

# School Administration & Supervision

## Practice Test 5

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](https://QuaidianPoint.com).

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Score: \_\_\_\_\_ / 60

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### The Headteacher: Role and Qualities

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**Q1. The primary responsibility of a headteacher is best described as:**

- (A) Maintaining the school building only
- (B) Providing academic leadership and managing the school towards its goals
- (C) Teaching every class in the school personally
- (D) Collecting fees and keeping accounts only

**Q2. Which quality most helps a headteacher build trust among staff?**

- (A) Strict punishment for minor mistakes
- (B) Favouring senior teachers in every decision
- (C) Avoiding staff except in emergencies
- (D) Fairness, consistency and transparency in decisions

**Q3. As an instructional leader, a headteacher mainly works to:**

- (A) Observe lessons, give feedback and support better teaching
- (B) Manage the school budget and oversee financial accounts
- (C) Supervise building maintenance and school facilities
- (D) Handle admissions and correspondence with the education office

**Q4. A newly appointed headteacher spends her first month listening to teachers, pupils and parents before changing the timetable. This approach best shows:**

- (A) Indecision and weak leadership
- (B) Favouritism towards one group
- (C) Understanding the school culture before leading change
- (D) Avoiding responsibility for decisions

**Q5. An effective headteacher's relationship with parents and the school management committee should be based on:**

- (A) Regular communication and partnership in pupils' learning
- (B) Meeting parents only when a complaint arises
- (C) Avoiding parents to prevent interference
- (D) Leaving all parent contact to the school clerk

**Q6. Which of the following is NOT a core responsibility of a headteacher?**

- (A) Academic supervision and school improvement
- (B) Staff development and welfare
- (C) A safe and orderly learning environment
- (D) Setting the national curriculum single-handedly

**Q7. Two experienced teachers resist a new lesson-planning format. The headteacher's best first step is to:**

- (A) Threaten both teachers with transfer
- (B) Discuss their reasons, explain the benefits and offer support
- (C) Withdraw the format quietly without discussion
- (D) Punish both teachers for disobedience

**Q8. A headteacher admits a timetable error openly and corrects it at once. This behaviour demonstrates:**

- (A) Weakness in front of staff
- (B) Favouritism towards one class
- (C) Integrity and accountability
- (D) Indecisiveness about routine matters

**Q9. The headteacher's role in creating a school vision is best described as:**

- (A) Copying the vision statement of a neighbouring school
- (B) Keeping the vision private to avoid debate
- (C) Changing the vision every month to appear active
- (D) Developing a shared vision with staff and communicating it clearly

**Q10. Which action best shows a headteacher acting as a role model?**

- (A) Being punctual, prepared and respectful in all dealings
- (B) Arriving late while demanding punctuality from teachers
- (C) Using school resources for personal purposes
- (D) Avoiding morning assembly and staff meetings

**Q11. Enrolment is falling in a school. The headteacher analyses dropout cases, talks to parents and works on teaching quality. This best illustrates:**

- (A) Blaming teachers for the problem
- (B) Waiting for the district office to act
- (C) Proactive, problem-solving leadership
- (D) Publicity work without real improvement

**Q12. The most important professional qualities of a headteacher include:**

- (A) Deep knowledge of one subject only
- (B) Sound judgement, pedagogical knowledge and management skill
- (C) Personal wealth and social influence
- (D) Political links in the district

**Q13. A headteacher must balance administrative work with academic leadership. The best approach is to:**

- (A) Focus on administration and leave academics to chance
- (B) Focus on teaching and ignore administration
- (C) Treat administration as a distraction from learning
- (D) Prioritise learning while ensuring administration supports it

**Q14. A headteacher who knows each teacher's strengths and assigns duties accordingly is showing:**

- (A) Effective human resource leadership
- (B) Favouritism towards strong teachers
- (C) Interference in teachers' work
- (D) Lax control over staff deployment

**Q15. Which statement about a headteacher's accountability is correct?**

- (A) The headteacher is accountable for examination results and academic standards
- (B) The headteacher is accountable for school funds, buildings and equipment
- (C) The headteacher is accountable for learning outcomes, staff, resources and pupil safety
- (D) The headteacher is accountable for staff discipline and pupil behaviour

## Leadership Styles in Schools

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**Q16. In an autocratic leadership style, the leader typically:**

- (A) Lets staff decide everything without guidance
- (B) Decides alone, gives clear orders and expects compliance
- (C) Consults staff and then shares the final decision
- (D) Inspires staff towards a new vision for the school

**Q17. A democratic leadership style works best when:**

- (A) Staff are experienced and their commitment to the decision matters
- (B) An emergency requires an instant order with no discussion
- (C) Staff are unwilling to take any part in school work
- (D) The decision is a routine matter with a fixed rule

**Q18. Laissez-faire leadership is best described as a style in which the leader:**

- (A) Controls every detail of staff work
- (B) Consults staff and then decides personally
- (C) Inspires change through a strong vision
- (D) Gives staff freedom with minimal direction

**Q19. A principal sets clear targets, monitors work closely and allows no discussion of his instructions. This is an example of:**

- (A) Democratic leadership
- (B) Laissez-faire leadership
- (C) Autocratic leadership
- (D) Transformational leadership

**Q20. A transformational school leader mainly works to:**

- (A) Maintain the status quo without change
- (B) Inspire a shared vision, motivate change and develop people
- (C) Control staff through rules and punishments only
- (D) Avoid difficult decisions wherever possible

**Q21. Instructional leadership in a school focuses chiefly on:**

- (A) Curriculum, teaching quality and pupil learning
- (B) Building maintenance only
- (C) Financial management only
- (D) Pupil discipline only

**Q22. Situational leadership means that a leader:**

- (A) Uses exactly the same style in every situation
- (B) Is always democratic with all staff
- (C) Is always autocratic with all staff
- (D) Adapts the style to staff readiness and the situation

**Q23. A headteacher invites suggestions on a new homework policy, discusses them with staff and then takes the final decision, explaining her reasons. This is best described as:**

- (A) Autocratic leadership
- (B) Laissez-faire leadership
- (C) Democratic or participative leadership
- (D) Absent leadership

**Q24. The main risk of a laissez-faire style with inexperienced staff is:**

- (A) Excessive control over every task
- (B) Confusion, low direction and inconsistent work
- (C) Too many staff meetings
- (D) Decisions taken too rapidly

**Q25. Transformational leadership differs from purely transactional leadership because it:**

- (A) Relies only on rewards and punishments
- (B) Focuses only on routine tasks
- (C) Avoids presenting any vision
- (D) Inspires staff beyond self-interest towards shared goals

**Q26. During a fire evacuation, a headteacher gives direct orders with no debate. The most appropriate style in this crisis is:**

- (A) Autocratic or directive leadership in a crisis
- (B) Laissez-faire leadership
- (C) A democratic vote among staff
- (D) Delegating the evacuation to pupils

**Q27. A headteacher who visits classrooms, reviews lesson plans and discusses pupils' work with teachers is exercising:**

- (A) A purely clerical role
- (B) Laissez-faire leadership
- (C) Instructional leadership
- (D) Autocratic control only

**Q28. Which leadership style is most likely to build staff ownership of a school decision?**

- (A) Autocratic leadership
- (B) Democratic leadership
- (C) Laissez-faire leadership with no guidance
- (D) Coercive leadership based on threats

**Q29. In practice, an effective school leader usually:**

- (A) Blends styles according to the task, the people and the context
- (B) Uses one single style for every person and task
- (C) Avoids leadership and leaves staff entirely alone
- (D) Changes style randomly from day to day

**Q30. A school has new teachers who need close guidance and an experienced head of department who works well independently. A situational leader would:**

- (A) Treat both groups identically with no guidance
- (B) Leave both groups entirely alone
- (C) Control both groups closely in every detail
- (D) Give close support to the novices and autonomy to the experienced teacher

## Decision-Making in School Leadership

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**Q31. The first step in a rational decision-making process is to:**

- (A) Implement the first idea at once
- (B) Blame whoever caused the problem
- (C) Identify and define the problem clearly
- (D) Collect funds for the solution

**Q32. Facing falling mathematics results, a headteacher gathers data, considers options, consults the department, chooses an intervention and reviews progress. This illustrates:**

- (A) An impulsive decision
- (B) A systematic decision-making process
- (C) Autocratic rule only
- (D) Avoiding a decision

**Q33. A programmed decision in a school is best illustrated by:**

- (A) A routine, repeated decision following established policy, such as leave approval under set rules
- (B) A novel decision in an unexpected crisis
- (C) A long-term strategic choice about the school's future
- (D) A personal decision about a teacher's career

**Q34. Which of the following is an example of a non-programmed decision?**

- (A) Daily attendance marking
- (B) Preparing the routine weekly timetable
- (C) Applying the standard leave rules
- (D) Responding to a sudden school closure caused by flooding

**Q35. A major advantage of group decision-making in a school is that it usually brings:**

- (A) Always faster decisions
- (B) Wider ideas and greater acceptance of the decision
- (C) Complete freedom from disagreement
- (D) A way for the leader to avoid responsibility

**Q36. A common drawback of group decision-making is that it can be:**

- (A) Based on too little information
- (B) Too fast for careful thought
- (C) Slower, with compromise or groupthink weakening the choice
- (D) Less acceptable to those involved

**Q37. A headteacher must decide an urgent pupil-safety matter with incomplete information. The best course is to:**

- (A) Act on the best available information, putting safety first, and review later
- (B) Wait indefinitely until every fact is known
- (C) Delegate the decision to pupils
- (D) Ignore the matter until it resolves itself

**Q38. Participative decision-making means that:**

- (A) The leader decides in secret
- (B) Staff are only informed after the decision
- (C) Orders are issued without discussion
- (D) Staff are involved in discussion before the decision is taken

**Q39. After a school decision is implemented, an effective leader should:**

- (A) Never review the outcome
- (B) Hide the outcome from staff
- (C) Monitor implementation and evaluate the results
- (D) Blame the staff who carried it out

**Q40. A headteacher consults staff, but the decision proves wrong. The best response is to:**

- (A) Hide the error from everyone
- (B) Acknowledge it, learn from it and adjust course
- (C) Blame the staff who were consulted
- (D) Repeat the same decision again

**Q41. Which of the following is a strategic decision for a school?**

- (A) Introducing a new science stream as part of a three-year improvement plan
- (B) Ordering chalk for the staffroom
- (C) Marking the daily attendance register
- (D) Preparing the daily duty roster

**Q42. A headteacher draws up the invigilation roster for next week's examinations. This is an example of:**

- (A) A strategic decision
- (B) A policy decision
- (C) A crisis decision
- (D) An operational decision

**Q43. The quality of a school decision improves most when the leader uses:**

- (A) Solo, rapid decisions in every case
- (B) Relevant data, consultation and clear criteria
- (C) Rumour and first impressions
- (D) Past habit without fresh evidence

**Q44. Which of the following is a common pitfall in decision-making?**

- (A) Defining the problem carefully
- (B) Seeking evidence before deciding
- (C) Deciding on a first impression without data
- (D) Evaluating the outcome afterwards

**Q45. A headteacher repeatedly postpones a difficult staffing decision. This behaviour is best described as:**

- (A) Decision avoidance, which harms the school as problems grow
- (B) Democratic leadership
- (C) Delegation of authority
- (D) Strategic patience in every case

## Communication in Schools

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**Q46. Formal communication in a school takes place through:**

- (A) Gossip in the staffroom
- (B) Rumours among pupils
- (C) Casual chat in the corridor
- (D) Official channels such as circulars, meetings and notices

**Q47. Informal communication, often called the grapevine, consists of:**

- (A) An official circular from the headteacher
- (B) Unofficial staffroom talk and rumours
- (C) A written order in the order book
- (D) An announcement in morning assembly

**Q48. Downward communication in a school flows from:**

- (A) A teacher to the headteacher
- (B) One teacher to another teacher
- (C) The headteacher to teachers and pupils
- (D) The school to the district office

**Q49. Which is an example of upward communication?**

- (A) A teacher reporting a classroom problem to the headteacher
- (B) The headteacher issuing a notice to staff
- (C) The headteacher addressing parents
- (D) A teacher chatting with a colleague

**Q50. Horizontal communication in a school takes place between:**

- (A) The headteacher and a teacher
- (B) A teacher and the headteacher
- (C) The district office and the school
- (D) Teachers of the same level or between departments

**Q51. A headteacher uses complex official jargon in a parent meeting and parents misunderstand the message. The main barrier here is a:**

- (A) Physical noise barrier
- (B) Language or semantic barrier
- (C) Lack of interest only
- (D) Shortage of time only

**Q52. Effective communication in a school requires:**

- (A) Speaking more loudly than usual
- (B) One-way orders with no reply
- (C) A clear message, the right channel, feedback and listening
- (D) More circulars regardless of purpose

**Q53. Feedback in communication helps a school leader mainly to:**

- (A) Check understanding and correct misunderstandings
- (B) Delay the work of the school
- (C) Show authority over staff
- (D) Avoid listening to staff views

**Q54. A school notice board is outdated and staff first learn of changes through rumour. The main weakness is:**

- (A) Laziness among staff
- (B) Too many staff meetings
- (C) Interference by parents
- (D) A poor formal communication system

**Q55. Two-way communication is best shown by:**

- (A) A circular that allows no reply
- (B) A staff meeting with discussion and questions
- (C) A notice pinned on the board only
- (D) An entry in the order book only

**Q56. Non-verbal communication in a staff meeting includes:**

- (A) A written circular
- (B) A telephone call
- (C) Body language, tone of voice and facial expression
- (D) The text of an email only

**Q57. A headteacher who listens actively in a staff meeting will:**

- (A) Wait silently only to give a reply
- (B) Interrupt speakers frequently
- (C) Note only the faults in each speaker
- (D) Attend closely, clarify, summarise and respond thoughtfully

**Q58. Which channel is most suitable for an urgent pupil-safety instruction?**

- (A) A direct announcement with an immediate verbal message and written follow-up
- (B) The annual school report
- (C) Staffroom gossip
- (D) The next monthly meeting

**Q59. A breakdown in school communication most often causes:**

- (A) Higher morale automatically
- (B) Misunderstanding, conflict and low morale
- (C) Better examination results
- (D) Less work for everyone

**Q60. Best practice in parent communication for a headteacher is:**

- (A) Contacting parents only about discipline
- (B) Using technical jargon in every message
- (C) Regular, clear, respectful and two-way contact about pupils' progress
- (D) Avoiding any written record of contact

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## Answer Key

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

Worked explanations for all 60 questions:

[quaidianpoint.com/pedagogy-school-administration-supervision-practice-test-5/](http://quaidianpoint.com/pedagogy-school-administration-supervision-practice-test-5/)