

Classroom Management and Discipline Practice Test 7

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

Home Factors in Indiscipline

Q1. A learner who receives no supervision, routine or encouragement at home is most likely to show indiscipline at school because:

- (A) He prefers outdoor games to lessons, and finds classroom work dull by comparison with play
- (B) He has learned no consistent limits or study habits at home
- (C) He is naturally unable to learn, so school demands are beyond his capacity from the start
- (D) He dislikes every school subject equally, and therefore resists all classroom work alike

Q2. Harsh or inconsistent punishment at home can contribute to classroom indiscipline mainly by:

- (A) Making the learner love school rules, because harsh home punishment teaches respect for authority
- (B) Improving the learner's concentration, because fear at home trains the mind to focus in class
- (C) Removing all anxiety from the learner, because clear home penalties leave nothing uncertain
- (D) Teaching the learner that force and fear are normal ways to settle conflicts

Q3. When parents show little interest in homework or school reports, a learner may become indisciplined because:

- (A) School work seems unimportant and unmonitored to him
- (B) He loses confidence in his ability, because no adult at home helps him with difficult work
- (C) He receives less attention from teachers, because teachers focus on learners whose parents visit school
- (D) He is teased by classmates, because his homework is often incomplete and noticed by peers

Q4. Frequent quarrels and tension in the home often appear in the classroom as:

- (A) Restlessness, irritability and difficulty concentrating
- (B) Greater interest in examinations, as the learner seeks escape from home tension in study and marks
- (C) Improved handwriting, because tension at home makes the learner practise written work more carefully
- (D) Perfect attendance, because the learner prefers the order of school to the disorder at home

Q5. A learner from a home where adults rarely keep promises or follow rules may struggle with school discipline because:

- (A) He has too many textbooks, and the weight of school material overwhelms his daily routine
- (B) He is too young for school, and has not yet reached the age for classroom discipline
- (C) He dislikes his teacher personally, and therefore resists whatever the teacher asks of him
- (D) He has not seen consistent rule-following modelled by adults

Q6. Over-indulgence at home, where every demand is met at once, can lead to classroom problems when the learner:

- (A) Meets school limits, waiting and sharing for the first time
- (B) Receives praise from the teacher, because indulged learners expect approval for every act
- (C) Sits near the front of the class, where the teacher's attention makes limits feel unnecessary
- (D) Learns a new topic quickly, and therefore finishes work early and looks for other activity

Q7. Poverty at home contributes to indiscipline most directly when it causes:

- (A) Greater respect for teachers, because hardship at home teaches the learner to value schooling
- (B) Hunger, lack of materials, fatigue from work, or worry that distracts from learning
- (C) Perfect behaviour in every lesson, because the learner works hard to overcome home hardship
- (D) Automatic success in examinations, because poverty motivates the learner to study harder

Q8. A learner whose parents are separated and who has recently changed homes may show sudden indiscipline. The most reasonable first interpretation is that:

- (A) He has become deliberately wicked, choosing misbehaviour for its own sake after the move
- (B) He no longer needs schooling, because family change has made education seem unimportant
- (C) Emotional upheaval and insecurity may be disturbing his behaviour
- (D) His teacher has failed completely, since a good teacher would prevent any change in behaviour

Q9. Which home factor is most likely to produce a learner who seeks attention through disruption?

- (A) Warm attention given at home for good behaviour, which makes the learner expect attention at school too
- (B) Consistent bedtime and study routine, which leaves the learner restless for excitement at school
- (C) Neglect, where disruptive acts are the only acts that draw adult attention
- (D) Regular parent-teacher contact, which makes the learner feel watched and therefore seek attention

Q10. Parents who openly criticise teachers and school rules in front of their children are likely to:

- (A) Undermine the child's respect for school authority
- (B) Improve the child's examination marks
- (C) Strengthen the child's respect for school authority
- (D) Increase the child's attendance

School Factors in Indiscipline

Q11. An overcrowded classroom with too few materials is a school cause of indiscipline mainly because:

- (A) Learners enjoy crowding, because a full classroom feels lively and sociable to them
- (B) Learners have no space, resources or teacher attention, so frustration and idleness grow
- (C) Teachers prefer large classes, because group teaching is easier than individual attention
- (D) Examinations become easier, because crowded classes lower the standard of assessment

Q12. A dull, undemanding curriculum that repeats work learners already know often produces:

- (A) Deep concentration, because easy work allows learners to focus without strain or distraction
- (B) Boredom, restlessness and disruption
- (C) Perfect discipline, because learners who already know the work have nothing to dispute
- (D) Faster learning for all, because repetition strengthens what learners already know

Q13. When school rules are unclear, unfair or applied differently to different learners, the likely result is:

- (A) Greater respect for rules
- (B) Improved attendance
- (C) Higher examination results
- (D) Resentment and testing of the rules

Q14. Long, unstructured gaps between lessons, with no supervision, are a school factor in indiscipline because:

- (A) Learners need rest between lessons, and idle time in corridors helps them recover for the next lesson
- (B) Teachers need the time to rest, so gaps between lessons are a necessary part of the school day
- (C) Unsupervised idle time gives opportunities for mischief and conflict
- (D) Learners revise better in corridors, because informal discussion there reinforces the last lesson

Q15. A school climate in which learners feel unheard and treated as numbers is likely to produce indiscipline through:

- (A) Alienation and a wish to be noticed
- (B) Greater love of homework, as learners turn to private study for the satisfaction school denies them
- (C) Automatic obedience, because learners accept being treated as numbers without protest
- (D) Reduced interest in friendship, because learners withdraw from peers as well as from teachers

Q16. Frequent teacher absence, with different substitute teachers each day, can harm discipline because:

- (A) Learners enjoy meeting new teachers, and the variety keeps lessons fresh and interesting
- (B) Substitute teachers are always stricter, so discipline should improve under their authority
- (C) The syllabus is completed faster, because each substitute brings a new approach to the work
- (D) Consistency of expectations and relationships is broken

Q17. Which school practice most directly invites cheating and related indiscipline?

- (A) Teaching learners how to revise, because revision skills reduce the temptation to cheat in tests
- (B) Giving clear, fair tests matched to taught work, because learners who feel fairly treated rarely cheat
- (C) Setting examinations far beyond taught work, with heavy pressure for marks
- (D) Returning marked work promptly, because quick feedback keeps learners honest about their progress

Q18. A timetable that packs difficult subjects into long, unbroken periods without breaks is likely to cause indiscipline through:

- (A) Growing stamina for hard work, because long periods train learners to sustain effort without a break
- (B) Deeper focus on difficult material, because staying with one subject without interruption allows ideas to build
- (C) Stronger resilience under pressure, because back-to-back demanding lessons teach learners to cope with a heavy workload
- (D) Fatigue and loss of concentration

Q19. Lack of co-curricular activities in a school can contribute to indiscipline because learners:

- (A) Have no healthy outlet for energy, talent and belonging
- (B) Spend too much time in class, because the absence of games leaves lessons feeling longer
- (C) Dislike sports, and therefore have no interest in the activities the school fails to provide
- (D) Prefer examinations to games, so the lack of activities should not affect their behaviour

Q20. A school that punishes whole classes for the acts of a few learners is likely to damage discipline because:

- (A) Innocent learners feel injustice and lose respect for authority
- (B) Learners enjoy group punishment, because sharing a penalty feels less serious than bearing it alone
- (C) The guilty learners always confess, because group pressure forces the truth out quickly
- (D) Parents approve of collective punishment, because they believe shared penalties teach responsibility

Teacher Factors in Indiscipline

Q21. A teacher who arrives late, unprepared and without a lesson plan is most likely to face indiscipline because:

- (A) Learners respect unprepared teachers, because a relaxed teacher seems friendly and approachable
- (B) Learners complete the syllabus themselves, because an unprepared teacher leaves them free to study
- (C) Idle, unstructured time and unclear purpose invite disruption
- (D) The class becomes quieter, because learners use the unstructured time for private revision

Q22. Inconsistent discipline by a teacher, strict one day and permissive the next, teaches learners to:

- (A) Respect rules more, because varying discipline shows that the teacher adapts to circumstances
- (B) Study harder, because uncertainty about discipline makes learners focus on their work instead
- (C) Ignore all rules permanently, because inconsistent discipline proves that rules do not matter at all
- (D) Test the teacher daily to discover what will be allowed today

Q23. A teacher who humiliates learners publicly is likely to increase indiscipline because humiliation breeds:

- (A) Gratitude and obedience, because public correction shows learners that the teacher cares about them
- (B) Interest in the subject, because humiliation makes learners pay closer attention to the lesson
- (C) Resentment, defiance and loss of trust
- (D) Better handwriting, because a humiliated learner practises written work to avoid further shame

Q24. Favouritism by a teacher is a cause of indiscipline mainly because other learners:

- (A) Admire the favoured learner, because special treatment marks out a model worth copying
- (B) Forget the lesson, because attention to favouritism distracts them from the teacher's words
- (C) Feel treated unjustly and withdraw cooperation
- (D) Work harder to become favourites, because favouritism rewards effort with special treatment

Q25. A teacher who teaches far above the learners' level, using language they cannot follow, is likely to face:

- (A) Boredom, confusion and off-task behaviour
- (B) Faster syllabus coverage, because difficult teaching pushes learners through the material quickly
- (C) Perfect notes, because learners copy down everything they cannot understand for later study
- (D) Silent admiration, because learners respect a teacher who teaches above their level

Q26. A teacher who never notices good behaviour but reacts only to misbehaviour may unintentionally teach learners that:

- (A) Good behaviour earns praise, because a teacher who notices misbehaviour also notices good conduct
- (B) Misbehaviour is the surest way to gain the teacher's attention
- (C) Silence is rewarded, because a quiet class draws no reaction from the teacher at all
- (D) Homework is optional, because a teacher concerned only with conduct pays little attention to work

Q27. Poor communication of expectations by a teacher causes indiscipline because learners:

- (A) They resent the teacher, because they believe the teacher is deliberately keeping rules secret from them
- (B) Cannot follow rules they do not understand
- (C) They prefer strict teachers, because clear authority feels safer than uncertainty about expectations
- (D) They learn better without instructions, because freedom encourages independence and self-direction

Q28. A teacher with a harsh, sarcastic manner toward learners is most likely to damage discipline by:

- (A) Building warm relationships, because a harsh manner shows learners that the teacher takes them seriously
- (B) Reducing noise in class, because sarcasm silences learners who might otherwise disrupt lessons
- (C) Improving examination results, because fear of sarcasm drives learners to work harder
- (D) Modelling the very disrespect he condemns

Q29. When a teacher ignores small, early signs of disruption, the usual result is that:

- (A) The disruption disappears by itself, because learners lose interest when a behaviour is ignored
- (B) Learners conclude the behaviour is acceptable and it grows
- (C) The class becomes quieter, because early disruption left alone settles without teacher interference
- (D) Parents complain less, because small disruptions handled quietly never reach parents at all

Q30. A teacher who sets work with no feedback for weeks contributes to indiscipline because learners:

- (A) Become more disciplined automatically, because working without feedback builds independence
- (B) Enjoy working without guidance, because freedom from marking lets learners judge their own work
- (C) Learn to mark their own work perfectly, because the absence of feedback forces self-assessment
- (D) Lose a sense of progress and purpose, and stop trying

Peer-Group Influence

Q31. A previously well-behaved learner begins bunking lessons after joining a group that prizes bunking. The most likely explanation is:

- (A) A sudden change in the syllabus
- (B) Peer-group pressure and the wish to belong
- (C) Better teaching in the bunked lessons
- (D) A change in school timings

Q32. Peer influence is strongest during adolescence mainly because adolescents:

- (A) Stop listening to teachers entirely, because adolescent loyalty transfers wholly to the peer group
- (B) Have no personal values, so peer influence fills a vacuum left by the absence of their own standards
- (C) Dislike all adults, because adolescence brings a general rejection of adult authority and guidance
- (D) Value acceptance by age-mates and fear rejection by them

Q33. A learner who laughs at a classmate's disruption, even though he disapproves, is contributing to indiscipline by:

- (A) Rewarding it with an audience and approval
- (B) Ignoring it completely
- (C) Reporting the disruption
- (D) Studying harder

Q34. Gangs and cliques in a school can harm discipline by:

- (A) Creating loyalty to the group above loyalty to school rules
- (B) Helping teachers maintain order, because group loyalty can be directed toward school rules
- (C) Improving attendance, because belonging to a group gives learners a reason to come to school
- (D) Encouraging healthy competition, because cliques compete with each other to achieve more

Q35. A teacher can reduce harmful peer influence most effectively by:

- (A) Banning all friendships in school, so that no peer group can form to influence behaviour
- (B) Seating learners alone permanently, so that peer contact cannot reinforce misbehaviour
- (C) Building positive group norms, cooperative work and responsible peer roles
- (D) Punishing the whole class daily, so that the group learns that misbehaviour brings shared costs

Q36. When a class admires a learner mainly for defying teachers, the class has developed:

- (A) A healthy respect for authority
- (B) A fair system of rewards
- (C) A peer culture that rewards defiance
- (D) A strong interest in studies

Q37. Peer pressure toward indiscipline is most likely to succeed when the learner:

- (A) Has strong self-confidence and clear personal values, which make him a target for group testing
- (B) Lacks confidence, feels isolated and fears losing the group's friendship
- (C) Has supportive friendships outside the pressuring group, giving him an alternative source of belonging
- (D) Is closely supervised by caring adults, so that peer pressure operates mainly out of adult sight

Q38. A learner copies in a test because his friends assure him that "everyone does it." This is an example of:

- (A) Individual dishonesty alone, because copying is a personal choice regardless of what friends say
- (B) A problem with the test paper, because a poorly set paper pushes learners toward copying
- (C) Normalization of misbehaviour by the peer group
- (D) Teacher failure alone, because a vigilant teacher would prevent all copying in the room

Q39. Which teacher action best uses peer influence positively for discipline?

- (A) Comparing learners publicly by marks
- (B) Telling learners never to speak to each other
- (C) Appointing responsible learners as peer mentors and monitors with clear duties
- (D) Keeping the same disruptive group together at all times

Q40. Bullying by a peer group harms classroom discipline because victims often respond with:

- (A) Greater enthusiasm for lessons, because victims try to win approval by working harder
- (B) Absence, anxiety, withdrawal or retaliation
- (C) Perfect homework, because victims focus on work to avoid attention from bullies
- (D) Stronger friendships with bullies, because victims seek protection by joining the bullying group

Individual and Personal Factors

Q41. A learner with an undiagnosed hearing difficulty may appear indisciplined because he:

- (A) Deliberately ignores the teacher, choosing not to listen even though he hears every instruction
- (B) Misses instructions, falls behind and becomes restless or disruptive
- (C) Dislikes school on principle, and therefore resists instruction regardless of what he hears
- (D) Prefers sitting at the back, where hearing is harder and instructions are easier to miss

Q42. Poor health, chronic pain or lack of sleep can cause classroom indiscipline mainly through:

- (A) Improved concentration, because discomfort trains the learner to focus harder on lessons
- (B) Automatic obedience, because pain and tiredness make the learner submit quietly to authority
- (C) Greater interest in lessons, because ill health makes schoolwork a welcome distraction
- (D) Lowered patience, irritability and reduced ability to concentrate

Q43. A highly able learner who is given only easy, repetitive work may become disruptive because of:

- (A) Lack of intelligence, because even easy work is beyond the learner's understanding
- (B) Boredom and frustration at work far below his ability
- (C) Fear of examinations, because the able learner worries about failing tests he finds easy
- (D) Dislike of his classmates, because the able learner prefers to work alone and resents the class

Q44. A learner with weak impulse control is most likely to struggle with:

- (A) Long-term planning, because weak impulse control makes it hard to organise work over time
- (B) Memorising facts, because a learner who acts on impulse cannot retain information reliably
- (C) Pausing before acting, waiting his turn and thinking through consequences
- (D) Drawing diagrams, because impulsive learners struggle with careful, detailed practical work

Q45. Emotional problems such as anxiety or low self-esteem can appear as indiscipline when a learner:

- (A) Studies quietly and asks for help, because anxiety makes the learner seek teacher support
- (B) Attends school regularly, because low self-esteem makes the learner cling to routine
- (C) Acts out to avoid work he fears he will fail, or to hide his difficulty
- (D) Completes homework early, because anxious learners work ahead to avoid falling behind

Q46. A learner who has repeatedly failed and now believes "I cannot learn" is most likely to respond to new work with:

- (A) Eager participation, because repeated failure motivates the learner to try harder next time
- (B) Requests for harder work, because the learner wants a greater challenge to prove himself
- (C) Perfect attendance, because the failing learner values school routine despite poor results
- (D) Withdrawal, clowning or refusal, which protect him from another failure

Q47. Temperament alone is a poor explanation for persistent indiscipline because:

- (A) The same temperament can be guided toward good conduct by teaching, routines and support
- (B) Temperament never affects behaviour, and all learners respond identically to classroom conditions
- (C) All learners share one temperament, so differences in behaviour cannot come from temperament
- (D) Teachers cannot influence temperament, so guidance and routines make no difference to conduct

Q48. A learner who cannot read at class level may disrupt lessons mainly to:

- (A) Show off his reading skill
- (B) Help the teacher
- (C) Avoid exposure of his difficulty and gain status another way
- (D) Finish the syllabus faster

Q49. Which personal factor is most closely linked to truancy?

- (A) Fear of school, failure, bullying or punishment, leading to avoidance
- (B) Demands of paid work outside school, because shifts and family earning duties compete with school hours
- (C) A long or difficult journey to school, because travel problems make regular attendance harder to sustain
- (D) Weak supervision of attendance at home, because absence goes unnoticed and is easier to repeat

Q50. Adolescence itself can contribute to testing of school rules because adolescents are:

- (A) Incapable of self-control
- (B) Unable to understand any rule
- (C) Naturally hostile to learning
- (D) Seeking independence and identity, and questioning adult authority

Identifying Root Causes Before Reacting

Q51. The first step in dealing wisely with repeated misbehaviour is to:

- (A) Observe, gather information and ask what lies behind the behaviour
- (B) Punish immediately without inquiry
- (C) Send the learner home permanently
- (D) Announce the incident to the whole school

Q52. A teacher who asks "When does this behaviour occur, with whom, and after what events?" is using:

- (A) Guesswork
- (B) Functional observation of patterns in behaviour
- (C) Punishment
- (D) Ignorance of the learner

Q53. Treating only the visible act, without its cause, often fails because:

- (A) The cause remains and the behaviour returns in another form
- (B) Learners enjoy punishment
- (C) Causes never matter
- (D) Teachers have too much time

Q54. When investigating a cause, a teacher should check, in order of practicality:

- (A) Only the learner's marks
- (B) Only the school timetable
- (C) Only the learner's friends
- (D) Classroom conditions, the learner's work level, health and home circumstances, and peer influences

Q55. A learner disrupts only in mathematics lessons. The most useful inference is that the cause is more likely:

- (A) A general dislike of school that happens to show first in the least enjoyed lesson, mathematics
- (B) Linked to that subject, its difficulty, teaching or peer setting
- (C) A permanent character defect that mathematics lessons happen to expose most clearly
- (D) Entirely a home problem that affects the learner most when mathematics homework is due

Q56. Talking privately with the learner before judging a cause is important because:

- (A) Learners always tell the truth at once
- (B) Private conversation protects dignity and often reveals worries the learner would not voice publicly
- (C) Public discussion is always better
- (D) Parents prefer public discussion

Q57. A teacher who keeps brief, factual notes on incidents, dates and responses is building:

- (A) A punishment record only
- (B) A list for public display
- (C) Evidence for identifying patterns and causes over time
- (D) An excuse to avoid action

Q58. When several causes combine, for example poor eyesight plus boring work plus peer encouragement, the teacher should:

- (A) Address only one cause and ignore the rest
- (B) Blame the learner entirely
- (C) Wait for the learner to outgrow them
- (D) Address the combined causes together, starting with the most urgent and remediable

Q59. Consulting parents, colleagues and, where needed, a counsellor about a cause is good practice because:

- (A) It shifts all blame to others
- (B) It delays all action
- (C) Teachers should never act alone
- (D) Different observers see different parts of the learner's life and behaviour

Q60. The wisest general principle for responding to indiscipline is to:

- (A) Understand the cause, respond fairly and proportionately, and teach better conduct
- (B) React to every act with the same punishment
- (C) Ignore causes and rely on fear
- (D) Remove the learner from school at the first offence

Answer Key

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

Worked explanations for all 60 questions:

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