Results and Discussion
RESULTS AND DISCUSSION

Child rearing practices play an important role in the development of the child's cognition. It is evident that parents' cultural belief systems, in both their explicit and their less conscious aspects, are assumed to influence developmental outcomes through a variety of pathways involving customary practices, modes of interaction, and parental responsivity. Child care quality has been positively related to the pre-school age children's, cognitive development and social competence.

There have been continuous efforts to conduct a large numbers of investigations on cognition among different tribes in relation to child rearing practices by psychologists and anthropologists, social workers and social scientists. This project is also one of the best attempts in this direction.

Sample includes 120 tribal from Boro, 120 from mishing and another 120 from Non-tribal group, age ranging from 6-14 years, A total of 360 subjects have been taken for this study. Out of 120 subjects in each group, each male and female are 60 Ss.

This project attempts to assess cognition and various types of child-rearing practices among tribals, specially Boro and Mishing and non-tribal children. The measures viz. Bender Gestalt test for children (Bender, 1938), Home Environment Inventory (HEI) by (Dr. Karuna Shankar Misra) are adopted. To collect the demographic information and some relevant informations relating to this study, a semi structured interview schedule was prepared by the Research Investigator herself.
The stratified random sampling method has been adopted in the present investigation for collection of data. The data collection was properly completed with the sincere and hard working attitudes of the researcher. The obtained data of these measures have undergone various statistical analysis i.e. parametric and non-parametric. The statistical analysis viz. Mean, SD and Levene's test for equality of variances have been worked out assuming unequal variances on Bender Gestalt test scores. The similar kind of statistical analysis have been adopted on Home Environment Inventory (HEI) scores assuming equal variances. Multivariate Analysis viz. Tests of Equality of group means, pooled within groups matrices discriminant function, canonical discriminant function. Spearman's rho correlation co-efficient analysis within HEI and BGT and HEI have been also included to strengthen the inferences.

A. SEMI STRUCTURED INTERVIEW SCHEDULE:

The following seven relevant items are included for discussion:

i. Type of Family:

This has been found that 66.66% of Boro, 62.5% of Non-tribal and 58.33% of Mishing belong to Nuclear family whereas 41.66% of Mishing, 37.5% of non-tribal and 33.33% of Boro belong to joint family. (Table no.2). This reflects that gradually joint families are fracturing into nuclear families.

ii. Parents' profession:

The data indicates that 62.5% of both Boro and Mishing peoples' profession have agriculture base. Fishing/Hunting is not so prevalent among them but they sometime do it as it desired. About 20.83% of population from Boro as well as Mishing are engaged in service profession. Very few percentage i.e. 8.33% of Boro and Mishing are dependent on business as their profession, (Table no.3).
iii. Animal Husbandry:

It is observed that only 20.83% of Boro, 37.5% of Mishing and 25.83% of non-tribal people have kept pet animals like cow, buffalo, for getting milk, which is an essential element of each and every Indian dish. The percentage of cow rearing shows some improvement like 50% of Boro, 54.16% of Mishing and 70.83% of non-tribal are prepared to have at least cow. A sufficient number of Boro and Mishing people kept pig as a source of income and gradually it is increasing day by day and even non-tribal people also have taken up this as profession. In case of goat, only 8.33% of Boro, 17.5% of Mishing and 43.33% of non-tribal people rear goat. The frequency of ducks and hens reared by both Boro and Mishing has gone up to a higher percentage. The percentage of rearing ducks and hens by Boro shows 85.83%, 91.66% by Mishing and 58.33% by non-tribal people. (Table no. 4).

iv. Household works:

The data show that 10% of Boro, 14.16% of Mishing and 25% of non-tribal male members help in household works. On the other hand all female members i.e. Boro, Mishing and non-tribal are busy in their household work. (Table no. 5)

v. Food habits:

It is evident that highest percentage (87.5%) of Mishing group, 86.66% of Boro, and another 79.16% of non-tribal belong to non-vegetarian group. 13.33% of Boro, 12.5% of Mishing and 20.83% of non-tribal are vegetarian food habits. (Table no. 6).
vi. Weaning:

It is found that 69.16% non-tribal and 30.83% Mishing practise weaning at 6-8 months whereas only 5.0% of Boro shows weaning practice at 6-8 months. 39.16% Boro, 69.16% Mishing and 30.83% non-tribal practise weaning at 1 year whereas 55.83% of Boro practise weaning at 2 years (Table no.7).

vii. Type of feeding:

The data indicates that 97.5% Boro, 99.16% mishing and 96.66% non-tribal practise breast feeding while 13.33% Boro, 8.33% Mishing and 33.33% non-tribal practise bottle feeding. Some working mothers of all groups practise both bottle feeding along with breast feeding (Table no. 8).

B. BENDER GESTALT TEST FOR CHILDREN

COMPARISON BETWEEN GROUPS:

The scores obtained on BGT are indicated in tables (from table no. 9 to table no. 14).

i. Mishing Vs Boro:

The Mean and SD of Mishing are found .40 (.59) and for Boro .52 (.71) on BG1. The F value is 5.653. It is significant at .01 level. Mean and SD on BG2 are found .28 (.66) for Mishing and .44 (.76) for Boro. The F value is 5.771. It is significant at .01 level. Mean and SD on BG6 are found 1.55 (1.08) for Mishing whereas 1.73 (.98) for Boro. The F value is 3.795. It is significant at .05 level. Thus it indicates that the significant difference do exist between this two tribal groups on perceptual capacities.
Therefore, the hypothesis no 1 is accepted. It can be inferred that there is a difference between Mishing and Boro tribal groups in perceptual capacities and cognitive representations on BG1, BG2, BG6, BG7 and on total score (Table no. 9 and 10).

ii. Non-tribal Vs Boro:

The Mean and SD of non-tribal are found .36 (.65) whereas Boro shows .74 (1.00) on BGA. The F value is 36.824. It is significant at .01 level. The Mean and SD on BG1 of non-tribal are found .19 (.44) and .52 (.71) for Boro. The F value is 48.398. It is significant at .01 level. (Table 11 and 12). In this way obtained results showed significant difference on BGA, BG1, BG2, BG7, BG8 and on total BG score. It indicates that there is a difference between non-tribal and Boro group on perceptual capacities and cognitive ability. The non-tribal subjects perform better than Boro on BGT scores.

Thus the hypothesis no.2 is accepted. The obtained results reveal that major differences between non-tribal and Boro group do exist on BGA, BG1, BG2, BG7, BG8 and the total score on BGT. (Table no. 11 and 12).

iii. Non-tribal Vs Mishing:

The Mean and SD of non-tribal are found .36 (.65) and for Mishing .72 (.93) on BGA. The F value is 22.927. It is significant at .01 level. Mean and SD of non-tribal on BG1 are found .19 (.44) and .40 (.59) for mishing tribal. The F value is 28.058 and it is also significant at .01 level.

On BG6 the Mean and SD of non-tribal indicate 1.27 (.92) and 1.55 (1.08) for Mishing. The F value is 10.108 and it is significant at .01 level. Similarly on BG7 the non-tribal group showed significant at .01 level. The significant difference
was found on BGA, BG1, BG6, BG7, BG8 and BG total score. Mean value on
BGT of different cultures are presented in the Fig. 1.

Thus the hypothesis no 3 is accepted. The obtained results reveal that non-
tribal group of children perform better in comparison to mishing groups.

COMPARISON BETWEEN AGE GROUPS. (6-10 & 11-14 years)
(Groups on age)

The scores obtained on BGT between the age groups (6-10 years & 11-14
years) are indicated in tables. (From table no 15 to table no.20).

i. Mishing Vs Boro :

The Mean and SD of Mishing and Boro are found 1.16 (1.06) for 6-10
years group and .30 (.60) for 11-14 years on BGA. The F value is 61.938. It is
significant at .01 level. Mean and SD on BG1 are found .67 (.75) for 6-10 years
group and .25 (.45) for 11-14 years group. The F value is 35.782. It is significant
at .01 level Mean and SD, on BG2 are found .57 (.89) for the age group of 6-10
years and .16 (.41) for 11-14 years. The F value is 85.007. It is significant at .01
level. The Mean and SD on BG7 for 6-10 years are found 1.58 (1.15) whereas for
11-14 years indicate 1.01 (.91). The results reflect the significant differences
between the age groups. The 11-14 years children/adolescents perform better on
Bender Gastalt Test in comparison to 6-10 years children. The obtained results
reveal that 11-14 years adolescents perform better on BGA, BG 1, BG 2, BG 3,
BG 5, BG 7, BG 8 and also on BG total scores on BGT than the age group of 6-
10 years children (Table no. 15 & 16)
ii Non Tribal Vs Boro: (Age groups 6-10 years Vs 11-14 years)

The Mean and SD of non-tribal and Boro 6-10 years group are found 0.84 (1.02) and for 11-14 years group shows 0.26 (.53) on BGA. The F value is 75.146 and it is significant at .01 level. The Mean and SD on BG1 of 6-10 years indicate 0.50 (.73) and 0.21 (.41) for 11-14 years. The F value is 52.133. It is significant at .01 level. Again it is observed that the Mean and SD of 6-10 years showed 0.50 (.77) and 11-14 years are found 0.24 (.45) on BG 2. The F value is 33.561. It is significant at .01 level. Similarly the Mean and SD of 6-10 years show 1.32 (.95) whereas for 11-14 years indicate 0.83 (.78) on BG 3. The F value is 9.344. It is significant at .01 level. In this way it is found that significant difference existed on most of the BGT tasks except BGT- 4.

The obtained results reveal that except on BG 4 all other factors indicate 11-14 years adolescents perform better on BGT tasks in comparison to 6-10 years children. (Table no. 17 & 18)

iii. Non-Tribal Vs Mishing :-

The Mean and SD of Non-tribal and Mishing 6-10 years group are found 0.77 (.96) and 0.31 (.56) for 11-14 years on BGA. The F value is 51.435. It is significant at .01 level. On BG1 the Mean and SD of 6-10 years children are found 0.43 (.60) and 0.16 (.39) for 11-14 years children. The F value is 54.353 which is also significant at .01 level. Again on BG2 the Mean and SD of 6-10 years show 0.42 (.69) whereas 11-14 years show 0.17 (.40). The F value is 47.123 and it is significant at .01 level. In the similar trend, it has been found significant results on BG A, BG 1, BG 2, BG 6, BG 7, BG 8 and also on BG total score of BGT. (Table, 19 & 20).
The obtained results indicate that 11-14 years group perform better on BGT tasks than the age group of 6-10 years. Figure (no.) already shows the clear picture.

**COMPARISON WITHIN GROUP : (GROUPS ON AGE)**

(Independent Samples Test on BGT)

The scores obtained on BGT between the age groups (6-10 & 11-14 years) within groups are shown in tables (Table no. 21 to table no. 26)

**i. Boro :**

The Mean and SD of 6-10 years Boro children are found 1.23 (1.09) whereas .25 (.57) for 11-14 years children on BG A. The F value is 45.295. It is significant at .01 level. On BG 1 the Mean and SD of 6-10 years group show .73 (.84) whereas 11-14 years show .30 (.46). The F value is 21.727. It is significant at .01 level. Again the Mean and SD of 6-10 years of Boro children are found .65 (.94) whereas .23 (.46) for 11-14 years group of children on BG 2. The F value is 30.614 and it is significant at .01 level. The Mean and SD of 6-10 years on BG 3 indicate 1.57 (.98) whereas 11-14 years indicate .80 (.71). The F value is 8.492 and it is significant at .05 level. The similar significant results were observed on BG A, BG 1, BG 2, BG 3, BG 5, BG 8, and BG total score on BGT.

The obtained results reveal that on BG A, BG 1, BG 2, BG 3, BG 5, BG 8 and total score on BGT the 11-14 years perform better in comparison to 6-10 years of Boro children (Table no. 21 & 22).

**ii. Mishing :**

The Mean and SD of 6-10 years Mishing children are found 1.08 (1.03) and .35 (.63) for 11-14 years on BG A. The F value is 19.072. It is found significant at
The obtained results reveal that 11-14 years Mishing group perform better on BG A, BG 1, BG 2, BG 7, BG 8 and total scores on BGT than 6-10 years children. (Table no. 23 & 24)

**iii Non-Tribal :**

The Mean and SD of 6-10 years of non tribal children show .45 (.77) whereas .27(.48) for 11-14 years on BG A. The F value is 12.345. It is significant at .01 level. On BG 1 the Mean and SD of 6-10 years group show .27 (.52) and .12(.32) for 11-14 years. The F value is 15.591 and it is also significant at .01 level. Similarly on BG 2 the Mean and SD indicate .35(.52) for 6-10 years whereas .25 (.44) for 11-14 years group. The F value is found 5.513. It is significant at .05 level. It has been reported similarly significance results between the groups (age groups) on BG A, BG 1, BG 2, BG 5, BG 6, BG 7, BG 8 and BG total score on BGT. Thus again it is confirmed that 11-14 years of non-tribal adolescents perform better than the children of 6-10 years on BGT. The mean values of BGT on age (groups) are presented in the Fig.2.

Therefore the hypothesis no. 4. is accepted and confirmed. The obtained results reveal that 11-14 years group of adolescents perform better in comparison to 6-10 years children on BGT specially BG A, BG 1, BG 2, BG 5, BG 6, BG 7, BG 8 and the total scores of BGT. (Table no. 25 & 26).
COMPARISON BETWEEN GROUPS (MALE VS FEMALE)

(Group as sex)

The results obtained on BGT between sex (Male Vs Female) respondents between groups are indicated in tables. (table no. 27 to table no. 38).

1. Mishing Vs Boro:

The Mean and SD of Mishing and Boro male group are found .42(.78) and for female group are .31(.65) on BG 2. The F value is 4.689. It is significant at .05 level. It reveals that BG 2 is the only factor which indicates that female tribal children perform better than their male counterparts (Table 27 & 28).

ii Non-tribal Vs Boro:

The Mean and SD of non-tribal and Boro male are found .43(.72) and for female are .31(.55) on BG2. The F value is 6.935. It is significant at .01 level. On BG 8 the Mean and SD are found to be .11(.41) for male and .20(.50) for female. The F value is 8.729. It is significant at .01 level. Thus it indicates that on BG 8 male perform better than female. It may be because of nature of task included in BGT. (Table no. 29 & 30).

iii Non-tribal Vs Mishing:

The Mean and SD of Non-tribal and Mishing male groups are found .12 (.43) and .18(.48) for female group on BG 8. The F value is 4.250 and it is significant at .01 level. Thus it indicates that on BG 8 male perform better than female. It may be due to the nature of task included in BGT.

It can be reported that on BGT Non-tribal and Mishing Female groups do not perform better than the male group (Table no. 31 & 32).
COMPARISON WITHIN GROUP (MALE VS FEMALE)

(Independent Samples Test on BGT)

The scores obtained on BGT between male and female within same group are indicated in tables. (Table no. 33 to table no. 38)

i. Boro :

The Mean and SD of Boro male are found .55(.89) and .33(.60) for Boro female group on BG 2. The F value is found 7.812 and it is significant at .01 level. Again it is confirmed that only BG 2 is the factor that can differentiate the male and female performance (Table no. 33 & 34).

ii Mishing :

It has been observed that Mean and SD value of female groups are found more than the male groups on BGT. No F value significant has been indicated on Levene's Test of quality of variances. (Table 35 & 36).

iii Non-tribal :

It has been found that on BG A, BG 1, BG 2, BG 3, BG 4, BG 5, BG 6, BG 7 and BG 8 there is no perceptable difference and thus F value on the different task is found to be insignificant between male and female. (Table no. 37 & 38).

Therefore, the trend of results among different groups of sexes (male and female) indicated insignificant except on any one factor of BGT. The Mean values of BGT on sex factor are presented in Fig.3.

Thus, the hypothesis no. 5 is rejected, it showed that females are performing the task at the equal footing in comparison to male subjects.
HOME ENVIRONMENT INVENTORY (HEI)

COMPARISON BETWEEN GROUPS:

The scores obtained on HEI are indicated in tables (table no. 39 to table no. 44)

i. Mishing Vs Boro:

A. CONTROL:

The Mean and SD of Mishing are found to be 20.76 (5.72) and 17.46 (6.06) for Boro on the dimension 'A' (Control). It is significant at .05 level. The F value is 3.780. It indicates that the Mishing parents are more autocratic in nature than Boro group of parents. They have more restrictions on their children in order to discipline them.

B. PROTECTIVENESS:

The Mean and SD of Mishing are found to be 25.30 (3.92) on the dimension 'B' (Protectiveness) whereas Boro indicates 23.92 (5.24). It is significant at .01 level. The F value is 10.444. It reveals that Mishing group of parents are more protective over their children than Boro groups. Mishing parents have tendency to protect the feelings and warmthness of their children.

C. PUNISHMENT:

The Mean and SD of Mishing are showed 29.54 (5.37) and 25.23 (5.52) for Boro on the dimension 'C' (punishment). It is significant at .01 level. The F value is 9.554. It indicates that Mishing group of parents punish children more to avoid undesirable behaviour in comparison to Boro.
E. SOCIAL ISOLATION:

The Mean and SD of Mishing are found to be 11.58 (6.49) and 11.66 (5.09) for Boro on the dimension 'E' (Social isolation). It is significant at .05 level. The F value is 4.702. It indicates that Mishing uses social isolation from their relatives and friends for negative sanction over their children more than Boro.

F. REWARD:

The Mean and SD of Mishing are found to be 22.59 (5.47) and 19.20 (8.03) for Boro on the dimension 'F' (Reward). It is significant at .01 level. The F value is 17.977. Thus it shows that Mishing rewards (material or symbolic) children more to strengthen or increase the probability of desired behaviour than Boro.

G. DEPRIVATION OF PRIVILEGES:

The difference between Mishing and Boro group of parents are not found to be significant. It appears that both the groups are under privileged.

H. NURTURANCE:

The Mean and SD of Mishing are found to be 12.95 (5.43) and 11.91 (6.94) for Boro on the dimension 'H' (Nurturance). It is significant at .01 level. The F value is 9.180. Thus is shows that the Mishing parents show more physical and emotional attachment towards their children than Boro. They care more for their children by providing love and affection to them.

I. REJECTION: The difference between Mishing and Boro is not found to be significant. It appears that both the group of parents care for their children.
J. PERMISSIVENESS:

The Mean and SD of Mishing are found to be 18.51 (5.43) and 21.38 (5.00) for Boro on dimension 'J' (Permissiveness). It is significant at .05 level. The F value is 4.857. Thus it indicates that Mishing shows less permissiveness behaviour towards children than Boro. Boro are more permissive in accordance of their child's behaviour in comparison to Mishing.

TOTAL HEI SCORES:

The Mean and SD of Mishing are found to be 194.39 (27.85) and 184.48 (32.97) for Boro on total HEI scores. It is significant at .05 level. The F value is 4.141. Thus it also indicates that significant difference do exists between this two tribal groups in different dimensions of HEI.

The obtained results on HEI, dimensions like A, B, C, E, F, H. J and on total HEI scores show the differences between two groups of tribal community in bringing up their children.

Therefore the hypothesis no. 6 is accepted. (Table no. 39 & 40).

ii. Non-tribal Vs Boro:

A. CONTROL:

The Mean and SD of non-tribal are found to be 22.43 (5.85) and 17.46 (6.06) for Boro on dimension 'A' (control). It is significant at .05 level. The F value is 4.57. It indicates that non-tribal parents impose more restrictions over their children than Boro group of parents in order to discipline them.
D. CONFORMITY :

The Mean and SD of non-tribal are found to be 30.08 (5.27) and 25.38 (6.15) for Boro on the dimension 'D' (conformity). It is significant at .05 level. The F value is 4.478. It is observed that non-tribal parents apply more conformity than Boro to their children. It appears that non-tribal parents train their children to follow more social norms, value and traditions existing in their society.

E. SOCIAL ISOLATION :

The Mean and SD of non-tribal are found to be 12.13 (6.25) whereas Boro show 11.66 (5.09) on dimension 'E' (social isolation). It is significant at .05 level. The F value is 4.147. Thus the results indicate that non-tribal parents use social isolation from their friends and relatives for negative sanction more than Boro group of parents.

F. REWARD :

The Mean and SD of non-tribal are found to be 26.48 (5.78) and 19.20 (8.03) for Boro on dimension 'F' (Reward).

It is significant at .01 level. The F value is 13.811. Thus it indicates that non-tribal groups reward children more to strengthen or increase the probability of desired behavior in the material or symbolic form than Boro. They enforce their children to achieve the set goal and standards.

G. DEPRIVATION OF PRIVILEGES :

The Mean and SD of non-tribal show 11.85 (6.39) whereas 14.38 (4.60) for Boro on dimension 'G' (Deprivation of privileges). It is also significant at .01 level. The F value is 14.342. Thus it indicates that tribals adopt more controlling
measures for children by depriving them of their rights to seek love, respect and child care from parents in comparison to non-tribal parents.

**H. NURTURANCE:**

The Mean and SD of non-tribal are found to be 18.02 (7.59) whereas 11.91 (6.94) for Boro on dimension 'H' (Nurturance). It is significant at .01 level. The F value is 6.390. Thus it indicates that non tribal parents show more nurturant behaviour than Boro. It reflects that parents of non-tribal express opinion freely and have keen interest and love towards their children than Boro.

**I. REJECTION:**

No difference has been seen between nontribal group of parents and the group of Boro parents.

**J. PERMISSIVENESS:**

The Mean and SD of non-tribal indicate 16.79 (5.34) whereas for Boro 21.38 (5.00) on dimension 'J' (Permissiveness). It is significant at .01 level. The F value is 6.261. Thus it is observed that nontribal group posses less permissive characteristic behaviour towards children than Boro. Parents of Boro are more permissive in accordance of their child's behaviour in comparison to non-tribe.

**TOTAL HEI SCORES:**

The Mean and SD value of non-tribal on total HEI scores are found to be 204.88 (28.02) and 184.48 (32.97) for Boro. It is significant at .05 level. The F value is 5.100. Thus it recalls that the significant difference do exist between non-tribal group and Boro group.
The obtained results show that on HEI the dimensions like A, D, E, F, G, H, J and on total scores of HEI are more discriminating between the groups.

Thus the hypothesis no. 7 is accepted (Table no. 41 & 42).

iii Non-tribal Vs Mishing :

A. CONTROL : The difference between non-tribal and mishing is not found to be significant

B. PROTECTIVENESS :

The Mean and SD of non-tribal are found to be 26.82 (4.96) and 25.30 (3.92) for Mishing on dimension 'B' (protectiveness). It is significant at .05 level. The F value is 5.760. Thus it indicates that non-tribal possess more protective behaviour at Home environment than mishing. They have tendency to protect the feelings and warmthness of their children.

D. CONFORMITY :

The Mean and SD of non-tribal are found to be 30.08 (5.27) whereas 28.00 (5.97) for Mishing on dimension 'D' (conformity). It is significant at .05 level. The F value is 3.726. Thus it is revealed that the parents of non-tribal expects more conformity from their children than Mishing parents.

F. REWARD :

The Mean and SD of non-tribal are found to be 26.48 (5.78) and 22.59 (5.47) for Mishing on dimension 'F' (reward). It is significant at .01 level. The F value is 7.96. Thus it indicates that non-tribals reward their children more to strengthen or increase the probability of desired behaviour in the form of material passessions or symbolic reward than Mishing.
G. DEPRIVATION OF PRIVILEGES:

The Mean and SD of non-tribal are found to be 11.85 (6.39) whereas Mishing indicates 12.53 (4.85) on dimension 'G' (Deprivation of privileges). It is significant at .01 level. The F value is 8.000. Thus the results indicate that the Mishing parents adopt more controlling measures for children by depriving them from social interpersonal relationship with their peer group, friends and relatives in comparison to non-tribe parents.

H. NURTURANCE:

The Mean and SD of non-tribal are found to be 18.02 (7.59) whereas Mishing indicates 12.95 (5.43) on dimension 'H' (Nurturance) and it is significant at .01 level. The F value is 22.228. Thus it is observed that non-tribals possess more nurturance characteristic at home environment than Mishing. It reflects that parents of non-tribe express opinion freely and have keen interest and love towards their children than Mishing.

I. REJECTION:

The Mean and SD of non-tribe parents are found to be 11.03 (4.28) and 12.64 (4.71) for Mishing group on dimension 'I' (Rejection). It is significant at .05 level. The F value is 4.603. Thus it is revealed that rejection is found more in Mishing group than non-tribal group on HEI.

TOTAL HEI SCORES:

The Mean and SD of non-tribal are found to be 204.88 (28.02) whereas Mishing shows 194.39 (27.85) on total HEI scores. It is significant at .05 level and F value is 4.16.
The obtained results indicate that on HEI test the dimensions like B, D, F, G, H, I and total HEI scores are responsible for differentiating non-tribal and Mishing in their child rearing practices. Mean performances of different 3 cultures on HEI are presented in Fig. no. 4, 5, and 6.

Thus the hypothesis no 8 is accepted (Table no. 43 & 44)

**COMPARISON BETWEEN AGE GROUPS (6-10 Vs 11-14 Yrs.)**

*(Groups as Age)*

The scores obtained on HEI between Age groups (6-10 years Vs 11-14 years) are indicated in tables (Table 45 to table 50)

1. **Mishing Vs Boro :**

   **A. Control :** The difference between Mishing group of parents and Boro parents are found to be insignificant.

   **B. PROTECTIVENESS :**

   The Mean and SD of 6-10 years group are found to be 26.10 (3.74) and 23.12 (5.04) for 11-14 years group on dimension 'B' (protectiveness) of HEI. It is significant at .01 level. The F value is 12.803. Thus it is observed that 6-10 years children show more protective behaviour than 11-14 years.

   **D. CONFORMITY :**

   The Mean and SD of 6-10 years are found to be 25.73 (6.57) whereas 11-14 years show 27.64 (5.65) on dimension 'D' (conformity) of HEI. It is significant at .05 level. The F value is 5.367. Thus it is revealed that 11-14 years adolescents show more conformity than 6-10 years children.
F. REWARD :

The Mean and SD of 6-10 years are found to be 18.94 (6.56) and 22.85 (7.03) for 11-14 years on dimension 'F' (Reward) of HEI. It is significant at .01 level. The F value is 7.53. Thus it shows that 11-14 years group is rewarded more than 6-10 years group of children on HEI. Parents are more attentive in facilitating 11-14 years children. It may be because of importance of schooling and their progression.

H. NURTURANCE :

The Mean and SD of 6-10 years indicate 11.20 (6.14) and 13.66 (6.11) for 11-14 years group on dimension 'H' (Nurturance) of HEI. It is significant at .05 level. The F value is 6.271. Thus it is also found that 11-14 years show more nurturant behaviour than 6-10 years children.

J. PERMISSIVENESS :

The Mean and SD of 6-10 years are found to be 20.06 (4.25) and 19.83 (6.37) for 11-14 years group on dimension 'J' (permissiveness) of HEI. It is significant at .01 level. The F value is 21.136. It is revealed that 11-14 years group show less permissive behaviour than 6-10 years group.

TOTAL HEI SCORES :

The Mean and SD of 6-10 years are found to be 187.45 (29.98) and 191.43 (31.71) for 11-14 years group on total HEI scores. It is significant at .05 level. The F value is 6.12. The obtained results revealed that the dimensions like B, D, F, H, J and on total HEI scores showed differences in child rearing practices. The 11-14 years adolescent, adopt better practices than 6-10 years children.
Thus the hypothesis no. 9 is accepted (Table no. 45 & 46)

ii. NON-TRIBAL Vs BORO :

B. PROTECTIVENESS :

The Mean and SD of 6-10 years are found to be 26.77 (4.04) and 23.97 (6.01) for 11-14 years adolescents on dimension 'B' (protectiveness) of HEI. It is significant at .000 level. The F value is 19.786. Thus it indicates that parents are more protective of their children aging 6-10 years than 11-14 years.

C. PUNISHMENT :

The Mean and SD of 6-10 years children are found to be 24.02 (4.87) and 27.48 (6.16) for 11-14 years adolescents on dimension 'C' (punishment). It is significant at .01 level. The F value is 8.698. Thus it indicates that naturally parents are more punitive towards their elder children (11-14 years) in comparison to 6-10 years children.

D. CONFORMITY

The Mean and SD of 6-10 years children are found to be 26.28 (6.58) and 29.17 (5.41) for 11-14 years group on dimension 'D' (conformity). It is significant at .01 level. The F values is 6.750. Thus it indicates that parents expect more conformity from 11-14 years children than the 6-10 years children.

E. SOCIAL ISOLATION :

The Mean and SD of 6-10 years are found to be 11.35 (5.01) and 12.44 (6.28) for 11-14 years group on dimension 'E' (social isolation). It is significant at .01 level. The F value is 10.803. Thus it is found that social isolation is more used on 11-14 years group than 6-10 years children. This may be because of peer group
influence. At this stage of life adolescents they prefer their age mates more than their relatives and other members of the society.

F. REWARD:

The Mean and SD of 6-10 years children are found to be 20.63 (7.63) and 25.05 (7.52) for 11-14 years group on dimension 'F' (Reward). It is significant at .01 level. The F value is 8.959. Thus the results reveal that 11-14 years adolescents are rewarded more than 6-10 years children. It means 11-14 years perform better than 6-10 years children.

G. DEPRIVATION OF PRIVILEGES:

The Mean and SD of 6-10 years are found to be 12.95 (5.15) and 13.28 (6.21) for 11-14 years on dimension 'G' (Deprivation of privileges). It is significant at .05 level. The F value is 4.457. Thus deprivation of privileges are more prevalent among 11-14 years group than 6-10 years group of children.

I REJECTION:

The Mean and SD of 6-10 years are found to be 11.97 (3.84) and 13.04 (5.01) for 11-14 years on dimension 'I' (Rejection). It is significant at .05 level. The F value is 4.993. Thus it reveals that rejection is found more in 11-14 years group than 6-10 years.

J. PERMISSIVENESS:

The Mean and SD of 6-10 years are found to be 19.35 (4.78) and 18.82 (6.41) for 11-14 years on dimension 'J' (permissiveness). It is significant at .01 level. The F value is 16.464. Thus it indicates that 11-14 years enjoy less permissive behaviour than 6-10 years.
TOTAL HEI SCORES:

The Mean and SD of 6-10 years are found to be 189.87 (29.27) and 199.49 (34.33) for 11-14 years on total HEI scores. It is significant at .05 level. The F value is 4.005. Thus it reveals that 11-14 years score more on HEI than 6-10 years. The obtained results indicate that on HEI test the dimension like B, C, D, E, F, G, I, J and on total scores 11-14 years perform better than 6-10 years (Table 47 & 48).

iii. NON-TRIBAL Vs MISHING:

G. DEPRIVATION OF PRIVILEGES:

The Mean and SD of 6-10 years are found to be 12.10 (5.12) and 12.28 (6.19) for 11-14 years on dimension 'G' (Deprivation of privileges). It is significant at .05 level. The F value is 5.491. Thus the results indicate the deprivation of privileges are more in 11-14 years than 6-10 years children.

H. NURTURANCE:

The Mean and SD of 6-10 years are found to be 14.92 (7.60) and 16.05 (8.45) for 11-14 years group on dimension 'H' (Nurturance). It is significant at .01 level. The F value is 6.282. Thus it is observed that 11-14 years show nurturance behaviour more in comparison to 6-10 years.

J. PERMISSIVENESS:

The Mean and SD of 6-10 years are found to be 18.29 (4.67) and 17.01 (6.06) for 11-14 years group on dimension 'J' (permissiveness). It is significant at .01 level. The F value is 10.010. Thus it shows that 11-14 years group are found
less permissive behaviour than 6-10 years. The obtained results showed that on dimension G, H and J of HEI 11-14 years children possess better practices than 6-10 years.

Thus the hypothesis no. 9 is accepted (Table no. 49 & 50)

COMPARISON BETWEEN MALE Vs FEMALE

(Groups as sex)

The scores obtained on HEI between sex (male Vs female) respondents are indicated in tables (Table no. 51 to table no. 56)

i. MISHING Vs BORO :

H. NURTURANCE :

The Mean and SD of male and female are found to be 11.66 (5.61) and 13.20 (6.74) for female group. It is significant at .05 level. The F value is 3.887. Thus it is observed that female subjects are more nurturant than male subjects.

J PERMISSIVENESS

The Mean and SD of male are found to be 21.01 (5.38) and 18.88 (5.24) for female group on dimension 'J' (permissiveness). It is significant at .05 level and F value is 3.58. Thus it reveals that parents show more permissiveness behaviour towards male children in comparison to female.

Thus the hypothesis no. 10 is partially accepted. (Table no. 51 & 52)
ii. NON-TRIBAL Vs BORO:

It has been found that on all 10 dimensions of HEI, no significant behaviour is observed between male and female group of non-tribal and Boro. (Table no. 53 & 54).

iii NON-TRIBAL Vs MISHING

It has also been found that on 10 dimensions of HEI, no significant behaviour has been observed between male and female group of non-tribal and mishing. (Table no. 55 & 56)

DISCRIMINANT FUNCTION ANALYSIS

Discriminant Function Analysis has been adopted to assess the predictive validity of the obtained results. It is given in the following steps:

1. Multivariate significance Tests between different tribals and non-tribals have been worked out. The significant tests like Wilks’ Lambda, variables Failing Tolerance Test, Canonical Discriminant Functions, Functions, Fisher’s Lineal discriminant functions etc. are calculated. The obtained F value on these tests are found to be highly significant at .000 level. (Table no.57).

2. The pooled within groups matrices has been worked out to see the co-variance value on BGT test. (Table no. 58)

3. The correlation pooled within groups matrices on BGT has been worked out. It has been found significant between the responses of different figures on Bender Gestalt test. (Table no. 59)

4. Table no. 60 (a) indicates the result of variable Failing Tolerance Test and it is found highly significant which again confirm the earlier findings.
Table 60(b) reports Canonical Discriminant Functions and obtained canonical correlation is significant. Eigen value was found .268.

Table 60 (c) indicates Wilks' Lambda Test on BGT and obtained significant value. The Wilk's Lambda test value was .788 (at .000)

5. Discriminant Function is a phase of analysis which examines the functions to determine relative variables in discriminating between the groups of tribal and non-tribal. The discriminant functions involves examining the signs and magnitudes of the standardized discriminant weight (reported to as discriminant co-efficient). The results reported that BGA has the highest discriminant weight (i.e. .352) Thus BGA has the most discriminating power between the two groups. (Tribal Vs Non-tribal). Again, results indicate that BG5, BG8 and BG6 also showed discriminating ability between the groups.

Results indicate that BG8 has scored second highest discriminant co-efficient i.e. .267 (table no. 61). Therefore among these nine figures, the figure BG8 has the second most discriminating power between the groups and other figures are like BG5, BG6 and BG2 which showed a better level of discriminating ability between the groups.

Table no. 62 (a) indicates the functions of group centroids on age groups between 6-10 Vs 11-14 years. Table 62(b) presents the linear discriminant function.

Table no. 63 indicates the correlation coefficient (method of Spearman's rho) within the responses of HEI and it is observed that on most of the dimensions there is a significant correlation.

Table no. 64 indicates the correlation coefficient between the figures of BGT and dimensions of HEI.
Thus the hypothesis no. 11 is accepted. This indicates authenticity of the results reported on BGT and HEI. At the same time, the Discriminant Function Analysis and correlation co-efficient have been successful to strengthen the predictive validity of results and also the measures (viz. BGT and HEI) adopted for the present study.

DISCUSSION:

The results indicated the significant difference among three cultures viz. Boro, Mishing and Nontribal. Nontribal showed better cognitive performance than Boro and Mishing tribals. It is because of different modes of child rearing practices and ways of caring the children and adolescents.

This supported the findings conducted by Gupta, A. and Jahan, O. (1989). It revealed that the cognitive capacity of nontribal Ss were superior to tribal Ss in their mean intelligence scores. A Hindi version of the General Mental Ability Test of intelligence by A. Singh (1967) was used to investigate differences in cognitive capacity among 200 tribal and 200 non tribal 9th graders.

This is also confirmed by this study of Rani, Mina, K. (1993). They assessed the differences in academic performance of 400. 4th grade boys on reading, achievement, and cognitive measures. 200 Ss were tribal and 200 were non tribal Ss. Non tribals Ss out performed the tribal Ss. On the traditional tests, but the tribal Ss. did not differ in their performance on those basis that are ecologically valid for them. It is concluded that the performance of tribal Ss was inferior to that of nontribal Ss not because of inherent inferiority in cognitive ability, but due to lack of proper reading stimulation at home, development delay, and to production deficiency.
The study conducted by Mahanty, N.(2000) on role of school type in determining psychological differentiation and academic achievement of 300 tribal and 300 nontribal students in the context of primary education. Psychological differentiation was assessed using the story picture Embedded Figures Test, while exam. scores served as an indication of academic achievement. The results showed that psychological differentiation and academic achievement were positively related. Academic achievement of nontribal students was higher than the tribals and both groups were comparable on Psychological differentiation. Mixed school setting was neither conducive for tribals nor for non-tribals for both psychological differentiation and academic achievement.

A large number of studies have been conducted to assess the psychological differentiations from tribe to tribe and compared with non tribals using different measures. The areas which have been studied taking the role models prevalent child rearing practices, parenting pattern and acculturization. Generally it is reported that the cognitive performance and cognitive style, academic performance and their progression are being arrested because of many reasons like communication difficulties, a distant relationship from economically progressed society and unsuccessful projects undertaken by the state as well as central government in these tribal areas. Moreover, some tribals again forced to adopt language which is not healthy for academic achievement and their further progression.

The obtained results are analysed on different parenting patterns adopted in tribals as well as non tribals which also produces psychological differentiations like academic performance, social adjustments, verbal abilities, emotional maturity, leadership qualities and excellence in different life settings.
The results relating to parenting patterns revealed that Mishing parents are more autocratic, more protective, more nurturant and rewarded children more than Boro parents. They also used punishment, social isolation for negative sanction over their children. On the other hand nontribal imposed more control, expected more conformity, more nurturant and rewarded children more in comparison to Boro groups. At the sometime they used social isolation and deprivation of privileges for negative sanction more than Boro.

Similarly, the significant differences have also been observed between non tribal and Mishing group of patents. Non tribal parents showed more protective and nurturant behaviour, expected more conformity towards their children and rewarded more to increase the probability of desired behaviour in comparison to Mishing parents.

This result confirms a study conducted by Daggett, J.O.; Brien, Marion; & etal (2000). The study examined relations among parents' perceptions of their childhood, attitudes about life, expectations for child behavior, attitudes about their child's behaviour and the child rearing environment parents provide. 80 mothers of 1-5 years old were interviewed about perceptions of receiving harsh parenting as children, current attitudes about life, developmental expectations, and views of intentionality and severity of their child's misbehavior. The home environment was measured using the Home Observation, For Measurement of the Environment (R.H. Bradly & B. Caldwell, 1979) scale. Mothers who reported harsh parenting as children, negative attitudes about life and unrealistic developmental expectations had negative attitudes about their own child. These attitudes were related to provision of lower quality home environments. Results support a constructivist approach to understanding parental social cognition and behaviour. This again supports the finding reported by chao, (1994) identified Chinese cultural values include human malleability, persistence, self improvement,
restraint of emotion, difference to the group, parental authority, filial piety, and parental training of children.

There has been a great deal of debate recently about how best to describe parenting in different cultural contexts. Although much research has demonstrated that authoritative parenting leads to better adolescent adjustment among European American families (Holmbeck, Paikoff, and Brooks-Gunn, 1995), the meaning of these findings and their relevance for African American families has been debated. (Garcia coll, Meyer, and Brillon, 1995). African American families have been described as more authoritarian and as engaging in harsher disciplinary practices than other families. Furthermore, authoritarian parenting has been linked to better outcomes for African American adolescents, as compared with other ethnic groups. (Lamborn, Dornbusch, and Steinberg, 1996)

This project also investigated the psychological differentiations exist between the age groups of 6-10 years and 11-14 years. The results depicted that there is a significant differences on the age groups. The 11-14 years group performed better on cognitive abilities and capacities in comparison to 6-10 years of children. It may be because of maturation which plays an important role in cognitive development.

The results revealed that parents of Boro, Mishing and nontribals expected more conformity, rewarded more, and more nurturant towards their 11-14 years children in comparison to 6-10 years children. But at the sametime they gradually showed less protective and permissive behaviours to elder children. Punishment, social isolation, deprivation of privileges, and rejection are found more in 11-14 years children of both non-tribal and tribal groups.

It confirm the findings of Mohanty (1992) who examined the cognitive consequences of schooling in a tribal population in Orissa. Schooled and unschooled children were contrasted in the age group of 6-8 and 10-12 years on a variety of classificatory, memory and reasoning tasks, which intended to assess
their skills at different levels of cognitive representation. Schooling did not have an equal influence performance on all tasks. The use of taxonomic principles in simpler classification tasks was influenced by chronological age, but schooling played a prominent role in taxonomic classification only when the task structure was more complex, abstract or constrained. Schooling had a positive influence on the development of subjects overall memory proficiency and their abstract and verbal logical reasoning.

Finally, education related effects were more prominent for tasks which were abstract, required alternative strategies of solution, demanded responses within a given task structure or involved higher order cognitive processing of information. Maturation was a necessary but not a sufficient condition for the development of these skills.

The result of this project found no significant differences on male and female children on BGT scores and HEI Test. Except one or two factors, in most of the factors both male and female children showed similar performance in cognitive abilities. It may be because of parents of 3 cultures treated equally to their male and female children. But more or less parents showed more nurturant behaviour and less permissive behaviour towards their female children in comparison to male children.

This result confirms a study conducted by D. Singha (1981). This study revealed that children from a tribal group showed less differentiation than those from an urban acculturated group. The latter group also showed sex differences in differentiation. Singha was surprised to observe no difference in the cognitive style between the sexes in the tribal group. It should not be, however, so unexpected if we recall that there was lesser role and varied task differentiation between the two sexes in a tribal community than in a urban group where stratification, varied task presentation and role enactment were prevalent.