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Author

GU, Jibao

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Abstract

Doctoral graduate research performance (DRP) is recognized as one of the most critical indices for evaluation of the success of doctoral education. Doctoral graduates with high research performance directly reflect a higher ability in academic research and academic achievement. Consequently, identifying which factors influence DRP is potentially of great value. This topic is also challenging because of difficulties in identifying the impact factors on research performance and the feasibility of the relative data collection. This paper first examines the relationships between the indicators and DRP. After a review of previous literature, the focus is on the doctoral graduates' individual factors, advisor factors and learning performance. Data is collected from graduated doctors from the Science Schools of University of Science and Technology of China (USTC). Contrary to expectations, our findings indicate that, based on the Chinese context, learning performance does not appear to be strongly associated with research performance. Individual factors (status of academic origin) do have

20.8.2024

significant effect on DRP. The advisor factors (including academic status, academic experience and allocation of energy) show a relatively strong association with DRP, in terms of both the number of publications and the impact factor of Science Citation Index (SCI) cited journals. (HRK / Abstract übernommen) Gu, Jibao, E-Mail: yulin@mail