The present investigation dealt with the following problems:

a) to assess the relationship between locus of control and creative thinking,
b) to find out the relationship between locus of control and educational achievement,
c) to find out the difference of locus of control scores across urban, rural and the tribal culture, as well as socioeconomic background,
d) to find out the difference of creativity across subcultures like urban, rural and the tribal culture, and the socioeconomic background,
e) to find out the difference of educational achievements across urban, rural and the tribal culture, and the advantaged and disadvantaged socioeconomic background,
f) to assess the relationship between creative thinking and educational achievement across subcultures. Following hypotheses were formulated and verified in the present study.

i) Internal locus of control children would do better in creativity subtests than external locus of
control children. It was also stated that there would be positive and significant relationship between locus of control and creativity.

ii) Internal locus of control children would have better educational achievement than external locus of control children. And as such, there would be significant and positive relationship between locus of control and educational achievement.

iii) Advantaged children would have higher scores in the locus of control scale than disadvantaged children.

iv) Among the three disadvantaged samples the urban disadvantaged children would likely to have highest locus of control scores compared to rural and the tribal children. Among the latter two, the tribals would be at the lowest and of the LC scores.

v) Advantaged children would have high creative thinking than disadvantaged children.

vi) Among the three disadvantaged samples urban children would have highest scores on creativity subtests, tribals would have lowest, and rural children would have scores in between urban and tribal children.
vii) Advantaged children would have better educational achievements than disadvantaged children.

viii) Among the three disadvantaged groups of children, the urban group would have highest scores on educational achievement, tribals would have lowest, and rural children would have Ed Ach scores in between the two.

ix) Educational achievement and creative thinking would have significant and positive relationship.

The project formulated three independent variables, namely (i) the two dimensional locus of control consisting of ILC and ELC (ii) the two dimensional socio-economic background consisting of advantaged and disadvantaged, and (iii) the three dimensional subcultures such as urban, rural and the tribal culture. There were two dependent variables like (i) creative thinking and (ii) educational achievement.

Bialer-Cromwell locus of control scale for children adapted for Indian samples containing 24 items, was used here. The socioeconomic background was determined by their caste, family income and education. An advantaged child was Brahmin by caste, and had family income of above
Rs.6,300.00 and the father's education was graduation or above. On the other hand, a disadvantaged child belonged to Scheduled Caste group (Harijan) or tribal, and his family annual income was below Rs.2,400.00. His father's education was primary or below primary level. City, village, or living in the tribal houses determined the three subcultures. Altogether there were 10 groups of children viz; urban-advantaged - ILC and ELC, disadvantaged - ILC and ELC; rural - advantaged - ILC and ELC, disadvantaged - ILC and ELC; tribal - disadvantaged ILC and ELC. Each group consists of 30 subjects. Each subject was given Mehdi's verbal and nonverbal tests of creative thinking.

The verbal test of creative thinking consists of three subtests like consequences, unusual uses, and neural relationships. These subtests were scored as fluency, flexibility, and originality. The nonverbal test consisted of picture construction, incomplete task, triangles and ellipses. These subtests were scored as elaboration and originality. The other independent variable, used in this study, was the educational achievement. The aggregate of examination marks in English, Oriya, arithmetic, general science, and social studies, were taken as an index of educational achievements.
Statistical treatment of results included arithmetic means, standard deviation, percentage, analysis of variance, t test, Tukey Test, and coefficient correlation. Line graphs and column diagrams of the data were also presented.

The following conclusions were drawn on the basis of results.

1. The relationship between locus of control and creativity is positive and highly significant.

2. The relationship between locus of control and educational achievement is positive and significant.

3. Advantaged and disadvantaged children of urban and rural samples do not differ with regard to locus of control scores.

4. The advantaged children across urban, rural subcultures also do not differ in LC scores.

5. Locus of control scores between the disadvantaged children of urban, rural and tribal samples are significantly different. Urban children secured highest, rural children the second highest and tribals obtained lowest LC scores.
In both the urban and the rural subcultures the advantaged children score more than disadvantaged children in creativity test scores.

The advantaged children in urban and rural subcultures do not differ significantly on creativity subtest scores.

Rural disadvantaged group secure the highest score in the verbal creativity subtests, tribals secure the second highest, and urban disadvantaged children secure the lowest scores. But in case of nonverbal creativity subtests, tribals secure the highest scores, rural children secure the second highest, and urban disadvantaged children secure the lowest scores.

The advantaged children secure higher educational achievement scores than the disadvantaged children in both urban and rural subcultures.

The advantaged children in the urban samples secure higher Ed Ach scores than their rural counterparts.

The tribal children secure the highest Ed Ach scores in comparison to that of urban and rural disadvantaged children. The latter two groups don't differ significantly in Ed Ach scores.
Creativity and educational achievement scores are positively and significantly related in each of the urban, rural and the tribal subcultures.

**Future research**

The present findings consist of the comparison between locus of control, creative thinking, and educational achievement scores in urban, rural subcultures and the tribal culture. The findings also show the difference of above scores on high and low socioeconomic backgrounds. Further researches along with longitudinal studies may be made on the basis of the following implications of the study.

The disadvantaged children in the urban sample have shown very poor performances in the creativity subtests and educational achievements too. Although they are in the urbanised environment yet they might not have gained much from the schools or class rooms. Therefore, apart from giving them pre-school education, they should be provided with mid-day meals and some other incentives in the school. Then only their performances can be measured.
A further research orientation programme is desirable because the present project is a unisex study. Hence, the performances are observed from boys only. But these performances should be observed from girls in each of the urban, rural subcultures and the tribal culture. Secondly, there are social advantaged and disadvantaged groups in the urban and rural samples, and only disadvantaged group in the tribal sample. An advantaged group may be constituted to find out its effects on personality and educational achievements.

The tribal children secured low scores on verbal abilities in comparison to the urban-advantaged, the rural - advantaged and disadvantaged children. But they have done well in the educational curriculum. Therefore, the assumption that they do not understand the language of text books and of their teachers, is not always true. Rather they should be exposed to elited environments containing radio, television, cinema, theatres, books, magazines, new teaching-aids, play materials and should visit urbanised places. It may enhance their verbal abilities. Such students may be observed in a future research project only after they are exposed to such situations. On the other hand, tribal children remaining in the urbanised environment may be studied with these variables and the result may be compared.
A training programme may be introduced to find out if there is any change in such variables. It would be very much important to determine the antecedents of individuals. It would answer to the question why somebody is internal or external, high creative or low creative and so on.

In sum, a longitudinal study is required to determine the influence of locus of control on creativity, educational achievement and vice versa by taking various age groups, sex groups, SES, and cross-cultural dimensions.