FEAR / INSECURITY: A STUDY ON THE ATTITUDINAL BARRIERS OF THE TEACHERS IN THE SELF–FINANCING SECTIONS OF THE COLLEGES IN TIRUCHIRAPPALLI TOWARDS 360-DEGREE FEEDBACK

Dr ARUL R
ASSISTANT PROFESSOR
PG DEPARTMENT OF COMMERCE CA
ST.JOSEPH'S COLLEGE (AUTONOMOUS)
TIRUCHIRAPPALLI-620002
TAMIL NADU, INDIA
arulfriends2005@gmail.com

K VIJAYARAGAVAN
ASSISTANT PROFESSOR
PG DEPARTMENT OF COMMERCE
KING COLLEGE OF ARTS AND SCIENCE FOR WOMEN
Namakkal - 637002
TAMIL NADU, INDIA
drragavan27@gmail.com

ABSTRACT
According "Alexandra Daddario" to a combination between extreme insecurity and extreme confidence. Proponents of 360-Degree Feedback believe that it is a valuable tool because feedback comes from multiple perspectives and therefore is more reliable, fair, and objective than a performance appraisal feedback. Those, who favor the use of 360-Degree Feedback assessment, believe that individuals will show a greater acceptance of feedback when it comes from multiple sources [01].

In contrast, some 360-Degree Feedback processes may influence performance negatively. In some situations, negative feedback creates discouragement and frustration for participants. Researchers found that one third of the participants who react negatively to feedback ratings showed a decrease in performance. Some participants react negatively to feedback and are not satisfied with the 360-Degree Feedback process [02].

In this article Researchers focus on only Fear/Insecurity as a barrier to 360 Degree Feedback among college teachers in Trichy.

Keywords: 360-Degree Feedback, Teachers, Fear/Insecurity, Barrier and so on.

I - INTRODUCTION

According "Alexandra Daddario" to a combination between extreme insecurity and extreme confidence. Proponents of 360-Degree Feedback believe that it is a valuable tool because feedback comes from multiple perspectives and therefore is more reliable, fair, and objective than a performance appraisal feedback. Those, who favor the use of 360-Degree Feedback assessment, believe that individuals will show a greater acceptance of feedback when it comes from multiple sources [01].

In contrast, some 360-Degree Feedback processes may influence performance negatively. In some situations, negative feedback creates discouragement and frustration for participants. Researchers found that one third of the participants who react negatively to feedback ratings

showed a decrease in performance. Some participants react negatively to feedback and are not satisfied with the 360-Degree Feedback process [02].

There is some evidence that performance improvement will occur for some feedback recipients than for others. Many participants respond positively to both negative and positive feedback and are encouraged to improve their performance. Recent studies show a link to the participant's level of acceptance to feedback both positive and negative and improved performance [03].The most critical elements of 360-Degree Feedback are linked to management support and encouragement. Several research studies report that receiving feedback alone is insufficient. Researchers suggest that performance improvement is more likely to occur when participants create a development plan and receive on-going support from their manager[04].

A study of 360-Degree Feedback conducted over a period of five years indicated that participants who received management support following 360-feedback show a higher level of improved performance over those participants who did not receive management support[05]. In addition, leadership development activities such as mentoring, coaching, succession planning, and work related experiences increase participant's performance.

II OBJECTIVES

The general and basic objective of the study is to analyze the level of existence of attitudinal barriers among college teachers (self-financing) towards 360-Degree Feedback

The specific objectives

From the general objective, the following have been drafted as specific objectives for the study:
1. to identify the list the attitudinal barriers among college teachers (self-financing) towards 360-Degree Feedback.
2. to study the existence of fear / insecurity as a barrier to 360-Degree Feedback among college teachers.

III SCOPE OF THE STUDY

The study is designed to cover both men & women teachers working in the arts & science streams of the self financing section of colleges in Trichy city

The study analyses and evaluates the following elements of attitudinal barriers towards 360-Degree Feedback among college teachers
1. Inferiority complex
2. Superiority complex
3. Fear / insecurity
4. Dishonesty / insincerity
5. Anger / revenge

In this article Researchers focus on only Fear/insecurity as a barrier to 360 Degree Feedback among college teachers in Trichy. The result of this study may provide an assessment of attitudinal barriers among college teachers towards 360-Degree Feedback barriers. This study may also be useful to various government department and academic bodies at state and national

level. Employers and policy makers working in the bodies mentioned above are helped to gain insight into the real and immediate challenges through 360- Degree Feedback.

IV ANALYSIS AND INTERPRETATION
FEAR / INSECURITY
TABLE – 01
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK OTHER TEACHERS MAY NOT EVALUATE THEM RIGHTLY

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	26	21.7
Rarely true	30	25.0
Occasionally true	29	24.2
Frequently true	20	16.7
Always true	15	12.5
Total	**120**	**100.0**

Source: Field Data

When questioned whether their thought that '*other teachers may not evaluate them rightly'* could be the reason for not accepting the evaluation, by others, as in Table–01**,** 26 respondents (21.7%) opted "Never true" ", 30 respondents (25%) opted "Rarely true", 29 respondents (24.2%) opted "occasionally true". 20 respondents (16.7%) opted while "Frequently true" and "15 respondents (12.5%) opted Always true".

Hence, it could be inferred that the thought that *others may not evaluate them rightly* could rarely true to be a reason for accepting the feedback by others.

TABLE – 02
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THE EVALUATION BY OTHERS MAY AFFECT THEIR PROMOTION

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	30	25.0
Rarely true	29	24.2
Occasionally true	35	29.2
Frequently true	20	16.7
Always true	6	5.0
Total	**120**	**100.0**

Source: Field Data

When asked whether their thought that '*the evaluation by others may affect their promotion'* could be the reason for not accepting the evaluation, by others, as in Table–02, 30respondents (25%) opted "Never true" 29 respondents (24.2%) opted "Rarely true", 35 respondents (29.2%) opted "occasionally true". 20 respondents (16.7%) opted   while "Frequently true" and "06 respondents (5%) opted Always true".

Hence, it could be ascertained that the thought that the evaluation by others may affect their promotion could be a reason for accepting the feedback by others.

TABLE – 03
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK IT'S PAINFUL TO ACCEPT THE REALITY OF THE RESULT OF THE FEEDBACK BY OTHER TEACHERS

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	35	29.2
Rarely true	16	13.3
Occasionally true	25	20.8
Frequently true	36	30
Always true	8	6.7
Total	**120**	**100.0**

Source: Field Data

When questioned whether their thought that '*it's painful to accept the reality of the result of the feedback by other teachers*' could be the reason for not accepting the evaluation, by others, as in Table–03, 35 respondents (29.2%) opted "Never true" 16 respondents (13.3%) opted "Rarely true", 25 respondents (20.8%) opted "occasionally true". 36 respondents (30%) opted while "Frequently true" and "08 respondents (6.7%) opted Always true".

Hence, it could be observed that the thought that *it's painful to accept the reality of the result of the feedback by other teachers* frequently true to be a reason for accepting the feedback by others.

TABLE – 04
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THE EVALUATION BY OTHER TEACHERS MAY AFFECT THEIR PAY, ALLOWANCE, INCREMENT, AND BONUS

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	32	26.7
Rarely true	27	22.5
Occasionally true	39	32.5
Frequently true	10	8.3
Always true	12	10.0
Total	**120**	**100.0**

Source: Field Data

When asked whether their thought that '*the evaluation by other teachers may affect their pay, allowance, increment, and bonus*' could be the reason for not accepting the evaluation, by others, as in Table–04, 32 respondents (26.7%) opted "Never true" 27 respondents (22.5%) opted

"Rarely true", 39 respondents (32.5%) opted "occasionally true". 10 respondents (8.3%) opted while "Frequently true" and "12 respondents (10.0%) opted Always true".

Hence, it could be understood that the thought that *the evaluation by other teachers may affect their pay, allowance, increment, and bonus* occasionally true to be a reason for accepting the feedback by others.

TABLE – 05
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY MAY LOOSE THEIR JOB BECAUSE OF THE FEEDBACK

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	38	31.7
Rarely true	32	26.7
Occasionally true	24	20.0
Frequently true	16	13.3
Always true	10	8.3
Total	**120**	**100.0**

Source: Field Data

When questioned whether their thought that '*they may loose their job because of the feedback*' could be the reason for not accepting the evaluation, by others, as in Table–05**,** 38 respondents (58.4%) opted "Never true" 32 respondents (26.7%) opted "Rarely true", 24 respondents (20.0%) opted "occasionally true". 16 respondents (13.3%) opted while "Frequently true" and "10 respondents (8.3%) opted Always true".

Hence, it could be inferred that the thought that *they may loose their job because of the feedback they may loose their job because of the feedback* rarely true to be a reason for accepting the feedback by others.

V FINDINGS
1. it could be inferred that the thought that *others may not evaluate them rightly* could rarely true to be a reason for accepting the feedback by others.
2. it could be ascertained that the thought that the evaluation by others may affect their promotion could be a reason for accepting the feedback by others.
3. it could be observed that the thought that *it's painful to accept the reality of the result of the feedback by other teachers* frequently true to be a reason for accepting the feedback by others.
4. it could be understood that the thought that *the evaluation by other teachers may affect their pay, allowance, increment, and bonus* occasionally true to be a reason for accepting the feedback by others.
5. it could be inferred that the thought that *they may loose their job because of the feedback they may loose their job because of the feedback* rarely true to be a reason for accepting the feedback by others.

VI RECOMMENDATIONS

It believes that 360–Degree Feedback should be used solely for development purposes at first. Only when teachers are fully comfortable collecting and using feedback for performance improvement, should the process be carefully expanded to include appraisal.

The result of this study can be used to know their attitudinal barriers of the college teachers in areas where they are found lacking. Another 360–Degree Feedback can be carried out after a predetermined time frame to evaluate the improvement of the executives. As stated earlier, feedback system should not be used piecemeal on individual performance improvement programs.

Identify risk areas which are possible for exclusion. For example, if one works with youth who are into drugs, prostitution and crime and if one is aware of a particular area which is not very conducive to work, it is best to avoid it, rather than take unnecessary risks, because your work can be more important to an area where they are more receptive.

To be able to have access to such knowledge, it is also better to build relationships with organizations that are working on similar efforts and are willing to share their experiences and knowledge, so that one would be able to learn from their mistakes, rather than wait to commit mistakes and learn from them. Every barrier can be overcome and if correctly planned, there will actually be no barriers!

VII CONCLUSION

In conclusion, the 360–Degree Feedback, process is best used in a developmental context. 360–Degree Feedback as a leadership and personality development tool has moved significantly in the last decade. From purely a confidential individual development activity it is moving towards a competency development activity it is moving attitudinal barriers towards 360-Degree Feedback. From purely manual it is moving towards a combination of automated and manual tool. Pre and post towards 360-Degree Feedback activities including focused developmental actions are well appreciated today. Sadly, the coverage of 360 degree in India is still very low. The positive side is that this provides vast opportunity for many top managers and HRD professionals to take this powerful instrument to larger population of managers. There is a challenge in leading 360-Degree Feedback for consultants too.

REFERENCES
1. Hazucha, J.F., Hezlett, S.A., & Schneider, R.J. (1993). The impact of multi-source feedback on management skills development. Human Resource Management, 32, 325-351.
2. Nowak, K. (1992). Self-assessment and rater-assessment as a dimension of management development. Human Resources Development Quarterly, 3, 141-155.
3. Smither, J.W., London, M., Reilly, M. (2005). Does performance improve following multi-source feedback? A theoretical model, meta-analysis, and review of Empirical findings. Personnel Psychology, 58, 33-66.

4. Smither, J.W., & Walker, A.G. (2001). Measuring the impact of multi-source feedback. In D. Bracken, C. Timmreck, & A. Church (Eds.) Handbook of multi-source feedback, 256-71.

5. Walker, A.G., & Smither, J.W. (1999). A five-year study of upward feedback: What managers do with his or her results matters Personnel Psychology, 52, 393-423.