Agricultural Extension & Communication, PRC Board TOS Based Reviewer (Module A: Overview, and Module B: Theoretical & Practical Frameworks) By Agriculture Review

Comprehensive 50-Item Multiple Choice Practice Examination with Detailed Answer Key

Practice Questions (Items 1 to 50)

1. During the severe potato blight famine of 1847 in Ireland, Lord Clarendon dispatched itinerant agricultural lecturers directly to distressed rural districts to teach small farmers how to cultivate alternative root crops and manage soil drainage. Why do extension historians regard this initiative as the earliest modern prototype of agricultural extension?

a. It established the world's first private seed multinational corporation

b. It pioneered organized, publicly supported off-campus practical instruction delivered directly to farmers to solve an urgent agricultural crisis

c. It required all Irish peasants to enroll in four-year residential university degree programs

d. It replaced all local farm labor with steam-powered harvesting machines

2. In 1873, Cambridge University formally adopted a program championed by James Stuart to send lecturers beyond campus walls to deliver practical adult education in surrounding industrial and agricultural towns. How did this British academic movement shape modern agricultural extension?

a. It prohibited universities from interacting with non-enrolled rural citizens

b. It focused exclusively on teaching classical Latin and Greek to wealthy landlords

c. It coined and popularized the concept of university extension—extending institutional knowledge beyond formal classrooms to serve ordinary working people

d. It abolished all publicly funded agricultural experiment stations across Europe

3. In the United States of America, three landmark federal laws—the Morrill Act of 1862, the Hatch Act of 1887, and the Smith-Lever Act of 1914—built the classic land-grant triad. How did these three statutes function together to modernize American agriculture?

a. The Morrill Act established agricultural colleges for instruction, the Hatch Act funded agricultural experiment stations for research, and the Smith-Lever Act created the Cooperative Extension Service to bring research findings to farm families

b. All three laws were passed solely to subsidize foreign grain imports into coastal cities

c. The Smith-Lever Act established colleges, the Morrill Act funded experiment stations, and the Hatch Act created rural banking cooperatives

d. The three laws dismantled state universities and transferred all farm education to private railroads

4. In 1903, when the cotton boll weevil devastated farms in Texas, Seaman Knapp convinced a local farmer named Walter Porter to grow cotton using improved pest-avoiding practices on his own land under community guarantee against financial loss. Why did Knapp's strategy succeed where printed government bulletins had failed?

a. He arrested farmers who refused to read technical circulars

b. He distributed free synthetic insecticides manufactured in Europe

c. He replaced cotton entirely with irrigated rice across all of Texas

d. Farmers trusted visible proof produced by a fellow farmer on local soil far more than abstract advice from distant officials, establishing the power of on-farm demonstrations

5. Why did the Smith-Lever Act of 1914 structure American agricultural extension as a cooperative partnership linking federal, state land-grant university, and county governments rather than a single top-down federal bureau?

a. To prevent state universities from conducting any agricultural research

b. To combine national funding and university scientific expertise with local county control so programs remained responsive to community farming needs

c. To ensure county agents reported solely to private fertilizer manufacturers

d. To restrict agricultural extension exclusively to urban high school classrooms

6. During the Spanish colonial era in the Philippines, royal authorities established model farms known as Granjas Modelos across selected provinces. Why did these early model farms fail to spark widespread adoption among ordinary Filipino smallholder farmers?

a. They were run exclusively by modern Filipino farmer cooperatives

b. They focused purely on subsistence native poultry and backyard root crops

c. They operated primarily as colonial showcase estates focused on export crops with forced labor rather than participatory farmer education

d. They distributed too many free farm tractors to rural tenants

7. In 1910, the American colonial administration created the Demonstration and Extension Division within the Bureau of Agriculture, followed later by Commonwealth Act 85 in 1936. What institutional milestone did Commonwealth Act 85 achieve for Philippine agricultural extension?

a. It established a formal provincial agricultural extension service funded jointly by provincial and municipal governments, creating positions for provincial agricultural supervisors and municipal agricultural inspectors

b. It privatized all agricultural extension services under multinational plantation corporations

c. It abolished all demonstration farms across the archipelago

d. It merged the Bureau of Agriculture into the Department of Public Works

8. Following the recommendations of the Bell Survey Mission to consolidate fragmented agricultural outreach efforts after World War Two, Congress enacted Republic Act 680 in 1952. What major national institution did this law establish?

a. The Agricultural Training Institute

b. The Philippine Rice Research Institute

c. The Land Bank of the Philippines

d. The Bureau of Agricultural Extension

9. In 1987, Executive Order 116 reorganized the Philippine Department of Agriculture and created the Agricultural Training Institute by merging three existing agencies. What primary mandate was assigned to the Agricultural Training Institute within the national extension system?

a. Issuing commercial farm mortgages and crop insurance policies

b. Serving as the national apex agency responsible for training agricultural extension workers, coordinating extension programs, and managing agricultural knowledge delivery

c. Directly managing municipal wet markets and setting daily retail pork prices

d. Enforcing maritime fishing boundaries across international waters

10. Under the Local Government Code of 1991, direct delivery of basic agricultural extension services and field personnel were devolved from the national Department of Agriculture to provincial, city, and municipal governments. What persistent operational challenge has frequently emerged under this devolved setup?

a. Local chief executives are legally barred from funding any agricultural projects

b. Farmers are prohibited from consulting municipal agriculturists on crop pests

c. Uneven local budget allocations, weak technical linkage with national research agencies, and occasional diversion of extension personnel to non-agricultural tasks

d. Excessive centralization of all municipal budgets inside the national palace

AGRICULTURE REVIEW VERIFIED REVIEW COPY

11. Under the Agriculture and Fisheries Modernization Act of 1997, the Philippines shifted toward a pluralistic national extension system. How does this legal mandate define the complementary roles of local government units and state universities and colleges?

a. Local government units lead frontline extension delivery to farmers and fisherfolk, while state universities and colleges focus on capability building, research-extension linkage, technical backstopping, and specialized training

b. State universities and colleges replace municipal agriculturists in every barangay nationwide

c. Local government units conduct all laboratory biotechnology research while universities run public markets

d. Private sector companies and farmer organizations are legally excluded from extension work

12. Under the Rice Tariffication Law, a dedicated share of the annual Rice Competitiveness Enhancement Fund is allocated specifically to rice extension services led jointly by the Agricultural Training Institute, Philippine Rice Research Institute, Philippine Center for Postharvest Development and Mechanization, and Technical Education and Skills Development Authority. Why does the law pair extension funding with seed and machinery distribution?

a. To ban farmers from attending local farm field schools

b. To use extension funds solely for paying customs inspection salaries

c. To replace all inbred rice varieties with imported wheat

d. To ensure farmers acquire the practical technical and operational skills needed to use certified inbred seeds and modern farm machines productively

13. A national tobacco authority supplies contract farmers with certified tobacco seedlings, specialized fertilizer, curing barn loans, technical field technicians, and a guaranteed purchase agreement strictly for tobacco while ignoring the farmers' rice or livestock enterprises. Which extension approach is being applied?

a. Farming systems development approach

b. Commodity specialized approach

c. Educational institution approach

d. General agricultural extension approach

14. Under a structured national program, village extension workers receive focused fortnightly training from subject matter specialists on timely crop practices and then follow a rigid two-week calendar visiting designated contact farmers who are expected to share lessons with neighboring growers. Which classic extension approach is operating?

a. Cost-sharing approach

b. Project approach

c. Training and visit approach

d. Agricultural extension participatory approach

15. Before designing an upland livelihood program, an interdisciplinary team of agronomists, animal scientists, and agricultural economists works directly with farm families to analyze their soil, household labor calendar, backyard swine, off-farm earnings, and cash constraints, then conducts on-farm adaptive trials tailored to the whole farm. Which extension approach is being practiced?

- **a.** Farming systems development approach
- **b.** Commodity specialized approach
- **c.** Top-down technology transfer approach
- **d.** Mass media campaign approach

16. An international development agency funds an intensive five-year agroforestry and irrigation initiative limited to three pilot watersheds, deploying extra vehicles, dedicated field staff, and input grants to demonstrate rapid rural income gains within a fixed timeline. Which extension approach is illustrated, and what is its classic sustainability risk?

- **a.** Educational institution approach, which suffers from permanent oversupply of funds
- **b.** Cost-sharing approach, which prevents any community participation
- **c.** General ministry approach, which prohibits external donor funding
- **d.** Project approach, which achieves quick localized results but often collapses once external funding ends if local institutions cannot absorb its costs

17. In a coastal municipality, vegetable growers actively co-diagnose their own soil acidity and marketing problems through community mapping, prioritize which solutions to test, and co-manage local learning plots alongside extension facilitators. Which extension approach is being applied?

- **a.** Rigid training and visit approach
- **b.** Agricultural extension participatory approach
- **c.** Commodity monopoly approach
- **d.** Pure regulatory inspection approach

18. A state agricultural university operates a campus-based Farmers' Information and Technology Services center where faculty specialists, student interns, and farmer-scientists collaborate to test climate-resilient corn varieties and train municipal technicians. Which extension approach is exemplified here?

- **a.** Commodity specialized approach
- **b.** Pure private consultancy approach
- **c.** Educational institution approach
- **d.** Centralized regulatory approach

19. To ensure that extension advisers remain strictly accountable to local dairy farmers rather than distant national bureaucrats, a provincial dairy cooperative pays 40 percent of the extension specialist's salary and field operating expenses while the local government funds the remaining 60 percent. Which extension approach is being implemented?

a. Cost-sharing approach

b. Pure top-down ministry approach

c. Project grant approach

d. Passive mass-broadcast approach

20. Throughout an entire 16-week rice cropping season, 25 farmers meet every week in a living rice paddy to collect insect samples, observe natural predators versus pests, draw agro-ecosystem diagrams, and decide together whether spraying is truly necessary. Which experiential extension model is this?

a. One-day lecture seminar

b. Top-down radio broadcast

c. Static trade fair exhibit

d. Farmer Field School

21. Why has the traditional top-down general agricultural extension approach frequently struggled to gain adoption among resource-poor upland farmers?

a. Because it listens too closely to indigenous farmer knowledge

b. Because uniform national technology packages designed in central offices often ignore local soil variability, cash shortages, and farmers' actual priorities

c. Because it prohibits government agencies from employing field technicians

d. Because it charges upland farmers prohibitive consultancy fees

22. In a modern pluralistic extension system within a municipality, a municipal agriculturist coordinates public vaccinations, a seed company demonstrates drought-tolerant hybrids, a non-government organization trains farmers in organic composting, and a cooperative runs market linkage workshops. What core advantage does this pluralistic model offer?

a. It eliminates all government responsibility for food safety

b. It forces every farmer to adopt identical chemical inputs

c. It pools complementary technical expertise and financial resources from public, private, and civil society actors to address diverse farmer needs more effectively

d. It prevents farmer organizations from sharing indigenous innovations

23. An extension technician visits a single mango orchard owner to diagnose unusual gum oozing on tree trunks, inspect soil drainage around the roots, and tailor a specific pruning and fungicide treatment plan for that farm. Which individual extension method is being used?

a. Farm and home visit

b. Result demonstration field day

c. Symposium

d. School-on-the-air radio broadcast

24. A livestock extension worker gathers 20 backyard swine raisers at a barangay hall and shows them step-by-step how to properly inject iron dextran into three-day-old piglets and clip needle teeth, allowing each participant to practice the technique under supervision. Which extension method is being conducted?

a. Season-long result demonstration

b. Mass poster campaign

c. Formal panel debate

d. Method demonstration

25. To convince skeptical rice farmers that alternating wetting and drying irrigation saves 25 percent water without lowering grain yield, an extension worker partners with a respected local farmer to manage two side-by-side paddy plots over an entire cropping season and invites the whole village to weigh the final harvests together. Which extension method is this?

a. One-hour method demonstration

b. Result demonstration

c. Office call

d. Brainstorming session

26. An extension office organizes a two-day bus tour taking 30 smallholder vegetable farmers from a conventional highland municipality to visit successful greenhouse hydroponic farms and packing houses in another province so they can observe working systems and interview fellow growers. Which group extension technique is this?

a. Role playing

b. Personal letter campaign

c. Educational field trip or cross-visit

d. Formal written examination

27. Following an abrupt outbreak of fall armyworm across 40 corn-growing municipalities, the provincial agriculture office needs to alert thousands of scattered farmers within 24 hours on how to recognize early leaf damage and report infestations. Which extension method is most appropriate for this immediate awareness objective?

a. Mass media channels such as local radio announcements, mobile text alerts, and social media advisories

b. Individual farm visits to every single corn household

c. Season-long farmer field schools

d. Small-group role-playing workshops

28. During a municipal agricultural forum on hog biosecurity, four invited experts—a veterinarian, a municipal mayor, a feed supplier, and a swine cooperative leader—each deliver a brief prepared presentation on different aspects of African swine fever control before opening the floor to audience questions. Which group extension technique is being used?

a. Brainstorming

b. Method demonstration

c. Farm visit

d. Symposium

29. To spark fresh, uninhibited ideas on how a rural women's association can market excess calamansi harvest during peak season, an extension facilitator invites members to call out as many creative suggestions as possible in 15 minutes while strictly forbidding any criticism or judgment until all ideas are listed. Which group technique is being applied?

a. Formal lecture

b. Brainstorming

c. Result demonstration

d. Field day

30. A regional extension institute broadcasts a structured 16-episode agricultural radio course on organic vegetable farming every Tuesday and Thursday morning, paired with printed listener guides, quiz sheets, and a formal graduation ceremony for enrolled rural listeners. Which extension technique is this?

a. Individual office call

b. Panel discussion

c. School-on-the-air

d. Farm cross-visit

31. When assessing the cost-effectiveness and persuasive impact of extension methods, why does a well-planned extension program combine mass media, group methods, and individual contacts rather than relying exclusively on one method?

AGRICULTURE REVIEW VERIFIED REVIEWER COPY

a. Mass media reaches large audiences cheaply to build awareness, group methods foster peer learning and skill acquisition, and individual visits resolve complex farm-specific barriers to adoption

b. Using multiple methods confuses farmers so they depend permanently on extension agents

c. Individual farm visits have the lowest cost per farmer reached of all methods

d. Mass media alone guarantees 100 percent adoption of complex technical skills

32. According to Edgar Dale's Cone of Experience applied to adult agricultural learning, which extension activity produces the highest long-term skill retention among farmers?

a. Listening silently to a two-hour technical lecture in English

b. Reading a dense scientific journal article alone at home

c. Viewing a wall poster showing diagrams of grafting tools

d. Performing hands-on cleft grafting directly on mango rootstocks during a supervised workshop

33. An extension worker distributes technical printed leaflets written in formal English to elderly upland farmers with limited formal schooling and notices almost zero behavioral change a month later. Which criterion of effective extension method selection was neglected?

a. Ensuring leaflets use expensive glossy paper

b. Matching the communication medium and language to the literacy level, dialect, and visual preferences of the target audience

c. Printing leaflets exclusively in black-and-white text without illustrations

d. Distributing leaflets only during peak harvest nights

34. Why is a result demonstration generally much more persuasive than a standalone method demonstration when persuading risk-averse smallholder farmers to switch to a more expensive hybrid seed variety?

a. A result demonstration takes only fifteen minutes to complete

b. A method demonstration never involves physical tools or seeds

c. A result demonstration proves superior yield and economic profitability locally over an entire growing season, whereas a method demonstration only teaches how to perform a technique

d. A result demonstration eliminates the need for any local farmer involvement

35. A municipal extension office evaluates two ways to teach 200 poultry raisers how to vaccinate chicks via eye-drop: conducting 200 separate farm visits versus holding ten hands-on barangay method demonstrations of 20 farmers each. How do the two options compare in operational effectiveness?

a. The ten group method demonstrations achieve high skill mastery at a fraction of the staff time and travel cost while encouraging peer support among neighbors

b. Individual farm visits are always faster and cheaper than group demonstrations for standardized skills

c. Group demonstrations prevent farmers from practicing the vaccination technique

d. Neither method can teach practical manual skills to adult farmers

36. An extension team schedules a crucial irrigation water-management seminar at 10:00 in the morning during the busiest week of rice transplanting, and only four farmers attend. What evaluation lesson does this poor turnout highlight?

a. Farmers have no interest in water management

b. Seminars should always be replaced by formal written exams

c. Extension activities should always be held in distant provincial capitals

d. Timing and venue convenience aligned with the local cropping calendar and farmers' daily labor schedules are decisive for group method effectiveness

37. During a method demonstration on preparing organic foliar fertilizer, the extension agent talks rapidly while performing every step himself without letting any farmer touch the ingredients or ask questions. Why is this demonstration likely to fail in driving adoption?

a. Organic fertilizers cannot be demonstrated outdoors

b. Lack of active learner participation, feedback checking, and return-demonstration prevents adult learners from building confidence to replicate the skill on their own farms

c. Farmers learn complex recipes faster when prohibited from asking questions

d. Method demonstrations are legally restricted to classroom theory

38. A provincial extension office evaluates the impact of its recent agricultural fair and exhibit. Attendance reached 5,000 visitors, yet a follow-up survey three months later shows only 2 percent adopted the promoted drip irrigation kit. What realistic limitation of mass exhibits does this assessment reveal?

a. Agricultural exhibits are completely useless for creating public interest

b. High visitor turnout always guarantees high technology adoption

c. Exhibits excel at sparking initial awareness and curiosity, but rarely achieve adoption of costly, complex technologies without follow-up demonstrations, technical mentoring, and credit linkage

d. Farmers refuse to adopt any technology displayed at a public fair

39. What distinguishes the core educational philosophy of an agricultural extension worker from that of a regulatory agricultural inspector?

a. An extension worker acts as a non-formal educator who helps farmers help themselves through voluntary learning and informed decision-making, rather than enforcing compliance through legal penalties

b. An extension worker focuses strictly on issuing fines and confiscating unregistered farm tools

c. An extension worker makes all farm planting decisions on behalf of farmers without consulting them

d. An extension worker works exclusively inside closed university lecture halls

40. Beyond transferring improved crop and livestock technologies from research stations to villages, what vital upward responsibility must an effective agricultural extension worker fulfill?

a. Hiding local crop failures so national reports look favorable

b. Selling proprietary agrochemicals on commission to supplement office budgets

c. Rewriting municipal tax ordinances independently of the local council

d. Documenting farmers' real field problems, indigenous adaptations, and technology constraints and feeding them back to agricultural researchers

41. When guiding a newly formed barangay vegetable growers' association, why is the extension worker's role best described as a facilitator and catalyst rather than a permanent manager?

a. Because extension workers are forbidden from attending cooperative meetings

b. Because building local leadership, problem-solving skills, and self-reliance ensures the association continues thriving independently after extension support tapers off

c. Because farmers cannot legally elect their own cooperative officers

d. Because facilitators never provide technical information or market contacts

42. Before preparing an annual municipal agricultural extension work plan, what essential planning responsibility must an agricultural extension worker execute first?

a. Copy the exact activity calendar used by a neighboring province ten years ago

b. Order large volumes of random vegetable seeds before talking to farmers

c. Conduct a participatory community needs assessment and situational analysis to identify actual farm bottlenecks, resources, and priorities

d. Exclude smallholder farmers from planning to save meeting time

43. An extension worker helps a group of smallholder cacao farmers register as a formal cooperative, links them with a rural bank for working capital, connects them with a university soil laboratory, and introduces them to a specialty chocolate buyer. Which primary extension role is she performing?

a. Resource linker and institutional broker

b. Solo crop researcher

c. Customs tariff collector

d. Private retail middleman

44. In a conservative farming village, older rice farmers strongly distrust a young newly assigned extension worker promoting a new direct-seeding method. What is the most effective way for the extension worker to overcome skepticism and build credibility?

a. Scold the farmers publicly for clinging to outdated traditions

b. Threaten to withhold future municipal calamity aid unless they obey

c. Abandon the village and work solely from the municipal office

d. Build rapport with respected local opinion leaders and invite a willing farmer-leader to host a small, low-risk trial plot where neighbors can judge results for themselves

45. While visiting an upland banana farm, an extension worker encounters severe leaf wilting symptoms that she cannot confidently diagnose on the spot. How should a responsible extension worker handle this situation?

a. Guess a strong broad-spectrum fungicide immediately so the farmer thinks she knows everything

b. Acknowledge the uncertainty honestly, collect proper plant and soil samples, consult regional plant pathology specialists, and return promptly with a verified diagnosis and recommendation

c. Advise the farmer to burn the entire plantation immediately without laboratory confirmation

d. Ignore the farmer's concern and change the subject to poultry vaccination

46. During a meeting of a newly organized irrigators' association, two factions argue angrily over water-scheduling turns during the dry season. How should the agricultural extension worker apply her facilitation role?

a. Side openly with the wealthier upstream landowners to end the meeting quickly

b. Walk out immediately and dissolve the irrigators' association

c. Serve as a neutral process facilitator who guides both factions to examine shared water data, voice concerns respectfully, and negotiate an agreed rotational schedule

d. Impose a secret water schedule without informing either faction

47. Over several years, a previous municipal program handed out free fertilizers and cash every planting season with no training or counterpart requirement, creating a dependency mindset where farmers now refuse to attend workshops unless free handouts are promised. How should the incoming extension worker reshape her role?

a. Shift gradually from dole-out distribution to capacity building, participatory problem-solving, and cost-shared learning plots that demonstrate tangible income gains from improved skills

b. Double the volume of free handouts to keep attendance high

c. Stop offering any technical advice to the community permanently

d. Charge farmers high entry fees before answering basic agricultural questions

48. An extension worker notices that although rural women perform most of the seed selection, backyard poultry care, and post-harvest sorting in her assigned barangay, all previous technical trainings were attended almost exclusively by men because meetings were scheduled during early morning household and market hours. How should she apply inclusive extension practice?

a. Exclude women from crop trainings since men already attend

b. Assume husbands automatically relay every technical detail accurately to their wives

c. Move all meetings to late midnight hours

d. Consult women farmers on convenient schedules and venues, design training topics addressing their actual farm and post-harvest roles, and invite both women and rural youth actively

49. Under a devolved municipal government where the municipal council proposes cutting the agricultural extension travel and demonstration budget to fund a town fiesta, how should the municipal agriculturist exercise her advocacy and planning role?

a. Accept the budget cut silently without presenting any farm data

b. Present concrete local evidence showing how extension demonstrations, pest surveillance, and farmer trainings directly protect municipal food supply, raise farm incomes, and generate local economic returns

c. Refuse to report to work until the next local election

d. Solicit unauthorized fees from smallholder farmers to cover office gasoline

50. A private pesticide sales representative offers a municipal extension worker a 10 percent personal commission for every bottle of an expensive branded insecticide she recommends during barangay rice clinics, even though an integrated pest management approach or cheaper generic option is safer and more economical. How must the extension worker uphold professional ethics?

a. Accept the commission quietly as long as she tells farmers to read the label

b. Recommend the expensive brand to wealthy farmers and skip poor farmers

c. Decline the commission immediately to preserve objectivity, credibility, and farmers' welfare, and provide unbiased science-based pest management advice

d. Ban all private agricultural input dealers from operating in the province

Detailed Answer Key & Rationales

1. Correct Answer: b

Lord Clarendon's 1847 deployment of itinerant lecturers during the Irish potato famine represents the first organized, publicly funded off-campus practical teaching initiative brought directly to distressed farmers to solve immediate field problems.

2. Correct Answer: c

James Stuart's 1873 Cambridge University initiative formally coined and popularized the term university extension, establishing the philosophy of extending institutional knowledge beyond campus boundaries to serve non-enrolled adult learners.

3. Correct Answer: a

The United States land-grant system rests on three pillars: the Morrill Act (1862) for resident teaching, the Hatch Act (1887) for agricultural experiment station research, and the Smith-Lever Act (1914) for cooperative extension delivery.

4. Correct Answer: d

Seaman Knapp's 1903 Porter farm demonstration proved that farmers adopt innovations when they witness tangible, locally validated results managed by a trusted peer under local soil conditions rather than relying on distant circulars.

5. Correct Answer: b

The Smith-Lever Act created a tri-level cooperative model combining federal financial support, state land-grant scientific research, and local county governance so extension programs stay grounded in grassroots community priorities.

6. Correct Answer: c

Spanish-era Granjas Modelos served primarily as colonial showcase estates emphasizing export crops and compulsory labor rather than participatory, farmer-centered non-formal education for ordinary Filipino smallholders.

7. Correct Answer: a

Commonwealth Act No. 85 (1936) institutionalized provincial agricultural extension services funded jointly by provincial and municipal treasuries, creating formal positions for provincial agricultural supervisors and municipal agricultural inspectors.

8. Correct Answer: d

Enacted in 1952 following the Bell Survey Mission's recommendations, Republic Act No. 680 consolidated fragmented post-war agricultural outreach services under the newly created Bureau of Agricultural Extension (BAEx).

AGRICULTURE REVIEW
VERIFIED REVIEWER COPY

9. Correct Answer: b

Executive Order No. 116 (1987) merged BAEx, the Philippine Agricultural Training Council, and the Philippine Training Centers for Rural Development into the Agricultural Training Institute (ATI) as the apex training and extension coordinator.

10. Correct Answer: c

Under Republic Act No. 7160 (Local Government Code of 1991), devolution to LGUs frequently resulted in uneven municipal funding, weakened linkages with national research centers, and assignment of technicians to non-extension duties.

11. Correct Answer: a

Republic Act No. 8435 (AFMA of 1997) operationalized a pluralistic extension framework where LGUs handle frontline community delivery while SUCs provide technical backstopping, capability building, and research-extension linkages.

12. Correct Answer: d

Under Republic Act No. 11203 (Rice Tariffication Law), RCEF extension funds ensure rice farmers gain the practical technical and operational competencies required to maximize certified inbred seeds and modern machinery.

13. Correct Answer: b

The commodity specialized approach integrates input supply, credit, technical advice, and marketing exclusively around a single high-value cash or export crop while disregarding other farm enterprises.

14. Correct Answer: c

The Training and Visit (T&V) system relies on rigid fortnightly training of field agents by subject matter specialists paired with scheduled two-week visits to selected contact farmers.

15. Correct Answer: a

The farming systems development approach uses an interdisciplinary team to analyze whole-farm interactions—crops, livestock, household labor, off-farm income, and resource limits—through on-farm adaptive research.

16. Correct Answer: d

The project approach concentrates external donor funds, equipment, and staff within a fixed timeframe and location, making post-project sustainability fragile if local agencies cannot absorb recurrent operating costs.

17. Correct Answer: b

The agricultural extension participatory approach empowers farmers to co-diagnose constraints, prioritize experiments, and co-manage local learning trials alongside extension facilitators.

AGRICULTURE REVIEW VERIFIED REVIEWER COPY

18. Correct Answer: c

The educational institution approach mobilizes agricultural universities and schools to deliver non-formal outreach, applied field testing, and technician training directly to surrounding rural communities.

19. Correct Answer: a

The cost-sharing approach requires local governments and farmer associations to co-finance extension personnel and operations, strengthening downward accountability and local program ownership.

20. Correct Answer: d

Farmer Field Schools (FFS) use season-long weekly agro-ecosystem analysis in living fields so farmers build ecological literacy and make collective, evidence-based pest management decisions.

21. Correct Answer: b

Top-down general extension models frequently fail in heterogeneous upland environments because standardized central technology packages overlook local micro-climates, cash constraints, and smallholder priorities.

22. Correct Answer: c

Pluralistic extension coordinates public agencies, private firms, NGOs, and farmer organizations so their complementary expertise and resources serve diverse agricultural clientele more effectively.

23. Correct Answer: a

A farm and home visit is a direct individual contact method enabling tailored field diagnosis, trust building, and farm-specific technical recommendations.

24. Correct Answer: d

A method demonstration teaches a group how to execute a specific practical skill step-by-step, allowing learners to observe and practice the procedure under supervision.

25. Correct Answer: b

A result demonstration compares an improved practice against traditional practice on a local farm over a full production cycle to prove superior physical and economic outcomes.

26. Correct Answer: c

Educational field trips or cross-visits expose farmers to successful innovations in real operating settings, fostering peer-to-peer questioning and firsthand verification.

27. Correct Answer: a

Mass media channels such as local radio, SMS alerts, and social media advisories achieve rapid, low-cost reach across wide geographic areas during urgent pest emergencies.

28. Correct Answer: d

A symposium features several specialists delivering brief, prepared presentations on distinct facets of a common theme before inviting audience questions.

29. Correct Answer: b

Brainstorming encourages rapid, uninhibited generation of creative ideas within a group by deferring all criticism and evaluation until every suggestion is recorded.

30. Correct Answer: c

School-on-the-air (SOA) combines structured sequential radio broadcasts with printed study guides, quizzes, and formal graduation to deliver systematic distance education to farmers.

31. Correct Answer: a

Combining mass, group, and individual methods matches each stage of the adoption process—mass media builds broad awareness, group methods develop skills, and individual contacts resolve farm-specific barriers.

32. Correct Answer: d

Edgar Dale's Cone of Experience shows that direct, purposeful hands-on practice yields the highest long-term retention and skill mastery compared with passive listening or reading.

33. Correct Answer: b

Effective communication requires adapting the medium, language, dialect, and visual design to the educational background and literacy profile of the intended rural audience.

34. Correct Answer: c

Risk-averse farmers require local economic proof before investing in costlier inputs; a season-long result demonstration proves actual yield and profit gains, whereas a method demonstration only teaches how to do a task.

35. Correct Answer: a

Ten structured group method demonstrations train all 200 poultry raisers in manual vaccination skills at a fraction of the time and travel expense of 200 individual visits while building peer encouragement.

36. Correct Answer: d

Scheduling group activities without respecting peak cropping labor demands and farmers' daily routines undermines attendance regardless of how important the technical topic is.

37. Correct Answer: b

Adult learners build self-efficacy and retention through active hands-on return-demonstration and dialogue; passive observation without practice rarely translates into independent farm adoption.

38. Correct Answer: c

Agricultural fairs and exhibits are effective for mass awareness and initial interest, but capital-intensive technologies require follow-up field demonstrations, mentoring, and credit access to achieve adoption.

39. Correct Answer: a

Extension operates through non-formal education, voluntary participation, and farmer empowerment, in contrast to regulatory agencies that enforce statutory compliance via inspections and penalties.

40. Correct Answer: d

Extension serves as a two-way bridge: relaying research innovations to farmers while systematically feeding field problems and farmer adaptations upward to guide relevant agricultural research.

41. Correct Answer: b

Acting as a catalyst and facilitator builds internal leadership, governance, and collective problem-solving capacity so farmer organizations remain self-reliant over time.

42. Correct Answer: c

Sound extension program planning begins with participatory needs assessment and situational analysis to ensure interventions address verified local bottlenecks and farmer priorities.

43. Correct Answer: a

Connecting smallholder producers with formal registries, rural credit, analytical laboratories, and institutional buyers exemplifies the role of resource linker and institutional broker.

44. Correct Answer: d

Partnering with respected local opinion leaders to establish low-risk on-farm validation plots builds credibility organically through peer trust and visible local performance.

45. Correct Answer: b

Professional integrity requires acknowledging diagnostic limits, collecting proper samples, consulting subject-matter specialists, and returning with an accurate, science-based recommendation.

46. Correct Answer: c

During group conflicts, an extension worker acts as an impartial process facilitator who helps stakeholders review objective data and negotiate an equitable, mutually binding agreement.

47. Correct Answer: a

Overcoming dole-out dependency requires transitioning toward participatory learning, cost-shared trials, and skill-building activities that prove sustainable economic returns from improved management.

48. Correct Answer: d

Gender- and youth-inclusive extension aligns meeting schedules, venues, and curriculum content with the actual production, post-harvest, and household roles of rural women and youth.

AGRICULTURE REVIEW VERIFIED REVIEWER COPY

49. Correct Answer: b

Effective extension leadership includes evidence-based policy advocacy, demonstrating to local decision-makers how field extension investments safeguard food security and raise local farm incomes.

50. Correct Answer: c

Public extension professionals must reject commercial commissions and conflicts of interest to preserve farmer trust and deliver objective, science-based, economically sound advice.

AGRICULTURE REVIEW
VERIFIED REVIEWER COPY