

NAZIV DISERTACIJE: EVALUACIJA METODA ZDRAVSTVENOG ODGOJA U FORMIRANJU ZNANJA, STAVOVA I PONAŠANJA ŠKOLSKE DJECE PREMA ZDRAVLJU

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Datum odbrane: 17.07.2017.

DOI: <https://doi.org/10.17532/DD.2017.05>



SAŽETAK

Uvod. Zdravstveni odgoj je najefikasniji, najekonomičniji i najracionalniji vid zdravstvene zaštite. Primjenom upitnika utvrđuju se znanje, stav i ponašanje ljudi. U Bosni i Hercegovini je zdravstveni odgoj u školskom uzrastu posebno definisan kroz djelatnost specifične promotivno-preventivne zdravstvene zaštite mladih u školama i fakultetima. Studija o zdravstvenom ponašanju školske djece (The Health Behaviour of School-aged Children; HBSC) pruža ključne uvide u ponašanje mladih ljudi u vezi sa zdravljem. Drama u obrazovanju kao postupak rada sa djecom i mladima prisutna je u vrtićima i školama širom svijeta. Medicinska sestra je važan nosilac zdravstvenog odgoja u praksi.

Hipoteze. Prva afirmativna hipoteza govori da se "alternativne" metode zdravstvenog odgoja pokazuju kao efikasnije za sticanje pozitivnih znanja, stavova i ponašanja kod školske djece u odnosu na "tradicionalne" metode. Druga afirmativna hipoteza govori da autonomija diplomirane medicinske sestre kao voditelja procesa zdravstveno-odgojnog rada doprinosi smanjenju ekonomskih troškova tog rada.

Ciljevi. Evaluirati promjene u znanju, stavovima i ponašanju školske djece koja su obuhvaćena odabranim „alternativnim“ i „tradicionalnim“ metodama zdravstvenog odgoja na području Kantona Sarajevo i Zeničko-dobojskog kantona. Evaluirati valjanost raličitih metoda zdravstvenog odgoja među školskom djecom. Analizirati ekonomsku opravdanost provođenja različitih zdravstveno-odgojnih metoda, sa posebnim osvrtom na doprinos autonomnosti rada diplomirane medicinske sestre u procesu provođenja programa. Izraditi metodološko uputstvo za organizovanje i provođenje zdravstvenog odgoja putem "alternativnih" metoda.

Metode. Istraživanje je kvantitativno, aplikativno, deskriptivno-analičko. Prema tipu istraživanja predstavlja javno-zdravstvenu evaluacionu manipulativnu studiju sa trostrukim ispitivanjem (utvrđivanjem stanja u tri vremenske tačke). Provedeno je 2016./17. školske godine. Osnovni skup ili populaciju čine učenici 5. i 6. razreda osnovnih škola. Veličina uzorka je 418 ispitanika. Odjeljenje učenika preuzelo je ulogu osnovnog skupa, pa su se odjeljenja u kojima se vršilo istraživanje sa svim učenicima unutar tog odjeljenja biralo sistemskim slučajnim uzorkom. Ukupnan broj učenika koji učestvuju u istraživanju podijeljen je u grupe: ispitivana grupa sa podgrupama (prema različitim metodama zdravstvenog odgoja) i kontrolna grupa (bez edukacije). Istraživački instrument je modificirani upitnik korišten u studiji Health Behaviour in School-aged Children (HBSC). Korištene su metode deskriptivne statistike i reprezentativne (na uzorku) metode za testiranje hipoteza (Kohranov Q test, McNamarov test, Kruskal-Wallisov test, analiza ANOVA), u standardnim softverskim statističkim alatima.

Rezultati. U istraživanju bilo je više dječaka, 52,15%. Djeca su najčešće imala 12 godina. Pozitivne stavove prema fizičkoj aktivnosti, sportu i zdravoj ishrani u odnosu na zdravlje iznijelo je 78,89% dječaka i 97,83% djevojčica. Većina ispitanika odgovara da fizičku aktivnost u trajanju od 60 minuta dnevno upražnjava svaki dan. Uočilo se da više vremena pred televizorom ili računarom provode dječaci. Ukupno 61,39% ispitanika odgovorio je da doručkuje svaki dan. Ukupno 98,32% ispitanika oba spola izjavilo je da ne konzumiraju cigarete. Kao najefikasnija metoda zdravstvenog odgoja pokazala se metoda dramsko-pedagoške radionice – „procesna drama“ koja je dala i najveći postotak povećanja znanja kod učenika prilikom trećeg kruga anketiranja mjesec dana nakon edukacije, a u odnosu na anketiranje prije edukacije. Na drugom mjestu je metoda „Zdravi životni stilovi“ kao nastavni predmet u školama. Na posljednjem mjestu je metoda distribucija štampanih zdravstveno-odgojnih materijala – letak koja nije pokazala statističku značajnost u promjeni znanja i stavova djece. Najskuplja metoda za provođenje zdravstvenog odgoja je metoda ex cathedra predavanje od strane ljekara, drugo i treće mjesto dijele metode distribucije štampanih zdravstveno-odgojnih materijala (letak i plakat), dok je na trećem mjestu metoda vršnjačke edukacije.

Zaključci. Postoje statistički značajne razlike u nivou znanja, stavova i ponašanja školske djece koja su bila educirana različitim odabranim „alternativnim“ i „tradicionalnim“ metodama zdravstvenog odgoja. Postoji statistički značajna razlika u valjanosti raličitih metoda zdravstvenog odgoja. Metode koje su se pokazale kao najefikasnije za promjenu znanja, stavova i ponašanja nisu imale visoke koeficijente koštanja. U svakoj metodi samostalno je radila i učestvovala diplomirana medicinska sestra (osim kod metode ex cathedra predavanja od strane ljekara), pa se kroz činjenicu da je došlo do povećanja znanja i pozitivne promjene stavova u vezi sa zdravim životnim stilovima ističe opravdana autonomija u zdravstveno-odgojnom radu diplomirane medicinske sestre. Izrađeno je metodološko uputstvo za organizovanje i provođenje zdravstvenog odgoja putem "alternativnih" metoda.

Ključne riječi: metode zdravstvenog odgoja, promocija zdravlja, školska djeca, HBSC, medicinska sestra, zdravstvene nauke.

DISSERTATION TITLE:**Author:** Nino Hasanica**Mentor:** : Prof. dr. Aida Ramić-Čatak**Date of defence:** 17. July 2017.**DOI:** <https://doi.org/10.17532/DD.2017.05>**Abstract**

Introduction. Health education is the most effective, most economical and most cost effective form of health care. Knowledge, attitude and behavior of people are determined using a questionnaire. In Bosnia and Herzegovina health education at school age is defined through specific promotional and preventive health care of young people in schools and colleges. The Health Behavior of School-aged Children (HBSC) provides key insights into the behavior of young people in relation to health. Drama in education as a process of working with children and young people present in kindergartens and schools around the world. The nurse is an important carrier of health education in practice.

Hypothesis. The first affirmative hypothesis says that the "alternative" methods of health education are shown as effective for acquiring positive knowledge, attitudes and behavior in school children in relation to the "traditional" methods. Another affirmative hypothesis says that the autonomy of nurses as the leader of the health education process contributes to reducing the economic costs of this work.

Aim. To evaluate changes in knowledge, attitudes and behavior of school children covered by selected "alternative" and "traditional" methods of health education in the Sarajevo Canton and Zenica-Doboj Canton. To evaluate the validity of different health education methods among school children. To analyze the economic feasibility of the different health education methods implementation, with special reference to the contribution of nurses autonomy in the implementation process. To develop a methodological instruction for organizing and conducting health education through "alternative" methods.

Methods. This is quantitative, applied, descriptive-analytic research. By type, this is public health evaluation manipulative study with triple testing. The study was conducted in 2016/17 school year. The 5th and 6th grade elementary schools pupils make up the basic set. The sample size is 418 respondents. Pupils department took over the role of the basic set, and it was elected by systematic random sampling. The total number of the pupils participating in the survey is divided into groups: test group with the sub-groups (according to different methods of health education) and control group (without training). The research instrument is a modified questionnaire used in the study Health Behavior in School-aged Children (HBSC). Descriptive statistics and methods of hypothesis testing was used (Q Kohran test, McNamar Test, Kruskal-Waliss test, ANOVA analysis), in standard software statistical tools.

Results. In the study there were more boys, 52.15%. Children are most often 12 years old. Total of 78.89% of boys and 97.83% of girls have presented positive attitudes towards physical activity, sport and healthy eating in relation to health. Most subjects responded that physical activity for 60 minutes per day practiced every day. Boys spend more time in front of the television or computer. Total of 61.39% of respondents answered that they have breakfast every day. Total of 98.32% of respondents of both sexes said they do not consume cigarettes. Drama in education proved to be the most effective method of health education. Drama in education gave the highest percentage increase of pupils' knowledge during the third testing a month after the training, in relation to the testing before training. The method of "Healthy lifestyle" as a school subject is in second place. Method of distribution of printed health education materials – leaflet is on the last place and this method showed no statistical significance. The method of ex cathedra lecture by a physician is the most expensive method, the methods of distribution of printed health education materials (leaflet and poster) share second place, method of peer education is in third place.

Conclusion. There are significant differences in the level of knowledge, attitudes and behavior of school children who were educated using the selected "alternative" and "traditional" methods of health education. There is a statistically significant difference in the validity of different methods of health education. The methods that have been proven as the most effective in changing knowledge, attitudes and behavior did not have high coefficients of cost. Nurse worked independently in each method (except for the method of ex cathedra lectures by physician), so the fact that there has been an increase in knowledge and positive changes in attitudes related to healthy lifestyles highlights legitimate autonomy in health and educational work of graduated nurses. Methodological instruction for organizing and conducting of health education through "alternative" methods is made.

Keywords: health education methods, health promotion, school children, HBSC, nurse, health sciences.