Competitive Educational Research Journal (CERJ)
ISSN (Print): 2709-9784, ISSN (Online): 2709-9792
Volume 2 Issue 3
https://cerjournal.com

-

Investigating effects of 360-Degree Feedback on Performance of Secondary School Teachers in Swat

Nazrul Islam Bacha

Elementary & Secondary Education Department Khyber Pakhtunkhwa, Pakistan

***Hamid Ali Nadeem**

Faculty of Education, Allama Iqbal Open University, Islamabad, Pakistan

Arshad Mehmood Qamar

Faculty of Education, Allama Iqbal Open University, Islamabad, Pakistan

Email of the corresponding author: hamid.ali@aiou.edu.pk

ABSTRACT

The present study investigates the effects of 360-degree feedback on teachers' performance in planning and preparation, classroom environment, instruction, and professional responsibilities on research basis. Teachers' improvement through 360 degree feedback is viewed as a precursor to better teaching practices in the classroom. The study was conducted in ten schools in District Swat. Forty (40) appraiser teachers, ten (10) appraiser principals and 160 appraiser students participated in the project. The study implemented 360-degree feedback on Secondary School Teachers (SSTs) and Certified Teachers (CTs) for three months where they were evaluated in the four teaching domains: (1) planning and preparation, (2) classroom environment, (3) instruction, and (4) professional responsibilities. Observation checklist was used as a pretest and posttest for data collection. The data was analyzed through frequency distribution, mean, standard deviation, and t-test. Data showed that 360-degree feedback improved the teachers' performance in the four domains of teaching. Implementing 360-degree feedback in schools within the framework of an action research helped teachers in improving their performance. The study suggests that the application of 360-degree feedback can improve the teachers' performance in many areas of teaching.

Keywords: 360-degree feedback, teachers' performance, performance improvement.

INTRODUCTION

Teacher's effectiveness greatly affects students' achievements more than other factors. It is important to apply performance appraisal (PA) at schools to improve their teaching efficacy and to guarantee that they give their best for the child development (OECD, 2009). Educational reforms cannot be achieved without qualified teachers and without proper teachers' performance appraisal (TPA) method, because they are leading the students and are responsible for learning of their students. Therefore, more effort is needed to improve the skills of teachers and to develop them professionally (Stronge & Associates, 2015). Performance appraisal is very important in educational institutions because without performance appraisal (PA) it is difficult to develop teachers professionally (Jensen, 2011). It is used to assess observed performance against expected performance and provides favorable circumstances for the employee and the employer to analyze job performance, spot employee training and development needs, and make arrangements for learning new skills (Eisalou, 2014). Performance appraisal

may not only tell what are the competencies and in competencies of the teachers but can also show where the need of change for improvement is. If the desired change is introduced, it brings improvement in teachers (Isore, 2009). Performance appraisal is very significant practice for any organization because it measures the effectiveness of organization as well as employees, and provides directions to the employees (Hanif, Jabeen, & Jadoon. 2016). Educational institutions try to raise students' achievement by enhancing teachers' quality while teaching quality can be improved by evaluating teachers and assessing their needs for professional development (Khan, Khan, Hussain & Shaheed, 2017).

The present performance evaluation system in Pakistan is old fashioned and inadequate. It fails in establishing an objective criterion for appraisal and fails to develop the teachers as well. Moreover, there are negative perceptions about the present performance evaluation system (Tanwir & Chaudhry, 2015). The present TPA in Pakistan is lacking in communication between principals and teachers, teachers' involvement in decision making and in giving information about teacher' performance. Thus causes many serious problems (Aslam, 2013). It is done for achieving administrative purposes and is not supportive of improving teachers' performance, and thus teachers are not satisfied as well as do not like this type of TPA. They want an organized, all-inclusive and comprehensive system of TPA which is based on 360-degree feedback system. Teachers are not given any part to perform in the TPA process, and not communicated about the targets. Appraisers are not trained, and performance review discussion does not happen. Thus the present PA system in Pakistan is unsuccessful in motivating for efficient performance (Rasheed, Aslam, Yousaf & Noor, 2011). Different methods of PA have been introduced in different countries and regions but in Pakistan performance appraisal depends only on Performance Evaluation Report (PER) formally known as Annual Confidential Report (ACR), which cannot improve the teachers performance because it is filled by the principal and used for promotion (Tanwir & Chaudhry, 2015). The prmotions of teachers are not based on merit but on different kinds of pressure and rent sharing (Haque, Din, Khawaja, Malik, Khan, Bashir, & Waqar, 2006). It does not measure the real performance because this type of appraisal emphasizes personal characteristics of the staff instead of setting and fixing objectives and assessable targets against which the performance can be measured and assessed (Cheema & Sayeed, 2006; Ikramullah, Shah, Khan, Hassan & Zaman 2012).

At present time 360-degree feedback came into vogue (Armstrong, 2006). One person feedback cannot be free of biases (Lussier & Hendon, 2013). In this system, feedback is taken from many angles. These angles include customer, self, peer, co-workers and heads (Armstrong, 2006). Hence there is a need to apply multi source feedback or 360-degree. The present study applied the 360-degree feedback to see its effects on the teachers' performance.

Objectives of the study:

Following were the research objectives of the study:

1. To investigate the effects of 360-degree feedback on Secondary School Teachers' performance in planning and preparation.

2. To investigate the effects of 360-degree feedback on Secondary School Teachers' performance in classroom environment.

3. To investigate the effects of 360-degree feedback on Secondary School Teachers' performance in instruction.

4. To investigate the effects of 360-degree feedback on Secondary School Teachers' performance in professional responsibilities.

Material and Methods

This research study investigated the effects of 360-degree feedback on Secondary School Teachers' performance. The study took place at ten Government High and Higher Secondary Schools in Swat district. The study participants were 40 teachers from ten schools. Four teachers were selected from every school, and four students for each teacher. So the sample included 10 principals, 40 teachers and 160 students.

Kurt Lewin's change model (1947) of action research was adapted. This model involves reconnaissance phase, implementation phase and reflection phase. The researcher role in 360-degree feedback process was as a coach, developer and facilitator, observer, and was also that of participant because he himself has been teaching for ten years. Danielson's Framework (2013) was used for pre-observation as a baseline and for post-observation to check the effects of 360-degree feedback on teachers' performance. For local considerations, two experts examined the research tool and considered it relevant to the study objective.

Results and Discussion

Frequency Distribution, Mean, Standard Deviation, and Paired sample *t*-tests were used to compare pre-test and post test scores of the performance.

Results

Table 1

Frequency Distribution of Pretest and Posttest Results of Planning and Preparation

		Pretest		Posttest	
Rubric	Score	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	1	60	29%	0	0%
Basic	2	134	63%	58	28%
Proficient	3	16	8%	152	72%
Distinguished	4	00	0%	00	0%
Total		210	100	210	100

Table 1 portrays that there were 72 % teachers achieved the proficient level of performance in the posttest compared to 8% of teachers achieved it in the pretest. Initially, 29% of the teachers fell into unsatisfactory category and 63% of teachers into basic category. These frequencies decreased to 0% and 28 % in the posttest respectively. It can be identified from the table 1 that the teachers' performance was improved after the application of 360-degree feedback.

Table 2

Results of Mean, Standard Deviation and t-test for Planning and Preparation

Teaching Components	Pretest		Posttest		Gain Score		t	Sig.(2-Tailed)
	M	SD	M	SD	M	SD		
Demonstrating knowledge of content and pedagogy	2.13	0.55	2.87	0.34	0.74	0.45	7.90	0.000
Demonstrating knowledge of students	1.96	0.56	2.87	0.34	0.91	0.60	7.34	0.000
Setting instructional outcomes	1.70	0.63	2.74	0.45	1.04	0.47	10.54	0.000
Demonstrating knowledge of resources	1.57	0.51	2.52	0.51	0.96	0.37	12.51	0.000
Designing coherent instructions	1.78	0.42	2.78	0.42	1.00	0.43	11.25	0.000
Designing student assessments	1.57	0.51	2.57	0.51	1.00	0.52	9.18	0.000
Total	1.78	0.53	2.73	0.43	0.94	0.49	9.20	0.000

Table 2 portrays that the overall pretest mean value of the domain of planning and preparation was 1.78 with a standard deviation of 0.53 and posttest mean values of 2.73 with a standard deviation of 0.43. The mean difference in the overall domain of planning and preparation was 0.94 with a standard deviation of 0.49 and $t(207)=9.20$, $p<0.05$. The results suggested that 360-degree feedback improved the teachers' performance in the domain of planning and preparation.

Table 3

Frequency Distribution of Pretest and Posttest Results of Classroom Environment

Rubric	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Unsatisfactory	1	40	19	0	0
Basic	2	159	76	53	25
Proficient	3	11	5	157	75
Distinguished	4	00	0	0	0
Total		210	100	210	100

Table 3 portrays that there were 75 % teachers achieved the proficient level of performance in the posttest compared to 5% of teachers achieved it in the pretest. Initially, 19% of the teachers fell into unsatisfactory category and 76% of teachers into basic category. These frequencies decreased to 0.00% and 25% in the posttest respectively. It can be identified from the table 3 that the teachers' performance was improved after the implementation of 360-degree feedback.

Table 4

Results of Mean, Standard Deviation and t-test for Classroom Environment

Teaching Components	Pretest		Posttest		Gain Score		t	Sig.(2-Tailed)
	M	SD	M	SD	M	SD		
Creating an environment of respect and report	1.96	0.37	2.74	0.45	0.78	0.52	7.24	0.000
Establishing a culture for learning	1.87	0.34	2.78	0.42	0.91	0.42	10.50	0.000
Managing classroom procedures	1.96	0.47	2.74	0.45	0.78	0.42	8.90	0.000
Managing students' behavior	1.70	0.63	2.74	0.45	1.04	0.47	10.54	0.000
Organizing physical space	1.83	0.49	2.74	0.45	0.91	0.29	15.2	0.000
Total	1.86	0.47	2.75	0.44	0.89	0.43	9.93	0.000

Table 4 portrays that the overall pretest mean value of the domain of classroom environment was 1.86 with a standard deviation of 0.47 and posttest mean values of 2.75 with a standard deviation of 0.44. The mean difference in the overall domain of classroom environment was 0.89 with a standard deviation of 0.43 and $t(207)=9.93$, $p<0.05$. The results suggested that 360-degree feedback improved the teachers' performance in the domain of classroom environment.

Table 5

Frequency Distribution of Pretest and Posttest Results of Instruction

Rubric	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Unsatisfactory	1	93	45	0	0
Basic	2	113	54	49	23
Proficient	3	4	1	161	77
Distinguished	4	0	0	0	0
Total		210	100	210	100

Table 5 portrays that there were 77 % teachers achieved the proficient level of performance in the posttest compared to 1% of teachers achieved it in the pretest. Initially, 45% of the teachers fell into unsatisfactory category and 54% of teachers into basic category. These frequencies decreased to 0.00% and 23% in the posttest respectively. It can be identified from the table 5 that the teachers' performance was improved after the application of 360-degree feedback

Table 6

Results of Mean, Standard Deviation and t-test for Instruction

Teaching Components	Pretest		Posttest		Gain score		t	Sig.(2-Tailed)
	M	SD	M	SD	M	SD		
Communication with students	2.04	0.21	2.91	0.29	0.87	0.34	12.11	0.000
Using questioning and discussion techniques	1.48	0.67	2.65	0.49	1.17	0.65	8.66	0.000
Engaging students in learning	1.78	0.42	2.65	0.49	0.87	0.34	12.11	0.000
Using assessments in instruction	1.78	0.42	2.83	0.39	1.04	0.37	13.65	0.000
Demonstrating flexibility and responsiveness	1.78	0.42	2.78	0.42	1.00	0.43	11.25	0.000
Total	1.77	0.45	2.76	0.42	0.99	0.44	10.79	0.000

Table 6 portrays that the overall pretest mean value of the domain of instruction was 1.77 with a standard deviation of 0.45 and posttest mean value of 2.76 with a standard deviation of 0.42. The mean difference in the overall domain of instruction was 0.99 with a standard deviation of 0.44 and $t(207)=10.79$, $p<0.05$. The results suggested that 360-degree feedback improved the teachers' performance in the domain of instruction.

Table 7

Frequency Distribution of Pretest and Posttest Results of Professional Responsibilities

Rubric	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Unsatisfactory	1	119	49	09	4
Basic	2	121	51	161	67
Proficient	3	00	0.00	39	16
Distinguished	4	00	0.00	00	0.00
Total		210	100	210	100

Table 7 portrays that there were 16 % of teachers achieved the proficient level of performance in the posttest compared to none of teachers achieved it in the pretest. Initially, 49 % of the teachers fell into unsatisfactory category. These frequencies decreased to 4%. There were 51% of teachers achieved the basic level of performance in the pretest compared to 67% of teachers achieved it in the posttest. It can be identified from the table 7 that the teachers' performance was improved after the application of 360-degree feedback.

Table 8

Results of Mean, Standard Deviation and t-test for Professional Responsibilities

Teaching Components	Pretest		Posttest		Gain score		t	Sig.(2-Tailed)
	M	SD	M	SD	M	SD		
Reflecting on teaching	1.65	0.49	2.26	0.54	0.61	0.50	5.85	0.000
Maintaining accurate records	1.30	0.47	2.09	0.42	0.78	0.42	8.90	0.000
Communicating with families	1.35	0.49	2.09	0.42	0.74	0.45	7.90	0.000
Total	1.43	0.48	2.15	0.46	0.71	0.46	7.40	0.000

Table 8 portrays that the overall pretest mean value of the domain of professional responsibilities was 1.43 with a standard deviation of 0.48 and posttest mean values of 2.15 with a standard deviation of 0.46. The mean difference in the overall domain of

professional responsibilities was 0.71 with a standard deviation of 0.46 and $t(207)=7.40$, $p<0.05$. The results suggested that 360-degree feedback improved the teachers' performance in the domain of professional responsibilities.

Findings of the study indicated that 360-degree feedback played a role in improving the teaching performance in the domain of planning and preparation. It is important domain of teaching. Planning and preparation is very important for instruction. It makes the teachers capable to arrange, coordinate and harmonize their classroom activities with efficiency (Orlick, Harder, Callahan, Trevisan, & Brown 2010). Teachers must be well prepared for the teaching and learning process (Ali & Zahidi, 2014). There is a need to improve planning and preparation through 360-degree feedback. An effective TPA should enable teachers to improve in planning and preparation so that they may be proficient, accomplished and confident in the presentation of instruction. If the teachers are involved in 360-degree feedback, this may improve their teaching performance in planning and preparation. The findings of the study showed that 360-degree feedback improved the teachers' performance in classroom environment. Classroom environment is pertinent to the TPA process in that improving the learning climate is the responsibility of teachers (Halawa, 2005). A trusting climate promotes risk taking, extensive learning and communication where process and not product is prioritized (Robinson & Kakela, 2006).There is a need to improve teachers' performance through 360-degree feedback. The findings showed that 360-degree feedback affected the instruction positively. The teachers were more proficient in delivering instruction under 360-degree feedback. Effective instruction empowers students to learn regardless of learning challenges and differences (Darling-Hammand, 2012).

Discussion and Conclusion

The findings of this study using research leads to conclusion that 360-degree feedback improved secondary schools teachers' performance in District Swat. The findings of the study indicated that teachers have made progress in their professional responsibilities during 360-degree feedback. Purposeful professional development support professional growth and promote quality practice (Phillips, Balan & Manko, 2014). Assessing professional practice and effort is pertinent to enhancing teachers' skills and knowledge, thus making better instruction (Costa & Garmston, 2002). The results are consistent with aspects of literature on 360-degree feedback. Siddiqui (2017) concluded in his research that 360-degree feedback provides precise and deep understanding on the teachers' performance, behaviors, improvement and strengths, while restructuring and establishing performance development goals. However, the effects of 360-degree feedback on performance depend on planned implementation and organization policies. Baloch and Faiza (2016) also found that 360-degree feedback had positive effects on managers' skills development and knowledge. Research by Stark, Korenstein and Karani (2008) proved that the feedback proved helpful in remedying poor professional behavior and improved the proficient professional behavior. Thus there is initial support that 360-degree feedback improves the teachers' performance.

Implications and Recommendations

The study has implications for research and practice. The study suggests that the application of 360-degree feedback can improve the teachers' performance in many areas of teaching. It develops the researcher's understanding and knowledge and provides teaching performance improvement for his practice; it also develops understanding and knowledge and provides improved performance for the participants. The beneficial effects on the specific instructional practices are impressive and

interesting, since teachers with a higher performance are more likely to perform well in the classroom. For administrators, the opportunity to offer teachers' performance improvement, 360-degree feedback gives the opportunity to improve teacher' performance should be pursued. The positive effects on the participant teachers' performance provide trustworthiness to pursue the study of 360-degree feedback research as it improves teachers' performance in many areas of teaching.

References

Ali, K. S. & Zahidi, A. M. (2014). Teachers' planning and preparation of teaching resources and materials in the implementation of form 4 physical education curriculum for physical fitness strand. *Turkish Journal of Sport and Exercise, 16*(1), 67-71.

Armstrong, M. (2006). *Performance management, key strategies and practical guidelines* (3rd ed.). London and Philadelphia: Kogan Page.

Aslam, H.D. (2013). Analysis of performance evaluation system for teachers in colleges of Pakistan: A case study of colleges operating in Punjab, Pakistan. *International Journal of Learning & Development, 3*(5), 145-158.

Ahmed, S., Abbas, F. & Jalil., M. K. (2017). Stylistic analysis the English translations of Surah Rehman: A comparative study of multiple sources. *Al Qalam, 22*(1), 458-467.

Abbas, F., & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning, 4*(1), 199-214.

Baloch, M. & Faiza, M. (2016). Impact of 360 feedback on management skills and development. *Imperial Journal of Interdisciplinary Research, 2*(1), 311-321.

Basiel, A. & Howarth, M. (2020). A 360 degree learning environment for university online teaching. *Work Based Learning e-Journal International, 9*(2), 137-157.

Cheema, A. & Sayeed, A. (2006). Bureaucracy and pro-poor change. *Pakistan Institute of Development Economics Islamabad, 3(1),* 24-26.

Costa, A. L. & Garmston, R. J. (2002). *Cognitive coaching: A foundation for Renaissance schools* (2nd ed.). Michigan, USA: Christopher-Gordon Publishers.

Danielson Group. (2017). *Charlotte Danielson.* Retrieved on July 2, 2017 from https://www.danielsongroup.org/charlotte-danielson/

Danielson, C. (2013). *The framework for teaching evaluation instrument.* Los Angeles, USA: Danielson Group.

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching.* California, USA: Stanford Center for Opportunity Policy in Education.

Eisalou, M.R. (2014). *Human resource 360-degree feedback performance appraisal system.* Riga, Germany: Lambert Academic Publishing.

Farah, S. (2018). A study on teachers' attitudes towards performance appraisal system: A case study of Garissa Township sub-county, Kenya. *European Journal of Education Studies, 4*(4), 295-305.

Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Academic Journal, 126*(2), 334-345.

Hanif, A., Jabeen, N. & Jadoon, Z.I. (2016). Performance management in public sector: A case of civil service in Pakistan. *A Research Journal of South Asian Studies,* 31(1), 99-116.

Haque, N.U., Din, M., Khawaja, M.I., Malik, W.S., Khan, F.J., Bashir S. & Waqar, S.I. (2006). Perception survey of civil servants: A preliminary report. *The Pakistan Development Review, Pakistan Institute of Development Economics, 45*(4), 1199-1226.

Hosain, Md. (2016). 360 Degree Feedback as a Technique of Performance Appraisal: Does it Really Work?. *Asian Business Review*. 6. 10.18034/abr.v6i1.779.

Ikramullah, T., Shah, B., Khan, S., Hassan, F.S. & Zaman, T. (2012). Purposes of performance appraisal system: A perceptual study of civil servants in District Dera Ismail Khan Pakistan. *International Journal of Business and Management, 7*(3), 142-151.

Isoré, M. (2009). *Teacher Evaluation: Current Practices in OECD Countries and a Literature Review.* OECD Education Working Papers, No. 23, Paris: OECD Publishing.

Jensen, B. (2011). *Better teacher appraisal and feedback: Improving performance.* Melbourne, Australia: Grattan Institute.

Jones CA, Watkins FS, Williams J, Lambros A, Callahan KE, Lawlor J, Williamson JD, High KP, Atkinson HH. A 360-degree assessment of teaching effectiveness using a structured-videorecorded observed teaching exercise for faculty development. Med Educ Online. 2019 Dec;24(1):1596708. doi: 10.1080/10872981.2019.1596708. PMID: 30973089.

Khan, G., Khan, A., Hussain, S., & Shaheed, N. (2017). Teacher evaluation: Global perspectives and lessons for Pakistan. *The Dialogue, 12*(3), 333-346.

Lussier, R.N., & Hendon J.R. (2013). *Human resource management: Functions, applications skills development.* USA: Sage Publications.

OECD. (2009). *Creating effective teaching and learning environment: First results from TALIS.* Paris, France: Author.

Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S., & Brown A.H. (2010). *Teaching strategies: A guide to effective instruction.* Boston, USA: Wadsworth Cengage Learning.

Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. *International Journal of Education Technology and Scientific Researches*, *4*(10), 417-434.

Philip, R. M. (2020). Assessing the Impact of the Implementation of Teacher Performance Appraisal Development Tool on the Quality of Teaching in Kenya. A Case Study of Narok County Secondary Schools. *The Cradle of Knowledge: African Journal of Educational and Social Science Research, 7*(1), 16-28.

Rasheed, M.I., Aslam, H.D., Yousaf, S., & Noor, A. (2011). A critical analysis of performance appraisal system for teachers in public sector universities of

Pakistan: A case study of the Islamic University of Bahawalpur. *African Journal of Business Management, 5*(9), 3735-3744.

Robinson, C. F., & Kakela, P. J. (2006). Creating a space to learn. *College Teaching, 54*(1), 202-206.

Siddiqui, S. T. (2017). Impact of 360-degree feedback on employee and organization growth: with reference to higher education institutes of Pakistan. *International Journal of Advance Research (IJAR).*

Stark, R., Korenstein, D., & Karani, R. (2008). Impact of a 360-degree professionalism assessment on faculty comfort and skills in feedback delivery. *Journal of Internal Medicine, 23*(7), 969-972.

Stronge & Associates. (2015). *Teacher Effectiveness performance evaluation system.* Virginia, USA: Author.

Tanwir, M., & Chaudhri, A. (2015). The performance evaluation system in Pakistan's civil service. *Africa's Public Service Delivery & Performance Review, 3*(2), 81-103.

Tarar, I. A., Khan Rana, A. M., & Abbas, F. (2020). Right to Education: Comparative Study of Constitutional Contours, Legislative Initiatives and Institutional Arrangements in India and Pakistan. *Elementary Education Online*, 19(3), 3365-3371.

Theelen, H., Van den Beemt, A., & Brok, P. D. (2020). Enhancing authentic learning experiences in teacher education through 360-degree videos and theoretical lectures: reducing preservice teachers' anxiety. *European journal of teacher education*, 1-20.

Wahyuni, D. S., Agustini, K., Sindu, I. G. P., & Sugihartini, N. (2020, April). Analysis on vocational high school teacher competency gaps: Implication for VHS teacher training needs. In *Journal of Physics: Conference Series* (Vol. 1516, No. 1, p. 012051). IOP Publishing.

Zondo, R.W.D., 2018, 'The influence of a 360-degree performance appraisal on labour productivity in an automotive manufacturing organisation', *South African Journal of Economic and Management Sciences* 21(1), a2046. https://doi.org/10.4102/sajems.v21i1.2046