

Deputy Headteacher In Charge Of
Studies

Question No.
(10 / 50)

Remaining exam time
02H:29Min:09Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q10. / 1
mark

Q10. Which of the following would you recommend to teachers as appropriate procedures used to determine the learning abilities?

Answer

A Typical performance test

B Norm performance test

C Criterion performance test

D Maximum performance test

Deputy Headteacher In Charge Of
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Question No.
(9 / 50)

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02H:29Min:14Sec

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Q9. / 1 mark Q9. Permanent difficulties in learning are investigated in?

Answer

A Diagnostic Assessment

B Placement Assessment

C Summative Assessment

D Formative Assessment

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Question No.
(8 / 50)

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02H:29Min:20Sec

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Q8. / 1 mark Q8.Respect of opinion is the feature of.....

Answer

A Democratic administration

B Instructional administration

C Authoritarian administration

D None of the above

Ne

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Question No.
(7 / 50)

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02H:29Min:25Sec

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Q7. / 1 mark Q7. Which of the following is not a type of administration according to you?

Answer

A Authoritarian administration

B Democratic administration

C Laissez Faire administration

D Instructional administration

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Studies

Question No.
(6 / 50)

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02H:29Min:30Sec

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00H:00Min:00Sec

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Q6. / 1 mark Q6. Which of the following would you perform as a leadership task

Answer

A Follow up the students' learning and assessment practices

B Lesson observations

C School improvement planning

D All answers in A, B & C are correct

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Question No.
(5 / 50)

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02H:29Min:35Sec

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Q5. / 1 mark Q5.Which of the following would you not value as the benefit of engaging stakeholders in the school activities?

Answer

A

Stakeholders provide greater cooperation and support when they know what is happening in school without necessarily being part of the decision-making process

B

Challenges can be identified and addressed more easily when schools, parents and the local community work together

C

Parents and other members of the wider community can help the school build up their resources for teaching and learning

D

All benefits in A,B, & C are correct

Deputy Headteacher In Charge Of
StudiesQuestion No.
(4 / 50)Remaining exam time
02H:29Min:39SecRemaining additional time
00H:00Min:00Sec

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Q4. / 1
mark

Q4.The following are kinds of support that a school leader can give to teachers to improve learning. Indicate which of the odd one out

Answer

 A Induction for new teachers B Peer-observation and reflection C Model lesson and reflection D Professional Learning communities

Deputy Headteacher In Charge Of
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Question No.
(3 / 50)

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02H:29Min:44Sec

Remaining additional time
00H:00Min:00Sec

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Q3. / 1 mark Q3.If you become a deputy head teacher, which of practices would you demonstrate as an effective leader?

Answer

A Plan solely for learning improvement in collaboration with teachers and parents

B Assess and provide feedback reports on learner's performance;

C Plan what to teach annually, termly, monthly, weekly and daily

D Cultivate a range of partnerships with parents and the community

Deputy Headteacher In Charge Of
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Question No.
(2 / 50)

Remaining exam time
02H:29Min:48Sec

Remaining additional time
00H:00Min:00Sec

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Q2. / 1 mark Q2.If a teacher asks you in a meeting an example of what a professional teacher should do in terms of curriculum implementation, which answer would you give him/her from the suggested ones?

Answer

- A A teacher should link teaching content knowledge and skills to everyday life experiences
- B A teacher should plan what to teach annually, termly, monthly, weekly and daily
- C A teacher should participate in professional and community networks and forums to broaden knowledge and improve practice.
- D All examples in A,B & C are correct

Deputy Headteacher In Charge Of
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Question No.
(1 / 50)

Remaining exam time
02H:29Min:52Sec

Remaining additional time
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Submit E

Q1. / 1
mark

Q1.Demonstrate your understanding of the teacher professional standards in Rwanda by choosing the correct statement from the following ones

Answer

- A** Teacher professional standards are meant to provide a framework of teacher professional capacity building.
- B** Teacher professional standards are referred to as a tool used to set the strategic direction of the teacher training policy.
- C** The purpose of teacher professional standards is solely to identify the competences that characterise professional teachers.
- D** Professional content is not of the components of the teacher professional standards in Rwanda.

Q50. / 4
marks

In the NST 1, the Government of Rwanda envision to have Increased access to pre- primary education. The targeted net Enrolment Rate in pre-primary for 2023-2024 is 7/21/2023:

Answer

A 38

B 45

C 58

D 60

--Good Luck--

Q49. / 4
marks

Q46.D. In the NST1, the Government of Rwanda targets to have increased quality of both Primary and Secondary Education. What is the target Student:Teacher ratio for 2023-2024?

Answer

A 40:1

B 43:1

C 62:1

D 52:1

Q48. / 4 marks Q46.C. One of the following is not among the 9 strategic priorities of the 2018/2024 ESSP

Answer

- A** Increased access to teachers at all levels
- B** Enhanced quality learning outcomes that are relevant to Rwanda's social and economic development
- C** Strengthened CPD and management of teachers across all levels of education in Rwanda
- D** More innovative and responsive research and development in relation to community challenges

Q47. / 4
marks

Q46.B. In the 2018/2024 ESSP Which one of the following is not a planned activity to have all learners achieve basic level literacy and numeracy in early grades and beyond?

Answer

A

Development of standards for pre-primary education (including for assessment) and use of these standards by pre-primary teachers

B

Capacity building of teachers in early grade literacy and numeracy, including using learning resources to support teaching

C

Provision of a standard package of P1–P3 teaching and learning resources to all schools

D

All answers in A, B & C are correct

Q46. Q46.Read the case study below and answer the questions that follow it.

/ 4 marks A new teacher was teaching in a class where learners with and learners without learning difficulties were mixed. When one learner asked him to increase the size of his handwriting on the chalkboard, the teacher asked that learner to stand up and go out. When the deputy head teacher in charge of studies passed around the class, he found the learner out and asked her to immediately re-enter the classroom. He entered with her and, in front of the class, he told the teacher that he made a mistake. No sooner had the deputy head teacher finished to blame the teacher, the latter packed his stuffs and went out. He waited for the deputy head teacher and asked him to discuss the case out of the classroom. Q46.A. What would you appreciate on behalf of the teacher?

Answer

A He managed the school effectively by avoiding disruptive behaviours.

B He decided to stop the lessons instead of being ridiculous in front of the learners.

C He resolved to discuss the case strategically.

D None of the above (A,B & C) is correct

Q45. / 4 marks Q41.E. Which of the following piece of advice would you suggest for the effectiveness of the next training?

Answer

- A** The school head teacher should not be involved in the next trainings
- B** Teachers who are competent and skilful enough should not be obliged to attend the trainings.
- C** The deputy head teacher should organize academic trainings himself as it one of one amongst her duties
- D** Teachers should be sensitized about the relevance of continuous professional development

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Question No.
(44 / 50)

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02H:25Min:48Sec

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Q44. / 4
marks

Q41.D. According to you, what was the fundamental reasons of organizing the teacher training on the use of ICT in teaching and learning?

Answer

A

To equip teachers with competences in ICT use in their teaching.

B

To remind teachers about the policy of ICT in education implementation

C

To ensure effective use of ICT and quality learning.

D

To induct new teachers on the effective teaching and learning by means of ICT

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Question No.
(43 / 50)

Remaining exam time
02H:25Min:52Sec

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00H:00Min:00Sec

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Q43. / 4 marks Q41.C. Which feedback would you give to the teacher who said that he was not in need of the training?

Answer

- A** That he would always attend the trainings and scaffold his fellow teachers.
- B** That he should be attending the trainings as he wants.
- C** That he would plan for other teaching activities he would be busy of in the classroom while the trainings are taking place.
- D** That he would always attend the trainings and take such time to prepare for his lessons.

Deputy Headteacher In Charge Of
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(42 / 50)Remaining exam time
02H:26Min:03SecRemaining additional time
00H:00Min:00Sec

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Q42. / 4 marks Q41.B. If you were Kayitesi, something different you would have done is

Answer

A

To call the teachers to show up at school and ask for permission instead of using telephone short message

B

To request the chair of the head teacher to postpone the training.

C

To advice the head teacher to take care of each and every one's concern before decision making

D

To draft the request for explanation letters as instructed by the head teacher.

Ne

Q41. Q41. Read the following scenario and answer the questions that follow it. Mr. Ntwali is the head teacher of Indatwa secondary school. Last year, he organized a training on ICT integration in teaching and learning because reports from different lesson observations had revealed that most teachers are reluctant to use ICT to enhance learning. All teachers including new teachers were present apart from two teachers who were absent from the meeting without informing the head teacher. One teacher did not attend because she was sick and had gone to see her doctor and the other one had lost his father and forgot to inform the school leaders. The head teacher asked the school deputy head teacher, Mrs. Kayitesi, to draft the letters requesting for explanations of their absenteeism. The Deputy head teacher told the head teacher that she knew the reasons of each one as they had sent her a short text message to her but the head teacher insisted that the letters had to be written in spite of their reasons because he was not informed as the head teacher. Meanwhile, other teachers were murmuring that they are wasting their time on such endless discussions that took half the time of the whole training. Before the training ends, participants were asked to share the training outcomes and one of them raised his hand and said, "To me, the training was not fruitful. It was about less content than what I know, and I don't understand why competent teachers like me were invited". The deputy head teacher supported him and said that next time, such teachers will be exempted from attendance. She also refused to draft the letters to be addressed to the teachers who were absent arguing that that would not be fair. Q41A. The problem of the teacher absenteeism would not have been complicated if

Answer

A The head teacher applied the concern based adoption model in decision making

B Deputy head teacher did not tell the head teacher that she was informed about their problems

C No teacher complained that the training was not fruitful

Deputy Headteacher In Charge Of
Studies

Question No.
(40 / 50)

Remaining exam time
02H:26Min:32Sec

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00H:00Min:00Sec

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Q40. / 3
marks

Q40. Peer coaching can be the most suitable professional development strategy that a school leader can use. In which following situations would be applied?

Answer

- A** Teachers have received training on a new instructional strategy and are ready to implement it in their classrooms.
- B** Teachers as a group wish to learn more about the benefits and limitations of a particular instructional strategy.
- C** Teachers have identified a problem in a specific area of instruction and are ready to develop a plan to address the need.
- D** Teachers from several schools in the district have been reassigned to teach at a newly built school.

Deputy Headteacher In Charge Of
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Question No.
(39 / 50)

Remaining exam time
02H:26Min:39Sec

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00H:00Min:00Sec

Submit E

Q39. / 3
marks

Q39. Think about the Leadership attributes and complete the best option to complete this statement: "Leadership is to and achieve the vision through"

Answer

A Inspiring and motivating individuals.

B Influencing and motivating individuals

C Influencing and control individuals

D Controlling and governing individuals

Deputy Headteacher In Charge Of
Studies

Question No.
(38 / 50)

Remaining exam time
02H:26Min:45Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q38. / 3 Q38. In order to become an effective school leader you should have the skills of leading change processes perceived as a
marks difficult task. Choose an option that best explain the reason why it is not easy to lead changes

Answer

A Change is a linear process although people are not often involved in the change planning

B Change is not a linear process and people are often involved in the change planning.

C Change is a linear process, people are often involved in the change planning.

D Change is not a linear process, people are not often involved in the change planning.

Deputy Headteacher In Charge Of
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Question No.
(37 / 50)

Remaining exam time
02H:26Min:50Sec

Remaining additional time
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Q37. / Q37. Reflect on the responsibilities of a deputy head teacher in charge of studies and then indicate which of the evidences
3 marks you can provide as a leader of teaching if you become successful on the position you have applied for.

Answer

A Records of borrowing, creating and use of teaching and learning materials

B A record of SMART learning goals and students performance targets

C Clearly written school vision, mission and values visible and accessible for all

D All answers in A, B & C are correct.

Deputy Headteacher In Charge Of
Studies

Question No.
(36 / 50)

Remaining exam time
02H:26Min:55Sec

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00H:00Min:00Sec

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Q36. / 3 marks Q36. Refer to the professional standards for effective leadership in Rwanda and indicate which of the following you can perform as a skill to be demonstrated by an effective school leader.

Answer

A Monitoring and evaluating the implementation of the school improvement plan

B Putting student learning achievement first in all their undertakings

C Meeting the learning needs of all students

D All answers in A, B & C are correct.

Deputy Headteacher In Charge Of
Studies

Question No.
(35 / 50)

Remaining exam time
02H:27Min:02Sec

Remaining additional time
00H:00Min:00Sec

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Q35. / Q35. Teacher Development and Management (TDM) Policy (2015) is a policy that seeks to professionalize teaching in Rwanda. You are consulted to suggest some principles to include in the policy, which one would you remove from the following?
3 marks

Answer

A

Teacher development is a career-short term process.

B

Every teacher has diverse professional needs.

C

Teacher development and management are a shared responsibility among teachers and employers at different levels;

D

Teacher development and management draw on all stakeholders' creativity, proactivity, flexibility and resourceful planning.

Deputy Headteacher In Charge Of
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Question No.
(34 / 50)

Remaining exam time
02H:27Min:06Sec

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00H:00Min:00Sec

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Q34. Q34. A school leader should be familiar with the different policies and documents that call for the teacher continuous profes
/ 3 development. Assuming that you have become a deputy head teacher who is now attending a district pedagogical meeting,
marks that you are asked to recommend such policies. Indicate which ones you cannot recommend from the following.

Answer

A Sustainable Development Goals.

B Rwanda Vision 2050

C Economic Development and Poverty Reduction Strategy (EDPRS) II (2013-2018)

D ICT in Education Policy

Deputy Headteacher In Charge Of
StudiesQuestion No.
(33 / 50)Remaining exam time
02H:27Min:10SecRemaining additional time
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Submit E

Q33. / 3 Q33. In a school improvement planning meeting, one team member asks you to remind them some of the key elements that should be included in the SIP, which of the following would you choose as elements of your answer?

Answer

- A** Mission, aim, goals, objectives, outcomes, priorities, monitoring and evaluation strategies, logframe, SWOT analysis.
- B** Vision, goals, objectives, outputs, timeframe, indicator, implementation strategies, monitoring and evaluation strategies
- C** SIP team members Vision, goals, objectives, outputs, timeframe, indicator, implementation strategies, monitoring and evaluation strategies
- D** SIP team members, School executive committee, students' performance data, school performance data, School profile

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Question No.
(32 / 50)

Remaining exam time
02H:27Min:15Sec

Remaining additional time
00H:00Min:00Sec

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Q32. / 3 marks Q31. If, in a professional learning community session, a school leader asks you to explain the meaning of managerial leadership, which of the following would you not give as an answer?

Answer

A

It focuses on a hierarchical structure of authority, clearly identifying the role of each position

B

It is characterized by a clear division of labour, with staff having well described tasks and clear rules.

C

It is based on formal relations, between school leaders and teachers, between teachers and learners.

D

It is characterised by the involvement of stakeholders in decision making and decision implementation.

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Question No.
(31 / 50)

Remaining exam time
02H:27Min:19Sec

Remaining additional time
00H:00Min:00Sec

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Q31. / 3 marks Q31.A child fainted during school prayer. If you are a school leader, what would you do?

Answer

- A** Ask a teacher to conduct a prayer and take the child to the doctor
- B** Ask the teacher to care for the child and continue to conduct the prayer
- C** Ask the teacher to take the child to her home and continue with the prayer
- D** Ask the teacher to continue with the prayer to supervise the first aid to the child and resume with the prayer

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Question No.
(30 / 50)

Remaining exam time
02H:27Min:31Sec

Remaining additional time
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Q30. / 1 mark 30. Which of the following methods would you use in leading teaching through continuous professional development

Answer

A

Team teaching

B

Classroom observations

C

Professional learning communities

D

All answers in A, B & C are correct

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Question No.
(29 / 50)

Remaining exam time
02H:27Min:35Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q29. / 1 Q29. The following are the competences that a school leader should have for effective implementation of the competence based curriculum. Indicate one of them that is the one odd out.
mark

Answer

A Lead and manage change and act as a change agent lead and manage change

B Design and implement a monitoring and evaluation system

C Enhance artificial and horizontal alignment of subjects in curriculum implementation

D Recognize and promote effective classroom teaching strategies

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Question No.
(28 / 50)

Remaining exam time
02H:27Min:39Sec

Remaining additional time
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Q28. / 1 mark Q28. Which of the following can you value as the responsibility of a deputy head teacher?

Answer

- A** To prepare and recommend for the approval of the school budget
- B** to take care of furniture, buildings, land and other property of the school
- C** To manage permanent and contractual teaching staff of the school
- D** None of the above is correct

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Question No.
(27 / 50)

Remaining exam time
02H:27Min:42Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q27. / 1
mark

Q27. If I become a deputy head teacher, I will promote team working because teamwork leads to high achievement a
.....

Answer

- A** Members are given tasks and each member completes his/her own part.
- B** Members work independently towards their personal goals.
- C** Members collaborate to achieve common goals.
- D** All answers in A, B & C are correct.

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Question No.
(26 / 50)

Remaining exam time
02H:27Min:46Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q26. / 1
mark

Q26. The responsibility of the deputy head teacher in charge of studies in the school improvement planning is to
.....

Answer

- A** Represent the teaching staff in the planning process.
- B** Provide further information about studies.
- C** Provide guidelines in the development of the plan.
- D** Help the planning team to understand the desired picture of the school.

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Studies

Question No.
(25 / 50)

Remaining exam time
02H:27Min:49Sec

Remaining additional time
00H:00Min:00Sec

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Q25. / 1 mark Q25. The following are the benefits of the school improvement plan apart from one. Indicate it

Answer

A It helps the school to avoid misuse of school resources and ensure their effective allocation.

B It helps the school to develop a sense of ownership by school community members.

C It helps the school to develop strategies before embarking on activities

D It helps the school to ensure the effective allocation and application of school resources and

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Question No.
(24 / 50)

Remaining exam time
02H:28Min:01Sec

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Q24. / 1 mark Q24.The following are the characteristics of a powerful school vision except one. What is it?

Answer

A A powerful school vision should be enthusiastic.

B A powerful school vision should be challenging.

C A powerful school vision should be motivating.

D A powerful school vision should be distinctive.

Deputy Headteacher In Charge Of
Studies

Question No.
(23 / 50)

Remaining exam time
02H:28Min:06Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q23. / 1 mark Q23. One of the key document that a school should have is an SIP. What does this stand for in full?

Answer

A School improvement planning

B Strategic improvement plan

C School improvement plan

D School improvement profile

Deputy Headteacher In Charge Of
Studies

Question No.
(22 / 50)

Remaining exam time
02H:28Min:11Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q22. / 1 mark Q22.Which of the following statements is not correct?

Answer

A

It is an imperative for a school to have a vision rather than a mission.

B

A school vision is the desired picture of the school in the future that drives all the school activities, attitudes and values

C

A clear vision statement acts as a unifying force, and has a positive impact on organizational effectiveness

D

A school vision is one of the most important components of the school improvement plans

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Studies

Question No.
(21 / 50)

Remaining exam time
02H:28Min:15Sec

Remaining additional time
00H:00Min:00Sec

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Q21. / 1 mark Q21. One of the following is not correct about the school leadership styles. Indicate it.

Answer

- A** At the stage of Coaching team members still need a lot of direction from the leader.
- B** At supporting level of development, the leader allows the team(s) to create their goals but works closely with them.
- C** Delegating leadership style indicates that team is well functioning and is highly competent with the task at hand.
- D** At the Directing stage team members have much knowledge of the task and they are able to direct their fellows

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StudiesQuestion No.
(20 / 50)Remaining exam time
02H:28Min:20SecRemaining additional time
00H:00Min:00Sec

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Q20. / 1 mark Q20.Which of the following assertion is not correct?

Answer

A

Participative school leadership assumes that school stakeholders take part in decision-making and that people are more likely to accept and implement decisions in which they have been involved.

B

Transactional school leadership states that the relationships between headteachers, deputy headteachers and teachers are based on exchange of resources (more focus on external motivation than intrinsic motivation).

C

Distributed leadership concentrates on engaging expertise wherever it exists within the organization

D

Situational school leadership, is an ideal school leadership model that is best under all circumstances

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Question No.
(19 / 50)

Remaining exam time
02H:28Min:24Sec

Remaining additional time
00H:00Min:00Sec

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Q19. / 1 mark Q19. Which of the following would you refer to as a component of professional capital that can guide you in matters related to the quality of teachers in the school.

Answer

A Human capital

B Social capital

C Decisional capital

D Working capital

Deputy Headteacher In Charge Of
Studies

Question No.
(18 / 50)

Remaining exam time
02H:28Min:28Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q18. / 1 mark Q18.The following are the standards for the effective school leadership in Rwanda. Which one is the one odd out?

Answer

A Creating strategic direction of the school improvement planning

B Leading teaching

C Managing the school as an organisation

D Working with parents and the wider community

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(17 / 50)Remaining exam time
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Q17. / 1 mark Q17. After a lesson observation, you will tell the teacher that to increase the learners' motivation, s/he should use the following strategies

Answer

- A** Empathize and build
- B** Remember the learner's identity
- C** Give a descriptive feedback
- D** All strategies in A, B & C

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Studies

Question No.
(16 / 50)

Remaining exam time
02H:28Min:37Sec

Remaining additional time
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Q16. / 1
mark

Q16.A school community member in charge of catering for psychological, emotional and social needs of the learner is
.....

Answer

A School head teacher

B Educational counsellor

C Class teacher

D Deputy head teacher in charge of studies

Deputy Headteacher In Charge Of
Studies

Question No.
(15 / 50)

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02H:28Min:41Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q15. / 1 mark Q15.Which leadership style among the following one is known as "Reward"?

Answer

- A Transactional style
- B Laisser-faire
- C Democratic style
- D None of the above answer is correct

Deputy Headteacher In Charge Of
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Question No.
(14 / 50)

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Q14. / 1 mark Q14.Leadership style that follows "command and control Approach" is

Answer

A Transactional leadership

B Cross cultural leadership

C Autocratic leadership

D Democratic Leadership

Deputy Headteacher In Charge Of
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Question No.
(13 / 50)

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02H:28Min:55Sec

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00H:00Min:00Sec

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Q13. / 1 mark Q13.Leadership can be denoted by the following:

Answer

A Dominance- following

B Dominance-descendance

C Dominance- repression

D Dominance- forced support

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StudiesQuestion No.
(12 / 50)Remaining exam time
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Sub

Q12. / 1 mark Q12.The leaders are not born, but trained. This means that

Answer

A

The leadership is not an innate quality but an individual whoever suffers and found out the ways of ameliorating of the mass becomes a leader

B

Leadership is the outcomes of one's social welfare works and social roles

C

Leadership is not an inheritance quality

D

The leadership training makes a good leader

Deputy Headteacher In Charge Of
Studies

Question No.
(11 / 50)

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02H:29Min:05Sec

Remaining additional time
00H:00Min:00Sec

Submit E

Q11. / 1 mark Q11.The basic purpose of teaching and learning supervision is to help

Answer

A Children learn more effectively

B Teachers in improving methods

C Teachers in understanding pupils

D Teachers in dealing with pupils

