

*Inferiority 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 Ken Blanchard "Feedback is the breakfast of champions." 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 Inferiority complex as a barrier to 360 Degree Feedback among college teachers in Trichy.*

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

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## I. INTRODUCTION

According to **Ken Blanchard** "Feedback is the breakfast of champions." Changes in the 21<sup>st</sup> 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.<sup>1</sup>

The use of 360-Degree Feedback, as a tool to develop effective leaders, has become widespread in organizations. Approximately ninety percent of all Fortune 500 firms use 360-Degree Feedback as part of their performance management or

leadership development systems<sup>2</sup>. In a survey of organizations using 360-Degree Feedback, the practice was “nearly universal” among *Fortune 500* companies<sup>3</sup>. According to William M. Mercer, the Human Resource consulting firm, 40% of companies used 360-Degree Feedback in 1995. By 2000, this figure moved up to 65%. Many organizations believe in the benefit of 360-Degree Feedback, recognizing that feedback is important for individual development and success. Some companies even believe that 360-Degree Feedback, to assess leadership behaviour, and to assure the perception of legitimacy among competitors<sup>4</sup>.

## II. RESEARCH OBJECTIVE

### 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 inferiority 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 Inferiority 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

**TABLE-01**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY ARE POOR IN THE SUBJECTS THEY TEACH**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	24	20.0
Rarely true	54	45.0
Occasionally true	20	16.7
Frequently true	11	9.2
Always true	11	9.2
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field Data

When questioned whether their thought that ‘they are poor in the subjects they teach’ could be the reason for not accepting the evaluation, by others, as in Table–01, 24 respondents (20%) opted “Never true”, 54 respondents (45%) opted “Rarely true”, 20 respondents (16.7%) opted “occasionally true”. 20 respondents (16.7%) opted while “Frequently true” and “Always true”.

Hence, it could be inferred that the thought that they are poor in the subjects they teach rarely could be a reason for accepting the feedback by others.

**TABLE-02**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY DON'T TEACH WELL**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	69	57.5
Rarely true	18	15.0
Occasionally true	16	13.3
Frequently true	12	10.0
Always true	5	4.2
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field Data

When asked whether their thought that ‘they don't teach well’ could be the reason for not accepting the evaluation, by others, as in Table–02, 69 respondents (57.5%) opted “Never true”, 18 respondents (15%) opted “Rarely true”, 16 respondents (13.3%) opted “occasionally true”. 12 respondents (10%) opted “Frequently true” and 5 respondents (4.2%) opted “Always true”.

Hence, it could be inferred that the thought that *they don't teach well* could not be a reason for accepting the feedback by others.

**TABLE-03**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY ARE NOT INNOVATIVE IN THE PROFESSION**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	24	20.0
Rarely true	32	26.7
Occasionally true	44	36.7
Frequently true	14	11.6
Always true	6	5
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field Data

When questioned whether their thought that '*they are not innovative in the profession*' could be the reason for not accepting the evaluation, by others, as in Table-03, 24 respondents (20%) opted "Never true", 32 respondents (26.7%) opted "Rarely true", 44 respondents (36.7%) opted "occasionally true". 14 respondents (11.6%) opted "Frequently true" and 6 respondents (5%) opted "Always true".

Hence, it could be ascertained that the thought *that they are not innovative in the profession* could occasionally true be a reason for accepting the feedback by others.

**TABLE-04**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK THEY DON'T UPDATE THEN KNOWLEDGE IN THE SUBJECT THEY TEACH**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	25	20.8
Rarely true	21	17.5
Occasionally true	51	42.5
Frequently true	14	11.6
Always true	9	7.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field Data

When asked whether their thought that '*they don't update then knowledge in the subject they teach*' could be the reason for not accepting the evaluation, by others, as in Table-04, 25 respondents (20.8%) opted "Never true" 21 respondents (17.5 %) opted "Rarely true" 51 respondents (42.5%) opted Occasionally true, 14 respondents (11.6%) opted "Frequently true" and 09 respondents (7.5%) opted "Always true".

Hence, it could be found that the thought that *they don't update then knowledge in the subject they teach* occasionally true a reason for accepting the feedback by others.

**TABLE-05**  
**RESPONSE OF TEACHERS ON NOT ACCPETING THE FEEDBACK WHEN THEY THINK OTHER TEACHERS, STUDENTS, PARENTS, AND MANAGEMENTS, DON'T LIKE THEM**

LEVEL OF SATIFICATION	NO.OF. RESPONDENTS	PERCENTAGE
Never true	10	8.3
Rarely true	24	20.0
Occasionally true	19	15.8
Frequently true	57	47.5
Always true	10	8.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field Data

When questioned whether their thought that '*other teachers, students, parents, and managements, don't like them*' could be the reason for not accepting the evaluation, by others, as in Table-05, 57 respondents (47.5%) opted "Never true" 24 respondents (20.0 %) opted "Rarely true" 19 respondents (15.8%) opted Occasionally true, 10 respondents (8.3%) opted "Frequently true" and 10 respondents (8.3%) opted "Always true".

Hence, it could be observed that the thought that *other teachers, students, parents, and managements, don't like them* could not be a reason for not accepting the feedback by others.

## V. FINDINGS

1. It could be inferred that the thought that they are poor in the subjects they teach rarely could be a reason for accepting the feedback by others.
2. It could be inferred that the thought that they don't teach well could not be a reason for accepting the feedback by others.

3. It could be ascertained that the thought that they are not innovative in the profession could occasionally true be a reason for accepting the feedback by others.
4. It could be found that the thought that they don't update their knowledge in the subject they teach occasionally true a reason for accepting the feedback by others.
5. It could be observed that the thought that other teachers, students, parents, and managements, don't like them could not be a reason for not accepting the feedback by others.

## VI. RECOMMENDATION

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. Even better if at least some of them are well known personalities known for their honesty and integrity, because then it is much easier to establish credibility. When listing the objectives, awareness of challenges that may be faced in accomplishing the objectives, must be taken into account. It is prudent to start in a small scale and then expand as you go on, rather than start big and discover it is not possible to achieve them. Break up the objectives into small components and identify the tools required to meet the objectives.

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

The findings of this study indicate that overall survey respondents were satisfied with positive and negative feedback, and the level of confidentiality and accuracy and fairness of the ratings received. Participants agreed that 360-degree feedback was helpful as a resource for identifying behaviors that needed improvement and as a tool for leadership development. Participants indicated that receiving both positive and negative feedback motivated them to establish goals and prepare development plans and they were satisfied with the leadership development. 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. 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.

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