

Development of Double-qualified Teachers' High Performance in Medical College under Henan Province

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ABSTRACT

The objective of this research was to propose guidelines for developing double-qualified teachers' high performance in medical colleges under Henan Province. The study applied mixed methods research design combining quantitative and qualitative data collection. The key informants were 15 administrators and teachers engaged in medical teaching from 5 colleges in Henan Province, obtained through a purposive sampling method. The focus group was composed of 9 experts and professors from medical education colleges with more than 5 years' medical education management experience or using relevant management experience to carry out work in Henan Province. The instruments for data collection was in-depth interviews, frequency analysis was conducted through content analysis. The research results found that guidelines for double-qualified teachers' high performance in medical colleges under Henan Province should focus on upgrading the teacher's teaching ability and quality, basic quality, professional ability and quality, practice ability and quality in the college which consists of 24 managerial guidelines.

KEYWORDS: Development, Double-qualified Teachers' High Performance, Medical College, Henan Province

Introduction

Since the new century, China's higher vocational education has entered a stage of rapid development. Faculty development is a key link in the development of higher vocational

education, and improving professionalism is the core factor of faculty development. In 1995, the State Education Commission put forward the policy concept of double-qualified for the first time in the Notice on the

construction of demonstration vocational universities. Since then, double-qualified teachers began to enter China's policy system. And the double-qualified teachers have been regarded as the goal of the construction of vocational education teachers in China.

The Opinions of the State Council of the Central Committee of the Communist Party of China on Comprehensively Deepening the Reform of Teacher Construction in the New Era (2018) proposes to comprehensively improve the quality of teachers in vocational colleges and build a high-quality double-qualified teachers teaching force. Strengthen the construction of vocational and technical teacher training colleges, support high-level schools and large and medium-sized enterprises to jointly build double-qualified teacher training bases, and establish a mechanism for higher education schools and industry enterprises to jointly train dual-teacher teachers. Effectively promote the teachers of vocational colleges and universities to regularly practice in enterprises, and constantly improve the practical teaching ability.

In recent years, China's higher specialized medical education has developed vigorously, which has trained a large number of grassroots medical talents for the modernization construction, but there is a lack of systematic and integrated consideration and design in the team construction and teacher training of double-qualified teachers. The training of double-qualified teachers is one of

the extremely important links in the education chain of higher vocational colleges, which is related to the survival and development of the school, the future development of medical colleges and the quality of talent training. The training and education of medical students not only requires students to learn theoretical knowledge, but also to carry out clinical practice. Therefore, the requirement requires teachers to have teaching ability and medical clinical experience. How to improve the high-quality development of school teachers according to the national policy and promote the quality of medical personnel training is a problem that needs to be considered.

Teachers of medical schools in China follow the training mode of doctors. They have no clinical work experience at graduation, and no longer enter clinical work after entering the school. At the same time, they do not have teaching theory and teaching experience. However, the cultivation of medical students in teaching not only pays more attention to students' theoretical knowledge learning, but also pays more attention to clinical practice. Therefore, teachers are required to have not only teaching ability, but also have medical clinical knowledge and clinical related experience. How to improve the high-quality development of school teachers according to the national policy and promote the quality of medical personnel training is a problem that needs to be considered. The research object of the study is

double-qualified teachers' high performance development in medical college under Henan Province. Discuss and analyze the current situation of double-qualified teachers in medical colleges under Henan Province, how to improve the quality of double-qualified teachers, and put forward the guidelines to improve the high performance of double-qualified teachers.

Purpose

To propose guidelines for developing the double-qualified teachers' high performance in medical colleges under Henan Province.

Benefit of Research

The construction of double-qualified teachers is not only related to individual teachers, but also related to students' employment, school construction and development and social benefits. It can promote the development of teachers themselves, promote the growth of students, and enhance the social contribution of medical vocational education.

Research Process

Step1: Through literature review and related research, study the policies and current situation of double-qualified teachers' high performance in medical colleges.

Step2: Create questions by analyzing the content of the component. Conduct in-depth interviews through purposive sampling, with 15 administrators and teachers as key informant.

Step3: Introduce guidelines through focus group discussion.

Population and Sample

The research population for in-depth interviews is administrators and teachers in medical colleges under Henan Province. The in-depth interview sample is total 15 administrators and teachers engaged in medical teaching in 5 colleges by purposive sampling. It is composed of 5 school administrators, 5 department administrators (department heads and deans), and 5 professional course teachers.

Total 9 experts for focus group discussion from different medical colleges under Henan Province. These experts mainly have relevant experience and qualifications.

Instruments

1. Interviews in semi-structure
2. Focus group

Data analysis

(1) Conduct frequency analysis on the content of in-depth interviews and propose the quality of double-qualified teachers' high performance in medical colleges under Henan Province.

(2) The focus group was moderated by the researcher on developing double-qualified teachers' high performance in medical colleges under Henan Province, this discussion is about "guidance and suggestions on developing double-qualified teachers' high performance in medical colleges under Henan Province.

(3) Researcher and experts jointly discuss and evaluate the draft model to propose double-qualified teachers' high performance in medical colleges under Henan Province.

Conclusion and discussion

Based on the interview results, the researcher summarized the frequency of results for each factor, as follows:

1. Current situation of double-qualified teachers in medical colleges

1.1 Practical ability (14)

1.2 Teacher skills training and training system (13)

1.3 School-hospital two-way flow (10)

1.4 Funding and policy support (8)

1.5 Practical experience (7)

2. The components of qualities of double-qualified teachers should have in medical colleges

2.1 Professional theory and practical knowledge (15)

2.2 Love the education cause, professional attitude and dedication spirit (14)

2.3 Teaching ability (14)

2.4 Practical operation ability (13)

2.5 Teaching ability of combining professional theory and practice (12)

3. The key success factor and incentive measures to develop double-qualified teachers' high performance

3.1 Policy and effective management (14)

3.2 Support from government and the educational administration department (14)

3.3 Career planning and self-improvement (12)

3.4 Professional knowledge develops simultaneously with clinical practice ability (9)

3.5 Cooperation between college and hospitals (8)

4. Guidelines to improve double-qualified teachers' high performance in medical colleges

4.1 Training platform (15)

4.2 Cooperation between college and hospitals (12)

4.3 Teacher self-improvement (11)

4.4 Excitation mechanism (11)

4.5 Learning community (8)

Based on in-depth interviews result with 15 key informant, the following four factors of double-qualified teachers' high performance in medical colleges were identified, namely the teaching ability and quality, basic quality, professional ability and quality, practice ability and quality. The specific names and index are shown in Figure 1 below:



Figure 1: Components of double-qualified teachers' high performance in medical colleges

1. Teaching ability and quality consisted of 7 variables: (1) Ability of curriculum reform and development. (2) Ability of teaching design, teaching organization, teaching implementation, teaching evaluation and teaching reflection. (3) Advanced education and teaching concepts, high the level in pedagogy knowledge. (4) Solid language foundation and language expression ability. (5) Coaching under Andragogy based concept for student enhancement in high performance and learning outcome. (6) Ability to use modern information technology for education and teaching. (7) Ability to obtain the vocational education teacher qualification certificate.

2. Basic quality consisted of 7 variables: (1) Broad and rich cultural literacy. (2) Love the education cause, with a professional attitude and dedication spirit. (3) Lead by example and be a teacher. (4) Lifelong learning. (5) Creative and self-development capabilities. (6) Team spirit and the

character to work together with people. (7) Care and love the students forever.

3. Professional ability and quality consisted of 5 variables: (1) Ability to pass through professional and technical titles qualifications. (2) Research ability, research acuity, combined with the latest industry technology, the transformation of research achievements. (3) Solid professional theory and practical knowledge. (4) International perspective, global thinking about professional research. (5) Teaching ability of combining professional theory and practice.

4. Practice ability and quality consisted of 4 variables: (1) Have professional and related field technical skills and practical operation ability. (2) Transform professional knowledge into clinical results and apply it to clinical practice to produce social benefits. (3) Ability to design professional courses and practical training. (4) Ability to guide students in clinical professional

practice activities and skills competitions.

From the results of focus group discussions content, the researcher summarized guidelines to improve double-qualified teachers' high performance in medical colleges as follows.

1. Teaching ability and quality. There were 8 managerial guidelines. Details were as follows:

1.1 Build a learning community of double-qualified teachers, carry out mutual help and learning activities, build a platform for mutual assistance, exchange and learning, and realize teacher experience exchange and resource sharing.

1.2 The college shall establish an effective teacher training and training system, Implementation of new teacher education: the training content mainly focuses on teachers' ethics training, teaching routine training and teaching skills training, and the old teachers with rich teaching experience and practical experience are arranged to give guidance. Conduct routine teaching training and teaching skills training to provide support for teachers' sustainable development.

1.3 The college sets up teaching achievement awards, builds teachers' teaching innovation team, and holds teaching ability competitions.

1.4 Teachers' self-improvement: improve personal cultivation and build personal career planning.

1.5 The government has financial and policy support for the training of double-qualified teachers.

1.6 The college strengthen the information infrastructure construction and provide equipment and technical

support for the modern information technology education and teaching.

1.7 Actively participate in various teaching activities organized by college, such as lecture competition, teaching innovation competition, etc. At the same time, more often communicate and exchange teaching experience and teaching reflection with experienced full-time teachers, so as to enhance their teaching ability.

1.8 Improve the qualification access system for double-qualified teachers.

2. Basic quality. There were 5 managerial guidelines. Details were as follows:

2.1 Fully respect teachers. In work management, pay attention to the humanistic care of teachers, make teachers feel pleasure in teaching work, have good working atmosphere and colleague encouragement; the society recognizes the social status of teachers, and give sufficient respect and corresponding welfare treatment.

2.2 Ethics training for new teachers.

2.3 Enhance teachers' awareness of self-learning, lifelong learning concept and self-development ability.

2.4 Teachers should conduct their own further study to improve their own cultural literacy.

2.5 Cultivate teachers' love for education, be a model and care for students.

3. Professional ability and quality. There were 5 managerial guidelines. Details were as follows:

3.1 The college provides policies and effective management, including: capital, equipment, technology and resource support, etc.,

improve the incentive mechanism, adopt the position (title) promotion priority, evaluation first, salary incentive and honorary title incentive.

3.2 Improve the teaching ability of combining professional theory with practice. Constantly learning with theoretical knowledge, while improving practical ability, teaching innovation, teaching reform, in-depth combination of theory and practice.

3.3 Build training platforms of different levels of primary, middle and advanced training, provide teachers with different forms of online and offline training, and improve the teaching, practice and scientific research ability of double-qualified teachers.

3.4 Teachers continue to improve their own professional theory and practical knowledge.

3.5 Understand the research trends and trends of the major at home and abroad, and the latest academic achievements, and update the professional knowledge. Strengthen capacity building for scientific research.

4. Practice ability and quality. There were 6 managerial guidelines. Details were as follows:

4.1 Increase the number of teachers, reduce the workload of teachers, so that teachers have time for clinical practice.

4.2 The college establishes an effective teacher skill training system; Provides a systematic rotation training plan and clinical practice supervision for double-qualified teachers; Provides teachers with practical positions and encourages teachers to participate in clinical practice in the medical industry.

4.3 Expand the source of teachers and encourage medical institutions to enrich clinical experience in clinical teaching.

4.4 The two-way college-hospital flow mechanism is smooth, the double-qualified teacher training base is jointly built, and effective practice plans are formulated to continuously improve the practical skills of teachers.

4.5 Teachers can transform their professional knowledge into clinical results and apply it to clinical practice to produce social benefits.

4.6 Carry out professional title transfer evaluation, and allow clinical teachers to transfer professional titles to clinicians.

According to the research purpose, the data processing was completed and the corresponding results were obtained. And shaping a model to improve the development of double-qualified teachers' high performance as figure 2.

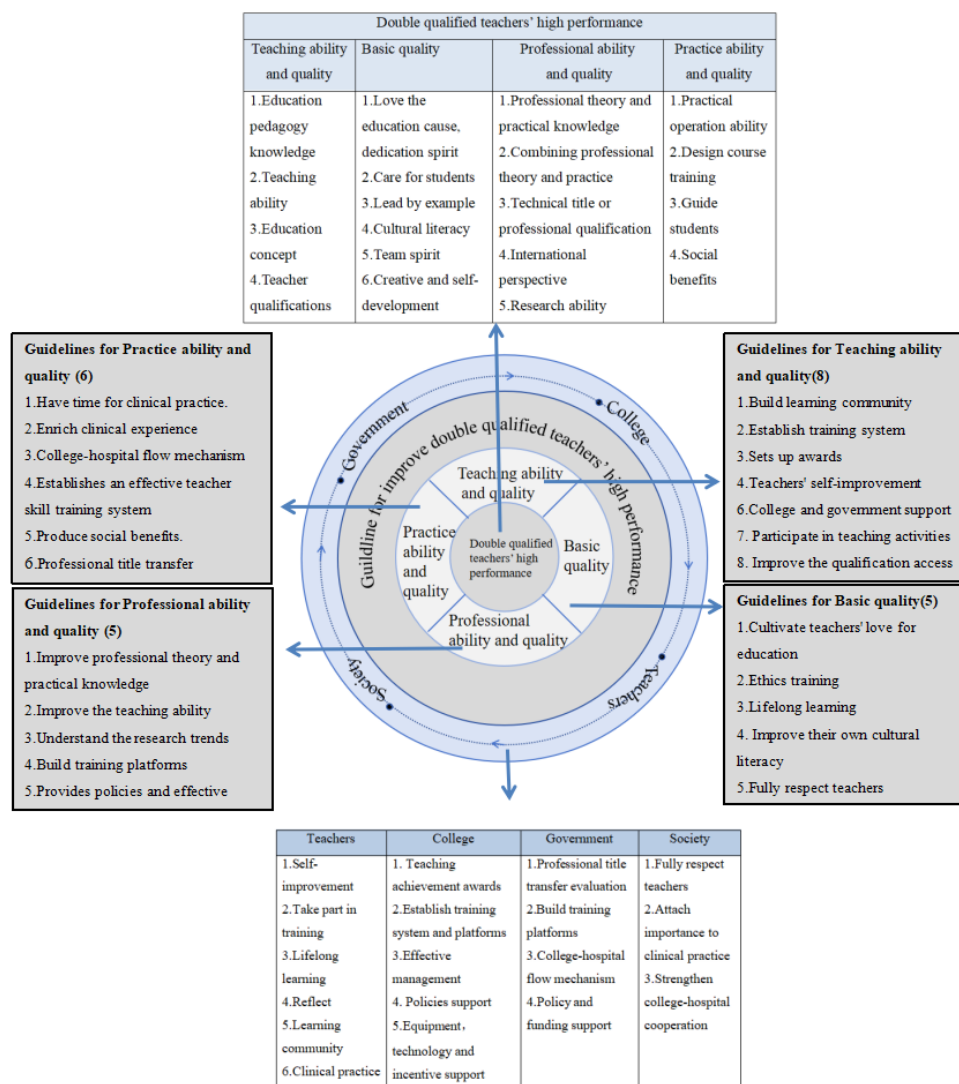


Figure 2: The model for the development of double-qualified teachers' high performance in medical colleges

The major findings were revealed as such because from the perspective of the teachers themselves, the schools and the government, the guidelines put forward a more comprehensive and practical way to realize the double-qualified teachers' high performance in medical colleges. On the basis of sound system, guidelines emphasize strengthening the quality monitoring of double-qualified teachers' high

performance; On the basis of building a double-qualified teacher training system can better promote the development of the professional ability and practical ability of the double-qualified teachers. The quality improvement of double-qualified teachers' high performance requires government support, policy tilt, financial matching, and internal factors, teachers themselves have strong

growth needs, partner groups, learning community, etc.

This research finding was in accordance with the research of Liu Zhu (2022) which was found that attach importance to the basic professional quality of higher vocational teachers; improve the training system and improve the practice mechanism of higher vocational teachers. Also, the findings were in the same direction with Wang Qiang, Lv Yang (2019), They pointed out that higher vocational colleges, enterprises and governments should jointly establish "double teacher" teacher training institutions, strengthen the "double teacher" teacher practice system, require teachers to practice regularly; establish and perfect relevant legal system and improve the incentive mechanism. Moreover, from the research of Yin kehan (2022), it was found that strengthen the practical ability of double-qualified teachers, corresponding to the research of Liu Zhu (2022), double-qualified teachers master professional knowledge and skills, and popularize and apply them to the field of production and circulation, so as to make practical contributions to the social and economic development.

Recommendation

1. Recommendation for Policies Formulation

1) Establish a double-qualified teacher professional development system in higher vocational colleges. The double-qualified teacher professional development system in higher vocational colleges includes the teacher qualification certificate system, the teacher qualification assessment system, the teacher qualification incentive system, etc.

2) Establish an incentive system for double-qualified teachers. The establishment and improvement of the incentive system of double-qualified teachers in higher vocational education is conducive to improving the consciousness of double-qualified teachers to participate in the training. The cultivation of the quality of double-qualified teachers requires teachers to pay a lot of time, energy and even higher costs. The colleges must formulate a series of incentive measures to mobilize the enthusiasm and initiative of double-qualified teachers.

3) Strengthen the government's responsibility and establish the main investment position of the government in higher vocational colleges: due to the high teaching cost of medical specialized education, the emphasis on the allocation of funds. Medicine is a very practical subject, and the cost of education is relatively high. Governments at all levels must increase their investment in medical education.

2. Recommendation for Practical Application

1) Fully respect teachers: pay attention to the humanistic care of teachers in work management, make teachers feel happy in teaching work, have a good working atmosphere and the encouragement of colleagues; and society recognizes the social status of teachers, and give enough respect and corresponding welfare treatment. Cultivate teachers' love for education, be a model, and care for students.

2) Build training platforms of different levels of primary, middle, and advanced training, provide teachers with different forms of online and offline training, and improve the teaching, practice, and scientific research ability of double-qualified teachers.

Medical college education cultivates high-level, application-oriented and skilled talents with strong clinical ability to solve practical problems and practical operation ability, and strong pertinence and adaptability of medical practice positions. Teachers of medical education in higher vocational colleges should not only impart special scientific theoretical knowledge to students, but also cultivate students' practical ability. Therefore, the teachers engaged in medical specialized education must be double-qualified teachers with rich clinical experience and understand the law of education and teaching.

3) Expand the source of teachers and encourage doctors with rich clinical experience in medical institutions to conduct clinical

teaching. Increase the number of full-time teachers, reduce the workload of teachers, so that full-time teachers have time for clinical practice. And ethics training for new teachers.

4) The colleges should strengthen the training of education and teaching ability for the medical technicians in the affiliated hospitals, and improve their medical humanistic quality and classroom knowledge teaching ability. At the same time, teachers engaged in medical teaching in the school should regularly engage in medical services and health services in affiliated hospitals to enrich clinical experience.

3. Recommendation for Further Research

1) In the following study, the researcher can analyze the influencing factors of high-performance development of double-qualified teachers, so as to provide strategies for the policy formulation of high-performance development of double-qualified teachers in medical colleges.

2) Conduct in-depth research on the policies related to the development of double-qualified teachers in medical schools, such as the double-qualified teacher skills training system, double-qualified teacher access system, and double-qualified teacher assessment system, and determine clear guidelines and policies.

3) Conduct the research on the hospital-college cooperation model. Medical colleges belongs to the education department, hospital

belongs to the health department management, the management system and the promotion channel is different, so should develop hospital-school cooperation mode under the government and the management department, to build double-qualified teacher training

base, effective practice plan, make the medical education in professional construction, curriculum construction, double-qualified teacher team construction, clinical teaching, student practice, student employment, etc.

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