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The Implementation of Water, Sanitation, Hygiene in School (WinS) Program of Public Schools in the Division of Muntinlupa: A School-Based Management Approach

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Abstract

Aim: This study determined the status of implementation of Water, Sanitation, Hygiene in School (WinS) Program of the public schools in the Division of Muntinlupa in the context of School Based Management.
Methodology: The study employed descriptive research design to determine the status of the implementation of Water, Sanitation, Hygiene in School (WinS) Program in the context of school-based management in the SDO Muntinlupa. This study was conducted at the Schools Division Office of Muntinlupa composed of 32 schools with 344. The researcher utilized the frequency and percentage in analyzing the profile of the respondents. To analyze the significant difference of the implementation of WinS program and to evaluate the program through school-based management, the Kruskal Wallis the formula was used.
Results: The study found that the status of implementation of Water, Sanitation, Hygiene in School (WinS) program in the context of school-based management, particularly in leadership and governance, curriculum and instruction, accountability and continuous improvement, and management and resources, indicates that the program is comprehensive and effectively carried out in the SDO Muntinlupa. There was a significant difference in the implementation of the WinS program concerning the water component and the Educational Level of the School, with a computed H-test of 13.941 and a p-value of .001. This concludes that the educational level of the school significantly influences the implementation of water-related aspects of the WinS program. Similarly, significant differences were also observed in the implementation of the WinS program in terms of the water component and the number of years of school operation, with a computed H-test of 44.495 and a p-value of .000. This indicates that the duration of school operation significantly impacts the implementation of water-related aspects of the WinS program.
Conclusion: The schools addressed hygiene and sanitation issues that affected students susceptible to various diseases. The ongoing capacity-building and technical assistance provided to program implementers made it possible to address the problems related to hygiene and sanitation that affected students who are susceptible to various diseases. Schools can continue implementing the WinS program by upgrading program implementers' administrative and managerial practices, continuously building capacity, offering technical assistance, action planning, and conducting program implementation reviews.

Keywords: WinS, WASH Program, School-Based Management

INTRODUCTION

Health is a fundamental aspect of life, impacting mental, emotional, and physical well-being. Preventative measures are crucial to safeguarding health, particularly among children most vulnerable to health risks. Shockingly, UNICEF-New York reported that in 2018, 2.2 million individuals succumbed to diarrheal illnesses, predominantly affecting children. Moreover, nearly one billion people, primarily children, suffer from worm infections due to inadequate sanitation, significantly impacting their health and vitality.

The three WASH (water, sanitation, and hygiene) pillars are essential to general well-being. Unfortunately, many developing countries still lack access to sanitary facilities and clean water, which severely impacts the environment and public health, particularly for children. The WASH in School (WinS) program promotes fundamental

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hygiene behaviors like hand washing with soap, adequate sanitation, and safe water storage, all in line with the Sustainable Development Goals, also known as SDG 6 of the UN.

Recognizing the critical importance of the WinS program, the Philippines has embraced it as an essential intervention to enhance students' hygiene habits and combat the spread of illnesses within educational settings. The Department of Education (DepEd) has released the "Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program" (DepEd Order No. 10 s. of 2016), highlighting its dedication to giving all students around the country availability to clean water, working restrooms, and sufficient hygiene.

In the Division of Muntinlupa, the WinS program is implemented within the school-based management (SBM) framework, leveraging the WinS Three Star Approach (TSA) to empower schools and stakeholders in enhancing and sustaining WASH services. SBM grants schools the authority to make decisions and allocate resources independently, addressing critical issues such as WASH in schools to foster a healthy learning environment and reduce absenteeism due to preventable illnesses.

One of the problems faced of Muntinlupa City is the scarcity of clean water. According to the UNESCO Asia and the Pacific (2009), for many years, the discharge of untreated wastewater into the rivers that feed Laguna Lake, Metro Manila's primary drinking water source, has caused health and water-related problems for Muntinlupa. The discharge of untreated wastewater has led the vast majority of people in the city to rely on contaminated deep wells for their potable water.

Despite the significance of the WinS program, public schools in the Division of Muntinlupa encounter various challenges in its implementation, ranging from inadequate funding to poor infrastructure. Only a fraction of schools achieved a 3-star rating in the 2021-2022 school year, highlighting the need for comprehensive assessment and intervention to bolster the program's effectiveness.

One of the significant problems facing the Wash in School Program is the poor infrastructure of sanitation facilities. Based on the observation, many schools lack functional water and sanitation facilities, and if they exist, they are often poorly maintained. This lack of functional infrastructure makes it challenging to implement the program effectively. Without adequate infrastructure, the program's benefits, such as improved health and education outcomes, cannot be fully realized.

The lack of hygiene education in schools is another significant problem facing the Wash in School Program. Hygiene education is essential in promoting good hygiene practices among children, such as handwashing, which is critical in preventing the spread of diseases. However, many schools lack hygiene education programs, and where they do exist, they are often limited in scope and reach.

The cultural attitudes towards hygiene that exist in some societies is also a significant problem of Wash in School Program. Such attitudes affect the program's effectiveness, as parents may not support their children's hygiene practices, such as handwashing, outside the school environment. This may lead to inconsistencies in children's hygiene practices, which can undermine the program's success.

This research aimed to evaluate the WinS program's sustainability and implementation in Muntinlupa's public schools using the SBM framework. The results could potentially be the foundation for enhancing the program and helping the school administrators address the learning gaps, like students preferring to clean hallways and comfort rooms rather than attend classes, and other issues and concerns that may arise in implementing the WinS program.

Objectives

This study assessed the impact of the implementation of WinS program on the health status of the students, academic performance and school hygiene practices. It aimed to evaluate the WinS Program's implementation status in Muntinlupa Division public schools as perceived by teachers who had worked for more than three years.

Specifically, it sought answers to the following questions:

1. What is the school profile in terms of the following variables:
    1.1 Educational Level of the school;
    1.2 Size of school;
    1.3 Number of years of school operation; and,
    1.4 Teachers' years in service?
2. To what extent are the following components of the WinS program implemented?
    2.1 Water;
    2.2 Sanitation;
    2.3 Hygiene;
    2.4 Deworming; and,

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2.5 Health Education?

3. What is the respondents' assessment of the WinS program implementation in the context of SBM dimensions?
   3.1 Leadership and Governance;
   3.2 Curriculum and Instruction;
   3.3 Accountability and Continuous Improvement, and,
   3.4 Management of Resources?
4. Is there any significant difference in the extent of the implementation of the Wins program when the respondents are grouped according to the school profile?
5. When grouped according to the school profile, Is there any significant difference in the respondents' assessment of the wins program in the context of SBM dimensions?

Hypothesis

At a .05 level of significance, the researcher hypothesized that:

Ho1: There is no significant difference in the extent of the implementation of the WinS program when the respondents are grouped according to school profile.

Ho2: When grouped according to school profile, there is no significant difference in the respondents' assessment of the WinS program in the context of SBM dimensions.

Review of Related Literature and Studies

The Concept of WASH in School Program

According to the UNICEF Data (2022) report on WASH in Schools, admission to water, sanitation, and hygiene (WASH) facilities is an essential right for every child, integral to their overall educational experience. Given the significant portion of a child's day spent within the school environment, the provision of WASH services holds particular importance, especially for fostering girls' learning, health, and dignity. The presence of WinS within the Sustainable Development Goals (targets 4. a, 6.1, and 6.2) underscores its significance as an essential element of a "safe, nonviolent, wide-ranging, and actual educational setting," as well as a component of the larger objective of guaranteeing "universal" accessibility to WASH services that goes beyond the boundaries of the household.

The value of water in educational settings

A deficient WASH program within a school setting poses significant challenges for students and the school community. Consuming contaminated water can adversely affect physical, mental, and physiological health (Popkin et al., 2010) A survey conducted by the US Centers for Disease Control and Prevention in 2024 on handwashing facts revealed alarming statistics: 1.8 million American children fall ill annually due to bacteria on their hands, and approximately eighty thousand deaths occur due to infections resulting from inadequate hand hygiene. Hence, instilling proper handwashing habits in children from an early age is crucial to making it a lifelong practice, considering that only 77% of students wash their hands after using the restroom in public settings.

The importance of sanitation in educational institutions

In the school setting, infrastructure improvements related to water and sanitation have been instrumental in enhancing the overall hygiene environment. These improvements include constructing or repairing essential facilities such as water stowage systems, handwashing stations, and water points. Additionally, capacity-building initiatives through training sessions and the selection of school representatives to supervise maintenance activities. This approach has empowered schools to manage and maintain their facilities effectively, ensuring sustained access to clean water and sanitation facilities (Vally et al., 2019).

The importance of Hygiene in Schools

In a study by Sevareid (2015) in Bangalore and Kolkata, children's perceptions of handwashing and the incidence of bacteria on their hands were examined. This assessment used a hand swab collection technique, a laboratory bacteriological culture protocol, and a questionnaire. Similarly, Vivas et al., (2010) investigated hygiene knowledge, attitude, and practice (KAP) among rural Ethiopian schoolchildren, determining the degree to which correct hand hygiene knowledge correlated with specific hand hygiene traits. Monney et al., (2013) evaluated hand hygiene routines, compliance, and impediments in institutes promoting the Ghana School Feeding Program (GSFP).

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Theoretical and/or Conceptual Framework

The current study draws upon the Hygiene and Sanitation Theory, which emphasizes maintaining cleanliness, getting rid of germs, and having facilities available to support hygiene. According to Wasike (2010), this theory emphasizes cleanliness, the absence of germs, and the presence of facilities necessary to achieve such cleanliness. Furthermore, the theory posits that microbes are the primary cause of infectious diseases, as Wall et al., (2012) noted.

Additionally, this study is grounded in the Theory of Hand Washing, which highlights hand washing as the first line of defense against the cross-contamination of pathogenic germs. The U.S. Center for Disease Control affirms that one of the best ways to stop the spread of illness is to wash hands. Historical evidence demonstrates that enforcing handwashing protocols in the 1800s reduced hospital deaths during stays. Even in the contemporary era, hand washing remains crucial to good hygiene practices.

METHODS

Research Design

The study employed descriptive research design to determine the status of the implementation of Water, Sanitation, Hygiene in School (WinS) Program in the context of school-based management in the SDO Muntinlupa.

Population and Sampling

The study was conducted in the Schools Division Office of Muntinlupa, which comprises 32 schools with a total of 344. The faculty members for more than three years up until the present school year (2023–2024) were the population that was taken into consideration for this study to allow for broad generalizations regarding the study's central issue; it describes the state of Muntinlupa's WASH in School (WinS) program implementation as it relates to the use of a school-based management strategy. Given its appropriateness for situations involving large populations, Cochran's formula was utilized to determine the sample size. Using Cochran's Formula, the optimal sample size can be determined by considering the anticipated percentage of the attribute found within the population, the required level of precision, and the desired level of confidence (Van Dessel, 2020). A representative group of a specific size yields additional data about fewer people than a bigger one; it is vital to remember that. Therefore, a correction is applied to reduce the number generated by Cochran's formula in cases where the whole population is relatively small.

Instrument

The researcher used a single instrument to collect data from respondents who had been faculty members for over three years until the school year (2023–2024). The questionnaire was adapted to one of the studies with the same problems but modified based on the needs of this study. It underwent content, statistical validation, and reliability testing. The survey questionnaire comprised three components: A, B, and C. Section A requested data on the participants' profiles from the schools, Section B drew on the WinS programs, and C took the school-based management.

The first part of the instrument is the school profile of the respondents, where they will choose what best describes them, followed by the evaluation proper. Respondents used a Likert scale for their evaluations. When assessing the implementation of WinS program within the context of SBM dimensions, the researcher employed a 5-point Likert scale.

These are the 5-point Likert scale used on the range of competencies for implementing the WinS program within the context of SBM.

Data Collection

The researcher's advisor and additional research professionals in implementing the WinS program and School-Based Management assessed the content validity of the tools (survey questionnaire). The researcher ensured that the information gathered with various tools reflected the subject matter under investigation. This entailed determining the pertinent components for each of the study's instruments.

Thirty (30) schools in Muntinlupa, eighteen (18) elementary schools, eight (8) junior high schools, and four (4) senior high schools with similar characteristics to those under study but not included in the sample were selected for the reliability testing. They were randomly selected.

Data gathered from the pilot research was used to determine the instrument's reliability. The internal consistency of the items was evaluated using the Cronbach alpha approach. Authors frequently employ Cronbach alpha

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as a statistic to demonstrate that scales and tests developed or utilized for research projects are suitable for their intended use (Taber, 2018). A reliability coefficient of 0.50 or above was required for an item to be deemed reliable in the study. For consistency levels, this value is typically seen as ideal (Fraenkel & Wallen, 2009). These reliability tests, conducted at thirty schools, were deemed desirable for their uniformity.

Treatment of Data

Statistical Analysis were used to analyze the profile of the school such as Educational Level, Number of Years of School Operation, Teachers' Years in Service and Size of the school; status of implementation of Water, Sanitation, Hygiene in School (WinS) Program in the Division of Muntinlupa in the context of four Dimensions of School-Based Management, leadership and governance, curriculum and instruction, accountability and continuous improvement and management and resources, and the significant difference between the implementation of WinS program when grouped according the school profile. The researcher utilized frequency and percentage in analyzing the profile of the respondents. Median was used to analyze because the data was skewed according to the test of normality of Kolmogorov-Smirnova and Shapiro-Wilk the significant values was .000. The following median formula was applied to evaluate the WinS program using school-based management and WASH in School program's implementation. To analyze the significant difference of the implementation of WinS program and to evaluate the program through school-based management, the Kruskal Wallis the formula was used

Ethical Considerations

For the safety of all participants in the study's conduct as well as the institutions involved, the researcher made sure that all research protocols pertaining to research ethics were followed. The researcher requested clearance from the PUP Research Ethics Committee, signaling the conduct of the study among the respondents from the Division of Muntinlupa City.

The researcher requested permission from the Department of Education, Schools Division Office of Muntinlupa. Following approval, the researcher applied to the schools via their principals or heads of schools to request permission to gather data. The administrators of various institutions gave their approval before surveys were sent to the respondents through Google forms. The researcher's name, purpose, objectives, and permit from the Schools Division Superintendent were attached in the Google form before it was sent to the respondents. The respondents were asked to complete the surveys by answering the Google form.

RESULTS and DISCUSSION

The school profile of the respondents reflects a diverse range of educational levels, with the highest percentage of respondents originating from elementary schools (58.4%). In comparison, the lowest percentage represents those from senior high schools (7.3%). Regarding school size, most respondents come from mega-sized schools (38.4%), contrasting with the most miniature representation from small schools (8.4%). The highest proportion of respondents are from schools that have operated for over 100 years (21.2%), while the lowest proportion is from schools with 0 to 9 years of operation (1.7%). Lastly, regarding tenure in teaching roles, the most significant percentage of respondents have been teaching for 6 to 10 years (31.7%), while the lowest proportion is among those teaching for 31 to 35 years (4.4%). This distribution indicates a higher representation of respondents from elementary schools, which aligns with that out of the 32 schools in Muntinlupa, 20 are elementary schools.

The implementation of the WinS program was assessed across various components, with notable variations observed. Regarding Water-related services, all schools within the Schools Division Office of Muntinlupa demonstrated high implementation levels, with a median score of 4.00. Schools play a pivotal role in promoting healthy habits, including drinking water, significantly contributing to overall health. With most children and teenagers spending at least six hours daily in school, providing access to clean drinking water throughout the day is a nutritious alternative to sugar-sweetened beverages. Offering safe, free drinking water encourages students to stay hydrated and consume less sugary drinks, positively impacting their water intake and reducing energy consumption. Moreover, adequate water intake has been linked to better cognitive function among children and adolescents, which is crucial for optimal learning outcomes. Additionally, fluoridated drinking water can contribute to reducing dental caries or cavities. Notably, ensuring both sexes have access to functional restrooms with separate handwashing stations/facilities with soap received the highest rating of 5.00, indicating complete implementation. Similarly, sanitation practices exhibited robust implementation, garnering a median of 4.33. In the school setting, infrastructure improvements related to water and sanitation have been instrumental in enhancing the overall hygiene environment. These improvements include constructing or repairing essential facilities such as water stowage systems, handwashing stations, and water points.

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Additionally, capacity-building initiatives through training sessions and the selection of school representatives to supervise maintenance activities. This approach has empowered schools to manage and maintain their facilities effectively, ensuring sustained access to clean water and sanitation facilities (Vally et al., 2019).The highest-rated items included ensuring the school canteen had a consistent, safe water supply and confirming food handlers had a current health certificate, scoring 5.00. Hygiene-related initiatives received a computed median of 4.08, with particular emphasis on appropriate facilities for handwashing and menstrual hygiene management, achieving a score of 4.00. Health Education programs attained a median of 4.00, highlighting implemented efforts such as providing workshops and training, integrating WinS into instructional materials, and establishing a Technical Working Group (TWG). Beyond health considerations, the physical setting is also crucial when considering how learners learn. Studies have demonstrated that children who grow up in hygienic and orderly surroundings are more motivated to engage in daily tasks and learning activities. Ensuring access to wastebaskets, hand hygiene supplies, and adequate classroom space for air circulation is essential for creating conducive learning environments (Valitov et al., 2019). Finally, Deworming activities received the highest rating of 5.00, indicating highly implemented practices such as deworming students twice a year and securing parental consent. Research conducted by Pabalan et al. (2018) highlights the importance of protecting children from illnesses linked to insufficient access to water, sanitation, and hygiene (WaSH) through programs promoting hydration, health literacy, and nutrition. Diseases such as parasitic worm infections and diarrhea, linked to absenteeism and poor academic performance, underscore addressing these conditions early to prevent long-term health repercussions, including chronic diseases like anemia (Donohue et al., 2019).

The implementation of the WinS program within the school-based management dimension was assessed across various components, with notable variations observed in the levels of practice. Leadership and Governance exhibited a highly practiced status, particularly evident in incorporating the WinS program into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), scoring the highest rating of 5.00. Conversely, regarding Accountability and Continuous Improvement, items related to orienting school staff about their duties and tasks within the program received a median score of 4.00, indicating a practiced level. Similarly, the Management and Resources dimension showed a practiced status across various items, with funding allocation from the School's Maintenance and Other Operating Expenses (MOOE) budget scoring a median of 4.00. In contrast, the Curriculum and Instruction dimension demonstrated higher levels of implementation, with practices such as including WinS in In-Service Training (InSet) and incorporating WinS concepts into routine class schedules, scoring a median of 4.00. Assessments indicate that most project countries have benefited from the GoAL WaSH program's ability to provide prompt responses and offer excellent guidance and support. The program has significantly enhanced national capacities and prospects for water and sanitation governance. Beyond the targeted outcomes, GoAL WaSH has generated additional benefits and synergies, fostering regional and local development, capacity-building, and strategic processes while catalyzing substantial financial investments in water governance across participating nations (SIWI, Water Governance Facility, 2023).

The analysis of the implementation of the WinS program across different school profile variables revealed significant differences in specific dimensions, while others did not exhibit significant variations. Notably, there was a significant difference in the implementation of the WinS program concerning the water component and the Educational Level of the School, with a computed H-test of 13.941 and a p-value of .001. This suggests that the educational level of the school significantly influences the implementation of water-related aspects of the WinS program. Similarly, significant differences were observed in the implementation of the WinS program in terms of the water component and the number of years of school operation, with a computed H-test of 44.495 and a p-value of .000. This indicates that the duration of school operation significantly impacts the implementation of water-related aspects of the WinS program.

In analyzing the implementation of the WinS program within the framework of School-Based Management (SBM) and its association with various school profile variables, several significant differences emerged while others did not. Notably, when considering the Size of Schools and Teachers' Years in Service, no significant differences were found across different program components, suggesting that these variables do not significantly influence the implementation of the WinS program.

However, when examining the Educational Level of the School, significant differences were detected in the implementation of the WinS program's water component (H-test = 13.941, p-value = .001), indicating that the educational level of the School plays a significant role in influencing water-related aspects of the program. Similarly, significant differences were found in the execution of the WinS program concerning the number of years of school operation (H-test = 44.495, p-value = .000), highlighting the impact of the School's operational duration on the program's water component.

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The analysis revealed mixed results in terms of specific SBM dimensions, such as Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management and Resources. While no significant differences were detected concerning the Educational Level of the School and Size of School across these SBM dimensions, significant differences were observed in the context of the number of years of school operation (Leadership and Governance: H-test = 23.328, p-value = .010; Curriculum and Instruction: H-test = 20.260, p-value = .027; Accountability and Continuous Improvement: H-test = 24.142, p-value = .007). This suggests that the duration of school operation significantly influences the implementation of various SBM dimensions within the WinS program.

However, when examining the influence of Teachers' Years in Service on the implementation of the WinS program within the SBM context, no significant differences were found across all SBM dimensions (Leadership and Governance: H-test = 2.508, p-value = .868; Curriculum and Instruction: H-test = 2.072, p-value = .535; Accountability and Continuous Improvement: H-test = 10.028, p-value =.123; Management and Resources: H-test = 7.308, p-value = .293), indicating that teachers' years in service do not significantly impact the implementation of the WinS program in terms of SBM.

School participants' profile in terms of the following:

Table 1
Frequency and Percentage Distribution Based on Educational Level of the School

Educational Level of the School	Frequency	Percentage
Elementary School	201	58.4
Junior High School	118	34.3
Senior High School	25	7.3
Total	344	100

Table 1 illustrates the distribution of respondents based on their educational level. As depicted in the table, most respondents, comprising 58.4% (201 individuals), were from elementary schools, while 34.3% (118 individuals) were from junior high schools. Additionally, 7.3% (25 individuals) of the total respondents represented senior high school students. This distribution indicates a higher representation of respondents from elementary schools, which aligns with that out of the 32 schools in Muntinlupa, 20 are elementary schools.

Table 2
Frequency and Percentage Distribution Based on Size of School

Size of School	Frequency	Percentage
Small	29	8.4
Medium	104	30.2
Large	79	23.0
Mega	132	38.4
Total	344	100

Table 2 shows the respondents' distribution based on the school size. Twenty-nine (29), or 8.4 percent of the respondents, are from small schools, while one hundred four (104), or 30.2 percent, are from medium schools. There were seventy-nine (79), or 23.0 percent, were from large schools, while one hundred thirty-two, or 38.4 percent, were from mega-sized schools. This safely means that most respondents were from mega schools, with one hundred twenty-one (121) and above number of teachers.

Table 3
Frequency and Percentage Distribution Based on Number of Years of School Operation

Number of Years in School Operation	Frequency	Percentage
0-9 years	40	11.6
10-19 years	35	10.2
20-29 years	37	10.8

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30-39 years	6	1.7
40-49 years	41	11.9
50-59 years	25	7.3
60-69 years	17	4.9
70-79 years	30	8.7
80-89 years	28	8.1
90-99 years	12	3.5
100 years and above	73	21.2
Total	344	100

Table 3 shows that 11.6% of the total respondents (40 individuals) were from schools that had been operating for 0 to 9 years. Thirty-five respondents, or 10.2%, were from schools with 10 to 19 years of operation, and 37 respondents, or 10.8%, came from schools with 20 to 29 years of operation. Only six respondents (1.7%) were from schools with 30 to 39 years of operation, while 41 respondents (11.9%) were from schools that had been in operation for 40 to 49 years. For schools with 50 to 59 years of operation, 25 respondents (7.3%) completed the survey. Seventeen respondents (4.9%) were from schools with 60 to 69 years of operation, and 30 respondents (8.7%) were from schools with 70 to 79 years of operation. Twenty-eight respondents (8.1%) were from schools with 80 to 89 years of operation, and 12 respondents (3.5%) came from schools that had been in operation for 90 to 99 years. The largest group, 73 respondents (21.2%), was from schools that had been in operation for over 100 years. This indicates that most respondents in this study were from longstanding schools.

Table 4
Frequency and Percentage Distribution based on Teachers' Years in Service

Teachers' years in service	Frequency	Percentage
3-5 years	45	13.1
6-10 years	109	31.7
11-15 years	61	17.7
16-20 years	54	15.7
21-25 years	36	10.5
26-30 years	24	7.0
31-35 years	15	4.4
Total	344	100

The frequency distribution of the responses according to the number of years they have worked at the school is displayed in Table 4. Forty-five (45), or 13.1 percent of the total respondents, worked 3 to 5 years in school, while one hundred nine (109), or 31.7 percent, taught for 6 to 10 years. Sixty-one, or 17.7 percent, were from 11 to 15 years in service, while in 16 to 20 years in service, there were fifty-four (54) or 15—7 percent respondents. Thirty-six (36), or 10.5 percent of the respondents, had been working for 21 to 25 years in school, while twenty-four, or 7 percent, had been in service for 26 to 30 years. Lastly, only fifteen (15) or 4.4 percent of the total respondents taught from 31 to 35 years. This table shows that most respondents were in service for more than 6 to 10 years.

Respondents' rating on the Assessment of the Implementation of the WinS Program in Terms of the following components:

Table 5 shows that functional water supply facilities, providing water that is safe to drink and providing hygienic water for handwashing, managing menstrual hygiene, flushing the toilet, and other cleaning tasks are properly implemented in the schools with a median of 4.00. Mounting of rainwater collecting systems to ensure availability of water during all school hours, ensuring that water supply facilities are regularly maintained and repaired, and regularly checking the quality of water to guard against any contamination are also implemented in all schools in the Schools Division Office of Muntinlupa; these have a median of 4.00.

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Table 5
Assessment of the Respondents in the implementation of the WinS program in terms of the Water component

WATER	MEDIAN	INTERPRETATION
1. The school installs functional water supply facilities	4.00	Implemented
2. The school provides a continuous supply of water that is safe to drink	4.00	Implemented
3. The school offers a regular supply of clean water for handwashing, managing menstrual hygiene, flushing the toilet, and other cleaning tasks.	4.00	Implemented
4. The school mounts rainwater collecting systems to ensure availability of water in all school hours.	4.00	Implemented
5. The school does have daily maintenance of water facilities	4.00	Implemented
6. The school ensures that water supply facilities are regularly maintained and repaired.	4.00	Implemented
7. The school regularly checks the quality of water to guard against any contamination.	4.00	Implemented
Over-all Median	**4.00**	**Implemented**

Legend: *Not Implemented (1.00 – 1.80), Less Implemented (1.81 – 2.60), Moderately Implemented (2.61 – 3.40), Implemented (3.41 – 4.20), Highly Implemented (4.21 – 5.00)*

Considering teachers' responses, the overall median computation of 4.00 showed that the rating as they identified their perception of this service is implemented.

Respondents' assessment of this Wins program resulted in a resounding acceptance, earning the verbal interpretation of being implemented. According to the intended definition, the conditions are extensive and function properly. In their article "Drinking Water, sanitation, and Hygiene in Schools: Global Baseline Report," UNICEF (2018) lists water distribution as one of the "highly efficient methods in cumulative access and learning results" in schools. Furthermore, water plays a crucial role in maintaining environmental and personal hygiene and has been found to improve cognitive performance in schools when students are adequately hydrated. It can be concluded that the Schools Division Office of Muntinlupa City is doing its best to serve the students effectively, particularly in this program.

Table 6
Assessment of the Respondents in the Implementation of the WinS Program in Terms of the Sanitation Component

Sanitation	MEDIAN	INTERPRETATION
1. The school ensures that both sexes have access to functional restrooms with separate handwashing stations/facilities with soap.	5.00	Highly Implemented
2. The school provides adequate andproper septage and wastewater disposal	4.00	Implemented
3. The school ensures proper septage and wastewater disposal are strictly followed	4.00	Implemented
4. The school observes daily cleaning, regular operation, and maintenance of toilet	4.00	Implemented
5. The school maintains handwashing facilities by ensuring daily cleaning with regular supply of soap and conducts repair and maintenance.	4.00	Implemented
6. The school ensures that the proper handling and disposal of biodegradable and non-biodegradable waste is done.	4.00	Implemented

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7. The school provides trash cans for hazardous/toxic waste, biodegradable and non-biodegradable.	4.00	Implemented
8. The school install posters with accurate and clear instructions on how to properly wash your hands and use the restrooms.	4.00	Implemented
9. The school ensures burning of waste prohibited in compliance to RA 9003 or the Ecological Solid Waste Management Act.	4.00	Implemented
10. The school ensures food handlers have updated health certificate and are oriented and practice food safety measures	4.00	Implemented
11. The school provides handwashing areas within the school canteen.	4.00	Implemented
12. The school assures that the school canteen has a consistent supply of safe water	5.00	Highly Implemented
13. The school confirms that food handlers have a current health certificate.	5.00	Highly Implemented
14. The school assures the school canteen has a health office sanitary permit.	5.00	Highly Implemented
15. The school ensuring that restrooms are private and secure with appropriate door locks.	4.00	Implemented
Over-all Median	**4.33**	**Highly Implemented**

Legend: *Not Implemented (1.00 – 1.80), Less Implemented (1.81 – 2.60), Moderately Implemented (2.61 – 3.40), Implemented (3.41 – 4.20), Highly Implemented (4.21 – 5.00)*

Table 6 shows that it garnered a computed median of 4.33 with a verbal interpretation of highly implemented. The following table presents the summary result. Specifically, the respondents' perceptions of the implementation of sanitation in the WinS program and its status may have formed after collation as follows: The item number one, ensuring both sexes have access to functional restrooms with separate handwashing stations/facilities with soap; number twelve, assuring that the school canteen has a consistent supply of safe water; number thirteen, confirming that food handlers have a current health certificate; and number fourteen, assures the school canteen has a health office sanitary permit, were highly implemented in all schools in the SDO Muntinlupa with computed median of 5.00 while items number two which deals with providing adequate and proper septage and wastewater disposal; number three, the school strictly enforces proper wastewater disposal and septage procedures; number four which deals on monitoring the regular upkeep, cleaning, and operation of toilets and number five which deals on maintaining handwashing facilities by ensuring daily cleaning with steady supply of soap and conducts repair and maintenance, got a computed median of 4.00 with verbal interpretation of implemented. Item number six, the school ensures that the proper handling and the elimination of both biodegradable and non-biodegradable waste are done, is also interpreted as implemented with a computed median of 4.00, including items number seven, the school provides trash cans for hazardous/toxic waste, biodegradable and non-biodegradable; number eight, the school install posters with accurate and clear instructions on how to properly wash your hands and use the restrooms; number nine, the school ensures burning of waste prohibited in amenability to RA 9003 or the Ecological Solid Waste Management Act; number ten, the school makes that food handlers are trained in food safety procedures, have up-to-date health certificates; number eleven, the school provides hand- washing areas within the school canteen; and number fifteen, the school ensuring that restrooms are private and secure with appropriate door locks.

Considering participants' responses to this particular WinS program resulted in a resounding acceptance, earning the verbal interpretation of highly implemented, which means that the conditions are extensive and operate effectively or the conditions are extensive and work properly. The result of the overall median computation showed that schools in SDO Muntinlupa have different programs to strengthen the sanitation of the WinS program.

According to a study by Valitov et al. (2019), children who grow up in hygienic and orderly surroundings are more driven to learn and engage in daily tasks. Even though sanitation is the most crucial aspect, keeping the surroundings attractive is also vital. Children must have easy access to wastebaskets, hand hygiene supplies, and enough area in the classroom for adequate air circulation. Students spend a lot of time in classrooms, which can negatively affect the learning environment if they are not kept up properly.

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Table 7 below shows it garnered a computed median of 4.00. The following table shows the summary result. Specifically, teachers' assessment of this particular WinS program, hygiene, got the subsequent evaluation: Items number one to twelve, the school provides appropriate facilities for handwashing with regular supply and soap, sufficient and accessible facilities for toothbrushing and program and activities to guarantee the conduct of daily handwashing and tooth-brushing, assures that children are washing their hands individually at critical times and viable system for managing menstrual hygiene is in place, ensures that sanitary pads are accessible within the school buildings like the canteen, clinic, or office of the guidance counselor, school provides covered trash cans for the appropriate disposal of sanitary pads, ensures that female students are given instruction on how to properly dispose of sanitary pads and clean reusable pads, provides a private and comfortable rest space/changing room for Menstrual Hygiene Management and posts Information, Education and Communication (IEC) resources for teaching boys and girls about cleanliness and reproduction are correctly implemented and with 4.00 computed median.

Table 7
Assessment of the Respondents in the Implementation of the WinS Program in Terms of the Hygiene Component

Hygiene	MEDIAN	INTERPRETATION
1. The school provides appropriate facilities for handwashing with regular supply and soap.	4.00	Implemented
2. The school provides sufficient and accessible facilities for toothbrushing	4.00	Implemented
3. The school provides program and activities to ensure the conduct of daily handwashing and toothbrushing	4.00	Implemented
4. The school assures that children are washing their hands individually at critical times	4.00	Implemented
5. The school ensures that there is a regular supply of soap, handwashing stations, and dining areas	4.00	Implemented
6. The school assures an accessible water during school activities.	4.00	Implemented
7. The school assures that a viable system for managing menstrual hygiene is in place.	4.00	Implemented
8. The school assures that sanitary pads are accessible within the school buildings like the canteen, clinic, or office of the guidance counselor	4.00	Implemented
9. The school provides covered trash cans for the appropriate disposal of sanitary pads	4.00	Implemented
10. The school ensures that female students are given instruction on how to properly dispose of sanitary pads and clean reusable pads.	4.00	Implemented
11. The school provides a private and comfortable rest space/changing room for Menstrual Hygiene Management.	4.00	Implemented
12. The school posts Information, Education and Communication (IEC) materials on reproductive and hygiene education for girls and boys.	4.00	Implemented
Over-all Median	**4.00**	**Implemented**

Legend: *Not Implemented (1.00 – 1.80), Less Implemented (1.81 – 2.60), Moderately Implemented (2.61 – 3.40), Implemented (3.41 – 4.20), Highly Implemented (4.21 – 5.00)*

Teachers' assessment of this Wins program resulted in a resounding acceptance, earning the verbal interpretation of implemented, meaning the provision or condition are extensive and work properly. This table shows that the SDO Muntinlupa has a concrete program for hygiene in Wash in School. Proper hygiene is vital for daily living, both inside and outside the classroom. According to an article of WaterAid and WaterAid (2024) "Cultivating Clean and Healthy Learning Environments: The Significance of School Hygiene and Sanitation", hygiene is more than just keeping

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things tidy; it is also about fostering an atmosphere that promotes students' academic performance, emotional stability, and physical health. Education institutions may give children a secure and supportive environment in which to learn and develop by prioritizing hygiene and sanitation in the classroom. It can help stop the spread of diseases to other people and keep our environment free of pathogens that could make us sick. The long-term effects of hygiene also extend to our physical well-being (Poague et al., 2023).

Table 8 displays the computed median of 4.00 with verbal interpretation of implemented. The summary result is shown in the following table. Specifically, respondents' perceptions had the following result and committed to form the primary observation. Item numbers one to five were rated the computed median of 4.00 interpreted as implemented. This includes the provision of school workshops and training to help school staff and other stakeholders manage WinS effectively and to give learners the proper knowledge of the value of appropriate hygiene and sanitation habits/practices. The school assures that the WinS program is included in the instructional resources and activities and provides program implementers, teachers, and students with information and educational materials about the WinS program. A Technical Working Group (TWG) was established.

Table 8
Assessment of the Respondents in the implementation of the WinS program in terms of Health Education component

HEALTH EDUCATION	MEDIAN	INTERPRETATION
1. The school provides workshops and training to help school staff and other stakeholders manage WinS effectively.	4.00	Implemented
2. The school provides learners the proper understanding of the value of proper hygiene and sanitation habits/practices.	4.00	Implemented
3. The school assures that the WinS program is included in the instructional materials and activities	4.00	Implemented
4. The school provides program implementers, teachers, and students with information and educational materials about the WinS program.	4.00	Implemented
5. Establish a Technical Working Group (TWG)	4.00	Implemented
Over-all Median	**4.00**	**Implemented**

Legend: *Not Implemented (1.00 – 1.80), Less Implemented (1.81 – 2.60), Moderately Implemented (2.61 – 3.40), Implemented (3.41 – 4.20), Highly Implemented (4.21 – 5.00)*

The overall median computation showed that the ratings perceived by the respondents in this Wins program, health education, is implemented, meaning the provision or condition are extensive and work properly. Therefore, it can be noted that the program in SDO Muntinlupa in terms of health education as part of WinS program. According to Pulimeno et al., (2020) in their study "School as ideal setting to promote health and wellbeing among young people", health education empowers people. It fosters healthier communities by improving people's physical, mental, emotional, and social well-being and altering their attitudes toward caring for their health.

Table 9
Assessment of the Respondents in the implementation of the WinS program in terms of the Deworming component

DEWORMING	MEDIAN	INTERPRETATION
1. The school students are dewormed twice a year or semi-annually.	5.00	Highly Implemented
2. The school secures parental or guardian's consent prior to the conduct of the activity.	5.00	Highly Implemented
Over-all Median	**5.00**	**Highly Implemented**

Legend: *Not Implemented (1.00 – 1.80), Less Implemented (1.81 – 2.60), Moderately Implemented (2.61 – 3.40), Implemented (3.41 – 4.20), Highly Implemented (4.21 – 5.00)*

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Table 9 illustrates the computed mean of 5.00, interpreted as highly implemented. The summary result is shown in the following table. Specifically, teachers' perceptions had the following result and committed to forming the basic observation. Items number one and two, the school students are dewormed twice a year or semi-annually, and the school secures parental or guardian's consent prior to the conduct of the activity, were rated 5.00 computed median interpreted as highly implemented.

Therefore, the deworming program in SDO Muntinlupa is highly implemented, meaning the conditions are extensive and operate effectively. It can be concluded that SDO Muntinlupa is religiously following the Department of Health's program "National Deworming Program." Children in school usually have the highest worm infection rate of any age group. Additionally, because schools provide a readily available, extensive, and well-maintained infrastructure with a school nurse in direct contact with the community, they are the most economical option for regularly administering deworming pills to children. According to the study by Mwandawiro et al. (2019), improved and successful nationwide deworming campaigns can reduce the number of school-age children who contract STH and schistosome infections.

Respondents' rating on the assessment of the implementation of the WinS program in the context of school-based management in terms of the following dimensions:

Table 10 shows that it garnered a computed median of 4.27 with verbal interpretation of highly practiced. The summary result is shown in the following table. Specifically, respondents' perception had the following result and committed to form the basic observation. Item number six, incorporating the WinS program into the SIP (School Improvement Plan) and AIP (Annual Implementation Plan), was rated the computed median of 5.00, interpreted as highly implemented, while items number one to five, which includes oversees WinS implementation and evaluation, the WinS Technical Working Group (TWG) is established, provides workshops and training to WinS implementers, engages LGU in cooperation to support the program, and PTA officers and other parties are involved got a computed median of 4.00 which interpreted as practiced.

Table 10
Assessment of the Respondents in the implementation of the WinS Program in the context of School-Based Management in terms of Leadership and Governance Dimension

LEADERSHIP AND GOVERNANCE	MEDIAN	INTERPRETATION
1. Oversees WinS implementation and evaluation	4.00	Practiced
2. The WinS Technical Working Group (TWG) is established.	4.00	Practiced
3. Provides workshop and training to WinS implementers.	4.00	Practiced
4. Engages LGU in cooperation to support the program	4.00	Practiced
5. PTA officers and other parties are involved	4.00	Practiced
6. Incorporate the WinS program into the SIP (School Improvement Plan) and AIP (Annual Implementation Plan).	5.00	Highly Practiced
7. Meets frequently with WinS implementers	4.00	Practiced
8. Creates rules and procedures for the WinS implementation	4.00	Practiced
9. Includes participation from student organizations in the decision-making	4.00	Practiced
10. Discovers efficient methods for implementing WinS	4.00	Practiced
11. Benchmarks to other schools to gather more ideas to sustain the program implementation.	4.00	Practiced
Over-all Median	**4.27**	**Highly Practiced**

Legend: *Not Practiced (1.00 – 1.80), Less Practiced (1.81 – 2.60), Moderately Practiced (2.61 – 3.40), Practiced (3.41 – 4.20), Highly Practiced (4.21 – 5.00)*

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Items number seven to eleven also garnered a computed median of 4.00 interpreted as practiced, which includes meeting frequently with WinS implementers, creating rules and procedures for the WinS implementation, including participation from student organizations in the decision-making, discovering efficient methods for implementing WinS and benchmarks to other schools to gather more ideas to sustain the program implementation.

Considering participants' responses, the result of overall median computation showed that the ratings as they perceived in this School Based Management on WinS program, leadership, and governance, is highly practiced, meaning the conditions are extensive and practiced effectively or the provision or condition is extensive and work properly. Therefore, the SDO Muntinlupa has a strong program for WinS program in terms of leadership and governance. Stakeholders also play a vital role in implementing this program. Strong data from other sources indicates that governance and related management and accountability issues would be essential to achieve efficient and long-lasting school WASH services. If governance, a crucial component of sustainability, is ignored, investments in school WASH will have less of an impact and be less economical. To guarantee that WASH services are offered in the long run, more work must be done to identify local and school government changes.

Table 11 shows that it garnered a computed median of 4.00, interpreted as practiced. The following table shows the summary result. Specifically, teachers' assessment of this particular SBM dimension, curriculum, and instruction, got the following evaluation: Items number one to ten comprises WinS program in the In-Service Training (InSet), provide WinS manuals and brochures, includes Wins to the co-curricular and extracurricular curriculum, ensure that WinS concepts are incorporated into the teachings and activities, include hand Washing, toothbrushing, and other WinS events in the routine lesson schedule, conducts action research with the WinS Program, information systems like bulletin boards and others are already available and accessible, posters and other materials are made available to remind learners of the importance of sanitation and hygiene, display signs encouraging correct waste segregation and enhances Wins advocacy through a program of community outreach were rated a computed median of 4.00 interpreted as practiced.

Table 11
Assessment of the Respondents in the Implementation of the WinS Program in the Context of School-Based Management in terms of Curriculum and Instruction Dimension

CURRICULUM AND INSTRUCTION	MEDIAN	INTERPRETATION
1. Includes WinS program in the In-Service Training (InSet)	4.00	Practiced
2. Provides WinS manuals and brochures	4.00	Practiced
3. Includes Wins to the co- curricular and extracurricular curriculum.	4.00	Practiced
4. Ensure that WinS concepts are incorporated into the teachings and activities.	4.00	Practiced
5. Include handwashing, toothbrushing, and other WinS activities in the routine class schedule.	4.00	Practiced
6. Conduct action research with the WinS Program	4.00	Practiced
7. Information systems like bulletin boards and others are already available and accessible.	4.00	Practiced
8. Posters and other materials are made available to remind learners of the importance of sanitation and hygiene.	4.00	Practiced
9. Display signs encouraging correct waste segregation.	4.00	Practiced
10. Enhances Wins advocacy through a program of community outreach	4.00	Practiced
Over-all Median	**4.00**	**Practiced**

Legend: *Not Practiced (1.00 – 1.80), Less Practiced (1.81 – 2.60), Moderately Practiced (2.61 – 3.40), Practiced (3.41 – 4.20), Highly Practiced (4.21 – 5.00)*

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Considering students' responses, the result of the overall median computation showed that the ratings as they perceived this dimension of school-based management as practiced, meaning the provision or condition are extensive and work properly. WinS program in the SDO Muntinlupa is effectively done in terms of curriculum and instruction.

According to WASHplus (2015), a Teacher's Guide to Integrating WASH in Schools, incorporating the WinS program into curriculum and instruction enhances the time teachers and students spend together. Students can participate in a critical reflection and action-reflection process facilitated by including the WinS program in the curriculum and instruction. Students are given various readings to enhance their analytical and critical thinking abilities. Encourage children to use their natural imagination and curiosity through action tasks involving "learning by doing" as they actively explore their surroundings, develop self-confidence, and learn about themselves.

Table 12 expressed that it garnered a computed median of 4.00, interpreted as practiced. The summary result is shown in the following table. Specifically, teachers' assessment of this dimension of school-based management, accountability, and continuous improvement got the following evaluation. Items one to eight obtain a rating of 4.00, interpreted as practiced.

Table 12
Assessment of the Respondents in the Implementation of the WinS Program in the Context of School-Based Management in Terms of Accountability and Continuous Improvement Dimension

ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT	MEDIAN	INTERPRETATION
1. Orients school staff about their duties and tasks within the program.	4.00	Practiced
2. Performs WinS Monitoring and Evaluation Adjustment (MEA)	4.00	Practiced
3. Evaluates the results of the program	4.00	Practiced
4. Updates the WinS implementation with helpful criticism and information.	4.00	Practiced
5. Builds an accountability mechanism for performance	4.00	Practiced
6. Provides constant security for WinS facilities and equipment.	4.00	Practiced
7. Guarantees the effective management and execution of WinS programs.	4.00	Practiced
8. Gives the WinS implementers technical support and makes sure that any issues that arise during the implementation are fixed.	4.00	Practiced
Over-all Median	**4.00**	**Practiced**

Legend: *Not Practiced (1.00 – 1.80), Less Practiced (1.81 – 2.60), Moderately Practiced (2.61 – 3.40), Practiced (3.41 – 4.20), Highly Practiced (4.21 – 5.00)*

This includes orients school staff about their duties and tasks within the program, performing WinS Monitoring and Evaluation Adjustment (MEA), evaluating the results of the program, updating the WinS implementation with helpful criticism and information, building an accountability mechanism for performance, providing constant security for WinS facilities and equipment, guarantees the effective management and execution of WinS programs and gives the WinS implementers technical support and makes sure that any issues that arise during the Implementation are fixed.

Considering teachers' responses, results on overall median computation showed that the rating of this dimension of school-based management in the WinS program is practiced, meaning the provision or condition are extensive and work properly. Therefore, accountability and continuous improvement showed that the WinS program in SDO Muntinlupa was practiced effectively.

Despite being practiced, sustainability and continuous improvement of the program are still factors to consider for its Implementation. Building restrooms was not enough; it was also fundamental to establish child- and gender-based sanitation facilities and implement a robust maintenance system to ensure the ongoing provision of WASH services (Singh et al., 2022). All stakeholders can be informed about the elements affecting the system's culture, talent pool, capacity to complete tasks, and the extent to which the application of knowledge strengthens performance through accountability and continuous development.

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Table 13 demonstrated a computed median of 4.00, corresponding to the verbal interpretation of "practiced." The following table shows the summary result. Specifically, respondents' perception had the following result and committed to form the basic observation: Items number one to six, funding for WinS, are allotted from the school's Maintenance and Other Operating Expenses (MOOE) budget, provide a list of available resources and stakeholders, create a mechanism for managing resources, present all costs in order to be transparent, provide updates on the financial situation of the school, and ensure that funds are reserved for repairs and enhancement of WinS facilities. They were rated at 4.00 computed median with verbal interpretation of practiced.

Table 13
Assessment of the Respondents in the Implementation of the WinS Program in the Context of School-Based Management in Terms of Management and Resources Dimension

MANAGEMENT AND RESOURCES	MEDIAN	INTERPRETATION
1. Funding for WinS is allotted from the school's Maintenance and Other Operating Expenses (MOOE) budget.	4.00	Practiced
2. Provides a list of available resources and stakeholders.	4.00	Practiced
3. Creates a mechanism for managing resources	4.00	Practiced
4. Presents all costs in order to be transparent	4.00	Practiced
5. Provide updates on the financial situation of the school	4.00	Practiced
6. Ensures that funds are reserved for repairs and enhancement of WinS facilities.	4.00	Practiced
Over-all Median	**4.00**	**Practiced**

Legend: *Not Practiced (1.00 – 1.80), Less Practiced (1.81 – 2.60), Moderately Practiced (2.61 – 3.40), Practiced (3.41 – 4.20), Highly Practiced (4.21 – 5.00)*

Considering respondents' responses, the result of the overall median computation showed that the rating of this dimension of school-based management in the WinS program is practiced, meaning the provision or condition is extensive and works appropriately. These results indicate that the program efficiently handled the resources during its Implementation. The World Health Organization (2019) states sufficient and efficient financing is necessary to provide and maintain WASH services. The outcome was also associated with DepEd Order No. 10 (2016), which stipulates that "funding for effective and sustainable implementation of the WinS program shall be sourced from the school's MOOE.".

Results of this study reveal that the quality of the Wash in School (WinS) program in the Schools Division Office of Muntinlupa can satisfy the expectations of the users; this also reveals that the program is encompassed in their school-based management. As a result, the integration of WinS into SBM fosters accountability, transparency, and ownership in maintaining safe learning environments that support accomplishing educational goals and objectives (WASH in Schools, 2017).

Conclusions and Recommendations

There was a significant difference in the implementation of the WinS program concerning the water component and the Educational Level of the School, with a computed H-test of 13.941 and a p-value of .001. This concludes that the educational level of the school significantly influences the implementation of water-related aspects of the WinS program. Similarly, significant differences were also observed in the implementation of the WinS program in terms of the water component and the number of years of school operation, with a computed H-test of 44.495 and a p-value of .000. This indicates that the duration of school operation significantly impacts the implementation of water-related aspects of the WinS program.

It is evident from the findings that the implementation of the Water, Sanitation, and Hygiene in School (WinS) Program through School-Based Management was done correctly in the Schools Division Office of Muntinlupa. Further, it was established that significant differences existed between Water and the educational level of the School, particularly at the elementary level, which means that students at this level depend on Water.

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Since the program was implemented in the SDO Muntinlupa, it is highly recommended that all levels, regardless of the number of years in operation and size of the School, should endure the implementation and have a robust program of WASH in School.

Continuous improvement of the program in the SDO Muntinlupa is highly recommended. Crafting a comprehensive WinS program framework that can be used to sustain the program is also recommended. Maximizing other programs like the Adopt-A-School Program so financial management will become effective and efficient is highly recommended.

Based on this study, the WinS program was practiced through school-based management. To enhance the program and provide better WASH services for students, schools should improve program implementers' administrative and managerial practices, continually build capacity, provide technical assistance and action planning, and conduct program implementation reviews to continue implementing the WinS program. The schools should also improve their cooperation with other parties, such as local government units, non-governmental organizations, and other industries, by encouraging open dialogue, idea solicitation, group decision-making, and feedback mechanisms.

School administrators should establish a consistent feedback structure to discuss ideas for enhancing the WinS program and draw attention to current problems. Teachers must implement innovative ideas and tactics to oversee and direct their WinS program.

When creating guidelines for the implementation of WASH in schools, a thorough policy should be developed with new, targeted goals for sanitation, hygiene, and Water to provide a clear path forward and accelerate the implementation of the school WASH program.

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