

Implementation of WASH in Schools (WinS) Program in the New Normal

Kalid T. Udto

Miramar Elementary School, Illana Bay Integrated Computer College

Corresponding Author: Kalid T. Udto kalid.udto@deped.gov.ph

ARTICLE INFO

Keywords: Wash, WinS Program, Covid-19, New Normal

Received : 27 September

Revised: 28 October

Accepted: 29 November

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ABSTRACT

This study aimed to evaluate the status of the implementation of the WASH in Schools (WinS) Program in Parang North District of Maguindanao II Division. The study used a descriptive method of research design to describe the status of the implementation of the program. Fifty-six members of the Technical Working Groups (TWG) in the seven schools were used as respondents while survey questionnaires and interview were used as research instruments. The study found that proper execution of school-based management approach had a great impact in the implementation of the WASH in Schools (WINS) program. The continuous capacity building and technical assistance of program implementers contributed to an organized, efficient and effective mechanism of program implementation. Furthermore, the parents and community played a vital role in the successful implementation of the program, hence the schools should strengthen their partnership with these stakeholders in order to collaboratively develop and improve the program which is beneficial in ensuring that learners are safe and healthy especially in the new normal.

INTRODUCTION

Hygiene and sanitation are essential to good health. Adequate water supply, toilets, and handwashing facilities are necessary to achieve good hygiene and sanitation, while the lack of access to these facilities may cause problems to people's health. Problems in water, hygiene and sanitation have actually caused many children in developing countries to fall ill from infections and diarrheal diseases (DepEd Order 16, 2012). In the Philippines, recent data revealed that around 43.7 percent of pre-school and 44.7 percent of school age children have soil-transmitted helminth infections, which is associated with poverty, lack of access to safe and clean water, and poor sanitation and hygiene. These problems are also the key contributors why many Filipino school children are suffering from infectious diseases such as diarrhea, respiratory diseases, skin diseases, and dental caries which result to higher incidence of absenteeism that consequently impede their learning and ability to stay in school (DepEd WinS, n.d.). The advocacy of promotion of correct hygiene and sanitation practices among school children has been the government's goal and priority through the Department of Education (DepEd) to keep the learners safe and healthy especially in this time of COVID-19 pandemic.

In 2016, the Department of Education issued the DepEd Order No. 10 titled "Policy and Guidelines on the Comprehensive WASH in Schools (WinS) Program". It is a holistic program for personal health care and environmental sanitation that contains set of standards for proper and correct health practices that should be implemented in every school. The goals and objectives of the policy intend to generate positive outcomes on the following key areas: water, hygiene, sanitation, health education, and deworming (DepEd Order 16, 2012) while the implementation of the program is managed by the schools through the execution of School-based Management (SBM) approach. In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the Ministry of Basic, Higher and Technical Education (MBHTE) has ordered all schools to adapt and implement the policy in order to promote healthy and safe learning environment and to prevent the spread of COVID-19 around schools (Iqbal, 2020). To facilitate systematic and organize WinS program implementation, the ministry has been conducting an advocacy and capacity building to the technical staff, program administrators and implementers, parents and other stakeholders. Given the above cited situations, the researcher decided to conduct an evaluation on the status of the implementation of WinS Program in one of the districts in Maguindanao II Division, Ministry of Basic, Higher and Technical Education-BARMM particularly in Parang North District to provide concrete data regarding the implementation of the program and hoped to propose intervention measures to facilitate the improvement and successful implementation of the program for the succeeding years.

THEORETICAL REVIEW

This study is anchored on the System theory of Ludwing Von Bertalanffy (1973). This theory believes that an organization is a system consists of set of distinct parts that interact to form a complex whole to accomplish an end goal or

objective. A system can either be closed or open. A close system does not interact with its environment whereas an open system interacts and can be affected by its environment. Most system theorists treat an organization as an open system. An open system is composed of three essential elements – input, process, and output/product. The inputs are the components put into a system (process) to yield output. Feedback is an important feature of an open system which can either be positive or negative. Positive feedback provides information about the output that worked well while negative feedback provides information about the problem that needs to be corrected in the system (Grimsley, 2017).

Similarly, a school program such as the WinS Program is an open system that is consist of interacting components or inputs such as the resources, motivation, skills and practices of program implementers, and support of stakeholders. These inputs are managed and implemented (process) to produce outputs. Feedback also plays an important role to ensure the effectiveness and efficiency of the program. It serves as guidance of the program implementers on how they could better improve the program and manage the problems they may encounter. Feedback of this study may also provide guidance, support, and effective reinforcement in the successful implementation of the WinS Program. In this study, it is conceptualized that the implementation of WinS Program is manage by the schools through the execution of the four components of School-based management approach. As shown in the schematic diagram, these components include leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. These are the inputs of the program by which schools are expected to implement and manage in order to attain the outcome or product of the program specifically in the area of water, hygiene, sanitation, health education, and deworming.

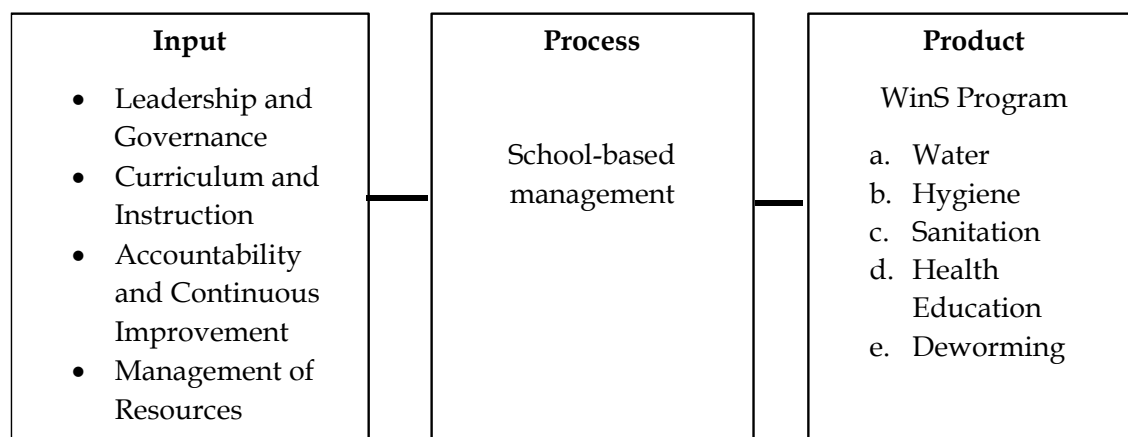


Figure 1. Schematic Diagram Showing the Relationship of Input, Process, and Product

METHODOLOGY

This study used a Descriptive-Method of research design. According to Ary (1990) this research design is used to obtain the nature of the situation as it exists at the time of the study, which was suitable to the current study since it aimed to describe the existing status of the implementation of WinS Program in

Parang North District of Maguindanao II Division. The respondents of this study were the members of the Technical Working Groups (TWG) in the seven schools of the said district. These people are tasked to ensure the effective implementation of the program at the school level, including advocating for community participation and support (DepEd Order 10, 2016). Further, the researcher used survey questionnaires as research instrument. The questionnaire was composed of two parts. The first part was pertaining to the school-based management in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. The second part was referring to attainment of its WinS program in terms of water, hygiene, sanitation, health education, and deworming. Interview was also used as secondary instrument to justify the veracity of the data from the questionnaire. Furthermore, the researcher asked permission through a letter from the Schools Division Superintendent of Maguindanao II Division to conduct this study. Also, permission from the district supervisor and school heads of the seven elementary schools was taken prior to the distribution of questionnaires to the target respondents. After the letter was approved, the researcher distributed personally the questionnaires to the respondents and retrieved it personally and immediately checked all its indicators. The data were tallied, tabulated, and statistically treated. Likewise, the researcher conducted interview to some respondents for further information.

DISCUSSION

Table 1. School Based Management of WinS Program in Terms of Leadership and Governance

Leadership and Governance	Mean	Verbal Interpretation
1. Supervises WinS implementation and evaluation	4.59	Highly Practiced
2. Organizes WinS Technical Working Group (TWG)	4.45	Practiced
3. Provides trainings and workshops for WinS implementers	4.48	Highly Practiced
4. Collaborates with LGU to support the program	4.27	Practiced
5. Involves PTA officers and other stakeholders	4.48	Highly Practiced
6. Includes WinS program in the School Improvement Plan (SIP)	4.55	Highly Practiced
7. Conducts regular meetings with WinS implementers	4.41	Practiced
8. Formulates policies and regulations for WinS implementation	4.39	Practiced
9. Involves student body organizations in the decision-making	3.14	Moderately Practiced
10. Finds effective strategies for WinS implementation	4.45	Practiced
Weighted Mean	4.32	Practiced

Table 1 shows the results of school-based management of WinS Program in terms of leadership and governance. The weighted mean value is 4.32 with a verbal interpretation of practiced. Result implies that leadership and governance were effectively practiced during the implementation of the program. Mcloughlin et al.

(2021) explained that these are important to enable effective coordination among program implementers in addressing challenges and improving the program. As presented, the highest mean value is 4.59 (item no. 1) which implies that the program implementation and evaluation were effectively supervised. On the other hand, the lowest mean value is 3.14 (item no. 9) which implies that student body organizations were sometimes involved in the decision-making process. According to some respondents, due to the suspension of face-to-face classes caused by pandemic, it limited the participation of students in the implementation of the program. The table revealed that the program was highly integrated in the School Improvement Plan (SIP) as reflected by its mean value of 4.55. Further, trainings and workshops for WinS implementers were also highly provided as shown by its mean value of 4.48. Likewise, PTA officers and other stakeholders were highly involved during the implementation of the program. This only indicates that the school and its stakeholders are working together to implement the program effectively.

Table 2. School Based Management of WinS Program in Terms of Curriculum and Instruction

Curriculum and Instruction	Mean	Verbal Interpretation
1. Includes WinS in the In-service Training (INSET)	4.43	Practiced
2. Provides WinS guidebooks and pamphlets	4.32	Practiced
3. Includes WinS in the co/extra-curricular program	4.30	Practiced
4. Ensures integration of WinS concepts in the lessons and activities	4.43	Practiced
5. Includes handwashing, toothbrushing and other WinS activities in the daily class program	4.54	Highly Practiced
6. Conducts action research on WinS Program	4.32	Practiced
7. Includes WinS Program in the student handbook	3.32	Moderately Practiced
8. Provides posters and other reminders on the importance of hygiene and sanitation	4.45	Practiced
9. Post signages for proper waste segregation	4.39	Practiced
10. Strengthens WinS's advocacy through community-extension program	4.00	Practiced
Weighted Mean	4.29	Practiced

Table 2 shows the results of school-based management of WinS Program in terms of curriculum and instruction. Based on the data, the weighted mean value is 4.29 which signifies that the concepts of the program were integrated in the curriculum and instruction of the schools. The highest mean value is 4.54 (item no. 5) which implies that the handwashing, toothbrushing, and other WinS activities were highly included in the daily class program of teachers. The lowest mean value is 3.32 (item no. 7) which means that the inclusion of the program in the students' handbooks was sometimes practiced. This is due to the fact that most schools nowadays do not have enough resources to provide handbooks for the students. One respondent explained, "Instead of using the school's resources to print

handbooks, we rather use it in the reproduction of our Learning Activity Sheets (LAS) since our resources are very limited". The data also revealed that posters and other reminders on the importance of hygiene and sanitation were provided as indicated by its mean value of 4.45. Similarly, provision of WinS guidebooks and pamphlets were ensured as reflected by its mean value of 4.32. Further, the program was included in the In-service Training (INSET) of the teachers as well as its concepts were integrated in their lessons and classroom activities as shown by their same mean values of 4.43. To highlight importance of cleanliness in the school, signages were posted to ensure that school wastes are properly segregated as indicated by its mean value of 4.39.

Table 3. School Based Management of WinS Program in Terms of Accountability and Continuous Improvement

Accountability and Continuous Improvement	Mean	Verbal Interpretation
1. Orients school personnel regarding their roles and responsibilities in the program	4.59	Highly Practiced
2. Conducts WinS Monitoring and Evaluation Adjustment (MEA)	4.30	Practiced
3. Assesses program's outcomes	4.45	Practiced
4. Provides constructive feedbacks and updates on the WinS implementation	4.57	Highly Practiced
5. Provides rewards and recognition for performing WinS personnel	4.34	Practiced
6. Creates performance accountability system	4.27	Practiced
7. Secures WinS facilities and equipment all the time	4.23	Practiced
8. Ensures that programs of WinS are well-managed and implemented	4.54	Highly Practiced
9. Provides technical assistance to the WinS implementers	4.45	Practiced
10. Ensures that problems encounter in the implementation are addressed	4.16	Practiced
Weighted Mean	4.32	Practiced

Table 3 shows the results of school-based management of WinS Program in terms of accountability and continuous improvement. As presented, it has a weighted mean value 4.32 with a verbal interpretation of practiced. It implies that accountability and continuous improvement were effectively executed by the program implementers. Scharp and Kjellén (2015) explained that good accountability means that policy-makers and WASH service providers accept responsibility for their actions. They have to engage and participate with each other in an inclusive, transparent and accountable manner. Based on the data, the highest mean value is 4.59 (item no. 1) which implies that school personnel were highly oriented regarding their roles and responsibilities in the program.

As prescribed by the DepEd, the school should craft specific roles and responsibilities of each personnel in order to make sure that all requirements and standards of the program are met (DepEd Order no. 10, 2016). The lowest mean value is 4.16 (item no. 10) which indicates that the problems encountered in the

implementation of the program were addressed. This is because the programs of WinS were well-managed and implemented as shown on item no. 8. Further, item no. 9 shows that there was continuous technical assistance provided to the implementers which helped in the implementation to be more effective and efficient. Furthermore, there was a provision of constructive feedbacks and updates as the implementers continually conducting assessment on the program's outcomes as shown on items no. 3 and 4. To motivate the program implementers, rewards and recognition were provided to performing WinS personnel through the creation of performance accountability system as clearly showed on items no. 5 and 6 respectively.

Table 4. School Based Management of WinS Program in Terms of Management of Resources

Management of Resources	Mean	Verbal Interpretation
1. Allocates funds for WinS in the school's Maintenance and Other Operation Expenses (MOOE)	4.45	Practiced
2. Provides inventory of resources	4.29	Practiced
3. Taps external stakeholders for voluntary financial supports	4.11	Practiced
4. Creates resource management system	4.25	Practiced
5. Presents all expenses for transparency	4.39	Practiced
6. Give updates on school's financial status	4.20	Practiced
7. Ensures reserved funds for WinS facilities' maintenance and improvement	4.29	Practiced
Weighted Mean	4.31	Practiced

Table 4 shows the results of school-based management of WinS Program in terms of management of resources. Based on the table, the weighted mean value is 4.31 with a verbal interpretation of practiced. This indicates that the resources were managed effectively during the implementation of the program. According to the World Health Organization (2012), adequate funding and effective financing are essential to deliver and sustain WASH services. The highest mean value is 4.45 (item no. 1) which means that the schools Maintenance and Other Operation Expenses (MOOE) was highly utilized in the implementation of the program. This finding is also aligned with the DepEd Order no. 10 (2016) which states that "Funding for effective and sustainable implementation of the WinS program shall be sourced from the school's MOOE". The lowest mean value is 4.11 (item no. 3) which signifies that external stakeholders were tapped for voluntary financial supports. This is one way to ensure the continuous provision of resources needed in the program. While this may be advantageous, some respondents said that they tried to ask for donation from barangay local officials and Rural Health Units but only few of them responded positively to their request. To ensure the proper utilization of resources, resource management system was created and the transparency was observed as indicated on items no. 4 and 5. This also helped in ensuring reserved funds for WinS facilities' maintenance and improvement as shown on item no. 7.

Table 5. Extent of Implementation of WinS Program in Terms of Water

Water	Mean	Verbal Interpretation
1. Installs functionable water supply facilities	4.55	Highly Implemented
2. Ensures regular supply of safe drinking water	4.36	Implemented
3. Ensures regular supply of clean water for handwashing, menstrual hygiene management, toilet flushing, and other cleaning purposes.	4.27	Implemented
4. Installs rainwater catchment systems to ensure water supply for proper hygiene and sanitation during emergencies.	4.12	Implemented
5. Conducts daily cleaning of water facilities	4.21	Implemented
6. Ensures regular maintenance and repair of water supply facilities	4.14	Implemented
7. Monitors regularly the quality of water to prevent all types of contamination.	4.38	Implemented
Weighted Mean	4.31	Implemented

Table 5 presents the extent of implementation of WinS Program in terms of water. Result shows that it has a weighted mean value of 4.31 which means that the programs related to water were all implemented. The highest mean value is 4.55 (item no. 1) which indicates that functionable water supply facilities were installed in the schools. According to the latest data of the district office, the water supply facilities available in its schools are deep well and rainwater catchment tanks while some schools get their water directly from the water district. The lowest mean value shown is 4.12 (item no. 4) which signifies that rainwater catchment systems were also installed to ensure water supply for proper hygiene and sanitation during emergencies. Some of the schools particularly Miramar Elementary School, Parang Central Elementary School, Macasandag Elementary School, and Epifanio Molina Memorial Elementary School were observed to have rainwater catchment tanks which are used to store water since these schools sometimes experiencing water scarcity. To ensure the safeness of water, its quality was regularly monitored to prevent all types of contamination as indicated by its mean value of 4.38. In addition, the schools also ensured regular supply of safe drinking water and clean water for handwashing, menstrual hygiene management, toilet flushing, and other cleaning purposes as shown on items no. 2 and 3. Further, daily cleaning of water facilities and regular maintenance and repair of these facilities were observed most of the time as exemplified by items no. 5 and 6 respectively.

Table 6. Extent of Implementation of WinS Program in Terms of Hygiene

Hygiene	Mean	Verbal Interpretation
1. Installs adequate handwashing facilities	4.52	Highly Implemented
2. Installs adequate and accessible tooth brushing facilities	4.32	Implemented
3. Conducts program on supervised group daily handwashing and toothbrushing	4.27	Implemented
4. Ensures that the students are practicing individual handwashing during critical times	4.27	Implemented
5. Provides adequate supply of toothpaste, tooth brushes, and soaps in the toilets, handwashing facilities, and eating areas.	4.29	Implemented
6. Reminds students pertaining the importance of handwashing especially at critical times	4.36	Implemented
7. Provides accessible water for school activities.	4.41	Implemented
8. Ensures mechanism for effective menstrual hygiene management is in place and functional.	4.29	Implemented
9. Ensures availability of sanitary pads in school facilities such as school canteen, clinic, or guidance counselor's office	4.20	Implemented
10. Provides covered garbage bins for proper sanitary pad disposal	4.45	Implemented
11. Ensures provision of information on the proper disposal of sanitary pads and cleaning of reusable pads for female students	4.39	Implemented
12. Ensures toilets are secured and private with proper door locks	4.41	Implemented
13. Ensures toilets have adequate space for girls to manage menstruation	4.27	Implemented
14. Implements school rules and regulations to maintain and monitor the privacy and security of facilities used for menstrual hygiene management	4.25	Implemented
15. Provides information advocacy materials on reproductive and hygiene education for girls and boys.	4.27	Implemented
Weighted Mean	4.31	Implemented

Table 6 presents the extent of implementation of WinS Program in terms of hygiene. Result shows that it has a weighted mean value of 4.31 with a verbal interpretation of implemented. This implies that programs on hygiene were effectively implemented by the schools. The highest mean value is 4.52 (item no. 1) which implies that adequate handwashing facilities were installed in the schools. According to the consolidated report from the district office, it showed there that 86% of the schools have an adequate and functionable handwashing facilities which have been used by the teachers and students. The lowest mean value shown is 4.20 (item no. 9) which means that sanitary pads were made available in the facilities such as school canteen, clinic, or guidance counselor's office for the use of female students. Further, items no. 10 and 11 showed that the

schools also provided covered garbage bins for proper sanitary pad disposal and ensured that female students were provided with information on the proper disposal and cleaning of reusable sanitary pads. Furthermore, the schools also ensured that their toilets are secured and private with proper door locks, have adequate space for girls to manage menstruation, and rules and regulations were implemented to maintain the privacy and security of these facilities as shown on items no. 12, 13, and 14.

With regard to handwashing activity, the findings revealed that the schools provided accessible water for school activities as indicated by its mean value of 4.41. Likewise, the students practiced individual handwashing and they are reminded on the importance of hand washing especially at critical times as indicated by their mean values of 4.27 and 4.36 respectively. Whereas for toothbrushing activity, results revealed that the schools installed adequate and accessible tooth brushing facilities as shown by its mean value of 4.32. They also implemented supervised group daily toothbrushing as reflected by its mean value of 4.27. Further, they also ensured that there is an adequate supply of toothpaste, tooth brushes, and soaps in the toilets, handwashing facilities, and eating areas which are important in maintaining good oral hygiene of the students.

Table 7. Extent of implementation of WinS Program in terms of Sanitation

Sanitation	Mean	Verbal Interpretation
1. Ensures accessibility to functional toilets with individual handwashing facilities for boys and girls.	4.34	Implemented
2. Provides adequate and proper septage and waste water disposal	4.32	Implemented
3. Ensures proper septage and waste water disposal are strictly followed	4.32	Implemented
4. Observes daily cleaning, regular operation, and maintenance of toilet	4.46	Highly Implemented
5. Conducts daily cleaning, regular operation, and maintenance of handwashing facilities	4.39	Implemented
6. Ensures proper segregation and disposal of biodegradable and non-biodegradable waste material is practiced.	4.36	Implemented
7. Provides garbage bins for dry waste, wet waste, and hazardous/ toxic waste	4.23	Implemented
8. Conducts regular activity for elimination of breeding grounds for mosquitos in and around the vicinity of schools	4.12	Implemented
9. Posts posters with correct and concise information on proper handwashing and use of toilet facilities	4.23	Implemented
10. Prohibits burning of garbage	4.14	Implemented
11. Ensures that food preparation and handling met the standards of the Food Safety Manual	4.00	Implemented
12. Ensures that school personnel in charge of food handling and preparations are properly trained and certified based on standards of the Code on Sanitation of the Philippines	4.07	Implemented

13. Ensures that school personnel handling with food preparation were tasked to observe proper handwashing at all times.	4.11	Implemented
14. Installs handwashing facilities within the premise of school canteen	4.12	Implemented
15. Ensures regular supply of safe water in the school canteen	4.18	Implemented
16. Ensures food handlers have an updated health certificate.	4.05	Implemented
17. Ensures school canteen has sanitary permit from Local Health Office.	4.23	Implemented
18. Ensures that school personnel tasked with food handling and preparation strictly observe the seven (7) key concepts of cleanliness with regard to food handling and preparation.	4.14	Implemented
19. Ensures safe water is supplied in the school canteen.	4.16	Implemented
20. Ensures proper solid waste management is practiced in school kitchen and canteen.	4.18	Implemented
Weighted Mean	4.29	Implemented

Table 7 presents the extent of implementation of WinS Program in terms of sanitation. It shows that the weighted mean value is 4.29 which signifies that the programs on sanitation were implemented effectively by the schools. As shown on the table, the highest mean value is 4.46 (item no. 4) which indicates that the schools highly implemented daily cleaning, regular operation, and maintenance of toilet. On the other hand, the lowest mean value is 4.00 (item no. 11) which signifies that the schools ensured that food preparation and handling met the standards of the Food Safety Manual. According to some respondents, their canteen personnel are properly oriented regarding food safety measures. They are also mandated to wear facemask and hairnet when they handle food. Likewise, the canteen personnel are also trained and certified based on standards of the Code on Sanitation of the Philippines as indicated by its mean value of 4.07. They are also tasked to observe hand washing and mandated to secure health certificate, sanitary permit, and apply the seven key concepts of cleanliness when handling and preparing food as clearly shown on the items no. 13, 16, 17, and 18 respectively.

In terms of management of sanitation facilities, the result revealed that the schools practiced daily cleaning, regular operation, and maintenance of handwashing facilities as shown by its mean value of 4.39. Item no. 9 revealed that posters with correct and concise information on proper handwashing and use of toilet facilities were posted so that students and teachers will be guided. An evidence regarding to accessibility of students to functional toilets with individual handwashing facilities is shown on item no. 1 with a mean value of 4.34. With regards to management of wastes, items no. 2 and 3 indicate that the schools provided adequate septage for waste water and follow strictly the proper waste water disposal. Further, as shown on items no. 6 and 7, they also ensured proper segregation and disposal of biodegradable and non-biodegradable waste materials through the provision of garbage bins for dry waste, wet waste, and hazardous or toxic waste.

Table 8. Extent of Implementation of WinS Program in Terms of Health Education

Health Education	Mean	Verbal Interpretation
1. Conducts capacity building of school personnel and other stakeholders for effective management of WinS	4.32	Implemented
2. Provides students with correct knowledge and understanding of the importance of proper hygiene and sanitation practices.	4.30	Implemented
3. Ensures key concepts of the WinS program are integrated in the learning materials and activities.	4.34	Implemented
4. Provides information/education materials on the WinS program to the program implementers, teachers, and students.	4.29	Implemented
Weighted Mean	4.29	Implemented

Table 8 presents the extent of implementation of WinS Program in terms of health education. It shows that the weighted mean value is 4.29 with a verbal interpretation of implemented. This signifies that the programs on health education were implemented effectively by the schools. The highest mean value is 4.34 (item no. 3) which indicates that the schools ensures that key concepts of the WinS program are integrated in the learning materials and activities. The respondents explained that they integrated the concepts of WinS in the Learning Activity Sheets (LAS) of the students especially in the subjects English, Science, and MAPEH. The lowest mean value shown on the table is 4.29 (item no. 4) which signifies that materials on the WinS program were provided to the program implementers, teachers, and students. According to the respondents, the Ministry of Basic, Higher and Technical Education (MBHTE) donated some guidebooks on WASH and other learning materials which the schools distributed to the teachers, students and their parents. This ensured that they were provided with correct knowledge and understanding on the importance of proper hygiene and sanitation practices as indicated on item no. 2. For effective implementation and management of WinS, the schools also conducted capacity building on their personnel and stakeholders as shown by its mean value of 4.32.

Table 9. Extent of Implementation of WinS Program in Terms of Deworming

	Deworming	Mean	Verbal Interpretation
1.	Conducts deworming of all students every six months.	4.37	Implemented
2.	Obtains parental or guardian’s consent for deworming during enrollment or the first few days of school.	4.39	Implemented
3.	Conducts mass deworming with the health personnel	4.29	Implemented
4.	Ensures deworming is done on a full stomach.	4.25	Implemented
5.	Handles adverse events based on the Guidelines on Deworming, Drug Administration, and Management of Adverse Events Following Deworming in compliance with DOH directive.	4.34	Implemented
	Weighted Mean	4.29	Implemented

Table 9 presents the extent of implementation of WinS Program in terms of deworming. It shows that the weighted mean value is 4.29 with a verbal interpretation of implemented. This signifies that the programs on deworming were implemented effectively. The highest mean value is 4.39 (item no. 2) which indicates that before the schools conduct their deworming activity, they obtained parental or guardian’s consent during enrollment or the first few days of school. The lowest mean value shown on the table is 4.25 (item no. 4) which signifies that the schools ensured that deworming is done on a full stomach. They also handled adverse events based on the Guidelines on Deworming, Drug Administration, and Management of Adverse Events as shown on item no. 5 with a mean value of 4.34. According to some respondents, they conduct deworming to the students with the help of the Barangay Health Center’s doctor and nurses/ midwives to ensure that any allergies or side effects encounter by the students will be treated immediately. Based also on the data, the schools conducted mass deworming to the students every six months as indicated by its mean value of 4.37.

CONCLUSIONS AND RECOMMENDATIONS

The study’s findings revealed that proper execution of school-based management approach had a great impact in the implementation of the WASH in Schools (WINS) program. The continuous capacity building and technical assistance of program implementers contributed to an organized, efficient and effective mechanism of program implementation which consequently helped the schools to address hygiene and sanitation concerns affecting learners who are susceptible to different diseases due to the lack of access to correct hygiene and sanitation information, clean water supply, and adequate facilities. Furthermore, the parents and community played a vital role in the successful implementation of the program, hence the school should strengthen its partnership with these stakeholders in order to collaboratively develop and improve the program which is beneficial in ensuring that learners are safe and healthy especially in the new normal.

Based on the findings, the study recommends the following: (1) since the program was evidently implemented in Parang North District, it is therefore recommended that the program may be sustained by all schools to achieve its very high implementation. This can be done through continuous capacity building, providing technical assistance, action planning, program implementation review, and upgrading administrative and managerial practices of the program implementers; (2) since most schools in the district are preparing for the conduct of limited face-to-face classes, they may prioritize the improvement of WinS facilities and address the gaps identified in this study so that the program could be more useful in ensuring healthy and safe learning environment for students and teachers; and (3) the schools may also strengthen its partnership with other stakeholders such as LGUs, NGOs, and other sectors through constant communication, solicitation of ideas, shared decision-making, and feedback in order to improve the program and to render better WASH services among learners.

FURTHER STUDY

The following topics are hereby presented to be studied to further understand how the program benefits the teachers and students: (1) conduct a study similar to the study that covers a wider scope such as the entire area of Maguindanao II Division; (2) a correlation study on the WinS program and students' health behavior and academic performance; and (3) factors affecting the implementation of WinS program may also be conducted.

ACKNOWLEDGMENT

The researcher is expressing his myriad thanks and deep appreciation to the following persons who extended support in the completion of this study: Prof. Ismael T. Abubakar, president of Shariff Kabunsuan College, Inc., for his excellent suggestions and recommendations to improve this research study, Dr. Candidato L. Kalipa, Dean of the Graduate School of Shariff Kabunsuan College, Inc., for his chairmanship, motivational words, and corrections to improve the implication of this study, Dr. Sadat B. Minandang, the researcher's adviser, for his tireless effort, enrichment, valuable words, technical support and generous assistance from the inception up to its completion, Dr. Sema G. Dilna, president of Cotabato State University, for his constructive feedback especially in the improvement of related literatures used in this study, Dr. Tarhata S. Guiamalon, Dean of Graduate School of Cotabato State University and the researcher's statistician, for sharing her expertise in statistical analysis that made the findings of this study correct and reliable, Dr. Husna T. Lumapenet, Director of Intellectual Property Office, CFCST, Arakan, Cotabato, for her profound suggestions that made this study a comprehensive one, Dr. Zainudin M. Adam, Ret. Vice President for Administration, CFCST, Arakan, Cotabato, for his motivational words to finish this study. The school heads and teachers both in Parang North and Inter Parang District for their help during the pretesting and validation of the questionnaire up to the conduct of its distribution and interview to the respondents to be able to gather the data needed in this study. The researcher's family, relatives, friends and colleagues who, in one way or another,

helped the researcher realized this study. Above all, to the Almighty Allah for the wisdom, strength and for showering beautiful and fruitful blessings in order to finish this manuscript.

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