

# 學校校長角色在推動健康促進學校效能之研究

陳富莉<sup>1,\*</sup> 邱詩揚<sup>2</sup> 黃曉靈<sup>3</sup> 陸玟玲<sup>4</sup> 邱淑媿<sup>5</sup> 陳映伶<sup>1</sup>

<sup>1</sup> 輔仁大學醫學院公共衛生學系

Department of Public Health, College of Medicine, Fu Jen Catholic University

<sup>2</sup> 國立宜蘭大學休閒產業暨健康促進學系

Department of Leisure Industry and Health Promotion, National Ilan University, Ilan, Taiwan, R.O.C.

<sup>3</sup> 高雄醫學大學口腔衛生學系

Department of Oral Hygiene, Kaohsiung Medical University

<sup>4</sup> 中山醫學大學公共衛生學系

School of Public Health, Chung Shan Medical University

<sup>5</sup> 衛生福利部國民健康署

Health Promotion Administration, Ministry of Health and Welfare

## 摘 要

**背景及目的：**推動健康促進學校是的複雜議題，因為涵蓋了六大層面內容。校長是學校領導者，在推行健康促進學校中扮演著重要角色。本研究主要目的是分析台灣地區中小學校長，其接受健促學校相關教育訓練、健促學校參與程度及個人領導行為等因素對推動健康促進學校效能之影響。**方法：**本研究使用自填問卷於 2014 年進行資料收集，研究對象包含 2012 年參與健康促進認證的 190 所學校及 53 所未參與認證的學校，總共 243 位校長完成問卷調查。資料處理運用卡方及變異數分析之統計分析。**結果：**依健康促進學校國際認證的結果，將推動健康促進學校效能表現分為金銀獎、銅質獎、未獲獎與未參與等四類。研究發現健康促進學校認證獲獎學校的校長，參與健康促進學校相關訓練的比率(73.33%)及時數(33.33%)均顯著比未獲獎(36.36%;15.38%)及未參與學校校長高(18.87%;5.88%)。金銀獎獲獎學校校長對計畫的參與程度(Mean=15.93)顯著高於未參與學校校長(Mean=12.25)；在領導行為方面金銀獎獲獎學校校長(Mean=31.67)亦較其他組別好。**結論：**校長是推行健康促進學校成效的關鍵人物，建議未來應在校長的研習與訓練中加強健促學校的觀念與推動策略。

# **The Role of School Principal in Health Promoting School Effectiveness in Taiwan**

Fu-Li Chen<sup>1,\*</sup>, Shy-Yang Chiou<sup>2</sup>, Hsiao-Ling Huang<sup>3</sup>, Dih-Ling Luh<sup>4</sup>, Shu-Ti Chiou<sup>5</sup>,

Ying-Lin Chen<sup>1</sup>

## **Abstract**

**Background and Objectives :** The implementation of Health Promoting School (HPS) is a complex issue as it involves a number of components from the six key domains. School Principal plays an important role in HPS program. The aim of this study is to investigate Taiwan elementary and high schools' principals those who attended HPS training course frequency, degree of HPS involvement and leadership style, associated with the effectiveness of HPS.

**Methods :** A cross sectional design was used to study school principals from 190 schools attending Health Promoting School Accreditation System (HPSAS) and 53 schools without attending HPSAS in 2012, Taiwan. The self-reported questionnaire was used to collect data in 2014. A total of 243 principals completed the questionnaire. Chi-square and ANOVA methods were conducted to survey data with SPSS software version 20.0.

**Results :** Those schools were divided into golden and silver, bronze, non-pass and non-participated in five categories after the implementation of the HPSAS. The results show that the frequency of HPS training course(73.33%) and hours(33.33%) among principals from gold and silver medal were significantly higher than others(36.36%;15.38% , 18.87%;5.88%). Comparing with HPS involvement and leadership of principals in different HPSAS award, the principals who win the gold and silver medal had more involvement (Mean = 15.93) and better leadership( Mean =31.67) than non-pass(Mean=13.65;Mean=31.02) and non-participated groups(Mean=12.25;Mean=30.51).

**Conclusions :** Principals are a major force in the implementation of HPS. These findings suggest that HPS concepts and implemented strategies need to be enhanced on school principals' training program.