

Application Research of Transformational Leadership in Shaping Craftsmanship Teachers

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Abstract: The field of education is faced with the challenges of the constantly emerging new technologies, the diversity of students from different backgrounds, and the diversification of teaching methods. These changes require teachers not only to have traditional teaching skills, but also to constantly innovate and adapt to new situations. The core concept of transformational leadership emphasizes encouraging innovation, learning and active participation, which precisely meets the needs of contemporary education. By encouraging innovation, empowerment and creating a culture of innovation, transformational leadership promotes the growth and development of teachers in the field of education, thus providing students with higher quality education. In this paper, we explore the characteristics of transformational leadership and its impact on the development of craftsman teachers. Through a comprehensive review of the literature and a systematic analysis, we propose that transformational leadership can inspire team innovation. Additionally, we suggest that utilizing error cognition can be a means to encourage innovative behavior within teacher teams. Our objective is to establish a community of craftsman teachers and formulate a strategy for fostering a culture of campus spirit. This paper aims to provide valuable insights for university educators seeking to enhance their craftsmanship.

Keywords: transformational leadership; teachers; craftsmanship

1. Introduction

Education is one of the key factors for social progress and human development, and teachers, as the backbone of the education system, undertake the important mission of cultivating the knowledge and values of the future generation. In the face of the changing educational environment and increasingly complex educational needs, teachers are no longer only the transmitter of knowledge, but also the leader of innovation and the promoter of educational reform. In this context, the cultivation of teachers' craftsmanship becomes particularly critical. The craftsmanship of teachers originates from the working concept of craftsmen, and emphasizes the values of striving for excellence, pursuing excellence and taking root in practice. Teachers with the spirit of craftsmanship not only have solid educational knowledge and skills, but more importantly, they have a deep understanding of education, the courage to innovate, the ability to solve problems and the sensitivity to individual differences of students. However, to cultivate such teachers, the existence of transformative leaders is very important^[1].

Transformational leadership is a leadership style that emphasizes stimulating the innovative potential and active participation of team members. In the field of education, transformational leadership is not only a way of management, but also a concept of leading educational innovation and reform. Transformational leaders have the ability to stimulate the potential of team members, and can encourage teachers to constantly pursue excellence, and actively explore new educational methods and strategies. They provide support and resources for teachers to create an educational environment that encourages innovation while integrating the craftsmanship into educational practice. The spirit of craftsmanship emphasizes excellence, rooted in practice, continuous innovation and the pursuit of excellence, which is exactly the characteristic needed in the field of education. The continuous development of education requires constantly innovative educational methods and strategies to meet the changing needs of students. Transformational leaders can stimulate teachers' innovative potential, encourage them to try new teaching methods, propose innovative solutions, and promote progress in education. The craftsmanship requires

continuous learning and continuous improvement, and transformational leaders provide opportunities for teachers to learn and grow^[2]. The craftsmanship emphasizes the pursuit of excellence and pride in work, while transformational leaders encourage teachers to assume more responsibilities, participate in decision-making processes, and contribute their wisdom and experience to educational reform and innovation. This empowerment can stimulate teachers' sense of responsibility and autonomy, and enhance their craftsmanship.

Education is the future star of the society, and teachers are the key to cultivating these future stars. Through an in-depth study of how transformational leaders promote the cultivation of teachers' craftsmanship, we can provide strong support for improving the quality of education, promoting education reform and cultivating more innovative teachers. In the changing educational landscape, transformational leadership will be a key force driving educational progress, leading us to a brighter educational future.

2. Literature Review

The study of Tian Jin et al. (2021) deeply explored the influence of transformational leadership behavior on teachers' happiness and its action mechanism. They found that transformational leadership behavior directly affects teachers' happiness, and indirectly shapes teachers' happiness level through the two intermediary links of social emotional ability and teacher-student relationship. This study not only theoretically enriched the improvement mechanism of teachers' happiness, but also provided an internal path for practice, which helps to improve teachers' happiness in a deeper level^[3].

In the study of Li Xiaoyu et al. (2015), through the survey of 559 secondary vocational teachers, the influence of transformative leaders on teachers' behavior, the intermediary effect of continued commitment and the regulating role of personal tradition in this relationship were discussed. The findings suggest a significant positive correlation between transformational leadership, voice behavior, continued commitment, and personal tradition. Continue to promise to act as a mediating variable between transformational leadership and voice behavior, while individual tradition regulates the relationship between transformational leadership and voice behavior. Specifically, transformational leadership helps to increase voice behavior, while personal tradition this relationship, and its moderating effect is mediated by continued commitment. This study revealed a complex and important interrelationship between leadership behavior, voice behavior and employee traits in the educational field^[4].

In his review (2009) of the history and current situation of the relationship between transformational leadership behavior and organizational commitment, Wang Lijun put forward in-depth suggestions on the transformational leadership behavior in Chinese colleges and universities. He called for systematic research, especially focusing on the organizational commitment of university teachers, and for an in-depth analysis of the association between transformational leadership behavior and teacher organizational commitment in universities. This proposal helps to deepen our understanding of the relationship between university leaders and teachers, so as to improve the development and benefits of university organizations^[5].

The research by Hu Qing and Sun Hongwei (2013) involved literature reviews, interviews with 43 university principals and their direct subordinates, and expert reviews, aiming to build a transformational leadership behavior assessment scale suitable for Chinese university principals. They collected 515 sets of data and conducted factor analysis, and finally determined the five-factor structure of the transformational leadership behavior of Chinese university principals, including moral example, care stimulation, vision motivation, leadership charm, and unity and cooperation. The study showed that this scale showed good performance in reliability and validity. The results of the regression analysis show that the transformational leadership behavior of college principals is positively associated with teacher organization commitment, in which it is completely mediated by teacher internal motivation and school organizational atmosphere. According to Hu Qing and Sun Hongwei, under the context of Chinese culture, the transformational leadership behavior of university principals is a multi-dimensional concept, including five dimensions: moral example, care stimulation, leadership charm, vision motivation and unity and cooperation. The transformational leadership behavior scale of college presidents they compiled showed good performance in reliability and validity. Most importantly, the transformative leadership behavior of college leaders positively predicts the organizational commitment of teachers, and the intrinsic motivation of teachers and the school organizational atmosphere play a completely intermediary role in this relationship^[6].

She Li and Wang Yan (2022) conducted a study to explore the relationship and potential mechanisms

between self-efficacy among transformational leaders, class-based teachers, and attitudes towards integrated education. They surveyed 1,250 teachers in primary and secondary schools, including "School Leadership Questionnaire", "Teacher Integrated Education Self-efficacy Scale" and "Integrated Education Emotion, Acceptance Attitude and Worry Scale". The results show that transformational leaders can positively predict teachers' attitudes towards integrated education. Moreover, self-efficacy plays a partially mediating role between transformational leaders and teachers' integrated educational attitudes. Notably, training was found to modulate the predictive role of transformative leadership on teacher self-efficacy. Based on these results, She Li and Wang Yan suggested that in order to cultivate the positive and integrated education attitude of teachers studying in the class, we should strengthen the transformative leadership ability of principals, improve teachers' self-efficacy, and establish a hierarchical and phased training system^[7].

Zhu Zhiyong (2022) pointed out that the spirit of craftsmanship, as a part of the inheriting of the spirit of Chinese Communists, but also a vivid expression of the national spirit and the spirit of The Times, plays an important role in cultivating the atmosphere of striving for perfection. The integration of craftsmanship into the teaching practice of ideological and political teachers in higher vocational colleges is not only to enhance the value of ideological and political teachers, but also to improve the effectiveness of ideological and political teaching, and to promote the goal of coordinating ideological and ideological and political courses to cultivate students. This process includes strengthening students' political identity through political beliefs, guiding students to shape noble moral character through moral cultivation, and improving students' skill level through professional literacy^[8].

Wu Peifei (2020) aims to explore the significance of the craftsmanship to the professional development of higher vocational teachers through in-depth interpretation of the craftsmanship and in-depth analysis of the difficulties facing the development of higher vocational teachers. From the perspective of craftsmanship, the professional development of higher vocational teachers can be guided and promoted to a new height of^[9] through system construction, school-enterprise cooperation, the construction of craftsmanship community and emphasizing the subjectivity of individual teachers.

Teachers shoulder important responsibilities in teaching and educating people, especially in the new era, they need to have the spirit of craftsmanship. English teaching method is the key course to train future English teachers, which integrates the spirit of craftsman into it, and meets the needs of The Times, society and prospective teachers. Li Guofang (2023) proposed that in the teaching process of English teaching method course, teachers should integrate the elements of craftsmanship into the course content, innovate the theoretical learning and practical teaching mode, and optimize the allocation of course teachers. This can be achieved by guiding students to understand the craftsmanship, practice it and understand the craftsmanship in terms of teaching materials, teaching methods and teachers. This effort will help improve students' teaching skills and professional quality, so as to improve the teaching quality of English teaching method courses, and cultivate teachers in the new era who meet the needs of society and have the spirit of craftsmanship^[10].

Xue Ning (2022) believes that cultivating the professional quality of ideological and political teachers with the spirit of craftsman is the natural need to strengthen the work of moral education. This practice also reflects the realistic requirements of the current situation of the reform, in line with the inevitable choice of the development of The Times. This helps to shape the ingenuity of ideological and political teachers, promote the pursuit of excellence, and temper the focus and persistence of the craftsman. In practice, a series of measures can be taken to effectively inherit and practice the spirit of craftsmanship. These include "invite in, go out" to promote the continuous learning and practice of ideological and political course teachers; "tree model, emphasize promotion" to promote successful experience and values; "tradition inheritance, mentoring" to maintain the inheritance of the craftsman tradition; "often learn, learning and surpassing" to promote the communication and competition between peers; and "establish system, emphasis on incentive" to ensure the continuous cultivation of craftsmanship, these paths can help to improve the professional quality level of ideological and political course teachers.

3. Research methods

3.1 Literature research method

Literature research method is an important research method designed to systematically collect, analyze and synthesize existing literature, books, academic papers and other relevant materials to support the answer of research questions and the achievement of research objectives. This approach is commonly

used for research in the liberal arts, social sciences and business sciences, helping understanding the trends of existing research, gaps in existing knowledge, and the direction of future research^[3]. This paper through the development process of transformative leadership theory, education leadership, spirit theory, and education innovation and other related literature review, the domestic and foreign research topic related research category, summary and progress, on the basis of previous research to further explore, and sort out the ideas and viewpoint of this paper.

3.2 Systematic analysis

System analysis is a kind of comprehensive methodology, used to study and solve complex problems, its core idea is the problem as an interrelated and interactive system, through in-depth analysis of the interaction between the system internal elements, and the interaction between the system and the external environment, to understand the nature of the problem and find the best solution. This method emphasizes the integrity of the system, divides the problem into subsystems, and reveals the internal structure and dynamic characteristics of the system through the analysis and modeling of the subsystem^[4]. The main steps of system analysis include problem identification, modeling, data collection, simulation and optimization, etc., among which technical tools in mathematics, statistics, computer science and other fields are widely used in analysis and problem solving. This paper uses systematic methods to discuss the application of reform leadership in education from the perspective of teaching mechanism. From the perspective of mechanism, it is not only to think about transformational leadership is an important factor to promote the cultivation of teachers' craftsmanship, but also to focus on the mechanism of this factor and focus on the mechanism of this factor.

4. Finding

4.1 Adopt transformational leadership to inspire team innovation

Transformational leaders can lead the team towards the direction of innovation by actively encouraging and encouraging independent decision-making and advocating innovative thinking. In this strategy, the leader is not only a mentor, but also a motivator, encouraging team members to bravely try new methods, challenge existing ideas, and see failure as an opportunity to learn. Transformational leaders emphasize the importance of goal sharing and communication, and leaders need to clearly communicate the team's vision and goals, so that team members can understand how their work fits with the overall goal. Leaders should establish an open channel of communication and encourage team members to share their ideas and suggestions. This open communication atmosphere can promote innovation because it makes team members feel that their opinions are respected and helps to bring together different perspectives and ways of thinking.

For teachers in education, the strategy of adopting transformational leadership also emphasizes the importance of empowerment and independent decision-making. Education leaders should fully trust their teachers' professional competence and give them enough autonomy to enable them to make innovative decisions in their educational work. This empowerment can not only stimulate teachers' creativity, but also enhance their sense of responsibility, allow them to be more actively involved in student education, and propose innovative educational programs. The role of education leaders is to provide guidance and support, while encouraging teachers to continuously explore new educational approaches and strategies to improve students' learning experiences and outcomes. Education leaders should support teachers in trying new educational methods and techniques, and encourage teachers to use modern technology tools to enhance the interactivity and attractiveness of classroom teaching to meet students' changing learning needs. At the same time, an innovative culture can be created and encourage them to actively participate in the decision-making process of education policy and curriculum design, so as to ensure that the education system constantly adapts to the changing needs of society and students. When implementing transformational leadership strategies, leaders should fully understand the needs and challenges of teachers and provide the necessary resources and support needed to ensure that they can implement innovative educational approaches smoothly and achieve success.

4.2 Use error cognition to promote teacher team innovation behavior

Educational leaders should actively encourage the improvement of individual error-checking ability, which can be achieved by encouraging teachers to actively explore new teaching methods and strategies. Leaders play a key role in this process and need to send a clear message that mistakes and failures will

not be severely punished, but should be seen as valuable learning opportunities. Teachers should be encouraged to actively face and deeply reflect on mistakes and failures to drive the growth of their individual educational abilities. Leaders can help teachers improve their teaching methods by providing support and timely feedback, and open communication channels should be established for teachers to freely share their experiences and challenges in their educational practice. In addition, leaders can set up incentive mechanisms to recognize teachers who actively try innovation, thus encouraging more teachers to take the first steps in trying new methods. This initiative helps to build a positive educational culture, emphasizing the error perception and growth in the teaching process. It makes teachers more willing to take risks and try new methods of education, because they know that if they fail, they are not punished, but are able to get support and encouragement from their leaders(As shown in Figure 1).

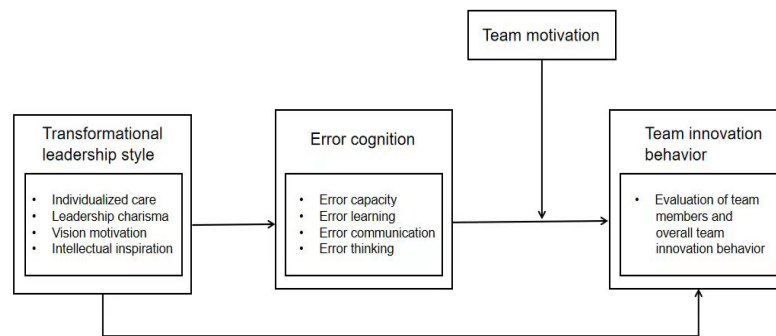


Figure 1: Analysis Chart of Error Perception Facilitating Teacher Team Innovation Behavior under Transformational Leadership

In promoting the error communication and communication within the organization, it is important to find remedial measures and explore the internal mechanism of the problem. This requires building a positive culture that encourages members to be honest and seek solutions together. First, leaders should stimulate discussions and encourage members to share their cognitive experiences of errors, rather than just emphasizing the errors themselves. Team members should then work together to understand the deep causes of the problem, rather than just staying on the superficial misrepresentation. This can be achieved through cause analysis and in-depth research to clarify the nature of the problem. Finally, organizational members need to be actively involved in developing remedial measures to ensure that similar problems do longer occur and better address challenges in the future. Through this in-depth communication, the organization can achieve continuous improvement, improve efficiency, and better meet the mission and goals of the organization, and provide more opportunities for members to learn and grow.

4.3 Build a community of craftsman-oriented teachers

Building a craftsman teacher community is an important way to cultivate teachers' craftsmanship, and the transformational leadership plays a key role in this process. In order to build a craftsman teacher community, education leaders can first establish a clear vision and shared core values. This vision should emphasize the key role of the teacher spirit of craftsmanship in education, and how this goal can be achieved through community collaboration and interaction. Leaders need to work with teachers to shape this vision and build a community of shared beliefs and values. This shared vision should not only include the goal and mission of education, but also emphasize the core values required by craftsman teachers, including professional commitment and responsibility for education; continuous learning, encouraging teachers to continuously improve their educational skills and knowledge, and innovation to actively explore new teaching methods and strategies to continuously improve the quality of education. These shared values will help to establish a unified educational culture and provide a solid foundation for the construction of the craftsman teacher community.

Transformational leaders can actively promote collaboration and knowledge sharing among faculty members, providing a useful platform for teachers to share regular team meetings, seminars, and educational practices. Leaders play a key role in this process, and their mission is to stimulate the spirit of collaboration, promote knowledge exchange, and provide teachers with the necessary resources and support to promote the overall building of the artisan teacher community. Seminar and workshops can provide teachers with deeper learning and collaboration opportunities, and leaders can invite experts or professionals in house to share the latest educational research and best practices. This helps teachers to acquire new insights and skills to improve their educational level. Furthermore, education leaders can

encourage faculty participation in professional development opportunities, such as providing training, seminars, and online courses to help faculty members continuously improve their educational skills and knowledge. Leaders can set up incentive mechanisms to recognize teachers who actively participate in professional development, thus encouraging more teachers to actively pursue excellence.

4.4 Create a campus cultural atmosphere advocating the spirit of craftsmanship

It is of great importance to build a campus culture that respects the craftsmanship. It requires the school to clearly define the core values of the craftsmanship and deeply integrate them into the vision and mission of the school. Leaders should set an example by demonstrating the practice of the craftsmanship, and actively encourage the teaching staff and students to actively practice this concept. In order to strengthen the cultural heritage, the school can plan seminars, lectures and exhibitions with the theme of the craftsmanship, so as to guide the campus community to deeply explore and discuss the connotation of the craftsmanship. Secondly, the campus cultural atmosphere advocating the craftsmanship should be actively promoted, and the stories and practical experience of the craftsmanship can be widely disseminated through a variety of media channels, such as the school newspaper, campus radio, social media, etc. These stories can cover the successful examples of teachers and students within the school, as well as the deeds of outstanding craftsmen in society. These publicity activities should be attractive and infectious, and can touch the hearts of teachers and students, and let them voluntarily participate in the cultural atmosphere advocating the spirit of craftsmanship. Through well-planned publicity activities, the school can stimulate students' strong interest in the spirit of craftsman and guide them to deeply pursue this concept. In addition, in order to further encourage the practice of the craftsmanship, the university can also set up the craftsmanship award to recognize the craftsmen who have performed well in various fields and inspire more people to actively participate in it. In addition, in the process of cultivating the craftsmanship, schools should encourage teachers to actively participate in community service and practical activities. This can be achieved by organizing volunteer activities, community service projects, etc. Through these participation, teachers can deeply experience the essence of the craftsmanship, and integrate the sense of responsibility and dedication into the educational practice.

5. Conclusion

According to the research, transformational leaders play a key role in cultivating teachers' craftsmanship. By encouraging innovation, emphasizing learning and growth, advocating independent decision-making and creating a culture of innovation, they provide opportunities for teachers to grow and develop, and promote progress in the field of education. In a changing education environment, transformational leaders are increasingly indispensable in helping the education system to adapt to and lead the future. With the guidance of transformational leaders, we can better train teachers with the craftsmanship, improve the quality of education, and provide students with better education.

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