The Role of Emotional Intelligence in Effective School Leadership: Perceptions of Teachers and Principals

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Abstract: School management is an organizational activity in which school administrators, under certain social and historical conditions, lead and guide teachers and staff through certain organizational structures and systems and by certain methods and means, give full play to the optimal overall functioning of the school's resources such as people, money, materials, time, space and information, and fruitfully achieve the goals of the school's work. In short, school management is the activity of managers to achieve the educational goals of the school through certain organizational forms and working methods. In cooperation with teachers, principals observe, understand and solve educational and teaching problems from the perspective of emotional intelligence, and promote teachers' professional development while realizing students' comprehensive and individualized development.

Keywords: emotional intelligence; principals; teachers; management collaboration; effective school leadership

1. Introduction

No teacher should be able to work alone, to make personal adventures, to claim personal responsibility, but should be part of a collective of teachers. Where the teachers are not united in a collective, where the collective does not have a united plan of work, a consistent pace, a consistent method of dealing with children, there will be no educational process there. Therefore, if there are five teachers of lesser ability united in a collective, inspired by one idea, one principle, one style, and able to work in unison, it is going to be much better than ten good teachers who are each individually as they wish." [1] Each teacher must break through his or her individual system of concepts and behaviors and integrate his or her own educational and teaching behaviors into the school's overall system of parenting and parenting goals, so that the teachers' concepts and behaviors will demonstrate cooperation. [2]

2. Emotional Intelligence Analysis

With language as the medium and honest dialogue between subjects as the main form, it aims to reach mutual understanding and mutual coordination among people through honest dialogue without any coercion in order to realize the meaning of life and the value of life" [3]. Habermas' emotional intelligence provides a theoretical basis for equal dialog and sincere cooperation between principals and teachers.

Habermas proposed a concept of "communicative rationality" as opposed to instrumental rationality, and he attempted to rebuild communicative rationality by transforming rationality from "subject-centered" to "intersubjectivity-centered". Interactional rationality.

According to Habermas, the most important way to realize the rationalization of communication behavior is to establish the "ideal discourse situation", i.e., to realize the equal dialogue based on the establishment of common value norms and sufficient argumentation, and truthfulness, sincerity, and correctness are the three effective requirements to realize the rationalization. Therefore, the so-called rationalization of communication behavior is a kind of rationalized behavior that is realized through language, has inter-subjectivity, conforms to certain social norms, is completed in dialogue, and can achieve coherence and mutual understanding among interactants. [4] The requirements of "ideal discourse situation" include: first, all parties to the dialog should have equal status and rights. Secondly, all coercive behavior must be excluded from the process of interaction, and no other power can influence the discussion except the power of evidence. Third, each participant in the interaction must have the same power of speech. Fourth, pressure for decision-making and behavior is removed, and no time boundaries are placed on the discussion.

In the interactions between principals and teachers, there are often difficulties in cooperation and fragmentation, especially when the composition of teachers in some classes includes senior teachers, famous teachers and administrative

leaders, and the views and suggestions of less senior principals are not given due weight. How can we address this reality of interaction? Emotional intelligence has practical significance in exploring ways to improve principal-teacher cooperation.

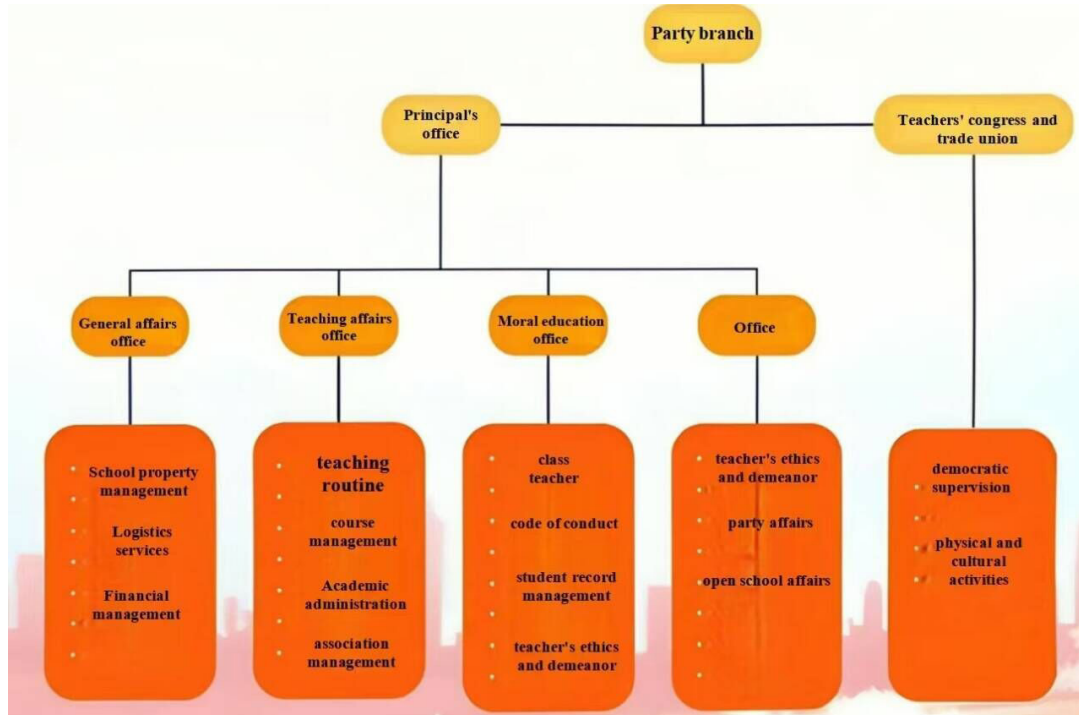## 3. The current situation of principal-teacher cooperation

Figure 1. Campus administrative function decision diagram

Principals and teachers seem to have a natural cooperative relationship, that is, to cultivate a group of common children, but in fact the current situation of cooperation between principals and teachers is not optimistic. As shown in Figure 1, principals and teachers are overly hierarchical in their decision-making and leadership. The school decision-making function is one of the most central aspects of school management, which refers to the process by which school administrators formulate policies, plans and measures in accordance with educational objectives, actual needs and the social environment. Scientific decision-making is not only related to the effective utilization of school resources, but also directly affects the direction of school development and the quality of education.

3.1 Principals and teachers lack a sense of cooperation and interaction topics

Principals usually think that their duties are to manage students well, build up good class groups, train and use class cadres, and contact with parents to form a synergy between home and school education. Principals seldom consider in-depth cooperation with teachers, except for ad hoc and piecemeal exchanges of information. Teachers also tend to confine themselves to reflecting to the principal on classroom discipline and homework submission, and their understanding of cooperation is limited to teaching. There seems to be an unspoken rule that the principal is responsible for managing the students, while the teachers are only responsible for teaching the students.

3.2 Lack of technical and organizational guarantees for cooperation between principals and teachers.

It is not easy for the principal to coordinate a class with ten or so teachers of language, math, foreign language, music, art, physical education, etc. Moreover, some principals have seniority. Moreover, some principals are less senior and it is even more difficult to coordinate teachers. Teachers are usually teachers of two (or more) classes, and if one class is not well taught, there is another class that may not take a principal's coordination seriously. If the school does not mandate this form of collaboration, it is more difficult for the principal to initiate it on his or her own. In addition, the principal and teachers in the cooperation of who to lead, the principal and teachers to discuss the phenomenon of discussion without decision, the principal to convene a meeting whether the name, etc., need to cooperate with technology, but also need to provide organizational and institutional safeguards, otherwise the principal and teachers to cooperate with the rules to follow.

3.3 Successful cases in the natural cooperation between principals and teachers are inspired.

Some successful cases of better spontaneous cooperation between principals and teachers can be found in school scenarios. Some senior principals with high emotional intelligence and strong communication skills have formed a principal-centered cooperative team with outstanding educational and teaching results. There are also excellent young principals who, while managing students in their classes, attach great importance to coordinating the cooperation of teachers in their classes. Through their own initiative, diligence, patience and skill in communicating with the teachers in their classes and discussing the educational and teaching strategies for their students, the teachers in the class form a compact team, which prompts the efforts of each teacher to point to a common goal.

Therefore, the cooperation between principals and teachers has important practical significance and needs to be strengthened to guide the establishment of cooperative relationships.

4. Building a mechanism for principal-teacher interaction
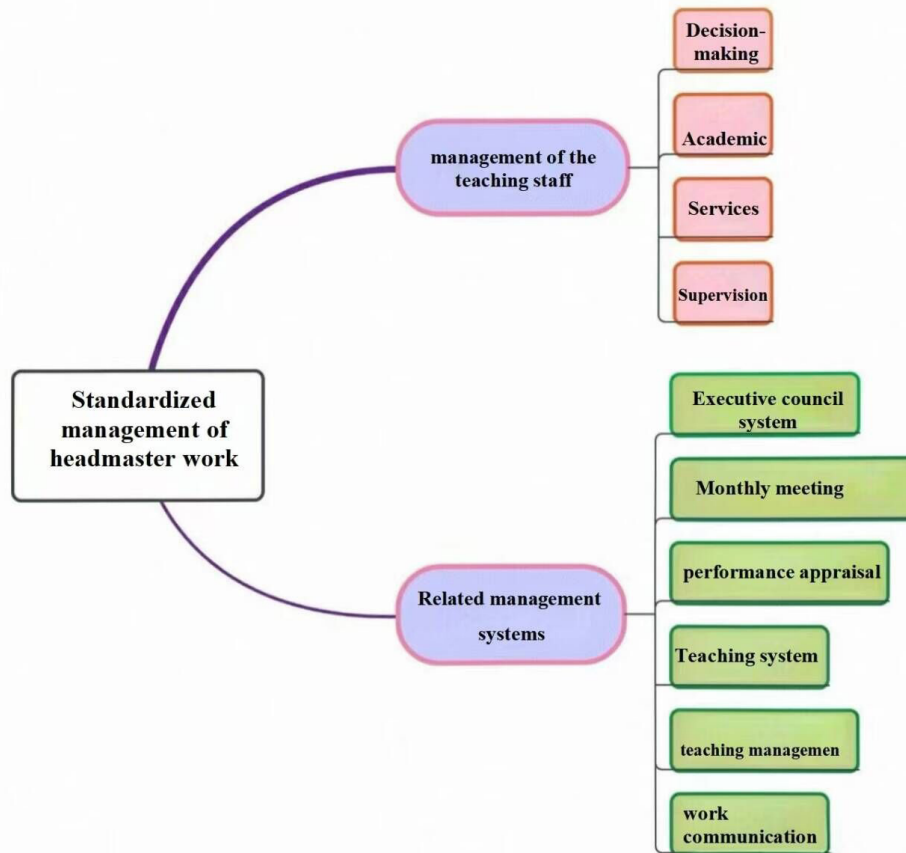

Figure 2. School management process schematic

As shown in Figure 2, school management processes refer to a series of systems, operational steps and working mechanisms developed by schools to achieve teaching goals, maintain campus order and optimize the use of resources. These processes involve administrative management, teaching organization, student affairs, logistics and other aspects, and are designed to ensure the efficient operation of all school work. Clearer working boundaries between different departments help to improve collaboration efficiency and avoid conflict of duties. A well-managed campus environment allows students to focus on learning and teachers on teaching, and reduces interference with transactional work.

4.1 Establishing a platform for principal-teacher interaction

Although schools recognize the importance of cooperation between principals and teachers, the lack of initiatives to promote cooperation, relying solely on the conscious awareness and behavior of principals and teachers themselves is difficult to achieve the purpose of cooperation. The establishment of a platform for principals and teachers to communicate is a guarantee for the realization of cooperation.

(1) Establishing a regular meeting system to cultivate the habit of interaction.

Regular meeting is a designated time for focused discussion, analyzing problems and seeking countermeasures. Regular meetings at the beginning of the semester, you can work together to formulate the overall requirements of student education, classroom management specific measures, put forward the requirements of students' study habits, so that teachers can be clear about the principal's requirements for students, in the process of education will not occur in the viewpoints, practices of conflict. Developed by common discussion, conducive to the understanding and implementation of each member. Regular meetings in the middle of the semester can be combined with midterm exams to stage a summary of all aspects of the class, with the main focus on the academic development of students, such as feedback on homework, homework control, behavioral corrections and abnormal psychological trends.

(2) Establishing a system of thematic problem seminars to promote the development of interaction.

Choosing specific educational situations, such as homework management, target students (refers to students who still have a certain gap or instability to achieve the learning goals set by the students) counseling and gifted students training, etc., the interaction between principals and teachers has practical significance, and the willingness to interact is strong. For example, subject balance and tracking analysis of target students, and joint agreement on coping strategies. Through the thematic issues seminar, the strategy of division of labor was implemented, which better clarified the specific responsibilities of teachers.

The above thematic seminar case mainly focuses on the subject balance and tracking analysis of the target students, and jointly agree on coping strategies. Jointly discuss specific problems and find solutions, clarify the specific responsibilities of teachers and implement the division of labor.

(3) Participate in student activities together and socialize in real-life situations.

Teachers can play to their strengths and work with principals and classroom leaders to plan a semester's schedule of activities and a program for each activity. Teachers directly participate in student activities, such as organizing rehearsals for various arts and cultural activities, being a judge, and personally presenting programs in arts and cultural activities and sports activities. In the process of principals and teachers participating in student activities together, it is easy to form the same understanding between each other, and they can agree on the management objectives and measures for students in the classroom.

4.2 Creating an "ideal discourse situation" for principal-teacher interactions

Habermas put forward the concept of ideal discourse situation, that is, the formal conditions and rules of free and non-coercive interaction. Under what kind of conditions of interaction between principals and teachers, the consensus of mutual understanding has the rationality of interaction?

The principal will discuss the topic of the materials required to provide the teachers as detailed as possible, to ensure that all participants have a full understanding of the topic, thinking, to ensure that the facts of the statement of the "truth".

Choose a space for free discussion and sufficient time for discussion, so as to prevent the discussion from being interrupted by others or the speaker from fully expressing his/her opinion. Schools should coordinate and focus on arranging good space and enough time for teachers to discuss, otherwise the discussion will not be thorough, the problems will not be solved, and the discussion will eventually become superficial and meaningless. Therefore, a space without interference and enough time is the guarantee for the smooth running of the process of interaction between principals and teachers.

Create an environment of free speech to prevent the phenomenon of interaction and hegemony, establish a good environment for dialogue and interaction, and ensure the "legitimacy" of factual statements, while the speaker must abide by the language norms and use certain language skills. In this way, we can avoid the phenomenon of senior teachers hogging the power of speech, while less qualified teachers are "less qualified", playing their own tunes and ending the conversation in a hasty manner. Certain norms of discourse should be established, especially for administrators and senior teachers, so that they will not be disturbed by their status, and they will base everything on evidence and use evidence rather than authority to prove their point of view. Less-qualified teachers dare to articulate ideas based on evidence in a well-prepared manner, rather than being humble or intentionally evasive.

4.3 Fostering intersubjectivity in principal-teacher interactions

Intersubjectivity is the "mutual knowledge" and "consensus" between subjects. "Mutual knowledge" refers to the interrelationship between subjects and how different subjects recognize and understand each other; 'consensus' refers to the commonality and commonality between subjects formed by the mutual understanding of the same thing reached by different subjects. [5]

"Intersubjectivity" suggests that each member of the collaboration is an independent subject. Interaction is based on the "subject", the existence of subjectivity as a prerequisite, this subject and every other teacher subject in the process of

active interaction to form intersubjectivity. Really form a cooperative relationship, the principal needs to take the initiative to think, take the initiative to plan, take the initiative to organize, teachers need to change the previous object status, need to have the initiative to cooperate. In the cooperative interaction, to ensure "freedom" and "self-discipline", that is, to create a free communication environment, not mutual suppression, so that the speaker to fully express their own insights, while restraining themselves to comply with the rules of engagement, the expression of any viewpoints need to be based on the evidence of rationality. Speakers unreservedly speak out their true thoughts in order to obtain a deep understanding of the problem and coping strategies.

5. Conclusion

In cooperation with teachers, principals observe, understand and solve education and teaching problems from the perspective of emotional intelligence. Principals establish a good cooperative relationship with teachers, guide students to establish a correct worldview, outlook on life and values, and help students to solve their academic, life and psychological problems, so as to promote the formation of students' healthy personality and academic growth, and to realize the comprehensive and individualized development of students. Principals and teachers in the cooperation from the perspective of students' lifelong development to examine their own teaching behavior, but also promote the professional development of teachers, and ultimately realize the pursuit of teachers both teaching and educating people.

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