

School-related correlates of health behaviours, health perceptions and life satisfaction in adolescence : findings from the HBSC study

Convenor: Oddrun Samdal, University of Bergen, Research Centre for Health Promotion, Norway

Symposium abstract

From a public health and health-promotion perspective, the aim is to facilitate the best possible growth and adjustment during adolescence. The reduction of health-compromising behaviours and the promotion of healthy behaviours and life satisfaction may therefore be considered essential goals. The way adolescents experience school and deal with developmental tasks in this setting is likely to influence the development of coping resources and eventually health behaviours, health and life satisfaction. The current symposium will present data from the "Health Behaviour in School-aged Children. A WHO Cross-National Survey", focussing on the relationship between students' experiences in school and their health-related perceptions as well as their satisfaction with life and their academic achievement. The data are collected every four years among representative samples of 11, 13 and 15 year olds. Currently 43 countries participate in the study.

Presentations:

What does the HBSC study identify are key issues in adolescent health and health behaviours and what are their school-related correlates?

Oddrun Samdal, University of Bergen, Faculty of Psychology, Research Centre for Health Promotion, Norway

School-related stress in Bulgarian adolescents and social support.

Lidiya Vasileva, Elitsa Dimitrova and Anna Alexandrova-Karamanova. Bulgarian Academy of Sciences.

The role of students' social interaction for their reported academic achievement and satisfaction with life

Delia Bancila, University of Southern-Denmark, Oddrun Samdal, University of Bergen, John Freeman, Queens University, Anne-Grete Danielsen, Bergen University College, Mette Rasmussen, University of Southern-Denmark, Robert Griebler, Ludwig Boltzmann Institute, and Dorothy Currie, University of Edinburgh.

The impact of teaching on students' health - results from a pilot study

Robert Griebler, Markus Hojni and Waldemar Kremser, Ludwig Boltzmann Institute .

Discussant: Adriana Baban, Babes-Bolyai University, Romania

What does the HBSC study identify are key issues in adolescent health and health behaviours and what are their school-related correlates?

Oddrun Samdal, University of Bergen:

The purpose of the presentation is to demonstrate why and how the “Health Behaviour in School-aged Children survey” (HBSC) can be used to increase our understanding of school related correlates of adolescent health, health behaviours and life satisfaction. Since 1983 nationally representative survey data have been collected among 11, 13 and 15 year olds in an increasing number of countries in Europe and North-America. Presently 43 countries are involved. Every survey includes data on health behaviours, health perceptions, life satisfaction and their correlates in the family, school and leisure setting as well as correlates of social inequities. Findings from the study indicate that: 1) School satisfaction impacts negatively on smoking, alcohol and cannabis use; self rated health; somatic and psychological symptoms. 2) High academic achievement impacts positively on reported health complaints; life satisfaction; smoking and alcohol use; and healthy eating, and 3) School stress impacts negatively on health complaints, self-reported health, life satisfaction and well-being.

The HBSC study represents a unique source of nationally representative data that can be used for both monitoring health behaviours, health and life satisfaction as well as identifying correlates in different settings, such as the school setting.

School-related stress in Bulgarian adolescents and social support

Lidiya Vasileva, Elitsa Dimitrova, Anna-Alexandrova-Karamanova , Bulgarian Academy of Sciences.

This paper examines the level of school stress in 11-13-and 15 year old schoolchildren related to the social support in adolescents' life coming from parents, teachers and classmates. The main sources of stress at school include the difficulties in managing with schoolwork, difficulties in communication with peers at school, and bullying. Stress outcomes, connected with behavioural and emotional problems like smoking, alcohol use and subjective health complaints are analyzed and the profile of adolescents with high level of school-related stress is outlined. Communication with parents, time spent with friends, classmates' and teachers' support are examined as moderators of adolescents' stress at school.

The role of students' social interaction for their reported academic achievement and satisfaction with life

Delia Bancila, University of Southern-Denmark, Oddrun Samdal, University of Bergen, John Freeman, Queens University, Anne-Grete Danielsen, Bergen University College, Mette Rasmussen, University of Southern-Denmark, Robert Griebler, Ludwig Boltzmann Institute, and Dorothy Currie, University of Edinburgh.

The aim of this paper is to explore the relationship between students' interaction with other students and their teachers and their reported academic performance and satisfaction with life. Data from 22 countries that participated in the Health Behaviour in School-aged Children survey will be used. Two analytical models were tested: 1) A model with life satisfaction as dependent variable showed that student-student interaction (β ranging from .14 to .30) and academic achievement (β ranging from .11 to .27) were consistently significant predictors. 2) A model with academic achievement as dependent variable identified that life satisfaction (β ranging from .12 to .28) was a significant predictor in all countries. Student-student interaction was significant in some countries and the β coefficient barely reached .12.

The findings suggest that student-student interaction is more important than student-teacher interaction for satisfaction with life in adolescence. Also, it seems that satisfaction with life mediates the effect of student-student interaction on academic achievement. The effect of student-teacher interaction, not significant in direct relation with life-satisfaction and academic achievement, may be further explored in a moderating role in the relationships between academic achievement and its school related correlates.

The impact of teaching on students' health - results from a pilot study

Robert Griebler, Markus Hojini and Waldemar Kremser, Ludwig Boltzmann Institute

The purpose of the study was to develop a theoretically sound but economic data model of the impact of teaching on students' health. A theoretical model, based on self-determination theory and theories on the quality of teaching, was developed and operationalised by adapting existing scales. A 24-item student questionnaire was administered to 266 Viennese students aged 12 to 17. Data were analyzed using confirmatory factor analysis and structural equation modelling (SEM).

Quality of teaching was measured by four scales: support of autonomy, support of competence, classroom-management and teacher-student relatedness. The SEM-model (GFI .905; CFI .960; RMSEA .037) showed that good instructional quality leads to a higher degree of students' school engagement and academic self-efficacy as well as to a decrease in the perceived effort, which had an additional positive effect on school engagement and academic self-efficacy. School engagement and academic self-efficacy were related to life satisfaction, self-rated health and academic achievement.

These results provide additional evidence for the positive effect of quality of teaching on students' self-rated health as well as on the association of academic achievement and self-rated health using a theoretically sound and economic questionnaire.