

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

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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.