

The Strategy Research on Improving the Innovative Behavior of Young Teachers in Public Vocational Colleges in Yunnan Province

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Abstract

This article aims to study (1) the current situation of innovative behavior among young teachers in public vocational colleges in Yunnan Province, China, and (2) propose appropriate development strategies to enhance their innovative behavior. The sample consisted of 375 young teachers from 37 public vocational colleges in Yunnan, using a systematic random sampling approach. Data were collected through structured questionnaires and in-depth interviews, and analyzed using descriptive statistics and content analysis. The findings of the study were as follows:

The level of innovative behavior among young teachers in Yunnan was high, with a mean score of 3.71 for idea generation and 3.54 for idea championing, indicating room for improvement, especially in the areas of generating and championing new ideas in teaching.

Organizational factors, such as perceived organizational innovation climate, organizational support and knowledge sharing, had a significant positive impact on teachers' innovative behavior. Individual factors, including self-efficacy, work engagement and job satisfaction also contributed positively to innovation. However, barriers such as limited resources, institutional constraints were identified as significant inhibitors of innovation.

This study provides a comprehensive analysis of the current state of innovative behavior among young teachers in Yunnan's vocational colleges and offers corresponding strategies to improve it.

Keywords: Young Teachers; Innovation Behavior; Vocational Education; Institutional Barriers; Yunnan

Introduction

With the acceleration of global economic integration, innovation has become a core driving force for social progress and economic development, particularly in the field of education. In China, especially in the higher vocational education system, innovation is regarded as a key factor in improving educational quality and enhancing the competitiveness of schools. As the main arena for cultivating applied technical talents, vocational colleges rely heavily on the innovative behavior of young teachers, which directly influences the quality of education, the innovation of teaching methods, and the effectiveness of talent cultivation. As an important part of the faculty in vocational colleges, young teachers' innovative behavior plays a crucial role in promoting educational reform and achieving educational goals. However, in public vocational colleges in Yunnan Province, young teachers' innovative behavior still faces numerous challenges. Their innovative potential has not been fully realized, and the expected educational outcomes and quality have not been achieved. Therefore, studying how to enhance the innovative behavior of young teachers in Yunnan's vocational colleges has become an important issue for improving educational quality and promoting educational reform.

Yunnan Province, located in the southwestern part of China, is a multi-ethnic region that faces significant challenges due to geographical, economic, and cultural constraints. Although the provincial government has increased investment in vocational education in recent years, the overall educational resources remain relatively scarce, particularly in terms of faculty development. Young teachers in vocational colleges often face challenges such as heavy workloads, lack of innovation resources, and limited practical experience. These factors collectively limit their ability and enthusiasm to implement innovative teaching practices. Especially in economically underdeveloped areas, the support system for teachers' innovation is still insufficient, making it difficult for young teachers to fully engage in innovative behaviors. This phenomenon indicates that there are significant gaps in promoting innovation among young teachers in Yunnan's vocational colleges, which severely affects the progress of educational reforms.

Against this background, enhancing the innovative behavior of young teachers in Yunnan's vocational colleges has become a pressing issue. However, there is a lack of research specifically focusing on the innovative behavior of young teachers in Yunnan. Most existing studies are concentrated on theoretical discussions, without in-depth analysis of local practical conditions. While some research

has explored the internal and external factors affecting teachers' innovation, how to effectively stimulate innovative behavior among young teachers in economically disadvantaged regions like Yunnan remains an unresolved issue. Therefore, understanding the current state of young teachers' innovative behavior in Yunnan's vocational colleges and analyzing the specific factors influencing this behavior are crucial research questions. This will provide theoretical support and practical guidance for developing strategies to enhance teachers' innovative behavior.

Research Objective

This study aims to achieve two main objectives:

1. To study the current situation of innovative behavior among young teachers in public vocational colleges in Yunnan Province. Focusing on areas such as idea exploration, idea generation, idea championing, and idea implementation. 2. To formulate the strategies to improve the innovative behavior among young teachers in Yunnan higher vocational colleges. This includes exploring how teachers engage with innovation in their teaching practices, the goal is to identify the strengths and weaknesses in their current innovative behavior.

These objectives aim to provide a comprehensive understanding of the factors that shape innovation among young teachers in vocational colleges, and offer strategies for improving their innovative behaviors.

Literature Review

In the context of deepening reforms in higher vocational education, the innovative behavior of young teachers has become a key factor in improving educational quality and driving the development of vocational education. Scott and Bruce (1994) defined innovative behavior as a multidimensional construct comprising idea exploration, idea generation, idea championing, and idea implementation. Janssen (2000) further supported this view by emphasizing the iterative nature of innovation as a continuous cycle. In the higher education context, Messmann and Mulder (2012) argued that these four dimensions manifest in teachers' willingness to identify opportunities for pedagogical renewal, while Zhou and George (2001) highlighted the role of classroom practice as the ultimate arena for idea implementation. Together, these studies demonstrate that innovation is a dynamic process requiring

both individual initiative and institutional support. In terms of organizational factors, Kanter (1988) illustrated how leadership style, institutional support, and innovation climate critically shape teachers' behavior. Rhoades and Eisenberger (2002) confirmed that perceived organizational support strongly influences teachers' motivation to innovate. Zhou and Hoever (2014) demonstrated that transformational leadership is particularly effective in encouraging risk-taking and experimentation, whereas West (2002) cautioned that rigid structures and limited resources undermine innovation. In terms of individual factors, Bandura (1997) emphasized the importance of self-efficacy in enabling teachers to enact change, while Kong, Sun, and Yan (2018) identified proactive personality and work engagement as key personal drivers of innovative efforts. Collectively, these studies suggest that innovative behavior emerges from the interplay between personal dispositions and institutional contexts. In terms of strategies, Chang et al. (2011) recommended strengthening professional training programs aligned with national and regional reforms to cultivate teachers' innovation competencies. Tondeur et al. (2008) advocated for the development of innovation platforms such as digital learning environments and cross-disciplinary teams to enhance collaboration. Thurlings et al. (2015) observed that knowledge-sharing mechanisms, including lesson study and professional learning communities, effectively support the diffusion of innovative practices. Messmann and Mulder (2012) stressed that industry-education collaboration provides vocational teachers with practice-based solutions, while Giles and Hargreaves (2006) underscored the significance of distributed leadership and long-term funding models. These findings collectively indicate that enhancing innovative behavior requires a comprehensive strategy integrating individual empowerment, institutional support, and systemic alignment with policy and industry.

In conclusion, existing studies show that enhancing the innovative behavior of young teachers in vocational colleges requires a multi-faceted approach, including organizational support, teacher incentives, and the cultivation of individual qualities. The literature suggests that both organizational and individual factors play a role in promoting innovative behavior. While existing research provides theoretical and practical guidance for improving teachers' innovation behavior, there is still a gap in research focused on the specific conditions of vocational colleges in Yunnan. The key issue remains how to integrate local characteristics and practical paths to enhance teachers' innovation behavior. Therefore, future research should further explore these aspects with a focus on regional specificity and practical solutions.

Conceptual Framework

The conceptual framework for this study is grounded in the interaction between organizational factors and individual factors that influence the innovative behavior of young teachers in public vocational colleges in Yunnan Province. This framework is developed to explore how both external organizational contexts and intrinsic personal characteristics combine to shape teachers' engagement with innovative practices in their teaching processes.

At the core of this framework are two key sets of variables: organizational factors and individual factors, both of which are essential for understanding and fostering innovation in teaching. The organizational factors consist of elements such as perceived organizational support, leadership style, knowledge sharing, and the organizational innovation climate. These factors provide the structural environment within which teachers operate and significantly impact their ability and willingness to innovate. Organizational support includes emotional support, instrumental support and organization recognition, which play a pivotal role in shaping teachers' motivation and capacity for innovative behaviors. Leadership style, particularly transformational leadership, is identified as a critical determinant of innovation, as it shapes the vision and culture of the institution. The organizational innovation climate, encompassing the peer innovation climate, supervisory innovation climate and school innovation climate, which can either foster a conducive environment for innovation or impose limitations based on rigid norms and expectations.

On the other side of the framework are individual factors, such as work engagement, proactive personality, teacher self-efficacy, and job satisfaction. These traits are seen as internal motivators that influence how teachers perceive and approach innovation in their professional practices. Work engagement, which refers to the degree of energy and dedication teachers invest in their work, has been shown to correlate positively with innovation. Proactive personality represents the inclination to take initiative, seek new challenges, and act upon opportunities, which are key for innovative behavior. Self-efficacy, or teachers' belief in their ability to succeed in innovative tasks, is a significant driver in their willingness to experiment with new teaching methods and to persist despite obstacles. Job satisfaction also plays a role in fostering innovation, as teachers who are satisfied with their work environment are more likely to engage in creative and innovative practices.

The interaction between these organizational and individual factors creates a dynamic system that influences the innovative behavior of young teachers. This framework posits that while the organizational context provides the structural foundation, the individual factor with this context to determine the extent to which innovation is actualized. Furthermore, the relationship between these two sets of factors is reciprocal: strong institutional support can enhance individual motivation and innovation, while highly engaged and innovative teachers can help shift and refine the organizational climate in turn.

Thus, the conceptual framework guides this study in examining how organizational and individual factors together influence the innovative behaviors of young teachers, aiming to identify the key drivers and barriers to innovation. By understanding this interaction, the study seeks to provide a comprehensive perspective on fostering innovation in teaching practices in vocational colleges. This framework also lays the groundwork for proposing appropriate strategies to improve the innovative capacity of young teachers in Yunnan's public vocational colleges.

Methodology

This study adopts a mixed-methods approach, combining quantitative and qualitative research methods to comprehensively examine the current state of innovative behavior among young teachers in public vocational colleges in Yunnan Province and to identify the organizational and individual factors that influence their innovation. The mixed-methods design allows for a more holistic understanding of the research problem by integrating numerical data with in-depth qualitative insights, providing both breadth and depth to the analysis.

1. Research Design

The study follows a descriptive and exploratory design. The descriptive aspect of the study is aimed at documenting the current state of innovative behavior among young teachers in Yunnan's vocational colleges, capturing the various dimensions of innovation such as idea exploration, idea generation, idea championing, and idea implementation. The exploratory aspect of the study seeks to understand the factors that affect these innovative behaviors, specifically focusing on organizational influences (e.g., leadership style, organizational support) and individual characteristics (e.g., work engagement, proactive personality, self-efficacy). The mixed approach allows for triangulation, which

enhances the credibility of the findings by cross-verifying data from both quantitative and qualitative sources.

2. Participants

The study sample consists of young teachers (defined as those under the age of 40) from public vocational colleges in Yunnan Province. The participants were selected using systematic random sampling to ensure the sample accurately represents various types of vocational colleges in the region. A total of 375 teachers from 37 colleges across Yunnan participated in the study. This approach ensures that the results are representative of the broader context of vocational education in the province.

3. Data Collection Methods

To collect data on both the current state of innovative behavior and the factors influencing it, the study uses surveys and in-depth interviews.

Surveys: A structured questionnaire was designed to gather quantitative data on the innovative behaviors of young teachers. The questionnaire was divided into four sections: (1) demographic information (age, gender, years of teaching experience, etc.), (2) self-reported innovative behavior (using a Likert-scale to assess teacher behaviors related to idea exploration, idea generation, idea championing, and idea implementation), (3) organizational factors (such as organizational support, leadership style, and knowledge sharing), and (4) individual factors (including work engagement, proactive personality, self-efficacy, and job satisfaction). The survey was distributed to all selected teachers, and a total of 375 valid responses were collected, resulting in a response rate of 89.28%.

In-depth Interview: To complement the quantitative data, In-depth interviews were conducted with a subset of 22 teachers who participated in the survey. These teachers were selected based on a purposive sampling technique, focusing on those who demonstrated high or low levels of innovation in the survey responses. The interviews aimed to explore in greater detail the teachers' perceptions of their innovative behavior, the challenges they face, and the factors they believe influence their innovation. The In-depth format allowed for flexibility in the interview process, enabling the researcher to probe deeper into specific areas of interest while maintaining consistency across interviews.

4. Data Analysis

Data analysis for this study involved both descriptive statistics and content analysis. **Descriptive Statistics:** The survey data was analyzed using descriptive statistics to calculate means, standard deviations, and frequencies. This approach helped quantify the extent to which young teachers engage

in innovative behaviors and to identify trends and patterns across the sample. Statistical tests, such as t-tests and ANOVA, were employed to assess differences in innovation behaviors based on demographic variables (e.g., age, years of experience) and institutional factors (e.g., type of college, leadership style).

Content Analysis: The interview data were transcribed and analyzed using content analysis. This qualitative method involved coding the interview transcripts to identify recurring themes and patterns related to the factors influencing innovative behavior. The content analysis process was guided by a thematic coding approach, where key themes such as "organizational support," "leadership," "work engagement," and "self-efficacy" were identified and categorized. The results of the content analysis provided deeper insights into the specific challenges and opportunities teachers face in fostering innovation, which complemented the quantitative findings.

5. Validity and Reliability

To ensure the validity and reliability of the data, several steps were taken. The questionnaire was pre-tested with a small group of teachers prior to the main data collection to ensure clarity and relevance. Based on feedback from the pre-test, necessary adjustments were made. The reliability of the survey instrument was assessed using Cronbach's alpha, with a value above 0.8 indicating good internal consistency. Additionally, for the qualitative interviews, member checking was employed, where participants were asked to review the transcriptions of their interviews to ensure accuracy and confirm the interpretation of their responses.

6. Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional review boards. Informed consent was obtained from all participants, and they were assured of their anonymity and the confidentiality of their responses. Participants were also informed of their right to withdraw from the study at any time without consequence. The data collected from the surveys and interviews were stored securely and only used for the purposes of this research.

7. Limitations

While the study provides valuable insights into the innovative behavior of young teachers in Yunnan's vocational colleges, several limitations should be acknowledged. First, the study focused only on public vocational colleges in Yunnan, which may limit the generalizability of the findings to other regions or private institutions. Second, the cross-sectional nature of the study means that it cannot establish causal relationships between the factors and innovative behavior. Future research could

employ longitudinal designs to examine how these factors evolve over time and their long-term effects on innovation.

Research Result

The main objective of this study was to investigate the current state of innovative behavior among young teachers in public vocational colleges in Yunnan Province and to analyze its specific manifestations. Through the analysis of survey data and in-depth interviews, this paper provides a detailed description and evaluation of the innovative behavior of young teachers. The following are the key findings regarding the current state of innovative behavior.

1. Analysis of the Current State of Innovative Behavior

From the survey data, it can be seen that young teachers in Yunnan's vocational colleges generally show a positive but uneven engagement with innovation, influenced by various factors. Specifically, teachers perform differently across the various dimensions of innovation behavior.

Table 1: Mean and Standard Deviation of Young Teachers' Innovation Behavior Dimensions

Innovation Behavior Dimension	Mean	Standard Deviation
Idea Exploration	3.89	0.73
Idea Generation	3.71	0.71
Idea Championing	3.54	0.67
Idea Implementation	3.78	0.61

Idea Exploration: The survey results show that young teachers are relatively active in exploring new ideas. Teachers generally express a willingness to experiment with new teaching methods, particularly in terms of teaching strategies and the application of technology. The mean score for this dimension was 3.89 (SD = 0.73), suggesting that most teachers are open to innovation and actively seek new ways to improve their teaching. However, some teachers also mentioned that their exploration of new ideas is often hindered by constraints related to course content, textbooks, and teaching resources, which limits their potential for innovation.

Idea Generation: In terms of idea generation, teachers performed moderately, with a mean score of 3.71 (SD = 0.71). Although many teachers are able to come up with new teaching ideas, their ability to convert these ideas into feasible teaching plans and methods is relatively weak. Some teachers reported that the lack of sufficient support and time made it difficult for them to implement innovative

ideas in their teaching. Additionally, some teachers mentioned that constraints imposed by curriculum structure and subject requirements limit the depth and breadth of their generated ideas.

Idea Championing: The score for idea championing was relatively low, with a mean of 3.54 (SD = 0.67). This indicates that although teachers can generate and implement new ideas, they face significant difficulties in promoting these ideas across the institution or influencing their colleagues. In the interviews, most teachers indicated that the lack of support from school leadership and peers is the primary obstacle to advocating for innovation. Some teachers mentioned that without effective advocacy mechanisms, it is difficult for them to gain adequate recognition and resource support at the school level.

Idea Implementation: In terms of idea implementation, teachers showed a relatively positive attitude, with a mean score of 3.78 (SD = 0.61). Most teachers are able to implement innovative ideas in their classrooms and experiment with different teaching methods. However, many teachers indicated that they still face significant resource shortages during the implementation process, particularly in terms of technology, training opportunities, and administrative support. The lack of sufficient teaching resources and appropriate incentives for innovation remains the primary barrier to the widespread implementation of new ideas in teaching.

2. Regional Differences in Innovative Behavior

By comparing the innovative behavior of teachers from different types of vocational colleges, the study found regional differences in the expression of innovation. Teachers who engage more positively with innovation tend to come from colleges with relatively abundant resources and more open management. In contrast, teachers from colleges with fewer resources and more traditional management practices exhibit more conservative innovation behaviors. Specifically, teachers in vocational colleges located in remote areas show lower levels of innovation, and their innovation behaviors are generally less systematic and less in-depth.

3. Main Challenges Faced by Teachers

From the interview data, it is evident that despite most young teachers showing some intent to innovate, they generally face the following challenges:

Insufficient Resources: Teachers generally reported that the main obstacle to innovation is the lack of resources, including technological equipment, textbooks, training opportunities, and teaching

assistants. Especially in some remote colleges, the lack of necessary hardware and professional development opportunities severely affects teachers' ability to engage in innovative teaching practices.

Institutional Constraints: Teachers reported that the current teaching system and evaluation mechanisms impose constraints on their innovative behavior. Many teachers indicated that the fixed curriculum structure and rigid teaching objectives and content limit their ability to try new teaching methods and course content.

Lack of Support and Incentives: Teachers mentioned in the interviews that despite their attempts to innovate in the classroom, the lack of support from leadership and colleagues is a significant barrier. Many teachers expressed the desire for more policy support, training opportunities, and innovation incentives from their institutions to receive more recognition and motivation for their innovative efforts.

Through an in-depth analysis of the current state of innovative behavior among young teachers in Yunnan's vocational colleges, this study reveals the main characteristics of innovation behavior, the obstacles encountered, and the specific challenges faced by teachers. Although most teachers have the intention to innovate and have implemented innovation to some extent, their innovative behavior still faces many limitations due to insufficient resources, institutional constraints, and lack of support. Future research and reforms should focus on optimizing these influencing factors and creating a more supportive innovation environment for teachers to promote the widespread implementation of innovative behaviors in vocational colleges.

Discussion

The findings of this study, supported by the SWOT-TOWS analysis, provide a nuanced understanding of the current state of innovative behavior among young teachers in public vocational colleges in Yunnan Province. While the results demonstrate that these teachers display a relatively positive orientation toward innovation, the evidence also reveals clear disparities across different dimensions of innovative behavior and across institutional contexts. This section discusses the implications of these results, focusing on how the present state of innovation reflects broader structural and contextual conditions in vocational education.

1. Strengths in Innovation Orientation

One of the most significant findings is that young teachers show strong engagement in idea exploration, with high mean scores reflecting their willingness to adopt and experiment with new approaches to teaching. This suggests that, at the level of mindset, young teachers in Yunnan are open to pedagogical renewal and eager to explore creative strategies. Such openness is consistent with the demands of a rapidly evolving vocational education landscape, where adaptability and responsiveness to new methods are crucial. However, the gap between idea exploration and subsequent phases generation, advocacy, and implementation indicates that teachers' innovative potential is not being fully realized in practice.

2. Weaknesses in Translating Ideas into Practice

The relatively lower scores in idea generation and idea championing point to challenges in converting creative impulses into concrete pedagogical innovations. Although teachers are motivated to innovate, structural limitations such as time pressure, rigid curricular frameworks, and insufficient support hinder their capacity to design and implement effective innovations. The lowest scores in idea advocacy further underscore the difficulties teachers face in promoting their ideas within the institutional environment. Without adequate mechanisms for recognition and dissemination, many innovative practices remain confined to the classroom and fail to influence the broader teaching culture. This highlights a systemic issue: innovation is treated as an individual endeavor rather than a collective, institutionally supported process.

3. Structural and Contextual Constraints

The study also reveals notable regional disparities in innovation behavior. Teachers in better resourced and more open institutions tend to report higher levels of innovation, while those in resource constrained or traditionally managed colleges particularly in remote areas demonstrate more conservative practices. These differences reflect broader inequalities in educational resources and administrative flexibility, suggesting that institutional conditions are as decisive as individual motivation in shaping innovative behavior. The challenges most frequently cited by teachers lack of resources, institutional rigidity, and insufficient support further confirm that innovation cannot be sustained without an enabling environment. These findings resonate with existing literature emphasizing the role of institutional culture, leadership, and resource availability in fostering teacher innovation.

4. Implications for Understanding Teacher Innovation

Taken together, these results suggest that while young teachers in Yunnan vocational colleges possess the willingness and capacity to innovate, their behaviors are shaped—and often constrained—by the institutional environment. Innovation is not merely a product of individual traits such as creativity or initiative, but also a reflection of the systemic conditions in which teachers operate. Thus, the relatively high scores in exploration coupled with lower scores in generation, advocacy, and implementation can be interpreted as evidence of a structural disconnect: teachers are ready to innovate but lack the institutional and cultural scaffolding necessary to support sustained innovation.

Recommendation

Based on the findings of this study, several recommendations are proposed to enhance the innovative behavior of young teachers in Yunnan's vocational colleges. These recommendations are aimed at addressing the identified barriers and facilitating a more conducive environment for fostering innovation in teaching practices. They are categorized into organizational support, leadership, resource allocation, and professional development.

1. Strengthening Organizational Support

One of the primary recommendations from this study is to strengthen the organizational support structures that facilitate teacher innovation. The study revealed that a lack of resources, including technological tools, training programs, and access to professional development, was a major barrier to innovation. To address this, educational institutions must prioritize the allocation of resources, ensuring that teachers have access to the latest teaching technologies, digital tools, and updated educational materials. Moreover, a formalized system of innovation support within the institution, including dedicated funds or projects to encourage experimentation and creative teaching methods, should be implemented. Creating platforms for teachers to share innovative practices and collaborate across disciplines will also enhance the institutional environment for fostering innovation.

2. Enhancing Leadership and Management Styles

Leadership plays a crucial role in promoting or hindering innovation in educational institutions. Based on the findings, it is evident that transformational leadership, which emphasizes empowerment, recognition, and support for new ideas, can significantly enhance teachers' innovative efforts. Therefore,

it is recommended that vocational colleges in Yunnan adopt and promote transformational leadership styles. School leaders should actively encourage and support teachers' innovative practices, provide necessary resources, and recognize the efforts of teachers engaged in innovative projects. This can be achieved by fostering a leadership culture that values innovation, as well as providing training for institutional leaders to develop skills in managing and supporting creative initiatives.

Additionally, the establishment of a clear advocacy mechanism within the institution to promote innovative ideas at all levels of the organization will be vital. Teachers should be given opportunities to present their innovative ideas to school leadership and peers, and these ideas should be supported through appropriate institutional channels.

3. Reforming Institutional Structures and Evaluation Mechanisms

The study found that rigid curricula and assessment mechanisms were significant barriers to innovation. Teachers expressed that fixed course structures and inflexible teaching objectives left little room for the integration of new teaching methods. To overcome this, it is recommended that vocational colleges revisit and revise their curricula and assessment frameworks to allow for more flexibility and creativity in teaching. Curricula should be designed in a way that encourages teachers to experiment with new ideas and integrate innovative teaching practices without being constrained by traditional models.

Furthermore, the assessment system should be reformed to include not only academic performance but also the innovative efforts of teachers. By incorporating innovation-related criteria into performance appraisals and reward systems, schools can better incentivize teachers to engage in innovative practices.

4. Promoting Professional Development and Teacher Empowerment

Professional development is another key area where improvements are necessary. The study revealed that many teachers felt inadequately supported in terms of skill development and professional growth. It is essential for vocational colleges to invest in continuous professional development programs that focus on enhancing both pedagogical skills and innovative thinking. These programs should go beyond traditional teaching methodologies and include workshops, seminars, and collaborations with industry experts to equip teachers with the necessary skills to integrate new technologies and teaching methods into their practice.

Additionally, teachers should be encouraged to engage in interdisciplinary and cross-institutional collaboration. Providing opportunities for teachers to work together on innovative teaching projects can foster a culture of collective problem-solving and creativity. Offering more opportunities for teachers to participate in research, attend conferences, and collaborate on national and international educational initiatives will help enhance their professional growth and innovation capacity.

5. Encouraging a Collaborative Teaching Environment

Finally, fostering a collaborative teaching environment is essential to nurturing innovation. Teachers often face challenges in isolation, particularly when their innovations are not recognized or supported by their peers. To address this, vocational colleges should create spaces for teachers to collaborate, exchange ideas, and learn from one another. Peer support networks, mentorship programs, and team-based teaching projects should be encouraged to foster a culture of collaboration and innovation.

Institutions should also establish informal networks for teachers to share ideas and seek advice on innovative practices. These informal networks can help overcome barriers such as time constraints and the lack of institutional recognition for individual innovation efforts.

In conclusion, this study has highlighted the current state of innovative behavior among young teachers in Yunnan's vocational colleges and identified key barriers to their innovative potential. By strengthening organizational support, adopting transformational leadership practices, reforming institutional structures, promoting professional development, and fostering a collaborative teaching environment, institutions can create a more conducive environment for innovation. These recommendations, when implemented, have the potential to significantly enhance the innovation capacity of teachers, ultimately improving the quality of vocational education in the region.

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