

Problems and Countermeasures of Principals' Interpersonal Leadership in the Construction of School Characteristics

Ruotian Wu

College of Education and Sports Sciences, Yangtze University, Jingzhou, Hubei, 434023, China

Keywords: School characteristics, principal, Interpersonal leadership

Abstract: Characteristic construction is a hot topic in the current educational development. How to correctly locate the direction of characteristic construction of their own schools and how to establish systematic construction methods are inseparable from the effective leadership of principals. However, there are some problems in the process of leading the construction of characteristics, such as utilitarianism, formalization and arbitrariness, which affect the physical and mental development of students and distort the connotation of the construction of characteristics. Here, this paper analyzes the problems existing in the headmaster's leadership in the process of school characteristic construction, and puts forward optimization strategies from the social level and the headmaster himself, so as to provide reference for better school characteristic construction.

1. Introduction

School characteristics refer to the personality and uniqueness of a school. It is the overall school running idea of a school or the positive difference in various work. China's educational modernization 2035 points out that schools should be guided to make scientific positioning and develop with characteristics. The implementation plan for accelerating the modernization of Education (2018-2022) points out that it is necessary to promote the development of high-quality characteristics of ordinary high schools. It can be seen that the construction of school characteristics has become an important issue. In response to the call of the country and the development of the times, primary and secondary schools around the country have embarked on the road of exploring the construction of school characteristics. At present, China's primary and secondary schools generally implement the leadership system of the principal responsibility system. As the highest leader of school development, the principal is self-evident for the construction of school characteristics. Therefore, we should further strengthen the research on the principal's leadership, in which interpersonal leadership is an important part. In the process of school characteristic construction, the principal's good interpersonal leadership can integrate social resources and coordinate the internal environment. At present, there are still some problems in the process of principals' interpersonal leadership in the construction of school characteristics. Understanding and solving these problems is of great significance to better develop the construction of school characteristics.

2. The relationship between principals' interpersonal leadership and the construction of school characteristics

The research shows that the principal's good interpersonal leadership is the key to the construction of school characteristics. Externally, he can obtain the support of the government, the help of brother schools and the suggestions of social people, and internally, he can create a good environment and form a consensus of the whole school. At the same time, the process of school characteristic construction also exercises and improves the headmaster's interpersonal leadership.

2.1 The principal's good interpersonal leadership is the key to the construction of school characteristics

The work of creating school characteristics is long-term, arduous and complex. Some headmasters pointed out: "if you want the sustainable development of a characteristic, you can't rely on one person alone, but need a team to do it together." The headmaster is the leader of this team. He should face all kinds of complex interpersonal relationships. Learning to properly deal with all kinds of relationships inside and outside the school is the key to the construction of school characteristics. Outside the school, the principal is the contact between the whole school and the education administrative department and the recipient of the latest education policy. Only the principal correctly grasps and implements the provisions of the policy can lead the construction of school characteristics to the right road. Secondly, principals should learn to communicate effectively with their superiors and seek government support. Research shows that for many schools, the funds for running schools with characteristics are insufficient. Out of consideration of the benefits of running schools, the education administrative department tilts the allocation of funds to higher quality schools. In this environment, the principal needs to actively communicate with the superior and strive for the financial support of the government. In addition, principals should actively carry out inter school cooperation, so that they can learn from the experience of similar schools with characteristics, get the help of brother schools, get the guidance of relevant education experts and the suggestions of social people. These external forces can promote the construction of school characteristics, but this thrust is achieved by strengthening internal forces. Therefore, principals should not only obtain external support, but also coordinate internal development.

In the school, we should create a warm internal environment, care for teachers and meet their needs, such as trying our best to solve the problems of teachers' children going to school, helping tutors in difficulties and female teachers in special situations, etc. At the same time, we should cultivate a professional team for feature construction, formulate a detailed plan, let all teachers and students understand the concept, planning and requirements of feature construction, match the aspects of school management and teaching research with the connotation of feature construction, and integrate feature construction into daily life, which has become the common goal of all teachers and students.

2.2 The principal's interpersonal leadership can be exercised and improved in the construction of characteristics

The headmaster has overall responsibility for the survival and development of the school. The headmaster's interpersonal leadership directly affects the construction of school characteristics. Therefore, the construction of school characteristics requires the headmaster to have good interpersonal leadership. Conversely, in the construction of school characteristics, principals need to master the school's governance structure, internal and external processes and various communication skills, and their interpersonal leadership is also being polished and improved. Just as Marx said: "how individuals express their lives, they will be like themselves. Therefore, what they are is consistent

with their production, what they produce, and how they produce." Personal practice in turn will promote people's self-development and perfection.

3. Problems in principals' interpersonal leadership

Under the background of advocating characteristic construction in the development of schools, many principals pay attention to the important significance of characteristic construction for the growth of students and the development of schools, and actively embark on the characteristic construction of their own schools. However, according to the existing research, there are some problems in the whole process of leadership and organization, such as making cars behind closed doors under pressure, subject to previous policies and so on. These problems easily lead to the construction of school characteristics go astray and stop.

3.1 External: a mere formality, not good at learning from others

The national policy encourages the characteristic development of schools, but the survey found that some principals did not really implement the educational purpose of the policy, but linked the characteristic development with reputation and interests, "Seeking advantages and avoiding disadvantages" "Has become the internal standard of characteristic construction. In the process of school characteristic construction, it is embodied in the following aspects: first, the principals of some schools do not fully understand the national policies, and there are deviations in the positioning of characteristic construction. They heavily hire experts to refine the characteristics and hire cultural companies to create the characteristics, so as to form the school characteristics, emphasize the form and ostentation, pay attention to the explicit role of the development of school characteristics and ignore the connotation of the development of school characteristics. Second It is some principals who only deal with inspection and turn characteristic construction into fraud construction. Choose some methods eager for quick success and instant benefit, and simply arrange the campus environment before the evaluation, Teachers and students should be "rehearsed" in advance. For example, each class should set up some blackboard newspapers related to the inspection theme, each floor should set up characteristic corners, paste some slogans for characteristic development, and teachers and students should shout some catchy slogans. Third, in the process of school characteristic construction, some schools are defined as "ordinary schools" ", the school has limited resources and immature school running quality. It belongs to developing schools. The education administrative departments often allocate funds to higher quality schools. The principals of these ordinary schools give up the construction of school characteristics because of the shortage of funds or the dilapidated school buildings. They take the conditions of the school as the premise of the construction of characteristics and ignore the real connotation of the construction of characteristics. Fourth, some principals either build cars behind closed doors or blindly Imitate others. Many principals have not yet explored the reality of their school and established their own governance style, so they try to imitate, go back to school and draw gourds directly, and establish waves of cumbersome processes that are not in line with the reality of their school, which makes students and teachers miserable. In addition, principals are not good at communication, like their own exploration, are not good at learning from the successful practical experience of similar schools, and are not good at integrating and utilizing social resources. Making cars behind closed doors often leads to little effect.

3.2 Internally: no consensus, management responsibility sharing vacancy

Teachers are the leading force of education and teaching. A successful characteristic school must have a group of excellent teachers, who are the key to the success or failure of the construction of

school characteristics. As the leader of school characteristic construction, the principal should have the courage to know and use talents and the ability of team construction. These abilities seem simple, but their implementation is a great test of the principal's leadership. However, in reality, some principals focus on their own power and pay one-sided attention to their own role, which is embodied in the following aspects: first, the principals do it all, the management responsibility sharing is absent, and the school members passively participate in the process of characteristic construction. No matter what the features are or how to build them, the principal has the the final say, makes plans according to his own understanding, uses his power to command boldly, and the teachers can implement them as required. In the whole process, school members rarely have certain management responsibilities and have no right to participate in decision-making. Second, the relationship between the headmaster and teachers is not harmonious. Teachers are afraid of the power of the headmaster's position and dare not give opinions or expose their shortcomings. They are called "young teachers" who are highly respected and don't like them, and they only pursue knowledge and personality. On the contrary, for some principals, they like to take the title as leadership, hold themselves high, think that their subordinates are not perfect, and always speak ill of each other, so that competent teachers become passive bystanders.

Third, teachers and principals have not reached a consensus. Principals believe that the construction of characteristics is related to the reputation of the school, which is the primary task; Teachers in charge of moral education think that students' various practical activities are very important; Teachers in charge of teaching believe that students' courses and studies are the most important; Teachers in charge of physical education think that physical exercise is the most important for students' physical quality; All departments fight alone, teachers disagree with each other and fail to reach a consensus, which makes the work of the whole school complicated and the construction of characteristics difficult to implement.

4. The promotion path of principals' interpersonal leadership

The headmaster is the main external contact of the school's characteristic construction and the key organizer of the school's internal characteristic practice. In order to achieve the grand goal of characteristic construction, the school must pay attention to the improvement of the headmaster's interpersonal leadership. It is not only the development needs of individual principals, but also the practical requirements to improve the development level of school characteristics and school efficiency. Therefore, after summarizing the problems of principals' interpersonal leadership, through investigation and research, it is found that the construction of school characteristics not only needs the support of the external environment, but also needs the principals' own effective organization. The author will put forward directional suggestions from the two environments outside and inside the school.

4.1 External: government as "strong backing"

The reform of any school always originates from the call of policy, and forms a consensus with the help of the government's policy, so as to promote the development of the school, because the government represents the interests of the people. Therefore, in the process of leading the construction of school characteristics, the support of the government is a key force. The government should become a strong backing for the principal to carry out characteristic construction. Therefore, the following points should be achieved: First, scientifically locate the connotation of characteristics and improve the evaluation mechanism of school characteristics. The formulation of the policy aims to help schools provide reference suggestions and find the correct positioning according to their own reality. However, in reality, it is not difficult to find that some rigid regulations and sporadic and

superficial references make the headmaster enter a one-sided situation in the process of leading the construction of school characteristics, which hinders the headmaster's understanding of characteristics. Form a stereotyped "fake" feature. Therefore, policy makers should pay attention to the existing research in the academic community and make a reasonable positioning for the characteristics, so that the characteristics construction is not limited to the student group, school space, sports, art, morality and other specific aspects, and emphasize that the characteristics construction should return to the essence of education and promote the all-round development of students. At the same time, we should take into account the differences between different regions and schools. Each school has its own development law. The goal of schools in relatively backward areas and vulnerable schools may still be trying to improve teaching quality. Therefore, the construction of school characteristics is a long accumulation process. Therefore, we should pay attention to the dynamic evaluation and process evaluation of school characteristics construction, such as what efforts the school has made for the construction of characteristics, what developmental progress has been made at present and in the past, and what preparations have been made for the next stage of development, so as to encourage and guide the school to carry out characteristic construction.

Second, the administrative departments should strengthen the transformation of functions and increase the financial support for the construction of characteristics. Although it is said that the construction of school characteristics should not be limited to funds, there is no doubt that if there is sufficient financial support, the principal can show his strength in the process of leading the construction of school characteristics. Therefore, the government can consider setting up a special fund for the construction of school characteristics. Special financial funds are funds allocated by the superior government to the subordinate administrative regions and arranged by the government at the same level for designated purposes in social management, public utilities development, social security, economic construction and policy subsidies. Special financial funds have the following characteristics: first, the establishment, management, distribution and use of special funds must meet the requirements of corresponding policies and regulations. Second, because the purpose of the special fund is clear, the scale of the special fund is usually determined when the people's Congress passes the draft budget at the beginning of the year. The specific use needs to follow the principle of earmarking and living within our means. Third, the use of special funds must not only strictly abide by the content and scope of project application, but also be accounted separately according to regulations. Fourth, the use of special funds needs to be subject to performance appraisal. Accordingly, the author believes that the education administrative department can use this fund for material construction and practical activities in the construction of school characteristics, clarify the purpose and follow the principle of earmarking. Before allocating funds, schools that meet the purpose shall first formulate use plans, submit plans, declare the required funds, and the education administrative department shall do a good job in examination and allocation as required.

4.2 Internal: be the principal of "guide"

In the process of school characteristic construction, the improvement of principals' interpersonal leadership not only depends on the support of the government, but also depends on their personal efforts and their own quality. Therefore, principals should establish the concept of continuous learning, devote themselves to business, and constantly improve their professional quality and leadership level. To this end, the following points should be done: First, share power and inspire the team. In the process of school characteristic construction, if the consensus of the whole school is not formed at the beginning, the overall planning is carried out, and the goal is maintained through continuous sharing stage, then it is easy for teachers to form a perfunctory and irrelevant attitude. Therefore, only by establishing a consensus can teachers have a sense of direction. Only when every teacher knows

where he is going and has the guidance of common goals, can he better examine and improve his teaching behavior and promote the construction of school characteristics. In addition, while putting forward requirements for teachers, principals should also learn to respect teachers and meet the personality development of different teachers, so as to form a professional team and promote the construction of school characteristics. Therefore, in the leadership process, teachers can set up their own research groups, independently design and form teams, and lead students with their own expertise. Through communication, teachers can learn from each other and complement each other, so as to carry out the construction of school characteristics under the guidance of the common goal. Only by changing the leadership style of the headmaster can it be conducive to teachers' independent participation, from "want me to do" to "I want to do". Moreover, teachers are more familiar with the actual situation and have rich experience and great wisdom. The scheme discussed in this way is more feasible.

References

- [1] Hao Qilei, Chang Meng. *School characteristic development: problems, causes and paths* [J]. *Contemporary educational science*, 2020 (03): 54-59.
- [2] Xinhua news agency. *The CPC Central Committee and the State Council issued 2035 of China's educational modernization* [EB / OL]. (2019-02-23) [2019-08-26]. http://www.xinhuanet.com/politics/2019-02/23/c_1124154392.htm.
- [3] Xinhua news agency. *The general office of the CPC Central Committee and the general office of the State Council issued the implementation plan for accelerating educational modernization (2018-2022)*. [EB / OL]. (2019-02-23) [2019-08-26]. http://www.gov.cn/xinwen/2019-02/23/content_5367988.htm.
- [4] Du Wenping. *The role of principals in the construction of school characteristics*. [J]. *Principals of primary and secondary schools*, 2011 (05): 34-36.
- [5] Chen Wenya. *Research on the leadership behavior of primary school principals in the construction of school culture* [D]. Northeast Normal University, 2017.
- [6] Dong Yi. *Research on experience, problems and Countermeasures of characteristic construction of primary and secondary schools* [D]. Zhejiang University, 2017.
- [7] Hao Qilei, Chang Meng. *School characteristic development: problems, causes and paths* [J]. *Contemporary educational science*, 2020 (03): 54-59.
- [8] Han Zhizhi. *Research on principal leadership in the construction of characteristic schools* [D]. Shanxi University, 2020.
- [9] Hu Zunkai, Li Zhong, Liu Wenjie, Li Xianfei, Hu Xiang, Lin Hao, he Lilu, Yu Hao, Zhang Xinyan, Li Na, *Research group of the theoretical research association of the Shenzhen Special Mission Office of the National Audit Office Research on the current situation and strategy of performance audit of special financial funds* [J]. *Audit research*, 2020 (01): 7-15.
- [10] Wang Changsheng, Yang Zhenqiu. *Collaborative governance: from management to leadership* [J]. *Hubei Education (government publicity)*, 2019 (01): 60-63.