



**ANGER / REVENGE: 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 "Mahatma Gandhi" Anger is the enemy of non-violence and pride is a monster that swallows it up. Lastly, most teachers seem to stop learning after becoming teachers. They fail to remember the words of Rabindranath Tagore, "One cannot teach unless one is learning". A large number of teachers seem to be quiet pleased with quiet life. And therefore, the teachers are neither motivated nor motivate others. What was considered a noble profession, that is teaching, seems to be gradually losing its status. The spirit of Professionalism seems to be gradually disappearing. Consequently, education in every direction seems to be badly affected. The Education Commission "was extremely unhappy over the existing conditions of teaching and evaluation in higher education" Kapur pointed out "Students all over the world have demanded better teaching and their evaluations have brought to light many of the deficiencies in college teaching"1 The Kothari Commission Report describes the situation in many colleges as follows: "In many of the colleges and universities, a majority of the teachers teach mechanically and listlessly"2 In this article Researchers focus on only Anger/Revenge as a barrier to 360 Degree Feedback among college teachers in Trichy.

**KEYWORDS** :: 360-Degree Feedback, Teachers, Anger/Revenge, Barrier and so on.

**I. INTRODUCTION**

According "Mahatma Gandhi" Anger is the enemy of non-violence and pride is a monster that swallows it up. Lastly, most teachers seem to stop learning after becoming teachers. They fail to remember the words of Rabindranath Tagore, "One cannot teach unless one is learning". A large number of teachers seem to be quiet pleased with quiet life. And therefore, the teachers are neither motivated nor motivate others. What was considered a noble profession, that is teaching, seems to be gradually losing its status. The spirit of Professionalism seems to be gradually disappearing. Consequently, education in every direction seems to be badly affected.

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The Kothari Commission Report describes the situation in many colleges as follows: "In many of the colleges and universities, a majority of the teachers teach mechanically and listlessly"2

Conditions continue to be more or less the same today. Besides, the trend reports on Higher Education in the second survey of education of Bunch States that "Studies on college and university teachers are rare"3

All the above mentioned points imply that there is a definite case and tremendous scope for improving the quality of teachers and their teaching in higher education and Hence, a research has been conducted in this area.

360 – Degree Feedback is a comprehensive system of feedback where a teacher is evaluated by his/her students, colleagues, superiors, management and administration and parents of students. In this way the researcher studies the attitudinal barriers of college teachers towards 360-Degree Feedback.

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

**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 anger / revenge 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 Anger / revenge 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 ANGER / REVENGE**

**TABLE – 01 RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY USE FEEDBACK TO REVENGE THEIR JUNIOR-TEACHERS**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	21	17.5
Rarely true	57	47.5
Occasionally true	19	15.8

Frequently true	8	6.7
Always true	15	12.5
Total	120	100.0

Source: Field Data

When asked whether their thought that 'they use feedback to revenge their junior-teachers' could be the reason for rarely accepting the evaluation, by others, as in Table-01, 21 respondents (17.5%) opted "Never true"; 57 respondents (47.5%) opted "Rarely true"; 19 respondents (15.8%) opted "occasionally true". 8 respondents (6.7%) opted while "Frequently true" and "15 respondents (12.5%) opted Always true".

Hence, it could be found that the thought that they use feedback to revenge their junior-teachers 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 THEY USE FEEDBACK TO REVENGE THEIR SENIOR-TEACHERS**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	21	17.5
Rarely true	32	26.7
Occasionally true	51	42.5
Frequently true	5	4.2
Always true	11	9.2
Total	120	100.0

Source: Field Data

When questioned whether their thought that 'they use feedback to revenge their senior-teachers' could be the reason for occasionally accepting the evaluation, by others, as in Table-02, 21 respondents (17.5%) opted "Never true"; 32 respondents (26.7%) opted "Rarely true"; 51 respondents (42.5%) opted "occasionally true". 5 respondents (4.2%) opted while "Frequently true" and "11 respondents (9.2%) opted Always true".

Hence, it could be observed that the thought that they use feedback to revenge their senior-teachers could occasionally 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 USE FEEDBACK TO REVENGE THEIR PEERS**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	26	21.7
Rarely true	23	19.2
Occasionally true	54	45.0
Frequently true	13	10.8
Always true	4	3.3
Total	120	100.0

Source: Field Data

When questioned whether their thought that 'they use feedback to revenge their peers' could be the reason for occasionally accepting the evaluation, by others, as in Table-03, 26 respondents (21.7%) opted "Never true"; 23 respondents (19.2%) opted "Rarely true"; 54 respondents (45.0%) opted "occasionally true". 13 respondents (10.8%) opted while "Frequently true" and "4 respondents (3.3%) opted Always true".

Hence, it could be understood that the thought that they use feedback to revenge their peers could occasionally true to be a reason for accepting the feedback by others.

**TABLE - 04**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY USE FEEDBACK TO REVENGE THEIR MANAGEMENT**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	27	22.5
Rarely true	56	46.7
Occasionally true	17	14.2
Frequently true	11	9.2
Always true	9	7.5
Total	120	100.0

Source: Field Data

When asked whether their thought that 'they use feedback to revenge their management' could be the reason for rarely accepting the evaluation, by others, as in Table-04, 27 respondents (22.5%) opted "Never true"; 56 respondents (46.7%) opted "Rarely true"; 17 respondents (14.2%) opted "occasionally true". 11 respondents (9.2%) opted while "Frequently true" and "9 respondents (7.5%) opted Always true".

Hence, it could be inferred that the thought that they use feedback to revenge their management could rarely true to be a reason for accepting the feedback by others.

**TABLE - 05**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK MANagements USES FEEDBACK TO REVENGE ITS EMPLOYEES**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	13	10.8
Rarely true	21	17.5
Occasionally true	27	22.5
Frequently true	51	42.5
Always true	8	6.7
Total	120	100.0

Source: Field Data

When questioned whether their thought that 'managements uses feedback to revenge its employees' could be the reason for not accepting the evaluation, by others, as in Table-05, 13 respondents (10.8%) opted "Never true"; 21 respondents (17.5%) opted "Rarely true"; 27 respondents (22.5%) opted "occasionally true". 51 respondents (42.5%) opted while "Frequently true" and "8 respondents (6.7%) opted Always true".

Hence, it could be found that the thought that them management's uses feedback to revenge its employees could frequently true to be a reason for accepting the feedback by others.

**V FINDINGS**

1. It could be found that the thought that they use feedback to revenge their junior-teachers could rarely true to be a reason for accepting the feedback by others.
2. It could be observed that the thought that they use feedback to revenge their senior-teachers could occasionally true to be a reason for accepting the feedback by others.
3. It could be understood that the thought that they use feedback to revenge their peers could occasionally true to be a reason for accepting the feedback by others.
4. It could be inferred that the thought that they use feedback to revenge their management could rarely true to be a reason for accepting the feedback by others.

5. It could be found that the thought that their management's uses feedback to revenge its employees could frequently true to be a reason for accepting the feedback by others.

#### **VI RECOMMENDATIONS**

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!

The findings of this study imply that 360-degree feedback is generally believed to be an effective tool for identifying behavioral areas that need development and as a resource for improving leadership behavior. The findings also indicated that participants are willing to accept the feedback and change his or her behavior when feedback is provided in an accurate, fair, and confidential manner.

#### **VII CONCLUSION**

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.

The results of this research will provide a deeper understanding of how 360-degree feedback impacts attitudinal barriers for those who are considering implementing or improving 360-degree feedback and leadership development programs.

#### **REFERENCE**

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2. Report of the Education Commission 1964-65, P 278
3. M.B.Buch, Second Survey of Research in Education, 1978, P 511