

SUPERIORITY COMPLEX: A STUDY ON THE ATTITUDINAL BARRIERS OF THE TEACHERS IN THE SELF-FINANCING SECTIONS OF THE COLLEGES IN TIRUCHIRAPPALLI TOWARDS 360-DEGREE FEEDBACK

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Abstract: According to Charles Kuralt "There are a lot of people who are doing wonderful things, quietly, with no motive of greed, or hostility toward other people, or delusions of superiority." Changes in the 21st Century and global competition are pressuring organizations to become more competitive. To encourage managers to be more responsive and adaptive to changing business requirements, organizations need to develop highly skilled and effective leaders.

360-Degree Feedback is a full circle, multi-source and multi-rater system of obtaining information from peers, subordinates, and internal and external customers, about the employee's performance. 360-Degree Assessment is based on the assessment of an individual's management styles, competencies and behaviour of colleagues horizontally and vertically involving his boss, peers and direct reports in the organization. This is supplemented with self-rating and customer ratings. 360-feedbacks can, therefore, be a powerful mechanism through which information regarding an individual's personal development and his training needs, can be obtained. The advantage of this process is that it enables one to obtain information from multiple sources and from people who routinely work with and are affected by the employee's behaviour.

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

Keywords: 360-Degree Feedback, Teachers, Superiority Complex, Barrier and so on.

I. INTRODUCTION

Abstract: According to Charles Kuralt "There are a lot of people who are doing wonderful things, quietly, with no motive of greed, or hostility toward other people, or delusions of superiority." The use of 360-Degree Feedback assessment is becoming widely known as a tool for improving leadership performance ¹.

Many corporations implement 360-Degree Feedback as a component of its leadership development programme, which is tied to strategic business goals ². As a result of the need to improve leadership performance, companies are investing considerable time, effort, and money on 360-Degree Feedback.

The 360-Degree Feedback assessment provides individuals with anonymous feedback from direct reports, managers, peers, and customers ³. The 360-Degree Feedback results provide participants with an assessment of his or her current level of leadership competency (behaviors, skills, knowledge) needed to demonstrate leadership performance ⁴.

Receiving feedback from 360-Degree Feedback is important when combined with other leadership development activities, such as training, coaching, and performance feedback ⁵.

The primary reason for 360-Degree Feedback is to identify development areas to improve overall performance. Recent research suggests that some participants demonstrate significant improvement in their performance after participating in a 360-Degree Feedback assessment. A research study, in particular, indicated that 50% of participants improved their performance following the 360-Degree Feedback process.⁵

II. RESEARCH OBJECTIVES

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 superiority complex 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 Superiority complex 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 SUPERIORITY COMPLEX

TABLE – 01

RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY DON'T HAVE THE SKILL, KNOWLEDGE TO EVALUATE THEM

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	31	25.8
Rarely true	20	16.7
Occasionally true	48	40 .0
Frequently true	15	12.5
Always true	6	5.0
Total	120	100.0

Source: Field Data

When asked whether their thought that '*they don't have the skill, knowledge to evaluate them*' could be the reason for not accepting the evaluation, by others, as in Table–01, 31 respondents (25.8%) opted "Never true", 20 respondents (16.7%) opted "Rarely true" while 48 respondents (40.%) opted "Occasionally true" 15 respondents (12.5%) opted "Frequently true" and 6 respondents (5.%) opted "always true".

Hence, it could be understood that the thought that *they don't have the skill, knowledge to evaluate them* occasionally true to be a reason for accepting the feedback by others.

TABLE – 02

RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK OTHER TEACHERS DON'T HAVE THE KNOWLEDGE TO EVALUATE THEIR KNOWLEDGE

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	22	18.3
Rarely true	48	40
Occasionally true	20	16.7
Frequently true	19	15.8
Always true	11	9.2
Total	120	100.0

Source: Field Data

When questioned whether their thought that '*other teachers don't have the knowledge to evaluate their knowledge*' could be the reason for not accepting the evaluation, by others, as in Table–02, 22 respondents (18.3%) opted "Never true", 48respondents (40.0%) opted "Rarely true" while 20 respondents (16.7.%) opted "Occasionally true" 19 respondents (15.8%) opted "Frequently true" and 11 respondents (9.2%) opted "always true".

Hence, it could be inferred that the thought that *other teachers don't have the knowledge to evaluate their knowledge* rarely true to be a reason for accepting the feedback by others.

TABLE – 03
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY ENVY GOOD TEACHERS LIKE ME

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	25	20.8
Rarely true	44	36.7
Occasionally true	21	17.5
Frequently true	15	12.5
Always true	15	12.5
Total	120	100.0

Source: Field Data

When asked whether their thought that '*they envy good teachers like me*' could be the reason for not accepting the evaluation, by others, as in Table-03, 25 respondents (20.8%) opted "Never true", 44respondents (36.7%) opted "Rarely true" while 21 respondents (17.5%) opted "Occasionally true" 15 respondents (12.5%) opted "Frequently true" and 15 respondents (12.5%) opted "always true".

Hence, it could be ascertained that the thought that *they envy good teachers like me* rarely true to be a reason for accepting the feedback by others.

TABLE – 04
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK POOR TEACHERS NEVER GIVE RIGHT OPINION ABOUT GOOD TEACHERS LIKE ME

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	12	10.0
Rarely true	17	14.2
Occasionally true	33	27.5
Frequently true	44	36.7
Always true	14	11.7
Total	120	100.0

Source: Field Data

When questioned whether their thought that '*poor teachers never give right opinion*' about good teachers like me could be the reason for not accepting the evaluation, by others, as in Table-04, 12 respondents (10.0%) opted "Never true", 17respondents (14.2%) opted "Rarely true" while 33 respondents (27.5%) opted "Occasionally true" 44 respondents (36.7%) opted "Frequently true" and 14respondents (11.7%) opted "always true".

Hence, it could be observed that the thought that poor *teachers never give right opinion about good teachers like me* frequently true to be a reason for accepting the feedback by others.

TABLE – 05
RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK EFFICIENT TEACHERS LIKE ME SHOULD NOT BE EVALUATED BY INEFFICIENT TEACHERS.

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	9	7.5
Rarely true	22	18.3
Occasionally true	23	19.2
Frequently true	53	44.2
Always true	13	10.8
Total	120	100.0

Source: Field Data

When asked whether their thought that '*efficient teachers like me should not be evaluated by inefficient teachers*' could be the reason for not accepting the evaluation, by others, as in Table-05, 09 respondents (7.5%) opted "Never true", 22respondents (18.3%) opted "Rarely true" while 23 respondents (19.2%) opted "Occasionally true" 53 respondents (44.2%) opted "Frequently true" and 13respondents (10.8%) opted "always true".

Hence, it could be understood that the thought that *efficient teachers like me should not be evaluated by inefficient teachers* frequently true to be a reason for accepting the feedback by others.

V. FINDINGS

1. it could be understood that the thought that *they don't have the skill, knowledge to evaluate them* occasionally true to be a reason for accepting the feedback by others.
2. it could be inferred that the thought that *other teachers don't have the knowledge to evaluate their knowledge* rarely true to be a reason for accepting the feedback by others.
3. it could be ascertained that the thought that *they envy good teachers like me* rarely true to be a reason for accepting the feedback by others.
4. it could be observed that the thought that *poor teachers never give right opinion about good teachers like me* frequently true to be a reason for accepting the feedback by others.
5. it could be understood that the thought that *efficient teachers like me should not be evaluated by inefficient teachers* frequently true to be a reason for accepting the feedback by others.

VI. SUGGESTION

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.

In sum, we must encourage individual teachers and functional groups throughout their barriers to take charge of getting feedback from their constituencies on a regular basis.

It highlights the importance of follow through as part of the 360-Degree Feedback process. Stated that performance feedback, once received by the recipient, can raise as many questions as it answers. The literature recommends that a trained professional handles the feedback and follow through process.

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.

Several negative findings impacted the results of this study. The results showed that only a limited number of changes occurred following the 360-degree feedback and leadership development process.

Participants indicated that their relationship with direct reports and their barriers. However, there are several inconclusive findings related to their barriers. Participants indicated that their superior teacher and direct reports were less satisfied with their improved performance. In addition, a large percentage of the participants responded "NT" (Never true) to questions related to their senior teacher, direct report and peer satisfaction. More research is needed to determine why these questions were never true.

The survey results did not report how improved attitudinal barriers impacted an individual's performance, compensation, promotion or succession planning opportunities.

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