

School Administration & Supervision

Practice Test 6

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

Motivation of Teachers and Staff

Q1. Intrinsic motivation for a teacher is best illustrated by:

- (A) A salary increment only
- (B) Fear of an inspection visit
- (C) Interest in the subject, pride in pupils' progress and professional growth
- (D) A promotion offer only

Q2. Which of the following is an extrinsic motivator for a teacher?

- (A) Pay, promotion, an award or a recognition certificate
- (B) Love of the subject itself
- (C) Curiosity about a new teaching method
- (D) Personal satisfaction after a good lesson

Q3. According to Maslow's hierarchy, a teacher worried about delayed salary and job security is mainly focused on:

- (A) Self-actualisation
- (B) Esteem needs only
- (C) Belonging needs only
- (D) Basic safety and security needs before higher growth

Q4. In Herzberg's two-factor theory, which of the following is a hygiene factor?

- (A) Achievement in one's work
- (B) Salary, working conditions and school policy
- (C) Recognition for good work
- (D) Responsibility for meaningful work

Q5. A teacher volunteers to lead a new science club because she finds the work itself rewarding and values the recognition it brings. In Herzberg's two-factor theory, this drive is an example of:

- (A) Pay alone
- (B) The condition of the staffroom
- (C) The school rule book
- (D) Recognition, achievement and meaningful responsibility

Q6. A headteacher praises a teacher's specific good lesson, both privately and in a staff meeting. The most likely effect is to:

- (A) Reinforce the behaviour and boost morale
- (B) Create jealousy in every case
- (C) Waste teaching time
- (D) Lower academic standards

Q7. Which factor most demotivates teachers in a school?

- (A) A fair workload shared openly
- (B) Clear goals for the term
- (C) Favouritism, unfair duties and ignored effort
- (D) Professional training opportunities

Q8. An effective motivation strategy for a headteacher combines:

- (A) The same reward for all staff regardless of effort
- (B) Fair recognition, growth opportunities, involvement and supportive conditions
- (C) Threats as the only tool
- (D) Extra paperwork to keep staff busy

Q9. An experienced teacher is asked to mentor new teachers in the school. This role is most likely to motivate her through:

- (A) Responsibility, recognition and professional growth
- (B) A reduction in salary
- (C) Isolation from colleagues
- (D) Punishment for past mistakes

Q10. Which of the following is NOT a sustainable way to motivate staff?

- (A) Meaningful work with clear purpose
- (B) Fair treatment of all staff
- (C) Opportunities to learn and grow
- (D) Fear and constant threats

Q11. Goal-setting motivates teachers best when goals are:

- (A) Vague and open to any interpretation
- (B) Clear, challenging but achievable, with feedback on progress
- (C) Impossible to reach
- (D) Kept secret from the teachers concerned

Q12. Giving teachers reasonable autonomy in their classrooms motivates them mainly because it shows:

- (A) An absence of accountability
- (B) A wish to reduce their workload
- (C) Professional trust and choice in methods within agreed goals
- (D) A desire to isolate teachers

Q13. A headteacher supports a struggling teacher with mentoring rather than blame. The most likely outcome is:

- (A) Improved confidence and performance
- (B) Permanent dependence on the headteacher
- (C) Lower standards for the whole school
- (D) Resentment among all other teachers

Q14. A shared celebration of a school's improved results is valuable because it builds:

- (A) Division among departments
- (B) Wasteful spending on events
- (C) Recognition only for the top teacher
- (D) A sense of belonging and shared pride

Q15. Which statement about money as a motivator for teachers is most accurate?

- (A) Money is the only motivator that matters
- (B) Money is an important basic need, but alone it does not ensure lasting professional motivation
- (C) Money is completely irrelevant to teachers
- (D) Money always harms motivation

Delegation of Authority and Time Management

Q16. Delegation of authority in a school means:

- (A) Giving up all accountability for the task
- (B) Doing every task personally
- (C) Assigning a task with authority to a competent person while retaining overall accountability
- (D) Ordering work without any support

Q17. A major benefit of effective delegation for a headteacher is that it:

- (A) Allows the leader to remain idle
- (B) Reduces trust among staff
- (C) Delays all school decisions
- (D) Develops staff, distributes workload and improves efficiency

Q18. Effective delegation requires the headteacher to provide:

- (A) A clear task, authority, resources, a deadline and support
- (B) A vague instruction with no details
- (C) A task with no authority to carry it out
- (D) No follow-up of any kind

Q19. Delegation fails most often when the headteacher:

- (A) Trusts the staff member chosen
- (B) Assigns work but interferes in every detail and withholds real authority
- (C) Gives a clear brief at the start
- (D) Supports the staff member during the task

Q20. Which task should a headteacher NOT delegate lightly to others?

- (A) Arranging the assembly duty roster
- (B) Organising a sports day team
- (C) Final accountability for pupil safety and overall academic standards
- (D) Preparing the draft of a notice

Q21. A headteacher asks a senior teacher to prepare the timetable, with authority to consult departments, a deadline and a draft check. This is good delegation because it shows:

- (A) The leader avoiding all work
- (B) No checking of the outcome
- (C) The senior teacher doing everything alone
- (D) Clear authority, support and an accountability check

Q22. The first principle of time management for a headteacher is to:

- (A) Prioritise important work over merely noisy or urgent distractions, and plan accordingly
- (B) Do the easiest tasks first in every case
- (C) Work longer hours as the only solution
- (D) Attend to every visitor the moment they arrive

Q23. A parent reports bullying, while a routine filing task is also pending. The headteacher should deal first with:

- (A) The filing task, since it is quicker
- (B) The bullying report, as both urgent and important for pupil safety
- (C) Neither task until the end of the week
- (D) The bullying report by delegating it to pupils

Q24. Which of the following is a common time waster for a headteacher?

- (A) Planned classroom visits
- (B) Weekly planning for teaching priorities
- (C) Delegating routine tasks
- (D) Unplanned interruptions and repeated meetings without an agenda

Q25. Effective staff meetings in a school are characterised by:

- (A) A clear agenda, a time limit and decisions recorded
- (B) No agenda and open-ended discussion
- (C) Attendance by all staff for every minor item
- (D) A meeting for every small notice

Q26. A headteacher's daily plan should ideally:

- (A) List every task as equally important
- (B) React only to whatever arrives first
- (C) Block time for teaching and learning priorities, administration and people
- (D) Spend the whole day on paperwork only

Q27. Repeatedly postponing a difficult decision usually costs a headteacher because it:

- (A) Saves time in the long run
- (B) Creates delay and anxiety while problems grow
- (C) Always improves the quality of the decision
- (D) Motivates staff to decide alone

Q28. Delegation and time management are linked because:

- (A) Delegating routine tasks frees the leader for instructional priorities
- (B) Delegation always wastes more time than it saves
- (C) The leader should personally do all routine work
- (D) Time management has nothing to do with delegation

Q29. Setting boundaries, such as fixed visiting hours, helps a headteacher mainly to:

- (A) Appear rude to visitors
- (B) Avoid parents entirely
- (C) Ignore staff concerns
- (D) Protect priority time and avoid overload

Q30. At the end of the week, a headteacher checks what actually consumed her time against her goals for the week. This practice is best described as:

- (A) Punishing staff for delays
- (B) Micromanaging teachers
- (C) A time audit and reflective planning
- (D) An inspection of the school

Staff Relations and Conflict Management

Q31. Healthy staff relations in a school are built most on:

- (A) Fear of the headteacher
- (B) Respect, fairness, clear expectations and open communication
- (C) Favouritism towards a few teachers
- (D) Isolation of each teacher in their own classroom

Q32. Conflict in a school is best understood as:

- (A) Natural when interests or views differ, and manageable so it can improve ideas
- (B) Always a sign of failed leadership
- (C) Something to be suppressed in every case
- (D) Caused only by lazy staff

Q33. A common cause of conflict among school staff is:

- (A) Clear roles for every teacher
- (B) A fair distribution of workload
- (C) Open communication about decisions
- (D) Unclear duties, unequal workload and poor communication

Q34. A headteacher hears a rumour of a dispute between two teachers. The best first step is to:

- (A) Punish the teacher named in the rumour
- (B) Ignore the matter completely
- (C) Listen to both sides and gather facts privately
- (D) Announce the dispute in morning assembly

Q35. A win-win resolution of a staff conflict means:

- (A) A solution meeting the interests of both sides while preserving the working relationship
- (B) One side winning and the other losing
- (C) The leader imposing a decision without hearing anyone
- (D) Avoiding the issue until it fades

Q36. Compromise as a conflict strategy means that:

- (A) Both sides get everything they wanted
- (B) Each side gives up something in order to reach an agreement
- (C) The leader decides alone
- (D) The conflict is ignored

Q37. Avoiding a conflict can be a reasonable strategy when:

- (A) A serious safety issue is involved
- (B) The conflict is major and growing
- (C) The issue is urgent for pupils
- (D) The issue is minor or a cooling-off period is needed before discussion

Q38. When a headteacher mediates a dispute between teachers, the headteacher acts as:

- (A) A partisan taking one side
- (B) A judge imposing punishment
- (C) A neutral facilitator helping the parties reach agreement
- (D) A source of gossip about the dispute

Q39. Two teachers clash over the shared laboratory timetable. The headteacher brings both together, clarifies their needs and agrees a rotating schedule. This approach is:

- (A) Avoidance of the problem
- (B) Collaborative problem-solving
- (C) Autocratic punishment
- (D) Favouritism towards one teacher

Q40. Which action by a headteacher is most likely to worsen a staff conflict?

- (A) Taking sides publicly and gossiping about the dispute
- (B) Listening carefully to both teachers
- (C) Clarifying the facts before judging
- (D) Agreeing a follow-up to the solution

Q41. A teacher's grievance should be handled by the headteacher by:

- (A) Listening informally and resolving it verbally without keeping a record
- (B) Passing it straight to the district education office before hearing the teacher in school
- (C) Consulting senior colleagues about the complaint before replying to the teacher
- (D) Hearing it promptly and fairly, confidentially, with a recorded outcome

Q42. Staff morale in a school falls most when:

- (A) Achievements are recognised openly
- (B) Workload is shared fairly
- (C) Effort is ignored, decisions are unexplained and favouritism is seen
- (D) Training opportunities are offered

Q43. A headteacher builds team spirit most effectively through:

- (A) Shared goals, joint planning and celebrating team success
- (B) Constant competition between departments
- (C) Public blame of individuals
- (D) Secrecy about school plans

Q44. A teacher is consistently late for school. The headteacher's best sequence is to:

- (A) Shame the teacher publicly at the first offence
- (B) Discuss the matter privately, understand the cause, agree expectations and support, then follow up
- (C) Ignore the lateness indefinitely
- (D) Arrange an instant transfer without a hearing

Q45. After a staff conflict has been resolved, the headteacher should:

- (A) Remind staff of it every day
- (B) Keep a grudge against one side
- (C) Change the agreed story afterwards
- (D) Monitor the agreement, restore normal working relations and learn for the future

Leadership in Practice: The Headteacher at Work

Q46. An instructional leader improves pupil learning mainly by focusing on:

- (A) Controlling school funds only
- (B) Building maintenance only
- (C) Curriculum, teaching, assessment and feedback
- (D) Pupil discipline only

Q47. A transformational headteacher facing low staff morale would most likely:

- (A) Articulate a hopeful vision, involve staff, model commitment and celebrate small wins
- (B) Threaten all staff with disciplinary action
- (C) Lower expectations for everyone
- (D) Work alone and ignore the staff

Q48. Under situational leadership, a new teacher struggling with classroom management most needs:

- (A) Full autonomy with no observation
- (B) Coaching, clear guidance and frequent feedback
- (C) No observation or support at all
- (D) An immediate transfer to another school

Q49. Democratic leadership in preparing a school improvement plan is best shown when:

- (A) The headteacher writes the plan alone
- (B) Orders are issued without consultation
- (C) No staff member is consulted
- (D) Staff and parents are consulted, the plan is shared and roles are clear

Q50. A headteacher's responsibility for pupil safety includes:

- (A) A safe environment, clear procedures, supervision and prompt action on risks
- (B) Safety being the pupils' concern only
- (C) Attention to safety only during examinations
- (D) Delegating all safety duties fully to parents

Q51. As the link between the school and the education office, a headteacher should:

- (A) Hide official circulars from staff
- (B) Obey every instruction blindly without context
- (C) Communicate policy clearly, report accurately and advocate for the school's needs
- (D) Avoid all contact with the office

Q52. An effective headteacher develops staff most through:

- (A) One annual lecture for all teachers
- (B) Mentoring, training, observation feedback and growth opportunities
- (C) Punishment for weak performance only
- (D) Promotion by seniority only

Q53. Results dip in one subject. The headteacher analyses data with the department, agrees support and monitors progress, without blaming individuals. This shows:

- (A) Laissez-faire leadership
- (B) Autocratic punishment
- (C) Avoidance of the problem
- (D) Instructional, data-informed leadership

Q54. During a tense parent protest, a headteacher remains calm and fair, listens carefully and explains the next steps. This demonstrates:

- (A) Emotional steadiness, communication and problem-solving
- (B) Weakness in front of parents
- (C) Favouritism towards the protesters
- (D) Indecision about the issue

Q55. Shared leadership in a school means:

- (A) Consulting all staff before the headteacher makes the final decision
- (B) Asking the deputy headteacher to handle decisions in the headteacher's absence
- (C) Distributing leadership roles to middle leaders and teams
- (D) Dividing routine administrative tasks among teachers each term

Q56. Which action best shows ethical leadership by a headteacher?

- (A) Using school funds for personal purposes
- (B) Transparent decisions, fair treatment and honesty even when difficult
- (C) Favouring relatives in appointments
- (D) Hiding mistakes from staff and parents

Q57. A headteacher evaluating her own leadership should:

- (A) Assume her leadership is already successful
- (B) Blame staff for every weakness
- (C) Seek feedback, review outcomes and adjust her practice
- (D) Avoid any review of her work

Q58. Introducing a new assessment practice is most likely to succeed when the headteacher ensures:

- (A) It is imposed overnight without explanation
- (B) It is kept secret from most staff
- (C) Only senior staff are told about it
- (D) Its purpose is explained, with training, a pilot, feedback and phased support

Q59. A strong parent-school partnership under a headteacher is shown by:

- (A) Parents contacted only for fee payments
- (B) Parents excluded from school life
- (C) Regular dialogue, involvement in learning and shared responsibility
- (D) Contact with parents only in a crisis

Q60. The overall mark of an effective headteacher is best seen in:

- (A) An impressive personal office
- (B) Improved learning, motivated staff and an orderly, inclusive school culture
- (C) Strict rules alone, regardless of learning
- (D) High enrolment alone, regardless of learning quality

Answer Key

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

Worked explanations for all 60 questions:

quaidianpoint.com/pedagogy-school-administration-supervision-practice-test-6/