

## **Research Abstract**

### **The Relationship between Socialization, Internal Locus of Control and Self - Concept of Rural and Urban Students**

by

**Tasana Thongpukdee**

The purpose of this study was two-fold. First, it intended to compare the internal locus of control and the self - concept of rural and urban adolescents with different sex, family background and type of rearing practices and second, to investigate the relationship between those of the internal locus of control and self - concept.

The subjects consisted of 349 Mattayom Suksa 3 students . The schools were situated not more than 150 kilometers from Bangkok and one class was randomly selected from each of four schools both in the rural and urban areas. Finally, they were 173 urban and 176 rural students. Questionnaires were administered which concerned self - concept and family status, type of rearing practices the internal locus of control and self - concept.

Data were analysed by Pearson Product Moment Correlation Coefficient and Two-way Analysis of variance.

Major findings were as follows:

1. In an interaction study between housing area, sex, family background ( parent's education, family's economic status and type nuclear and extended of family), four types of rearing practice and the internal locus of control of the students, it was found that :

1.1 There was a significant interaction at the .05 level between the housing area and love-oriented child-rearing practice and the internal locus of control.

1.2 There was a significant interaction at the .05 level between the general thought aspect of those with different housing areas and sex, and between the instruction aspect of those with different housing areas and love-oriented child-rearing practice.

2. In an interaction study between housing area, sex, family background (parent's education, family economy, nuclear and extended family) and four types of rearing practices which can affect the self-concept, it was found that :

2.1 There was a significant interaction at the .05 level between the housing area and father's education, and between the housing area and the reasoning-oriented child-rearing practice which can affect the self-concept.

2.2 There was a significant interaction at the .05 level between the housing area and the reasoning-oriented child-rearing practice, between the housing area and physical or the psychological punishment child-rearing practice, and between the housing area and control-oriented child-rearing practice which can affect the self-concept (potency).

3. When considering the relationship between the internal locus of control and the self-concept of rural and urban students, it was found that:

3.1 There was a positive relationship at the .05 level between the internal locus of control and the self - concept in Evaluation, Activity, Potency and as a whole among urban students, except Interpersonal Quality. Where as there was a positive relationship at the .05 level between the internal locus of control and the self - concept as a whole and in each aspect.

3.2 When considering each aspect, it was found that

3.2.1 There was a positive relationship at the .05 level between the internal locus of control (Instruction) and the self - concept among urban students, whereas there was a positive relationship at the .05 level in Evaluation among rural students.

3.2.2 There was a positive relationship at the .05 level between the internal locus of control (Activity Performing) and each of the self - concept (Activity, Potency and Interpersonal uality) and as a whole among urban and rural students, except Evaluation.

3.2.3 There was a positive relationship at the .05 level between the internal locus of control (Belief of Fate) and the self - concept (Potency) among urban students, whereas there was a positive relationship at the .05 level between the internal locus of control (Belief of Fate) and each of the self-concept (Activity, Potency, Interpersonal Quality) and as a whole among rural students.

3.2.4 There was a positive relationship at the .05 level between the internal locus of control (General Thought) and each of the self - concept (Activity, Potency) and as a whole among urban students, whereas there was a positive relationship at the .05 level as a whole and in each aspect among rural students.