from attending school. In response to this problem, the Philippine government has put in place a number of policies and programs, such as the Rural Farm School (RFS) Curriculum, that were designed to increase access to education.

Based from Article 1 Section 3b of Republic Act 10618, An Act Establishing Rural Farm School as an Alternative Mode of Delivery of Secondary Education and Appropriating Funds Therefor: The

term "rural farm school" described a different approach to secondary education delivery and a parallel learning system. To meet the requirements of students in remote, farming, or fishing villages, with a focus on Agri-fisheries, it provided chances for hands-on learning in the core subjects of the secondary education curriculum. The Establishment of Rural Farm Schools Act, RA 10618, Article 4. By this act, rural farm schools are created to offer secondary education in a different way. Tuition and other school expenses were not required for public rural agricultural schools, with the possible exception of those that the DepEd may approve. Subject to the approval of the DepEd, private rural agricultural schools were allowed to establish a minimal tuition and additional fees. However, In the descending line, family relatives of CARP grantees up to the third degree of consanguinity were not required to pay the fees.

According to DepEd Order No. 36 s. 2015, rural farm schools will be established to offer secondary students, in compliance with the K–12 Basic Education Curriculum, contextualized career

opportunities in agriculture through the Alternative Delivery Mode (ADM). While the program has been implemented in several schools across the Philippines and seven (7) schools in the Division of Tarlac Province, it is important to assess the impact of the program on the end beneficiaries.

Regional Memorandum No. 426 s. 2022, *Tutor* is a teacher that handle Rural Farm School (RFS) class who is specialized in Agri-Fishery Arts, acquired and passed the National Certificate (NC) Assessment, capable of acting as advocates for livelihood projects, rural developers, and guidance counselors, marketing specialist, project consultant and capable of establishing a collaborating in tandem with the parents by holding parent-teacher conferences and workshop. *Tutee* refers to the learners who are enrolled in the Rural Farm School (RFS) program (Republic Act 10618, 2013).

A study conducted by Gonzales and Angara (2013) farm school seeks to reduce poverty and advance rural development through community engagement and education programs based on integral youth formation, *alternancia* (alternating cycles), environmentally friendly and sustainable agriculture, community organizing, and business development. Students at this institution spend 33% of their time on the farm and 67% of their time in the classroom. Numerous stakeholders, included Aurora State College of Technology, Governor Bellaflor Angara, Congressman Juan Edgardo Angara, and Senator Edgardo Angara, the Department of Education, the Local Government Unit of Maria Aurora, PHILFEFFARS, DISOP-NGO, the Provincial Cooperative Office, and other organizations, sponsor this school.

It takes on the duty of fostering the growth and development of the rural environment by means of comprehensive educational initiatives, particularly aimed at the youth, in order to address shared issues.

The study found that the Family Farm School is not like your typical school. Farm schools place more of an emphasis on establishing integral formation—which includes values, skills, and a foundational education—with the involvement of their families and a final goal focused on rural development, as opposed to regular schools that concentrate on the academics necessary for higher education.

The main goal of this study's goal is to look into the viewpoints of Carabaoan-Caocaoayan High

School Rural Farm School (RFS) curriculum participants. The purpose of the study is to comprehend how the tutees' view the program, including their awareness level, level of satisfaction with its execution, and perceptions of its advantages and disadvantages. Furthermore, the study intends to investigate the variables influencing the tutees' curriculum perception.

The findings of this study will offer important new perspectives on how well the Rural Farm School (RFS) performs academically and how well it increases access to education. This data can help improve the program's execution and guide future legislative initiatives that will expand educational opportunities for all students, regardless of their economic status.

According to a news release released by the Senate of the Philippines on February 17, 2010, The Spanish *Escuelas Familiares Agrarias* (EFA) system and the French Centre d' Education Familiale par Alternance (CEFA) served as the models for the innovative technical-agricultural school concept known as Farm School. Furthermore, it stated that the school is a consortium of experts, households, and establishments that assume responsibility for promoting the expansion and advancement of the rural community by means of all-encompassing educational programs, especially for youth, to tackle common problems. They ensure that the curriculum is in line with the needs of rural communities in terms of development. It is anticipated that the students will become proficient farmers, fishers, or business owners. They could also work for a rural company as employees.

As per Suleik (2006) article in the Manila Bulletin, educating the children of farmers in a way that suits their surroundings instead of putting them through the typical curriculum designed to get them into college and jobs in the city is one way to improve the educational attainment of rural families. Three key elements form the foundation of the reading's concept of a "Family Farm School" (FFS): a family, a farm, and a school. The goals of such a school include expansion, development, and education in rural areas. Based on the study by Jimenez (2019) found that the distinctive qualities of the Family Farm School (FFS) methodology and how it supports the development of human capacities with the goal of enhancing,



extending, and expanding community development initiatives on both an individual and group level.

Another study by Amungwa and Baye (2014) examined that the Family Farm Schools have the potential to enhance farmers' ability to invest in the training of youths and to increase agricultural output through the provision of more effective information and advice to improve the overall quality of agriculture in Cameroon. The study also stated that Family Farm Schools provide advisory services to both young and old farmers because of the strong links between classroom teaching and on-farm demonstrations. It must be in the long-term interest of the country that young people should be better informed about farming and the rural environment and should also take up farming as a livelihood option.

Fernando (2017) studied the following findings were found regarding the role that education plays in reducing poverty and promoting rural development: (a) rural farm schools prioritize the development of human capital; (b) they incorporate subjects related to agriculture, fishery, and entrepreneurship into their core curriculum; and (c) they use the 70–30 scheme, which alternates between providing 70% of the time for hands-on learning and 30% for lectures and instruction. Different teaching strategies used by rural farm schools are incorporated into the alternate system; additionally, parents' associations, students, tutors, and other stakeholders take part in school projects and theme development. Additionally, the researcher discovered that the growth of rural farm schools has maintained education's effectiveness.

Based on the available research and literature, it appeared that recipients of Rural Farm School (RFS) typically held favorable opinions of the program. The initiative also seemed to have a favorable effect on the enrollment of underprivileged students and student achievement.

## 2. METHODOLOGY

This study employs a mixed-methods research approach, combining quantitative and qualitative methods to identify the benefits and challenges faced by students in implementing the Rural Farm School (RFS) curriculum. The research uses a semi-interview guide as a research tool, allowing for an open-ended inquiry to explore the experiences, challenges, and coping mechanisms of the students.

The study's participants are 15 Grade 7 and 15 Grade 8 students enrolled in Carabaoan–Caocaoayan High School during the 2023-2024 school year. The research instrument is a self-made questionnaire and interview guide, which will be validated by experts. The questionnaire consists of two parts: perceptions of the RFS curriculum and students' recommendations. Data collection is conducted through a questionnaire, which will be approved by the Public District Supervisor and distributed to the students. Ethical considerations include informed consent from parents and learners, and confidentiality of the collected data. The study will use weighted mean analysis for research questions 1 and 2, and thematic analysis for questions 3 and 4.

## 3. RESULTS AND DISCUSSION

This section explains the significance of the information obtained from the surveys and summarizes the study's findings.

Perception of the Tutees on the Implementation of Rural Farm School (RFS) Curriculum

**Table 1** Perceived Benefits on the Implementation of Rural Farm School (RFS) Curriculum

Indicators	Weighted Mean	Verbal Description
1. The Rural Farm School (RFS) Curriculum has increased my access to quality TLE education.	4.25	Strongly Agree
2. The Rural Farm School (RFS) Program has provided me with more opportunities to explore different TLE career pathways.	4.52	Strongly Agree
3. The Rural Farm School (RFS) Curriculum has improved the quality of the TLE courses offered at CCHS.	4.64	Strongly Agree
4. The Rural Farm School (RFS) Curriculum has enhanced the relevance of the TLE curriculum to real-world industry demands.	4.47	Strongly Agree
5. The Rural Farm School (RFS) Curriculum has increased my motivation to pursue TLE education.	3.85	Agree
<b>Overall Mean</b>	<b>4.35</b>	<b>Strongly Agree</b>

Note: 1.00 – 1.80 = Strongly Disagree; 1.81 – 2.60 = Disagree; 2.61 – 3.40 = Neutral; □

3.41 – 4.20 = Agree; 4.21 – 5.00 = Strongly Agree

Table 1 presents the survey on tutees' Perceived Benefits on the Implementation of Rural Farm School (RFS) Curriculum. It shows that the overall mean is 4.35 which indicates that the Rural Farm School curriculum is beneficial to tutees and tutors.

**Table 2** *Perceived Challenges on the Implementation of Rural Farm School (RFS) Curriculum*

Indicators	Weighted Mean	Verbal Description
1. Lack of awareness and understanding among students and parents about the Rural Farm School (RFS) Program.	3.00	Moderate Challenge
2. Insufficient funding or resources to effectively implement the program.	3.16	Moderate Challenge
3. Limited availability of TLE courses or programs that align with students' interests and career aspirations.	3.40	Moderate Challenge
4. Difficulty in establishing partnerships with industry stakeholders.	3.33	Moderate Challenge
5. Inadequate training and professional development opportunities for TLE teachers to adapt to the program's requirements.	4.08	Significant Challenge
6. Administrative complexities in managing the voucher system and ensuring compliance with program guidelines.	3.67	Significant Challenge
7. Challenges in monitoring and evaluating the effectiveness of the program in terms of student outcomes.	3.42	Significant Challenge
8. Resistance to change from stakeholders, including teachers, parents, or existing TLE education providers.	3.90	Significant Challenge
9. Inequality in the distribution of vouchers, leading to disparities in access and opportunities for students.	4.27	Very Significant Challenge
10. Limited support or guidance from the Department of Education (DepEd) in implementing the program effectively.	3.45	Significant Challenge
<b>Overall Mean</b>	<b>3.57</b>	<b>Significant Challenge</b>

*Note:* 1.00 – 1.80 = Not a Challenge;  
1.81 – 2.60 = Slight Challenge;  
2.61 – 3.40 = Moderate Challenge;  
3.41 – 4.20 = Significant Challenge;  
4.21 = 5.00 = Very Significant Challenge

Table 2 shows the Perceived Challenges on the Implementation of Rural Farm School (RFS) Curriculum. 3.0 weighted average or moderate challenge from lack of awareness and understanding among students and parents about the Rural Farm School (RFS) Program. Insufficient funding or resources to effectively implement the program has a weighted mean of 3.16 which indicates moderate challenge. It can also be gleaned that the limited availability of TLE courses or programs that align with students' interests and career aspirations has moderate challenge with a weighted mean of 3.40. Difficulty in establishing partnerships with industry stakeholders. Difficulty in establishing partnerships with industry has a 3.33 weighted mean with moderately challenge description. A challenge on adequate training and professional development opportunities for TLE teachers to adapt to the program's requirements has a significant challenge with a 4.08 weighted mean. Administrative complexities in managing the voucher system and ensuring compliance with program guidelines and challenges in monitoring and evaluating the effectiveness of the program in terms of student

outcomes have significant challenges with 3.67 and 3.42 weighted means respectively.

Resistance to change from stakeholders, including teachers, parents, or existing TLE education providers challenges has significant challenge description with a 3.90 weighted mean. Inequality in the distribution of vouchers, leading to disparities in access and opportunities for students shows very significant challenge with 4.27 weighted mean while limited support or guidance from the Department of Education (DepEd) in implementing the program effectively has a 3.45 weighted mean and significantly challenge description.

#### Challenges Faced by the Tutees in the Implementation of Rural Farm School (RFS) Curriculum

**Table 3**

*Challenges Faced by the Tutees in the Implementation of Rural Farm School (RFS)*

#### Curriculum

Key Informant	Significant Statement	Theme
1	"The resources for hands-on learning are often lacking, which makes practical lessons difficult."	Resource Constraints
2	"Sometimes the instruction isn't clear, leading to confusion about how to apply what we've learned."	Clarity of Instruction
3	"We face challenges in accessing updated materials or technology to aid in our studies."	Access to Educational Tools
4	"Some students struggle with the workload, especially during busy farming seasons."	Workload Management
5	"We don't receive enough one-on-one attention from teachers due to large class sizes."	Teacher-Student Ratio

Based on information from key informants, Figure 3 describes the difficulties students (also known as tutees) face when implementing the curriculum of the Rural Farm School (RFS). A key informant's noteworthy statement summarizing a specific challenge is included in each row, coupled with a theme that classifies the challenge's nature.

One major obstacle is a lack of resources, which makes it difficult to provide hands-on, experiential learning that is essential to an agricultural curriculum. Beyond tangible resources, another issue is access to contemporary teaching aids and technology, which may restrict students' exposure to cutting-edge farming methods.



Another area that need improvement is the clarity of instruction. Students find it difficult to apply what they have learned when teaching tactics are unclear, highlighting how crucial clear communication is to good learning.

Additionally, there are issues with workload management in the curriculum, particularly during the busiest agricultural seasons, which can lead to stress and scholastic difficulties for students juggling their academics and farm chores. Last but not least, a high teacher-to-student ratio restricts individualized attention, which makes it more difficult to provide the customized training needed to suit the various requirements of students in a hands-on learning setting like an RFS.

All things considered, the results highlight the need to improve the RFS curriculum's efficacy through greater technology access, clearer instruction, better resources, workload modifications, and more teacher assistance.

Recommendations of the Tutees in Addressing the Identified Challenges and Maximizing the Benefits of the Rural Farm School (RFS) Curriculum

### A. Curriculum Enhancement

**Table 4a** *Recommendations of the Tutees in Addressing the Identified Challenges and Maximizing the Benefits of the Rural Farm School (RFS) Curriculum in terms of Curriculum Enhancement*

Indicators	Weighted Mean	Verbal Description
1. Introduce additional TLE courses to cater to a wider range of student interests and career options.	3.31	Neutral
2. Update and align the TLE curriculum with the latest industry standards and trends.	3.76	Agree
3. Provide more flexibility in course offerings to accommodate student preferences and demand.	3.88	Agree
4. Incorporate real-world, hands-on experiences and industry partnerships into the TLE curriculum.	3.80	Agree
5. Ensure regular evaluation and updating of the TLE curriculum to maintain its relevance and quality.	4.00	Agree
<b>Overall Mean</b>	<b>3.75</b>	<b>Agree</b>

*Note:* 1.00 – 1.80 = Strongly Disagree; 1.81 – 2.60 = Disagree; 2.61 – 3.40 = Neutral; 3.41 – 4.20 = Agree; 4.21 – 5.00 = Strongly Agree

Table 4a presents the results of tutees' recommendations regarding the Rural Farm School (RFS) curriculum, specifically focusing on curriculum enhancement within the Technology and Livelihood Education (TLE) framework. Below is an analysis of the results based on the provided indicators, weighted means, and verbal descriptions. This overall mean indicates a favorable view towards the

recommendations provided. The general consensus aligns with the idea that while there are areas needing enhancement, there is clear support for updating and improving the curriculum to better meet the demands of both students and the industry.

In summary, the tutees prioritize modernizing the curriculum through alignment with industry standards, flexibility in course selection, practical experiences, and ongoing evaluations to keep the education system robust and relevant, while showing a more neutral outlook on the addition of Teaching Methods and Strategies

**Table 4b** *Recommendations of the Tutees in Addressing the Identified Challenges and Maximizing the Benefits of the Rural Farm School (RFS) Curriculum in terms of Teaching Methods and Strategies*

Indicators	Weighted Mean	Verbal Description
1. Provide professional development opportunities for TLE teachers to enhance their instructional skills.	3.65	Agree
2. Encourage innovative teaching methods that promote active learning and practical application of knowledge.	4.12	Agree
3. Foster collaboration and sharing of best practices among TLE teachers within and beyond <del>Carabaon-</del> <del>Cacoayan</del> High School.	4.24	Strongly Agree
4. Implement technology integration in TLE classrooms to enhance teaching and learning experiences.	3.63	Agree
5. Establish mentoring programs to support and guide TLE teachers in their instructional practices.	4.15	Agree
<b>Overall Mean</b>	<b>3.96</b>	<b>Agree</b>

*Note:* 1.00 – 1.80 = Strongly Disagree; 1.81 – 2.60 = Disagree; 2.61 – 3.40 = Neutral; 3.41 – 4.20 = Agree; 4.21 – 5.00 = Strongly Agree

Table 4b shows the recommendations presented concerning teaching methods and strategies in the Rural Farm School (RFS) curriculum reflect tutees' perspectives on improving educational practices in the Technology and Livelihood Education (TLE) program. The following is a detailed breakdown of each recommendation based on weighted means and verbal descriptions:

The desire for a proactive and contemporary learning environment is one of the main areas that tutees strongly support in order to raise the standard of education.

First, continued professional development for instructors is highly valued, with tutees believing that greater teaching skills directly contribute to higher educational outcomes. Additionally, there is a significant desire for engaging, practically relevant



pedagogy that encourages critical thinking, as evidenced by the strong support for creative teaching practices that prioritize active learning and practical application.

Additionally, tutees understand the tremendous advantages of TLE teachers working together and exchanging best practices both inside and outside of their school. This implies an awareness that group knowledge can enhance teaching strategies and, in turn, enhance student learning. Recognizing its role in contemporary education and a desire for greater resource utilization, they also concur on the significance of integrating technology into the classroom to improve the teaching and learning process.

Lastly, it is believed that mentoring programs are essential for helping teachers with their teaching methods. This demonstrates a conviction that mentoring is an important instrument for professional development, resulting in improved instructional quality and a more encouraging learning environment

### B. Support Services and Resources

**Table 4c** *Recommendations of the Tutees in Addressing the Identified Challenges and Maximizing the Benefits of the Rural Farm School (RFS) Curriculum in terms of Support Services and Resources*

Indicators	Weighted Mean	Verbal Description
1. Increase the availability of career guidance and counseling services for TLE students.	3.52	Agree
2. Provide additional resources and materials for practical hands-on activities in TLE courses.	3.83	Agree
3. Enhance the infrastructure and facilities necessary for delivering high-quality TLE education.	3.78	Agree
4. Establish partnerships with industries and businesses to provide internship and job placement opportunities for TLE students.	3.96	Agree
5. Strengthen the support system for students with special needs or those requiring additional assistance in TLE education.	4.24	Strongly Agree
<b>Overall Mean</b>	<b>3.87</b>	<b>Agree</b>

*Note:* 1.00 – 1.80 = Strongly Disagree; 1.81 – 2.60 = Disagree; 2.61 – 3.40 = Neutral; 3.41 – 4.20 = Agree; 4.21 – 5.00 = Strongly Agree

Table 4c outlines the recommendations made by tutees to enhance support services and resources for the Rural Farm School (RFS) curriculum. The indicators are assessed based on their weighted means and corresponding verbal descriptions, reflecting the tutees' perspectives on areas needing improvement. Here's an analysis of each recommendation:

1. Tutees support the expansion of career guidance and counseling services, indicating

a recognition of the importance of helping students navigate their career options and make informed decisions post-education. This reflects a proactive approach to student development.

2. There is a strong agreement on the need for more resources for hands-on activities, indicating a preference for practical learning. This recommendation suggests that students see value in experiential learning and the necessity of having the right materials to facilitate this.
3. Tutees endorse improvements in infrastructure and facilities, highlighting the need for a conducive learning environment. This suggestion indicates that students believe physical spaces and resources are crucial to the quality of their educational experience.
4. The recommendation to forge partnerships with industries showcases a strong consensus among tutees on the importance of real-world experience through internships and job placements. This reflects a desire for practical application of skills learned in the classroom and opportunities that can enhance employability.
5. Tutees overwhelmingly support strengthening support systems for students who require additional help. This strong agreement indicates recognition of the importance of inclusivity and support in ensuring all students have the resources they need to succeed in their education.

The overall mean of 3.87 indicates a positive outlook regarding the recommendations for support services and resources. Tutees collectively acknowledge the need for enhanced support systems that will better facilitate their learning experiences and post-educational opportunities.

**Table 4d** *Recommendations of the Tutees in Addressing the Identified Challenges and Maximizing the Benefits of the Rural Farm School (RFS) Curriculum in terms of Program Evaluation and Continuous Improvement*

Indicators	Weighted Mean	Verbal Description
1. Conduct regular evaluations and assessments of the Rural Farm School (RFS) Curriculum to identify areas for improvement.	3.78	Agree
2. Seek feedback from stakeholders, including students, parents, teachers, and administrators, on their experiences and suggestions for program enhancement.	3.79	Agree
3. Establish a feedback mechanism to address concerns and suggestions related to the voucher program promptly.	4.00	Agree
4. Engage in research and collaboration with other schools and institutions to learn from their experiences and best practices.	3.70	Agree
5. Develop a long-term strategic plan for the sustainable implementation and improvement of the voucher program in TLE education.	3.96	Agree
<b>Overall Mean</b>	<b>3.85</b>	<b>Agree</b>

*Note:* 1.00 – 1.80 = Strongly Disagree; 1.81 – 2.60 = Disagree; 2.61 – 3.40 = Neutral; 3.41 – 4.20 = Agree; 4.21 – 5.00 = Strongly Agree

Table 4d presents a breakdown of tutees recommendations of the tutees in addressing the identified challenges and maximizing the benefits of the rural farm school (RFS) curriculum in terms of program evaluation and continuous improvement. Tutees recognize the necessity for a strategic plan that ensures the sustainability and continuous improvement of the voucher program. This reflects a forward-thinking approach, with an understanding that systematic planning is essential for long-term success and adaptability in educational practices. The overall mean of 3.85 suggests a consensus among tutees that the recommendations for program evaluation and improvement are necessary. The agreement reflects a proactive mindset focused on enhancing the RFS curriculum to better serve the educational needs of students.

In summary, the recommendations in Table 4d reflect a strong commitment to continuous evaluation, stakeholder engagement, and strategic planning aimed at enhancing the RFS curriculum. Tutees advocate for regular assessment, active feedback channels, collaboration with others, and the development of strategic plans to ensure the ongoing improvement and relevance of the educational program. This approach emphasizes the importance of

adaptability and responsiveness in education, ensuring that the RFS curriculum meets the evolving needs of its students and community.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

These conclusions were drawn from the findings:

1. Tutees identified various benefits such as enhance access to diverse learning opportunities, practical skills development, enriched curriculum offerings and potential for professional growth and improved resource allocation and potential for academic excellence.
2. The study on the tutees perceptions on rural farm school (RFS) curriculum implementation at Carabaoan-Cacaoayan High School reveals a deeper understanding of tutees perception regarding its implementations. It provides comprehensive insights into the perceived benefits and challenges of implementing the JDVP.
3. Tutees perceived benefits of the RFS in terms of practical skills, employability and hands-on experience. Its potential to enhance tutees future job prospects and financial independence. Tutors appreciate the program's ability to provide real-world skills and engagement. School administrators usually recognize the broader institutional benefits, such as improved student outcomes and community ties.

The following recommendations are proposed to support effective implementation:

1. Strategies could include enhancing communication between stakeholders, providing sufficient training and support to tutors and refining the program's structure to better align with the needs of both tutors and institutions.
2. Leveraging the benefits, such as increased access to education and improved collaboration among institutions, can help garner support and drive further success.

Implementing streamlined procedures and regular feedback mechanisms could enhance program effectiveness.

3. Ensure regular evaluation and updating of the TLE curriculum to maintain its relevance and quality.
4. Encourage innovative teaching methods that promote active learning and practical application of knowledge.
5. Establish partnerships with industries and businesses to provide internship and job placement opportunities for TLE students.
6. Conduct regular evaluations and assessments of the RFS to identify areas for improvement.

## 5. ACKNOWLEDGMENTS

The research was made possible with the support of Department of Education Region III Office's Basic Education Research Fund (BERF) provided financing for our study, and grateful to God for His direction during this process. Sincere gratitude is also given to the Carabaoan-Caocaoayan High School community, De La Salle University, and the Schools Division of Tarlac Province for their unwavering support. Additionally, family and friends are acknowledged for their unfailing presence and encouragement, which have been a continual source of inspiration and strength.

## 6. REFERENCES

Amungwa, F. A., et al. (2014). Appraisal of the Agricultural Extension System of Family Farm Schools in Cameroon

Department of Education Order Number 0036, s. 2015. Implementing Rules and Regulations (IRR) of Republic Act 10618.

Fernando, J. M. (2017). Rural Farm Schools in Lian, Batangas and Jala-Jala Rizal: A Case Study.

Ganzales, A., & Angara, E. (2013). Canili Family Rural Development School as an Alternative Delivery Mode of Education.

Jimenez, J. M. S. (2019). Development Education in Human Capabilities Building among Rural Youth in the Philippines: The Case of the

Family Farm School in Roxas, Oriental Mindoro.

Opus Dei. (2006). Holistic Rural Education.

Regional Memorandum Number 426, s. 2022. Implementation Guidelines on the Establishment of Rural Farm Schools.

Republic Act 10533. (2013). Enhanced Basic Education Act of 2013.

Republic Act 10618. (2013). An Act Establishing Rural Farm School as an Alternative Mode of Delivery of Secondary Education and Appropriating Funds Therefor.

Senate of the Philippines. (2017). Press Release - Angara leads Canili Rural Farm School groundbreaking. Retrieved from [\[https://legacy.senate.gov.ph/press\\_release/2010/0217\\_angara2.asp\]](https://legacy.senate.gov.ph/press_release/2010/0217_angara2.asp)

Sibonga, J. (2020). The Pedagogy of the Family Farm School/PAKSA.

Suleik, M. B. (2006). Holistic Rural Education. *Manila Bulletin*