

A Study of Individual and Organizational Determinants of Health Literacy Among Secondary School Teachers

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Background/Objectives: School teachers are the core figures in promoting Health Promoting Schools (HPS). This role not only involves teachers leading by example to influence students' health behaviours but also requires enhanced skills and competencies to effectively implement health education and health promotion practices effectively. The study aimed to identify the individual and organizational factors which were most associated with promoting health literacy among secondary school teachers.

Methods: A cross-sectional secondary data analysis was used to study teachers from 31 secondary schools attending Health Promoting Schools International Accreditation Program, supported by Taiwan Health Promotion Administration (HPA) in 2019. Overall, a total of 521 teachers completed the self-questionnaire. The measured variables included background information, teachers' health literacy, participation in HPS-related training hours, ownership in HPS initiatives, HPS award level, organizational health resource support, and pedagogical development. Statistical methods included descriptive statistics, independent t-test, one-way ANOVA, Pearson's correlation and hierarchical regression analysis.

Results: Overall, the study showed 70.1% of teachers were female and 65.9% had over 10 years of teaching experience. Hierarchical regression analysis revealed that teachers' health literacy was significantly associated with both individual and organizational factors ($R^2=0.158$). Among individual factors, participation in HPS-related training for more than 7 hours ($\beta = 0.147$, $p < 0.05$) and teachers' ownership in HPS initiatives ($\beta = 0.214$, $p < 0.001$) were significant predictors. For organizational factors, organizational health resource support ($\beta = 0.165$, $p < 0.01$) also contributed significantly.

Discussion: The findings highlight the critical factors influencing the health literacy of secondary school teachers. In the future, this study recommends prioritizing teacher health literacy professional development and organizational health resources to optimize the impact of the HPS framework.

Keywords: Health Literacy, HPS, ownership, organizational resource support, secondary school teachers

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