CHAPTER-VI

SUMMERY, CONCLUSION, MAJOR FINDINGS AND SUGGESTIONS

6.1  Summery:

Education is the key to all round development of a society. The pace and shape of development depends heavily on education. Education plays a vital role in bringing about social and economic development of mankind. Education is an agent to change the attitudes and values among people and create in them a desire to progress.

According to the definition of Bengal Secondary Education Act (1960) - Secondary education means education suitable to the requirements of all pupils who have completed primary education and it includes general, technical, industrial, agricultural and commercial education.

Hurlock (1959) found, at this stage the turmoil of emotions starts to cool down and the person with the learning at school and in the home, not only becomes able to control his emotions but also to take decisions with greater insight and understanding into the problems.

Lower secondary stage covers only the two classes IX and X and the age is usually 14+ and 16+. These two classes complete the ten years of general education. These two years are crucial from the point of view of the development of personality also (The Curriculum for the Ten Years School, 1975).

Human Resource Development Minister Kapil Sibal (2010) hoped the Right to Education (RTE) act will cover secondary schools in the coming years: "In the coming five years similar rights will cover secondary education", Sibal said while
addressing a function organized by the ministry and UNICEF. He said the act will address the problem of high dropout rates. "More than 60 percent of Student admitted in primary schools never reach class 12th. We have over 80 lakh Student who do not go to school, many countries don't even have so much population," he said. "After Student completes their secondary education, they can decide if they want to go to university, or do some vocational training," the minister added. The Right to Education act, which came into force on April 1, 2010, makes education a fundamental right for Student between 6 to 14 years of age and is to be implemented for the first time in the country. As per the act, every child in the age group will be provided eight years of elementary education in an appropriate classroom in the vicinity of his or her neighborhood.

Keeping in view the importance of inculcation of proper sense of values in the young generation value based education forms a very important place in the National curriculum at all levels. The committees and commissions appointed for development and reconstruction of education placed a great importance on value based education.

The preamble to Indian constitution adopted in the constituent assembly on 26th November, 1949 emphasizes the values like justice, liberty, equality and fraternity. The Secondary Education Commission (1952-53) headed by Dr. A. Lokshmanaswami Mudaliar considered healthy trends in regard to spiritual and moral behavior in the form of inspiring talks. The report of the Chavan Committee on value based education (1999) observes that Truth (Satya) Righteous conduct (Dharma), Peace (Shanti), Love (Prema) and non-violation (Ahimsa) are the core universal values which can be identified as the foundation stone on which the value based education programme can be built up.
During adolescence as individuals develop increasingly complex knowledge system; they also adopt integrated set of values or morals. Early in moral development the secondary stage provides with a structured set of rules of what is right and wrong, what is acceptable and unacceptable. Some of those values and attitude are readily verbalized, whereas others are intrinsic but less well recognized. Eventually the set of values i.e. provided by parents and society may come into conflict with other segments of society. To reconcile such difference the adolescence restructures all those beliefs into a personal ideology.

The impact of religion and religious practices is also felt for the first time at this age in one’s life. In this stage, one tries to talk about God and religion. He often engages himself in the discourse about Philosophy concepts like Soul, Brahmin, the meaning of life, the question of doubt etc.

With the development of social and civic sense the Student during the period learn to behave according to the norms of their society and culture. Also the group sense makes them follow some moral or ethical code. It prepares a stage of proper moral development. The formation of strong sentiments during this period intensifies the process of moral development. The character, by which we know a person in his life, to a great extent, is the product of the experiences gained, complexes formed and sentiments made during this stage.

Personality of an individual is the bi-product of biological hereditary and environmental forces. The heredity provides the basic potential where as environmental provides the scope to which these basic potentialities will be developed.

As a theoretical construct personality is related to the many dimensions of a human being’s behavior in every developmental period as well as in his adult life. It
involves –(i) The overall organization and the relative potencies of his psychological need, (ii) the manner in which he customarily tries to satisfy these needs, his various psychological – adjustment functions and (iii) the way in which its individual style of living affects others people (Murray. H. and Kluckhon. C, 1948)

In the secondary stage moral development during the most crucial stage in an individual’s development, is peculiarly susceptible to the effects of his mental and social development.

Secondary stage reflects on adolescence periods. It is a time of major change in a person’s life. During these periods there are several drastic changes in the area of physical, intellectual and emotional and social growth. In order to, fully understand of these groups of individual; the changes that, there are experiencing need to be understood first. In the physical development the boys and girls experience a good spurt; sexual organs, rapidly develop suit glance, become more active fill tired more easily etc. In this period they also make a large amount of decision about how to make and spent money. Dr. Karl Menninger an early American psychiatrist has found that, today’s Student are not getting their belonging needs fulfill at home; at school or from neighborhoods and so are therefore striving to obtain “artificial belonging”.

Academic oriented achievement, which sets in the school and teach students in formal standard ways in the academic level.

Educational performance has been strongly linked with cognitive factors measured in Student as early as age three.

An academic achievement happens to be and of the core determinates of career planning and success in vocation life the parents and teachers are quite concerned about the level of academic achievement.
Usha and Beacker (1981), agreed on the basis of their investigation that the oldest child usually as advantage by a good deal of attention and warmth during the early stage of life are found to be better adjusted and better academic receivers.

Charles D. Flory, Elizabeth Alden and Madeline Simmons of Lawrence College in September, 1994 conducted studies on classroom teachers improve the personality adjustment of their pupils. The purpose of this study was to determine whether the regular classroom teacher could bring about improvement in the adjustments of her pupils when diagnoses were made by a standardized personality test.

One section of the profile purports to indicate how the child feels about himself; while the other section consists of components of social adjustment. The average of the two parts is considered a measure of the child's Total Personality Adjustment.

So value preferences of life obviously help persons build their personality in to right direction. The value preference of a given community lies in the socio-cultural environment, which obviously, helps a person to build his/her personality in the right direction. Value and personality are bind together in matrix of culture. Sociological point of view the individual in a group and culture spontaneously holds on to the ramifying and proliferating values, roles and patterns of through and action which produce in his personality and that enables his to maintain the stability of social system and his relationship with that system. The individual relationship with others in the every day transactions determines the evaluation and conception of himself as well as his status and obligations in the society.

A major concern in schools is that some ethnic groups consistently achieve below the average for all students. Researchers agree that consistent differences
among ethnic group on test of cognitive abilities are mainly the legacy of discrimination.

Deoris are distinguished from the other communities by certain mode of behaviour such as, their dresses, food habits and socio-cultural rituals and rites etc. The Indian constitution has regarded the Deoris as a Scheduled Tribe of Assam. According to 1971 census their total population stood at 23,080 of which 11,901 were male and 11,179 were females. Out of the total population the speakers of mother tongue stood at 12,190 and the PC of literary among them as per 1971 census was 27.72%.

Again, according to the 2001 census the total revenue villages of Deori in Assam are 133 and their population are 2,45,000.

Deori is aboriginal tribes of Assam. The Encyclopedia Britannica, has entry on tribe in the following words, “In cultural anthropology, theoretical type of human social organization based on small groups defined by traditions of common descent and having temporary or permanent political integration above the family level and shared language, culture and ideology.”

The present inhabitations of the Deoris are spread in Lakhimpur, Dhemaji, Jorhat, Sonitpur, Dibrugarh and Tinsukia districts of Assam. The Deori villages are generally found in plain areas of the river banks. They were settled near by Sadiya first.

Deori is an ideal tribe. This tribe is regarded by cultural evolutionists as the form of social organization that develop into stratified society and eventually into the type of social organization known as the primitive state. As an ideal type, the tribe derives its unity not from a territorial identity but from a sense of extended kinship.
They work together in such joint endeavors as trade, agriculture, welfare, and economic activities. This is the main approach of Deoris personality patterns.

6.1.1 Objectives of the Study:

The present study attempts the following objectives:

(i) To assess the Personality Patterns among the respondents.

(ii) To study Value Preferences of Deori Secondary School Students.

(iii) To find out the Academic Achievement of Deori Secondary School Students.

(iv) To assess the influence of Socio-cultural environment on Personality Patterns of Deori Secondary School Students.

(v) To assess the influence of Socio-cultural environment and Personality Patterns on Academic achievement of Deori Secondary School Students.

(vi) To assess the influence of Socio-cultural environment on Value Preferences of Deori Secondary School Students.

(vii) To assess Personality Patterns influenced by Value Preferences of Deori Secondary School Students.

(viii) To find out relationship among Personality Patterns, Value Preferences and Academic Achievement of Deori Secondary School Students.

6.1.2 Rational of the Study:

The subject of the proposed study is “personality pattern, value preferences and academic achievement of the secondary school students among Deoris in Assam”. The Deoris are recognized as the plain tribes of Assam. They have their own dialects, social system, culture and custom etc. within a very short period it is very difficult to
conduct research on a particular tribal community and their life hood expect. It has to be found in a deep and close consideration. No one even tried to study such topic among the Deoris. It has to be found in a deep and close consideration that no one even tried to study such topic amongst the Deoris, keeping this view in mind the investigation was carried out through, interview schedule observation and case studies.

6.1.3 Hypothesis:

For the present study no directional hypothesis are proposed to be tested. The study proposes to test the following null hypothesis:

(i) There will be no relationship between personality patterns and value preferences of secondary school students of Deories.

(ii) There will be no relationship between value preferences and academic achievement of secondary school students of Deoris.

(iii) There will be no relationship between personality patterns and academic achievement of Secondary school students of Deories.

6.1.4 Methodology and Design:

Descriptive survey method is used for this study. The descriptive research or normative survey method has undoubtedly been the most popular and the most widely used research method in education.

The present study has been designed with its conceptual structure, its objectives consisting of the grouping for the collection, measurement and analysis of data. It has developed plan, structure and strategy of investigation to obtain answers
for the research questions. The present study has its eight objectives and it has also
developed research tools for the collecting of data.

6.2 Major Findings:

Personality Patterns of Deori Secondary School Student of IXth and Xth
standard of both the boys and the girls:

Personality Patterns:

- It was found that IXth standard Deori Secondary School Students Personality
  Patterns as Extroversion-Introversion and Self Concept were High of
  Narayanpur Block in Lakhimpur District than Bordoloni Block in Dhemaji
  District.

- It was found that no Boy Student was found as Anxiety Personality Pattern in
  IXth Standard in both the Narayanpur Block Lakhimpur District and
  Bordoloni Block Dhemaji District.

- The IXth standard Girl Students of Narayanpur Block in Lakhimpur District
  Personality Pattern Extroversion-Introversion was found High than Bordoloni
  Block in Dhemaji District and no respondents were found in Temperament
  Personality Pattern of Narayanpur Block in Lakhimpur District.

- It was found that the Xth standard Boy students Personality Pattern as
  Extroversion-Introversion and Temperament were High in Narayanpur Block
  Lakhimpur District than Bordoloni Block Dhemaji district.

- It was found that no Students were found Anxiety Personality Pattern of Xth
  standard boys in both the Narayanpur Block Lakhimpur District and Bordoloni
  Block Dhemaji District.
• It was obtained that the Deori Secondary Xth standard Girls Student Personality Pattern as Extroversion-Introversion and Adjustment found High in Narayanpur Block Lakhimpur District than Bordoloni Block Dhemaji District.

• It was found that the Deori Secondary Xth standard Girls Student Personality Pattern as Self Concept and Dependent Independent high in Bordoloni Block Dhemaji District than the Girls Student in Narayanpur Block Lakhimpur district.

• It was found that no Students were found in Personality Pattern Temperament of Xth standard Girls in Narayanpur Block Lakhimpur District.

• It was found that the Deori Secondary IXth standard Boy Students Personality Pattern as Extroversion-Introversion and Dependent Independent were high in Bihpuria Block Lakhimpur District than Dhemaji Block Dhemaji District.

• It was also found that Personality Pattern as Self Concept and Adjustment were high in Dhemaji Block Dhemaji District than Bihpuria Block Lakhimpur District.

• No Students were found Personality Pattern Anxiety of both IXth and Xth standard Boy Students in Bihpuria Block Lakhimpur District and Dhemaji Block Dhemaji District.

• It showed that IXth standard Girl and Xth standard Boy Student Personality Pattern Extrovert-Introvert very high in Bihpuria Block Lakhimpur District than Dhemaji Block Dhemaji District and no Students were found Personality Pattern Anxiety in both the Bihpuria Block Lakhimpur District and Dhemaji Block Dhemaji District.
• It was found that no Students were found in Xth standard Girl as Personality Pattern Temperament and Anxiety in Bihpuria Block Lakhimpur District.

• It was found that the Deori Secondary IXth standard Boy Personality Pattern Self Concept and Adjustment were equally high in Karunabari Block Lakhimpur District than Machkhowa Block Dhemaji District.

• It was found that no Students were found in IXth standard Boy as Personality Patterns Dependent-Independent and Anxiety in Karunabari Block Lakhimpur District and Machkhowa Block Dhemaji District.

• It was found that IXth standard Girls Student Personality Pattern Self Concept and Adjustment were high in Machkhowa Block Dhemaji District than Karunabari Block Lakhimpur District.

• It was found that no Students were found Personality Pattern Anxiety in IXth standard Girl in both the Karunabari Block Lakhimpur District and Machkhowa Block Dhemaji District.

• It was found that Deori Secondary Xth standard Boy Personality Pattern Self Concept equal in both the Karunabari Block Lakhimpur District and Machkhowa Block Dhemaji District but no Students were found as Personality Patterns Temperament and Anxiety in the both Block.

• It was found that Xth standard Girl Student Personality Patterns as Extroversion-Introversion and Self Concept were high in Machkhowa Block Dhemaji District than Karunabari Block in Lakhimpur District but no Students were found Personality Pattern Temperament and Anxiety in the both Block.

• It was found that IXth standard Boy Personality Pattern Self Concept equal in both the Nowboicha Block in Lakhimpur District and Sisi Borgaon Block in
Dhemaji District but no Students were found Personality Pattern Dependent-Independent and Anxiety in the both Block.

- It showed that IXth standard Girls Student Personality Pattern Extroversion-Introversion very high in Nowboicha Block Lakhimpur District than Sisi Borgaon Block Dhemaji District.

- It was found that no Students were found in Xth standard Boy as Personality Patterns Dependent-Independent and Adjustment in both the Nowboicha Block Lakhimpur District and Sisi Borgaon Block Dhemaji District.

- It was found that no Students were found in Xth standard Girls as Personality Patterns Temperament and Anxiety in both the Nowboicha Block Lakhimpur District and Sisi Borgaon Block Dhemaji District.

**Value Preferences.**

- It was found that IXth standard Boy Students of Bordoloni Block Dhemaji District highly preferred Cleanliness than the students of Narayanpur Block Lakhimpur District but no Students preferred Value as Broadminded and Self Control of both the District.

- It was found that IXth standard Girls Students of Bordoloni Block Dhemaji District highly preferred Cleanliness than Narayanpur Block Lakhimpur District whereas no Student preferred Courageous in both the Block.

- It was found that Xth standard Boy Students of Bordoloni Block Dhemaji District highly preferred Love and affection than Narayanpur Block Lakhimpur District but Cleanliness highly preferred by the boy students in Narayanpur Block Lakhimpur District than Bordoloni Block Dhemaji District.
• It was found that no Girl Student of Xth standard preferred Self Control of both the Narayanpur Block Lakhimpur District and Bordoloni Block Dhemaji District.

• It was also found that Xth standard Girls Student of Bordoloni Block Dhemaji District highly preferred Cleanliness and Love and affection than the Girls student of Narayanpur Block Lakhimpur District.

• It was obtained that IXth standard Boy Student of Dhemaji Block Dhemaji District highly preferred Broadminded and Honesty than the student of Bihpuria Block in Lakhimpur District.

• It was also found that no Student of IXth standard Boys were preferred Self Control Value in both Bihpuria Block in Lakhimpur District and Dhemaji Block in Dhemaji District.

• It was obtained that IXth standard Girl Student were highly preferred Value as Cleanliness and Honesty in Dhemaji Block in Dhemaji District than Bihpuria Block in Lakhimpur District.

• No Student of IXth standard Girl were preferred Value as Courageous and Self Control in both Bihpuria Block in Lakhimpur District and Dhemaji Block in Dhemaji District.

• It was found that Xth standard Boy Student were highly preferred Broadminded Value in Bihpuria Block in Lakhimpur District whereas Value as Cleanliness and Honesty were highly preferred by the Student of Dhemaji Block in Dhemaji District.

• It was found that Xth standard Girls Students were highly preferred Honesty Value in Dhemaji Block in Dhemaji District than Bihpuria Block in Lakhimpur District.
• It was also found that IXth standard Boy Student were highly preferred Honesty in Machkhowa Block in Dhemaji District than Karunabari Block in Lakhimpur District whereas no Student were preferred Self Control in Both the two Districts.

• It was found that IXth standard Girl Student were equally highly preferred Value as Cleanliness and Honesty in Machkhowa Block in Dhemaji District than Karunabari Block in Lakhimpur District.

• It was also found Xth standard Boy Student were very highly preferred Value Cleanliness in Machkhowa Block in Dhemaji District.

• It was found that Xth standard Girl Student were equally highly preferred Value as Cleanliness and Honesty in Machkhowa Block in Dhemaji District than Karunabari Block in Lakhimpur District.

• It was also found that no Student of Xth standard Girls students preferred Value as Courageous and Self Control in both Machkhowa Block in Dhemaji District and Karunabari Block in Lakhimpur District.

• It was found that IXth standard Boy Student were highly preferred Value as Cleanliness and Love and Affection in Nowboicha Block in Lakhimpur District than Sisi Borgaon Block in Dhemaji District.

• It was found that the IXth standard Girls Students were highly preferred Cleanliness Value in Nowboicha Block in Lakhimpur District than Sisi Borgaon Block in Dhemaji District.

• It was found that Xth standard Boy Student were very highly preferred Honesty Value in Nowboicha Block in Lakhimpur District than Sisi Borgaon Block in Dhemaji District.
• It was found that Xth standard Girl Students were preferred Cleanliness Value in Nowboicha Block in Lakhimpur District and Sisi Borgaon Block in Dhemaji District.

**Academic Achievement**

• It was found that the Academic achievement of IXth standard Boy Student in Narayanpur Block Lakhimpur District were better than Bordoloni Block Dhemaji District.

• It was found that the Academic achievement of IXth standard Girl Students in Bordoloni Block Dhemaji District were better than Narayanpur Block Lakhimpur District.

• It was found that the Academic achievement of Xth standard Boy Students in Bordoloni Block Dhemaji District were better than Narayanpur Block Lakhimpur District.

• It was found that the Academic achievement of Xth standard Girl Students in Narayanpur Block Lakhimpur District were better than Bordoloni Block Dhemaji District.

• The Maximum Xth standard boys were found average in Academic Achievement than the Narayanpur Block in Lakhimpur District and Bordoloni Block in Dhemaji District

• It was found that the Academic Achievement of IXth standard Boy Student of Dhemaji Block in Dhemaji District were better than Bihpuria Block in Lakhimpur District.
• It was found that the Academic achievement of IXth standard Girl Student of Dhemaji Block Dhemaji District were better than Bihpuria Block Lakhimpur District.

• The maximum IXth standard Girls were found average in academic achievement than the IXth standard Boys of both Bihpuria Block in Lakhimpur District and Dhemaji Block in Dhemaji District.

• It was found that the Academic achievement of Xth standard Boy Student of in Dhemaji Block in Dhemaji District were better than Bihpuria Block in Lakhimpur District.

• It was found that the Academic achievement of IXth standard Girl Student of Dhemaji Block in Dhemaji District were better than Bihpuria Block in Lakhimpur District.

• The maximum Xth standard Girls were found average Academic Achievement than the Xth standard Boys of both Bihpuria Block in Lakhimpur District and Dhemaji Block in Dhemaji District.

• It was found that the Academic Achievement of IXth standard Boy Student of Machkhowa Block in Dhemaji District were better than Karunabari Block in Lakhimpur District.

• It was found that the Academic Achievement of IXth standard Girls Student of Machkhowa Block in Dhemaji District were better than Karunabari Block in Lakhimpur District.

• The maximum IXth standard Boys were found average Academic Achievement than the IXth standard Girls of both the Karunabari Block in Lakhimpur District and Machkhowa Block in Dhemaji District.
• It was found that the Academic Achievement of Xth standard Girl Student of Karunabari Block in Lakhimpur District were better than Machkhowa Block in Dhemaji District.

• The maximum Xth standard Girls were found Average Academic achievement than the Xth standard Boys of both Karunabari Block in Lakhimpur District and Machkhowa Block in Dhemaji District.

• It was found that the Academic Achievement of IXth standard Boy Student of Nowboicha Block in Lakhimpur District were better than Sisi Borgaon Block in Dhemaji District.

• It was found that the Academic Achievements of IXth standard Girl Student of Nowboicha Block in Lakhimpur District were better than Sisi Borgaon Block in Dhemaji District.

• The maximum IXth standard Boys were found average in Academic Achievement than the IXth standard Boys of both Nowboicha Block in Lakhimpur District and Sisi Borgaon Block in Dhemaji District.

• It was found that the Academic Achievement of Xth standard Boy Student of Nowboicha Block in Lakhimpur District were better than Sisi Borgaon Block in Dhemaji District.

• It was found that the Academic Achievement of Xth standard Girl Student in Nowboicha Block in Lakhimpur District were better than Sisi Borgaon Block in Dhemaji District.

• The maximum Xth standard Girls were found average in Academic Achievement than the Xth standard Boys of both the Nowboicha Block in Lakhimpur District and Sisi Borgaon Block in Dhemaji District.
Socio Cultural Environment

- The present study revealed that the maximum IXth standard boy Students followed by Traditionally High Socio Cultural Environment in Bordoloni Block Dhemaji District than the IXth standard boy Students of Narayanpur Block Lakhimpur District.

- The study revealed that the IXth standard maximum Girl Students followed by traditionally high Socio Cultural Environment in Narayanpur Block Lakhimpur District than the IXth standard Girl Students of Bordoloni Block Dhemaji District.

- The present study revealed that the maximum Xth standard boy Students followed by traditionally high Socio Cultural Environment in Bordoloni Block Dhemaji District than the Xth standard boy Students of Narayanpur Block Lakhimpur District.

- The study revealed that the maximum Xth standard Girl Students followed traditionally high Socio Cultural environment in Narayanpur Block Lakhimpur District than the Xth standard Girl Students of Bordoloni Block in Dhemaji District.

- The present study revealed that the maximum IXth standard boy Students followed traditionally high Socio Cultural environment in Bihpuria Block in Lakhimpur District than the IXth standard boy Students of Dhemaji Block in Dhemaji District.

- The present study revealed that the maximum IXth standard Girl Students followed traditionally high Socio Cultural environment in Bihpuria Block in Lakhimpur District than the IXth standard Girl Students of Dhemaji Block in Dhemaji District.
• The study found that the maximum IXth standard Girl Students better traditional Socio Cultural environment than boys in both Bihpuria Block in Lakhimpur District and Dhemaji Block in Dhemaji District.

• The present study revealed that the maximum Xth standard boy Students followed traditionally high Socio Cultural environment in Bihpuria Block in Lakhimpur District than the Xth standard Boy Students of Dhemaji Block in Dhemaji District.

• The study revealed that the maximum Xth standard Girl Students followed traditionally high Socio Cultural environment in Dhemaji Block in Dhemaji District than the Xth standard Girl Students of Bihpuria Block in Lakhimpur District.

• The study found that the maximum Xth standard Girl Students better traditional Socio Cultural environment than boys in both Bihpuria Block in Lakhimpur District and Dhemaji Block in Dhemaji District.

• The present study revealed that the maximum IXth standard boy Students followed traditionally equal high Socio Cultural environment in both Karunabari Block in Lakhimpur District and IXth standard Boy Students of Machkhowa Block in Dhemaji District.

• The study revealed that the maximum IXth standard Girl Students followed traditionally high Socio Cultural environment in Machkhowa Block in Dhemaji District than the IXth standard Girl Students of Karunabari Block in Lakhimpur District.

• The study found that the maximum IXth standard Boy Students better traditional Socio Cultural environment than Girls in both Karunabari Block in Lakhimpur District and Machkhowa Block in Dhemaji District.
The study revealed that the maximum Xth standard Girl Students followed traditionally high Socio Cultural environment in Machkhowa Block in Dhemaji District than the Xth standard Girl Students of Karunabari Block in Lakhimpur District.

The study was found that the maximum Xth standard Girl Students better traditional Socio Cultural environment than Boy in both Karunabari Block in Lakhimpur District and Machkhowa Block in Dhemaji District.

The present study revealed that the maximum IXth standard boy Students followed traditionally high Socio Cultural environment in Sisi Borgaon Block in Dhemaji District than the IXth standard boy Students of Nowboicha Block in Lakhimpur District.

The study revealed that the maximum IXth standard Girl Students followed traditionally high Socio Cultural environment in Sisi Borgaon Block in Dhemaji District than the IXth standard Girl Students of Nowboicha Block in Lakhimpur District.

The study was found that the maximum IXth standard Boy Students better traditional Socio Cultural environment than Girls in both Nowboicha Block in Lakhimpur District and Sisi Borgaon Block in Dhemaji District.

The present study revealed that the maximum Xth standard boy Students followed traditionally high Socio Cultural environment of Nowboicha Block in Lakhimpur District than the Xth standard boy Students of Sisi Borgaon Block in Dhemaji District.

The study was found that the maximum Xth standard Girl Students better traditional Socio Cultural environment than Boys in both Nowboicha Block in Lakhimpur District and Sisi Borgaon Block in Dhemaji District.
Socio-cultural environment on Personality Patterns:

- It was found that there was no significant influence of Socio Cultural Environment group on Personality Pattern of Deuri Secondary School students in Lakhimpur district.

- It was found that there was no significant influence of Socio Cultural environment group on Personality Pattern of Deori Secondary School students in Dhemaji district.

Socio-cultural environment and Personality Patterns on Academic Achievement:

- It was found that there was no significant influence of Socio Cultural Environment Group with Personality Pattern Dependent Independent on High Academic Achievement of Deori Secondary School students in Lakhimpur District.

- But It was found that there was a significant influence of Socio Cultural environment group with Dependent Independent Personality Pattern on Average Academic Achievement in Karunabari Block Lakhimpur district.

- It was found that there was no significant influence of Socio Cultural environment group with Personality Patterns on Low Academic Achievement of Deuri Secondary School students in Lakhimpur district.

- It was found that there was no significant Influence of Socio Cultural environment group with Personality Patterns on High Academic Achievement of Deuri Secondary School students in Dhemaji district.
• But It was found that there was a significant influence of Socio Cultural environment group and Anxiety Personality Pattern on Average Academic Achievement in Bordoloni Block of Dhemaji district.

• But It was found that there was a significant influence of Socio Cultural environment group and Anxiety Personality Pattern on Low Academic Achievement in Sisi Borgaon Block of Dhamji district.

**Socio-cultural environment on Value Preferences:**

• It was found that there was no significant Influence of Socio Cultural Environment on Value Preferences Broadminded of Deori Secondary School Students in Narayanpur Block Lakhimpur District

• But It was found that there was a significant influence of Socio Cultural Environment on Value Preferences Self Control of Deuri Secondary School Students in Bihpuria Block Lakhimpur District.

• It was found that there was no significant Influence of Socio Cultural Environment on Value Preferences of Deuri Secondary School Students in Karunabari Block of Lakhimpur District.

• It was found that there was no significant Influence of Socio Cultural Environment and Value Preferences of Deuri Secondary School Students in Nowboicha Block of Lakhimpur District.

• But It was found that there was a significant influence of Socio Cultural Environment and Cleanliness Value of Deuri Secondary School Students in Dhemaji Block of Lakhimpur District.
• It was found that there was no significant Influence of Socio Cultural Environment and Self Control Value of Deuri Secondary School Students in Sisi Borgaon Block of Dhemaji District.

Relationship in between Value Preferences and Personality Patterns:

Hypothesis-1

The result supported the hypothesis no 1 as

There was no significant relationship in between Value Preferences and personality patterns like Dependent Independent, Temperament, Anxiety of Deori Secondary school students in Lakhimpur District.

• It was found that the relation between Courageous Value Preference and Adjustment Personality Pattern was significantly negative correlation in Deori Secondary school student in Lakhimpur district.

• It was found that Honesty Value preference and Temperament and Anxiety Personality Patterns were significantly positive correlation in Deori Secondary school student in Lakhimpur district.

• It was that Broadminded Value Preference and Self Concept Personality Pattern were significantly positive correlation in Deori secondary school students of Dhemaji district.

• It was found that Cleanliness Value Preference and Dependent Independent Personality Pattern were significantly negative correlation in Deori secondary school students of Dhemaji district.

• It reveals that Honesty Value Preference and Anxiety Personality Pattern were significantly positive correlation in Deori secondary school students of Dhemaji district.
• It was also found that Love and affection Value Preference and Extroversion Introversion Personality Pattern were significantly positive correlation in Deori secondary school students of Dhemaji district.

• In was found that Broadminded Value Preference and Self Concept and Anxiety Personality Patterns were significantly correlated in Deori secondary school students of Lakhimpur and Dhemaji districts.

• It was also found that Cleanliness Value Preference and Dependent Independent Personality pattern were negatively and Adjustment personality Pattern are positively correlated in Deori secondary school students of Lakhimpur and Dhemaji districts.

• It was found that Honesty Value Preference and Temperament and Anxiety Personality Pattern were positively correlated in Deori secondary school students of Lakhimpur and Dhemaji districts.

• It was found that Love and Affection Value Preference and Extroversion Introversion Personality pattern were positively correlated in Deori secondary school students of Lakhimpur and Dhemaji districts.

• It was obtained that Self Control Value Preference and Extroversion Introversion Personality pattern were positively and Anxiety Personality Pattern are negatively correlated in Deori secondary school students of Lakhimpur and Dhemaji districts.

Banui, Kuotsu (1992), found that no significant difference in the mean value score of Arts and Commerce college students in respect of Social Value, Aesthetic Vvalue, Economic value, Knowledge value and hedonistic value
Hypothesis II and Hypothesis III

Relationship among Personality Patterns, Value Preferences and Academic Achievement:

• It was found that the no significant relationship of Extroversion Introversion Personality Pattern and Value Preference Self Control on Low Academic Achievement of Deori students in Lakhimpur district.

• It was found that the no relationship of Dependent Independent, Temperament, Anxiety Personality Patterns and Value preference Broadminded on Average Academic Achievement of Deori students in Lakhimpur district.

• It was found that the no significant relationship of Adjustment Personality Pattern and Value Preference Courageous on Average Academic Achievement of Deori students in Lakhimpur district.

• It was found that the no significant relationship of Dependent Independent Personality Pattern and Value preference Cleanliness on High Academic Achievement of Deori students in Lakhimpur district.

• It was found that the no significant relationship of Temperament Personality Pattern and Value Preference Honesty on High Academic Achievement of Deori students in Lakhimpur district.

• It was found that the relationship of Anxiety Personality Pattern and Value Preference Honesty on High Academic Achievement of Deori students in Lakhimpur district.

• It was found that the relationship of Self Concept Personality Pattern and Value Preference Broadminded on Low Academic Achievement of Deori students in Dhemaji district.
• It was found that the relationship of Self Concept Personality Pattern and Value Preference Broadminded on Average Academic Achievement of Deori students in Dhemaji.

• It was found that the relationship of Temperament Personality Pattern and Value Preference Cleanliness on Average Academic Achievement of Deori students in Dhemaji district.

• It was found that the relationship of Anxiety Personality Pattern and Value Preference Honesty on Average Academic Achievement of Deori students in Dhemaji district.

• It was found that the relationship of Love and affection, Extroversion Introversion Personality Patterns and Value Preferences on Average Academic Achievement of Deori students in Dhemaji district,

• It was found that the no significant relationship of Extroversion Introversion Personality Pattern and Value Preference Broadminded on High Academic Achievement of Deori students in Dhemaji district,

• It was found that the relationship of Anxiety Personality Pattern and Value Preference Love and Affection on Average Academic Achievement of Deori students in Dhemaji district.

### 6.3 Conclusion:

The major report above leads to the conclusion that-

The findings of the present study help us know the personality patterns, value preferences, academic achievement and socio-culture of Deori IXth and Xth standard Student of Assam. Within the boundaries of their achievement, they prefer to lead a traditional pattern of life by practicing their rites and rituals. Academically they are
average due to a ‘traditional mind-set’, not being able to cope with the competitive environment.

Traditionally Deoris have been honest and clean. Though they live in interior rural places, they always try to keep their houses and villages as a tribal group maintain the essential cleanliness, which has been tallied with the research evidence. Moreover, honesty is another value preference of the people of this community. This is their traditional value of they are still corrupt ways. They like to live a plain and natural life remaining in remote places. They have the hesitation to think about monetary gains. From their real life it is also found that they are economically not so rich. So, they do not have any complicated life-style.

The research evidence shows that since they are traditional bound people they are very conscious of their culturally higher but educationally mediocre due to lack of competitive zeal. They are economically very poor for their honesty and little competitive spirit and due to shortage of actual resource for them and agricultural farming, the only resource for them is not promising now a days. Average qualification also can’t assure them with jobs. So, these are certain constraints in economic sphere for which they have not been that advanced socially and economically. Only culture and religion have enriched their life.

Deori’s personality pattern and their social life despite tremendous challenges and have been able to maintain the own traditions, religious beliefs and practice, various socio-political trails and tribulations through the centuries. Although the people have faith on traditional magico-religious cure of the ailments, yet allopathic medicine has penetrated into their villages. They are still maintaining most of their traditional socio-cultural traits intact; at the same time keeping a window open for incorporating modernization without affecting the core of their own culture. This kind
of attitudes and principles perhaps brings them to a separate ethnical existence leaving a scope of strengthening the composite Assamese culture.

They are generally endomorphic body type (Sheldon). Their body type has a fat, soft and round body. Their viscerotonic nature showing a cheerful disposition and the desire for the visceral comfort of relaxation eating and sociability. A high degree of co-relation is found in their temperament.

Personality Pattern refers to certain traits of their community characteristics, which are shaped by their socio-cultural pattern of life and their value preferences; it is evidential from the analysis that they have the natural interest for ‘self-concept’. They are more happy with their ‘Deori self’ knowledge and awareness of Deori self help them believe in their old ways and cultural patterns. In reality it is noted from their interactions that they essentially love their own self. They love ‘self-identification’ and self-image and try to keep the self-safe from any sort of contamination of their identity. Moreover, the research opens up and other fact related to their personality pattern is that they are free from anxiety. Though economically disadvantageous educationally not so forward, socially not so better, they live a happy, carefree natural life in the midst of nature. They enjoy a tradition bound superstitious life overlooking the modern complicacies. Personality pattern is structured by the socio-cultural environment and values.

Educational system must provide all the necessary facilities, support and required atmosphere. It would be for the students themselves to make the right use of the aids provide to them. It is by their will that they have to grow up into self determining individuals striving constantly towards excellence, not in respect of studies but also in respect of integral development of personality; Physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual.
The most of the Deori Secondary Level Govt. High and higher secondary schools has had only a marginal place in the system of value education. Not that its intrinsic importance in the process of education has not been realized by those at the help of academic affairs.

Thus, all the four elements studied together in this project have an interrelation. They are all interrelated and inter-dependent. The criteria of these elements, as marked in order of preference statistically lead to fact-finding. In our practical life we also come across such facts leading to serve the basic purpose of the thesis.

### 6.4 Suggestions for Further Research:

In the present study, an attempt was made to access the personality pattern, value preference, academic achievement and socio-cultural influence provided at the Secondary Level Deori Students in Lakhimpur and Dhemaji District. The investigator after completing this study has felt that there remains a great deal in this area to be explored. This area of research is very fertile and there is a lot of scope to probe further. The following specific studies should be conducted in this particular area of research:

1. Similar study as the present investigation can be conducted on Primary School students as well as +2 stage Students.

2. Similar studies like the present one could be conducted in other district with other community.

3. A comparative study on Personality Pattern, value preferences, academic achievement and socio-cultural influence may be conducted in Govt. Aided School and Private School.
4. Similar studies may be conducted with increased sample size in other state of the country.

5. In addition to the present variables other variable such as intelligence, interest, educational aspirations, and emotion may be studied.

6. More objective assessment of personality can be made by using two or more forms of HSPS and projective techniques.

7. A comparative studies on personality pattern of school Student belonging to different tribes, castes may also be conducted. More and more case studies may be undertaken to supplement the findings.

8. Only same of the variables related to the perceiver, have been included in this study. A study including some other important perceiver variables and variable related like age, other personality factor, and value factors can be carried out.