

How Can Teachers Survive Using 360-Degree Evaluation?

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Abstract

A 360-degree evaluation is an evaluation method that involves gathering information and responses from multiple sources. This is important to gauge a person's performance and skills in a holistic manner where the evaluation can usually be carried out by employers or supervisors, colleagues, subordinate staff, and customers. However, the lack of traditional performance appraisal among teachers who are still on the one-way direction needs to be replaced with a more comprehensive appraisal such as the 360-degree evaluation is still not widely discussed especially using a strategic planning tool. Hence, this concept paper explores 360-degree evaluation of teachers through one of the tools called SCORE framework. The methodology used is the thorough analysis of grit using SCORE framework that measured among five elements such as Strengths (S), Challenges (C), Options (O), Responses (R), and Effectiveness (E). The findings highlight strengths like comprehensive assessment, reduced bias, professional development of teacher professionalism, and administrative support. However, there are significant challenges include assessment bias, limited scope, time and resource management, and openness to reflection. Solutions suggested are rewards, digital tools, socio-emotional skills, and feedback training. Feedback from teachers, policymakers, administrators, and communities, to support a more responsive education system. The effectiveness of 360-degree assessment shows outlines for enhancing teaching quality, professional growth, ethical management, and balanced feedback. Using models like SWOT, TOWS, NOISE, and SOAR could address this study's limitations. These insights are valuable for educators, administrators, policymakers, and the external community, enhancing multi-dimensional support for sustainable education quality. Future studies on 360-degree teacher evaluation could assess its long-term efficacy, the influence of cultural and technological factors, and teacher perceptions, to provide more meaningful guidance to interested parties.

Keywords: 360 Degree Evaluation, Teacher's Performance, Performance Appraisal, SCORE Analysis

Introduction

A 360-degree appraisal is a method of performance appraisal that collects feedback from multiple sources whether the parties interact directly or indirectly with the individual being appraised. This evaluation provides a holistic view from various levels of categories involved which aims to achieve a more objective and comprehensive evaluation. The practice of 360-degree assessments is becoming more prevalent, with implementations occurring across a range of countries and fields. One of the earliest applications of this approach was in the human resources sector, where it was introduced as an alternative to traditional performance reviews.

This alternative approach involved a more holistic view of the employee, with input from various sources, including colleagues, supervisors, customers and the employee themselves (Vuong & Nguyen, 2022). The 360-degree evaluation system has gained widespread acceptance among small and medium-sized companies. The rationale for this lies in its effectiveness in generating a holistic feedback loop, as well as in its capacity to identify workers' training needs with greater precision. In (Sypniewska et al., 2023), one finds numerous literature reviews discussing the topic of Sustainable Human Resource Management (SHRM). Therefore, it approaches regards the workforce as an invaluable organisational resource, while paying careful attention to workers' priorities, needs and perspectives.

In the context of education in schools, 360-degree evaluation involves the involvement not only of teachers, but even of administrators, colleagues, and sometimes students or other relevant interested parties. According to (Al-Maawali et al., 2024) the objective of this method is useful in career development, including self-development, leadership development, management and implementation development, identifying training needs in service, reducing mistakes for traditional performance evaluations and gaining understanding of the level of achievement of a teacher. This method aims to improve the overall understanding of teachers' performance and align their career development with the needs of students and the expectations of the school community. At the same time, to provide a method of appraisal that can increase awareness to all parties of the quality of work, can reduce discontent or discrimination, and even increase the motivation of teachers themselves by providing specific, fair and constructive feedback (Movafaghpour, 2019).

A 360-degree assessment is a valuable tool for obtaining comprehensive feedback on teacher performance, as it involves input from a diverse range of stakeholders, including administrators, students, colleagues, and the external community. This approach offers a more accurate and multifaceted understanding of the teacher's effectiveness. This method facilitates the accurate identification of strengths and weaknesses, while also supporting professional development and the enhancement of teaching quality. This assessment is a reasonable approach to improving the existing performance assessment system (Hamzah & Arshad, 2022), thereby ensuring a fairer and more data-based assessment. In the context of education, 360-degree assessments are a necessary component of establishing an open and constructive feedback culture, improving the efficacy of teaching and learning by teachers, and contributing to the development of a more collaborative and quality education ecosystem.

The SCORE model represents a robust analytical approach for assessing teacher performance. It emphasises several key elements, including the identification of strengths, the identification of challenges, the consideration of strategic options, the development of constructive

responses, and the evaluation of effectiveness. The discussion of 360-degree evaluation through the SCORE model is significantly important as it provides a systematic framework for the identification of teacher strengths and challenges, the guidance of other stakeholders in the development of improvement strategies, and the assessment of the effectiveness of actions. The results of this SCORE model conversation provide additional value, including increased teacher motivation, competency building, and the creation of a more effective educational ecosystem. This assessment is therefore a strategic tool for facilitating positive change. Furthermore, the SCORE model is an effective and powerful tool for providing a comprehensive view of teacher performance through the analysis of strengths and challenges. The model facilitates the identification of strategic options for improvement, encourages positive feedback loops, and enables the measurement of the effectiveness of actions taken, thereby ensuring the implementation of a continuous and data-driven improvement process by all education stakeholders, particularly at the school level.

The SCORE model has the potential to benefit all parties within the education ecosystem, including teachers, students, administrators, educational organisations and the external community. The provision of more comprehensive feedback enables teachers to enhance the quality of their teaching and professional development, while administrators are better able to identify the professional development needs of their staff. As a result, students benefit from more effective teaching and learning experiences. Educational organisations can also enhance the effectiveness of their staff, cultivate a culture of constructive feedback, and more effectively achieve their institutional goals. The external community also benefits through the quality of student success, which contributes to social and economic development, and the close relationship between the educational institution and the community at large.

To thoroughly analyse this complex issue, this article uses the SCORE model - a strategic evaluation framework that examines Strengths, Challenges, Options, Responses and Effectiveness. The SCORE model provides a structured approach to uncover the current state of a 360-degree evaluation of teachers, identify areas for improvement and suggest strategic solutions. By using this model, it aims to offer a more detailed landscape-based understanding of 360-degree evaluations in the context of education and provide insights that can be utilised by interested parties such as policy makers, education departments, school administrations, communities and teachers themselves.

The Strengths component will explore the positive aspects of 360-degree evaluations for teachers, including existing evaluations that have been successfully utilised by the education sector outside of the school scope. The Challenges section will identify obstacles in the development of this 360-degree evaluation. Options will provide strategies and solutions, while Responses will examine the involvement of stakeholders in the 360-degree evaluation initiative. Finally, the Effectiveness section will assess the impact of the 360-degree evaluation that is being and will be implemented by the next study, providing a basis for making evidence-based decisions in the future.

Score Model – Strategy Based Assessment

The SCORE model stands for strengths, challenges, options, responses, and effectiveness. Strengths refer to existing capabilities and resources, challenges are concerns that indicate needed capabilities and resources, and options refer to opportunities and risks. Responses refer

to likely or emerging consequences of action or inaction and effectiveness is about related dimensions of impact on effectiveness in context such as efficiency, reliability, elegance, appropriateness, and integration in the given context.

Compared to the SWOT model, which is easy to understand and based on a simple two-axis matrix of 'good versus bad' and 'inside versus outside', the SCORE model offers a little more depth for strategic evaluation. It is a more versatile and insightful substitute. It is also used to assess strategy and tactics quickly, where the results are measurable. The SCORE model evaluates both before and after action to support continuous improvement.

This model can be particularly useful when analysing educational frameworks and initiatives. For instance, the model can be applied to evaluate the strengths, challenges, options, responses, and effectiveness to develop 360-degree evaluations for teachers. The stakeholders such as policymakers, educators, and administrators can use this approach to improve and evaluate the performances of teachers in school. Researchers can also refer to the SCORE model to determine the best strategies for enhancing teacher's performances and competencies at the same time can consider challenges that may prevent progress. The SCORE model is used by considering strengths, challenges, options, responses, and the effectiveness of using 360-degree evaluation in measuring the performance and competencies of teachers.

Figure 1 depicts the SCORE model and its utility in evaluating diverse elements of educational strategy. In the context of this article, the SCORE model is employed to examine 360-degree assessments of teacher performance. This entails an investigation of the strengths that teachers bring to the role, the challenges they face, the options available for improvement, the response of various stakeholders, and the overall efficacy of the 360-degree assessment initiative. The structured approach guarantees that the analysis of 360-degree assessments is both comprehensive and practical, as well as straightforward to implement. It allows the identification of both strengths and weaknesses in the educational setting, while offering strategies for the continuous improvement of educational quality.

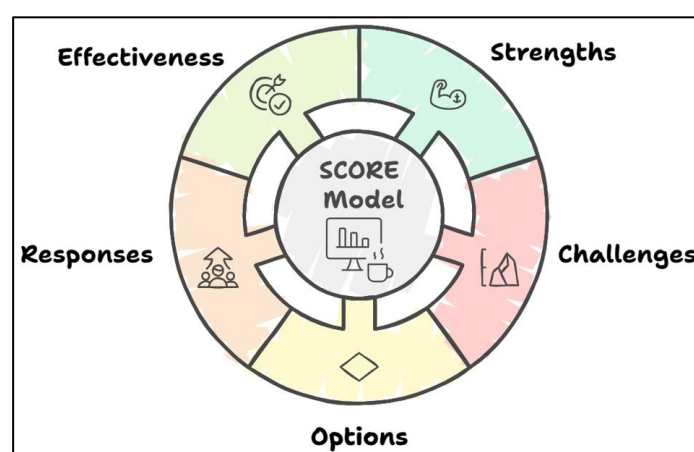


Figure 1: SCORE Model

Strength of 360 Degree Evaluation

The 360-degree evaluation offers several strengths in the educational context that are also relevant for implementation at the school level. The evaluation provides a comprehensive feedback loop from administrators, peers, students, and parents (Carlos et al., 2020). This approach provides a complete picture of teachers' teaching and communication skills and interpersonal relationships. This multi-source feedback allows teachers to gain a deeper understanding of different perceptions of their performance, encouraging self-reflection and continuous improvement, while supporting the overall improvement of educational quality within the school environment.

In addition, 360-degree evaluations of teachers in schools help to reduce bias and unfairness in performance evaluations by involving multiple sources of feedback dimensions including students, peers, and administrators. In fact, this approach provides a more objective evaluation as the feedback does not rely solely on a single party or source but includes different perspectives on the teaching and learning skills and interactions of the individual teacher. It also allows for cross-validation in the evaluation, where different views can balance out any personal tendencies, ensuring a fairer evaluation of performance and at the same time the different views can complement each other for a more accurate picture of the teacher's performance (Movafaghpour, 2019).

The 360-degree evaluation of teachers in schools contributes significantly to the professional development of teachers, the quality of education, and leadership in the school (Al-Maawali et al., 2024). This approach allows teachers to understand the strengths and aspects that need improvement in their teaching, thereby promoting improvements in pedagogical skills, communication, classroom management, and leadership. In addition, this multidirectional feedback loop adds value to educational institutions by promoting a culture of self-improvement and fostering more efficient and effective leadership among teachers, while improving the overall quality of education which contributes to a more positive learning climate in schools (Carlos et al., 2020).

In addition, the 360-degree evaluation of teachers in schools serves as an effective tool for quality improvement and assists in education management decisions by providing more comprehensive data on teacher performance. This approach allows management to gain a precise picture of teachers' achievements, training needs, and areas for improvement, which in turn supports data-driven decisions for professional development as well as promotion and recognition (Al-Maawali et al., 2024). By utilizing comprehensive feedback from a variety of sources, these evaluations help ensure that education quality improvement strategies are targeted more effectively, in line with the actual needs of the school.

Furthermore, this 360-degree evaluation also fosters a culture of self-improvement and social responsibility among teachers. This multi-source feedback gives teachers the opportunity to recognize their strengths and weaknesses in greater depth, which encourages self-reflection and a commitment to continuous improvement. In addition, this process also promotes social responsibility among teachers, as they understand the impact of their teaching on various parties, fostering bonds of trust between students and educators, which in turn fosters a more collaborative and ethical work culture in schools (Carlos et al., 2020).

In conclusion, the 360-degree evaluation of teachers in schools offers an objective and thorough evaluation through feedback from administrators, peers, and students that reduces inequities in evaluation. Studies show that these evaluations support self-improvement by helping teachers identify areas for improvement, thereby promoting a culture of continuous learning. The 360-degree evaluation also supports data-driven management decisions and strengthens positive interactions within the education community.

Challenges of 360 Degree Evaluation

In the 360-degree evaluation of school teachers, various challenges are encountered, among which are sources of inequity or bias resulting from non-neutral feedback, such as from parents or junior staff (Madiha et al., 2023), potentially affecting the objectivity of the evaluation findings. These sources of feedback may have limited perceptions or personal inclinations that are not entirely related to the actual teaching quality. Parents, for example, may judge based on their individual child's experience which does not reflect the teacher's overall teaching approach. Likewise, junior teachers may be more likely to judge based on professional relationships or limited levels of experience, rather than an objective evaluation of an individual teacher's skills or effectiveness. In fact, judgements from these sources can carry biases that affect the overall accuracy of the 360-degree evaluation.

In addition, other challenges such as scopes limited to specific schools or institutions only are faced by (Al-Masry, 2021), an evaluation involving public schools in the capital city of Amman, Jordan for example, without including private schools or other educational institutions. This exclusive focus precludes generalisation of the study results to all schools, as the environment, organisational structure, and work dynamics in private schools may differ significantly from those in public schools. As a result, this study cannot fully represent or reflect the need and efficacy of the use of the 360-degree reciprocity method across the education sector. In the article (Al-Ajlan, 2022), refers to the limitation of the study that only examined leaders in public schools, without including leaders from private schools or other types of educational institutions because leaders in private schools may have different strategies, resources, and work cultures. Therefore, conclusions about leaders' awareness of their leadership practices, based on the 360-degree feedback calculation using the Johari Window strategy, may not reflect the overall reality of the leadership context in the education sector.

Moreover, the management of time and resources for conducting a comprehensive 360-degree evaluation requires careful attention (Carlos et al., 2020). This is because it involves the use of large resources, especially when it involves many participants from different levels of institutions. The study found that effective resource design is important to ensure the evaluation is carried out carefully, while maintaining the quality and timeliness of the feedback provided. Consequently, challenges for addressing variability in the interpretation of feedback are also discussed. Managing variations in the interpretation of feedback is a major challenge as different individuals may assess the same aspect from different perspectives. This study shows that the absence of clear guidelines can lead to significant variations in interpretation, resulting in inconsistent judgement decisions and making it difficult to obtain a harmonised and meaningful view.

Inconsistent self-reporting by the individual being assessed i.e. the educator themselves as discussed in (Stirruph et al., 2021) which refers to the issue of inaccuracy and lack of uniformity in the information provided by learners about their own performance, which can compromise the objectivity of the 360-degree evaluation. In their study, there is an issue where scorers tend to provide information that is influenced by personal perceptions, either by exaggerating their achievements or not acknowledging existing weaknesses. This could be due to a desire to maintain a professional image, or due to a lack of confidence in assessing themselves appropriately. This inconsistency results in the self-reporting data obtained being less reliable, subsequently reducing the overall efficacy of the evaluation. Therefore, to address this challenge, it is important to implement clear self-reporting guidelines and provide exercises to help learners make honest and objective self-evaluations so that 360-degree evaluations can provide a more accurate picture of their performance.

Openness and self-reflection are critical components that influence the efficacy of this evaluation as a professional development tool. An open attitude involves a teacher's willingness to receive feedback constructively from multiple dimensions, without defensiveness or prejudice. With a lack of this openness, teachers see the feedback as personal criticism, which in turn reduces their confidence and motivation. Additionally, excessive self-reflection can cause teachers to doubt their teaching skills, especially if the feedback is not delivered in a constructive or clear manner. As a result, instead of supporting self-improvement, a poorly executed 360-degree appraisal can have a harmful effect on teachers' emotional well-being and performance. On the other hand, the appraisal process should encourage teachers to self-reflect, identify areas for improvement, and at the same time be committed to continuous progress in their professional development and career (Behera & Malik, 2024).

In summary, 360-degree evaluations in education are limited to specific schools or institutions only and can be influenced by non-neutral feedback from parents and junior teachers, leading to inconsistencies interpretations. Additionally, effective management of time and resources is required for the implementation of this evaluation, while inconsistent educator self-reporting also affects the accuracy of the results. This challenge requires a comprehensive solution by involving the right parties and designing efficient resource management and providing guidelines for consistent self-reporting in the future.

Options of 360 Degree Evaluation

In (Awan et al., 2019), studies have recognised the need for an improved appraisal system as an opportunity to develop a more fair, objective, and transparent system for assessing teacher performance. By involving teachers in the design of the evaluation and receiving feedback from various parties, the system can be adapted to the specific needs of the school, increase acceptance and cooperation between teachers and administrators, and provide a more comprehensive evaluation covering aspects of pedagogy and interpersonal skills, while strengthening the quality of teaching and learning in schools.

In fact, recognition and rewards in 360-degree appraisals provide an option to recognise teachers' outstanding performance through awards, promotions, or non-monetary rewards, encouraging them to increase their motivation and job satisfaction (Awan et al., 2019). This recognition not only encourages teachers to maintain or improve their performance, but also contributes to professional development through training and career opportunities, which in turn strengthens teachers' loyalty and commitment to the educational institution.

The 360-degree holistic evaluation in teacher education provides teachers with the opportunity to develop critical socio-emotional skills such as empathy, effective communication, and emotional support. Through multistakeholder feedback, teachers can assess and improve these skills, which are essential for building positive relationships with students and can create an inclusive learning situation. It helps teachers understand the perspectives of students who come from different backgrounds, communicate clearly, and support the emotional well-being of students and teachers, thereby enhancing the effectiveness of teaching and learning experiences (Behera & Malik, 2024).

The use of digital and technological tools in 360-degree evaluations provides an opportunity to speed up and simplify the process of gathering feedback from all interested parties (Carlos et al., 2020). This ensures wider access and reduces the risk of errors in data collection, while allowing for more in-depth analyses of teacher performance through clear visual reports. In turn, it helps identify trends and areas that require improvement, thereby improving teaching quality and learning outcomes. According to him, the training session on giving constructive feedback also plays an important role in ensuring an effective evaluation process. The exercise provides exposure to techniques and strategies for delivering feedback in a positive way, behavior-focused, and outcome-focused manner. Through practical activities and simulations, teachers can hone their communication skills, making the evaluations provided more relevant and useful in the quest to improve the overall quality of education in schools.

Overall, in a 360-degree evaluation of teachers, recognising and rewarding high-performing teachers can increase motivation and job satisfaction. In addition, enhancing the appraisal system and using digital tools for efficient feedback collection will ensure a fairer and more effective process. Training sessions for coaching feedback are also important in improving teachers' communication skills and even supporting a positive feedback culture in schools.

Responses of 360 Degree Evaluation

The involvement of parties outside of the school community, including external parties such as suppliers, private agencies and others plays an important role in the development of a 360-degree evaluation of teachers, where they can contribute valuable perspectives on the skills and needs required in education. Through this collaboration, evaluations can become more comprehensive and relevant, considering not only teaching performance but also teacher and student achievement in a real-world context. The inclusion of outsiders in this process allows teachers to receive feedback that is more holistic and based on industry standards, while improving the quality of education and equipping students with the skills needed to compete in society and the job market in the future.

Policymakers and administrative management are expected to provide responses that support the implementation of 360-degree evaluations of teachers as a means of improving education quality. They may support the integration of these evaluations into the education foundation to encourage more comprehensive professional development of teachers. In addition, the policymakers may dedicate additional resources and training to ensure these evaluations are implemented consistently and objectively. With this, they can monitor the effectiveness of the baseline and improve the accountability and standards of teacher professionalism in the education system. However, according to (Sureda et al., 2021) the lack of a culture of evaluation and corporate attitudes has always been the cause of resistance by policymakers and supervisory professional groups.

The parents and the community in general saw the 360-degree evaluation of teachers as an opportunity to improve the quality of education, but with some significant concerns. For some parents, the process provides a space to voice opinions about the teaching their children receive, in the hope that it will support improvements in teacher performance and behaviour in the classroom. However, some parents are concerned about the negative implications which include the risk of making the process based on popularity or personal biases that may not truly reflect the true quality of the teacher's teaching. Schools are also urged to ensure that these evaluations are conducted in a transparent and fair manner so that they function as a professional development tool for teachers, rather than just a formal evaluation tool. In (Steinke & Fitch, 2017), for example, parents with diverse backgrounds and perspectives represent a potential source of bias in teacher assessment. Their evaluations tend to focus on the teacher's work or direct contribution to their child's development, which may not objectively reflect the teacher's overall performance, as they do not take into account other factors such as the teacher's professional competence or the broader educational context.

The level of teacher involvement in the 360-degree performance evaluation process is reportedly increasing. This is because according to the report (Madiha et al., 2023), such an approach provides room for thorough feedback from various parties, which in turn fosters openness among teachers towards self-improvement. This positive attitude towards feedback as obtained through appraisal encourages teachers to be more actively involved in the appraisal process as they see it as an opportunity to improve professional performance and strengthen relationships with students and colleagues. This leads to an overall increase in the level of teacher engagement in the evaluation programme.

In conclusion, this response to 360-degree evaluation has seen a significant increase in teacher engagement, in addition to warranting a positive response within basic government circles as well as administrative management as it has the potential to strengthen the foundation of teacher professional development, hence contributing to improving the quality of education. This approach also broadens the involvement of stakeholders, including the parents' community as well as external entities such as private agencies and industry who together play a vital role in supporting the education ecosystem to be more holistic and responsive.

Effectiveness of 360 Degree Evaluation

The 360-degree evaluation is effective in enhancing both the teaching and learning process because it provides teachers with comprehensive and authentic feedback on the strengths and weaknesses of their teaching from the perspective of various parties, especially the students. Through this feedback, teachers can understand more clearly the aspects that interest students, the appropriateness of teaching methods, as well as the clarity in the delivery of learning materials. For example, in (Stirruph et al., 2021), students at a higher learning institution provided feedback on the teacher's ability to deliver content clearly, the level of preparation, and the accuracy of the time the teacher attended class. Such feedback helps teachers identify and improve aspects of teaching that may not be effective, such as delivery techniques or classroom management, while improving the students' own learning experience later.

The 360-degree evaluation plays an important role in teachers' professional development and work discipline, where they can identify areas of skills that need improvement, such as communication skills, current teaching methods, and classroom management, which in turn helps in fostering a more solid and competent career. Feedback from colleagues provides insights into how teachers collaborate in teamwork and how to contribute to a joint meeting or project, while administrators also provide insights into adherence to institutional procedures and regulations, as well as the level of commitment to official duties. For example, in the study of (Abu Ayyada, 2023), 360-degree evaluation was shown to promote multi-stakeholder engagement that not only helped improve individual proficiency but also instilled a higher level of discipline among teachers. With a continuous and holistic response, these evaluations encourage teachers to achieve higher standards of professionalism, while promoting a more disciplined and dedicated work culture in educational institutions.

In addition, the evaluation supports improvements in relationship management and professional ethics by providing a comprehensive feedback loop of all dimensions, exposing different aspects of teacher interactions and behaviour in the educational environment. Feedback from students, for example, provides teachers with insights into how they communicate and demonstrate empathy and willingness to help, which is important for fostering positive and friendly relationships between teachers and students. Meanwhile, feedback from colleagues allows teachers to understand the impact of their behaviour on working relationships and collaborative culture, including how they respect the views and expertise of fellow colleagues. In the context of professional ethics, administrators can assess teachers' adherence to institutional standards, including timeliness, integrity in academic judgement, and professionalism in dealing with challenges in the field of education and room management. As stated by (Fan et al., 2024), this 360-degree evaluation offers a credible approach to objectively assess and correct professional behaviour, while helping teachers build ethical images and stronger professional relationships within the education community.

A 360-degree evaluation provides credible and balanced feedback by collecting inputs from multiple sources, including students, colleagues, and administrators to collectively provide a holistic picture of teacher performance. This approach reduces the bias that may arise in previous traditional appraisals that often relied on a single source of feedback, such as a single appraisal from the administrator. This multidimensional feedback helps reflect a teacher's true performance in the context of teaching, social interactions, and adherence to institutional standards.

For example, teachers who gain feedback from students can understand the impact of their teaching on the learning experience, as in (Matore et al., 2020) states that students' judgements of teachers take the lead those of others, while feedback from colleagues provides insights into their collaboration and openness to shared views and support. In (Behera & Malik, 2024), it was found that 360-degree holistic evaluation can improve the quality and usability of training as preparation for the educational demands of the 21st century. Traditional teacher education programmes often focus on specific aspects of teaching, but ignore the interconnected nature of pedagogy, curriculum and learner engagement. The 360-degree evaluation is more consistent and objective than traditional methods, making it an effective tool in providing fair and appropriate feedback, while encouraging teachers to continuously improve in their work by understanding their individual strengths and areas for improvement. In addition, the 360-degree evaluation is also widely used in other fields such as in the fields of medicine (Sureda et al., 2021) and health science (Nagatsu et al., 2022), which is proven to use the method in assessing their medical staff and believes that it should be maintained from time to time to improve and strengthen the culture of evaluation to ensure the best quality service level for patients.

In summary, the 360-degree evaluation aims to improve the quality of teaching and learning through more focussed professional development and teacher discipline. It also helps to strengthen relationship management and professional ethics among teachers. The feedback received is guaranteed to be credible and balanced, allowing teachers to assess their performance more objectively for continuous improvement. It should replace the traditional ways of evaluation available in use today which only make judgements of a teacher's work performance in school based on communication only which may also contain personal biases. This evaluation not only gives teachers the opportunity to receive feedback from various perspectives including students, colleagues, and administrators but also enables teachers to deeply understand their strengths and weaknesses. This process turns feedback into a professional development tool that pushes teachers towards continuous improvement, while contributing to their professional maturity and improving the quality of teaching and learning and even good practice for a school.

The SCORE Framework for 360-degree evaluation, illustrated in Figure 2, provides a comprehensive analysis of the strengths, challenges, options, responses, and effectiveness related to building 360-degree evaluation among teachers. This model serves as a valuable tool for assessing the current state of teachers' performance, identifying areas that require improvement, and suggesting actionable strategies to support its development. By offering an integrated view of these critical elements, the framework helps guide the implementation and ongoing enhancement of 360-degree evaluation initiatives in education.

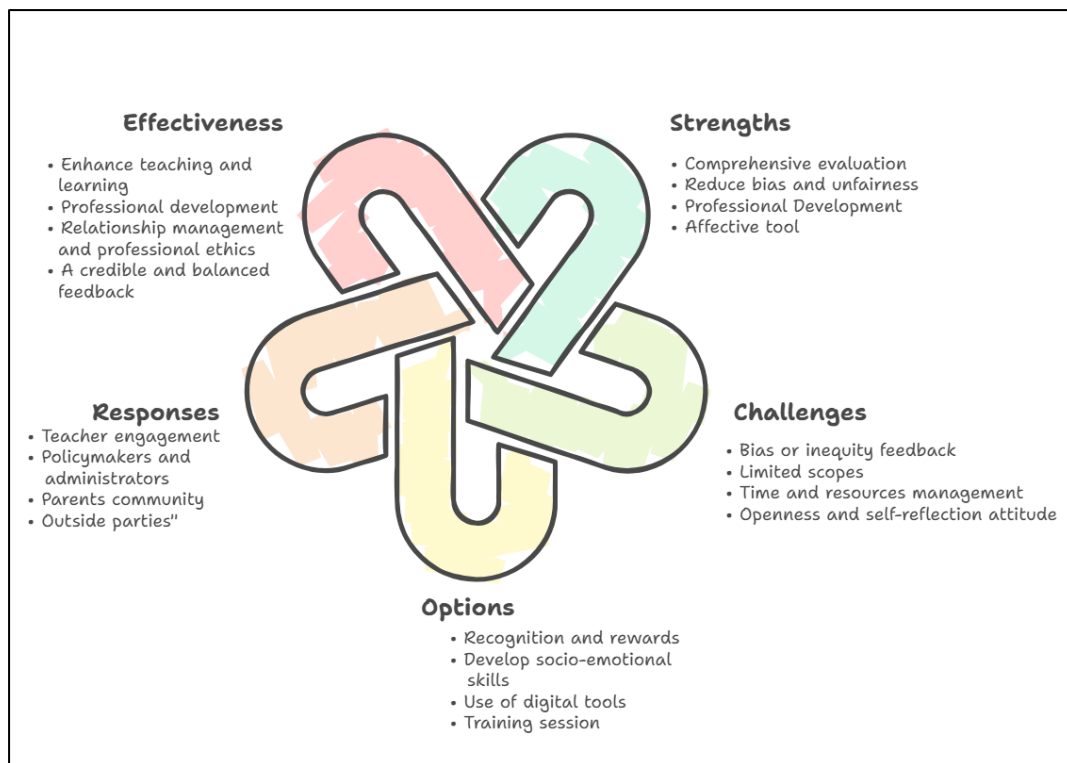


Figure 2: SCORE Framework of 360-Degree Evaluation for Teachers

Summary of 360 Degree Evaluation

In conclusion, this paper explores 360-degree evaluation of teachers through one of the tools called SCORE framework. The study offers a comprehensive understanding of the effective integration of the 360-degree feedback formula within organisational structures. The implications of the study include the potential for improvements in performance management strategies and human capital development, which could enable organisations to achieve a more integrated and accurate assessment of the strengths and opportunities for improvement of each individual within the organisation. Overall, these results indicate that this study demonstrates its value as a critical reference source for readers, particularly those engaged in human resource management and organisational development. The findings of this study not only enhance the comprehension of the 360-degree evaluation, but also provide guidelines that can be directly applied in organisational contexts. This enables organisations to optimise the advantages of 360-degree evaluation for more comprehensive and thorough performance assessments and to facilitate ongoing enhancements in performance management and employee development.

Due to practical constraints, this paper does not provide a comprehensive overview of the entire SCORE framework. Instead, it specifically focuses on using the SCORE model to assess 360-degree evaluations, identifying key strengths such as a comprehensive evaluation tool and being able to develop teacher professionalism, as well as challenges such as one-sided evaluations and management of time and resources. While this analysis highlights important areas, it does not explore the broader implementation aspects of 360-degree evaluation across the various educational stage settings. Other strategic models such as Strengths, Weaknesses, Opportunities and Threats (SWOT), Strengths, Opportunities, Aspirations and Decisions (SOAR), or Needs, Opportunities, Improvements, Strengths and Exceptions (NOISE) can also be used to analyse the potential of 360-degree evaluation in education because these

models offer different approaches. Following the SCORE model, the SOAR approach is particularly well-suited to educational settings with a focus on growth, motivation, and a forward-thinking vision. By placing an emphasis on aspirations, achievements and strengths, the SOAR model aligns closely with the goals of educational institutions. It fosters a collaborative and motivating atmosphere for the implementation of 360-degree evaluation. The future-oriented approach of this model supports continuous improvement and strategic development, making it an effective framework for driving positive change and fostering an environment of ongoing growth in education.

The 360-degree evaluation has the potential to significantly impact the development of educators at the institutional and national levels. To realise this potential, it must receive support from senior administrators, indicating commitment to comprehensive and inclusive assessment. This approach fosters responsiveness to the needs of teachers and students, thereby ensuring that professional development is targeted and effective in addressing the challenges of the present era. Furthermore, it promotes multi-stakeholder involvement, including parents, external agencies, and the private sector, fostering broader support and shared responsibility for educational quality. Ultimately, the 360-degree evaluation can enhance teacher professionalism, improve teaching quality, and establish a constructive, forward-looking educational culture, positioning it as a crucial tool for advancing education towards a more dynamic and inclusive future.

Future studies related to 360-degree teacher evaluation could focus on the long-term effectiveness of this approach in improving teaching performance and its impact on student learning outcomes. Further research could also explore how cultural factors, demographic diversity, and technological support affect the efficacy of these evaluations in various school contexts. In addition, an in-depth study of teacher perceptions of this multi-perspective evaluation process could help formulate more appropriate strategies to maximise teacher acceptance and engagement. Such a study has the potential to provide more solid guidance to principals and school leaders in implementing 360-degree evaluations more holistically and effectively in the future.

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