

Classroom Management and Discipline Practice Test 6

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

Internalization versus External Control

Q1. A learner who keeps quiet during group work because he believes it is fair to let others speak is showing:

- (A) Fear of punishment
- (B) Obedience to a monitor
- (C) Desire for a reward
- (D) Internalized discipline

Q2. External control of behaviour depends mainly on:

- (A) Rewards, punishments and supervision by others
- (B) The learner's personal values and sense of what is right, developed through his own reflection
- (C) The learner's self-chosen goals and private plans for his own learning and conduct
- (D) The learner's own conscience and inner judgment about right and wrong behaviour

Q3. Which classroom situation best illustrates internalization?

- (A) Learners obey a rule because a fine is attached to breaking it
- (B) Learners stop talking only when the teacher looks at them
- (C) Learners work hard in the week before an inspection
- (D) Learners return borrowed books on time even when no record is kept

Q4. A teacher who relies only on threats and prizes is most likely to find that good behaviour:

- (A) Weakens when the threat or prize is removed
- (B) Grows stronger with every term
- (C) Continues unchanged when the teacher is absent
- (D) Spreads to the learners' home life automatically

Q5. The main aim of moving learners from external control toward internalization is to help them:

- (A) Avoid all correction from teachers by staying out of trouble in every lesson
- (B) Follow rules only in the teacher's presence, because supervision is what keeps behaviour in order
- (C) Earn more marks than their classmates by outperforming others in conduct and classwork
- (D) Regulate their own conduct on the basis of understood reasons

Q6. When a teacher explains why a rule exists instead of only announcing a penalty, the teacher is supporting:

- (A) Fear of authority
- (B) Internalization of the rule
- (C) Competition among learners
- (D) Dependence on the class monitor

Q7. Which statement about external control is most accurate?

- (A) It can secure quick compliance but does not by itself build self-discipline
- (B) It builds self-discipline over time, because repeated obedience under supervision helps learners adopt the rule as their own value
- (C) It depends on learners agreeing with the rule, because imposed controls lose force when learners do not accept the reasons behind them
- (D) It becomes self-discipline once consequences are steady, because consistent external pressure can stand in for inner motivation

Q8. A learner says, "I should not copy because it is dishonest, even if no one would catch me." This reasoning reflects:

- (A) External control
- (B) Peer pressure
- (C) Fear of the head teacher
- (D) Internalized moral standards

Q9. The most reliable sign that discipline has been internalized in a class is that learners:

- (A) Maintain agreed standards when working alone or with a substitute teacher
- (B) Compete for the teacher's praise every day, because recognition is what keeps them behaving well
- (C) Behave well only during supervised lessons, and relax standards whenever the teacher leaves the room
- (D) Ask for extra homework as a reward for good behaviour, showing they value the teacher's approval

Q10. A teacher moves a class gradually from "you will be punished if you shout" to "shouting stops others from learning, so we speak in turn." This shift is best described as moving from:

- (A) Group work to individual work
- (B) Written rules to unwritten rules
- (C) Easy work to difficult work
- (D) External control toward internalization

Q11. Which teacher practice best supports internalization over time?

- (A) Changing rules every week without explanation, so learners must constantly guess what is expected
- (B) Involving learners in discussing rules, reasons and fair consequences
- (C) Keeping the reasons for rules secret from learners, so that obedience rests on authority alone
- (D) Rewarding only the quietest learners in the class, so that silence becomes the main mark of good conduct

Q12. A common weakness of a purely reward-based discipline system is that learners may:

- (A) Stop cooperating once rewards stop
- (B) Learn to value the task itself more
- (C) Develop stronger self-control
- (D) Begin to set their own standards

Q13. External control is most appropriate as a short-term measure when:

- (A) A learner already regulates his own behaviour well, and needs no outside pressure to comply
- (B) Safety requires immediate compliance before discussion is possible
- (C) A class has discussed and accepted all its rules, so that discussion can replace immediate control
- (D) The teacher wants to build long-term moral reasoning through discussion and reflection

Q14. A learner who obeys only to avoid being sent out of class is motivated mainly by:

- (A) External control
- (B) Curiosity about the lesson
- (C) Interest in the subject
- (D) Internalized values

Q15. Which approach best combines external structure with growth toward self-discipline?

- (A) The same clear rules and consequences for every learner, applied strictly and without exception in every case
- (B) No fixed rules at all, so learners decide everything alone and learn from their own experience
- (C) Rules explained once at the start of term, with consequences left for learners to discover by trial and error
- (D) Clear rules and consistent consequences, explained with reasons and reviewed with learners

Responsibility and Self-Regulation

Q16. Self-regulation in a learner is best shown when he:

- (A) Asks to be excused whenever work becomes difficult, rather than persisting or seeking help
- (B) Waits for the teacher to tell him every next step, instead of planning his own work
- (C) Copies the plan of the learner sitting next to him, instead of setting his own goals
- (D) Plans his work, monitors his progress and corrects his own mistakes

Q17. A teacher who gives learners a checklist to track their own homework, behaviour and preparation is mainly teaching:

- (A) Self-regulation
- (B) Handwriting
- (C) Examination technique
- (D) Memorization

Q18. Taking responsibility for a mistake in class means the learner:

- (A) Admits what he did, accepts the consequence and puts it right where possible
- (B) Denies that anything happened, and insists that no mistake was made at all
- (C) Blames the learner sitting nearby, claiming that someone else caused the mistake
- (D) Hides the evidence of the mistake, hoping that no one will notice what happened

Q19. Which classroom job best builds a sense of responsibility?

- (A) A duty given permanently to the same favourite learner, who becomes trusted to do it well
- (B) A rotating duty that every learner performs and is accountable for
- (C) A duty that carries no expectation of completion, so learners need not answer for it
- (D) A duty performed secretly by the teacher, while learners are told that the class runs itself

Q20. When a learner says, "I forgot my book, so I will borrow one quietly and bring mine tomorrow," he is showing:

- (A) Avoidance of responsibility
- (B) Dependence on punishment
- (C) A responsible response to his own lapse
- (D) Blaming the timetable

Q21. Self-regulation is weakest when a learner:

- (A) Sets a goal before starting work, and works steadily toward it without distraction
- (B) Checks his work before submitting it, correcting errors he finds on his own
- (C) Pauses to think before answering in anger, and considers the effect of his words
- (D) Acts on the first impulse and blames others for the result

Q22. A teacher helps learners develop self-control most effectively by:

- (A) Removing every difficult task from the lesson, so that learners never face frustration or failure
- (B) Shouting louder than the class, so that the teacher's voice dominates every disturbance and order is restored by volume alone
- (C) Teaching strategies such as pausing, breathing calmly and thinking through consequences
- (D) Keeping learners silent for the whole period, so that no disruption can arise at all

Q23. Which statement about responsibility and freedom in the classroom is most accurate?

- (A) Responsible learners need no freedom at all, because good conduct requires strict control
- (B) Freedom and responsibility are unrelated, so each can be increased without affecting the other
- (C) Greater freedom should come with greater responsibility for one's choices
- (D) Freedom should be given only to learners who never make mistakes, as a reward for perfect conduct

Q24. A learner who sets a goal to finish his reading before playtime, checks his page count halfway, and finishes on time has practised:

- (A) Memorization of the text
- (B) Goal-setting, monitoring and self-regulation
- (C) Avoidance of difficult work
- (D) Imitation of a classmate

Q25. Which response from a teacher best encourages a learner to take responsibility after breaking a classroom agreement?

- (A) Let another learner apologise for you, so that the class can move on without further discussion and the matter is closed quickly
- (B) Do not think about it again, and simply return to normal work as if nothing happened, without any attempt to repair the harm
- (C) Blame the learner who provoked you, since the fault lies with whoever started the trouble and no apology is owed
- (D) "Tell me what happened, what you will do to put it right, and how you will avoid it next time."

Q26. Self-discipline differs from mere obedience mainly because self-discipline:

- (A) Needs constant supervision, because behaviour collapses as soon as the teacher leaves
- (B) Depends on the threat of detention, which keeps learners obedient while it lasts
- (C) Applies only to written work, and has little to do with conduct in class
- (D) Continues from the learner's own standards when no authority is watching

Q27. A class contract signed by teacher and learners works best when it:

- (A) States shared expectations, responsibilities and fair consequences, and is reviewed regularly
- (B) Is signed once at the start of term and displayed on the wall, but never discussed again afterwards
- (C) Lists clear consequences for breaking rules, with the teacher deciding how each is applied in every case
- (D) Is written by the teacher alone in clear language, and explained to the class on the first day

Q28. When learners reflect at the end of the week on whether they kept class agreements, the teacher is developing:

- (A) Fear of inspection
- (B) Dependence on marks
- (C) Self-monitoring and responsibility
- (D) Competition for prizes

Q29. A learner who apologises sincerely, repairs damaged class property and changes his behaviour has shown:

- (A) Avoidance of the teacher
- (B) Restorative responsibility
- (C) Indifference to the class
- (D) Fear of his classmates

Q30. The long-term goal of discipline, as distinct from control, is best stated as:

- (A) Silent classes at all times, with no talking except when the teacher gives permission
- (B) A record book full of punishments, showing that every offence has been dealt with firmly
- (C) Learners who can manage themselves responsibly in and beyond school
- (D) Teachers who never need to intervene, because learners are kept under constant supervision

Kohlberg's Stages Applied to Classroom Discipline

Q31. Kohlberg's theory of moral development is mainly concerned with:

- (A) How learners memorise rules
- (B) How learners physically grow
- (C) How reasoning about right and wrong develops in stages
- (D) How learners acquire handwriting skills

Q32. A learner who says, "I will not break the rule because I will be punished," is reasoning at Kohlberg's:

- (A) Formal operational stage of thinking
- (B) Post-conventional level, oriented to universal principles
- (C) Conventional level, oriented to social contracts
- (D) Pre-conventional level, oriented to punishment and obedience

Q33. A learner who keeps a promise only because he expects a favour in return is reasoning mainly in terms of:

- (A) Universal ethical principles
- (B) Individual exchange and self-interest
- (C) Abstract ideas of justice
- (D) Loyalty to the school as an institution

Q34. Which classroom behaviour best fits the "good boy / good girl" orientation of Kohlberg's conventional level?

- (A) Obeying only to avoid a fine
- (B) Questioning a rule against universal principles of justice
- (C) Behaving well mainly to gain approval and be seen as a good class member
- (D) Breaking a rule for personal gain when unobserved

Q35. A learner who says, "We must follow the school rule because rules keep order for everyone," is reasoning at the stage of:

- (A) Punishment avoidance
- (B) Law and order orientation
- (C) Personal exchange
- (D) Universal principles

Q36. At Kohlberg's post-conventional level, a person judges an action mainly by:

- (A) Whether it avoids punishment, because staying out of trouble is the safest course
- (B) Whether it agrees with principles of justice, rights and human dignity
- (C) Whether it pleases the teacher, since the teacher's approval shows the act was right
- (D) Whether it wins praise from classmates, because approval from peers marks good conduct

Q37. A senior learner argues that an unfair school rule should be changed because it violates learners' dignity, even though it is the written rule. This argument is closest to:

- (A) Pre-conventional reasoning
- (B) Conventional reasoning only
- (C) Post-conventional reasoning
- (D) Reasoning from reward

Q38. A teacher wants to move learners beyond punishment-based reasoning. The most suitable classroom method is to:

- (A) Increase punishments for every offence, so that learners learn to fear breaking rules
- (B) Present moral dilemmas for discussion, with reasons for different viewpoints
- (C) Forbid all discussion of rules, so that learners accept authority without questioning it
- (D) Reward only silent obedience, so that quiet learners are held up as the model for all

Q39. In Kohlberg's sequence, learners generally move:

- (A) From punishment avoidance and self-interest, through approval and law-and-order, toward principled reasoning
- (B) From approval-seeking to punishment avoidance, as learners learn to fear authority more with age and experience in school
- (C) From principled reasoning to punishment avoidance, as ideals give way to fear of consequences in later school years
- (D) In any order, skipping stages freely, since moral reasoning develops differently in each child and stages need not follow a fixed sequence

Q40. A teacher should be cautious in judging a learner's moral stage from a single act because:

- (A) Kohlberg's stages do not exist, and moral reasoning cannot be described in stages at all
- (B) A single act may reflect fear, habit or pressure rather than the learner's reasoning
- (C) All learners reason at the same stage, regardless of age, experience or background
- (D) Moral reasoning is never shown in behaviour, so behaviour can never reveal how a learner reasons

Q41. Which teacher response best supports a learner moving from approval-seeking toward law-and-order reasoning?

- (A) "Think about what would happen if everyone in school acted this way."
- (B) "Do it only if your friends will praise you."
- (C) "Do it because I am the teacher."
- (D) "Do it only when someone is watching."

Q42. A class discussion asks whether a learner should report a friend who cheated. The discussion mainly develops moral reasoning because learners must:

- (A) Memorise the school rule book, so that they know exactly which rule applies to cheating
- (B) Decide who will be punished first, and what punishment the cheater should receive
- (C) Weigh loyalty to a friend against fairness to the class and honesty
- (D) Copy the teacher's opinion, accepting whatever judgment the teacher gives on the case

Q43. Kohlberg's theory is most useful to a discipline policy when it reminds teachers that:

- (A) All learners of the same age reason identically
- (B) Punishment works equally well at every stage
- (C) Learners can be labelled permanently by one answer
- (D) Different learners may obey the same rule for very different reasons

Q44. Which classroom rule is most likely to be understood at the conventional level?

- (A) Do not run, unless you gain from it, because personal advantage justifies breaking the rule and no one is watching
- (B) Do not run, or you will be fined, since the threat of a penalty keeps corridors safe and every offender must pay the same fine
- (C) "Do not run in corridors, because running endangers everyone and breaks the order we all rely on."
- (D) Do not run, because running violates a universal human right to safety in school that applies in every place and at every time

Q45. A criticism of applying Kohlberg's stages rigidly in school discipline is that:

- (A) Stages ignore culture, context and the learner's relationships
- (B) Stages explain every act perfectly
- (C) Reasoning never changes with age
- (D) Teachers should never discuss moral dilemmas

Character and Values Education

Q46. Character education in school aims mainly to develop:

- (A) Examination speed
- (B) Knowledge of one subject only
- (C) Qualities such as honesty, respect, responsibility and perseverance, practised in daily school life
- (D) Obedience without understanding

Q47. Values education differs from a list of rules mainly because it:

- (A) Focuses on fines for breaking rules, with penalties as the main tool of discipline
- (B) Focuses on silence in class, treating quiet behaviour as the sign of good values
- (C) Focuses on decorating the classroom with posters about values and good behaviour
- (D) Seeks to build the beliefs and attitudes behind good conduct

Q48. A teacher who praises a learner for admitting a mistake honestly, even though marks are lost, is teaching that:

- (A) Marks matter more than honesty
- (B) Honesty is valued even when it costs something
- (C) Mistakes should be hidden
- (D) Only top scorers deserve praise

Q49. Which activity best supports values education in a discipline programme?

- (A) Learners are tested on the spelling of value words, so that they can define honesty and respect correctly
- (B) Learners copy a list of values without discussion, learning the words by heart for a test
- (C) Learners discuss real classroom conflicts and agree on fair, respectful ways to resolve them
- (D) Learners watch others being punished in front of the whole class, learning from examples of what not to do

Q50. A school's hidden curriculum teaches values mainly through:

- (A) The textbook chapters on morals, which learners study as part of their regular lessons
- (B) The examination timetable, which shows learners which subjects the school values most
- (C) What teachers and the school actually reward, tolerate and model every day
- (D) The school prospectus alone, which states the school's values for parents to read

Q51. A teacher who treats learners fairly, listens to both sides of a dispute and apologises for his own error is teaching character mainly by:

- (A) Lecturing about character
- (B) Modelling the values he expects
- (C) Setting extra homework
- (D) Displaying a poster on honesty

Q52. Values clarification in the classroom is best described as helping learners to:

- (A) Examine, choose and act on their own considered values, with reasons
- (B) Copy the values of the highest scorer
- (C) Memorise the teacher's values without question
- (D) Avoid all discussion of values

Q53. Which school practice best links character education with discipline?

- (A) Punishing every learner who disagrees with a rule, so that respect for authority is enforced
- (B) Recognising only examination toppers, so that high marks become the school's main value
- (C) Recognising learners who show respect, helpfulness and responsibility, not only high marks
- (D) Keeping character work separate from daily classroom life, taught only in special lessons

Q54. A values programme that only tells learners what is right, without chances to practise it, is weak mainly because:

- (A) Learners already know all values, so telling them again adds nothing to their conduct
- (B) Values are learned only from books, and classroom practice has little effect on character
- (C) Values are never tested, so learners pay little attention to what they are told
- (D) Character grows through practised choices and reflection, not telling alone

Q55. When a class agrees to help a struggling classmate rather than mock him, the class is practising the value of:

- (A) Competition, because learners race each other to finish their own work first
- (B) Empathy and respect for others
- (C) Indifference, because learners leave a struggling classmate to solve his problems alone
- (D) Self-interest, because each learner looks after his own work before helping anyone else

Q56. A teacher who involves learners in community service linked to classroom discussion is using service learning to:

- (A) Fill free periods, giving learners something useful to do when lessons finish early
- (B) Connect values such as responsibility and care with real action and reflection
- (C) Replace all academic work, so that service becomes the main purpose of schooling
- (D) Reward only selected learners, giving community work as a privilege for good conduct

Q57. The most effective way to teach respect for diversity as part of discipline is to:

- (A) Require learners to accept differences in daily interaction, discussion and fair treatment
- (B) Ignore differences entirely, treating every learner exactly the same in every situation
- (C) Separate learners by background, so that each group learns alongside its own community in class and in activities
- (D) Punish learners who ask questions about differences, so that sensitive topics are avoided

Q58. A school that teaches honesty, then tolerates cheating in examinations, is teaching through its hidden curriculum that:

- (A) Honesty is absolute in practice
- (B) Stated values matter more than actions
- (C) Cheating is always punished
- (D) Honesty is negotiable when results matter

Q59. Which statement best summarises the link between self-discipline and character education?

- (A) Character education replaces all classroom rules, since values alone can govern behaviour
- (B) Character education applies only outside school, in the home and the wider community
- (C) Self-discipline is the lived practice of the values character education teaches
- (D) Self-discipline requires no values at all, only habits formed by routine and repetition

Q60. A disciplined class in the fullest sense is one in which learners:

- (A) Understand rules, accept responsibility, reason morally and act with respect for others
- (B) Compete for rewards alone, with good conduct driven mainly by prizes and praise
- (C) Obey from fear of punishment alone, behaving well only while a penalty threatens
- (D) Remain silent whether they understand or not, accepting rules without question or discussion

Answer Key

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

Worked explanations for all 60 questions:

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