

School Administration & Supervision

Practice Test 1

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, Nature and Scope of Educational Administration

Q1. A district officer describes educational administration as the process of arranging people, resources and activities so that the aims of education are achieved. Which idea is at the heart of this description?

- (A) Administration as punishment for poor performance
- (B) Administration as the coordinated use of resources to achieve educational goals
- (C) Administration as the writing of examination papers only
- (D) Administration as the inspection of school buildings only

Q2. Which statement best explains why educational administration is described as both an art and a science?

- (A) It follows fixed laboratory rules and never needs human judgement
- (B) It depends only on the personal charm of the headteacher
- (C) It ignores research and relies entirely on tradition
- (D) It uses systematic knowledge and principles, but applies them with skill and judgement in real situations

Q3. A school principal spends the morning on timetables, staff deployment and budget estimates, and the afternoon on academic planning with teachers. This range of work best shows that educational administration covers:

- (A) Academic, personnel, financial and material aspects of schooling
- (B) Academic work, pupil welfare and community relations
- (C) Financial management, record-keeping and building maintenance
- (D) Personnel management, staff appraisal and pupil discipline

Q4. Which of the following is a central purpose of educational administration?

- (A) To increase paperwork for its own sake
- (B) To protect the jobs of senior officers
- (C) To create conditions in which teaching and learning can take place effectively
- (D) To reduce contact between schools and parents

Q5. A new headteacher says that administration is only about giving orders. Her mentor replies that good administration also involves cooperation and shared purpose. The mentor is stressing that educational administration is essentially:

- (A) A cooperative human activity carried out through people
- (B) A one-way exercise of authority over unwilling staff
- (C) A purely mechanical routine with no human element
- (D) A set of orders that never needs explanation

Q6. A province introduces a new curriculum, but a district fails to arrange teacher training, textbooks and a timetable for it. The failure lies mainly in:

- (A) The aims of education being too broad
- (B) Pupils being unwilling to learn new content
- (C) Parents refusing to buy textbooks
- (D) Administration, which must turn policy into organized action in schools

Q7. Which feature most clearly shows that educational administration is a continuous process rather than a single event?

- (A) A school holds one admission day each year
- (B) Planning, organizing, directing and evaluating go on throughout the school year
- (C) A building is completed and handed over once
- (D) An examination is held at the end of term

Q8. A school committee discusses the admission policy, fee structure, staff appointments and the annual calendar in one meeting. This illustrates the scope of administration because it touches:

- (A) Only the teaching of one subject
- (B) Only the personal conduct of pupils
- (C) Pupil, personnel, financial and general organizational matters together
- (D) Only the design of the school uniform

Q9. Two schools follow the same national curriculum, but one runs smoothly while the other faces constant confusion over duties and deadlines. The most likely difference is in:

- (A) The number of public holidays in the year
- (B) The colour of the school building
- (C) The distance of pupils from school
- (D) The quality of administration, including clear roles, planning and coordination

Q10. Which definition of educational administration is most complete?

- (A) The process of planning, organizing, directing and controlling educational activities to achieve educational objectives
- (B) The task of keeping school accounts in order
- (C) The practice of visiting classrooms to observe teachers
- (D) The duty of enforcing discipline among pupils

Administration, Management and Supervision

Q11. In a school system, the education department lays down broad policy and objectives, while the headteacher arranges staff, timetables and daily work to carry them out. This distinction best shows that:

- (A) Management and administration are identical in every respect
- (B) Supervision replaces both administration and management
- (C) Administration is mainly concerned with policy and objectives, while management is mainly concerned with execution
- (D) Policy is set by teachers in individual classrooms

Q12. A headteacher observes a lesson, discusses the teaching method with the teacher afterwards, and suggests a better way to explain a concept. This activity is most directly an example of:

- (A) Budgeting for new furniture
- (B) Supervision, because it aims to improve classroom instruction through guidance
- (C) Recruiting a new clerk
- (D) Preparing the annual examination schedule

Q13. Which statement best distinguishes supervision from general administration?

- (A) Supervision deals only with school finances
- (B) Supervision is limited to building maintenance
- (C) Supervision has no connection with teachers or pupils
- (D) Supervision focuses on the quality of teaching and learning, while administration covers the whole organization

Q14. A school board decides to open a science stream, sets its aims and approves its budget. The headteacher then appoints teachers, arranges laboratories and prepares the timetable. The board's work is best described as administration because it:

- (A) Determines policy, objectives and broad plans for the school
- (B) Marks pupils' daily homework
- (C) Repairs broken laboratory equipment
- (D) Takes daily attendance in each class

Q15. A manager in a school ensures that teachers, textbooks, rooms and time are used efficiently to meet the timetable. This is management in the sense that it:

- (A) Sets the national aims of education
- (B) Gets work done through people by coordinating resources efficiently
- (C) Writes the national curriculum framework
- (D) Decides the constitutional status of education

Q16. Which activity belongs most clearly to supervision rather than to budgeting or record-keeping?

- (A) Auditing the school accounts at year end
- (B) Ordering furniture for a new classroom
- (C) Helping a teacher improve questioning technique after observing a lesson
- (D) Filing pupils' admission forms

Q17. A district education officer argues that administration, management and supervision overlap in a school. The strongest support for this view is that:

- (A) The same headteacher may set school policy, run daily operations and guide teachers' instruction
- (B) Only the federal government may supervise schools
- (C) Teachers never take part in any administrative work
- (D) Budgets are prepared by pupils themselves

Q18. A school improves its examination results after the headteacher reorganizes the timetable, fills vacant posts and monitors teaching. The improvement is best explained by effective:

- (A) Luck alone, with no role for organization
- (B) Weather conditions during the examination week
- (C) The age of the school building
- (D) Administration and management working together to support instruction

Q19. Which of the following pairings of school functions is correct?

- (A) Administration - only classroom observation
- (B) Management - only setting national policy
- (C) Supervision - guidance aimed at improving instruction
- (D) Budgeting - only the admission of pupils

Q20. A newly appointed headteacher is told that her job is not only to enforce rules but also to plan, organize, guide staff and evaluate progress. This advice reflects the view that school administration is:

- (A) A clerical job limited to filing papers
- (B) A broad leadership and organizational function covering the whole school
- (C) A task that ends once the morning assembly is over
- (D) A duty performed only by the district office

POSDCORB Functions of Administration

Q21. In POSDCORB, the letter P stands for planning. A school's planning is best illustrated by:

- (A) Buying furniture without any estimate
- (B) Appointing a teacher after a vacancy arises
- (C) Checking accounts after spending is complete
- (D) Preparing the annual academic calendar and targets before the session begins

Q22. A headteacher divides work among departments, defines each teacher's duties and creates a clear chain of responsibility. This POSDCORB function is:

- (A) Organizing, because it arranges structure, roles and relationships
- (B) Reporting, because it informs parents of results
- (C) Budgeting, because it deals with money
- (D) Directing, because it gives daily orders only

Q23. A school advertises a mathematics post, shortlists candidates, interviews them and appoints the most suitable teacher. In POSDCORB, this sequence is:

- (A) Planning, because it sets examination dates
- (B) Coordinating, because it links departments
- (C) Staffing, because it recruits and places suitable personnel
- (D) Reporting, because it publishes results

Q24. During a school event, the headteacher motivates staff, gives clear instructions and guides their work. This is best described as:

- (A) Budgeting, because it controls expenditure
- (B) Directing, because it involves leading, motivating and guiding staff in action
- (C) Reporting, because it records attendance
- (D) Organizing, because it builds classrooms

Q25. The science and mathematics departments both plan revision classes in the same week, so the headteacher adjusts their schedules to avoid clashes and share laboratory time. This is an example of:

- (A) Coordinating, because it harmonizes the work of different units
- (B) Staffing, because it appoints new teachers
- (C) Budgeting, because it buys equipment
- (D) Reporting, because it writes an annual report

Q26. A headteacher sends a monthly progress report to the district office, including enrolment, attendance and examination data. In POSDCORB, this is:

- (A) Planning, because it sets future targets
- (B) Organizing, because it creates departments
- (C) Staffing, because it trains teachers
- (D) Reporting, because it informs higher authority about progress

Q27. Preparing estimates of income and expenditure for the school year, and then controlling spending against those estimates, is the POSDCORB function of:

- (A) Directing, because it motivates staff
- (B) Coordinating, because it links departments
- (C) Budgeting, because it plans and controls finances
- (D) Staffing, because it appoints clerks

Q28. A school has excellent plans but departments work in isolation, so the same task is done twice and other tasks are missed. The missing POSDCORB function is most likely:

- (A) Planning, because no targets were set
- (B) Coordinating, because separate efforts were not harmonized into one effort
- (C) Staffing, because no teachers were appointed
- (D) Budgeting, because no money was spent

Q29. Which sequence correctly follows the POSDCORB order as given by Gulick?

- (A) Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting
- (B) Budgeting, Reporting, Coordinating, Directing, Staffing, Organizing, Planning
- (C) Organizing, Planning, Reporting, Budgeting, Staffing, Directing, Coordinating
- (D) Staffing, Directing, Planning, Budgeting, Reporting, Coordinating, Organizing

Q30. A headteacher who prepares the budget but never shares progress reports with the school committee is neglecting which function, even though financial planning is done?

- (A) Organizing, because departments are not created
- (B) Directing, because staff are not motivated
- (C) Staffing, because teachers are not trained
- (D) Reporting, because higher bodies are not kept informed

Principles of Administration: Fayol and Taylor

Q31. Fayol's principle of unity of command means that an employee should:

- (A) Receive orders from every senior officer at once
- (B) Work without any supervisor
- (C) Receive orders from only one superior, to avoid confusion
- (D) Give orders to the headteacher

Q32. A teacher is answerable to both the headteacher and the head of department for the same duty, and receives conflicting instructions. Fayol would say the problem violates:

- (A) Unity of command, because two superiors are giving orders on one matter
- (B) Esprit de corps, because teamwork is too strong
- (C) Centralization, because decisions are made locally
- (D) Order, because furniture is misplaced

Q33. Fayol's principle of division of work is best applied in a school when:

- (A) Every teacher teaches every subject to every class
- (B) Teachers specialize in subjects and duties suited to their training, improving efficiency
- (C) One teacher handles all administrative work alone
- (D) Duties are changed randomly each day

Q34. A headteacher treats all teachers by the same rules for leave, duty and appraisal, without favouritism. This best illustrates Fayol's principle of:

- (A) Initiative, because teachers are free to act alone
- (B) Remuneration, because salaries are paid
- (C) Stability of tenure, because posts are permanent
- (D) Equity, because fair and just treatment is applied to all staff

Q35. Fayol's esprit de corps in a school is most clearly shown when:

- (A) Teachers compete secretly against each other
- (B) Departments refuse to share resources
- (C) Staff work as a team with shared spirit and mutual support
- (D) Each teacher works in complete isolation

Q36. Taylor's scientific management is best known for stressing:

- (A) The scientific study of work methods, time and efficiency to find the best way of doing a task
- (B) Decisions based only on guesswork and habit
- (C) The complete rejection of standards and measurement
- (D) Leaving workers entirely without guidance or training

Q37. A school studies how long marking, lesson preparation and record-keeping take, then sets realistic time standards and trains staff in quicker methods. This approach is closest to:

- (A) Fayol's unity of direction alone
- (B) Taylor's scientific management, with work study and standard methods
- (C) The rejection of all planning
- (D) Centralization of all decisions at federal level

Q38. Which criticism is most often made of applying Taylor's ideas too rigidly to schools?

- (A) It gives teachers too much freedom in curriculum choice
- (B) It makes school budgets too large
- (C) It removes all need for examinations
- (D) It may treat teachers mechanically and ignore creativity, motivation and human needs

Q39. Fayol's scalar chain in a school means that communication and authority should normally flow:

- (A) Through the established line of authority from top to lower levels, with recognized short-cuts only when needed
- (B) Directly from pupils to the education minister in every matter
- (C) Only between teachers of the same subject
- (D) Without any link between the headteacher and staff

Q40. A headteacher gives a department head the authority to arrange remedial classes, and holds that person responsible for the results. This illustrates Fayol's idea that:

- (A) Authority should be given without any responsibility
- (B) Responsibility should exist without any authority
- (C) Authority and responsibility should go together
- (D) Only senior officers should ever be responsible

Theories of Administration

Q41. The classical theory of administration, associated with Fayol and Taylor, is most concerned with:

- (A) Social relationships, morale and informal groups among staff
- (B) Formal structure, clear rules, division of work and efficiency
- (C) Interrelated parts, inputs and feedback within the wider environment
- (D) Adapting the management style to the situation, people and local conditions

Q42. The human relations approach to administration, following the Hawthorne studies, stresses that productivity in schools is strongly affected by:

- (A) The colour of classroom walls alone
- (B) Examination dates alone
- (C) Salary scales alone
- (D) Social relationships, attention, morale and a sense of belonging among staff

Q43. A headteacher notices that teachers work harder after being consulted about the timetable and praised for good work. This result best supports which approach?

- (A) The human relations approach, because participation and recognition raise morale and effort
- (B) The classical approach alone, because rules were tightened
- (C) The view that teachers respond only to punishment
- (D) The view that consultation always wastes time

Q44. Max Weber's bureaucratic model of administration is characterized mainly by:

- (A) Decisions made by personal favour and family ties
- (B) No written rules and no fixed duties
- (C) Hierarchy, written rules, specialization and impersonal, rule-based decisions
- (D) Complete freedom for every employee to define their own post

Q45. A school where every decision needs written approval, duties are strictly divided, and rules are applied identically to all cases is showing the strengths and limits of:

- (A) The human relations approach alone
- (B) The contingency approach alone
- (C) The systems approach alone
- (D) The bureaucratic model, which brings order but can become rigid

Q46. The systems approach to school administration views a school as:

- (A) A closed room with no link to its community
- (B) An interrelated set of parts — pupils, teachers, curriculum and environment — that affect each other
- (C) A single department working alone
- (D) A building whose only important feature is its size

Q47. When a new admission policy increases class sizes, teachers report heavier marking loads and the timetable must change. A systems thinker would explain this by noting that:

- (A) A change in one part of the school system affects other parts
- (B) Admission policy has no effect on teaching
- (C) Timetables are fixed forever
- (D) Marking load is unrelated to pupil numbers

Q48. The contingency (situational) approach to administration argues that:

- (A) One management style works equally well in every school situation
- (B) Rules should never be adapted to local conditions
- (C) The best administrative approach depends on the situation, people and environment
- (D) Headteachers should ignore the context of their school

Q49. A headteacher uses strict rules for examination conduct but a participative style for planning a school festival. This combination best illustrates:

- (A) Bureaucracy alone, with no flexibility
- (B) The contingency approach, adapting style to the task and situation
- (C) Scientific management alone, with no human element
- (D) The rejection of all administrative theory

Q50. A theory that stresses both formal structure and human needs, and treats the school as an open system, is best described as:

- (A) Pure classical theory alone
- (B) Pure human relations theory alone
- (C) The rejection of theory in favour of habit
- (D) A modern, integrative approach combining structure, people and environment

Centralization, Decentralization and Administration in Pakistan

Q51. In a centralized education system, most important decisions about curriculum, appointments and budgets are made:

- (A) At the central or top level, with lower levels mainly carrying them out
- (B) By each classroom teacher acting alone
- (C) By pupils voting in each school
- (D) By private publishers without government involvement

Q52. A district is allowed to plan its own teacher training, adjust the school calendar to local harvest seasons and spend a small local budget. This is an example of:

- (A) Complete abolition of the education department
- (B) Strict centralization, with no local choice
- (C) Decentralization, because authority is shared with lower levels
- (D) Privatization of all public schools

Q53. Which is a commonly claimed advantage of decentralization in education?

- (A) All local decisions are automatically correct
- (B) National standards disappear completely
- (C) Local officers need no training at all
- (D) Decisions can respond faster to local needs and conditions

Q54. A possible risk of excessive centralization is that:

- (A) Schools gain too much freedom to innovate
- (B) Decisions become slow, uniform and distant from local realities
- (C) Local officers take decisions without any guidance
- (D) National examinations are abolished

Q55. A possible risk of excessive decentralization, without standards or support, is that:

- (A) Duplication of effort may grow as each district develops its own materials and procedures
- (B) Coordination between districts may weaken, making common standards harder to maintain
- (C) Unequal capacity between districts may widen gaps in quality
- (D) Administrative burden may increase on local officers who lack training and support

Q56. After the 18th Amendment, a province decides to revise its primary-school curriculum and recruit its own teachers. This illustrates:

- (A) Provincial autonomy in education under devolution
- (B) Federal control of all classrooms
- (C) Privatization of public schools
- (D) Abolition of provincial education departments

Q57. In Pakistan, the federal government still retains an important role in education mainly in areas such as:

- (A) Appointing every primary teacher in every village
- (B) Setting the daily timetable of each school
- (C) Marking every pupil's class test
- (D) National standards, coordination, and institutions in federal areas

Q58. At the provincial level in Pakistan, school education is normally managed through:

- (A) A single classroom teacher acting alone
- (B) The provincial education department and its attached directorates and boards
- (C) The federal parliament sitting as a school committee
- (D) Foreign embassies in each province

Q59. At the district level, the officer most directly responsible for overseeing schools, teachers and local implementation of policy is generally the:

- (A) Head of a single private academy
- (B) Chairperson of a textbook board only
- (C) District education officer (or equivalent district head of school education)
- (D) Principal of one college in another district

Q60. A province sets broad curriculum standards but lets districts choose training providers and school improvement priorities within those standards. This balanced arrangement best illustrates:

- (A) Complete centralization with no local role
- (B) A blend of central direction and local decentralization
- (C) The abolition of provincial government
- (D) The transfer of all schools to private owners

Answer Key

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

Worked explanations for all 60 questions:

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