

Further Reading

Although double-shift schools are found in many parts of the world, literature on their operation and impact is scarce. It is common to find passing reference to double shifts in official and other reports, but it is rare to find detailed analysis. Nevertheless, some relevant publications should be available in large libraries and through inter-library loans. They are listed here.

Batra, Sunil (1998): *Problems and Prospects of Double Shift Schools: A Study of Assam and Madhya Pradesh*, Centre for Education, Action and Research, Delhi. [A2/20A, Model Town, Delhi 110 009, India. E-mail: cear@vsnl.com]

This is a very thorough and balanced study of policies and practice in two of India's states. The empirical component compares the operation of 31 double-shift schools with 15 single-shift schools, and includes interview data from headteachers, teachers, parents and students. The study argues that double shifts can be an appropriate model, but stresses the importance of good management.

Beebout, Harold Seymour (1972): 'The Production Surface for Academic Achievement: An Economic Study of Malaysian Secondary Schools', Ph.D. dissertation, University of Wisconsin, 258 pp.

Beebout examined the academic achievement of 7,674 Form 5 students in 89 West Malaysian schools. He collected data on the number of shifts, socio-economic background, teacher qualifications, class size and several other aspects of the system. This enabled him to control for other factors in multiple regression. Malay-medium students performed more poorly in double-session than in single-session schools, but there was no significant difference in the performance of English-medium students. The dissertation is an excellent example of the techniques and complexities of cost-effectiveness analysis.

Bray, Mark (1989): 'Bisessional versus Unisessional Education: Hong Kong Policies and Practice in Comparative Perspective', *New Horizons* [Hong Kong], No.30, pp.81–88.

The paper was prepared in the light of official proposals (later partially postponed) to phase out bisessional schooling in Hong Kong. It first describes the Hong Kong model for bisessional schooling. It then discusses the economic, educational and social issues arising from bisessional schooling. The paper suggests that official policies are based on shallow analysis, and that more careful consideration of issues might lead to a less negative attitude towards bisessional schooling.

Cheung, Wing-ming (1995): 'Micropolitics in Managing Bi-sessional Primary Schools: A Case Study of Interactions between Partner School Heads', *New Horizons in Education* [Hong Kong], No.36, pp.1–13.

The study explored the interactions between the heads of a bi-sessional primary school in the context of their goal to achieve the school mission and a sense of school unity. One head was already in the school when the other head joined, and initially they worked harmoniously in a 'master-apprentice' relationship. Later transition in micropolitics was a bitter experience for the heads, but healthy for the school as a whole.

Chiu, Shiu-Yim (1990): 'The Administration of Bisessional Primary Schools', in Bray, Mark (ed.), *Educational Administration in Hong Kong: Personnel and Schools*, Education Paper 5, Faculty of Education, The University of Hong Kong, pp.27–38.

Some bisessional schools in Hong Kong have two headteachers, while others have only one. The author surveyed two thirds of the bisessional schools with one headteacher and half of the schools with two headteachers. His article compares the operation of the schools. Appointment of separate headteachers created problems of coordination, militated against a feeling of school unity, and reduced sharing of resources between the sessions. However, headteachers responsible for both sessions had heavy workloads.

Clermont, C.M. & Thomas, R.M. (1985): 'Shift Systems', in Husèn, T. & Postlethwaite, T.N. (eds.), *An International Encyclopedia of Education*, Pergamon Press, Oxford, pp.4565–4567.

The article begins by noting the wide range of terms and systems. It then focuses on 10 problems and on the ways that shift systems can help solve

them. The problems include shortage of facilities and teachers, unduly large classes, the special needs of subgroups, and the demands of work and study experiences.

Colclough, Christopher with Lewin, Keith M. (1993): *Educating all the Children: Strategies for Primary Schooling in the South*, Clarendon Press, Oxford.

This book focuses on the goal of good-quality primary schooling for all children in less developed countries. Part of the strategy for achieving that goal concerns utilisation of resources. The book discusses double shift schooling as a tool to achieve the goal. In addition to general discussion, it includes a case study of Senegal.

Farrell, J.P. & Schiefelbein, E. (1974): 'Expanding the Scope of Educational Planning: The Experience of Chile', *Interchange*, Vol.5, No.2, pp.18–30.

The researchers investigated academic achievement in 353 schools. They found no significant differences between pupils in single, double and triple shifts, and recommended extension of the shift system in order to reduce costs.

Fuller, B., Dellagnelo, L., Strath, A., Bastos, E.S.B., Maia, M.H., de Matos, K.S.L., Portela, A.L. & Viera, S.L. (1999): 'How to Raise Children's Early Literacy? The Influence of Family, Teacher, and Classroom in Northeast Brazil', *Comparative Education Review*, Vol.43, No.1, pp.1–35.

Literacy tests for Grade 1 and 2 children were conducted in 140 schools in two states of Northeast Brazil. The researchers investigated both in-school and out-of-school determinants of achievement. They found that class size and the school's number of shifts were not related to achievement levels.

Knight, Brian (1989): *Managing School Time*, Longman, Harlow, Essex.

Knight presents a thorough analysis of the ways that school time is used in different settings. One chapter focuses on the United Kingdom, but much of the rest of the book has an international focus. The book considers not only the school day but also the school year. The study concludes with a chapter on strategies for change.

Leo-Rhynie, Elsa (1981): *Report on the Shift System in Jamaican Schools*,

School of Education, University of the West Indies, Mona, Jamaica, 118 pp.

This is a detailed analysis of Jamaica's double-session system, which was first proposed in 1953 and then introduced in various phases during the 1960s and 1970s. A team of researchers analysed the impact of double shifts on teachers' workloads, curriculum content, teacher-pupil relationships, extra-curricular activities, and parental attitudes.

Levin, Henry M. (1983): *Cost-Effectiveness: A Primer*, Sage Publications, Beverly Hills, 167 pp.

Levin explains in clear terms the basic procedures for conducting cost-effectiveness analysis and the related procedures for cost-benefit analysis, cost-utility analysis and cost-feasibility analysis. His examples are all taken from the education sector.

London, Norrel A. (1993): 'Planning and Implementing Education Policy in a Developing Country: A Study of the Shift System in Trinidad and Tobago', *Journal of Education Policy*, Vol.8, No.4, pp.353-364.

Double-shift schooling was introduced in secondary schools in Trinidad & Tobago in the early 1970s in an effort to expand supply of places. However, it was controversial because the elite schools continued to operate single shifts. The government promised to phase out the double shifts, but later decided to keep them to save costs and retain the supply of places. The article analyses the technical and political reasons for the introduction of double shifts and for the failure to phase them out again.

Merrell, Russell G. (1980): *A Report on Alternatives to School Building Construction*, Utah State Board of Education, Salt Lake City, 52 pp.

The Utah State Board of Education commissioned the author to find ways to reduce massive demands for school construction. Among the options discussed are double-session schooling, an extended school day, and a system of year-round-schools. The report notes that double-session schooling would substantially reduce building demands, and would not necessarily create educational problems. However, the system was not recommended because the report recognised political obstacles.

Nhundu, Tichatonga J. (2000): 'Headteacher and Teacher Perspectives of Multiple-shift Schooling Practices: A Zimbabwean Experience', *International Studies in Educational Administration*, Vol.28, No.1, pp.42-56.

A detailed survey was conducted on a sample of 47 double-shift primary and secondary schools in Zimbabwe. Double-shift schooling is more common in urban than rural areas, and is associated with former Group B (former Blacks-only) schools which are found in the poorer, high-density suburbs. Partly for this reason, perceptions towards double shifts were rather negative. However, the author points out that this may have been because of the way that the double-shift system has been implemented rather than because of inherent problems in the system.

Tsang, Mun C. (1997): 'Cost Analysis for Improved Policymaking and Evaluation', *Educational Evaluation and Policy Analysis*, Vol.19, No.4, pp.318–324.

Tsang surveys major types of cost analysis in education, gives examples of their application, and presents major lessons learned. Policies on quality basic education for all and on privatisation of schooling are given particular focus.

Windham, Douglas M. (1988): *Indicators of Educational Effectiveness and Efficiency*, project for Improving the Efficiency of Educational Systems (IEES), Florida State University, Tallahassee, 212 pp.

The IEES project primarily focuses on the education systems of Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia and Yemen. Drawing on experiences in those countries, the author has prepared a very comprehensive discussion of indicators of effectiveness and efficiency. Perhaps surprisingly, the book does not devote attention to double-shift schooling. However, it contains very useful discussion on related areas and on the basic concepts of cost-effectiveness and cost-utility analysis.

Note on the Author

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