

Research Summary
**"Buddhist and psycho - social characteristics of secondary
school
teachers with related to religious Socialization"**

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The three main objectives of this research are : firstly to investigate the difference between teachers who have low role conflict and teachers who have high role conflict in terms religions socialization, secondly to study the religious and behavioral characteristics of the teachers who can socialize efficiently, and thirdly to compare the religious and behavioral characteristics and religious socialization between private teachers and public teachers in terms of their difference and existence. The sample are 385 teachers from Secondary schools of secondary Education Department, Ministry of Education and Private Education Office which are located in Bangkok Metropolis. Multi-stage random sampling is used. The variables are divided into 4 groups ; (1) factors related regious characteristics of teachers, is Buddhist belief, Buddhist practice and Buddhist way of life, (2) behavioral factors, is attitude toward students, mental health, locus of control favorable job and role conflict (3) general characteristics of teachers and (4) religious Socialization factor Two way ANOVA and

stepwise regression are used to analyze whole group and bio-social groups.

The research findings are as follows. Firstly concerning role conflict and religious socialization, (1.1) it is found that the teachers who have high role conflict can religiously socialization lesser than the teachers who have low role conflict (1.2) The teachers who are more Buddhist, ones who have more role conflict and public teachers can religiously socialization more than private teachers.

Secondly, concerning behavioral and religious socialization characteristics (2.1) it is found that among public and private teachers, one who are more Buddhist can religiously socialize better than ones who are less Buddhist. (2.2) Female teachers and non-class teachers who have high locus of control can better socialize than the teachers who have low locus of control (2.3) Overall, teachers who have positive attitude toward students can religiously socialize better than our who have negative attitude toward students (2.4) Among male teachers ones who have high role conflict if they have positive attitude toward students they can socialize better than ones who have negative attitude toward students.

Thirdly, behavioral factors can predict religious socialize of the teachers (3.1) For whole group and 8 sub groups, the important predictors are Buddhist characteristics. Buddhist belief can predict whole group and 4 sub groups. There are other predictors, namely, favorable job, internal locus of control, function conflict (3.2) In public teacher group, the significant predictors are Buddhist characteristics and favorable job (3.3) In private teachers, the core predictors are Buddhist characteristics, Buddhist belief and function conflict.

From the finding of teacher's characteristics and religious socialization it shows that (1) teachers who hold more conflict are less capable of religious socialization (2) teachers who have more Buddhist

characteristics even though they have more conflict, public teachers are more able to socialize than private teachers (3) Though they have much conflict, ones who have better attitude toward students can more religious socialize than teachers who have negative attitude toward students. (4) the most important predictor of socialization is Buddhist characteristics (5) among private teachers, the significant predictor is function conflict.

As a result, the conflict is associated with religious socialization. At the same time, as though there are much conflicts teachers who have high Buddhist characteristic more positive attitude toward students can perform better socialization. Therefore Buddhist characteristics, Buddhist beliefs, attitude toward students, locus of control should be promoted among teachers. Teachers should realize that they are important in terms of religious socialization to students.