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## ENHANCING ORGANIZATIONAL OUTCOMES AT ELEMENTARY SCHOOL LEVEL THROUGH 360-DEGREE LEADERSHIP PERFORMANCE APPRAISALS

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KEYWORDS	ABSTRACT
360-Degree Performance Appraisal, Organizational Outcome, Elementary Level	This article aims to investigate effect of 360-degree leadership performance appraisals on organizational outcomes at the elementary school level. The research design employed was causal-comparative & cross-sectional survey constituted data collection method. Over multi-staged sampling techniques, a sample of 576 teachers was thus selected from Lahore district. Two self-developed questionnaires, i.e., 360 ° Leadership Appraisal Questionnaire ( $\alpha = .82$ ) and Organizational Outcomes Questionnaire ( $\alpha = .81$ ), were used as data collection instruments. The study results revealed that 360 ° leadership performance appraisal positively affected the organizational outcomes at elementary schools. Both (360° performance appraisal and organizational outcomes) were correlated positively with coefficient ( $r = .25$ ; $p < 0.01$ ). The findings highlight importance of multi-dimensional and inclusive approach to performance appraisals, involving feedback from multiple perspectives, for effective leadership development as well as improved organizational performance. Further research is necessary to explore the long-term effects of 360-degree leadership performance appraisals in the diverse educational settings and to address the potential challenges and limitations of the said approach.
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### INTRODUCTION

Performance appraisal is a critical process in educational organizations as it provides feedback on effectiveness of leaders' performance and supports their professional development (Ugoani, 2020). Traditional top-down performance appraisal methods, where leaders are evaluated solely by their supervisors, have been criticized for their limitations in providing comprehensive and accurate assessment of leadership effectiveness (Budworth & Chummar, 2022). In recent years, there has been increasing interest in utilizing a 360-degree feedback approach, which involves

obtaining feedback from multiple perspectives, includes self-assessment, supervisor assessment, peer assessment, and subordinate assessment, to provide more holistic and accurate evaluation of leadership performance (Mbokota & Reid, 2022). The elementary school level is crucial stage of education where effective leadership is essential for creating positive organizational climate, promoting teacher motivation, and improving student outcomes. Still, there is limited research on effect of 360-degree leadership performance appraisals on organizational outcomes at the elementary school level (Aarons & Ehrhart, 2022). This study aims to investigate effect of 360-degree leadership performance appraisals upon organizational outcomes, such as leadership effectiveness, communication, collaboration, and overall organizational climate, in elementary schools.

The rationale for this study is based on the potential benefits of 360-degree feedback approach in providing more comprehensive and accurate assessment of leadership performance, as well as the need for empirical evidence on its effectiveness in improving organizational outcomes in elementary schools. The findings of this study could contribute to the literature on educational leadership, performance appraisal and organizational effectiveness, & offer practical implication for school leaders, policymakers and other stakeholders involved in school improvement efforts. 360-degree leadership and performance appraisal are vital for organizations in contemporary competitive world. The ability of an organization to sustain itself in this competitive world is primarily due to its employees (Ali, 2016). Organizations work for benefit of people, 360-degree leadership and performance appraisal (feedback) pave the way for organization's success. It is a diagnostic process that uses diagnostics to fold information from workers, supervisors, colleagues, subordinates, and customers (Pulakos, 2004). Thus, manager usually shares the performance appraisal results with the employee after completion. Subsequently, the 360-degree evaluation is mainly used for evaluation and development (Rodriguez, & Walters, 2017). Compared to the past, 360-degree leadership has become more critical for the numerous reasons (Church et al., 2018).

Companies, for example, have discovered that employee and consumer performance appraisals help them to avoid any negative impact on organizations. At same time, breaking away from the traditional way was difficult at first because it was dangerous and threatening. However, as time passed, 360-degree performance appraisal (feedback) gained importance & is now widely used in evaluation and development (Fleenor, 2019). A 360-degree leadership performance appraisal is the valuable feedback mechanism used to evaluate the abilities, performance, and effectiveness of the leaders in an elementary school setting (Budworth & Chummar, 2022). This evaluation method involves seeking feedback from professional peers who occupy similar or higher positions within the organization. These peers may include executive officer, immediate supervisor & colleagues, allowing for comprehensive assessment of leader performance (Mishra, 2022). Everyone is interested in performance appraisal knowing how well they perform in an organization. When employees don't get feedback from work, they will seek it out themselves.' Performance appraisal provides feedback that is seen as an essential source of motivation at work, and its presence has been suggested to increase satisfaction and morale (Outila, & Fey, 2022).

Moreover, performance evaluation is a common component in various management models as it demonstrates learning process derived from consequences of decisions and behavior. Thus, it is widely acknowledged by scholars and practitioners in management field that feedback plays significant role in improving employee performance (Al-Jedaia & Mehrez, 2020). In particular,

the implementation of 360-degree leadership performance appraisals has shown potential for enhancing outcomes like job performance, especially when compared to employees who receive no such feedback. Initially used primarily for developmental purposes, many organizations have gradually integrated these appraisals into their decision-making processes (Shrestha, 2022). This shift is observed in several US organizations that initially introduced 360-degree appraisals solely for developmental purposes but finally merged ratings for the decision-making (Ugoani, 2020). Still, relying solely on ratings for developing drives can have adverse effects, damaging the organization's reputation with its employees and leading to various issues. For instance, employees may become resistant to behavior change after receiving feedback (Kwon & Kim, 2020).

When evaluating leadership, 360-degree performance appraisal's procedure and results differ significantly. A 360-degree performance appraisal gives employees feedback from all parties interacting with them at work, including peers, supervisors & possibly clients. This perspective is obtained from all sides (Boella, & Goss-Turner, 2019). Organizations and leaders benefit from implementing 360-degree leadership. This feedback supports personal and professional growth when the assessment is done correctly, and results are accepted with humility, respect, and willingness to learn and adapt (Williams, 2021). 360-degree performance appraisal, which evaluates competencies and behaviors, is typically part of every employee. It is a tool to identify and work on an employee's strengths and areas of improvement, not act as a performance appraisal (Meyer, 2022). It judges competencies for personality, collaboration, leadership, and teamwork, along with the personalized 360 assessments. This type of feedback addresses "soft" skills like making plans, objectives, listening, and communicating and offers insight into how others perceive employee (Sharma, 2021). Garg (2018) explained that the use of 360-degree leadership as performance management and career change tool in organizations has grown in popularity.

It is a valuable development tool for staff members in managerial positions, and for helping people become more effective in their current positions and to understand the areas on which they should focus their development efforts (Garg, 2018). 360-leadership performance review is helpful tool that identifies areas for improvement and helps employees become effective in their current positions. When individual receives feedback from co-workers, superiors, peers, subordinates, service providers, and customers, he will also rate himself and then coordinate his performance based on the evaluations of others (Kikuli, 2019). Performance appraisal has a comprehensive and dynamic concept, consisting of performance management activities and organizational policies (Karkouljian, Srour, & Messarra, 2019). Performance appraisal is linked with managing and decision-making about performance of employees (Pulakos, Mueller, & Arad, 2019). The performance appraisal is vital in various organizations for judging employee performance and distributing rewards. Williams (1998) suggested 3-models of performance management. a) managing organization performance, b) managing performance of employees or subordinates, c) integrating management and employee performance to see whole picture (Wu, 2022).

Similarly, performance appraisal has a vital role in management if the organization identifies employees' skills and adjusts their roles in organization. Organization has different functions like planning, organizing, assessment, and development (Fletcher, 2001). Research was presented about developed performance appraisal tools for measuring employee performance. In modern era, 360-feedback tool has an accurate performance rating of employees based on social and

motivational aspects of appraisal. Performance appraisal has a valid and accurate mechanism that evaluates performance of employees and organization. These peers may include executive officer, immediate supervisor, and colleagues, allowing for a comprehensive assessment of the leader's performance (Mishra, 2022). Firstly used primarily for developmental purposes, many organizations have gradually integrated these appraisals into their decision-making processes (Shrestha, 2022). It is tool to identify work on worker's strengths and areas of improvement, not act as a performance appraisal (Meyer-Leive, 2022). 360-degree feedback process is more suitable and consistent in helping organization's performance (Hosain, 2016). Das and Panda's study showed that 360-degree positively affected management skills & leadership development (Das & Panda, 2017). In Pakistan, elementary schools have a head teacher who is a 360-degree leader. Thus, they manage work, the report to the school's principal, and coordinate with his subordinates.

### **Objectives & Questions**

1. To explore association amid 360° leadership performance appraisal and organizational outcomes at the elementary school level.
2. To quantify the effect of 360° leadership performance appraisal on the organizational outcomes at the elementary school level.
3. What is association level amid 360° leadership performance appraisal & organizational outcomes at the elementary school level?
4. To what degree of 360 ° leadership performance appraisal affects the organizational outcomes at the elementary school level?

### **LITERATURE REVIEW**

Performance appraisal is a critical process in educational organizations that aims to evaluate and offer feedback on performance of 360-degree leaders. Traditional top-down performance appraisal methods that have been widely used, where the leaders are evaluated solely by their supervisors. Nevertheless, these methods have limitations, such as biases, the lack of multiple perspectives, and potential power dynamics. In recent years, the use of 360-degree leadership performance appraisals, which involve obtaining feedback from the multiple perspectives, has gained attention in the field of educational leadership (Muna, 2022). Theoretical frameworks such as transformational leadership, servant leadership, and social exchange theory provide a basis for understanding the potential effects of 360-degree leadership performance appraisals on organizational outcomes. Transformational leadership theory suggests that leaders who inspire and motivate their followers, communicate a compelling vision, as well as the foster collaboration can positively impact the organizational outcomes (Satiani et al., 2022). Servant leadership theory emphasizes leaders who prioritize the well-being and development of their followers, and social exchange theory focuses upon the reciprocal relationships between leaders and followers where positive interactions can lead toward improved outcomes (Felfe & Elprana, 2022).

Empirical research on effect of 360-degree leadership performance appraisals in educational settings has shown mixed findings. Research has found that feedback from multiple viewpoints can provide a more comprehensive and accurate assessment of leadership performance, and promote leadership development and self-awareness. Other studies, however, have highlighted potential challenges, such as concerns about confidentiality, biases in feedback, and resistance to change. Research studies on the use of 360-degree leadership performance appraisals in

elementary schools specifically are limited. However, studies conducted in other educational settings, like higher education and K-12 schools, have shown promising results. For instance, research found that 360-degree leadership performance appraisals can contribute to improved leadership practices, increased collaboration among staff, & enhanced organizational outcomes (Leroy et al., 2022). In summary, the literature review indicates that the 360-degree leadership performance appraisals have the potential to positively impact the organizational outcomes in educational settings, including elementary schools. However, some potential challenges and limitations need to be considered. Thus, findings of this study will contribute to the existing literature on topic and provide valuable insights for school leaders, policymakers, and other stakeholders involved in performance appraisal and school improvement efforts (Borge et al., 2022).

Lee and Kim (2022) emphasize importance of evaluating 360-degree leadership performance. It turned out that the information gathered through performance appraisal was intended to aid the diagnostic process rather than development. Performance appraisal could be used as an information-gathering process. However, the performance debate continues further. It makes the debate worthwhile in terms of effort involved. However, the organization must be cautious in its implementation so as not to disturb the mindset of the employees. Cheng and Wu (2020) emphasize importance of providing staff training to help them improve skills. Organizations use 360-degree leadership performance appraisal as a meaningful persona to test primarily a collaborative project that assists in the design, coaching, and training. It improves employee performance by providing numerous career development opportunities. Better performance is possible because 360 degrees provide strong motivation, improve information quality, increase employee awareness, and support lifetime improvement. Thus, according to Fleenor, Taylor and Chappelow (2020), 360-degree leadership can help the managers become more efficient. 360-degree leadership is part of the process of organizational development. At the same time, performance appraisals provide detailed feedback that helps motivate and motivate individual efforts.

Performance appraisal is a normal process that managers should use throughout their careers to motivate and reactivate themselves. Generated feedback should be used for development purposes & handled with care. Current research study revolves around the 360-degree leader. The role of the head teacher is like a 360-degree leader. 360-degree leadership performance appraisal aware techniques used for employee improvement. Literature reported (Newbold, 2008; Drew, 2009) that organizations use 360-degree leadership techniques for improvement. 360-degree leadership focuses on individual development and collects essential feedback from organization (Skipper & Bell, 2006). 360-degree leadership promotes individual development in whole organization. It also positively affects the administration's betterment and enhances outcomes (Alimo-Metcalfe, 1998; Garavan, Morley, & Flynn, 1997). The whole organization is based on the leadership style; when 360-degree leadership occurred, a 360-degree leader was an all-rounder and had a multi-task role. Leadership is dynamic, and this phenomenon has a significant influence (Solansky, 2010). According to previous research, 99% of leadership is based on the 360-degree leader. Some studies found a need for a middle leader or manager in every organization. Suppose we take the example of bank. The manager role is like a middle leader.

With time, the organization became familiar with 360-degree leadership. In past, 360-degree leadership concept came from the U.S. Army in the 1950s (Antonioni, 1996; Garman, Tyler, &



Darnall, 2004). Current study used a performance appraisal tool to assess the subordinate's organizational performance. In education, study is concerned with elementary-level schools. In elementary schools, the head of school is considered a leader, and teachers are considered subordinates. Heads of schools assessed teacher performance with some assessment tools. In educational organizations, teachers consider significant source of student progress (Docheff & Gerdes, 2015). 360-degree leadership in the educational institute compels the institute to use a systematic performance appraisal system. This empirical investigation significant and leading aim was to calculate the effects of 360 performance appraisal on organizational outcomes at elementary school level. Appraisal plays an essential role in improving the organization since situation problems can be identified from time to time through appraisal system. Leadership is the purpose of influencing. Leader and follower interaction help in leading the organization. Some people are born natural leaders, but most people have the leadership skills and become a leader.

The leader engaged the whole team in achieving common goals for the welfare of the people. The 360-degree leader has central role and has a boss working at the organization's top level, subordinates, and peers/colleagues (Cacioppe & Albrecht, 2000). Leading becomes a complex and challenging task at the middle level. Maxwell explored the role of a 360-degree leader that faces leading organization. According to Maxwell, leader should have basic skills for leading the organization (Khan, Ramzan, & Ghaffar, 2017; Maxwell, 2012, 2013; Maxwell, 2014, 2016). He also explained the three fundamental principles that help lead at the middle level, i.e., lead up, lead down, and lead across. Khan (2017) stated that the leader has problem-solving skills that help to tackle the various problems in the organization (Mabe, & West, 1982). Although, 360-degree leadership differs from other types of leadership because it assesses the current situations and sorts out the problems through appraisal. 360-degree leadership helped the organization in achieving its goal. As well as, middle-level leaders face many challenges in the organization, such as boss pressure and managing their subordinates simultaneously; the situation is very challenging for a middle leader. The leader was the person that influenced the whole team and struggled for the betterment of the people. Maxwell discovered the 360-degree leadership phenomenon and wrote many books on middle concerned leader life and his daily challenges.

Maxwell (2013) further concluded that 360-degree leadership effectively runs an organization with two levels of leadership, i.e., top-level and middle-level leadership. Top-level leadership is considered the organization's boss, and the middle level comprises the manager, the middle part of the organization. The lower level consisted of the subordinates and employees working in organization. The manager or middle-level leader has significant role and responsibilities as he reports to the top leader and manages subordinates and employees. In the world, various organizations use the appraisal for the assessments' process, which also positively affects the organization's results. According to the Church, 29% of the organizations use a 360-degree leadership style. Literature reported that 360-degree leadership self-rater tool helps to assess the organization (Mabe & West, 1982). The theory of self-awareness proposes that people with self-awareness modify their behavior and activities in the same as the 360-degree leadership leader, modifying their behavior according to the situation. Maxwell suggested the three basic rules of 360-degree leadership: lead up, lead across, and lead down. In the organization, the middle leader has minimized the load of the top leader; and thus this phenomenon is called lead-up.

Middle leaders assisted their colleagues and peers in leading across the phenomenon. The last lead-down phenomenon deals with subordinates and employees and training them in various situations. According to Maxwell, the leader can lead at every level of organization. He further concluded that without authority and position, people became leader and led to bring change. The concept of 360-degree leadership is on the fertile floor as many people have the leadership qualities that worked in lower level of the organization. They have more capability to compare with authority leaders. The conflict develops in the organization's authority leader, who cannot bear the competent skills of an employee with more potential than a leader. Maxwell wrote in his book "360-degree leader developing your influence anywhere in the Organization" that 360-degree complex and middle leaders faced a dozen problems every workday. A leader could not listen to employees every time. Sometimes, peers and colleagues are ignored in workplace. The 360-degree leader was an emerging idea of the 21st century. In organization, when leaders ignore their employees, it does not mean that leaders discourage their employees (Cashman, 2017).

**Diagram 1**  
*360-Degree Leadership Idea*



At the intermediate level of leadership, a 360-degree leader faces numerous challenges. When a person acts as a 360-degree leader, he adds tremendous importance to your organization. This is common for any organization that rises and falls in every sphere of life (Maxwell, 2013). There was a need for a tool that assesses the performance of a 360-degree leader. The previous research showed that literature lacks studies on 360-degree leader performance at the school level. Some studies have been done in higher education sector mentioned here: Avolio (2005, p. 99) stated, "Being an effective leader means paying close attention to what is happening around us, including how we think about our behavior, and how one sees actions affecting others." Literature reported that the 360-degree leadership self-rater tool helps to assess the organization (Mabe & West, 1982). Avolio (2005, p. 194) emphasizes significance of reflection as "self-awareness, being in tune with oneself, and possessing positive & empowering mindset towards personal growth and the growth of others." Scholars such as London (2002), Peiperl (2001), and Rao and Rao (2005) delve into the value of 360-degree evaluation or feedback in fostering reflective practice, specifically to enhance interactive engagement within leadership positions.

For the effective integration of the 360-degree feedback mechanisms, supportive organizational measures are deemed crucial, as stated by Snyder et al. (2007). To foster shared understanding

and promote learning, Lewis and Slade (2000) emphasize standing of cultivating connections during 360-degree feedback interviews (London, 2002). But, it is worth noting that McDonald (2003) found that only a limited number of studies have explored the effects of 360-degree or multisource feedback programs, with most of them relying solely upon changes in managers' behavioral judgments over time. Thus, there is a gap in research that examines the outcomes of 360-degree feedback beyond analysis of participants' pre-and post-feedback ratings. Published research on the effectiveness of 360-degree leadership performance appraisals remains scarce. Due to significant costs associated with implementing these feedback systems, organizations should assess efficacy before adopting them. Concepts underlying 360-degree or multisource appraisals are promising, as they have the potential to enhance organizational performance management. Organizations invest extensive resources into providing feedback to employees to improve their performance, and 360-degree appraisals represent the latest endeavor in this pursuit.

### RESEARCH METHODOLOGY

This study was exploratory and quantitative as the present study addressed the fundamental questions related to the association and effects of 360° leadership performance appraisal and organizational outcomes. The research paradigm was Post Positivism. The research design was causal-comparative. The time frame was Cross-Sectional. Instruments used for data collection were two self-developed questionnaires. The actual population was elementary school teachers in Lahore district. This study was probed by two structured questionnaires named 360 Degree Leadership Questionnaire and performance appraisal. All elementary schools in the Lahore district were considered the population for this study. According to the detail of the Education Department Lahore District, a total of two hundred and thirty-three (233) Elementary schools in district Lahore, including 93 male elementary schools and 140 female elementary schools as concerned.

There were 895 male and 2174 female teachers in elementary schools in Lahore. A researcher could not represent whole population as a sample as there was vast population and researcher could not collect the whole population data. So, over Multistage sampling, a sample containing 590 elementary school teachers. Multistage sampling is considered as complex as has two-step sampling. First, it was compared with a cluster, and after simple random sampling, obtained a sample. All the important procedures have been produced in order to conduct the study in the systematic way. These two questionnaires were sent to elementary school teachers for opinion about leadership appraisal with confidential data policy (stated in second section of each copy of questionnaire). Given sample table was obtained by multistage sampling that was selected tehsil-wise:

**Table 1**  
*Sampling Technique of Study*

Confidence Level	95%
Calculated sample level	598
Male teachers	289
Female teachers	309
Total sample size	598

Sources: "<http://www.raosoft.com/sample%20size.html>"



### Questionnaires Development

The initial pool of statements (136 items for both questionnaires) was developed with the help of literature. Initial draft was sent to experts to seek review. Many statements were redesigned and rewritten. Some irrelevant statements (11 items) were removed. The validity and reliability were ensured with the help of an expert review committee. Afterward, both questionnaires were sent to be proofread in language. According to nature of statements, a five-point Likert scale is used for data measurement. Two structured questionnaires were used for collecting data. The questionnaire, one named 360-degree leadership appraisal comprised two sections. The first section requested an appeal and question items about the research study. The second section consisted of the demographic variables. In questionnaire, two named organizational outcomes have four sections. Three sections consisted of school, teacher, student outcomes. The fourth section has demographic variables. Both questionnaires of this research study were sent to experts who reviewed the content's validity. Thus, selected item statements conveyed straightforward meaning to the respondents. Both instruments were equally significant that could measure application of 360-degree leadership. These questionnaires were sent for pilot testing.

For testing the reliability of instruments, the respondent's opinion data was entered into SPSS. A few statements (07) were rephrased for easy understanding of respondents. To finalize the development of the tool, an exploratory analysis is conducted when the researcher lacks clear expectations or a relatively incomplete correlation structure. In such cases, exploratory factor analysis is employed to uncover underlying factors. Unique factors represent the portion of the score on measured variables that cannot be explained by the common factors, and they do not account for correlations between variables. Thus, in this study, the total of 85 items related to 360-degree leadership were subjected to principal component analysis using the Statistical Package for Social Sciences (SPSS-24). The data were screened for factor analysis and assessed for adequacy. The majority of the correlation matrix revealed positive correlations of .03 and above. Kaiser-Meyer-Olkin value obtained was .630, surpassing the threshold of .6, indicating satisfactory sampling adequacy. Furthermore, Bartlett's test of Sphericity yielded statistically significant results. The result is illustrated in the table given below. The calculated reliability of the instrument (s) Cronbach's alpha was assessed by the calculated value given in the table below:

**Table 2**

*Cronbach's Alpha of Instruments*

Reliability of Q.I. (360-degree leadership performance appraisal)	$\alpha=.82$	Items: 85
Reliability of Q.I.I. (Organizational outcomes)	$\alpha= .81$	Items: 40
Overall Reliability Q.I. & Q.I.I.	$\alpha=.88$	Items: 125

### DATA ANALYSIS

The researcher distributed 598 questionnaires to randomly selected sample of subordinates and elementary school teachers. Self-approach received 584 at the final as respondents filled instruments. The return rate calculated for questionnaires was 98%. 14 questionnaires were dismissed or uncompleted. As Wang and Wang, 2012 stated, researchers mostly found trouble obtaining data, and respondents could not respond appropriately. In this linking, at this stage, researcher faced problems (Wang & Wang, 2012). This missing data created difficulty in data analysis.

**Table 3**  
*Test of Normality Questionnaire I*

Tests of Normality					
Kolmogorov-Smirnova			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.113	576	.002	.905	584	.000

**Table 4**  
*Test of Normality Questionnaire II*

Tests of Normality					
Kolmogorov-Smirnova			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.048	576	.003	.984	576	.000

The result showed value of the Sig. for questionnaire, I & II found 0.02 and 0.03 respectively. The values represented that both questionnaires were normally distributed. As per literature (Khan & Adil, 2013; Pallant 2005).

**Table 5**  
*Sector and Gender-Wise Distribution of Dyads (N=576)*

Demographics	Total	%	SD
Public	341	57%	0.497
Private	255	43%	
Males	289	48%	0.488
Females	307	52%	

It consisted of the public and private working respondent’s details and showed the percentage of male and female teachers. Table signified the administrative shape of respondents between male and female respondents. Male respondents (M= 289) and female respondents (F=307) working in public sector and other respondents working privately. Gender-wise distribution of the respondents was shown in this study. Male and female respondents were 48% and 52% respectively.

**Correlation Analysis**

Correlation analysis expressed the construction between two or more variables. In this study, the researcher pursued relationship between two variables. There was a small and significant correlation between two variables. The result indicated a correlation value of 0.246. Results found 360-degree leadership appraisal has positive relationship with organization outcomes  $r = 246^{**}$ ,  $n = 576$ ,  $P < .005$ .

**Table 6**  
*Correlation Analysis*

Correlations			
360 LA	Pearson Correlation	-	.25**
Org. Outcome	Pearson Correlation	-	-

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 7**  
*Demographic Individualities*

	Gender	Age	Sector	Experience	Education	Position	Leader
	1.000	-.143**	-.012	.008	-.028	-.008	.030
	-.143**	1.000	-.026	-.093*	.021	-.026	.151**
	-.012	-.026	1.000	-.292**	-.069	.234**	.032
Spearman's	.008	-.093*	.292**	1.000	-.042	-.101*	.035
rho	-.028	.021	-.069	-.042	1.000	.028	.010
	-.008	-.026	.234**	-.101*	.028	1.000	-.109**

For achieving second objective regression test was applied. Regression analysis was calculated to predict effect of independent variable on dependent variable. The result found an R-value of 0.246.

**Table 8**  
*Regression Analysis (Model Summary)*

Model	R	R Square	Adjusted R Square	Std. error # Estimate
1	.246a	.060	.059	6.64100

a. Predictors: (Constant)

**Table 9**  
*Regression Analysis (Coefficient of Regression)*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1625.771	1	1625.771	36.863	.000b
Residual	25315.055	574	44.103		
Total	26940.826	575			

Regression analysis was conducted to predict 360-degree leadership performance appraisal on organizational outcomes at elementary school level. Significant impact was found ( $F=36.86$ ) = 1525 ( $R<000$ ) with  $R^2$  of .246. Study participants predicted that 360 leadership performance appraisal was cause of organizational outcomes at elementary school level. The participants (organizational outcomes) increased by .24 %.

## DISCUSSION

The findings showed that 360-degree leadership performance appraisal and organizational outcomes have positive relationship. The rejected hypothesis supports Maxwell's assumptions. According to a current research study, 360-degree leadership performance appraisal positively affects organizational outcomes. It is found that every organization has a 360-degree leader and people cooperate with the middle leader. The results found that leading in all directions is challenging and requires a leader to learn multi-skills. Some teachers agreed that an intuitive sense is essential that helps in the lead-up, across, and down in organization. Although, they mentioned that leaders faced problems and challenging situations. Maxwell also found that the middle or 360-degree leader faced huge daily problems because middle leader faced pressure from authorities or top-level leaders and the subordinate's or customers' demands ((Tariq et al., 2014)). When pressure comes from the top leader and problems from subordinates or lower levels, it creates a critical situation for the middle leader. Thus, the study findings parallel and

support the findings of the Maxwell's study (DeNisi & Kluger, 2000). The significant findings stated that everyone could not lead an organization. Some skills enable a person to lead in an organization.

Maxwell also found that many people claim they are a leader, but when they come to practical life, they cannot apply their skills in their field or leadership positions. The middle-level leader plays a critical role in shaping organizational infrastructure. The findings of this study align with the Maxwell's assumptions and demonstrate that the 360-degree leadership appraisal has a positive impact on organizational outcomes. The correlation coefficient ( $r=.246$ ) indicates a modest yet statistically significant correlation between the variables. This study specifically focused on an elementary-level organization, namely a school, where the head teacher assumes role of 360-degree leader. Early proponents of 360-degree systems suggested that 360-degree performance appraisal is used primarily for developmental purposes, focusing on promotion (Kanaslan, & Iyem, 2016; Fleenor, Taylor, & Chappelow, 2020). Some organizations continue to use these systems solely for development, as tool to help implement organizational change. In this connection, although, once an organization starts collecting the employee performance data, upper management can use the performance appraisal for more than just the feedback (Budworth, and Chummar, 2022; Kopsidas, 2021). Thus, in the present study, the 360-degree leadership performance appraisal results are used only to inform about concerned employee performance.

These findings support the notion that organizations should begin to recognize the diverse needs of the employees and understand the importance of feedback to improve performance. A consensus among most teachers, who serve as middle leaders, is that individuals can assess their leadership capabilities and enhance influence on people within organization, regardless of their position. This implies that leadership development can occur from any level within the organization. Leaders need to get diverse leadership skills to effectively lead in all directions. Furthermore, experienced leaders often possess an innate understanding of their ability to navigate and establish connections both vertically and horizontally throughout organization. The results of the regression analysis indicate that there is a significant impact of 360-degree leadership performance appraisal on organizational outcomes at the elementary school level, as evidenced by statistically significant F-value of 36.86 with a p-value of less than 0.001. The  $R^2$  value of 0.246 indicates that approximately 24.6% of variance in organizational outcomes can be explained by 360-degree leadership performance appraisal. Findings suggest that use of 360-degree leadership performance appraisal in schools is linked with positive organizational outcomes.

The participants in the study perceived that the 360-degree leadership performance appraisal was cause of organizational outcomes, and this perception is supported by statistical analysis. The increase of organizational outcomes by 0.24% as predicted by study participants further supports positive impact of 360-degree leadership performance appraisal on these outcomes. These results are in line with previous research that has shown benefits of using 360-degree performance appraisal in educational settings. The multi-perspective feedback obtained from multiple stakeholders, including supervisors, peers, subordinates, and stakeholders, provides a more comprehensive and accurate assessment of leadership performance. This can help school leaders identify their strengths and areas for improvement, and can facilitate targeted professional development and growth. The findings of this study have important implications for educational practitioners and policymakers. The use of 360-degree leadership performance

appraisal can be considered an active approach to boost organization outcomes in elementary schools. Providing holistic and objective assessment of leadership performance can contribute to improvement of leadership effectiveness, organizational climate, alliance, & other relevant outcomes.

## CONCLUSION

In conclusion, results of this study suggest that 360-degree leadership performance appraisal has significant impact on organizational outcomes at the elementary school level. The findings support the use of this approach as an effective means to improve leadership effectiveness and enhance organizational outcomes in elementary schools. Further research and practice in this area can help refine the understanding of the mechanisms underlying the impact of 360-degree leadership performance appraisal, inform evidence-based plans for educational practitioners and policymakers. Thus, creating a positive feedback culture in the school setting can enhance effectiveness of 360-degree leadership performance appraisals. This can be realized by promoting a supportive and non-punitive environment where feedback is valued and encouraged, and by recognizing and rewarding efforts to improve leadership performance based upon the feedback received. Schools should regularly monitor and evaluate the impact of 360-degree leadership performance appraisals on organizational outcomes. These recommendations can guide future research and practice related to the use of 360-degree leadership performance appraisals in the elementary schools. Further research can explore the long-term effects of such performances' appraisal methods upon the organizational outcomes and perceptions and experiences of school leaders, teachers and other stakeholders involved in process. In nutshell, every individual works as a 360-degree middle leader. As boss, as subordinate, or as customer. For future researchers, it is essential to determine that how the 360-degree performance review can add value to an organization.

## Recommendations

Based on literature review and research findings, here are some potential recommendations for further research. It is suggested that top, middle-level leaders can use performance appraisal techniques in organization to assess their employee's or subordinates' performance. Researcher will explore future 360-degree leadership appraisal as a mixed method and phenomenology. Middle-level leaders are backbone of organization. Middle-level leader faces many problems and does multi-tasks in the organization. There is a need to explore these challenges. Efforts should be made to address potential challenges, biases linked with 360-degree leadership performance appraisals. For example, steps can be taken to ensure confidentiality and anonymity of feedback and to minimize potential biases in feedback process. Training and awareness programs can be executed to educate evaluators and participants about potential biases and how to mitigate them.

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