

4. RATING SCALE

In guidance programme, use of rating scale is becoming more popular. Rating is a technique in which we systematize the expression of opinion concerning a particular trait.

According to Rugh Strang, "Rating is, in essence, directed observation."

According to A.S. Barr and others, "Rating is a term applied to expression of opinion or judgement regarding some situation, object or character. Opinions are usually expressed on a scale of values. Rating techniques are devices by which such judgements may be quantified."

Such type of rating scales are used by the teachers, parents, interview boards and judges.

According to Garrett, "The rating scale is a device for obtaining judgements of degree to which an individual possesses certain behaviour traits and attributes not readily detectable by objective tests."

Wright Stone has defined rating scale as, "Rating scale is a selected list of words, phrases, sentences or paragraphs following which an observer records a value or rating based upon some objective scale of values."

In this way, the measurement of personality and performance is done. It is also a subjective method. It is lesser reliable and valid. These days, this method is being used to enhance the salary of persons working in the industrial organisations and their promotion.

A. Types of Rating Scales

Rating scales are also of various types. Some of their main types are as follows—

- (i) Numerical Scales.
- (ii) Descriptive Scales.
- (iii) Rank Order Scales
- (iv) Graphic Scales.
- (v) Percentage of Group Scales.

(vi) Paired Comparison Scales

(vii) Forced Choice Scales.

(viii) Rating by Cumulative Points.

(i) **Numerical Scales** – In such scales, scores are assigned to each trait. Such scales can be also of various types. This classification is on the basis of scores, such as 3-point scale, 5-point scale and 7-point scale.

If it is 3-point scale, each statement carries three options of responses. The pupil is asked to tick mark that response with which he agrees. In this 3-point scale, score of '3' means that maximum occurrence of that trait of which the score of '3' is assigned. Similarly in 7-point scale, the score of '7' indicates the occurrence of maximum quantity of that trait to which the score of '7' is assigned.

(ii) **Descriptive Scale** – In such a scale, the trait described in words is to be tick marked as in the blank space left before the statements concerning that trait.

For example –

Is this pupil physically active ?

– Lazy

– Smart

– Over Smart.

– Lazy and Passive.

In such scales, these words are used : seldom, all, never. Such as, Does this pupil obey his teachers ? While responding this question, take care of the fact whether the pupil obeys all the time or seldom or never. Only one alternate is to be tick marked out of these.

(iii) **Rank Order Scales** – In this type of scales, descending ranks are given to the pupils. In this rank order, the pupil is placed at some specific rank. In this method, the pupil is placed at the rank according to his talent. This is to be done by those teachers who teach him. Then all the ranks given by all the teachers are subjected to the calculation of an average rank. In this method, statistics is used.

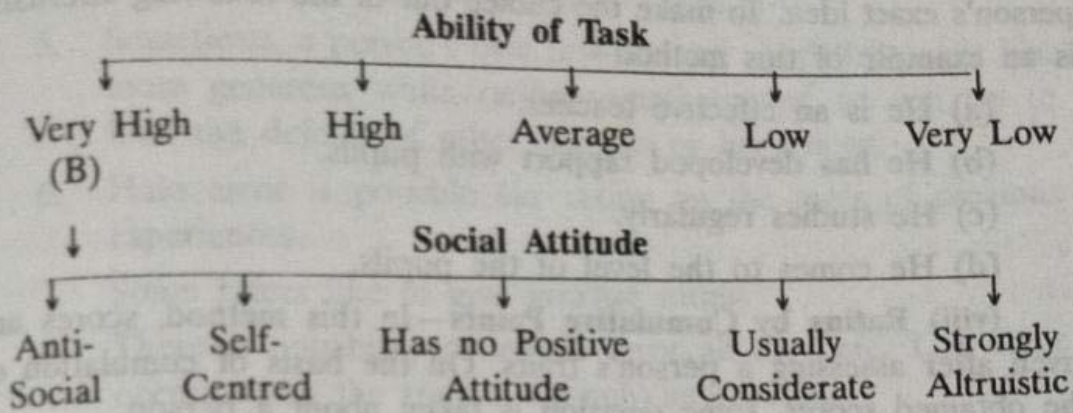
(iv) **Graphic Scales** – Graphic scale is also known as 'Behavioural Statement Scale.' It is similar to descriptive scale. The difference lies in writing only. This scale is used frequently. In this scale, line is divided into many parts and the traits are written on these parts. The pupils are asked to tick mark any one of these traits. Guilford has advocated some principles for the construction of such rating scales, which are as follows –

- (a) The line should be of 5" length.
- (b) The line should not be interrupted by the gaps.
- (c) 3 or 5 adjectives should be used.
- (d) Neutral or average words should be placed in the centre.
- (e) Distance between marked symbols may not be equal.

Graphic scales are of two types—

(A) Simple Scale

Example—



Advantages—This method has the following advantages—

- (a) This method is considered as an easy and quickly understandable.
- (b) It is possible to complete it in short duration.
- (c) Minute discrimination is possible in this method.
- (d) It is possible to take a comparative decision.

(v) **Percentage of Group Scales**—In this type of scales, a person is asked to tell the percentage of a trait possessed by a group on the basis of which his rating is done. For example.

Out of the following alternates, a person is asked to mark that alternate which depicts his self-confidence—

- (a) Falls in top 1%
- (b) Falls in top 10% but not in the top 1%.
- (c) Falls in top 25% but not in top 10%.
- (d) Falls in top 50% but not in top 25%.

(vi) **Paired Comparison Scales**—In this no scale is used. According to this method, a person is examined by pairing him with the other members of the group in rotation. Then a decision is taken whether he is better than the other or not. Such comparisons are then treated

with statistics and analysed. The persons subjected to the comparison are placed in an order.

(vii) **Forced Choice Scales**—Sometimes, in the process of determining the rank, the person doing this job fails to express his decision regarding the ranking of the person. It usually occurs in the descriptive and graphic scales. In order to remove this defect, forced choice methods are used. In this method, a person is forced to choose one pair of two alternates. Hence, this method is helpful to know a person's exact idea. To make the choice out of the following alternates is an example of this method—

- (a) He is an effective teacher.
- (b) He has developed rapport with pupils.
- (c) He studies regularly.
- (d) He comes to the level of the pupils.

(viii) **Rating by Cumulative Points**—In this method, scores are given after assessing a person's traits. On the basis of cumulation of the obtained scores, some decision is taken about a person.

B. Advantages of Rating Scales

The main advantages of rating scales are as follows—

1. With the help of rating scale, it is convenient to write reports of the pupils. The place secured in the class by a pupil can also be incorporated in the report.
2. This method has proved useful to supplement other methods of appraising an individual.
3. This method helps the counsellor in guidance procedure. He can guess about a person's promotion, appointment etc.
4. This method also helps the administration in appointing and promoting the persons.
5. Rating scales also motivate the pupils. They come to know their shortcomings and they can make an effort to improve.
6. This method helps at the time of admission of the pupils.
7. This method makes the teachers aware about the working of the pupils.
8. This method tells about the progress of the pupils.
9. This method is useful in acquiring the knowledge about the educational achievements, personality traits and behaviour characteristics of the pupils.

10. It helps in comparing the pupils of a class.

C. Limitations of Rating Scales

1. These scales are subjective.
2. They lack reliability.
3. In making decisions with the help of rating scales, no one works hard.
4. It is very difficult to assess the inferiority complexes, self-dependence etc. by these rating scales.
5. Sometimes, a person's own feelings and sympathy makes him more generous while rating something and he will try to hide the defects of other persons or his fellows.
6. Halo error is possible *i.e.*, rating on the basis of previous experiences.
7. Some raters like to give average rating.
8. There is possibility of logical error all the time. This error occurs when the trait is wrongly interpreted.
9. Sometimes ability of decision makers differs because they differ in their intelligence and decision-making ability. This is due to the difference in their interests, experiences, personality traits and abilities etc.

D. Suggestions for the Construction of Rating Scales

It is essential to follow the following while constructing rating scale so that its use may lead to reliable results—

1. First of all, the number of items should be decided. In the case of lesser items minute discrimination is not possible. If the number is increased, it is possible that the pupils or the judges may not make its use. Some scholars say that its number should not cross 20. Simonds says that the number of items should be 7.
2. The number of traits to be determined should be limited.
3. The person or a pupil or a judge should be provided with the opportunity to observe a person's traits in various situations.
4. The instructions regarding the use of rating scales should be very clear.
5. Statements should be written objectively.

7. Select that trait which is very clear.
8. The rating scale cards should have some space where the judge may write some note.
9. It is essential to get training regarding the use of rating scale.
10. Judge should be trained and intelligent.
11. It is essential to use similar levels or standards.
12. More than one judge should be arranged to ensure the reliability of a rating scale.