

PalArch's Journal of Archaeology
of Egypt / Egyptology

BIAS, INTOLERANT THINKING, AND THE AUTHORITARIAN PERSONALITY

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Nasser Hussein Nasser, Bias, intolerant thinking, and the authoritarian personality-Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(4), ISSN 1567-214x

Abstract:

The research aims to identify

-Prejudice and intellectual rigidity among university students.

-The differences in intellectual prejudice and intolerance according to the variables: gender, specialization.

-The authoritarian personality of university students.

-The nature of the relationship between intellectual bias, intellectual intolerance, and the authoritarian personality, and the extent of the contribution of the authoritarian personality to intellectual bias and intellectual intolerance.

The research sample consisted of (400) students from Al-Muthanna University, for the academic year (2020-2019).

Intellectual bias, intellectual intolerance and authoritarian personality according to the two variables: gender (male, female), and academic specialization (scientific, humanitarian).

The research also found a correlation between intellectual bias, intellectual intolerance and the authoritarian personality, and the contribution of bias and intellectual rigidity to the authoritarian personality, and based on this Results, the researcher put forward some recommendations and proposals.

Keywords : *Bias, Prejudice, The Authoritarianism Personality.*

1-Introduction

The absence of the future outlook for university students that they are useful members of society, and a role awaits them that must be practiced to contribute to building the country, weakened their academic achievement motivation, and they formed specific ideas to justify their failure and weakness in their abilities to achieve their life goals, and they may have negative trends towards acquiring knowledge And knowledge and life, and as a result some people have become characterized by wrong and improper intellectual methods, leading to dealing with life situations with indifference, lack of responsibility, and superficial treatment of

matters that impede access to the truth or correct understanding, and clearly reflect shortcomings, or the so-called intellectual bias (Emptiness Bias), whose seriousness is embodied as one of the characteristics of improper thinking, which the individual practices in autism with his thoughts and opinions to a severe degree to the extent that he sees only his thoughts, and does not imagine the existence of other ideas and opinions that are likely to be better than what he proposes is all from the standpoint He has the right opinion (Schiller, 1999), and the study (Clarkin, 2005) revealed that most mental illnesses are the result of intellectual biases that occur as a result of negative thinking errors and perceptual distortions in the interpretation of events on a topic. Exposure to clinical anxiety and depression are part of intellectual biases.

Based on the foregoing, several terms have prevailed in the field of educational and psychological sciences describing the reality of what the current person lives, the most prominent of which is the concept of (Authoritarian personality), which is characterized by stagnation and opposition to the ideas of others, and based on a single vision through which a person forms his perceptions of the universe and builds upon it his interpretations of the data around him Considering that his point of view is the only one that can be correct, while rejecting the other and seeking to eliminate it, and the problem that personality psychologists assume is that the person with this type of thinking may suffer from a weakness in the educational level, either in its quantity or in its quality, then he may be accustomed To indoctrinate and adopt only one opinion, which he thinks is right.

Therefore, the detection of prejudice, intellectual intolerance and authoritarian personality among students enables us to develop several skills to overcome intolerant intellectual biases, which threaten the mental health of university students, and try to amend these characteristics to protect university students from this rigid thought and hostile to the intellectual orientations of others, especially if they are available. Political, social or economic circumstances encourage the adoption of these abnormal behaviour patterns, and from here the research problem crystallized in an attempt to answer the following questions:

1 -What is the nature of prejudice, intellectual intolerance and authoritarian personality among university students?

2- Does the intellectual bias, intellectual intolerance and the authoritarian personality differ according to the different variables of gender (male-female), specialization (scientific-human)?

And what is the percentage of explained variance of prejudice and intellectual intolerance in the authoritarian personality?

2-Theoretical background

1-Intellectual Bias

Intellectual bias expresses a prejudice by taking improper decisions that cause distortion of sensory perception or expressing an inaccurate opinion, and irrational explanations far from logic and reality, considering (the Servants Committee, 2012) that intellectual bias is one of the most important and dangerous

features of improper thinking, which is A method practiced by the individual in autism with his ideas, beliefs and opinions to a very severe degree to the extent that he does not see anything but his thoughts and opinions and does not imagine the existence of other ideas and beliefs that are likely to be the best ideas and opinions that he presents, all from the premise that he has the right opinion or thought, according to The propositions of this concept can outline two essential components of intellectual bias, the first being the monolithic view, as an intellectually biased person usually has a one-sided view, i.e. he looks at things from one side, and it is the aspect that is consistent with his beliefs and intellectual formation, unaware that the one thing has multiple sides And some assume that the owner of this type of thinking may suffer from a low level of education, either in quantity or in its quality, as he may be accustomed to indoctrination and adopt only one opinion.

Despite the contribution of these and other factors to the strengthening of the monogamous mind, this type of personality may also be a mental psychological feature that distinguishes some personalities from others, those who suffer from an extreme superior view towards current events in society, and includes the second component of violent reactions (hostile) Because, in many cases, if the intellectual bias is confronted by others, then he becomes tense and excited, and he may become angry and describe those who disagree with him as not understanding, and if he has authority over them, or has influence and power, then he uses the methods of violence he has to hit them out of faith. That he alone possesses the true opinion or thought, and all of their thoughts and beliefs are false and incorrect (Committee of Servants, 2012).

2-Intellectual Prejudice

Intolerance is considered to be a closed mind in a specific field in itself, which takes the unilateralism of the inputs and the relativism of the truth, the completeness, as well as the possibility of excluding the other, emotionally charged with prejudice with or often against a group, subject or thing, which is not based on sufficient support or knowledge or scientific fact but rather depends Myths or myths, and it is difficult to modify them, as it makes a person see only what he should see and not see what he does not like to see (Jaber, 2004).

We believe that fanatic thought arises and is formed in the ground and a climate of estrangement and isolation from the other, and against the background of construction and formation and the monolithic perspective disconnected from the knowledge, sciences, and achievements of others, which emerges minds that do not see the truth except with them and the rest except in error, and they always correct themselves and make mistakes when they are done Deviation from the criterion of rationality when a person makes a hasty judgment, not based on documented information and sayings, or takes the form of a rumours or prejudice. Or it takes the form of prepared stereotypes, that is when we deal with others according to those templates, and it also includes deviation from the criterion of rationality excessive generalization of events, and means

generalizing a certain idea or information to a group of people and refusing to modify opinion completely, in light of the emergence of new evidence and evidence, and from the criteria Also, the standard of justice, which is an ethical one based on the necessity of equality in treatment between persons in areas of public interest and in rights, so that transactions are free from discrimination based on colour, gender, or tribe, as well as the criterion of gentle human feelings, which makes us more sense of others, and enables us to share with them And sympathy for them.

3-The Authoritarianism Personality

The authoritarian personality is a feature represented by a set of extremist opinions, judgments, and beliefs of a cognitive nature closed in mind, and the emergence of extreme forms of behavioural patterns that express the individual's desire to confiscate the opinions and ideas of others and control their actions, and to submit to the standards of the group and those with authority (Al-Jubouri, 2003).

The study (Abdullah, 1989: 58) revealed that the authoritarian personality is a type of personality upon which a person builds his expectations for the behaviour of others and resists change, is characterized by varying degrees of self-certainty, and is characterized by rigid traditionalism, respect for authority and hostility towards those who violate the standards, as well as that it is concerned with punishment and supports the excessive use of force. Roughness, fear individuals with influence, and authority, and is convinced of the importance of their obedience.

(Prejudice, intellectual rigidity, and authoritarian personality) can be explained according to the Belief System Theory, which is considered one of the leading theories in explaining personality traits presented by Milton Rokeach, as he supported it with many research and field studies, and this theory is based on the concept of Intellectual dogmatism, where the personal thinking style is characterized by inactivity and relative rigidity and resists change, and is not tolerated by ambiguity, and he cannot accept or understand the ideas of others, and his responses are characterized by either the absolute acceptance or absolute rejection of the ideas and beliefs of others. Rokeach (1980) believes that closedness Cognitive is a cognitive formation of ideas and beliefs organized in a relatively closed pattern represented in the pattern of thinking and behaviour and can appear with any ideological or ideological principles regardless of their content, as it is an authoritarian view of life, in the intolerance of opposing beliefs and tolerance of beliefs similar to what he believes the person is adopting it (Rokeach, 1980: 50).

3-Method

The students of Al-Muthanna University for the academic year (2021-2019) are from the scientific and humanitarian colleges, whose number is (5385) male and female students, as the number of humanitarian colleges reached (4), and the total of its students is (2,687) students, while the number of scientific colleges reached (11), And the total of its students was (2698) students, and they

were distributed according to two variables: gender and academic specialization.

Research sample: After the original community represented by the students of Al-Muthanna University was determined, a stratified random sample was chosen proportionally to cover the main variables of the community according to the variables of gender and specialization, as the total of the final application sample reached (400) male and female students, as shown in Table (1).

Table 1. Individuals of the research sample according to variables: gender / specialization

| S | College Name | Specialization | Males | Females | Sum | P |
|---|------------------------------|----------------|-------|---------|-----|------|
| 1 | Medical | Scientific | 5 | 5 | 10 | 3% |
| 2 | Dentist | | 5 | 6 | 11 | 3% |
| 3 | Veterinary Medicine | | 4 | 4 | 8 | 2% |
| 4 | the pharmacy | | 4 | 4 | 8 | 2% |
| 5 | Nursing | | 4 | 4 | 8 | 2% |
| 6 | Engineering | | 9 | 9 | 18 | 4% |
| 7 | Science | | 14 | 16 | 30 | 7% |
| 8 | Pure science education | | 9 | 7 | 16 | 4% |
| 9 | Physical education sciences | | 6 | 4 | 10 | 2% |
| 10 | Administration and Economics | | 16 | 30 | 46 | 11% |
| 11 | Agriculture | | 22 | 15 | 37 | 9% |
| Total students of scientific colleges | | | | | 202 | 49% |
| 12 | Education / Humanities | Humanitarian | 40 | 45 | 85 | 21% |
| 13 | Basic Education | | 26 | 43 | 69 | 18% |
| 14 | Law | | 9 | 14 | 23 | 6% |
| 15 | Literature | | 13 | 8 | 21 | 6% |
| Total of students of humanitarian colleges | | | | | 198 | %51 |
| Totally | | | | | 400 | 100% |

1-

Research tools: The researcher started building research measures according to the basic considerations in building psychological tests, namely:

1 -Defining the concepts: He defined the current research concepts based on the theory of "consistency of beliefs" (Milton Rokeach, 1980) and in line with the research objectives.

2 -Defining the dimensions: Each dimension of prejudice, intolerance, and authoritarian personality has been defined, after reviewing the psychological literature and previous studies related to them.

3 -Formulating the paragraphs of the search criteria: After defining the dimensions of the search criteria, the paragraphs were derived from these definitions in a format commensurate with the nature of each dimension of those measures.

4 -Validity of the research criteria paragraphs (logical analysis):

After the researcher defined the research variables, he used χ^2 for one sample. The results showed that the calculated value ranged between (8.04-20), for the intellectual bias scale, while it ranged between (10.71-20), for the intellectual intolerance scale, while it ranged between (10.70-20)) For the Authoritarian Personality Scale, which is higher than the tabular value of χ^2 of (3.84) at a level of significance (0.05) and with a degree of freedom (1), and this means that no paragraph was deleted from the research measures except for making some adjustments in light of the arbitrators' remarks.

5 -The survey sample: The researcher sought this procedure after randomly applying the measures. It consisted of (40) male and female students, by (20) male and female students from the human specialization and (20) students from the scientific specialty, and it was found through this procedure that the instructions were understandable. And that the paragraphs were clear in terms of wording and meaning.

6- Statistical analysis of paragraphs: This procedure is one of the basic steps in building psychological measures, to reveal the psychometric properties of paragraphs that help in selecting paragraphs with good characteristics, and this leads to the validity and stability of the scale, and the method of the two extremes and internal consistency (the relationship of the paragraph score to the overall degree Of the scale, and the relationship of the paragraph score to the total degree of the dimension to which it belongs) of the appropriate procedures in the process of analyzing the paragraphs of the research measures, as follows:

First: the discriminatory power of Discriminant Validity

The discriminatory power of the paragraphs was verified by using the two extremes method, and after applying a (t-test) test for two independent samples to test the significance of the difference between the two extreme groups in the scores of each paragraph of the research measures, the results of the analysis paragraphs of the measures (bias, intellectual intolerance and authoritarian personality) indicated that the values The T calculated for all their paragraphs is greater than the tabular T value of (1.98) at the degree of freedom (268) and the level of significance (0.05), as it ranged between (10.71-2.41). Thus, no paragraph was deleted from their paragraphs.

Second: The relationship of the paragraph score to the overall score of the scale (the veracity of the paragraphs): It was found through this procedure that all the paragraphs of the research measures are linked to the total score of the scale statistically significant, as it ranged between (0.63-0.26) for the scale of intellectual bias, and for the scale of intellectual intolerance, it has been It ranged between (0.57-0.22), while the values of the correlation coefficients for the domineering personality scale ranged between (0.62-0.29), which are all greater than the critical value of the correlation coefficient at a significance level (0.05), and the degree of freedom (498), as the tabular value was.(0.11)

Third: The relationship of the paragraph score to the total degree of the dimension to which it belongs: In this procedure, the Pearson correlation coefficient was calculated for the scores of the research measures of the statistical analysis sample of (500) male and female students. It was found that all the correlation coefficients for the research measures are statistically significant at a level of significance (0.05) And with a degree of freedom (498), because all the correlation coefficients are greater than the tabular value of (0.11), as it ranged between (0.67-0.21) for the scale of intellectual bias, while the scale of intellectual intolerance ranged between (0.66-0.23), while the values of The correlation coefficients for the authoritarian personality scale are between (0.68-0.24), and thus the intellectual bias scale has become in its final form composed of (32) items, while the scale of intellectual intolerance has reached (36) paragraphs, while the scale of the authoritarian personality has reached (42) paragraphs.

Fourth: Psychometric Properties of Scales

The researcher extracted honesty and constancy, as follows:

Validity: The researcher used several methods to extract honesty, namely:

1 -Face Validity: The researcher verified this type of honesty by presenting the research measures in one file to a group of arbitrators specialized in educational and psychological sciences.

2 -Logical Validity: This type of truthfulness of the research criteria was achieved through a precise and clear definition of research concepts, and each of their dimensions and the coverage of paragraphs according to their dimensions was verified, and then presented to some arbitrators specialized in educational and psychological sciences and taking their opinions on the relevance of the paragraphs to the dimension in which they were placed and according to their specificity.

3 -Construct Validity: This type of honesty is achieved by extracting the discriminatory strength and internal consistency (the correlation coefficient between the degree of each paragraph of the paragraphs and the total degree of the research measures), which showed that all the correlations, whether between dimensions or the correlation of dimensions to the total degree, were statistically significant at a level of significance.(0.05) .

Reliability: Reliability was achieved through the following methods:

A-Test- Retest Method: Calculating stability in this way requires re-applying the research measures to the same stability sample with a time difference, so the researcher re-applied again on a sample of (100) male and female students, of (38) male and (62) female students, chosen randomly from the colleges of (Education for Science). Pure and Education for Human Sciences), and they are the same individuals to whom the standards were applied the first time after their names were determined by the researcher, and the time period between the first application and the second application was (12) days, and after the completion of the application, the stability of the research measures was calculated by calculating the sample scores in The second application with its scores in the first

application, and the Pearson correlation coefficient was used between the scores of the two applications, and Table (2) shows the test results.

B-Variance Analysis Method

This method indicates the extent of homogeneity between the scale paragraphs, and the researcher used the (alpha) equation for the internal consistency of the research measures paragraphs, and to extract the consistency in this way, all the building sample questionnaires of (500) were approved, and then the alpha-Cronbach equation was used. The results are acceptable stability values and are good at measuring stability using the equivalent method (Alpha - Cronbach), as shown in Table (2).

Table (2).: Reliability Coefficients for Research Variables

| S | Components | Reliability Coefficient | |
|---|--|-------------------------|----------------|
| | | Test Re-test | Cronbach Alpha |
| 1 | Superficial | 0.88 | 0.83 |
| 2 | Impotence | 0.80 | 0.80 |
| 3 | A measure of bias as a whole | 0.86 | 0.84 |
| 1 | Cognitive | 0.82 | 0.85 |
| 2 | Educational | 0.80 | 0.86 |
| 3 | Social | 0.89 | 0.88 |
| 4 | A measure of intolerance as a whole | 0.83 | 0.86 |
| 1 | Closed-loop | 0.82 | 0.85 |
| 2 | Exclusionary | 0.84 | 0.86 |
| 3 | Hostility | 0.83 | 0.88 |
| 4 | Terrorist | 0.84 | 0.74 |
| 5 | The measure of authoritarianism as a whole | 0.83 | 0.86 |

4-

Results

First: Identifying the intellectual bias among university students: The results of applying the measure of intellectual bias on university students, amounting to (400) male and female students, indicate that the intellectual bias among university students is high, and in what dimensions it contains, as shown in Table (3).

Table (3): Identifying intellectual bias and its sub-dimensions (n = 400)

| S | Dimensions | Number of scale paragraphs | Mean | S.D | Theoretical median | value T | Sig |
|---|----------------------|----------------------------|-------|-------|--------------------|---------|-------|
| 1 | Negative thinking | 14 | 49.48 | 8.581 | 42 | 17.434 | 0.001 |
| 2 | Cognitive Disability | 14 | 47.67 | 6.698 | 42 | 16.929 | 0.001 |
| | Total | 28 | 97.12 | 12.54 | 84 | 20.935 | 0.001 |

This result came against the expectations and aspirations of the researcher, and perhaps the explanation is due to the presence of

some reasons and factors that led to a remarkable intellectual bias among university students. These reasons and factors have different political, social, cultural, and economic trends related to the environment and the students' living conditions in terms of his feeling of instability, On the one hand, this can be traced back to the educational methods and methods of learning used in university teaching, where the focus is on the traditional method of communicating knowledge, and not involving students, as a result of the conditions experienced by the Iraqi student. In proposed conversations, they discuss each other to access facts and information on their own instead of passively receiving this information.

Table (4): Identifying the differences in intellectual bias according to the variables of gender and specialization

| Source | S.S | df | M. S. | F | Sig. |
|-------------------------|-------------|-----|---------|-------|-------|
| R. gender | 120.959 | 1 | 120.959 | 0.765 | 0.382 |
| C. Study specialization | 12.590 | 1 | 12.590 | 0.080 | 0.778 |
| R*C | 20.428 | 1 | 20.428 | 0.129 | 0.719 |
| Error | 62600.135 | 396 | 158.081 | - | - |
| Total | 3836253.000 | 400 | - | - | - |
| Corrected Total | 62752.498 | 399 | - | - | - |

a. R Squared = .002 (Adjusted R Squared = -.005-)

Through an overall view of the results of the differences in intellectual bias according to the variables of gender and scientific specialization, we find that there are no statistically significant differences for each of them.

This may be because everyone lives within one cultural framework, and no discrepancy favors one variable over another in intellectual bias, as everyone falls within the circle of intellectual influence mechanisms in a single cultural milieu, which are in the form of opinions, ideas, beliefs, or specific behavioral patterns that describe What the individual should do in different situations.

Third: Identifying the intellectual intolerance of university students.

The results of applying the scale of intellectual intolerance to 400 university students indicate that the intellectual intolerance among university students is high, and with the dimensions, it contains, as shown in Table (5).

Table (5):L Identifying intellectual bias and its sub-dimensions (n 400).

| S | Dimensions | Number of scale paragraphs | Mean | S. D | Theoretical median | T- value | Sig |
|---|------------|----------------------------|--------|-------|--------------------|----------|-------|
| 1 | Cognitive | 10 | 34.305 | 6.660 | 30 | 12.928 | 0.001 |
| 2 | Education | 10 | 36.772 | 6.188 | 30 | 21.886 | 0.001 |
| 3 | Social | 6 | 19.355 | 3.091 | 18 | 8.766 | 0.001 |
| | Total | 26 | 90.432 | 12.18 | 78 | 20.406 | 0.001 |

This result indicates that the research sample tends towards intellectual intolerance.

This may be due to the life and academic difficulties they encounter, the harsh conditions facing some of them, and some of them have experienced repeated failure experiences that led to their feelings of frustration, despair, and surrender, and consequently to the deterioration of the university student's intellectual system, and the feeling of oppression, social injustice, poverty, unemployment, and loss of hope, despair, and submission to others, With the inability to change these conditions, if some expected after the events of (2003) stability, security and living in luxury, then he faces more violence, chaos, displacement, insecurity and lawlessness, deteriorating economic situation, widespread corruption, unemployment, poverty, and the emigration of young people, all of this led to him. To feel frustration and surrender, and to acquire rigid behaviors.

Fourth: The statistically significant differences in intellectual intolerance among university students are known according to two variables: gender (male, female), specialization (scientific, human). The results were shown in Table.(6)

Table (6): Identifying the differences in intellectual intolerance according to the variables of gender and specialization.

| Source | S.S | df | M. S. | F | Sig. |
|---|-------------|-----|---------|-------|-------|
| R. gender | 123.847 | 1 | 123.847 | 0.830 | 0.363 |
| C. Study specialization | 9.941 | 1 | 9.941 | 0.067 | 0.796 |
| R*C | 13.450 | 1 | 13.450 | 0.090 | 0.764 |
| Error | 59094.679 | 396 | 149.229 | - | - |
| Total | 3330455.000 | 400 | - | - | - |
| Corrected Total | 59240.178 | 399 | - | - | - |
| a. R Squared = .002 (Adjusted R Squared = -.005-) | | | | | |

Through an overall view of the results of the differences in intellectual intolerance according to the variables of gender and scientific specialization.

We find that there are no statistically significant differences for each of them, and this may be because university students do not differ in being affected by intellectual intolerance, for everyone falls within the circle of strict religious intellectual influence, whether males or females, and in all scientific disciplines, and the interpretation of this may be due to similarity the social and cultural climate in the university environment in which the student lives.

Fifth: Identifying the authoritarian personality of university students: The results of applying the authoritarian personality scale to the university's (400) students indicate that university students are high, and their personalities are characterized by authoritarianism, and the dimensions it contains, as shown in Table .(7)

Table (7): Identifying the authoritarian personality and its sub-dimensions (n = 400).

| S | Dimensions | Number of scale paragraphs | Mean | S.D | Theoretic al median | Value T | Sig |
|-------|--------------|----------------------------|--------|-------|---------------------|---------|-------|
| 1 | Closed-loop | 8 | 27.792 | 5.039 | 24 | 15.05 | 0.001 |
| 2 | Exclusionary | 10 | 35.762 | 6.910 | 30 | 16.67 | 0.001 |
| 3 | Hostility | 10 | 33.575 | 4.889 | 30 | 14.62 | 0.001 |
| 4 | Terrorist | 6 | 19.902 | 4.131 | 18 | 9.20 | 0.001 |
| Total | | 34 | 117.03 | 14.20 | 102 | 21.16 | 0.001 |

This result explains that university students are characterized by the authoritarian personality represented by thinking closed to cultures, rejecting pluralism in narration, and emphasizing the rejection and exclusion of the other, and they believe that the truth has one face and that the problems are typical traditional solutions that do not differ among themselves, and these abnormal characteristics meet among some From students to form consistent behavior of cognitive and temperamental qualities that oppose acceptance of cultural diversity and try to avoid contact with the new or the unknown, and they seek refuge in the experimenter, who has a strict authoritarian vision, and they have opposition to change thinking and narrow and limited goals. The researcher believes that exposing students to psychological, social, economic, and cultural conditions Cruel and difficult, with the emergence of the authoritarian personality style and rejecting any attempt to change the course of the situation in all its social, cultural, and political forms.

Sixth: The statistically significant differences in the authoritarian personality of university students are known according to two variables: gender (male-female), specialization (scientific - human): The results were shown in Table.(8)

Table (8): Identifying the differences in the authoritarian personality according to the variables of gender and specialization.

| Source | S.S | df | M. S. | F | Sig. |
|-------------------------|-------------|-----|---------|-------|-------|
| R. gender | 437.337 | 1 | 123.847 | 2.164 | 0.142 |
| C. Study specialization | 0.261 | 1 | 9.941 | 0.001 | 0.971 |
| R*C | 2.204 | 1 | 13.450 | 0.011 | 0.917 |
| Error | 80018.593 | 396 | 149.229 | - | - |
| Total | 5558868.000 | 400 | - | - | - |
| Corrected Total | 80459.640 | 399 | - | - | - |

a. R Squared = .002 (Adjusted R Squared = -.005-)

The statistical treatment indicates that, as a whole, there are no differences in the authoritarian personality of university students according to the variables of gender and specialization, and the reason for this is that everyone lives within one cultural and social framework, and there is no difference that favors one variable over another in the authoritarian personality. This confirms that the characteristics of the authoritarian personality may appear in both sexes and that the variable of sex has no relationship with that and does not affect the authoritarian personality.

Seventh: To identify the correlation between prejudice, intellectual intolerance, and the authoritarian personality, and the extent of the contribution of "prejudice and intellectual intolerance" to the monophonic personality. The researcher used the statistical method represented by multiple regression analysis, and the matrix of correlations between research variables (intellectual bias, intellectual intolerance, and authoritarian personality) indicated the existence of a statistically significant relationship between them, as the value of the multiple correlation coefficient between the three variables reached (0.85) degree, and when converting the value The correlation coefficient to a T value appeared to be a function, as the calculated T value reached (34.144), which is greater than the tabular T value at the degree of freedom (397), and below the level of significance (0.05), which is (1.96), which indicates a statistically significant correlation And as shown in Table (9).

Table (9): Matrix of correlations between research variables (n = 400).

| Variables | The multiple correlation between prejudice, intolerance and authoritarianism | Prejudice | bigotry | authoritarianism | Sig. |
|-------------------------------|--|-----------|---------|------------------|------|
| Intellectual bias | 0.96** | - | - | 0.99** | 0.00 |
| Intellectual intolerance | | - | 0.94** | - | |
| The authoritarian personality | | 0.96** | - | - | |
| Variables | | | | | |

While the value of the total determination coefficient (0.92) R^2 was a degree, while the value of the corrected coefficient of determination was (0.92) R^2 , and the value of the overall determination coefficient (0.92) R^2 was subjected to the multiple regression analysis equations. It is greater than the tabular FI value of (2.995), and with two degrees of freedom (397-2), it is statistically significant at the level of significance (0.00), as shown in Table.(10)

Table (10): Multiple regression variance analysis of the total coefficient of determination (n = 400)

| Model | Sum of Squares | df | Mean Square | F | R Square | Sig. |
|----------------------------|----------------|-----|-------------|----------|----------|--------------------|
| Regression | 74288.792 | 2 | 37144.396 | 2389.676 | 0.923 | 0.000 ^b |
| Residual | 6170.848 | 397 | 15.544 | | | |
| Total | 80459.640 | 399 | - | | | |
| a. Dependent Variable: | | | | | | |
| b. Predictors: (Constant), | | | | | | |

And when converting the values of the multiple regression coefficients for the two variables; For the purpose of identifying the relative contributions (of bias and intolerance), the results of

the multiple regression analysis showed that the two variables (bias and intolerance) contribute to (92%) of the influence in the degrees of the authoritarian variable, and (8%) the degree is attributed to other factors, as shown in the table.(11)

Table (11): Regression coefficients for the two variables (intellectual bias and intellectual intolerance) in the degrees of the authoritarian personality variable.

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 10.238 | 1.586 | - | 6.453 | 0.000 |
| Prejudice | 1.470 | 0.118 | 1.299 | 12.465 | 0.000 |
| Intolerance | 0.398 | 0.121 | 0.342 | 3.281 | 0.001 |

a. Dependent Variable:

This explains the existence of a correlation between the three variables, “bias, intellectual intolerance and authoritarianism,” and a high contribution of the variables of prejudice and intolerance to the authoritarian personality.

The researcher considers that this result is consistent with the nature of the theoretical framework and previous studies that indicated that these variables are characterized by a correlational relationship and interaction between them and their dimensions, and the reason for this may be the loss of the directive role of the family on its children in the development of positive and renewed critical thought patterns. Its role in providing physical food without concern for mental food against bias, rigidity, and militancy, and consequently the character of authoritarianism in exchange for the weak role of educational institutions in carrying out their responsibilities in developing students' self-giving, which leads to outputs characterized by neurotic thinking that suffers from emotional fluctuations, low achievement and self-control, and who lacks mental flexibility and pluralism.

5-Recommendations:

1-Establishing preventive counseling programs that focus on experiences that would reduce the level of prejudice and intolerance among university students.

2-The family should pay attention to raising its children in a democratic, liberal, tolerant manner, and distance from the extremist, authoritarian methods of education.

3-The necessity to provide a university organizational climate in which an atmosphere of intellectual openness and respect for opinion and other opinion prevails.

6-Research proposals:

1-Conducting a study to identify the relationship of extremism with prejudice and intellectual intolerance among university students.

2-Conducting a study to identify the relationship of cognitive deficiency with prejudice and intellectual intolerance.

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