

**ASSESSMENT ON HEALTH PROMOTING SCHOOL
ACTIVITIES AMONG BASIC EDUCATION HIGH
SCHOOLS IN TAUNGOO TOWNSHIP, BAGO REGION**

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ABSTRACT

A cross sectional study was conducted in Taungoo township to assess the health promoting school (HPS) activities among Basic Education High Schools (BEHSs) using both quantitative and qualitative methods. Self administered pre-tested questionnaires were distributed among 215 teachers of three categories, PAT, JAT, SAT for quantitative assessment and six key informant interviews were done for qualitative assessment i.e., with 2 school headmasters, 2 parent teacher association members, 1 township education officer and 1 school health medical officer. An observation checklist was used to assess the status of HPS activities in all BEHS. The mean total knowledge score was 70.9 (SD=7.3) and 51.6% of teachers had high knowledge score. Teachers had inadequate knowledge on components of HPS, environmental sanitation activities, water borne diseases, food borne diseases, preventive measures for DHF, oral hygiene and nutrition. There was statistically significant difference between knowledge and sex of the teachers (p value = 0.031), knowledge and service years (p value = 0.013), knowledge and rank (p value = 0.003). The mean attitude score was 39.4 (SD=4.6) and 60.5% of teachers had positive attitude towards HPS activities. The mean practice score was 16.7 (SD=3) and 60.9% of teachers had high practice score. There was statistically significant difference between practice and refresher course training (p value = 0.04). This study showed that teachers with high knowledge score had positive attitude towards HPS activities (p value = 0.001) and teachers with positive attitude had better performance in HPS activities (p value < 0.0001). Regarding assessment of HPS activities, although environmental sanitation activities were satisfactory and all schools involved in disease prevention activities, there was shortage of IEC materials for comprehensive school health education, weakness in parental involvement, training and research activities and physical exercises among all BEHSs. Qualitative findings suggested that strengthening of the relationship between health and education, community involvement, provision of adequate resources and training for teachers are the key factors for better implementation of HPS activities.