

Self-control ability in Thai children as related to educational curriculum, training skills, and psychological components for effective citizenship.

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Objectives

- 1) To examine the relatedness of the contents in school textbooks to the development of self-control.
- 2) to investigate the relationships between family's and school's socialization and children's self-control.
- 3) To examine the interrelatedness among children's psychological characteristics in 6 dimensions (self-restraint, inhibition, self-confidence, tolerance and forgiveness, emotional-social maturity, future orientation) and the relationships between these psychological traits and children's self-control ability.

Research methodology

The subjects consist of 609 Thai children in grades 5 and 8 in 14 public co-educational schools in Bangkok, 55 teachers, 609 mothers, and 609 fathers.

Regarding the research instruments, the children are given two four point rating scaled questionnaires concerning their perceived socialization as related to self-control, and also one other questionnaire concerning their own psychological traits as main components for self-control ability. Mothers and fathers are given separately one same questionnaire concerning their actual training for children's development in self-control. And for teachers, they are given another questionnaire concerning their training skills for their own self-control and for the self-control development of their school children.

With respect to treatment of data, content analysis method, various other statistical methods and the SPSS<sup>x</sup> computer program are used.

As for the main findings, it can be concluded that the family and school socialization~~s~~ are significantly related to the children's development of self-control ability. There are also significant inter-relatedness among 6 dimensions of children's psychological characteristics in self-control. There are also high concordance between children's perceived socialization of their parents and the parents' own report of their actual training for children's self-control. In addition, it is noted that mothers play amore significant role in self-control development for their children than fathers and teachers. These mothers are found to use more traditional way of training for self-control by using the external control rather than the internal one. And it is also noted that the teachers try to use some Buddhist principles in controlling themselves.

As for the relations between bio-social variables and different dimensions in self-control ability of children, it is noteworthy that school children in the sampling who have lower family income obtain higher scores in all psychological traits concerning self-control ability when compared with children who have high and middle family income. And the school children in grade 8 also obtain higher scores than those in grade 5 in some psychological traits in self-control ability (dimensions 2 and 3).

With regards to curriculum content analysis, it is found that there is inadequate amount of elements in reading contents which can lead to self-control development in school children. And the elements which are found related to self-control are only confined to the control in physical aspect rather than the verbal and mind aspects.