RESEARCH ARTICLE

LEADERSHIP PRACTICES OF SUBJECT GROUP HEADS (SGH) AS PERCEIVED BY SENIOR HIGH SCHOOL (SHS) TEACHERS: A QUANTITATIVE ACTION RESEARCH APPROACH

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Manuscript Info	Abstract

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Enhancing the leadership of subject group heads lies in the recognition of the crucial role that effective leadership helps improve and promote positive outcomes for both teachers and students. This research was conducted to identify leadership practices of Subject Group Heads (SGH) along communication skills, decision-making abilities, support for professional development, and their overall effectiveness in managing the subject groups and evaluate how these insights can be used to provide recommendations for enhancing their leadership effectiveness towards the improvement of the Senior High School Programs in Gallanosa National High School (GNHS). This study used a quantitative action research approach, to promote collaboration between researchers and practitioners and ensure informative and actionable findings. A survey with a 5-point Likert scale questionnaire was done. Its reliability was confirmed with an excellent internal consistency of 0.90 using Cronbach's Alpha. The results demonstrated that the effectiveness of communication in schools facilitates effective leadership and promotes a positive learning environment.Also, decision-making skills are crucial in enhancing student achievement and addressing challenges. Supporting the professional development of Teachers fosters a culture of continuous learning and collaboration. However, it is notable that some areas of concern focus on conflict and challenge management, giving timely and constructive feedback, and fostering unity and collaboration. As a result, it is recommended to improve leadership practices by fostering effective communication, decision-making skills, supporting teacher professional growth, and managing subject groups effectively with unity and collaboration provide quality educational experience for students, teachers, and the community.

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Introduction:-
From the point of view ofMadanchian et al. (2017), effective leadership is a key analyst of organizational success or failure while examining the factors that lead to organizational success. Effective leadership is a critical factor in driving positive change, fostering a supportive school culture, and improving educational outcomes.

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Department of Education (DepEd) Order No. 19 series of 2016 or the "Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High Schools (SHS)" outlines the standardized organizational structure for Senior High Schools in order to ensure efficient management and the effective delivery of the K-12 curriculum. It outlines the various positions of Senior High Schools and their corresponding roles and responsibilities within the school.

Similar to Junior High School's Department Heads, Subject Group Heads (SGH) supervises the teachers who teach in a specific Subject Group. In addition, SGHs play a vital role in providing instructional leadership, supporting teachers, and ensuring the smooth functioning of their respective groups.

However, since these positions are to be designated by the School Principal to experienced teaching staff who take on administrative responsibilities within a specific subject area, there is a need to further enhance the leadership practices of Senior High School subject group heads in GNHS to meet the evolving needs of the school community and achieve better overall results in the implementation of Senior High School.

Enhancing the leadership of subject group heads lies in the recognition of the crucial role that effective leadership plays in driving school improvement and promoting positive outcomes for both teachers and students. By focusing on the SGHs, who are key instructional leaders within the school, this research aims to identify specific leadership practices that can be enhanced to create a more conducive learning environment, contribute to the knowledge base on effective leadership practices towards and improved overall school performance.

Gallanosa National High School (GNHS) is the Biggest Secondary School in Sorsogon Province Division. It offers Senior High School's different Tracks and Strands such as Academic, Technical Vocational and Livelihood (TVL), Sports Track and Arts and Design Track.

The research findings provided valuable insights and recommendations for enhancing leadership development programs, promoting positive school culture, and ultimately improving educational outcomes for SHS teachers and students in GNHS.

Objectives:-

The research question guiding this quantitative action research is "What are the leadership practices of subject group heads as perceived by SHS Teachers along a) communication skills, b) decision-making skills, c) support for professional development, d) effectiveness in managing the subject groups? And how can these insights be used to provide recommendations for enhancing their leadership effectiveness in order to contribute to the overall improvement of the SHS learning environment?"

The research aimed to assess various aspects of leadership practices exhibited by the subject group heads, such as communication skills, decision-making abilities, support for professional development, and their overall effectiveness in managing the subject groups.

Literature Review:-

To explore the leadership practices of Subject Group Heads in GNHS, it is essential to review related literature and studies that have examined related topics in the context of educational leadership.

It provides insights into the leadership practices of subject group heads, including their roles, responsibilities, and impact on various aspects of school functioning as perceived by the SHS Teachers. They can serve as a foundation for your literature review, helping you understand the existing research landscape and identify gaps that your quantitative action research can address.

Smith (2015) reviewed existing research on the role of subject group heads, also known as department heads or subject coordinators in school leadership, including their responsibilities, challenges, and impact on teacher and student outcomes. It provides a comprehensive overview of the literature on subject group heads' leadership practices.

Furthermore, Aquino et.al (2021) explored the specific leadership practices of department heads in secondary schools, focusing on their instructional leadership, collaboration with teachers, and management of departmental resources. It discusses the importance of these practices in promoting school improvement and student achievement. In addition, Najia (2021) examined the leadership practices of department heads in relation to teacher morale and job satisfaction. It investigates the extent to which specific leadership practices, such as communication, support, and decision-making, influence teacher satisfaction within the school context.

Moreover, Thompson (2019) explored the leadership practices of effective department heads in secondary schools. It identifies key practices, such as instructional leadership, curriculum coordination, and fostering a positive school climate, and discusses their impact on teacher effectiveness and student achievement.

Wong (2020) investigated the leadership practices of department heads in promoting professional learning communities (PLCs) within schools. It examines how department heads facilitate collaboration, shared decision-making, and collective learning among teachers, contributing to a culture of continuous professional development.

By adopting a quantitative action research approach, this study seeks to provide valuable insights into the leadership practices of subject group heads in the context of senior high schools. The findings may offer useful recommendations for school administrators and subject group heads to enhance their leadership effectiveness and contribute to the overall improvement of the SHS learning environment.

These studies contribute to the understanding of the leadership practices of subject group heads in GNHS and their impact on various aspects of the school environment. Incorporating the findings and insights from these studies into the present study on the leadership practices of SGHs can provide valuable perspectives to understand how subject group heads are perceived as leaders by SHS teachers in their respective subject areas.

Research Design:
The research design employed a quantitative action research approach that combined elements of both quantitative research and action research. It involved using quantitative methods to collect and analyze data to inform and drive actions or interventions to bring about positive changes or improvements in the leadership of SGH.

This design allowed for the collection and analysis of numerical data to understand how subject group heads were perceived as leaders by SHS teachers in their respective subject areas. The research assessed various aspects of leadership practices exhibited by the subject group heads, such as communication skills, decision-making abilities, support for professional development, and their overall effectiveness in managing the subject groups.

Action research, on the other hand, emphasized the collaboration between researchers and practitioners to promote positive change and improvement in the educational context. In this study, action research elements might have been incorporated to ensure that the findings were not only informative but also actionable. The results could have led to the identification of areas where subject group heads could improve their leadership practices or suggest training and support programs to enhance their leadership skills.

Data Collection And Analysis:
Through the use of a quantitative approach, this research gathered data from Senior High School (SHS) teachers through the use of structured surveys using questionnaires to gather numerical data that could be analysed statistically.

The survey or questionnairewas designed to assess the perceptions of SHS teachers regarding the leadership practices of subject group heads. It included Likert scale questions to measure their agreement or disagreement with statements related tocommunication skills, decision-making abilities, support for professional development, and overall effectiveness in managing the subject groups.

To determine the reliability of the items used, a dry run was conducted to 10 Senior High School Teachers teaching at Gabao National High School. The respondents who participated on the dry run are not actual respondents of the study. The questionnaire passed the reliability test with an excellent internal consistency of 0.90 using a Cronbach's Alpha measure of internal consistency. The result was analyzed using submitted before the final copy of the instrument was printed and distributed to the respondents on the actual survey.

The survey was administered to all the SHS teachers in NHS, and the data collected was analysed using statistical methods such as descriptive statistics to gather valuable insights into current practices and identify areas that required improvement and provided a baseline for measuring progress.

The table below shows the interpretation of the different scales.

Range	Adjectival Description
4.5 – 5.49	Excellent
4.5 – 5.49	Above Average
3.5 – 4.49	Average
2.5 – 3.49	Below Average
1.5 – 2.49	Poor

Intervention:
The intervention for enhancing the leadership practices of subject group heads in GNHS involved the development and implementation of a comprehensive leadership development program which aims to support subject group heads in developing their leadership skills and implementing effective practices. The leadership development program was designed to address key areas identified through the research, including communication skills, decision-making abilities, support for professional development, and overall effectiveness in managing subject groups. It was tailored to meet the specific needs and challenges faced by subject group heads in GNHS.

This intervention can provide the subject group heads with the necessary support and resources to enhance their leadership practices. The leadership development program, combined with training, coaching, collaborative learning, and continuous support, can contribute to a positive school culture, improved teacher performance, and enhanced student outcomes.

Through the program, subject group heads will have the opportunity to learn from experienced leaders, explore different leadership styles, and gain valuable insights into effective leadership practices. They will also be encouraged to share their experiences, challenges, and successes with their peers, creating a collaborative learning environment.

In addition to skill development, the program also emphasized the importance of building positive relationships with teachers, students, and other stakeholders. Subject group heads will be encouraged to foster a supportive and inclusive school culture, where everyone feels valued and motivated to contribute to the school's success. By implementing this intervention, the school can provide the necessary support and resources to enhance their leadership practices of SGHs. The leadership development program, combined with training, coaching, collaborative learning, and continuous support, can contribute to a positive school culture, improved teacher performance, and enhanced student outcomes.

Results and Discussion:-
This portion (Part1) discusses the results of the data gathering on the conducted survey. Part 2 reveals the result of the reflective essay made by the participants after completion of the activity on the Skills Development Program

1. Leadership Practices Subject Group Heads
This portion discusses the Leadership Practices of Subject Group Heads along Communicationskills, Decision-making skills, Support for professional development and Effectiveness in managing the groups.

Table 1A
Communication skills
Table 1A shows the Leadership Practices of Subject Group Heads along Communication skills. It includes listening to the concerns and feedback, communicating the goals and objectives, giving a clear and concise instructions and explanations, handlingdisagreements or conflicts, providing updates and relevant information and encouraging open communication and feedback.

Indicators	WM	Interpretation
1.My SGH listen to the concerns and feedback of your subject group member	4.3	Above Average
2.My SGH effectively communicate the goals and objectives of the subject	4.3	Above Average

group to its member		
3 . My SGH clearly and concisely give instructions and explanations to the subject group	4.7	Excellent
4 . My SGH handles disagreements or conflicts within the subject group well	3.9	Above Average
5 . My SGH often provides updates and relevant information to the subject group members	4.2	Above Average
6 . My SGH effectively encourages open communication and feedback from the subject group member	4.1	Above Average
Average	**4.3**	**Above Average**

Legend: WM- Weighted mean

Table 1A showed that Leadership Practices of Subject Group Head along communication skills got an average of 4.3 which means that it is Above Average. The Subject Group Heads were able to convey information and interact to their subject group members (WM=4.3). On indicator number 4, it got the lowest weighted mean of 3.9 which interpreted as above average, while the indicators 1, 2, 5, and 6 are at above average (WM=4.3,4.3,4.2, and 4.1) respectively. In terms of communication skills, SGH are excellent having a 4.7 average weight in giving instructions and explanations to the subject group members.

Generally, the result signifies that the respondents have perceived the leadership practices of SGH as above average. This may also imply that communication is one of the keys to improving learning outcomes. As supported by the study of Tyler (2016), he concluded that without effective communication skills, relationships could be difficult to establish. Further, communication skills are necessary for building trust between school principals and teachers, with trusting relationships vital for leading teachers toward effective instruction.

Table 1B
Decision-making Skills
Table 1B shows the Leadership Practices of Subject Group Heads along Decision-making skills. It involves the SGHs' decision-making abilities, considering different perspectives and opinions, analysing available information and data when faced with a decision, comfortably taking calculated risks, involving members in the decision-making process, andensuring that decisions made for the group aligns with the overall goals and objectives of your School.

Indicators	WM	Interpretation
1. My SGH's overall decision-making abilities in managing your subject group	4.1	Above Average
2. My SGH consider different perspectives and opinions before making decisions well	4.1	Above Average
3. My SGH analyze available information and data when faced with a decision effectively	4.1	Above Average
4. My SGH comfortably takes calculated risks when making important decisions for the subject group	4.0	Above Average
5. My SGH involve subject group members in the decision-making process well	3.9	Above Average
6. My SGH ensures that decisions made for the subject group align with the overall goals and objectives of your School	4.0	Above Average
Average	**4.0**	**Above Average**

Legend: WM- Weighted mean

According to the perception of the teachers and as per findings of the research with the help of a rating scale, it was intent of the researchers to explore the leadership practices of SGH along decision-making skills in Gallanosa National High School. Indicator 5 has the lowest average having the 3.9 average weight which tells that SGH comfortably takes calculated risks when making important decisions for the subject group while indicators 1, 2 and 3 have the highest of average weight which is 4.1 as interpreted as above average. In addition, indicator 6 which pertains to ensuring the decisions being made for the subject group is aligned with the overall goals and objectives of the school.

The findings revealed that the subject group leaders is at above average (w,=4.0). This implied that an above average number of subject group heads allowed sharing of ideas among teachers and carried them along in school

administration and management. This result was supported by Ayeni (2018)) that when educational managers (principals and department or subject group heads) engaged in thoughtful deliberations with active participation of their subordinates (teachers), there is greater opportunity of the expression of mind, ideas, quick resolution of disputes and agreement which lead to quality decisions and greater achievement of the set goals.

Table 1C
Support for the Professional Development
Table 1C shows the Leadership Practices of Subject Group Heads along Support for professional development. It includes supporting the member's professional development, discussing professional development opportunities, considering the individual career goals and aspirations, providing feedback and guidance on members' professional development, giving support in identifying relevant workshops, trainings, or conferences and ensuring access to resources and materials that support professional.

Indicators	WM	Interpretation
1. My SGH support the professional development of the subject group members	4.0	Above Average
2. My SGH discuss professional development opportunities with your subject group members often	4.0	Above Average
3. My SGH's consider the individual career goals and aspirations of your subject group members when planning well	4.3	Above Average
4. My SGH's provide feedback and guidance to subject group members on their professional development often	4.2	Above Average
5. My SGH supports subject group members in identifying relevant workshops, training sessions, or conferences to	3.9	Above Average
6. My SGH ensure that subject group members have access to resources and materials that support professional	4.0	Above Average
Average	**4.1**	**Above Average**

Legend: WM- Weighted mean

Another promising finding was shown on Table 1C that his table shows the results of Subject Group Head's support along professional development. SGH's support for the professional development of the subject group members, which is the 1st variable, got a weighted mean of 4.0 (Above Average). This means that the respondents received adequate support and assistance from their SGH when it comes to their professional development. The 2nd variable, which indicates SGH's often discussions along professional development opportunities with subject group members, got a weighted mean of 4.0 (Above Average). This means that respondents are being guided towards greater professional development through intricate supervision and discussion. Furthermore, a weighted mean of 4.3(Above Average) was also reflected on the 3rd variable.

This means that the SGH's considered the individual career goals and aspirations of their subject group members when it comes to planning. On the other hand, the result on the 4th variable suggests that there is an excellent providence of feedback and guidance from the SGH. This result along the 4th variable got a weighted mean of 4.2 (Above Average). Meanwhile, a weighted mean of 3.9 (Above average) was reflected on the 5th variable. This means that the SGH positively supports subject group members in identifying relevant workshops, training sessions, or conferences that will promote and integrate professional development and goals. Lastly, a weighted mean of 4.0 (Above Average) was reflected on the 6th variable.

This means that the SGH comprehensively ensures that subject group members have access to resources and materials that support professional development. However, based on the results, it can be implied that there is still a need to provide assistance in terms of identifying relevant workshops, training sessions or conferences that will promote and integrate professional development and goals since this is the variable which got the lowest weighted mean.

Furthermore, the respondents answered that excellent support for the professional development of school leaders has wide-ranging implications, from improving leadership skills and decision-making to enhancing student achievement and fostering a culture of learning and collaboration. By investing in the growth and development of their leaders, schools can create a positive, progressive, and successful educational environment.

Karacabey (2020) mentioned the importance of how school principals utilize pertinent resources to aid teachers' professional development and keep them updated about educational advancements. Supplying teachers with resources to enhance their knowledge is seen as a significant approach to fostering their professional learning. The way school principals utilize relevant resources to support teachers' professional development and keep them informed about educational advancements is essential for fostering a culture of continuous learning, improving teaching quality, and creating a successful and dynamic educational environment. It empowers teachers, promotes collaboration, and benefits students, contributing to the overall success of the school community.

Table 1D
Effectiveness in managing the Subject Groups
Table 1C shows the Leadership Practices of Subject Group Heads along Effectiveness in managing the subject groups. It states how SGHs foster a positive and collaborative environment, communicate goals, expectations, and feedback, support the professional growth and development of the members, handle conflicts and challenges effectively, provide timely and foster a sense of unity and collaboration among the group members.

Indicators	WM	Interpretation
1. My SGH fosters a positive and collaborative environment within the subject group	4.1	Above Average
2. My SGH communicate goals, expectations, and feedback to subject group members effectively	4.1	Above Average
3. My SGH support the professional growth and development of subject group members well	4.1	Above Average
4. My SGH handles conflicts and challenges within the subject group effectively	3.7	Above Average
5. My SGH provide timely and constructive feedback to subject group members often	3.8	Above Average
6. My SGH foster a sense of unity and collaboration among subject group members	3.8	Above Average
Average	**3.9**	**Above Average**

Legend: WM- Weighted mean

It can be gleaned on Table 1D that in general,results revealed a result of that Above Average (WM=3.9) under the effectiveness in managing the subject groups. All the indicators got the same result as Above Average on how SGHs foster a positive and collaborative environment, communicate goals, expectations, and feedback effectively, support the professional growth and development of its members, handle conflicts and challenges effectively, provide timely and constructive feedback and foster a sense of unity and collaboration among subject group members with a weighted mean of 4.1, 4.1, 4.1, 3.7, 3.8, and 3.8, respectively.

This means that being above average in managing subject groups in schools implies an exceptional ability to oversee curriculum implementation, support teachers' professional development, allocate resources strategically, and foster collaboration among subject groups. It results in a school environment where subject-specific needs are met, teachers are empowered, and students receive a well-rounded and enriching education.

The results demonstrated in this match the result of the study of Sunaengsih et al. (2019) that effective leadership in school management is crucial for promoting collaboration and facilitating the sharing of work activities. A well-structured school environment involves various stakeholders, such as the principal, teachers, employees, and students. Through proper organization, tasks and responsibilities are evenly distributed, streamlining the work process and helping the school community achieve common goals.

2. Leadership Practices Subject Group Heads
This result highlights the Leadership Practices Subject Group Heads. It shows the summary of the results along the four variables used in this study such as Communication skills, Decision-making skills, Support for professional development and Effectiveness in managing the subject groups.
Table 2:-Leadership Practices Subject Group Heads.

Indicators	WM	Interpretation
1. Communication skills	4.3	Above Average

2. Decision-making skills	4.0	Above Average
3. Support for the professional development	4.1	Above Average
4. Effectiveness in managing the subject groups	3.9	Above Average
Average	**4.1**	**Above Average**

Legend: WM- Weighted mean

The results confirm that Table 2 displays the results of the responses on SHS teachers on Leadership Practices of Subject Group Head. It revealed that communication skills, Decision-making skills are Above Average with an average rating of 4.3 while Decision-Making Skills, Support for the professional development and Support for the professional development are all Above Average with a weighted mean of 4.3, 4.0, 4.1 and 3.9, respectively.

In general, the Leadership Practices of Subject Group Heads received a rating of 4.1, indicating that their performance was considered "Above Average." This suggests that the Subject Group Heads demonstrate strong leadership qualities, effectively manage their respective subject groups, and contribute positively to the overall school environment. Their leadership practices were highly regarded and have a significant impact on the success and effectiveness of their subject areas within the school.

This also implies that SGHs believe on the utmost importance of Communication skills for school leaders as they play a pivotal role in shaping the school's culture, fostering a positive learning environment, and effectively managing the entire educational community. It also means that teachers are aware that strong decision-making skills can be done by making informed and thoughtful decisions, school leaders can inspire trust, foster innovation, and lead their schools towards continuous improvement and excellence are essential for school leaders to promote student achievement, create a positive school culture, allocate resources effectively, solve problems, and navigate ethical challenges. Furthermore, being above average in handling subject groups within educational institutions indicates an extraordinary aptitude for supervising curriculum implementation, promoting teachers' professional growth, strategically managing resources, and cultivating cooperation among subject groups.

A similar conclusion was reached by Salamondra (2021) believe that Schools are intricate and ever-changing organizations that rely on efficient communication to address the diverse needs of all those involved. Successful communication is vital for fostering positive relationships among students, teachers, and parents. Implementing effective communication strategies within a school entail recognizing the fundamental aspects of communication, including its advantages and common obstacles.

The essential elements of successful communication, namely trust, transparency, and active listening, establish the foundation for engaging in difficult discussions. The findings are directly in line with previous findings of the study conducted by Amalia et al. (2020), that the significant role of leaders in decision-making depends on the level of responsibility and authority they hold, schools also have the right to make decisions. Decision-making arises in various situations and leadership greatly influences the decision-making process, which involves identifying problems and opportunities and finding solutions to address those issues.

However, the development plan focused on improving the variable on the effectiveness in managing the subject groups as it received the lowest average rating o (WM=3.8) among all four variables. Under this variable the three lowest indicators involve how effectively the SGHshandle conflicts and challenges within the subject group, how often the SGH provide timely and constructive feedback to subject group members and how they foster a sense of unity and collaboration among subject group members. Improving the variable on the effectiveness in managing the subject groups is crucial for enhancing the overall educational experience within the school.

Conclusions and Recommendations:-
Based on the study results, the following conclusions were drawn:
1. Effective communication shapes the school's culture, fosters a positive learning environment, and drives effective leadership towards common goals of Subject Groups.
2. Strong decision-making skills in Subject Group Heads in Gallanosa NHS are vital for promoting student achievement, creating a positive school culture, and navigating challenges.
3. Supporting the professional development of Subject Group Heads yields significant benefits, fostering a culture of learning and collaboration.

4.   The identified areas of concern of SGH revolve around conflict and challenge management, timely and constructive feedback, and fostering unity and collaboration among subject group members.

By implementing these recommendations, schools can strengthen their leadership practices, foster a positive learning environment, and improve the overall educational experience for students, teachers, and the entire school community. The following recommendations are hereby suggested:

1.   Fostering effective communication shapes a positive school culture and fosters a supportive learning environment. Strategies include promoting openness, clear communication channels, modern tools, two-way feedback, and positive language, leading stakeholders towards common goals.
2.   Enhancing school leaders' decision-making skills involves peer learning, coaching, simulated scenarios, protocols, ethical education, and recognition of effective decisions.
3.   Supporting teacher professional growth through diverse development opportunities, coaching, action research, technology training, access to resources, and personalized learning plans.
4.   The effectiveness of managing subject groups is a dynamic process that requires ongoing attention and adaptation to the changing needs of the educational community. Implementing a sense of unity and collaboration among students and faculty alike. Managing subject groups in schools requires careful planning, including subject-specific activities, interdisciplinary projects, teacher support, communication with parents, and gathering student feedback.

Intervention:
A comprehensive leadership development workshop maybe implemented to empower subject group heads with the tools and knowledge needed to excel in their roles. By investing in their professional growth and providing ongoing support, GNHS can create a team of effective and inspirational leaders who can positively influence the school community and contribute to the overall improvement of the learning environment.

A comprehensive leadership development program aims to nurture and enhance the skills, knowledge, and qualities of current and potential leaders within an organization. Whether in schools or any other setting, such a program is designed to build a strong leadership pipeline, foster a positive and inclusive culture, and drive the organization towards achieving its goals.

Here are key components that can make up a comprehensive leadership development program:

1.   Needs Assessment and 360-Degree Feedback: Conduct a thorough assessment to identify leadership strengths and areas for improvement, while gathering feedback from peers, subordinates, and superiors for insights into development areas.
2.   Mentoring and Coaching, Senior Leadership Buy-In, and Leadership Retreats: Offer guidance through experienced mentors or coaches, gain support from senior leaders to demonstrate commitment, and organize leadership retreats for strategic discussions.
3.   Continuous Learning and Formal Training: Foster a culture of continuous learning with access to resources and self-directed learning and provide formal training sessions on essential leadership topics.
4.   Action Learning Projects: Engage participants in real-life projects to apply leadership skills and problem-solving in practical situations.
5.   Networking and Collaboration: Facilitate networking events to encourage connections, experiences sharing, and mutual learning among leaders.
6.   Inclusivity and Diversity: Emphasize inclusivity and diversity in the program, recognizing the value of diverse perspectives and experiences., recognizing the value of different perspectives and experiences.

Implementation And Evaluation:
The interventions will be implemented, and data will be collected through Focus Group Discussion (FGD) to monitor their effectiveness. This may involve follow-up surveys, observation, or other means of data collection to assess the impact of the interventions on key performance indicators.

To ensure the program's effectiveness, regular assessments and feedback mechanisms will be put in place. This will enable participants to track their progress and identify areas for further improvement. The program will also be evaluated to measure its impact on subject group heads' leadership practices and the overall learning environment in GNHS.

The effectiveness of a leadership development program and its impact on leadership practices can indeed be evaluated and monitored using reflection. Focus Group Discussion (FGD) is a powerful tool for assessing personal and professional growth and understanding how leadership skills are evolving over time. This can be used to evaluate and monitor the program's effectiveness through journaling their experiences, challenges, and insights gained from the program, helping them recognize areas of growth and areas that require further development.

By regularly assessing the program's impact and gathering feedback from participants, GNHS can continually improve and refine the leadership development initiative. This iterative approach ensures that the program remains relevant and effective, addressing the evolving needs and challenges faced by subject group heads in their leadership roles.

The development plan was designed to address specific areas of improvement identified through the research findings. It involved identifying Areas for Improvement, Developing the Intervention Plan, Setting Objectives and Goals, Implementing the Intervention, Monitoring and Data Collection, Analysing Results, Adjusting and Refining the Plan, Continuous Feedback and Reflection, and Documenting the Process. By implementing the intervention cycle action plan, the action research aimed to bring about positive changes and improvements in the leadership practices of subject group heads, contributing to the overall enhancement of the educational environment at the Senior High School.

Overall, by investing in the implementation of the development plan, the school creates a team of competent and inspirational leaders who will positively influence the school community. The enhanced leadership practices of subject group heads are expected to lead to a more cohesive and efficient learning environment, benefiting both teachers and students alike.

This action research required the implementation of an intervention cycle action plan. The action plan was designed to address specific areas of improvement identified through the research findings and evaluation of implementation.

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