

# THE EFFECTIVENESS OF CONTINUING PROFESSIONAL DEVELOPMENT COURSES BY THE SCHOOL IMPROVEMENT PARTNER (SIPARTNER) FOR SCHOOL LEADERSHIP

*Kunalan Kuriaya*

*kunalan@iab.edu.my*

*Institut Aminuddin Baki Genting Highlands, MOE, Pahang*

## **Abstract**

School Improvement Partner (SIPartner) implemented under the School Improvement Program (SIP) program has been the focus of implementation by the Ministry of Education Malaysia (MOE) through the Malaysia Education Blueprint 2013-2025. This survey study aims to identify the effectiveness of SIPartner's on-going professional development courses for school leadership. This study is based on the SIPartner's Standard Operating Procedures (SOP) which is to handle professional development courses approved by MOE. The variables of the course are independent variables while the leadership of the school becomes a dependent variable. A total of 100 principals from secondary schools in Selangor, Perak and Pahang became the respondents of this study. The data for this survey was obtained through a questionnaire adapted from Swaffield (2013). The data were analysed using the IBM SPSS Statistical version 21. The results of the simple regression analysis showed that the course ( $\beta = .573, k < 0.05$ ) positively affected the school leadership by explaining a total of 32.8% variance. In conclusion, the SIPartner program which has been implemented in secondary schools in the states of Selangor, Perak and Pahang was able to support the school leadership in improving the achievement of the school.

Keywords: School Improvement Partner, Leadership

## **1.0 Introduction**

Education is a tool of measurement and comparison of the success of a country. Education is constantly changing in time. Education changes happen to human desire to explore something that can change a better life to boost the country's economy. The world of education in the era of globalization faces the challenges of demanding, urging and promising change in the education world. Educational systems around the world are required to improve, improve and improve student achievement (Chapman, 2010). The United Nations Educational Scientific and Cultural Organization (UNESCO) in discussing the need for change in education in this globalization era proposes to drive thinking to make a reshuffle in how to develop human potential through formal and informal educational settings. Hallinger (1998) emphasized that globalization has led to the enormous paradigm shift in many countries in the context of finding the meaning of the quality of education as well as the curriculum offered.

Since independence in 1957, the government's commitment to providing education has never receded. The government always places education agenda as the main agenda of the nation. According to the source of the Monthly Transformation Bulletin of the Ministry of Education Malaysia (MOE), Malaysia has spent 3.8% of Gross Domestic Product (GDP) on education, a huge amount compared to the average Organization for Economic Co-operation and Development (OECD)

3.4%. The difference between the evaluation results and the expenditure in education reflects the efficiency of the education system.

The Malaysian Government has focused and emphasized on developing and improving the national education system. This is evident in large financial investments in comprehensive education plans and policy reforms to meet ever-changing national aspirations and global demand. Given the ambition of Malaysia to become a developed nation by the year 2020, the education system is challenged not only to increase access and equity but also improve the quality of the established results.

The Malaysian education system can be considered as an example model developed to support the nation's development and economic growth. Compared to the high-performance education system in the region based on student achievement, there seems to be room for improvement. The improvement of the school became the focus of international attention. Parents have high hopes for the future of their children who go to formal schooling. The government also sees primary and secondary school education as the basis for economic development, social welfare and public involvement. Concerns about school improvements are not solely due to the general belief in the role and importance of schools in ensuring the quality of life but also widespread recognition as to how the school system can meet public expectations and government aspirations.

In this context, the Ministry of Education has taken proactive steps through the School Improvement Program (SIP) and its goal of building school performance. The SIP was implemented in March 2010 after Deputy Prime Minister and Minister of Education on 2 March 2010 during the NKRA Delivery Task Force meeting which agreed with the program.

SIP is a comprehensive and ambitious effort to challenge, motivate and assist all 9996 schools involving 7714 primary schools and 2282 secondary schools to improve student achievement, especially low-performing students (NKRA Education Unit, 2010). SIP is a critical driver of the National Key Result Area (NKRA) and supports the High Performance Schools initiative (SBT). SBT raises the level of excellence of schools while the SIP narrows the gap between low-performing schools. SIP will also be the continuation of the New Offer to the Principal or Professor to assist and motivate all school management to improve student achievement especially those with low achievement. As an effort to develop low-performing school organization intervention, Leadership Coaching and Mentoring (LCM) approach has been used through a program called School Improvement Partners or SIPartner.

School achievement is a key agenda for all schools and school leaders. School achievement should be the core business of school leaders and teachers as school performance improvements are based on student academic achievement. According to Levin (2008), school achievement lies in the leadership of the school that should focus on individual development so that organizational development can be improved. In line with this objective, MOE through the SIPartner program has generated and enhanced a detailed understanding of the needs, accountability, monitoring and continuous support for school achievement. The SIPartner program will focus on school leaders by providing assistance and support in improving school performance. Standard Operating Procedures (SOPs) have been defined as the role and implementation process of the SIPartner program. There are three main roles based on SOP namely

**a. SIPartner conducts principals' visiting trips**

SIPartner visits school while giving guidance to principals either one by one or through Peer Learning Communities (PLC)

**b. SIPartner provides or conducts courses approved by MOE for Principals.**

Provide training or conduct appropriate courses or programs based on the Principal's needs.

**c. SIPartner reports and assists in resolving problems and issues faced by Principals.**

Become a mediator of PPD and Principals in solving problems or issues faced by Principals.

(Unit PADU, 2012)

## **2.0 Literature Review**

This section will discuss three sub-subjects related to the study, namely (a) the review and implementation of School Improvement Partner (SIPartner), (b) Theory in SIPartner's Role and Leadership (c) studies based on SIPartner's SOPs that SIPartner provides or conducts courses approved by MOE for principals.

### **2.1 School Improvement Partners (SIPartner)**

Studies conducted in SIPartner are less in Malaysia as it began in 2010. The support of this study is based on studies made in England, United States, Australia and others. SIPartner and Principal's views were also used as a support and reference material in this study. The main role of SIPartner is to challenge and support school principals in relation to the achievements and targets that need to be upgraded in their respective schools (DfES, 2004, 2005, 2006) and accept them as important partners.

Feedback from 68 principals in their SIPartner survey gave a very positive view of SIPartner (Halsey et al., 2005) although some primary school principals reported that the element of the challenge was not so significant. Many interviewed argue that it is important that SIPartner himself has experience as a principal. According to Cowen's assessment (2008), the key aspects of the support role are fully implemented by most SIPartner, but not so much for the challenges and leadership achievement aspects of the principals. 70% of primary school principals and 80% of secondary school principals agree that their SIPartner is able to give a reasonable challenge to the school. One of Cowen's main points (2008: 43) regarding SIPartner observed that the tension between freedom of play a constant challenge role with the school and the involvement of SIPartner gave support.

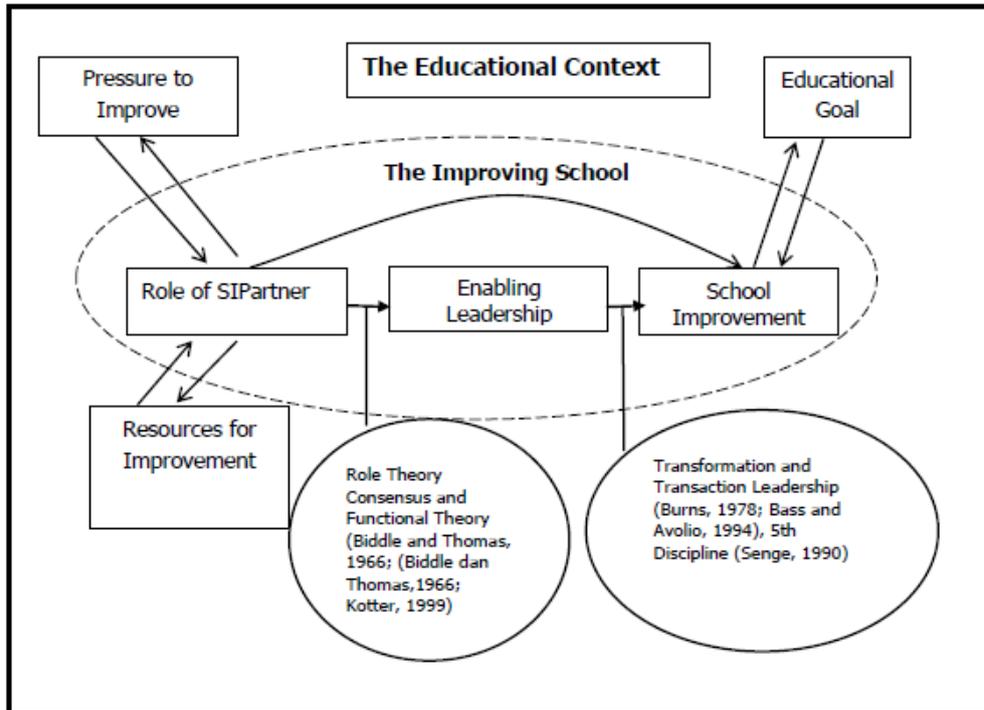
A study by the National Audit Office (NAO) on Partnering for School Improvement on 9 July 2009 in England also agreed that SIPartner has the potential to maximize school achievement. The study was made with Value for Money based on the Department of Children, School and Family in the UK spent 400 million pounds in a partnering program between 2007-2008 while the UK's central

government allocated 16 billion pounds to improve education standards. The study was conducted in 398 secondary schools in England and 80% of the principals thought SIPartner managed to improve and change the behaviour and culture of the principal (NAO, 2009). However, this study also shows that a 20% of SIPartner did not exhibit their full potential in handling the role of SIPartner (NAO, 2009). Partnering is also one of the main strategies practiced in Hong Kong and Shanghai China. Hartnell-Young (2014) makes comparisons between Australia and Hong Kong, Shanghai China and Singapore in PISA's examinations that he finds Australia's level of achievement is low in comparison with these countries. He found coaching, mentoring and partnering as one of the key strategies practiced in Hong Kong and Shanghai to enhance the achievement of national education.

In the article presented by Koh and Kunalan (2013) on his school involved with the SIPartner program, the achievement of his academic school has long been below a low level. In the education transformation program by the government in 2009, the school was categorized as a low achievement school with a composite score of 49.46% and band 6. Under IAB leadership and guidance, a school improvement program was designed and implemented from 2010. The main issues of academic achievement of these students is the effectiveness of teacher teaching and learning. As a result of SIPartner's visit from IAB, the school has identified all the factors that affect the low achievement of students. In summary, it was found that the level of satisfaction was high among principals who first experienced this SIPartner experience at the trial stage, followed by a decrease in overall satisfaction as this program expanded across all schools. This is one of the growing features of innovation but it may be surprising in this context as all SIPartner's either being employed at the first school or the last school joining the scheme is being trained by the IAB.

## 2.2 Theory in the Role of SIPartner and Principal Leadership

According to Katz and Kahn (1978), role concepts play a major role in organizational theory. The concept of human organization includes the role systems. Bennis and Goldsmith (2003) predict that leaders should be comfortable with the various roles needed by the leader. Leaders must have the ability to balance pressure from challenges to making changes. The objective of this study is to investigate the role of SIPartner or the mentors and principals and their interrelationships. Theoretical discussion of the role is important to understand how principals have worked on their roles to meet the various organizational requirements as well as the programs they lead. The role of SIPartner is the most important factor in redefining the role of the principal itself. Figure 1 shows the framework of school improvement theories proposed by Creemer and Reezight (2005) adapted to role theory.



Source: Adapted from Creemer and Reezight Improvement Theory (2005)

The researchers adapted and combined the comprehensive framework of the school improvement theory proposed by Creemer and Reezight (2005) with role theory. The role of SIPartner in striving for school leadership to improve school achievement is the purpose of this study. Theory of Role, Consensus and Functionality and leadership theory will be used as a guide and reference in this study.

As behavioural science, role theory or task is a study of the actual behaviour shown in a live social situation. Fein (1990) says that social roles are the cornerstone of our identity. He determines how we see ourselves and how we are seen by others. They are the primary mechanisms of human interacting with each other. Fein (1990) also states that roles are complex patterns of human behaviour. This behaviour can be identified by what someone does and how they or they interact. This is the expected behaviour of any individual.

Terms of use are used in two different but interrelated approaches - consensus and functional theory. The functional approach, borrowed from anthropology, sees the role as a set of expectations placed by the community on individuals (Biddle and Thomas, 1966). In functional theory, the role is one way of conduct is socially supervised. So normal patterns become easy to predict, allowing individuals to function in that role because they know what the expectations are expected from others. Sociologists can make public conclusions about these roles. Together, groups with a closely related role can form social institutions. Social interactions theories are a concept that is not static and always underestimated.

Kotter (1999) states that role theory and principals are what is made from minute to minute, from hour to hour seldom conform to the stereotype of manager, head or an executive, which will certainly create confusion for the new manager. This behaviour can be understood if we take into account the various responsibilities (leadership and management), job assignments (changes and repairs), and complex relationships (beyond the formal hierarchy) that come with a manager's job. Many theorists have influenced principals and school leaders.

In a leadership analysis at school for 30 years, by Mid-continent Research for Education and Learning (McREL), they have evaluated many of the fundamental theories that have shaped their analyses. The basis for the principals' leadership is based on these theories and provides a basic knowledge of the framework for the role of the principal. Terms of transformation leadership and transaction leadership have roots from the work done by James Burns. Burns (1978) is considered the father of modern leadership theory. Its main field is politics. His concept of leadership states that leaders lead his followers to do things for certain goals that represent the values and motivations, needs and wants, aspirations and dreams of the leader and his followers. He further added that the greatness of leadership lies in the behaviour that leaders see and do according to their values and motivations as well as their followers. Burns (1978) describes the leadership of transformation as turning one thing to another and the transaction leadership as it concentrates on change. Bass and Avolio (1994) have added details to Burns's description of leadership. They describe three types of transaction leadership namely passive-passive management, active-neutral management and build transactions.

Building transaction leadership is the most effective among the three leadership styles available. Burns (1978) emphasized that transformational leadership was the most influential. According to him, transformational leaders form a mutually stimulating and uplifting relationship that transforms followers into leaders into moral agents. Bass and Avolio (1994) add this description to four factors that characterize the transformational leadership behaviour. These features take into account all parties, intellectual stimulations, inspiring motivations and taking into account the ideal. A leader is a person who pay special attention to members within an organization who feel themselves ignorant. A leader who allows followers to see the old problems of the new glasses showcases intellectual stimulation. Inspirational motivation is to explain the expectation of high achievement with full energy, confidence, and dynamic that can aspire followers and take into account the demonstrative individual by demonstrating behaviour through personal achievement and behaviours.

Finally, the training system focuses on helping leaders face the challenges of their work. Sparks (2005) emphasizes that this support is important to ensure the success of leaders and enhance their viability. Building school leaders is an important responsibility. Without these efforts, he added, quality achievements in the organization would only be aspirations but not reality to achievement in schools.

2.3 SIPartner SOPs based studies are SIPartner providing or conducting courses approved by MOE for Principals.

Each educational organization is different from its leadership, climate and environment. Existing training and development approaches are often cantered. This training or course approach separates school leaders from their context and then generates gaps and problems that impede the

performance of the educational organization. Organizational development approaches that lead to an understanding of organizational context are needed to bridge the gap. One of SIPartner's roles is to train or conduct appropriate courses or programs based on the Principal's needs.

Organization development approach in the context of organization is a strategy that controls the organization as a unit of change. To ensure the effectiveness of organizational development, planning and implementation need to be developed from within the organization itself. Development of educational leadership is an organizational development aimed at enhancing organizational performance through a systematic organizational change process and implemented in a working environment (Siti Anidah Mahadi, 2012: 11). Organizational development, in particular, focuses primarily on enhancing organizational performance and relationships with individuals.

Although it is widely acknowledged that training or courses are important in developing the organization, evaluation of the impact is rarely implemented systematically and the way of focus is also doubtful and emphasis is given to participants' satisfaction (Muijs and Lindsay, 2008). The Guskey Model (2000) has been developed specifically to assess the level of course or training. In summary, Guskey (2002) suggests that effective professional assessments require the collection and analysis of information. In the training level analysis the three types of questions are given priority namely content, process and context. This information is directly related to program goals and focuses on the organization.

Relevant programs can play a significant role in school improvement efforts, reform school policies, improve teaching and learning quality, and enhance the benefits of sharing expertise among generations of schools.

### **3.0 Objectives**

The objectives of the study are as follows:

- i. Identify the effectiveness of the course on the leadership of the principal.

.

### **4.0 Methodology**

This study aims to assess the extent to which the role of SIPartner in secondary schools affects the leadership of the school principals. In this regard, this study examines the effectiveness of continuing professional development courses by the SIPartner for leadership at school principals. To answer the questions of this study, quantitative methods of surveys using questionnaires were conducted. The sample in this study was 100 principals in Selangor, Perak and Pahang. Data analysis in this study was made using the IBM SPSS Statistical version 21. Table 1 shows the study questions and statistical analysis tools.

**Table 1: Survey Questions and Statistics Analysis Tools**

No	Research Question	Statistical Analysis
1	Does the course organized by SIPartner contribute to the improvement of leadership capability of the principal?	Multiple Regression Analysis of Enter / Stepwise Method

In looking for the effectiveness of this variable, linear regression analysis is used. This analysis is also used to find out the efficacy of the course on the leadership of the school. This analysis is also used to determine the magnitude of the relationship between the independent variables to the dependent variables. In this study, interpretation focuses on the value of the predictor coefficient ( $R^2$ ) of predictor and criterion variables. Table 2 shows the use of coefficient ( $\beta$ ) and t-test to identify whether there is a significant influence of predictor variables on criteria variables. Similarly, the ANOVA test based on the statistical value F is used to ensure a significant number of regression equations at the  $p < .05$  level.

**Table 2: Strength of Relationships or Influences**

Beta	Interpretation
<0.20	Very weak effect
0.20 to 0.40	Weak influence
0.41 to 0.70	Simple effect
0.71 to 0.90	Strong influence
>.90	The effect is very strong

Source: Sheridan dan Lyndall, 2003

## 5.0 Study Review

### The Influence of Courses Conducted by SIPartner on Leadership

School leadership is included in the simple regression of linear equations as dependent variables and courses conducted by SIPartner as independent variables. Based on the analysis, the value of  $F = 87.921$  ( $df = 1, N = 182$ ) and the degree of significance F is  $p (.000)$  less than the alpha value (.05). This suggests that a customized linear regression model is very significant at less than five percent. Furthermore, in this case the strength of the relationships of both variables is shown in Table 3.

**Table 3: Course Regression Analysis Conducted by SIPartner on Leadership**

<b>Independent Variable</b>	<b>B</b>	<b>Beta(<math>\beta</math>)</b>	<b>t-value</b>	<b>P</b>	<b>R<sup>2</sup></b>	<b><math>\Delta R^2</math></b>
Constant	1.073		3.485	.000		
Courses run by SIPartner	.729	.573	9.479	.000	.328	.324

\*p<0.05

Since the value of p is less than the value of alpha = .05 there is a significant relationship between the dependent variable and the independent variable. In this analysis, the value of R<sup>2</sup> is .328 indicates the overall contribution of independent variables that is SIPartner's course on leadership ( $\beta$  = .573, p = .000) is 32.8%. This also means that once the SIPartner's course score increases by one unit, the school leadership score will increase by .573 units.

The relationship between the two variables can be formed through the linear regression equation as follows:

$$Y = 1.073 + .729X_1 + \epsilon$$

Where Y is leadership while X<sub>1</sub> is a course conducted by SIPartner.

As a conclusion, there was a significant influence between SIPartner's courses on leadership.

## **6.0 Discussion**

### **Preparing or Conducting Courses Approved by SIPartner MOE for Principals**

The findings show that the influence of SIPartner's courses significantly explained the influence of 32.8 percent of variance on leadership. Based on the analysis, SIPartner lacked a role in providing the courses required by the school leadership. The role of SIPartner is to train or conduct appropriate courses or programs based on the Principal's needs. The concept of organizational development approach in the context of organization is a strategy that controls the organization as a unit of change. To ensure the effectiveness of organizational development, planning and implementation need to be developed from within the organization itself. Organizational development is the development of educational leadership aimed at improving organizational performance through systematic organizational change process and implemented in the work environment (Siti Anidah Mahadi, 2012: 11). Organizational development, in particular, focuses primarily on enhancing organizational performance and relationships with individuals. Course requirements should be analysed before organizing courses so that the impact of the organized course meets the objectives and goals of the principal. Continued development and enhancement of professionalism courses will have a significant impact on the development of schools in particular. Similar to Guskey (2002) also acknowledges that organizational development is a result of continuous improvement of individual development to the improvement of school achievement. Relevant programs are able to play a significant role in school improvement efforts, reforming the

basics schools, improving the quality of teaching and learning and enhancing the benefits of sharing expertise among generations of schools. Courses organized by SIPartner are influenced by internal weaknesses that cause the development program to be ineffective. The internal weaknesses are the least of a method of assessment in determining the impact and subsequently managing the impact of professional development more effectively and strategically for a long period of time. The principal still considers development programs as a prolonged improvement as well as having a high interest in improving themselves and improving school achievement. Although it is widely acknowledged that training or courses are important in developing an organization, the assessment of the impact should be systematically implemented and the focus and emphasis is given to participants' satisfaction (Muijs and Lindsay, 2008). The Guskey Model (2000) has been developed specifically to assess the level of course or training. Guskey (2002) suggests that effective professional assessments require the collection and analysis of information.

## **7.0 Conclusion**

The results of this study explain the influence of SIPartner's role on leadership. The findings of the study can be used as a guide to SIPartner especially in the state of research in view of the advantages and disadvantages in terms of their role. The results of this study can also be a guide to other SIPartner officers throughout Malaysia.

The findings of this study can be a guide to future studies especially in relation to the framework of the school's improvement theory proposed by Creemer and Reezight (2005) adapted to role theory. Role concept plays a major role in organizational theory. Role theoretical discussion in this study is important to understand how principals have worked on their roles to meet the various organizational needs and the programs they lead. The role of SIPartner is the most important factor in redefining the role of the principal itself. The role of SIPartner in striving for school leadership to improve school achievement is the purpose of the SIPartner program in this SIP. Theory of Role, Consensus and Functionality and leadership theory has been used as a guide and reference in this study.

The study also explains the role in more detail based on the theoretical support. These roles are divided into three basic categories. These categories are interpersonal roles, role-relevant roles and also roles related to decision makers. The studies conducted by Kotter (1999), Burns (1978), Bass and Avolio (1994) and Sparks (2002) on role theory, tractor leadership theory, transformation and distribution, monitor student achievement and quality teaching, identifying suitable work for teachers and principals and others can be a guide and teaching to SIPartner in carrying out their daily tasks. Increasing knowledge in leadership can help SIPartner carry out tasks more efficiently because SIPartner carries out guidance to school principals. Principals in Sabah have more experience in school management and administration, nearly 87 percent of them have more than 4 years of experience as school principals while SIPartner in the state of Sabah has no experience in the field of leadership so that this study can be a guide and note reply to SIPartner.

Based on the findings of the SIPartner's course on the aspect of contributing to the weakest percent, the initiative should be taken immediately by IAB and PADU. Continuous courses and training and monitoring should be conducted against SIPartner so that quality can be maintained. In general, the implications of this study can be a guide to SIPartner and various related parties in managing policies or policies to improve the program later.

## References

- Bass, B. M. & Avolio, B. J. 1994. *Improving Organizational Effectiveness through Transformational Leadership*. Thousand Oaks, CA : Sage Publication.
- Bennis, W. & Goldsmith, J. 2003. *Learning to Lead*. New York: Basic Books.
- Biddle, B. J. & Thomas, E. J. 1966. *Role Theory: Concepts and Research*. New York: John Wiley and Sons.
- Bloom, G., Castagna, C., Moir, E. & Warren, B. 2005. *Blended Coaching: Skills and Strategies to Support Principal Development*. Thousand Oaks, CA: Corwins Press.
- Burns, J. 1978. *Leadership*. New York: Harper and Row.
- Chapman, C. 2010. *Improving Schools through External Intervention*. London: Continuum.
- Crane, T. 2002. *The Heart of Coaching: Using Transformation Coaching to Create a High-Performing Coaching Culture*. ( 2<sup>nd</sup> edition). San Diego, CA: FTA Press.
- Creemers, B. P. M. & Reezigt, G. J. 2005. A comprehensive framework for effective school improvement. *School Effectiveness and School Improvement*. **4**:407-424.
- Cowen, G. 2008 .*New Relationship with Schools: Evaluation Report*. Nottingham: Department for Children, School and Families.
- DfES. 2004. *A New Relationship with Schools*. Nottingham: Department for Education and Skills.
- DfES. 2005. *A New Relationship with Schools : Next steps*. Nottingham: Department for Education and Skills.
- DfES. 2006. *A New Relationship with Schools : The School Improvement Partner's Brief*. (2<sup>nd</sup> edition). London: Department for Education and Skills.
- Fein, M. 1990. *Role Change: A Resocialization Perspective*. New York: Praeger Publishers.
- Foley, R. 2006. *ACSA Professional Learning Executive: Presentation to Curriculum and Instructional Services Committee*.
- Guskey, T. R. 2000. *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Guskey, T. R. 2002. Does it make difference? Evaluating Professional Developing. *Educational Leadership*. **59**(6), 45-51.

- Hallinger, P. 1998. Educational Change in the Southeast Asia. The Challenge of Creating Learning System. *Journal of Educational Administration*. 6(5), 492-509.
- Halsey, K., Judkins, M., Atkinson, M. & Rudd, P. 2005. *New Relationship with Schools: Evaluation of Trial Local Authorities and Schools*. DfES Research Report 689. London: Department for Education and Skills.
- Hartnell-Young, E. 2014. *The Past, Present and Future of Sustainable School Effectiveness*. Presentation at ICSEI, Yogyakarta, Indonesia 2-7 Januari 2014. [http://works.bepress.com/elizabeth\\_hartnell-young/50](http://works.bepress.com/elizabeth_hartnell-young/50)
- Katz, D. & Kahn, R. 1978. *The Social Psychology of Organizations*. (2<sup>nd</sup> edition). New York: John Wiley and Sons.
- Kementerian Pendidikan Malaysia. 2013. Anjakan : *Buletin Bulanan Transformasi Kementerian Pendidikan*. Isu # 1. 30 April 2013.
- Koh Khim Watt & Kunalan, K. 2013. Kepimpinan Instruksional, Melalui Amalan Konsep Model 7S++ Menerajui Peningkatan Keputusan Peperiksaan Awam SMK Kinabutan, Tawau, Sabah. *Prosiding Kolokium Kebangsaan Kepimpinan Instruksional ke-9 2013*. Mei 5-8, 2013. Jitra Kedah.
- Kotter, J. P. 1999. *What Leaders Really Do*. MA: Harvard Business School Press.
- Levin, B. 2008. *How to Change 5000 Schools. A Practical and Positive Approach for Leading Change at Every Level*. Cambridge, MA: Harvard Education Press.
- Retrieved on 10<sup>th</sup> May 2013 from: <http://www.edrev.info/reviews/rev821.htm>.
- Mid-continent Research for Education and Learning (McRel). 2010. *The 21 Responsibilities of School Leaders with correlations to Student Academic Achievement*. Aurora, CO: Mid-continent Research for Education and Learning.
- Muijs, D. & Lindsay, G. 2008. *Where are we at? An empirical study of levels and methods of evaluating professional developing*. *British Educational Research Journal*, 34, 195-211.
- National Audit Office (NAO). 2009. *Partnering for School Improvement: Value for Money*. <http://www.nao.org.uk>. Retrieved on 9 Julai 2009.
- NKRA Education Unit. 2010. *Primary School Improvement Program 2010*. Malaysia: Mazizia Sdn. Bhd.
- Pelan Pembangunan Pendidikan Malaysia 2013-2025. 2013. *Pendidikan Prasekolah hingga Lulusan Menengah*. Kementerian Pendidikan Malaysia. Kuala Lumpur: Percetakan Nasional

Pelan Pembangunan Prestasi Sekolah. 2011. NKRA Pendidikan. Kementerian Pendidikan Malaysia.

Sheridan, J. C. & Lyndall, G. S. 2003. *Statistical package for Social Science (SPSS): Analysis without Anguish: Version 11.0 for Windows*. New York: John Wiley & Sons. Inc.

Siti Anida Mahadi. 2012. Institut Aminuddin Baki. 2012. Buku Panduan Pengurusan Program SiPartner: *Pelaksanaan Program School Improvement Partner (SiPartner)-Program Pembangunan Prestasi Sekolah (SIP) 2010-2012*. Kuala Lumpur : Percetakan Walina.

Sparks, D. 2005. *Leadership for Learning*. Education Week 25.

Swaffield, S. 2013. Support and Challenge for School Leaders: Headteachers' Perceptions of School Improvement Partner. *Educational Management Administration & Leadership*. <http://ema.sagepub.com/content/early/2013/09/04>. Retrieved 15 January 2014.