

Comparative Analysis of the Assessment Practices in Public and Private school

(A cause study of Lahore and Kasur districts in Punjab, Pakistan)

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Abstract

This study examines the assessment practices in public and private secondary schools in Lahore and Kasur districts, Punjab, Pakistan. Mathematics teachers from 50 private and 50 public schools were surveyed on the need of class tests, frequency of the tests, and the use of rote memorization and application questions. Data were analyzed using descriptive statistics and crosstabs. The results on different areas of assessment practices showed possible causes of achievement gaps. The higher performance of private school teachers may be attributed to continuous pressure and job threats. Another contributing factor may be the performance-based high motivation of private school teachers.

Keywords: assessment practices, achievement gap, public and private school teachers, comparative education