

## **Role of School Leader in Professional Development of Secondary School Teacher**

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### **Abstract**

*The study was conducted to investigate “Role of School Leader in Professional Development of Secondary School Teacher”. The main objective of the study was, “To find out role of School leader in Professional Development of Secondary School Teacher”. Total working secondary school teachers (SSTs) of the three selected districts of Khyber Pakhtunkhwa, Peshawar, Kohat and district Khyber were 1640 SSTs and were included in the target population. Proportionate sampling technique was adopted and 370 respondents SSTs were selected by using Morgan sample size calculator and were considered as sample of the study. The study was quantitative in nature and data was collected through closed ended questionnaire. On the basis of data analysis, the null hypothesis was rejected. A positive and significant role of school leader in professional development of secondary school teacher was found. On the basis of findings of the study, it is recommended that more strength may be given to school leader, more funds may be provided, workshops may arrange, supervisory skills maybe enhanced and regular assessment culture may be developed.*

**Keywords:** *School Leader, Professional Development, Secondary School Teacher, Secondary School.*

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### **1. Introduction**

The school leader is the leader of an educational institution, who manages and organizes all the educational activities in soft as well as in hard in respect of quality education, to meet the needs of society through professionally developed teachers. He/she is wholly considered the main agent of all sorts of educational planning in respect of educational institution (Karacabey, 2021).

School leader avails the healthy environment more systematic and more beneficial. He/she supervises the overall educational programs and makes sure in time mentoring services for teacher professional development. School leader enhances supervisory role which is more productive for teachers' professional development and teachers are mentored in respect of development. School leader also avails the opportunities of staff development through school-based workshop sessions and trainings.

School leader looks the overall process with the view of enhancing and development. He/she insure the workshop opportunities in different sessions which uplift teacher's professional status (Ngema & Lekhetho, 2019).

School leader is the dynamic body who develops in time innovational practices and programs through school culture update the professional status of teachers and in return students learn more systematically and different activities are assigned to teachers which also updates professional development of teachers. It is also very clear that school leader management can also uplift teachers' professional development by assigning right activity to the right person which creates more professionalism in teachers (Bredeson & Johansson, 2000).

School leader make insure cooperative and collaborative learning environment which provides opportunities for the professional development of teachers. There is sharing of educational experiences among teachers which enhances professional status of teachers (Bredeson & Johansson, 2000).

## **2. Teacher's Professional Development**

Teacher Professional Development (TPD) means systemic, long life, in-service teacher education process. In this process a verity of experiences is offered which uplift teacher professional status. In this process a new image of teacher role is presented for teacher skills updating. Teacher Professional Development is a process which enables to deepen the knowledge and practices of teachers to meet the new challenges of students and to make effective learning of students. So, it shows that teacher professional development updates the status of teachers. Teacher professional development, indict the conversion of knowledge into practice for more and effective learning of students. It shows that practical aspects of teacher are more effective towards students learning (Ngema & Lekhetho, 2019).

The development of nation depends on quality education and for quality education there must be dynamic leadership, trained teachers, effective learning environment and availability of resources. For quality education teachers must be professionally trained, developed and knowledge-based updated. It shows that knowledge plays much important role in teacher's professional development (TPD) as it supplies basis for teacher's professional development (Holland, 2009). Professional development of teachers indicates the updating of knowledge, skills and teaching practices. It means that a teacher with more developed attitude will remain more professionally developed (Ringler *et al.*, 2018).

Teacher professional development is the key instrument which achieves educational goals and students learning. So, it shows that without professional development, there is no concept of students learning and educational goals. In teachers' professional development no one can deny of the importance of knowledge level of teachers and knowledge is the base which provides all sorts of development (Bredeson & Johansson, 2000). Ramzan et al. (2023) have claimed that omission and errors are the most common types of errors in ESL writing. Further, Ramzan et al. (2023) have also expressed the overlooked potential of social media are an instrument to boost ESL students' engagement and performance. Moreover, Ramzan et al. (2023) have suggested can the influence of social media is helpful for educators and policymakers. Furthermore, Ramzan et al. (2023) have confirmed that teachers are able to incorporate various helpful technical collaborative strategies

Professional development of teacher reflects the growth of teacher's skills, growth of teacher's

knowledge and advancement of teachers teaching practices. It shows that these three components update teacher professional status which remains more effective during educational process. It also indicates all aspects of teacher's character which is the central point of teachers' professional development.

Teachers' professional development shows more professionalism in his/her own profession (Hilton *et al.*, 2015). It also indicates the updating of an individual in his/her own professional performance. TPD means professional growth that is gained and increased with experiences and practices. It also indicates that a teacher with sound and built character will remain more effective and with sound character more professional development opportunities can be availed (Young, 2020). Bhutto and Ramzan (2021) pacifier stance of powerful agenda is another way to control learning.

### **3. Role of School Head in Teacher's Professional Development**

School heads perform a very important and dynamic services in updating teachers' knowledge, skills, practices and assessment practices by providing the opportunities and services of leadership, which effect self-efficiency level of teachers and there is transfer of basic skills to teachers towards their professional growth. School heads provide positive and healthy culture to teachers in which there is positive relationship among members of the institutions and other components. In such type of environment there is direct effect of leadership on its member in the way of professional development (Ngema & Lekhetso, 2019). Ramzan et al. (2021) that there is manipulation of public is handicapped for learning. Nawaz et al. (2021) have said that there is an internal bias between the government and opposition wrapped in the current affairs statements in Pakistan.

School heads play a changing role according to situations and persons and these changing roles of leadership update TPD in one way or other way. Sometimes due to high school pressure and due to other practices school heads adopt distributive leadership style in which there is distribution of activities and practices. It shows assigning tasks and responsibilities to teachers and in this way, teachers are empowered and authorized, after assigning tasks teachers are guided and trained systematically and gradually through ongoing sessions, mentoring, observation and coaching. So, these types of tasks update teachers towards their professional development (Kim & Lee, 2020)

School head's role and teachers' TPD has a very close relation. We can say that there is correlation between school head's role in teachers' professional development. Through instructional leadership teachers can be developed in the desired directions. Instructional leadership role of school head is the constant source of teachers' professional growth (Dania & Andriani, 2021).

Research works have proved that successful and effective educational system and practices depend upon the effectiveness of teachers and quality of teachers. Ramzan and Khan (2019) veiled ideological agenda is restriction in learning. It has also proved that for teachers' professional development, all elements and components like teacher training and observation are always guided and supported by school leaders. All these practices indicate that school leaders' role is of great importance in the development of teachers in their profession (Rabapane, & Wadesango, (2020). Ramzan et al (2023) have claimed that learning motivation is determined by vigilant proficiency.

Holland (2009), stated that despite of other established agencies for the PD of teacher, school leader is one of the most important agencies through which professional development of teachers can be

enhanced and ensured. School leader is in closed contact with teachers and in most cases, teachers are observed by the school leaders and providing coaching and mentoring services under mentoring theory of school leader. In the light of the available theory school leader can promote teachers in their positions and profession. In the light of the stated above theory, teacher's delivery service can be promoted.

#### 4. Objective of the Study

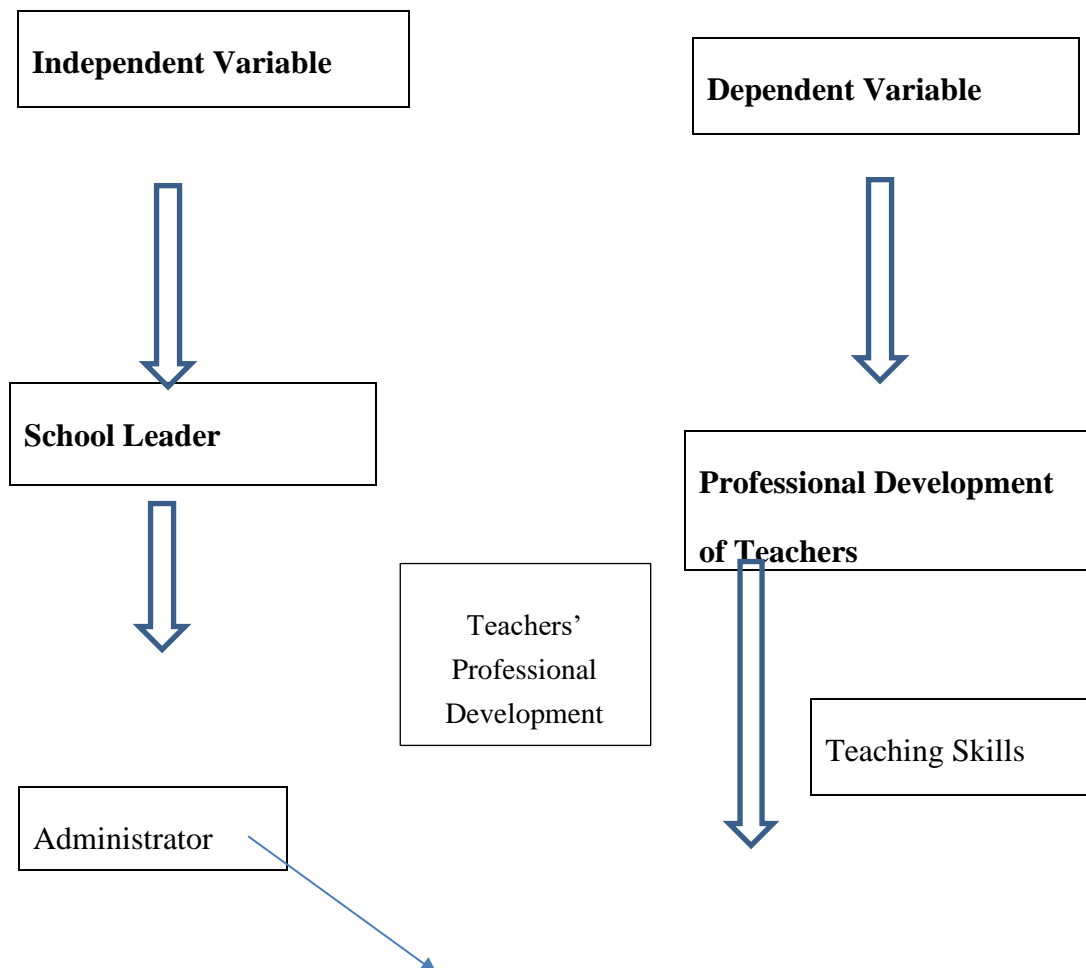
To find out the extent of the role of school leader in the professional development of secondary school teachers at secondary school level.

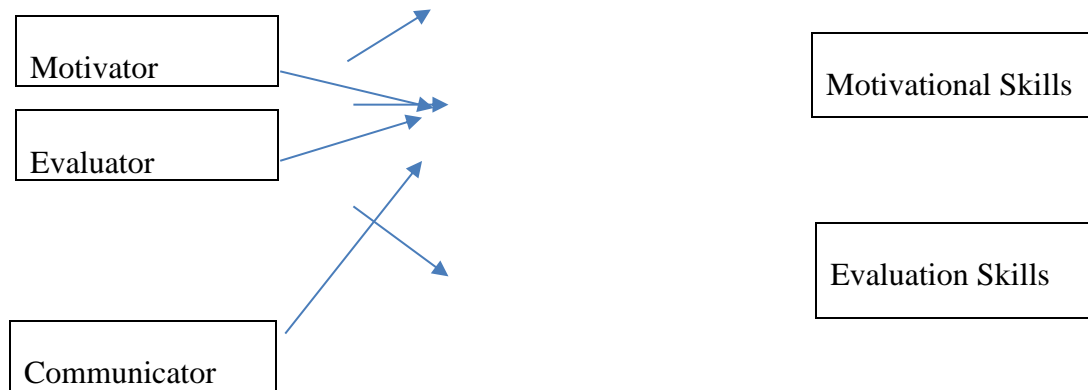
##### 4.1.Hypothesis of the Study

Ho1: There is no significant role of school leader in the professional development of secondary school teachers at secondary school level.

##### 4.2.Conceptual Framework

In this study there are two variables school leaders and PD of teachers. The role of school leader is independent variable and PDT is dependent variable.





## 5. Research Methodology

### 5.1. Research Design

In the word of Ahmadi. (2018)., a research design is a set of procedures applied by the investigator to investigate the problem and to put valid and reliable suggestions and recommendations to the research problem. It is a list consisting of different scientific steps during research study. The nature of the study was Quantitative. In this study a deductive approach was adopted as it tested the existing theories, formulating hypothesis, collecting and analyzing data. It is designed to collect data from teachers and school leaders. The design for this study was correlational.

### 5.2. Population of the work

Population means a group of persons with similar features. Population can be small or large. Population of the work was all male secondary school teachers (SSTs) of Government secondary schools of Khyber Pakhtunkhwa. As per statistical report record of 2019-20, and education management information system, Directorate of elementary and secondary education department Peshawar, Khyber Pakhtunkhwa, Target population of three districts, namely Peshawar, Khyber and Kohat, was 1640 SSTs.

**Table 1: Population of the study**

District	SSTs
Peshawar	840
Kohat	530
Khyber	270
Total	1640

### 5.3.Sampling Technique and Sample Size

Sampling is the technique or procedure of selecting or taking samples from the given population. An investigator obtains a sample for the purpose to study the specific characteristics of a sub group called sample which is selected with great care from a larger group which is called population.

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In ideal situations sample is the true representative of the population. For sampling purpose, proportionate simple random sampling Technique was used. Sample size was selected by using Morgan sample size calculator. Total size of the sample was 370 respondents (SSTs).

**Table 2: Sample of the study**

<b>District</b>	<b>Sample of Secondary school teachers</b>
Peshawar	175
Kohat	125
Khyber	70
<b>Total</b>	<b>370</b>

### 5.4.Tools for data Collection

In this proposed work data was collected through closed ended questionnaire. Which were self-developed by the researcher. It was consisted of closed ended items, based on five points Likers Scale “Strongly Agree, Agree, Strongly Disagree, Disagree and Undecided”. The independent variable of the work was school leader while professional development of teachers was the dependent variable.

The questionnaire was consisted of two parts, Part “A” was about demographic information about the participant like name, academic qualification, professional qualification, school name, experience in secondary schools and location of the school. While part “B” was developed by the investigator by discovering the current literature on school leaders like books, thesis and papers.

### 5.5.Pilot testing

The researcher conducted pilot testing for the removal of ambiguity in questionnaire and for the correction of statements. Questionnaire was discussed with experts and in this way all shortcoming were removed. In discussion with experts four statements were removed in secondary school teachers’ questionnaire and three statements were slightly modified and three statements were rephrased.

### 5.6.Data Analysis Technique

The collected data through, closed ended questionnaire and through SPSS analyzation of data was made, T-test, Chi square and regression analysis. Data were then discussed according to the sequence of the research model and for obtaining the findings and conclusions for the study.

### 6. Data Analysis

**Table 3: Extent role of school leader in professional development of secondary school teacher**

S.No	Statements	SA (%)	A (%)	UD (%)	D (%)	SD (%)	$\chi^2$ (p-value)
i)	School leader motivates teachers for professional development.	177 (47.8)	172 (46.5)	8 (2.2)	11 (3.0)	2 (0.5)	455.7 (0.0000)
ii)	School leader encourages teachers to update themselves in innovative methods.	93 (25.1)	249 (67.3)	12 (3.2)	15 (4.1)	1 (0.3)	589.7 (0.0000)
iii)	School leader appreciates teachers who make efforts for their capacity development.	91 (24.6)	250 (67.6)	14 (3.8)	14 (3.8)	1 (0.3)	591.8* (0.0000)
iv)	School leader avails personal and professional skills to teacher for their professional development.	67 (18.1)	248 (67.0)	20 (5.4)	28 (7.6)	7 (1.9)	538.5* (0.0000)
v)	School leader Mentors Teachers Regularly as per professional development needs.	54 (14.6)	253 (68.4)	32 (8.6)	30 (8.1)	1 (0.3)	560.4* (0.0000)
vi)	School leader guides the teacher in updating their knowledge of subject matter.	85 (23.0)	225 (60.8)	24 (6.5)	30 (8.1)	6 (1.6)	432.2* (0.0000)
vii)	School leader manages all the professional development activities of teachers.	53 (14.3)	193 (52.2)	53 (14.3)	67 (18.1)	4 (1.1)	270.2* (0.0000)
viii)	School leader arranges school-based workshops for capacity building of teachers.	29 (7.8)	79 (21.4)	109 (29.5)	129 (34.9)	24 (6.5)	118.9* (0.0000)
ix)	School leader develops cooperative spirit among teachers for professional	29	187	67	61	6	246.4*

	development.	(13.2)	(50.5)	(18.1)	(16.5)	(1.6)	(0.0000)
x)	School leader meets individually with teachers and discusses their problems and needs of professional development.	45 (12.2)	197 (53.2)	46 (12.4)	75 (20.3)	7 (1.9)	287.1* (0.0000)
xi)	School leader communicates institutional vision with teachers.	53 (14.3)	191 (51.6)	67 (18.1)	55 (14.9)	4 (1.1)	262.7* (0.0000)
xii)	School leader inculcates problem solving approach, in teachers.	31 (8.4)	204 (55.1)	74 (20.0)	51 (13.8)	10 (2.7)	315.9* (0.0000)
xiii)	School leader regularly assesses teaching skills of teachers.	36 (9.7)	231 (62.4)	36 (9.7)	64 (17.3)	3 (0.8)	441.6* (0.0000)
xiv)	School leader participates in training of need assessment for professional development of teachers.	33 (8.9)	96 (25.9)	63 (17.0)	148 (40.0)	30 (8.1)	131.1* (0.0000)
xv)	School leader guides teachers towards classroom management in the light of classroom observation.	67 (18.1)	238 (64.3)	16 (4.3)	40 (10.8)	9 (2.4)	482.3* (0.0000)
xvi)	School leader regularly assesses the efforts of teachers towards their professional development.	90 (24.3)	223 (60.3)	24 (6.5)	31 (8.4)	2 (0.5)	432.3* (0.0000)

**Note:** \* shows 1% level of significance.

Table 3 shows the different components of role of school leader in the PD of the SSTs. Table 3, Item i), shows the teachers' perception about the school leaders that they motivate the teachers for professional development. In which, 47.8% (177 out of 370) are strongly agree, 46.5% (172 out of 370) agree, 2.2% (8 out of 370) are unclear while 3% (11 out of 370) are disagree and 0.5% (2 out of 370) are strongly disagree that school leaders motivate the secondary school teachers for professional development. Therefore, the majority of school teachers agree that school leaders motivate the secondary school teachers for professional development. In addition, chi-square test significant value is found, that means results item of no I, is significant while fit good.

Table 3, Item ii) indicates the teachers' perception about the school leaders that they encourage teachers to update themselves to innovative methods. In which, 25.1% (93 out of 370) are strongly agree, 67.3% (249 out of 370) agree, 3.2% (12 out of 370) are unclear while 4.1% (15 out of 370) are disagree and 0.3% (1 out of 370) are strongly disagree that school leaders encourage the secondary school teachers to update themselves in innovative methods. Therefore, the majority of school teachers



are agreed that school leaders encourage the secondary school teachers to update themselves in innovative methods. In addition, chi-square test significant value is found, that means results item 2 is significant and good fit.

Table 3, Item iii), reflected the teachers' perception about the school leaders that they appreciate teachers who make efforts for their capacity development. In which, 24.6% (91 out of 370) are strongly agree, 67.6% (250 out of 370) agree, 3.8% (14 out of 370) are unclear while 3.8% (14 out of 370) are disagree and 0.3% (1 out of 370) are strongly disagree that school leaders appreciate teachers who make efforts for their capacity development. Therefore, the majority of school teachers agree that school leaders appreciate teachers who make efforts for their capacity development. In addition, chi-square test significant value found, which means that the results item 3 is significant and good fit.

Table 3, Item iv), lighted the teachers' perception about the school leaders that they avail personal and professional skills to teachers for their professional development. In which, 18.1% (67 out of 370) are strongly agree, 67.0% (248 out of 370) agree, 5.4% (20 out of 370) are unclear while 7.6% (28 out of 370) are disagree and 1.9% (7 out of 370) are strongly disagree that school leaders avail personal and professional skills to teachers for their professional development. Therefore, the majority of school teachers agree that school leaders avail personal and professional skills to teachers for their professional development. In the same way, chi-square test significant value is found, that means similar results item 4 is significant and fit good.

Table 3, Item v, explains the teachers' perception about the school leaders that they mentor teachers regularly as per professional development needs. In which, 14.6% (54 out of 370) are strongly agree, 68.4% (253 out of 370) agree, 8.6% (32 out of 370) are unclear while 8.1% (30 out of 370) are disagree and 0.3% (1 out of 370) are strongly disagree that school leaders mentor teachers regularly as per professional development needs. Therefore, the majority of school teachers agree that school leaders mentor teachers regularly as per professional development needs. In this way, chi-square test significant value is found, that means similar results item 5 is significant and fit good.

Table 3, Item vi, elaborates the teachers' perception about the school leaders that they guide the teacher in updating their knowledge of subject matter. In which, 23% (85 out of 370) are strongly agree, 60.8% (225 out of 370) agree, 6.5% (24 out of 370) are unclear while 8.1% (30 out of 370) are disagree and 1.6% (6 out of 370) are strongly disagree that school leaders guide the teacher in updating their knowledge of subject matter. Therefore, the majority of school teachers are agreed that school leaders guide the teacher in updating their knowledge of subject matter. similarly, chi-square value is noted significant, it means results item 6 has significant and fit in good way.

Table 3, Item vii, indicates the teachers' perception about the school leaders that they manage all the professional development activities of teachers. In which, 14.3% (53 out of 370) are strongly agree, 52.2% (193 out of 370) agree, 14.3% (53 out of 370) are unclear while 18.1% (67 out of 370) are disagree and 1.1% (4 out of 370) are strongly disagree that school leaders manage all the professional development activities of teachers. Therefore, the majority of school teachers are agreed that school leaders manage all the professional development activities of teachers. In this way, chi-square test significant value is found, it means results item 7 is significant fit good.

Table 3, Item viii, lights the teachers' perception about the school leaders that they arrange school-based workshops for capacity building of teachers. In which, 7.8% (29 out of 370) are strongly

agree, 21.4% (79 out of 370) agree, 29.5% (109 out of 370) are unclear while 34.9% (129 out of 370) are disagree and 6.5% (24 out of 370) are strongly disagree that school leaders arrange school-based workshops for capacity building of teachers. Therefore, the majority of school teachers are disagreed that school leaders arrange school-based workshops for capacity building of teachers. likewise, chi-square test significant value is noted, it means results item 8 is significant and fit good.

Table 3, Item ix, explains the teachers' perception about the school leaders that they develop cooperative spirit among teachers for professional development. In which, 13.2% (29 out of 370) are strongly agree, 50.5% (187 out of 370) agree, 18.1% (67 out of 370) are unclear while 16.5% (61 out of 370) are disagree and 1.6% (6 out of 370) are strongly disagree that school leaders develop cooperative spirit among teachers for professional development. Therefore, the majority of school teachers are agreed that school leaders develop cooperative spirit among teachers for professional development. likewise, chi-square test significant value is found, it means results item 9 is significant and good fit.

Table 3, Item x, elaborates the teachers' perception about the school leaders that they meet individually with teachers and discusses their problems and needs of professional development. In which, 12.2% (45 out of 370) are strongly agree, 53.2% (197 out of 370) agree, 12.4% (46 out of 370) are unclear while 20.3% (75 out of 370) are disagree and 1.9% (7 out of 370) are strongly disagree with that school leaders meet individually with teachers and discusses their problems and needs of professional development. Therefore, the majority of school teachers are agreed that school leaders meet individually with teachers and discuss their problems and needs of professional development. like, chi-square test significant value is found, it means results item 10 is significant and fitted.

Table 3, Item xi, indicates the teachers' perception about the school leaders that they communicate institutional vision with teachers. In which, 14.3% (53 out of 370) are strongly agree, 51.6% (191 out of 370) agree, 18.1% (67 out of 370) are unclear while 14.9% (55 out of 370) are disagree and 1.1% (4 out of 370) are strongly disagree with that school leaders communicate institutional vision with teachers. Therefore, the majority of school teachers are agreed that school leaders communicate institutional vision with teachers. in this ways, chi-square test significant value is found, means results item 11 is significant and fitted.

Table 3, Item xii, Indicates the teachers' perception about the school leaders that they inculcate problem solving approach, in teachers. In which, 8.4% (31 out of 370) are strongly agree, 55.1% (204 out of 370) agree, 20% (74 out of 370) are unclear while 13.8% (51 out of 370) are disagree and 2.7% (10 out of 370) are strongly disagree that school leaders inculcate problem solving approach, in teachers. Therefore, the majority of school teachers are agreed that school leaders inculcate problem solving approach, in teachers. likewise, chi-square test significant value is found, that means results item 12 is significant and fitted.

Table 3, Item xiii, narrates the teachers' perception about the school leaders that they regularly assess teaching skills of teachers. In which, 9.7% (36 out of 370) are strongly agree, 62.4% (231 out of 370) agree, 9.7% (36 out of 370) are unclear while 17.4% (64 out of 370) are disagree and 0.8% (3 out of 370) are strongly disagree with that school leaders regularly assess teaching skills of teachers. Therefore, the majority of school teachers are agreed that school leaders regularly assess teaching skills of teachers. in this manner, chi-square test significant value is found, it means results item 13 is significant and fitted.

Table 3, Item xiv, elaborated the teachers' perception about the school leaders that they participate in training of need assessment for professional development of teachers. In which, 8.9% (33 out of 370) are strongly agree, 25.9% (96 out of 370) agree, 17% (63 out of 370) are unclear while 40% (148 out of 370) are disagree and 8.1% (30 out of 370) are strongly disagree with that school leaders participate in training of need assessment for professional development of teachers. Therefore, the majority of school teachers are disagreed that school leaders participate in training of need assessment for professional development of teachers. likewise, chi-square test significant value is noted, that means results item 14 is significant and fitted.

Table 3, Item xv, indicates the teachers' perception about the school leaders that they guide teachers towards classroom management in the light of classroom observation. In which, 18.1% (67 out of 370) are strongly agree, 64.3% (238 out of 370) agree, 4.3% (16 out of 370) are unclear while 10.8% (40 out of 370) are disagree and 2.4% (9 out of 370) are strongly disagree with that school leaders guide teachers towards classroom management in the light of classroom observation. Therefore, the majority of school teachers are agreed that school leaders guide teachers towards classroom management in the light of classroom observation. likewise, chi-square test significant value is found, this means results item 15 is significant and good fitted.

Table 3, Item xvi, elaborates the teachers' perception about the school leaders that they regularly assess the efforts of teachers towards their professional development. In which, 24.3% (90 out of 370) are strongly agree, 60.3% (223 out of 370) agree, 6.5% (24 out of 370) are unclear while 8.4% (31 out of 370) are disagree and 0.5% (2 out of 370) are strongly disagree with that school leaders regularly assess the efforts of teachers towards their professional development. Therefore, the majority of school teachers are agreed that school leaders regularly assess the efforts of teachers towards their professional development. Like this, chi-square test significant value is noted, that means results item 16 is significant and fitted.

## 7. Conclusions

Purpose of this study is to investigate the role of school leader in PD of SSTs in Khyber Pakhtunkhwa Pakistan. This study used the quantitative method and descriptive statistics, chi-square and Cronbach's Alpha, reliability statistics to examine the data. The data was collected through self-made questionnaire from teachers. This study found the views of teachers regarding the role of school leader in the professional development of teaches in the secondary school level in which, the majority of teachers has MA/M.Sc/BS (16 years) degree, and B.Ed degree of secondary school. The majority of school teachers were agreed with that school leaders motivate the secondary school teachers for professional development, encourage the secondary school teachers to update themselves in innovative methods, appreciate teachers who make efforts for their capacity development, avail personal and professional skills to teachers for their professional development. Furthermore, the majority of school teachers are agreed with that school leaders mentor teachers regularly as per professional development needs, guide the teacher in updating their knowledge of subject matter, manage all the professional development activities of teachers, and develop cooperative spirit among teachers for professional development. Moreover, the majority of school teachers are agreed with that school leaders meet individually with teachers and discusses their problems and needs of professional development, communicate institutional vision with teachers, inculcate problem solving approach, in teachers, regularly assess teaching skills of teachers, guide teachers towards classroom management in the light of classroom observation, and regularly assess the efforts of teachers towards their professional development.

However, the majority of school teachers are disagreed with that school leaders participate in training of need assessment for professional development and arrange school-based workshops for capacity building of teachers.

## 8. Recommendations

1. This school leaders plays a significant role in the professional development of the teachers, therefore, gives more strength to school leaders to enhance the teacher professional development to enhance education quality.
2. The education department and provincial government may provide more funds and resources for the teacher professional development to enhance quality of education.
3. The department needs to arrange regular meetings, and workshops of school leaders for professional development of teachers in the secondary schools.
4. The department needs to enhance the supervisory skills, provides required resources to school leaders, and ensures the participation of school leaders in planning for the professional development of teachers in the secondary schools.

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