

The main purposes of this study were to folds. First to search for the highly efficient means for promoting teachers effectiveness through Psychological training and Buddhist cognition training and second to identify the types of teachers who would benefit the most from each type of training. Some initial characteristics of the teachers, namely, belief in internal locus of control of reinforcement, attitude towards work mental health, moral reasoning, Buddhist belief, buddhist practice and Buddhist lifestyle.

The sample in the study consisted of 76 teachers who were randomly assigned to some of the four experimental groups. The first group of teachers received both the psychological training and Buddhist cognition training, third group received only the Buddhist cognition training. The last group was given irrelevant training. Each teacher spent four days at the training site. Each programs of training took about 10 hours. Post - training measurements were carried out twice; immediate after the training, and one month after these teachers went back to works. Both psychological and behavioral traits were monitored.

The results of this experiment showed that. (1) The experimental group that received Buddhist cognition scored higher on the belief in internal locus of control of reinforcement moral reasoning mental health and Buddhist belief experimental groups. (2) The experimental group that received psychological training developed more Buddhist belief mental health and higher work behavior than other experimental groups. (3) The