

Exploration and Practice of an Emotionally Intelligent Management Model in a Private High School: Humanistic Care and Psychological Support at the Core

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Abstract: In order to enhance the quality of teaching in private high schools and promote the comprehensive development of students, private high schools need to take into account the actual situation, build an emotionally intelligent management model, integrate humanistic care and psychological support in school management, and strengthen school cohesion and centripetal force. With the continuous development of digitalization, private high schools need to fully respect the emotional needs and psychological health of students and staff, and actively adopt non-digital, humanistic management strategies. Based on this, this paper first analyzes the current private high school management in the lack of emotional care, and then explains the theoretical basis of emotional intelligence management model, and puts forward specific construction strategies for reference.

Keywords: private high school, emotionally intelligent management, humanistic care, psychological support, management innovation

Introduction

With the development of society, the progress of the times, education reform as tea like fire, for private high schools to bring new challenges and opportunities, private high schools as an important part of the education system, if you still use the traditional management model, blind attention to academic performance, ignoring the emotional needs of students and staff and mental health concerns, not only is it difficult to stimulate the students' motivation to learn and creativity, but also lead to the deterioration of student-teacher relations. It will not only make it difficult to stimulate students' learning motivation and creativity, but also lead to the deterioration of teacher-student relationship, and even more serious psychological problems. Therefore, it has become an urgent need for private high schools to explore a management model that can balance academics and emotions and promote the common development of teachers and students.^[1]

As an important concept in the fields of psychology and management, Emotional Intelligence (EI) has attracted much attention in the field of education in recent years. Emotional Intelligence is not only about the individual's ability to recognize, understand, express and regulate emotions, but also involves the establishment and maintenance of interpersonal relationships, teamwork and conflict resolution. Applying the theory of emotional intelligence to the management of private high schools and constructing an emotionally intelligent management model can help to make up for the shortcomings of the traditional management model and improve the management effectiveness and education quality of the

school.

1. Literature review

1.1 Overview of the theory of emotional intelligence

The theory of emotional intelligence was first proposed by Salovey and Mayer in 1990, and then widely disseminated and deeply elaborated by Goleman in his book *Emotional Intelligence*. Emotional intelligence consists of four competencies: self-awareness, self-management, social awareness, and relationship management. Self-awareness refers to an individual's awareness and understanding of his or her own emotional state; self-management refers to an individual's regulation and motivation of his or her own emotions; social awareness refers to an individual's understanding and perception of the emotional state of others; and relationship management refers to an individual's ability to establish and maintain good relationships in interpersonal interactions.

1.2 Application of emotional intelligence in educational management

In recent years, more and more scholars have begun to pay attention to the application of emotional intelligence in educational management. They believe that emotional intelligence is not only an important quality for students' personal development, but also one of the necessary abilities for school administrators and teachers. By improving the level of emotional intelligence of administrators and teachers, they can deepen their understanding of students' needs and emotional changes, which is conducive to the establishment of harmonious teacher-student relationships and campus culture. At the same time, emotional intelligence also helps to improve students' self-knowledge, emotional regulation and social interaction ability, and promotes the overall development of students.^[2]

2. Inadequacies of current private high school management in emotional care

2.1 Excessive pursuit of academic performance

At this stage, many private high schools in the evaluation of students' strengths and weaknesses, or the community's evaluation of the quality of the school generally refer to academic performance. This phenomenon leads to school administrators and teachers to put more time and energy on exam-oriented education, neglecting the cultivation of students' comprehensive quality and mental health. In the long run, it will inevitably lead to boredom of students, which is not conducive to stimulating students' motivation to learn, and under long-term high pressure, students will also suffer from anxiety, depression and other serious problems.

2.2 Neglect of students' mental health

Private high schools are subject to the long-term impact of exam-oriented education, coupled with limited educational resources, many private high schools do not pay attention to mental health education, do not offer specialized mental health education courses, and are unable to provide students with timely and effective psychological support and intervention. At the same time, teachers also lack the appropriate psychological knowledge and skills to deal with students' psychological problems.

2.3 Lack of effective emotional communication mechanism

In the management of private high schools, there is a lack of emotional communication between teachers and students, which is mainly due to the busy teaching tasks of teachers, coupled with a lack of awareness, and a lack of effective communication with students, while students may not dare to express their true thoughts and feelings for fear of being criticized or misunderstood. This phenomenon of lack of effective emotional communication mechanisms leads to problems such as tense teacher-student relationships and lack of trust.

3. The theoretical basis of emotional intelligence management model

3.1 The deep connection between emotional intelligence and education management

Emotional intelligence integrates comprehensive qualities such as self-knowledge, self-management, social awareness and relationship management, and occupies a crucial position in the broad arena of educational management, which is inextricably linked with educational management, respectively at the micro and macro levels. Micro: the impact of individual behavior; macro: reshaped the concept and practice of educational management.

From an administrator's point of view, an administrator's emotional intelligence is an important part of his or her leadership. A manager with high emotional intelligence is able to effectively manage his or her own emotional state and reactions so as to remain calm and rational at all times in the complex and changing educational environment, which is conducive to making wiser and more humane decisions. In practice, their leadership style is more inclusive and flexible, which not only stimulates the motivation and creativity of team members, but also helps to build a harmonious atmosphere and ensure friendly teamwork. In addition, managers with high emotional intelligence are good at recognizing the emotional signals of others and accurately grasping the subtle changes in interpersonal relationships, so as to effectively deal with conflicts and establish a solid foundation of trust, laying the foundation for the smooth implementation of education management.

From a teacher's perspective, a teacher's emotional intelligence is inextricably linked to his or her art of teaching and the promotion of student growth. A teacher with high emotional intelligence is able to keenly perceive the emotional changes and needs of students, so as to adopt more intimate and personalized teaching methods to stimulate students' learning interest and motivation.^[3] They specialize in using the power of emotional resonance to build positive teacher-student relationships, allowing students to thrive in an atmosphere of care and respect. At the same time, teachers with high emotional intelligence also have excellent self-reflection and regulation ability, and can maintain a calm state of mind in the face of teaching pressure and challenges, and continuously improve their professionalism and teaching ability, providing powerful conditions for the overall development of students.

To summarize, there is an inseparable relationship between emotional intelligence and education management. The in-depth application of emotional intelligence theory in the field of education management can not only improve the personal quality and ability of managers and teachers, continuously improve and optimize the educational environment, but also further enhance the comprehensive quality of students. Therefore, in-depth exploration of the application path and strategy of emotional intelligence in education management has important practical significance and far-reaching theoretical value.

3.2 Connotation and characteristics of emotional intelligence management model

3.2.1 Richness of connotation

Emotional Intelligence Management Model, as an innovative educational management concept and practice framework, is centered on the organic combination of Emotional Intelligence (EI) concept and school management. It is not just an application of management techniques or strategies, but a new management philosophy, which mainly refers to the cultivation and development of the emotional intelligence of administrators, teachers, and even students, in order to provide students with a humanized, efficient, and full of positive energy educational environment. It is worth noting that the Emotional Intelligence Management Model emphasizes the pursuit of academic achievement while focusing on the emotional and psychological growth of students, both of which are indispensable.

3.2.2 Characterization

(1) Human-centered, comprehensive development

The AIM model takes "human-centered" as its core concept and attaches great importance to the personal needs, emotional experiences and professional growth of students and teachers. The AIM model focuses on promoting the development of multiple intelligence in students' future, especially the cultivation of emotional and social skills, and aims to cultivate good citizens with solid academic knowledge and good emotional literacy. Of course, the Emotional Intelligence Management Model also focuses on stimulating teachers' professional well-being, providing them with rich

emotional support and professional growth opportunities, so as to stimulate their enthusiasm and creativity.

(2) Emotional care builds harmony

Emotionally Intelligent Management emphasizes emotional care, because sincere emotional communication is not only conducive to the establishment of good interpersonal relationships, but also enhances team cohesion. Therefore, the school should create a campus culture full of warmth and respect, so that teachers and students feel the care and support from the organization, relieve the psychological pressure of teachers and students, and transmit positive emotions to create favorable conditions for teaching and learning, teachers and students to progress together.

(3) Open communication enhances understanding

Open and honest communication is an important part of the emotional intelligence management model. The Emotionally Intelligent Management Model advocates the establishment of communication channels without boundaries between teachers and students, management and teachers, and the enhancement of mutual understanding and trust through regular feedback meetings, emotion sharing sessions, etc., which helps to identify and solve problems in a timely manner, reduces misunderstandings and conflicts, and promotes harmony and stability within the school.

(4) Co-development creates brilliance

The ultimate goal of the Emotionally Intelligent Management Model is to realize the co-development of administrators, teachers, students, and even the entire school. By continuously improving the emotional intelligence level of managers and teachers, managers and teachers are encouraged to fully perceive the needs of students and effectively solve educational problems, thereby improving the quality of teaching and promoting the overall development of students' comprehensive quality. At the same time, the school in a positive atmosphere to strengthen the optimization of the management mechanism, and actively innovate the education model, so as to achieve sustainable development.

To summarize, the emotional intelligence management model, with its unique connotation and characteristics, provides a new perspective and path for modern school management. It not only pays attention to the transmission of knowledge and skill training, but also emphasizes the cultivation of emotion and nourishment of the soul, laying a solid foundation for the cultivation of all-round development of talents and the construction of a harmonious educational ecology.

4. Strategies for building an emotionally intelligent management model in private high schools

4.1 Establishing an all-round psychological support system

(1) Setting up psychological counseling centers

Schools should set up professional psychological counseling centers with professional counselors and introduce advanced psychological testing tools to provide students with scientific psychological counseling, psychological testing and psychological intervention services.

(2) Carrying out mental health education courses

Mental health education should be incorporated into the school curriculum system, and mental health education courses should be offered to students on a regular basis, which should include such aspects as emotion management, stress coping, and interpersonal relationships, to help students improve their self-knowledge and emotion regulation ability.

(3) Organize mental health themed activities

Schools should hold regular mental health lectures, workshops, mental health months and other activities to strengthen the enhancement of students' awareness of mental health in colorful activities and create a positive campus cultural atmosphere. At the same time, students are encouraged to participate in mental health clubs and volunteer activities to strengthen their mental health literacy through participation in practical activities.^[4]

4.2 Implementing personalized emotional care programs

(1) Establishing students' emotional profile

Schools should establish an emotional profile for each student based on their personality traits, interests, family background, psychological condition and other information, so that teachers can fully grasp students' needs and provide them with more personalized emotional care.

(2) Emotional counseling and intervention

Teachers should provide timely emotional counseling and psychological intervention for students with emotional distress or psychological problems to help them solve problems at the root and relieve their learning and emotional stress. At the same time, teachers should always pay attention to the emotional changes of students and provide timely attention and support when problems are found to prevent them from worsening.

(3) Implementing differentiated teaching

Based on the actual needs and characteristics of different students, differentiated teaching is carried out to provide students with learning environments and resources that are suitable for their development. Through personalized teaching arrangements and counseling, students' interest and motivation in learning are stimulated and their all-round development is promoted.

4.3 Strengthening teachers' emotional intelligence training

(1) Enhancing teachers' awareness of emotional intelligence

Schools should organize regular lectures and seminars to introduce teachers to the theory of emotional intelligence and its application value in education management, and to enhance teachers' awareness of emotional intelligence.

(2) Conduct emotional intelligence training

Schools should provide teachers with emotional intelligence training courses, which should include training in self-awareness, self-management, social awareness and relationship management. Through the scientific implementation of emotional intelligence training courses, teachers' ability to recognize, understand, express and regulate emotions can be further strengthened, and their emotional intelligence level in education management can be enhanced.

(3) Establishing an emotional support system for teachers

Schools should pay attention to the emotional needs and mental health of teachers, and actively provide them with emotional support and psychological intervention when necessary. In addition, regular and colorful group-building activities, or through psychological counseling, etc., should be carried out to enhance teachers' sense of belonging and happiness, and to improve their work motivation and creativity.

4.4 Building an open platform for emotional communication

(1) Establishment of teacher-student communication mechanism

Schools should establish a teacher-student communication mechanism to encourage open communication and emotional exchange between teachers and students. Through the establishment of teacher-student mailboxes and regular teacher-student symposiums, etc., the understanding and trust between teachers and students can be enhanced.

(2) Promoting home-school cooperation

Schools should strengthen communication and cooperation with parents, and pay joint attention to students' emotional needs and mental health conditions. Through regular parent-teacher conferences and home visits, parents are given a better understanding of their students' performance and psychological conditions at school, and their opinions and suggestions are listened to, so as to form a good situation of home-school co-education.

(3) Establishment of student self-governance organizations

Students are encouraged to participate in school management and self-governance activities, and their sense of responsibility and belonging is enhanced through the platform of student unions, clubs and other organizations. At the same time, students' opinions and suggestions are comprehensively collected to provide useful reference and basis for school management.

5. Case analysis and empirical research

5.1 Case analysis

Several private high schools that have successfully implemented the Emotionally Intelligent Management Model were selected as cases for analysis. Summarize the successful experiences and replicable models of these schools by gaining an in-depth understanding of their practical experiences and achievements. Analyze the specific practices and effectiveness of these schools in the construction of psychological support systems, the implementation of personalized emotional care plans, the training of teachers in emotional intelligence, and the construction of emotional communication platforms.

5.2 Empirical research

Collecting relevant data and information through questionnaires and interviews, and process and analyze the data using statistical analysis methods. To study the impact of the emotionally intelligent management model on students' academic performance, mental health status, teacher-student relationship and school management effectiveness. To verify the effectiveness and necessity of the emotional intelligence management model by comparing the differences between the experimental group and the control group.^[5]

6. Conclusion and outlook

6.1 Conclusion

This paper draws the following conclusions through the exploration and practical study of the Emotionally Intelligent Management Model of private high schools: effectively integrating the Emotionally Intelligent Management Model with school management can effectively solve the shortcomings of the traditional management model and enhance the management effectiveness and education quality of schools; in the Emotionally Intelligent Management Model, the focus is on the emotional needs and mental health status of students, emphasizing the comprehensive development of students in the future; At the same time, the model also pays attention to the emotional needs and psychological health of teachers, and enhances their professional happiness and job satisfaction. Therefore, the Emotionally Intelligent Management Model is one of the important directions for management innovation in private high schools.

6.2 Outlook

In the future, private high schools should deeply study the practical exploration and innovation of emotional intelligence management mode. Firstly, they should strengthen the improvement and optimization of specific measures such as the construction of psychological support system and the implementation of personalized emotional care plan; secondly, they should do a good job in the training of teachers' emotional intelligence and the construction of emotional communication platform, and maintain friendly exchanges and cooperation with other schools, so as to promote the further development of the emotional intelligence management mode; lastly, they should always keep an eye on the prospects of the application and development trend of the digital technology in emotional intelligence management, and actively explore the combination of digital technology and emotional intelligence management. new modes and methods of combining digital technology and emotionally intelligent management.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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