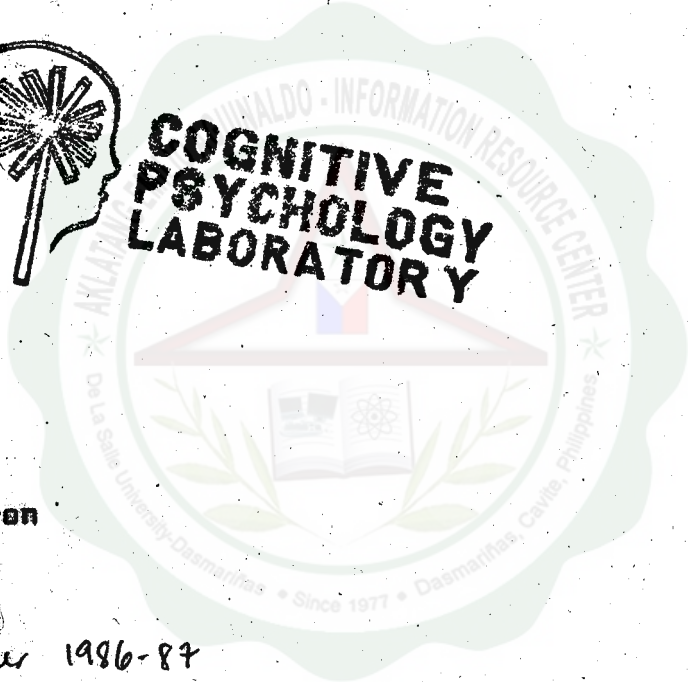


**PSYCHOLOGICAL SCALING
METHOD OF RANK ORDER**



**COGNITIVE
PSYCHOLOGY
LABORATORY**



**Yvette Lauron
Nila Garcia
Expepsy A51**
3rd trimester 1986-87

**Submitted to:
MS. AVILA**

Psychological data is an interaction of stimuli, responses and the human factor (subject). However, to make it more meaningful, it is best to view psychological data from just one dimension. ~~One of the numerous methods available for psychological scaling is the method of rank order.~~ The method requires the experimenter to choose a particular psychological attribute or characteristic he is to study. After which the experimenter chooses at least 10 stimuli with a common characteristic. In this experiment, subjects will be asked to rank-order a set of 10 stressful experiences that a normal student usually go through. The experimenter will be able to find out which stressful activity is considered the most stressful and the other ranks down to the least stressful activity. Results will show which activity caused the most stress ~~and perhaps causes the most anxiety.~~

METHODOLOGY

Subjects: Subjects were 10 male and 10 female students enrolled in a GENPSYC course. They responded to an announcement posted in the Cognitive Lab. Their participation is in partial fulfillment for the course requirement. Each subject was given 30-minutes credit. Their ages ranged from 16-20. One subject was discarded because of his previous knowledge regarding the nature of the experiment. The experiment was entitled 'Under Pressure'.

Materials: The materials used were answer sheets given to the participants on which they write down their ranks. The 10 stressful experiences were written on a blackboard as a guide. Please see Appendix A for the list of the 10 stimuli.

Procedure: The experimenters initially conducted a survey in a GENPSYC class in which participants were told to list 10 stressful experiences they ordinarily go through.

Data were tallied and the top 10 answers were used as stimuli. Subjects were ushered in the room and given answer sheets. The experimenter then says the following instructions,

"You are given 10 stressful experiences a normal student usually go through. You are to give a rank of 1 to the most stressful experience relative to you and a rank of 10 to the least stressful. Do answer on your own."

After finishing ranking the 10 stimuli, they pass their answer sheets to the experimenters. Their names were checked and their credit papers were signed. The experimenters then thanked them for their time and cooperation.

RESULTS

Upon preparing a Rank-Order frequency matrix, data were computed and filled in the matrix. (Please see Appendix for the Rank order Frequency matrix). As the matrix indicate, the stimuli 'MEETING DEADLINES' got the highest score of 6.25. Followed closely by the stimuli 'STUDYING FOR EXAMS'. The third being 'TESTS'. Fourth is the stimuli 'RESEARCH PAPERS'. 'ORAL REPORTS' came in fifth. 'FAMILY PROBLEMS' had a rank of six. Seventh is the stimuli 'LOVE/CRUSH'. Eight in rank is the stimuli 'ASSIGNMENTS'. 'PROBLEMS WITH PEERS' ranked ninth. the least stressful experience is 'ENROLLMENT'

DISCUSSION

'Meeting deadlines' was considered the most stressful by most subjects. This may be traced to the fact that La Salle has a relatively short term so that students are usually wanting of sufficient time to finish deadlines of different subjects. It can also be attributed to the lack of time management of the students. Due to procrastination, deadlines and due dates accumulate

and the students experience pressures to meet several deadlines in so short a time. The stimulus 'STUDYING for exams' and 'Tests' ranked ~~second~~ and third since students usually have a negative attitude towards tests and also towards studying. Most see tests as an activity full of anxiety and worry. Studying, on the other hand, maybe seen as a boring, routine activity so that the student finds no importance in reviewing his notes so that most have this tendency to cram and study alot of chapters for an exam. Thus, their stress level goes up. Tests, however, are also seen as an index of their ability and the vital factor that determines their grade, so students worry about the difficulty of the exam while the good students worry about the results of the exam since their grade and their prestige is at stake. Since studying is also the chief responsibility expected of a student, he/she sees it as a responsibility he cannot escape so that he/she often needs to push and force the self to study. Research Papers are ranked fourth. Most probably because of the work load of doing a research paper which require a lot of time, effort and enduring the library, a place most students loathe because it stands for books and 'research'. It would require patience in going through catalogs, finding journals and enduring the hotness of the library itself. ORAL REPORTS ranked fifth maybe because students frequently experience tinges of nervousness upon speaking in front. They also fear what other people will say upon hearing them speak and how they could maintain their composure which is very important to teenagers. FAMILY PROBLEMS were ranked sixth, only averagely stressful. This maybe because as students, family problems seldom intereffere since studies are mostly the first priority. However, family problems do bother students but its far less stressful since problems with

are settled mostly by the parents. 'Problems with peers' ranked seventh maybe because friends are usually for companionship and therefore, friends and peers often serve as outlets for fun and jokes rather than problems. Minor problems might occur. The mere inclusion of it as a stressful activity makes it a relevant problem to students. ASSIGNMENTS were given rank of eighth. They are not that stressful since they can always copy from a classmate. Problems regarding love/crush is relevant to a student but not that stressful since most accepts the fact that studies are primarily important. Most usually experiences puppy love and crushes that do not go deep. Enrollment was the least stressful most probably because it only happens once a term and because it is such a minor problem compared to meeting deadlines and studying for exams. Another probable reason is that students see it as a chance to stay away from classes since La Salle's enrollment occurs during ordinary school days.

All of these interpretations are merely assumptions which might not be true for all students. It is recommended therefore that a study with a greater number of subjects be undertaken so as to lend support to earlier findings of this sort.

APPENDIX A

LIST OF STIMULI

- A - Assignments
- B - Research Papers
- C - Oral Reports
- D - Enrollement
- E - Family Problems
- F - Problems with Peers
- G - Love/Crush
- H - Meeting Deadlines
- I - Studying for Exams
- J - Tests



**COGNITIVE
PSYCHOLOGY
LABORATORY**

APPENDIX B

RANK-ORDER FREQUENCY MATRIX

r_i	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	0	2	0	0	5	0	1	5	5	2	20	95	8	
2	0	2	1	2	0	2	2	3	3	5	20	50	7	
3	1	3	2	2	1	0	0	3	5	3	20	75	6	
4	1	2	6	0	0	2	0	4	1	4	20	65	6	
5	1	5	5	0	2	0	3	0	2	2	20	55	5	
6	7	2	2	0	1	2	1	2	1	2	20	45	5	
7	1	1	1	4	3	3	4	3	0	0	20	35	4	
8	3	2	1	4	1	3	4	0	1	1	20	25	4	
9	3	1	1	2	2	5	4	0	1	1	20	15	3	
10	3	0	1	6	5	3	1	0	1	0	20	5	2	
Σf_{ij}	20	20	20	20	20	20	20	20	20	20	20			
$\Sigma f_{ij}C$	83	110	103	66	93	91	58	125	121	20				
$M_c = R_j$	4.15	5.5	5.15	3.3	4.65	4.5	4.4	6.25	6.05	6				

10 - least stressful
1 - most stressful

- | | | | |
|---|---------------------------|----|--------------------------|
| 1 | MEETING DEADLINES (6.2) | 8 | FAMILY PROBLEMS (4.65) |
| 2 | STUDYING FOR EXAMS (6.05) | 9 | LOVE/CRUSH (4.4) |
| 3 | TESTS (6.0) | 8 | ASSIGNMENTS (4.15) |
| 4 | RESEARCH PAPERS (5.5) | 9 | PROBLEMS W/ PEERS (4.05) |
| 5 | ORAL REPORTS (5.15) | 10 | ENROLLMENT (3.3) |