

The Evaluation of School Performance after Attending Health Promoting School Accreditation Award Scheme in Taiwan

Kai-Yang Lo¹, Fu-Hui Lee², Fu-Li Chen³

羅凱揚、李復惠、陳富莉

¹Center for General Education, National Sun Yat-sen University, Kaohsiung, Taiwan

²Department of Older Care, Central Taiwan University of Science and Technology, Taichung, Taiwan

OBJECTIVES: Taiwan has established a health promoting school accreditation system (HPSAS) and completed the second time HPS accreditation in 2014. The accreditation award scheme includes six standards which are school's health policies, school's physical environment, school's social environment, healthy life skill-oriented teaching and action, community relations, health services. The goal of HPSAS is to evaluate the school performance. Thus, the study main aim is to examine the scoring results of HPS accreditation scheme framework

METHODS: A total of 96 schools participated in this study. 47 scoring elements in six standards for school performance was calculated. Descriptive statistics, one way ANOVA and Scheffe's post hoc test were design to decide if significant differences existed.

RESULTS: The study had two important findings. Firstly, the highest average score in six standards was health services, and the lowest was healthy life skill-oriented teaching and action. Secondly, schools with smaller and larger size significantly provided better healthy life skill-oriented teaching and action than those schools with middle size.

CONCLUSIONS: The study found life skill-oriented teaching strategies need to be enhanced in school health education. It is a challenge in widespread use the health education curriculum which is design with life skill-oriented and student-centered in the future. Furthermore, teachers shall participate in life skill training to enhance pedagogical competence.