



360 Degree Feedback System for Job Performance Assessment for Enhancing Quality of Education at ISM Patna

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Abstract

As one of the key benchmarks in NAAC accreditation, educational institutions try to assess their teacher's work sequentially. From the collected information about the educators, the employer can guide and direct the teachers' professional growth and use their working and creative potential. Apart from regular teaching, the working performance of the International School of Management Patna teachers is realized through scored assessments of their performance in pedagogical and research-based activities. The overall assessment of the deployed teachers and their performance is done by the Head of Department (HoD) for one year. Regular surveys on performed activities and the outputs of each teacher approved by the Director serve as a base for the performance assessment. This paper aims to describe the present situation in assessing the working performance of teachers at the International School of Management Patna. Based on research, it analyses the limitations of the current approach, defines the performance assessment criteria, and proposes a new approach to teachers' assessment. Instead of a review by HoDs and the Director, a new approach is proposed for performance assessment based on Multisource Feedback, popularly known as the 360-degree Feedback System (Tee, D. D & Ahmed, P. K., 2014). Applying the can facilitate a more objective assessment and strengthen the feeling of equality that greatly impacts teachers' motivation and the quality of education they are bound to impart at the institution.

Keywords: Quality Education, Assessment, Working Performance, ISM Patna.

1. Introduction

In every organization, much emphasis is placed on job performance assessment, which is an important aspect of enhancing employees' activities. As of 29 January 2024, India has 1113 Universities, including central, state, private and deemed status (43,796 colleges and 11,296 standalone institutions). Unlike other countries, India does not have a standard performance assessment tool or technique to assess the quality and further scope of development of the existing educators [1]. Through assessment, the educators' real working potential is identified in terms of accepted aims, knowledge, skills, attitudes, value orientation, creativity, motivation, cooperation and other characteristics of each teacher. Except for teachers' development, their assessment can have a positive impact on the whole personal management

system, which should be reflected in the increasing effectiveness of educational institutions (Kachaňáková, A., Nachtmannová, O. & Joniaková, Z., 2011). At present, ensuring the quality of educators globally is a topic of repeated concern among professionals. In the USA, the quality of universities and their educators is evaluated according to the achieved results. For example, the Top American Research Universities (TARU) evaluation model uses indicators that gauge the quality of research, the amount of research funding proclaimed by faculty members and students and donations received from institutions, alumni, etc. (Hall, 2010) [2]. The European countries consider the European Association for Quality Assurance (EAQA) in Higher Education, along with other allied



organizations, to have framed certain policies to ensure the quality of higher education. These standards and regulations are well-elaborated so that all European universities and educational agencies can use and apply them regardless of their structure, function, size and national system. The role offered by the university teacher has a great impact on the overall development of knowledge and recognition in society [3]. Teaching is very demanding work. It requires professional competencies, with a healthy combination of professional knowledge and the ability to develop and get involved in research, and the ability to transfer the results to students in such a way as to make them understand them and help them adapt to promising changes for their future development (Kravčáková, G., Lukáčová, J. & Búgelová, T., 2011). To apply and identify the qualities and requirements of an educator, Multi-source Feedback (MSF), popularly known as 360 Degree Feedback, is a desirable format for performance assessment. It has a four-stage process:

1. Feedback based on an individual's observable workplace behaviours is collected through questionnaires from those who are co-workers or colleagues [4];
2. Further data are aggregated for anonymity and confidentiality;
3. The aggregated data, along with preferred self-assessment information, is shared with the individual; and
4. Finally, the individual meets with panel reviewers to review the data and develop an action plan. (Lockyer JM & Sargeant J., Nov 17, 2017.)

2. Present Status of Teachers' Performance at ISM Patna

International School of Management (ISM) Patna was established to impart quality education to Bihar students. It is situated in Sarari - Usri Road, Danapur. In just a decade, it has been recognized as one of the best management institutions, providing education to students who wish to build careers in professional studies. With the state-of-the-art-campus expanded into 3 acres of land, it has all possible and best

infrastructures for its students and faculty members. The ISM Patna provides education at two levels of higher education full-time, i.e., a Bachelor's degree in BBA, BCA, BCP and BA(JMC) and a Master's degree in PGDM. The ISM Patna faculty members actively participate in various seminars, conferences, workshops, and FDPs and are on their front foot regarding research publications. The permanent precondition of successful ISM Patna as an emerging and expanding educational institution is sustaining and enhancing quality in all its academic and supporting activities [5]. For quality assurance, the ISM Patna follows the recommendations of the internal quality assessment cell. One of the most important tools of the internal quality assessment in terms of Teachers' performance assessment, which is reviewed yearly, is mentioned in Table 1. The assessment is elaborated on by the Head of the Department and the Director of the Institution, following the keen observation of the educator during the assessment period and the survey of activities and outputs in education, research, and publication activities elaborated in Table 2. The evaluator has an evaluation talk with each evaluated employee, which should be discussed in a congenial atmosphere. This assessment aims to acquire relevant and true information about achieved job performance to create the conditions for higher motivation and more effective work for teachers in the future. Based on this assessment, the teacher obtains information about his performance from the view of his direct superior. This information is considered a strong base for his further working orientation, improving his work, eliminating the arisen faults and avoiding future faults (Blašková, 2003). Concerning the quality of any subject and faculty member, the students also have the opportunity to express their opinions through the feedback system that is a part of the academic information and educational system of ISM Patna. They can express their opinion at the end of each finished course within the respective semester and regularly via monthly meetings with Class representatives and faculty members. Form of the Faculty Members based on Job Performance Self-Assessment Content in Shown in Table 1 (ISM Patna, 2024) [6].

Table 1 Form of the Faculty Members based on Job Performance Self-Assessment (ISM Patna, 2024)

Assessment Criteria	Assessment Score				
	1	2	3	4	5
1. The application of knowledge and experience in practice, applied by faculty member while delivering the content of the subject	1	2	3	4	5
2. Concern for professional growth and self-development of faculty members	1	2	3	4	5
3. Performance review on assigned task as an educator and in research	1	2	3	4	5
4. Development of study materials and other relevant resources for learners	1	2	3	4	5
5. Ability of quick adaptation to changed conditions	1	2	3	4	5
6. Independence and initiative in performance of the work tasks assigned	1	2	3	4	5
7. The level of research and publication activity	1	2	3	4	5
8. Applying new forms and methods in education	1	2	3	4	5
9. Active participation in national and international events and participation	1	2	3	4	5
10. Personable elements in relation to work and performance of the tasks(Reliability, consequentiality, work in team, efficiency, work discipline and, etc.)	1	2	3	4	5
Sum					

The faculty members’ job performance self-assessment applies this scaled score of assessment (ISM Patna 2024):

- Single-handed perspectives are reflected through the self-assessment questions [7].
- The employee works only routinely, is not interested in changing and is inactive when directed to work in a non-regular teaching activity.
- A faculty member should seek innovative ways of working. However, the job performance parameter and its review limit

the evaluator from being satisfied with his monotonous work [8].

The scope to explore more is limited as the perception is obtained from one or two dimensions and perspectives. The International School of Management (ISM), Patna, was initially established to meet the basic needs of students who join UG and PG courses. It has been proving its intention to improve the quality of education through many activities, one of which is implementing the Quality Education procedures at the International School of Management for Higher Education.



Table 2 List of Activities and Outputs in Research and Publication & Other Activities

Description of Activities other than Teaching		Scaled Scores
Research & Publication Activities	Working on projects (National or International)	50 - 100
	Paper Presentation at national conferences	20 - 50
	Paper Presentation at international conferences	50 - 100
	Publishing in UGC Care Listed Journals and others	20 - 50
	Publishing in Scopus Indexed Journals, ABDC listed Journals	50 - 100
	Book Publications	50 - 100
	Citations	20 - 50
	Inventions, Patents, Copy Right, Awarded Prizes	50 - 100
Other Activities	Organizational and professional activities related to various committees and cells	20 - 25
	Editorial board of magazines or newsletter	20 - 25

3. Dissatisfaction with Job Performance Assessment at the ISM Patna

Based on the discussions with the faculty members of the ISM Patna, the following drawbacks were highlighted in the current job performance self-assessment form:

- According to the faculty members, the present approach to job performance assessment is very subjective.
- Specified criteria are very general and immeasurable, leading to ambiguity.
- The exact specification of criteria and assigning the weights are missing.
- The form cannot be used as a base for comparison of individual performances.
- The regular course of the assessment process is sometimes not ensured.
- The job performance assessment form is separate from the faculty member's activities and outputs survey, which results in higher subjectivity.
- The definition of work standards that would not be changed in the respective years but would reflect the scope of employment resulting from the employee agreement is missing.

Based on the discussions with the faculty members of ISM Patna, the drawbacks in the current survey of activities and outputs in research and publication & other activities were also indicated as follows:

- The defined survey of activities and outputs is complicated and blind and could be unfairly evaluated.
- Criteria are, to a large extent, adjusted in favor of experienced faculty members.
- The assessment's justness is doubted. Precise and clear criteria for filling the survey need to be included.
- The levels of faculty member's acceptable performance are not defined.
- Instead of collaborative and healthy competition, some faculty members understand the specified survey of activities and outputs as misleading, which demotivates employees and gives rise to conflicts among them. Job performance assessment form changes happen without informing the faculty members in advance.

4. Proposal of Job Performance Assessment at ISM Patna Through 360 Degree Feedback

As a new approach to job performance assessment at the International School of Management (ISM),

Patna, we propose to apply the Multisource Feedback (360 Degree Feedback System) method, which will stimulate innovation in the current job performance assessment of faculty members. According to the 360-Degree Feedback System, this assessment can provide faculty members with clarity and objective-based feedback and reinforce the awareness of more fair feedback, which greatly impacts their motivation and the quality of education at ISM Patna. The 360 Degree Feedback System is a job performance assessment method that describes working behaviour (Šuler, 2009). It is a relatively objective method that recognizes an evaluated person's abilities and skills and reinforces awareness of a fairer assessment. It enables more effective employee personal development, meeting the organization's needs. It provides an opportunity to obtain job performance assessments from the organization's employees, i.e., chiefs, colleagues, subordinates, and external customers. The 360 Degree Feedback System supports providing transparent feedback and individual development plans and encourages self-confidence as a development base. (Vel'as, 2011).

5. The Principles of Working with 360 Degree Feedback System are as Follows

- Well-defined job performance assessment.
- Elaboration is made by independent sources.
- All information is confidential, and also the evaluators are anonymous.
- Interpretation of obtained results is also possible through an expert proficient in evaluating 360-degree feedback. Hence, less chances of personal favors and partiality.
- An evaluated person prepares a proper plan of action for personal development.

The 360-degree feedback system is also suitable for applying to the faculty member's assessment to compare the performance with the opinions of other colleagues and the head of the department. Their opinions enable the employee to identify strengths and work on areas of development.

6. Application of 360-Degree Feedback System on Faculty Member's Job Performance Assessment Selection of evaluators

In the first step, it is important to select appropriate evaluators knowledgeable about the faculty member's

job performance. Management Members should decide the number of evaluators. The Head of the Department should be responsible for the assessment process. The team of evaluators must involve:

1. The concerned faculty member
2. The head of the department
3. minimum four colleagues (two from the same department and two from other departments)
4. Students (indirectly)

The evaluated faculty member can choose colleagues as a team of co-operators who can express their opinions on his job performance. Students must share their opinions but only indirectly, i.e. in the form of a questionnaire at the end of the finished semester. The questionnaires filled in by students are based on criteria concerning the educational process between faculty members and students. Only if the faculty member's assessment process involves students will we consider it 360 Degree Feedback (see figure 1). If the students are not involved in the assessment, it is only a 270 Degree Feedback System.



Figure 1 Structure of 360 Degree Feedback System

6.1. Assessment of Faculty Member's Job Performance

All evaluators, including the faculty members, fill in the same job performance assessment form anonymously, where the faculty member's job performance is evaluated based on the key criteria of research, publications and pedagogical activities. The job performance criteria in the assessment form are formulated in such a way as to define really



measurable criteria for research and pedagogical activities (see Table 3). Each criterion has its own measure. We propose five scale categories, from unsatisfactory results to excellent assessment (see Table 4). Special emphasis should be given to the following points:

- Quality of passing on knowledge to students.
- Development of students' skills and competencies.
- Quality and contribution of research activity for the development of department and self.

- Quality and contribution of publication activity for development of department and self.
- Involvement and initialization of new activities.

The benefits of the 360-Degree Feedback System are that it assumes that the evaluators are willing to respond honestly if they know that their responses are anonymous, will be used for further development, and that only a very small number of people (usually the evaluated teacher and his direct superior) will work with the obtained information.

Table 3 Assessment Card for 360 Degree Feedback System - Job Performance Assessment Form Proposed at ISM Patna

Name of Faculty Member						
Department						
Designation						
Subjects Delivered						
Evaluated Period						
No	Criterion	Assessment				
1	Quality of passing on knowledge to students	1	2	3	4	5
2	Concern for own professional growth and personal development	1	2	3	4	5
3	Development of students skills and competencies	1	2	3	4	5
4	Development of study materials and their professional level	1	2	3	4	5
5	Applying new forms and methods in education	1	2	3	4	5
6	Quality and contribution of scientific-research work for development of department & self	1	2	3	4	5
7	Quality and contribution of publication activity for development of department & self	1	2	3	4	5
8	Independence in performance of tasks and defined aims	1	2	3	4	5
9	Involvement and initialization of new activities.	1	2	3	4	5
10	Reliability and consequentiality in work	1	2	3	4	5
11	Creativity, invention and flexibility in work	1	2	3	4	5
12	Cooperation with colleagues from other departments	1	2	3	4	5
13	Observance of work discipline	1	2	3	4	5
14	Motivating effect on students and colleagues	1	2	3	4	5
15	Responsibility and work effort	1	2	3	4	5
	Sum					

Table 4 Assessment Scale – Form of Qualitative Job Performance Assessment of Faculty Members

Points	Level	Characterization
1	Unsatisfactory assessment	In the job performance form, it is possible to indicate essential disagreement with all key criteria. It is possible to formulate development immediately from the initial basis.
2	Satisfactory assessment	In the job performance form, it is possible to indicate essential disagreement with some key criteria. For each criterion, systematic development aimed at eliminating weaknesses should be formulated.
3	Good assessment	It corresponds with a criterion formulated with certain stipulations. Key improvements can be formulated. Development can be oriented on enforcing strengths and weakening weaknesses.
4	Very good assessment	It exactly corresponds with the formulated assessment criterion. No stipulation is given; only partial improvements can be formulated for the given criterion. The qualitative jump cannot be formulated. Development can be oriented on the enforcement of strengths.
5	Excellent assessment	Defined criteria are exemplary, and innovative ideas will be encouraged and welcomed.

6.2. Elaboration of the Evaluator Output Report

After data collection, their assessment, including an output report, will be produced. All results will be evaluated anonymously and always in connection with the assessment conclusions of other evaluators.

For example, the faculty member's job performance assessment will be compared with his HoD, colleagues, and the student's assessment. Based on this comparison, the level of the evaluated faculty member will be assigned (Table 5).

Table 5 Scale of Job Performance Assessment

Achieved Score %	Verbal assessment	Assessment Criteria
90% and more	Excellent level of job performance.	Highly above-standard performance without further improvement in the respective conditions and circumstances. Excellent results are a precondition for further progress in the job position.
75% - 89%	Job performance is above standard level.	Is an active employee who knows the work well. He innovatively looks for new forms and methods of work. He has many good ideas. His activities and properties are above standard level. The evaluator is fully satisfied with his work.
50% - 74%	Job performance is on standard level.	The employee works as per set standards. He is not concerned about change and only accepts tasks passively. His activities are low-level.
49% and less	Job performance is under standard level. (unsatisfactory)	Deeply under-standard level of evaluated activity realized work, behaviour or required property. Employee has great limitations that have a negative effect on the results of their work.



6.3. Informing About Outputs and Plan of Personal Development

Elaborated results from the 360 Degree Feedback System evaluation sheets and output report should be presented individually between an evaluated person and his HoD. The output report should include the faculty member's performance, strengths and development needs in the form of tasks for a further period, i.e., the individual plan for the faculty member's development should be made. This plan of personal development should contribute to improving performance in fields within assessment identified as problems. The evaluated faculty member has a detailed and objective job performance assessment with specific weaknesses and strengths. The faculty member must be able to accept these results and use them to motivate and increase the quality of education in his classes and for the development of his department.

6.4. Regular Assessment and Monitoring

The 360-degree Feedback System should be applied once a year. The evaluated faculty member can be monitored by his HoD throughout the year and by students at the end of each semester. After repeated annual assessments by the 360-degree feedback System, it is necessary to assess the effectiveness of the faculty member's personal development plan and set new development aims for the future.

Conclusion

One of the basic requirements of the job performance assessment is achieving the highest correctness and objectivity. Assessment conclusions should always be sustainable and reliable, i.e. unreformed by prejudice and other evaluating mistakes. It is important to say that many mistakes in assessments are unintentional, and the evaluators are unaware of them (similar to barriers to effective communication). Some mistakes arise from the evaluators' slouch or lack of concentration, while others are carried out purposely with a clear intention to humiliate the evaluated person. But it is necessary to fight against them and not allow them to devastate the assessment system (Blašková, 2013). Contributions to the 360 Degree Feedback System application for the faculty member's job performance assessment are as follows:

- More objective and complete judgment of work performance and potential of concerned faculty members.
- Setting individual personal development plans for each faculty member, i.e. it enables more effective personal development of faculty members, considering the institutional needs.
- Improving credibility of performance assessment.
- Increasing motivation and effectiveness of faculty member's job performance.
- Feedback from colleagues contributes to strengthening personal development.
- Strengthening relations between faculty members and the possibility of improving teamwork.
- Improving social culture at the university owing to faculty members' participation in evaluating the process of their colleagues,
- Enhancing education quality at the International School of Management(ISM), Patna.

If the management of the International School of Management(ISM), Patna, decides to apply the 360-degree Feedback System for faculty member assessment, it will increase employee satisfaction. From the view of a fairer assessment, this will increase motivation and the quality of education at the institute. Satisfied faculty members with quality job performance are the most important aspect of the institution's progress.

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