

Classroom Management and Discipline Practice Test 1

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Meaning, Aims and Importance of Discipline

Q1. In education, discipline most accurately means:

- (A) A set of punishments imposed by the school head
- (B) A trained, willing observance of rules and duties that supports orderly learning
- (C) Silence imposed on learners by fear of penalty
- (D) The timetable followed by a school

Q2. The word discipline is most closely linked to the idea of:

- (A) Collecting school fees on time
- (B) Preparing examination results
- (C) Decorating the school building
- (D) Training and instruction that shapes conduct

Q3. Which of the following is the primary aim of school discipline?

- (A) To develop self-controlled, responsible learners who can work and live well with others
- (B) To keep learners continuously occupied with structured written work so that idle time and opportunities for disruption are reduced
- (C) To protect the teacher's lesson flow from constant questions, interruptions and challenges that break teaching and distract the class
- (D) To raise the number of tests held each term so that learners revise regularly, take their work seriously and stay focused on examinations

Q4. A disciplined class is best recognised when learners:

- (A) Never speak unless they are called upon by name
- (B) Copy notes without asking any question
- (C) Follow agreed standards willingly, work steadily and respect the rights of others
- (D) Sit in the same seats for the whole year

Q5. Which statement best explains why discipline is important for learning?

- (A) It fills the lesson with activity
- (B) It makes the school popular in the area
- (C) It protects teaching time, reduces disruption and lets every learner concentrate
- (D) It shortens the school day

Q6. Discipline contributes to character development mainly by:

- (A) Teaching learners to accept duties, respect others and control their own impulses
- (B) Teaching learners to avoid all risk
- (C) Teaching learners to obey without ever thinking
- (D) Teaching learners to compete for marks at any cost, so that high achievement and examination success become the main drive in class

Q7. A school without discipline is most likely to suffer from:

- (A) Steadier lesson pacing, because without rules teachers stop interrupting lessons to correct behaviour
- (B) Stronger learner independence, because learners who manage themselves without rules learn self-control faster
- (C) Fewer complaints from parents, because a relaxed school is seen as friendly and welcoming
- (D) Wasted teaching time, disorder and unfairness to serious learners

Q8. Which of the following is a genuine benefit of good discipline for the teacher?

- (A) The teacher never needs to plan lessons
- (B) The teacher can teach, guide and give feedback instead of constantly settling the class
- (C) The teacher can leave the class unattended
- (D) The teacher need not mark any work

Q9. Discipline is important for social training because it helps learners to:

- (A) Work only with their close friends
- (B) Avoid all group activities
- (C) Win every argument with classmates
- (D) Live within shared rules, take turns and consider the good of the group

Q10. A learner who arrives on time, keeps materials ready and completes work honestly is showing discipline mainly as:

- (A) Fear of the head teacher, so that the learner behaves well only when authority is watching and punishment seems near
- (B) A personal habit of responsibility
- (C) A wish to impress visitors
- (D) A result of strict seating

Q11. Which aim of discipline is most closely connected with democratic living?

- (A) Training learners to follow one leader blindly
- (B) Training learners to avoid school elections and class duties, so that the class runs quietly without disputes over roles and decisions
- (C) Training learners to respect rules they have a share in making and the rights of others
- (D) Training learners to obey only when watched

Q12. Which of the following shows that discipline has become part of a learner's character?

- (A) The learner behaves responsibly even when the teacher is absent from the room
- (B) The learner behaves well only on inspection days
- (C) The learner behaves well only to win a prize
- (D) The learner behaves well only when seated near the teacher

Q13. Discipline is most important in the early years of schooling because it:

- (A) Lays down habits of order, attention and respect on which later learning depends
- (B) Prepares learners for board examinations
- (C) Reduces the number of subjects taught
- (D) Makes learners independent of teachers at once, so that they can manage their own learning without guidance from the start

Q14. A teacher who links discipline to the safety and learning of the whole class is appealing mainly to:

- (A) The learner's fear of punishment, so that the threat of a consequence stops misbehaviour before it harms the class
- (B) The learner's wish to leave the class
- (C) The learner's sense of responsibility towards others
- (D) The learner's interest in marks alone

Q15. Which statement about discipline and freedom is most accurate?

- (A) Discipline and freedom are in tension and cannot fully exist together, because every rule that guides conduct also limits what a learner may freely choose to do
- (B) Reasonable discipline protects the freedom of every learner to learn without disturbance
- (C) Freedom means the absence of all rules, so that learners can act entirely as they wish without any imposed limits on their choices
- (D) Discipline is needed only where learners have no freedom, because free learners already manage themselves and need no guidance or limits

Discipline, Control and Order

Q16. The main difference between discipline and control is that:

- (A) Control applies to young learners and discipline to older ones only, because younger children need external direction until they are mature enough for self-regulation
- (B) Control is used in schools and discipline in homes only
- (C) Control is positive and discipline is negative
- (D) Control is imposed from outside, while discipline includes willing self-regulation from within

Q17. A class that is silent only because learners fear the teacher is an example of:

- (A) Self-discipline
- (B) Control without discipline
- (C) Democratic discipline, because learners have agreed the class rules together and follow them from shared commitment
- (D) Positive discipline

Q18. Order in a classroom means:

- (A) Learners sitting in straight rows at all times
- (B) A room in which no learner ever talks
- (C) An organised state in which activities, movement and behaviour run smoothly towards learning
- (D) A room decorated in a fixed pattern

Q19. Which situation shows order but not necessarily discipline?

- (A) Learners help each other because they value cooperation, so that the class runs smoothly from shared goodwill rather than from imposed order alone
- (B) Learners arrive on time from personal habit
- (C) Learners apologise sincerely after a mistake
- (D) Learners sit quietly because a strict monitor is watching them

Q20. A teacher who keeps order mainly through threats and constant watching is relying most on:

- (A) External control
- (B) Self-discipline
- (C) Positive reinforcement
- (D) Democratic participation

Q21. Which teacher action moves a class from control towards discipline?

- (A) Increasing the number of punishments
- (B) Watching learners more closely every minute, so that misbehaviour is spotted at once and learners stay on task under constant supervision
- (C) Removing all rules so learners feel free
- (D) Explaining the reason for a rule and letting learners practise keeping it

Q22. "Discipline is the bridge between goals and accomplishment" suggests that discipline mainly:

- (A) Turns intentions and plans into steady, completed action
- (B) Replaces the need for goals
- (C) Makes goals unnecessary for learners, because disciplined habits alone will carry them through school without any clear aims to work towards
- (D) Shortens every lesson automatically

Q23. A learner who stops disturbing others after understanding how noise harms classmates' learning has moved from:

- (A) Obedience to rebellion, because the learner first obeyed under pressure and then began to resist the teacher's authority openly
- (B) External control to inner discipline
- (C) Interest to boredom
- (D) Group work to individual work

Q24. Which of the following best distinguishes a disciplined learner from a merely obedient one?

- (A) The obedient learner works faster
- (B) The obedient learner asks more questions
- (C) The disciplined learner does the right thing from conviction, even when unsupervised
- (D) The disciplined learner never disagrees with the teacher

Q25. Order without discipline is fragile mainly because it:

- (A) Requires beautiful furniture, because an attractive and comfortable room is thought to keep learners calm and willing to follow routines
- (B) Requires a large classroom
- (C) Collapses as soon as the external pressure is removed
- (D) Requires fewer rules

Q26. A teacher says, "We keep quiet during reading time so everyone can concentrate." This statement supports discipline by:

- (A) Threatening slow readers
- (B) Comparing learners by marks
- (C) Giving extra homework to noisy learners, so that the consequence is linked to work and discourages further noise during reading time
- (D) Giving the rule a learning-related reason learners can accept

Q27. Which classroom shows discipline rather than only control?

- (A) Learners tidy materials and settle to work promptly even before the teacher enters
- (B) Learners sit still only while the teacher stands at the door
- (C) Learners whisper only when the teacher turns to the board
- (D) Learners complete work only to avoid detention

Q28. The authority behind true discipline rests mainly on:

- (A) The teacher's physical strength, because learners obey a teacher they fear and respect the authority that strength appears to give
- (B) Mutual respect, fair rules and the teacher's competence
- (C) The size of the school building
- (D) The number of punishments available

Q29. A school rule that learners do not understand is most likely to produce:

- (A) Reluctant compliance or hidden resistance rather than willing discipline
- (B) Immediate self-discipline in all learners, because a clear rule is thought to be enough for learners to govern themselves at once
- (C) Better examination results at once
- (D) Greater respect for the teacher

Q30. Which approach best balances order and learner freedom?

- (A) Removing every rule and routine
- (B) Clear, fair and few rules within which learners make real choices
- (C) One strict rule for every possible behaviour
- (D) Rules that change daily without notice

Discipline as Teaching and Self-Discipline

Q31. Viewing discipline as teaching means that when a learner misbehaves, the teacher should first ask:

- (A) How can this learner be punished most severely, so that the punishment deters the learner and warns the rest of the class at the same time
- (B) How can this learner be removed from the class
- (C) What skill, habit or understanding does this learner still need to learn
- (D) How can the other learners be warned by example

Q32. A teacher who teaches learners how to disagree politely, wait for a turn and apologise sincerely is teaching:

- (A) Subject content only
- (B) Examination technique only, because polite disagreement, turn-taking and sincere apology are seen as skills for passing tests rather than for conduct
- (C) Handwriting skills
- (D) Discipline as a set of social skills

Q33. Which teacher response treats discipline as teaching?

- (A) Shouting at the whole class for one learner's fault
- (B) Calmly showing the learner the expected behaviour, letting him practise it and praising the correction
- (C) Ignoring the behaviour completely
- (D) Sending the learner out without any discussion

Q34. Self-discipline is best defined as:

- (A) The ability to control one's own behaviour, feelings and impulses in line with accepted standards
- (B) The ability to avoid the teacher's attention
- (C) The ability to finish work before others
- (D) The ability to follow orders without question

Q35. A learner who resists copying in a test although no invigilator is near is displaying:

- (A) Fear of failure, because the learner worries that copying might be discovered later and damage his marks and reputation
- (B) Love of difficult questions
- (C) Self-discipline rooted in honesty
- (D) Indifference to marks

Q36. Teachers build self-discipline most effectively by:

- (A) Watching every learner at all times
- (B) Punishing the first small mistake harshly
- (C) Removing all choices from learners
- (D) Giving graduated responsibility, clear expectations and feedback on conduct

Q37. Which classroom practice best teaches self-regulation?

- (A) The teacher solves every dispute for the learners
- (B) Learners are never told the reason for a rule
- (C) Learners are given no chance to correct mistakes
- (D) Learners set small conduct goals, check their own progress and reflect on setbacks

Q38. When a teacher helps an angry learner name the feeling, pause and choose a calm response, the teacher is teaching discipline as:

- (A) Punishment, because correcting an angry learner is often seen as imposing a penalty for losing control of his feelings
- (B) Public warning
- (C) Emotional self-control
- (D) Syllabus coverage

Q39. Positive discipline differs from punitive discipline mainly because it:

- (A) Uses no rules at all, because positive discipline is sometimes mistaken for letting learners do whatever they wish without limits
- (B) Teaches and encourages desired behaviour rather than relying on fear and pain
- (C) Leaves learners entirely to themselves
- (D) Avoids all consequences for misbehaviour

Q40. A teacher who praises a learner for returning borrowed materials promptly is:

- (A) Reinforcing responsible behaviour so it is repeated
- (B) Wasting praise on a small matter
- (C) Showing favouritism to one learner, because singling out one learner for praise is thought to make others feel unfairly treated and resentful
- (D) Avoiding discipline altogether

Q41. Discipline as teaching requires the teacher to treat repeated misbehaviour as a sign to:

- (A) Give up on the learner, because repeated misbehaviour is taken as proof that further teaching effort will make no difference to his conduct
- (B) Double the punishment at once, because a stronger consequence is expected to break the pattern and force the learner to comply
- (C) Re-teach the expectation, check for barriers and practise the skill again
- (D) Blame the learner's family publicly, because home influences are seen as the main cause and public pressure is expected to change them

Q42. Which statement best fits the idea that discipline is caught as well as taught?

- (A) Learners learn discipline only from textbooks
- (B) Learners also absorb discipline from the teacher's own punctuality, fairness and calm conduct
- (C) Learners learn discipline only from punishments
- (D) Learners learn discipline only from the head teacher

Q43. The highest goal of discipline, beyond obedience, is:

- (A) Inner self-direction guided by values
- (B) Perfect silence in every lesson
- (C) The fastest completion of homework, because finishing work quickly is taken as evidence that learners are organised and well disciplined
- (D) The largest number of rules obeyed

Q44. A discipline policy that only lists punishments fails as teaching because it:

- (A) Is too short
- (B) Is written in difficult language, because learners cannot follow a policy they do not understand and so cannot learn the behaviour it requires
- (C) Is displayed in the wrong place
- (D) Tells learners what not to do but never teaches what to do instead

Q45. Which learner behaviour best shows discipline understood as responsibility?

- (A) Admitting a mistake, accepting the consequence and making amends
- (B) Hiding a mistake from the teacher, because avoiding discovery is thought to protect the learner from punishment and keep his record clean
- (C) Blaming a classmate for the mistake
- (D) Refusing to discuss the mistake

Discipline, Learning and the Teacher's Role

Q46. The teacher's personal example supports discipline most when the teacher is:

- (A) Strict with learners but careless about his own promises
- (B) Friendly with some learners and cold to others
- (C) Late to class but strict about learner punctuality
- (D) Punctual, prepared, fair and calm under pressure

Q47. A disciplined classroom climate helps slow learners because it gives them:

- (A) Exemption from all classwork
- (B) Predictable routines, patient teaching and freedom from ridicule
- (C) Seats permanently at the back of the room
- (D) Easier questions only, without any challenge, because slow learners are thought to need work they can always finish without strain or failure

Q48. Indiscipline in a class is most often a signal that the teacher should examine:

- (A) The colour of the classroom walls, because a dull or distracting room is thought to affect mood and make learners restless during lessons
- (B) The number of holidays in the year
- (C) Unclear expectations, dull work, unmet needs or unfair treatment
- (D) The brand of textbooks used

Q49. Which teacher attitude best sustains discipline over a whole term?

- (A) Strictness in the first week followed by indifference later
- (B) Steady firmness joined with warmth and fairness every day
- (C) Friendliness with no expectations at all
- (D) Severity that increases whenever marks fall

Q50. A teacher who remains calm while correcting a learner protects discipline because calm correction:

- (A) Shows the teacher does not care, because a calm response is sometimes mistaken for indifference to the misbehaviour and its effect on the class
- (B) Encourages other learners to misbehave
- (C) Shortens the lesson for everyone
- (D) Models self-control and keeps the dignity of the learner intact

Q51. Discipline and academic achievement are linked mainly through:

- (A) The number of rules displayed on the wall
- (B) The strictness of the head teacher
- (C) Protected learning time, steady attention and willingness to attempt hard work
- (D) The length of the school assembly

Q52. Which practice weakens discipline even when it produces short-term quiet?

- (A) Humiliating a learner before the class
- (B) Praising responsible conduct
- (C) Giving learners a voice in class rules
- (D) Teaching the reason for a rule

Q53. A discipline system that works in a small rural school but fails in a large city school most likely needs:

- (A) More punishments for every offence
- (B) The same rules copied without change, because consistency is thought to require identical rules in every school regardless of size or setting
- (C) Removal of all discipline from the city school
- (D) Adaptation to the learners, context and needs of the new setting

Q54. Parents support school discipline best when the school:

- (A) Hides its rules from parents
- (B) Shares its expectations, applies them fairly and communicates early about problems
- (C) Punishes learners without informing parents
- (D) Changes rules without telling parents

Q55. Which statement sums up the relationship between discipline and teaching?

- (A) Discipline is itself a form of teaching that builds conduct, responsibility and self-control
- (B) Discipline ends where teaching begins, because once the lesson starts the teacher's job is seen as instruction alone and behaviour is a separate matter
- (C) Discipline is only the head teacher's duty, because school order is thought to rest on the head's authority rather than on every teacher's daily work
- (D) Discipline matters only outside lesson time, because behaviour in corridors and playgrounds is seen as the real discipline problem while lessons run themselves

Q56. A new teacher who wants a disciplined class should begin by:

- (A) Punishing the first learner who speaks
- (B) Announcing a long list of punishments
- (C) Agreeing a few clear standards, teaching them and applying them fairly from day one
- (D) Waiting a month before mentioning behaviour

Q57. The difference between imposed discipline and self-discipline is best seen when:

- (A) The teacher is marking papers
- (B) The class is taking an easy test, because learners behave well when work is simple and there is little pressure to misbehave or lose focus
- (C) No authority figure is present to enforce the rules
- (D) The lesson is interesting to all learners

Q58. Which of the following is the best single test of a school's discipline?

- (A) Whether learners behave responsibly, respect others and protect learning even without pressure
- (B) Whether the school has the longest rule book
- (C) Whether learners never laugh in school
- (D) Whether the head teacher is feared by all

Q59. Discipline that rests on understanding is stronger than discipline that rests on fear because understanding:

- (A) Needs no teacher at all, because learners who understand a rule are thought to govern themselves without any further guidance or support
- (B) Lasts when the threat is gone and guides conduct in new situations
- (C) Removes the need for any rule
- (D) Works only for older learners

Q60. The ultimate purpose of school discipline is best stated as:

- (A) Keeping the school quiet for visitors, because a silent school is taken by visitors as evidence of good order and successful discipline
- (B) Filling the punishment register
- (C) Making the teacher's work effortless
- (D) Forming learners who govern themselves, respect others and learn well

Answer Key

Q1: B	Q11: C	Q21: D	Q31: C	Q41: C	Q51: C
Q2: D	Q12: A	Q22: A	Q32: D	Q42: B	Q52: A
Q3: A	Q13: A	Q23: B	Q33: B	Q43: A	Q53: D
Q4: C	Q14: C	Q24: C	Q34: A	Q44: D	Q54: B
Q5: C	Q15: B	Q25: C	Q35: C	Q45: A	Q55: A
Q6: A	Q16: D	Q26: D	Q36: D	Q46: D	Q56: C
Q7: D	Q17: B	Q27: A	Q37: D	Q47: B	Q57: C
Q8: B	Q18: C	Q28: B	Q38: C	Q48: C	Q58: A
Q9: D	Q19: D	Q29: A	Q39: B	Q49: B	Q59: B
Q10: B	Q20: A	Q30: B	Q40: A	Q50: D	Q60: D

Worked explanations for all 60 questions:

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