

評估推動健康促進學校認證後之教師健康行為研究

陳富莉¹ 陸玟玲² 邱詩揚³ 黃曉靈⁴ 陳映伶¹ 周懿平¹

Fu-Li Chen^{1,*}, Dih-Ling Luh², Shy-Yang Chiou³, Hsiao-Ling Huang⁴, Ying-Lin Chen¹,

I-Ping Chou¹

¹ 輔仁大學醫學院公共衛生學系

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

² 中山醫學大學公共衛生學系

School of Public Health, Chung Shan Medical University

³ 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.

⁴ 高雄醫學大學口腔衛生學系

Department of Oral Hygiene, Kaohsiung Medical University

摘要

背景及目的：健康促進學校計畫是台灣一項重要的公共衛生政策。當建構健康促進學校的過程，不僅改變學生的健康生活，教師的健康行為也應該被增進。本研究主要目的在探討健康促進學校認證達到某一獲獎等級的學校教師，其健康相關行為表現是否優於未達到獲獎標準的學校教師。**方法：**本研究採橫斷研究設計，研究對象包含 2012 年參與健康促進認證的 192 所學校及 55 所未參與認證的學校。使用自填問卷於 2014 年進行資料收集，共 4213 位教師完成問卷調查。資料處理運用百分比列聯表及卡方檢定去驗證不同認證等級學校教師健康行為表現之差異。**結果：**健促學校認證後獲得金銀質獎學校在健康促進推動效能上是比未獲獎及未參與的學校好。而本研究亦發現獲得金銀質獎學校的教師在健康相關行為，依序包括飲食行為之每日吃早餐(88.75%)及每日吃 2 份以上蔬菜(87.50%)、每日刷牙 3 次及以上之口腔保健行為(48.54%)、一週身體活動達 3 天以上(55.83%)等顯著優於未獲獎學校教師(83.79%；79.97%；37.40%；40.00%) 及未參與學校教師(80.50%；79.50%；36.13%；37.16%)。結論：認證級別較好的學校教師亦有較好的健康行為。故建議所有健康促進學校應採用全方位之健康促進學校策略推動。

Evaluating Health Behaviors of teachers after the implementation of the Taiwan Health Promoting Schools Accreditation Scheme

Abstract

Background and Aims:

Health Promoting School (HPS) is an important health policy in Taiwan .While building a health promoting school program, we expect that students' health lifestyle is to be promoted , and teachers' health behaviors should be improved as well. This study aim to explore that teachers from schools reaching a certain standard of HPS as indicated by the award, were better health-related behaviors than teachers' schools that did not reach the standard of the award.

Methods :

A cross sectional design was used to study teachers from 192 schools attending Health Promoting School Accreditation System (HPSAS) and 55 schools without attending HPSAS in 2012, Taiwan . The self-reported questionnaire was used to collect data in 2014. Overall, a total of 4213 teachers completed the questionnaire. The percentage of teachers with health-related behaviors was tabulated and Chi-square analyses were used to test for differences among different award levels.

Results :

Those schools that had achieved award (golden or silver or bronze) had shown that they were a higher degree of HPS effectiveness than schools that did not reach award levels and did not participate. Thus, study findings showed that teachers of schools which had achieved golden or silver award levels, their health related behaviors that included dietary behaviors (intake of breakfast per day(88.75%)); intake vegetables more than two servings of per day(87.50%)) 、 oral health behaviors (brushing frequency was 3 times and above a day)(48.54%) 、 and physical activity(55.83%) were significantly better than the non-award(83.79% ; 79.97% ; 37.40% ; 40.00%) and non-participated schools(80.50% ; 79.50% ; 36.13% ; 37.16%).

Conclusions

Teachers from schools reaching golden or silver awards were better health-related behaviors than non-award or non-participated schools. The findings suggest that schools HPS schools should adopt the concept of HPS comprehensively.