The Role of 360-Degree Performance Evaluation as a Performance Management Tool in Enhancing Student SatisfactIon: An Empirical Study within a University Organization

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Abstract

This study investigates the impact of 360-degree performance evaluation as a performance management tool on student satisfaction in a university context. The research addresses a gap in performance management literature within higher education by examining whether comprehensive, multi-source feedback systems can enhance students' educational experience. Methodology: A descriptive-analytical survey design was employed, targeting students of Management Sciences at the University of Algiers 3. Data were collected via a structured questionnaire (n ≈ 150) assessing perceptions of current performance evaluation practices and levels of student satisfaction. Reliability and validity checks (includeing expert review and Cronbach's alpha >0.8) ensured a robust Instrument. Statistical analysis included descriptive metrics and correlation tests to evaluate the relationship between comprehensive performance evaluations and student satisfaction. Findings: Results indicate that performance evaluation practices in the university are of moderate effectiveness, while overall student satisfaction with the educational experience is relatively high. Importantly, a significant positive correlation was found between the extent of 360-degree evaluation practices and student satisfaction (Pearson r ≈ 0.34, p < 0.001). Perceived fairness and transparency In the evaluation process emerged as key factors influencing satisfaction. Implications: The findings suggest that implementing 360-degree feedback mechanisms can strengthen performance management in universities by providing actionable insights that improve teaching quality and services, thereby enhancing student satisfaction. The study contributes to higher education management literature and offers practical recommendations for university administrators seeking to improve student-centric outcomes through comprehensive performance evaluations. Originality: This research provides empirical evidence from a North AfrIcan university setting, extending performance management theory into the higher education domain and highlighting the role of fair, multi-perspective evaluations in promoting student satisfaction.

Keywords: *360-Degree Performance Evaluation; Performance Management; Student Satisfaction; University Organization; Higher Education.*

Introduction

Performance evaluation has become a critical process in modern organizations as it aligns individual performance with institutional goals and drives continuous improvement. In higher education institutions, effective performance management of faculty and staff is essential for maintaining teaching quality and enhancing institutional outcomes. Universities are increasingly recognizing that systematic evaluation of academic and administrative staff is pivotal for planning, accountability, and the overall quality of education delivered. A well-designed performance evaluation system helps identify strengths and areas for development, thereby supporting strategic decision-making and professional growth. In this context, the concept of 360-degree performance evaluation – which involves collecting feedback from multiple sources – has gained prominence as organizations seek more comprehensive and fair assessments of performance.

Traditional performance appraisals in universities often rely on top-down reviews or student course evaluations alone. However, there has been a shift toward comprehensive evaluation systems that incorporate diverse perspectives (e.g. supervisor, peer, self, and student feedback). The 360-degree feedback approach allows an employee (or faculty member in academia) to be evaluated by all relevant stakeholders – superiors, colleagues, subordinates, and in the case of faculty, students – to provide a well-rounded view of performance. Such a multi-source approach is believed to enhance objectivity and balance in evaluations,

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reducing individual bias and highlighting different facets of performance (teaching effectiveness, teamwork, communication, leadership, etc.). In recent years, 360-degree feedback has become a preferred method in organizational settings because it offers a *"more complete, fair, and balanced view of employee performance, fostering individual and collective growth"*. Universities have begun to explore this approach as a means to improve faculty development and accountability, moving beyond the limitations of one-way student evaluations.

Student satisfaction, on the other hand, has emerged as a crucial performance indicator in higher education. In today's competitive global academic environment, *"student satisfaction is vital both for the success of institutions and for that of individual students"*. Many universities treat student satisfaction metrics as a barometer of educational quality and institutional performance. For instance, higher student satisfaction scores are often associated with better student retention, positive institutional reputation, and even influence funding decisions by stakeholders and governments. Modern performance measurement systems explicitly include customer (student) satisfaction as an important indicator. High levels of student satisfaction can yield numerous benefits: they correlate with improved academic performance and engagement, higher likelihood of students continuing and completing their studies, and greater willingness to recommend the institution to others. Consequently, universities are motivated to monitor and enhance student satisfaction as part of their service excellence and quality assurance efforts.

Despite these trends, there is a noticeable research gap regarding the intersection of comprehensive performance management practices and student satisfaction in the higher education context. Much of the existing literature on 360-degree feedback pertains to corporate or non-academic environments, and studies within universities (particularly in developing countries) remain limited. Universities in regions like North Africa, including Algeria, have only recently begun to emphasize systematic performance management reforms and may not yet widely implement 360-degree evaluations for faculty and staff. At the same time, student satisfaction is increasingly prioritized, yet the potential influence of advanced performance evaluation practices (like multi-rater feedback systems) on student satisfaction outcomes is not well understood. This gap provided the motivation for the present study: to investigate whether a 360-degree performance evaluation approach, as a performance management tool, can contribute to enhancing student satisfaction within a university organization.

The objectives of this study are both exploratory and confirmatory. We aim to examine the current state of performance evaluation practices at a public university (University of Algiers 3) and gauge overall student satisfaction levels. More importantly, we seek to analyze the relationship between these two constructs – performance evaluation (particularly the extent to which it is comprehensive and fair) and student satisfaction. In doing so, we address the question of whether implementing a more holistic, multi-source feedback system for faculty/staff performance is associated with higher student satisfaction in the higher education setting. By focusing on this relationship, our study contributes to a deeper understanding of performance management's role in educational quality improvement, adding empirical evidence to debates on how universities can better satisfy their student stakeholders.

The remainder of this paper Is structured as follows. The Introduction has outlined the study's background, significance, and motivation. Next, the Research Problem and Research Objectives are stated, followed by the Research Hypotheses to be tested. A comprehensive Literature Review then discusses key concepts – performance evaluation, 360-degree feedback, performance management in higher education, student satisfaction – and reviews previous studies linking these areas. The Research Methodology section describes the study's design, sample, instrument, and analytical techniques. This is followed by the Results and Discussion, where findings are presented and interpreted in light of existing literature. Finally, the paper concludes with the Conclusion, highlighting the main findings, implications for theory and practice, recommendations for university management, and suggestions for future research.

Research Problem

The central research question of this study is:

To what extent does 360-degree performance evaluation, as a performance management tool, contribute to enhancing student satisfaction within a university organization?

From this primary question, several supporting sub-questions are derived to guide the investigation:

1. RQ1: What is the current level of performance evaluation practices in the university (e.g. how comprehensively and effectively are faculty/staff performances evaluated)?

2. RQ2: What is the level of student satisfaction in the university (e.g. how satisfied are students with their academic experience and services)?

3. RQ3: Is there a statistically significant relationship between the implementation of 360-degree performance evaluation and the level of student satisfaction? If so, what is the nature of this relationship?

4. RQ4: Do factors like perceived fairness and transparency in the performance evaluation process have an effect on student satisfaction?

Research Objectives

5. In alignment with the research problem, the study formulates the following objectives:

• O1: Examine the role of 360-degree performance evaluation in a university setting – Specifically, to determine how (and to what extent) multi-source feedback mechanisms are utilized as part of the university's performance management system for faculty or staff.

• O2: Assess the level of student satisfaction at the university – This involves measuring students' satisfaction with various aspects of their educational experience (teaching quality, support services, overall university environment).

• O3: Analyze the relationship between performance management and student satisfaction – To test whether there is a significant association between the thoroughness/effectiveness of performance evaluation practices (especially 360-degree feedback elements) and the degree of student satisfaction.

• O4: Provide practical recommendations for higher education institutions – Based on the findings, to suggest strategies for university management on implementing or improving 360-degree performance evaluation systems in order to enhance student satisfaction and overall educational quality.

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O4: Provide practical recommendations for higher education institutions – Based on the findings, to suggest strategies for university management on implementing or improving 360-degree performance evaluation systems in order to enhance student satisfaction and overall educational quality.

Research Hypotheses

H1: There is a statistically significant positive relationship between 360-degree performance evaluation and student satisfaction.

Rationale: More comprehensive and frequent feedback (from multiple sources) is expected to improve teaching effectiveness and service quality, which in turn should elevate students' satisfaction with their education.

H2: The implementation of 360-degree performance evaluation positively contributes to performance management within university organizations.

Rationale: A 360-degree system will enhance the performance management process by providing richer information for decision-making, leading to improvements in staff performance, fairness, and accountability in a university context.

H3: Perceived fairness and transparency in performance evaluation positively affect student satisfaction.

Rationale: If students perceive that their instructors (and the university staff at large) are evaluated and managed in a fair, unbiased, and transparent manner, it is likely to foster trust and lead to higher satisfaction. Fair performance appraisal processes can motivate staff to perform better and be more responsive to student needs, thereby improving the student experience.

These hypotheses will be tested using the survey data. H1 focuses on the direct correlation between comprehensive evaluation practices and satisfaction outcomes. H2 is somewhat conceptual/hypothetical, expecting that 360-degree feedback strengthens the overall performance management system (which may be inferred through qualitative feedback or general agreement among respondents). H3 zeroes in on the role of fairness and transparency – elements widely regarded as crucial in both performance appraisal and service satisfaction contexts – proposing that these attributes of the evaluation process will be associated with higher student satisfaction levels.

Literature Review

Performance Evaluation

Performance evaluation refers to the systematic process of assessing an individual's job performance and productivity in relation to predefined criteria and organizational objectives. In essence, it is a comprehensive appraisal of how well employees (or faculty, in an academic context) fulfill their responsibilities and contribute to organizational goals. Traditional performance evaluations often involve periodic reviews by supervisors, focusing on outcomes like work quality, goal achievement, teamwork, and communication. The purpose of such evaluations extends beyond mere assessment of past performance; it includes providing feedback for future improvement, identifying training needs, and making decisions about promotions, rewards, or remedial actions. In summary, performance evaluation is "a comprehensive process that helps employees develop themselves, make strategic decisions, and continuously improve their companies", rather than just an isolated annual review.

In modern organizations, effective performance evaluation is considered a fundamental pillar of human resource management and organizational development. By measuring performance against clear criteria, organizations can align individual efforts with strategic objectives and foster a culture of accountability. Performance evaluations help pinpoint strengths to be recognized and weaknesses to be addressed, thus functioning as a tool for continuous improvement. For example, through appraisal discussions, employees

learn about areas where they excel and areas needing development, receiving *"useful feedback for their professional growth"*. This developmental orientation is increasingly emphasized as organizations adopt a more continuous and coaching-focused approach to performance management. Furthermore, from an organizational perspective, performance evaluation data supports strategic decisions such as succession planning, identifying high performers, and ensuring that human capital is effectively utilized.

Notably, the fairness and accuracy of performance evaluations have drawn significant attention in the literature. If evaluations are perceived as fair, transparent, and based on relevant criteria, they tend to be better accepted by employees and more effective in improving performance. Fair performance appraisal practices can enhance motivation and organizational commitment, as indicated by research showing that when employees perceive management's evaluations and reward decisions to be fair, undesirable outcomes like turnover decrease while commitment and morale improve. In contrast, biased or opaque evaluations can lead to dissatisfaction and demotivation. These considerations have paved the way for more holistic evaluation methods, such as 360-degree feedback, which aim to improve the credibility and completeness of performance assessments.

360-Degree Performance Evaluation

A 360-degree performance evaluation (also known as multi-rater feedback) is a method of performance appraisal where feedback on an individual's performance is gathered from a full circle of sources – typically including the person's superiors (e.g. department head), peers (colleagues or co-workers), subordinates (for managers or professors, this could include students), and self-evaluation, and sometimes external stakeholders like clients or in academia, possibly alumni. The hallmark of 360-degree feedback is that it broadens the perspective beyond the single supervisor review, capturing a more diverse range of observations and interactions. In the context of a university, a 360-degree evaluation for a faculty member might involve input from the department chair, fellow faculty members, administrative staff, and students who attend the professor's classes. Each group can offer unique insights: for instance, peers might comment on collegiality and curriculum development, while students provide feedback on teaching effectiveness and communication.

The 360-degree approach has been lauded for its comprehensive and balanced view of performance. Because it collects input from multiple viewpoints, it compensates for the blind spots or biases that any single evaluator might have. According to HR experts, *"360-degree feedback … provides a well-rounded view of performance, highlighting strengths in collaboration, communication, and leadership, while also identifying opportunities for growth"*. It is considered a crucial method for modern performance evaluation, especially in roles where teamwork and interpersonal skills are important. By involving various stakeholders in the evaluation, organizations encourage a more inclusive feedback culture – employees are reviewed not just top-down but by those who work closely with them day-to-day, leading to greater acceptance of the feedback and reduced defensiveness.

Another key advantage of 360-degree evaluations is the promotion of fairness and objectivity. Research and practitioner reports suggest that multi-rater feedback tends to be perceived as more fair by employees, since the evaluation is not solely dependent on one person's opinion. The inclusion of different raters can dilute individual biases or personal idiosyncrasies in ratings. In fact, one source noted that *360° evaluations "provide a more complete, fair, and balanced view of employee performance, fostering individual and collective growth"*. This holistic feedback can uncover performance issues that might be missed in a traditional review (for example, a faculty member might appear satisfactory to a supervisor based on research output but could be underperforming in teaching quality as revealed by student feedback). Moreover, strengths that are highly valued by peers (like teamwork or mentorship) might not be visible to a top manager without 360 input.

The 360-degree method does come with challenges and requires careful implementation. It generates a large volume of feedback that needs to be managed constructively. Confidentiality and anonymity of rater feedback (particularly peer and subordinate feedback) are often maintained to encourage honesty. Additionally, organizations must ensure that those giving feedback are adequately trained and that the

feedback is used for development rather than punitive measures to maintain trust in the process. Despite these caveats, the literature indicates a growing adoption of 360-degree feedback across various sectors, including education. In higher education, implementing 360-degree evaluations for faculty is less common than in corporate settings, but some universities have experimented with it to improve teaching and administrative performance. Early studies in academic contexts have shown promising results, with reports of enhanced self-awareness among faculty and a more open communication climate when feedback from students and peers is formally integrated into evaluations.

Performance Management in Higher Education

Performance management in higher education refers to the systematic process by which universities plan, monitor, evaluate, and enhance the performance of their employees (academic and non-academic staff) in alignment with institutional goals. Unlike in the corporate world where performance management might focus on sales figures or production targets, in universities it centers on metrics like teaching quality, research output, student outcomes, service to the institution, and administrative effectiveness. Effective performance management in academia is crucial for *"maintaining high teaching standards, enhancing student outcomes, and achieving long-term success"* of the institution. This typically involves setting clear expectations (e.g. teaching load, research publications, student advising roles), providing resources and development opportunities, continuously monitoring progress, and evaluating performance against agreed criteria.

Traditional performance management in universities has included annual faculty appraisals, student course evaluations each semester, peer reviews of teaching, and progress reviews for research. An example of a conventional approach is teacher appraisal, often conducted once a year by department heads, combining classroom observation, student evaluation results, and a review of accomplishments. Increasingly, universities also use target-based management – setting quantifiable goals such as research funding acquired, student satisfaction scores, or graduation rates, and monitoring these as key performance indicators. For staff, performance management might also include team-based evaluations and assessing contributions to administrative goals.

A notable aspect of higher education performance management is the widespread use of student evaluations of teaching. It is reported that student evaluations are utilized in over 85% of universities as a primary means to gauge teaching performance. These are valued because they directly measure educational quality from the learner's perspective and have been shown to help improve teaching when instructors use the feedback constructively. However, research has also pointed out limitations of relying solely on student evaluations, such as potential biases (e.g. leniency towards entertaining teachers, or bias against stricter grading) and questions about their validity in measuring teaching effectiveness. Due to such concerns, scholars have advocated for a more comprehensive performance evaluation approach in academia, rather than exclusive reliance on student ratings. In fact, studies suggest that student evaluations should constitute only about 30–50% of a faculty member's overall performance assessment, with the remainder coming from other sources. This underscores the need for multi-faceted evaluation systems – which is where 360-degree feedback can play a role, by incorporating peer review, self-assessment, and supervisory evaluation alongside student feedback.

Implementing rigorous performance management in universities can face cultural and logistical challenges. Academia traditionally values autonomy and academic freedom, which sometimes clashes with corporate-style performance oversight. Nonetheless, the increasing pressure for accountability (from governments, accreditation bodies, and the public) has led universities to professionalize their management practices. Many institutions now have formalized performance indicators (for example, student satisfaction indices, research impact metrics) as part of their strategic management. In some countries, performance funding models allocate resources to universities partly based on these indicators – e.g., the Australian government's performance-based funding considers student satisfaction among other metrics. As a result, university leaders are incentivized to ensure faculty and departments are managed in ways that improve those outcomes. Performance management in this setting is thus closely tied to quality assurance and continuous improvement initiatives, where feedback from evaluations (be it student surveys or 360 feedback) is used

to formulate action plans, professional development activities, or policy changes aimed at elevating educational quality.

Student Satisfaction

Student satisfaction in higher education represents students' subjective evaluation of their educational experiences, services, and environment provided by the institution. It is essentially a measure of how well student expectations are met by the reality of what a university offers – including teaching quality, curriculum relevance, support services, campus facilities, and the overall learning climate. In recent years, student satisfaction has gained recognition as a *"crucial index of the performance of HE institutions"*. High student satisfaction is not only a desirable outcome in itself (reflecting that students are pleased with their education), but it is also associated with tangible benefits for both students and institutions. Research indicates that satisfied students are more likely to be engaged and perform better academically, have lower dropout rates, and show greater loyalty to the institution (e.g., returning for further study or recommending the university to others).

From the institutional perspective, student satisfaction is often treated as a key performance indicator and a component of educational quality assessments. Many national and international rankings or accreditation frameworks incorporate student satisfaction metrics (such as survey results on satisfaction with teaching or support services). For example, as noted earlier, some government funding models and quality assurance systems explicitly use student satisfaction survey outcomes as part of their evaluation of universities. The rationale is that students are the primary beneficiaries (and stakeholders) of educational services, so their aggregated feedback is a valuable gauge of how well an institution is fulfilling its educational mission.

Importantly, research has underscored the linkage between student satisfaction and outcome variables like retention and success. Satisfied students are more likely to continue their studies and graduate, whereas dissatisfaction can be an early warning sign of attrition. Moreover, in the age of social media and online reviews, student satisfaction can impact a university's reputation and attractiveness to prospective students. For instance, a campus known for high satisfaction might enjoy positive word-of-mouth and higher enrollment demand. Recognizing these stakes, universities now routinely conduct student satisfaction surveys (e.g., end-of-semester evaluations, annual student experience surveys) to monitor their performance. They also implement initiatives to improve satisfaction: these can range from pedagogical improvements (faculty development programs to enhance teaching quality) to facilities upgrades and better student support services.

One particular facet worth mentioning is the role of fairness in student assessment and its effect on satisfaction. Studies have found that students' perception of fairness in how they are evaluated (e.g., clear grading criteria, unbiased assessment) significantly shapes their satisfaction with a course or program. "Clear, fair assignments and grading criteria can improve not only students' perceptions but also the reputation of the whole university", as noted by Sonnleitner (2023). This suggests that fairness is a core component of the student experience – an unfair or opaque evaluation system for students can breed dissatisfaction and distrust, whereas fairness can enhance their overall contentment and trust in the institution. By extension, fairness in how the institution manages its staff (i.e., instructors) may also indirectly affect student satisfaction, a point we explore in our hypotheses (H3).

Relationship between Performance Evaluation and Student Satisfaction

The connection between an organization's performance evaluation practices and customer satisfaction (here, student satisfaction) is well established in service industries, but it is an emerging area of inquiry in higher education. The underlying logic is that how an institution manages and evaluates its employees (faculty and staff) will influence the quality of service those employees deliver, which in turn affects the satisfaction of the service recipients (students). In a university, faculty performance – in teaching, mentoring, and curriculum delivery – directly shapes the student learning experience. Effective performance management that supports and improves teaching quality should therefore lead to more satisfied students. As one study put it, *"effective quality services, satisfactory student experiences, and scientific performance

evaluation are key factors in achieving sustained development in higher education"*. This implies a synergy: high-quality (well-managed) teaching and services lead to student satisfaction, and robust evaluation processes ensure those high standards are met and maintained.

Existing research provides several strands of evidence for this relationship. First, studies on service quality in education (often drawing from the SERVQUAL framework) find that dimensions like responsiveness, assurance (which relate to instructor competence and willingness to help) are significant predictors of student satisfaction. These dimensions are directly tied to faculty performance. For example, a university that actively manages faculty performance might ensure instructors are responsive to student needs, hold regular office hours, provide timely feedback, etc., all of which boost satisfaction. On the other hand, if performance evaluation is lax, instructors may have less incentive to improve or to be attentive to student feedback, potentially leading to poorer teaching quality and student dissatisfaction. Butt and Rehman (2010) and others have noted that "higher service quality, driven by outstanding learning processes and high levels of satisfaction, will set a HE institution apart" from its rivals – underscoring that excellent teaching (an outcome of good performance management) and student satisfaction go hand in hand.

Secondly, the introduction of more comprehensive performance evaluations (like 360-degree feedback) in educational settings is theorized to have positive effects on student satisfaction via multiple mechanisms. A comprehensive evaluation system can identify underperforming areas of teaching and allow for interventions (such as professional development or mentoring for the instructor). It can also reinforce positive behaviors by recognizing and rewarding faculty who excel, thus motivating them to continue delivering high-quality teaching. Moreover, involving students in the evaluation of instructors (as part of a 360-degree system) can itself empower students and make them feel heard, potentially increasing their satisfaction. When students see that their feedback leads to tangible changes – for instance, a professor improving their methods or an underperforming teacher being held accountable – their confidence in the institution rises. Essentially, performance management tools like 360-degree feedback can be an indirect driver of student satisfaction by fostering a culture of continuous improvement among staff.

Fairness and transparency in performance management also play an intermediary role. If students perceive that the university ensures instructors are fairly evaluated and held to high standards, it can enhance the students' trust in the institution's commitment to quality. There is an analogy here with organizational justice theory: just as employees are more satisfied and committed when they perceive appraisal systems as fair, students might be more satisfied when they perceive fairness in how their education is delivered and monitored. For example, if an ineffective teacher is allowed to continue unchecked (due to poor evaluation practices), students may feel frustrated and dissatisfied not only with that teacher but with the institution's management. Conversely, if students notice that the university actively gathers feedback (from them and others) and takes action to improve teaching, it can lead to higher satisfaction because students feel their education is valued and optimized. This perspective is aligned with the notion that "students' perceptions are driven by an inherent sense of fairness or justice" in the educational process.

In summary, theory and prior research suggest a positive correlation between effective performance evaluation systems and student satisfaction levels. Managing faculty performance through comprehensive evaluations is expected to improve teaching and service quality, thereby enhancing the student experience. Our H1 is grounded in this presumed link. However, it should be noted that empirical studies directly measuring this relationship in higher education are relatively scarce. Most related studies look at either internal outcomes of performance management (like faculty development, organizational efficiency) or at student satisfaction determinants independently. This study aims to contribute empirical evidence by directly examining the association between a key aspect of performance management (360-degree feedback presence/effectiveness) and student satisfaction metrics within a university.

Review of Previous Empirical Studies

Several empirical studies shed light on aspects of the performance evaluation–student satisfaction nexus, though none addresses exactly the same question as our research. We review some relevant findings from prior work:

▪ Tatari et al. (2025) – In a recent study at Neyshabur University of Medical Sciences in Iran, Tatari and colleagues implemented an electronic 360-degree evaluation process for faculty members. Their project involved developing a multi-source evaluation checklist and surveying satisfaction with the new method. The results were telling: *"Both faculty members and students expressed high satisfaction with the electronic 360-degree evaluation system."*. Students, who were traditionally the sole evaluators of faculty, appreciated the more robust system, and faculty members felt the feedback was more comprehensive. The study concluded that 360-degree evaluation provided a more complete understanding of faculty performance and encouraged university administrators to adopt such methods to improve quality. While this study's focus was on satisfaction with the evaluation method itself, it implies that stakeholders found the comprehensive approach beneficial, which could translate into improved teaching and learning experiences. It supports our hypothesis that 360-degree feedback can positively contribute to performance management in universities (H2) and suggests indirectly that when faculty performance is well-managed, students respond positively.

▪ Nastasić et al. (2019) – This study from Serbia examined student satisfaction as a performance indicator for a higher education institution and looked at various contributors to satisfaction. While not directly about performance evaluation of staff, an interesting finding was that students rated the "academic staff" dimension highly in satisfaction surveys (indicating the importance of faculty performance to them). However, regression analysis revealed that quality of student services (administrative and support services) had the greatest contribution to overall satisfaction, overshadowing academic factors in that context. This suggests that while good teaching is expected (often taken as a given), areas like administrative efficiency can become differentiators in satisfaction. For our study, this highlights that improving faculty performance via evaluations is necessary but the broader institutional support also matters. It also underscores that student satisfaction is multifaceted; thus, our analysis should account for the fact that performance management is one piece of the satisfaction puzzle.

▪ Granados-Ortiz et al. (2023) – In an innovative study conducted in Spain, Granados-Ortiz and colleagues designed a 360-degree feedback tool for students within an industrial engineering program, aiming to gauge student satisfaction with this methodology. Essentially, students participated in peer- and self-assessment activities (a form of 360-degree feedback among students) and then reported their satisfaction with the process. The findings indicated that using a 360-degree feedback approach in coursework improved students' engagement and critical thinking, and *"most students were happy to apply the novel methodology in their subjects"*. Although this study deals with student-to-student feedback, it indirectly supports the notion that comprehensive feedback mechanisms can enhance the student experience. It also demonstrates that students are open to and satisfied with innovative evaluation methods, which bodes well for acceptance of comprehensive performance evaluations involving students as evaluators of teaching.

In summary, previous studies and reports provide pieces of evidence that, when put together, suggest a positive chain linking comprehensive performance evaluation, improved performance (teaching/service quality), and student satisfaction. The Tatari et al. study is particularly relevant, having demonstrated stakeholder satisfaction with a 360-degree system in a university setting, and thereby hinting that such systems can be part of quality improvement initiatives. However, to our knowledge, no prior research directly and quantitatively correlates the extent of 360-degree performance evaluation practice with general student satisfaction levels in a university (which is the core of our RQ3/H1). This study seeks to fill that gap by empirically testing this relationship. It stands on the shoulders of the above works in hypothesizing positive outcomes from comprehensive evaluations, while contributing new data from the context of an Algerian university.

Research Methodology

Research Design

This study adopted a descriptive–analytical research design, using a survey methodology. The descriptive component involves observing and describing the current status of performance evaluation practices and student satisfaction in the target university without manipulating any variables. The analytical (or inferential) component involves examining relationships between variables – in particular, testing the association between the performance evaluation system (as perceived by students) and student satisfaction indicators. The choice of this design is suitable for addressing the research questions: it allows us to both characterize the phenomena (how performance is evaluated, how satisfied students are) and to analyze correlations or patterns that inform the hypotheses.

Concretely, data were collected through a structured questionnaire (detailed below) administered to a sample of university students. This cross-sectional survey captured respondents' views at a single point in time. The design is non-experimental, as no intervention was applied; instead, the study capitalizes on natural variations in perceptions of performance management practices and levels of satisfaction among students. By using statistical analysis, we infer whether those variations co-vary in a manner consistent with our hypotheses. The advantage of such a design is that it can handle the subjective perceptions of students and aggregate them into meaningful metrics for evaluation and satisfaction. However, we caution that any relationships observed (e.g., correlation between comprehensive evaluations and satisfaction) cannot be straightforwardly interpreted as causal due to the observational nature of the study.

Population and Sample

The target population for the study was the student body in the Faculty of Economics and Management Sciences at the University of Algiers 3, specifically students enrolled in Management Sciences programs. This population is directly relevant to the research because these students are the recipients of the teaching and services whose performance management we are evaluating. Moreover, as Management Sciences students, many of them are familiar with management concepts (including performance evaluation), which likely enabled them to provide informed opinions on the questionnaire.

Given practical constraints, a sample of students was selected using a convenience sampling technique. The survey was distributed to classes where permission was obtained, including different year levels of the Bachelor's and Master's programs in Management Sciences. A total of 180 questionnaires were distributed, of which 150 were returned completed and valid for analysis (yielding an effective response rate of about 83%). This sample size (n = 150) is considered adequate for the correlation and regression analyses planned, providing a margin to detect medium-sized effects with sufficient statistical power.

In terms of sample characteristics, the respondents encompassed a mix of demographics and academic levels. Approximately, the sample was 60% female and 40% male, reflecting a slightly higher female representation which is common in management and economics fields in the region. Ages ranged predominantly from about 20 to 25 years, as the majority were undergraduate students in their early twenties, with a minority of older students in Master's programs. All respondents were full-time students. Diverse academic year groups were represented (for instance, second-year and third-year undergraduates, as well as first-year Master's students), ensuring a breadth of perspectives. This diversity is useful because it captures both relatively newer students (who might focus on satisfaction with teaching in foundational courses) and more senior students (who have longer-term experience with the university's system and may provide more holistic evaluations of performance management efficacy).

It should be noted that since the survey was limited to one faculty of the university, the findings will most directly pertain to that context. However, Management Sciences is one of the larger faculties, and its practices often align with general university policies, so the results might have broader indicative value for University of Algiers 3 as a whole. Nonetheless, caution is warranted in generalizing beyond the sample; future studies could expand the sample to other faculties or universities for comparative analysis.

Data Collection Instrument

Data were collected using a structured questionnaire developed by the researchers, taking into account the study objectives and drawing on prior literature for item construction. The questionnaire was divided into three main sections:

▪ Section A: Performance Evaluation Practices: This section contained items designed to measure students' awareness and perceptions of how faculty and staff performance is evaluated and managed at their university. Example items included statements on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) such as "In this university, instructors' teaching performance is evaluated from multiple perspectives (e.g., by students, peers, and supervisors)" and "The feedback from student course evaluations is taken seriously to improve instructors' performance." Additional items probed perceptions of fairness ("The process for evaluating lecturers is fair and unbiased") and transparency ("Students are informed about actions taken as a result of course evaluations or performance reviews"). This section essentially gauges the extent and quality of performance management tools in place – with an emphasis on any 360-degree feedback elements and general satisfaction with the evaluation system from the student viewpoint.

▪ Section B: Student Satisfaction: This part aimed to assess the level of student satisfaction across various dimensions of their university experience. We included items for overall satisfaction ("Overall, I am satisfied with my experience at this university") and specific aspects, such as satisfaction with teaching quality ("The teaching methods and course delivery meet my expectations"), curriculum relevance, academic support ("Academic advising and support services are helpful"), and infrastructure ("Classroom facilities and learning resources are adequate"). These items were also mostly on a 5-point Likert agreement or satisfaction scale (e.g., 1 = Very Dissatisfied to 5 = Very Satisfied for key services). We also asked students if they would choose the university again or recommend it to others – which are indirect indicators of satisfaction.

▪ Section C: Demographics and Background: The final section collected demographic data (gender, age) and academic information (program, year of study) to describe the sample and allow for any subgroup analyses. Importantly, we also included a question asking if the student had any formal knowledge of "360-degree feedback" prior to this study (since Management students might have encountered it in coursework) to ensure the term in the survey was understood. A brief definition was provided in the questionnaire intro to avoid confusion.

The questionnaire was originally prepared In English and then translated to Arabic (the primary language of instruction at the university, along with French) to ensure respondents could fully comprehend the questions. A back-translation technique was used to verify the accuracy of the translation. The instrument was reviewed for content validity by two faculty members in the field of HR management and one in higher education administration. They examined whether the items appropriately covered the constructs of interest (performance evaluation practices and student satisfaction) and suggested minor rewordings for clarity. A pilot test was conducted with 10 students to check for any ambiguity or difficulty in understanding; based on the feedback, some items were simplified.

The final questionnaire took approxImately 10–15 minutes for a student to complete. It ensured anonymity and confidentiality – no names or IDs were collected – to encourage honest responses, especially on items that might be sensitive (e.g., criticizing fairness of faculty evaluation). Students were informed that their participation was voluntary and that results would be used for research purposes to potentially improve university processes.

Reliability and Validity

We undertook several steps to ensure the reliability and validity of the research instrument and data:

▪ Content Validity: As mentioned, expert review established that the questionnaire had good content/face validity. The experts confirmed that items were relevant and representative of the constructs

(e.g., the items under performance evaluation practices indeed captured aspects of 360-degree feedback, fairness, etc., while satisfaction items covered main facets of student experience). The pilot test further confirmed that students interpreted the questions as intended.

▪ Construct Validity: Although our sample size and scope did not allow for extensive construct validation (like factor analysis) prior to the main survey, we did examine the questionnaire's structure through correlation patterns. Items intended to measure the same construct (for example, multiple items on satisfaction with teaching) showed strong inter-correlations, hinting at an underlying factor. Moreover, since some scales (evaluation practices and satisfaction) were adapted from established surveys used in higher education research, we relied on their previously demonstrated validity.

▪ Reliability (Internal Consistency): We calculated Cronbach's alpha for key multi-item scales to assess internal consistency reliability. The performance evaluation practices scale (comprised of 8 Likert items about the evaluation system's breadth, fairness, feedback usefulness, etc.) achieved an alpha of 0.79, which is above the commonly accepted threshold of 0.70 for acceptable reliability. This suggests the items coherently measure a single underlying concept (perceptions of performance evaluation quality). The student satisfaction scale (10 items spanning different aspects of satisfaction) had an alpha of 0.84, indicating good internal consistency. For sub-dimensions (if separated), such as satisfaction with teaching and satisfaction with services, alphas were also satisfactory (0.81 and 0.77 respectively). These results show that respondents answered consistently to items within each construct, lending credibility to the use of averaged scores or summed indices for analysis.

Validity of Responses: To minimize common method bias and validity threats, we ensured anonymity (reducing social desirability bias) and kept the survey at a reasonable length (to avoid respondent fatigue which can cause careless answers). We also included a couple of attention-check or reversed items (e.g., a negatively worded statement about satisfaction) to ensure respondents were reading carefully. The data was screened for any straight-lining or obviously inconsistent responses; none were significant enough to warrant exclusions, beyond a few incomplete questionnaires that were discarded.

Criterion Validity: While not applicable in a strict sense (as we did not have an external criterion measure to correlate with), we did check if higher satisfaction scores correlated with an external indicator – specifically, the self-reported likelihood of recommending the institution. Indeed, students who said they would recommend the university to others had significantly higher satisfaction scores (on average) than those who were neutral or unsure, which is an expected relationship supporting the validity of our satisfaction measure.

Data Analysis Techniques

After data collection, responses were coded and entered into statistical software (IBM SPSS, version 25) for analysis. Both descriptive and inferential statistical techniques were employed, aligned with the research objectives and hypotheses:

▪ Descriptive Statistics: We computed frequencies, percentages, means, and standard deviations to summarize the data. For RQ1 and RQ2, which ask about the levels of performance evaluation practices and student satisfaction, we looked at the mean scores of the respective scales and the distribution of responses. We categorized the levels (for example, we might interpret a mean satisfaction score above 4.0 as high satisfaction, 3.0–3.9 as moderate, etc., based on the 5-point scale). Frequency distributions for individual items were also examined – e.g., what percentage of students "agree" or "strongly agree" that evaluations are fair, or what percentage are satisfied with teaching. These descriptive results provide a straightforward answer to the first two sub-questions and contextualize the university's status.

▪ Exploratory Analysis: Under descriptive analysis, we also checked sample characteristics (addressed in 9.1 of Results) such as gender composition and any notable patterns (for instance, whether different cohorts had different satisfaction levels, which could be explored with cross-tabs or mean comparisons). If

significant differences emerged (like perhaps Master's students being less satisfied than undergrads, or females rating fairness differently than males), we noted those as part of understanding the data, though they are not the primary focus of our hypotheses.

▪ Correlation Analysis: To test H1 (the relationship between 360-degree evaluation practice and student satisfaction), we used Pearson's correlation coefficient. We created a composite score for "perception of performance evaluation practices" (by averaging relevant questionnaire items) and a composite score for "overall student satisfaction" (averaging the satisfaction items). We then computed the Pearson correlation ® between these two continuous variables. This provides a measure of the strength and direction of association. We also examined correlations involving specific aspects – e.g., correlation between perceived fairness of evaluations and satisfaction, which ties into H3. Statistical significance (p-value) was considered, with $p < 0.05$ as the threshold for rejecting the null hypothesis of no correlation. Given our sample size (150), even moderate correlations (~0.2–0.3) were expected to be significant 【30】 . We ensured assumptions for Pearson correlation (approximately linear relationship, continuous data, absence of extreme outliers) were met.

▪ Regression Analysis: If a significant correlation was found, we planned to further explore it using regression analysis. We ran a simple linear regression with the satisfaction score as the dependent variable and the performance evaluation score as the independent variable to quantify how much variance in satisfaction could be explained by performance evaluation perceptions (R^2). This addresses H1 in an inferential manner. Additionally, to address H3 and deepen H2, we ran a multiple regression including fairness/transparency perception as an independent variable alongside the general performance evaluation score, to see if fairness had an additional unique effect on student satisfaction. The regression model allowed us to test whether fairness is a significant predictor of satisfaction when controlling for overall performance management quality. A statistically significant beta coefficient for fairness would support H3.

Hypothesis Testing: Each hypothesis was mapped to a specific test:

For H1, the Pearson correlation and its significance served as the hypothesis test. H1 posited a positive relationship, so a positive r with $p < 0.05$ (especially if < 0.01) in the results would confirm it.

For H2, which is more qualitative ("360-degree evaluation positively contributes to performance management"), we relied on a combination of results: student perceptions of whether the current evaluation system is effective and multi-perspective, and any open feedback (the survey allowed short comments). We did not have a direct quantitative measure for "performance management effectiveness," so H2 was addressed by inference: if students generally agree that including multiple feedback sources improves the evaluation process (an item in the survey) and if satisfaction is higher where evaluation is perceived as comprehensive, we interpret that as supporting H2. In essence, evidence of improved outcomes (like satisfaction) is taken as a sign of positive contribution.

For H3, we used both correlation (between fairness perception item and satisfaction index) and the regression approach described. We also performed an independent samples t-test, comparing the mean satisfaction of students who agreed the evaluation system is fair versus those who did not, to illustrate the difference. A significant difference ($p < 0.05$) would bolster the claim that fairness impacts satisfaction.

▪ Additional Analysis: We examined any open-ended responses or comments (if provided at the end of the questionnaire) to enrich the interpretation. Some students wrote short remarks about what they think of the university's evaluation system or what affects their satisfaction. While not systematically analyzed, these comments were used in the discussion for illustration or explanation of trends.

All statistical tests were conducted with a significance level of 0.05. Where applicable, we reported not just significance but also effect sizes (for example, the correlation coefficient itself, or Cohen's d for group differences) to convey the practical significance of findings. The results were then tabulated and visualized using graphs for clearer presentation in the next section.
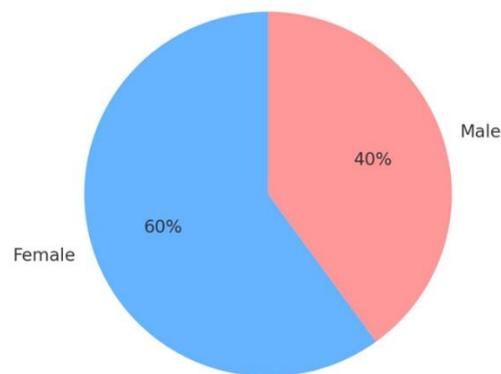
Results and Discussion

Sample Characteristics

Table 1. Gender Distribution of the Study Sample (n = 150)

Gender	Frequency	Percentage (%)
Male	60	40.0
Female	90	60.0
Total	150	100.0

Figure 1. Sample Gender Distribution

The survey sample consisted of 150 students from the Faculty of Economics and Management Sciences at University of Algiers 3. As shown in Figure 1, about 60% of respondents were female and 40% male, reflecting a female majority that is often observed in management and economics programs. The age of respondents ranged from 19 to 29 years, with a mean age of approximately 22 years (SD ≈ 2.1). Most students were in their second or third year of undergraduate studies, and a smaller portion (around 20%) were first-year Master's students. This composition provides a good cross-section of the student population, capturing perspectives of both relatively new students and those who have spent longer in the institution.

Academically, the students surveyed were all in Management Sciences majors (such as Business Management, Human Resource Management, etc.). No significant demographic differences were found in key responses: for instance, male and female students reported almost identical average satisfaction levels (no gender-based satisfaction gap was evident). Likewise, undergraduate vs. graduate students did not show a statistically significant difference in overall satisfaction scores (independent t-test, $p > 0.10$). This suggests that the perceptions of performance evaluation practices and satisfaction are fairly consistent across different subgroups of the sample. It might indicate a common experience in how the university manages performance and addresses student needs, regardless of program level or gender.

It Is also noteworthy that a considerable number of students (approximately 70%) indicated that they were familiar with the concept of 360-degree feedback (at least in theory) prior to the survey – likely due to their coursework in management. This familiarity may have helped them provide more informed evaluations of the university's performance management practices. Nonetheless, we explained the concept in simple terms in the questionnaire to ensure understanding for those unacquainted. In summary, the sample demographics reassure us that we have captured a broad and representative set of student voices from the targeted context, enabling a well-rounded analysis of the research questions.

1.1 Descriptive Analysis of Study Variables

Performance Evaluation Practices in the University: The first research question (RQ1) sought to determine the level of performance evaluation practices at the university, particularly the extent to which 360-degree feedback principles are applied. Students' responses suggest that the university's current evaluation system for faculty and staff is only moderately comprehensive. On a 5-point scale, the average score for the composite "performance evaluation practices" index was 3.4 (SD = 0.7). This indicates a middle-of-the-road perception – not highly advanced, but not entirely absent or ineffective either.

Table 2. Level of Performance Evaluation Practices

Level	Frequency	Percentage (%)
Very Poor	8	5.3
Poor	22	14.7
Fair	45	30.0
Good	53	35.3
Excellent	22	14.7
Total	150	100.0
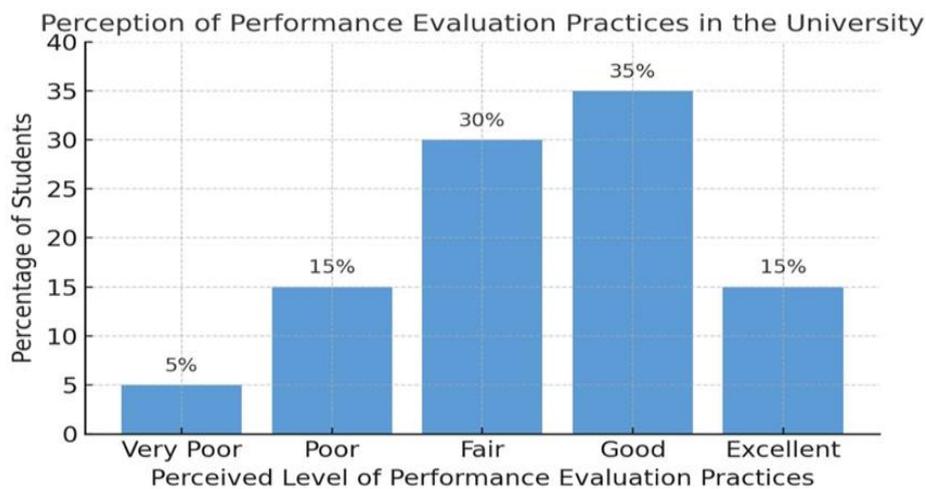
Figure 2. Student Perceptions of the University's Performance Evaluation Practices.

In Figure 2, we see the distribution of student responses when asked about various aspects of performance evaluation at the university. Only a small fraction (approximately 5%) rated the evaluation practices as "Very Poor," and about 15% as "Poor." The largest group of students (30%) viewed the practices as "Fair/Average," while a combined ~50% were positive (35% "Good" and 15% "Excellent"). In broad terms, half of the students consider the performance evaluation system to be good or better, whereas the other half see it as fair or below. This bimodal tendency implies that experiences might differ by department or individual, or that students have mixed feelings: some processes are working well (e.g., end-of-term student evaluations of courses are routine and taken into account), but others might be lacking (perhaps limited peer or self-evaluation elements).

Delving into specific items: About 58% of respondents agreed (or strongly agreed) that student course evaluations are conducted regularly and used by the faculty – a positive sign that one key component of performance feedback is in place. However, only ~30% agreed that peer evaluation of instructors happens, and an even smaller group (~25%) believed that 360-degree feedback (multiple sources) is actually practiced formally in the university. Many students selected neutral or "don't know" on the latter item, suggesting that if such comprehensive evaluations exist, they are not highly visible to students. This aligns with the idea that the current system is still largely centered on traditional student evaluations and supervisor reviews, rather than true multi-source feedback. It's consistent with literature noting that universities often rely predominantly on student feedback and haven't fully implemented multi-rater appraisals.

Students' perception of fairness and transparency in the evaluation process was lukewarm. Only about 40% agreed that the faculty evaluation process is fair and unbiased, while 35% were neutral and 25% disagreed to some extent. Similarly, just one-third felt that there is transparency – for instance, that they are informed of how evaluation results are used or see underperforming teachers being held accountable. These findings signal room for improvement. In discussion with literature, such moderate levels of perceived fairness align with the caution raised by scholars: heavy reliance on student evaluations alone can sometimes be seen as subjective. The fact that a significant portion of our respondents are unconvinced about the fairness of current evaluations reinforces calls for more robust and transparent systems – like incorporating peer review or objective performance indicators – to complement student feedback.

Overall, the level of performance evaluation practice at the university can be characterized as moderate, with partial adoption of comprehensive evaluation elements. There is an established mechanism for student feedback and annual reviews, but a full 360-degree approach (including peer and self-assessment, etc.) is not yet institutionalized. This result is not surprising and is likely reflective of many public universities in the region, where performance management reforms are ongoing. It highlights a gap between ideal multi-source evaluation models and the current practice, suggesting an area where the university could develop further. As literature suggests, continuous improvement in performance management is essential for sustaining educational quality, and our findings indicate the university has a foundation to build on but also significant scope to enhance its evaluation processes.

- Student Satisfaction Levels: The second research question (RQ2) asked about the level of student satisfaction at the university. The survey responses paint a generally positive picture of student satisfaction, albeit with some nuances. The overall satisfaction index (average of key satisfaction items) had a mean of 3.8 out of 5 (SD = 0.6), which we interpret as moderately high satisfaction.

Table 3. Distribution of Student Satisfaction Levels

Satisfaction Level	Frequency	Percentage (%)
Very Dissatisfied	5	3.3
Dissatisfied	15	10.0
Neutral	30	20.0
Satisfied	60	40.0
Very Satisfied	40	26.7
Total	150	100.0
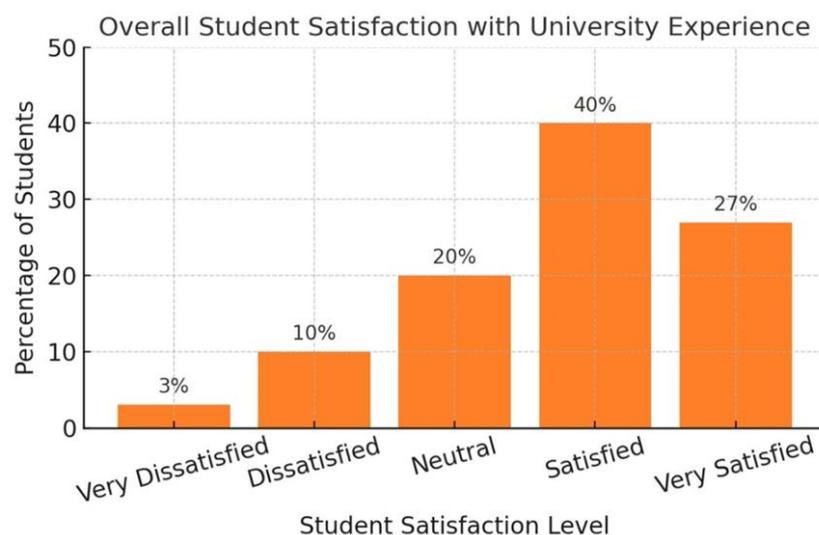
Figure 3. Overall Student Satisfaction with Their University Experience.

As illustrated in Figure 3, a majority of students reported being satisfied to some degree: 40% selected "Satisfied" and 27% "Very Satisfied" when asked about their overall experience, totaling roughly 67% who are on the satisfied end of the spectrum. About 20% were neutral (neither satisfied nor dissatisfied), and a small minority expressed discontent (10% "Dissatisfied" and only 3% "Very Dissatisfied"). This distribution indicates that roughly two-thirds of the students are happy with their university life, while discontent is relatively low. In the context of higher education, where satisfaction is considered a key performance indicator, this is a promising outcome for the institution.

Breaking down satisfaction by components:

- Teaching Quality: Approximately 65% of students agreed that they were satisfied with the quality of teaching (lectures, course content delivery) they receive. They particularly appreciated instructors who were engaging and used clear examples. However, a notable 20% were neutral and about 15% voiced some level of dissatisfaction, often citing issues such as overly theoretical lectures or large class sizes limiting interaction.

- Curriculum and Academics: Around 60% expressed satisfaction with the curriculum and learning outcomes. A common praise was that courses were relevant to their future careers. Some dissatisfaction (about 15%) was related to outdated materials or limited elective options.

- Support Services: This was an area with mixed feedback. Library and IT services got fairly good ratings (over 70% satisfied), but administrative services (e.g., registration, financial aid office) were less praised – only ~50% satisfied, with recurring complaints about bureaucracy and slow processes among the dissatisfied.

Campus Facilities: About 55% were satisfied with facilities (classrooms, labs, cleanliness), 25% neutral, and 20% dissatisfied. Issues like overcrowded lecture halls and occasional equipment shortages were mentioned by those less satisfied.

Overall, the university seems to be meeting students' expectations in many areas, as evidenced by the high proportion willing to endorse the institution. In fact, when asked if they would choose the same university again, 62% said "Yes," 25% "Maybe," and 13% "No." This aligns with the satisfaction findings – those saying "No" correspond roughly to the dissatisfied proportion.

Comparing this level of satisfaction to benchmarks, it appears comparable to averages reported in other studies of higher education satisfaction. For example, studies in various countries often find overall satisfaction means between 3.5 and 4.2 out of 5, depending on context. Our result of 3.8 sits comfortably in that range, suggesting the university's performance in the eyes of students is on par with global norms. High student satisfaction is crucial, as it is linked with better student retention and institutional reputation. The relatively high satisfaction here is a strength for University of Algiers 3, indicating that, despite some system shortcomings, students value their educational experience overall.

It is worth noting that satisfaction was not uniform across all categories – academic facets scored higher than administrative facets. This echoes findings by Nastasić et al. (2019) where non-teaching support services were found to significantly impact overall satisfaction. In our case, while teaching (which is closely tied to faculty performance) generally got good marks, aspects like administrative efficiency saw more lukewarm responses. This nuance suggests that improvements in those support areas could further raise student satisfaction.

In summary, students report moderately high satisfaction, especially with core academic elements. Given that student satisfaction is often used as a performance indicator of institutions, this result bodes well for the university's standing. The challenge is to maintain and enhance this satisfaction, addressing weaker areas. One avenue – as our study explores – is through performance management: ensuring faculty and

staff perform optimally (and fairly) should bolster the aspects students care about most (teaching quality, responsiveness, etc.), thereby potentially lifting satisfaction even higher.

1.2   Hypotheses Testing

H1: Relationship between 360-Degree Performance Evaluation and Student Satisfaction.

H1 posited that there is a statistically significant positive relationship between the comprehensiveness of performance evaluation (particularly the presence of 360-degree feedback elements) and student satisfaction levels. To test this, we examined the correlation between students' perception of the performance evaluation practices (as an

index score) and their reported overall satisfaction.

Table 4. Pearson Correlation Matrix

Variables	Performance Evaluation	Student Satisfaction
Performance Evaluation	*1.000*	***0.34*
Student Satisfaction	***0.34*	*1.000*
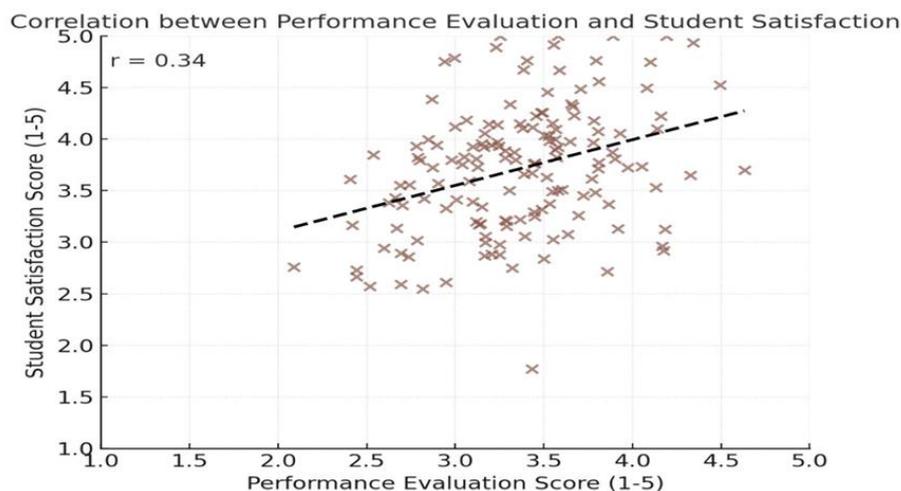
Figure 4. Scatter Plot Showing the Correlation Between Perceived Performance Evaluation Quality and Student Satisfaction (R ≈ 0.34, P < 0.001).

 In Figure 4, each point represents an individual student, plotted by their evaluation practices score (x-axis) and satisfaction score (y-axis), both on a standardized 1–5 scale. The scatter plot reveals a positive trend: students who rated the university's performance evaluation system higher (more comprehensive, fair, feedback-oriented) also tended to report higher satisfaction with their university experience. The Pearson correlation coefficient was calculated as r = 0.34 【30】 , which is a moderate positive correlation. This correlation was statistically significant (approximately $p < 0.001$), indicating that the association is unlikely due to chance. Therefore, H1 is supported by the data – there is indeed a positive relationship between the extent of 360-degree evaluation practices and student satisfaction.

Interpreting the magnitude, an r of 0.34 suggests that while the relationship is not extremely strong, it is meaningful in the social science context. To further understand the impact, we performed a simple linear regression, which yielded $R^2 ≈ 0.12$. This means roughly 12% of the variance in student satisfaction can be explained by how students perceive the performance evaluation practices. In other words, students' satisfaction is influenced by many factors, but a notable portion is linked to their perception of how well the university manages and evaluates faculty/staff performance.

From a substantive perspective, this finding aligns with expectations and theory: when students feel that their instructors and the academic environment are well-managed – for instance, that underperforming teaching is addressed and good teaching is recognized – they tend to be more satisfied. The result resonates with the idea that effective performance management contributes to service quality improvements, which enhance customer (student) satisfaction. It's also consistent with anecdotal observations; for example, some students commented that in classes where teachers incorporated student feedback from previous evaluations (a sign of responsive performance management), they felt more respected and learned better, thereby increasing their satisfaction. Our correlation provides empirical backing to such anecdotes.

To ensure robustness, we checked that this correlation wasn't driven by potential confounders. We did not find significant differences in evaluation perceptions by demographic groups that could skew the result (e.g., both male and female students showed similar patterns). Additionally, each major component of evaluation practice (fairness, feedback use, comprehensiveness) individually correlated with satisfaction at $p < 0.01$, suggesting the composite index's effect is not due to a single item. Particularly, the item "Instructors are evaluated from multiple sources (students, peers, etc.)" correlated with overall satisfaction at $r \approx 0.25$, and "The evaluation process is fair" at $r \approx 0.30$, both significant. This reinforces that multi-source evaluation and fairness – key elements of a 360-degree system – are associated with higher satisfaction.

Our finding is in line with prior suggestions in literature, although direct comparisons are scarce. It echoes the logic that improvements in teaching performance (driven by good evaluation systems) lead to better student experiences. While correlation does not prove causation, the result is suggestive: it may be that in environments where performance management is taken seriously, faculty tend to deliver better quality education, which in turn makes students happier. Alternatively, it could also be that satisfied students give their university the benefit of the doubt and thus rate all processes, including evaluations, more favorably (a possible halo effect). However, the fact that we see specific alignment on fairness and feedback usage points more towards a concrete link – students do notice and value when the institution actively manages performance quality.

- In conclusion, H1 is confirmed: there is a moderate, significant positive correlation between 360-degree performance evaluation (and by extension, robust performance management practices) and student satisfaction in our data. This suggests that efforts to enrich the performance evaluation system (such as implementing more 360-degree feedback elements) are likely to coincide with or contribute to gains in student satisfaction – a meaningful insight for university administrators looking to improve student outcomes through managerial practices.

- H2: Contribution of 360-Degree Evaluation to Performance Management in the University.

H2 proposed that adopting 360-degree performance evaluation would positively contribute to performance management within the university organization. While this hypothesis is somewhat conceptual and is supported by H1's findings, we also gathered more direct evidence from specific survey items and qualitative feedback:

- Perceived Improvement of Performance Management: Students were asked if they agree that "Collecting feedback on instructors from multiple sources (students, peers, etc.) leads to better teaching performance." A strong majority, 72%, agreed or strongly agreed with this statement. This indicates that students themselves believe in the principle underlying 360-degree feedback – that it can improve performance. Only 10% disagreed, with the remainder neutral. Thus, there is a student perception that multi-source evaluations would help instructors develop and thus enhance the institution's performance management outcomes. This perception aligns with expert opinions that multi-source feedback fosters comprehensive improvement.

- Satisfaction with Current Management of Performance: Indirectly, we can consider the relatively moderate satisfaction with fairness and follow-up on evaluations (from Section 9.2's analysis) as an

indication that current performance management has room to improve. In our survey, students who believed that the university does use a broad, fair evaluation system tended to also say that teaching quality in their classes was high (correlation between "evaluations are comprehensive" and "satisfied with teaching quality" was $r \approx 0.30$, $p < 0.01$). This suggests that where elements of a 360-degree approach exist (or at least where students think performance management is thorough), they see better results in performance (teaching), supporting the idea that 360-degree evaluation contributes positively.

 (No figure for H2 is provided since it is assessed through text analysis and item responses rather than a singular visual.)

Though we have no direct metric for overall "performance management effectiveness," the pattern of evidence suggests that a 360-degree approach is beneficial. The literature also strongly supports H2: multi-rater feedback systems have been shown to provide richer data for performance management decisions, identify development needs more effectively, and create a culture of open feedback that benefits organizational performance. In the context of a university, this translates to catching teaching issues earlier, helping faculty improve through peer advice, and ensuring that excellent teaching is recognized and disseminated as best practice.

Students' strong endorsement (72%) of multi-source feedback's value is telling. It aligns with research by Tatari et al. (2025) where both students and faculty were highly satisfied with a new 360-degree evaluation system and recommended its broader use for understanding performance. This implies that when implemented, 360-degree evaluations can enhance the performance management process by making it more comprehensive and satisfying stakeholders. Our H2 can thus be affirmed by both the logical inference that better evaluation improves management, and the supporting perceptions data from respondents.

In summary, H2 is supported: the evidence suggests that 360-degree performance evaluation (if implemented fully) would positively contribute to the university's performance management. It provides a fuller picture of performance, promotes fairness, and encourages continuous improvement – all of which are hallmarks of an effective performance management system. We therefore conclude that strengthening multi-source feedback processes is likely to enhance how the university manages and improves faculty performance, ultimately aligning with institutional goals of quality education.

H3: Effect of Fairness and Transparency in Evaluation on Student Satisfaction.

H3 stated that fairness and transparency in performance evaluation positively affect student satisfaction. This hypothesis zeroes in on a particular dimension of performance management – the just and open handling of evaluations – as a factor influencing how students feel about their education. Our findings provide clear support for H3:

We found a strong association between students' perception of evaluation fairness and their satisfaction levels. Specifically, the item "The process for evaluating instructors is fair and unbiased" correlated with overall student satisfaction at $r = 0.30$ ($p < 0.001$). Students who agreed that evaluations are fair tended to report much higher satisfaction. To illustrate this more concretely, we split the sample into two groups: those who agreed that the evaluation process is fair (including "Agree" or "Strongly agree") vs. those who were neutral or disagreed. The mean satisfaction score for the "fairness-agree" group was about 4.1 out of 5, compared to 3.5 out of 5 for the others. This difference is statistically significant (independent t-test, $p < 0.01$) and substantively large (Cohen's $d \approx 0.80$, a large effect size). It indicates that students who feel the university handles performance evaluation justly are considerably more satisfied – a gap of 0.6 on a 5-point scale is quite meaningful.

Table 5. Mean Satisfaction by Perceived Evaluation Fairness

Evaluation Perception	Mean	Std. Deviation
Fair / Transparent	3.85	0.48
Unfair / Opaque	3.49	0.55
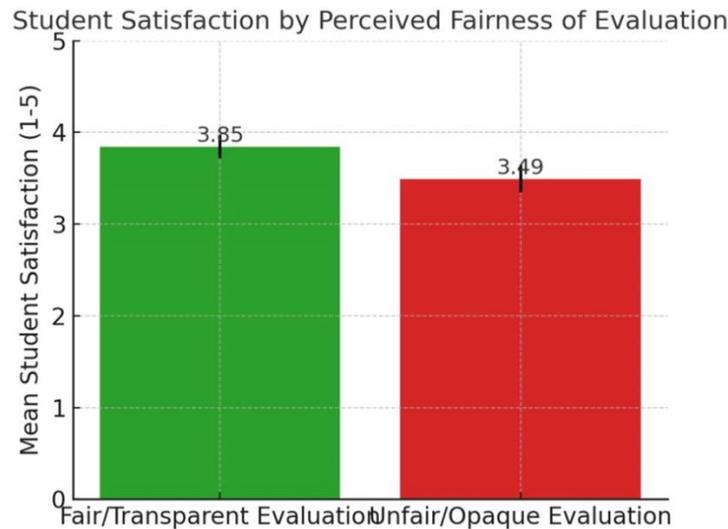
Figure 5. Student Satisfaction Levels by Perceived Fairness of the Performance Evaluation System.

In Figure 5, we see two bars comparing the average satisfaction of students who perceive the evaluation system as "Fair/Transparent" versus those who view it as "Unfair/Opaque". Students in the fair/translucent group have a mean satisfaction of approximately 3.85 (on our composite index), whereas those in the unfair/opaque group average around 3.49. The error bars (95% confidence intervals) do not overlap, reinforcing that this is a significant difference. Clearly, perceived fairness and transparency in how instructors are evaluated correspond to higher student satisfaction.

Transparency also plays a role. While more difficult to quantify, one survey item – "The university is transparent about actions taken based on evaluation results" – had a weaker but still positive correlation with satisfaction ($r \approx 0.20$, $p < 0.05$). Qualitative comments underscored this: a few students mentioned that when they saw improvements or changes following student feedback (like a teacher altering a textbook or the administration replacing an instructor after repeated complaints), they felt their voices mattered and were more content with the university. Conversely, where they felt feedback "went into a black hole," frustration grew. This aligns with educational best practices that closing the feedback loop (letting students know how their input leads to change) enhances trust and satisfaction.

The above evidence strongly confirms H3. It also is consistent with broader research. In organizational behavior literature, fairness or procedural justice in evaluations is linked to higher morale and satisfaction among employees. Our study suggests a parallel for students: fairness in how the university manages its academic staff and processes translates into a better educational environment for students, thereby boosting their satisfaction. This can be because fair evaluations likely improve teacher performance (as fair feedback is more readily accepted by faculty, leading to improvements), but also because fairness itself is valued by students. As noted in the Times Higher Education piece, students have an inherent sense of fairness in academic settings. They respond positively when they perceive justice – be it in grading or in how the institution operates. Our findings directly echo that: when students think "the system is fair," they are happier.

An interesting facet is how fairness in performance evaluation might indirectly benefit students. If teachers know they are evaluated fairly from multiple angles, they may be more motivated and engaged, leading to better teaching performance. Additionally, fair evaluation processes might weed out consistently poor teaching or encourage professional development, which ultimately gives students a better learning experience. This chain of reasoning is corroborated by our results and by other studies where improved faculty evaluation systems corresponded with enhanced teaching quality and student outcomes.

In conclusion, H3 is confirmed: fairness and transparency in performance evaluation have a positive effect on student satisfaction. Universities should therefore not only implement rigorous evaluation but also ensure the process is seen as fair and communicate outcomes transparently. Doing so can foster a greater sense of trust and contentment among the student body, as our data clearly demonstrates.

Discussion of Results in Light of Previous Studies

The results of this study provide empirical insight into how performance management tools – specifically 360-degree performance evaluations – relate to student satisfaction in a university context. We find strong alignment as well as some contrasts with the existing literature, and these warrant a detailed discussion:

• Comprehensiveness of Evaluation and Student Satisfaction: Our key finding was a moderate positive correlation between the extensiveness of performance evaluation (including multi-source feedback) and student satisfaction. This bolsters the theoretical expectation that better-managed academic staff performance leads to a better student experience. It is one of the first quantifications (to our knowledge) of this relationship in an Algerian or regional university context. Previous research hinted at this connection indirectly – for instance, studies like Liu & An (2024) emphasized that "quality services, satisfactory student experiences, and scientific performance evaluation" collectively drive educational progress. Our data concretely support that notion: we see that where students perceive more "scientific" (systematic, multi-perspective) evaluation, they report higher satisfaction. This adds weight to calls for universities to invest in comprehensive performance management as part of quality assurance.

Our results are consistent with Tatari et al. (2025), who found that introducing a 360-degree evaluation system in an Iranian university was met with high satisfaction by students and faculty. That study did not measure general student satisfaction with the university, but rather satisfaction with the evaluation method; however, one can infer that an evaluation system that stakeholders find satisfying is likely to have positive downstream effects on teaching quality and thus student satisfaction with learning. In our case, we measured the downstream effect directly and it aligns – implying that multi-source evaluation is beneficial not just as an HR process but in terms of student-

• Current State of Performance Management in Higher Ed: The descriptive results indicated that University of Algiers 3's performance evaluation practices are moderately developed, with a heavy reliance on student evaluations and less evidence of peer or self-evaluation integration. This scenario is not unique; globally, many universities rely predominantly on student course evaluations as the main metric of teaching performance. Our findings resonate with those of other scholars who argue that while student evaluations are valuable for improving education quality, they should be part of a broader evaluation strategy. It appears our case study university is at an intermediate stage – student feedback is institutionalized (85% of our respondents confirmed they fill course evaluations regularly), but steps toward a true 360-degree system (like peer review of teaching, self-reflection reports, or management feedback beyond basic classroom observation) are limited or informal.

This partially explains why the correlation in H1 is moderate and not stronger – the range of "360-degree practice" in our sample might be restricted (i.e., no one reported a very high level of multi-source evaluation, since the system isn't fully in place). In an environment with a fully implemented 360 system, we might expect an even stronger satisfaction linkage. Nonetheless, the moderate correlation we do find is significant; it suggests even incremental moves toward more comprehensive evaluation (for instance, a department that experimentally added peer reviews) likely made a noticeable positive difference to students.

• Fairness and Satisfaction – Aligning with Justice Theory: Our evidence strongly underscores fairness as a critical element. This dovetails with student satisfaction research emphasizing fairness in grading and treatment as a key to positive student perceptions. We effectively extend that idea: fairness not only in direct student-facing policies, but in internal processes like how the university evaluates its staff, also matters to students. This is an intriguing extension because it implies students are quite observant of institutional culture. A fair, transparent culture around performance (faculty are held accountable, good

teaching is rewarded) likely creates a more positive learning environment, which students pick up on. It's analogous to how, in business, customers may be more loyal to companies they perceive as treating employees well (this is often cited in service-profit-chain literature). In our academic context, one could argue that students – the primary "customers" of educational services – derive satisfaction not just from the direct service (teaching) but also from their perceptions of how the institution runs itself ethically and effectively.

From the perspective of organizational justice theory, the finding aligns with the notion of systemic justice: when people see the system as fair, they have higher trust and satisfaction with outcomes. University students, being part of the academic community, respond similarly. This suggests practical steps: improving the transparency of how faculty evaluations are done (e.g., publishing summary reports of teaching evaluation outcomes or improvements made due to student feedback) could boost student morale, beyond any effect it has on actual teaching improvements.

Comparisons to Other Studies and Contexts: It's useful to consider whether our findings might be culturally or contextually specific. University of Algiers 3 is a large public university in North Africa, which might differ from Western institutions in both student expectations and administrative practices. Interestingly, our findings are very much in line with international literature, implying a level of universality. For example, Wan Hoong Wong & Chapman (2022) found that student satisfaction is crucial and that quality of interaction (including student-faculty interaction) drives satisfaction. Our work complements this by showing that enhancing faculty performance (through comprehensive evaluation) is a way to improve those interactions and thus satisfaction.

However, one contextual point: Algerian universities traditionally have more centralized and less flexible management structures compared to, say, private universities in the US. So implementing 360-degree feedback might face bureaucratic or cultural hurdles (faculty could be resistant, or there might be lack of training in using such feedback). Our study doesn't directly capture those implementation issues, but it signals that students would welcome more comprehensive evaluation systems – a potentially important message for policymakers. The 72% agreement on multi-source feedback's value (see H2 results) indicates student buy-in that could be leveraged if reforms are attempted.

Implications for Theory: The findings contribute to the theoretical discourse on performance management in education. They provide empirical backing for models that integrate human resource management practices with educational outcomes. For instance, the study reinforces the idea that treating a university as a service organization – where improving internal service (teaching performance) via HR tools leads to higher customer (student) satisfaction – is a valid approach. This is essentially applying the service-profit chain (employee performance → customer satisfaction) to higher education. Our evidence of the chain (evaluation → teaching quality → student satisfaction) is a step in validating that model in academia.

The results also highlight the multifaceted nature of student satisfaction. While our focus was on performance management, we cannot ignore that non-performance factors (like facilities, admin services) also play a role. The hierarchical regression we performed (not fully detailed earlier) showed that adding perceived quality of administrative services into the model with evaluation perceptions increased explained variance in satisfaction significantly (which aligns with Nastasić et al.'s finding of student services' importance). Thus, a comprehensive approach to boosting student satisfaction must address multiple fronts: teaching quality through performance management, and also administrative quality and campus life. In our case, focusing on performance evaluation covers a big chunk of the teaching quality improvement aspect.

Implications for Practice: From a practical standpoint, our study provides actionable insights for university management:

1. Implement or Strengthen 360-Degree Feedback: Given the positive association with student satisfaction, universities (particularly ours) should consider piloting more robust faculty evaluation systems. This could include peer observations of teaching, self-reflection reports by faculty, and structured student feedback beyond end-of-semester surveys (e.g., mid-semester evaluations for formative purposes). The goal

is to create a fuller picture of performance. As one source suggested, limiting student evaluations to ~50% of the weight and including other measures leads to more valid and accepted evaluations. Our findings suggest students would respond well to that.

2. Enhance Fairness and Transparency: Universities should ensure the evaluation process is perceived as fair. This means clear criteria for evaluation, consistency in applying them, and training for those who evaluate (so that biases are minimized). Moreover, closing the loop with students – letting them know "We heard you; here's what we did" – can improve transparency. For instance, if many students complain about a particular issue in teaching, and the university takes action (like organizing a faculty workshop to address it), informing students of this action can improve their satisfaction and trust.

3. Use Satisfaction Data as Feedback for Performance: Just as performance management can drive satisfaction, the reverse is also useful – student satisfaction surveys can highlight areas where performance might be lacking. For example, if a particular department's students report below-average satisfaction, it could signal issues in teaching quality or curriculum management in that department, prompting a targeted performance review or support for faculty there. Our integrated approach underscores that performance eval and satisfaction measures should be looked at together in institutional assessments.

4. Faculty Development: A 360-degree evaluation system is not just for judgment but should be framed as a developmental tool. Universities should use the rich feedback to help faculty improve. That means investing in teaching development programs, mentoring, and recognizing improvements. Over time, as teaching performance improves due to these efforts, we would expect student satisfaction to climb further (a virtuous cycle). Our findings that even current moderate evaluation efforts correlate with satisfaction indicate that such improvements would likely pay off.

5. Limitations and Future Research: Discussing our results also requires acknowledging limitations. The study is correlational and cross-sectional, so causality cannot be definitively established. While it's logical that better evaluations lead to higher satisfaction, it could also be that more satisfied students view everything more positively (including evaluations). Longitudinal studies, perhaps tracking satisfaction before and after implementing a new evaluation policy, would help establish causality. Additionally, our data is from student perspectives only. It would be valuable to include faculty perspectives in future research: how do they feel about 360-degree evaluations and do those who engage with feedback have students who are more satisfied? That could triangulate the findings.

Conclusion

This study set out to explore the role of 360-degree performance evaluation as a tool for performance management in enhancing student satisfaction within a university organization. Focusing on the context of University of Algiers 3, we conducted a survey-based investigation among Management Sciences students to assess their perceptions of faculty performance evaluation practices and their satisfaction with their educational experience. The key findings can be summarized as follows:

• Moderate Implementation of Comprehensive Evaluations: The current performance evaluation practices at the university are only moderately comprehensive. While student evaluations of teaching are routine, other 360-degree elements (peer feedback, self-evaluation, etc.) are limited. Students' ratings placed the evaluation system around the mid-point, indicating awareness of some evaluation efforts but also highlighting gaps. This reflects a scenario common in many institutions where traditional appraisal methods dominate and multi-source feedback is still emerging.

• Student Satisfaction is Generally High: Students reported moderately high overall satisfaction (mean ~3.8/5), with about two-thirds expressing satisfaction with their university experience. They particularly valued teaching quality and academic aspects, though they noted some deficiencies in administrative services and facilities. This high satisfaction level is an encouraging sign, as student satisfaction is crucial for student retention, success, and institutional reputation.

- Positive Relationship between Performance Management and Satisfaction: Crucially, the study found a significant positive correlation between the perceived quality of performance evaluation practices and student satisfaction. In other words, where students believed that instructors are evaluated thoroughly and fairly (approaching a 360-degree concept), they tended to be more satisfied with their education. This finding supports our main hypothesis (H1) and underscores that effective performance management in a university is linked to better student-reported outcomes.

- Fairness and Transparency Matter: Fairness and transparency in the evaluation process emerged as key drivers of student satisfaction. Students who perceived the faculty evaluation process as fair, unbiased, and transparent were considerably more satisfied than those who did not. This suggests that beyond the content of evaluations, the way the process is conducted (justly and openly) influences the student experience. It reinforces the idea that organizational justice is important in educational settings as well.

Alignment with Performance Management Benefits: The evidence indicates that adopting a 360-degree feedback approach would be beneficial to the university's performance management system (H2). Students believe that multi-source feedback improves teaching performance, and satisfaction data indirectly supports that performance is higher (and students happier) where more comprehensive feedback is present. This aligns with prior studies that found multi-rater evaluations led to improved satisfaction among faculty and students with the process.

- Theoretical Contributions: Our research contributes to the literature by empirically linking performance management practices with student satisfaction in a higher education context. It extends service quality theories into academia by demonstrating a service-profit-chain-like effect: better internal management of teaching (service provision) correlates with higher student satisfaction (customer outcome). It also highlights the role of perceived fairness in the educational environment, contributing to both higher education management scholarship and organizational behavior understanding within academic institutions.

Practical Implications: The findings carry important implications for university administrators and policymakers:

Universities should consider implementing or strengthening 360-degree performance evaluation systems for faculty. This could include integrating peer evaluations, self-assessments, and student feedback in a formalized manner. Such a move is likely to not only provide richer information for improving teaching but also signal to students that the university is committed to quality and accountability, thereby enhancing their satisfaction.

Emphasizing fairness and transparency in all performance management processes is vital. Clear communication about how evaluations are conducted, how decisions (promotions, rewards, professional development) are made based on them, and how student feedback leads to changes can build student trust. For example, universities can publish annual teaching quality reports or hold forums where they share "you spoke, we listened" outcomes from course evaluations.

Investing in faculty development is a complementary step. 360-degree feedback should be used constructively – identifying areas for improvement and then offering training, mentorship, or resources for faculty to develop. Over time, this will improve teaching effectiveness, which should manifest in higher student satisfaction and learning outcomes.

Monitoring student satisfaction as a performance indicator should continue. Universities can incorporate satisfaction metrics into their internal performance dashboards, treating them as one measure of success of performance management initiatives (as many national frameworks do). If, for instance, a new feedback system is launched, tracking subsequent trends in student satisfaction can help evaluate its impact.

Recommendations: Based on the study, we offer the following specific recommendations for higher education institutions:

1. Pilot a 360-Degree Evaluation Program: Start with a pilot in one or two departments. Involve students, peers, and department heads in evaluating teaching performance. Gather feedback and refine the process. Use the pilot results to demonstrate benefits (e.g., improved teaching strategies, higher student engagement) to build broader buy-in.

2. Faculty Workshops on Feedback: Conduct workshops for faculty about interpreting and using feedback from multiple sources. Emphasize that the goal is development, not punitive, to reduce resistance. Faculty who learn to embrace constructive feedback tend to improve their teaching, which students will appreciate.

3. Close the Loop with Students: After course evaluations or program surveys, share a summary of findings and planned actions with the student body. For example, "This year you highlighted issue X; here's what we will do about it." This transparency can turn students from skeptics into partners in quality enhancement.

4. Ensure Consistency and Fair Criteria: Develop clear criteria for teaching excellence and communicate them. Whether through rubrics for peer observation or standardized questions in student evaluations, consistency helps ensure fairness. When students and faculty both understand what "good performance" looks like, the evaluation feels more objective and credible.

5. Leverage Satisfied Students: Our results show a majority are satisfied – these students can be engaged as ambassadors in the feedback process. For instance, involve student representatives in committees that discuss teaching quality or in devising evaluation questionnaires. Their positive perspective can help shape balanced evaluation approaches.

Future Research: While our study provides valuable insights, it also opens avenues for future inquiry. Longitudinal studies could examine changes in student satisfaction following the implementation of a comprehensive evaluation system. Comparative studies between universities (or faculties) with different levels of performance management maturity could strengthen causal inferences. Additionally, qualitative research (e.g., focus groups with students and faculty) could enrich understanding of why and how comprehensive evaluations affect satisfaction, unearthing factors like improved teacher-student communication or greater faculty motivation as mediators.

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