Educational Guidance and Counselling Practice Test 9

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

The Teacher as a Guide

Q1. A class teacher notices that a usually active pupil has become quiet and withdrawn over two weeks. What is the most appropriate first step for the teacher?

(A) Warn the pupil that continued silence will affect his grades
(B) Observe the pupil closely and keep a brief record of the behaviour, its timing, and possible triggers
(C) Transfer the pupil to another section so that a change of class may help
(D) Ask the whole class to report on the pupil's behaviour

Q2. Which of the following best describes the teacher's role in educational guidance?

(A) To decide the future career of every pupil in the class
(B) To replace the school counsellor in all serious cases
(C) To conduct formal psychological testing of all pupils
(D) To help pupils understand their strengths, difficulties, and study habits, and to refer serious problems to specialists

Q3. A teacher who wants to practise guidance in the classroom should give first importance to:

(A) Knowing each pupil as an individual, including his interests, home background, and learning difficulties
(B) Following a fixed lesson plan that covers the same material for every pupil
(C) Keeping careful records of marks and attendance for the whole class
(D) Grouping pupils by ability so that teaching can be targeted

Q4. When a pupil confides a personal worry to a teacher, the teacher should:

(A) Repeat the matter to other teachers in the staffroom for advice in front of pupils
(B) Promise to solve the problem at once, whatever it may be
(C) Listen patiently, respect confidentiality within safe limits, and guide or refer the pupil as needed
(D) Advise the pupil to forget the matter and concentrate only on examinations

Q5. Which teacher behaviour is most likely to build the trust needed for guidance?

(A) Treating pupils with fairness, showing interest in their progress, and keeping promises made to them
(B) Praising only the highest achievers in every lesson
(C) Avoiding all personal conversation with pupils
(D) Changing classroom rules frequently without explanation

Q6. A pupil regularly fails in mathematics although he works hard. The teacher's guidance-oriented response should be to:

(A) Tell him that mathematics is not meant for pupils like him

(B) Analyse his errors, check his study methods, and arrange remedial help suited to his gaps

(C) Reduce his syllabus quietly without telling him or his parents

(D) Seat him at the back so that he does not slow down the class

Q7. Which of the following is NOT a proper guidance function of a classroom teacher?

(A) Helping pupils choose subjects suited to their abilities and interests

(B) Keeping cumulative records of pupils' progress and behaviour

(C) Encouraging pupils to develop good study habits and realistic goals

(D) Diagnosing mental illness and prescribing treatment for pupils

Q8. A new pupil joins the class in mid-session and seems lost in lessons. The most helpful guidance action by the teacher is to:

(A) Leave him alone until he asks for help himself

(B) Give him the hardest tasks so that he catches up quickly

(C) Orient him to classroom routines, pair him with a helpful classmate, and check his adjustment regularly

(D) Report him to the head teacher for late admission

Q9. In guidance work, a cumulative record kept by the teacher is mainly useful because it:

(A) Provides material for punishing pupils with a poor record

(B) Gives a continuous picture of a pupil's progress, interests, health, and behaviour over time

(C) Replaces the need for any discussion with parents

(D) Allows the school to compare pupils publicly

Q10. Which statement best explains why every teacher, and not only the counsellor, has a guidance role?

(A) Teachers meet pupils daily and observe their learning, behaviour, and relationships at close hand

(B) Teachers are required to conduct counselling sessions every week

(C) Teachers can overrule the counsellor's recommendations

(D) Teachers mark the examinations on which guidance is based

Q11. A teacher finds that two friends in her class have quarrelled and both are now refusing to take part in group work. Her best guidance approach is to:

(A) Punish both pupils equally without hearing them

(B) Separate them permanently and forbid all contact

(C) Ignore the quarrel and hope it settles by itself

(D) Talk to each pupil separately, help them express their feelings, and guide them towards a fair resolution

Q12. When giving educational guidance about subject choices, a teacher should base advice mainly on:

(A) The subjects the teacher personally enjoyed as a student
(B) The subjects chosen by the pupil's closest friends
(C) The pupil's abilities, interests, past performance, and future plans taken together
(D) The subjects with the fewest pupils enrolled that year

Q13. A pupil tells his teacher that he feels nervous before every test and forgets what he has studied. The teacher's most appropriate first guidance step is to:

(A) Teach him simple preparation and relaxation routines, such as planned revision, practice tests, and steady breathing before the paper
(B) Excuse him from all future tests
(C) Tell him that nervous pupils cannot succeed in examinations
(D) Move his seat next to the best pupil in the class

Q14. Which of the following is the best example of personal guidance by a teacher?

(A) Explaining the syllabus for the next term to the whole class
(B) Helping a shy pupil practise speaking in small groups so that his confidence grows gradually
(C) Displaying the timetable on the classroom wall
(D) Collecting fees from pupils on time

Q15. A teacher should refer a pupil to the school counsellor when:

(A) The pupil asks a simple question about homework
(B) The pupil scores slightly below average in one weekly test
(C) The pupil forgets his notebook once
(D) The problem is persistent, serious, or beyond the teacher's training, such as prolonged sadness or family distress affecting learning

The School Counsellor: Role and Functions

Q16. The main difference between the teacher's guidance role and the school counsellor's role is that the counsellor:

(A) Teaches the regular syllabus to all classes
(B) Checks homework and maintains discipline in the school
(C) Is specially trained to handle deeper personal, educational, and vocational problems through planned counselling
(D) Decides admissions and fee matters for the school

Q17. A school counsellor organises an orientation programme for new pupils. Its main guidance purpose is to:

(A) Test the new pupils and stream them on the first day, under the supervision of the school counsellor, for pupils in the senior classes
(B) Help new pupils understand the school, its rules, facilities, and sources of help so that they settle quickly
(C) Collect admission fees from parents
(D) Identify pupils who should be asked to leave

Q18. Which task belongs most clearly to the school counsellor rather than to the class teacher?

(A) Conducting individual counselling sessions for pupils with emotional or adjustment difficulties

(B) Taking daily attendance in the classroom

(C) Teaching the morning lesson in mathematics

(D) Supervising the school playground at break time, in the context of everyday school work, as part of routine school organisation

Q19. A counsellor keeps detailed notes of a counselling session. Which practice is correct?

(A) Reading the notes aloud in the staffroom to get opinions

(B) Leaving the notes on the classroom desk for anyone to read

(C) Sharing the notes with the pupil's classmates to encourage sympathy, during scheduled guidance periods, with records kept by the school

(D) Storing the notes securely and sharing information only with proper consent or when safety requires it

Q20. A pupil visits the counsellor because he cannot decide between two career paths. The counsellor's best approach is to:

(A) Choose the career for him on the basis of marks alone

(B) Tell him to follow whichever career his parents prefer

(C) Help him explore his interests, abilities, and the demands of each path, so that he can make his own informed choice

(D) Advise him to postpone all decisions until after graduation, in consultation with the pupil's teachers, as one element of the school's pastoral care

Q21. The counsellor's work with a whole class on study skills, time management, and examination preparation is an example of:

(A) Developmental or preventive guidance, offered to all pupils before problems arise

(B) Disciplinary action against weak pupils

(C) A substitute for regular teaching

(D) A formal psychological diagnosis of the class, for a pupil moving to a new class or school

Q22. When a teacher refers a pupil to the counsellor, the counsellor should first:

(A) Inform the pupil's classmates about the referral

(B) Gather relevant background information and meet the pupil to understand the problem from his own point of view

(C) Write a report recommending punishment

(D) Wait for the problem to become serious before acting, in the course of the school year, with the support of the guidance team

Q23. Which of the following best describes the counsellor's relationship with teachers?

(A) The counsellor replaces teachers in handling all pupil problems

(B) The counsellor inspects teachers' lesson plans and reports them

(C) The counsellor works independently and never shares any information with teachers, in a typical school week, during the regular school day

(D) The counsellor works as a partner with teachers, consulting them and supporting their guidance efforts within confidentiality

Q24. A counsellor notices a pattern of bullying in one class. The most appropriate school-wide response is to:

(A) Run awareness sessions, work with teachers on supervision and reporting, and counsel those involved

(B) Punish the whole class without investigation, as part of the school's usual programme, with the class teacher involved

(C) Keep the matter private and take no action

(D) Ask the victims to change school

Q25. In a counselling session, the counsellor mainly listens and reflects the pupil's feelings back to him instead of giving quick advice. This approach is most likely to:

(A) Waste time that could be spent on teaching

(B) Make the pupil dependent on the counsellor

(C) Help the pupil clarify his own thoughts and feelings and move towards his own solution

(D) Prove that the counsellor has no useful knowledge, in the school setting, alongside other pupils

Q26. A parent asks the counsellor for a full report of everything his teenage daughter said in counselling. The counsellor should:

(A) Hand over the complete session notes at once

(B) Explain confidentiality, share only general progress with the pupil's consent, and discuss any safety concern through proper channels

(C) Refuse to speak to the parent at all

(D) Ask the daughter to repeat everything to her parent in the counsellor's office, over the course of a school term, in a normal classroom situation

Q27. Which of the following is a limitation of the school counsellor's role that teachers should understand?

(A) The counsellor can change a pupil's home circumstances through school support, as practised in many schools, with parents informed about the arrangement

(B) The counsellor can ensure that pupils follow the advice given

(C) The counsellor can resolve a pupil's difficulties in a single session

(D) The counsellor cannot compel change; progress depends on the pupil's cooperation and on support from home and school

Q28. Some weeks after counselling ends, a counsellor contacts a pupil to see how the agreed plan is going. This follow-up matters mainly because it:

(A) Allows the counsellor to check examination marks only, under the supervision of the school counsellor

(B) Provides evidence for disciplining the pupil later

(C) Shows whether the agreed plan is working and whether further help or adjustment is needed

(D) Replaces the need for any contact with parents

Q29. A school wants to make its guidance service more effective. Which step is most likely to help?

(A) Giving the counsellor a regular timetable, a private room, and clear referral procedures known to all staff

(B) Asking the counsellor to teach a full load of regular classes, for pupils in the senior classes, in the context of everyday school work

(C) Keeping the counsellor's role secret from pupils and parents

(D) Using counselling time mainly for administrative paperwork

Q30. When a pupil's problem involves a medical condition, the counsellor's proper role is to:

(A) Diagnose the condition and suggest medicine

(B) Refer the pupil to appropriate medical help and coordinate school support while the pupil receives treatment

(C) Advise the pupil to hide the condition from teachers, as part of routine school organisation, during scheduled guidance periods

(D) Excuse the pupil from all schoolwork permanently

Parental Involvement in Guidance

Q31. Why is parental involvement considered essential in guidance?

(A) Parents can take over all teaching from the school

(B) Parents are responsible for setting examination papers, with records kept by the school, in consultation with the pupil's teachers

(C) Parents can replace the counsellor in serious cases

(D) Parents know the child's home life, habits, and history, and their support shapes whether school plans succeed

Q32. A teacher invites parents to discuss their child's progress. The meeting is most useful when the teacher:

(A) Shares specific observations, listens to the parents' view, and agrees on practical next steps together

(B) Reads out the child's marks and ends the meeting quickly, as one element of the school's pastoral care, for a pupil moving to a new class or school

(C) Blames the parents for all weaknesses

(D) Compares the child with the best pupil in the class

Q33. A parent insists that his son must become a doctor although the son has strong interests and ability in art and design. The guidance-oriented response is to:

(A) Support the parent's choice without discussion

(B) Tell the son to ignore his parents completely

(C) Arrange a joint discussion that respects the parents' hopes while presenting the son's interests, abilities, and realistic options honestly

(D) Remove the son from all science classes at once, in the course of the school year, with the support of the guidance team, in a typical school week

Q34. Which parental practice best supports a child's educational guidance at home?

(A) Doing the child's homework for him every night
(B) Providing a regular study routine, encouragement, and interest in what the child is learning, without excessive pressure
(C) Punishing the child for every low mark
(D) Deciding all friendships and activities without consulting the child, during the regular school day, as part of the school's usual programme

Q35. A mother says she does not understand the new subject choices available to her daughter. The school's best guidance response is to:

(A) Tell her that subject choice is the school's decision alone, with the class teacher involved, in the school setting, alongside other pupils
(B) Give her a long technical booklet with no explanation
(C) Ask her to accept whatever the majority of parents choose
(D) Explain the options in plain language, outline their implications, and invite her questions before a decision is made

Q36. When parents and school disagree about a pupil's problem, the guidance approach should be to:

(A) Seek common ground through calm discussion focused on the child's welfare and on shared evidence
(B) Let the school impose its view without hearing the parents
(C) Let the parents dictate the school's response in every case, over the course of a school term, in a normal classroom situation
(D) Avoid all contact until the disagreement disappears

Q37. Which of the following is NOT a sound way to involve parents in guidance?

(A) Inviting parents to orientation and subject-choice sessions
(B) Sending regular, clear reports on progress and behaviour
(C) Sharing a pupil's private counselling details with all parents in a group meeting
(D) Seeking parents' views when planning support for their child, as practised in many schools

Q38. A father works long hours and rarely attends school meetings. The school's most constructive step is to:

(A) Label him as an uninterested parent and stop contacting him, with parents informed about the arrangement, under the supervision of the school counsellor
(B) Offer flexible contact, such as a short phone discussion or a meeting at a workable time, and keep him informed in writing
(C) Discuss his child's problems only with other relatives
(D) Require him to attend every meeting or face a fine

Q39. Parents are most likely to cooperate with a guidance plan when they:

(A) Are told about it after it has already been fully implemented, for pupils in the senior classes, in the context of everyday school work
(B) Are blamed for the problem the plan addresses
(C) Receive only general advice with no role to play
(D) Understand the reasons for the plan, agree on their part in it, and see early signs of progress

Q40. A parent-teacher meeting about a struggling pupil should end with:

(A) A list of the pupil's faults for the parent to punish at home

(B) A vague promise that things will improve

(C) Clear, agreed actions for the school, the parents, and the pupil, with a date to review progress

(D) A decision to keep the pupil's difficulties secret from the pupil himself, as part of routine school organisation

Q41. Which statement about parents' knowledge in guidance is most accurate?

(A) Parents' observations of their child at home often reveal interests, fears, and habits that the school does not see

(B) Parents' observations are useful mainly for checking homework completion

(C) School observations alone give a complete picture of a child

(D) Parents should be consulted mainly about examination results and attendance, during scheduled guidance periods, with records kept by the school

Q42. A school sends home a report that uses heavy technical terms and gives no guidance on how parents can help. The main weakness is that the report:

(A) Is too short to be useful

(B) Is printed rather than handwritten, in consultation with the pupil's teachers, as one element of the school's pastoral care

(C) Arrives at the wrong time of term

(D) Fails to communicate clearly and to invite parental partnership in the next steps

Q43. When a child shows sudden behaviour change at school, involving parents early is valuable because parents can often:

(A) Punish the child before the school investigates

(B) Share whether a change at home, such as illness, loss, or a move, may help explain the behaviour

(C) Transfer the child to another school immediately, for a pupil moving to a new class or school, in the course of the school year

(D) Ask the school to ignore the behaviour

Q44. Guidance for adolescents works best when parents:

(A) Control every decision the adolescent makes

(B) Show no interest in the adolescent's school life

(C) Balance support with growing independence, listening to the adolescent while keeping clear expectations

(D) Discuss the adolescent's problems with neighbours to seek advice, with the support of the guidance team, in a typical school week

Q45. A parent asks the teacher how to help her child who reads slowly. The most helpful teacher response is to:

(A) Suggest daily short reading practice with suitable books, praise for effort, and regular contact with the school about progress

(B) Advise her to stop all reading at home until the child improves

(C) Recommend that the child memorise passages instead of reading them, during the regular school day, as part of the school's usual programme

(D) Tell her that slow reading cannot be improved

Home-School Cooperation

Q46. Home-school cooperation in guidance means mainly that:

(A) The school sends instructions that parents must obey without question, with the class teacher involved

(B) Parents visit the school only on prize day

(C) The school takes over all responsibility once the child is enrolled

(D) The school and parents exchange information and work together for the child's development

Q47. A school organises a parent-teacher association meeting on study habits. The greatest benefit is likely when the meeting:

(A) Only announces school rules to parents

(B) Gives parents practical strategies, answers their questions, and invites them to share what works at home

(C) Is used to collect donations for the school

(D) Is attended only by parents of high achievers, in the school setting, alongside other pupils, over the course of a school term

Q48. Which situation shows weak home-school cooperation?

(A) Teachers inform parents promptly about both progress and difficulties, in a normal classroom situation

(B) Parents attend meetings and follow agreed home routines

(C) The school and parents blame each other while the child's problem continues without a joint plan

(D) The school and parents agree on a review date for a support plan

Q49. A pupil performs well at school but struggles with homework completion at home. The best joint response is to:

(A) Agree a simple homework routine between teacher and parents, check it for a few weeks, and adjust it together if needed

(B) Double the homework to force completion

(C) Excuse the pupil from all homework

(D) Punish the pupil at school for what happens at home, as practised in many schools, with parents informed about the arrangement

Q50. Regular home visits by teachers, where school policy allows them, can support guidance because they:

(A) Allow the teacher to inspect the home for faults, under the supervision of the school counsellor, for pupils in the senior classes

(B) Help the teacher understand the child's home environment and build trust with parents in their own setting

(C) Replace all parent meetings at school

(D) Let the teacher give private tuition for a fee

Q51. A school wants parents to support career guidance at home. The most effective step is to:

(A) Ask parents to choose careers for their children

(B) Keep career information within the school only

(C) Tell parents that career choice is not their concern, in the context of everyday school work, as part of routine school organisation

(D) Share clear information about options and pathways, and invite parents to discuss their child's interests with the counsellor

Q52. When a pupil moves from primary to secondary school, home-school cooperation helps transition mainly by:

(A) Stopping all contact between the old and new school
(B) Asking parents to handle the move entirely alone
(C) Sharing relevant progress and support information with consent, and preparing parents and pupils for new expectations
(D) Repeating the whole primary syllabus in the first term, during scheduled guidance periods, with records kept by the school

Q53. A teacher and a parent disagree about how much homework is reasonable. The guidance-minded way forward is to:

(A) End the discussion and let the child decide alone
(B) Discuss the purpose of homework, the child's workload and rest needs, and agree a workable amount to review later
(C) Increase homework until the parent stops complaining
(D) Remove homework for that child without telling the parent, in consultation with the pupil's teachers, as one element of the school's pastoral care

Q54. Which practice best keeps home-school communication regular rather than crisis-only?

(A) Sending brief positive updates as well as concerns, through agreed channels, during the term
(B) Contacting parents only when a pupil is in serious trouble
(C) Holding one meeting per year with no follow-up
(D) Asking pupils to carry all messages verbally with no written record, for a pupil moving to a new class or school

Q55. A parent complains that the school never listens to her concerns. The school's best first response is to:

(A) Explain the school's position first, then invite the parent to respond
(B) Ask the parent to speak to the class teacher instead, since the teacher knows the child best, in the course of the school year
(C) Record the complaint and promise a reply after the next staff meeting
(D) Listen carefully, acknowledge her concern, check the facts, and agree a clear next step with a timescale

Q56. Cooperation between home and school is most threatened when:

(A) Teachers and parents meet regularly
(B) Reports are written in clear language
(C) Communication is one-sided, inconsistent, or only about failure, so parents feel judged rather than partnered
(D) Pupils are included in planning their own support, with the support of the guidance team, in a typical school week

Q57. A school plans a workshop for parents on supporting adolescents. Which topic fits guidance best?

(A) How to complete school admission forms
(B) How to listen without immediate judgement, set fair boundaries, and encourage study and career exploration
(C) How to raise funds for school events
(D) How to compare their child with neighbours' children, during the regular school day, as part of the school's usual programme

Q58. The ultimate aim of home-school cooperation in guidance is to:

(A) Ensure the child's all-round development through consistent support at home and at school
(B) Reduce the school's workload by shifting it to parents, with the class teacher involved, in the school setting, alongside other pupils
(C) Increase the number of school meetings each term
(D) Make parents responsible for examination results

Q59. A teacher learns from parents that a pupil cares for a younger sibling after school and has little study time. The teacher's guidance response should be to:

(A) Ignore the information because it concerns home life, over the course of a school term, in a normal classroom situation
(B) Criticise the parents for the arrangement
(C) Tell the pupil to stop helping at home
(D) Adjust expectations and study support realistically, and agree a manageable plan with the pupil and parents

Q60. Which statement best summarises the teacher-counsellor-parent partnership in guidance?

(A) The teacher teaches, the counsellor counsels, and parents are kept apart from both, as practised in many schools, with parents informed about the arrangement
(B) The counsellor directs teachers and parents without consultation
(C) Teachers, counsellor, and parents each contribute their own knowledge and support, coordinated around the pupil's needs
(D) Parents alone decide guidance, and the school simply follows their instructions

Answer Key

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

Q10: A	Q20: C	Q30: B	Q40: C	Q50: B	Q60: C

Worked explanations for all 60 questions:
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