College Teacher Performance: A Literature Review

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Abstract

The purpose of this study is to review academic research on the performance of university teachers. The paper provides an overview of the main research topics on the performance of university teachers and summarizes the gaps in previous research. This article reviews and analyzes the empirical research topics published in the past five years, and summarizes five themes in total. These five themes are divided as follows. Topic 1: The impact of teaching methods on student academic performance. Topic 2: Teacher training and career development. Topic 3: Effective utilization of educational resources and academic performance. Topic 4: Teacher performance management and salary. Topic 5: The issue of teacher well-being and turnover. In the future, attention can be paid to the relationship between teacher performance, salary, and training.

Keywords: employability, college graduates, literature review

1. Introduction

The performance of global university teachers mainly has problems in evaluation standards and systems, manifested as single evaluation indicators, lack of scientificity, simple and mechanical evaluation methods, lack of flexibility and pertinence. Current methods cannot fully reflect the teaching ability and effectiveness of teachers. In recent years, researchers have also conducted in-depth research on the performance of university teachers. This mainly includes multiple studies in the field of education on the impact of teaching methods on student academic performance, teacher training and career development, and teacher well-being and turnover. These studies reflect the important role of many key factors in education for students

and teachers, providing important insights for educational policies and practices. Through in-depth exploration of these key themes, we can gain a more comprehensive understanding of the impact of teaching methods, the importance of teacher training, and the importance of teacher well-being on school performance. Therefore, this review will provide important reference information for research and educational decision-making in related fields.

2. Methods

This comprehensive review synthesizes and reviews the existing academic literature on university teacher performance. The authors mainly rely on the Google Scholar platform to search for suitable published papers. Google Scholar uses customized year criteria to search

for relevant research published between 2019 and 2023. When searching for keywords, a combination of three words was used, named "college teachers" "Performance" and "Salary."

The authors scanned titles and discarded play publications, opinion pieces, and cited journal articles. The papers will be searched, downloaded, read and analyzed from November 2023 to December 2023. Papers are selected for final review based on the following criteria:

Published from 2019 to 2023;

Published in English;

Focus on University Administration; And

Pay attention to the performance of college teachers.

The authors conducted a theoretical analysis of the selected papers in this review study. I have read these documents many times. The themes were identified using an inductive approach without pre selection of codes or categories.

3. Results and Discussion

Through analysis of the selected research, five main themes were identified. The detailed discussion of these topics is as follows.

Topic 1: The impact of teaching methods on students' academic performance

The impact of teaching methods on students' academic performance is an important research topic in the field of education. Huescar Hernandez's (2020) research highlights the impact of teacher-induced autonomy support on student academic performance. This study found that teacher-induced autonomy support can indirectly affect academic performance by affecting students' persistence and intrinsic motivation. Wang (2019)'s research highlighted the role of MOOC-based flipped classroom in promoting student learning performance, and proposed feasible reuse guidelines for MOOCs in traditional university education. In addition, Geng (2021) used deep convolutional neural network technology and proposed a multi-level residual convolutional neural network algorithm, which can help learners identify pronunciation errors, thereby improving oral English learning performance. These research results show the positive impact of teaching methods on student achievement from different perspectives. In addition, Hanushek's (2019) research found that teachers' cognitive skills in

different countries are closely related to student performance, highlighting the importance of teachers' cognitive skills to student performance. The findings of Muenks (2020) indicate that students' attitudes towards teachers' fixed intellectual beliefs will affect teachers' psychological vulnerability in the classroom, thereby affecting student performance and engagement.

Topic 2: Teacher training and professional development

Under this theme, research on teacher training and professional development covers multiple dimensions. Sindhu (2019) emphasized the importance of student feedback in evaluating teacher performance, while Van Waeyenberg's (2022) study revealed the positive impact of the performance management process on teachers. Chen's (2019) research results showed that teachers' sense of efficacy significantly predicted internship performance through their emotions. Vagi (2019) analyzed data from apprenticeship teacher preparation programs and found that more qualified student teachers were more likely to enter and remain in the profession. In addition, Liu's (2021) findings highlight the critical role of teachers' salary growth and human capital returns on career decisions. García's (2022) research revealed a positive relationship between teachers' basic salary and students' academic performance. Meanwhile, Rickman (2019) found that state rankings of nominal public school teacher salaries changed significantly after adjustment, pointing to the importance of salary adjustments. XIN (2021) research shows that teachers' subjective well-being scores are declining year by year, which is related to factors such as socioeconomic conditions, social connections, and social threats. Dai's (2022) findings indicate that expansion has a large positive causal impact on teacher supply. Viano (2021) found that teachers preferred malleable school processes, namely administrative support and discipline enforcement, and to higher salaries. Arviv Elyashiv (2021) discusses the problem of teacher attrition from an economic perspective. The study found that many beginning teachers who left their jobs were relatively well-educated. Although the literature emphasizes teachers' intrinsic motivation for choosing a career, the findings are consistent with earlier empirical research showing that job rewards do play an important role in teachers' career decisions.

Furthermore, research shows that at lower salary levels, the more educated teachers are, the more different the reward-turnover relationship becomes. That is, the attrition rate of highly educated teachers decreases sharply as wages increase.

Taken together, these studies collectively reveal multiple important factors in the field of teacher training and professional development, highlighting the important link between performance management, salary incentives, and teacher feedback and teacher satisfaction.

Topic 3: Effective use of educational resources and academic performance

Under this theme, the effective use of educational resources and academic performance include multi-dimensional research. Research by Lee (2019) found that students taught by science teachers had better educational pathways and outcomes in STEM. He (2020) compared the input-output, student tuition and teacher income of Chinese and American universities, and the results showed that the development of higher education in China requires an increase in teachers' salaries. Research by Graham (2023) shows that students with more experienced and qualified teachers are more likely to achieve positive postsecondary outcomes. The research of Viano (2021) further revealed the impact of school characteristics on teachers' employment decisions, especially the importance of administrative support and discipline enforcement as well as teacher compensation, which may play an important role in school performance and students' academic performance. Research by Viano (2021) found that attracting and retaining teachers is an important factor in improving low-performing schools. The study examines three school attributes that may influence teachers' employment decisions: fixed school characteristics, structural features of employment, and malleable school processes. The study found that teachers' strong preference for two malleable school processes, administrative support and discipline enforcement, and higher salaries was a structural feature.

Taken together, these studies provide a new perspective for the rational allocation of educational resources and the improvement of academic performance, emphasize the importance of teachers' professionalism and school characteristics to teaching quality, and provide suggestions for optimizing the allocation of educational resources and improving academic performance.

Topic 4: Teacher Performance Management and Salary

According to the research results of Sindhu (2019), students' feedback is crucial for evaluating teachers' teaching performance, emphasizing the importance of student evaluation in performance management. Van Waeyenberg (2022) pointed out that there is a positive relationship between perceived performance management process intensity and teacher performance, and affective organizational commitment may be an important mediating variable in this relationship, which highlights the positive impact of the performance management process on teachers. Rickman's (2019) study found that teachers' salary advantages have an important impact on teachers' career decisions through adjustments to teachers' salaries in various states. It also revealed the impact of teacher salary adjustments on the stability of the teaching force.

Topic 5: Teacher well-being and attrition issues

The research results of XIN (2021) show that teachers' subjective well-being is on a downward trend year by year and is affected by factors such as socioeconomic conditions, social connections, and social threats. Dai (2022) proposed that teacher supply has an impact on teachers' employment decisions, especially for women and women living in less developed areas. The research results of Viano (2021) pointed out that teachers' employment decisions are affected by school attributes, and teachers are more likely to choose schools with administrative support and discipline enforcement. Research by He (2020) shows that the salary level of Chinese university teachers is relatively low, and their income is only about 20% of that of their peers in the United States. Lee (2019)'s research proposes the development direction of higher education in China, including controlling the expansion of universities and increasing student tuition fees and teachers' salaries. Research by Graham (2023) found that students with more experienced and qualified teachers were more likely to achieve positive postsecondary

outcomes. These findings suggest the important impact of teacher well-being and work environment on teaching quality and student performance.

4. Conclusion

This study covers multiple relevant research literature on the performance of university teachers. In the study of the impact of teaching methods on student academic performance, different teaching methods such as MOOC flipped classroom, teacher-induced autonomous support, and deep convolutional neural networks have been shown to indirectly affect student performance. In terms of teacher training and career development, the process of teacher performance management and salary levels have been proven to have a significant impact on teacher career decision-making. At the same time, the emotional organizational commitment and student evaluation of teachers also highlight the importance of teaching work. In the study of teacher well-being and turnover, it has been found that subjective well-being, campus environment, and salary levels of teachers have significant impacts on their employment decisions, teaching quality, and student performance.

5. Directions for Further Research

In the future, we can further explore the relationship between teacher psychological capital and performance, the relationship between teacher teaching style and performance, the relationship between teacher job satisfaction and performance, the relationship between teacher interaction with other educators (such as education managers, parents, colleagues, etc.) and performance, as well as the relationship between teacher cognition of educational policies and systems and performance. These fields can provide new perspectives and in-depth exploration for the performance research of university teachers.

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