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# Developing Health-Promoting School in Alliance project: Mediation effects of life skills on health behaviours



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## BACKGROUND

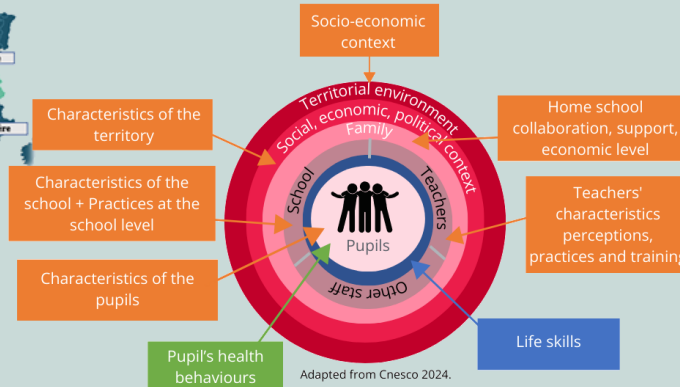
2019 *Alliance* 2025

### Alliance program :

**10000 children / 500 teachers / 101 schools / 97 municipalities**

- ✓ Action research promoting the well-being of primary school pupils
- ✓ Training and support for teachers to implement actions that promote health
- ✓ Development of life skills and health literacy among pupils

- **Health Inequalities:** The health behaviours of young people are marked early on by social and territorial inequalities
- **Health-Promoting School:** This approach aims to improve pupils' health behaviours
- **Mediating Effect:** Life skills and health literacy could mitigate the impact of socio-economic status on pupils' health



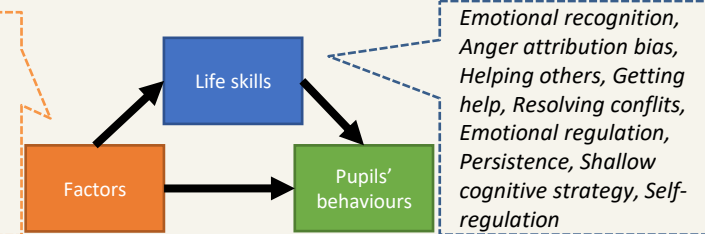
Actual research-based models propose a comprehensive approach to well-being at school that goes beyond the school context alone

DREES, 2015, 2019 ; Langford, 2015 ; WHO, 2021 ; MEN, 2018,2021 ; Lee, 2014 ; Cnesco 2024 . Baudoin & Galand, 2021.

## METHODS

- Quantitative data collected by questionnaires from 3107 pupils and 243 teachers at the beginning of the project (T0, 2019)
  - Pupils: relationships, violence, health habits, life skills, literacy
  - Teachers: perceptions and practices in health education, characteristics
- Dimensions on health behaviours identified by PCA: relationships with adults of school, relationships with peers, violence perceived and suffered, consumption behaviours x 2 (one relative to screens, junk food and sleep [1], one for fruits and vegetables, physical activity and oral hygiene [2]), oral health
- Analysis of the mediating role of life skills on factors influencing pupils' health behaviours

*Pupils: gender, grade, family affluence scale [FAS]; Schools: rural/urban, social positioning index [PSI], public/private*



**How could the development of educational practices promoting health and strengthening protective factors, such as life skills, play a mediating role between pupils' health behaviours and pupils' and schools' characteristics?**

## RESULTS

### Bivariate correlations

- Overall health behaviours are positively and moderately correlated with life skills (0,08 < r < 0,33) except that of anger attribution bias
- Relationships with adults has the strongest correlations
- Oral health has the lowest correlations and only with 3 life skills out on 9
- All pupils' and schools' characteristics except rural/urban are correlated to a lot of life skills

Mediating effects of life skills between pupils' health behaviours and pupils' and schools' characteristics

	Relationships with Adults	Relationships with Peers	Violence	Consumptions [1]	Consumptions [2]	Oral health
<b>Gender</b>	N: 7 R: 6% - 29%	N: 7 R: 20% - 31% ▲	N: 7 R: 5% - 14%	N: 7 R: 5% - 14%	N: 7 R: 53% - 67% ★	N: 3 R: 6% - 12% ▲
<b>School grade</b>	N: 2 R: 24% - 33%	N: 2 R: 12% - 15%	N: 3 R: 4% - 30%	N: 3 R: 44% - 54% ★	N: 3 R: 9% - 11%	N: 1 R: 21%
<b>FAS</b>	N: 6 R: 21% - 28%	N: 6 R: 9% - 29%	N: 6 R: 9% - 23%	N: 6 R: 27% - 40%	N: 6 R: 4% - 15%	N: 2 R: 21% - 26% ★
<b>PSI</b>	N: 2 R: 16% - 24%	N: 2 R: 83% - 93% ★	N: 3 R: 3% - 10%	N: 3 R: 2% - 10%	N: 3 R: 8% - 13%	N: 2 R: 5% - 7%
<b>Public/Private</b>	N: 4 R: 36% - 44%	N: 4 R: 44% - 81% ★	N: 5 R: 8% - 24%	N: 4 R: 8% - 18%	N: 4 R: 26% - 52%	N: 1 R: 26%
<b>Rural/Urban</b>	N: 1 R: 33%	N: 1 R: 62%	N: 1 R: 12%	N: 1 R: 15%	N: 1 R: 84%	N: 1 R: 96%

N: Number of life skills mediating the relation  
R: Range of life skills mediating (indirect) effect (in %)

▲ Direct and indirect effects have opposite signs  
★ Direct effects are not significant

## CONCLUSION

- Life skills are positively correlated to health behaviours
- Life skills have a mediating effect on all health behaviours
- Except for gender, mediating effects are stronger for relationships with adults of school and consumption behaviours relative to screens, junk food and sleep
- Effects of schools' characteristics on relationships between peers are strongly mediated by life skills
- Overall, social life skills have more often significant mediating effects than cognitive or emotional skills

**The existence of a mediating effect of life skills demonstrates the relevance of the development of life skills through the development of educational practices promoting health and health-promoting schools**

