

ADDENDUM

ANNEXURE V

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Sl.No.	Examiner Comments	Clarifications
1.		
a	<p>Interpretation of the results, specifically the 't' test which appears to be faulty. With an N of 320, the appropriate value of 't' to be significant at 0.05 level is 1.97 and at 0.01 level it is 2.59. Using these values,</p> <p>The t ratio of 9.6 in Table 4.25 (pg 171) is highly significant (beyond $p < 0.001$ level).</p>	<p>The t statistic has been found to be 9.6 which is highly significant (beyond $p < 0.01$). Thus we accept the study hypothesis (Hypothesis 1). (Pg No. 208 of Chapter IV: Interpretation of Results)</p> <p>The statistic is higher than the critical value from the table; it indicates that</p> <ul style="list-style-type: none"> • The finding is significant. • The null hypothesis is rejected. In other words, the study hypothesis (Hypothesis 1 on Cognitive Ability) is accepted. • The probability is small that the difference or relationship happened by chance, and p is less than the critical alpha level ($p < \alpha$).
b	<p>The t ratios in Table 4.26 (Pg 173) need interpretation. 't' ratios for Verbal Originality, Non-Verbal Elaboration, Non-Verbal Originality, Non-Verbal Originality T and Non-Verbal Flexibility are all non-significant. As a result the interpretation of the hypotheses and the discussion that follows will have to change.</p>	<p>Made suggested corrections in Table 4.26 Test of Creative Thinking (Descriptive Statistics) (Pg. No. 211-216 of Chapter IV: Interpretation of Results) and accordingly the hypotheses was interpreted. The relevant discussion has been incorporated in the following chapter (Chapter V: Discussion, Conclusion and Recommendations; Pg No. 245-246).</p>
c	<p>Moreover, the 't' ratios for Verbal Fluency and Verbal Flexibility need to be redone. For example for Verbal Fluency with a mean difference of 14.2, the t-ratio for large, independent groups will be around 15, which is highly significant.</p>	<p>Made suggested corrections in Table 4.26 Test of Creative Thinking (Descriptive Statistics) (Pg. No. 211-216 of Chapter IV: Interpretation of Results) and accordingly the hypotheses was interpreted. The relevant discussion has been incorporated in the following chapter (Chapter V: Discussion, Conclusion and Recommendations; Pg No. 245-246).</p>
d	<p>Similarly, in Table 4.28 (Pg 181), all the obtained 't' values are non-significant. However the candidate has claimed that</p>	<p>Made suggested corrections in Table 4.27 Multivariable Personality Inventory (Descriptive Statistics) (Pg. No. 217-224 of Chapter IV: Interpretation of Results) and accordingly the hypotheses was interpreted. The relevant</p>

	<p>they are all significant beyond the .05 level and therefore the hypotheses which stated that street children and normal children would significantly differ is accepted. This conclusion is unwarranted. The results imply that there are no differences in the two groups. The interpretation of the hypotheses and the discussion that follows will have to change.</p>	<p>discussion has been incorporated in the following chapter (Chapter V: Discussion, Conclusion and Recommendations; Pg No. 250-254).</p>
2.	<p>The histogram presented on Page 172a and 172b are not clear. What has been plotted on the Y-axis? Looking at the histogram for normal children on Page 172b, how is the mean only 42.4, when a large majority of the sample lies in the 45 and 50 categories and the sample is skewed? This needs verification.</p>	<ul style="list-style-type: none"> ▪ Figure 1 represents the Histogram of Street Children (Page 209 of Chapter IV: Interpretation of Results) ▪ Figure 2 represents the Histogram of Normal Children (Pg 210 of Chapter IV: Interpretation of Results) ▪ X-axis of both the Histograms represents the Scores attained on Standard Progressive Matrices and Y-axis represents the Frequency of the scores (Page 208 of Chapter IV: Interpretation of Results). ▪ A large number of scores (around 74 out of 160) have a value between 45 and 55; however, the mean is found to be 42.39. This is because the smaller values, although less in number, are very small and they drag the mean value down. The median is found to be 45. As the population is negatively skewed, mean is less than the median.
3.	<p>The candidate has calculated Pearson's Product Moment Correlation of Coefficient (tables 4.27 and 4.29). I am not too sure as to why this has been done. How do correlations prove hypotheses which state that significant differences exists between two groups? This needs to be clarified.</p>	<ul style="list-style-type: none"> ▪ (Chapter IV: Interpretation of Results) The unsuitable tables (Table 4.27 and 4.29) have been deleted from both the sections (Creativity Test and Personality Test) because of no relevant hypothesis.
Others		
a	<p>No abstract or chapter on Summary and Conclusions has been included in the thesis.</p>	<ul style="list-style-type: none"> ▪ Abstract was submitted to the University. Perhaps by mistake it was not sent to the Examiner. ▪ Abstract has been included in the Thesis (Page iv).
b	<p>A note on the limitations of the present study and suggestions for future research would have increased the quality of the study.</p>	<ul style="list-style-type: none"> ▪ Limitations of the Present Study have been incorporated (Chapter III: Methodology Section, Pg No. 188). ▪ Suggestions for Future Research have also been included (Chapter III: Methodology Section, Pg No. 188-189).

c	<p>The candidate in her discussion should have related her findings to previous research. This has not been done.</p>	<ul style="list-style-type: none"> ▪ Previous research findings have been related with the present study findings in Chapter V: Discussion, Conclusion and Recommendations (Pg No. 226-254).
d	<p>The procedure elaborated in pages 145 and 146 implies group administration of the tests where the children themselves answered the questionnaires. However sample details indicate that 2% of the street children were illiterate and could not read and write. How was the data collected from them?</p>	<ul style="list-style-type: none"> ▪ The demographic profile shows that 1.9% children having difficulty in reading/writing. They were informally taught by the welfare agencies educators so that they could participate in the study. ▪ Guidance on attention to each problem was given in its standard order. Repeated instructions, demonstration of the test item was presented regarding their course of actions. When he/she could grasp the nature of the initial problems, no further assistance was extended. Plausible difficulties were subsequently resolved (Pg No. 181 of Chapter III: Methodology and Pg No. 191 of Chapter IV: Interpretation of Results).
e.	<p>Baqer Mehdi's test (verbal part) as well as Muthayya's questionnaire is in English. Were these translated into Bengali for the street children? If so, how and what are the psychometric properties of the translated versions. Moreover, which version was used for the normal children?</p>	<ul style="list-style-type: none"> ▪ The face validity and socio-cultural admissibility of Baqer Mehdi's Test was ascertained by three experts after translating the same into simple Bengali Language. On the basis of suggestions by the experts minor modifications were made in the questionnaires and the final version was used for data collection on 70 street children (35 boys and 35 girls) and the data were treated for item validity. After calculating critical ratio values, all the verbal and non-verbal items were considered for the final form of the test. Reliability - A test-retest correlation co-efficient of 0.85 was obtained using the product moment correlation on a sample of 70 street children. The re-test was applied on the same group after 15 days of the first data collection. Validity- For ascertaining the validity, the scale was administered on 70 normal children. The means between the two groups were found to be significantly different at 0.01 level (Section 3.6.3 Pg No. 168 of Chapter III: Methodology). ▪ The face validity and socio-cultural admissibility of this Multivariable Personality Inventory was ascertained by three experts after translating the same into simple Bengali Language. All the 50 items were unanimously accepted by the experts for the final form of the test. On the basis of suggestions

		<p>made by them minor modifications were made in the questionnaire and the final version of the questionnaire was used for data collection on 70 street children (35 boys and 35 girls) and the data were treated for item validity. After calculating critical ratio values, all the 50 items were kept for the final form of the inventory. Reliability - A test-retest correlation co-efficient of 0.90 was obtained using the product moment correlation on a sample of 70 street children. The re-test was applied on the same group 15 days after the first. Validity- For ascertaining the validity, the scale was administered on 70 normal children. The means between the two groups were found to be significantly different at 0.01 level (Pg No. 174 of Chapter III: Methodology).</p> <ul style="list-style-type: none"> ▪ Yes, both the tests (Baquer Mehdi Test of Creative Thinking and Dr. B.C.Muthayya's Multivariable Personality Inventory) were translated into Bengali by three experts and were used on the Street Children (Section 3.8: Data Collection, Pg. No. 181 of Chapter IV: Methodology). ▪ In case of the Normal school children, the Bengali version of the questionnaires was used (Section 3.8: Data Collection, Pg No. 182-183, of Chapter IV: Methodology).
f	Pg 172, in the last paragraph, the candidate has mentioned 'slighter trend' of cognitive development' what exactly is implied?	<ul style="list-style-type: none"> ▪ The idea was to assert on the fact that there were increasing number of scores at higher values.
g	On Pg 121, the first objective stated is to study the developmental history of the street children. This objective has not been met because while the candidate has presented the demographic profile of the street children contacted very clearly and explicitly, their developmental history has not been delineated. This needs elaboration.	<ul style="list-style-type: none"> ▪ The objective was 'to study the socio-economic background of the street children' instead of their developmental history. Necessary correction has been done (Section 2.6.3 Objectives of the Study, Pg No. 153, of Chapter II: Literature Survey and an Outline Plan).

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THANK YOU