

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this study was to identify the stress situation of the elementary teachers in private schools, the second Patumthani Officer of Education Service Area, and to develop a model of active measures to prevent stress among elementary teachers in private schools.

The structured questionnaires were sent to 670 elementary teachers and 26 schools administrators of the second Patumthani Education Service Area from May 2005 to March 2006 in Phase 1 to identify stress situation.

There were voluntarily 21 elementary teachers involving in participatory model development to reduce and prevent stress of these teachers in Phase 2 and 3 school administrators were acting as the advisors and supporters. The researcher was acting as participatory observer and supplier for the documents or what ever needed by the teachers. The teachers demographic characteristics, the levels of stress, continuation of practicing both pre-model and model development to reduce and prevent stress were observed and test before, during and after finishing the program. Statistics were described in percentage, mean, chi square and repeat measure.

The results of situation of stress found that most of the **elementary school teachers**, (40.8 % and 40.6 %) had **moderate** level of susceptibility to stress and factors of stress. **In the other hand**, most of the elementary, (36.1 %) had **severe** level of symptoms' stress. The most of the school administrators, (70 % and 45 %) had **mild** level of susceptibility to stress and factors of stress. **In the other hand**, most of the school administrators, (45 %) had **severe** level of symptoms' stress.

Moreover, the results of model development indicated that it had effects on preventing stress statistically no significant difference ($P < 0.05$) and to reduce stress was statistically significant difference ($P < 0.05$) between pre-model and post-model development process.

Moreover, this study derived appropriate model for active measure to reduce and prevent stress of elementary teachers in private schools (in figure 11). The essential features of new model development were combined between informal and formal meeting (in figure 9 and 10) internal and external personal factor preparations in step of pre and model development process and problem solving analytical process in step of model development process.(in figure 11)

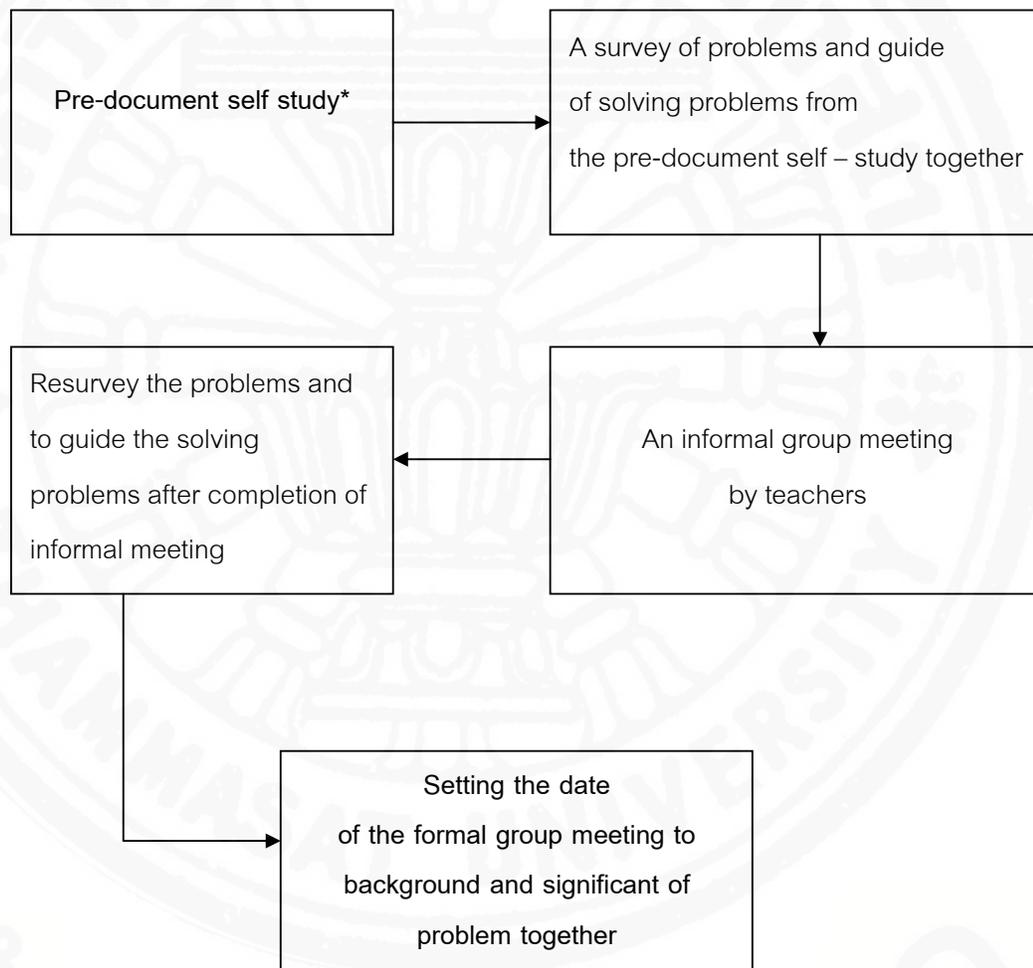


Figure 9: Informal meeting process in the step of pre and model development of active measures to reduce and prevent stress of elementary teachers in private schools.

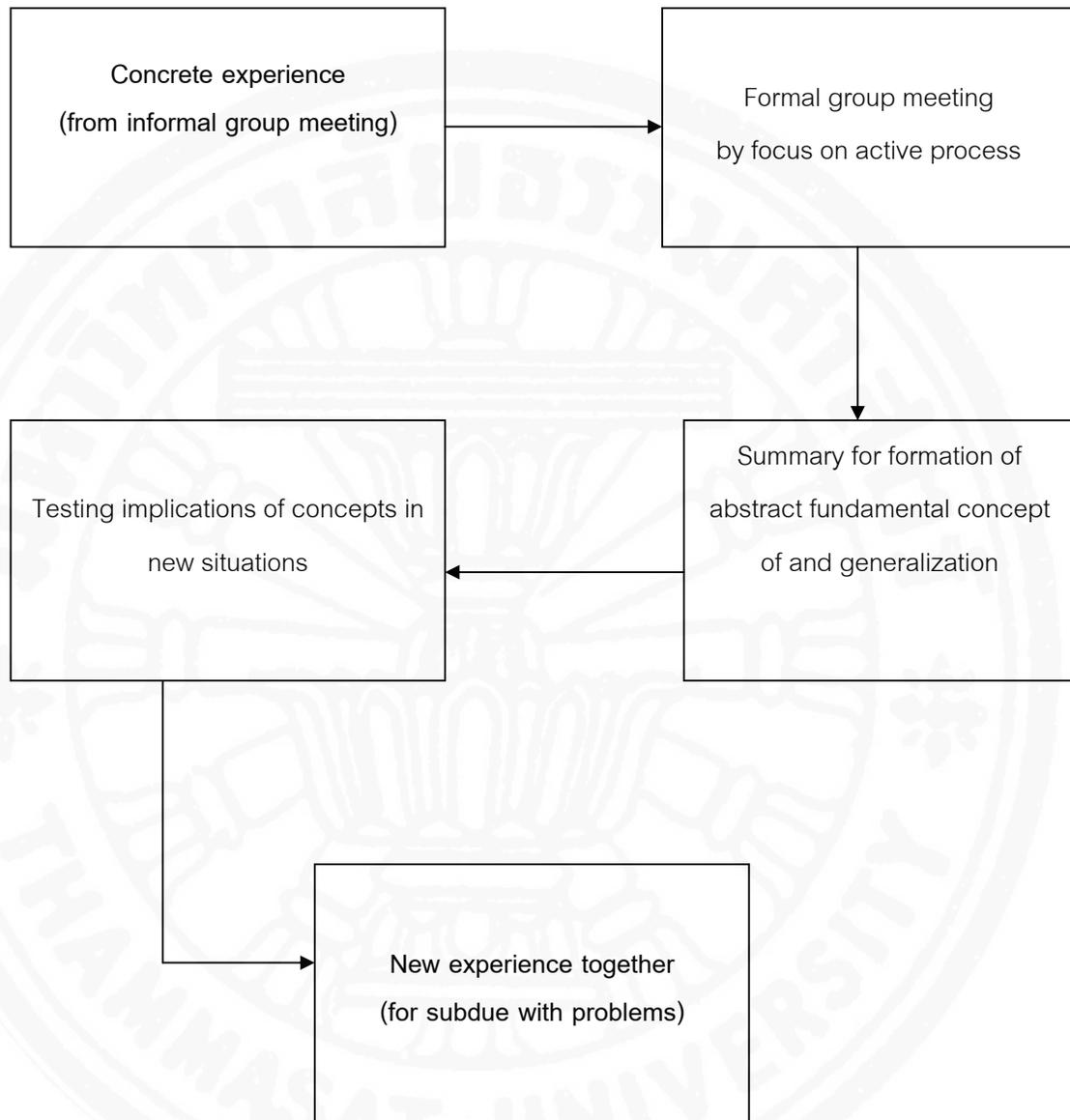


Figure 10: Formal meeting process in the step of pre and model development of active measures to reduce and prevent stress of elementary teachers in private schools.

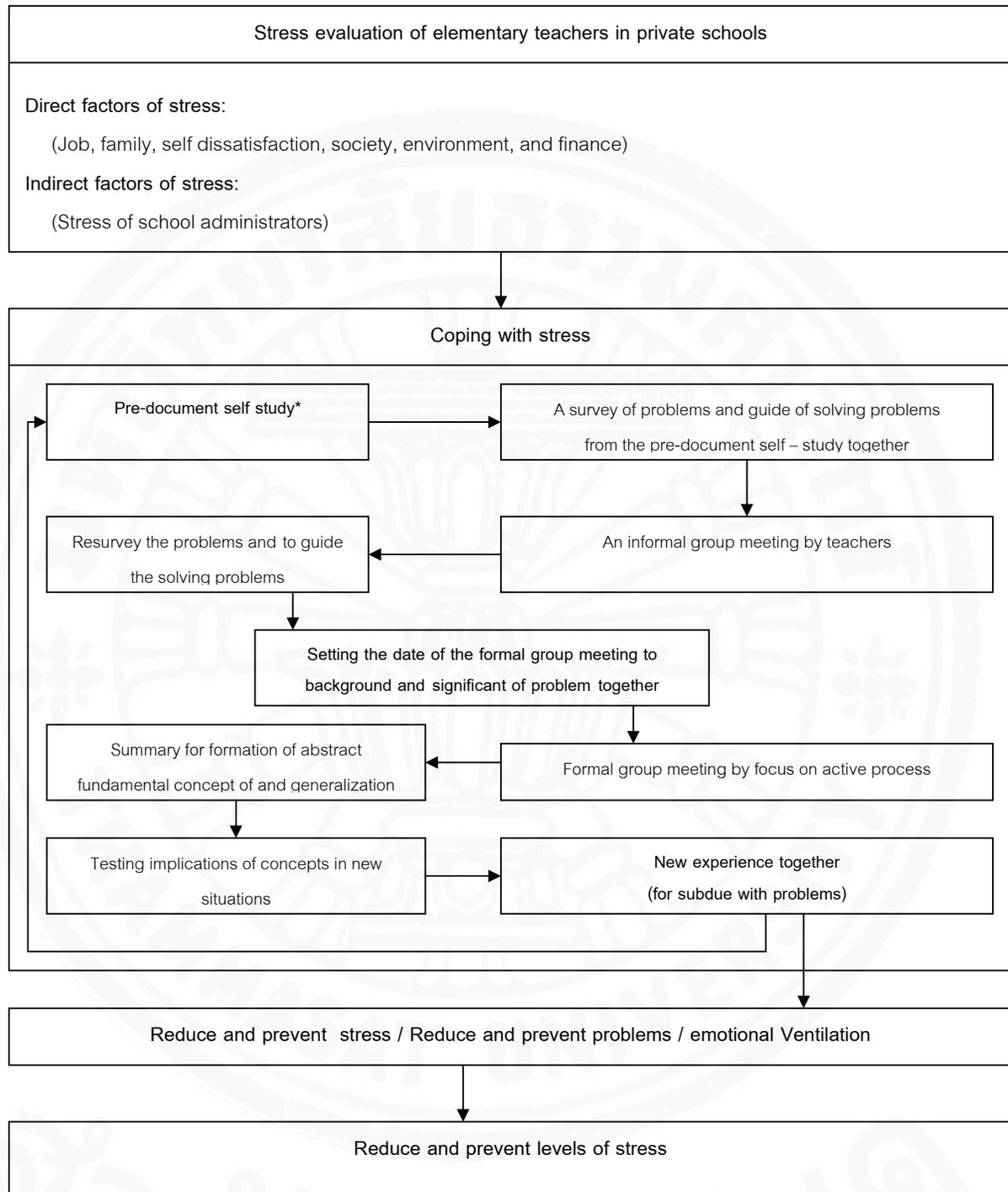


Figure 11: Appropriate model for active measures to reduce and prevent stress of elementary teachers in private schools

5.2 Recommendations

5.2.1 Suggestions for application of research results.

5.2.1.1. The model development of active measures to prevent stress derived from the study can be applied to other private schools with similar effectiveness.

5.2.1.2. The comprehensive of this model development process is necessary for every private schools. Because the stress have many causation such as job, privacy, family, society, environment, and finance. Another, the stress is one of all mental health problems. Thus this model helps reducing and preventing stress of them, by using the controlling about susceptibility to stress, health promotion behavior or self-care for health, especially norm' life styles should be upgraded in regarded to eat (health foods), to exercise continually, to sleep enough (normal criterion), and etc.

5.2.1.3. Should apply this model development process to promote and to stimulate the elementary teachers in private schools as this model is effective to reduce and to prevent stress, save and easy to practices too.

5.2.1.4. The participation techniques should process be introduced and promote widely since it is able to build up a participative atmosphere. The process could obviously develop coping with stress or the ways of preventing and reducing stress of elementary teachers in private schools as a whole. They can be enhance theirs experience through real practices and through studying their own problems. They are empowered to make theirs own decision, evaluation, and control for preventing and reducing stress.

5.2.1.5. A model of the learning process should be introduced and promote widely too, since it is able to build up participative atmosphere and sustainable. This sustainable is final goal of maintain this new model development process for practices continuously and strong practices from clear concepts and understanding to practices, these are contribute to sustainable of them in private schools

5.2.2 Suggestions for further study

5.2.2.1. A follow-up should be made on the projects of each sizes school if it continues to be popular and it maybe appropriate for other private schools of all sizes schools.

5.2.2.2 . There should be assessments about satisfaction of elementary teachers in private schools, both before and after the model development process.

5.2.2.3. The model development process; that is, the output of this research could be applied to all sizes schools of governmental schools.

5.2.2.4. Comparative study of this development process between private schools and governmental schools of all sizes schools.

