NORMS
CHAPTER
VII
NORMS

- Meaning of Norms

- Standardization Sample

- Norms

- Interpretation of the Norms

- References
7.1

**Meaning of Norms:**

The raw score of a Psychological test by itself has no value. In the absence of additional interpretative data, a raw score of any Psychological test is meaningless (7.1). It can be interpreted by comparing it to some standards. Psychological tests have no predetermined standards of 'passing' or "failing". The individual taking it can be evaluated only by comparing it with norms which represent the test performance of the standardization sample. The norms are the averages or the typical scores of a test obtained by specific group. It is employed occasionally as a synonym for average. In this sense, a raw score of an individual on a specific test may be interpreted only by reference to norm (7.1, 7.2)

The simplest statement of norms is given by the Norm. This is nothing more than average either mean or median score for a specified group (7.0). Basically, test norms represent the test performance of the standardization sample. They are empirically
determined, any norm, however, expressed, is restricted to the particular normative population from which it was derived and any test user should study the way establishing the norms and he should satisfy himself that the standardization group is representative. In this sense, the author of the test has made every attempt to obtain representative group for the purpose of determining norms of this scale. (7.9).

The norms of this scale are determined essentially on the carefully selected, and as far as possible, representative normative sample. In this context the nature of norm group is extremely important (7.1, 7.8).

Standardization Sample:

The norms of this scale were determined on a carefully selected and as far as possible representative sample from the normative population. The sample consisted of 1500 of males and females ranging in age from adolescent to adulthood and little extended up to middle ages. The sample was drawn from higher secondary
schools, arts, science, commerce, engineering law, and education colleges up to graduate and post-graduate levels located in various parts of the city of Ahmedabad. This group served to establish the required norms (7.2, 7.3).

The systematic plan was designed for administering this scale to the standardization sample. By and large, the administration of the scale was carried out as per schedule with some exceptions here and there (7.1, 7.2).

Mother to supply the norms separately for the sub groups, the means of various groups were compared and the significance of difference were tested with F test. For the three groups adolescent post adolescent and adult and for the male and female groups (7.4, 7.5).

The table number 18 shows the complete analysis of variance of scores obtained by three groups namely adolescent, post-adolescent and adult on the present scale.
The F ratio is found statistically significant at .05 level. The mean scores of these groups differ significantly (7.2, 7.6). The comparison of average scores of male and female groups is given in Table number 19.

The comparison of averages obtained by male and female group is significant at .05 level. That is to say that the average scores of these groups are different (7.2, 7.6).

On the basis of these comparisons the present author has decided to give separate norms for the three groups of adolescents, post-adolescents and adults, and separate norms for males and females and for the entire groups. They are given in Table numbers 20 to 25 (7.4, 7.7).
Further, the score distributors obtained for different sub-groups were tested for the hypothesis of normal distribution. Table numbers 20, 21, and 22 give the result of adolescent, post-adolescent and adult groups.

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Read Table
Numbers 20, 21, and 22 Here

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In the testing of the hypothesis of the normal distribution in case of the three groups of adolescent, post-adolescent and adult, no consistent results are found (7.5, 7.6, 7.7). The similar testing of the hypothesis for male and female group separately is given in table numbers 23 and 24.

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Read Table
Numbers 23 and 24 Here

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The tables indicate no consistent result in this group. The hypothesis of normal distribution for the entire sample was also tested. The necessary
calculations are given in table number 25.

Read Table
Number 25 Here

The result reported in the table indicates that the hypothesis of normal distribution is rejected as the scores distributions were not normally distributed. Therefore, the raw scores were required to be converted into some standard or normalized form, to meet this requirement. The author decided to convert raw scores into normalized T score. Further he decided to give norms in percentile rank as well as stenine (7.4, 7.5, 7.6).

Read Table
Numbers 26 to 37 Here

The separate norms are given for the entire sample Table numbers 26 to 37 and for the sub groups also, the table for converting raw scores into normalized T score are reported.
Read Table Numbers 38 to 49 Here

The conversion tables for the raw scores to be converted into normalized T scores are given, separately for the entire sample as well as for the male and female groups and the for the other groups—the adolescent, post adolescent and adult group. In each table normal

Interpretation of Scores:

Interpretation of scores starts with either a ten score or percentile rank of an individual or a group of individuals on each subscale or on a total composite score. For assessing position of an individual(s) in relation to standardization sample, one requires to refer to table of norms either in stems or in percentile ranks. Before that the raw score may be converted in to normalized T score for an appropriate group. This will show that the individual under consideration is either normal or above normal or below normal. In each table normal
or any one (s) or percentile rank(s) are underlined.

Higher the score, either on sub-scales or total scale scores means higher manifestation of neuroticism-neurotic behaviour could be known specifically by referring it to specific areas; for example, higher score in area I - Inadequacy-indicates that the individual suffers from high degree of feeling of inadequacy in various situations enumerated in one particular area. Similarly, other sub-scales or total scale may also be interpreted (7.8, 7.10).

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