The Effectiveness of a Weight-loss E-Learning

Program for Obese Junior High School Students

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Abstract

Obesity in schoolchildren is continuing to rise at an alarming rate and becomes an important public health problem worldwide. Therefore, the aims of this study were 1) to compare the knowledge score, body image score, self-esteem score and self-efficacy score differences between pre-implementing and post-implementing of weight-loss e-learning program (WEP) for obese junior high school students 2) to compare the obese index and physical fitness differences between pre-implementing and post-implementing of WEP for obese junior high school students and 3) to understand the satisfaction with the WEP by obese junior high school students.

The design was quasi-experimental using purposive samples from two junior high schools in Taipei. Participants were selected if their body mass indexes (BMI) were equal or greater than 25 kg/m2 and if they were willing to participate in this study. A fourteen-week WEP include regular classes, excersice programs, individual consultation and reward policy. Participants can use the WEP to get weight loss information and record daily calorie and daily amounts of activity at home. Instruments including knowledge questionnaire, body image questionnaire, self-esteem questionnaire and satisfaction questionnaire were used to collect data.

After implementing the WEP, the knowledge scores, body image score, self-esteem score and self-efficacy score were all improved significantly (p<0.05). The physical measures (BMI, Waist circumference, triceps skinfold), and fitness levels (One minute bent-leg curl-ups, Tree Minutes Step Test, Standing Long Jump Test) were all improved significantly (p<0.05). Overall, children felt satisfied with the WEP. The findings can not only serve as valuable reference for schoolteachers to develop effective weight-loss program for obese children but also assist those children to control their weights and to promote their health in an effective environment.