

17441

NATIONAL LIBRARY
OTTAWA



BIBLIOTHÈQUE NATIONALE
OTTAWA

NAME OF AUTHOR.....

BAIN, Robert Bruce

TITLE OF THESIS.....

AUTHORITARIAN MEASURES IN
CANADIAN COASTERS

UNIVERSITY.....

OF ALABAMA

DEGREE FOR WHICH THESIS WAS PRESENTED.....

M.A.

YEAR THIS DEGREE GRANTED.....

1973

Permission is hereby granted to THE NATIONAL LIBRARY
OR CANADA to microfilm this thesis and to lend or sell copies
of the film.

The author reserves other publication rights, and
neither the thesis nor extensive extracts from it may be
printed or otherwise reproduced without the author's
written permission.

(Signed).....

Robert B. Bain

PERMANENT ADDRESS:

16360 CORWIN CRES.
NIAGARA FALLS, ONT.
CANADA

DATED.....

August 7

1973

NL-91 (10-68)

THE UNIVERSITY OF ALBERTA

AUTHORIZED FOR REPRODUCTION BY THE CANADIAN COPYRIGHT



by ROBERT BRUCE BAIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA

FALL, 1973

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and
recommended to the Faculty of Graduate Studies and Research
for acceptance, a thesis entitled "Authoritarianism in
Canadian Context", submitted by John Tracey Kent, B.A.,
in partial fulfillment of the requirements for the degree
of Doctor of Arts.

W. A. Scott
.....
(Supervisor)

Gary Smith
.....

John Mitchell
.....

Date .. *Aug. 3, 1973*

ABSTRACT

The purpose of the study was to examine specific measures of authoritarianism in forty-two coaches of football and basketball teams sponsored by the Public and Separate School Boards of Edmonton, Alberta, Canada. The authoritarian measures examined were the D Scale which the author accepted as a measure of general authoritarianism at the personality level, and the F Scale which the author accepted as a measure of right-wing authoritarianism at the personality level. Two sample groups were created in order to control the confounding variable of education. One group consisted of thirty-two educators employed in the secondary school system of Edmonton while the other sample group was a random sample of thirty-two males from the general population of Edmonton.

The results of the study indicate that the coaches' group sampled had the lowest scores of authoritarianism as measured by both scales when compared to the sample group of educators and the sample group of the male population of Edmonton. The author, on the basis of the significant evidence, concluded that coaches of major team sports in the secondary school systems of Edmonton, Alberta, Canada, are not highly authoritarian in specific measures of general and right-wing authoritarianism.

The secondary problem examined the relationship between personality measures of authoritarianism and a scale created by the author which purported to measure authoritarian coaching attitudes and behaviour. This was done in order to determine if coaching authoritarianism is a specific manifestation of either concept of authoritarianism as advanced by personality theorists. The results of the study indicated that coaches who score highly in the personality measures of authoritarianism may also be predicted to score highly in a measure of coaching attitude and behaviour. The author concluded on the basis of the statistical evidence obtained, that coaching attitudes and behaviour expressed in the CAB Scale may be a manifestation of both general and right-wing authoritarianism. This conclusion was reached on the strength of the highly significant relationships between all scales utilized and in spite of the fact that the F Scale had slightly higher predictive value with respect to the specific coaching authoritarianism scale.

The final purpose of this study was to begin to examine and differentiate situational factors evident in the coaching role as it is evident in Canada as compared to previously discussed psychological factors. The measureable situational factors examined were: (i) age of the coach, (ii) years of coaching experience.

(iii) number of sports coached, and (iv) ratio of players to coach. Although measures of the number of sports coached and the ratio of players to coach did not correlate significantly with the authoritarian measures, the scores obtained in these measures were higher than expected. The author felt that coaches could be overburdened with respect to their coaching workload. This factor, it was hypothesized, could cause coaches to leave coaching after only a few years and the hypothesis was partially born out by results which indicated that only one coach was over the age of thirty-four.

Significant inverse relationships, or relationships approaching significance, were found between the factors of age and coaching experience, and the measures of authoritarianism. Speculative interpretation was advanced in order to offer possible explanations for the results obtained.

In light of the contrasting results of this study as compared to the limited literature (all of which originated in the United States), the author examined cultural factors and socialization process (as it affects coaches) in an effort to explain these differences.

The author concluded that the emphasis upon success as measured by winning, and the emphasis upon sport as big

business in the United States, could have a marked influence upon the socialization process and consequently personality variables, one of which might be authoritarianism.

ACKNOWLEDGEMENTS

The author wishes to express appreciation to his committed members Professor Garry Smith, Dr. John J. Mitchell and the chairman, Professor Harvey Scott, whose assistance and guidance in preparing this thesis was greatly appreciated. To these three gentlemen, and unnamed others at the University of Alberta, the author extends deepest thanks for years of instruction and discussion upon which a basis for understanding and interpretation was formed.

Sincere thanks is extended to the coaches and educators of the Edmonton Public and Edmonton Separate School Boards who co-operated with the writer and also the respective School Boards for their sanction of this study. Appreciation is also expressed to the subjects from the City of Edmonton, Alberta, Canada who participated in this study.

Finally, the author wishes to express thanks to ~~his~~ wife, Elizabeth, and sons, Christopher and Sandy for their encouragement, understanding and patience throughout this endeavour.

TABLE OF CONTENTS

CHAPTER	PAGE
I STATEMENT OF THE PROBLEM	1
Introduction	1
The Problem	4
Secondary Problems	5
Justification for the Study	6
Limitations	8
Delimitations	9
Definition of Terms	10
References	12
II REVIEW OF THE LITERATURE	14
Introduction	14
The Authoritarian Personality	14
The California F Scale	22
Critique- The California F Scale	26
The Dogmatism Scale	33
Critique- The Dogmatism Scale	40
The Authoritarian Coach	42
References	52
III METHODS AND PROCEDURE	57
Instrumentation	57
Subjects	61
Procedure	63

TABLE OF CONTENTS (Cont'd.)

CHAPTER	PAGE
Statistical Treatment	64
References	66
IV RESULTS AND DISCUSSION	69
Rate of Return	69
The Problem	70
Discussion	73
Confounding Variables	74
Age	74
Previous Sports Involvement	75
Previous Athletic Coaching	77
Coaching Experience in Varied Sports	78
Secondary Problems	78
A. Secondary Problem	78
Discussion	80
B. Secondary Problem	82
Discussion	83
Socialization and Cultural Factors	88
The Canadian Coach	88
V SUMMARY AND CONCLUSIONS	97
Summary	97
Conclusions	99
Recommendations	102

TABLE OF CONTENTS (Cont'd.)

	PAGE
BIBLIOGRAPHY	104
APPENDIX A: INTRODUCTORY LETTER TO COACHES	110
APPENDIX B: QUESTIONNAIRE COVERING LETTER TO COACHES	112
APPENDIX C: GENERAL INFORMATION SHEET FOR COACHES	114
APPENDIX D: THE COACHES ATTITUDE BEHAVIOR SCALE	116
APPENDIX E: THE QUESTIONNAIRE INCLUDING F AND D SCALES	120
APPENDIX F: FOLLOW UP LETTER TO COACHES AND EDUCATORS	126
APPENDIX G: THANK YOU LETTER TO COACHES AND EDUCATORS	128
APPENDIX H: INTRODUCTORY LETTER SENT TO EDUCATORS	130
APPENDIX I: QUESTIONNAIRE COVERING LETTER	132
APPENDIX J: INTRODUCTORY LETTER SENT TO THE SELECTED MEMBERS OF THE POPULATION	134
APPENDIX K: GENERAL INFORMATION SHEET SENT TO EDUCATORS AND GENERAL POPULATION SAMPLE GROUPS	136

LIST OF TABLES

TABLE		PAGE
I	Number of Questionnaire Responses	70
II	Age, F and D Scale Scores, and Standard Deviations for All Sample Groups	71
IIIa	Standard One Way Analysis of Variance Between All Sample Groups in D Scale Scores	72
IIIb	Standard One Way Analysis of Variance Between All Sample Groups in F Scale Scores	72
IV	Pearson Product Moment Correlation Coefficients of Age and Authoritarian Measures	75
V	Pearson Product Moment Correlation Coefficients Between Authoritarian Measures	79
VI	Pearson Product Moment Correlation Coefficients Between F and D Scale Scores for All Sample Groups	82
VII	Means For Selected Situational Factors In the Coaches Sample Group	84
VIII	Pearson Product Moment Correlation Coefficients of Situational Factors Affecting Authoritarian Measures In the Coaches Sample Group	85

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Considerable social change has occurred in western society in recent years. Sports, purported to be one of the last bastions supporting the status quo, has received criticism from many sources including students, athletes, sport sociologists, school and public administrators as well as the general population at large. Scott (1), Schecter (2), Wolf (3), Barnes (4), Parrish (5), Hoch (6), and others have exposed the dehumanizing quality of some games, the fraud, racism, drug abuse, violence and the exploitation of sports by big business. Among other "problem areas" singled out by the protesters, one which is most crucial to the very basis of sport has emerged. Today, more than ever before, the authority of the coach is being challenged.

Much of the criticism concerning the authority of the coach is centered around a coaching style which has been referred to as authoritarian in nature. This style has been attributed, in many instances, to the general personality structure of the coach himself. Thus it is no longer an authoritarian style but is actually a personality syndrome known as authoritarianism. The concept of the authoritarian coach results.

The use of the term "authoritarian coach" is one which has become most popular. Men such as Vince Lombardi, Paul "Bear" Bryant and George "Punch" Indich are coaches who have been labelled "authoritarian". Although the word "authoritarian" does imply questionable connotations, many sports enthusiasts are inclined to believe that "There are the people that the country needs." To enhance this belief, some of these coaches have become "winners" and most people have made the assumption that winning and authoritarianism in coaches are synonymous.

Upon closer examination, problems have recently begun to come to light which question the authoritarian coaching personality and techniques. As a result, a gap has begun to exist between the authoritarian coach and the "new breed" athlete (1)(2)(3)(4)(5)(6)(7)(8)(9).

In spite of all the references to authoritarian coaches very little actual research has been conducted in order to determine if, in fact, there is an authoritarian coaching personality and what the characteristics of this personality might be. The little research which has been done has its roots in the personality theorists' concept of authoritarianism (10). Although many of the characteristics of the "authoritarian personality" are purported to exist in the "authoritarian coach", there has been serious debate as to what exactly is meant by an authoritarian personality.

Adorno et al. (11) feel that authoritarianism is anti-democratic tendencies at the personality level. Berkech (12) feels authoritarianism is the extent to which a person can receive, evaluate, and act on relevant information on his own intrinsic merits. Fromm (13) claims that persons in a society and family which self with an "authority", represented authoritarian characters. Hartley (14) described the authoritarian concept as a dangerous and threatening "world view" held by any individual. Other researchers (15)(16)(17) have attempted to define authoritarianism with such measures as conformity, rigidity, intolerance to ambiguity and inflexibility.

With respect to this psychological or trait view of authoritarianism, the present study is an exploratory inquiry into the relationship between the concept of authoritarianism as defined by selected personality theorists and the concept of authoritarianism as it is projected by sport sociologists and the sporting milieu. The study will also attempt to discover with respect to personality theory, the relative degree of authoritarianism between coaches and representative samples of the general population at large.

The interpretation of "authoritarian" coaching personalities based upon psychological theory and measures suggests an additional problem. The very nature of the coaching role may involve situational factors which act

upon individuals and cause them to act or appear "authoritarian". Inherent situational factors may also be evident which permit the individual to function more effectively using authoritarian methods. Therefore to conclude that a coach is "authoritarian" by virtue of personality theory based research alone, may not be entirely exhaustive of the authoritarianism concept.

Situational factors which may affect the coaching personality (or specific behavioural aspects of it) may include among others the type of sport which is being coached, the number of athletes involved, the pressure upon the coach to win, the level of competition, the age of the coach in comparison to the athletes or the experience of the coach.

With respect to situational factors (or factors inherent in sport which might affect the coach) this study will examine the age and experience of the selected coaches, the number of athletes coached and the actual sports coached in order to determine if any relationship is evident with respect to coaching authoritarian as it is judged by the behavioural-attitudinal dimension. In addition, a discussion of the socialization process as it might affect the coaching personality will be presented.

The Problem

The relationship between the personality theorists'

5.
concept of authoritarianism, and the personality structure and behaviour of coaches has only been superficially explored. It has been implied that the authoritarian personality syndrome is quite pronounced in coaches. It is the author's purpose to explore the contention that the personality theoretical authoritarian syndrome may be more pronounced in athletic coaches as a group when compared to the general population at large. To this end it is hypothesized that a sample of male athletic coaches of major team sports who are employed in the secondary school system in Edmonton, Alberta will measure significantly higher in general authoritarianism as measured by the D (Domination) Scale and in right-wing authoritarianism as measured by the California F Scale when compared to:

1. a sample of educators in Edmonton, Alberta;
2. a sample of the male population of Edmonton, Alberta.

Secondary Problems

1. Coaches are judged to be authoritarian in nature from specific behaviour exhibited while in the act of coaching. This authoritarian coaching behaviour may be a manifestation of the more general authoritarian personality syndrome. Therefore, the relationship between personality measures of authoritarian and coaching authoritarianism will be explored. Coaching authoritarianism is

Assessed by a scale designed to measure relative amounts of authoritarian attitudes and behaviour in coaches.

2. The construct "authoritarianism" evokes a wide range of often conflicting meanings and implications. These may be summarized in terms of psychological and situational factors. In an attempt to begin to differentiate between these influences on coaching behaviour various situational factors will be explored. Socialization, (as it relates to coaching) a dominant aspect of personality development, will be discussed in order to discover socio-cultural differences which may have an effect upon "authoritarianism".

Justification for the Study

Although the concept of the "authoritarian coach" has been utilized liberally in the past few years, there have been relatively few authors who have clearly defined their usage of the term-"authoritarian". This study attempts to link the research which has been done by personality theorists in authoritarianism and the character of coaches in Edmonton, Alberta, in order to begin to determine if in fact there seems to be an entity known as authoritarianism in these coaches.

Although a dearth of information pertaining to the authoritarian coach exists, the little empirical evidence and speculation which does exist has originated in the

United States of America. There is very little substantial evidence to support the conjecture that the same type of personalities (however indefinite they might be) exist in Canada. Although Canadian and American societies are alike in many respects, the socialization and situational factors in sport in the United States may have a profoundly different effect upon the coaching position there, when compared with the Canadian coaching position. It may be that the emphasis upon competition and the need to achieve success in organized athletics in the United States could have a significant effect upon the coaching role and hence upon the personality and behaviour of the coaches. Since these emphases do not appear to be as pronounced in Canada, the personality of the Canadian coach could be entirely different. If authoritarianism varies with these emphases, authoritarianism in coaches may be a concept of limited usefulness in Canada.

Other situational factors linked to socialization are the surrounding conditions or variables which are present whenever a coach is actually involved in coaching. These situational factors again could have a significant influence upon the personality and behaviour of the coach.

Although the scope of this study does not empirically examine the situational and socio-cultural influences affecting American versus Canadian coaches, relevant literature and data will be presented in order to examine how

these factors may influence the coaching role and style.

Finally, this study is an attempt on the author's part to explore, with a view to bridging the "generation" or human relations gap that sometimes exists between player and coach over the question of authority. Today's athlete is as concerned with the question of "why?" as he is of "how?" and many coaches view this as an attempt to question authority. In an attempt to understand attitudes towards authority, the authoritarian personality as it purportedly exists in coaches needs to be explored. Once we as coaches have a better understanding of ourselves and our personalities, it might be easier to understand the wants, needs and personalities of those we coach.

Limitations of the Study

1. The prime limitation of the study was the rate of return of completed questionnaires from the sample groups. Always a factor in studies involving questionnaires sent through the mail, it was hoped that this problem could be partially overcome by the fact that the author was personally acquainted with most of the coaches involved insuring a high response from the group.
2. The validity of the scales measuring aspects of authoritarianism was noted and accepted.

3. The personalities of the subjects who returned the questionnaire may have differed somewhat from the personalities of those who did not return the questionnaire.
4. The questionnaire sent to the coaches was ordered so the Coaches Attitude Behaviour Scale was answered first. This may have had an effect upon the scores of the E and D Scales which followed.
5. The power of the Coaches Attitudes-Behavioural Scale to predict observable behaviour of coaches while in the actual act of coaching was limited to self-evaluation in replying to the questions in the questionnaire.

Delimitations of the Study

1. The study was restricted to male coaches of football and basketball teams in the secondary schools in the city of Edmonton, Alberta, Canada. The coaches were all employed by the public or separate school boards of Edmonton at the secondary school level.
2. Secondary school male educators employed by the public or separate school boards of Edmonton were compared to the coaches. These educators closely approximated the education level and the socio-economic status level of the coaches.
3. Male members of the population of Edmonton were compared

to the coaches and educators. Socio-economic status and education levels were partially controlled. This was done by randomly selecting subjects whose jobs did not require a university degree or a qualification.

Definition of Terms

Coach	An individual who instructs, trains and advises an athletic performer or team of athletic performers and is ultimately responsible for individual or team athletic strategies.
Coaching Behaviour	Behaviour occurring within or while in the role of coaching.
Coaching Personality	A personality held by a coach within or while in the role of coaching.
Coaching Situation Factors	Occurrences or inherent qualities within the nature of the coaching role, the athletic milieu or sporting events.
Educator	A sanctioned instructor actively involved in an institutionalized educational setting.
Fascism	Extreme right wing political ideological views or extreme right wing reaction which stands for autocratic government headed by a dictatorial leader and a definable hierarchy of power. Severe economic and social regimentation and forcible suppression of opposition.
Left Wing Political Ideology	Radicalism moving towards socialism and anarchy and exalting a preference for political democracy, civil liberties, humanitarian goals and social equality.

Major Team Sports

Sports sponsored by the secondary schools, having high spectator appeal, and involving more than thirty teams at the junior and senior level per season in the City of Edmonton. The sport must have some form of player interaction designed to achieve a goal or purpose. These sports are basketball and football.

Personality

An individual's attitudes, traits and habits which predispose the individual to behavioural and emotional tendencies.

Right Wing Political Ideology

Reactionary conservatism advocating the forced establishment of an authoritarian political order based upon autocratic government and a definable hierarchy of power.

Secondary School

An institutionalized educational setting housed in a separate building containing grades X, XI and XII.

REFERENCES

1. Scott, J. The Athletic Revolution. New York: The Free Press, (1971).
2. Sheeter, Leonard. The Jocks. New York: Bobbs-Merrill Co., Inc., (1969).
3. Wolf, David. Football: The Connie Hawkins Story. New York: Holt, Rinehart and Winston, (1977).
4. Barnes, LaVerne. The Plastic Oxygum. Toronto: McClelland & Stewart, (1971).
5. Parrish, Bernie. They Call It A Game. New York: Dial Press, (1971).
6. Hoch, Paul. Rip Off The Big Game: The Exploitation of Sports by the Power Elite. Garden City: Doubleday & Company, Inc., (1977).
7. Underwood, John. "The Desperate Coach," Sports Illustrated, August 25, 1969, 66-76., September 1, 1969, 20-27., September 8, 1969, 28-40.
8. Conacher, Brian. Hockey in Canada: The Way It Is! Toronto: Gateway Press Limited, (1970).
9. Amdur, Neil. The Fifth Down: Democracy and the Football Revolution. New York: Coward, McCann & Geoghegan, Inc., (1971).
10. Kirscht, J. P., and Dillehary. Dimensions of Authoritarianism: A Review of Research and Theory. Lexington: University of Kentucky Press, (1967).
11. Adorno, T. W.; Frenkel-Brunswick, E.; Levinson, D.J.; and Sanford, R. N. The Authoritarian Personality. New York: Harper & Row, Publishers, (1950).
12. Rokeach, Milton. The Open and Closed Mind. New York: Basic Books, Inc., (1960).
13. Fromm, Erich. Escape From Freedom. New York: Farrar & Rinehart, Inc., (1941).
14. Maslow, A. H. "The Authoritarian Character Structure." The Journal of Social Psychology, S.P.S.S.I., Bulletin 18, (1943), 401-411.

15. Milgram, T. A. "Intolerance of Ambiguity and Rigidity Under Ego and Task Involving Conditions." Journal of Abnormal and Social Psychology, 55, (1957), 29-33.
16. Steiner, I., and Johnson, H. "Authoritarianism and Conformity." Sociometry, 26, (1963), 21-34.
17. Stewart, D., and Hoult, T. "A Social-Psychological Theory of the Authoritarian Personality." American Journal of Sociology, 65, (1959), 274-279.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Authoritarianism is an ambiguous term in personality theory and with respect to coaching attitudes and behaviour. This is in part due to the multitude of meanings and definitions commonly attributed to the term. The author will attempt to limit the meaning and definitions of various authoritarian measures by utilizing the D and F Scales as measures of general and right-wing authoritarianism respectively. In order to justify the inclusion of these authoritarian measures in this study, a review of the literature pertaining to authoritarian concepts and the F and D Scales is necessary.

The Authoritarian Personality

The rise of the Nazi ideology and the world war which followed was the origin of research and speculation concerning a personality structure termed authoritarian. Stagner (1) first touched upon the subject of authoritarianism when he explored Fascist attitudes in 1936. Fromm, (2) writing in 1941, claimed that authoritarianism was a mechanism of escape from the insecurity resulting when

"the individual faces the world outside of himself as a completely separate entity (2:140)". The isolated individual's attempt to "escape from freedom" resulted in a "tendency to give up the independence of one's own individual self and to fuse one's self with somebody or something outside of oneself in order to acquire the strength which the individual self is lacking (2:141)". According to Fromm, distinct forms of authoritarianism were found in sado-masochistic ~~striving~~ or rather the striving for submission and domination. The sado-masochistic character, was referred to as an "authoritarian character". Fromm employed this term because of the individual's attitude towards authority in which "he admires authority and tends to submit to it, but at the same time he wants to be an authority himself and have others submit to him (2:164)". This characteristic caused the authoritarian character to view the world in terms of "power" in which there were but two classifications: powerful and powerless.

An additional characteristic of the authoritarian personality as Fromm envisaged was the conviction that life was "determined by forces outside of man's own self, his interests, his wishes (2:171)". This characteristic manifested itself in an overwhelming belief in fate, the supernatural or even rationalizations of fate such as destiny or "the will of God".

Stimulated by Fromm, Bandura () believed that the characterization of the authoritarian personality needed a further philosophy. He coined the basic philosophy "world view" or "Weltanschauung". The "world view" was conceived as a concept of human nature in which the individual is a passive, obedient and obedient.

Fromm (1941) stated in the journal:

One tendency is to see the authoritarian and the authoritarian personality primarily in the power-stability. In order to find a solution, the only alternative is to find a strong protection. If this protection is not found, it can be retired, then the person is certain not to be possible to the individual (1940).

One pointed out the "world view" Bandura felt authoritarian behavior became more locked on at least more under attack. Concerned with the Fascist direction of authoritarianism, the "world view" helped explain Bandura's authoritarian personality as characterized by the following traits:

1. the tendency to hierarch humans;
2. generalization of superiority-inferiority dimension;
3. strong drive for power;
4. hostility, hatred, prejudice;
5. judged others by external signs of power or status;
6. single value scale;
7. identification of weakness with weakness;
8. tendency to use people;

9. auto-masochistic tendency;
10. unobtainable possibility of satisfaction;
11. guilt feeling and conflict.

For these reasons, consistent with known authoritarian character, however, he and others with respect to basic theories of politics, particularly the authoritarianistic philosophy, or "world view".

Adorno et al. (4) published The Authoritarian Personality in 1950 after years of research and study done by a host of theorists. Initially investigating specific anti-Semitic ideology and prejudice, they discovered that these characteristics were only part of a larger personality syndrome. They devised scales to measure ethnocentrism and political-economic conservatism in an attempt to identify the personality syndrome which led specifically to prejudice. Their work up until this point had resulted in three scales: the A-B Scale; a specific measure of anti-Semitic ideology; the Ethnocentric (E) Scale and the Political-Economic-Conservatism Scale (PEC).

Their final scale, the F scale, attempted to measure prejudice without appearing to have this aim. It also attempted to estimate a greater and deeper measure; anti-democratic tendencies at the personality level. It was felt that the E, and PEC scales measured surface

opinion, but it is concluded so that it is measured with some depth within the often unconscious forces of a person. Termed the Fascist (F) scale and purporting to measure anti-democratic trends, the scale became commonly known as a measure of authoritarian personality conjecture. Another reason the scale began to be referred to in this manner was because it claimed to measure Fascist tendencies and since the Fascist system called themselves authoritarian (because of the dominant role of authority in the social and political structure) the connection was made and the popular title "authoritarian scale" arose.

The creators of the F scale viewed the concept of authoritarianism as a composite of closely cohering subparts of one syndrome. The subparts, termed clusters, were hypothetical and not psychologically real, however, they did have a dynamic relationship to prejudice. These clusters, derived from questionnaire, interview and projective techniques were as follows:

1. Conventionalism;
2. Authoritarian Submission;
3. Authoritarian Agression;
4. Anti-Intraception;
5. Superstition and Stereotype;
6. Power and Toughness;
7. Destructiveness and Cynicism;

8. Projectivity;

9. Sex.

Rokeach (9), convinced that the F scale measured right-wing ideological authoritarianism, developed the theory of dogmatism: a general authoritarian measure not tied to specific ideology. Pertaining to individual cognitive structure, dogmatism existed not in specific beliefs themselves but in the tendency with which beliefs existed.

According to Rokeach, there existed in all people belief-disbelief systems. These systems were organized along a central-peripheral dimension depending upon the nature of belief. The core or central region contained the person's "primitive" beliefs which referred to everything the person has acquired about "the nature of the physical world he lives in, the nature of 'self' and the 'generalized other' (5:40)". Attached to the core or central region are a variety of peripheral beliefs dealing with the nature of authority, the actual authority figures, and also the specific beliefs derived from authorities. Rokeach felt that dogmatism was concerned with specific content of core beliefs, but was only concerned with formal content of intermediate or peripheral regions. Consequently he felt similarities among persons in their orientation to authority should be examined and not the

specific content of the beliefs. Writing about the distinction between ideology and dogmatism in peripheral beliefs, Rokeach stated that:

The specific content of peripheral beliefs and disbeliefs, will, of course, again vary from one person to another. It is precisely this specific content to which we look when we wish to ascertain and identify another's ideological position. But what is of major concern here is not so much ideological content as the structural interconnections among peripheral beliefs and, in turn, their structural relations with those beliefs... in the intermediate and central regions (5:47).

The defining characteristics of the dogmatic, closed minded or general authoritarian individual, based upon these criteria are as follows:

1. A sharp distinction between beliefs and disbeliefs;
Isolation of parts of belief-disbelief system resulting in contradictory beliefs;
Little differentiation within the disbelief system;
2. A belief that the world one lives in is threatening;
3. Belief that authority is absolute and violators of this authority are not to be tolerated.

A fourth dimension, not based upon previously discussed theory dealt with a time perspective. Rokeach felt that the dogmatic individual would possess...

4. A relatively narrow, future orientated time perspective.

In order to support this theory, Rokeach developed

opinionation and dogmatism scales. The Dogmatism Scale or D Scale is now widely used as a measure of general authoritarianism.

There have been many attempts to assess measures of authoritarianism using variations of the scales proposed by Rokeach and Adorno et al. Many of these variations have been in the actual length of the scales themselves. Although there have been shortened versions of the scales created (6)(7)(8)(9) many investigators simply delete any number of items in order to arrive at a desired length.

Other variations of the F and D scales have occurred in order to rid the scales of acquiescent response set. Attempts have been made in order to word the items in both positive and negative directions instead of in a negative direction only as the scales presently exist (10)(11)(12). These attempts have met with mixed reactions among investigators and critics.

Although many questions and criticisms exist with respect to the theory underlying the F and D scales, two related concepts of authoritarianism are to be found. The original concept proposed by Adorno et al. still has great merit and utility in spite of controversy concerning the F scale. Dogmatism, the later and more general concept of authoritarianism has also been explored and utilized greatly in recent years and seems to be becoming more popular with investigators than the original concept.

22.

In more recent research, traits such as intolerance of ambiguity, rigidity, conformity and inflexibility have been explored as characteristics of authoritarianism. The relative degree of imagination and Eysenck's (13) tender-tough minded dimension have also been explored for possible links with the authoritarian personality; however, no definite conclusions have been reached at this writing.

The California F Scale

In 1950, Adorno, Frenkel-Brunswick, Levinson and Sanford published The Authoritarian Personality. The major emphasis of the research was concerned with identifying the potential fascistic individual. Subsidized by the Department of Scientific Research of the American Jewish Committee, the work originally centered upon discovering the psychological roots of anti-Semitism. From this narrow perspective, the research mushroomed until the major hypothesis was reported to be:

...the political, economic, and social convictions of an individual often form a broad and coherent pattern, as if bound together by a "mentality" or "spirit" and that this pattern is an expression of deep lying trends in personality (4:1).

The research team devised three measurement scales concerned with explicit ideology. The Anti-Semitism Scale (A-S), the Ethnocentric Scale (E) and the Political

Economic Conservatism Scale (PEC) were successive scales which attempted to identify a personality syndrome which was characterized by an extreme susceptibility to Fascist propaganda. A fourth scale originally hoped to measure antidemocratic tendencies or prejudice without appearing to have this aim and without mentioning the name of any minority group. Called the Fascism Scale (F), it attempted to assess by questionnaire, the personality trends that were also assessed by interview and projective methods. As the scale was being created another use for it was formulated. The scale would also be designed to measure the antidemocratic tendencies deep within the personality of the individual. These conscious or unconscious tendencies made up a syndrome which supposedly identified the personality type referred to by Adorno et al. as "authoritarian". Hence the F Scale became known as a measure of authoritarianism. Although the F Scale correlated moderately with the A-S, E, and PEC Scales it was felt that the F Scale also captured some of the deeper and unexpressed potential which was not evident when the individuals responded towards minority groups. Thus the two aims of the scale, (measure prejudice and antidemocratic trends without appearing so, and estimating these tendencies at the personality level) were realized together.

The scale itself was devised from clinical

material previously collected by the research team while creating the A-S, E and FEO Scales. Related studies done elsewhere were also utilized.

Hypothetical constructs, based upon the most significant central personality trends deemed to be evident in the authoritarian individual were derived and defined and made up the content of the F Scale. These constructs or clusters are as follows:

1. Conventionalism Rigid adherence to conventional middle-class values.
2. Authoritarian Submission Submissive, uncritical attitude toward idealized moral authorities of the in-group.
3. Authoritarian Aggression Tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional values.
4. Anti-intraception Opposition to the subjective, the imaginative, the tender minded.
5. Superstition and Stereotypy The belief in mystical determinants of the individual's fate; the disposition to think in rigid categories.
6. Power and "Toughness" Preoccupation with the dominance-submission, strong-weak, leader-follower, dimension, identification with power figures; overemphasis upon the conventionalized attributes of the ego; exaggerated assertion of strength and toughness.

- | | |
|----------------------------------|--|
| 7. Destructiveness and Criticism | Generalized hostility, vilification of the human. |
| 8. Projectivity | The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses. |
| 9. Sex | Exaggerated concern with sexual "goings on" (4:228). |

The constructs or clusters of the F Scale are all part of an overall syndrome. They are not psychologically "real" characteristics. Together these clusters distinguish the high scoring individual from a variety of low and moderate scorers.

There exists something like "the" potentially fascist character, which is by itself a "structural unit". In other words, traits such as conventionality, authoritarianism, aggressiveness and aggressiveness, projectivity, manipulativeness, etc., regularly go together. Hence, the "subscales" which we outline here are not intended to violate any of these traits. They are all to be understood within the general frame of reference of the high scorer (4:751).

Like the clusters of the scale, the individual scale items hold no real discriminatory powers. However, the items as a whole (like the clusters or constructs) had "some kind of psychological unity (14:489)". Melvin (15) found a very strong general factor running through all items.

The final form of the scale (Forms 45 and 40) has 29 items. The average of the reliability coefficient

based upon fourteen sample groups in .90(N 1518). The degree of reliability attained is within the range which characterizes acceptable intelligence tests. The average means (3.84) are fairly close to the neutral point (4.00) although they vary from one group to another. The discriminatory power of the scale items are such that "the items differentiate significantly between the high and low quartiles (4:259)".

Although the research team spent considerable man-hours on the development of the authoritarian concept and upon the creation of the F Scale, it was still the object of valid criticisms.

Critique - California F Scale

Closely following the publication of The Authoritarian Personality and its California F Scale came a multitude of critiques and investigations into the scope, methods and theories underlying the entire concept. It has been said that "no work in social psychology has been given a more meticulous methodological and conceptual examination (14:509)." From these investigations four main areas of criticism arose.

Rokeach (5) examining the concept of general authoritarianism has concluded that the shift of emphasis from "Fascism in the personality" to "the authoritarian personality" has resulted in conceptual confusion because

there is an "unwitting leap from the particular to the general (5:13)." Rokeach feels that we cannot generalize from findings about high F scores. Those who obtain high F scores are authoritarian, but general authoritarianism is not a monopoly held by Fascists, anti-Semites or those viewed as being to the "right" on the political ideological continuum.

Supporting Rokeach, Brown (14) states that the authors of the F scale never referred to it as the Authoritarian Scale. Christie (16) also makes this observation. Brown feels that the many names given to the scale (Implicit Anti-democratic Tendencies, Potentiality for Fascism or Authoritarian Scale) indicated that the authors felt them to be equivalents. He argues that "Fascism" implies conservative right wing views while "antidemocratic" and "authoritarian" do not. Again this is a jump from the specific to the general. Brown concludes that it is a "serious dispute whether the F Scale assesses only Fascism (authoritarianism of the right) or assesses authoritarianism in general (14:487)" as it implies.

The leap from the particular to the general encompasses political ideology. From the Fascist tendencies to the general authoritarian personality a whole side of the political continuum is engulfed. This is the political left.

Shils (17) has concluded that the researchers responsible for the F Scale have studied only "right" authoritarians and neglected to study "left" authoritarians. Pointing to historical events, Shils outlines inadequacies in the explanation of these events within the concept of the right-left ideology. He feels that authoritarianism can be evident on both sides of the continuum, not just the right as was assumed by the California team. Examining the data Shils noted:

In conformity with the preconceived idea that authoritarianism is a characteristic of the Right and the corresponding notion that there is no authoritarianism of the "left", there is no analysis of these deviant low Scorers. It would be presumptuous to assert that it was always the same low scoring individuals who repeatedly received the high ratings in the clinical interviews and that these deviant low scorers were in the main five "Leftists" among the low Scorers. It was a reasonable interpretation which would justify a re-examination of the original data (17:32).

Coulter (13) has shown that the F Scale does indeed measure Fascistic trends, however a deeper examination into the research has shown that Communists were far below the scores obtained by the Fascists (18)(4). All of the Communist samples have been extremely small, however the consistent low scores seem to illustrate that Communists in democratic countries do not produce high scores in the authoritarian scale. As Brown concludes:

This can mean either of two things:

1. The F Scale only measures authoritarianism of the right or fascism;
2. The F Scale measures general authoritarianism in some sense, but communists in democratic countries are not authoritarian.

In any event the Berkeley researchers seem to have been correct in their belief that the F Scale is a measure of fascism (14:529).

Barker (19) supports the contention that the F Scale is biased toward the political right and must be considered a rightist authoritarianism rather than of general authoritarianism.

The method of sampling has also received criticism. The authors of the study hypothesized that their findings could be generalized to the general population. They realized that the sample of persons upon whom the original research was conducted was not a representative sample since all of the subjects were members of at least one formal organization. Christie (10) states that people who belong to formal organizations are in very many respects different from people who do not. Although the authors feel that sampling techniques were coincidental to establishing relationships among attitudes, Hyman and Sheatsley (20) claim that perhaps certain attitudes held only by members of formal organizations cohere into what may be a concern with social issues and therefore may be called an antidemocratic ideology.

Other sampling problems were also evident. As

Hyman and Brown (20) point out, minority group members were selected from the sample of subjects drawn from one class of the University of Illinois where criticism of the school was rampant. The subjects were selected over the course of the year. The reporting does not mention whether the subjects were interviewed, it was discovered that the subjects were not interviewed. Five particular F Scale items and their scores are shown. There is a perfectly even distribution of the scores. This is an indication of the validity of the scale.

Salmon (21) has shown that a high F score is associated with certain types of personality. The following items (21) (22) (23) (24) (25) (26) (27) are the items in the F Scale which are associated with (28) and cultural sophistication, correlations between scores on the F Scale and scores on the following items are negative (14) (15) (16) (17) (18) (19) (20).

Perhaps the most serious methodological criticism of the F Scale concerns the questionnaire items themselves. All the questions to which the subject must respond are worded in such a way that agreement with the items represents authoritarianism. The problem of acquiescence response set is therefore introduced. It has been shown that certain subjects may tend to consistently agree or disagree with varying assertions regardless of content (32) (33). Thus if all the questions on a questionnaire

were conducted in the laboratory setting of a group of
children which had been selected for the study.

Cohn (28) also conducted a study in which a measure
of acquiescence was used. He (28) found that the F
Scale when used in a group setting was actually more

correlated with the child's personality than when used

in a group setting. He (28) also found that the F
Scale when used in a group setting was actually more
correlated with the child's personality than when used
in a group setting. He (28) also found that the F
Scale when used in a group setting was actually more
correlated with the child's personality than when used
in a group setting.

Christie (29) proposed the idea of a "reversed"
scale, hypothesizing that it would be more valid to
ask questions for items which are "permitted to be con-
firmed" to the positive scale items on the F Scale
although he attempted to do so with some modifications.
Klein (30) supported Christie's hypothesis but rejected
the reversed Christie scale.

The feeling that acquiescence response set has
actually improved the validity of the scale has also been
advanced (29)(40). The researchers felt that a predisposi-
tion to repeatedly respond in a set pattern or a pre-
disposition to respond to authoritative items were actually
characteristics of an authoritarian personality syndrome.
Hence, acquiescence response would tap these traits in the
syndrome enhancing the authoritarian measure of the F Scale.

Although it can be concluded that acquiescence

...a closed way of thinking which could be associated with any ideology regardless of content, an authoritarian outlook on life, an intolerance towards those with opposing beliefs, and a suffering of those with similar beliefs (5:4).

Rokeach felt that the discriminating point between dogmatic,

response set seems to be a factor in the F Scale, it cannot be a critical factor due to the fact that a relationship between the interview, TAT stories and projective questions exists and these clinical techniques are free from the effects of response set.

Although the authors of the scale in question realized the danger of acquiescence response set, they originally defended their decision to use unidirectional items because they felt:

1. Negative items tend to be more discriminating.
2. Positive items can be phrased so that they "express subtle hostility without needing to offend the democratic values which most prejudiced people feel they must maintain (4:59).
3. Most individuals show variable responses.
4. There is a tendency to avoid any extreme position.
5. Similar results were obtained when an all negative scale was inserted into a longer series including positive items.
6. The final test of the scale is the demonstration that high scorers are significantly different from low scorers in a variety of characteristics.

Although it is reported that the authors of the research "were not justified in generalizing their conclusions as widely as they did...they hit on a finding that is as highly reliable and highly general as they, on insufficient evidence, thought it was (14:510)".

close-minded or authoritarian individuals and the non-dogmatic, open-minded or non-authoritarian individuals was not what is believed but how it is believed. Specifically, the structure, and not the content of the belief, is the critical variable.

Rokeach, in his theory as a framework, felt that a given personality was based upon "an organization of beliefs or expectancies having a definable and measurable structure (5:7)". The structure envisioned was based upon organization of a belief-disbelief system along three dimensions:

1. a belief-disbelief dimension
2. a central-peripheral dimension
3. a time-perspective dimension.

The belief-disbelief system was felt to include belief systems and disbelief systems that were not necessarily symmetrical in nature. Rokeach felt that an individual holding a given system of beliefs could reject a series of systems of alternates or disbeliefs. Thus the conception of the disbelief system was much more than just the mere opposite of the belief system.

Defining the systems, the investigator stated:

The belief system is conceived to represent all the beliefs, sets, expectancies, or hypotheses, conscious and unconscious, that a person at a given time accepts as true of the world he lives in.

The disbelief system is composed of a series of subsystems rather than merely a single one, and contains all the disbeliefs, sets, expectancies, conscious and unconscious.

that, to one degree or another a person at a given time rejects as false (5:1).

The individual's beliefs are organized into the two interdependent parts: belief system and disbelief system (composed of several disbelief subsystems). The disbeliefs that are related to the belief system are "more acceptable than the belief system" (5:2). Within this dimension of organization, several additional properties exist. These are: inclusion, differentiation and breadth of the system.

Inclusion

1. Coexistence of logically contradictory beliefs within the belief system.
2. The accentuation of differences and minimization of similarities between belief and disbelief systems.
3. Perception of irrelevance (that which may be relevant).
4. Denial of contradiction.

Differentiation

1. Relative amount of knowledge possessed.
2. The perception of similarity between adjacent disbelief subsystems.

Breadth of the System

1. Total number or range of disbelief subsystems.

In addition to the organization along the belief-disbelief dimension, the system is also organized along a central peripheral dimension.

- (1) A central region represents what will be called the person's "primitive" beliefs. These refer to all the beliefs a person has acquired about the nature of the physical world he lives in, the nature of "self", and of the "generalized other" (G.H. Mead).
- (2) An intermediate region represents the beliefs the person has in and about the nature of authority, and the people who line up with authority, or who he depends to help him form a picture of the world he lives in.
- (3) A peripheral region represents the beliefs derived from authority... (5:39).

The third dimension of the belief-disbelief systems is organization along a time perspective. This refers to belief about past, present and future and their interrelation. The time perspective may vary from narrow to broad.

Rokeach hypothesized that the dogmatic or authoritarian individual has specific characteristics within the organization of the belief-disbelief systems which identify him as authoritarian. Although comparing extremes (highly dogmatic or close minded versus lowly dogmatic or open minded) Rokeach cautions against construing that "people can be classified simply into one or another category (5:5)". Although many individuals are in the moderate category, an attempt to identify the characteristics which identify the close minded, highly dogmatic or the general authoritarian with respect to the moderate group has been made.

DEFINITION 1: The Defining Characterization of Open Closed System

A Belief-Disbelief System is

OPEN

CLOSED

- | | |
|--|---|
| <p>A. to the extent that, with respect to its organization along belief-disbelief continuum,</p> <ol style="list-style-type: none"> 1. The magnitude of rejection of disbelief subsystems is relatively low at each point along the continuum; 2. There is communication of parts within and between belief and disbelief systems; 3. There is relatively little discrepancy in the degree of differentiation between belief and disbelief systems; 4. There is relatively high differentiation within the disbelief system; | <ol style="list-style-type: none"> 1. The magnitude of rejection of disbelief subsystems is relatively high at each point along the continuum; 2. There is isolation of parts within and between belief and disbelief systems; 3. There is relatively great discrepancy in the degree of differentiation between belief and disbelief systems; 4. There is relatively little differentiation within the disbelief system; |
| <p>B. to the extent that, with respect to the organization along the central peripheral dimension,</p> | |
| <ol style="list-style-type: none"> 1. The specific content of primitive beliefs (central region) is to the effect that the world one lives in, or the situation one is in at a particular moment is a friendly one; | <ol style="list-style-type: none"> 1. The specific content of primitive beliefs (central region) is to the effect that the world one lives in, or the situation one is in at a particular moment is a threatening one; |

2. The formal content of beliefs about authority and about people who hold to systems of authority (intermediate region) is to the effect that authority is not absolute and that people are not to be evaluated at all) according to their agreement or disagreement with such authority;
3. The structure of beliefs and disbeliefs perceived to emanate from authority (peripheral region) is such that its substructures are in relative communication with each other, and finally;
- C. to the extent that, with respect to the time perspective dimension, there is,
 1. relatively broad time perspective.
 2. The formal content of beliefs about authority and about people who hold to systems of authority (intermediate region) is to the effect that authority is absolute and that people are to be accepted and rejected according to their agreement or disagreement with such authority;
 3. The structure of beliefs and disbeliefs perceived to emanate from authority (peripheral region) is such that its substructures are in relative isolation with each other, and finally;
1. relatively narrow, future orientated time perspective.

Derived from Definition I, Rokeach formulated Definition II, a simpler and more basic explanation. He stated that:

...a basic characteristic that defines the extent to which a person's system is open or closed...[is] the extent to which a person can receive, evaluate, and act on relevant information received from outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside (5:57).

Therefore the more open one's belief system, the more able

one should be to evaluate and act on information based only upon the information itself and the actual situation. Dogmatic persons should give no credence to external sources, records or previous experience. Consequently, the concept of "belief" itself, as the "transformation" should at least include belief in information received about the world and information received about the person ("self"). It should therefore be free to be affected by previous, recent and probable future outside sources not internally related to the information itself.

Using the theoretical concept of the belief-dogmatism system, the dogmatism scale (D-Scale) was constructed in order to measure individual differences in openness or closedness of belief systems. Since the definition of closed and open mindedness is also that of general authoritarianism and general intolerance (Rokeach), the scale should also serve as a measure of the general personality structures.

The scale was constructed so that strong agreement or disagreement would show one extreme of the characteristic being tapped. Statements appearing in the Dogmatism Scale express ideas familiar to the average person, and often were thought to be authoritarian. Rokeach emphasizes that above all,

...each statement in the scale had to be designed to transcend specific ideological positions in order to penetrate to the

formal and structured characterization of all positions... Thus, it can be hoped that the Dogmatism Scale could be employed as a research tool not only in the Western Countries but also in the Soviet Union and in other Eastern Countries (5:7).

The overall reliability of the Final Dogmatism Scale based upon eleven groups (11-403) was .79 with a range of .68 to .90. An Rokeach citation:

These results are considered to be quite satisfactory, especially when we remember that the Dogmatism Scale contains quite a large collection of items that cover a lot of territory and appear on the surface to be unrelated to each other (4:31).

The discriminatory power of the items "is borne out by item analysis... And, they typically show that high and low dogmatic subjects differ consistently and in a statistically significantly manner on the great majority of the items (5:90)".

Critique - The Dogmatism Scale

Very little criticism has been advanced with respect to the D (Dogmatism) Scale as created by Rokeach. Like the California F Scale, Rokeach also uses items which are all worded in the same direction. In the D Scale, all questions are stated so that high agreement with the items indicates a highly dogmatic (or closed mindedness) individual. Rokeach therefore is susceptible to the same criticisms with respect to acquiescence response set as

were the authors of the F Scale (41). Rokeach does conclude that "response set is present to at least some degree in the present scale (6:40)". He rejects the position that response set accounts for the many findings of his D Scale on the grounds that:

1. Systematic differences occurred between the D and Opinionation Scales on one hand and the F and E Scales on the other.
2. Differential results were obtained on problems solving when a Riechley Scale (also scored in a negative direction) and the D Scale were compared.
3. A rich variety of differences between high and low scorers on the D Scale cannot be accounted for by response set alone.

Rokeach also mentions the area of intelligence or education as a possible methodological issue. He does control this factor by the observation that the correlation between scores on the Dogmatism Scale and intelligence is typically zero and concludes that it would be hard to account for the findings on the basis of intelligence alone.

The greatest limitation suffered by the theory behind the Open and Closed Mind and the D Scale is the small number of subjects used in an attempt to verify the theory and the statistical levels of significance attained. Although none of the differences between the means of five political groups ever attains a conventional level of

42.
statistical significance, Rokeach concludes that:

In evaluating the outcome of our research effort from a statistical standpoint, the trend of results is a more important consideration from the precise level of significance achieved by a particular set of differences (5:40%).

The concept of general authoritarianism or close mindedness as proposed by Rokeach has been examined and supported (19) (42) (43) (44) (45) (46) (47). As a result, numerous investigators have used the D Scale in recent years as a valid measure of that which Rokeach termed dogmatism.

The Authoritarian Coach

The term "authoritarian coach" is based upon behaviour or attitudes exhibited by coaches while in the act of coaching. The term seems to have originated from use by sport psychologists and sport sociologists and spread to the entire sporting milieu. Literature now makes reference to the authoritarian coach and it implies that there is a common definition of syndrome expressed by the authoritarian coach terminology. Richards and Tutko (48) feel that "authoritarian coach" is synonymous with "hard nosed" and state that this type of coach is a

...hard driving and energetic man who demands a certain response from his players and who constantly compels the athlete to strive to achieve well formulated goals...

This man is best remembered for the form of "punishment" he devised to enforce his "hard nose" policies (43:17).

Richards and Tutko state this this coaching personality type "has the largest number of coaches within its descriptive boundaries (48:18)". They also feel that most beginning coaches emulate this type of coach partly from the fact that the public typically equates success with this coaching style. The characteristics of the authoritarian coach as discussed by these authors are:

1. a strong belief in discipline;
2. punitive measures to enforce rules;
3. rigid schedules and plans;
4. cruel and sadistic;
5. not a warm personality;
6. organized and well planned;
7. not close interpersonally;
8. religious and moralistic;
9. bigoted and prejudiced;
10. prefers weaker people as assistant coaches;
11. uses threats to motivate.

Underwood (49) states that "The issue is authority and the response to authority (49:40)". Many of the coaches who were reported to have had problems with protests and criticisms in their respective schools had characteristics which were not unlike those termed "authoritarian" by Richards and Tutko. The most outstanding traits being criticized were:

1. prejudice and bigotry;
2. cruel, punitive and threatening;
3. a strong belief in sacrifice and discipline;
4. a failure to accept social change.

Scott (50), referring to research done by Olgilvie

Although Scott does not specifically state exactly what he terms an authoritarian, he seems to base much of his definition upon Chaffetz and Tuttle's (51) discoveries that coaches are not very sensitive to dependency needs in others and that along with this they are "highly success-driven men with an outstanding need to be on top (51:22)". Scott interprets this as meaning:

They are:

1. An emphasis upon strict discipline to
rule and order.
 - a belief in a set of discipline
 - punishment, especially physical
 - intolerance of the individual, of all his own
 - use of the state as an instrument of discipline
 - rigid and inflexible standards, rules, regulations
2. Incredulity to concepts of individualism, competition, individuality.
 - an intense fear of individualism
 - a conviction
 - not personally concerned with the individual
 - concerned with the state

Conceptions which are rigidly held in this society will seem to have produced traits which are more similar to the Adams et al. traits of anti-sociality. Specifically the traits are:

1. Conventionalism
 - selected toward the conventional and standards of behavior (middle class)
 - lack of extreme ideas
2. Belief in a Hierarchy of Authority
 - uncritical attitude toward recognized authority
3. A Preoccupation with Violators of Conventional Values
 - to be on the lookout to condemn, reject and punish those who violate conventional standards
 - belief that hostility and evil forces are undermining society and its institutions
4. Preoccupied with Power-Toughness
 - identification with power figures
 - concerned with dominant-submissive, strong-weak, leader-follower dimensions
 - a generalized intolerance towards

the word and to be subjective
(subjective, not objective).

Robichaux's (6) conception of authoritarianism is
markedly different from the concept held by Adorno et al.
In his specific study, the conception is based upon
the hypothesis that the tenacity at which an individual
holds a given belief is related to the belief that the
effecting of one's mind to receive information represented
authoritarianism. Adorno's research and earlier authoritarian
personality researchers (1)(2)(3) are similar with
respect to one's beliefs about authority, dependence on
general authoritarianism as evidenced by Robichaux in a
unique manner.

Applying Robichaux's conception of authoritarianism
to the popular conception of an authoritarian coach seems
on the surface to have little or no justification. How-
ever, a closer examination of the degree to which popularly
classified authoritarian coaches hold their beliefs re-
veal that these individuals reportedly claim to hold a
monopoly on the truth and stubbornly refuse to experiment
or accept anything except that which they themselves
adhere (4)(50)(51)(52)(54)(55)(57)(58)(59)(60)(62). It
is the author's belief that a measure of the personality
traits outlined by Adorno et al. in combination with a
measure of the tenacity with which they are held, may be
extremely useful in judging coaching authoritarianism at

the personality level.

REFERENCES

1. Stouffer, R. "Prejudice in America: An Exploratory Essay". Journal of Social Psychology, 7, (1936), 107-119.
2. Allport, Gordon. The Psychology of Prejudice. New York: Harcourt, Brace & World, Inc., (1954).
3. Lippitt, E. H. "The Social Structure of Prejudice". The Journal of Social Psychology, 44, (1952), 211-225.
4. Allport, G. W.; Postmes, H. J.; Levine, S. D.; and Davis, R. G. The Social Structure of Prejudice. New York: Harcourt, Brace & World, Inc., (1954).
5. Redlich, Edward. The Open and Closed Society. New York: Basic Books, Inc., (1957).
6. Seidenburg, R. E. "A Shortened Version of the F Scale". Journal of Experimental Social Psychology, 15, (1949), 257-261.
7. Folsom, F. A. and Tiedt, V. C. "A Short Form of the F Scale for Research Studies". Journal of Experimental Social Psychology, 14, (1948), 211-215.
8. Sanford, E. H. and Older, H. J. A Short Authoritarian/Equalitarian Scale. Philadelphia: Institute for Research in Human Relations. (1950).
9. Department of Scientific Research of the American Jewish Committee. F Scale. Unpublished Scale.
10. Christie, R., Havel, Joan, and Seidenburg, R. "Is the F Scale Irreversible?" Journal of Abnormal and Social Psychology, 56, (1958), 143-147.
11. Berkowitz, N. H., and Wolkin, G. H. "A Forced Choice Form of the F Scale Free of Acquiescence Response Set". Sociometry, 24, (1964), 54-56.
12. Strickland, J. H. and Janicki, W. P. "An Alternative Form of Forced Choice F Scale". Psychological Reports, 16, (1965), 933-940.
13. Eysenck, M. J. The Psychology of Politics. London: Routledge & Kegan Paul, (1954).

14. Brown, R. W. "The F Scale". Journal of Abnormal and Social Psychology, 61, (1956), 1-10.
15. Eysenck, H. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 11-15.
16. Gellhorn, E. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 16-20.
17. Gellhorn, E. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 21-25.
18. Gellhorn, E. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 26-30.
19. Gellhorn, E. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 31-35.
20. Gellhorn, E. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 36-40.
21. Gellhorn, E. "The F Scale and the Social Desirability Scale". Journal of Abnormal and Social Psychology, 61, (1956), 41-45.
22. Kornblau, A., Sheppard, H. L., and Payne, A. J. When Labor Meets. New York: University Books, (1956).
23. Cohn, T. S. and Cash, H. "Administration of the F Scale to a Sample of Germans". Journal of Abnormal and Social Psychology, 49, (1954), 471.
24. Jacobson, F. N. and Rettig, S. "Authoritarianism and Intelligence". The Journal of Social Psychology, 50, (1959), 213-219.

25. Meehl, P. E. "The Role of Authoritarianism, Prejudice, and Social Desirability in the F Scale: An Attempt at Clarification". Journal of Abnormal and Social Psychology, 56, (1961), 220-240.
26. Roberts, A. B. and Jackson, D. N. "The Role of Authoritarianism and Prejudice: A Re-evaluation". American Journal of Psychology, 66, (1961), 1-10.
27. Buss, D. "Social Desirability and the F Scale: A Re-evaluation". Journal of Abnormal and Social Psychology, 56, (1961), 241-244.
28. Chapman, L. J. and Campbell, D. T. (1961), Design for Experiments. Chicago: Rand McNally, (1961).
29. Lipset, S. E. "The Role of Authoritarianism and Prejudice in the F Scale". Journal of Abnormal and Social Psychology, 54, (1959), 441-444.
30. Lipset, S. E. Political Man. New York: Basic Books, (1959).
31. Lipset, S. E. "The Role of Authoritarianism: A Re-evaluation". American Journal of Psychology, 60, (1960), 101-104.
32. Couch, A. and Lindzey, E. "Extroversion and Introversion: Agreeing to Respond to an Agreeableness Variable". Journal of Abnormal and Social Psychology, 60, (1960), 111-114.
33. Cronbach, L. J. "Response Set and Test Validity". Education Psychology Monographs, 6, (1946), 475-494.
34. Cohn, T. S. "The Relation of the F Scale to a Response to Answer Positively". American Psychology, 8, (1953), 336.
35. Bass, B. E. "Authoritarianism or Acquiescence?" Journal of Abnormal and Social Psychology, 51, (1955), 610-623.
36. Jackson, D. N. and Messick, S. J. "A Note on 'Ethnocentrism' and Acquiescence Response Set". Journal of Abnormal and Social Psychology, 40, (1957), 215-221.
37. Chapman, L. J. and Campbell, D. T. "Response Set in the F Scale". Journal of Abnormal and Social

Psychology, 54, (1957), 124-132.

38. Elms, D. D. "A Factorial Analysis of the F and Reversed F Scales in a Revised Sample". Journal of Social Psychology, 65, (1965), 17-18.
39. Leavitt, H. J., Elms, D. D., and Fiske, D. H. "Attitudes toward and association with Things Associated with". Journal of Psychology, 40, (1955), 225-231.
40. Guy, L. E., Leavitt, H. J., and Stone, G. C. "The Psychological Correlates of Aspiration Set in Authoritarianism". Journal of Experimental and Social Psychology, 6, (1970), 37-40.
41. Lieberman, D., O'Leary, R. R., and Hoyer, G. C. "Dimensions of Aspiration Set in Response Set". Journal of Experimental and Social Psychology, 6, (1970), 41-44.
42. Kertin, J. C., and Rokeach, M. "The Factorial Structure of the F Scale in the F Scale". Journal of Experimental and Social Psychology, 4, (1968), 391-392.
43. Fructer, R., Rokeach, M., and Foyel, E. "A Factorial Study of Dogmatism, Opinionation and Related Scales". Psychological Reports, 4, (1958), 19-22.
44. Hannon, D. J. "Dogmatism and Authoritarianism". The Journal of Social Psychology, 70, (1968), 89-95.
45. Plant, W. T. "Rokeach's Dogmatism Scale as a Measure of General Authoritarianism". Psychological Reports, 6, (1960), 164.
46. Rokeach, M., and Fructer, B. "A Factorial Study of Dogmatism and Related Concepts". Journal of Abnormal and Social Psychology, 53, (1956), 356-360.
47. Rokeach, M. "Political and Religious Dogmatism: An Alternative to the Authoritarian Personality". Psychological Monologue, 70, (1956), no. 18.
48. Richards, J. and Tutko, T. The Psychology of Coaching. Boston: Allyn and Bacon, 1971.

49. Underwood, John. "The Derperate Coach", Sports Illustrated, August 25, 1969, 66-70, September 1, 1969, 20-21, September 8, 1969, 22-40.
50. Scott, J. The Athletic Revolution. New York: The Free Press, (1973).
51. O'Brien, Bruce C. and Talbot, T. Predictor Athletes and Predictors. London: Potters Books, (1968).
52. Rafferty, Eric. "Introduction into Athletics: The Gathering Storm", in Scott, J. The Athletic Revolution. New York: The Free Press, (1973).
53. Wolf, David. Paul! The Comic Bookings Book. New York: Holt, Rinehart and Winston, (1971).
54. Genderson, Brian. Hockey In Canada: The Way It Is! Toronto: Greyhound Press Limited, (1971).
55. Brennan, LaVerne. The Electric Dream. Toronto: McClelland & Co., (1971).
56. Dowling, Tom. Coach: A Season With Lombardi. New York: Poplar Library, (1970).
57. Kramer, Jerry. Instant Replay: The Green Bay Diary of Jerry Kramer. Edited by Dick Schaap. Toronto: The New American Library of Canada, Limited, (1972).
58. Spector, Leonard. The Jock. New York: Bobbs-Merrill Co., Inc., (1969).
59. Hoch, Paul. Rip Off The Big Game: The Exploitation of Sports by the Power Elite. Garden City: Doubleday & Company, Inc., (1972).
60. Meggessey, Dave. Out of Their League. Berkeley: Ramparts Press, Inc., (1971).
61. Parrish, Bernie. They Call It A Game. New York: Dial Press, (1971).

CHAPTER III

METHOD AND PROCEDURE

Introduction

A. The Dogmatism Scale

The Dogmatism Scale or D Scale as created by Bohrerch is a measure of general authoritarianism within an individual of any given social or political belief. General authoritarianism or closed-mindedness is characteristic of an individual who "cannot receive, evaluate and act on relevant information received from the outside on its own intrinsic merits as he is biased by irrelevant factors in the situation arising from within the person or from the outside (1:57)". Unlike the California F Scale, the D Scale measures general authoritarianism which is free from ideological content. Therefore, general authoritarianism can best be thought of as a mode of thought, rather than a specific set of beliefs (1).

The reliability of the Dogmatism Scale ranges from .68 to .93 with an average of .79. These reliabilities were obtained from eleven groups with N=408.

The author, while acknowledging the fact that response set may be a minor factor influencing the ultimate validity of the scale, rejected the position that

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...
11. ...
12. ...
13. ...
14. ...
15. ...
16. ...
17. ...
18. ...
19. ...
20. ...
21. ...
22. ...
23. ...
24. ...
25. ...
26. ...
27. ...
28. ...
29. ...
30. ...
31. ...
32. ...
33. ...
34. ...
35. ...
36. ...
37. ...
38. ...
39. ...
40. ...
41. ...
42. ...
43. ...
44. ...
45. ...
46. ...
47. ...
48. ...
49. ...
50. ...
51. ...
52. ...
53. ...
54. ...
55. ...
56. ...
57. ...
58. ...
59. ...
60. ...
61. ...
62. ...
63. ...
64. ...
65. ...
66. ...
67. ...
68. ...
69. ...
70. ...
71. ...
72. ...
73. ...
74. ...
75. ...
76. ...
77. ...
78. ...
79. ...
80. ...
81. ...
82. ...
83. ...
84. ...
85. ...
86. ...
87. ...
88. ...
89. ...
90. ...
91. ...
92. ...
93. ...
94. ...
95. ...
96. ...
97. ...
98. ...
99. ...
100. ...

The ...
Scale closely approximated the ...
D and F Scales.

As in the D and F Scales, the items were scored
by a Likert forced choice scaling technique which stated:

By 1970

The study was restricted to male subjects in the City of Edmonton, Alberta, Canada. Each subject was pre-selected in order to create three sample groups. These groups were as follows:

[illegible]

c) The first 65 names of the Greater Edmonton Board of Education were selected from the 1972 City of Edmonton Directory. The sample members were non-educators and it was hoped that most were not actively involved in coaching at the time selected.

These were:

The first of these was a questionnaire designed to measure the degree of "selfishness" of the subjects. It was a modified form of the "Selfishness Scale" (Rokeach, 1958). The questionnaire consisted of 40 items, each of which was a statement about the subject's behavior. The items were arranged in two columns, with 20 items in each column. The items in the left column were statements about the subject's behavior that were considered to be "selfish" (e.g., "I am selfish", "I am greedy", "I am dishonest"). The items in the right column were statements about the subject's behavior that were considered to be "unselfish" (e.g., "I am generous", "I am honest", "I am kind"). The subject was asked to indicate whether or not each statement was true of him or her by marking a check in the appropriate column.

The questionnaire was presented to the subjects in the form of a booklet. The booklet contained the instructions, the questionnaire, and a set of envelopes for the responses. The subjects were given 15 minutes to complete the questionnaire. The questionnaire was scored by adding the number of "selfish" items marked true and subtracting the number of "unselfish" items marked true. The resulting score was then converted to a percentile rank.

The questionnaire

The questionnaire was a combination of both D and F Scales. The questionnaire contained sixty-eight items, of which the first forty were the D Scale and the last twenty-eight the F Scale. The D Scale remained exactly as Rokeach had designed it while one item was omitted from the F Scale due to its antiquity. The actual items in the questionnaire were preceded by detailed instructions and

... (1974, p. 100).
The ... (1974, p. 100).
... (1974, p. 100).

The ... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).

... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).
... (1974, p. 100).

... (1974, p. 100).
The ...

Means and standard deviations were calculated for each of three sample groups in measures of the E and D Scales. A one-way analysis of variance was computed between sample groups in many of the E Scale and the D Scale. A Newman-Keuls comparison matrix was utilized. Significance was accepted at the .05 level of confidence.

Physical Education

1. The mean scores for the Physical Education teachers were significantly higher than the mean scores for the non-physical education teachers in the areas of physical fitness, health, and safety. This indicates that physical education teachers have a higher level of knowledge and understanding in these areas compared to non-physical education teachers.

2. The mean scores for the Physical Education teachers were significantly higher than the mean scores for the non-physical education teachers in the areas of physical fitness, health, and safety. This indicates that physical education teachers have a higher level of knowledge and understanding in these areas compared to non-physical education teachers.

Physical Education Teachers

Physical Education teachers were compared between teachers in the D and E teacher and the mean of each sample group. Significance was accepted at the .05 level of confidence.

Means were computed for the non-physical education teachers-coach and compared to the means of the physical education teachers-coach.

Means were also computed for the coaching-experienced educator and compared to the means of the non-coach experienced educator.

1. Roberts, J. H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
2. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
3. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
4. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
5. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
6. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
7. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
8. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
9. Gollwitzer, H. "The Authoritarian Personality". *Journal of Personality and Social Psychology*, 1, (1950), 1-10.
10. Kornhauser, A., Shippard, H. L. and Mayer, A. J. *When Labor Votes*. New York: University Books, (1956).
11. Cohen, T. S. and Carsh, H. "Administration of the F Scale to a Sample of Germans". *Journal of Abnormal and Social Psychology*, 49, (1954), 471.

12. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
13. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
14. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
15. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
16. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
17. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
18. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
19. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
20. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
21. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
22. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.
23. Asch, S. E. "The Psychology of the Social Situation." Journal of Social Psychology, 15, (1938), 1-20.

21. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
22. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
23. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
24. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
25. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
26. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
27. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
28. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
29. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...
30. H. H. G. O. "Pflanzengruppen in der Gegend von ..."
... (1874) ...

CHAPTER IV

THE SAMPLE GROUPS

The population of the sample group of educators was obtained from the list of teachers in the Edmonton Public Schools. The list was obtained from the Superintendent of Schools, who provided the names and addresses of all teachers in the city. The list was then divided into three groups: (1) teachers in the primary schools, (2) teachers in the intermediate schools, and (3) teachers in the high schools. The first group was the largest, with 1,200 teachers. The second group had 800 teachers, and the third group had 400 teachers. The total number of teachers in the city was 2,400. The sample group was selected by random sampling, and the response rate was 50 percent. The sample group was then divided into three sub-groups: (1) teachers in the primary schools, (2) teachers in the intermediate schools, and (3) teachers in the high schools. The first sub-group was the largest, with 600 teachers. The second sub-group had 400 teachers, and the third sub-group had 200 teachers. The total number of teachers in the sample group was 1,200. The response rate for the sample group was 50 percent.

The sample group of educators returned thirty-five questionnaires. Three of the questionnaires were eliminated due to errors of incorrect marking procedure, leaving a return number of thirty-two. This represents fifty percent of the questionnaires sent.

A third sample group comprised of members of the male population of Edmonton, Alberta, Canada, showed a similar return rate as compared to the "educator" group sampled. Sixty-five questionnaires were sent and thirty-six were returned. Two of these returns were unanswered, one was returned with an incorrect marking technique and

[illegible]

TABLE I
Relationship between age and number of children
for the entire sample and for the groups
with and without a history of mental illness.
Although the mean number of children for the groups show
a direct relationship between age and number of children,
(TABLE I), the individuals within the groups actually
show a significant inverse relationship or an insignificant

Both of these groups of individuals were the
most likely to be involved in the sports
competition group, and involved in the condition (at the time
of writing) in the first group of individuals, there
was no way of evaluating the effect an individual's
involvement with sports may have had upon the scores.

Although it is safe to assume that most of the individuals
involved in the sample groups were exposed to participation
in, and observation of sporting events, there was no method

the effect of physical education on the development of the individual and the effect of non-physical education on the development of the individual.

The effect of physical education on the development of the individual and the effect of non-physical education on the development of the individual cannot accurately be ascertained by the data in this study. An analysis was made of authoritarian scores between physical education and non-physical education.

of these eight subjects' scores in measures of authoritarianism in comparison with the group in which they were originally assigned, revealed that these eight scores closely approximated the mean of the educator group. The author therefore concluded that these scores would have little or no effect upon the sample groups involved.

[illegible]

Coaches have been judged as "authoritarians" based upon behaviour and/or attitude expressed while in

13

[illegible]

It may be mentioned that the extremely high degree of significance between F, D, and CAR Scales may, in part, be attributed to the problem of acquiescence response bias which was discussed in the methodological sections of this study. It is the author's belief that even if this response bias is not a characteristic of authoritarian personalities, the findings are too

degree of relationship between P and D Scale scores as measured in all three sample groups (TABLE VI).

Psychological and situational factors in coaching behaviour

Results

1. Coaching Attitude-Behaviour

The first step in the analysis was to determine the relationship between the Coaching Attitude-Behaviour Scale and the other variables.

2. General Authoritarianism

The second step was to determine the relationship between the Coaching Attitude-Behaviour Scale and the other variables. The results of the analysis are presented in Table 1. The Coaching Attitude-Behaviour Scale was significantly correlated with the other variables. The results of the analysis are presented in Table 1. The Coaching Attitude-Behaviour Scale was significantly correlated with the other variables.

3. Right-wing Authoritarianism

In an attempt to determine the relationship between psychological and situational factors in coaching behaviour, various situational factors were analyzed in order to determine their relationship to the following: (a) Coaching Attitude-Behaviour, (b) general authoritarianism as measured by the D Scale, (c) right-wing authoritarianism as measured by the F Scale. The situational factors analyzed were: (i) age of coach, (ii) years of coaching experience, (iii) number of sports coached, (iv) ratio

and some of the players of the 1950's. The coach for
 the 1950's was a very experienced coach and he was
 very strict. He was very strict with the players
 and he was very strict with the coaches. He was
 very strict with the players and he was very strict
 with the coaches. He was very strict with the
 players and he was very strict with the coaches.
 He was very strict with the players and he was
 very strict with the coaches. He was very strict
 with the players and he was very strict with the
 coaches. He was very strict with the players and
 he was very strict with the coaches. He was very
 strict with the players and he was very strict
 with the coaches. He was very strict with the
 players and he was very strict with the coaches.

TABLE VI

Relationship of Coaching Style to Measures of Authority

Coaching Style	Authoritarianism (P)	Authoritarianism (D)	Authoritarianism (CAB)
1.00	0.40	0.30	0.70
2.00	0.40	0.30	0.70
3.00	0.40	0.30	0.70
4.00	0.40	0.30	0.70
5.00	0.40	0.30	0.70
6.00	0.40	0.30	0.70
7.00	0.40	0.30	0.70
8.00	0.40	0.30	0.70
9.00	0.40	0.30	0.70
10.00	0.40	0.30	0.70

The relationship of these measures to measures
 of authoritarianism (P, D, and CAB Scales) is seen in
 TABLE VI. Although the ratio of players to coaches
 (part time coaches were given one-half coaching time
 compared to full time assistants) and the number of sports
 coached by any individual coach had no relationship upon
 any measure of authoritarianism; the age of the coach and

The year 1970 was a year of high inflation and high unemployment.

The year 1971 was a year of high inflation and high unemployment.

The year 1972 was a year of high inflation and high unemployment.

The year 1973 was a year of high inflation and high unemployment.

The year 1974 was a year of high inflation and high unemployment.

The year 1975 was a year of high inflation and high unemployment.

The year 1976 was a year of high inflation and high unemployment.

The year 1977 was a year of high inflation and high unemployment.

The year 1978 was a year of high inflation and high unemployment.

The year 1979 was a year of high inflation and high unemployment.

The year 1980 was a year of high inflation and high unemployment.

The year 1981 was a year of high inflation and high unemployment.

The year 1982 was a year of high inflation and high unemployment.

The year 1983 was a year of high inflation and high unemployment.

The year 1984 was a year of high inflation and high unemployment.

The year 1985 was a year of high inflation and high unemployment.

The year 1986 was a year of high inflation and high unemployment.

The year 1987 was a year of high inflation and high unemployment.

The year 1988 was a year of high inflation and high unemployment.

The year 1989 was a year of high inflation and high unemployment.

The year 1990 was a year of high inflation and high unemployment.

The year 1991 was a year of high inflation and high unemployment.

The year 1992 was a year of high inflation and high unemployment.

The year 1993 was a year of high inflation and high unemployment.

The year 1994 was a year of high inflation and high unemployment.

The year 1995 was a year of high inflation and high unemployment.

The year 1996 was a year of high inflation and high unemployment.

The year 1997 was a year of high inflation and high unemployment.

The year 1998 was a year of high inflation and high unemployment.

The year 1999 was a year of high inflation and high unemployment.

D Series	2.10	2.00	2.00
F Series	2.17	2.00	2.00
CAD Series	2.28	2.00	2.00

* Significant at .05 level of confidence

* Close to significance at .05 level of confidence

[illegible]

(1990).

The first of these is the fact that the system is not a simple one, but a complex one, with many different components and many different interactions between them. The second is the fact that the system is not a static one, but a dynamic one, with many different components and many different interactions between them. The third is the fact that the system is not a simple one, but a complex one, with many different components and many different interactions between them. The fourth is the fact that the system is not a static one, but a dynamic one, with many different components and many different interactions between them. The fifth is the fact that the system is not a simple one, but a complex one, with many different components and many different interactions between them. The sixth is the fact that the system is not a static one, but a dynamic one, with many different components and many different interactions between them. The seventh is the fact that the system is not a simple one, but a complex one, with many different components and many different interactions between them. The eighth is the fact that the system is not a static one, but a dynamic one, with many different components and many different interactions between them. The ninth is the fact that the system is not a simple one, but a complex one, with many different components and many different interactions between them. The tenth is the fact that the system is not a static one, but a dynamic one, with many different components and many different interactions between them.

[illegible]

[illegible]

The authoritarian personality is a term which has been used by
"authoritarian" and authoritarianism are not synonymous in
coaching literature. It carries a highly negative connotation
of authority and other theoretical constructs of
authoritarianism have become socialized in the individual,
the authoritarian coach could result. Although purely
speculative in nature, it is widely believed in many

The "volunteer" coaches are those who have been
examined in the context of professional teams (adult or
junior) and coaches of the "amateur" junior
hockey league, the vast majority of Canadian coaches are
either volunteers (as in little leagues etc.) or, as
examined in this study, are "volunteer" coaches within
the school systems. Often this "volunteer" job is a non-

[illegible]

10. G. A. J. H. van Gennep, "The Rites of Passage," *Journal of the American Folklore Society*, 1909, 1:1-47.
11. J. G. van Gennep, "The Rites of Passage," *Journal of the American Folklore Society*, 1909, 1:1-47.
12. J. G. van Gennep, "The Rites of Passage," *Journal of the American Folklore Society*, 1909, 1:1-47.
13. J. G. van Gennep, "The Rites of Passage," *Journal of the American Folklore Society*, 1909, 1:1-47.

20. ... "The ... of ..."
21. ... "The ... of ..."
22. ... "The ... of ..."
23. ... "The ... of ..."
24. ... "The ... of ..."

35. Fairclough, D. L. "The Effect of A. G. on the Distribution of Time." (1971).
36. Fairclough, D. L. "On the Effect of A. G. on the Distribution of Time." (1971).
37. Fairclough, D. L. "A Study of the Workload of Alberta Physical Education Teachers." Unpublished paper, University of Alberta, Edmonton, June, 1973.

character employed in the Public and Private Police
Boards in the City of London, with a third sample
group consisted of a random sample of males from the
general population of England. All sample groups were
asked to complete a questionnaire which included an A
Scale measuring general authoritarianism and an F Scale
measuring right-wing authoritarianism. In addition to
the F and A Scales, all groups were asked to complete a

The findings of the study were discussed in detail. The discussion focused on the implications of the findings for the interest of the project, which was to identify factors which might contribute to the high rates of violence. The findings were compared with previous studies and cultural factors and implications for policy were related to coaches in an effort to explain the findings in light of previous contradictory results in the United States.

Further, the study of the impact of the teaching style on the learning of the concept of energy was analyzed by the use of the experimental design. The experimental intervention consisted in teaching, studying, and rehearsing, revealed that teachers

f

It is a fact that the only way to get a better understanding of the world is by studying it. The only way to get a better understanding of the world is by studying it. The only way to get a better understanding of the world is by studying it.

[illegible]

1. A study to determine the effect of the use of the "Impact" method of teaching on the learning of reading and writing by the use of the "Impact" method of teaching.
2. A study to determine the effect of the use of the "Impact" method of teaching on the learning of reading and writing by the use of the "Impact" method of teaching.
3. A study to determine the effect of the use of the "Impact" method of teaching on the learning of reading and writing by the use of the "Impact" method of teaching.

1. The Commission shall have the right to conduct research in the field of the subject of the Convention and to collect and analyze data and information for the purpose of the Convention.

9. A study right to the information and data collected by this Commission be conducted in other countries of the world in order to determine whether or not a geographic position has an effect upon all aspects of authorisation.

Chen, T. S. (1971). "The Role of the
Government in the Development of the
Economy of the People's Republic of China."

Chen, T. S. (1971). "The Role of the Government in the Development of the Economy of the People's Republic of China." *American Economic Review*, 61, 375-384.

Hanson, D. J., and Hanson, R. "A Factorial Study of the Psychological Effects of Authority." Journal of Social Psychology, 63, 1962, 1968.

Gane, P. H., LeVine, C. B., and Brown, C. G. "The Psychological Effects of Acquiescence in Authority Studies." Journal of Experimental Social Psychology, 25, 9-103, 1957.

Hanson, D. J. "Obedience and Authoritarianism." The Journal of Social Psychology, 76, 89-95, 1962.

Michels, P. J., D. J. P. and P. J. P. "The Role of the
National Government in the Development of the
Economy." *Journal of Economic Literature*, 19, 60-68.
1961.

Lipset, S. M. "Democracy in Working Class Americanization-
ism." *American Sociological Review*, 24, 482-
501. 1959.

Lipset, S. M. Political Man. New York: Doubleday, 1960.

Stewart, D. "The Social Psychological Theory of the American Personality." American Journal of Sociology, 65, 1959.

Stewart, D. "The Social Psychological Theory of the American Personality." American Journal of Sociology, 65, 1959.

Stewart, D. and Routh, T. "A Social Psychological Theory of the American Personality." American Journal of Sociology, 65, 1959.

Stewart, D. and Routh, T. "A Social Psychological Theory of the American Personality." American Journal of Sociology, 65, 1959.



APPENDIX A
INTRODUCTORY LETTER TO COACHES

division of athletics

FACULTY of PHYSICAL EDUCATION
the university of alberta • edmonton, canada

111.

May 28, 1973

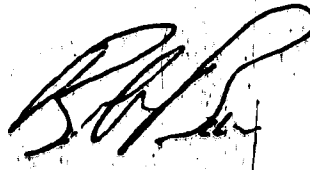
Dear

I am presently involved in a research project at the University of Alberta, designed to explore the general personality of coaches here in Edmonton. I would like to solicit your time and cooperation in this research.

In a few days I will send you a packet containing two questionnaires. When you find time within the next week or so, I would ask you to complete the questionnaire and return it to me in the stamped self-addressed envelope. The total time involved should be less than one-half hour.

I would like to thank you in advance for helping me with a project which I feel may be extremely valuable and could tell us more about ourselves.

Yours in coaching,



Bob Bain
Head Basketball Coach

BB/sp

APPENDIX B
QUESTIONNAIRE COVERING LETTER TO COACHES

division of athletics

113.

FACULTY of PHYSICAL EDUCATION
the university of alberta • edmonton, canada

May 31, 1973

Dear Coach:

Please find enclosed a questionnaire concerning beliefs with which you may agree or disagree. As I mentioned in my previous letter, I would greatly appreciate it if you can take time out from your schedule and aid me in a research project which may have important ramifications.

A short information sheet is included as are complete instructions to the questionnaire.

Yours sincerely,



Bob Bate

BB/sp
Enclosure

APPENDIX C
GENERAL INFORMATION SHEET FOR COACHES

INFORMATION

1. Sport Coached _____ level _____
2. Number of players on team _____ Average Age of Players _____
3. Number of full-time assistants _____ Part-time assistants _____
4. Do you have an academic degree? Yes ☐ No ☐
5. Did you receive the majority of your education in Canada
Yes ☐ No ☐

If no, please state country education occurred _____

6. Number of years involved in any type of coaching _____
7. State sport other than listed in #1 above that you have coached.

SPORTYEARS COACHED

8. Age in years _____

APPENDIX D
THE COACHES ATTITUDE-BEHAVIOUR SCALE

INSTRUCTIONS

The following statements are based upon situations and specific problems with which coaches sometimes must concern themselves. The best answer to each statement is your personal choice. I have tried to cover a wide variety of coaching questions. You may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many coaches feel the same as you do. Please base your opinions upon your feelings and your actual behavior with respect to your coaching experiences.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

- | | |
|-------------------------|----------------------------|
| +1 I agree a little | -1 I disagree a little |
| +2 I agree on the whole | -2 I disagree on the whole |
| +3 I agree very much | -3 I disagree very much |

1. It is best to maintain a large social distance from the players in order to maintain a high level of authority.
2. Coaches should be concerned with discovering the individual athletes who violate team or social rules.
3. The players should always realize that coaches are the boss whether or not they are right and their decisions or regulations should never be questioned.
4. The coach has the right to set all rules and regulations and anyone who violates these rules must be disciplined.
5. The coach has enough problems trying to achieve a high performance level from his athletes and should not overly concern himself with an individual athlete's problems.
6. Players should report all grievances to the captain of the team in order that he may report them to the coach.
7. The best way to eliminate mistakes is to make the players do pushups, laps or any form of physical exercise so that he will remember his mistakes and won't make them again.
8. Most players are motivated by threats of punishment such as laps, push-ups, etc.
9. Players are motivated by threats of demotion or of expulsion from the team.
10. Disciplinary action taken by the coach is easier and handled better if the players involved are not personally close to the coach.
11. Coaches should get to know their players slightly, but should not become friendly or warm with them.
12. Players should realize that the coach knows more than they do in the particular sport and should never ask "why?"
13. A well disciplined team on and off the playing field or court usually has better performance record.
14. A well disciplined team makes the coach look better to the community at large.
15. A rigid formal relationship with an athlete on and off the court should be one of the methods used by coaches to maintain respect and jurisdiction a coach deserves and needs in order to best perform his duties as coach.
16. A coach who is too friendly with his players and does not remain somewhat detached from them is apt to lose his position of influence over the athlete.
17. A coach should always keep his over all won-lost record in mind in order to see if his athletes view him as successful or not.
18. Coaches and Athletic administrators should continually be aware of those who are attempting to undermine the system of athletics whether they are athletes or not.

19. Those individual athletes who attempt to disrupt the athletic system must be punished or "put down" by any acceptable method if available.
20. A coach should refrain from taking extreme positions in any aspect of social or professional behavior because he must set a conservative example to his players and to other coaches.
21. A coach should organize himself to the point that there can be absolutely no question in his mind or his athletes' minds about what is occurring whether it be during a game, during practice, or during a road trip.
22. Athletes recognize the position of authority of the coach and respond to forceful and direct criticism or threat of criticism in a desired direction.
23. Discipline in athletics helps create model citizens or at the least helps develop individuals to take meaningful and worthwhile positions in society.
24. If more people would participate in athletics, they would be better able to discipline themselves in everyday life because of discipline they receive in sport.
25. Players should not be encouraged to come and talk to the coach about problems in the offense or defense because this is the coaches concern. The athlete should be concerned with perfecting his techniques within the system.

APPENDIX E
THE QUESTIONNAIRE INCLUDING F AND D SCALES

INSTRUCTIONS

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your PERSONAL OPINION. I have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3 or -1, -2, -3, depending on how you feel in each case.

+1: I agree a little
+2: I agree on the whole
+3: I agree very much

-1 I disagree a little
-2 I disagree on the whole
-3 I disagree very much

1. The United States and Russia have just about nothing in common.
2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
3. Even though freedom of speech, for all groups is a worthwhile goal, it is unfortunately necessary to restrict freedom of certain political groups.
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
5. Man on his own is a helpless and miserable creature.
6. Fundamentally, the world we live in is a pretty lonesome place.
7. Most people just don't give a "damn" for others.
8. I'd like it if I could find someone who would tell me how to solve my personal problems.
9. It is only natural for a person to be rather fearful of the future.
10. There is so much to be done and so little time to do it in.
11. Once I get wound up in a heated discussion, I just can't stop.
12. In a discussion, I often find it necessary to repeat myself several times to make sure I am being understood.
13. In a heated discussion, I generally become so absorbed in what I am going to say, I forget to listen to what the others are saying.
14. It is better to be a dead hero than a live coward.
15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
16. The main thing in life is for a person to want to do something important.
17. If given the chance, I would do something of great benefit to the world.
18. In the history of mankind, there have probably been just a handful of really great thinkers.
19. There are a number of people I have come to hate because of the things they stand for.
20. A man who does not believe in some great cause has not really lived.
21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
22. Of all the different philosophies which exist in this world, there is probably only one which is correct.
23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

24. To compromise with our political opponents is dangerous because it usually leads to betrayal of our side.
25. When it comes to differences of opinion in religion, we must be careful not to compromise with those who believe differently from the way we do.
26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
28. In times like these, it is often necessary to be more on guard against ideas put out by people in one's own camp than by those in the opposing camp.
29. A group which tolerates too much differences of opinion among its own members cannot exist for long.
30. There are two kinds of people in the world: those who are for the truth and those who are against the truth.
31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
32. A person who thinks primarily of his own happiness is beneath contempt.
33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
34. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.
35. It is often desirable to reserve judgment about what's going on until one has a chance to hear the opinions of those one respects.
36. In the long run, the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
37. The present is all too often full of unhappiness. It is only the future that counts.
38. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all."
39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what is going on.
40. Most people don't know what is good for them.
41. Obedience and respect for authority are the most important virtues children should learn.
42. A person who has bad manners, habits and breeding can hardly expect to get along with decent people.
43. If people would talk less and work more, everybody would be better off.

44. The businessman and the manufacturer are much more important to society than the artist and the professor.
45. Science has its place, but there are many more important things that can never possibly be understood by the human mind.
46. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
47. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.
48. No sane, normal, decent person could ever think of hurting a close friend or relative.
49. Nobody ever learned anything really important except through suffering.
50. What the youth needs is strict discipline, rugged determination and the will to work and fight for family and country.
51. An insult to our honor should always be punished.
52. Sex crimes, such as rape and attacks on children deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.
53. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.
54. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feeble-minded people.
55. Homosexuals are hardly better than criminals and ought to be severely punished.
56. When a person has a problem to worry, it is best for him not to think about it, but to keep busy with more cheerful things.
57. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
58. Some people are born with an urge to jump from high places.
59. Some day it will probably be shown that astrology can explain a lot of things.
60. People can be divided into two distinct classes: the weak and the strong.
61. Wars and social trouble may someday be ended by an earthquake or flood that will destroy the whole world.
62. No weakness or difficulty can hold us back if we have enough will power.
63. Most people don't realize how much our lives are controlled by plots hatched in secret places.

64. Human nature being what it is, there will always be war and conflict.
65. Familiarity breeds contempt.
66. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.
67. Nowadays more and more people are prying into matters that should remain personal and private.
68. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.

APPENDIX F

FOLLOW UP LETTER TO COACHES AND EDUCATORS.

division of athletics

FACULTY of PHYSICAL EDUCATION
the university of alberta • edmonton, canada

127.

June 20, 1973

Dear Coach:

Some time has elapsed since I first sent you a questionnaire designed to answer some important questions with respect to coaching personalities.

If you have completed the questionnaire and have returned it to me, I extend my thanks. If you have still to complete the questionnaire, I would ask you to do so when you are able to find time out from your schedule.

Thanks once again.



Bob Bain
Head Basketball Coach

BA/sp

APPENDIX G

THANK YOU LETTER TO COACHES AND EDUCATORS

August 1, 1973

Dear

I would like to take this opportunity to thank you for your cooperation in aiding me complete research here at the University of Alberta.

You may be interested to know that the research project was concerned with measures of authoritarianism, specifically as it relates to coaches in Edmonton. I have included a brief abstract of the study for your interest. The completed study is available in thesis form at the Physical Education Library on the University of Alberta campus if you should wish to read further.

Thank you once again,

Bob Bain

RB/sp

APPENDIX H
INTRODUCTORY LETTER SENT TO EDUCATORS

DEPARTMENT OF PHYSICAL EDUCATION

June 1, 1973

Dear Sir:

I am presently involved in a research project at the University of Alberta. This project is designed to explore the thoughts and beliefs of the men who live in Edmonton. I would like to solicit your time and cooperation in this project.

In a few days, I will send you a packet containing a questionnaire. When you find time within the following week, I would ask that you complete the questionnaire as instructed and return it to me in the stamped, self addressed envelope. The total time involved should be less than one-half hour.

I would like to thank you in advance for helping me with my project. I feel it could be extremely valuable research and may help to tell us something about our beliefs.

Yours truly,



R. B. Bain

APPENDIX I

QUESTIONNAIRE COVERING LETTER TO EDUCATORS

**FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA T6G 2H9**

133.

DEPARTMENT OF PHYSICAL EDUCATION

Dear Sir:

Please find enclosed a questionnaire concerning beliefs with which you may agree or disagree. As I mentioned in my previous letter, I would greatly appreciate it if you can take time out from your schedule and aid me in a research project which may have important ramifications.

A short information sheet is included as are complete instructions to the questionnaire.

Yours sincerely,



Bob Bain

22/27

APPENDIX J

INTRODUCTORY LETTER SENT TO THE SELECTED
MEMBERS OF THE POPULATION

FACULTY OF PHYSICAL EDUCATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

June 4, 1973

Dear Sir:

I am presently involved in a research project at the University of Alberta. This project is designed to explore the thoughts and beliefs of the men who live in Edmonton. I would like to solicit your time and cooperation in this project.

Please find enclosed a questionnaire concerning beliefs with which you may agree or disagree. I would greatly appreciate if you could take time out from your schedule in order to complete the questionnaire as instructed and return it to me in the stamped, self-addressed envelope. The total time involved should be less than fifteen minutes.

I would like to thank you in advance for helping me with my project. I feel it could be extremely valuable research and may help to tell us something about our beliefs.

Yours truly,

R. B. Bain

RBB/sp

APPENDIX K

GENERAL INFORMATION SHEET SENT TO EDUCATOR
AND GENERAL POPULATION SAMPLE GROUPS

GENERAL INFORMATION

137.

1. Age in years _____.

2. Have you ever coached an athletic team of any sort?

YES ☐

NO ☐

3. Please state sport and years involved if YES

3. Have you ever taught school at any level?

YES ☐

NO ☐