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AUTHORITARIANISM AND SUCCESS OF  
HIGH SCHOOL WRESTLING COACHES

By

DANIEL A. WOLFE

B.S., UNIVERSITY OF IOWA, 1968

Presented in partial fulfillment of the  
requirements for the degree of

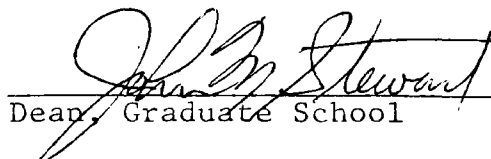
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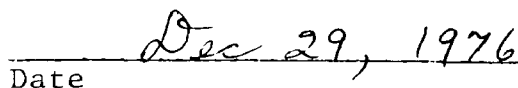
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## ABSTRACT

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Authoritarianism and Success of High School Wrestling Coaches (59 pp.)

Director: Dr. John L. Dayries 

The purpose of the study was to determine the relationship between authoritarianism exhibited by coaches and their success in coaching high school wrestling.

The subjects for the study were Class AAA high school wrestling coaches in Iowa who had been a head coach for at least three years immediately preceding the study.

Data was collected concerning degree of authoritarianism, number of years of coaching experience and coaching success. Degree of authoritarianism was measured using a modified F-Scale--Rokeach Dogmatism Scale and success was measured by won-lost percentage in dual meets for three years prior to the study.

Initially, Pearson product-moment correlation coefficients were determined between F-scale score and won-lost percentage, F-Scale score and years in coaching and won-lost percentage and years in coaching.

Following this a 3(F) Authoritarianism x 3 (C) Experience unweighted means analysis of variance was used with success as the dependent measure. Won-lost percentages were transformed using the arc-sine transformation. A Scheffé Test was then calculated from the data to determine if significant differences occurred among cell means.

Results indicated that, among the measures, years in coaching and won-lost percentage proved to be the only significant relationship ( $p < .01$ ). The results of the analysis of variance indicated significant main effects of years of coaching ( $p < .01$ ) and authoritarianism ( $p < .05$ ) to success. No interaction was found. The Scheffé Test indicated that coaches high in both authoritarianism and coaching experience were significantly more successful ( $p < .05$ ) than those high in experience and of middle authoritarianism. Although more successful than coaches high in experience and low authoritarianism, no significant differences occurred.

### ACKNOWLEDGMENTS

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## CHAPTER I

### INTRODUCTION

With change occurring in sport, the relationship between the coach and athlete is becoming less clearly defined. The needs and goals of the individual athlete and his perception of the coach as a leader are rapidly changing. Oftentimes, the coach feels that his position as a leader is questioned and his authority is challenged. He often appreciates the concerns of the athlete, while the necessity to win remains, making it difficult to determine what his leadership role should be.

The conflict that has emerged regarding the role of the coach as an authoritarian leader is expressed by Leonard when he states: "It might be only a curiosity when one famous football coach, Vince Lombardi, proclaims that 'Winning isn't everything, it's the only thing', and when another, George Allen, says 'Losing is a little like dying' But it is a matter of concern when thousands of coaches echo these cries, when sports writers repeat these sentiments with fond admiration, when the then-President approves, and when parents of Little Leaguers belabor their children with the Lombardi-Allen Doctrine" (31). In addition, student athletes themselves are confused when they find that society places value on individual initiative and use of democratic principles, but that these values are neither encouraged nor tolerated by their coaches. Coaches often rely strongly on their authority and refuse to consider the personal needs of the athlete.

The personality of the authoritarian coach has been described by Tutko and Richards (48) as "a hard-driving, energetic man who demands a

certain response from his players and who constantly compels the athlete to strive to achieve well-formulated goals" Some of the following characteristics might be displayed by the authoritarian coach. He may be limited in that his judgement may not always be correct. For example, by strictly adhering to his personal set of values, he may overlook solutions to individual, as well as, team problems. There is also a tendency to rely more on "exhortation and stimulation" rather than carefully examining a problem. More specifically, the characteristics of the authoritarian coach are that he believes strongly in discipline and demands dedication and steadfastness to his goals. Other characteristics cited by Tutko and Richards (48) are that he is rigid about scheduling and plans, is cruel and sadistic, does not usually have a warm personality, is often religious, moralistic, bigoted, and prejudiced. He may use threats to motivate his players and prefer weaker people as assistants.

Although these traits may seem detrimental to a coach, this is not always the case. Cratty (9) suggests the following advantages of the authoritarian coach in relation to the individual athlete:

1. The insecure athlete may feel more secure and protected in stressful situations.
2. Aggression is not as likely to be directed toward the athlete and may be redirected toward the opponents or against environmental conditions and supports.
3. The authoritarian pattern may be a real expression of the coach's needs, and he may function best when these needs are met.

There are also possible advantages to be found in the performance of the team led by an authoritarian coach. Tutko and Richards (48) suggest some of these advantages:

1. The team is more disciplined and shows a strong sense of dedication and purpose.
2. The team is usually aggressive and physically punishing.
3. The team is well-organized and usually prepared for most situations which arise.
4. The team is usually in better physical condition than other teams.
5. There is good team spirit when the team is winning..

On the other hand, Tutko and Richards (48) describe these possible disadvantages of the authoritarian coach:

1. The team is prone to dissension when things go badly.
2. Sensitive athletes unable to handle such treatment usually drop out.
3. The coach is often disliked or feared.
4. The team is often driven and tense when unnecessary.
5. Preparation to oppose this type of team is usually simple in determining what to expect.

Considering these advantages and disadvantages, this study will attempt to determine their relationship to the authoritarian coach in terms of his success. It would appear that the authoritarian coach would place his stated goals above personal needs and concerns of the individual athlete.

In attempting to explain the authoritarian coach's personality, one might look at the beliefs of this individual to see how they are organized. Authoritarianism may be related to Rokeach's (39) definition of dogmatism because of the similarities regarding closed belief systems, intolerance, and reliance on authority. Rokeach defines dogmatism as "a relatively closed cognitive organization of beliefs and disbeliefs

about reality, organized around a central set of beliefs about absolute authority, which in turn, provides a framework for patterns of intolerance and qualified tolerance toward others" A person's belief system is open or closed depending upon the degree to which a person reacts to relevant information of its own merit regardless of the source of that information. Furthermore, according to Rokeach (40), as the belief system is increasingly closed, less importance is placed on the quality of information and more importance is placed on the source of that information. "The fundamental basis (of dogmatism) is the extent to which there is reliance on absolute authority (40) " Thus authoritarianism and dogmatism both describe structured belief systems, intolerance, and reliance on authority.

This study will be concerned with authoritarianism in sport. An attempt will be made to describe some interrelationships between authoritarianism and success within a particular segment of sport. Perhaps by understanding these interrelationships, it will be possible to more effectively analyze the leadership role and personality characteristics of the coach.

#### Statement of the Problem

The problem of the investigation was to determine the relationship between authoritarianism exhibited by coaches and their success in coaching high school wrestling. In the investigation, authoritarianism was measured by a modified F-Scale--Rokeach Dogmatism Scale, and success was measured by won-lost records of the respondent coaches.

### Hypothesis

The null hypothesis was that the degree of authoritarianism displayed by the coach and the number of years he remained in coaching would not influence his success. Furthermore, no significant relationships would occur between authoritarianism and years in coaching, years in coaching and success, and authoritarianism and success.

### Delimitations

The data for this study was obtained from Class AAA Iowa High School wrestling coaches. Only those individuals who had served as head coaches for the previous three years, 1973-1976, were used as subjects. Of the sixty-four head coaches in this category, fifty-three responded by completing and returning the modified F-Scale--Rokeach Dogmatism Scale. Eight of the fifty-three responses were not used in the study due to incomplete information or the fact that the respondent had not been a head coach for the previous three years. Thus the final design of the study included forty-five Ss.

### Limitations

The success of each coach was determined by won-lost percentage for the previous three years. Three years was used as a minimum level of head coaching experience. This was done in order to provide a more meaningful and reliable measure of success. It was felt that within three years, the coach would have developed his own style of wrestling program. Authoritarianism was measured by a modified F-Scale--Rokeach Dogmatism Scale (Appendix B). The scale was developed by Hastad (18)

and combines the California F-Scale (40) and the Rokeach Dogmatism Scale, Form D (40). This scale measures the authoritarianism of a subject with a high score on the scale reflecting highly authoritarian attitudes.

### Significance of the Study

Coaches often have problems meeting the personal and emotional needs of individual athletes. These coaches are interested in how their own behavior affects their athletes' performance. The specific questions they might ask are those concerning the absolute authority of the coach. Is it necessary to maintain absolute authority in order to achieve success, or can some authority be relinquished? Can some flexibility in decision making and acceptance of individual personality needs be provided or must the coach's beliefs and values be unquestionably accepted? As the values and beliefs of society evolve, is it important that the coach understands and tolerates the athlete's view of himself and his personal and social needs?

Because the athlete may feel he has the ability and freedom to make decisions concerning himself outside of sport, the coach may be faced with problems in having the athlete accept his coaching authority. The degree of authority necessary for increased success in coaching is a question that has yet to be satisfactorily answered. In a previous study, Hastad (18) found both a tendency toward authoritarianism in successful coaches and a significant relationship ( $p < .05$ ) between years in coaching and authoritarianism. If years in coaching is related to success, a study of the interaction of the two may lead to a clearer understanding of the relationship.

The level of authoritarianism exhibited by successful coaches might provide a helpful indication to those coaches who would like to relate effectively to their athletes, and who would like to have a winning team. This study will attempt to provide information about the leadership role in terms of the degree of authoritarianism exhibited by more successful wrestling coaches and how the coaches' personality and leadership style may affect the performance of their athletes.

#### Definition of Terms

The following terms and their definitions were used in this study.

Authoritarianism--refers to that type of personality which exhibits a closed belief system, rigid behavior, and intolerance.

Dogmatism--refers to a closed minded system of beliefs about facts and reality. The basis of these beliefs emanates from some absolute authority. This belief in absolute authority provides a framework for patterns of intolerance and qualified tolerance toward others (39).

Class AAA high schools--refers to the sixty-four largest high schools in the state of Iowa as measured by student enrollment.

Success--refers to a relative measure of performance determined by won-lost percentage in dual meet competition.

Rigidity--refers to a single belief, act or expectancy which resists change (40).



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Overview of Authoritarianism

The concept of the authoritarian personality and its measurement was a result of the study of ethnocentrism or social discrimination. Adorno et al.(1) instituted a study of ethnocentrism following World War II during which irrational racial and religious hatreds were demonstrated. This study of ethnocentrism was instituted in order to define the stimuli in our culture which might create attitudes and acts of aggression similar to those evidenced during World War II.

In The Authoritarian Personality, Adorno et al. (1) demonstrated a relationship between identifiable personality traits and overt prejudice. Through this research the F-Scale was developed as a means of measuring these personality traits. The individual identified in this study was "both enlightened and superstitious, proud to be an individualist and in constant fear of not being like all others, jealous of his independence and inclined to submit blindly to power and authority" The ethnocentric person's ideology was also studied by Adorno in relation to his political-economic attitudes, religious attitudes, anti-democratic trends, and intelligence and education. From the specific personality traits defined, an attempt was then made to describe general personality types. Among those types identified was the authoritarian. The authoritarian person was described as one who achieves social acceptance by taking pleasure in obedient and subordinate actions, displaying ambivalence, stereotyping, and exhibiting compulsive character traits. He was

described further as one who has a social status different from that to which he aspires, is not satisfied with material gratification, and has compulsive and punitive religious beliefs. He was found to reject groups of people that are socially down (where social conditions have caused this, he sees it as a form of punishment) and to have well defined standards for social acceptance.

Rokeach, in The Open and Closed Mind (39), further expanded the definition of authoritarianism. Rather than identify a conservative ideology as did Adorno, Rokeach's concept of dogmatism included measures of general intolerance and general authoritarianism. He pointed out the fact that authoritarianism exists for the liberal as well as the conservative. Rokeach's Dogmatism Scale was developed, then, in order to measure the degree of general authoritarianism exhibited by either a liberal or conservative individual.

Rokeach (40) described dogmatism as a closed system of beliefs about reality, organized around beliefs in authority which provide a framework for intolerance toward others. The individual is dogmatic in both the structure or framework of his beliefs, as well as, the content of his beliefs. Not only does he have specific beliefs, but each belief has a particular position in the total structure of beliefs.

The structure of a dogmatic individual's beliefs includes isolation of beliefs, a disbelief gradient, relative degrees of differentiating beliefs, and a time perspective.

Isolation of beliefs is described as an accentuation of the differences in another's beliefs. The dogmatic individual isolates his beliefs by pointing out the differences rather than accepting the similarities of

contradicting beliefs. Any similarities are seen as irrelevant by the dogmatic individual, and he denies facts and events which contradict his beliefs. (Contradicting information is seen by him as biased because he feels the "real" facts not available.)

The disbelief gradient exhibited by the dogmatic individual is greater when he more firmly rejects a belief if it is only part of a belief. An example of the disbelief gradient would be intolerance displayed by a member of one Protestant sect toward a member of another Protestant sect. Another example would be intolerance displayed by a liberal Democrat toward a conservative Democrat, etc.

The dogmatic individual also displays a relative degree of differentiation in his belief structure. This means there is a discrepancy between knowledge and facts. The dogmatic individual interprets the facts according to his own preconceived beliefs.

Beliefs that the dogmatic individual maintains will be organized in the manner that the person or group seen as the authority has them organized. Whether the source of authority's beliefs are logical or illogical makes little difference, the dogmatic individual will structure his corresponding beliefs to appear logical and systematic. In addition, if the dogmatic individual's source of authority changes in a belief, the dogmatic individual will also change his belief but more drastically. New knowledge gained by the dogmatic person is not related or applied. The information will merely be altered to conveniently fit into his organized belief system. Anyone or anything that would challenge the credibility of his beliefs is avoided.

Finally, Rokeach describes the time perspective of the dogmatic individual. The person who is highly dogmatic believes that by using force today, he can achieve what he feels is necessary for the future. In order to justify this belief, he has to feel competent in predicting future benefits to society (8, 39).

The dogmatic individual, then, has specific beliefs which are organized in an apparently logical manner. He resists conflicting information and feels his beliefs will prove to be of benefit to society in the future.

#### Content of Dogmatism

According to Rokeach (39), the dogmatic individual's beliefs are based on authority, cause, and intolerance. The highly dogmatic individual has absolute beliefs about the nature of authority, greatly admiring authority that substantiates his beliefs and fearing authority that differs from his beliefs. He also has a strong sense of purpose for a single cause, but is less sympathetic to legitimate values and causes pursued by other people. Finally, the highly dogmatic individual's intolerance is evidenced in his rejection of any outside belief and the people who accept that belief (39, 13A). Beliefs similar to his own are accepted but those who exhibit these attitudes receive only qualified acceptance.

Having identified the structure and content of the dogmatic individual's beliefs, Rokeach developed the Dogmatism Scale designed to measure the occurrence of these general authoritarian traits in the individual. The two scales, Adorno et al.'s F-scale, which measures con-

servative authoritarianism, and Dogmatism Scale which measures general authoritarianism have been widely used by researchers, as will be seen in following sections, in their studies of the measure of the authoritarian personality.

There is also another factor which has been measured and related to authoritarianism. This factor, rigidity, is similar to authoritarianism but not as inclusive in that it measures specific aspects of authoritarianism (26, 27, 36). "While dogmatism refers to systems of beliefs and disbeliefs, rigidity refers to single beliefs, acts or expectancies which resist change (41) "

Authoritarianism and dogmatism are similar in that they both describe individuals who have a well organized system of beliefs which they strongly adhere to. These beliefs are related to a cause in which they believe, and any individual who represents conflicting opinions or is the source of contradicting information is rejected.

#### Personality Correlates of Authoritarianism

Authoritarian individuals display specific personality traits. One of these is conformity to individuals or groups in authority.

Numerous researchers have investigated the relationship of authoritarianism and conformity to the related traits of yielding and persuadability (3, 4, 10, 11) Block (3) found that the highly authoritarian individual is more easily influenced by an authority figure than is the individual low in authoritarianism.

Canning and Baker (4) noted that although a majority of subjects were influenced by group pressure, authoritarians were influenced to a

significantly greater degree than non-authoritarians. The non-authoritarian group made twice as many desired responses under group pressure (.001) while authoritarians made five times as many desired responses when under group pressure (.0001)

Cronkite and Goetz (10). Wells, Weinert, and Rubel (51). and Nadler (35) have also provided evidence that authoritarians yield to group conformity pressure and are more persuadable than non-authoritarians under group conformity pressure.

Crutchfield (11), in a study of conformity as related to authoritarianism found a correlation of .39 ( $p < .05$ ) Crutchfield concluded that the high conformist has more authoritarian attitudes and more rigid and excessive self-control than a low conformist. Furthermore, when relating to authorities, the authoritarian is submissive, compliant, and overly accepting. He has a narrow range of interests, is inhibited, and is overly responsive to other people's evaluations rather than his own.

These studies indicate that the authoritarian individual is responsive to group and authority pressure and under these conditions yields and is persuaded more easily than non-authoritarian individuals.

A number of studies have looked at interpersonal perception and dogmatism (14, 23, 29, 30). These studies have indicated that the individual with low dogmatic traits is more accurate in perceiving other people's dogmatism than are highly dogmatic individuals. Gabernesch (14) suggests that the individuals low in authoritarianism "are more open to information about others, more sensitive to internal clues rather than external clues, and therefore, more objective and insightful about interpersonal relationships" Individuals high in authoritarianism, then

are more easily swayed by individuals in authority or by group pressure.

It has been suggested that the conformity of high authoritarians is a result of low self-esteem. Larsen and Schwendiman (29) found significant negative relationships between three measures of self-esteem and the Rokeach Short Form Dogmatism Scale ( $p < .01$ ). They theorized that the results indicated that authoritarians felt powerless, showed great coerciveness, and had unconscious feelings of low self-esteem. Apparently authoritarians were attempting to maintain security in an environment they perceived threatened them. Thus, high authoritarians generally associate with other high authoritarians to provide an environment which is protected from conflict. As a result, authoritarians perceive other's values as equivalent to their own, while they develop a set of perceptual and motivational responses to maintain their security. Larsen and Schwendiman concluded from these suppositions that "Low self-esteem may be a fundamental motivation for the set of behavior patterns characteristic of the highly authoritative person and that the low self-esteem accounts for the authoritarian's need to exhibit conformity to and remain part of the group"

Authoritarians, then, are less accurate in their perception of authoritarianism displayed by other people and are less sensitive and more subjective in their interpersonal relationships. Authoritarians see other people as being like themselves, and they believe that others commonly share their beliefs. It has been theorized (20) that these are evidence for the low self-esteem and insecurity of authoritarian individuals which accounts for their high level of conformity needs.

### Age, Experience, and Dogmatism

Mixed results have been found when researchers studied authoritarianism, age, experience, and the belief that older individuals have more rigid beliefs.

Centers and MacKinnon (5) found that, with the possible exception of a decrease between the ages of twenty to thirty, authoritarianism appears to increase with age. They found that manual workers were more authoritarian than non-manual workers remaining practically at an even level of authoritarianism throughout life. Non-manual workers decreased in authoritarian beliefs from twenty to thirty years of age, then increased later in life to a point higher than that of the twenties.

Taylor (47) found that older adults were likely to be more conservative minded with correspondingly more rigid behavior although these differences were not significant.

In two other studies investigating the relationships of age, experience and dogmatism, results showed that no significant relationship existed (38) and that there was no significant relationship between the dogmatism of graduate students who had teaching experience and those with no teaching experience (19). However, in this same study (19), a significant relationship was found between dogmatism and age among the subjects.

Hastad (18), using head football and basketball coaches, found a correlation of .25 between age and F-Scale score which was not significant. In addition, however, he reported a significant correlation of .41 ( $p < .05$ ) between years in coaching and the F-Scale score of these



subjects.

The inconclusive results in this area may be explained by suggesting that the concept relating age and dogmatism depends on various personal and occupational experiences in an individual's life, as well as the passage of time.

#### Intelligence, Education and Authoritarianism

Although intelligence and education are not directly considered in this study, they are a part of an individual's age and experience. Thus, their relationship to authoritarianism provides further insight into the characteristics of the authoritarian personality.

A number of studies have found negative and significant correlations between the F-Scale score and intelligence as measured by a number of instruments, indicating that more intelligent individuals are low in authoritarianism (2, 8, 16, 21, 22, 32).

Badgett, Fair, and Hunkler (2) compared college freshmen of above average (111-120) and superior (121-130) I. Q. levels. They found that persons of above average intelligence had significantly higher mean scores (F-Scale) in the dimensions of authoritarian submission, authoritarian aggression, and power and toughness than did persons with superior intelligence. They suggested that with increasing intelligence subjects were more willing to question authority rather than accept it.

Additional studies using different age levels have related intelligence and education level to authoritarianism. Gough (16) found a negative correlation between intelligence and authoritarianism among high school seniors as did Jacobsen and Rettig (22) among college fresh-

men. Hollander (21) also found such results among subjects ranging from high school graduates to persons with six years of college.

Moreover, Davidson and Kruglov (12) found a significant correlation between age and college class level and low scores on the F-Scale. Greenberg and Fore (17) reported similar findings, as well as, the fact that subjects who did not attend college were more authoritarian than those who did attend college.

On the basis of the above information, it may be concluded that individuals high in intelligence or increased level of education will display low levels of authoritarianism. Furthermore, age and experience may include the variable of educational level.

#### Authoritarianism and Leadership Effectiveness

The relationship between authoritarianism in leadership situations and group effectiveness has been the subject of numerous studies. These studies have shown that effectiveness is dependent on task type, the people involved, and the type of organization in which leadership occurs.

Close (7) studied the relationship of dogmatism to managerial achievement. Forty-four first-line managers, 224 lower-middle managers, 117 upper-middle managers, and sixty top managers were administered a twenty-item Rokeach Dogmatism Scale. An inverse relationship was found between achieved organization level and dogmatism. The author administered a Scheffé Test to show that first-line managers and lower-middle managers were significantly more dogmatic on the average than were upper-middle and top managers. Close surmised that role expectations at the top levels of management are more dynamic than are expectations at the

lower levels and effect an opening of the belief structure.

Singh (44) compared the effectiveness of authoritarian and democratic supervisory styles. He concluded that the productivity of the style of leadership was dependent on the tasks, the people, and the organizational design. The type of leadership of the position and the organization in which it occurs.

The contentment or acceptability of the leader by the subordinates is a factor which may affect the leadership style. Goldberg (15) attempted to determine if subordinate contentment would affect authoritarian and democratic leadership styles. Subjects were administered a questionnaire measuring attitudes toward various leadership styles. Items on the questionnaire were constructed to depict attitudes ordered along an authoritarian-democratic continuum. Results revealed that when dealing with subordinates high in contentment, leaders were more democratic in their approach to subordinates ( $p < .01$ ), allowed their subordinates more freedom in goal setting ( $p < .01$ ), set more realistic and satisfactory goals ( $p < .01$ ), let subordinates share in more decision making ( $p < .01$  males,  $p < .05$  females), were more confident that increased efficiency would result from a democratic approach to decision making ( $p < .01$  males, not significant for females), and believed their subordinates would be more satisfied with a democratic approach. Finally, leaders dealing with highly contented subjects felt that by nature their subordinates were self-directing ( $p < .01$ ). These studies indicate that the personality of the performer and his feelings concerning the task are related to the type of leadership they require.

The following studies (42, 43) have shown that leadership effec-

iveness is also related to the type of task.

Shaw and Blum (43) used ninety male undergraduates in a study concerning leadership style, group performance, and task structure. Two styles of leadership, directive and non-directive, and three degrees of group-task favorability, high, moderate and low were used. It was found that the directive leader was more effective than the non-directive leader when the group task was highly structured with solutions which could be obtained in a limited number of ways. Non-directive leadership was more effective when tasks were given that required varied information and a number of solutions.

Additional information concerning leadership effectiveness and task type has been provided by Rosenblum and Rosenblum (42). They found that autocratically led groups were more productive under stress, but produced poorly in the absence of stress. Under conditions of reduced stress democratic leadership proved to be more effective. Authoritarian leaders, then are more effective when tasks require structure and are performed under stress.

Weed, Mitchell, and Moffitt (49) studied the affect of leadership style, subordinate personality, and task type on performance. High and low dogmatic subjects were paired together and placed with one of the following leadership types: (a) high in task performance orientation and low in human relations, (b) high in task performance orientation and high in human relations. Four task types were used ranging from difficult-structured to easy-ambiguous in nature. It was found that low dogmatism subjects performed best for those leaders who related to others well, yet were closely oriented to the performance of the task at hand.

High dogmatic subordinates tended to perform better with a high task oriented leader regardless of his human relations effectiveness.

Finally, leaders who emphasized structured behavior and task performance particularly during the ambiguous task, got better performance from high dogmatism than low dogmatism subordinates.

These studies indicate those factors which affect group performance under given relationships between a leader and his subordinates. The factors of leadership style, subordinate personality, and type of task all have been found to influence resulting performance. In education the same relationships seem to occur between teacher and student as reported in the studies of leader and subordinates. Performance is affected by the relationship of the authoritarianism exhibited by the teacher and the student.

Weiss, Sales, and Bode (50) studied interaction between student and teacher authoritarianism in attitudes and performance. Data was obtained for students based on I.Q. (Otis), authoritarianism (F-Scale) and academic performance from report card grades. From these data the students were categorized as either high or low in dogmatic qualities. Teacher's dogmatism was measured by the F-Scale. The level of dogmatism was indicative of the predominant teaching styles used by the teachers. The two teachers with the highest and the two with the lowest F-Scale scores were then utilized. Student performance when taught by high or low dogmatic teachers indicated that the highest grade point values were achieved when a highly authoritarian student was taught by a highly authoritarian teacher. High authoritarian students obtained particularly poor grades under low authoritarian teachers. Low authoritarian students had posi-

tive attitudes toward all teachers regardless of their level of authoritarianism. Students who scored high in authoritarianism responded positively only to high authoritarian teachers and showed a strong tendency to reject low authoritarian teachers.

This study indicates that the high authoritarian teacher will be more effective in most situations than the low authoritarian teachers, as he will get good performance from either high or low authoritarian students.

The personality needs of adolescents are related to their level of dogmatism as was studied by Chabassol and Thomas (6). They investigated the adolescent need for structure, tolerance of ambiguity, and dogmatism. Students in grades 8-11 were administered the Rokeach Dogmatism Scale, Ambiguity Tolerance Scale and the Chabassol Adolescent Structure Inventory. Results were correlated and significant relationships were found between; dogmatism and a desire for structure (.36,  $p < .01$ ), low ambiguity tolerance and desire for structure (-.33 to -.45,  $p < .02$ ), and dogmatism and ambiguity tolerance (-.37,  $p < .01$ ).

The two previous studies present relationships concerning the interaction of performance and leadership style, and students' needs in terms of authoritarianism. They also show that the adolescents' needs of authority are a result of their own authoritarianism, a need for structure, and their low tolerance of ambiguity. The authoritarian leader is most effective when the task requires structure, is difficult and ambiguous in nature, and is performed under stress. Furthermore, this leadership is effective when the performers are also authoritarian reflecting a desire for structure and a low tolerance of ambiguity.

### Authoritarianism in Physical Education and Athletics

The following studies examine relative personality traits of the authoritarian personality within sport and physical education.

Kenyon (24), for example, looked at psychological and cultural characteristics of prospective teachers of physical education. He studied their attitudes toward progressive and traditional physical education, measured their dogmatism on the Rokeach Dogmatism Scale, as well as, their social values and social class background. Physical education majors were then compared to both students enrolled in other teacher preparatory programs and students who did not anticipate a teaching career.

Kenyon found no difference between mean dogmatism scores by educational level but found significant differences ( $p < .001$ ) between major fields of study. His findings from a Scheffé Test were that physical education students; were more dogmatic than education majors ( $p < .01$ ), and were more dogmatic than liberal arts students ( $p < .10$ )

Dowell, Badgett, and Chevrette (13) studied the relationship between motor skill achievement and authoritarianism. The subjects were male college freshmen who were administered an extracurricular information form, the Texas A & M Physical Fitness Test, and the F-Scale. Significant relationships were found between athletic achievement and the authoritarian dimensions of authoritarian aggression ( $r = .11$ ), authoritarian submission ( $r = .10$ ), anti-intracception ( $r = .12$ ), conventionalism ( $r = .10$ ), power and toughness ( $r = .11$ ), projectivity ( $r = .12$ ), and submission and stereotyping ( $r = .14$ ). It was suggested by the authors that

there may be a relationship between athletic achievement and increased rigid adherence to middle class values.

The fact that many individuals who enter physical education have experienced athletic success may explain the authoritarianism exhibited by physical education students. This is due to their already correspondingly high level of authoritarianism as related to athletic achievement.

This study will attempt to explain the relationship between the degree of authoritarianism displayed by coaches and their success in coaching. Many coaches enter the field of coaching as part of their study in physical education. Because physical education students often display high levels of authoritarianism and often enter coaching, perhaps there is a relationship between coaching success and the level of authoritarianism of the individual coach. The following studies have investigated this point.

Three such studies attempted to determine the degree of authoritarianism exhibited by coaches and its relationship to coaching success (18, 36, 46). Although no significant results were reported, they provide some insights into the question.

Swartz (46) analyzed leadership styles of college level football coaches as related to success. Seventy-two coaches were divided into groups, successful and unsuccessful. Scores on the Leadership Ability Evaluation Scale were utilized to indicate leadership styles of laissez-faire, democratic-cooperative, authoritarian-submissive, and autocratic-aggressive. No significant relationship was found between leadership traits and won-lost percentage. Swartz concluded that successful and unsuccessful coaches utilize the same leadership style and that success-



ful coaches are not necessarily more democratic than unsuccessful coaches.

Patrow (36) looked at psychosocial characteristics of coaches as related to their success. High school baseball and track coaches were used as subjects for the study. The findings indicated no significant differences between the two groups of coaches studied on the basis of dogmatism, acceptance of self, and acceptance of others. It was suggested from these results that baseball coaches appeared to be less successful as they demonstrated greater degrees of dogmatism and acceptance of self. Track coaches showed a positive relationship between acceptance of others and coaching success.

Hastad (18) investigated the degree of authoritarianism displayed by coaches of football and basketball and their success as determined by won-lost percentage. Fourteen football and fourteen basketball coaches were selected from Class AA high schools in Minnesota and measured for authoritarianism using a modified F-Scale--Rokeach Dogmatism Scale. The Mann-Whitney U Test was then utilized to compare the upper third, more successful coaches, with the lower two-thirds, less successful coaches. Although more successful coaches appeared to be more authoritarian, no significant difference was found between sub-groups in the basketball and football groups. When the basketball and football groups were combined, a significant difference ( $p < .05$ ) was found between the more successful and less successful coaches. When the football and basketball groups were compared, the results indicated that football coaches appeared to be more authoritarian ( $p < .01$ ).

Hastad also performed rank-order correlations between age and F-Scale score, F-Scale score and years in coaching, and won-lost percent-

tage and age. This was done both within groups and for combined groups. Of these, a significant relationship ( $p < .05$ ) was found between F-Scale score and years in coaching for the combined groups. It was concluded that, although no significant differences were found, the data revealed an apparent trend between success and authoritarianism.

These studies indicate the effectiveness of the coach may be related to the sport that he directs. Different sports may require different organization or perhaps attract different personality types in athletes and coaches. There also appears to be a positive trend between success and authoritarianism of coaches.

#### Summary

The review of literature indicates aspects of the authoritarian personality and factors influencing performance of athletes under this type of leadership that may affect the success of the authoritarian coach.

The concept of the authoritarian personality included pleasure in obedience and subordination, ambivalence, stereotyping, compulsiveness, aspiration for social status, denial of material gratification, compulsive and punitive religious beliefs, and a strong sense of in groups and out groups.

Pleasure in obedience and subordination, as well as, a strong sense of who belongs to in groups and out groups have been substantiated in studies of authoritarian conformity and low self-esteem. These studies have indicated that authoritarians are easily influenced under group or leadership pressures, are easily persuaded, and show general attitude instability (3, 4, 10, 11, 51)

Furthermore, research indicates that the conformity and tendency to yield and be easily persuaded is a result of the high authoritarians' low self-esteem (14, 23, 29, 30). These studies indicate that the high authoritarian is less accurate in perceiving the authoritarianism of others and less insightful about interpersonal relationships in general. In fact, "low self-esteem may be the fundamental motivation for authoritarian behavior patterns" (29). High authoritarians have an apparent need to protect their environment and maintain security. They can accomplish this through conformity (6). The authoritarianism of the athlete, as well as that of the coach, is a factor to be considered in that the relationship between the two will determine coaching effectiveness.

Previous experience and the age of the coach may also influence his level of authoritarianism. Studies investigating the relationship of age to dogmatism have indicated higher levels of dogmatism with increased age. In terms of occupation, dogmatism may relate to experience (18, 19). The experience of the coach, in fact, was found to correlate with higher degrees of authoritarianism (18).

Intelligence and educational level have been found to be negatively correlated with dogmatism (28, 8, 16, 21, 31). These results might indicate that age, rather than merely a measure of time, also included the experiences, occupation and level of education, of the individual.

Studies have also looked at leadership effectiveness and dogmatism. Generally, it can be concluded that leadership effectiveness is related to leadership style, subordinate personalities, and task type. Leadership effectiveness and style is determined by the personality type and contentment or ethos of the subordinate (6, 15, 49, 50). The directive

or authoritarian leader is most effective when subordinates are also authoritarian. The authoritarian leader is most effective when the task is difficult, requires structure due to its ambiguity and is performed under stress (41, 43, 49).

Relationships between leader, subordinate, and task have also been found in education. Best student performance appears to occur when both student and teacher are high authoritarians (50). Findings also indicate a desire for structure and a low ambiguity tolerance among highly dogmatic students (6). It is possible then, that the coach's effectiveness is related to his own personality, the personality needs of the athlete and the nature of the sport in which they are competing.

Within sport and physical education, it was found that physical education majors are more authoritarian than education or liberal arts majors (24). Also, it was found that athletic achievement is related to authoritarianism through increased rigid adherence to middle class values (13).

Among studies dealing with authoritarianism and coaching success, no significant relationships were found. However, successful coaches tended to rely more on authority than did their peers (18).

After reviewing the previous studies investigating the authoritarian personality and its affect upon task performance, it would appear that the authoritarian coaching style would have a positive correlation to success in wrestling.

It would seem that the nature of the wrestling task, which must be performed under a high degree of stress and is difficult and ambiguous, is conducive to authoritarian leadership. The authoritarian coach would

engender a confident attitude in the performer by his use of structured and unambiguous direction.

The authoritarian personality needs of the performer are satisfied by this type of coach, thereby providing security in his need to perform without hesitation in a threatening environment. Accordingly, this study will investigate the relationship between authoritarianism and success of coaches of wrestling.

## CHAPTER III

### PROCEDURE USED IN THE STUDY

The study was initiated to determine the relationship between the authoritarianism of wrestling coaches and their success in dual meet competition.

Head wrestling coaches in Class AAA high schools in Iowa received a letter explaining the study and requesting their participation (letter appears in Appendix A) A questionnaire was also included with the letter requesting information about their; levels of education, years in coaching, dual meet won and lost records for the previous three years, number of individual state champions during their coaching careers, and number of state champion teams coached. In addition, a modified F-Scale-- Rokeach Dogmatism Scale (18) (Appendix B) was included with instructions asking the subjects to complete and return it with the personal data. A follow-up post card was mailed to all subjects approximately two weeks after the first request (Appendix A), to encourage more subjects to respond.

#### Subjects

The subjects were head wrestling coaches in Class AAA Iowa high schools. These subjects were selected because of the prominence of wrestling programs and the success and popularity of the sport in Iowa. Furthermore, the unique demands of wrestling in terms of knowledge, skill, training and dedication necessary for success provide additional justification for the use of this sport in the study.

All sixty-four Class AAA head wrestling coaches in Iowa were sent the questionnaire and modified F-Scale--Rokeach Dogmatism Scale. Of the sixty-four coaches contacted, fifty-three or 83% responded. Of those responding, eight subjects were not included in the study because of inadequate information. The remaining forty-five, 70% of the group originally questioned, were used as Ss.

#### The Instrument

The modified F-Scale--Rokeach Dogmatism Scale, developed by Hastad (18), was used to measure authoritarianism. This scale was developed from the California F-Scale and the Rokeach Dogmatism Scale (40). Hastad reported reliabilities for Form D of the Dogmatism Scale as ranging from .68 to .93, and for the F-Scale reliabilities ranging from .81 to .97. For the combined modified F-Scale--Rokeach Dogmatism Scale (Appendix B) a reliability based on a test-retest procedure using a Pearson product-moment correlation coefficient, .94 was reported, indicating a high level of reliability (18).

As did Hastad, scoring of the scale was changed from a seven point scale scoring procedure with a neutral point to a six point scaling procedure by omitting the neutral point. The scores were then corrected to a six point scale and totaled (18). The higher total scores on the scale reflected a higher degree of authoritarianism.

#### Statistical Procedures for the Analysis of Data

After compiling the data of the modified F-Scale scores, years in coaching, and won-lost percentages, Pearson product-moment correlation coefficients were determined between F-Scale score and won-lost percen-

tage, F-Scale score and years in coaching and won-lost percentage and years in coaching.

Following this a 3(F) Authoritarianism X 3(C) Experience unweighted means analysis of variance was used with success as the dependent measure. The two independent factors used were broken down into three levels of authoritarianism as measured by the F-Scale. The levels of scores were 68-151 (N=16), 153-168 (N=15), and 170-237 (N=14). A second independent factor, experience, had levels 3 to 10 years experience (N=18), 11 to 13 years experience (N=14), and 14 to 26 years experience (N=13). Years of experience was used as a factor because unsuccessful coaches might possibly leave coaching. The won-lost figures were in percentages generally less than 1.00. They were then transformed using an arcsin transformation in order to stabilize the variance of these observations (52). A score of 1.00 was transformed utilizing the formula  $1 - 1/4N$  in order to provide a slightly more conservative value by "smoothing the jump" to a whole number (28).

Following the analysis, a Scheffe' Test calculated from the data was used to determine if significant differences occurred among cell means. Also, the educational level of the coach and the number of individual and team champions of the coach, were tabled according to factor and level of authoritarianism and experience (Appendix C). These tables provide additional information concerning success and education which did not fit the method of analysis.



## CHAPTER IV

### RESULTS AND DISCUSSION

This study was initiated in order to determine the relationship between authoritarianism exhibited by wrestling coaches and their success as measured by won-lost percentages.

The data was gathered from Class AAA wrestling coaches in Iowa who had been head coaches for at least three years prior to the study

#### Relationships of F-Scale Score, Won-Lost Percentage, and Years in Coaching

Initially, the Pearson product-moment correlations were calculated relating the factors of modified F-Scale score and years in coaching, success and years in coaching, and modified F-Scale score and success. Table I depicts the results of these correlations.

TABLE I

#### PEARSON PRODUCT-MOMENT CORRELATIONS

Items Correlated	r
Years in coaching and F-Scale score	-.04
Years in coaching and won-lost percentage	.42*
F-Scale score and won-lost percentage	.27

\*significant at .01 level

As can be seen from Table I, years in coaching and won-lost percen-

tage proved to be the only significant correlation ( $p < .01$ ).

The correlation between F-Scale score and won-lost percentage was .27, reflecting a positive trend between authoritarianism and success.

Comparison of Years in Coaching  
and F-Scale Score to Success

A 3C (3-10 years in coaching X 11-13 years X 14-26 years) by 3F (68-151 low authoritarian X 153-168 middle X 170-237 high) analysis of variance was used with success as the dependent measure. This analysis yielded significant main effects for years of coaching experience. ( $F=6.335$ ,  $df=2/36$ ,  $p < .01$ ) and authoritarianism ( $F=3.356$ ,  $df=2/36$ ,  $p < .05$ ) No significant interaction was found. These results are presented in Table II.

TABLE II

F-VALUES OBTAINED WITH A 3X3 ANALYSIS OF VARIANCE

Source	SS	df	ms	F
Years in coaching	2.343	2	1.172	6.335**
Modified F-Scale Score	1.242	2	0.621	3.356*
Years in coaching X modified F-Scale score	.861	4	0.215	1.162
Error	6.664	36	0.185	

\* significant at  $p < .05$

\*\* significant at  $p < .01$

Observation of the data showed that the most successful coaches were in the category of highest number of years of coaching. The Scheffe

Test, results of which appear in Table III, showed that among those coaches high in years of coaching experience, high authoritarians were most successful. These coaches were significantly more successful ( $p < .05$ ) than those of middle authoritarianism and high years experience. No significant difference occurred when compared to coaches high in experience and low in authoritarianism.

TABLE III  
RESULTS OF THE SCHEFFÉ TEST WITHIN THE LEVEL  
OF 14-26 YEARS IN COACHING

	Low	Med.	High
Means of the transformed won-lost percentage by levels of authoritarianism	2.008	1.693	2.517
	---	.315	.509
		---	.824*
			---

\*significant at  $p < .05$

#### Comparisons of Modified F-Scale Score Means

The mean for the head wrestling coaches in Iowa Class AAA high schools was 158.95. Hastad (18) reported means for football coaches in Minnesota was 162.1 and for basketball coaches as 142.1, with a significant difference ( $p < .01$ ) between the two groups. The t-test for independent means showed a significant difference between wrestling coaches and basketball coaches ( $t=2.22$ ,  $df=51$ , and  $p < .05$ )

#### Additional Data

Additional data concerning the educational level of the coach and the number of individual and team champions which did not fit into the

particular method of analysis, was tabled according to factor and level of authoritarianism and years of experience (Appendix C), in order to show additional measures of success and education which did not fit the method of analysis.

### Discussion

An explanation of these results may be made from a consideration of studies involving the authoritarian personality, as an individual, as an interacting member of a group, and as a coach in a specific sport, wrestling.

The results of this study indicated significant main effects of experience and authoritarianism on coaching success. If it can be assumed that the coach has experienced athletic success as a performer, subsequent to entering the field of physical education, then a basis for his authoritarianism can be established. Possibly individuals entering coaching are already authoritarian and remain so throughout their careers. The fact that individuals entering the field of physical education, and presumably coaching, are authoritarian is supported by Dowell (13) and Kenyon (24). They found that students of physical education, perhaps who had or were then experiencing athletic achievement (13), appeared to have significantly higher levels of authoritarian traits than did education or liberal arts majors (24).

The wrestling coach, thus, may quite likely enter the field of coaching with relatively high authoritarian attitudes both in sports and everyday activities.

In considering the coaching task, the nature of wrestling must be

considered. It has been shown previously, that a relationship exists between authoritarianism, leadership effectiveness, and task type. Tasks that are perceived by the group to be difficult, that require structure to achieve understanding and solution, and that are performed under stress lend themselves to authoritarian leadership (42, 43, 49). If the athletes involved perceive the environment as insecure and threatening (29), this will contribute to needs for structure and authority. At the same time, the coach's achievement needs, his fear of losing and subsequent own insecurity, will contribute to his authoritarianism. If wrestling can be considered a task that includes the above factors, then the authoritarian coach will be readily accepted and effective.

The authoritarian leader's effectiveness is also related to the authoritarianism of the performer. Authoritarian performers accept and perform well for high authoritarian leaders only, while low authoritarian performers show no preference between high or low authoritarianism in leaders (15, 49, 50). If both groups of performers accept and perform well for the high authoritarian leader or coach, it appears that this type of personality would be more effective in coaching.

It can be speculated, that the beginning coach may view his role as necessarily authoritarian, finding that role providing security, he chooses to retain it. In fact, he may be reinforced to be authoritarian in that his athletes desire the security which this type of coach provides. The existing authoritarianism of the coach entering the field, his view of its necessity in wrestling, and the reinforcement and security it provides the beginning coach and his athletes, may explain the lack of correlation found between years of experience and authoritar-

ianism.

Authoritarian attitudes of coaches may also be reinforced through their need for conformity (4, 10, 11, 35, 51). Studies show that authoritarians tend to take pleasure in obedience and subordination (1, 3, 11) and have a strong sense of in- and out-groups (1, 4). The above factors are evidenced in the yielding (35, 51), persuadability (10), inaccuracy of perception of individual differences (14, 23, 29, 30), and preference for association with other persons with high authoritarian beliefs (29).

It can be speculated, then, that authoritarian coaches receive reinforcement by associating with other coaches who display similar beliefs and share similar values. The community and followers of the sport will quite possibly expect a coach to have the type of personality which is consistent with their beliefs about wrestling and successful wrestling coaches. Board of education members and school administrators may also have these same expectations, thus, all of these groups will provide social reinforcement. The reinforcement of beliefs and values that the coach receives as part of the coaching fraternity, from participants, followers, and administrators all act to justify his confidence in the correctness of his beliefs and values.

As the coach produces successful individuals or team state champions, his increased reputation among his colleagues will possibly add to his confidence in his present belief system. In fact, through reinforcement, he may accept the correctness of his beliefs to the extent that he becomes rigid and intolerant of other individuals expressing different philosophies or displaying characteristics or attitudes that differ from his own. It has been shown, for example, that authoritarians

reject information that is contrary to their own beliefs (39, 13A) significantly more so than low authoritarians.

Although his actual authoritarian belief system has not measurably changed, the coach's outward actions of authoritarianism may become more evident. He may become rigid and outwardly display his intolerance. Rigid and intolerant behavior which might be evidenced may include, strict discipline, use of punitive measures to enforce rules, rigid plans and schedules, cruel and sadistic behavior toward athletes, religious and moralistic behavior, and preference for weaker people as assistants. This belief structure and related reinforcement, confidence, and success may carry into social and cultural behavior and beliefs. Any question of his authority can be answered by the context of his previous success. He may become the model for younger coaches or other coaches in the field who wish to achieve a similar level of success. Thus, the younger coaches may exhibit the same authoritarian conformity.

This study indicated a lack of correlation between the individual's years in coaching and his degree of authoritarianism. This may be explained by the trend reported by Dowell (13) and Kenyon (24), that coaches entering the field are already high in authoritarianism. After they begin coaching, they find that authoritarian beliefs are necessary to effectively coach wrestling because of the structure of the sport, the environment in which it is performed, and the social influences present. Years of experience are more than just a passage of time; they are a factor contributing to potential rewards or success and also additional social reinforcement. Indeed, the results of this study showed

significant effects of years of experience and authoritarianism on success in coaching wrestling.

It can be concluded from the results of this study and from studies reviewed that relationships exist between success, experience, and authoritarianism. The authoritarian wrestling coach is effective both because the sport requires structure and because he fulfills the personality needs of his performers while satisfying his own personality needs. His authoritarian behavior, dedication to his cause, and intolerance of contrary outside influences are socially reinforced by those who also believe that this type of leadership is required for high levels of achievement and success. On the other hand, the potential exists for the coach, or any other individual, to apply his authoritarian attitudes and beliefs outside of sport or at different levels of sport. It may be felt, by these individuals that the beliefs that work in coaching may be necessary to effective performance in different social and cultural areas. The transfer of sport related beliefs into different social and cultural areas may be the source of the controversy surrounding the authoritarian coach.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The problem investigated in this study was to determine the relationships between authoritarianism, coaching experience and success in coaching wrestling.

The subjects were Class AAA head wrestling coaches in Iowa who had been head coaches for the three years prior to the study.

Authoritarianism was measured by a modified F-Scale--Rokeach Dogmatism Scale developed by Hastad (18). The scale was mailed to the subjects for completion.

The results indicated that wrestling coaches high in factors of authoritarianism and years of coaching experience were significantly more successful. No significant interaction was found. A positive significant correlation was found between success and years in coaching.

#### Conclusions

The following conclusions were reached as a result of the study:

1. There is a positive significant relationship between years of coaching experience and success in coaching wrestling.
2. A strong positive relationship, although not significant, existed between authoritarianism and coaching success.
3. There is little relationship between authoritarianism and years of experience in coaching wrestling.

4. Coaches high in authoritarianism and who have a greater amount of coaching experience are significantly more successful in coaching wrestling than those high in experience and of middle authoritarianism. They are also more successful, although not significantly, from those of high years experience and low authoritarianism.

#### Recommendations For Further Study

Recommendations for further investigation include:

1. A study comparing the coach's authoritarianism to that of successful athletes in both team and individual sports.
2. A study comparing authoritarianism of the coach to that of successful athletes and team success in two different schools, in a specific sport.
3. A study comparing the authoritarianism of athletes, students, coaches, and teachers in a single school.
4. A study comparing the authoritarianism of successful high school and college coaches in a particular sport.
5. A study attempting to define specific values, attitudes, or beliefs commonly held by successful coaches in a particular sport.

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APPENDIX A

LETTER REQUESTING PARTICIPATION IN THE STUDY

3559 Keystone Drive  
Dubuque, Iowa 52001  
April 20, 1976

Dear Coach:

I am a physical education teacher and high school coach in the Dubuque Community Schools and am preparing a thesis for a master's degree at the University of Montana, Missoula, Montana. The study concerns the degree and form of leadership provided by the coach and how this related to the results he might obtain.

I would greatly appreciate your response to the enclosed survey and questionnaire which is important to obtaining meaningful results. I feel that this study will benefit all coaches by identifying a leadership characteristic and measuring its occurrence in a group generally considered to be successful, and would personally appreciate the time necessary to complete the survey and return it to me. Both you and your school will remain anonymous and without obligation, and all data received will be confidential.

Please complete and return the survey and questionnaire by May 4, or as soon as possible. I have enclosed a stamped, self-addressed envelope. Thanks very much for your help and cooperation.

Sincerely yours,

Dan Wolfe

Dear Coach:

I would like to ask again that you complete and return the survey you received from me on April 21. Your individual response is very important in obtaining meaningful results.

If you have already returned the survey, please disregard this and thanks again!

Sincerely yours,

Dan Wolfe



APPENDIX B  
QUESTIONNAIRES

Please provide the following information. If you would like to add or clarify, feel free to do so.

A. Academic degrees.

Bachelor's degree, major area. \_\_\_\_\_

Additional hours. \_\_\_\_\_

Master's degree, major area. \_\_\_\_\_

Additional hours. \_\_\_\_\_

Doctorate, major area and emphasis. \_\_\_\_\_

B. Total years as a wrestling coach, both as an assistant and head coach.

\_\_\_\_\_ years.

C. Dual meet records as a head coach.

1975-76 won \_\_\_\_\_ lost \_\_\_\_\_

1974-75 won \_\_\_\_\_ lost \_\_\_\_\_

1973-74 won \_\_\_\_\_ lost \_\_\_\_\_

D. How many individual state champions have you had in the last three years?

\_\_\_\_\_

How many individual state champions have you had while a head coach?

\_\_\_\_\_

E. While a head coach, have any of your teams won the state championship?

Yes, \_\_\_\_\_ times.

No. \_\_\_\_\_

Please complete the attached survey. Instructions are give at the top of the first page.

INSTRUCTIONS: The following statements represent views concerning a number of important social and personal questions. The response to each question below should be your personal opinion. We 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.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark each one and do not mark between boxes.

Strongly      Strongly  
disagree      agree

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Example: All Presidents have been good people.

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1. The United States and Russia have just about nothing in common.

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2. The principles I have come to believe in are quite different from those believed in by most people.

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3. The highest form of government is democracy and the highest form of democracy is a government run by those who are most intelligent.

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4. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

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5. While the use of force is wrong by and large, it is sometimes the only way possible to advance a noble ideal.

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6. Even though I have a lot of faith in the intelligence and wisdom of the common man I must say that the masses behave stupidly at times.

Strongly disagree      Strongly agree

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7. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

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8. It is better to be a dead hero than to be a live coward.

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9. The main thing in life is for a person to want to do something important.

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10. If given the chance I would do something of great benefit to the world.

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11. If I had to choose between happiness and greatness, I'd choose greatness.

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12. It's all too true that people just won't practice what they preach.

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13. I have often felt that strangers were looking at me critically.

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14. I am sure I am being talked about.

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15. There are a number of people I have come to hate because of the things they stand for

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16. A man who does not believe in some great cause has not really lived.

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17. It is only when a person devotes himself to an ideal or cause, that life becomes meaningful.

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18. Of all the different philosophies which exist in this world there is probably only one which is correct.

Strongly Strongly  
disagree agree

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19. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

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20. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

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21. 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.

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22. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

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23. To compromise with our political opponents is to be guilty of appeasement.

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24. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

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25. A group which tolerates too much differences of opinion among its own members cannot exist for long.

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26. My blood boils whenever a person stubbornly refuses to admit he's wrong.

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27. Most of the ideas which get printed nowadays aren't worth the paper on which they are printed.

Strongly      Strongly  
disagree      agree

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28. I sometimes have a tendency to be too critical of the ideas of others.

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29. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

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30. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

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31. Most people just don't know what's good for them.

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32. It is sometimes necessary to resort to force to advance an ideal one strongly believes in.

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33. Obedience and respect for authority are the most important virtues children should learn.

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34. A person who had bad manners, habits, and breeding can hardly expect to get along with decent people.

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35. If people would talk less and work more, everybody would be better off.

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36. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

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37. 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.

Strongly      Strongly  
disagree      agree

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38. Nobody ever learned anything really important except through suffering.

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39. What the youth needs is strict discipline, rugged determination, and the will to work and fight for family and country.

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40. Sex crimes, such as rape and child molestation, deserve more than mere imprisonment; such criminals ought to be "publicly whipped," or worse.

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41. There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents.

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42. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.

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43. Homosexuals are hardly better than criminals and ought to be severely punished.

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44. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

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45. People can be divided into two distinct classes: the weak and the strong.

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46. No weakness or difficulty can hold us back if we have enough will power.

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47. Familiarity breeds contempt.

Strongly      Strongly  
disagree      agree

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48. Nowadays more and more people are prying into matters that should remain personal and private.



APPENDIX C

DESCRIPTIVE DATA BY CELLS OF  
THE ANALYSIS OF VARIANCE

	W-L%	$\bar{\phi}$	Years Exp.	Indiv. Champs Prev. 3 yrs.	Indiv. Champs Career	Team Champs Career	F Score	Level of Educ. Field
Low years	.400	1.369	10	0	1	0	191	BA + 20 Soc. St.
experience	.472	1.511	6	1	1	0	170	BA PE
	.420	1.410	8	0	0	0	174	BA - PE, AGR, MA-Sec. Ed.
High	.657	1.897	8	2	3	0	192	MA-PE, Soc. St.
Authori-	.676	1.939	5	0	0	0	206	BA - Ind. Art. MA - PE
tarianism	.806	2.240	8	2	2	0	176	BA + 20 Biol. & Admin.
	.250	<u>1.047</u>	3	0	0	0	157	BA - PE
		$\bar{AB}_{11}=1.630$						
Low years	.100	.644	5	0	0	0	163	BA PE & Speech
experience	.600	1.772	7	1	1	0	161	BA-PE, MA+10 Sec. Admin.
	.541	1.651	4	2	2	0	157	MA + 45, PE
Middle	.355	1.287	3	0	0	0	164	BA + 12, Ind. Arts
Authori-	.583	1.732	7	0	0	0	164	MA Sec. Admin.
tarianism	.282	1.137	3	0	0	0	157	BA PE
	.167	<u>.850</u>	9	0	1	0	155	MA PE
		$\bar{AB}_{12}=1.246$						
Low years	.594	1.752	6	0	0	0	151	BA + 30 PE
experience	.743	2.072	7	1	1	0	148	MA Sec. Ed.
	.453	1.471	10	0	0	0	130	BA + 15 PE
Low	.333	<u>1.224</u>	10	0	0	0	68	BA + 9 Hist. & PE
Authori-		$\bar{AB}_{13}=1.630$						
tarianism								

	W-L%	$\emptyset$	Years Exp.	Indiv. Champs Prev. 3 yrs.	Indiv. Champs Career	Team Champs Career	F Score	Level of Educ. Field
Middle	.438	1.451	11	0	2	0	171	BA-Math & PE, MA-Guid.
years	.818	2.265	11	0	6	0	170	MA Sec. Admin.
experience	.485	<u>1.551</u>	13	0	3	0	182	BA + 15
High Authori- tarianism		$\bar{AB}_{21}=1.757$						
Middle	.814	2.240	11	0	0	0	153	BA-Sociol., MA+45-Guid.
years	.636	1.855	11	1	1	0	157	MA + 14 Math
experience	.348	1.266	12	0	1	0	162	MA + 20 Sec. Admin.
Middle	.455	1.491	11	0	1	0	158	MA + 30 PE
Authori- tarianism	.500	<u>1.597</u>	12	0	1	0	157	MA + 94 Hist.
		$\bar{AB}_{22}=1.685$						
Middle	.364	1.287	13	0	3	0	142	MA + 15 PE
years	.457	1.531	12	1	3	0	126	BA-Math MA + 10 Lang.
experience	.444	1.451	13	1	1	0	142	BA + 21 PE
Low	.906	2.532	12	2	5	1	127	BA + 30, Soc. Sci. & PE
Authori- tarianism	.429	1.430	13	0	1	0	112	MA + 15 Biol.
	.289	<u>1.137</u>	12	1	9	2	132	MA + 32 Admin.
		$\bar{AB}_{23}=1.561$						

	W-I.%	$\bar{0}$	Years Exp.	Indiv. Champs Prev. 3 yrs.	Indiv. Champs Career	Team Champs Career	F Score	Level of Educ. Field
High years	.952	2.670	26	3	50	10	183	MA + 30 Admin. & Guid.
experience	.875	2.434	14	1	3	0	191	BA + 47 Science & PE
	708	2.004	25	1	2	0	180	BA + 30 PE
High	1.000	2.963	14	2	3	1	237	MA + 15 PE
Authori- tarianism		$\bar{AB}_{31}=2.517$						
High years	.406	1.390	16	0	1	0	168	MA + 6 PE
experience	.591	1.752	18	0	2	0	160	BA-Bus., MA + 24 PE
	.676	1.939	16	2	8	1	157	MA + 9 PE
Middle authori- tarianism		$\bar{AB}_{32}=1.693$						
High years	708	2.004	15	4	21	3	152	MA + 15 PE
experience	.621	1.813	14	0	9	0	139	BA + 12 PE
	.605	1.793	15	3	9	0	151	MA PE
Low	794	2.190	14	0	1	0	152	BA + 12 PE
Authori- tarianism	.879	2.434	14	1	1	0	135	MA + 2 PE
	.621	1.813	23	0	0	0	143	MA + 8 PE
		$\bar{AB}_{33}=2.008$						