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IELTS Teachers' Perceptions of the Academic Leader's Behavior and Job Satisfaction in a Private Language School

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Annotation. This descriptive-correlational study examined the relationship between IELTS teachers' perceptions of the academic leaders' behavior and their job satisfaction in a private language school, Cebu International Academy, during calendar year 2026. It determined the respondents' profile, perceived level of the academic leader's behavior, and job satisfaction in terms of career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style. Data were collected from 110 IELTS teachers using adapted and validated questionnaires and analyzed using descriptive statistics and Spearman's rho correlation coefficient. Findings revealed that respondents perceived their academic leader's behavior positively and reported varying levels of job satisfaction across the dimensions. Respondents were highly satisfied with career and promotion opportunities and teamwork and job security, while moderate satisfaction was observed in compensation and welfare benefits and leadership style. A significant moderate positive relationship was found between academic leader behavior and overall job satisfaction ($\rho = .507$, $p < .001$). Among the job satisfaction dimensions, career and promotion opportunities showed the strongest relationship with academic leader behavior ($\rho = .477$), followed by teamwork and job security ($\rho = .420$), compensation and welfare benefits ($\rho = .418$), and leadership style ($\rho = .370$), all statistically significant ($p < .001$). The study concludes that supportive and effective academic leadership is associated with higher teacher job satisfaction. It recommends implementing the proposed Leadership Enhancement Plan to address teachers' job satisfaction in the institution.

Keywords: academic leaders' behavior, job satisfaction, leadership behavior, IELTS teachers, descriptive-correlational design, leadership enhancement plan, administration and supervision.

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CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Workplace leaders play a pivotal role in guiding employees toward organizational goals. Their leadership has a significant impact on employees' welfare and work performance. In the school

system, where the primary goal is to provide quality education, school leaders' behavior is essential to shaping teachers' professional development and enhancing organizational effectiveness by adapting to varying needs and situations. In the Philippine context, this role is further reinforced by existing laws such as the Philippine Qualifications Framework Act, which emphasizes the importance of competent leadership and quality assurance in education (Republic of the Philippines, 2022). This highlights that leadership behavior, particularly how leaders respond to organizational demands, is closely associated with teachers' job satisfaction in educational settings.

Recent studies also show that school leaders' behavior affects teachers' job satisfaction. Bøje & Frederiksen (2021) stated that school leaders are key to implementing reforms and are well-positioned to advocate for students, teachers, and schools. School leadership can foster a positive and healthy working environment for teachers. Furthermore, according to Jentsch et al. (2022), strong school leadership leads to better teacher work environments, resulting in greater teacher engagement and job satisfaction. These positive conditions enhance teacher retention and student outcomes (Marshall et al, 2025). Conversely, ineffective leadership may contribute to work-related stress, dissatisfaction, and increased teacher turnover, ultimately affecting the quality and stability of education (Marshall et al., 2025; Pendola, 2022; Aulia & Haerani, 2023).

In the Philippine education system, leadership dynamics vary across institutional settings. Public schools operate within a centralized structure under the Department of Education, where school leaders implement standardized policies and administrative procedures. In this setting, teachers' job satisfaction is influenced not only by leadership practices but also by factors such as job security, government benefits, workload, promotion opportunities, and access to professional development. Abellana (2025) found that, among Department of Education secondary school teachers, job satisfaction is a complex construct influenced by various factors, such as workload, opportunities for professional growth, support from school leaders, and work-life balance. These conditions suggest that leadership behavior, particularly leaders' ability to respond and adapt to institutional demands**,** may affect teacher satisfaction in different ways depending on the institutional environment.

On the other hand, private language schools operate in a more competitive and market-based environment. Due to the limited availability of permanent positions and the highly competitive recruitment process in public schools, many Filipino teachers pursue careers in international language schools, where employment opportunities are more accessible. Teachers in these institutions provide ESL and IELTS instruction to students from diverse cultural backgrounds while meeting high performance standards and international teaching expectations (Dela Cruz et al., 2024). These conditions may influence how teachers perceive leadership behavior and experience job satisfaction, making leadership an important factor in understanding teacher experiences in this context, particularly how leaders adjust their behavior to effectively support teachers.

Although numerous studies have examined the relationship between leadership behavior and job satisfaction (Mostafa et al., 2021; Hancock et al., 2023; Dimitrova & van Hooft, 2021), many have focused on non-educational organizations. In the Philippines, existing studies have primarily been conducted in public educational institutions (Lacaza & Dioso, 2025; Medul et al., 2022; Mahinay, 2024; Duran & Barlas, 2025), and has also been studied internationally (Dağlı & Kalkan, 2021; Çayak, 2021; Liu et al., 2021). Consequently, limited evidence exists regarding how academic leaders' adaptive leadership behavior relates to teachers' job satisfaction in Philippine private language schools, indicating a gap in the literature that this study aims to address.

The study was conducted at Cebu International Academy, a privately owned language school located in Lapu-Lapu City. Its purpose is to explore teachers' perspectives on the leadership behavior of their academic leader, and how that relates to their job satisfaction. Specifically, this study focuses on adaptive leadership behavior, emphasizing how leaders adjust their actions to meet organizational demands and effectively support teachers in dynamic educational environments. Unlike public schools, which often operate within standardized government systems, this institution

operates in a private educational setting where leadership practices may be shaped by organizational goals, client expectations, and performance standards. The school also caters to students from different nationalities and cultural backgrounds who seek to improve their English proficiency, creating a diverse teaching environment that may influence teachers' experiences and expectations from leadership. Focusing on teachers' views, the study seeks to show the influence of the leader's behavior on teachers' satisfaction at work. Thus, the institution can generate feasible leadership styles that enhance teachers' satisfaction and overall effectiveness.

Theoretical Background

This study is based on leadership and satisfaction theories that explain how the school leader's behavior affects teachers' job satisfaction. It is grounded in legislative requirements that provide a deep understanding of inclusive education preparedness, especially in the context of Cebu International Academy, a private language school dedicated to providing quality English classes by consistently maintaining high teacher standards. The research emphasizes that job satisfaction is one of the important elements impacting service quality, emphasizing its importance in supporting teachers' personal and professional growth (Hermawan, 2025).

This study is beyond just reporting leadership techniques by evaluating how the school leader's behavior affects teachers' work satisfaction within the context of a private language school. Supportive leaders that were strong and influential in their approach, helped the teachers' motivational drive to strive more towards success, leaders' behaviors shape the professional journeys and working motivation of teachers beyond that as build on educational set outcomes (Gümüştaş & Gülbahar, 2022).

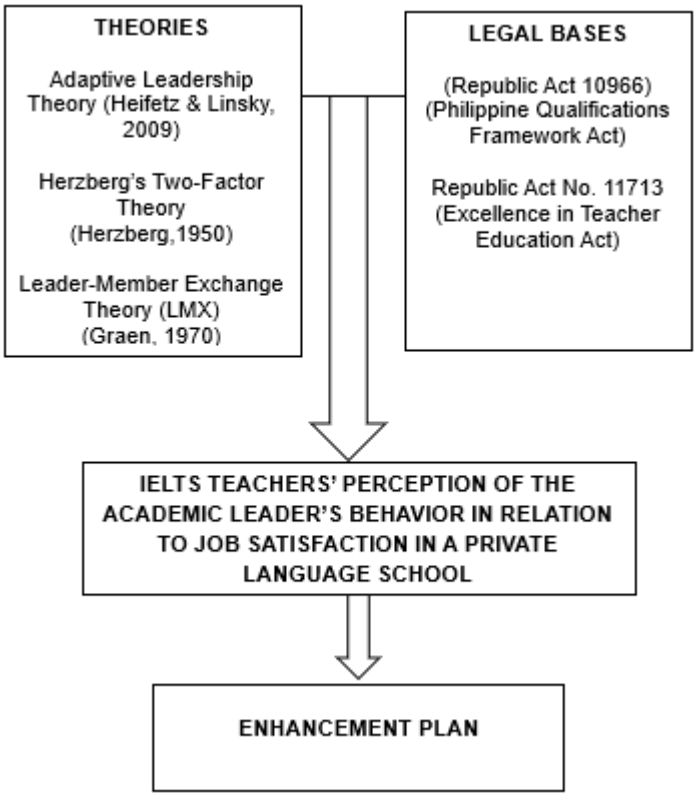


Figure 1. Theoretical and Conceptual Framework

Figure 1 presents the study's theoretical framework, which combines key legal and organizational theories. This framework investigates the impact of the academic leader's behavior on teachers' job satisfaction. They are particularly important to private language academies, where effective leadership and positive working conditions are important factors in teacher satisfaction.

Adaptive Leadership Theory. Leaders' behavior can be explained through the Adaptive Leadership Theory developed by Heifetz and Linsky (2009). The theory emphasizes that leadership is not only based on authority or position but on a leader's ability to adapt behaviors in response to complex and changing situations. In educational settings, adaptive leaders help teachers handle reforms, address diverse learner needs, and respond to evolving educational demands (Heifetz et al., 2009). Adaptive leadership is reflected in behaviors such as navigating complex environments, demonstrating empathy, engaging in reflective learning, and fostering collaborative problem-solving (Mulder, 2025).

Furthermore, adaptive leaders encourage collaboration, shared responsibility, and continuous learning rather than relying solely on centralized decision-making. By supporting teachers in addressing instructional and organizational challenges, they cultivate trust, strengthen professional relationships, and promote a positive school climate (Heifetz et al., 2009). These leadership behaviors enable teachers to adapt more effectively to change while remaining engaged in their professional responsibilities.

Moreover, Uhl-Bien and Arena (2018) explained that adaptive leadership enables organizations to respond effectively to changing environments by fostering flexibility, innovation, and continuous learning. In the context of this study, leaders who demonstrate adaptive leadership behaviors are expected to create supportive working conditions that enhance teachers' job satisfaction. Thus, Adaptive Leadership Theory provides the theoretical foundation for examining how academic leaders' adaptive leadership behavior relates to teachers' job satisfaction in a private language school.

Hezberg's Two-Factor Theory. The job satisfaction of teachers can be further explained by Herzberg's Two-Factor Theory. This theory proposes that job satisfaction is influenced by two categories of factors: hygiene factors and motivators. According to Herzberg (1966), hygiene factors, such as salary, company policies, supervision, and working conditions, help prevent job dissatisfaction but do not necessarily motivate employees. In contrast, motivators, including achievement, recognition, responsibility, and opportunities for growth, foster genuine engagement and long-term job satisfaction (Nickerson, 2025). Furthermore, Murphy (2025) emphasized that while adequate hygiene factors minimize dissatisfaction, organizations must also provide motivational factors to sustain employee satisfaction and performance. Consequently, educational institutions should aim to balance these two dimensions by addressing employees' basic workplace needs while providing opportunities for professional growth and recognition.

Moreover, Herzberg's theory suggests that leaders play a crucial role in creating conditions that strengthen both hygiene and motivational factors. Patel et al. (2022) argued that employees' perceptions of their leaders' behaviors are important indicators of leadership effectiveness. Similarly, Lauring and Kubovcikova (2022) found that employees experience greater job satisfaction when they work in supportive environments where they can trust and rely on their leaders. Kauppila (2025) further reported that competent leaders who provide social support while maintaining high performance expectations contribute to higher employee job satisfaction. Consistent with these findings, García-Salirrosas et al. (2025) concluded that effective leadership behaviors enhance the work environment and increase teachers' job satisfaction. Collectively, these studies suggest that leadership behaviors influence how employees experience both hygiene and motivational factors, thereby contributing to higher levels of job satisfaction.

Leader-Member (LMX) Theory. The Leader-Member Exchange (LMX) Theory, developed by Graen in the 1970s, emphasizes the quality of the relationship between leaders and each member of their team. The theory suggests that effective leadership is built on high-quality leader-member relationships characterized by trust, mutual respect, support, and reciprocal exchange, which promote collaboration and enhance employee performance (Velanganni et al., 2025). According to Sobral and Furtado (2024), high-quality leader-member exchanges foster trust, support, and recognition, resulting in greater employee loyalty, commitment, and job satisfaction. Conversely,

low-quality relationships are more formal and transactional, offering limited communication and support, which may reduce employees' satisfaction and engagement.

In educational settings, high-quality leader-member relationships positively influence teachers' job satisfaction and affective organizational commitment. Usadolo et al. (2022) found that supportive and fair leadership behaviors strengthen teachers' workplace experiences by improving communication satisfaction, which serves as a mediator between leader-member exchange and job satisfaction. Likewise, Oco et al. (2022) reported that teachers' job satisfaction is significantly associated with the quality of leadership demonstrated by school heads. Mariano and Oco (2024) further emphasized that effective school leadership enhances teachers' satisfaction by providing supportive supervision, fostering positive working relationships, and strengthening teachers' sense of security within the profession. The theory suggests that leaders who build trusting, supportive, and respectful relationships with teachers are more likely to promote positive workplace experiences, resulting in higher levels of job satisfaction.

Philippine Qualifications Framework Act. Republic Act No. 10968 establishes the Philippine Qualifications Framework (PQF) to ensure that education meets national and international quality standards. Section 2 states: " it is hereby declared the policy of the State to institutionalize the Philippine Qualifications Framework (PQF) to encourage lifelong learning of individuals, provide employees specific training standards and qualifications aligned with industry standards, ensure that training and educational institutions comply with specific standards" (Republic of the Philippines, 2022). Additionally, Section 4(c) aims to align domestic qualification standards with international frameworks, therefore improving the recognition and comparability of Philippine qualifications and facilitating the flexibility of Filipino students and workers. Even in private schools serving foreign students, this law emphasizes the importance of competent teachers and effective leadership.

Republic Act No. 11713, also known as the Excellence in Teacher Education Act, states that "It is likewise universally recognized that the teacher is the key to effective teaching-learning processes by drawing out and nurturing the best in the learner as a human being and a worthy member of society. Further, the State recognizes the role of school leaders in supporting teachers by fostering an environment for effective teaching and a school culture that develops enthusiastic and independent learners who are committed to lifelong learning" (Republic of the Philippines, 2022). This law highlights the responsibility of school leaders in providing support to teachers and creating a conducive teaching environment, which can influence teachers' motivation, performance levels, and job satisfaction.

In relation to this study, the law emphasizes the role of school building leadership in creating conditions under which teachers can grow professionally. Supportive, recognition-oriented, and collaborative leadership is positively correlated with teachers' job satisfaction and contribution to education itself.

THE PROBLEM

Statement of the Problem

The main objective of the study is to determine the relationship between the IELTS teachers' perceptions of the academic leader's behavior and their job satisfaction at Cebu International Academy during the calendar year 2026 as basis for a proposed leadership enhancement plan.

Specifically, this study aims to answer the following questions:

1. What is the profile of the respondents in terms of;

1.1 Gender;

1.2. Employment Status;

1.3. Highest Educational Attainment?

2. What is the level of perceived academic leader's behavior?

3. What is the level of job satisfaction of the respondents in terms of;

3.1. Career and Promotion Opportunities;

3.2. Teamwork and Job Security;

3.3. Compensation and Welfare Benefits;

3.4. Leadership Style?

4. Is there a significant relationship between teachers' perceptions of the academic leader's behavior and their job satisfaction in terms of;

4.1. Career and Promotion Opportunities;

4.2. Teamwork and Job Security;

4.3. Compensation and Welfare Benefits;

4.4. Leadership Style?

5. Based on the findings, what Leadership Enhancement Plan can be proposed to address the identified areas for improvement in teachers' job satisfaction?

Statement of the Null Hypothesis

This study seeks to reject or not reject the null hypothesis.

Ho: There is no significant correlation between the Perception of the Academic Leader's Behavior and the Job Satisfaction of the respondents.

Significance of the Study

This study was conducted to determine the relationship of IELTS Teachers' Perception of the Academic Leader's Behavior and their Job Satisfaction in a private language school. The researcher is looking forward that this study will benefit the following:

School Management and Administrators. The findings may be used to develop programs for leadership development and work environment improvement.

School Leaders. The findings of the study can help leaders realize how their behavior is experienced by teachers and what impact it has on teacher job satisfaction. This awareness can guide leaders in choosing more efficient practices of leadership.

Teachers. The research will provide teachers with insight from their experiences and the impact of the leader's behavior on teachers job satisfaction.

Researcher. The findings of this study will benefit the researcher by deepening understanding of leaders' behavior and its relationship to teacher job satisfaction. It will also enhance the researcher's knowledge in conducting educational research.

Future Researchers. This study may serve as a reference for future research exploring leaders' behavior and teacher job satisfaction.

THE RESEARCH METHODOLOGY

This section presents the methodology that was employed in this study. It describes the research methods, study flow, setting of the study, given participants in the study and states about the methods that were utilized for data collection and analysis. Each component was carefully structured to support the study's main objective, which is to explore the teachers' perception of the academic leader's behavior and its relationship with teachers' job satisfaction in a private language school.

Design

In this study, the researcher used descriptive survey research using a correlational-quantitative approach to investigate whether there is a relationship between Teachers' Perception of the Academic Leader's Behavior and their Job Satisfaction. As described by Creswell (2012), a quantitative approach was used to identify the research problem based on trends in the field. It asks specific questions to obtain measurable data on variables through instruments. In accordance with Creswell's statement, the quantitative approach is best employed in this study since it will use a questionnaire consisting of specific questions as the main tool for obtaining measurable data. Additionally, this study is correlational since it demands the degree to which the variables are related to each other using various statistical treatments.

Flow of the Study

For the fulfillment of the study, the researcher asked permission from the schools' respective authorities, such as the academic head. Proper documents were made in asking for the approval from the school authorities. Given the approval, the list of the participants of this study was taken from the academic office official list of IELTS teachers. Next, the researcher prepared the standardized leader's behavior and job satisfaction questionnaires and distributed personally. After asking permission and getting the respected respondents, the researcher gave instructions to the respondents in answering and provided enough time to answer the questions honestly. After the assessment, the data were gathered, tabulated, analyzed, and interpreted the result of the study.

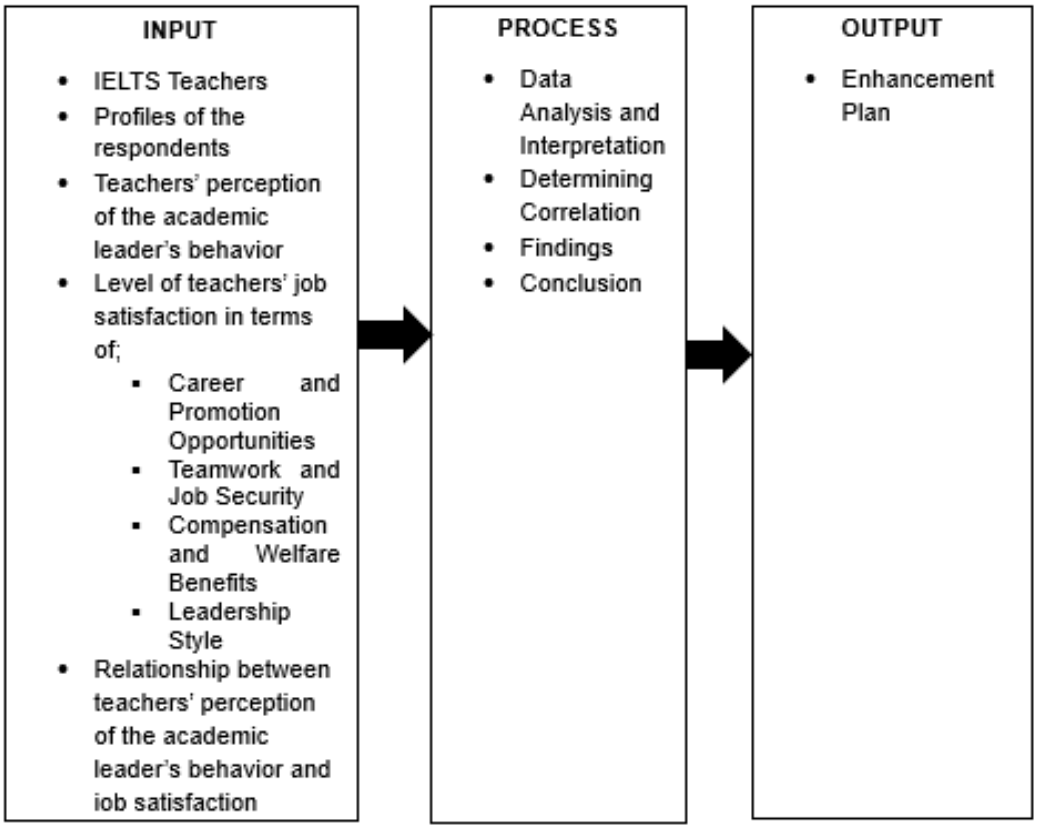


Figure 2. Flow of the Study

Environment

The locale of this study was at Cebu International Academy, a private language schools located in Mactan, Lapu-lapu City, Cebu, Philippines. It offers English language courses such as Business English, CALLAN Method, ESL and English test preparation courses such as IELTS and TOEIC. It is a private language school established in 2003, approximately 25 kilometers from the city center, and is well-known for attracting foreign professionals and university students from non-

English speaking countries such as Arab nations, Japan, Taiwan, China, South Korea, Vietnam, Russia, and other European countries. Many of these students aim to work or study in English-speaking countries and need to achieve their target IELTS scores to be admitted to their future universities or companies, making the school a highly diverse and goal-oriented learning environment.

The school has high training standards both for teachers and students. Due to the high price of tuition and testing, students often have a strong demand for results, which adds to the difficulty for teachers to provide high-quality teaching as well as ensure students pass exams. This context also provides an opportunity in this study to examine how the leader's behavior can either support or undermine teachers as they manage these demands.

At Cebu International Academy, leaders are essential in helping teachers overcome these obstacles. Teachers' job satisfaction can be greatly impacted by their behavior, including communication, support, and decision-making. The relationship between leadership practices and teachers' experiences becomes particularly crucial in an environment with high student expectations, intensive training, and ongoing performance pressure. Because of this, the school is a perfect setting for researching the connection between leader's behavior and teachers' job satisfaction.



Figure 3. Location Map of the Research Environment

Respondents

The respondents of this study are the IELTS teachers in Cebu International Academy. There are 114 IELTS teachers in the institution, and 4 teachers refused to participate in the study, resulting in 110 respondents. These teachers are appropriate respondents because they are directly involved in

IELTS instruction and regularly interact with the academic leader in implementing instructional and assessment requirements.

Table 1. Distribution of the Respondents of the Study

Teachers	F	%
IELTS	110	100

Instruments

The study utilized the Adaptive Leadership Behavior Scale (ALBS) as the primary research instrument to measure teachers' perceptions of their academic leader's adaptive leadership behavior. The ALBS was developed by Nöthel et al. (2023). The ALBS consists of 15 items, each rated using a 5-point Likert scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree. Higher scores indicate a higher level of adaptive leadership behavior among leaders. The instrument contains 15 items that describe specific leadership practices. Respondents rated each item using a five-point Likert scale to indicate the frequency of behavior (1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Agree, 4 = Agree, 5 = Strongly Agree). The total scores for each dimension were computed to determine the level of perceived leader's behavior.

The second part of the questionnaire assessed the job satisfaction of the respondents using the Job Satisfaction Scale developed by Nanjundeswaraswamy (2019), which contains a total of 30 items. This instrument measures various aspects of job satisfaction, including career and promotion opportunities with 5 items, teamwork and job security with 4 items, compensation and welfare benefits with 16 items and leadership style that includes 5 questions, were items 1 and 2 were negatively worded and reverse scored. Respondents rated each item using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Agree, 4 = Agree, 5 = Strongly Agree), indicating how satisfied they are with different aspects of their work. The total score was calculated by summing the responses across all 30 items, with higher scores reflecting higher levels of job satisfaction.

Data Gathering Procedure

For the fulfillment of the study, the researcher asked permission from the schools' respective authorities, such as the academic head. Proper documents were made to ask for approval from the school authorities. Given the approval, the list of participants of this study was taken from the academic office's official list of IELTS teachers. Next, the researcher prepared the standardized leader behavior and job satisfaction questionnaires and distributed them personally. After obtaining permission and selecting the respondents, the researcher gave instructions on how to answer and provided sufficient time for the respondents to answer the questions honestly. After the assessment, the data were gathered, tabulated, analyzed, and interpreted to obtain the results of the study.

Ethical Considerations

The researcher prioritized ethical standards throughout the study. Informed consent was obtained from the participants. Before administering the questionnaires, the researcher explained the purpose of the study and their reasons for conducting it. It was ensured that the respondents clearly understood the objectives. In addition, the researcher treated all collected data with the highest level of confidentiality and strictly followed the Data Privacy Act of 2012 (Republic Act No. 10173). The data collected in this study were used exclusively for academic purposes and will be kept strictly confidential. Access was limited to the researcher and the statistician assisting with data analysis.

Statistical Treatment of Data

Frequency count and simple percentage formula were used in computing the frequency of the responses.

In determining the respondents' perception of the academic leader's behavior and respondents' job satisfaction, the weighted mean and standard deviation formulas were used.

The Spearman rank was used to test the strength of association between perception of the academic leader's behavior and job satisfaction of the respondents.

Scoring Procedure

The responses to the sets of questionnaires were tallied and tabulated. The frequencies and percentages of responses on each scale were recorded. This scale was used to measure the teachers' perception of the academic leader's behavior.

Weights	Range	Adjectival Description	Verbal Interpretation
5	4.21-5.00	Always	The teacher perceives the academic leader's behavior is consistently demonstrated.
4	3.41-4.20	Agree	The teacher perceives the academic leader's behavior is demonstrated most of the time.
3	2.61-3.40	Moderately Agree	The teacher perceives the academic leader's behavior is demonstrated sometimes.
2	1.81-2.60	Disagree	The teacher perceives the academic leader's behavior is rarely demonstrated.
1	1.00-1.80	Strongly Disagree	The teacher perceives that this academic leader's behavior is not demonstrated at all.

This scale was used to measure the teachers' job satisfaction.

Range	Scales	Verbal Interpretation
4.21-5.00	Strongly Agree	The teacher feels that the job gives more than what is expected.
3.41-4.20	Agree	The teacher feels that the job gives what is expected.
2.61-3.40	Moderately Agree	The teacher feels the job somewhat meets expectations, but not fully.
1.81-2.60	Disagree	The teacher feels that the job gives less than what is expected.
1.00-1.80	Strongly Agree	The teacher feels that the job gives much less than what is expected.

DEFINITION OF TERMS

The following terms are operationally defined in the study:

Academic Leader refers to the IELTS academic leader of Cebu International Academy who directly supervises and manages the IELTS teachers.

Academic Leader's Behavior refers to the leadership actions and practices of the academic leader of Cebu International Academy, measured using the Adaptive Leadership Behavior Scale.

Career and Promotion Opportunities. This refers to the opportunities available to IELTS teachers for career growth, professional advancement, recognition, and promotion based on their performance and qualifications.

Compensation and Welfare Benefits. This refers to the teachers' satisfaction with the salary, allowances, employee benefits, and other forms of welfare support provided by the institution.

Enhancement Plan refers to the set of strategies and recommendations designed to improve the academic leader's behavior and the job satisfaction of IELTS teachers in a private language school based on the findings of the study.

Employment Status refers to whether a teacher is classified as regular or probationary at the time of the study, based on school records.

Gender refers to the biological classification of the respondents as male or female, as indicated in the survey.

IELTS Teachers refer to the English teachers at Cebu International Academy who teach International English Language Testing System classes are the respondents of this study.

Job Satisfaction refers to the level of contentment teachers feel toward their job, as measured using the Minnesota Satisfaction Questionnaire (MSQ).

Leadership Style. The extent to which IELTS teachers are satisfied with how academic leaders manage, guide, communicate with, support, and involve teachers in decision-making and other workplace activities

Perception of the Academic Leader's Behavior refers to the teachers' evaluation of their school leaders' task-oriented and people-oriented behaviors.

Private Language School refers to Cebu International Academy, an institution offering English language instruction to foreign students in Lapu-Lapu City, Cebu.

Teamwork and Job Security. The level of satisfaction IELTS teachers experience in working and cooperating with colleagues, receiving workplace support, maintaining positive professional relationships, and having stability in their employment.

CHAPTER 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analyzed and interpreted data gathered from IELTS teachers at Cebu International Academy in Mactan, Lapu-Lapu City, Cebu, for the calendar year 2026.

RESPONDENTS' PROFILE

Understanding the demographic profile of respondents is an important initial step in research, as it enhances the validity and reliability of study findings. Stevens (2024) emphasizes the significance of demographic profiling, which enables the identification of patterns and trends within specific groups, resulting in a more comprehensive description of participants. Toropova et al. (2021) found that teacher gender and the extent of professional development are associated with job satisfaction. Similarly, Hussain & Ahmad (2025) reported that teachers' perceptions of leadership are significantly influenced by gender. Gender, length of service, and level of education are among the factors that significantly influence employee job satisfaction, particularly in educational contexts (Rokeman et al., 2024). Considering characteristics such as gender, employment status, and educational attainment allows for more accurate and reliable generalizations from research findings.

Gender

The gender of the IELTS teacher respondents was categorized as male or female. Each category was presented with its corresponding frequency and percentage, based on participants' responses.

Table 2. Gender

Gender	Frequency	Percentage
Male	27	24.55%
Female	83	75.45%
Total	110	100.00%

As shown in Table 2, the majority of respondents were female, with a frequency of 83 (75.45%), while male respondents had a frequency of 27 (24.55%). This indicates that female teachers dominated the population of IELTS teachers in the private language school included in the study. This is supported by Gull et al. (2022), who found that there are more female than male teachers,

indicating that teaching is still a profession mostly made up of women. Similarly, Bongco & Ancho (2020) stated that in the Philippines, teaching is now seen as a profession largely composed of women.

Employment Status

The employment status of the IELTS teacher respondents is categorized as regular or probationary. Each category is described by its frequency and percentage distribution, reflecting participants' responses.

Table 3. Employment Status

Employment Status	Frequency	Percentage
Regular	72	65.45%
Probationary	38	34.55%
Total	110	100.00%

As presented in Table 3, most of the respondents were regular employees, with a frequency of seventy-two (72), or 65.45%, while probationary employees had a frequency of thirty-eight (38), or 34.55%, for a total of one hundred ten (110), or 100.00%, respondents. This suggests that most IELTS teachers at Cebu International School had already secured stable employment, making them to offer informed insights into academic leadership. The result suggests that most teachers in the institution are already experienced and have met the requirements for regular employment. Ahmad Junaidi et al. (2025) found that teachers with longer tenure tend to have a deeper understanding of the challenges and strategies required to build effective working relationships and leadership among colleagues.

Highest Educational Attainment

The teachers' highest educational attainment is categorized into college graduates and master's degree holders, with corresponding frequency and percentage. The distribution of the respondents' highest educational attainment is presented in Table 4.

Table 4. Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Graduate	104	94.55%
Master's Degree	6	5.45%
Total	110	100.00%

As shown in Table 4, most respondents were college graduates (94.55%), while 6 (5.45%) held master's degrees, for a total of 110 (100.00%) respondents. This indicates that the majority of the IELTS teachers in Cebu International Academy are college graduates, while only a small proportion have pursued graduate studies. The predominance of teachers with bachelor's degrees is not surprising, as Republic Act No. 7836 (Philippine Teachers Professionalization Act of 1994), as amended by Republic Act No. 9293, identifies a bachelor's degree as the minimum educational qualification for entry into the teaching profession in the Philippines.

LEVEL OF PERCEIVED ACADEMIC LEADER'S BEHAVIOR

The academic leader's behavior was measured in terms of situational adaptability, responsiveness, and flexibility in leadership approaches, as reflected in the fifteen (15) indicators presented in Table 5, based on the Adaptive Leadership Behavior Scale. The overall mean and standard deviation were computed to determine the respondents' general perception of their academic leader's behavior.

Table 5. Academic Leader's Behavior

Indicators	Mean	SD	Verbal Description
1. My academic leader quickly grasps what kind of leadership behavior is optimal for a specific situation.	4.11	0.72	Agree
2. My academic leader realizes when his/her leadership style should change due to changes in the situation.	3.92	0.80	Agree
3. My academic leader tries to understand the needs of his/her subordinates and adjusts his/her responses in a fitting way.	3.98	0.93	Agree
4. My academic leader recognizes changes in task priorities and the need to modify his or her leadership behavior.	4.02	0.80	Agree
5. My academic leader is able to focus on and manage the task at hand while keeping an eye on employee's needs.	4.05	0.88	Agree
6. My academic leader is able to continuously adjust his/her behavior to the right degree to the circumstances at hand.	4.10	0.80	Agree
7. My academic leader is capable of adjusting his/her leadership style based on the needs of his/her subordinates.	4.05	0.80	Agree
8. My academic leader is able to balance opposite types of behavior (e.g., controlling vs. empowering) in a way that is appropriate for the situation.	4.05	0.79	Agree
9. My academic leader is able to lead through difficulties, ambiguity and complexity.	3.96	0.93	Agree
10. My academic leader is able to balance various conflicting needs of different stakeholders.	3.87	0.90	Agree
11. My academic leader reacts to unforeseen circumstances or problems with an appropriate response.	4.02	0.85	Agree
12. My academic leader adjusts his or her leadership behaviors to the demands of the specific situation.	4.01	0.80	Agree
13. My academic leader adapts his or her leadership behavior when unexpected events occur.	4.03	0.81	Agree
14. My academic leader stays focused on the goal while remaining flexible in what leadership approaches, he/she uses to achieve the goal.	4.10	0.82	Agree
15. My academic leader easily switches between directive and shared leadership according to the actual situation.	3.99	0.83	Agree
Grand Mean	4.02		Agree

As shown in Table 5, all indicators received a verbal rating of "Agree," with a grand mean of 4.02. This suggests that respondents generally view their academic leader as demonstrating effective adaptive leadership in various instructional and organizational contexts. The highest mean was for the statement, "My academic leader quickly grasps what kind of leadership behavior is optimal for a specific situation" (M = 4.11, SD = 0.72), followed by "My academic leader is able to continuously adjust his/her behavior to the right degree to the circumstances at hand" (M = 4.10, SD = 0.80), and "My academic leader stays focused on the goal while remaining flexible in what leadership approaches he/she uses to achieve the goal" (M = 4.10, SD = 0.82). These results indicate that the academic leader is perceived as flexible, responsive, and goal-oriented, adapting

strategies to meet different needs. Adaptive leadership is essential in educational institutions because it enables leaders to manage change, foster innovation, promote continuous improvement, and respond effectively to uncertainty in dynamic educational environments (Andrin et al., 2023).

The lowest mean was for the statement, "My academic leader is able to balance various conflicting needs of different stakeholders" (M = 3.87, SD = 0.90), though this still corresponds to "Agree." This suggests that while the academic leader is generally effective, balancing competing institutional demands and stakeholder expectations remains challenging. These challenges can affect the quality of language education (Kilag et al., 2024) and highlight the importance of adaptive leadership in managing the changing needs of schools (Kilag et al., 2024).

Overall, the findings indicate that the academic leader at the private language school demonstrates adaptive leadership. This aligns with Adaptive Leadership Theory, which states that effective leaders show behavioral flexibility, respond to situational demands, and manage complex organizational conditions (Heifetz et al., 2009). Adaptive leaders are more likely to create supportive environments that help teachers adjust and improve performance. In settings where change is constant, especially in international language schools, Alumbro & Bauyot (2026) found that adaptive leadership is an increasingly important organizational practice, as it involves guiding others through evolving and uncertain situations (Suherni et al., 2023). Sattikulov et al. (2025) further observed that academic leaders demonstrate adaptability and resilience, enabling them to navigate challenges shaped by cultural norms and institutional structures. The results show that the academic leader at Cebu International Academy exhibits strong adaptive leadership, positively impacting teachers' work environment, instructional effectiveness, and professional experience.

LEVEL OF JOB SATISFACTION

The level of job satisfaction of IELTS teachers was examined in terms of career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style. These indicators are used to determine the extent of satisfaction experienced by the respondents in their work environment within Cebu International Academy.

Career and Promotion Opportunities

The career and promotion opportunities of IELTS teachers are measured in terms of fairness of promotion policies, performance-based advancement, satisfaction with promotion chances, availability of professional growth, and overall career development. The results of these indicators are presented in Table 6.

Table 6.Career and Promotion Opportunities

Indicators	Mean	SD	Verbal Description
1. Our company follows a fair promotion policy.	3.60	1.02	Agree
2. In our company, performance is one of the important factors for promotion.	3.96	1.03	Agree
3. I am satisfied with my chances for promotion.	3.63	1.03	Agree
4. Our company provides ample opportunities for professional advancement for employees.	3.72	1.03	Agree
5. I am satisfied with the career opportunities available in our company.	3.58	1.09	Agree
Grand Mean	3.70		Agree

Table 6 shows that all indicators received a verbal description of "Agree," with a grand mean of 3.70. This result indicates that respondents are generally satisfied with the career and promotion opportunities offered by Cebu International Academy. The highest mean was recorded for the statement, "In our company, performance is one of the important factors for promotion" (M = 3.96, SD = 1.03), suggesting that teachers perceive the promotion system as based on performance and

efforts. Conversely, the lowest mean was observed for the statement, "I am satisfied with the career opportunities available in our company" (M = 3.58, SD = 1.09), although this still corresponds to the "Agree" category. This finding implies that while teachers generally recognize the availability of career opportunities, some limitations or unmet expectations regarding advancement are still present. This is consistent with Herzberg's Two-Factor Theory, which identifies opportunities for promotion and career advancement as motivational factors that contribute to job satisfaction and employee growth (Nickerson, 2025). Perceived fairness in promotion systems is associated with increased motivation and commitment among employees. Similarly, Mondejar & Asio (2022), Bacasmot & Chavez (2025), and Bhattacharya (2025) consistently found that career planning, professional development, and advancement opportunities positively influence job satisfaction by fostering professional growth, recognizing employee performance, and encouraging long-term organizational commitment.

Teamwork and Job Security

The level of teamwork and job security among IELTS teachers was assessed in terms of workplace collaboration and cooperation, encouragement from colleagues, and perceived stability and job security. The results of these indicators are presented in Table 7.

Table 7. Teamwork and Job Security

Indicators	Mean	SD	Verbal Description
1. There is good teamwork and cooperation in my organization.	3.67	0.99	Agree
2. Sufficient encouragement is provided by the teammates at work.	3.73	0.99	Agree
3. I feel I am secured in this organization.	3.44	1.00	Agree
4. I feel quite secure about my job.	3.45	0.99	Agree
Grand Mean	3.57		Agree

Table 7 demonstrates that all indicators received a verbal description of "Agree," with a grand mean of 3.57. This finding suggests that respondents generally perceive teamwork and job security positively within the private language school. The highest mean was observed for the statement "Sufficient encouragement is provided by the teammates at work" (M = 3.73, SD = 0.99), followed by "There is good teamwork and cooperation in my organization" (M = 3.67, SD = 0.99). These results show that teachers experience positive relationships and collaboration with colleagues, which contribute to a positive environment. Campion et al. (2025) emphasized that a collaborative school culture fosters stronger connections among teachers, administrators, and students through effective communication and teamwork. This kind of environment enhances teachers' motivation, professional satisfaction, and overall workplace positivity. Conversely, the lowest means were recorded for the statements "I feel I am secured in this organization" (M = 3.44, SD = 1.00) and "I feel quite secure about my job" (M = 3.45, SD = 0.99). Although these still correspond to "Agree," the lower means suggest that job security is perceived less strongly than teamwork and peer support. This observation aligns with Litzenberg & Fraser (2023), who reported that English Language Teaching professionals frequently encounter employment insecurity in various contexts. Similarly, Ozaki (2022) observed that the Philippine ESL industry faces challenges such as wage inflation and employee attrition, which may influence teachers' perceptions of job security.

Compensation and Welfare Benefits

The level of compensation and welfare benefits among IELTS teachers is measured in terms of salary fairness, salary increase and allowances, employee benefits, facilities, recognition, and reward systems. The results of these indicators are presented in Table 8.

Table 8. Compensation and Welfare Benefits

Indicators	Mean	SD	Verbal Description
1. I feel I am being paid a fair salary for the work I do.	3.20	1.06	Moderately Agree
2. I am satisfied with my annual salary increments.	3.09	1.03	Moderately Agree
3. I am satisfied with allowances.	3.09	1.15	Moderately Agree
4. I am not satisfied with the benefits that I receive.	3.22	1.04	Moderately Agree
5. The benefits we receive are as good as other organizations offer.	3.10	0.96	Moderately Agree
6. The benefits packages that I receive from my company are on par and comparable with those of my co-workers.	3.20	0.85	Moderately Agree
7. I am satisfied with the benefits provided by the company to the accident victims.	2.83	1.09	Moderately Agree
8. I am satisfied with the recreational facilities provided by my company.	3.25	1.10	Moderately Agree
9. I am satisfied with the canteen facilities provided by my company.	2.93	1.16	Moderately Agree
10. I am satisfied with the medical benefits provided by my company.	3.00	1.08	Moderately Agree
11. I am satisfied with the transport facilities provided by my company.	3.65	1.07	Agree
12. When I do a good Job, I receive the recognition from my company.	3.52	1.05	Agree
13. I do not feel that the work I do is appreciated.	3.04	0.96	Moderately Agree
14. I don't feel my efforts are rewarded the way they should be.	3.03	1.00	Moderately Agree
15. In our company, there is a mechanism to reward good work done by employees.	3.58	0.94	Agree
16. Recognition and reward system practiced in our company is fair and justified.	3.44	1.03	Agree
Grand Mean	3.20		Moderately Agree

Table 8 shows that the overall grand mean is 3.20, corresponding to a verbal description of "Moderately Agree." This result indicates a moderate level of satisfaction among respondents regarding the compensation and welfare benefits offered by Cebu International Academy. Teachers generally acknowledge the benefits and rewards, but some areas still require improvement. This observation aligns with Patol et al. (2025), who reported that insufficient salary is one of the key factors that causes dissatisfaction among teachers in Private Schools.

Among the indicators, the highest mean was recorded for the statement, "In our company, there is a mechanism to reward good work done by employees" (M = 3.58, SD = 0.94), followed by "When I do a good job, I receive recognition from my company" (M = 3.52, SD = 1.05). These findings indicate that employees generally recognize the existence of organizational recognition and reward systems that contribute to the positive reinforcement of job performance. Mendina (2024) similarly found that employees' job satisfaction was positively influenced by the consistent availability of rewards. Conversely, the lowest mean was observed for the statement, "I am satisfied with the

benefits provided by the company to the accident victims" (M = 2.83, SD = 1.09), followed by "I am satisfied with the canteen facilities provided by my company" (M = 2.93, SD = 1.16), and "I am satisfied with the medical benefits provided by my company" (M = 3.00, SD = 1.08). These results suggest that welfare-related benefits and support services are the areas of lowest satisfaction among respondents. This observation is consistent with Herzberg's Two-Factor Theory, which identifies salary, working conditions, and benefits as hygiene factors that may lead to dissatisfaction when they are perceived as inadequate. Similarly, Sahito & Väisänen (2020), Anog et al. (2024), and Severino (2023) emphasized that compensation, supportive working conditions, leadership support, professional growth opportunities, and fair reward systems are significant contributors to teachers' job satisfaction and organizational commitment. These findings reinforce the present study by highlighting that while recognition is important, competitive compensation and comprehensive welfare benefits are still essential for improving teacher satisfaction.

Leadership Style

The leadership style of the academic leader is measured by fairness, concern for subordinates, support for employee development, and employee involvement in decision-making processes. The results of these indicators are presented in Table 9.

Table 9. Leadership Style

Indicators	Mean	SD	Verbal Description
1. My academic leader is unfair to me.	2.58	1.17	Disagree
2. My academic leader shows too little interest in the feelings of subordinates.	2.59	1.09	Disagree
3. My academic leader believed that development of subordinates is an important part of the job.	3.89	0.94	Agree
4. My academic leader encourages decision making power from employees.	3.65	0.92	Agree
5. My academic leader considers employees input into organizational decisions.	3.69	0.93	Agree
Grand Mean	3.28		Moderately Agree

Table 9 shows that the overall grand mean is 3.28, corresponding to a verbal description of "Moderately Agree." This result suggests that respondents hold a moderate perception of their academic leader's leadership style. These findings are consistent with Arcilla (2020), who emphasized that teachers' participation in decision-making and leaders' concern for employee well-being are associated with higher job satisfaction.

The highest mean among the indicators was observed for the statement, "My academic leader believes that development of subordinates is an important part of the job" (M = 3.89, SD = 0.94). This was followed by "My academic leader considers employees' input into organizational decisions" (M = 3.69, SD = 0.93) and "My academic leader encourages decision-making power from employees" (M = 3.65, SD = 0.92). These results indicate that the academic leader has a participative leadership style by involving teachers in decision-making and supporting their professional development. This finding aligns with Ramos & Bauyot (2024), who reported that effective school leadership, characterized by supportive behaviors and clear communication, enhances teachers' professional development and job satisfaction by fostering a collaborative, participatory environment. Conversely, the lowest means were recorded for the statements, "My academic leader shows too little interest in the feelings of subordinates" (M = 2.59, SD = 1.09) and "My academic leader is unfair to me" (M = 2.58, SD = 1.17), both interpreted as "Disagree." These findings suggest that respondents generally do not perceive their academic leader as unfair or emotionally detached, indicating a positive perception of fairness. Employees report greater job

satisfaction in supportive workplaces where they can rely on and trust their leaders (Lauring & Kubovcikova, 2022). Furthermore, research in management and leadership suggests that employee job satisfaction is higher when leaders are competent, provide social support, and set high performance expectations (Kauppila, 2025).

SIGNIFICANT RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE ACADEMIC LEADER'S BEHAVIOR AND JOB SATISFACTION

The significant relationship between the academic leader's behavior and job satisfaction among IELTS teachers is examined using Spearman rho correlation analysis. The job satisfaction dimensions include career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style. The results are presented in Table 10.

Table 10. Significant Relationship Between Teachers' Perceptions of the Academic Leader's Behavior and Job Satisfaction

Job Satisfaction Dimension	Spearman rho	p-value	Decision	Interpretation	Remarks
Career and Promotion Opportunities	0.477	<.001	Significant	Moderate Positive Relationship	Reject Ho
Teamwork and Job Security	0.420	<.001	Significant	Moderate Positive Relationship	Reject Ho
Compensation and Welfare Benefits	0.418	<.001	Significant	Moderate Positive Relationship	Reject Ho
Leadership Style	0.370	<.001	Significant	Weak Positive Relationship	Reject Ho

*Significant at $p < 0.05$

The data show that the Academic Leader's Behavior has a significant positive relationship with all dimensions of job satisfaction. Career and Promotion Opportunities obtained the highest correlation ($\rho = .477$), indicating that supportive and effective academic leadership is moderately associated with employees' perceptions of career growth and advancement. This finding suggests that teachers who perceive their academic leader as adaptive and supportive are more likely to view career development opportunities positively. The result is consistent with Ramos and Bauyot (2024), who identified a positive relationship between school leadership and teachers' professional development. Similarly, Mohd Sofian (2024) reported that effective school leadership promotes teachers' professional advancement by creating an environment that encourages growth, commitment, and continuous improvement.

Teamwork and Job Security ($\rho = .420$) and Compensation and Welfare Benefits ($\rho = .418$) also demonstrated moderate positive relationships, suggesting that academic leaders' behavior contributes to stronger collaboration, organizational stability, and teachers' perceptions of institutional support. These findings imply that leaders who encourage teamwork, maintain transparent communication, and provide guidance help create a more secure and supportive work environment. Consistent with these results, Allera and Quirap (2025) and Calo et al. (2024) found that positive leadership behaviors promote collaboration, organizational commitment, supportive working conditions, and overall teachers' job satisfaction.

Leadership Style exhibited the lowest, yet still statistically significant, correlation ($\rho = .370$), indicating that leadership practices remain an important contributor to teachers' job satisfaction. This finding suggests that while teachers appreciate effective leadership styles, they place greater value on their leader's behaviors that directly support their professional growth, collaboration, and workplace well-being. The result supports Adaptive Leadership Theory, which suggests that leaders who effectively respond to organizational challenges, encourage collaboration, and support employees foster more positive workplace outcomes, including higher job satisfaction (Heifetz et al., 2009). Likewise, Oco et al. (2022) and Jayanthi and Radhakrishnan (2025) reported significant

positive relationships between school leadership and teachers' job satisfaction, reinforcing the importance of effective leadership in educational institutions.

Since all p-values were below .001, the null hypothesis was rejected. Therefore, the findings indicate that Academic Leader's Behavior has a significant positive relationship with teachers' job satisfaction. Strengthening adaptive leadership behaviors may further enhance teachers' satisfaction, particularly in the areas of career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style, contributing to a more supportive and effective educational environment.

Table 11. Overall Relationship Between Teachers' Perceptions of the Academic Leader's Behavior and Job Satisfaction

Variables	Spearman rho	p-value	Decision	Interpretation	Remarks
Academic Leader's Behavior and Job Satisfaction	0.507	<.001	Significant	Moderate Positive Relationship	Reject Ho

*Significant at $p < 0.05$

The findings show that the Academic Leader's Behavior has a significant moderate positive relationship with Job Satisfaction. This means that when leaders show good behavior, employees feel more satisfied with their work. Since the p-value is less than .001, the null hypothesis is rejected. This implies that schools should encourage leaders to be supportive, fair, respectful, and motivating, as these can help improve employee satisfaction, work performance, and commitment to the institution. Grounded in Leader-Member Exchange (LMX) Theory (Graen, 1970s), support the promotion of leadership practices characterized by support, fairness, respect, and motivation. Such approaches have been shown to enhance employee satisfaction, work performance, and institutional commitment (Sobral & Furtado, 2024; Usadolo et al., 2022).

Within the education system, numerous empirical studies have established a strong association between effective leadership behavior and teachers' job satisfaction. For example, Oco et al. (2022) found that teachers' satisfaction is substantially shaped by the quality of leadership demonstrated by school heads, particularly when strong leader-teacher relationships are present. Conversely, Kamrozzaman et al. (2023) demonstrated that ineffective or weak leadership behaviors may reduce teachers' job satisfaction and engagement. Together, these studies emphasize that leaders' behaviors play a crucial role in influencing teachers' satisfaction and commitment to their professional roles.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion, and recommendations based on the data interpreted in the previous chapter.

SUMMARY

This research examines the relationship between the academic leader's behavior and the job satisfaction of IELTS teachers at Cebu International Academy in the calendar year 2026. Using adapted and validated questionnaires, the Adaptive Leadership Behavior Scale (ALBS) and Job Satisfaction Scale, it analyzes respondents' profiles, including gender, employment status, and educational attainment, as well as their perceptions of leadership behavior and satisfaction with career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style. The study also investigates whether a significant relationship exists between leadership behavior and job satisfaction, using frequency count and simple percentage, weighted mean and standard deviation, and Spearman rank correlation, with the results informing the development of a leadership enhancement plan.

FINDINGS

The following findings were obtained:

The majority of IELTS teacher respondents were female, indicating that the teaching workforce at the private language school is dominated by females. Most respondents were regular employees, suggesting that many teachers have job security and have met regularization requirements, while a smaller proportion were probationary. Furthermore, the majority of the IELTS teachers were college graduates, with only a few holding master's degrees, suggesting that while minimum qualifications are met, opportunities for further academic advancement remain limited. Meanwhile, based on the perceived level of the academic leader's behavior, the respondents generally agreed that their leader demonstrated flexible and supportive leadership. This indicates that the academic leader is perceived as capable of adjusting his leadership behavior to suit the situation and teachers' needs.

Regarding job satisfaction, the respondents agreed that they were satisfied with career and promotion opportunities and teamwork and job security. However, only a moderate level of satisfaction was observed in compensation and welfare benefits and leadership style, indicating that these areas are the weakest among the job satisfaction dimensions. Furthermore, the results revealed a significant relationship between the academic leader's behavior and all dimensions of job satisfaction, namely career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style. All computed p-values were less than 0.001, leading to the rejection of the null hypothesis. The correlation results also showed a moderate positive relationship, indicating that better academic leadership behavior is associated with higher job satisfaction among IELTS teachers.

Based on these findings, an enhancement plan focused on leadership development and improvements to teachers' welfare and compensation systems is recommended to further increase job satisfaction among IELTS teachers at Cebu International Academy.

CONCLUSION

Based on the findings, it is concluded that IELTS teachers generally perceive the academic leader's behavior as adaptive and supportive, which contributes to a positive work environment. Teachers are generally satisfied with career and promotion opportunities and teamwork and job security while leadership style and compensation and welfare benefits show only moderate satisfaction. It is further concluded that there is a significant relationship between the academic leader's behavior and job satisfaction. Thus, the null hypothesis is rejected.

RECOMMENDATIONS

The findings and conclusions of this study serve as the basis for the following recommendations:

The school administration should strengthen policies and programs that enhance the compensation and welfare benefits of IELTS teachers, particularly in terms of salary increase, allowances, and employee benefits, to improve overall job satisfaction. In support of these efforts, the administration is encouraged to consider and adopt the proposed Leadership Enhancement Plan, which serves as the output of this study, as a guide for implementing appropriate strategies and interventions to address the identified areas of teacher job satisfaction.

The academic leader should continue to enhance his adaptive leadership practices by consistently involving teachers in decision-making and providing stronger support for their professional development.

The institution should develop more structured career advancement and promotion programs to ensure fairness and transparency in teacher promotion opportunities and to further motivate employees.

The school management should also improve welfare-related facilities and services, such as medical support, canteen services, and other employee benefits, to address areas of lower satisfaction.

IELTS teachers are encouraged to continuously engage in professional development activities such as training, seminars, and postgraduate studies to further enhance their competencies and career growth.

Future researchers are encouraged to conduct similar studies in other institutions to further validate the relationship between academic leadership behavior and job satisfaction in different educational settings.

CHAPTER 4

OUTPUT OF THE STUDY

This chapter contains the proposed enhancement plan based on the findings of the study entitled "**IELTS TEACHERS' PERCEPTIONS OF THE ACADEMIC LEADER'S BEHAVIOR AND JOB SATISFACTION IN A PRIVATE LANGUAGE SCHOOL**".

Rationale

The study found that the academic leaders' behavior is significantly related to the job satisfaction of IELTS teachers at Cebu International Academy. While teachers generally perceive the academic leader as adaptive, supportive, and participative, it was also found that leadership style and compensation and welfare benefits received only a moderate level of satisfaction. This indicates that although leadership practices are positively observed, there are still areas in the work environment that need improvement to further enhance teacher satisfaction.

In addition, job satisfaction plays a vital role in teachers' performance (Lumanug II & Dimla, 2021), motivation, and commitment in delivering quality instruction (Manalo et al. 2020). When teachers are satisfied with their work environment, particularly with leadership support, career development, teamwork, and salary, they are more likely to perform better and remain committed to the school they work with. However, the moderate satisfaction with compensation and welfare benefits and leadership style, suggests the need for improvements in these areas.

Thus, this study prompts the researcher to propose an Enhancement Plan to strengthen academic leadership practices and improve job satisfaction among IELTS teachers. The proposed output targets enhancing leadership effectiveness and addressing concerns about compensation and welfare support.

An effective leadership system not only affects teacher satisfaction effectively but also contributes to work stability and instructional quality. As supported by educational leadership theories, strong leadership is important in creating a positive work environment that promotes motivation, productivity, and professional growth among teachers. According to Gonzalez Ojeda et al. (2024), to address the needs of multilingual learners, school leaders implement coaching programs and professional development opportunities for teachers and provide constructive feedback to support continuous growth and improvement. School leaders should focus on ensuring teachers are satisfied with their jobs, improving working conditions, offering mentorship, building stronger relationships among staff, and providing teachers with compensation, incentives, and recognition (Al Shebli, 2023).

Objectives

The proposed Leadership Enhancement Plan for IELTS teachers at Cebu International Academy aims to achieve the following objectives:

1. To strengthen the academic leader's adaptive leadership practices in the institution.

2. To enhance communication and collaboration between the academic leader and IELTS teachers.
3. To improve teachers' job satisfaction in terms of career and promotion opportunities, teamwork and job security, compensation and welfare benefits, and leadership style.
4. To provide strategies that will address concerns related to compensation and welfare benefits.
5. To promote a positive working environment that enhances teacher motivation and performance.
6. To support continuous professional development and leadership training for the academic leader and teachers.

Scheme of Implementation

A copy of the research findings and the proposed Leadership Enhancement Plan will be submitted to the management of Cebu International Academy. It aims to provide strategies that may help strengthen leadership practices and enhance the job satisfaction of IELTS teachers. Its implementation will be done in coordination with the academic leader, human resources personnel, and teachers to ensure that the proposed interventions are proper, realistic, and relevant to the needs of the teachers.

The first step is showing the results and the Leadership Enhancement Plan to the educational institution administration, the academic leader, and the staff members who are involved. The research results and the Leadership Enhancement Plan are to be shown during a meeting so that everyone understands the study.

After the presentation, the administration of Cebu International Academy could check the suggested measures to decide which tasks can be accepted according to the current rules, assets, and needs of the academy. The educational head and the human resource management can work together to decide the specific leadership development activities. Educators can also be asked to share their thoughts about if the tasks are possible. Necessary changes will be made to the arrangement by the people involved using the results of the discussion before the work starts. Throughout the implementation of the Leadership Enhancement Plan, there should be monitoring and evaluation that could be done by the academic leader and human resource management through attendance, feedback forms, or other feasible monitoring techniques. Feedback from teachers through short surveys or feedback forms should be taken to check the effectiveness of the plan. The results of this monitoring and evaluation exercise shall be reviewed by the concerned school personnel to identify its strengths and areas which need improvement. Adjustments should be made if any intervention is seen to be ineffective. It is also important that it still supports the goals of Cebu International Academy and is in line with the resources they have on hand.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (in Peso)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Compensation and Welfare Benefits	To improve teachers' satisfaction with salary, benefits, and welfare support	Conduct salary review and benefits benchmarking; improve medical, canteen, and transport services; introduce incentive programs	School Management, HR Department, Academic Leader	50,000	School Operational Fund	2026	Improved satisfaction with compensation and welfare benefits		
Leadership Style	To strengthen participative and supportive leadership practices	Conduct leadership training, workshops on transformational leadership, and feedback sessions	Academic Leader, External Trainers	30,000	Training and Development Fund	2026	Enhanced leadership effectiveness and teacher engagement		

Career and Promotion Opportunities	To improve fairness and transparency in promotion system	Develop clear promotion guidelines; implement performance-based evaluation system	HR Department, School Management	20,000	HR Development Fund	2026	Fair and transparent promotion system		
Teamwork and Job Security	To strengthen workplace collaboration and improve job stability perception	Conduct team-building activities; strengthen communication channels; clarify employment policies	Academic Leader, HR, Teachers	25,000	School Fund	2026	Improved teamwork and stronger job security perception		

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