

ABSTRACT

This investigation aimed at examining the relationship of authoritarianism and achievement by first year students in Church Teachers' College, Mandeville, Jamaica.

The literature is reviewed as to the authoritarian construct, its relevance for teacher training and its cross-cultural feasibility.

Certain social psychological phenomena (alienation, anomia, and social distance) and other factors making for authoritarianism are surveyed as to range and intensity in the Jamaican society.

The F Scale was found to be adequate for experimental group purposes. Reliability was at .702 (corrected) for odd-even; and .750 for Kuder-Richardson. Concurrent validity was established positively with chronological age, acquiescence, and anxiety; negatively with learning potential, reading, academic achievement and education courses.

Both academic achievement and education courses, as predicted, were negatively correlated with the F Scale beyond the .05 level of significance. An apparent zero correlation of F Scale with Practice Teaching was shown by factor analysis to be masking a negative loading with Practice Teaching's academic achievement factor and a positive loading with its "Halo Effect" factor.

A significant reduction of authoritarianism was shown by midyear, being maintained at year's end. 54.5% of the initially high remained so, while 71.4% of the initially low remained low.

The F Scale was found to have zero correlations with Music, Practice Teaching, and Home Economics, but very significant negative correlations, differentiated by critical ratios, with Arts and Crafts, Physical Education, English and Education courses.

Suggestions are made for considering the inclusion of F Scale, MMPI-F and -K scales, Study of Values tests, and a reading test for purposes of counselling prospective candidates for teachers' colleges.