

Emotional Intelligence, Organizational Justice, Character Development and Self-Correct Among School Leaders as Perceived by Teachers

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BACKGROUND OF THE STUDY

The study was primarily conducted in order to determine the relationship between emotional intelligence, organizational justice, character development, and self-correct among school leaders as perceived by teachers. The study employed multiple regression, which showed a causal relationship between the latent variables. The 173 respondents were chosen through simple random sampling from Davao City. Adapted survey questionnaires were used in the data gathering and underwent validation process from the content validators and underwent pilot testing for content reliability and validity. Findings revealed that the latent variables: emotional intelligence, organizational justice, character development, and self-correct were manifested all the time. Moreover, there was a significant relationship between emotional intelligence and self-correct, organizational justice and self-correct, and character development and self-correct. On the other hand, a significant influence of the emotional intelligence and self-correct showed that there is an influence of indicators of the predictor variable motivating one-self, self-awareness, and social skills on self-correct. Indicators of managing emotions and empathy have no significant influence on self-correct. Moreover, regression analysis on the significance of the influence of organizational justice on self-correct, indicators of procedural justice, interpersonal justice, and informational justice showed significant influence on self-correct. The indicators of distributive justice showed no significant influence. Further, regression analysis on the influence of character development, an indicator of strong leadership showed significant influence. Based on the findings, emotional intelligence, organizational justice, and character development have significant relationships on self-correct among school leaders as perceived by teachers.

Keywords: Emotional intelligence, organizational justice, character development, self-correct, school leaders.

INTRODUCTION

Effective leaders commit a significant amount of their time to developing others, improving their organization, and making sure that things are completed to the highest degree. They are industrious individuals, however, leaders especially busy leaders need to occasionally step back and set aside time to ponder and consider thoroughly about leadership, including their leadership, the procedure, the outcomes, and their relationships with others (Kamena, 2015). Stress within the organizational structure rose as a result of principals' negative perfectionism-related behaviors (Baytak & Altun, 2018). According to Sezgin and Er (2016), principals of schools do not properly use communication to foster teacher collaborations and enhance the learning environment. Furthermore, a negative association was found between teachers' trust in school principals and depersonalization and emotional tiredness, according to research on the impact of principle trust on teacher burnout (DeKlerk, 2020). Furthermore, Kazak and Ciner (2021) noted that acting egoistically, discriminating against others, and using unfair tactics are the most highlighted bad personal traits. Teachers expressed that the school principals' lack of administrative shortcomings and their poor personal traits cause them to struggle with issues including motivation loss, depression, and outbursts of rage. The following have emerged as organizational repercussions of school administrators' undesired behaviors: cynicism, lack of productivity, loss of trust, feeling of alienation, and allegiance to the

organization. Effective higher education leaders should also be self-aware and self-evaluative, own up to their mistakes, draw lessons from their crucibles, and actively look for chances for professional growth and leadership development (Fernandez & Shaw, 2020). It is unclear how qualities that are important for effective leadership—such as emotional intelligence, organizational justice, character development, and self-correct—contribute to leadership effectiveness, especially in the context of education and from the viewpoint of teachers. In order to further understand these attributes' effects on organizational dynamics and teacher perceptions, as well as to investigate practical strategies for cultivating them in school leaders, more research is necessary. These kinds of studies would yield important information for leadership development and training initiatives meant to improve the efficiency of educators.

Theoretical Framework

This study draws its theoretical foundation from the adaptive leadership of Ronald Heifetz (2009). It is a leadership model that embraces change, challenging the status quo in favor of experimentation and innovation. Equipping a team of leaders to work together with employees is essential for survival. In this model, there are principles laid as a foundation for an adaptive leader to have: emotional intelligence, character and development, and organizational justice. Heifetz essentially sets out that adaptive challenges require adaptive leadership: consistently valuing change and adaptability allows leaders to rise to these challenges. Adaptive leaders' welcome differences, are willing to self-correct, display emotional intelligence with their employees, and are open-minded.

METHODOLOGY

The researcher used a non-experimental quantitative research design, specifically a correlational method using a questionnaire for data gathering. A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. Bhandari (2023) cited that correlation reflects the strength and/or direction of the relationship between two or more variables.

The population of respondents in this study was 173 teachers in public schools. This study employed a simple random sampling technique. Thomas (2023) mentioned that a simple random sample is a randomly selected subset of a population. The choice of Davao City as the locale is significant because its dynamic and multicultural population provides an ample representation of the broader Filipino community. This makes the findings and implications drawn from the study more relevant and reflective of the actual educational landscape of the region. The instrument that was used in this study will be an adapted survey questionnaire from Heather (2014) for emotional intelligence, McNally (2012) for organizational justice, Sabanci and Kasalak (2013) for character development, and MOE (2015) for self-correct which will go through the validation process. The adapted survey questionnaires have been validated by three experts with a rating of 4.33 out of 5.00 equivalent to high. There are a few modifications to the adapted survey questionnaires based on the suggestions of the content expert's validator to fit the interest of the school head. After which, it underwent pilot testing to test the reliability of the said instrument. The Cronbach's alpha of the following variables: emotional intelligence is .984, organizational justice is .964, character development is .980, and self-correct is .831.

Hypotheses:

H1: The level of emotional intelligence is low.

H2: The level of organizational justice is low.

H3: The level of character development is low.

H4: The level of self-correct is low.

H5: There is no significant relationship between emotional intelligence and self-correct.

H6: There is no significant relationship between organizational justice and self-correct.

H7: There is no significant relationship between character development and self-correct.

H8: Emotional intelligence has no significant influence on self-correct.

H9: Organizational justice has no significant influence on self-correct.

H10: Character development has no significant influence on self-correct.

To measure, describe, analyze, and interpret the data, the following statistical tools were utilized: Mean, Pearson R. Product Moment Correlation Coefficient and Multiple Regression.

RESULTS AND DISCUSSIONS

Table 1. Summary of the level of emotional intelligence of school leaders as perceived by teachers.

Indicators	Mean	Descriptive Level
self-awareness	3.43	Very High
managing emotions	3.36	Very High
motivating oneself	3.50	Very High
empathy	3.42	Very High
social skills	3.48	Very High
Overall Mean	3.44	Very High

Shown in Table 1 is the summary of the perceived level of emotional intelligence among school leaders, as reported by teachers. The indicators assessed include self-awareness, managing emotions, motivating oneself, empathy, and social skills. According to the data, the mean scores for each indicator are 3.43, 3.36, 3.50, 3.42, and 3.48, respectively, all falling under the category of very high. The overall mean for emotional intelligence among school leaders is 3.44, indicating a strong agreement as well. The literature on emotional intelligence in educational leadership supports the importance of these indicators. For instance, Goleman (1995) argued that self-awareness, managing emotions, and empathy are critical components of emotional intelligence, contributing to effective leadership. Additionally, Mayer and Salovey (1997) emphasized the significance of social skills in leadership, as they facilitate effective communication and relationship-building within an educational context.

The findings align with previous studies that have demonstrated the positive impact of emotionally intelligent leadership on teacher job satisfaction, organizational climate, and overall school effectiveness (Hoy & Tarter, 2004; Cherniss & Goleman, 2001). The strong agreement in teacher perceptions indicates a favorable emotional intelligence climate within the school leadership, which may contribute to a positive work environment and enhanced educational outcomes. Further research could explore the specific practices and strategies employed by these school leaders to maintain and enhance their emotional intelligence, providing valuable insights for educational leadership development programs.

Table 2. Summary of the level of organizational justice of school leaders as perceived by teachers.

Indicators	Mean	Descriptive Level
distributive justice	3.51	Very High
procedural justice	3.55	Very High
interpersonal justice	3.59	Very High
Informational justice	3.51	Very High
Overall Mean	3.54	Very High

Shown in Table 2 the summary of teachers' perceptions reveals a strikingly positive outlook on organizational justice within the school leadership. The scores across key indicators are consistently high, with distributive justice at 3.51, procedural justice at 3.55, interpersonal justice at 3.59, and informational justice at 3.54, all demonstrating a strong agreement among teachers. This robust consensus is further reflected in the overall mean score of 3.54, indicating an overarching positive perception of organizational justice.

In Table 2, these findings align with established literature emphasizing the importance of fairness in various dimensions within organizational settings. Notably, the strong agreement on distributive justice echoes the work of Adams (1963) and Greenberg (1990), who assert that perceived fairness in resource distribution significantly influences employee satisfaction. The high scores on procedural justice are consistent with research by Thibaut and Walker (1975), highlighting the importance of fair decision-making processes. Similarly, the positive assessment of interpersonal justice resonates with the studies of Bies and Moag (1986), emphasizing the impact of respectful and fair treatment on employee perceptions. The elevated score on informational justice is congruent with the findings of Colquitt (2001), underscoring the significance of transparent communication in fostering organizational justice. Overall, the results suggest a harmonious relationship between school leaders and teachers, fostering a positive organizational climate that is conducive to employee satisfaction and well-being. Further research could delve into specific practices that contribute to these positive perceptions and explore their implications for broader educational outcomes.

Table 3. Summary of the level of character development of school leaders as perceived.

Indicator	Mean	Descriptive Level
strong leadership	3.57	Very High
Overall Mean	3.57	Very High

Shown in Table 2 is the summary of teachers' perceptions regarding the character development of school leaders, with a specific focus on the indicator of strong leadership. The data reveals a robust consensus among teachers, with a score of 3.51, indicating a strong agreement that school leaders exhibit strong leadership qualities.

In Table 3, this positive perception is crucial in the educational context, as strong leadership is often associated with various positive outcomes such as improved organizational climate, teacher satisfaction, and overall school effectiveness. The endorsement of strong leadership aligns with existing literature that underscores the significance of effective leadership in educational settings. Scholars like Leithwood and Jantzi (1990) and Hallinger and Heck (1998) emphasize the pivotal role of strong leadership in shaping the school's culture and fostering a conducive environment for teaching and learning. Additionally, the positive correlation between strong leadership and teacher satisfaction is supported by the work of Marks and Printy (2003), who highlight the impact of leadership behaviours on teacher morale and commitment. The overall mean score of 3.51 further underscores the consistent and positive perception of teachers regarding the character development of school leaders. This data suggests a favourable organizational climate, emphasizing the importance of strong leadership qualities in educational leadership.

Table 4. Summary of the level of self-correct of school leaders as perceived by teachers.

Indicators	Mean	Descriptive Level
analytical and creative thinker	3.57	Very High
working with others	3.56	Very High
resilience and problem-solving	3.58	Very High
participation and communication	3.55	Very High
reflective, self-aware, and self-motivated	3.51	Very High
Overall Mean	3.56	Very High

The overall mean of the level of self-correct is 3.56 which manifested as strongly agree or high. The level of self-correct in terms of analytical and creative thinking, working with others, resilience and problem-solving, participation and communication, and reflective, self-aware, and self-motivated is shown in Table 4. In particular, among the five indicators in the self-correct, respondents perceived that resilience and problem-solving had the highest mean score of 3.58 which means that it was manifested all the time.

The study implies that good imagination, thinking about things from different points of view, feeling comfortable speaking in public, getting on well with other people, likes to work with other people to solve problems, persistent in problem-solving, and not giving up until a solution is found of a school head is manifested all the time as perceived by the teachers. The study's findings imply that a school leader must know how to communicate and collaborate with their subordinates. The lowest indicator, albeit still very high is reflective, self-aware, and self-motivated, with a mean score of 3.47 which means very high, often manifested. The data revealed that reflective, self-aware, and self-motivated school of school heads when can set goals for himself/herself and work towards them. This finding of the study is an articulation of Eisenstaedt (2019) that self-awareness is the foundation of effective leadership. Being self-aware indicates that you have accurately assessed your personality, motivations, strengths, and weaknesses—and that you are continuously updating this assessment. You will always be less effective if you lack self-awareness. All of the demands that are placed on you will be too much for you to handle in a way that will allow you to achieve the finest results.

Table 5. Significance of Relationship Between Emotional Intelligence and Self-Correct among School Leaders as Perceived by Teachers

Emotional Intelligence (Indicators)	Self-correct			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Self-awareness	.726	0.000	Reject Ho	Significant
Managing emotions	.657	0.000	Reject Ho	Significant
Motivating oneself	.801	0.000	Reject Ho	Significant
Empathy	.763	0.000	Reject Ho	Significant
Social skills	.844	0.000	Reject Ho	Significant
Overall	0.844	0.000	Reject Ho	Significant

Shown in Table 5 is the significant relationship between emotional intelligence and self-correct among school leaders as perceived by teachers, with an overall p-value of 0.000. The overall correlation coefficient of $r = 0.844$ explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. Thus, the overall results have shown a correlation, as reflected in the value of $r = 0.844$.

In Table 5, the association is significant at a 0.05 level of significance. Thus, rejecting the null hypothesis is the decision. It shows that there is a significant correlation between the two variables. The correlation coefficient of $r = 0.844$ explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. Thus, the overall results have shown a correlation, as reflected in the value of $r = 0.844$. It explains further that for every emotional intelligence, there is also a very high awareness of their self-correct among school leaders as perceived by teachers. It further implies that self-awareness, managing emotions, motivating oneself, empathy, and social skills are important factors in emotional intelligence among school leaders as perceived by teachers that greatly contribute to the environment and performances. In Rastorgueva's (2021) study, which uses actual examples of

feedback from organizations, it is stated how a leader can consider the psychological challenges associated with feedback perception and make it more successful. On the other hand, being emotionally intelligent means being able to identify, comprehend, and control one's feelings as well as those of others. Empathy for the feelings of one's team members and the ability to control one's own emotions are essential traits for effective leadership (Jain & Ackerson, 2023).

Table 5.1 Significance of Relationship Between Organizational Justice and Self-Correct among School Leaders as Perceived by Teachers

Organizational Justice (Indicators)	Self-correct			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Distributive justice	.764	0.000	Reject Ho	Significant
Procedural justice	.816	0.000	Reject Ho	Significant
Interpersonal justice	.786	0.000	Reject Ho	Significant
Informational justice	.780	0.000	Reject Ho	Significant
Overall	0.874	0.000	Reject Ho	Significant

Table 5.1 reflects the significant relationship between organizational justice and self-correct among school leaders as perceived by teachers. With an overall p-value of 0.000, the association is significant at a 0.05 level of significance. In Table 5.1, there is a positive correlation between the two variables, thus, rejecting the null hypothesis is the decision. The correlation coefficient of $r = 0.874$ explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. It shows that there is a significant correlation between the two variables. The correlation coefficient of $r = 0.874$ explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. Thus, the overall results have shown a correlation, as reflected in the value of $r = 0.874$. It explains further, that for every organizational justice, there is also a very high awareness of their self-correct among school leaders as perceived by teachers. It further implies that distributive justice, procedural justice, interpersonal justice, and informational justice are important factors in organizational justice among school leaders as perceived by teachers that are greatly contributing to the environment and performances. The effect of leadership on organizational justice according to the random effects model's analytical findings, organizational justice is positively impacted by leadership in a medium-sized, favorable way (Armagan & Erzen, 2015). Tyagur et al. (2021) stated that employee-shared conventions, beliefs, guidelines, and communication methods are collectively referred to as organizational culture. For an educational institution to be effective and of high quality, its organizational culture must be developed to a certain degree. One of the most significant tasks for the head of the school is to figure out how to establish the culture and organization of the institution. In contemporary times, the manager's daily responsibilities encompass not only adhering to legal regulations that oversee educational endeavors but also meeting ethical standards that heighten their accountability towards the environment and society. This is particularly crucial for higher education medical institutions. Further, Pillai et al. (1999) cited the part organizational justice plays in emerging leadership paradigms. Scholars and practitioners of international management concur, for example, that managers cannot automatically assume that leadership styles that work well in one culture can be applied easily to another. The findings show that, whereas some of the suggested connections have continuous support, there are also some intriguing cultural variations.

Table 5.2 Significance of Relationship Between Character Development and Self-Correct among School Leaders as Perceived by Teachers

Character Development (Indicator)	Self-correct			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Strong leadership	.780	0.000	Reject Ho	Significant
Overall	.780	0.000	Reject Ho	Significant

Table 5.2 reflects the significant relationship between character development and self-correct among school leaders as perceived by teachers. With an overall p-value of 0.000, the association is significant at a 0.05 level of significance. Thus, rejecting the null hypothesis is the decision. The correlation coefficient of $r = 0.877$ explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. In table 5.2, it shows that there is a significant correlation between the two variables. The correlation coefficient of $r = 0.877$ explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. Thus, the overall results have shown a correlation, as reflected in the value of $r = 0.877$. It explains further, that for every character development, there is also a very high awareness of their self-correct among school leaders as perceived by teachers. It further implies that strong leadership is an important factor in character development among school leaders, as perceived by teachers, and that it greatly contributes to the environment and performances. Elmes (2017) cited that effective leadership requires strong character because people will not follow someone they do not trust. Obviously, a leader cannot be without followers. A crucial quality for leadership is character. Credibility and trust are increased by character, which also encourages loyalty. In addition, according to Brighty et al. (2014), who was cited by Crossan et al. (2021), a holistic analysis of character development recognizes that the development of character necessitates conscious development and that conscious development involves knowledge of both the anatomy of character and how it both supports and impedes the development and expression of character.

Table 6. Regression Analysis on the Significant Influence of the Indicators Emotional Intelligence on Self-Correct among School Leaders as perceived by Teachers

Predictor	Standard Coefficient Beta	t	p-value	Decision on Ho	Interpretation
Self-awareness	.145	2.20	0.029	Reject Ho	Significant
Managing emotions	.003	0.41	0.967	Accept Ho	Not Significant
Motivating oneself	.283	3.67	0.000	Reject Ho	Significant
Empathy	-.033	-.389	0.679	Accept Ho	Not Significant
Social skills	.538	7.093	0.000	Reject Ho	Significant
Overall	.844	20.560	0.000	Reject Ho	Significant
R=.873; R Square =.763; F=107.303; P<.05					

Statistics presented in Table 6 is the regression analysis showing the influence of indicators of the predictor variable emotional intelligence on self-correct among school leaders as perceived by teachers. The finding shows that self-awareness (p -value = 0.000), motivating oneself (p -value = 0.000), and social skills significantly influence self-correct. Self-awareness, there is a positive standardized beta value of .145. Managing emotions with a positive standardized beta value of .003. Likewise, in motivating oneself, there is a positive standardized beta value of .470. Social skills have a positive standardized beta value of .538. On the other hand, empathy has a negative standardized beta value of -.033. The t -value of 7.093 for the indicator social skills has the highest value, and empathy with a t -value of -.389 has the lowest. The R-Square value is .763.

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Reeve and Yu (2014), a teacher's motivation to teach is impacted by both their teaching preferences and their desire to do so. Teacher excitement and job satisfaction are two ways that a teacher's motivation presents itself. It revolves around the level of psychological need satisfaction experienced throughout the act of teaching. In addition to emotional intelligence and motivation, the outcomes preserve a strong degree of academic motivation together with a mid-to-high level of emotional intelligence (EI) across all the dimensions (self-conscience, self-control, emotional use, empathy, and social skills). As a result, they demonstrate a positive association between the two variables (Arias et al. 2022). Moreover, in self-awareness, there is a positive standardized beta value of .145. This indicates that for every unit increase in self-awareness, there is a corresponding increase in their self-correct by .145. Also, in managing emotions with a positive standardized beta value of .003. This indicates that for every increase in managing emotions, there is a corresponding in their self-correct by .003. Likewise, in motivating oneself, there is a positive standardized beta value of .470. This indicates that for every unit increase in motivating oneself, there is a corresponding increase in their self-correct by .470.

Moreover, social skills have a positive standardized beta value of .538. This indicates that for every unit increase in social skills, there is a corresponding increase in their self-correct by .538. On the other hand, empathy has a negative standardized beta value of -.033. This indicates that for every unit decrease in empathy, there is a corresponding decrease in their self-correct by -.033. It implies that putting the five indicators together—only two—is not a significant indicator of emotional intelligence that influences self-correct among school leaders as perceived by teachers. The t -value of 7.093 for the indicator social skills has the highest value, and empathy with a t -value of -.389 has the lowest. That means that there is more significant evidence against the null hypothesis because the more extensive the absolute value of the t -value, the smaller the p -value, and the greater the evidence against the null hypothesis. Furthermore, the table explains 76.3 percent of the emotional intelligence of the respondents, as revealed in the R-squared value of .763. This suggests that 23.7 percent of the variance can be attributed to other factors aside from self-awareness, managing emotions, motivating oneself, empathy, and social skills.

Table 6.1 Regression Analysis on the Significant Influence of the Indicators Organizational Justice on Self-Correct among School Leaders as Perceived by Teachers

Predictor	Standard Coefficient Beta	t	p-value	Decision on Ho	Interpretation
Distributive justice	.065	.909	.364	Accept Ho	Not Significant
Procedural justice	.411	5.856	.000	Reject Ho	Significant
Interpersonal justice	.324	5.244	.000	Reject Ho	Significant
Informational justice	.172	2.564	.011	Reject Ho	Significant
Overall R=.880; R Square =.774; F=143.608; P<.05	.874	23.526	0.000	Reject Ho	Significant

Statistics presented in Table 6.1 is the regression analysis showing the influence of indicators of the predictor variable organizational justice on self-correct among school leaders as perceived by Teachers. The finding shows that procedural justice (p-value = 0.000), interpersonal justice (p-value = 0.000), and informational justice (p-value=0.000) significantly influence self-correct. Distributive justice has a positive standardized beta value is .065. Procedural justice has a positive standardized beta value of .403. Moreover, informational justice has a positive standardized beta value of .118. The t-value of 5.869 for the indicator interpersonal justice has the highest value, and informational justice with a t-value of 1.524 is the lowest. Further, the table explains 81.3 percent of the organizational justice of the respondents, as revealed in the R-squared value of .813.

Statistics presented in Table 6.1 is the regression analysis showing the influence of indicators of the predictor variable character development on self-correct among school leaders as perceived by teachers. The finding shows that strong leadership (p-value = 0.000) significantly influences self-correct. Banua et al. (2022) research revealed that based on the data interpreted from the Office Performance Commitment Review Form (OPCRF) and the DepEd Order No. 42 series of 2017 used as a rubric to interpret the principals' rating, was determined that the instructional leadership of the respondents is very satisfactory. We can safely state that principals play a very satisfactory role in the success of their schools' improvement programs and general efficacy. On the other hand, in strong leadership, there is a positive standardized beta value of .877. This indicates that for every unit increase in strong leadership, there is a corresponding increase in their self-correct by .877. It implies that by putting strong leadership as an indicator, it shows a significant indicator of strong leadership that influences the self-correct among school leaders as perceived by teachers. The t-value of 23.885 for the indicator strong leadership has the highest value, which means that there is more significant evidence against the null hypothesis because the more extensive the absolute value of the t-value, the smaller the p-value, and the greater the evidence against the null hypothesis. Additionally, the table explains 76.9 percent of the character development of the respondents, as revealed in the R-squared value of .769. This suggests that 23.1 percent of the variance can be attributed to other factors aside from strong leadership.

Table 6.2 Regression Analysis on the Significant Influence of the Indicators Character Development on Self-Correct among School Leaders as Perceived by Teachers

Predictor	Standard Coefficient Beta	t	p-value	Decision on Ho	Interpretation
Strong leadership	.877	23.885	.000	Reject Ho	Significant
Overall	.877	23.885	.000	Reject Ho	Significant
R=.877; R Square =.769; F=570.487; P<.05					

Statistics presented in Table 6.2 is the regression analysis showing the influence of indicators of the predictor variable character development on self-correct among school leaders as perceived by teachers. The finding shows that strong leadership (p-value = 0.000) significantly influences self-correct. On the other hand, in strong leadership, there is a positive standardized beta value of .877. This indicates that for every unit increase in strong leadership, there is a corresponding increase in their self-correct by .877. The t-value of 23.885 for the indicator strong leadership has the highest value. Additionally, the table explains 76.9 percent of the character development of the respondents, as revealed in the R-squared value of .769.

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CONCLUSIONS

The study's findings are used to draw the following conclusions. According to this proposal, teachers have a very high perception of school leaders' emotional intelligence, organizational justice, character development, and ability to self-correct. This suggests that the school leaders are doing a good job leading the academic department. The qualities of compassion, equity, moral rectitude, and a commitment to human development are bestowed upon the school leader. School leaders have the ability to foster positive learning environments in the classroom, support the growth of both staff and students, and resolve any issues that may arise. Ultimately, these traits indicate successful leadership, which is critical to the prosperity and well-being of an educational institution.

Self-correct has a strong correlation with the variables emotional intelligence, organizational justice, and character development. This finding implies that educational leaders place a high value on being extremely mindful of their own feelings, which helps them to effectively manage interpersonal dynamics, empathize

with other people's points of view, and interact and adapt to a varied range of people. The performance evaluation of school leaders includes an analysis of their contributions to the organizational environment, which includes making sure that procedural rules are consistently followed, teachers are treated with dignity, and important information is communicated on time. Additionally, school leaders exhibit a preference for brainstorming sharing, clarity in problem-solving activities, teamwork, a love of taking on difficulties, and the ability to listen intently while avoiding distractions.

Furthermore, the significant impact of indicators such self-awareness, self-motivation, and social skills related to emotional intelligence on the self-correct of school leaders underscores the critical role that these attributes play in proficient leadership in educational environments. This suggests that school leaders are better able to engage in self-reflection, adjust to obstacles, and continuously develop their leadership practices if they have a high sense of self-awareness, the capacity to motivate themselves, and excellent social skills. School leaders can enhance their leadership effectiveness and influence by creating conditions that are favorable to growth, creativity, and good organizational development by placing a high priority on the development of these emotional intelligence traits. With an understanding of the significance of equitable procedures, just interpersonal relationships, and the sharing of relevant information, administrators can create settings that promote cooperation, trust, and ongoing development. As a result, including organizational justice ideas into leadership techniques is essential to improving school leaders' efficacy and accountability in bringing about constructive change in educational environments. Additionally, school leaders' self-correct has been greatly impacted by signs of excellent character development leadership. This leads to the conclusion that school leaders who exhibit qualities like integrity, resilience, and visionary leadership are better able to reflect on themselves, adjust to changing circumstances, and promote organizational development. Through the prioritization of ethical leadership principles and the development of strong character, school leaders may inspire trust, motivate others, and confidently and clearly handle challenging situations. Consequently, the foundation for fostering successful leadership behaviors and promoting constructive change in educational institutions is the incorporation of character development ideas into leadership practices.

RECOMMENDATION

Investigate further the connections between character development, organizational justice, emotional intelligence, and effective leadership in educational settings. Examine any mediating or moderating elements that might have an impact on these correlations. To evaluate the long-term effects of treatments targeted at improving school leaders' emotional intelligence, organizational justice, and character development, conduct longitudinal research. Analyze the ways in which these elements support the steady improvement of educational results.

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