School Administration & Supervision 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

Meaning, Nature and Scope of Educational Administration

Q1. A textbook defines educational administration as a service activity that supports the teaching-learning process rather than an end in itself. The main point of this definition is that administration should be judged by:

(A) The size of the district office
(B) The number of forms it produces
(C) How well it helps teachers teach and pupils learn
(D) The length of its rule book

Q2. Which statement best captures the nature of educational administration as a social process?

(A) It works through human interaction, communication and cooperation among people
(B) It works only through machines and buildings
(C) It requires no contact between staff members
(D) It succeeds best when people are kept apart

Q3. A school that has strong buildings and ample funds still performs poorly because duties are unclear, meetings are irregular and no one follows up decisions. The root problem is best described as weak:

(A) Instructional supervision, with little classroom observation or guidance for teachers
(B) Staff morale and teamwork among teachers
(C) Curriculum planning and lesson preparation
(D) Administration, since organization and follow-up are missing despite resources

Q4. The scope of educational administration at school level includes pupil welfare, staff development and the maintenance of facilities. This means a headteacher who only handles examinations is:

(A) Covering the full scope of administration
(B) Neglecting important parts of the administrative scope
(C) Doing the work of the district office
(D) Exceeding the headteacher's proper role

Q5. Why is educational administration described as a dynamic, changing activity?

(A) School rules never change once written
(B) Pupils and curricula stay identical every year
(C) Technology and society never affect schools
(D) It must keep adapting to new policies, needs, pupils and conditions

Q6. A headteacher plans the session, organizes staff, motivates teachers, coordinates departments and evaluates results. The fact that these tasks form a linked cycle shows administration is:

(A) A single unrelated set of chores
(B) A task for clerks only
(C) An integrated process in which functions support each other
(D) An activity with no connection to learning

Q7. Which of the following is an administrative responsibility at school level?

(A) Ensuring safe drinking water, usable classrooms and an orderly timetable
(B) Writing the national constitution
(C) Setting foreign policy for the country
(D) Controlling the national currency

Q8. A parent complains that a school never informs parents about progress, attendance or meetings. The administrative weakness here concerns mainly:

(A) Curriculum content in science
(B) Communication and community relations, which link the school with parents
(C) The design of the school badge
(D) The price of textbooks in shops

Q9. Educational administration is often called a means, not an end, because:

(A) Its purpose is to serve educational aims, not to glorify the office itself
(B) It has no purpose at all
(C) It exists only to employ officers
(D) It replaces teaching entirely

Q10. A school adopts a new policy on homework, but no one explains it to teachers, adjusts the timetable or checks how it works. The policy fails mainly because of poor:

(A) Pupil ability in all subjects
(B) Printing quality of textbooks
(C) School uniform design
(D) Implementation and follow-up, which are administrative responsibilities

Administration, Management and Supervision Compared

Q11. A provincial committee decides the aims of a new literacy programme and the funds for it. A district team then runs training sessions and monitors schools. The committee's role is administrative and the district team's role is managerial mainly because:

(A) The committee teaches classes and the district team writes policy
(B) The committee determines aims and resources while the district team executes the programme
(C) Both groups do exactly the same work
(D) Neither group has any real responsibility

Q12. Which activity is most clearly management rather than policy-making?

(A) Deciding the national aims of education
(B) Passing an education act in parliament
(C) Writing the constitution's education clauses
(D) Arranging staff, rooms and materials so a school day runs smoothly

Q13. Supervision differs from inspection in its modern sense mainly because supervision emphasizes:

(A) Supportive guidance that helps teachers improve instruction
(B) Finding faults and punishing teachers
(C) Checking buildings only
(D) Counting pupils on one day

Q14. A headteacher sets the school's annual goals with the staff, approves department plans and reviews results at year end. These tasks are administrative rather than purely supervisory because they concern:

(A) Only one teacher's lesson
(B) Only the marking of one test
(C) The whole school's direction, plans and overall results
(D) Only the repair of one desk

Q15. Which statement best describes the relationship between administration and management in a school?

(A) They are strictly separate functions, performed by different people with no overlap
(B) Management sets direction and administration carries it out under management control
(C) Supervision replaces both, because guiding instruction covers all school leadership
(D) They overlap: administration sets direction and management carries it out, often by the same leaders

Q16. A supervisor visits a school, talks with teachers about their difficulties, demonstrates a teaching technique and arranges follow-up training. This is supervision because its focus is:

(A) Improving teaching through professional support and guidance
(B) Collecting school fees
(C) Auditing the purchase of furniture
(D) Preparing the provincial budget

Q17. A school clerk keeps admission records, prepares salary bills and files correspondence. This work is best classified as:

(A) Policy-making at national level
(B) Administrative support work within the school organization
(C) Classroom supervision of pupils
(D) Curriculum design for the province

Q18. Which of the following shows a headteacher acting as a supervisor rather than as a budget officer?

(A) Signing cheques for building repair
(B) Approving the annual financial statement
(C) Discussing a teacher's lesson plan and suggesting clearer learning objectives
(D) Negotiating a loan for construction

Q19. Administration is broader than supervision because administration also includes:

(A) Finance, personnel, facilities, planning and community relations in addition to instruction
(B) Only lesson observation
(C) Only demonstration lessons
(D) Only teacher appraisal interviews

Q20. A district officer spends a week checking whether schools spent grants as approved and filed proper accounts. This task is mainly:

(A) Classroom supervision
(B) Curriculum development
(C) Teacher training
(D) Administrative control of finance and records

POSDCORB Functions Applied

Q21. Before the new session, a headteacher sets enrolment targets, plans subject-wise periods and decides how remedial classes will run. This is planning because it:

(A) Decides in advance what will be done and how it will be done
(B) Appoints teachers after the session starts
(C) Reports results after the session ends
(D) Audits accounts after spending

Q22. A school creates subject departments, assigns a head to each, and defines who reports to whom. The benefit of this organizing is mainly that:

(A) Money is automatically increased
(B) Pupils choose their own teachers
(C) Everyone knows their role and line of responsibility, reducing confusion
(D) Examinations become unnecessary

Q23. A school needs an English teacher for senior classes. It checks qualifications, tests subject knowledge and observes a demo lesson before appointing. This careful selection best illustrates staffing, which requires:

(A) Choosing the first applicant regardless of suitability
(B) Matching the right person with the right post through selection
(C) Leaving the post vacant permanently
(D) Assigning the post to the most senior clerk

Q24. A headteacher explains the school's goals at assembly, encourages staff during a difficult term and resolves a disagreement between two departments. These actions together show directing as:

(A) Only the writing of rules
(B) Only the preparation of budgets
(C) Only the filing of reports
(D) Leading, communicating, motivating and guiding people in their work

Q25. The timetable, examination schedule and co-curricular calendar clash in one month. The headteacher revises all three together so pupils are not overloaded. This is coordinating because it:

(A) Appoints new staff
(B) Buys new equipment
(C) Brings separate plans into harmony so they work as one programme
(D) Writes a report for the province

Q26. A headteacher presents enrolment, dropout and result data to the school management committee and explains what improved and what did not. This reporting is valuable mainly because it:

(A) Allows the committee to judge progress and take informed decisions
(B) Increases the school's building size
(C) Replaces the need for teachers
(D) Cancels the need for planning

Q27. A school estimates fee income, salaries, maintenance and examination costs, then tracks actual spending each month against the estimate. The main purpose of this budgeting is to:

(A) Record income and expenditure after spending, for audit purposes
(B) Allocate funds fairly between departments according to enrolment and needs
(C) Raise additional income through fees and fundraising to meet school needs
(D) Plan resources in advance and keep spending under control

Q28. A school planned well and appointed good teachers, but no one informed the district office of a severe shortage of science equipment. The resulting delay shows the importance of:

(A) Planning alone, with no other function
(B) Reporting, because higher authorities cannot act on problems they do not know about
(C) Directing alone, with no other function
(D) Organizing alone, with no other function

Q29. Gulick coined POSDCORB to describe the work of a chief executive. In a school, the person whose work most closely matches the full POSDCORB range is the:

(A) Class monitor
(B) Librarian alone
(C) Headteacher, who plans, organizes, staffs, directs, coordinates, reports and budgets
(D) Canteen contractor

Q30. A school spends its grant efficiently but keeps no record of how the money was used and sends no report. An auditor would most likely criticize the school for weak:

(A) Reporting and budgeting control, since spending without records and reports cannot be checked
(B) Planning of the school festival only
(C) Pupil discipline only
(D) Teaching of one subject only

Fayol and Taylor in School Life

Q31. A school has one plan for improving reading, shared by all classes, instead of each teacher pursuing a different reading goal. Fayol would approve this as unity of direction, which means:

(A) Every teacher works without any plan
(B) Each class follows a completely separate aim
(C) Plans change daily without notice
(D) One plan and one head for activities with the same objective

Q32. Fayol's principle of discipline in a school is best understood as:

(A) Punishment without any rules
(B) Respect for agreements and rules, with fair enforcement, by staff and pupils alike
(C) Complete freedom from all rules
(D) Rules that apply only to junior teachers

Q33. A headteacher encourages teachers to suggest new co-curricular activities and to take responsibility for running them. This supports Fayol's principle of initiative, which holds that:

(A) Staff should never propose ideas
(B) Only the headteacher may think or plan
(C) Employees should be encouraged to conceive and carry out plans within their role
(D) All decisions must wait for provincial approval

Q34. Fayol argued that remuneration should be fair to both the organization and the employee. In a school, unfairly low pay for extra duties would most likely damage:

(A) Motivation and morale, as staff feel their work is not fairly rewarded
(B) The school building's structure
(C) The number of holidays
(D) The price of stationery

Q35. A school keeps changing its headteacher every few months, so long-term plans are abandoned and staff feel insecure. Fayol would link this problem to a lack of:

(A) Division of work
(B) Stability of tenure, because frequent changes disrupt plans and confidence
(C) Unity of direction
(D) Order in furniture arrangement

Q36. Taylor's principle of scientific selection and training of workers, applied to a school, would mean that teachers should be:

(A) Appointed by personal favour regardless of subject knowledge
(B) Given no training after appointment
(C) Assigned to subjects at random each term
(D) Selected for aptitude and subject knowledge, then trained systematically for their duties

Q37. Taylor's idea of standardizing tools and methods, applied to school record-keeping, would support:

(A) Every teacher inventing a different attendance format each week
(B) Keeping no records at all
(C) A common, tested format for attendance and progress records used across the school
(D) Changing record formats daily without explanation

Q38. Fayol's principle of order, "a place for everything and everything in its place," in a school means mainly that:

(A) Materials, records and people should be arranged so each has its proper place and can be found when needed
(B) Pupils should never move between classrooms
(C) Only the headteacher's office needs organizing
(D) Furniture must never be rearranged for group work

Q39. A headteacher studies the time taken for admission, fee collection and result preparation, removes duplicate steps and sets a clear procedure. This is closest to:

(A) Ignoring efficiency entirely
(B) Human relations theory alone
(C) Systems theory alone
(D) Scientific management, using work study to remove waste and standardize procedures

Q40. Which combination best shows Fayol's and Taylor's ideas used together in a school?

(A) No rules, no standards and no planning at all
(B) Clear lines of authority and fair treatment (Fayol) plus studied, standardized work methods (Taylor)
(C) Punishment as the only motivation for staff
(D) Decisions made only by pupils, with no staff roles

Theories of Administration Revisited

Q41. A school rule book defines posts, duties, promotion criteria and leave rules in writing. This formal, written character is most associated with:

(A) Informal friendship groups among teachers
(B) The personal wishes of one headteacher
(C) The bureaucratic model, which relies on written rules and defined posts
(D) The contingency approach alone

Q42. In the human relations view, a teacher who feels heard, respected and part of a team is likely to:

(A) Work with greater commitment and cooperation
(B) Refuse all duties
(C) Leave the profession immediately
(D) Ignore all school goals

Q43. A school's formal timetable says one thing, but an informal group of senior teachers actually decides many daily matters. A theorist studying this gap is focusing on:

(A) Classical theory alone, which ignores informal groups
(B) The informal organization, which exists alongside the formal structure and affects how work really gets done
(C) Budgeting formulas alone
(D) Examination marking schemes alone

Q44. A school receives pupils, funds and community expectations as inputs, teaches through its processes, and produces learning outcomes. This input-process-output description is:

(A) Classical theory alone
(B) Bureaucracy alone
(C) Scientific management alone
(D) Systems theory, which views organizations through inputs, processes, outputs and feedback

Q45. When examination results fall, a systems-minded headteacher checks teaching, attendance, resources and home conditions together, rather than blaming one teacher. This is systems thinking because it:

(A) Considers multiple interacting factors instead of a single cause
(B) Ignores all evidence
(C) Blames pupils alone
(D) Closes the school immediately

Q46. A small rural school with few staff and a large urban school with many departments need different administrative arrangements. The contingency view would say this is expected because:

(A) All schools are identical in size and context
(B) Rural schools need no administration
(C) Administrative arrangements should fit size, context and task
(D) Urban schools need no planning

Q47. Which criticism applies most to a purely bureaucratic school administration?

(A) It has too few written rules
(B) It gives staff too much freedom
(C) It ignores hierarchy completely
(D) It can become slow and rigid, with rules mattering more than pupils' needs

Q48. A headteacher who listens to staff, shares information and builds trust is applying the human relations insight that:

(A) Staff respond only to threats
(B) Social satisfaction and good relationships support effective work
(C) Communication harms discipline
(D) Trust makes rules unnecessary in every case

Q49. Classical, human relations and systems theories together suggest that a good school administrator should attend to:

(A) Structure and efficiency, people and morale, and the wider environment together
(B) Structure alone, ignoring people
(C) People alone, ignoring structure
(D) The environment alone, ignoring staff and pupils

Q50. A school introduces a feedback system: results and parent comments are reviewed each term and plans are adjusted. In systems terms, this review is:

(A) An input of funds only
(B) A process of teaching only
(C) Feedback, which lets the system learn and correct itself
(D) An output of certificates only

Centralization, Decentralization and Administration in Pakistan

Q51. A central office decides the syllabus, textbook list and examination dates for all schools in the country. This is centralization because:

(A) Each school sets its own syllabus
(B) Key decisions are retained at the central level rather than shared locally
(C) Teachers choose examination dates individually
(D) Pupils design the textbooks

Q52. A school management committee is given authority to spend a maintenance grant and to hire temporary support staff. This delegation is a form of decentralization because authority moves:

(A) From the school to the central office only
(B) From teachers to pupils only
(C) From parents to publishers only
(D) Downward, from higher authority toward the school level

Q53. Which is a claimed advantage of centralization in a national education system?

(A) Uniform standards and equal treatment across regions
(B) Faster response to every village problem
(C) Complete freedom for each school to differ
(D) No need for any central coordination

Q54. A district education office in Pakistan is best described as the level that:

(A) Writes the national constitution
(B) Conducts foreign policy
(C) Translates provincial policy into school-level action, supervision and support within the district
(D) Runs universities in other provinces

Q55. Devolution of education to provinces after the 18th Amendment was intended, among other things, to:

(A) Standardize school funding and teacher salaries identically across all provinces
(B) Bring decisions closer to provincial needs and conditions
(C) Centralize textbook approval and examination boards at the federal level
(D) Transfer school management to private organizations and community boards

Q56. A challenge that provinces faced after devolution was that they needed stronger capacity in:

(A) Designing national currency
(B) Conducting foreign trade
(C) Managing the armed forces
(D) Planning, budgeting, teacher management and monitoring at provincial and district levels

Q57. In Pakistan, examination boards at secondary level are generally organized at:

(A) Each individual classroom level
(B) International level only
(C) Divisional or board level within a province, conducting examinations for affiliated schools
(D) Village council level only

Q58. A school in a remote district waits months for a decision on a minor repair because approval must come from the provincial capital. This delay best illustrates a drawback of:

(A) School-based management
(B) Community participation
(C) Over-centralization, where even minor decisions travel to the top
(D) Teacher training programmes

Q59. Giving a headteacher authority over a small school fund, with clear rules and audit, best illustrates decentralization combined with:

(A) No accountability at all
(B) Accountability, because local authority is paired with rules and audit
(C) Abolition of all central standards
(D) Transfer of the school to private ownership

Q60. The most balanced conclusion about centralization and decentralization in Pakistani school administration is that:

(A) Centralization alone solves every local problem
(B) A mix is needed: central standards and coordination with local flexibility and accountability
(C) Decentralization alone removes the need for standards
(D) No level of government should have any role in schools

Answer Key

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

Worked explanations for all 60 questions:
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