

Research on the Problems and Optimization Strategies of Teacher Training Incentive Mechanisms in the Context of “Double High” Education

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Abstract: The comprehensive implementation of the “Double High Program” has raised higher requirements for the professional quality, teaching ability, and innovation level of vocational school teachers. Teacher training, as the core path to improve the quality of the teacher team, the scientificity and effectiveness of its incentive mechanism directly affect the quality of training and the enthusiasm of teachers to participate. Based on the strategic demands of “Double High” construction for teacher training, this paper reviews the current reality of the teacher training incentive mechanism in vocational schools, analyzes the core problems such as insufficient participation incentive, lack of process-based incentive, and absence of incentive for technology transfer and application, and proposes targeted optimization strategies in combination with vocational education development policies and practical experience. These strategies aim to provide theoretical references and practical guidance for Improving the teacher training incentive mechanism under the “Double High” background, stimulating teachers’ internal motivation, and enhancing the effectiveness of training.

Keywords: “Double high program”; Teacher training; Incentive mechanism; Vocational schools; Optimization strategies

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1. Introduction

At present, China’s vocational schools have gradually established a diversified teacher training system, covering pre-service training, on-the-job training, special topic training, and enterprise practice, providing strong support for improving teachers’ professional capabilities. However, in practice, problems such as “emphasizing form but neglecting effectiveness” and “emphasizing organization but neglecting incentives” still prevail. Some teachers exhibit “passive participation” and “perfunctory work” phenomena, and the training effects are difficult to be effectively transformed into teaching practical abilities. The core reason lies in the fact that the teacher training incentive mechanism has many deficiencies, failing to fully stimulate the internal motivation of teachers to participate in training^[1].

Under the background of “Double High”, the goal of teacher training has shifted from “full coverage” to “quality improvement and efficiency enhancement”, and it is urgent to build a scientific and complete incentive mechanism to solve problems such as insufficient training participation motivation and low training outcome conversion rate. Based on

this, this paper focuses on the problems and optimization strategies of the teacher training incentive mechanism under the “Double High” background, combines vocational education policy orientation and school practical experience, and conducts in-depth discussions, aiming to provide ideas and methods for vocational schools to improve the teacher training incentive mechanism, enhance the quality of the teacher team, and achieve the goals of “Double High” construction. At the same time, it provides practical-oriented academic references for related research in general periodicals^[2].

2. A practical examination of the teacher training incentive mechanism under the “double high” context

Since the implementation of the “Double High” plan, all levels of vocational colleges have attached great importance to teacher training. Based on their own professional construction characteristics and the needs of teacher development, they have gradually established a training system that is both targeted and practical. At the same time, a series of incentive measures have been introduced to promote the orderly conduct of teacher training and achieve certain results. From the current practice, the main characteristics of the teacher training incentive mechanism are as follows, laying the foundation for subsequent problem analysis and strategy optimization^[3].

From the types of incentive measures, the current teacher training incentives in vocational colleges are mainly divided into three categories: First, material incentives, which are the most basic form of incentives, including transportation subsidies, accommodation and meal subsidies, absence-of-work subsidies during training, performance bonus and bonus distribution after successful training, and some colleges also offer additional material rewards to teachers who participate in high-level training and obtain training outcome certifications; Second, spiritual incentives, which mainly enhance teachers’ sense of honor and belonging through activities such as selecting outstanding trainees, awarding training achievements, and internal commendation; Third, development incentives, which link teacher training experiences with professional title promotion, position appointment, and selection of professional leaders. Some colleges require teachers to complete the prescribed training hours each year, otherwise they will affect the professional title evaluation and position promotion, thereby forcing teachers to participate in training.

Overall, the current teacher training incentive mechanism in vocational colleges has been initially established and has played a positive role in promoting teachers’ participation in training and improving their professional capabilities. However, in light of the higher requirements for teacher training set by the “Double High” construction and the diversified needs of teachers’ professional development, the existing incentive mechanism still has many deficiencies, which restrict the further improvement of training effectiveness. It is urgent to deeply analyze the problems and optimize and improve them^[4].

3. Main issues of the teacher training incentive mechanism

Based on the target requirements of teacher training in the “Double High” context and the practical research situation, the current problems of the teacher training incentive mechanism in vocational colleges mainly lie in four aspects: participation, process, technology transfer and application, and differentiation. These problems are interrelated and mutually influential, jointly restricting the quality and effectiveness of teacher training.

3.1. Insufficient incentive for participation, weak internal motivation for teachers to participate in training

The most prominent problem with the current teacher training incentive mechanism is the lack of participation incentive. The core issue is that the training is not closely linked to the core interests and demands of teachers, making it difficult to stimulate their internal motivation to participate. On the one hand, the correlation between training and professional title promotion and performance evaluation is not high. Although most colleges clearly require teachers to complete the

prescribed training hours, in the professional title evaluation, training experience is only regarded as a “plus item” rather than a “necessary item”, and the weight of the bonus is relatively low; in the performance evaluation, the assessment indicators of training performance are rather vague, mostly based on “whether they participated or not”, without including factors such as training attitude, training results, and training achievements in the assessment, resulting in teachers “not participating seriously and not being proactive in learning”. On the other hand, the attractiveness of the incentive measures is insufficient. Material incentives are mostly in the form of subsidies and small bonuses, with low amounts, which are difficult to motivate teachers’ enthusiasm; the forms of spiritual incentives are relatively simple, mostly simple commendations, lacking long-term effectiveness and influence; the development incentives lack clear guidance. Some colleges although link training with job appointment, do not clearly specify the specific association between training results and job promotion, resulting in teachers being unable to see the actual benefits brought by training, thus having the cognition that “training is useless”, and the willingness to participate actively is not strong ^[5].

3.2. Lack of process-based incentives, poor learning sustainability

The current teacher training incentives mainly focus on mobilization before training and assessment and commendation after training, lacking effective incentives for the training process. This leads to the difficulty in maintaining the learning enthusiasm of teachers during the training. On the one hand, there is a lack of phased feedback and incentives during the training period. Most training adopts a “filling the classroom” teaching mode, where teachers passively accept knowledge. The training organizers fail to provide timely feedback on teachers’ learning attitudes, progress, and achievements, nor set up phased incentive measures, resulting in teachers easily experiencing fatigue and slackness in the middle of the training, and a significant decline in learning efficiency. On the other hand, there is a lack of supervision and guidance incentives for the training process. Some training lacks an effective process supervision mechanism, and teachers exhibit phenomena such as “not studying despite signing in”, “leaving halfway”, and “perfunctorily completing assignments”, while the training organizers fail to promptly correct these behaviors and do not provide immediate incentives to teachers who have studied diligently and actively participated in interactions, making it difficult to mobilize the initiative and enthusiasm of teachers in the training process ^[6].

At the same time, the training content is not closely combined with teachers’ actual needs. Some training content is overly theoretical and lacks specificity and practicality. Teachers find it difficult to obtain effective knowledge and skill improvement during training, further reducing the sustainability of learning. For example, some colleges’ general training does not design content based on the needs of teachers of different specialties, different teaching years, and different development stages, causing teachers to think that “the training content is irrelevant to their teaching”, and thus they participate in the training indifferently, failing to achieve the training effect ^[7].

3.3. Absence of transformation incentive, insufficient integration of training and teaching

Under the “Double High” background, the core goal of teacher training is to promote the transformation of training outcomes into teaching practice capabilities, improving teaching quality and professional construction levels. However, the current teacher training incentive mechanism has the problem of “emphasizing training but neglecting transformation”, with the absence of transformation incentives, resulting in the widespread occurrence of the “useless after training” phenomenon.

On the one hand, there is a lack of incentive measures for the transformation of training outcomes. Most colleges only focus on whether teachers have completed training and obtained training qualification certificates, without providing incentives for teachers to apply what they have learned to teaching practice, carry out teaching reforms, and solve teaching problems; for teachers who have transformed training outcomes into teaching plans, teaching materials, research papers, and teaching reform projects, there is a lack of corresponding material rewards and spiritual recognition, resulting in teachers lacking the motivation for transformation. On the other hand, there is a lack of platforms and guarantee mechanisms for transformation. Colleges have not established effective platforms for displaying, exchanging, and promoting

training outcomes, making it difficult for teachers to share what they have learned with other teachers and obtain relevant guidance and support, resulting in the difficulty of effectively implementing training outcomes; at the same time, some colleges lack an assessment and evaluation mechanism for the transformation of training outcomes, and do not include the transformation situation in teachers' performance evaluations and professional title reviews, further weakening teachers' motivation for transformation ^[8].

3.4. Insufficient differentiated incentives, unable to adapt to diverse needs

The teacher group in vocational colleges has obvious differences. Teachers of different teaching years, different specialties, and different development stages have significant differences in their training needs and incentive demands. However, the current teacher training incentive mechanism adopts a "one-size-fits-all" model, lacking differentiated design, and is unable to adapt to the needs of different groups of teachers.

On the one hand, there is no distinction between teachers of different teaching years. Newly recruited teachers lack teaching experience and urgently need training to improve their teaching skills and professional qualities. Their incentive demands are more inclined towards development incentives and guidance incentives, while the existing incentive measures are mostly material incentives and uniform spiritual incentives, unable to meet their professional growth needs; The key teachers and professional leaders already possess certain teaching abilities and professional proficiency. Their motivation demands are more inclined towards high-level training opportunities, research support, and incentive for technology transfer and application, but the existing incentive measures lack specificity and are unable to stimulate their further improvement. On the other hand, the incentive needs of teachers from different specialties are not differentiated. The construction of "Double High" emphasizes development of professional characteristics, and the training contents and goals for teachers from different specialties vary, and their motivation demands also differ. For instance, engineering teachers place more emphasis on the incentive of practical training in enterprises, while liberal arts teachers place more emphasis on the training of teaching methods and research capabilities. However, the existing incentive measures have not been designed in accordance with professional characteristics, resulting in a significant reduction in the effectiveness of the incentive mechanism ^[9].

Furthermore, some institutions do not fully consider the individualized needs of teachers, and the training incentive measures lack flexibility, making it difficult to meet the diverse demands of teachers, and further reducing the effectiveness of the incentive mechanism.

4. Optimization strategies for teacher training incentive mechanism

In response to the existing problems of the current teacher training incentive mechanism, in combination with the strategic requirements for teacher training set by the "Double High" construction, and based on the professional development needs of vocational school teachers, this paper proposes targeted optimization strategies from four dimensions: system, process, outcome transformation, and hierarchical classification. It aims to construct a scientific, complete, and feasible teacher training incentive mechanism, stimulate the internal motivation of teachers to participate in training, and enhance the effectiveness of the training.

4.1. Improve institutional incentives and strengthen the support for training motivation

Institutional incentives are the core of the teacher training incentive mechanism. The core lies in closely linking the training with the core interests and demands of teachers, clarifying the incentive orientation, and strengthening the motivation for participation. On the one hand, improve the linkage mechanism between training, professional qualification evaluation, position appointment, and performance assessment. Incorporate teacher training experience, training hours, and training outcomes as "essential items" for professional qualification evaluation, increasing the weight of training outcomes in the evaluation; in position appointment, prioritize appointing teachers with excellent training performance

and significant training achievements; in performance assessment, refine training assessment indicators, including training attitude, training performance, and training outcome transformation, and link them directly to performance wages and bonuses, deducting corresponding performance penalties for Teachers who fail to meet training requirements or have poor performance, forming an “rewarding excellence and punishing inferiority” incentive orientation ^[10].

On the other hand, optimize incentive measures to enhance the attractiveness of incentives. In terms of material incentives, increase the training subsidy standard, and offer high bonuses to teachers participating in high-level training, enterprise practice training, and obtaining training outcome certifications; in terms of spiritual incentives, enrich the incentive forms, apart from commendation and selection of outstanding students, establish honorary titles such as “Outstanding Training Achievement Award” and “Advanced Individual in Teaching Transformation”, and widely publicize them through school bulletin boards and campus public accounts, enhancing teachers’ sense of honor and belonging; in terms of development incentives, clarify the connection between training outcomes and the selection of professional leaders and key teachers, and prioritize recommending teachers with excellent training performance to participate in high-level training, scientific research projects, and teaching reform projects, providing more opportunities for teachers’ professional growth. At the same time, establish a teacher training burden reduction mechanism, reasonably arrange training time, avoid conflicts with teaching work, and provide appropriate work adjustments for teachers participating in training, alleviating the contradiction between work and study, and enhancing teachers’ motivation to participate in training.

4.2. Strengthen process incentives to enhance the sustainability of learning

Process incentives are the key to improving training effectiveness. The core lies in mobilizing the enthusiasm and initiative of teachers in the training process through phased feedback, immediate incentives, and process supervision, ensuring the sustainability of learning. On the one hand, establish a training phased feedback and incentive mechanism. Divide the training into multiple stages, and after each stage, the training organizer promptly provides feedback on teachers’ learning progress and achievements, and provides guidance and assistance for existing problems; at the same time, set phased incentive measures, rewarding teachers who have completed the training tasks of each stage, actively participated in interactive exchanges, and performed well, such as small bonuses, honorary certificates, and priority participation in subsequent training, to stimulate teachers’ learning enthusiasm.

On the other hand, strengthen training process supervision and guidance incentives. Establish a training process supervision mechanism, through sign-in and check-in, classroom interaction, and homework checks, to standardize teachers’ participation in training, and promptly remind and correct teachers who are negligent in participation or leave halfway; at the same time, encourage teachers to actively participate in training interactions, share learning experiences, and give additional incentives to those who actively speak, participate in discussions, and submit high-quality homework, creating a “competitive and learning” learning atmosphere. In addition, optimize training content and teaching models, based on the needs of different groups of teachers, design targeted and practical training content, adopt case teaching, group discussions, on-site practical operations, etc., to enhance the interest and effectiveness of training, and increase teachers’ enthusiasm and sustainability for learning.

4.3. Build a transformation platform to strengthen the incentive for transformation

Transformation incentive is the core of realizing the value of training. The core lies in building a transformation platform and improving incentive measures to promote the transformation of training outcomes into teaching practical abilities, achieving the integration of training and teaching. On the one hand, establish a training transformation incentive mechanism. For teachers who apply the training knowledge to teaching practice, carry out teaching reforms, and solve teaching problems, material rewards and spiritual recognition will be given; for teachers who convert the training outcomes into teaching plans, teaching courseware, research papers, and teaching reform projects, they will receive support for scientific research funds, promotion in professional titles, priority for evaluation and selection, etc. At the same time, a

“Special Fund for Training Outcome Transformation” will be established to provide financial guarantees for teachers to carry out training outcome transformation.

On the other hand, a platform for displaying, exchanging, and promoting training outcomes will be set up. Regular training outcome display meetings and experience exchange meetings will be organized to allow teachers to share training outcomes and application experiences, promoting mutual learning and reference among teachers; using campus public accounts, teaching resource platforms, and other carriers, excellent training outcomes and teaching cases will be promoted to expand the influence of the outcomes; at the same time, an outcome transformation guidance mechanism will be established, arranging key teachers and professional leaders to guide and assist teachers in the outcome transformation process, solving problems encountered in the process of outcome transformation, and improving the efficiency of outcome transformation. In addition, the outcome transformation situation of training will be included in the performance evaluation and professional title evaluation of teachers, clearly defining the assessment standards and bonus weights of outcome transformation, and compelling teachers to attach importance to training outcome transformation, achieving “training leads to learning, learning leads to application, and application leads to success”.

5. Conclusion

Under the “Double High” background, teacher training is a core measure to improve the quality of the teaching staff in vocational colleges, promote professional construction, and achieve training goals. The incentive mechanism is the key guarantee to stimulate teachers’ internal motivation to participate in training and improve the effectiveness of training. Currently, the incentive mechanism for teacher training in vocational colleges has problems such as insufficient participation incentive, lack of process incentive, absence of outcome transformation incentive, and insufficient differentiated incentive, which restricts the further improvement of training quality and is difficult to adapt to the strategic requirements of “Double High” construction.

The proposed optimization strategies start from improving institutional incentives, strengthening process incentives, and building a transformation platform, combined with vocational education policy guidance and college practical experience, to construct a scientific and feasible teacher training incentive mechanism. It should be noted that teacher training incentives are not a single means, but a systematic project, which requires multi-dimensional collaborative efforts of systems, processes, development, and guarantees to fully exert the incentive effect. Vocational colleges should combine their own actual situations, continuously optimize and improve the incentive mechanism, refine incentive measures, and strengthen incentive implementation, making the incentive mechanism truly become a “catalyst” to stimulate teachers’ internal motivation and improve the effectiveness of training.

Looking forward to the future, with the continuous advancement of the “Double High Plan”, teacher training work in vocational colleges will face higher requirements. Only by continuously optimizing the teacher training incentive mechanism, based on the professional development needs of teachers, implementing precise policies and persevering efforts, can the enthusiasm and initiative of teachers to participate in training be stimulated, the effective transformation of training outcomes be promoted, and the professional quality and teaching ability of the teaching staff be improved, providing strong talent support for the realization of the “Double High” construction goals and promoting the high-quality development of vocational education.

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