

Planning & Management in Education

Practice Test 3

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

Name: _____ Class: _____ Score: _____ / 60

Meaning, Types and Principles of Educational Planning

Q1. A headteacher, before the new session, sets enrolment and pass-rate targets, decides how periods will be shared among subjects, and arranges remedial support for weak pupils. This work is best described as educational planning because it:

- (A) Records what has already happened in the school
- (B) Decides in advance what is to be achieved and how resources will be used to achieve it
- (C) Punishes staff who missed last year's targets
- (D) Copies the timetable of a neighbouring school without change

Q2. A ministry, a district office and a school each prepare plans for the coming year, covering their own goals, resources and timelines. This pattern best illustrates that educational planning is:

- (A) A task for central ministries, with districts and schools implementing decisions made above
- (B) An activity belonging mainly to the school level, where teaching actually happens
- (C) Chiefly a district activity, linking ministry policy to school timetables
- (D) Pervasive, carried out at every level of the education system, from ministry to classroom

Q3. A district plan covers five years and sets broad goals for literacy and teacher supply, while a school plan covers one term and lists weekly revision classes. The difference between them is best described as:

- (A) Long-term strategic planning versus short-term operational planning
- (B) Planning at national level versus planning at school level
- (C) Centralized planning versus decentralized planning
- (D) Policy planning versus curriculum planning

Q4. A school prepares a plan for the whole institution, separate plans for each department, and individual lesson plans for teachers. This layering best illustrates planning at the:

- (A) National, provincial and district levels
- (B) Financial level
- (C) Institutional, departmental and classroom levels
- (D) Examination board level

Q5. Which of the following is the strongest reason for basing a school plan on reliable data such as enrolment, attendance and past results?

- (A) Targets set from real data match the school's actual situation instead of resting on guesswork
- (B) Data makes the plan longer and more impressive to visitors
- (C) Data removes the need for teachers to take part in planning
- (D) Data ensures that every target is met without further effort

Q6. A school sets a target to raise the Grade 9 science pass rate from 58% to 75% in one year, but has no science laboratory, no extra periods and no teacher training arranged. The main planning fault is that the target is:

- (A) Too easy for the pupils concerned
- (B) Written in language parents cannot understand
- (C) Approved by too many people
- (D) Not matched with the resources, time and support needed to reach it

Q7. A planning committee includes the headteacher, senior teachers, a parent representative and a district officer. The main advantage of this broad membership is that the plan is more likely to:

- (A) Be finished in a single short meeting
- (B) Reflect the views of those who must carry it out and win their commitment to it
- (C) Avoid any discussion of the school's weaknesses
- (D) Need no review during the year

Q8. Which feature best distinguishes a genuine plan from a mere list of hopes for the school year?

- (A) The list is printed on official letterhead
- (B) The list is signed by the district officer
- (C) Each aim is paired with actions, responsible persons, deadlines and ways to check progress
- (D) The list mentions every subject taught in the school

Q9. A headteacher insists that a school plan should be flexible enough to change when enrolment rises sharply or a teacher leaves mid-year. She is applying the planning principle of:

- (A) Rigidity, because plans must never change
- (B) Secrecy, because plans must be hidden from staff
- (C) Central control, because districts must approve every change
- (D) Flexibility, because changing conditions require planned adjustments

Q10. A school plan states: "Improve reading." A reviewer asks for the baseline level, the target level, the classes involved and the date by which it should happen. The reviewer is pressing for targets that are:

- (A) Specific, measurable and time-bound, so progress can actually be checked
- (B) Broad and open-ended, so no one can be held responsible
- (C) Kept secret from teachers, so they are not pressured
- (D) Changed every week, so they stay fashionable

Q11. A province issues a five-year education sector plan, and each school then writes its own plan within that framework. This relationship shows that school planning should be:

- (A) Entirely separate from wider education policy
- (B) Linked to higher-level plans, so local action supports system-wide goals
- (C) Written after the school year has ended
- (D) Limited to the purchase of furniture

Q12. Which of the following is an example of reactive planning rather than proactive planning?

- (A) Forecasting a teacher shortage and training new staff in advance
- (B) Setting up remedial classes after analysing a weak examination result
- (C) Waiting until classrooms overflow before arranging extra sections
- (D) Surveying dropout causes and designing a retention programme

Q13. A school's annual plan and its three-year development plan both aim to improve science teaching, but the annual plan lists term-wise actions while the longer plan sets the direction for laboratories and staffing. This shows that the two plans are:

- (A) Complementary, with the annual plan breaking the longer plan into yearly steps
- (B) In conflict, because a school may follow just one of them
- (C) Identical documents with different covers
- (D) Unrelated, because short plans need no long-term direction

Q14. A planning team first studies the school's present position, then sets priorities, then chooses actions, then assigns responsibilities and budgets. The team is following the planning cycle in its proper order, which begins with:

- (A) Spending the budget before any analysis
- (B) Appointing new staff before setting priorities
- (C) Writing the final report before choosing actions
- (D) Situational analysis, so that priorities rest on evidence about the school as it is

Q15. A headteacher argues that planning wastes time because "things never go as planned." The best reply is that planning is valuable even when conditions change, because it:

- (A) Makes the school's future predictable by fixing targets that cannot change during the year
- (B) Gives the school a clear direction, priorities and a basis for adjusting sensibly when surprises occur
- (C) Replaces district guidance with the school's own priorities whenever they conflict
- (D) Guarantees continuity by ensuring the same staff remain in post throughout the plan

School Development Planning and School Improvement Plans

Q16. A school development plan (SDP) is best defined as:

- (A) A daily diary kept by the headteacher
- (B) A register of pupils admitted each year
- (C) A medium-term plan that sets the school's improvement priorities, actions, responsibilities and review arrangements
- (D) A list of punishments for latecoming pupils

Q17. The first step in preparing a school development plan should normally be:

- (A) A self-review of the school's strengths, weaknesses, results and resources
- (B) Ordering new furniture for classrooms
- (C) Printing the plan for distribution to parents
- (D) Fixing the date of the annual prize ceremony

Q18. A school's SDP lists "better examination results" as a priority but names no subject, no target group, no action and no success measure. The main weakness is that the priority is:

- (A) Too ambitious for any school to attempt
- (B) Too expensive to be included in a plan
- (C) A matter for the examination board alone
- (D) Stated so broadly that it cannot guide action or be checked

Q19. In a well-prepared SDP, the role of the school council or school management committee is mainly to:

- (A) Teach classes when teachers are absent
- (B) Take part in setting priorities, approve the plan, and monitor its progress and use of funds
- (C) Mark pupils' examination papers
- (D) Decide the daily timetable in place of the headteacher

Q20. A school writes an SDP with twelve major priorities for one year, but staff time and funds cover only three. The planning error is best described as:

- (A) Overloading the plan, so effort is spread too thin to finish anything well
- (B) Setting too few priorities, which leaves staff idle
- (C) Involving parents in planning, which slows decisions
- (D) Reviewing the plan too often during the year

Q21. Which component is essential in an SDP but is often missing when a plan is written hurriedly?

- (A) A photograph of the school building on the cover
- (B) A list of every textbook used in the school
- (C) A monitoring and review schedule, so the school knows when and how it will judge progress
- (D) A copy of last year's examination timetable

Q22. A school improvement plan focuses on raising girls' attendance. Which action fits that priority most directly?

- (A) Repainting the school boundary wall
- (B) Changing the school uniform supplier
- (C) Buying new office furniture for the headteacher
- (D) Meeting families of absent girls, arranging safe transport, and tracking attendance weekly

Q23. A headteacher involves teachers in writing the SDP, but parents first hear of it when it is already printed. The most likely consequence is that parents will:

- (A) Feel little ownership of the plan and offer less support for its priorities
- (B) Automatically approve every priority in the plan
- (C) Take over the teaching of all subjects
- (D) Demand that the plan be rewritten in a foreign language

Q24. A school has limited funds and must choose between repairing leaking roofs and buying a new computer laboratory. In SDP terms, this choice is best handled by:

- (A) Spending on both and borrowing heavily to cover the gap
- (B) Weighing each option against the school's agreed priorities, urgency and available budget
- (C) Leaving the decision until the end of the school year
- (D) Asking pupils to vote on which looks more attractive

Q25. Which of the following best shows that an SDP is a living document rather than a file kept in a cupboard?

- (A) It is bound in an expensive cover
- (B) It is signed by every officer who visits the school
- (C) It is reviewed each term, updated in light of evidence, and used in staff meetings
- (D) It is kept in the headteacher's office for visitors to admire

Q26. A school's SDP sets a target for teacher development, but no time is set aside in the timetable and no trainer is booked. The plan will most likely fail at the stage of:

- (A) Writing the school's vision statement
- (B) Printing and binding the plan document
- (C) Choosing the school's name and motto
- (D) Implementation, because the action was never resourced or scheduled

Q27. When a school reviews its SDP mid-year and finds one priority already achieved, the sensible next step is to:

- (A) Record the achievement, reallocate effort to remaining priorities, and set the next step for that area
- (B) Keep the achieved priority funded at its original level while adding new priorities on top
- (C) Treat the achievement as proof that the whole plan is complete and close the remaining priorities
- (D) Shift effort to the easiest remaining priority regardless of its importance

Q28. A district officer asks a school how it will know whether its SDP has improved learning, not merely whether activities took place. The officer is asking for:

- (A) A longer list of activities for next year
- (B) A larger budget for school events
- (C) Success criteria tied to pupil outcomes, such as results, attendance and progress measures
- (D) More frequent visits by district staff

Q29. Two schools write SDPs. One is written by the headteacher alone over a weekend; the other is built from classroom data, staff discussion and parent views over a term. The second plan is stronger mainly because its priorities are:

- (A) Printed more neatly than the first plan
- (B) Approved by a larger number of visitors
- (C) Longer and more detailed than the first plan
- (D) Grounded in evidence and shared understanding, so staff and parents are more likely to act on them

Q30. A school improvement plan includes staff training, new reading material and fortnightly reading checks, but no one is named to lead the work. The plan's weakest point is its lack of:

- (A) A vision statement for the school
- (B) Clear responsibility, without which actions may be assumed to belong to someone else
- (C) A new school building
- (D) A change in the national curriculum

Strategic Planning: Vision, Mission, Goals and SWOT

Q31. A school's vision statement says: "A school where every child reads with confidence and learns with curiosity." This statement functions mainly as:

- (A) A weekly timetable for reading lessons
- (B) A budget estimate for library books
- (C) A list of rules for pupil discipline
- (D) A picture of the future the school is working toward, giving long-term direction to its plans

Q32. A school's mission statement describes its purpose, the pupils it serves and the values behind its work. It differs from the vision mainly because the mission states:

- (A) What the school hopes to become in the distant future
- (B) What the school exists to do now and for whom
- (C) The daily duty roster for teachers
- (D) The examination dates for the current term

Q33. A strategic goal says a school will become a centre of excellence in science within five years. A suitable objective under that goal would be:

- (A) To raise the Grade 10 science pass rate by 10 percentage points within two years through laboratory work and teacher training
- (B) To hope that science results improve someday
- (C) To buy science equipment whenever funds appear
- (D) To ask pupils to study harder in general

Q34. In strategic planning, goals are best described in relation to objectives as:

- (A) Goals are daily tasks, while objectives are distant dreams
- (B) Goals and objectives are identical and interchangeable
- (C) Goals are broad, long-term intentions, while objectives are the specific steps that move toward them
- (D) Goals are set by pupils, while objectives are set by the district

Q35. A school team carrying out a SWOT analysis lists strong, experienced science teachers and a well-stocked library. These belong under:

- (A) Threats, because they may attract competing schools
- (B) Opportunities, because they depend on outside agencies
- (C) Weaknesses, because they need constant funding
- (D) Strengths, because they are internal assets the school already possesses

Q36. The same school lists high pupil dropout in upper grades and weak mathematics results. In SWOT terms these are:

- (A) Opportunities, because they could be advertised
- (B) Weaknesses, because they are internal problems the school must address
- (C) Threats, because they come from outside the school
- (D) Strengths, because they show the school is honest

Q37. A new government scholarship scheme for science pupils and a nearby university offering teacher training are identified by a school. In a SWOT analysis these are best placed under:

- (A) Strengths, because the school already controls them
- (B) Weaknesses, because the school has not used them yet
- (C) Opportunities, because they are favourable external conditions the school can use
- (D) Threats, because they may change the curriculum

Q38. A private academy opens next door, and a local factory closure reduces family incomes in the area. For the school's SWOT analysis, these are:

- (A) Threats, because they are external developments that may harm enrolment and fee collection
- (B) Strengths, because they show the area is changing
- (C) Weaknesses, because the school caused them
- (D) Opportunities, because they guarantee more pupils

Q39. A school completes a SWOT analysis and files it away without changing any plan. The main fault is that SWOT was treated as:

- (A) A way to set examination dates
- (B) A method for appointing new teachers
- (C) A budgeting tool for buying furniture
- (D) An end in itself, instead of a basis for strategies that build on strengths and meet threats

Q40. A school with strong English teachers (strength) and rising demand for English-medium places (opportunity) decides to open an English support centre. This strategy is best described as:

- (A) Ignoring the SWOT findings entirely
- (B) Matching an internal strength with an external opportunity
- (C) Treating a weakness as a strength
- (D) Avoiding all risk by doing nothing new

Q41. Which of the following is the most useful way for a school to use its SWOT findings about a weakness in science teaching?

- (A) Add more science periods by cutting time from other subjects without extra support
- (B) Set a higher science pass target while keeping teaching and resources unchanged
- (C) Planning targeted teacher training, laboratory time and mentoring to reduce the weakness
- (D) Commission a general report on science results without assigning training or support

Q42. A strategic plan is reviewed after three years. The school finds its vision is still relevant, but its strategies need updating because the local population has grown. This shows strategic planning is:

- (A) A continuing cycle of review and adjustment, not a document fixed forever
- (B) A waste of time if the vision does not change
- (C) A task for the district office alone
- (D) A replacement for all annual planning

Q43. A school's vision promises "education for all children in the area," but its strategic plan makes no provision for out-of-school children or transport. The gap between vision and plan shows that the plan is:

- (A) Too detailed for teachers to follow
- (B) Too expensive for the district to approve
- (C) Too short to be taken seriously
- (D) Not aligned with the vision, because its actions do not serve the future it claims to seek

Q44. When a school sets its strategic priorities, which source of evidence should carry the most weight?

- (A) The preferences of a single influential visitor
- (B) A combination of pupil data, staff judgement, parent views and local context, weighed together
- (C) The plan used by a school in another province last decade
- (D) The number of prizes won at the last sports day

Q45. A headteacher wants the strategic plan to be understood by all staff, not just senior teachers. The most effective step is to:

- (A) Keep the plan in a locked drawer
- (B) Read it aloud once at the start of the year
- (C) Share it in plain language, link each department's work to it, and revisit it in staff meetings
- (D) Publish it only on the district website

Action Planning, Contingency Planning and Evaluation of Plans

Q46. An action plan for improving attendance lists weekly targets, the teacher responsible for each class, home-visit days and a fortnightly review. Its main difference from a general school aim is that it:

- (A) Is written in more formal language
- (B) Turns the aim into dated, assigned, checkable steps
- (C) Is approved by a higher authority
- (D) Covers more subjects than the aim

Q47. A department action plan states the task, the person responsible, the resources needed, the deadline and the evidence of completion. The element most likely to be overlooked in a weak action plan is:

- (A) The evidence of completion, without which no one can tell whether the task was done well
- (B) The name of the school
- (C) The colour of the paper used
- (D) The number of pages in the plan

Q48. A school plans outdoor examinations in May, but also books an indoor hall and prepares a revised seating plan in case of extreme heat. This second arrangement is an example of:

- (A) Abandoning the original plan
- (B) Punishing pupils for hot weather
- (C) Contingency planning, preparing an alternative course of action for a foreseeable risk
- (D) Duplicating work for no reason

Q49. Which situation most clearly calls for a contingency plan in a school?

- (A) The daily timetable runs exactly as usual
- (B) Every teacher attends school every day
- (C) Examination results match last year's exactly
- (D) A key teacher may go on long leave during examination preparation, and no substitute is yet arranged

Q50. A good contingency plan differs from the main plan mainly in that it:

- (A) Is written after the crisis has passed
- (B) Stands ready to be activated if a stated trigger occurs, while the main plan runs normally
- (C) Replaces the school's vision and mission
- (D) Is kept secret from all staff until an emergency

Q51. A school's flood contingency plan names a safe assembly point, a communication chain for parents, and a plan for missed syllabus coverage. The plan is strong because it covers:

- (A) Safety, communication and learning recovery together, not safety alone
- (B) The personal preferences of the headteacher
- (C) The history of floods in other provinces
- (D) The cost of repairing the boundary wall only

Q52. After a contingency plan is used during a prolonged school closure, the school should:

- (A) Pretend the closure never happened
- (B) Blame the staff who followed the plan
- (C) Return to the old timetable without checking what was lost
- (D) Review what worked, what failed, and revise both the main plan and the contingency plan

Q53. A school evaluates its annual plan by comparing actual results with planned targets, examining the reasons for gaps, and deciding what to change next year. This is best described as:

- (A) A celebration of the school's anniversary
- (B) A routine filing of documents
- (C) Plan evaluation, judging performance against targets and learning from the difference
- (D) A method of appointing new staff

Q54. A plan aimed to cut dropout by 20%, but dropout fell by only 5% even though all planned activities took place. The evaluation should conclude that:

- (A) The activities were carried out but were not effective enough for the causes of dropout
- (B) The plan was perfect and needs no change
- (C) The pupils are entirely to blame for the result
- (D) Evaluation itself caused the shortfall

Q55. Which evidence is most useful when evaluating a plan to improve teaching quality?

- (A) Results from a single end-of-year examination in science alone
- (B) Classroom observation, pupil progress data and teacher feedback taken together
- (C) Attendance figures and textbook availability alone
- (D) Teachers' self-ratings alone, without lesson evidence or pupil progress

Q56. A school reviews its plan only at the end of the year and discovers in June that a target failed in October. The lesson for future planning is to build in:

- (A) More pages in the final report
- (B) A larger budget for the next year
- (C) Formative, in-year monitoring, so problems are caught while they can still be corrected
- (D) Fewer targets, so failure is less visible

Q57. In plan evaluation, the difference between monitoring and evaluation is best stated as:

- (A) Monitoring happens only after the plan is abandoned
- (B) Monitoring and evaluation are the same activity with different names
- (C) Monitoring is done by pupils, while evaluation is done by parents
- (D) Monitoring checks progress during implementation, while evaluation judges overall worth and results at set points

Q58. A school finds its plan failed because enrolment data used at planning time was two years out of date. The evaluation lesson is that future planning must:

- (A) Use current, accurate data as the basis for targets and actions
- (B) Avoid using any data at all
- (C) Copy the targets of a larger school
- (D) Set targets after the school year ends

Q59. Which of the following is the best use of a plan evaluation report?

- (A) Filing it unread so the next plan starts from a blank page
- (B) Using its findings to revise priorities, actions and targets in the next planning cycle
- (C) Publishing it only to impress visitors
- (D) Blaming the teachers named in it

Q60. A school's plan succeeds in raising results, and the headteacher asks what made it work so the approach can be repeated. This question shows evaluation being used to:

- (A) Punish staff who did not contribute
- (B) Close the school for a celebration
- (C) Identify successful practices worth sustaining and spreading to other areas
- (D) Reduce the budget for the successful programme

Answer Key

Q1: B	Q11: B	Q21: C	Q31: D	Q41: C	Q51: A
Q2: D	Q12: C	Q22: D	Q32: B	Q42: A	Q52: D
Q3: A	Q13: A	Q23: A	Q33: A	Q43: D	Q53: C
Q4: C	Q14: D	Q24: B	Q34: C	Q44: B	Q54: A

Q5: A	Q15: B	Q25: C	Q35: D	Q45: C	Q55: B
Q6: D	Q16: C	Q26: D	Q36: B	Q46: B	Q56: C
Q7: B	Q17: A	Q27: A	Q37: C	Q47: A	Q57: D
Q8: C	Q18: D	Q28: C	Q38: A	Q48: C	Q58: A
Q9: D	Q19: B	Q29: D	Q39: D	Q49: D	Q59: B
Q10: A	Q20: A	Q30: B	Q40: B	Q50: B	Q60: C

Worked explanations for all 60 questions:

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