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INSTRUCTIONAL SUPERVISION THROUGH LEARNING ACTION CELL SESSIONS: RELATIONSHIPS WITH TEACHER PERFORMANCE, PROFESSIONAL GROWTH, AND LEARNER OUTCOMES IN PHILIPPINE ELEMENTARY SCHOOLS

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ABSTRACT

Instructional supervision through Learning Action Cell (LAC) sessions is an important mechanism for strengthening teacher development and instructional practices. This study examined its relationship with teacher performance, professional growth, and learner outcomes in public elementary schools in Cortes District, Surigao del Sur, Philippines, during the Academic Year 2025-2026. An explanatory mixed-methods design was employed, involving 126 teachers in the quantitative component and 17 teachers and seven school heads in individual interviews. Data were collected using validated questionnaires and semi-structured interviews and analyzed through descriptive statistics, Pearson correlation, and thematic analysis. Findings revealed favorable ratings for LAC implementation, teacher performance, and professional growth, with assessment practices receiving the highest performance rating (M = 3.82). Learner motivation and engagement obtained a mean of 3.68, while academic performance recorded an overall mean percentage score of 82.31. Instructional supervision demonstrated significant positive relationships with teacher performance, professional growth, and learner outcomes ($p < .05$), with feedback and follow-up showing particularly strong correlations ($r = .84–.87$). Qualitative findings highlighted collaborative learning, reflective practice, and instructional support alongside workload and resource constraints. The study concluded that LAC-based supervision was positively associated with teacher development and learner outcomes, supporting more participatory, responsive, and sustainable professional learning practices.

Keywords: *instructional supervision, Learning Action Cell, teacher performance, professional growth, learner outcomes, mixed-methods research*

INTRODUCTION

Instructional supervision is an essential mechanism for strengthening teaching quality, professional competence, and educational outcomes. In Philippine public schools, instructional supervision is increasingly integrated with Learning Action Cell (LAC) sessions to provide teachers with opportunities for collaborative learning, reflective practice, mentoring, and continuous instructional improvement. However, the implementation of these professional development mechanisms does not always guarantee meaningful improvements in classroom performance, particularly when teachers experience excessive workloads, limited instructional resources, and inadequate supervisory support. Mayos (2026) emphasized the importance of coaching, mentoring, and constructive feedback in strengthening instructional supervision among public elementary school teachers. These findings underscore the need to examine whether supervision through LAC sessions provides meaningful professional support and contributes to improved teaching practices.

Learning Action Cell sessions serve as school-based professional learning communities that encourage teachers to collaboratively address instructional challenges, exchange effective strategies, and strengthen their pedagogical competencies. Dilay and Ramos (2024) found that LAC sessions promoted collaborative learning, professional development, and the acquisition of relevant instructional knowledge among teachers. Their study also identified challenges affecting implementation, highlighting the importance of ensuring that professional learning activities remain responsive to teachers' actual classroom needs. Similarly, successful LAC implementation depends on effective planning, meaningful participation, relevant topic discussions, and consistent feedback and follow-up mechanisms. These dimensions are particularly important because professional development activities must extend beyond knowledge sharing and translate into observable improvements in instructional practices.

Teacher performance represents another important consideration in evaluating instructional supervision through LAC sessions. Effective teaching requires competencies in lesson planning, classroom management, assessment practices, and instructional innovation. These competencies may be strengthened when teachers receive appropriate professional guidance and opportunities to reflect on their classroom experiences. Research conducted among public school teachers in the Philippines demonstrated that the implementation of LAC sessions was associated with teacher performance, particularly through the quality of facilitation and the availability of instructional resources (Eborde & Escote, 2024). This finding suggests that the organization and delivery of LAC sessions are relevant to teachers' professional responsibilities. Nevertheless, the extent to which these practices support different dimensions of teacher performance requires further investigation within specific educational settings.

Beyond instructional performance, professional growth is a central objective of school-based supervision and collaborative professional development. Teachers' professional growth encompasses the continuous development of pedagogical knowledge and skills, collaboration and teamwork, reflective practices, and commitment

to the teaching profession. Deala and Lopez (2024) established a significant relationship between School Learning Action Cell implementation and teachers' perceived personal and professional development. Their findings highlight the importance of sustained professional learning opportunities that enable teachers to strengthen their competencies and respond effectively to changing instructional demands. Consequently, instructional supervision through LAC sessions should be examined not only in relation to immediate classroom practices but also in terms of its contribution to teachers' continuing professional development.

The ultimate value of instructional supervision and teacher professional development also depends on their potential contribution to learner motivation, engagement, and academic performance. When teachers apply appropriate instructional strategies, assessment practices, and classroom management techniques, learners may experience more supportive and engaging learning environments. However, the relationship between professional development activities and learner outcomes may be influenced by contextual conditions, including instructional resources, administrative support, and the extent to which teachers apply newly acquired knowledge. De Guzman et al. (2023) emphasized that effective LAC implementation requires supportive leadership, clearly defined responsibilities, sufficient resources, and systematic procedures, with improved student learning as its ultimate objective. These considerations demonstrate the importance of examining teacher-related and learner-related outcomes together when evaluating school-based professional development initiatives.

Despite the growing literature on instructional supervision and LAC implementation, limited localized evidence explains how these mechanisms relate simultaneously to teacher performance, professional growth, learner motivation and engagement, and academic performance in the elementary schools of Cortes District, Surigao del Sur. Existing studies have examined professional learning experiences, instructional competence, and teacher development; however, the combined relationships among supervision practices, teacher outcomes, and perceived learner outcomes remain insufficiently explored within the district. Moreover, teachers and school heads may experience LAC implementation differently depending on available resources, workload demands, supervisory practices, and opportunities for meaningful participation. Understanding these experiences is necessary to identify whether quantitative assessments of LAC implementation correspond with the practical realities encountered by educators.

Therefore, this study examined instructional supervision through Learning Action Cell sessions and its relationships with teacher performance, professional growth, and learner outcomes in public elementary schools in Cortes District, Surigao del Sur, Philippines. Specifically, it assessed LAC implementation in terms of planning and organization, facilitation and participation, relevance of topic discussions, and feedback and follow-up mechanisms. It also investigated teachers' performance, professional growth, perceived learner motivation and engagement, and academic performance, together with the significant relationships among these variables. Furthermore, the study

explored the lived experiences of teachers and school heads to determine how qualitative findings supported or differed from the quantitative results. Through an explanatory mixed-methods approach, the study sought to contribute contextualized evidence that could guide school administrators, instructional supervisors, and education policymakers in strengthening responsive, collaborative, and sustainable professional development practices.

Research Questions

This study aimed to examine the relationships between instructional supervision through Learning Action Cell (LAC) sessions and teachers' performance, professional growth, and learner outcomes in public elementary schools in Cortes District, Surigao del Sur, Philippines. Specifically, it sought to answer the following questions:

1. What are the demographic characteristics of the teacher-respondents in terms of age, gender, educational attainment, years of teaching experience, and grade level taught?
2. To what extent is instructional supervision through LAC sessions implemented in terms of planning and organization, facilitation and participation, relevance of topic discussions, and feedback and follow-up mechanisms?
3. To what extent is teachers' performance manifested in terms of lesson planning, classroom management, assessment practices, and instructional innovations?
4. To what extent is teachers' professional growth manifested in terms of pedagogical knowledge and skills, collaboration and teamwork, reflective practices and improvement, and commitment to the teaching profession?
5. To what extent are learners' motivation, engagement, and academic performance perceived to be influenced by teachers' participation in LAC sessions?
6. Is there a significant relationship between instructional supervision through LAC sessions and teachers' performance, professional growth, learners' motivation and engagement, and academic performance?
7. How do teachers and school heads describe their lived experiences of instructional supervision through LAC sessions?
8. How do the qualitative findings corroborate, complement, or differ from the quantitative results?
9. What measures may be proposed to strengthen instructional supervision through LAC sessions and improve teacher performance, professional growth, and learner outcomes?

METHODOLOGY

This study employed an explanatory mixed-methods research design to examine the relationships between instructional supervision through Learning Action Cell (LAC) sessions and teachers' performance, professional growth, and learner outcomes in public elementary schools. The quantitative component assessed the implementation of instructional supervision through LAC sessions and its relationships with the identified

variables, while the qualitative component explored the lived experiences of teachers and school heads to provide deeper explanations of the numerical findings. The integration of quantitative and qualitative data enabled the researcher to develop a more comprehensive understanding of how instructional supervision and collaborative professional learning were experienced and implemented within the educational setting.

The study was conducted in the public elementary schools of Cortes District, Division of Surigao del Sur, Philippines, during School Year 2025–2026. The quantitative component involved 126 public elementary school teachers selected through complete enumeration to ensure representation of the district's teaching population. The qualitative component included 17 teachers and seven school heads selected through purposive sampling based on their direct involvement in instructional supervision and participation in LAC sessions. Teacher-participants were required to have at least two years of teaching experience and documented participation in a LAC session, while school heads were required to have at least two years of supervisory experience and involvement in facilitating LAC activities. Individual, in-depth interviews were conducted to obtain detailed accounts of their experiences.

Data were collected using a researcher-made questionnaire and a semi-structured interview guide. The questionnaire gathered information on teachers' demographic characteristics, implementation of instructional supervision through LAC sessions, teacher performance, professional growth, learner motivation and engagement, academic performance, and recommended improvement measures. Instructional supervision was assessed through planning and organization, facilitation and participation, relevance of topic discussions, and feedback and follow-up mechanisms. Teacher performance was measured through lesson planning, classroom management, assessment practices, and instructional innovations, while professional growth was examined through pedagogical knowledge and skills, collaboration and teamwork, reflective practices, and commitment to the teaching profession. The questionnaire employed a five-point Likert scale, with responses ranging from 1 (Very Less Extent) to 5 (Very Great Extent) for the relevant assessment sections.

The research instruments underwent content validation by experts in curriculum, instructional supervision, and educational research to establish their clarity, relevance, appropriateness, and alignment with the study objectives. Recommendations from the validators were incorporated into the instruments before administration. A pilot test was also conducted among teachers outside Cortes District to assess item clarity, readability, and applicability. The questionnaire's internal consistency was evaluated using Cronbach's alpha, with a coefficient of 0.80 or higher established as the acceptable reliability criterion.

Before conducting the study, the researcher secured the necessary permissions from the Schools Division Superintendent, District Supervisor, and concerned school heads. Questionnaires were personally distributed to the teacher-respondents, who were given sufficient time to complete them. Accomplished questionnaires were subsequently retrieved, organized, and encoded for statistical analysis. For the qualitative component,

individual interviews were conducted with selected teachers and school heads in a respectful and comfortable environment. With participants' consent, interviews were recorded and supplemented with written notes to facilitate accurate transcription and thematic analysis.

Quantitative data were analyzed using frequency and percentage to describe the demographic characteristics of respondents and weighted mean to determine the implementation level of instructional supervision through LAC sessions and the extent of teacher performance, professional growth, and learner-related outcomes. Pearson's product–moment correlation coefficient was employed to examine the relationships between instructional supervision and the identified outcome variables, using a 0.05 level of significance. Qualitative data were analyzed through thematic analysis to identify recurring experiences, perceptions, challenges, and insights among teachers and school heads. The quantitative and qualitative findings were subsequently compared and integrated to determine areas of convergence, complementarity, and divergence.

Ethical principles were observed throughout the research process. Administrative clearance and informed consent were secured before data collection, and participation was entirely voluntary. Respondents were informed of the study's objectives, procedures, and their right to withdraw without professional or administrative consequences. Confidentiality was maintained through the use of participant codes and the exclusion of personally identifiable information from the research findings. Research records, interview recordings, and transcripts were securely handled in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012. The researcher also ensured that data collection did not unnecessarily disrupt instructional activities and that participants' dignity, privacy, and professional welfare were protected throughout the study.

RESULTS

Table 1

Demographic Characteristics of the Respondents (N = 141)

Variable	Category	f	%
Age	Below 25	1	0.71
	25–30	21	14.89
	31–35	35	24.82
	36–40	21	14.89
	41–45	28	19.86
	46 and above	35	24.82
Gender	Male	11	7.80
	Female	130	92.20
Educational attainment	Bachelor's degree	20	14.18
	With master's units	107	75.89

	Master's degree	11	7.80
	With doctoral units	0	0.00
	Doctorate degree	3	2.13
Teaching experience	1–3 years	10	7.09
	4–6 years	13	9.22
	7–9 years	21	14.89
	10–12 years	31	21.99
	13 years and above	66	46.81
Grade level taught	Kindergarten	24	17.02
	Grades 1–3	52	36.88
	Grades 4–6	54	38.30
	Multigrade	11	7.80

Note. f = frequency.

Table 2

Level of Implementation of Instructional Supervision Through Learning Action Cell Sessions

Dimension	M	Descriptive category	Rank
Feedback and follow-up mechanisms	3.65	Highly Implemented	1
Relevance of topic discussions	3.64	Highly Implemented	2
Facilitation and participation	3.59	Highly Implemented	3
Planning and organization	3.50	Highly Implemented	4

Note. M = weighted mean. Scores from 3.40 to 4.19 indicate Highly Implemented.

Table 3

Extent of Teachers' Performance Associated With Participation in LAC Sessions

Dimension	M	Descriptive category	Rank
Assessment practices	3.82	Great Extent	1
Lesson planning	3.79	Great Extent	2
Classroom management	3.77	Great Extent	3
Instructional innovations	3.69	Great Extent	4

Note. M = weighted mean. Scores from 3.40 to 4.19 indicate Great Extent.

Table 4

Extent of Teachers' Professional Growth Associated with Participation in LAC Sessions

Dimension	M	Descriptive category	Rank
Pedagogical knowledge and skills	3.68	Great Extent	1
Commitment to the teaching profession	3.67	Great Extent	2
Collaboration and teamwork	3.67	Great Extent	3
Reflective practices and improvement	3.64	Great Extent	4

Note. M = weighted mean. Scores from 3.40 to 4.19 indicate Great Extent.

Table 5

Summary of Learner Motivation, Engagement, and Academic Performance

Learner outcome	Result	Descriptive category
Motivation and engagement	3.68	Great Extent
Academic performance (overall MPS)	82.31%	Satisfactory

Table 6

Learners' Academic Performance by Grade Level

Grade level	Overall MPS (%)	Descriptive category	Rank
Grade 1	82.00	Satisfactory	5
Grade 2	82.33	Satisfactory	3
Grade 3	83.14	Satisfactory	2
Grade 4	88.00	Very Satisfactory	1
Grade 5	82.22	Satisfactory	4
Grade 6	77.17	Fairly Satisfactory	6
Overall	**82.31**	**Satisfactory**	**—**

Note. MPS = mean percentage score.

Table 7

Relationships Between Instructional Supervision Through LAC Sessions and Teacher Performance, Professional Growth, and Learner Outcomes

LAC supervision dimension	Teacher performance r	Professional growth r	Learner outcomes r
Planning and organization	.77	.77	.77
Facilitation and participation	.82	.83	.83
Relevance of topics	.83	.84	.85

Feedback and follow-up	.84	.86	.87
Overall average reported	**—**	**—**	**.83**

Note. r = Pearson correlation coefficient.

Table 8

Themes Emerging from Teachers' and School Heads' Experiences of Instructional Supervision Through LAC Sessions

Emergent theme	Summary of participants' experiences
Shifting from evaluative oversight to collaborative mentorship	Participants described LAC-based supervision as an opportunity for supportive mentoring and shared professional learning rather than exclusively evaluative supervision.
Bridging the pedagogical gap through localized professional upskilling	Participants emphasized professional learning activities that address practical instructional challenges and teachers' specific development needs.
Cultivating reflective practice and professional empowerment	LAC sessions provided opportunities for reflection, instructional improvement, and greater professional confidence.
Navigating the constraints of workload and time allocation	Competing teaching responsibilities, administrative tasks, and limited time constrained meaningful participation.
Maximizing impact through resource readiness and structured facilitation	Participants identified the importance of adequate resources, preparation, and organized facilitation in strengthening LAC implementation.

Table 9

Integration of Quantitative and Qualitative Findings on Instructional Supervision Through LAC Sessions

Research variable	Quantitative finding	Qualitative finding	Integration
Planning and organization	M = 3.50	Limited teacher involvement in planning	Divergence
Facilitation and participation	M = 3.59	Supportive environment, but limited collaborative outputs	Partial convergence
Relevance of topics	M = 3.64	Learner-centered discussions, but insufficient attention to specific classroom challenges	Convergence

Feedback and follow-up	M = 3.65	Strong monitoring and documentation, but limited individualized recognition	Convergence
Teacher performance	M = 3.69–3.82	Improvements in instructional competencies alongside challenges in differentiation	Convergence
Professional growth	M = 3.64–3.68	Growth in knowledge and collaboration, but limited depth of reflection	Partial convergence
Learner motivation and engagement	M = 3.68	Improved collaborative participation, but limited individual confidence and autonomy	Partial convergence
Academic performance	MPS = 82.31%	Uneven achievement across grade levels and subjects	Divergence

Note. M = weighted mean; MPS = mean percentage score.

Table 10

Recommended Measures for Enhancing Instructional Supervision Through Learning Action Cell Sessions

Recommended measure	M	Rank
Integrate assessment and classroom evaluation techniques into LAC discussions	3.91	1
Conduct regular LAC sessions on lesson planning and classroom management	3.90	2.5
Monitor and evaluate LAC effectiveness regularly	3.90	2.5
Provide constructive feedback and follow-up support	3.89	5
Organize pedagogical workshops and training	3.89	5
Implement mentoring and peer coaching programs	3.89	5
Include strategies to improve learner motivation and engagement	3.88	7.5
Allocate sufficient time and resources for LAC sessions	3.88	7.5
Encourage teacher reflection and instructional improvement planning	3.87	9
Promote collaborative discussions and sharing of teaching strategies	3.82	10
Overall weighted mean	**3.88**	**—**

Note. M = weighted mean.

DISCUSSION

Demographic Characteristics of the Respondents

The demographic findings revealed that the largest age groups were teachers aged 31–35 years and those aged 46 years and above, each accounting for 24.82% of the respondents. Female respondents constituted the majority (92.20%), while 75.89% had earned master's degree units. Furthermore, 46.81% had at least 13 years of teaching experience, indicating that a substantial proportion of respondents possessed considerable professional exposure. Teachers handling Grades 4–6 represented the largest group (38.30%), followed by those teaching Grades 1–3 (36.88%). These characteristics suggest that the district's teaching workforce included experienced educators with continuing graduate-level professional preparation. Nevertheless, the demographic findings were descriptive and did not establish whether age, educational attainment, or teaching experience significantly influenced perceptions of instructional supervision.

Implementation of Instructional Supervision Through LAC Sessions

The findings indicated that instructional supervision through LAC sessions was highly implemented across all four dimensions. Feedback and follow-up mechanisms obtained the highest mean (M = 3.65), followed by relevance of topic discussions (M = 3.64), facilitation and participation (M = 3.59), and planning and organization (M = 3.50). These results suggest that respondents generally perceived LAC sessions as established mechanisms for instructional guidance and professional collaboration. The comparatively lower rating for planning and organization, however, indicates an area requiring greater attention, particularly in scheduling, teacher participation in planning, and alignment of activities with identified instructional needs.

Calumpiano and Ballado (2026) similarly investigated LAC implementation and teachers' instructional competence in Philippine public schools, emphasizing the importance of examining professional learning practices alongside instructional competencies. Their study provides a relevant context for understanding why the quality of LAC implementation should be considered when evaluating professional development. The present findings extend this perspective to Cortes District by identifying feedback and topic relevance as relatively strong components while recognizing planning and organization as an area for improvement.

Teachers' Performance Associated with LAC Participation

Teachers' performance was rated to a great extent across the four assessed dimensions. Assessment practices obtained the highest mean (M = 3.82), followed by lesson planning (M = 3.79), classroom management (M = 3.77), and instructional innovations (M = 3.69). These results indicate favorable perceptions of teachers' instructional competencies, particularly in assessing learner progress and preparing instructional activities. However, the relatively lower rating for instructional innovations suggests that teachers may require additional opportunities to develop, demonstrate, and evaluate new teaching approaches.

Levi-Nielsen et al. (2026), in a systematic review and meta-analysis, found that performance feedback was an effective professional development strategy for improving teacher behavior. Their findings support the relevance of structured feedback, observation, and coaching in strengthening instructional practices. In the present study, the favorable performance ratings and high implementation of feedback mechanisms suggest that these supervisory processes may be valuable components of teachers' professional support systems. Nevertheless, the results should be interpreted as perceived associations rather than direct evidence that LAC participation independently improved teacher performance.

Teachers' Professional Growth Associated with LAC Participation

Teachers' professional growth was likewise manifested to a great extent, with pedagogical knowledge and skills obtaining the highest mean (M = 3.68). Commitment to the teaching profession and collaboration and teamwork both obtained means of 3.67, while reflective practices and improvement received the lowest mean (M = 3.64). These findings suggest that LAC sessions provided opportunities for professional learning, knowledge sharing, and continued commitment to teaching. However, the relatively lower rating for reflective practices indicates the importance of strengthening systematic self-assessment, collaborative reflection, and the application of professional learning to classroom instruction.

Sims et al. (2025) proposed and tested a theory of effective teacher professional development that emphasized developing teachers' insights, motivating change, improving instructional techniques, and embedding new practices in everyday teaching. Their findings offer a useful explanation for the present results, particularly the need to move beyond professional learning activities toward sustained instructional application. Although teachers in Cortes District reported favorable professional growth, the findings suggest that LAC sessions could become more meaningful when reflective dialogue is accompanied by practical experimentation, classroom-based follow-up, and opportunities to evaluate instructional improvements.

Learners' Motivation, Engagement, and Academic Performance

Learners' motivation and engagement obtained an overall mean of 3.68, interpreted as a great extent. This finding indicates that teachers generally perceived learner participation, interest, and engagement favorably in relation to their LAC-supported instructional practices. Meanwhile, learners' academic performance obtained an overall mean percentage score (MPS) of 82.31%, interpreted as satisfactory. Grade 4 recorded the highest MPS (88.00%), whereas Grade 6 obtained the lowest (77.17%). These differences demonstrate variations in academic performance across grade levels and suggest the need for targeted instructional support based on learner needs and assessment results.

Visscher et al. (2025), in a meta-analysis of 128 high-quality studies, found that teacher professional development interventions produced a positive average effect on student achievement, although the magnitude of effects varied considerably across studies. Their findings suggest that professional development can contribute to learner

achievement when instructional learning is effectively translated into classroom practice. The present findings are consistent with the broader importance of teacher development for learner outcomes. However, because the study did not experimentally compare learners exposed to different instructional conditions, the satisfactory academic performance cannot be attributed solely to instructional supervision or LAC participation.

Relationships Between Instructional Supervision and Teacher and Learner Outcomes

The correlation analysis revealed statistically significant positive relationships between instructional supervision through LAC sessions and teachers' performance, professional growth, and learner outcomes, with reported coefficients ranging from .77 to .87 ($p < .05$). Feedback and follow-up mechanisms demonstrated the strongest reported relationships, including correlations of .84 with teacher performance, .86 with professional growth, and .87 with learner outcomes. These findings indicate that higher ratings of supervisory practices were associated with more favorable assessments of teacher-related and learner-related outcomes.

Dela Cruz and Baguio (2024) reported a significant positive relationship between LAC practices and the self-efficacy of special education teachers in Davao City. Their findings support the relevance of collaborative professional learning to teachers' confidence and professional competencies. Similarly, the present study suggests that well-implemented supervision, particularly feedback and follow-up, is closely associated with favorable professional outcomes. Nevertheless, the strength of the reported correlations warrants careful examination of the original statistical output, including the analytical sample, measurement procedures, and possible overlap among questionnaire constructs. The relationships should not be interpreted as proof of causation.

Lived Experiences of Teachers and School Heads

The qualitative findings revealed five themes: shifting from evaluative oversight to collaborative mentorship, bridging pedagogical gaps through localized professional upskilling, cultivating reflective practice and professional empowerment, navigating workload and time constraints, and maximizing impact through resource readiness and structured facilitation. These themes suggest that teachers and school heads experienced instructional supervision through LAC sessions as both a professional development opportunity and an additional organizational responsibility. Participants recognized the importance of mentoring, collaboration, and instructional support while identifying limited time, competing responsibilities, and resource constraints as barriers to meaningful implementation.

The qualitative findings provide context for the favorable quantitative ratings by illustrating how professional learning activities were experienced in actual school settings. They also indicate that the effectiveness of supervision may depend on whether teachers receive sufficient time, instructional resources, and opportunities to apply what they learn. These experiences reinforce the importance of designing LAC sessions around authentic instructional problems rather than treating professional development primarily as a compliance requirement.

Integration of Quantitative and Qualitative Findings

The integration of findings demonstrated convergence in feedback and follow-up mechanisms, relevance of topic discussions, and teacher performance. These areas received favorable quantitative ratings and were supported by participants' descriptions of instructional guidance, mentoring, and professional learning. Partial convergence emerged in facilitation and participation, professional growth, and learner engagement, where favorable numerical assessments were accompanied by concerns regarding collaborative outputs, reflective practices, and individual learner needs.

Divergence was evident in planning and organization and learners' academic performance. Although planning and organization received a highly implemented rating, qualitative findings indicated limitations in teacher involvement and organizational preparation. Likewise, satisfactory academic performance coexisted with differences across grade levels and concerns regarding instructional challenges. These findings demonstrate the value of integrating quantitative and qualitative evidence, as numerical ratings alone may not fully capture the contextual conditions affecting implementation. Overall, the integrated findings suggest that LAC sessions were generally perceived favorably but required stronger participatory planning, systematic follow-up, and closer alignment with measurable instructional and learner needs.

Recommended Measures for Strengthening Instructional Supervision Through LAC Sessions

The recommended measures obtained an overall mean of 3.88, indicating favorable support for improving instructional supervision through LAC sessions. Integrating assessment and classroom evaluation techniques into LAC discussions received the highest mean (M = 3.91). Conducting regular sessions on lesson planning and classroom management and monitoring LAC effectiveness both obtained means of 3.90. Other recommended measures included constructive feedback, pedagogical training, peer coaching, learner engagement strategies, adequate resource allocation, and reflective instructional planning.

These findings suggest that improving LAC implementation requires a coordinated approach involving instructional assessment, mentoring, collaboration, and continuous evaluation. The emphasis on assessment practices is particularly relevant because learner performance varied across grade levels, indicating the importance of using classroom evidence to identify instructional priorities. Furthermore, regular monitoring could help determine whether knowledge acquired during LAC sessions is applied consistently and whether professional development activities correspond with changes in teaching practices.

Overall, the study contributes district-level evidence indicating that instructional supervision through LAC sessions is positively associated with teacher performance, professional growth, and perceived learner outcomes. The quantitative findings established favorable ratings and significant relationships, while the qualitative findings revealed both supportive professional experiences and persistent implementation challenges. The study highlights the importance of transforming LAC sessions into

sustained, evidence-informed professional learning opportunities characterized by collaborative planning, relevant instructional discussions, constructive feedback, reflective practice, and continuous monitoring. However, the correlational design, reliance on reported perceptions for several outcomes, and localized research setting limit causal interpretation and generalizability. Future studies employing longitudinal or comparative designs and independently measured instructional and learner outcomes would provide stronger evidence concerning the effectiveness of LAC-based instructional supervision.

Conclusions

The study concluded that instructional supervision through Learning Action Cell (LAC) sessions was highly implemented in public elementary schools in Cortes District, Surigao del Sur, and was significantly and positively associated with teachers' performance, professional growth, and learner outcomes. Feedback and follow-up mechanisms emerged as the strongest dimension of instructional supervision, highlighting the importance of continuous instructional guidance and professional support. Teachers demonstrated favorable performance in assessment practices, lesson planning, classroom management, and instructional innovations, while their professional growth was evident in pedagogical competencies, collaboration, commitment, and reflective practices. Learners' motivation and engagement were likewise rated favorably, although variations in academic performance across grade levels indicated continuing instructional challenges.

The qualitative findings further established that LAC sessions provided opportunities for collaborative mentoring, professional empowerment, and context-responsive instructional improvement. However, workload demands, limited resources, insufficient time, and organizational constraints affected the implementation of professional learning activities. The integration of quantitative and qualitative findings revealed that favorable implementation ratings did not necessarily reflect consistent experiences across all dimensions of supervision. Overall, the study concluded that LAC-based instructional supervision served as a valuable mechanism for supporting teacher development and was positively associated with learner outcomes. Nevertheless, the correlational findings did not establish causation. Strengthening participatory planning, constructive feedback, reflective practice, and systematic monitoring remains essential to sustaining meaningful school-based professional development.

Recommendations

Based on the findings and conclusions, it is recommended that school heads and instructional supervisors strengthen the implementation of Learning Action Cell (LAC) sessions through participatory planning, systematic monitoring, and consistent feedback and follow-up mechanisms. LAC activities should prioritize teachers' identified instructional needs, particularly assessment practices, lesson planning, classroom management, instructional innovations, and reflective teaching. Regular mentoring, peer coaching, and collaborative discussions should be institutionalized to promote the practical application of professional learning and sustain teachers' pedagogical development.

Furthermore, school administrators should provide adequate time, instructional resources, and technical assistance to address the workload and resource constraints identified by teachers and school heads. LAC sessions should incorporate evidence-based strategies for improving learner motivation, engagement, and academic performance, with particular attention to grade levels and learning areas demonstrating comparatively lower achievement. Continuous evaluation of LAC implementation should also be undertaken to determine its relevance, effectiveness, and responsiveness to emerging instructional challenges.

Finally, future researchers are encouraged to conduct longitudinal, comparative, or intervention-based studies involving larger and more diverse educational settings to examine the effectiveness of LAC-based instructional supervision. Future investigations should also incorporate classroom observations, independent measures of teacher performance, and longitudinal learner achievement data to provide stronger evidence regarding the contribution of instructional supervision to teaching quality and educational outcomes.

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