GLOBAL TRENDS IN TEACHER PERFORMANCE ASSESSMENT: BIBLIOMETRIC ANALYSIS TO IDENTIFY BEST PRACTICES ON SCOPUS DATABASE

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A R T I C L E   I N F O

Abstract. This study aims to explore global trends and best practices in teacher performance assessment through bibliometric analysis. Using the Scopus database and the Biblioshiny tool, the research identifies key contributions, themes, and collaborations within the field. The analysis focuses on research performance, including annual scientific production, relevant sources, authors, affiliations, and countries, as well as science mapping to examine co-occurrence networks, three-field plots, collaboration networks, and world maps. Results indicate a significant increase in publications from 2018 to 2024, reflecting growing global interest in improving educational quality through teacher performance assessment. Collaboration networks highlight six distinct thematic clusters, while the world map underscores the pivotal role of international partnerships in advancing innovative and evidence-based practices. These findings emphasize the importance of research-driven approaches in enhancing teacher effectiveness and fostering global educational development.

INTRODUCTION

Teacher performance assessment is important because it helps improve teaching effectiveness through evidence-based evaluation of learning outcomes, teacher-student interactions, and the use of multi-dimensional analysis (Liu et al., 2024). Teacher performance evaluation serves to enhance the quality of teaching by identifying strengths and areas for improvement in teaching practices (Amini et al., 2024). Holistic teacher assessment by prioritizing performance-based and learning-oriented assessments, which is essential for creating more effective and relevant teacher education (Arefian & Esfandiari, 2024). Teacher performance assessment is crucial for enhancing teaching effectiveness through evidence-based evaluations that encompass learning outcomes, teacher-student interactions, and multidimensional analysis, emphasizing a holistic approach with performance-based and learning-oriented assessments to support more effective and relevant teacher education (Citrawan et al., 2024).

Challenges in teacher performance evaluation include various aspects, such as limited access to adequate technology and infrastructure, including poor internet connectivity and a lack of suitable devices (Devi & Chand, 2024). Hernández-Sellés & Massigoge-Galbis (2024) mentioned challenges in teacher performance evaluation include the initial lack of digital competencies among many teachers, limited access to quality training, and difficulties in developing large-scale training programs. In assessment literacy, there are challenges in assessing teacher performance, including difficulties in preparing tests for advanced students, limitations in designing online tests, as well as obstacles in communicating assessment results, especially to parents (Park, 2024 & Widana et al., 2021).

The importance of structured assessment rubrics to provide consistent feedback, clarify performance criteria, and support the development of assessment competencies among teachers or peers (Alaa et al., 2024). The main indicators for assessing teacher performance include content validity through expert review and iterative testing, inter-rater reliability through intraclass correlation and internal structure through generalization theory analysis. In addition, the concordance between teacher and peer assessment confirms the validity of the relationship with other variables, while the positive perception of more than 80% of students towards peer assessment indicates a positive impact on the learning process (Lertsakulbunlue & Kantiwong, 2024). Structured assessment rubrics ensure consistent feedback, clarify performance criteria, and enhance assessment skills, while key performance indicators validate content, reliability, and positive peer-teacher alignment, contributing to effective learning.

Bibliometrics can be defined as a method of quantitative analysis and visualization of scientific publication data, such as articles, journals, authors, institutions, and keywords, to understand development trends, research patterns, and main contributions in a particular field, in this case teacher evaluation (Song et al., 2024). The bibliometric characteristics highlight the analysis of articles on teacher performance assessment in higher education from the WOS core collection. Citation analysis focuses on highly cited articles and countries of origin for first authors. Thematic evolution and citation data emphasize the importance of teacher performance assessment in enhancing educational quality and its global research progression over time (Istenič, 2024). Bibliometrics is a quantitative method for analyzing and visualizing scientific publication data to identify trends, research patterns, and contributions, with studies on teacher performance assessment emphasizing its role in improving educational quality and showcasing global research progress over time.

The main challenges in teacher performance assessment include maintaining the authenticity of the assessment so that it reflects real situations in the classroom, while ensuring the assessment remains structured and provides valid data for evaluation (Widana et al., 2023). The complexity of teachers' work, such as collaboration with colleagues, classroom management, and interactions with students, is often difficult to measure comprehensively in a single assessment without sacrificing fairness or measurability (Smeets et al., 2025).

Scopus and Web of Science (WoS) are the largest scientific databases used for bibliometric analysis. Pranckutė (2021) explained that Scopus covers a wider scope, including international journals that are relevant to various scientific disciplines, including education. This article emphasizes how Scopus can be used to identify research trends, assess researcher productivity, and measure international collaboration. Gurunath et al., (2021) discusses the

important role of Scopus as a tool for efficient bibliometric analysis. They highlight the power of Scopus in providing comprehensive bibliographic data, including abstracts, keywords, and citations necessary for in-depth analysis. This article emphasizes the benefits of Scopus in supporting research in the field of education, especially in evaluating teacher performance. Scopus allows researchers to track research impact, evaluate journal quality, and analyze academic collaborations across institutions and countries. This topic is very relevant to trends in teacher performance assessment. Therefore, the research questions of this article are: (a) to analyse the bibliometric keyword "teacher performance assessment" related to the research performance which consists of annual scientific production, most relevant source, country scientific production and document; (b) to analyse the bibliometric keyword " teacher performance assessment " related to science mapping which consists of Co-Accurance Network, Three-Field Plot, Collaboration Network and Collaboration World Map.

METHOD

This study explores the scientific literature, analyzing the performance and trends of teacher performance assessment topics using bibliometric. Bibliometric analysis is used to review publications related to the scope, enables the collection of relevant data to analyze teacher performance assessment trends and supports data-based decision making (Turner et al., 2024). The researcher utilizes the R programming tool, Biblioshiny, to conduct bibliometric analysis.

Biblioshiny is a web-based application developed as an extension of the Bibliometrix R package, designed to facilitate bibliometric analysis and visualization of scientific literature data. It provides an intuitive graphical user interface (GUI) that allows users, regardless of their programming expertise, to perform comprehensive analyses, such as keyword trends, citation analysis, collaboration networks, and thematic evolution. By simplifying complex bibliometric tasks, Biblioshiny supports researchers in identifying trends, patterns, and influential works within a specific research field, enhancing the accessibility and usability of bibliometric methods (Aria & Cuccurullo, 2017).

This study involves five stages: determining keywords, conducting data searches, selecting articles, validating data, and analyzing data. The process of determining keywords aligns with the study's objective, which focuses on international publications related to teacher performance assessment. Hence, the chosen keyword is:

> TITLE-ABS-KEY (teacher AND performance AND assessment) AND TITLE-ABS-KEY (higher AND education)) AND (LIMIT-TO (SUBJAREA, "SOCI")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (OA, "all"))

The researcher utilizes this keyword in the Scopus database (Scopus.com), yielding a total of 267 collected articles as shown in Image 1.
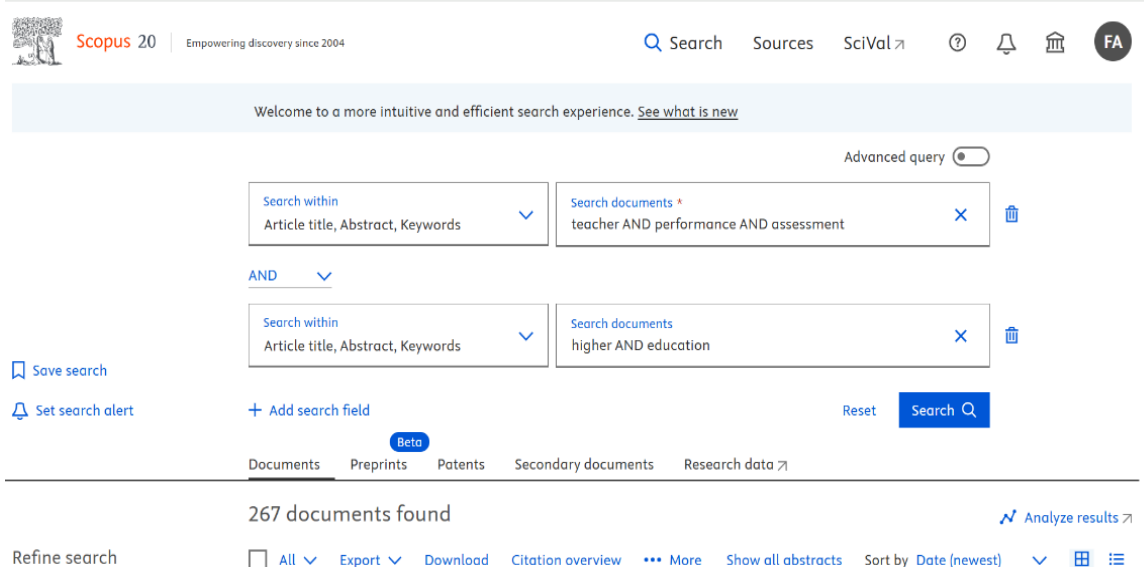
Image 1. Metadata Mining Results on Scopus database

A search with these keywords on Scopus Database was conducted on 28 December 2024. Based on the data presented, the search using the keywords "teacher AND performance AND assessment" and "higher AND education" in the Scopus database resulted in 267 relevant documents. This data highlights the research focus on teacher performance assessment within the context of higher education. The search results can be utilized for further analysis, such as identifying research trends, key topics, and contributions in this field. Deskriptive Main Information: annual scientific production, most relevant author, country scientific production and document. Science mapping: Co-Accurance Network, Three-Field Plot, Collaboration Network and Collaboration WorldMap.

RESULTS AND DISCUSSION
In line with teacher performance evaluation, the analysis of research performance seeks to analyze the contributions of people, organizations, and nations according to their publications. This method aims to determine which countries place a higher priority on research-driven educational practices, which institutions are more active in promoting teacher research, and which educators make the most contributions to scholarly discourses on teaching tactics. Key data on research activities, the most pertinent sources teachers use, the most influential authors in educational research, the top associations supporting teacher research, the scientific output by nations, and the documentation of these endeavors are among the performance indicators examined in this context. An assessment like this emphasizes how research may improve the efficacy of teachers and the standard of education.

Main Information
The distribution of articles about teacher performance assessment in each year is explained in this section. Only articles published between 2018 and 2024 are included in this study. Image 2 displays the research's findings.
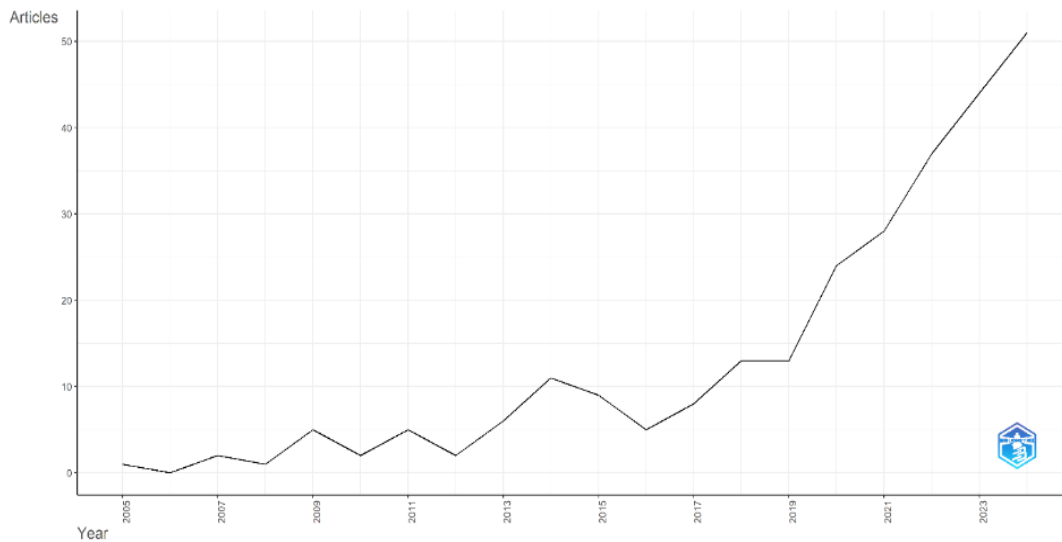
Annual Scientific Production

Image 2. Annual Scientific Production

The graph "Annual Scientific Production" shows a significant increasing trend in the number of scientific articles from 2005 to 2023. In the initial period (2005–2015), the production of scientific articles increased slowly with transmission reflecting the initial challenges in integrating research as part of teachers' professional performance. Factors such as lack of facility support, training, or incentives can cause slow growth in this phase. However, after 2015, a more consistent increase was seen, especially from 2018 to 2023, when the number of articles produced increased drastically, reaching more than 50 articles in 2023.

This increase can be attributed to the success of policies or programs that encourage teachers to be more active in research, such as incentives, training, or recognition of scientific publications as part of their performance appraisal. This shows that research has become an important component in teacher professional development, which is relevant to Teacher Performance Assessment (TPA). This graph also reflects a paradigm shift in the teaching profession, where scientific contributions are not only measured as a form of self-development, but also as an indicator of improving the overall quality of education.

Most Relevant Author
This section describes the most relevant authors in writing articles related to teacher performance assessment. The results are presented by Table 1.

Table 1. Most Relevant Author

Authors	Articles	Articles Fractionalized
AYYOUB A	2	0.25
BAZÁN-RAMÍREZ A	2	0.42
BROWN GTL	2	1.00
JIANG Y	2	0.37
MA X	2	0.28
O'LEARY M	2	1.50
SAAB N	2	0.58

VEREDA-ALONSO C	2	0.40
YANG H	2	0.41
YANG Y	2	0.45

The table shows a list of the most productive authors in writing articles related to teacher performance assessment, based on the number of articles published and a fractionalized value indicating their specific contribution in each article. All authors on the list, such as AYYOUB A, BAZÁN-RAMÍREZ A, BROWN GTL, and others, have the same number of articles, namely two articles. However, fractionalized values vary, with O'LEARY M having the highest value (1.50), indicating more significant contributions in each article than other authors. In contrast, authors such as MA This data provides insight into who the authors are with major and significant contributions to this topic, as well as highlighting collaborative engagement among authors.

Corresponding Author's Countries
The Image shows the distribution of countries of corresponding authors based on the number of documents produced related to teacher performance assessment, as well as publication categories that include Single Country Publications (SCP) and Multiple Country Publications (MCP). The country with the highest contribution is Spain, followed by China, Germany, and United States, with the majority of publications coming from SCP, indicating that research is often conducted independently within that country. Meanwhile, countries such as Australia and the UK also show significant contributions with a combination of SCP and MCP, reflecting a higher level of international collaboration. The results are presented by Image 3.
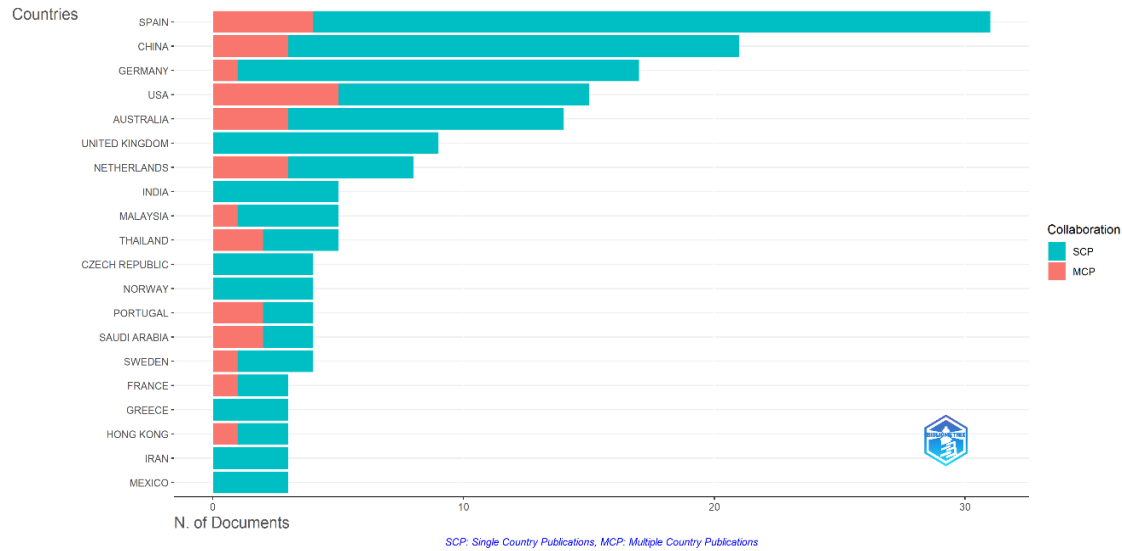

SCP: Single Country Publications, MCP: Multiple Country Publications

Image 3. Corresponding Author's Countries

These data highlight the important role these countries play in leading research on teacher performance assessment. Publications conducted within a single country (SCP) demonstrate a local focus in developing policies or approaches that are relevant to the national context. In contrast, MCP reflects cross-country collaboration that enables the sharing of best practices and intercultural learning in improving teacher performance globally. This

distribution reflects that teacher performance assessment is of international concern, with major contributions from developed countries that prioritize teacher professional development through evidence-based approaches.

Document

This section provides the information about the most cited documents related to teacher performance assessment. Table 2 presents the results obtained

Table 2. Most Global Cite Documents

Paper	DOI	Total Citations
RUIZ-PRIMO MA, 2007, J RES SCI TEACH	10.1002/tea.20163	282
NICOL D, 2021, ASSESS EVAL HIGH EDUC	10.1080/02602938.2020.1823314	173
HUISMAN B, 2019, ASSESS EVAL HIGH EDUC	10.1080/02602938.2018.1545896	173
YAN Z, 2017, ASSESS EVAL HIGH EDUC	10.1080/02602938.2016.1260091	156
DIGENNARO FD, 2007, J APPL BEHAV ANAL	10.1901/jaba.2007.40-447	129
WEI X, 2021, COMPUT EDUC	10.1016/j.compedu.2020.104097	106
MACFARLANE B, 2015, HIGH EDUC RES DEV	10.1080/07294360.2014.956697	98
JACQUES S, 2021, INT J ENGI PEDAGOGY	10.3991/IJEP.V10I6.16205	85
WOESSMANN L, 2011, ECON EDUC REV	10.1016/j.econedurev.2010.12.008	71
KLENOWSKI V, 2011, STUD EDUC EVAL	10.1016/j.stueduc.2011.03.003	70

The table displays a list of the most frequently cited documents related to teacher performance assessment, including title, DOI, and total number of citations. The document with the highest number of citations is the work Ruiz-Primo MA (2007) with 282 citations, published in J Res Sci Teach, showing a significant influence on research in this field. Followed by the work of Nicol D (2021) and Huisman B (2019), each with 173 citations, published in Assess Eval High Educ. Several other documents, such as the work of Yan Z (2017) with 156 citations and Digennaro FD (2007) with 129 citations, also show high relevance in the context of teacher performance evaluation. This diversity of sources and levels of citation suggests that research on teacher performance assessment covers a wide range of aspects, from evaluation in higher education to the application of technology and pedagogy, providing a basis for evidence-based practice to improve the quality of teaching.

Science mapping

Science mapping aims to uncover the structure and dynamism of a study topic. This goal is more inclined to the level of subjective purpose. Science mapping is beneficial to map out the topics that have been discussed a lot, so that the researcher does not need to discuss any further. The map also provides information about what topics are still minimally discussed so that the researchers need to explore it further. The science mapping analysis includes the Co-Accurance Network, Three-Field Plot, Collaboration Network and Collaboration World Map.

Co-Accurance Network

The interwoven linkages between themes in the realm of teacher performance assessment are visually represented by the Co-Accurance Network analysis. Finding the subjects that are commonly discussed together is helpful. In addition to offering insightful information about

potential areas of concentration for future research, this data may be helpful in spotting trends in the study themes. Furthermore, this study might assist in identifying areas that require more investigation and research gaps. The findings of the Co-Accurance Network study are displayed in Image 9 as a graph that illustrates the connections between the different topics in the evaluation of teacher performance. The graph's nodes' sizes indicate how frequently a theme occurs, while the edges connecting them show how frequently the themes in the study appear together. This kind of study can give researchers important information about research trends and improve their comprehension of the connections between various academic issues. The results of the Co-Accurance Network analysis is shown by Image 4.
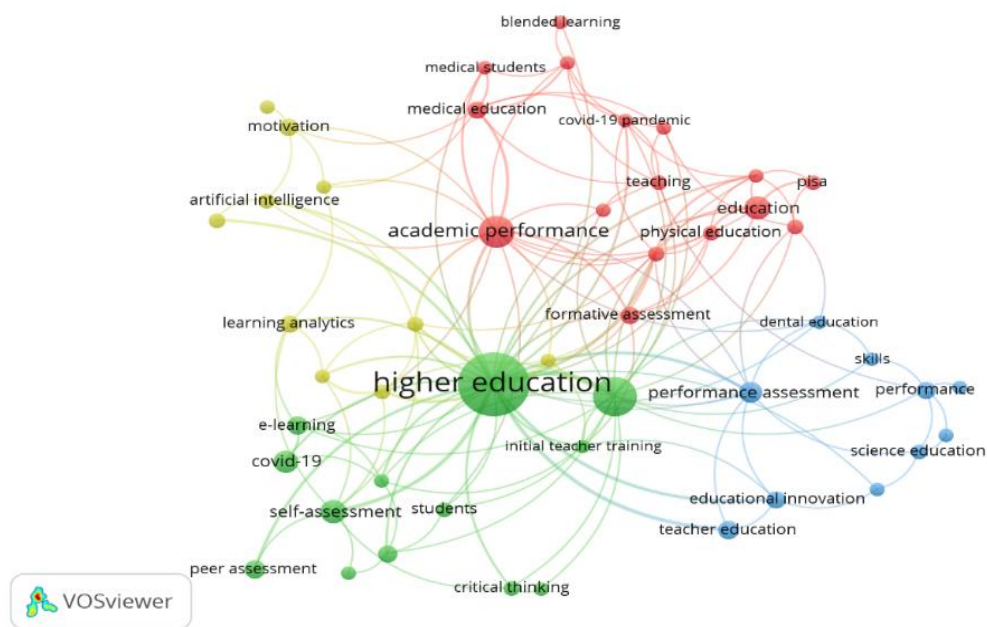

Image 4. Co-Occurrence Network

The Co-Occurrence Network results from VOSviewer show the relationships between topics in research that are relevant to teacher performance assessment. Topics with larger nodes, such as higher education and academic performance, are central in the network, indicating that academic performance and higher education are the main focus often associated with teacher performance assessments. Topics such as performance assessment, teacher education, and educational innovation are closely related, indicating that teacher training and educational innovation play a key role in developing effective assessment methods. Additionally, subtopics such as formative assessment, self-assessment, and peer assessment represent a variety of approaches used to shine a light on teacher performance, including through self-reflection and collaboration.

Other concepts such as critical thinking, learning analytics, and e-learning show a connection with the use of technology and analytics to improve the quality of learning and evaluate teacher performance. The relationship with topics such as Covid-19 pandemic and blended learning highlights the impact of the global situation on the assessment of teacher performance, especially in the transition towards bold and hybrid learning models. This network also includes contextual aspects such as science education, dental education, and

physical education, demonstrating the broad applicability of teacher performance assessment principles across various disciplines. Overall, this map reflects that research on teacher performance assessment does not only focus on individual evaluation, but also contributes to broader educational development, involving pedagogical innovation, technology, and collaborative practices that are relevant to the needs of the modern era.

Three-Field Plot
The diagram is a three-field plot visualization that connects key cited references (CR), article authors (AU), and main topics or keywords (DE). On the left side, it highlights foundational references in teacher performance assessment research, such as Bandura A.'s work on *self-efficacy* (1997), Hattie J. and Timperley H.'s study on the power of feedback in learning (2007), and Butler D.L. and Winne P.H.'s exploration of self-regulated learning based on feedback (1995). These references reflect the core theories used to understand how teachers can enhance their performance through self-efficacy, effective feedback, and self-regulated learning. These foundational works underline the importance of psychological and pedagogical theories in building the research framework for assessing and improving teacher performance.
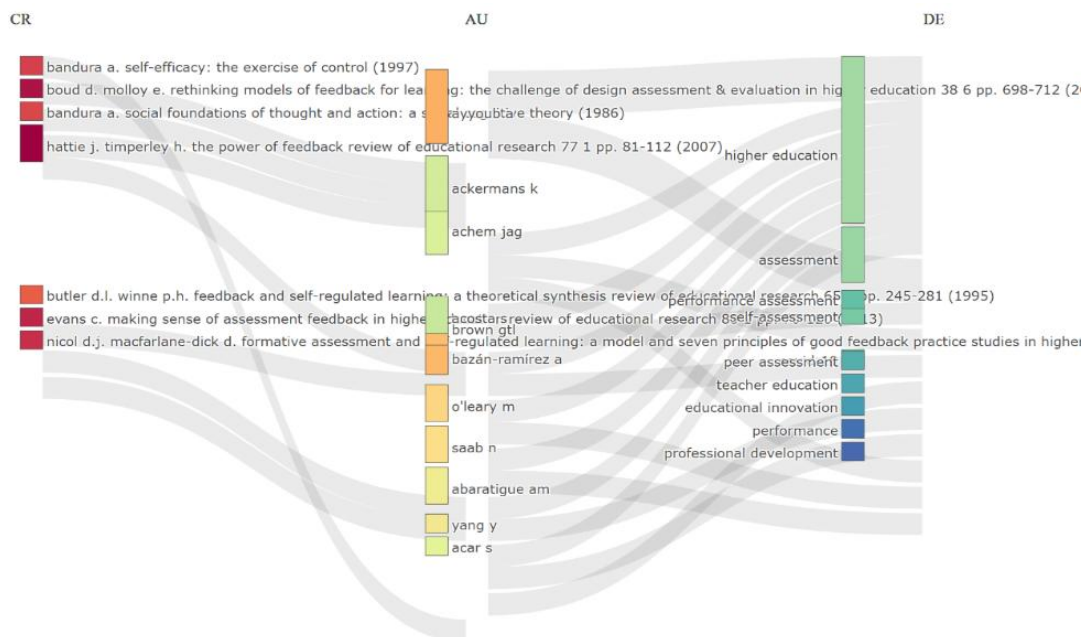

Image 5. Three-Field Plot

In the center, authors such as **Brown GTL**, **Bazán-Ramírez A**, and **O'Leary M** stand out for their contributions in developing and applying these theories in educational contexts. On the right side, keywords like *assessment*, *self-assessment*, *peer assessment*, *teacher education*, and *educational innovation* reveal the research focus on innovative evaluation methods involving self-reflection, peer collaboration, and innovation-driven learning. The connections between theories, author contributions, and primary topics highlight a holistic approach to evaluating teacher performance. The research emphasizes not only the outcomes of performance assessments but also the role of evidence-based practices, innovation, and professional development in improving teaching quality. Thus, this visualization underscores teacher performance assessment as a rich field of study that integrates theoretical contributions, practical applications, and educational innovation.

Collaboration Network

The collaboration network analysis revealed the presence of six distinct clusters associated with teacher performance assessment keywords.
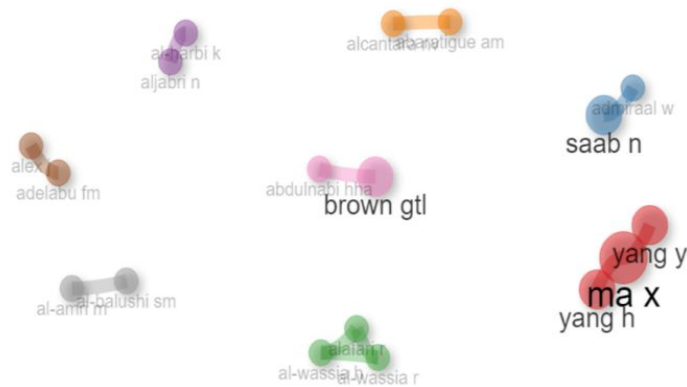

Image 6. Collaboration Network

The image is a network of author collaborations that shows the relationships between researchers in research related to teacher performance assessment. Each node represents an author, and lines connecting the nodes indicate collaboration between authors. Larger nodes, such as Brown GTL, Ma Identified collaborative groups, such as groups involving Saab N and Admiraal W, and Yang Y and Ma teacher evaluation. This collaboration reflects the importance of collaboration across authors in developing innovative approaches to teacher performance assessment. Principal researchers central to these networks are likely to contribute to the dissemination of theories, evidence-based practices, or frameworks relevant to improving teacher performance. This Image also shows that collaboration tends to be segmented into small groups, which may reflect different research foci, such as feedback development, teacher self-efficacy, or technology-based evaluation. In doing so, this network highlights the important role of collaboration in fostering relevant and impactful research to improve the quality of education through teacher performance assessment.

Collaboration World Map.

The Collaboration World Map results illustrate a network of partnerships between countries focusing on teacher performance assessment research trends.
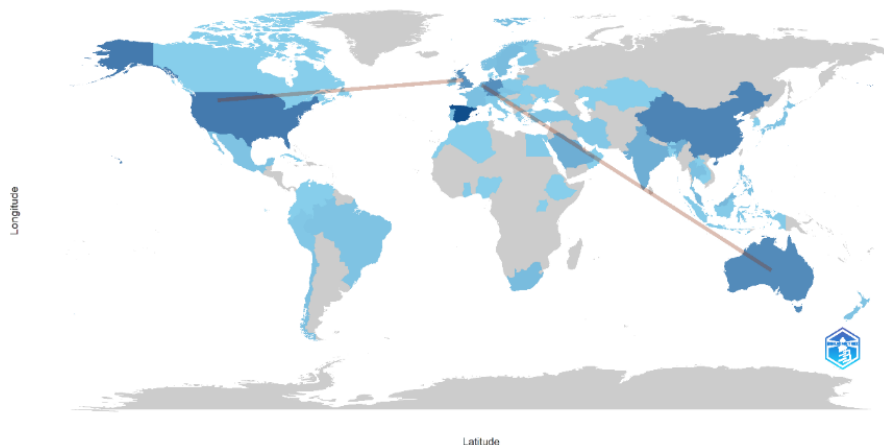

Image 7. Collaboration World Map

The image is a Country Collaboration Map which shows the pattern of collaboration between countries in research related to teacher performance assessment. Countries in darker blue, such as the United States, United Kingdom, and Australia, have high levels of involvement in international collaborations, reflecting their significant role in producing influential research in this field. The lines connecting these countries indicate cross-border collaboration, for example between the United States and the United Kingdom, and between the United Kingdom and Australia, which are major centers of global research on teacher performance assessment.

This collaboration reflects that the issue of teacher performance assessment is a global concern involving various international perspectives. Countries with high engagement in collaboration are likely to take the lead in developing innovative assessment methods, sharing best practices, and adapting assessment approaches relevant to their respective cultural contexts and education systems. This map also shows that cross-country collaboration can accelerate the development of evidence-based research that not only improves the quality of teaching but also drives teacher professional development globally. Thus, this map underlines the importance of international cooperation in creating better and more relevant educational solutions for future needs. The results of this study provide valuable insights into global trends and research practices in teacher performance assessment. The significant increase in the number of publications between 2018 and 2024 reflects heightened global attention to improving teaching quality through evidence-based assessment approaches. This trend may be attributed to policy reforms, advancements in educational technologies, and the growing emphasis on teacher professional development as a means to enhance educational outcomes.

The bibliometric analysis highlights the interdisciplinary nature of teacher performance assessment research, as seen in the diversity of relevant journals such as *Sustainability (Switzerland)*, *BMC Medical Education*, and *Frontiers in Education*. This finding suggests that teacher performance assessment is not limited to educational disciplines but intersects with broader themes such as sustainability, innovation, and technology integration. The inclusion of keywords like "self-assessment," "peer assessment," and "formative assessment" underscores the role of reflective and collaborative practices in fostering teacher growth and improving student outcomes. The collaboration networks and world map analysis emphasize the importance of international partnerships in advancing research on teacher performance assessment. Countries such as the United States, United Kingdom, and Australia are shown to be central contributors to global research efforts, highlighting their leadership in developing innovative assessment frameworks. These collaborations not only facilitate the exchange of best practices but also promote the adaptation of assessment models to diverse educational contexts, ensuring their relevance and effectiveness.

Additionally, the co-occurrence network reveals thematic clusters that connect teacher performance assessment with key topics such as blended learning, critical thinking, and educational innovation. These clusters reflect the integration of traditional teaching methods with modern technologies and pedagogical approaches, particularly in response to challenges such as the COVID-19 pandemic. This shift underscores the need for adaptive and flexible assessment methods that can accommodate hybrid and online learning environments.

Despite these advancements, challenges remain in achieving comprehensive and equitable teacher performance assessments. Issues such as the complexity of evaluating classroom

interactions, the need for culturally responsive assessment tools, and the potential bias in performance-based metrics require further investigation. Future research should focus on developing scalable, inclusive, and context-sensitive assessment methods that balance validity, reliability, and practicality. Overall, this study highlights the dynamic and evolving nature of teacher performance assessment research. By leveraging bibliometric tools, researchers can identify gaps, track progress, and align their efforts with global trends, ultimately contributing to the continuous improvement of teaching quality and educational equity worldwide.

CONCLUSION

This study highlights the growing global interest and research contributions in teacher performance assessment, as evidenced by the significant increase in publications from 2018 to 2024. The bibliometric analysis, using Scopus and Biblioshiny, revealed key trends and themes, including the integration of evidence-based practices, innovative assessment methods, and international collaborations. Six thematic clusters and diverse co-occurrence networks emphasize the multidimensional approach to teacher evaluation, which encompasses self-assessment, peer collaboration, and the adoption of digital and blended learning frameworks. Furthermore, the collaboration world map underscores the importance of cross-border partnerships in advancing research and sharing best practices.

These findings demonstrate that teacher performance assessment is a pivotal area for improving teaching effectiveness and educational quality. However, the complexity of ensuring valid, reliable, and context-sensitive evaluations calls for continuous innovation and adaptation. Future research should focus on bridging existing gaps, promoting equitable access to assessment tools, and fostering interdisciplinary collaborations to address evolving educational needs. By aligning research with practical applications, teacher performance assessment can play a crucial role in shaping the future of education globally.

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