



LIVED EXPERIENCES OF A PRINCIPAL IN INSTRUCTIONAL MANAGEMENT AT TUY NATIONAL HIGH SCHOOL

DR. MARCELO B. ULARTE

Principal I

Tuy National High School

ABSTRACT

Instructional management is a central responsibility of a school principal because it involves guiding teaching and learning, supporting teachers, monitoring instructional practices, addressing concerns, and creating conditions that enable personnel to perform their responsibilities effectively. This action research explored the lived experiences of a principal in instructional management at Tuy National High School and used the findings as a basis for strengthening school-based instructional management practices.

The study involved twenty-eight (28) teaching and non-teaching personnel who served as participants and provided perspectives regarding the principal's instructional management practices. A qualitative action research approach was employed. Data were gathered through semi-structured interviews, reflection, observations, coaching and monitoring records, technical assistance documentation, and relevant school documents. The data were coded, categorized, and organized into emerging themes.

The findings revealed that the principal's instructional management experience centered on eight interconnected themes: communication and coordination; instructional supervision and monitoring; technical assistance; coaching and mentoring; collaborative

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



decision-making; planning and setting direction; responsiveness to personnel and learner needs; and continuous reflection and improvement. The findings indicated that instructional management was experienced not simply as monitoring compliance but as a continuous process of providing direction, assistance, feedback, and professional support.

The study further showed that instructional management requires the principal to balance accountability and support. Challenges encountered included managing competing responsibilities, responding to varied personnel needs, maintaining consistent communication, allocating time for instructional supervision, and ensuring that plans are translated into actual practice. In response, the researcher developed a strengthened instructional management framework focusing on Listen, Assist, Coach, Monitor, and Reflect (LEAD).

The study concludes that effective instructional management is strengthened when school leadership is collaborative, responsive, supportive, and evidence-informed. Project LEAD is recommended for continuous implementation at Tuy National High School as a school-based mechanism for technical assistance, coaching, monitoring, and professional reflection.

Keywords: *principal, lived experiences, instructional management, instructional leadership, technical assistance, coaching, mentoring, action research*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
