

# Difficulties in reliable evaluation of school health promotion programs' effectiveness - gaps to be filled

## Example of Polish Health Promoting Schools

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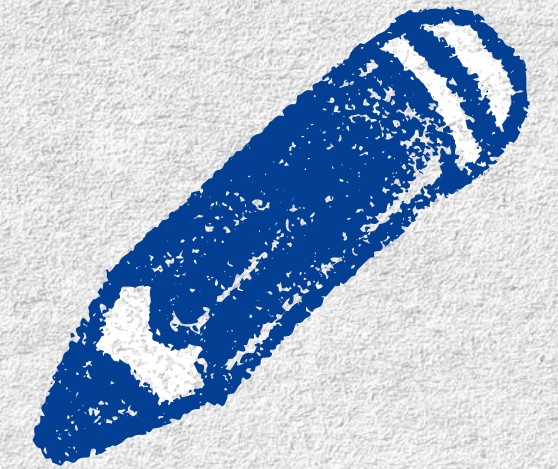
# Two perspectives/levels of evaluation of school health promotion interventions




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- School level
  - Scientific level
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# SCHOOL LEVEL

## *Example of Polish Health Promoting Schools*



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 The Polish HPS network has been active for 32 years (since 1992).
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 It represents the country's most enduring and sustained initiative in the field of health promotion.
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 The structure of HPS in Poland comprises the following levels:
  1. National level
  2. Voivodeship (province) level
  3. Regional level
  4. School/kindergarten level



## 4 standards of HPS in Poland

**I.** The concept of school work, structure, and organization support the **school community's participation** in implementing health promotion activities and the effectiveness and long-term nature of these activities.

**II.** The **social climate** is conducive to the health and well-being of students, teachers, other school staff, and parents of students.

**III.** The school implements **health education** for students, teachers, and non-teaching staff and strives to improve its effectiveness.

**IV.** The conditions and organization of learning and work are conducive to the **health** and **well-being** of students, teachers, and other school staff, as well as cooperation with parents.



# Evaluation process in the Polish HPSs

- The model and standards are used as a baseline for assessing schools' HP activities;
- Managing evaluation: evaluation group, tasks groups, headmaster support;

## Methods and research techniques:

- observation
- documentation analysis
- interviews
- questionnaires
- „Draw and tell” research method (children 5-6 years-old)
- “Draw and write” research method (II-III grade)
- Writing “How do I feel at school?” (IV-V grade)



# Questionnaires used:

Questionnaires - target school population: Questions concerning 4 standards:

- Pupils
- Teachers
- Non-teaching staff
- Parents

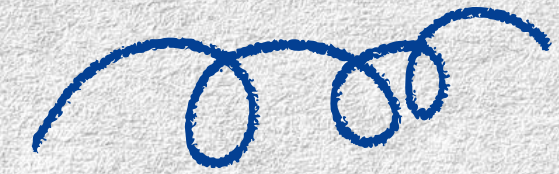
- Closed questions
- Open questions e.g., *I feel good at school because...; I feel bad at school because...; Which healthy activities have you undertaken during the last year?*

A common sheet was provided for each standard.

Examples of healthy activities - physical activity, healthy eating, positive social interactions, relaxation, stress management, and the avoidance of unhealthy risk behaviors.



# SCIENTIFIC PERSPECTIVE



- The project was carried out among school coordinators of HPSs in Polish primary and secondary schools belonging to the national network of HPSs.
- The main **aim** of the study was to **learn the respondents' opinions on the scope and methods of implementing the principles of HPSs in the institutions and to indicate the factors determining the effectiveness of health promotion at schools.**
- The online survey was conducted between March and June 2023.
- A total of 500 school health promotion coordinators participated in the study, of whom 426 responded to all the questions in the survey questionnaire.



Research report

## Implementation of Health Promoting Activities in the Institutions Belonging to the National Network of Health Promoting Schools

Research contractors

UNIVERSYTET ŚLĄSKI W KATOWICACH | CORE | Metis

Composition of the research team

Karina Leksy, PhD – principal investigator  
Grzegorz Gawron, PhD  
Valentina Todorovska-Sokołowska, M.A.  
Tomasz Wojtasik, M.A.

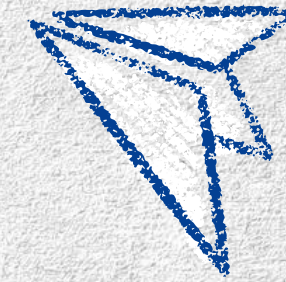
Scientific consultation: Prof. Ewa Syrek, PhD

Completion period

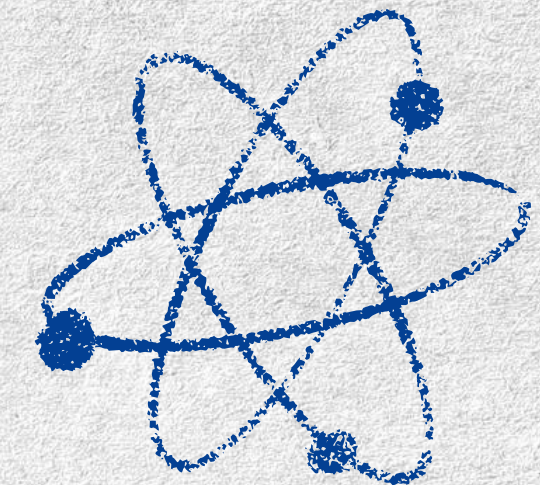
March – June 2023

1<sup>st</sup> February 2024, Katowice

# Research tool

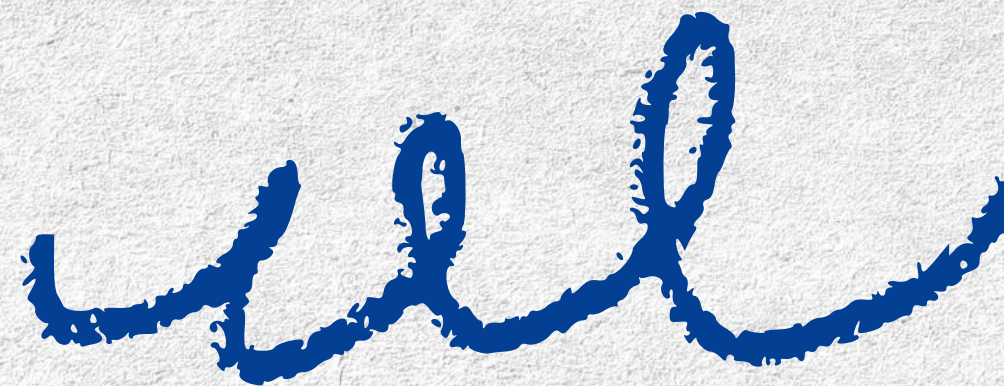


- The study was based on the questionnaire developed by: G. Vennegoor et al. (2022), *Measuring implementation of Health Promoting School (HPS) programs: development and psychometric evaluation of the HPS implementation questionnaire.* J Sch Health [DOI: 10.1111/josh.13277].
- The questionnaire contains 28 questions concerning the level of fidelity, adaptation, and integration of the school's approach to student health and well-being.
- The questions are organized into seven sections: 1) Adherence to HPS principles; 2) Dose; 3) Participant responsiveness; 4) Quality of delivery; 5) Integration; 6) Program differentiation; 7) Adaptation;





# What have we learnt about the procedure of evaluating school health promotion activities?



# School perspective

- Insufficient knowledge and skills in conducting a reliable diagnosis of needs and evaluation of undertaken actions.
- Lack of personal, financial, spatial and time resources in the school to conduct evaluation of actions.
- Lack of motivation of teachers to undertake new tasks.
- Difficulties of teachers in conducting analysis and interpretation of obtained data.

These factors may ultimately lead to:

**A lack of certainty concerning the conclusions drawn in the diagnosis of needs and the evaluation of health-promoting actions undertaken in the school, as well as their effectiveness.**

# Scientific perspective - research conducted in schools



In quantitative studies, lengthy and complex questionnaires are often used, which may be challenging for respondents to comprehend.



The data obtained in such studies is typically based on self-assessment by the respondents



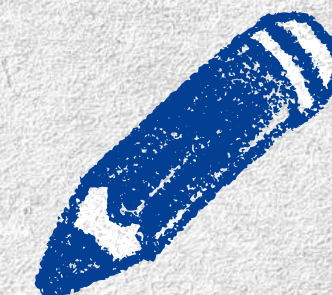
There is often a lack of certainty regarding the reliability of the answers provided



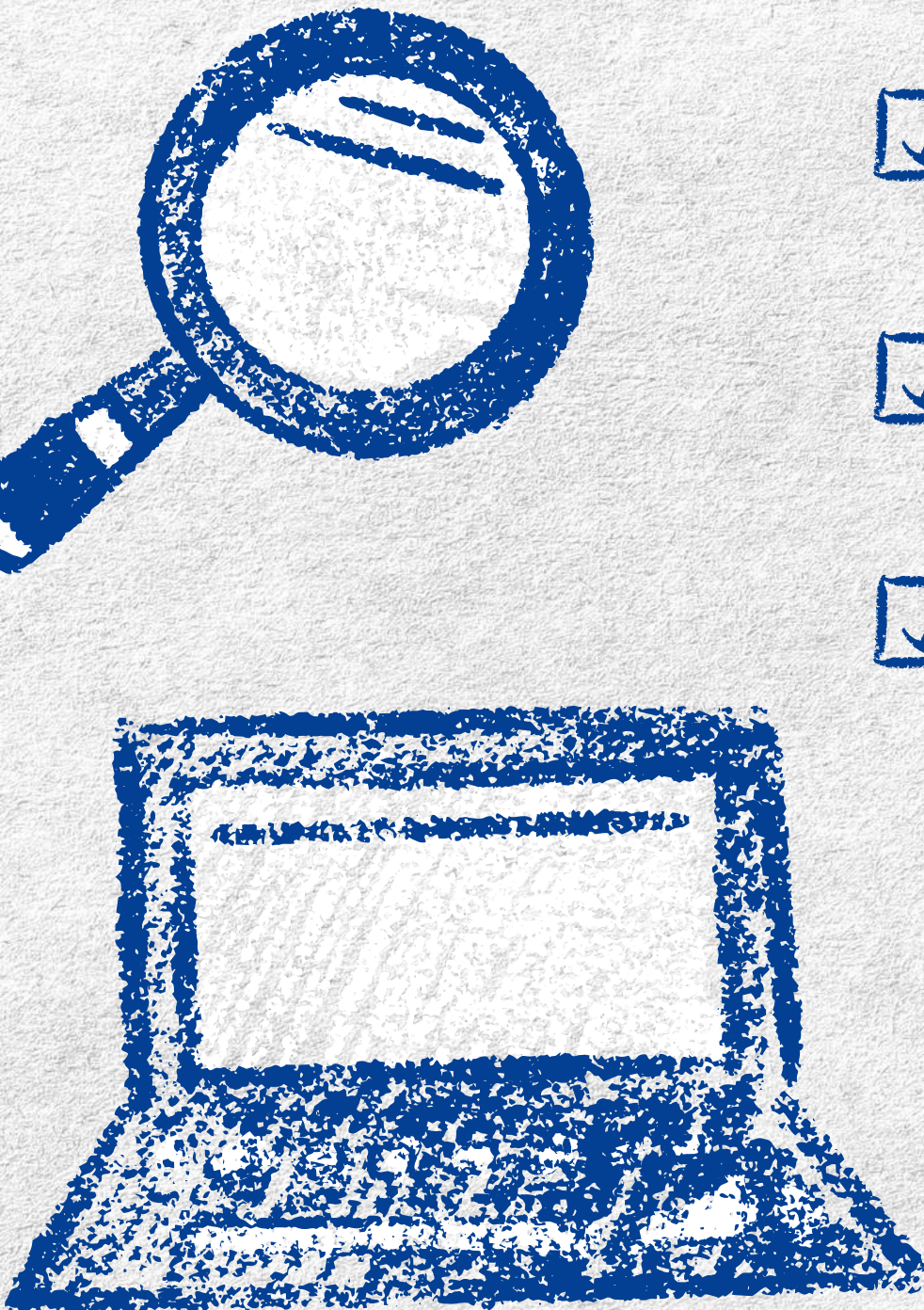
Quantitative studies tend to provide results that are general in nature, and they may lack sufficient depth of knowledge and understanding of the school context and the health promotion activities that have been undertaken.




In consequence,



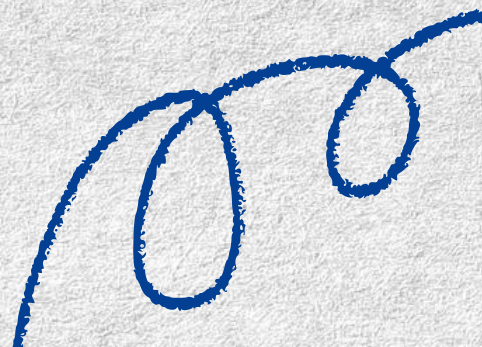
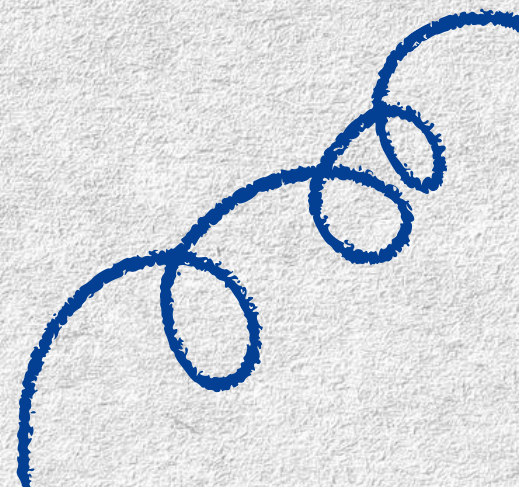


**To what extent may one rely on the results obtained?**



# GAP TO BE FILLED

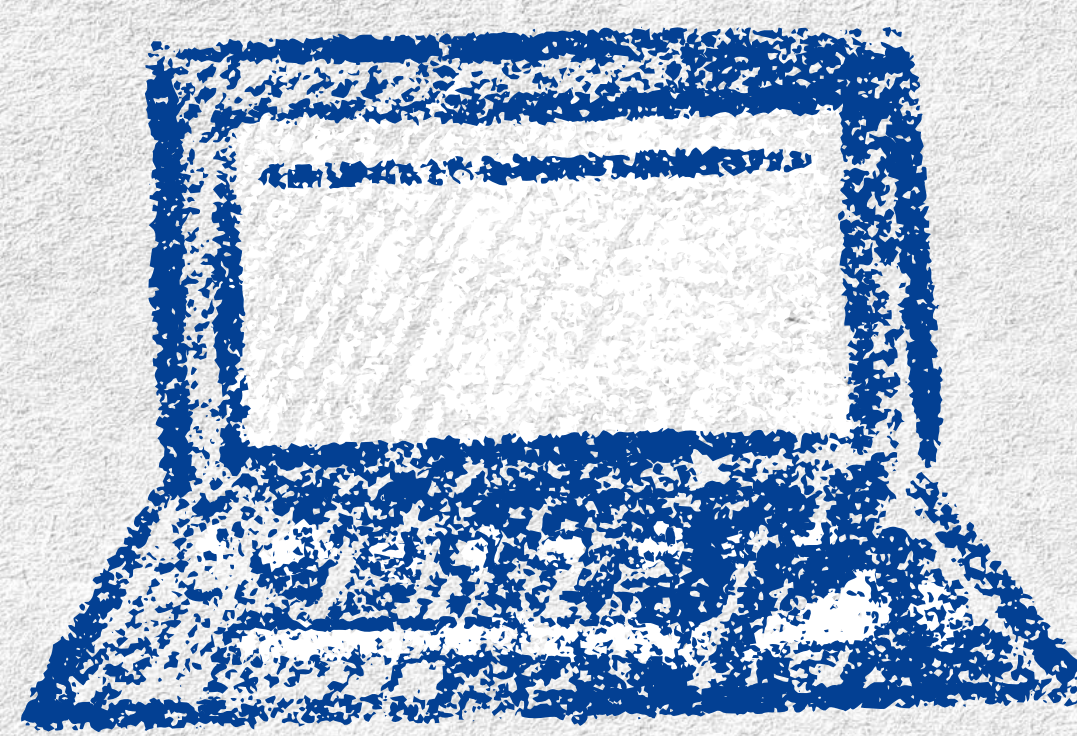


Developing methods, techniques and tools that will provide the most **objective** and **reliable** means of evaluating the effectiveness of health promotion activities in an educational setting.





# Thank you for your attention!



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