



ABSTRACT

NAME OF INSTITUTION: De La Salle University-Dasmariñas

ADDRESS: Dasmariñas, Cavite

TITLE: Establishing Local Norms for the College Admission Test of De La Salle University SY 1998-1999

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OBJECTIVE OF THE STUDY:

To establish a norm created specifically for the college admission test of De La Salle University-Dasmariñas.

SCOPE AND DELIMITATION:

The respondents of this study were the freshmen applicants of De La Salle University-Dasmariñas and the study focused mainly on the norm



established and not on an extensive analysis of the test. Non-cognitive factor that was considered was age.

METHODOLOGY:

The descriptive method of research was used in this study. The sampling method used for the research was the fishbowl technique. Statistical treatments used were the mean, standard deviation, t-test, and coefficient of variation.

MAJOR FINDINGS:

The over-all norm of the college admission test fell within the average scale of intelligence.

The male applicants fell within the average scale. The same held true for the female applicants.

This led to the acceptance of the null hypothesis that no significant difference existed between the mean scores of the two groups.

CONCLUSION:

Since no mark difference could be seen between the male and female groups, there is no need to come up with separate norms for the college admission test of De La Salle University-Dasmariñas.



Majority of the freshmen applicants had average intelligence. However, few students had below average intelligence as compared with those having above average intelligence.

Extraneous variables such as testing dates and different testing rooms may have affected the raw scores resulting to a heterogeneous standard deviation.

RECOMMENDATIONS:

In the light of the findings of this study, the following are recommended:

1. That the admission office undergo an item analysis of the test to determine the internal validity of the test items;
2. That the established norm, when used, be updated every three years to determine its applicability to the population;
3. That the findings of the study be used as reference for future studies regarding the transition of the intellectual capabilities of the students throughout the history of the institution;
4. That extraneous variables be controlled from affecting the results of the tests; and



5. That other researchers establish separate norms for the different courses more specifically in psychology to aid the Behavioral Science Division in determining what type of students they are producing.

