A Study on Implications of 360-Degree Feedback on the Teaching Faculty in RIMT University of Punjab

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Abstract:

Performance appraisal has most significant impact on the employee's development in the organization. To improve the employee participation and overall development fairness and transparency in the performance appraisal system play major factor. Mostly, the role of assessment and development are the two uses for 360-degree feedback.   The aim of the is study to analysis the current appraisal system and applicability of 360-Degree Feeback in the university. The data reveals a high recognition of various biases among respondents indicating that they perceive multiple biases affecting the current evaluation process. Also, the paper suggest that necessary training will be required to implement the 360-degree feedback. In this research paper, primary data has been collected from 105 faculty members of RIMT University of various departments. The questionnaire has been designed to check the satisfaction level of faculty members with the current appraisal system along with the awareness of 360-degree feedback. The paper involves **Frequency Analysis**, which is part of descriptive statistics. This type of analysis is commonly performed using statistical software by using SPSS.

Keywords: 360-degree feedback, Performance Appraisal, Faculty Development, Job Satisfaction, Employee Performance

I. Introduction:

Performance is the real output that an organization receives when assigned certain duties and responsibilities within a predetermined time frame. A performance appraisal evaluates an employee's work over a predetermined amount of time. These evaluations can be utilized to determine the salary, opportunities for job advancement, and training. The next superior selected person who would monitor the employee's efforts, performance, and efficiency often gives the employee a performance review. T V Rao has given a formula for performance i.e.

Individual Performance = Ability X Motivation X Organizational Support ± Chance factors

Different dimensions of Performance Management are:

- Output or result dimension
- Input dimension
- Time dimension
- Focus dimension
- Quality dimension
- Cost dimension

In order to ensure the best performance from the employee and to assess the employee's performance (by the employer), each of these characteristics has to be prioritized. Performance appraisals are associated with incentives like pay increases and promotions, which demotivates workers who don't receive these benefits. In general, performance management is a continual process that includes performance appraisals to evaluate how successfully people are following both personal and organizational objectives. All that performance evaluation does is support managers in their performance management process. Performance Improvement and competency building are the two most crucial components of performance management (euroasiapub, n.d.)

Any firm that wants to improve employee performance should consider employee performance appraisals to be essential. This should be done to guarantee that the current staff members are evaluated uniformly. Adopting a successful method

will inspire staff members to provide their best effort. The annual performance appraisal process involves comparing an employee's productivity and performance to a predetermined set of objectives for that particular year.

The approach aids in assessing the organization's capabilities, areas of strength, and areas in need of development. Performance appraisal techniques come in both conventional and contemporary forms. Some traditional methods are the forced distribution method, the ranking method, the forced comparison method, the check list method, etc., whereas the more precise modern method focuses on an individual's personality trait such as creativity, integrity, goal-oriented approach, leadership abilities, and so on. The contemporary approach consists of several tools such as 360-degree feedback, the assessment centre technique, psychological evaluation, behaviourally anchored rating scales (BARS), human resource (cost) accounting method, and graphic rating scale.

In the field of professional development, the 360-degree feedback approach has garnered a lot of interest, especially when it comes to educational institutions. This all-inclusive method of performance evaluation offers a diverse viewpoint by taking into account feedback from peers, superiors, and even self-evaluation. (Tee & Ahmed, 2014).

360 Degree Feedback:

The idea of a 360-degree performance review system was first proposed after the 1980s and because of the structural and cultural traits of the time, it was not very popular. However, the method gained popularity in the 1990s as a result of widespread adoption by big businesses in the USA and western Europe. Both managers and workers now view it as a successful strategy for raising worker performance. The system is seen as more objective since it incorporates feedback from various sources; additionally, the notion that it is a more integrated and efficient system than one that assesses performance based on the opinions of a single supervisor is becoming more and more prevalent (Barutçugil, 2002, p. 203).

Fleenor (2019) has modified this model, which highlights many critical elements that affect the validity and, consequently, the efficacy of a 360-degree implementation. The following model's components are closely linked to what makes a good 360-degree process: The organization's strategy and values serve as the basis for (a) the content, (b) the process ratings are sufficiently valid and trustworthy, (c) the feedback is incorporated into development processes, and (d) participation is open to all.

Faculty development programs are critical components of educational institutions striving for continuous improvement and excellence in teaching, research, and service. Among the various methods employed to enhance faculty performance and professional growth, 360-degree feedback has gained prominence as a valuable tool. This method involves soliciting feedback from multiple sources including peers, supervisors, students, and self-evaluation, providing a comprehensive view of an individual's strengths and areas for development. In the educational setting, the 360-degree feedback method can be a valuable tool for faculty development. By incorporating feedback from multiple sources, educators can gain a deeper understanding of their strengths, weaknesses, and areas for improvement. This holistic approach can enhance self-awareness, foster collaborative learning, and ultimately contribute to the overall growth and effectiveness of faculty members.
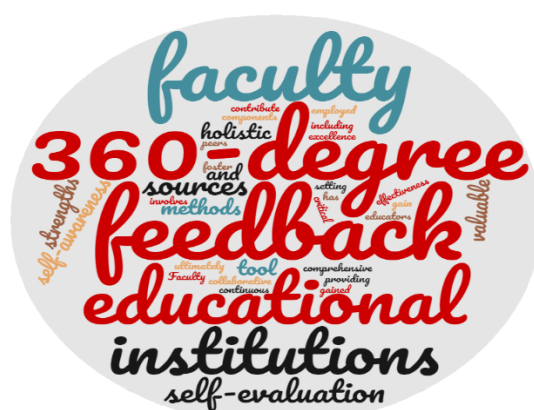
Source: created by researcher

In the context of faculty development, 360-degree feedback offers unique advantages. It not only facilitates a holistic assessment of teaching effectiveness but also fosters a culture of constructive feedback and continuous learning within academic communities. By incorporating diverse perspectives, it enables faculty members to gain insights into their instructional practices, interpersonal skills, and leadership qualities, thereby supporting targeted professional development efforts. Factors that adversely affect quality of performance appraisal:

1. Primacy Effect: The best impression is usually the first one made. The assessors may base their assessment of an employee on a specific goal that isn't appropriate for an appraisal.
2. Behavioural Effect: Good traits, qualities, and behaviours tend to draw people to them. An employee's assessment might go awry if it is based solely on his good behaviour rather than his ability to do the job.
3. Horn Effect: Even if a worker is competent, he may receive a low evaluation if his personality fails to win over others and he is despised by colleagues.
4. Over striction or Leniency on the Part of Assessors: An excellent evaluation may not develop if evaluators view their appraisal as their ultimate authority to manipulate others. A lax approach will also not be effective.
5. The employee's rating is mediocre: Assessments are useless if all employees are graded on an average or medium scale without receiving accurate feedback from the assessor in order to be safe.

II. REVIEW OF LITERATURE:

Smither, J.W. et al. (2003), analysed the relationship between executive coaching participation and 360-feedback. Research was conducted on the effect on subsequent 360-feedback evaluations. The resulting feedback result showed a significant degree of variability, which might be related to specific person characteristics and/or environmental factors. This study contributed to the ongoing investigation of the function of self-efficacy and views of the significance of the feedback system.

Fleenor et al., (2008), describe in his book chapter that implementing successful 360 feedback processes in organizations will be successful by committing all available time and resources to the process; matching the 360-degree feedback process with business requirements from the start; gaining senior leader support; carefully planning and informing stakeholders at an early stage of the process; and choosing a vendor who is both a good fit for the organization and familiar to a known quantity. Further, he suggested that the interpretation of receivers' 360-degree input will soon be done by machine learning algorithms. Recipients will be routed to the most pertinent developmental tasks based on their input. For instance, these assignments will have links to user-driven systems for on-demand feedback provision (such pulse surveys) and other developmental resources. The use of artificial intelligence (AI; machine learning) to analyse feedback reports and provide users with recommendations for their own improvement is another technology that has a lot of potential.

Kaur, S. (2013), observed the use of the 360-degree performance evaluation and how businesses may use it. There is a summary of several pros and downsides of implementing this strategy in businesses. The literature that is currently available gives an overview of how this approach helps to boost each employee's and the company's overall efficiency. Performance improves as a result, and training and development creates genuine opportunities for internal promotion. Additionally, motivated staff members can improve outcomes in areas like customer service. mechanism of feedback.

Tarus, B. 2014, The results of the study showed that the 360° has an impact on an organization's performance, indicating a strong correlation between an organization's performance and its usage of the 360° assessment tool. According to the report, firms should compare the results of the 360° evaluation tool with those of previous methods. Integrating 360° feedbacks into a more comprehensive performance management process would be advantageous, but only if there is clear information about the intended use of the feedback. By ensuring that the activities specified take into account the needs of both the authorities and individuals, the research significantly helps to the enhancement of performance in local authorities.

Paposa & Kumar (2015), the study was based on the technical institutions in Nagpur. The key aspects explored include the significance of satisfaction in Performance Management Systems (PMS), the level of satisfaction faculty members have with various antecedents of PMS, and strategies for enhancing job satisfaction through effective PMS planning. Further, by focusing on timely feedback, proper counselling, and transparent appraisal procedures, educational institutions can

create a supportive environment that fosters faculty development and satisfaction. Satisfied faculty members are more engaged and productive, leading to better educational outcomes and helping institutions achieve their strategic objectives.

Gupta & Agrawal (2019), explained that implementation of a 360-degree feedback procedure improves the organization's transparency and trustworthiness. Because of this, there has been a fall in office politics. To gain its benefits, it must be employed extremely strategically. Its full potential can be realized if its outcomes are tied to administrative salary, promotion, and transfer decisions. It can be a powerful tool for assisting employees in growing within a business. When used effectively, it is a tool that increases employee engagement and commitment to the organization, identifies training gaps, and assists people in developing their abilities and succeeding in a leadership capacity.

McDonald R. et al. (2023), observed that the 360-review demonstrated that the opinions and values of faculty groups differ not just from those of facilitators, but also from one another. It is advised to continue gathering input from all views and to present options. One of the most essential conclusions from this review is the importance of timeliness. Looking at web analytics data and the popularity of different themes at various periods of the semester demonstrates that faculty seek information when they need it. It is advised that program schedulers pay particular attention to semester cycles and matching faculty needs.

III. Scope of the research

The study is restricted to the 360 Degree Feedback procedure in RIMT University of Punjab. It examines the benefits and drawbacks of the current system of evaluation, which is based on the academic staff. The purpose of the study was to gather information on the current yearly performance review system as well as employee attitudes toward it. A small sample of randomly chosen employees from various institutions participated in the study.

IV. Statement of the problem:

To preserve and create a distinct relationship between performance and reward, the performance appraisal is essential. Through this, the employee may learn about his strengths and weaknesses and receive guidance from the employer on areas for progress. This allows for the enhancement of performance by minimizing flaws and enhancing strengths.

V. Objectives of the research

- To study the present Performance Appraisal methods which are being adopted.

- To understand about the employees' attitude towards the applicability of 360-degree feedback.

VI. Research methodology:

Using a simple random sampling technique, in-depth interviews were carried out with academic staff members from university utilizing the 5-point Likert Scale questionnaire approach. Out of the 105 interviews that were done, 9 were with dean, principal and heads of departments, 3 with professors, 15 with associate professors, and 78 with assistant professors. Three distinct methods were used to carry out the study. Following pilot research, a draft questionnaire was created in the first phase. The questionnaire was then evaluated and refined in the second phase. The real interview took place in the third phase. The questionnaire data were analysed to determine the precise impact of the 360-performance appraisal method on while applicability.

Source of data:

The primary data was collected using a random sample technique, which was helpful for analysis and for understanding the benefits and drawbacks of the institutional assessment methodologies. In order to comprehend the previous assessment method and the changes that had occurred throughout the institution's historical existence, secondary data was also gathered. Pie charts and bar charts were used to illustrate the data analysis.

This paper explores the application of 360-degree feedback in faculty development, examining its implication and challenges. Through a review of relevant literature and case studies, it aims to provide insights into how institutions can effectively implement and leverage 360-degree feedback to enhance teaching quality, promote faculty engagement, and ultimately contribute to the overall institutional mission of academic excellence.

VII. Analysis and findings of data

- **Demographic Details of the Respondents:**

The employment status, designation and experience of respondents in RIMT University is also depicted in the tables below.

Table: 1(Employment Status)

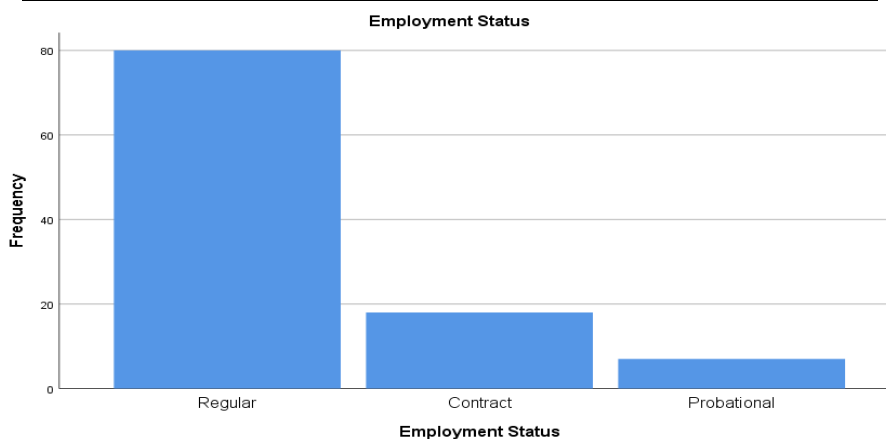|		Frequency	Percent	Valid Percent	Cumulative Percent
Employment Status					
Valid	Regular	80	76.2	76.2	76.2
	Contract	18	17.1	17.1	93.3
	Probational	7	6.7	6.7	100.0
	Total	105	100.0	100.0	

Fig:1 (Employment Status)

This table shows the distribution of employment status among the participants in the study. The majority (76.2%) are regular employees, followed by contract employees (17.1%) and those on probation (6.7%).

Table :2 Designation

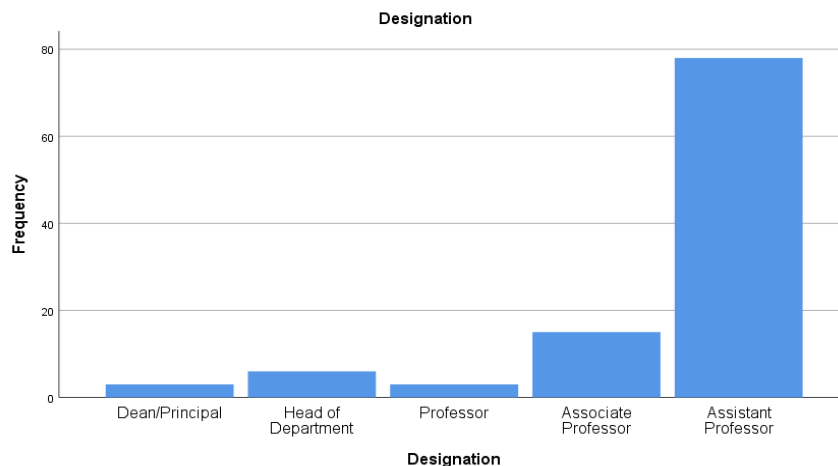|		Frequency	Percent	Valid Percent	Cumulative Percent
Designation					
Valid	Dean/Principal	3	2.9	2.9	2.9
	Head of Department	6	5.7	5.7	8.6
	Professor	3	2.9	2.9	11.4
	Associate Professor	15	14.3	14.3	25.7
	Assistant Professor	78	74.3	74.3	100.0
	Total	105	100.0	100.0	

Fig 2: Designation

The above data reveals that the majority of respondents (74.3%) hold the designation of Assistant Professor, indicating a higher participation rate among early to mid-career academic staff. Senior positions like Dean/Principal, Head of Department, and Professor have a significantly lower representation.

Table: 3 Experience in RIMT University

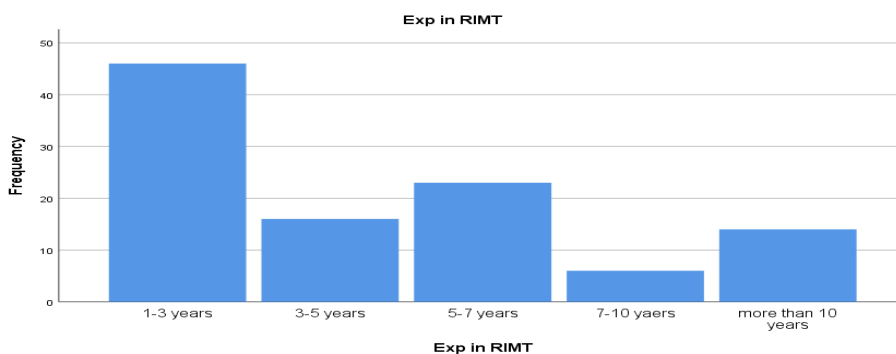| Exp in RIMT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	46	43.8	43.8	43.8
	3-5 years	16	15.2	15.2	59.0
	5-7 years	23	21.9	21.9	81.0
	7-10 years	6	5.7	5.7	86.7
	more than 10 years	14	13.3	13.3	100.0
	Total	105	100.0	100.0	

Fig: 3 Experience in RIMT University

The above data suggests a diverse range of experience levels among the faculty, with a notable concentration of newer employees (1-3 years). This distribution could indicate recent recruitment efforts or a dynamic workforce with varying lengths of tenure. The smaller percentages in the 7-10 years and more than 10 years categories suggest lower retention or fewer long-term employees compared to those with less tenure.

- **Table : 4 Current Performance Appraisal Methods used in RIMT University**

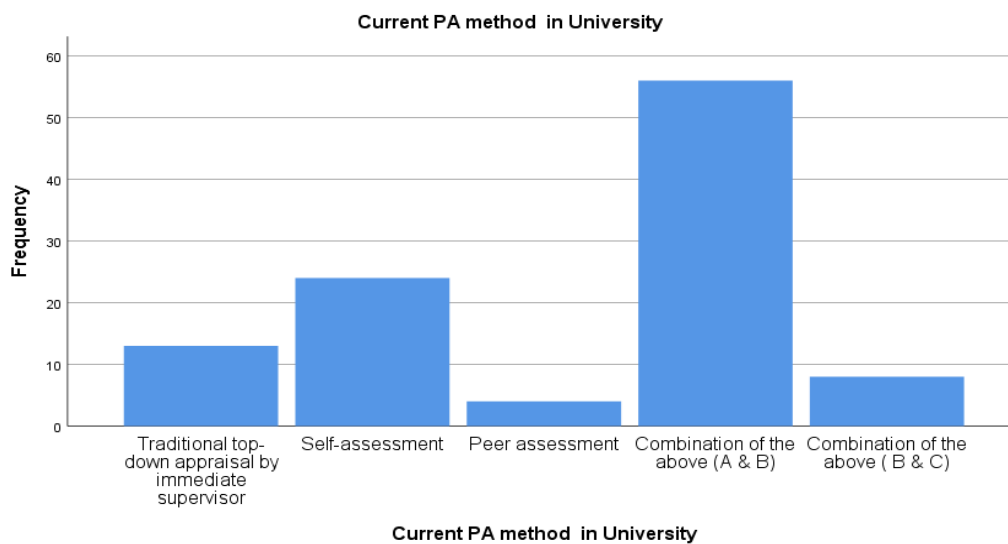| Current PA Method in University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional top-down appraisal by immediate supervisor	13	12.4	12.4	12.4
	Self-assessment	24	22.9	22.9	35.2
	Peer assessment	4	3.8	3.8	39.0
	Combination of the above (A & B)	56	53.3	53.3	92.4
	Combination of the above (B & C)	8	7.6	7.6	100.0
	Total	105	100.0	100.0	

Fig: 4 Current Performance Appraisal Methods used in RIMT University

The data indicates that the most common method of performance appraisal is a combination of traditional top-down appraisal and self-assessment, accounting for more than half of the respondents (53.3%). Self-assessment alone is also a significant method, utilized by 22.9% of the respondents. Pure peer assessment is the least common method, used by only 3.8% of the respondents. The combined methods suggest a trend towards incorporating multiple perspectives in the appraisal process, which could enhance the comprehensiveness and fairness of evaluations.

- **Table: 5 Employees Attitude towards 360 Degree Feedback Implication:**

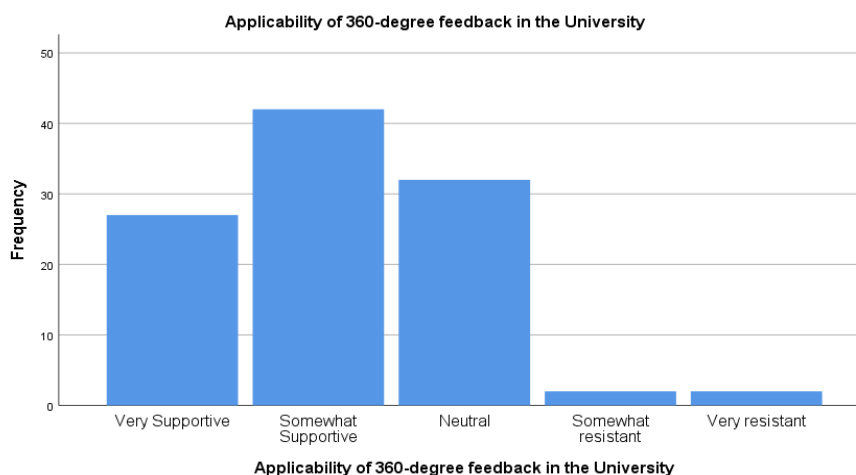| Applicability of 360-degree feedback in the University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Supportive	27	25.7	25.7	25.7
	Somewhat Supportive	42	40.0	40.0	65.7
	Neutral	32	30.5	30.5	96.2
	Somewhat Resistant	2	1.9	1.9	98.1
	Very Resistant	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Fig: 5 Employees Attitude towards 360 Degree Feedback Implication

The data reveals a generally positive attitude towards the applicability of 360-degree feedback in the university. A combined total of 65.7% (25.7% very supportive and 40.0% somewhat supportive) of the respondents show support for this feedback method. The neutral stance of 30.5% suggests that a significant portion of the respondents are open to being persuaded about its benefits. Only a small minority (3.8%) express resistance, indicating minimal opposition. This overall favourable outlook suggests a promising environment for the adoption of 360-degree feedback in the university setting.

VIII. Suggestions:

In competitive world, private university should be more dedicated towards the faculty overall development to generate more value in the education system. As per the study, the data suggests that there is a strong overall preference for 360-degree feedback over the current feedback method among the respondents. Moreover, 3/4 of respondents either agreeing or strongly agreeing, it indicates a positive reception and potential acceptance of the 360-degree feedback system in university. Additionally, the data reveals a high recognition of various biases among respondents (Halo Effect, Overstriction, Primacy Effect, Behavioural Effect & Horn Effect) indicating that they perceive multiple biases affecting the evaluation process. These insights emphasize the need for awareness and strategies to mitigate these biases to ensure fair and balanced evaluations, particularly in the context of 360-degree feedback systems in private universities. Addressing these biases can lead to more accurate and equitable feedback, contributing to more effective faculty development. The

data suggests that the majority of respondents believe that there is sufficient infrastructure and training is required to implement 360-degree feedback in university. This positive perception is essential for the successful adoption and implementation of such a feedback system.

IX. Conclusion

Performance evaluations are not a tool for punishment; rather, they should be used to retain highly skilled and talented employees. After all levels of input have been gathered, a final assessment is made, and separate compensation is also determined. When an employee receives the right combination of raises, promotions, and job recognition, they feel elevated and motivated to contribute his creativity and expertise for the benefit of the company. It is crucial to work toward improving the working environment through assessments. It helps to shed light on the organization's current state. Therefore, when properly executed, it will draw attention to an employee's key areas for growth and development and lead to increased productivity, teamwork, and self-assurance. University can use the 360 Degree Feedback with modifications made in line with their specific needs. By giving the assessor and appraisal the anticipated improvements, the 360 Degree Feedback may boost efficiency and productivity. It can also help both the employer and the employee identify areas for growth and development. Employees can also use it to enhance the workplace and make their jobs more enjoyable.

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