ABSTRACT

The study was conducted on the association of locus of control, creative thinking, and educational achievement of urban, rural, and the tribal school children. They were reading in the 6th, 7th, and the 8th classes. Their age range was between 10 to 13 years. Thus, there were three samples along the three subcultural groups, namely the urban, rural, and the tribal. Across the socioeconomic background there were two samples viz; advantaged and disadvantaged children in each of the urban and the rural groups where as there was only one disadvantaged group under the tribal sample. There were 115 advantaged and 77 disadvantaged boys in the urban sample, 118 advantaged and 68 disadvantaged boys in the rural sample, and 110 disadvantaged boys in the tribal sample.

All the subjects were given Bialer - Cromwell locus of control (LC) scale for children specially adapted for the purpose. On the basis of their scores the internal locus of control (ILC) and the external locus of control (ELC) subjects were selected. There were 30 ILC and 30 ELC subjects arranged along the socioeconomic dimensions. The selected ILC and ELC boys were given Mehdhi's Indianised scale of creativity. Their educational achievements (Ed Ach) from the school record were also obtained.
Results were analysed by a 3 x 2 ANOVA to determine the effect of subculture and locus of control dimensions. The results were also analysed by a 2 x 2 x 2 ANOVA to determine the effect of subculture, socioeconomic background, and locus of control.

It was observed from the results that the trait of locus of control is significantly related with creativity and educational achievement. The ILC subjects secure higher scores on creativity tests and educational achievements than the ELC subjects. The relationships between locus of control and creativity, as well as between locus of control and educational achievement are positive and statistically significant. The locus of control scores are higher for the urban disadvantaged children compared to those of the rural and the tribal children. But the locus of control scores in the urban and the rural subcultures are not significantly different between the advantaged groups and in between the advantaged and the disadvantaged groups in each subculture.

Creativity scores are higher for the advantaged compared to those of the disadvantaged children both in the urban and the rural set up. The rural disadvantaged children seem to be better than their urban and tribal counterparts, in the verbal creativity scores. But the nonverbal creativity scores are higher for the tribal children.
The advantaged children secure higher educational achievement scores than the disadvantaged children both in the urban and the rural subcultures. Among the disadvantaged children the tribes secure higher educational achievement scores than those of their urban and rural counterparts. Educational achievement is significantly related to creative thinking.