



ORIGINAL RESEARCH PAPER

Commerce

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

KEY WORDS: 360-Degree Feedback, Teachers, Dishonesty / Insincerity, Barrier and so on.

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ABSTRACT

According to "Buddha" Honesty is the first chapter in the book of wisdom. Education is a humanizing Process. A group of Workers in New York declared in 1829, Next to life and liberty, we consider education as the greatest blessing best owed upon mankind. Julius Nyerere once Said, "Education is not a way to escape poverty it is a way of fighting it" Education plays an important role in human empowerment and development. It also plays a very significant role in promoting economic progress, social cohesion and good governance.

A teacher's Job is noble and comprehensive that it cannot be performed by anybody else. A teacher is a guide and source of reference for the entire business of education.

A teacher is primarily a moral person who has learned to live with the necessity of things and one who has come to terms with the limitations of the human conditions. Only one who is well-adjusted to the realities of Social Life and one who has mastered testes are able to guide others..

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

I- INTRODUCTION

According to "Buddha" Honesty is the first chapter in the book of wisdom. A teacher's Job is noble and comprehensive that it cannot be performed by anybody else. A teacher is a guide and source of reference for the entire business of education. A teacher is a Master of Science of humanity. By Science of Humanity, we mean, an understanding of human nature its process of development, its passions, its inclinations and its potentialities.

In his relationship with students, the teacher lets the students find himself out. The development of students considerably depends on the teacher's influence on the students. An ideal teacher is a culture carrier and a guide. He/She gives leadership in learning and understanding. Therefore, it would not be an exaggeration to state that the success of the educational Process completely rests on the teachers.¹ To quote Airan "it is generally agreed that the college teachers are the most vital factor in higher education and that the success of any programmer of higher education would depend to a large extent on them"²

According to the report of the Education Commission, "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and characters of teachers are undoubtedly the most significant"³"The teachers of the Past had the ideal of simple living and high thinking before them. They possessed great spiritual power and commanded respect everywhere"⁴.

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 dishonesty / insincerity 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 Dishonesty / insincerity 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 DISHONESTY / INSINCERITY

TABLE – 01 RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK USUALLY TEACHERS ARE NOT HONEST IN THEIR FEEDBACK ABOUT OTHER TEACHERS

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	25	20.8
Rarely true	26	21.7
Occasionally true	45	37.5
Frequently true	8	6.7
Always true	16	13.3
Total	120	100.0

When questioned whether their thought that 'other that usually teachers are not honest in their feedback about other teachers' could be occasionally true to be the reason for accepting the evaluation, by others, as in Table-01, 25 respondents (20.8%) opted "Never true" ", 26 respondents (21.7%) opted "Rarely true", 45 respondents (37.5%) opted "occasionally true". 8 respondents (6.7%) opted while "Frequently true" and "16 respondents (13.3%) opted Always true".

Hence, it could be ascertained that the thought that usually teachers are not honest in their feedback about other teachers 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 THEY ARE BASED ON FAVORITISM AND NEPOTISM

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	32	26.7
Rarely true	37	30.8
Occasionally true	24	20.0
Frequently true	18	15.0
Always true	9	7.5
Total	120	100.0

Source: Field Data

When asked whether their thought that 'they are based on favoritism and nepotism' could rarely true to be the reason for accepting the evaluation, by others, as in Table-02, 32respondents (26.7%) opted "Never true" 37 respondents (30.8%) opted "Rarely true", 24 respondents (20.0%) opted "occasionally true". 18 respondents (15.0%) opted while "Frequently true" and "09 respondents (7.5%) opted Always true".

Hence, it could be observed that the thought that they are based on favoritism and nepotism 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 ARE INFLUCED BY THE OPINION OF OTHERS (FRIENDS, COLLEAGUES)

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	31	25.8
Rarely true	26	21.7
Occasionally true	26	21.7
Frequently true	23	19.2
Always true	14	11.7
Total	120	100.0

Source: Field Data

When questioned whether their thought that 'that other teachers are influenced by the opinion of others (friends, colleagues)' could be the reason for never true to be the evaluation, by others, as in Table-03, 31 respondents (25.8%) opted "Never true" 26 respondents (21.7%) opted "Rarely true", 26 respondents (21.7%) opted "occasionally true". 23 respondents (19.2%) opted while "Frequently true" and "14 respondents (11.7%) opted Always true".

Hence, it could be understood that the thought that other teachers are influenced by the opinion of others (friends, colleagues) could not be a reason for accepting the feedback by others.

TABLE – 04 RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY ARE INFLUCED BY THE OPINIONS OF OTHER TEACHERS INSTEAD OF DEPENDING ON THEIR OWN CRITICAL THINKING

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 'they are influenced by the opinions of other teachers instead of depending on their own critical thinking' could be occasionally true the reason for 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 inferred that the thought that they are influenced by the opinions of other teachers instead of depending on their own critical thinking could not be a reason for accepting the feedback by others.

TABLE – 05 RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY TICK OPTION IN THE FEEDBACK FORM, SCHEDULE EVEN WITHOUT UNDERSTANDING THE STATEMENTS GIVEN

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	41	34.2
Rarely true	26	21.7
Occasionally true	21	17.5
Frequently true	18	15.0
Always true	14	11.7
Total	120	100.0

Source: Field Data

When questioned whether their thought that they tick option in the feedback form, schedule even without understanding the statements given' could be the reason for not accepting the evaluation, by others, as in Table-05, 41 respondents (34.2%) opted "Never true" 26 respondents (21.7%) opted "Rarely true", 21 respondents (17.5%) opted "occasionally true". 18 respondents (11.7%) opted while "Frequently true" and "14 respondents (11.7%) 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* never true to be a reason for accepting the feedback by others.

V FINDINGS

1. it could be ascertained that the thought that usually teachers are not honest in their feedback about other teachers occasionally true to be a reason for accepting the feedback by others.
2. it could be observed that the thought that they are based on favoritism and nepotism rarely true to be a reason for accepting the feedback by others.
3. it could be understood that the thought that other teachers are influenced by the opinion of others (friends, colleagues) could not be a reason for accepting the feedback by others.
4. it could be inferred that the thought that they are influenced by the opinions of other teachers instead of depending on their own critical thinking could not 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* never true to be a reason for accepting the feedback by others.

VI RECOMMENDATIONS

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. 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

The multi source feedback, as on date, functions only as a developmental tool and is given as an option for employees to use for their development. The researcher has worked well and met the desired objectives. It has also thrown up certain other issues and highlighted areas that need to be constantly worked on and the system has created the necessary base for introducing further innovations is the area of performance management.

360-Degree Feedback evaluations have the advantage of confidentiality, since 360-Degree Feedback involves groups of raters. The results are anonymous and are therefore, less likely to be biased or skewed either positively or negatively the evidence suggests that teachers give a more balanced set of feedback in this context however, the true success of any intervention is not its one time implementation, but the ability to improvise, broaden the scope and repeat it with higher levels of success.

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