

健康促進學校認證等第與國中學生心理及社會健康之關係

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目的：

雖然健康促進學校推動主題多著重於身體健康與危害健康行為，對於學生的心理與社會健康可能產生正面的效應，因此，本研究之目的在於探討健康促進學校認證結果與國中學生心理與社會健康之關係。

方法：

研究對象為65所台灣地區國中二年級學生共8038名，46所參與健康促進學校認證，19所未報名參與認證。於2014年4至6月於班級進行自填式匿名問卷調查。2012年認證結果：金及銀質獎(2所，264人)，銅質獎(25所，3135人)、未獲獎(19所，2437人)，及未報名(2202人)共四組。心理健康指標：過去12個月是否曾經「感到孤單寂寞」、「因擔心某事而失眠」、「輕微傷害自己」三項，社會健康則以霸凌經驗作為測量，分別詢問其霸凌受害及加害經驗，組合為四類：無、加害、受害、加受害。以sas9.3進行多項式及一般邏輯斯迴歸分析。

結果：

控制重要人口學變項後，結果顯示：(1)心理健康指標方面，未參與認證學校之學生「曾因擔心某事而失眠」的比率是未獲獎學校的1.19倍；(2)社會健康指標方面，金銀質健康促進學校學生之霸凌受害及加受害比率顯著低於未獲獎學校之學生(OR值分別為0.38及0.31)。

結論：

國中生心理與社會健康狀況與其就讀學校之健康促進學校認證等第有關。

Relationships between the Rank of Health Promoting School Accreditation and Mental and Social Health in Junior High School Students in Taiwan.

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Abstract

Objective

This study aimed to investigate the relationships between the rank of health promoting school accreditation and mental and social health in junior high school students in Taiwan.

Method

Participants were 8038 students who belonged to 65 junior high schools, including 46 schools attended the health promoting school accreditation and 19 schools did not attend. The ranks of health promoting school accreditation were classified as golden/silver medal (2 schools, 264 students), bronze medal (25 schools, 3135 students), non-pass (19 schools, 2437 students), and non-participated(19 schools, 2202 students). The indicators of mental health were loneliness, sleeplessness, and self-harm. Social health was measured as bullying that classified as bully, victims, bully/victims, and not involved. Multinomial logistic regressions were performed using SAS software.

Result

After adjusting for school location and personal socio-demographic variables, the results showed that (1) for mental health, students who belonged to the schools did not attend health promoting school accreditation were more likely to be sleepless than those who belonged to the schools did not pass the accreditation; (2) for social health, students who belonged to gold/silver medal schools were less victim and bully/victim than those who belonged to the schools did not pass the accreditation.

Conclusion

Junior high school students' mental and social health associated with the school rank that accredited by the Health Promoting School Accreditation System.