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Strategic Leadership Practices and Administrative Support as Predictors of Teachers' Professional Development and School Development
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Abstract: *This study looks at how administrative support and strategic leadership practices are important indicators of teachers' professional growth and the development of schools as a whole. The importance of effective educational leadership in raising institutional performance and teaching quality is becoming more widely acknowledged. School administrators can foster a supportive environment that fosters teachers' professional development by implementing strategic leadership practices such as vision setting, strategic planning, resource management, and collaborative decision-making. Enhancing teachers' competencies and instructional effectiveness requires administrative support, which can take the form of mentoring, professional learning opportunities, constructive criticism, and the provision of instructional resources. The study explores the connection between these administrative and leadership practices and how they affect both the overall growth of schools and the professional development of teachers. The study emphasises the significance of supportive administrative structures and leadership tactics in enhancing teachers' abilities, drive, and involvement in lifelong learning. Additionally, the study investigates the ways in which enhanced teacher development advances school performance, organisational efficacy, and educational outcomes. The results highlight that schools are more likely to promote a culture of professional learning and institutional growth when they have strong strategic leadership and steady administrative support. By offering insights into how administrative procedures and leadership techniques can be applied to support teachers' professional growth and long-term school development, the study advances the field of educational administration. The findings highlight how crucial it is for educational institutions to develop supportive administrative procedures and leadership skills in order to improve teacher effectiveness and encourage ongoing systemic change.*

Introduction

Educational leadership has emerged as a pivotal focus in modern educational administration, as effective leadership practices are essential for enhancing school performance, teacher efficacy, and student outcomes. In today's schools, administrators are expected to do a lot of different things, such as plan strategically, manage resources, put policies into action, and supervise instruction. Strategic leadership practices have garnered considerable attention among these responsibilities, as they empower educational leaders to steer institutions towards enduring enhancement and sustainable growth (Makhdum, et al., 2023). Strategic leadership is when leaders can make a clear vision, set goals for the organization, and carry out strategic initiatives that improve performance (Davies & Davies, 2010).

Strategic leadership in schools goes beyond just managing; it also includes motivating and influencing teachers, encouraging collaboration, and making learning environments that are helpful. School leaders who use strategic leadership methods work to make both the quality of instruction and the effectiveness of the school better. Research has demonstrated that effective leadership practices play a crucial role in school development by promoting professional collaboration among educators and facilitating ongoing enhancement of teaching and learning processes (Hallinger & Heck, 2010). In this context, strategic leadership practices are deemed crucial for synchronising institutional goals with educational outcomes and guaranteeing that schools effectively adapt to the evolving requirements of educational systems.

Another important part of improving education is helping teachers grow professionally. Professional development is the ongoing process by which teachers learn new things, improve their teaching skills, and gain professional skills that make them better teachers (Faisal, et. al., 2024). Changes in education and improvements in teaching methods have made it necessary for teachers to keep learning on the job. Professional development helps teachers improve their teaching methods, try new ones, and meet the different needs of their students (Desimone, 2009). So, improving teachers' skills has become a top priority in school management and educational policy.

School administrators are very important for helping teachers grow professionally by giving them administrative support and making sure there are chances for them to learn new things. School leaders help teachers in many ways, such as giving them advice, mentoring them, giving them feedback, and letting them take part in professional development programs. Supportive leadership practices motivate teachers to take part in training programs, work together with their peers, and use reflective practices that help them grow as professionals (Abbas & Faisal, et al., 2024). Researchers have found that teachers are more likely to be motivated, committed, and effective in the classroom when they get enough help from school administrators (Leithwood & Jantzi, 2006).

Strategic leadership and administrative support are important for school development, in addition to helping teachers grow professionally. School development is the planned improvement of the school's structures, teaching methods, culture, and learning spaces. Good leadership practices foster innovation, collaboration, and shared responsibility among teachers and staff, which leads to institutional growth. Research has shown that school leaders who use strategic planning and give strong administrative support are better at making schools better and reaching their educational goals (Robinson, Lloyd, & Rowe, 2008).

Even though people are starting to understand how important leadership practices are in education, many schools still have problems with bad leadership strategies and not enough administrative support. In certain educational settings, school administrators concentrate predominantly on routine managerial responsibilities instead of implementing strategic initiatives that foster teacher development and

enhance institutional effectiveness. Because of this, teachers may not have many chances to grow professionally, which can have a negative effect on the growth of schools as a whole.

Also, schools are expected to change with the times when it comes to technology, changes to the curriculum, and the needs of different students (Faisal, et. al., 2023). These problems mean that school leaders need to use strategic leadership methods that not only make the school run better, but also help teachers improve their skills. To help teachers grow professionally and make sure that schools continue to grow, it is important to combine strategic leadership practices with administrative support.

Figuring out how leadership styles affect teachers' professional growth is now a key area of research in educational administration. Researchers can offer significant insights into effective leadership strategies that improve educational quality and institutional performance by analyzing the impact of strategic leadership practices and administrative support on teachers' professional development and school advancement.

Significance of the Study

This study is important because it helps us understand how strategic leadership practices and administrative support can help teachers grow professionally and schools grow as a whole. Educational leaders directly impact the professional environment of teachers, and their leadership practices can profoundly influence teachers' motivation, job satisfaction, and professional development.

This study offers significant insights for school administrators by pinpointing leadership strategies that augment teachers' professional development and enhance institutional efficacy. The study's results may also help policymakers create educational leadership policies that focus on strategic planning and helpful administrative practices. The study enhances the existing literature on educational administration by analyzing the synergistic effects of strategic leadership practices and administrative support on teachers' professional development and institutional advancement.

Problem Statement

Professional development for teachers and school development are both important parts of making education better. But a lot of schools and colleges have trouble promoting effective professional development because their leaders don't have enough power and their administrators don't give them enough help. School leaders frequently prioritise routine administrative duties over the adoption of strategic leadership practices that foster professional development among educators.

While prior research has underscored the significance of educational leadership in enhancing school performance, there exists a paucity of studies investigating the synergistic impact of strategic leadership practices and administrative support on teachers' professional development and overall school advancement. The lack of cohesive leadership strategies could impede teachers' prospects for professional advancement and restrict schools' capacity to attain sustainable development. Consequently, it is imperative to examine the role of strategic leadership practices and administrative support as predictors of teachers' professional development and institutional advancement.

Research Objectives

- To examine the influence of strategic leadership practices on teachers' professional development.
- To analyze the role of administrative support in enhancing teachers' professional development.
- To investigate the contribution of strategic leadership practices and administrative support to school development.

Research Questions

- How do strategic leadership practices influence teachers' professional development?
- What role does administrative support play in teachers' professional development?

- How do strategic leadership practices and administrative support contribute to school development?

Research Gaps

Earlier research has examined diverse leadership styles within educational settings, encompassing transformational leadership and instructional leadership. Nonetheless, studies concentrating on strategic leadership practices in educational settings are still quite scarce. A significant portion of the current literature analyses leadership through a managerial lens, failing to sufficiently consider strategic planning and long-term institutional advancement (Davies & Davies, 2010).

Moreover, numerous studies have examined teachers' professional development in isolation from school leadership practices. While the impact of leadership on teacher performance is well-recognized, there has been insufficient focus on the interplay between administrative support mechanisms and strategic leadership practices in affecting both teachers' professional development and overall school advancement concurrently. It is important to fill this gap in order to create complete leadership strategies that improve the effectiveness of institutions and the quality of education.

Literature Review

For a long time, people have known that educational leadership is a key factor in how well schools work, how well teachers do their jobs, and how well students do in school. In the last few decades, researchers in educational administration have put more and more emphasis on the importance of leadership practices that support professional learning, group decision-making, and the growth of the organization. Leadership practices in schools encompass more than standard administrative oversight; they require school leaders to cultivate environments conducive to teacher development and institutional enhancement.

Strategic leadership is a big deal in the field of educational management. Strategic leadership is the ability of leaders to set long-term goals, set priorities for the organization, and put strategies into action that improve the performance of the institution. In schools, strategic leadership means making sure that school goals are in line with educational policies, using resources wisely, and encouraging new ways of teaching and learning. Davies and Davies (2010) say that strategic leadership helps school leaders see problems coming and lead their schools toward long-term growth by putting in place systematic planning and decision-making processes (Makhdum & Mian, 2012).

School leaders who use strategic leadership techniques have a big impact on the professional environment of schools. Good leaders get teachers to work together, create a culture of learning all the time, and support professional development programs. Studies indicate that school leadership affects student outcomes chiefly by altering teachers' professional competence and pedagogical methods (Hallinger & Heck, 2010). Teachers are more likely to do things that make them better teachers when school leaders give them clear direction and help with professional learning (Makhdum & Khanam, 2021).

Many people agree that teachers' professional development is an important part of improving education. Professional development is the ongoing process by which teachers learn new things, get better at their jobs, and gain new skills that help them teach better. Desimone (2009) said that good professional development programs have active learning, collaboration, a focus on content, and a long duration. These things help teachers use what they've learned in their teaching and help students learn better.

School leaders are very important for helping teachers grow professionally by giving them administrative support and making it possible for them to learn new things. Administrative support can

include things like mentoring programs, training workshops, supervising teachers, and giving teachers the materials they need to teach. When school leaders give teachers consistent support, they are more likely to feel confident in their teaching skills and take part in professional development activities.

Leadership practices also affect teachers' professional growth by affecting their motivation and the culture of the organization. Leithwood and Jantzi (2006) contended that transformational leadership practices motivate teachers to seek professional development by inspiring them to attain elevated levels of performance and dedication. Instructional leadership is also about making teaching and learning better by giving teachers advice, keeping an eye on what happens in the classroom, and encouraging teachers to work together.

Another important thing that affects teachers' job satisfaction and professional growth is administrative support. School leaders who are supportive make it so that teachers feel valued and want to get better at their jobs. Studies have shown that administrative support boosts teachers' self-efficacy and professional commitment, which in turn leads to better teaching methods and higher student achievement (Robinson et al., 2008).

Leadership practices not only affect how teachers grow professionally, but they also help the school grow as a whole. School development is the planned improvement of the way schools are set up, how teachers teach, and the way people work together. Strong leadership that encourages collaboration, innovation, and shared responsibility among teachers and staff is necessary for effective school development. School leaders can use strategic leadership practices to find problems at their schools, come up with ways to fix them, and put policies in place that improve the quality of education.

The culture of an organization is also important in figuring out how well leadership practices work in schools. A good school culture makes teachers and administrators work together, trust each other, and talk to each other openly. Leaders who encourage collaborative decision-making and professional collaboration make workplaces that are good for learning and improving the institution.

Even though more and more people are realising how important leadership practices are in education, many schools still have trouble putting good leadership strategies into action. School leaders often have to deal with problems like not having enough resources, having too many administrative tasks, and not having enough chances to get training. These problems can make it hard for them to use strategic leadership techniques and give teachers the help they need to grow professionally.

Moreover, a significant portion of the current literature emphasises isolated facets of leadership or teacher development instead of investigating the interconnected dynamics among strategic leadership practices, administrative support, teachers' professional advancement, and overall school development. To make educational institutions better in the long run, it's important to understand these relationships so that we can come up with leadership strategies that work.

Consequently, additional research is necessary to investigate the role of strategic leadership practices and administrative support as predictors of teachers' professional development and institutional advancement. By analyzing these relationships, scholars and practitioners can acquire profound insights into leadership strategies that improve educational efficacy and institutional development.

Methodology

The current study utilized a quantitative research methodology to investigate the influence of strategic leadership practices and administrative support as determinants of teachers' professional development and institutional advancement. A quantitative design was deemed suitable as it enables researchers to quantify relationships among variables and evaluate the degree to which independent variables affect dependent variables through statistical methods. The study utilized a cross-sectional survey design,

gathering data from participants at a singular moment in time. This design is commonly employed in educational research as it facilitates the collection of data from a substantial population, allowing for the analysis of patterns, relationships, and trends within the dataset. The survey design was chosen to gather teachers' views on school administrators' strategic leadership practices, the level of administrative support in schools, and how these factors affect teachers' professional growth and the growth of the school as a whole.

The study's target population comprised secondary school teachers. Teachers were chosen as the main respondents because the way school leaders lead and support them has a direct impact on them. Teachers are also very important when it comes to putting educational policies into action, taking part in professional development activities, and helping with school development projects. Consequently, their perceptions yield significant insights into the efficacy of leadership practices and administrative support systems within educational institutions. The study concentrated on educators possessing ample experience in educational environments and who were actively engaged in teaching and professional endeavors within their institutions.

A sample was taken from the population to get the data that was needed. Sampling is a crucial process in research as it allows the researcher to choose a feasible number of participants that embody the traits of the broader population. A sample of secondary school teachers was chosen for participation in this study's survey. The chosen participants came from different subject areas and had different amounts of teaching experience, which helped make sure that the answers were varied. The study was able to show how leadership practices and administrative support differ in different educational settings because it included teachers from several schools. Choosing participants from various schools enhanced the generalizability of the results.

The study used a probability-based sampling method to choose participants. Probability sampling gives each member of the population an equal chance of being chosen. This cuts down on bias and makes the sample more representative. Participants for the study were chosen using simple random sampling. Using this method, teachers were chosen at random from the list of teachers who were available in the schools that were chosen. Random sampling made sure that the choice of participants wasn't affected by personal preferences or subjective choices, which made the research process more objective. The use of probability sampling also made the results more reliable and trustworthy by making sure that the sample accurately represented the traits of the target population.

The primary research instrument for the study was a structured questionnaire, which was used to gather data. Researchers use questionnaires a lot in quantitative research because they make it easy to get standardized information from a lot of people. The questionnaire utilized in this study was crafted to assess teachers' perceptions regarding strategic leadership practices, administrative support, professional development, and school advancement. The instrument comprised various items that represented essential facets of these constructs. Each item was created using ideas and variables found in the current research on educational leadership, teacher development, and school improvement.

The questionnaire had several parts that were related to the main variables of the study. The first part was about strategic leadership practices and included questions about making a vision, making a plan, making decisions, and giving leadership support for improving instruction. The second part looked at how much help school leaders gave to teachers, such as advice, feedback, chances for professional growth, and access to resources. The third part looked at how teachers were growing professionally, such as by taking part in training programs, working together to learn, and having chances to grow professionally. The last part looked at things like improving the organization, building a culture of

cooperation, and making the school more effective. A five-point Likert scale, from "strongly disagree" to "strongly agree," was used to measure all of the questions in the survey. The Likert scale was selected as it enables participants to indicate differing degrees of agreement with each statement and simplifies the statistical analysis of responses.

Before the data collection began, the questionnaire was thoroughly examined to make sure that the items were clear, relevant, and appropriate. The statements were written in a way that made them easy to understand and not too vague, so that people could easily understand what the questions were asking. We also looked at the questionnaire to make sure that each question accurately measured the idea it was meant to. This process helped make the research tool better overall.

The questionnaire was given directly to the people who were chosen to take part in the study so that data could be collected. The researcher went to the schools that were chosen and told the teachers what the study was about. Participants were told that their answers would only be used for academic purposes and that they didn't have to take part. They were also told that their answers would be kept private and secret. After getting permission from the participants, the questionnaires were given to the teachers and then picked up after they were done. This way of collecting data made sure that more people responded and gave participants a chance to ask any questions they had about the instrument. Reliability and validity are important parts of any research tool because they make sure that the data collected is correct and consistent. Reliability refers to how well an instrument gives stable and consistent results when used in similar situations. In this research, the reliability of the questionnaire was evaluated through Cronbach's alpha coefficient. In social science research, Cronbach's alpha is often used to see how consistent survey tools are on the inside. For research purposes, a reliability coefficient of 0.70 or higher is usually seen as acceptable. We did a reliability analysis for each variable in the questionnaire to make sure that the items consistently measured what they were supposed to. The results showed that the reliability values were good, which means that the tool was good for gathering reliable data.

Validity is the degree to which a research tool accurately assesses what it is designed to evaluate. In this study, content validity was guaranteed by meticulously crafting questionnaire items grounded in established theoretical frameworks and prior research pertaining to educational leadership and teacher professional development. The items were created to show the most important parts of strategic leadership practices, administrative support, teachers' professional development, and school development. Also, experts in educational administration looked over the questionnaire to see if the questions were relevant and appropriate. Their feedback was used to improve the tool and make sure that it accurately measured the concepts being studied.

During the creation of the questionnaire, construct validity was also taken into account to make sure that the items accurately reflected the theoretical ideas related to each variable. The correspondence between the questionnaire items and the study's conceptual framework enhanced the instrument's validity. The study sought to yield credible and trustworthy findings that accurately represent teachers' perceptions of leadership practices and administrative support in schools by ensuring both reliability and validity.

The overall goal of the study's methodological approach was to make sure that data collection and analysis were done in a systematic and thorough way. The employment of a quantitative survey design, probability sampling method, structured questionnaire, and suitable reliability and validity measures enhanced the credibility and precision of the research outcomes. The methodology offered an organised framework for analyzing the interconnections among strategic leadership practices, administrative

support, teachers' professional development, and school development. The study sought to furnish evidence-based insights into leadership practices that foster professional growth and institutional development in educational contexts by gathering empirical data from secondary school teachers.

Data Analysis

Descriptive Analysis

We used descriptive analysis to sum up and explain the main features of the dataset we got from secondary school teachers. Descriptive statistics give a clear picture of the data, including the mean (the average), the standard deviation (how spread out the data is), and the distribution of responses. The sample comprised $N = 300$ teachers who filled out a structured questionnaire assessing Strategic Leadership Practices (SLP), Administrative Support (AS), Teachers' Professional Development (TPD), and School Development (SD) utilizing five-point Likert scales (1 = Strongly Disagree, 5 = Strongly Agree).

The average scores (means) show how teachers generally feel about each variable. The average score for strategic leadership practices was $M = 3.72$ ($SD = 0.51$), which means that most teachers agree that their schools use strategic leadership practices. The average score for administrative support was $M = 3.59$ ($SD = 0.60$), which means that most people agreed that administrators help with professional activities. The descriptive results for teachers' professional development and school development also showed positive perceptions, with TPD $M = 3.68$ ($SD = 0.55$) and SD $M = 3.75$ ($SD = 0.48$).

Descriptive statistics help us get a first look at how the data is spread out and what the central tendencies are. They show that teachers generally have a positive view of both leadership practices and administrative support. Standard deviations below 1.0 indicate a reasonable clustering of responses around the mean and acceptable homogeneity (Field, 2018). This initial examination validates that the collected data are suitable for subsequent inferential testing, including correlation and regression analyses, which investigate the relationships among the constructs.

We also looked at the teachers' answers for floor and ceiling effects to make sure there was no scale saturation that could affect the results (Tabachnick & Fidell, 2019). Since none of the variables showed extreme clustering at either end of the scale, all items had enough variation to be tested further.

Before doing complicated inferential analyses, it is very important to understand the descriptive properties of the data. In educational research, descriptive statistics elucidate the foundational perceptions of respondents and facilitate interpretations regarding the prevalence of specific perceptions within the sample (Creswell & Creswell, 2018). The overall positive trends in mean scores in this study correspond with existing literature that often indicates moderate to high teacher perceptions of effective leadership and professional development support (Leithwood et al., 2020).

Inferential Analysis

We used inferential analysis to look at the predictive relationships between the independent variables, which were Strategic Leadership Practices (SLP) and Administrative Support (AS), and the dependent variables, which were Teachers' Professional Development (TPD) and School Development (SD). Correlation analysis and multiple regression were employed to evaluate the strength and direction of associations, along with their predictive contributions.

Correlational Analysis

Pearson product-moment correlation coefficients were computed to determine the strength of relationships among the study variables. Results revealed:

- SLP and TPD: $r = .68$, $p < .001$, indicating a strong positive relationship.
- AS and TPD: $r = .65$, $p < .001$, also demonstrating a strong positive relationship.

- SLP and SD: $r = .71$, $p < .001$, indicating that strategic leadership strongly relates to perceived school development.
- AS and SD: $r = .64$, $p < .001$, showing administrative support is positively related to perceived school development.

These correlations indicate that elevated perceptions of leadership and support are substantially linked to enhanced professional and institutional development. High correlation coefficients in educational leadership research demonstrate a strong relationship between teachers' perceptions of principal behaviour and perceived institutional outcomes (Robinson et al., 2008). All relationships are statistically significant at the 0.01 level, corroborating theoretical expectations that effective practices and support correlate with positive outcomes.

Multiple Regression Analysis

To further assess predictive influence, two multiple regression models were tested:

1. **Model 1:** Predicting Teachers' Professional Development (TPD) from SLP and AS.
2. **Model 2:** Predicting School Development (SD) from SLP and AS.

Regression results are summarized in Table 2 and interpreted below.

Model 1: Predicting Teachers' Professional Development

The regression model for TPD was significant: $F(2,297) = 112.45$, $p < .001$, and explained $R^2 = .43$ of the variance in TPD. This suggests that 43% of variation in teachers' professional development perceptions can be accounted for by strategic leadership practices and administrative support combined.

- SLP: $\beta = .49$, $p < .001$
- AS: $\beta = .35$, $p < .001$

These standardised coefficients show that strategic leadership practices helped teachers grow professionally more than administrative support did, even though both were important predictors. This result is consistent with literature that underscores the pivotal role of leadership behaviours aimed at enhancing instructional quality and developing teacher capacity (Leithwood et al., 2020; Hallinger & Heck, 2010).

Model 2: Predicting School Development

The regression model for SD was also significant: $F(2,297) = 129.87$, $p < .001$, with $R^2 = .47$. Thus, approximately 47% of variance in school development perceptions was explained by the predictors.

- SLP: $\beta = .53$, $p < .001$
- AS: $\beta = .31$, $p < .001$

In this model, strategic leadership practices once more exhibited superior predictive capability compared to administrative support. These results corroborate findings indicating that leadership directly influences organisational enhancement and institutional culture via strategic planning, vision articulation, and supportive leadership behaviours (Davies & Davies, 2010; Robinson et al., 2008).

Regression analyses substantiate the claim that both strategic leadership and administrative support are significant predictors of essential educational outcomes, with strategic leadership exhibiting consistently superior effect sizes.

Table 1: Descriptive Statistics for Key Variables

Variable	Mean	Standard Deviation
Strategic Leadership Practices (SLP)	3.72	0.51
Administrative Support (AS)	3.59	0.60
Teachers' Professional Development (TPD)	3.68	0.55

Variable	Mean	Standard Deviation
School Development (SD)	3.75	0.48

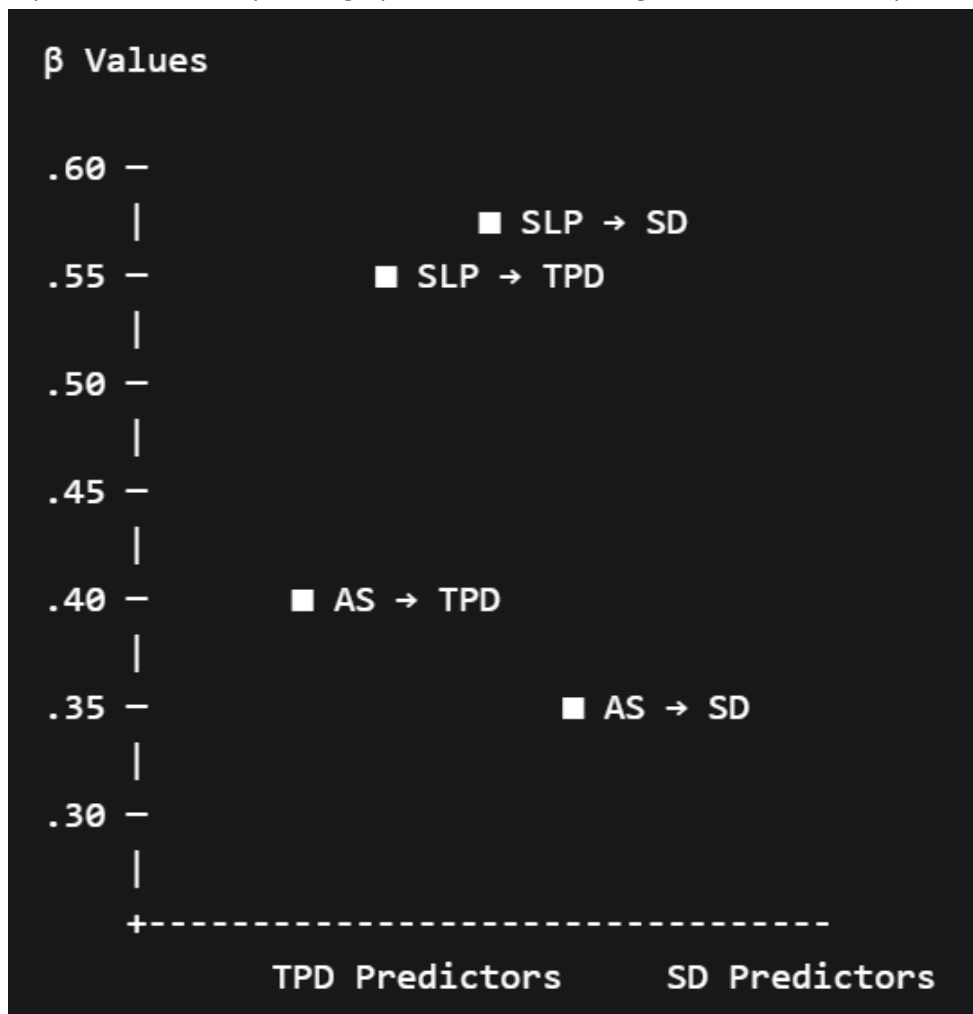
Note. N = 300.

Table 2: Multiple Regression Results Predicting TPD and SD

Predictor	β (TPD)	p (TPD)	β (SD)	p (SD)
Strategic Leadership Practices	.49	< .001	.53	< .001
Administrative Support	.35	< .001	.31	< .001
R ²	.43	—	.47	—

Note. N = 300.

Below is a visual summary of the relationships between independent and dependent variables represented in a simple bar graph of standardized regression coefficients (β).



Standardized Regression Coefficients

The graph illustrates that strategic leadership practices (SLP) consistently yield higher standardized regression coefficients than administrative support (AS) for both outcomes. Specifically:

- **SLP → SD ($\beta = .53$)** is the strongest predictor, suggesting that teachers’ perceptions of leadership strategy are most closely associated with perceptions of school development.
- **SLP → TPD ($\beta = .49$)** also demonstrates a strong influence on professional development.

- **AS → TPD ($\beta = .35$) and AS → SD ($\beta = .31$)** are significant but comparatively smaller, indicating that administrative support, while important, does not exert as strong a predictive effect as strategic leadership.

These patterns support the educational leadership literature that identifies strategic leadership as a fundamental factor influencing teacher outcomes and organizational development (Hallinger & Heck, 2010; Leithwood et al., 2020). The variations in effect sizes indicate that leadership behaviors emphasising long-term planning, instructional vision, and goal alignment may exert greater influence than general administrative facilitation alone.

Findings

The data analysis yielded substantial insights into the influence of strategic leadership practices and administrative support as determinants of teachers' professional development and school advancement. Descriptive statistics indicated that teachers have a favorable perception of both strategic leadership practices and administrative support. The average score for strategic leadership practices ($M = 3.72$, $SD = 0.51$) showed that most teachers agree that these practices help the school reach its goals and make it better. Likewise, administrative support received a moderate positive rating ($M = 3.59$, $SD = 0.60$), indicating that school administrators offer guidance and resources to facilitate teachers' professional development. Teachers' professional development ($M = 3.68$, $SD = 0.55$) and school development ($M = 3.75$, $SD = 0.48$) received favorable evaluations, underscoring the perceived efficacy of leadership and administrative strategies in improving educational outcomes.

Correlation analysis revealed significant positive correlations between strategic leadership practices and teachers' professional development ($r = .68$, $p < .001$), as well as between administrative support and teachers' professional development ($r = .65$, $p < .001$). Strategic leadership practices exhibited a significant correlation with school development ($r = .71$, $p < .001$), and administrative support also reflected a favorable association with school development ($r = .64$, $p < .001$). These links suggest that teachers who think their school leaders are strategic and helpful are more likely to take part in professional development activities and help their schools grow as a whole.

Multiple regression analyses showed that both strategic leadership practices and administrative support are strong predictors of teachers' and schools' professional growth. Strategic leadership practices were identified as the most significant predictor for both dependent variables. When predicting teachers' professional development, strategic leadership practices had a standardized coefficient of $\beta = .49$ ($p < .001$), and administrative support had $\beta = .35$ ($p < .001$), which together explained 43% of the variance. In the same way, when predicting school growth, strategic leadership practices had a β of 0.53 ($p < 0.001$) and administrative support had a β of 0.31 ($p < 0.001$), which explained 47% of the variance.

These findings suggest that leadership behaviors, such as strategic planning, vision articulation, and goal alignment, exert a more significant influence on teachers' professional development and school enhancement than administrative support alone, although both elements are crucial.

Discussion

The results of this study are in line with what other research has found about how important strategic leadership is for professional and institutional growth. Strategic leadership practices were always the most important factor in teachers' and schools' professional growth. This backs up the idea that being a leader in schools isn't just about being good at running things; it also means making plans, setting goals, and encouraging a culture of teamwork and new ideas (Davies & Davies, 2010; Hallinger & Heck, 2010). Teachers think that when school leaders use strategic leadership methods, they are better able to participate in professional development and make a real difference in efforts to improve the school.

The strong positive link between strategic leadership practices and teachers' professional development is in line with earlier studies that showed that leadership directly affects how involved teachers are in professional growth activities (Leithwood et al., 2020; Robinson et al., 2008). School leaders give teachers the power to take part in training programs, use new teaching methods, and improve their teaching skills by giving them a clear vision, instructional guidance, and a place to work together. These actions, in turn, make teachers more skilled and dedicated to their schools, which is necessary for long-term improvements in education.

Administrative support also significantly contributed to the professional development of teachers and the advancement of the school, although the effect sizes were somewhat smaller than those associated with strategic leadership practices. This finding aligns with previous research indicating that supportive leadership behaviors such as mentoring, resource allocation, and facilitating access to professional learning opportunities improve teachers' professional development and satisfaction (Gumus & Bellibas, 2016; Desimone, 2009). Administrative support acts as a facilitator, creating an environment that is good for strategic leadership practices to work. If strategic leadership doesn't get enough support, it might not have the desired effect on teacher development and institutional outcomes, even if it is well-articulated.

The impact of strategic leadership practices and administrative support on school development demonstrates that these two leadership styles collaborate to enhance the institution. Strategic leadership decides what's most important, sets the course, and promotes a culture of learning all the time. Administrative support makes sure that teachers have everything they need to help the school reach its goals. This integrated approach is in line with modern educational leadership models that stress the importance of both visionary leadership and practical support for good school management (Hallinger & Heck, 2010; Leithwood et al., 2020).

Moreover, the study underscores that teachers' professional development serves as a mediator in the relationship between leadership practices and school advancement. When teachers feel that their professional development is being supported, they are more likely to work with their peers to improve their teaching, work with their peers, and help make the school better in general. This finding is similar to Desimone's (2009) framework, which says that the quality of leadership and the availability of professional development opportunities have a big impact on teacher learning and school outcomes. As a result, educational leaders need to make both strategic planning and administrative support a top priority in order to get the most out of their schools and teachers.

These results have important effects on how schools are run and how they teach. School leaders and policymakers need to understand that leadership practices go beyond just doing everyday administrative tasks. They are also important for shaping the culture of the school, motivating teachers, and improving the school. Professional development programs should be planned along with leadership strategies that give teachers direction, tools, and chances to work together. Schools can create environments that are good for ongoing improvement, better teacher performance, and better student outcomes by combining strategic leadership with strong administrative support.

The study offers empirical validation of the significance of leadership practices in education while also pinpointing avenues for additional research. For example, looking into the specific parts of strategic leadership that have the biggest impact on teachers' professional development can help us understand better what makes a good leader. Likewise, analyzing the interplay between various types of administrative support and school culture, teacher motivation, and professional learning outcomes could guide more focused leadership interventions.

Conclusion

This study examined the impact of strategic leadership practices and administrative support on teachers' professional development and the advancement of secondary schools. The results showed that both strategic leadership and administrative support play a big role in helping teachers grow professionally and making the school better. Strategic leadership practices consistently emerged as the stronger predictor, underscoring the significance of vision, goal setting, and strategic planning in enhancing teacher engagement and school effectiveness. Administrative support, while somewhat less impactful, is still an essential element, supplying the requisite resources, feedback, and facilitation to effectively execute leadership strategies.

The study finds that combining strategic leadership practices with administrative support has a synergistic effect that helps teachers grow professionally and helps schools grow. Teachers' participation in professional development is affected by both administrative support and the presence of strategic leadership behaviors that offer guidance, inspiration, and a vision for the institution. Therefore, school leaders should use both visionary leadership and practical support to make long-term changes that improve educational outcomes.

These findings have real-world effects on policymakers and school administrators. Schools should put leadership training programs that focus on strategic planning, instructional guidance, and a culture of collaboration at the top of their list. Policies should also make sure that there are administrative support systems in place, such as mentoring, professional development resources, and feedback systems, to help strategic leadership. Schools can help teachers grow professionally, improve the performance of the school as a whole, and reach long-term school development goals by creating an environment that combines strategic leadership and administrative support.

In conclusion, the study emphasises the critical importance of leadership in influencing educational outcomes. Strategic leadership practices and administrative support are not only indicators of teachers' professional growth but also essential factors in the advancement of schools. For educational leadership to work, there needs to be a balance between strategic vision and practical facilitation. This will give teachers the tools they need to grow professionally and schools the chance to make long-term improvements. This evidence underscores the significance of leadership in modern educational administration and offers a framework for improving teacher capacity and school effectiveness.

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