

ELEMENTARY SCHOOL MANAGEMENT STRATEGIES ON HOLISTIC COMMUNITY HEALTH PROMOTION*

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Abstract: The objectives of this research were 1) to investigate the conceptual framework; 2) to explore the current and desirable situation; and 3) to develop elementary school management strategies on holistic community health promotion. The research adopted a mixed methods approach. The population included 279 elementary schools under the local administrative authority. The research instruments were a questionnaire and an evaluation form. The statistical analysis involved frequency, percentage, mean, standard deviation, $PNI_{Modified}$ and a content analysis.

The results were as follows. 1) The conceptual framework of elementary school management of holistic community health promotion consisted of (1) the elements of community health management including health policy formulation, management of learning on health education and physical education, management of health services and counseling, management of food and nutrition, management of supportive environment for health, and establishment of partnerships and networks for health; (2) the concept of holistic community health involving the concept of holistic community health in individual related dimension comprising 3 levels, i.e. individual level, school level, and community level; and the concept of holistic community health in health related dimension, i.e. physical health, mental health, social health, and spiritual health. 2) The current situation was at moderate level, while the desirable situation was at high level. 3) The elementary school management strategies on holistic community health promotion contained 6 main strategies and 18 sub-strategies. The main strategies comprised: (1) strategy on strengthening health partnerships and networks in holistic health; (2) strategy on enhancing the capacity on management of health service and counseling on holistic health; (3) strategy on leveraging the driven holistic health policy; (4) strategy on leveraging the promotion

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of food and nutrition management for holistic health; (5) strategy on developing the management of supportive environment for holistic health; and (6) strategy on reforming the management of learning on health education and physical education for holistic health.

Keywords: Elementary School Management, Holistic Community Health, Strategies.

Introduction

Socio-economic development over the past periods under the rapid changes of the globalization trends have impacted tremendously the lifestyle and consumption patterns as well as the structure of population. The emerging diseases have all caused the problems of both physical and mental health (Bureau of Policy and Strategy, Office of the Permanent Secretary for Public Health, 2007: 7). Regarding physical health, the morbidity and mortality patterns had changed from communicable diseases to chronic non-communicable diseases (Thai Health Promotion Foundation, 2015) because of functioning deterioration of body organs coupled with cumulative effects of improper health behaviors. These diseases include for example, diabetes, hypertension, heart diseases and cancers (National Health Committee, 2015:8). Moreover, the majority of people were not aware of their chronic diseases and those who realized it were failed to control the symptoms and took proper self-care, the states by which frequently led to disability and dependency in daily living and required close care of family members or the society (Health Insurance System Research Office, 2009) Those illnesses among population also posed economic effect on the country by not only the government's spending a large amount of budget but also the loss of manpower from illnesses and premature deaths.

Health of people in the nation is particularly importance that requires the government's effective planning and management so that they can attain healthiness both physically and mentally and achieve health for all and good quality of life. Health promotion is the key concept and approach to changes towards proper behavior, attitude, and practice of people. As stated by Lapasrada Numkhum and colleagues (2012:97), the concept of health promotion is to raise people's awareness of having hood health or maintaining the state of well-being by enabling their control over internal and external factors that may affect physical, mental, emotional, and social health. Health promotion should be practiced since childhood as it is the age of personality development. Instilling proper health habits at this age will lead to permanent health behavior in adulthood. On the contrary, improper health habits will be difficult to change in adulthood. Promoting correct health habits is the major roles of family, school, and community (Ministry of Public Health, 2013). Health and education need to work together in collaboration to facilitate and support one another. Development of children and youth before reaching their adult ages is central to the education management process. The starting point needs to focus on increasing effectiveness of educational facilities as a core or center to promote health in parallel with educational development. This requires cooperation and engagement of all concerned including family, school, community, and local organizations, all of which are fundamental institutions as integral part of national development (Kasemsan Mechan, 2009: 2). The concept of elementary school management to promote holistic

community health is a broad concept that covers all dimensions of health aspect in both school and community. It offers opportunities to develop policy, rules, and structure for health promotion in all aspects that school and community can work together in a team work process with strong leadership (Department of Health, 2013: 8-9).

It can be currently observed that there are many health problems among elementary school students which have become urgent health problems that need the control, prevention and remedy. According to the Ministry of Public Health's report (Ministry of Public Health, 2015), the statistics provided by Department of Health suggested that in 2014, 9.5 % of children in primary level of education had over nutrition or obesity, and in 2013, 52 % had dental carries. These were caused by their incorrect consumption behavior in terms of the amount and proportion of food. In addition, their consumption of crispy snacks and carbonated drinks increased 1.8-fold and 1.5-fold, respectively. For children with obesity or 5.4 %, they were more likely to grow as obese adults for as high as 25%, as a risk factor of various chronic diseases such as heart disease, hypertension, and diabetes (The Royal College of Pediatricians of Thailand, 2014). In addition, the World Health Report (2004) pointed out that the cause of death from chronic non-communicable diseases (NCD) was as high as 58.8 % of all causes and in all types of illnesses. The data from the Bureau of Policy and Strategy, Office of the Permanent Secretary for Public Health showed that deaths caused by the heart disease accounted for 29.3 % per 100,000 population in 2007 and increased to 31.4 % per 100,000 population in 2011. One of the factors leading to having a chronic disease is over nutrition or obesity. Moreover, the survey of vector-borne diseases by the Bureau of Epidemiology, Department of Disease Control reported the incidence of dengue fever in 2013 that most of the patients or over 50 % were in school age which included central region: 9,347 patients, 9 deaths; southern regions: 8,391 patients, 13 deaths; northeastern region: 8,162 patients, 8 deaths; and northern region: 4,959 patients, 7 deaths. Increasing trends were observed in the northern, northeastern, and southern regions, with 3-fold greater than those in 2012 (Department of Disease Control, Ministry of Public Health, 2013) Another problem involves environmental care and management for the safety of children. The data from the Bureau of Policy and Strategy (2014) clearly indicated that drowning was the top cause of death among Thai children. In each year, children younger than 15 years of age were reported drowning death for about 1,298 cases (averaged between 2003 – 2012) or daily averaged 3.5 per 100,000 child population, ranged between 8.4 – 11.5 which were higher than deaths caused by other diseases. The above health and public health problems impacted human health and life particularly children. Elementary schools play crucial role in management of activities to assist in prevention of these problems.

Implementing health promotion requires involvement of partnerships and networks of all social sectors including school executives, teachers, students, communities, local organizations, for instances, as they can mobilize in taking action towards achievement (The Ministry of Education Ontario Canada, 2010: 20). It is an implementation to promote holistic community health through the health promoting process focusing on school students, teachers, and staffs, and community people, and school management strategies on health promotion are adapted to promote health of

students and all these people. Accordingly, school people and community members are provided with knowledge, embedded with correct attitude, and enhanced in skills to practice proper and sustained health behaviors. Indeed, implementation of health promoting school is to create the shared learning process about health for students, parents, teachers, school staffs, local organizations, and communities (Department of Health, 2013:88 – 90). This is the concept of holistic community health promotion. In view of this, the researcher was interested to explore the management strategies of elementary school in promoting holistic community health, with school as the starting point and the center to promote health of students, teachers, school staffs, parents, and community. Schools act by integrating health and education, establishing the concept of education for health, bringing it to concrete and participatory action in developing school, and building capacity of individuals, family, community, and local organization regarding their awareness, knowledge, and skills on self-care (Bureau of Health Promotion, Department of Health, 2015: 14). This is fundamental to quality living under the conceptual framework of holistic view on people and collaborative work without overlooking social dimension and community involvement, while engaging people to share their roles to contribute to sustainable well-being.

Research Objectives

There are three objectives on this study:

1. To investigate the conceptual framework of elementary school management of holistic community health promotion;
2. To explore the current and desirable situation of elementary school management of holistic community health promotion; and
3. To develop elementary school management strategies on holistic community health promotion.

Conceptual Framework

(See Figure 1 on the next page)

Research Scope

1. Scope of Content

In this research, the researcher intended to investigate the management strategies of elementary schools to promote holistic community health by employing the conceptual framework containing 6 elements of holistic community health management, i.e. 1) Health policy formulation; 2) Management of learning on health education and physical education; 3) Management of health service and counseling; 4) Management of food and nutrition; 5) Management of health supportive environment; 6) Establishment of partnerships and networks in health.

2. Scope of Population

The population included 918 elementary schools under the supervision of local administrative authority throughout the country.

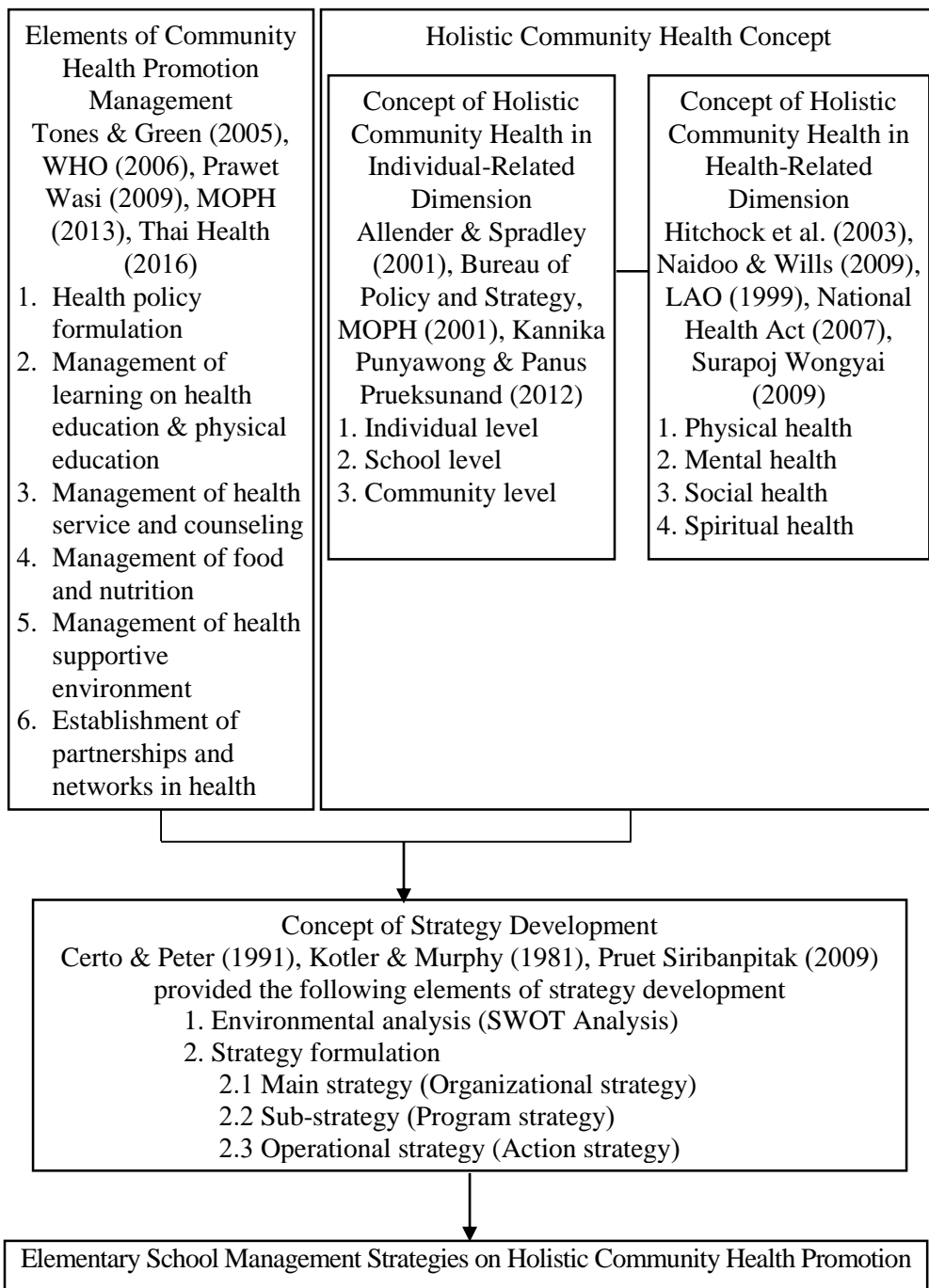


Figure 1: Conceptual Framework of This Study

The samples were 279 elementary schools under the supervision of local administrative authority, and the informants were school executives and teachers responsible for school health work.

3. Scope of Time

The study was undertaken in 2015 academic year.

Research Methodology

The researcher defined the research procedures in 6 steps below.

1. Investigating the conceptual framework of elementary school management of holistic community health promotion.
2. Exploring the current and desirable situations of elementary school management of holistic community health promotion.
3. Analyzing the strengths, weaknesses, opportunities, and threats elementary school management of holistic community health promotion.
4. Drafting elementary school management strategies on holistic community health promotion.
5. Testifying the appropriateness and feasibility of elementary school management strategies on holistic community health promotion.
6. Developing elementary school management strategies on holistic community health promotion.

Research Instruments and Statistics

This research employed a questionnaire on conceptual framework, a survey form on the current and desirable situations, and a strategy evaluation form. Statistics consisted of percentage, mean, standard deviation, and Modified Priority Need Index (PNI_{Modified}).

Conclusions

The followings are main themes of research result.

1. Conceptual Framework of Elementary School Management of Holistic Community Health Promotion

Based on the evaluation, the conceptual framework of elementary school management of holistic community health promotion comprised 6 elements of health policy formulation, management of learning on health education and physical education, management of health service and counseling, management of food and nutrition, management of health supportive environment, and establishment of partnerships and networks in health. The 6 elements were evaluated by 5 specialists suggesting that they all were appropriate or 100% agreement. It is thus concluded that the conceptual framework of elementary school management of holistic community health promotion is appropriate and feasible to be used in the current research.

2. Current and Desirable Situations of Elementary School Management of Holistic Community Health Promotion

2.1 The current situation of elementary school management of holistic community health promotion as suggested by internal environmental analysis was in overall at moderate level ($\bar{x} = 3.258$, S.D. = 0.825). With respect to each aspect, the management of learning on health education and physical education displayed highest mean ($\bar{x} = 3.400$, S.D. = 0.858), followed by the management of health supportive

environment ($\bar{x} = 3.360$, S.D. = 0.861), the management of food and nutrition ($\bar{x} = 3.340$, S.D. = 0.880), the health policy formulation ($\bar{x} = 3.229$, S.D. = 0.635), the management of health service and counseling ($\bar{x} = 3.131$, S.D. = 0.836) and the establishment of partnerships and networks in health ($\bar{x} = 3.090$, S.D. = 0.881), respectively.

Considering the analysis of external environment for the current situation, it was found at moderate level in overall ($\bar{x} = 3.403$, S.D.= 0.842). The analysis of individual aspects showed highest mean for the government policy ($\bar{x} = 3.497$, S.D.= 0.844), secondary was technology situation ($\bar{x} = 3.385$, S.D.= 0.846), followed by economic situation ($\bar{x} = 3.381$, S.D.= 0.832), and social situation ($\bar{x} = 3.347$, S.D.= 0.847), respectively.

2.2 The desirable situation of elementary school management of holistic community health promotion based on the analysis of internal environment was at high level in overall ($\bar{x} = 4.483$, S.D = 0.676). For individual elements, the management of health supportive environment provided the highest mean ($\bar{x} = 4.538$, S.D = 0.671), followed by the management of learning on health education and physical education ($\bar{x} = 4.529$, S.D = 0.626), the management of food and nutrition ($\bar{x} = 4.522$, S.D = 0.664), the health policy formulation ($\bar{x} = 4.476$, S.D = 0.668), the management of health service and counseling ($\bar{x} = 4.429$, S.D = 0.704), and the establishment of partnerships and networks in health ($\bar{x} = 4.407$, S.D = 0.724), respectively.

The desirable situation by the analysis of external environment was found in overall at highest level ($\bar{x} = 4.599$, S.D.= 0.596). Considering each aspect, the technology situation had the highest mean ($\bar{x} = 4.626$, S.D.= 0.578), followed by the government policy ($\bar{x} = 4.621$, S.D = 0.592), economic situation ($\bar{x} = 4.590$, S.D = 0.583), and social situation ($\bar{x} = 4.561$, S.D = 0.631), respectively.

3. Strengths, Weaknesses, Opportunities, and Threats of Elementary School Management of Holistic Community Health Promotion

3.1 The strengths of elementary school management of holistic community health promotion were found for the management of food and nutrition ($PNI_{\text{Modified}} = 0.353$), secondary was the management of health supportive environment ($PNI_{\text{Modified}} = 0.350$), and the management of learning on health education and physical education ($PNI_{\text{Modified}} = 0.332$), respectively.

3.2 The weaknesses of elementary school management of holistic community health promotion were the establishment of partnerships and networks in health ($PNI_{\text{Modified}} = 0.426$), the management of health service and counseling ($PNI_{\text{Modified}} = 0.414$), and the health policy formulation ($PNI_{\text{Modified}} = 0.386$).

3.3 The opportunity of elementary school management of holistic community health promotion involved the government policy ($PNI_{\text{Modified}} = 0.322$).

3.4 The threats of elementary school management on holistic community health promotion included technology situation ($PNI_{\text{Modified}} = 0.366$), social situation ($PNI_{\text{Modified}} = 0.362$), and economic situation ($PNI_{\text{Modified}} = 0.357$), respectively.

4. Elementary School Management Strategies on Holistic Community Health Promotion

The elementary school management strategies on holistic community health promotion being developed by the researcher covered 6 main strategies and 18 sub-strategies as follows.

Main Strategy 1: Strategy on Strengthening Health Partnerships and Networks in Holistic Health

Sub-strategy 1.1 Strategy on strengthening health partnerships and networks in holistic health at the individual level.

Sub-strategy 1.2 Strategy on strengthening health partnerships and networks in holistic health at the school level.

Sub-strategy 1.3 Strategy on strengthening health partnerships and networks in holistic health at the community level.

Main Strategy 2: Strategy on Enhancing the Capacity on Management of Health Service and Counseling on Holistic Health

Sub-strategy 2.1 Strategy on enhancing the capacity on management of health service and counseling on holistic health at the individual level.

Sub-strategy 2.2 Strategy on enhancing the capacity on management of health service and counseling on holistic health at the school level.

Sub-strategy 2.3 Strategy on enhancing the capacity on management of health service and counseling on holistic health at the community level.

Main Strategy 3: Strategy on Leveraging the Driven Holistic Health Policy

Sub-strategy 3.1 Strategy on leveraging the driven holistic health policy at the individual level.

Sub-strategy 3.2 Strategy on leveraging the driven holistic health policy at the school level.

Sub-strategy 3.3 Strategy on leveraging the driven holistic health policy at the community level.

Main Strategy 4: Strategy on Leveraging the Promotion of Food and Nutrition Management for Holistic Health

Sub-strategy 4.1 Strategy on leveraging the promotion of food and nutrition management for holistic health at the individual level.

Sub-strategy 4.1 Strategy on leveraging the promotion of food and nutrition management for holistic health at the school level.

Sub-strategy 4.1 Strategy on leveraging the promotion of food and nutrition management for holistic health at the community level.

Main Strategy 5: Strategy on Developing the Management of Supportive Environment for Holistic Health

Sub-strategy 5.1 Strategy on developing the management of supportive environment for holistic health at the individual level.

Sub-strategy 5.2 Strategy on developing the management of supportive environment for holistic health at the school level.

Sub-strategy 5.3 Strategy on developing the management of supportive environment for holistic health at the community level.

Main Strategy 6: Strategy on Reforming the Management of Learning on Health Education and Physical Education for Holistic Health

Sub-strategy 6.1 Strategy on reforming the management of learning on health education and physical education for holistic health at the individual level.

Sub-strategy 6.2 Strategy on reforming the management of learning on health education and physical education for holistic health at the school level.

Sub-strategy 6.3 Strategy on reforming the management of learning on health education and physical education for holistic health at the community level.

Discussion

The research result was discussed in the following aspects.

1. Conceptual Framework of Elementary School Management of Holistic Community Health Promotion

The conceptual framework of elementary school management of holistic community health promotion consisted of health policy formulation, management of learning on health education and physical education, management of health service and counseling, management of food and nutrition, management of health supportive environment, and establishment of partnerships and networks in health. The framework is in line with the concept of elementary school management of holistic community health promotion as it encompasses the promotion for better health of students and all the community people. The concept was introduced under the collaboration of WHO/SEARO and Thailand by the Ministry of Public Health and the Ministry of Education. Adopted by the Ministry of Public Health, the concept of school health promotion was implemented in Thailand by the Department of Health (Department of Health, Ministry of public Health: 2012) through the management of elementary schools that promotes holistic community health. This aligned with the context of education management in Thailand with respect to the defined operational direction of health promotion that represents school commitment to act and allocate resources in support of health promotion activities. Identifying explicit policy is a key factor of implementing to achieve the goal of healthy students, school staffs and communities. Regarding the management of health service and counseling, schools make available essential basic health services for all students, along with the surveillance and detection of basic health abnormalities or impairments that enable the observation of changing health status and prevention of severe diseases or subsequent disabilities. In food and nutrition management, schools promote age appropriate growth among students by offering healthy, clean, and safe foods to school students and staffs. It is intended to monitor, prevent, and solve nutritional problems such as protein-energy malnutrition, obesity, iodine deficiency, iron deficiency anemia so that students and school staffs can access to nutritious and safe foods. Schools also ensure that the dining, cooking and selling spaces are in hygienic condition. In the aspect of health supportive environment management, schools manage, control, oversee and improve school environment to remain in hygienic and

healthy condition with good atmosphere and safety for physical and mental health of school students and staffs. Schools ensure to arrange the environment in line with school environmental sanitation standards and related Acts. Moreover, schools establish positive relationship between students, school staffs, and communities. According to the World Health Organization (WHO:2009), in a health context, supportive environment for health refers to both the physical and social aspects of our surrounding. It also encompasses where people live, school and community, and embraces the framework which determines access to resources for living and opportunities for empowerment. Thus, the action to create supportive environments for health has many dimensions: physical, social, spiritual. Each of them is inextricably linked to others in a dynamic interaction. Actions to create supportive environment must be coordinated at the local, regional, national, and global levels to achieve solutions that are truly sustainable. To establish partnerships and networks for health, schools manage health related projects or activities in which schools and partnerships work together in concerted action for effective implementation of health promoting school and creating a sense of shared ownership, learning, and positive attitude toward promoting health of themselves and community members. Engagement of people and local organizations in every step of operational process including their initial awareness of problems or situations, sharing opinions, analysis of problems, identification of needs, formulation, implementation, monitoring, revision, development and improvement of the plan, will create their good sense and cooperation with schools. It offers opportunities for communities to participate in school projects/activities and to learn about the local situation, and thus become aware and value health. It also promotes the change in people's attitude that health is to be collectively responsible and cared by everyone but not by any individuals or organizations.

2. Current and Desirable Situations of Elementary School Management of Holistic Community Health Promotion

2.1 The current situation of elementary school management of holistic community health promotion from the analysis of internal environment was in overall at moderate level in 6 aspects, i.e. health policy formulation, management of learning on health education and physical education, management of health service and counseling, management of food and nutrition, management of supportive environment for health, and establishment of partnerships and networks in health. Considering of individual aspects showed that management of learning on health education and physical education provided the highest mean of current situation. The result agreed to the concept of Hales (2006) that focused on management of health education learning as a mean to prevent and reduce risk factors of health problem. Providing health education knowledge is a process of improving and changing attitude towards health both in the present and future. Similarly, Suchart Somprayoon and Aim-utcha Wattanaburanon (2010) suggested that providing health education knowledge is a process that brings about behavioral change including the knowledge, attitude, and practice which will result in healthy individual and community.

2.2 The desirable situation of elementary school management of holistic community health promotion as observed from the analysis of internal environment

was at high level in overall. The highest mean was found in the management of supportive environment for health, followed by the management of learning on health education and physical education, and the management of food and nutrition, respectively. In the research result reported by D. Arriscado, J.J. Muros, M. Zabala, J.M. Dalmau (2015: 11-18) from their analysis on the influence of health-promoting environments in primary schools in Spain, they found that the major influences on school children's physical activity were training of teachers and access to sport grounds.

With respect to the management of learning on health education and physical education, it corresponded to WHO's concept (WHO: 2011) on the importance of holistic approach to health education knowledge that will create accurate learning experience and attitude in health of individuals and communities.

2.3 The current situation of elementary school management of holistic community health promotion, based on external environment, was at moderate level in overall. By individual aspect, the mean for government policy was high, suggesting that the development of government policy was mobilized continuously. According to the Ministry of Public Health (2013), community-based health development and integrated collaboration among partnerships and networks in socio-economic and environment development will lead to sustainable wellbeing. The Ministry of Health thus introduced the policy "Strengthened community-based health system management for healthy Thailand" (2013 - 2015) as the national agenda with the objectives 1) to develop the policy and national agenda to strengthen the community health system for healthy Thailand; 2) to drive the mechanism and collaborative networks among organizations within and outside of the local community to involve in the management of integrated community-based health system; and 3) to create the linkage and involvement in the new management of holistic approach between community-based development activities and processes that support each other, based on individual local contexts.

2.4 The desirable situation of elementary school management of holistic community health promotion by external environment was at highest level in overall for the 4 aspects. Considering each aspect, technology situation displayed highest mean, suggesting that the management of elementary school to promote holistic community health requires the use of technologies to develop health promotion and disease prevention innovations. According to the Ministry of Public Health (2013), community-based health development and integrated collaboration among partnerships and networks in socio-economic and environment development will lead to sustainable wellbeing. The Ministry of Health thus introduced the policy "Strengthened community-based health system management for healthy Thailand" (2013 - 2015) as the national agenda with the objectives: 1) to develop the policy and national agenda to strengthen the community health system for healthy Thailand; 2) to drive the mechanism and collaborative networks among organizations within and outside of the local community to involve in the management of integrated community-based health system; and 3) to create the linkage and involvement in the new management of holistic approach between community-based development activities and processes that support each other, based on individual local contexts. The policy fostered the mobilization towards concrete development for maximum benefit that focused on the "synergistic

effect” strategy or good productivity by developing new management innovation, mechanism system, and development systems of the community. As a result, the linkage, integration, involvement is harmonized and supported by one another to create the synergistic effect, with the community as ownership, along with collaborative management of all sectors, i.e. government/non-government/partnership organizations.

3. Elementary School Management Strategies on Holistic Community Health Promotion

The result of 6 main strategies being developed were discussed next:

Main Strategy 1: Strategy on Strengthening Health Partnerships and Networks in Holistic Health

This is in line with the Ministry of Public Health’ policy (2013) to support the concept of building partnerships in health as the national agenda to be taken action. It aimed to promote the mobilization of localities and organizations as a development network and a learning network for effective implementation by their skills, capability, and role of individual parties. They adjust and share paradigm to facilitate collective implementation, effective communication, and acceptance of differences. Campaigns were launched to publicize society and draw its attention to participate in the learning process. The body of knowledge obtained from the community’s actual action in community health development served to form the learning networks between localities and organizations. At the community level, as suggested by Penchan Sittipreechachan (2014), the sustainment of community health care development required not only participatory work of related partnerships but also the work process along with capacity building of people to bring effective and efficient results. Trust, communication, and a sense of belonging of community members are essential for sustainable community health care. School health promotion requires involvement of partnerships from all social sectors, i.e. school executives, teachers, students, and communities as major driving forces for successful implementation.

Main Strategy 2: Strategy on Enhancing the Capacity on Management of Health Service and Counseling on Holistic Health

As stated by Nattanan Panlainark (2009), school as an educational facility is the service site for students, teachers and staffs including parents and communities. Students with their traits may develop illnesses or experience an accident. Promoting healthy habit and behavior among children is to develop the population of the country at early ages. So, there should be a qualified health teacher to effectively assist in school health development. At the individual level, promoting health of school teachers and staffs revealed the lack of awareness in self-care of this group. As teachers are considered the role model for students and communities, their failure to pay attention in health can affect students. Teachers with illness or poor health or improper dietary behavior and lack of physical activities are the poor model for students.

Main Strategy 3: Strategy on Leveraging the Driven Holistic Health Policy

Policy provides the direction or guideline explicitly declared by school and covers the entire school and leads to school operation and works including the plans,

programs, and projects. In developing health related policy at the community level, it is important to focus on community empowerment. The research conducted by Amornsri Chaisri (2009) on the participation of school, parents, primary care unit, and local administrative authority in school health implementation revealed that the problems and barriers involved the lack of coordination and cooperation among parties involved in the community.

At the community level, health promotion requires every sector to cooperate. Promoting health cannot be operated solely by health-related agencies. It needs concerted actions among different agencies to facilitate the capacity building process for individuals and communities to be able to become self-reliant in health care and in all dimensions of physical, mental, social, and spiritual well-being (Naidoo and Will, 2009).

At the school level, Blum, Charles; Globe, Gary and Terre, Lisa (2008) described about basic health promotion in school including disease prevention with suggested guideline for inquiry and advice in initiating policy to mobilize concrete health promotion.

Main Strategy 4: Strategy on Leveraging the Promotion of Food and Nutrition Management for Holistic Health

According to the National Health Act (2007), “Health” is the state of human being which is perfect in physical, mental, spiritual, and social aspects, all of which are holistic in balance. “Wisdom” means thorough knowledge, discernment, and reasonably understanding of goodness, badness, usefulness, harmfulness which lead to good heart and generosity. The word wellbeing was coined to indicate that health is inseparable from the way of life based on adequacy. Previously, solving problem mainly follows the occurrence of an illness and a disease. Later, the focus is on disease prevention or health promotion at the same time before having the disease. It is believed that this is the way to enable us to attain better health.

Main Strategy 5: Strategy on Developing the Management of Supportive Environment for Holistic Health

The goals of health and of other aspects are inseparable. The association between human and environment to the extent of being indivisible is fundamental to the social and ecological views on health. The concept provides the goals for inclusive levels of national, regional, as well as community as they need to value and reserve environment through mutual support, and to evaluate the health impact of rapid changing environment. At the individual level, health promotion supports personal development through providing information, enhancing health knowledge and life skills that enable individuals to increase control over their own health and environment, and make choice decisions conducive to health. It allows for individuals’ life-long learning and self-preparation for any changes throughout their lifespan, including self-adjustment in chronic illness or injury. It is the opportunity that should be created in any household, school, and community. Personal development can be implemented through educational sector and related organizations as major sources for health promotion. At the community level, the heart of community operational process is community empowerment. It means to create the community’s sense of

ownership and ability to control actions and determine their own future. Community development draws upon the capacity of human and material resources available within the community to improve self-dependent ability and mutual support and to develop a flexible management system allowing for increased participation for health development. The system can be made possible if the community fully and constantly accesses to information and became aware of the opportunity to promote health, with adequate funding resources.

Tone and Green (2004) pointed out the significance of social and environmental influences on health status. The focus on health behavioral change both directly and indirectly reflects health promotion at the individual level in terms of self-health responsibility. As environment and health behavior are determinants of health, health alternatives are identified and practiced, with the belief, attitude, and skills that result in behavioral change and healthy lifestyle (Scriven and Orme, 2001)

Main Strategy 6: Strategy on Reforming the Management of Learning on Health Education and Physical Education for Holistic Health

The result agreed to Andrew P. Hills, Donald R. Dengel and David R. Lubans (2015: 368-374) pointing out an increase of poor physical and mental health including metabolic and cardiovascular problems in younger ages, and the decline in school physical activities. The lack of school leadership support, funding and resources, and poor-quality teaching are barriers to physical education in school. School should promote health of children by managing school physical education program.

Recommendations

Recommendation for Utilization of Research Result

School executives should focus on the continuity of government policy on holistic community health promotion in school management. According to the research result, the government policy was the opportunity for school management of holistic community health promotion, school executives should thus take advantage of such opportunity to make more explicit of and strengthen holistic community health promotion by actively implementing health promotion as supported by the government policy according to the 11th National Economic and Social Development Plan (2012 – 2016) and the National Association for the Education of Young Children (2005).

The main strategy that schools should immediately bring to action is strategy 6, i.e. upgrading the establishment of partnerships and networks in health for holistic community health promotion as indicated by the research result, establishment of partnerships and networks was the strength of school management to promote holistic community health, suggesting that school executives realized the importance of health partnerships and networks in promoting holistic community health. To support this, it requires the capacity building of individuals especially the local people to increase the effectiveness and efficiency of work. Trust, communication, and a sense of belonging of community people will help sustain the work system.

Recommendations for Future Research

Research should be carried out with respect to management strategies of elementary schools in promoting holistic community health in different educational contexts.

The current research focused only on the elementary school context under the local administrative authority excluding those under the Office of Basic Education Commission, and the Office of Private Education, and schools that offer lower and higher secondary levels of education. It is hence unknown whether and how school's affiliations would affect the school implementation of holistic community health promotion.

Research should be conducted on the appropriateness of management strategies of elementary school to promote holistic community health, considering different school sizes, i.e. small, medium, large, extra-large. This research did not examine school management by the sizes of elementary schools under the local administrative authority, it is hence unknown whether and how school sizes would affect the school implementation of holistic community health promotion.

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