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**EXPERIENCES OF PUBLIC AND PRIVATE SCHOOLS' IMPLEMENTATION  
OF SCHOOL-BASED MANAGEMENT WASH IN SCHOOLS (SBM WINS):  
BASES FOR ENHANCEMENT PROGRAM**

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**ABSTRACT**

The qualitative research study using the phenomenological research design aimed to formulate an enhancement program on the experiences of public and private schools' implementation of SBM-WINS. A researcher-made interview guide was used to the 12 stakeholders as participants of the study, 6 from public school and 6 from private school. The data gathering instruments were subjected to face and content validation by a panel of experts. Thematic analysis was utilized for descriptive data analysis. The experiences of stakeholders in public and private schools were sanitary program, time consuming, health and sanitation, and proper hygiene. The challenges encountered by stakeholders were lack of water supply, limited school facilities, poor source of water and insufficient budget. They manage the challenges through asking financial assistance, their willingness to support, acquiring supply of potable water and extending help to the program.

**Keywords:** *Public and Private Schools, SBM-WINS, Enhancement Program*

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## INTRODUCTION

### Background of the Study

Education and healthcare are complementary, both variables work in synergy with each other. This is meaningfully demonstrated by the phenomena where students in good health exhibit increased levels of engagement in academic, behavioral, and emotional aspects, leading to improved educational outcomes. Therefore, it is imperative to advocate for health-promoting practices within educational institutions (McQueen, 2007).

The most important pillars of a developing economy are knowledge and education, yet the educational system requires significant technological advancements as well as drastic changes.

According to Burgers (2006), maintaining up school sanitation facilities is the first step toward establishing a hygienic physical learning environment that could enhance instruction and health.

According to the Department of Education (2006) Having clean water available in classrooms is also essential. To improve cleanliness, hygiene, and health within the school population, potable water is more important than just offering these amenities. The agency added that precise and properly maximizing the benefits and realizing the impact on the well-being of students and all school community members, best practices in using these facilities must be followed.

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Moreover, DepEd stressed that water, sanitation, and hygiene should be properly maintained during the full implementation of face-to-face sessions in order to help address this issue.

As an elementary school teacher, the researcher believed that improving and maintaining use and availability of water, sanitation, and hygiene within public and private schools can effectively help minimize if not stop health problems and, hence, would best benefit learners, teachers, and parents.

Additionally, the study's findings inspired and encouraged the researcher to create an enhancement program based on the effects of public and private schools' experiences implementing School-Based Management Wash in Schools (SBM WinS). This program will serve as the foundation for the Banate School District's enhancement efforts in the 2022–2023 academic year.

## MATERIALS AND METHODS

### Research Methodology

This chapter describes the research methodology, research design, study participants, data collection techniques, research tool, and data analysis used in this investigation. The study aimed to determine the experiences of public and private schools implementing Schools-Based Management Wash in Schools (SBM WinS) in the Banate Schools District in the academic year 2022–2023.

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## Research Method

The study employed a descriptive research design that made use of in-depth interviews.

The current study's objective was to provide an overview of how public and private schools in the Banate Schools District are currently implementing the WinS Program.

As to Ary (2000), determining the existing situation at the time of the study is the goal of the research design. Boyce and Neale (2006) explain in-depth interviews as a qualitative research technique which consist of lengthy individual interviews with a small number of respondents to examine their perspectives on an idea, program, or issue.

## Research Design

A qualitative research design based on a phenomenological method was utilized in the study. Creswell (2009) classifies phenomenology as a technique that centers on the shared experience of a group. Identifying the nature of the event is the primary aim of this approach.

In a qualitative study, interviews allow interviewees to provide their viewpoints, perceptions, and explanations without predetermination by the researcher (Galanes, 2003).

Stakeholders' opinions were taken in writing to identify the challenges they experienced in primary reading and thoroughly analyze their opinions about how those challenges can be solved (Finlay, 2013).

## Participants of the Study

The study presented the characteristics and population of the participants of the study.

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Purposive sampling was employed to select individuals to structure the study, which are twelve (12) selected stakeholders, six from public schools and six (6) from private schools of the Schools District of Banate during the school year 2022-2023.

The selected participants both from public and private schools were chosen to contextualize the implementation of SBM WinS in public and private schools.

### Sampling Design

In the study, a purposeful sample design was utilized—a non-probability sample selected with a purpose based on popular characteristics and the goals of the study. Selective, judgmental, or subjective sampling are other terms for purposeful sampling.

### Research Instrument

An interview guide created by the researcher was the research tool utilized in the study. A list of questions or topic that the interviewer hopes to cover during the interview is termed an interview guide. Before the interview, the researcher identified the specific research method to be used and its objectives, looked for participants of the study; obtained consent from the participants; developed interview guidelines; and looked for a comfortable environment where the interview took place.

Video and voice recorders were used to record and capture all proceedings and details during the in-depth interview.

The panel of experts subjected the research instrument to face-to-face and content validation, after which correlations and suggestions were incorporated before conducting the study.

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## Validity of the Research Instrument

The interview guide underwent validation and revisions to ensure that the purpose of the study was captured in response to the participants. The interview guide created by the researcher was verified by a group of professionals. All feedback and recommendations were taken into consideration when finalizing the research instruments.

## Data Gathering Procedures

The approval for the study had to be sought from the office of the Graduate School Dean, the thesis adviser, and the researcher after the tool had been found to be valid and reliable.

Permits from the school division superintendent, public school district supervisor, and school heads of the Schools District of Banate were acquired to enable the researcher to carry out the investigation.

The researcher prepared a schedule for each participant and personally went to the different public and private schools, including central schools, for the convenience of the participants. The researcher observed protocols before conducting the interview.

The researcher got permission from each participant to conduct the interview.

The researcher conducted an orientation for the identified respondents and guided them in answering the interview questions. The researcher personally conducted the interview using the interview guide. The interview questions comprised of open-ended questions that allowed the respondents to express their opinions and perceptions of their experiences of

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public and private schools' implementation of Schools-Based Management Wash in Schools (SBM WinS) as a bases for enhancement programs.

## Data Analyses

Thematic Analysis was used to analyze the information acquired in the study.

A popular approach for analyzing qualitative data is thematic analysis. It is frequently used for analyzing collections of texts, like transcripts from interviews. A comprehensive study by the researcher is necessary to identify recurring themes—topics, concepts, and semantic patterns—in the data (Caufield, 2019).

By conducting in-depth interviews with multiple individuals who have witnessed the event, the researchers conducted phenomenological studies to ascertain the fundamental elements of a single occurrence. From each participant's account of the phenomenon, the researcher selects pertinent statements and organizes them into themes. After that, the researcher combines these elements to produce a story that describes the phenomenon (Fraenkel & Wallen, 2007).

## RESULTS AND DISCUSSIONS

The purpose of the study was to ascertain the experiences of public and private schools' implementation of SBM-WINS as bases for enhancement programs in the Schools Division of Iloilo for the 2022–2023 academic year.

The study employed a qualitative research approach, utilizing in-depth interviews, and a phenomenological research design.

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The study's participants were the twelve selected public and private schools' stakeholders; 6 came from public schools, and another six from private schools.

An interview schedule created by the researcher served as the study's instrument.

Voice and video recorders were also utilized for data collection and documentation, with the consent of the participants.

The panel of experts validated the content of the questionnaire. The validity and reliability of the questions in the interview were assessed using the Fraenkel and Wallen (2007) content validation criteria.

The research yielded the following conclusions:

Based on the information retrieved during the in-depth interviews, public school stakeholders' experiences in the implementation of SBM WinS were that the provision of a sanitary health program was time-consuming while the challenges they encountered were the lack of safe water supply and limited school facilities.

However, they found ways to manage the challenges through asking for financial assistance and providing a supply of potable water.

In private schools, stakeholders' experiences in the implementation SBM WinS in private schools were the implementation of health and safety measures, and sanitation, and proper hygiene practices.

Based on the information gathered during in-depth interviews, the challenges encountered by stakeholders in implementing SBM-Wins in private schools needed more budget and better water sources.

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Based on the information gathered during in-depth interviews, stakeholders managing the problems encountered in implementing SMB-WINS in Private Schools were willing to support and extend help to the program.

The following insights were reached in light of the study's findings:

Schools' SBM-WINS implementation carries on its mandate regarding adequate supply, restrooms, and areas for hand washing necessary for good hygiene and sanitation. It enhances the well-being of children and their families both in public and private schools. It can be noted there were changes in the lives of school children's habits in their sanitation and hygiene practices, therefore, the continuous and successful implementation of the program does not only benefit the school but the parents and the whole community as well. Successful implementation of SBM WinS in schools promotes the well-being of learners for a more proactive learning environment and positive attitude among them in the teaching-learning process.

It is possible to effectively stop associated diseases in public and private schools by enhancing the availability and use of water and sanitation resources. Having a comprehensive approach to promoting SBM-WINS around schools to keep school children safe and healthy, as well as among learners in a clean atmosphere.

Public and private stakeholders have a significant impact in managing the implementation of SBM-WINS. The sustainability and development of the program lies upon the budget allocated and financial support from the stakeholders of public and private schools.

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## Conclusions

The following recommendations are forwarded in light of the findings and insights arrived in this study.

Stakeholders and other school personnel, both public and private schools, may need to share and join actively during the implementation of SBM-WINS.

The school heads of public and private schools, teachers, learners, and stakeholders may work towards integrating SBM-WINS objectives and policies.

Public and private schools may tap the support of parents, LGUs, NGOs, and other stakeholders for the program's sustainability.

To guarantee a healthy and secure learning environment for learners, instructors, and parents, the Department of Education and Local Government Units may set aside a specific sum for the program's implementation.

It is also recommended that a similar study be carried out in the future, taking into account additional variables not covered in this analysis.

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