

THE UNIVERSITY OF MANITOBA

A COMPARISON OF F. SCALE
SCORES AMONG MASTER OF SOCIAL WORK
BACHELOR OF ARTS, AND WELFARE TECHNICIAN GRADUATES
WORKING IN THE SOCIAL WELFARE FIELD

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Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Social Work

by

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ABSTRACT

A Comparison of F. Scale Scores among Master of Social Work, Bachelor of Arts, and Welfare Technician Graduates Working in the Social Welfare Field

by

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The purpose of this thesis is to determine whether there are differences in personality variables amongst differentially trained workers in the field of social welfare which would tend to effect the kind of service provided. This study is confined to the testing of a configuration of personality variables comprising the "authoritarian personality" which is antithetical to the configuration of personality variables considered requisite to professional social work. It was hypothesized that there will be a difference in authoritarianism between Master of Social Work graduates and Bachelor of Arts graduates, and between Bachelor of Arts graduates and Welfare Technician graduates practicing in the social welfare field.

A revised form of the California F. Scale was administered to three subject groups of twenty subjects each, drawn from the three categories of workers in the major agencies within the Metropolitan Winnipeg area.

The results have indicated that there was a significant difference in degree of authoritarianism between the Master of Social Work graduates and the Welfare Technicians, and between the Bachelor of Arts graduates and the Welfare Technicians, with the Welfare Technicians scoring higher in degree of authoritarianism in both instances. How-

ever, there was no significant difference in degree of authoritarianism between the Master of Social Work graduates and the Bachelor of Arts graduates. Education was observed to play a major role in these results. It was speculated that the variables of age and sex were also pertinent to this study, although age was not statistically significant, and sex was only statistically significant within the Bachelor of Arts subject group.

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CHAPTER I

THE PROBLEM, INTRODUCE, AND REVIEW OF THE LITERATURE

For some years recognition has been given the fact that the number of professionally trained social workers are not increasing in a manner that is commensurate with the increasing demands for their services. The advent of new services and the expansion of existing ones growing out of increasing societal acceptance of responsibility for group and individual needs have resulted in spiraling increases in caseloads in social service agencies.

The response to the shortage of professional social workers has been increased utilization of nonprofessional staff to meet these growing needs for service. Of particular import has been the method of best employing these differentially trained people in the field. Richan (1961) has identified these as (1) the Professional - holding full post graduate university level professional education, (2) the Specialist - holding technical education geared to specific skills, and (3) the Subprofessional - holding a more general graduate level university education. In the locality of this study these groups are typically composed of Master of Social Work graduates, Welfare Technician graduates from the Manitoba Institute of Technology at Brandon and Bachelor of Arts graduates, respectively.

As this increased utilization of nonprofessional staff to meet ever widening demands for service has developed, consideration has increasingly been given to methods of differential utilization of professional and nonprofessional staff for greatest efficacy of service. (Richan 1961, Weed and Denham 1961). Much differentiation of staff

and appropriate tasks has been based on assumptions about differential competence based primarily on levels of skill, values, and commitment assumed to accrue to each. This study grew out of the conviction that one must know how these several groups are alike and different before we can adequately assess how they may be differentially utilized most appropriately.

This study proposes to determine whether there are differences in personality variables amongst these differentially trained workers. Professional education is designed, in part, to instill and develop a particular configuration of personality variables, i.e., ideals, attitudes, and value orientation, which are believed to enhance one's ability to practice social work adequately. The inferred assumption in this is that this configuration of personality variables will be less distinct in workers not possessing professional education.

This study is confined to the testing of a configuration of personality variables comprising the "authoritarian personality". In order to arrive at the choice of authoritarianism, a list was made of various variables which were thought pertinent. It was reckoned that a particular configuration of personality variables which would affect social work practice and which could be tested would be desirable. A review of the literature indicated that the "authoritarian personality" consisted of variables believed to be in conflict with those variables considered desirable for efficacious social work practice.

It was also found that authoritarianism can be tested by employing the F. Scale. This scale was first developed at a time when the

problem of Fascism and its attendant anti-Semitism and ethnocentrism was of overriding concern to both the social scientist and layman. Given this social setting it was almost inevitable that the general problem of authoritarianism would become more or less equated with the problems of adherence to fascist ideology. Thus the personality scale designed to tap underlying predispositions towards authoritarianism was called the F. for Fascism Scale. It was widely recognized, however, that authoritarianism is also manifest among radicals, liberals, middle-of-the-roads, as well as among conservatives and reactionaries (Rokeach 1954).

An examination of the literature reveals the fact that authoritarianism diminishes with education. Forms of the F. Scale and E. (ethnocentrism) Scale have been employed in an extensive research program to Vassar College (Webster 1956). In studies of concurrent classes (comparing freshmen with seniors) the senior means on the F. and E. scales were always significantly lower than the means on the two measures for freshmen. In the longitudinal studies of freshmen retested as sophomores it is stated that without exception there were always large decreases in mean scores on these characteristics (authoritarianism and ethnocentrism) between the freshmen and senior years.

However, in one study conducted by Plant (1965) at San Jose State College there was strong evidence that decreases in authoritarianism was greater in the first two years of college education, but it did decrease further in the last two years.

A nation-wide poll by the National Opinion Research Center disclosed the fact that among American people as a whole there is a high

negative correlation between the F. Scale scores and education (Christie and Garcia 1951).

Two studies in addition to those already mentioned have demonstrated that those who are most authoritarian tend to be those who have less education. (Adorno et al. 1950 and Srole 1951).

It, therefore, is apparent that more education means less authoritarianism. There are three groups of people employed in the field of social work with three levels of education. The Welfare Technicians are graduates of a junior or senior matriculation school program plus nine months of technological training. The Bachelor of Arts graduates have two more years of university education, and the Master of Social Work graduates have two more years of university post graduate education. One could, therefore, speculate the Master of Social Work graduates would be less authoritarian than Bachelor of Arts graduates or Welfare Technicians.

The following hypothesis has therefore been developed based on the preceding rationale.

Hypothesis:

There will be a difference in authoritarianism between Master of Social Work graduates and Bachelor of Arts graduates, and between Bachelor of Arts graduates and Welfare Technicians, practicing in the social welfare field.

What one would expect to find is that the Master of Social Work graduate is less authoritarian than the Bachelor of Arts graduate, who in turn is less authoritarian than the Welfare Technician. These three groups are, therefore, being tested to discover differences. It has

been theorized that social work education, in particular, because of its values, is designed to decrease authoritarianism even more than the extra two years of education. However, in this particular study, one cannot assume that it is social work education that accounts for this lessening. We are aware that schools of social work may not decrease authoritarianism, but that the additional two years of education may be responsible for this. This is a shortcoming of the study.

As well as education, the literature also disclosed several other variables which are found to be related to authoritarianism and social work. These are, therefore, included at the end of the questionnaire to be filled out by the subjects. They are - age, sex, social work experience, as well as educational status.

Stewart and Hault (1959) cited studies by Janowitz and Marvick (1953), and Moss, Sabgihr, Stewart and Sheppard (1956) that established that authoritarianism is particularly evident among the older and less educated.

Towle (1954) and Varley (1963) speak of the "vested interest" which is so necessary a part of being a truly professional person. Towle speaks of the individual who is willing to "invest" himself, and who is ready to commit himself rather totally to the profession; while Varley talks of the deep sense of obligation of the social worker which results from his becoming dedicated to the welfare of clients before consideration of personal gain or benefit. These attributes demonstrate the qualities of a responsible social worker.

For this particular study we are assuming the validity of the proceeding two sentences - the F. Scale measures authoritarianism,

and - a relatively high degree of authoritarianism is antithetical to those attributes desirable for social work practice.

A REVIEW OF THE LITERATURE

The majority of current writers comparing professional and non-professional staff takes note of the fact that the majority of positions in social agencies today are filled by nonprofessional staff. Richan (1961) said that the ratio is three to one and the proportion is growing as individual, group, and family needs increase and society identifies and accepts responsibility for broader areas of need. Weed and Denham (1961) turned their attention to greater utilization of non-professional staff in 1958 out of concern stimulated by a backlog of two thousand foster children awaiting foster placement in New York and the increasing growth of this need which could not be offset by available numbers of workers trained at the post-graduate level.

The concern about differentially trained workers has been discussed a great deal in the literature. Of particular import has been the method of best employing these people in the field. Richan (1961) has written a very pertinent article on determining the roles of professional and nonprofessional personnel. He asks the astute question: Why do we need professional social workers at all? In other words, there are certain functions that need to be fulfilled; to what extent do they call for professional workers, and to what extent are there alternatives in the service situation? He draws a distinction between what he designates as "organizational controls" and "professional controls". Organizational controls reside in the structure of the agency

itself. Professional controls are internalized by the practitioner. One important characteristic of social work is that, being an organization-based profession, its controls are of both types.

By putting together two variables - client vulnerability and worker autonomy, one can distinguish a number of different worker roles, each having its appropriate functions, educational preparation, and career lines. Client vulnerability refers to the susceptibility of people, whom social workers serve, to damage or exploitation stemming from incompetent or unethical behavior by agency personnel. Worker autonomy is related to the relative appropriateness of organizational as opposed to professional controls.

Richan (1961) identified various degrees of "client vulnerability" and of "worker autonomy", concluding that the professional worker should devote most of his efforts to the most vulnerable clients while the specialist and subprofessional deal respectively with clients of lesser degrees of vulnerability. Others see the nonprofessional as an assistant to the professional worker by differentiating casework tasks and splitting service to a common caseload (Farrar and Hemmy 1962).

These theorists base their conclusions on the strict equation of levels of competence with levels of training despite the rather complete lack of inquiry into this assumption. To differentiate adequately tasks and caseloads appropriate to the several levels of training which are today being utilized in the social welfare field one should understand first how they objectively differ. Varley (1963), in her article on "Socialization in Social Work Education", discusses the necessity for social work values to be incorporated in a general theory of social

work. She believes that social work and social workers have a unique contribution to make in our society. The professional contribution made by a social worker depends upon his assimilation of social work values, as well as his acquisition of theories, skills and techniques. It is evident that being a social worker requires that one act, think, and feel professional, and that involves the internalization of values basic to social work.

From an examination of the literature, we have been able to identify several values which are an integral part of social work values.

Biestek (1957) talks of the importance of the "relationship" in social work. He designates relationship to be the "soul" of social work and identifies seven values or ideals which are necessarily present in every good relationship, and that are constitutive parts of the relationship. These are:

1. Individualization - the recognition and understanding of each client's unique qualities. It is based upon the right of human beings to be treated not just as a human being, but as this human being.
2. Purposeful Expression of Feelings - the recognition of the client's need to express his feelings freely.
3. Controlled Emotional Involvement - the worker's sensitivity to the client's feelings and an understanding of their meaning. The worker requires knowledge of human behavior and ability to introspect upon his own life's experiences.
4. Acceptance - is the worker's ability to perceive and deal with the client as he really is, maintaining all the while a sense of the client's innate dignity and personal worth.

5. Nonjudgemental Attitude - it is based upon the conviction that the social work function excludes assigning guilt or innocence, or degree of client responsibility for causation of problems or needs.
6. Client Self-Determination - the recognition of the right and need of clients to freedom in making their own choices and decisions.
7. Confidentiality - is the preservation of secret information concerning the client which is disclosed in the professional relationship.

In addition to these seven ideals or values are several more identified by other authors.

Koepp (1963) speaks of the liberal mindedness, the genuine interest in people, and the lack of personal bias in the social worker, in his article "Authoritarianism and Social Workers".

Varley (1963) sees professional education as a form of adult socialization through which neophytes acquire new life roles and assimilate appropriate values and attitudinal norms. As well as technical skills she says they acquire new behavioral patterns, new role expectations and a reorganized self-image. After testing graduate social workers, less trained social work students and other professional groups, McLeod and Meyer (1967) concluded that professional social workers are indeed distinguishable in terms of basic value positions from other professional and nonprofessional groupings.

Today there is wide agreement that "dedication to a set of professional ideals is primary to professional competence" (Macdonald 1959) and it is commonly assumed that social work education instills such a configuration of values, norms and attitudes as a central part of the

professional's basic competence. However, Macdonald states further that evaluation of positive adherence to social work ideals and ethics is difficult to determine objectively. In Varley's study of value change between neophyte and graduate social work students, it was found that there was no significant change in adherence to the four "value orientations" tested (equal rights, psychodynamic-mindedness, service, universalism). McLeod and Meyer (1967) found that there was a significant difference in adherence to certain "value positions" between professional and nonprofessional groupings of social workers, but there was a great deal of divergence within the professional grouping itself.

Potter and Austin (1938) outline several values which they believe to be of importance to social work. These are:-

- Knowledge and experience as opposed to use of intuition.
- Freedom from emotional motivation.
- Reality oriented workers who have an awareness of the demands of life and society.

Potter and Austin also emphasize the necessity of the social worker to be able to use authority appropriately. They distinguish between the authoritative attitude (which we are testing), and the authoritative approach. They speak of the authoritative attitude as "a rigid emotional set" in the worker which they believe to be destructive to any casework relationship. To them the authoritative approach may be useful, but is both delicate and dangerous. It is fraught with catastrophe when accompanied by an authoritative attitude.

Biestek (1957) also speaks of the authoritative attitude. He describes an authoritative attitude in a worker as a rigid, emotional,

domineering manner wherein the person representing the administrator of authority is made to appear as the only basis of the authority. Such an attitude in social case work, he believes, is destructive.

No distinct model of the social work "personality" exists. Rather there are a variety of value positions which are described variously at times but, when taken together, define a set or configuration of normative variables which are supposedly assimilated by social workers in a positive correlation with the amount of training experienced by a given social worker. This configuration is contradicted by that configuration of personality variables described as the authoritarian personality.

Fromm (1941) discusses the authoritarian character he regards the most important feature to be its attitude towards power. For him there exists two sexes, so to speak; the powerful ones and the powerless ones. His love, admiration and readiness for submission are automatically aroused by power, whether of a person or of an institution. The very sight of a powerless person makes him want to attack, dominate, humiliate him. Whereas a different kind of character is appalled by the idea of attacking one who is helpless, the authoritarian character feels the more aroused the more helpless his object has become.

The attitude of the authoritarian character toward life, his whole philosophy, is determined by his emotional strivings. The authoritarian character loves those conditions that limit human freedom, he loves being submitted to fate. Not only the forces that determine one's own life directly, but also those that seem to determine life in general

are felt as unchangeable fate. It is fate that there are wars and that one part of mankind has to be ruled by another. For him fate is always a higher power outside of the individual, toward which the individual can do nothing but submit.

In authoritarian philosophy the concept of equality does not exist. For him the world is composed of people with power and those without it, of superior ones and inferior ones. Differences, whether of sex or race, to him are necessarily signs of superiority or inferiority.

Adorno (1950) has compiled a detailed study not only concerning the Authoritarian Personality itself, but also the study of ethnocentrism, antidemocratic trends, prejudice, politics, religion and criminality.

Adorno isolated nine variables which he believed could be said to characterize the authoritarian personality. These are:-

- (a) Conventionalism - rigid adherence to conventional middle class values.
- (b) Authoritarian submission - submissive, uncritical attitude toward idealized moral authorities of the ingroup.
- (c) Authoritarian aggression - tendency to be on the outlook for, and to condemn, reject and punish people who violate conventional values.
- (d) Anti-intracception - opposition to the subjective, the imaginative, the tender-minded.
- (e) Superstition and stereotype - the belief in mystical determinants of the individual's fate; the disposition to think in rigid categories.

(f) 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.

(g) Destructiveness and cynicism - generalized hostility, vilification of the human.

(h) Projectivity - the disposition to believe that wild and dangerous things go on in the world; the projection outward of unconscious emotional impulses.

(i) Sex- exaggerated concern with sexual "goings-on" placing extreme emphasis on masculinity and femininity.

From these variables we can see that Adorno placed much emphasis on Fromm's concept of the authoritarian's concern with power and toughness, as well as with superstition and fate.

From these above named characteristics we can define an authoritarian personality as one who is rigid or inflexible, is concrete in his own thinking and does not handle abstractions well, is conforming, does not willingly examine his own thoughts, manifests an exaggerated respect for authority, is hostile (prejudice) toward groups other than the one to which he belongs, prefers absolutes (black is black, white is white), intolerant of ambiguity and suspects evil in others.

We acknowledge that the authoritarian personality is an operational definition. We do not know really what The Authoritarian Person is. However, this definition will help us measure authoritarianism and test it as well.

Stewart and Houlst's (1959) definition of the Authoritarian Personality introduces the social psychological concept of social roles. They are proposing a social psychological theory to replace the psychoanalytical theory used by Adorno because they believe that the research done by Adorno and his associates has limited the usefulness of authoritarianism as a sociological concept. Their theory is that the degree of so-called authoritarianism manifested by a particular individual is, on the average, negatively correlated with the number of social roles he has mastered.

Deutsch (1960) discusses trustworthiness and its relationship to authoritarianism. He related a study done as part of a series of experimental studies that have investigated some of the determinants of trusting behavior. Some striking findings relating trusting behavior to scores on the F. Scale are reported.

The results suggest that in an ambiguous situation involving the choices of trusting or not, and of being trustworthy or not, low scorers on the F. Scale are more likely to be trusting and trustworthy, while high scorers are more likely to be suspicious and untrustworthy.

Lipetz (1964) presented a study concerned with investigating the relationship between authoritarianism as a dimension, and the use of information for making accurate social judgements. The results found that, in general, the lower the degree of authoritarianism, the better able is one to use relevant information for inferring the degree of authoritarianism of another. These findings strongly support previous studies done in the area of authoritarianism and attitudinal perception.

Liberty (1964) speaks of a study concerning authoritarianism and attraction to occupations which vary in the levels of prestige and competence. The hypothesis to be tested is that high F. scorers are more attracted to prestige aspects of jobs than low F. scorers. On the basis of their attractiveness ratings of the two sets of occupations, those higher in prestige than competence ($P > C$), and those lower in prestige than competence ($P < C$).

The results supported the hypothesis of greater prestige concern in occupational attraction among high authoritarians. The high F. scorers were significantly more attracted to $P > C$ occupations than low F. scorers. Also high F. scorers reported significantly greater attraction to $P > C$ than $P < C$ jobs.

The contradictions between the authoritarian personality and the personality variables considered ideal for social workers is an apparent one. Just as ideal traits are desirable in a social worker, the authoritarian traits are undesirable. Although they are not necessarily mutually exclusive, a high degree of one configuration of variables necessitates a low degree of the other.

From all the information cited previously one can note many discrepancies between the Authoritarian Personality and the attributes of the social worker. In order to present this more succinctly, we will proceed to list several of the opposing values.

Social Work Values

1. individualization
2. purposeful expression of feelings (constructive relationship)

Authoritarian Characteristics

1. superstition and stereotyping
2. destructiveness and cynicism; power and toughness

- | | |
|--|--|
| 3. controlled emotional involvement objectivity | 3. emotionality rather than relationality |
| 4. acceptance; non-judgemental attitude | 4. rigid or inflexible in thinking; conventionalism |
| 5. client self-determination; ability to use authority appropriately | 5. authoritarian aggression; authoritarian submission |
| 6. interest in people | 6. generalized hostility; vilification of the human |
| 7. liberalism | 7. conventionalism |
| 8. lack of personal bias | 8. superstition and stereotyping |
| 9. equal rights to service | 9. destructiveness and cynicism |
| 10. creativity | 10. relatively uncreative; rigid conventionalism |
| 11. ability to bridge the gap between one's own experiences and others | 11. restricted role repertoire; anti-introspection |
| 12. knowledge and experience plus intuition | 12. position and status valued more than competence |
| 13. reality-oriented | 13. projectivity |
| 14. belief in worth and dignity of the individual | 14. destructiveness and cynicism; powerless people arouse contempt |
| 15. society has a responsibility for the welfare of its members | 15. power and toughness |
| 16. cultural determinism versus inherent human nature | 16. ethnocentrism |

The preceding has presented an integrated analysis of theory and knowledge that this study specifies as relevant. For purposes of this study it was felt that measuring authoritarianism would define the three groupings within meaningful dimensions which could be of use in differentiating tasks and functions among the several levels of training.

CHAPTER II
METHOD AND RESULTS

1. SUBJECTS

The subjects in this study were sixty male and female employees from social service agencies in Metropolitan Winnipeg. These agencies had supplied the names of employees who had graduated during the year 1968 either as Welfare Technician graduates, Bachelor of Arts graduates, or Master of Social Work graduates. These employees were contacted, and from those willing to volunteer their services, twenty from each of the three categories were selected randomly. Thus three groups of twenty subjects each were employed in this study. The sex distribution, ages, and amount of social work related working experience is shown below in Table I.

TABLE I
SEX DISTRIBUTION, AGES, AND AMOUNT OF SOCIAL WORK RELATED
WORKING EXPERIENCE FOR THREE GROUPS OF SUBJECTS

	NO. OF MALES	NO. OF FEMALES	RANGE IN AGES	MEAN AGE	EXPERIENCE IN YEARS
WT	12	8	23 - 54	33.10	.63
BA	8	12	21 - 28	22.85	.35
MSW	13	7	23 - 40	27.15	1.25

II. THE QUESTIONNAIRE

The questionnaire administered to all subjects was a revised form of the F. Scale (Altemeyer 1968). This test is based on Adorno's et al. (1950) F. Scale which has been widely used and accepted as a measure of authoritarianism. However, the F. Scale has been criticized as a valid measure of authoritarian attitudes. Some early criticism came from Cohn (1953) who proposed that the F. Scale was in part a measure of acquiescent tendencies. Following research (Bass 1955, Christie et al. 1958) confirmed the importance of acquiescence as a determinant of F. Scores though, in general, it does not appear to be more important than authoritarianism. Couch and Keniston (1960) have demonstrated, by using a balanced scale, that acquiescence and authoritarianism are, as personality characteristics, completely independent. In order to eliminate the effect of such acquiescence response set, that is a subject's tendency to respond in a set manner, a balanced scale has been used in this study.

Despite criticism, the F. Scale remains a widely used measuring instrument, and it has been found that it does: "...discriminate between individuals who displayed behavior which was authoritarian in interpersonal relations...". (Christie 1954)

III. PROCEDURE

The questionnaire was administered to groups of workers at the agency at which they worked. The test instructions (Appendix A) were presented in written form to each subject individually prior to testing. The instructions were then read to the group of subjects in order to decrease the probability that parts of the instructions may be omitted.

A minimum of information was given regarding the intent or purpose of the study and all queries in this regard were deferred until after the questionnaires were completed and had been handed back. No time limit was set for the completion of the questionnaire. Participating subjects were assured that their test results would be treated confidentially.

The test items were answered on a six-point Likert type scale ranging from +3 to -3. The individual test protocols were scored by first adding a constant of +3 to each item, and then totalling these items. Individual subject scores could possibly fall between 0 and 175.

Subjects were also required to complete a bibliographical data sheet (Appendix A).

IV. RESULTS

Table II shows the range of scores and the mean scores on the F. Scale by the three groups of subjects. An analysis of variance (Model I, fixed effects, Hays 1963) resulted in an F. of 12.22 (2.57 df) reaching statistical significance ($P < .01$) indicating that a true difference exists between the three groups in their responses to F. Scale items.

TABLE II

RANGE AND MEAN SCORES FROM F. SCALE DATA FROM WELFARE TECHNICIANS (MIT) BACHELORS OF ARTS (BA), AND MASTERS OF SOCIAL WORK (MSW)

	WT	BA	MSW
RANGE OF SCORES	55 - 102	32 - 96	34 - 80
MEAN SCORES	77.7	61.5	53.75

In a further analysis of the data, employing three t-tests, comparison between the mean scores from the three groups was made. The results are summarized below in Table III.

TABLE III
COMPARISON BETWEEN THE MEAN SCORES FROM F. SCALE DATA
OF WELFARE TECHNICIANS (WT), BACHELORS OF ARTS (BA),
AND MASTERS OF SOCIAL WORK (MSW)

COMPARISON	T	P
WT - BA	3.19	.01
WT - MSW	5.11	.01
BA - MSW	1.46	N.S.

From this can be seen, that Welfare Technicians obtained significantly higher F. Scale scores (more authoritarian) than did Bachelor of Arts graduates ($P < .01$), or Master of Social Work graduates ($P < .01$). The difference of F. Scale scores between Bachelor of Arts graduates and Master of Social Work graduates did not reach statistical significance. However, an inspection of the data revealed that Master of Social Work graduates had lower F. Scale scores than Bachelor of Arts graduates.

From an inspection of the data it appeared that the age of Welfare Technicians fell into two distinct and separate age groups. Eleven technicians formed the younger group with ages ranging from twenty-three to twenty-eight years, whereas nine technicians ranged in age from thirty-

six to fifty-four years. It also appeared that these two subgroups differed on their F. Scale scores. The younger group with a mean score of 72.09 scored lower than the older group with a mean score of 84.56. This difference, however, did not reach statistical significance.

From such a data inspection, it was further found that within each group F. Scale scores differed between male and female subjects (Table IV). For Welfare Technician graduates and Master of Social Work graduates the scores of male subjects were higher than the scores of the female subjects. A t-test analysis established that these differences were statistically not significant. A significant difference ($P < .05$) existed between male and female F. Scale scores of Bachelor of Arts graduates. Here, however, the trend was reversed, that is females scored higher on the F. Scale than did males within this group.

TABLE IV
MEAN F. SCALE SCORES OF MALE AND FEMALE SUBJECTS WITHIN
THE THREE GROUPS OF SUBJECTS

	MALE	FEMALE
WT	80.83	73.00
BA	51.13	67.67
MSW	54.92	51.57

CHAPTER III

DISCUSSION OF RESULTS

An initial examination of the results indicated that a true difference exists between the three groups, the Master of Social Work graduates, the Bachelor of Arts graduates, and the Welfare Technician graduates, in degree of authoritarianism, verifying the fact that the three groups did, indeed, come from three different populations.

The results of this study have also indicated that there is a significant difference in degree of authoritarianism between the twenty Master of Social Work subjects (hereafter known as M.S.W.'s.) and the twenty Welfare Technicians (hereafter known as W.T.'s.), and between the twenty Bachelor of Arts subjects (hereafter known as B.A.'s.), and the twenty W.T.'s., with the latter in each instance receiving a higher score in degree of authoritarianism. There was not, however, a significant difference in degree of authoritarianism between the twenty B.A. subjects and the twenty M.S.W. subjects.

The hypothesis advanced in Chapter I that: there will be a difference in authoritarianism between Master of Social Work graduates and Bachelor of Arts graduates, and between Bachelor of Arts graduates and Welfare Technicians, practicing in the social welfare field, has been supported only partially by the results, therefore.

The hypothesis advanced was based upon the rationale, revealed by the literature, that authoritarianism diminishes with education. (Christie and Garcia, 1951; Stewart and Hoult, 1958; Webster, 1956; and Srole, 1951) This has been borne out by the fact that the subject

group containing the W.T's. were significantly higher in degree of authoritarianism than the B.A's. with two years more education (university liberal arts), as well as the M.S.W's. with four years more of education (university liberal arts, specialized). However, the B.A's. have two years less education than the M.S.W's. and there is a difference in score, but there is no significant difference.

Expressed differently, the statistics of this study may reveal two important factors relating to the degree of authoritarianism of an individual and the amount of education. Firstly, this study has shown that individuals with less education score higher in degree of authoritarianism than individuals with more education. However, it appears that these decreases in degree of authoritarianism taper off after an individual reaches a certain educational level - the Bachelor of Arts educational level. This is consistent with the finding of Plant (1965) that authoritarianism decreases to a greater extent in the first two years of college education, than the remaining years.

The second important finding of this study relates to the development of social work values, which are antithetical to the configuration of personality variables comprising authoritarianism, and education.

Within the total subject group (M.S.W., B.A., W.T.) there is, essentially, two groups of professionally trained people, the M.S.W. graduates and the W.T. graduates. These two groups differ significantly in degree of authoritarianism. The group who is not professionally trained, the B.A. graduates do not differ significantly from the group who have the same liberal arts background but who have professional training as well - the M.S.W's.

It would appear therefore, depending upon further investigation, that there is less emphasis placed on developing appropriate characteristics for social workers within the faculty of social work because the characteristics of the "ideal social worker" are significantly developed, according to this study, by Bachelor of Arts education. Based upon this investigation, therefore, Bachelor of Arts education produces desirable social work characteristics:- that is ideals, attitudes and value orientation which are believed to enhance one's ability for efficacious social work practice.

There is a suggestion in a study advanced by Varley (1963) that graduating social work students, with professional education, do not score significantly higher on a series of social work value scales, than beginning social work students with only undergraduate education. It was assumed in that particular study, as well, that social work graduates should score higher on the social work value scale than entering students who did not have this professional education.

One can assume that the W.T's. receive some technical knowledge in their course, relating to social work practice, but in terms of desirable social work characteristics they are not equal to neither the B.A's. nor the M.S.W's. One can presume to speculate, therefore, that the W.T's. should be employed cautiously within the social welfare field, as compared with either the B.A's. or the M.S.W's.

It may be advantageous to utilize Richan's (1961) model for the deployment of W.T's. based upon client vulnerability and work autonomy.

In addition to education, are two other variables which may partly account for these results. One can observe within the locality of this

study that the variable of sex is also significant. However, it is significant only within the B.A. group where the mean score for the males in degree of authoritarianism is significantly lower than the mean score for the females. There is not a significant difference between male and female scores in either of the other two groups, however. This interesting result may provide an appropriate follow-up study where the variable of sex could be controlled to determine its relationship to authoritarianism.

The other variable which may, in part, account for these results is age. In both the Janowitz and Marvick study (1953), and the Moss, Sabgihr, Stewart and Sheppard study (1956), high authoritarians tended to be older. In the Moss, Sabgihr, Stewart and Sheppard study (1956) the highest scorers (most authoritarian) were made by persons forty years of age and over.

Within the W.T. group one can observe two sub-groups, if you will, according to the variable of age. There are nine subjects over the age of thirty, with five being forty years and over, and eleven subjects under the age of thirty. The difference in mean score in degree of authoritarianism between these two sub-groups is quite distinct, even though the difference is not statistically significant. The younger W.T. sub-group's mean score corresponds more closely to the mean scores obtained by the B.A. group and M.S.W. group than to the mean score obtained by the older W.T. sub-group.

Although the differences were not statistically significant, one could speculate that it may well be beneficial both for the Manitoba Institute of Technology, as well as similar such institutes, to recruit

younger, as opposed to older persons, who appear to be less authoritarian and therefore, possess more positive social work values and ideals. This finding is of considerable practical importance since it suggests the possibility of a new criteria for entrance into the Welfare Technician Course, the criteria of age.

The variable of prior social work experience did not appear to have a consistent relationship to the results, and was thus accordant with the finding of Koepp (1963). This finding also found no significant differences in authoritarianism between social work students on the basis of the amount of prior experience as measured by the Authoritarian Personality Social Attitudes Battery.

CHAPTER IV

SUMMARY AND CONCLUSION

The purpose of this study was to determine whether there are, in fact, differences in personality variables amongst differentially trained workers in the social welfare field which would tend to effect the kind of service provided. In the locality of this study the differentially trained workers consisted of Master of Social Work graduates, Welfare Technician graduates from the Manitoba Institute of Technology at Brandon, and Bachelor of Arts graduates, respectively.

Direct testing of these personality variables would have been a formidable task. However, it was recognized that an acknowledged tool existed in the form of the California F. Scale (Adorno et al. 1950) to measure a configuration of personality variables comprising the "authoritarian personality" which is antithetical to the configuration of personality variables considered requisite to professional social work.

A revised form of the California F. Scale, developed by Robert A. Altemeyer (1968), was administered to these three subject groups of twenty each, drawn from the three categories of workers in major agencies within the Metropolitan Winnipeg area.

The test items were answered on a six point Likert type scale from +3 to -3.

An analysis of the data revealed that the Welfare Technician graduates were significantly higher in degree of authoritarianism than either the Bachelor of Arts graduates or the Master of Social Work graduates. The difference in degree of authoritarianism between the

Bachelor of Arts graduates and the Master of Social Work graduates was not statistically significant. The hypothesis advanced in Chapter I was only partially supported, therefore, by the results.

The significant difference in degree of authoritarianism between the Master of Social Work graduates and Welfare Technician graduates is consistent with the findings of Christie and Garcia (1951), Stewart and Hoult (1958), Webster (1956), and Srole (1951). However, the negative findings with regard to the lack of a significant difference in degree of authoritarianism between Master of Social Work graduates and Bachelor of Arts graduates is puzzling. It certainly would appear that less emphasis is placed on developing appropriate characteristics for social workers within the Master of Social Work program than was assumed at the commencement of the study. It also appears that the Bachelor of Arts program sufficiently produces the characteristics of the "ideal social worker", according to this investigation.

It was also noted that decreases in authoritarianism appear to taper off after a particular educational level is reached - Bachelor of Arts level. This finding was found to be consistent with the findings of Plant (1965). These findings may well be of considerable value in choosing or altering the curriculum for the new undergraduate School of Social Work at the University of Manitoba.

In a further analysis of the data, two other variables were investigated - age and sex. The variable of age was found to be pertinent, though not significant, and was consistent with the findings cited by Stewart and Hoult (1958).

The variable of sex was found to be significant within the Bachelor of Arts group, where the females scored higher in degree of authoritarianism than the males. Although this variable of sex was not found to be significant within the other two groups, this finding may well provide an appropriate follow-up study to determine its exact relationship to authoritarianism and social work.

Other variables such as religion, lower socioeconomic status, and residence in rural areas have been cited by Stewart and Hoult (1958) as being related in a consistent manner, to authoritarianism. Follow-up studies using these variables may also result in some enlightening findings with regard to the relation between authoritarianism and social work.

Although the results of this research project seem to corroborate the findings of similar studies in the same areas of concern, the inability to control numerous variables, which conceivably might have modified or altered the findings of this study, coupled with the limitations imposed by its scope and size and the short time available for research purposes, enables only tentative observations that the Bachelor of Arts graduate possess those characteristics desirable for efficacious social work practice which were assumed to be possessed fully only after completion of a Master of Social Work degree. It allows only tentative observations concerning the deployment of Welfare Technicians, furthermore. However, the problem of spiralling caseloads and dearth of professionally trained social workers leads one to conclude that more research is needed on the differential utilization of professional and nonprofessional staff.

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APPENDIX A - QUESTIONNAIRE

INSTRUCTIONS:

- a) Read each statement carefully and mark it according to your first reaction.
- b) Answer every question.
- c) Give your personal point of view. (There are no "right" or "wrong" answers.)
- d) Be as accurate as you possibly can.
- e) Place an X in the appropriate column at the right of the page according to the following scale:

- + 3 - strong support, agreement
- + 2 - moderate support, agreement
- + 1 - slight support, agreement
- 1 - slight opposition, disagreement
- 2 - moderate opposition, disagreement
- 3 - strong opposition, disagreement

1. Obedience and respect for authority are the least important virtues children should learn.

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

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

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

3. Many weaknesses and difficulties will hold us back no matter how much will power we have.

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

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

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

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

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

6. Science will eventually discover the reasons for everything, and will be able to explain away all the so-called mysteries.

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

7. 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.

+3	+2	+1	-1	-2	-3
☐	☐	☐	☐	☐	☐

...cont'd.

8. Human nature doesn't make war and conflict inevitable; man can someday establish a peaceful world.

+3	+2	+1	-1	-2	-3

9. When a person has a problem or worry, he is often tempted to think of more cheerful things. Actually, it is best to face the problem and think it through.

+3	+2	+1	-1	-2	-3

10. It is best to use some postwar authorities in Germany to keep order and prevent chaos.

+3	+2	+1	-1	-2	-3

11. What this country needs most, more than laws and political programs, is a few courageous, tireless leaders in whom the people can put their faith.

+3	+2	+1	-1	-2	-3

12. An urge to jump from high places is probably the result of unhappy personal experiences rather than something inborn.

+3	+2	+1	-1	-2	-3

13. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

+3	+2	+1	-1	-2	-3

14. An insult to our honor should never be punished.

+3	+2	+1	-1	-2	-3

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

+3	+2	+1	-1	-2	-3

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

+3	+2	+1	-1	-2	-3

17. It is most unfortunate that young people lose their rebellious ideas as they grow older and surrender to the established ways.

+3	+2	+1	-1	-2	-3

18. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world.

+3	+2	+1	-1	-2	-3

19. People can not be divided into two distinct classes: the weak and the strong.

+3	+2	+1	-1	-2	-3

20. It is somewhat unlikely that astrology will ever be able to explain anything.

+3	+2	+1	-1	-2	-3

21. Most people don't realize how much our lives are controlled by plots hatched in secret places.

+3	+2	+1	-1	-2	-3

22. Most of our social problems would not be solved if we could somehow get rid of the immoral, crooked, and feeble-minded people.

+3	+2	+1	-1	-2	-3

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

+3	+2	+1	-1	-2	-3

24. Except for a few people everybody knows about, most of us today live pretty puritanical lives. Certainly our sexual behaviour is tame compared to the wild sex lives of the old Greeks and Romans.

+3	+2	+1	-1	-2	-3

25. No sane, normal, decent person could ever think of hurting a close friend or relative.

+3	+2	+1	-1	-2	-3

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

+3	+2	+1	-1	-2	-3

27. Familiarity breeds contempt.

+3	+2	+1	-1	-2	-3

28. The artist and the professor are much more important to society than the businessman and the manufacturer.

+3	+2	+1	-1	-2	-3

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

+3	+2	+1	-1	-2	-3

Please complete the following:

1. Age _____

2. Sex _____

3. Had you worked in a social agency prior to your last graduation? Yes _____ NO _____

If yes, how many years? _____

4. Educational status - place an X in appropriate space.

Welfare technician _____

Bachelor of Arts _____

Master of Social Work _____

Other _____

APPENDIX B - RAW DATA

WELFARE TECHNICIANS

	SCORE	AGE	SEX	EXPERIENCE
1	55	25	F	1 yr.
2	55	23	F	No
3	56	25	M	4 yrs.
4	57	24	F	No
5	67	44	M	$\frac{1}{2}$ yr.
6	67	24	M	No
7	68	26	M	No
8	72	23	F	No
9	76	40	F	No
10	77	26	M	$\frac{1}{4}$ yr.
11	78	36	F	$\frac{1}{2}$ yr.
12	80	50	M	No
13	82	27	M	No
14	86	46	M	1 $\frac{1}{2}$ yrs.
15	89	39	F	2 yrs.
16	93	36	M	No
17	94	39	M	No
18	98	54	M	No
19	102	28	M	No
20	102	27	F	3 yrs.

BACHELORS OF ARTS

	SCORE	AGE	SEX	EXPERIENCE
1	32	25	M	No
2	32	28	M	No
3	35	21	M	No
4	44	21	M	1 yr.
5	48	23	F	$\frac{1}{2}$ yr.
6	50	21	F	No
7	51	22	M	No
8	59	21	F	No
9	59	21	F	No
10	60	21	F	No
11	66	27	F	2 $\frac{1}{2}$ yrs.
12	67	27	M	No
13	69	22	F	No
14	72	22	F	No
15	72	25	M	No
16	74	21	F	No
17	76	26	M	2 yrs.
18	79	21	F	No
19	80	21	F	No
20	96	21	F	No

MASTERS OF SOCIAL WORK

	SCORE	AGE	SEX	EXPERIENCE
1	34	23	F	No
2	38	26	M	No
3	39	25	F	1/3 yr.
4	40	29	M	1 yr.
5	41	38	M	1 yr.
6	41	25	M	1 yr.
7	46	24	F	1 yr.
8	48	25	M	2½ yrs.
9	49	35	M	1 yr.
10	51	29	M	2 yrs.
11	51	26	M	2 yrs.
12	54	29	M	2 yrs.
13	54	23	F	¼ yr.
14	59	23	F	1/3 yr.
15	62	24	F	1 yr.
16	66	26	M	4 yrs.
17	67	23	F	½ yr.
18	77	40	M	2 yrs.
19	78	26	M	3 yrs.
20	80	24	M	No