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## IMPLEMENTATION OF WATER, SANITATION, AND HYGIENE IN SCHOOL (WINS) PROGRAM AT THE DIVISION OF BATANGAS PROVINCE: BASIS FOR A PROPOSED INTERVENTION PROGRAM

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### ABSTRACT

Water, Sanitation, and Hygiene (WinS) programs are critical to ensuring a healthy and conducive learning environment in schools. The Department of Education (DepEd) has emphasized the significance of proper hygiene, sanitation, and access to clean water in schools to support the physical and cognitive development of students. However, the successful implementation of WinS programs often varies across different school divisions, resulting in gaps in health and safety standards.

In the Division of Batangas Province, the WinS program plays an integral role in maintaining student well-being and fostering a healthy school environment. Despite these efforts, challenges such as inadequate water supply, poor sanitation facilities, and inconsistent hygiene practices continue to affect schools. The gaps in the program's implementation have the potential to impact student attendance, performance, and overall health, leading to the need for a more systematic and sustainable approach.

This action research aimed to assess the current implementation of the WinS program in the Division of Batangas Province. By identifying key areas of improvement, the research will provide the basis for developing a targeted intervention program that addresses the challenges faced by schools in meeting WinS standards. The findings from this research will serve as a roadmap for creating a more effective and comprehensive WinS implementation strategy, promoting better health outcomes and academic performance among students.

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The rationale for conducting this research is rooted in the observed gaps in the current WinS implementation, which threatens the overall learning environment. A thorough analysis of these challenges will enable stakeholders to develop a responsive and evidence-based intervention that aligns with DepEd’s national WinS framework. This will not only ensure the health and safety of students but also enhance their educational experience by providing a cleaner, safer, and more supportive environment.

## Context and Rationale

The advocacy on the promotion of correct hygiene and sanitation practices among school children and a clean environment has been the government’s priority through the Department of Education to keep the learners safe and healthy, excel academically and develop to be productive citizens in the country.

Every learner has the right to a secure and healthy learning environment, with a focus on fair access to water, sanitation, and hygiene (WASH) services. Schools should have access to drinking water from an improved source, functional, gender-separated improved toilets, and handwashing stations with water and soap, at the very least, to fulfill the basic service requirements for WASH. Since putting WASH in Schools (WinS) at the core of school-based management (SBM), the Philippine Department of Education (DepEd) has seen enormous progress. The relevance of WinS as essential to the personal and environmental hygiene required for the safe functioning of schools has been further underscored by the COVID-19 epidemic. Schools must incorporate specific pandemic preparedness and response procedures into their daily operations, which will elevate WinS to a new level of SBM.

Along with this WinS policy came the implementing guidelines on the use of a digitalized incentive-based monitoring and evaluation (M&E) system. For the WinS monitoring, DepEd has adopted the Three Star Approach (TSA). This is a stepwise approach that allows the school to reach the national standards for WinS by defining national priorities, setting benchmarks, and incentivizing and recognizing achievements. To date, DepEd has been using

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the online WinS monitoring system that allows the schools upload their own assessment of their WinS status annually.

The DepEd WinS Program in the implementation of water, sanitation, and hygiene in school program is designed to achieve learning and health outcomes of Filipino students through a comprehensive, sustainable, and scalable school-based WASH program pursuant to the State’s mandate to defend the right of children to dignity, assistance, and protection from conditions that would hamper their development.

The study aims to assess the implementation of water, sanitation, and hygiene in school program in Batangas Province. The findings of the study shall become the basis in the formulation of the proposed intervention measures plan of action.

### Action Research Questions

The study aims to assess the extent of the effectiveness of the implementation of water, sanitation, and hygiene in school programs in the Division of Batangas Province.

Specifically, the study answered the following sub-problems.

1. How may the WinS program be described and evaluated in terms of:

- 1.1 water
- 1.2 sanitation
- 1.3 hygiene
- 1.4 deworming
- 1.5 health education

2. What is the level of implementation of the WinS program in its inclusion to other programs.

- 2.1 Oplan Kalusugan sa DepEd
- 2.2 School-Based Feeding Program
- 2.3 School-Based Management System (SBM)
- 2.4 Essential Health Care Program (EHCP)

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3. Is there a significant relationship between WinS program evaluation and description and the level of implementation of the WinS program in its inclusion to other programs?
4. What plan of action may be proposed to address the needs of the study?

### **Innovation, Intervention, and Strategy**

The study aims to assess the implementation of the effectiveness in implementation of water, sanitation, and hygiene of the school program in the Division of Batangas Province using the Blended Learning Approach Model and Self-Determination Theory. The findings of the study shall provide the basis in the development of the sustainable program and strategic plan of action.

### **Action Research Methodology**

The research participants are the 36 Public Elementary Central Schools in the Division of Batangas Province.

The survey questionnaire is utilized to identify the perception of teachers regarding the extent and the effectiveness of implementation of the WASH in School (WinS) program.

Mean, Standard Deviation, and Composite Mean were used to interpret the level of implementation of WinS Program. The statistical method used were One-way ANOVA and Pearson r to determine the significant differences and relationship between the assessments of WinS program evaluation and description, and the level of implementation of the WinS program.

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## Discussion of Results and Reflection

### 1.1 In Terms of Water

**Table 1**  
**Description and Evaluation of WINS Program**  
**In Terms of Water**

<i>Indicators</i>	<b>Mean</b>	<b>Descriptive Value</b>
1. The school has access to a safe drinking water.	4.50	Highly Evident
2. The water is safe for drinking	4.60	Highly Evident
3. Water is provided to learners for free	4.75	Highly Evident
4 Teachers ask the learners to bring their own water for drinking	4.58	Highly Evident
5.The school coordinate with the LGU on water testing	4.42	Evident
Overall	<b>4.57</b>	<b>Highly Evident</b>

*Scale: 4.50-5.00 Highly Evident, 3.50-4.49 Evident, 2.50-3.49 Somewhat Evident  
2.00-2.49, Least Evident, 1.00-1.99 Not Evident*

Table 1 shows that the description and evaluation of WinS program in terms of water was highly evident. This means that provided water is very important to learners so that they can drink 6-8 glasses of water everyday as recommended.

### 1.2 In Terms of Sanitation

**Table 2**  
**Description and Evaluation of WINS Program**  
**In Terms of Sanitation**

<i>Indicators</i>	<b>Mean</b>	<b>Descriptive Value</b>
1. Segregated trash bins were available in classrooms, toilets, canteen and playground.	4.53	Highly Evident
2. Schools perform daily group handwashing	4.55	Highly Evident
3. There is a handwashing facility with soap	4.92	Highly Evident
4. There is an access to sanitary pads	4.08	Evident

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5. There is a supervised group handwashing and toothbrushing.	4.52	Highly Evident
Overall	<b>4.52</b>	<b>Highly Evident</b>

*Scale: 4.50-5.00 Highly Evident, 3.50-4.49 Evident, 2.50-3.49 Somewhat Evident  
2.00-2.49, Least Evident, 1.00-1.99 Not Evident*

Table 2 shows the description and evaluation of respondents on their Wins program in terms of sanitation. It shows that sanitation is one of the WinS program activities in different schools. It was highly evident that schools perform daily group handwashing, have segregated trash bins were available in classrooms, toilets, canteen and playground and there is a supervised group handwashing and toothbrushing. It is advised that future school-based WaSH interventions provide hygienic, water-filled WaSH facilities, encourage handwashing, and deter students from avoiding the restrooms.

### 1.3 In Terms of Hygiene

**Table 3  
Description and Evaluation of WINS Program  
In Terms of Hygiene**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Value</b>
1. The schools have gender-segregated toilets	4.10	Evident
2. Functional toilets have door locks	4.50	Highly Evident
3. The school has a comprehensive segregation system	3.58	Evident
4. Female toilets have washing facility	4.30	Evident
5. Toilets are designed for people with limited mobility	3.42	Somewhat Evident
Overall	<b>3.98</b>	<b>Evident</b>

*Scale: 4.50-5.00 Highly Evident, 3.50-4.49 Evident, 2.50-3.49 Somewhat Evident  
2.00-2.49, Least Evident, 1.00-1.99 Not Evident*

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Table 3 presents the evaluation of WINS Program in terms of hygiene. It was shown on the table that WINS program in terms of hygiene highly evident. Healthy and clean settings promote positive attitudes, enhanced performance, increased student attendance and teacher retention.

## 1.4 In Terms of Deworming

**Table 4**  
**Description and Evaluation of WINS Program**  
**In Terms of Deworming**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Value</b>
1. School conduct deworming activity for the learners regularly	4.75	Highly Evident
2. Deworming was done in the presence of health personnel	4.50	Highly Evident
3. Coordination with LGU or DOH was done before the conduct of deworming	4.83	Highly Evident
4. Parents permit was sought before the deworming activity	4.50	Highly Evident
5. At least 85% of students in school were dewormed	4.38	Evident
Overall	<b>4.63</b>	<b>Highly Evident</b>

*Scale: 4.50-5.00 Highly Evident, 3.50-4.49 Evident, 2.50-3.49 Somewhat Evident  
2.00-2.49, Least Evident, 1.00-1.99 Not Evident*

Table 4 presents the assessments of the respondents on their description and evaluation of WINS program in terms of deworming activities. It was highly evident that school conduct deworming activity for the learners and deworming was done in the presence of health personnel. It was manifested that coordination with LGU or DOH was done before the conduct of deworming as highly evident.

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## 1.5 In Terms of Health Education

**Table 5**  
**Description and Evaluation of WINS Program**  
**In Terms of Health Education**

<i>Indicators</i>	<b>Mean</b>	<b>Descriptive Value</b>
1. There is an activity conducted to educate the learners about importance of health	4.70	Highly Evident
2. The school have IEC materials displayed	4.58	Highly Evident
3. There is an organized structure for health education	4.33	Evident
4. There are planned materials for parents on health education	4.38	Evident
5. Lessons on health education are integrated to different subjects	4.62	Highly Evident
<b>Overall</b>	<b>4.52</b>	<b>Highly Evident</b>

Based on the results, there is an activity conducted to educate the learners about importance of health as reflected. It means that school wellness programs not only assist learner's health, but they can also improve academic success.

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## Action Plan

<i>Activity</i>	<i>Duration (in days)</i>
Gathering literature	3
Formulating objectives	3
Analyzing and drafting literature	3
Drafting the context and rationale	3
Identifying research design and methodology	3
Drafting and peer validation of questionnaire	3
Distribution and retrieval of questionnaire	3
Tallying and interpretation of responses	0
Drafting results and discussion	3
Drawing conclusions and writing the recommendation	3
Finalizing the introduction, review of related literature, results and discussion, bibliography	3
Drafting the research output	5
Encoding and polishing the entire paper and peer validation of the research output	3
Submission of the action research to the district office and presentation to peers	2
Drafting the research output	5
Encoding and polishing the entire paper and peer validation of the research output	3
Submission of the action research to the district office and presentation to peers	2

## Action Research Workplan and Timeline

<i>TARGET DATES</i>		
<i>End of Project</i>	<i>First Draft</i>	<i>Final Report</i>
October 15, 2023	November 18, 2023	January 6, 2024

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## Cost Estimates

<i>Budget Item</i>	<i>Budget Requirement</i>
1 ream bond paper	270
printing cost	350
food for the participants	2 500
<b>TOTAL</b>	<b>Php 3 120</b>

## Plans for Dissemination and Utilization

<b>Research Output</b>	<b>Scheme of Dissemination</b>	<b>Resources Needed</b>
IEC (Information, Education and Communication) Posters, flyers and billboards	To be disseminated during SLAC and Meetings of Teachers, Parents and communities.	Copy of the IEC Venue Food Materials needed in posting

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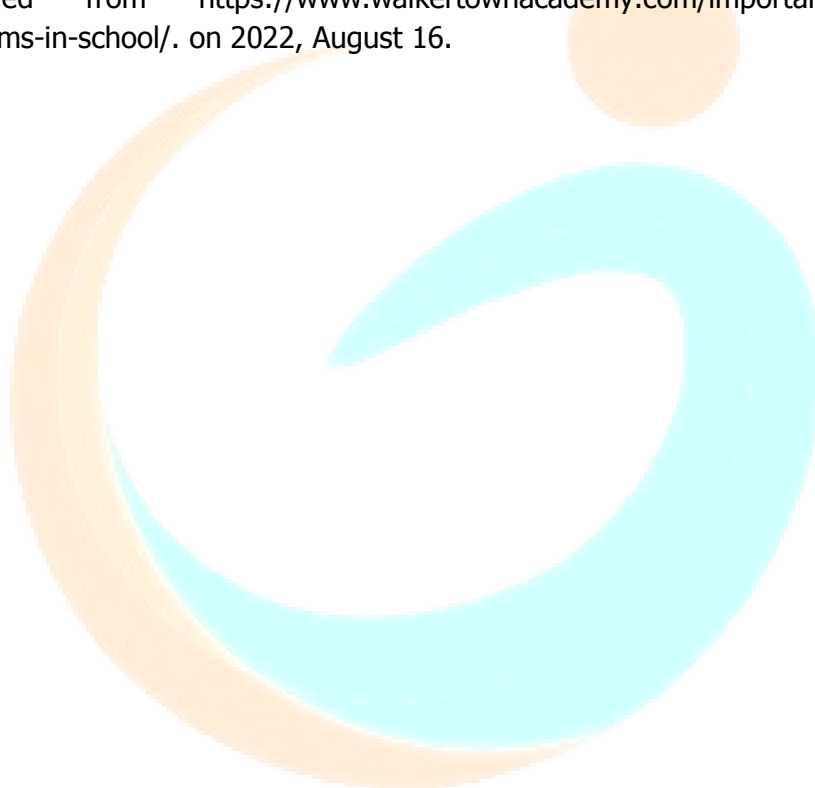


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