

Educational Guidance and Counselling Practice Test 2

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

Educational Guidance: Meaning and Aims

Q1. Educational guidance is primarily concerned with helping a learner to:

- (A) Plan his education, choose suitable subjects and make satisfactory progress in study
- (B) Find a full-time job immediately after leaving school
- (C) Resolve a serious conflict with his family
- (D) Learn social manners for public gatherings

Q2. Which of the following is a typical activity of educational guidance?

- (A) Arranging apprenticeships in local workshops, where students learn a trade by working alongside experienced workers
- (B) Conducting a session on managing anger in friendships
- (C) Helping students develop effective study habits, note-taking and revision plans
- (D) Advising parents on family budgeting

Q3. A student in class 9 is strong in languages but weak in mathematics, yet insists on taking the science stream because his friends are taking it. The most appropriate educational guidance response is to:

- (A) Approve his choice at once so that he stays with his friends and feels confident about the stream
- (B) Discuss his aptitudes, past performance, interests and the demands of the science stream so he can decide realistically
- (C) Advise him to choose the commerce stream instead, because his language strength suits commerce subjects
- (D) Ask his friends to explain the science subjects to him so he can judge whether he can cope

Q4. The main aim of educational guidance is to:

- (A) Increase the number of students in a school
- (B) Reduce the school's examination expenditure
- (C) Ensure every student studies the same subjects
- (D) Help each learner adjust to his studies and reach his educational potential

Q5. Which of the following is NOT a part of educational guidance?

- (A) Helping a student overcome difficulty in a particular subject
- (B) Placing a school leaver in a factory job and following up his work adjustment
- (C) Advising a student on how to organise his homework and revision
- (D) Helping a student choose between optional subjects

Q6. At the secondary stage, educational guidance gives special attention to:

- (A) Choice of stream and subjects, study skills and preparation for further education
- (B) Retirement planning for teachers, including pensions, savings and plans for life after leaving the teaching profession
- (C) Admission of children to nursery classes
- (D) Management of the school canteen

Q7. A guidance worker teaches students to set daily study goals, review notes regularly and practise past questions. This work belongs to:

- (A) Personal guidance on family problems
- (B) Vocational guidance on job interviews
- (C) Educational guidance on study methods
- (D) Social guidance on community service

Q8. A student works hard but continues to fail in English. An educational guidance approach would first:

- (A) Remove English from his subjects without investigation, and allow him to study other subjects instead in future terms without addressing the difficulty
- (B) Punish him for low marks
- (C) Ask his friends to do his homework for him
- (D) Look for the cause, such as reading difficulty, weak basics, poor study method or anxiety, and then plan remedial help

Q9. Educational guidance also helps a learner to adjust to:

- (A) The curriculum, teachers, school routine and methods of learning
- (B) The price of textbooks in the market, which parents must pay when buying books, stationery and other school materials
- (C) The colour of the school building
- (D) The timing of public transport only

Q10. An orientation programme for new students, explaining subjects, teachers, library use and school rules, is an example of:

- (A) Educational guidance, because it helps learners settle into school learning
- (B) Vocational guidance, because it leads directly to employment, without any further study, training or preparation for work
- (C) Personal guidance, because it deals with family income
- (D) Medical guidance, because it checks students' health

Q11. Diagnostic testing in educational guidance is used mainly to:

- (A) Rank students for prizes, from the highest achiever to the lowest, so that awards can be given at the annual ceremony
- (B) Decide school fees
- (C) Select the school captain
- (D) Identify specific learning difficulties so that remedial teaching can be planned

Q12. A student chooses subjects only because his elder brother chose them. The guidance worker who helps him examine his own interests and abilities is providing:

- (A) A disciplinary warning, given by the teacher after the student has broken a rule or failed to follow school instructions
- (B) Educational guidance toward an independent and suitable choice
- (C) A medical examination
- (D) A scholarship recommendation

Q13. Educational guidance differs from vocational guidance mainly in that educational guidance focuses on:

- (A) Salary scales in different professions
- (B) Industrial training and apprenticeships
- (C) Progress in learning, subject choice and adjustment to schoolwork
- (D) Retirement benefits after employment

Q14. Placing a student in the section or stream that best matches his ability and preparation is called:

- (A) Educational placement, a service of educational guidance
- (B) Job placement in industry
- (C) Social placement in a club
- (D) Medical placement in a clinic

Q15. Follow-up in educational guidance is best illustrated when a teacher:

- (A) Contacts the student only when examination results are published, to record his marks
- (B) Meets the student once at the start of the new stream and then closes the case
- (C) Records the student's new stream in the school register and files the transfer form
- (D) Checks after a term whether a student has settled in his new stream and is progressing well

Vocational and Career Guidance

Q16. Vocational guidance is primarily concerned with helping a learner to:

- (A) Improve his handwriting for class tests
- (B) Choose, prepare for, enter and progress in an occupation suited to his interests and abilities
- (C) Memorise textbook definitions more quickly
- (D) Make friends in his neighbourhood

Q17. Which activity belongs to vocational guidance?

- (A) Teaching a student how to revise for a mathematics test, using notes, practice questions and regular review sessions
- (B) Helping a student manage stage fear before a class presentation
- (C) Advising a student on how to behave at a family gathering
- (D) Arranging career talks, workplace visits and information on training routes

Q18. A career information service in a school should provide students with:

- (A) Reliable information about occupations, qualifications, training, entry requirements and prospects
- (B) Only the names of the highest-paid jobs, with no information about training, entry requirements or daily work
- (C) Only advertisements from private coaching centres
- (D) Only the school's own examination results

Q19. A student enjoys repairing electrical items at home and shows practical skill, but his parents want him to study medicine. Vocational guidance would help him to:

- (A) Accept his parents' choice without any discussion, and follow their plan even if it does not suit his own interests, abilities or practical skills at all
- (B) Leave school immediately and seek any available job
- (C) Explore his aptitudes, interests and the training routes for technical and medical careers, and discuss the findings with his parents
- (D) Ignore his practical skill and focus only on theory

Q20. Which of the following is NOT a task of vocational guidance?

- (A) Giving information about different occupations, including their duties, training routes and prospects for future employment
- (B) Helping a student improve his spelling for a school English test
- (C) Helping a student assess his aptitudes for an occupation
- (D) Helping a school leaver adjust to his first job

Q21. The ultimate aim of vocational guidance is to help the individual:

- (A) Earn the highest salary regardless of interest or fitness, choosing a job only for its pay and ignoring personal suitability
- (B) Follow the career chosen by his friends
- (C) Avoid all further training after school
- (D) Find work in which he can be satisfied, useful and able to grow

Q22. Vocational guidance differs from educational guidance because vocational guidance focuses mainly on:

- (A) The world of work, occupations and career preparation
- (B) Classroom discipline and homework routines, including rules for behaviour, punctuality and submission of written work
- (C) Reading skills in the mother tongue
- (D) School assembly programmes

Q23. In a career counselling session, a student torn between teaching and nursing is helped to examine her values, interests, abilities and the demands of each profession. This session is an example of:

- (A) A disciplinary hearing, in which the student is questioned about breaking a rule and a punishment is decided
- (B) A subject lesson in biology
- (C) Vocational counselling, because it explores a career decision in depth
- (D) A medical check-up

Q24. Sound vocational guidance requires information about both the individual and:

- (A) The school timetable, showing the timing of lessons, subjects and teachers for every class in the school
- (B) The world of work, including job opportunities, requirements and trends
- (C) The history of the school building
- (D) The personal hobbies of teachers

Q25. A school that helps a leaver find suitable employment and later checks how he is settling in that job is providing:

- (A) Educational placement only, in which a student is placed in a suitable class, section or stream within the school
- (B) Social guidance only
- (C) A scholarship service
- (D) Vocational placement and follow-up

Q26. A student with strong practical ability but weak performance in academic examinations could benefit most from vocational guidance that:

- (A) Shows him technical, vocational and apprenticeship routes where practical skill is valued
- (B) Tells him that practical skill has no value in adult life, and that only academic examination results matter for success
- (C) Forces him to repeat the same academic course indefinitely
- (D) Advises him to abandon all education and training

Q27. At the secondary stage, vocational guidance should mainly:

- (A) Introduce pupils to one occupation at a time, starting with the occupations of their parents
- (B) Provide career information only in the final term, when pupils apply for courses or jobs
- (C) Build awareness of the world of work, self-knowledge and the link between subjects and careers
- (D) Arrange work experience only for pupils who already know which career they want

Q28. Which statement about vocational guidance is correct?

- (A) It is needed only by students who fail academically, while successful students are assumed to need no career help
- (B) It is needed by all learners, because every learner must eventually make work-related choices
- (C) It is needed only by students from wealthy families
- (D) It is needed only after a person has retired

Q29. A counsellor arranges a visit to a hospital for a student interested in nursing, so she can observe the work and ask staff about training. This visit is best described as:

- (A) A school picnic
- (B) A disciplinary outing
- (C) A medical treatment session
- (D) A vocational guidance activity giving first-hand occupational information

Q30. A wise career choice generally takes into account:

- (A) Interests, abilities, values, opportunities and training requirements together
- (B) Salary alone, ignoring interest and ability, and choosing a career only because it pays more than other jobs
- (C) Friends' choices alone, ignoring personal suitability
- (D) The prestige of a job title alone, ignoring its daily work

Personal and Social Guidance

Q31. Personal guidance is primarily concerned with helping a learner to:

- (A) Choose optional subjects for the next class, from the list offered by the school for the coming session
- (B) Prepare for a job interview
- (C) Memorise a lesson for a test
- (D) Understand and manage his emotions, attitudes and personal problems

Q32. Social guidance helps a learner mainly to:

- (A) Solve a difficult sum in mathematics
- (B) Adjust to group life, develop healthy relationships and act responsibly in society
- (C) Choose a career in engineering
- (D) Improve his speed in writing examinations

Q33. A student who is teased by classmates, eats lunch alone and dreads coming to school most needs:

- (A) Personal and social guidance to rebuild confidence and improve peer relationships
- (B) Extra coaching in science alone, with additional lessons, practice questions and revision after school hours
- (C) A new timetable for his classes
- (D) A change of textbooks

Q34. Which of the following is an aim of personal guidance?

- (A) To raise school fee collection, by ensuring that parents pay on time and that arrears are kept to a minimum
- (B) To increase the number of subjects offered
- (C) To help the learner develop self-confidence, emotional balance and a realistic self-image
- (D) To shorten the school day

Q35. Which of the following is NOT a concern of personal guidance?

- (A) A student's anxiety before examinations, which affects his sleep, concentration and performance in tests
- (B) A student's low self-esteem after repeated failure
- (C) A student's difficulty in expressing feelings to others
- (D) Selecting a suitable occupation and training route for a school leaver

Q36. A teacher organises group activities in which students practise listening, cooperating, resolving disagreements politely and respecting different views. This is best described as:

- (A) Educational guidance on revision methods, including note-taking, practice questions and regular review
- (B) Social guidance on interpersonal skills and group living
- (C) Vocational guidance on job applications
- (D) Administrative work on school records

Q37. A student becomes extremely anxious before tests, although he knows the material well. The guidance worker who helps him recognise his anxiety, practise calming strategies and reframe negative thoughts is providing:

- (A) Information about job vacancies
- (B) Advice on choosing optional subjects
- (C) Personal guidance on managing emotions and anxiety
- (D) Instructions on school timetable changes

Q38. Personal guidance differs from educational guidance mainly because personal guidance focuses on:

- (A) Marks and examination results, recorded in report cards and used to decide promotion to the next class
- (B) The syllabus and textbooks
- (C) The learner's feelings, relationships, attitudes and personal adjustment
- (D) School buildings and furniture

Q39. A student whose parents are going through a difficult separation becomes distracted and tearful in class. The most appropriate first response is:

- (A) To scold him for poor concentration, warning him about his marks and telling him to work harder in front of his classmates and without asking about his home situation
- (B) To discuss his marks with the whole class
- (C) To ignore his distress and give extra homework
- (D) To offer a private, supportive conversation and personal counselling, with referral if the problem is serious

Q40. Social guidance aims to help learners to:

- (A) Avoid all contact with classmates, working alone at all times and refusing to join group activities
- (B) Live and work harmoniously with others, respect norms and contribute to group life
- (C) Compete aggressively without regard for others
- (D) Study in isolation from society

Q41. During adolescence, personal guidance is especially important for issues such as:

- (A) Identity, self-esteem, peer pressure and emotional changes
- (B) Selecting optional subjects and planning revision for board examinations
- (C) Exploring careers and preparing for job interviews
- (D) Organising school assemblies and managing the school library

Q42. Which activity is an example of social guidance?

- (A) Teaching a student a shortcut for solving equations, so that he can answer mathematics questions more quickly
- (B) Giving a student a list of job vacancies
- (C) Guiding students to cooperate in a group project, share tasks fairly and respect each other's roles
- (D) Testing a student's memory of historical dates

Q43. A student who frequently quarrels, blames others and disrupts group work would benefit from social guidance that helps him to:

- (A) Memorise more facts for examinations, by repeating notes and textbooks until he can recall them
- (B) Avoid school altogether
- (C) Win every argument with classmates
- (D) Understand others' feelings, control impulses and practise respectful communication

Q44. Personal and social guidance together contribute most directly to:

- (A) The school's examination timetable, showing the dates, times and venues for tests in every subject
- (B) The learner's personality development and adjustment to life with others
- (C) The construction of new classrooms
- (D) The printing of textbooks

Q45. Which statement about personal guidance is correct?

- (A) Personal guidance deals with the learner's private concerns in a confidential and respectful way
- (B) Personal guidance means sharing a student's private problems with the whole school, including teachers, classmates and visitors
- (C) Personal guidance is needed only by students with serious mental illness
- (D) Personal guidance replaces the need for teaching altogether

Comparing the Types and Organising School Guidance Services

Q46. Which matching of need to type of guidance is correct?

- (A) Difficulty in choosing a career - educational guidance; difficulty in a subject - vocational guidance; difficulty with friends - personal guidance, as listed in the school handbook
- (B) Difficulty in choosing subjects - educational guidance; difficulty in choosing a career - vocational guidance; difficulty in getting along with peers - social guidance
- (C) Difficulty in choosing subjects - social guidance; difficulty in managing anger - vocational guidance
- (D) Difficulty in choosing a career - personal guidance; difficulty in study habits - social guidance

Q47. A student is weak in study methods, confused about a future career and shy with classmates. The best guidance response is to:

- (A) Treat only his study weakness and ignore the rest, focusing on revision while his career confusion and shyness remain unaddressed
- (B) Send him to a different school
- (C) Address all three needs together through educational, vocational and personal-social guidance
- (D) Wait until he leaves school to offer any help

Q48. A complete school guidance programme typically includes:

- (A) Punishment, fines and suspension only
- (B) Examination papers, mark sheets and report cards only
- (C) Sports fixtures and school trips only
- (D) Orientation, information, counselling, placement and follow-up services

Q49. The role of the class teacher in school guidance is best described as:

- (A) Observing learners daily, offering first-line help and referring serious cases to the counsellor
- (B) Replacing the school counsellor in all cases, handling every personal, educational and career problem without referral
- (C) Keeping guidance work entirely separate from teaching
- (D) Avoiding any discussion of students' problems

Q50. The school counsellor differs from the class teacher in guidance work mainly because the counsellor:

- (A) Teaches more periods than other teachers
- (B) Is specially trained to conduct counselling interviews and manage the guidance programme
- (C) Is responsible only for school discipline
- (D) Works only with parents, never with students

Q51. Group guidance differs from individual counselling in that group guidance:

- (A) Deals only with punishment cases, in which learners who have broken rules are warned and disciplined together
- (B) Is always less useful than individual work
- (C) Works with a number of learners together on common concerns such as study skills or career awareness
- (D) Requires no planning or preparation

Q52. A school noticeboard displaying information on colleges, scholarships, training courses and occupations is part of:

- (A) The school discipline system, which records rule-breaking, warnings and punishments for students
- (B) The examination office
- (C) The school accounts office
- (D) The guidance information service

Q53. Placement service in guidance means:

- (A) Helping a learner find a suitable place in education or work, such as a stream, course or job, suited to his abilities
- (B) Placing students in detention for misbehaviour
- (C) Arranging seating plans in the classroom only
- (D) Placing advertisements for school admissions

Q54. A counsellor meets a learner again some weeks after placement in a new course. This follow-up meeting is valuable mainly because it:

- (A) Ends the school's responsibility at once, with no further contact once a learner has been placed in a course or job
- (B) Checks whether learners placed in new courses or jobs are adjusting well and need further help
- (C) Punishes learners who change their minds
- (D) Replaces counselling with examinations

Q55. A common challenge for guidance services in many Pakistani schools is:

- (A) An excess of trained school counsellors in every school, with more specialists available than schools actually need
- (B) Too much time allocated to guidance in the timetable
- (C) A shortage of trained counsellors, time and organised guidance programmes
- (D) Students refusing all forms of help and information

Q56. Which practice best supports an effective school guidance programme?

- (A) Offering guidance only to students who fail, while successful and well-adjusted learners receive no help at all in any form
- (B) Keeping guidance records carelessly and sharing them freely
- (C) Forcing every student to accept the same advice
- (D) Offering guidance to all learners continuously, with trained staff, good records and cooperation with parents

Q57. Which of the following is NOT a guidance service?

- (A) Setting and marking examination papers for promotion decisions
- (B) Providing educational and occupational information to students, through talks, displays and printed material about courses and careers
- (C) Counselling students with personal or study problems
- (D) Following up students after placement in a new course or job

Q58. A head teacher forming a school guidance committee would most sensibly include:

- (A) Only the school accountant
- (B) Only students from one class
- (C) The counsellor, teachers, the head and parent representatives, so that guidance is cooperative
- (D) Only outside visitors with no link to the school

Q59. A final-year student assesses his interests and aptitudes, studies labour market information and then chooses a training route. This decision process is mainly an example of:

- (A) Educational guidance on study habits
- (B) Vocational guidance on career choice
- (C) Social guidance on friendships
- (D) Personal guidance on family conflict

Q60. Taken together, educational, vocational, personal and social guidance aim to help the learner to:

- (A) Pass one examination at any cost
- (B) Follow a single fixed path chosen by others
- (C) Know himself, understand his opportunities and environment, and make sound, responsible choices for life and work
- (D) Avoid all difficulties by leaving school early

Answer Key

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

Worked explanations for all 60 questions:

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