Implementation Of Transparency, Ethical and Accountability (TEA) Governance in The New Normal and the Performance of Public Elementary Schools in Division of Laguna: An Input to School Improvement Plan

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Abstract — This quantitative correlational research study aimed to determine the relationship of TEA Governance and the level of schools' performance in public elementary schools in Division of Laguna for School Year 2020-2021. Frequency, percentage, mean and Pearson Chi-square were the statistical tools applied in this study. The respondents were 271 school heads and 361 teachers. Based on the findings, the TEA Governance under Scouters Rock was fully implemented. The public elementary schools under this study performed 100% in enrolment rate, while some got rate of 95-99% and some were below 95%, Moreover, some schools obtained 0% for the drop-out rate while some got 1-5% and some were 6-10% which indicate that most of the schools performed well in terms of dropout rate. In terms of NAT MPS most of the schools performed better in NAT. It was shown that most of the teachers got a very satisfactory rating and few of them got an outstanding and satisfactory performance in IPCRF. Findings revealed that there is no significant relationship between schools' implementation in terms of TEA governance in terms of Scouters Rock indicators and schools' performance in terms of enrolment rate, promotion rate, dropout rate, NAT MPS, and teachers' performance as describe by their IPCRF is partly upheld which means the relationship between two variables is somehow significant and some were not significant. The researcher recommends that the school administrators need to continue the complete implementation of the TEA governance through SCOUTERS ROCK, given that there are several indications that demonstrate correlation based on the findings of this study. They may continue and consistently implement the transparency in every program or activities conducted in the school and the engagement of all stakeholders in this SCOUTERS ROCK.

Keywords — *TEA governance, transparency, scouters rock, schools' performance*

I. Introduction

Government and governance both have good and terrible aspects. Corruption, whimsy and expedient decision-making, short-sightedness, and a contempt for the concerns of the many are traits shared by bad governance and bad government. In a similar spirit, good governance would meet the same criteria as good governance. They consider ethics and accountability to be essential components of good governance. They include responsiveness, a long-term perspective on the public interest, accountability and ethics in decision-making and implementation, openness and predictability, rule-bound decision-making and action, and responsiveness. Therefore, the general

populace should have a right to demand laws, a just judicial system, democratically accountable lawmaking, and an efficient bureaucracy that is committed to change (Carino, V. L., 2007).

Almost invariably, the subject of good governance is contentious. Public institutions' management of public affairs and resources is a subject of debate and criticism Duque (2014). The public can demand better standards of a transparent, ethical, and accountable public sector thanks to the spread of globalization, the exercise of democratization, and the explosion of new information and communication technology. In addition to supporting responsive public policy and high levels of public sector performance, these fundamental principles of good governance and sustainable development also play a critical role in delaying the emergence of systemic corruption.

On August 11, 2001, Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, was signed into law in accordance with Section 5 of the Principles of Shared Governance. - (a) Shared governance is a principle that acknowledges that each unit in the education bureaucracy has a specific role, task, and responsibility inherent in the office for which it is primarily accountable for outcomes; (b) Feedback mechanisms shall be established to ensure coordination and open communication of the central office with the regional, division, and school levels; and (c) The principles of accountability and transparency shall be operationalized in the education bureaucracy. and (d) The communication channels of field offices shall be strengthened to facilitate flow of information and expand linkages with other government agencies, local government units and nongovernmental organizations for effective governance. Sec. 6. According to governance, the Department of Education is given power, accountability, and responsibility for guaranteeing access to, advancing equity in, and enhancing the standard of fundamental education. In Sec. 7. Powers, where the Duties and Functions are discussed, states that the Secretary of Education shall have authority, accountability, and responsibility for the following: (1) Formulating national educational policies; (2) Formulating a national basic education plan; (3) Promulgating national educational standards; (4) Monitoring and assessing national learning outcomes; (5) Undertaking national educational research and studies; and (6) Improving the employment status, professorial status, and financial security of the nation's students. (2006) (http://sc.judiciary.gov.ph).

The Philippine Government's accountability, integrity, and openness are institutionalized by the 1987 Constitution's requirements. The most notable of these clauses is found in Article XI Section 1 of the Constitution of 1987, which states that "Public office is a public trust. In order to foster good governance and sound public administration, the Department of Education - CALABARZON implemented TEA Governance, a Transparent, Ethical and Accountable Governance within Region IV-A. By establishing a TEA Governance, the Department of Education - CALABARZON seeks to ensure that public officials and employees always serve the people with utmost responsibility, integrity, loyalty, and efficiency.

To ensure correct behavior of DepEd personnel from the Regional office down to Schools and to allow effective service delivery, which should translate to educational progress of the community, the principles of TEA Governance are incorporated in the rules and regulations (SCOUTERS ROCK). DepEd CALABARZON is therefore required under TEA Governance to act in a way that promotes both the welfare of Filipinos and societal advancement Bem (2014).

According to Fullan, management is the entirety of the processes required to encourage people to strive for higher goals, to heavily involve them in planning and decision-making, and to support them in creating satisfying and fruitful working relationships with one another in order to achieve the system's objectives (2005). On the other hand, budgeting for schools is an executive and legislative duty. The legislative entity board of education or School board enacts what the executive entity superintendent, district staff, and the school principle and/or assistant propose. The budget is a legal document after it is formally adopted by the school board and serves as the foundation for annual expenses, accounting, and auditing.

School finance experts, budgeting involves five major steps: preparation, submission, adoption, execution and evaluation. The third step, adoption, involves the school board, which appropriates specific amounts for specific categories. The principal's budgeting roles can be classified into four major activities: budget planning, assisting the superintendent in identifying budget priorities and focusing on school needs at the planning stage; budget analysis, dealing with the goals, objectives, and evaluative criteria, suggestions for curriculum materials and instructional equipment, and communication concerns of the students, parents, teachers, and community about specific expenditures or special purposes; budget requesting, involving a review of requests by different groups such as teachers or parents, establishing program priorities, submitting a total budget, and negotiating specific items; and budget controls, dealing with inventory expenses, receipts and disbursements, monthly reporting, and balancing the books at the building level. The fourth activity deals with the regular school operation, which involves ongoing paperwork and record keeping, Merrill, (2006)

Transparency, Ethical and Accountability (TEA) governance is necessary for the success of any institutions/organizations. This kind of governance must be continuously practiced, evaluated and sustained for the development and progress of schools' performance in the Philippines. It aims to promote transparent, ethical, and accountable delivery of instructional services and governance in basic education based on the Scouters Rock.

There are twelve (12) common activities as reflected in the schools' action plans and this is to operationalize Scouters Rock which is anchored on TEA Governance and these are: (1) Strengthen the merit system and support open ranking procedures. (2) Create and nurture productive partnerships with all stakeholders in implementing various education programs, projects and activities. (3) Open all channels of communication (suggestion boxes, on-line and other media) to keep everybody updated on all policies and opportunities for professional growth and to gather constructive comments and feedback for enhanced delivery of services. (4) Uphold

the norms of conduct for public servants (commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living) (5) Take active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes. (6) Enable every school-aged child and youth to benefit from high quality basic education services. (7) Recognize and scale up research-enabled best practices of exemplary performance to sustain a culture of excellence. (8) Systematically push higher levels of practice in School-Based Management. (9) Render regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS. (10) Optimize the utilization of ICT in improving access to and quality of basic education services. (11) Conserve water, energy and other resources while performing tasks. (12) Keep schools and offices safe and eco-friendly.

With the aforementioned above, the researcher wanted to find out the implementation of transparency, ethical and accountability (TEA) governance in the new normal and the performance of public elementary schools in division of Laguna. She was also determined that this study may contribute an input to school improvement plan.

OBJECTIVES OF THE STUDY

The purpose of this study was to to determine the relationship of TEA Governance and the level of schools' performance in public elementary schools in Division of Laguna for School Year 2020-2021.

Specifically, it sought to answer the following questions:

1. What is the level of schools' implementation in terms of TEA governance under 12 Scouters Rock in the New Normal?

2. What is the schools' level of performance in terms of enrolment rate, promotion rate, drop-out rate and teachers' performance in IPCRF in the new normal?

3. Is there a significant relationship between level of TEA governance implementation and schools' level of performance in the new normal?

Based on the results of the study, what school improvement plan can be proposed?he

II. Methodology

The descriptive correlational research design was employed in this study to gather the necessary data and information on level of implementation of school on TEA governance in the new normal and its relationship on performance of schools in the Division of Laguna.

The design was appropriate to use because according to Creswell (2008) correlational research designs are used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores. A procedure in which subjects' scores on two variables are simply measured, without manipulation of any variables, to determine whether there is a relationship.

The design used according to Zulueta & Costales Jr. (2003) descriptive method describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena. Descriptive research involves collection of data in order to test hypotheses or to answer questions concerning the status of the subject of the study.

The respondents of this research study were 271 school heads and 361 elementary teachers of the 25 districts in the Division of Laguna in the new normal. Purposive sampling technique was applied to select the school head-respondents since all the public school heads in elementary was part of the study. It included all the school heads which comprise of two hundred seventy-one (271).

Moreover, in the selection of teacher-respondents, stratified random sampling was applied. Three hundred sixty-one (361) teachers were selected as respondents (computed using Slovin's Formula at 5% margin of error). Proportional stratified random sampling technique was applied in this study wherein this approach, each stratum sample size is directly proportional to the population size of the entire population of strata.

The research instruments used by the researcher in this study were the survey questionnaires which composed of Part 1, the profile of the respondents and part 2.1 which is the statements on level of implementation of the schools in terms of 12 Scouters Rock of TEA governance and 2.2 is about the extent of compliance of the schools on the said governance. The scales used by DepEd (2016) to determine the level of implementation of TEA governance the 12 things to do in SCOUTERS ROCK, these are 4.50-5.00 Full Implementation 3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented.

The following statistical tools were used to organize, interpret and analyze the data gathered.

Frequency count and percentage were used to describe the demographic profile of the respondents and the enrolment, drop out and promotion rates. Mean percentage scores was used in describing the Summative performance of the students and IPCRF of the teacher-respondents.

Mean and Standard deviation were used to determine the level of implementation and extent of compliance of the respondents on TEA governance in the new normal.

Pearson Chi-square was used in determining the relationship between the independent and dependent variables. The level of significance was set at 0.05.

III. Results and Discussion

This chapter presented presentation, analyses and interpretation of the data gathered.

Table 2. Respondents' Perceived Level of Schools' Implementation in Strengthening the merit system

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Organize school ranking and objective evaluation of ERF for T2 & T3.	4.82	0.57	Full Implementation
2. 2.Refresh on the guidelines for Ranking and Promotion (DepEd Order No. 66, s. 2007).	4.80	0.58	Full Implementation
3. Post vacancies in strategic location.	4.78	0.59	Full Implementation
4. Invite other potential candidates, and observe open ranking	4.78	0.59	Full Implementation
5. Give recognition to performers for promotion/deployment to uphold TEA Governance.	4.71	0.46	Full Implementation
Composite Mean	4.78	0.51	Full Implementation

Legend:4.50-5.00 Full Implementation 3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

The results shows that the schools' implementation level in Strengthening the merit system and support open ranking procedures where all indicators showed full implementation level with composite mean of 4.78 (0.51) which consist of organizing school ranking and objective evaluation of ERF for T2 & T3 (mean: 4.82; SD:0.57), refresh on the guidelines for ranking and promotion (mean: 4.80; SD:0.58), while two indicators got same mean like post vacancies in strategic location and invite other potential candidates, and observe open ranking (mean: 4.78; SD:0.59), and give recognition to performers for promotion/deployment to uphold TEA Governance (mean: 4.71; SD:0.46). This result showed that the merit system of public elementary schools under this study are strong and the support of the administration in terms of promotion for their teachers were evidently visible.

Table 3. Respondents' Perceived Level of Schools' Implementation in Creating and nurturing productive partnerships.

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Organize School Parent Monitoring Group in policy advocacy and implementation.	4.85	0.48	Full Implementation
2. Enjoin active participation in Brigada Eskwela and Adopt-A-School Program, Abot-Alam, Nutrition program, Feeling program, etc.	4.82	0.51	Full Implementation
3. Involvement of PTAs/PTCAs' in monthly celebration and other activities.	4.85	0.49	Full Implementation
4. Conduct Stakeholders' Summit.	4.85	0.48	Full Implementation
5. Establish SGC-School Governance Council	4.76	0.50	Full Implementation
Composite Mean	4.83	0.44	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

The school's implementation in creating and nurturing procedure partnerships with all stakeholders in implementing various education programs and activities where all indicators showed full implementation with composite mean of 4.83 (0.50) which consists of two indicators showing the same mean which is organizing school parent monitoring group in policy advocacy and implementation, and conduct stakeholders' summit (mean 4.85; SD 0.48), the enjoin active participation in brigada eskwela and adopt-a-school program, abot-alam, nutrition program, feeling program, etc. (mean 4.82; SD 0.51), involvement of ptas/ptcas' in monthly celebration and other activities (mean 4.85; SD 0.49), and establish SGC-School Governance Council (mean 4.76; SD 0.50).

This result showed that the productive partnerships with all stakeholders of public elementary schools under this study are fully implemented in terms of the schools' various education programs and activities.

Table 4. Respondents' Perceived Level of Schools' Implementation in Opening all channels of communication

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Put suggestion boxes in strategic location where stakeholders are free to suggest.	4.60	0.72	Full Implementation
2. Text or message KONEX Brigade	4.59	0.72	Full Implementation
3. Conduct quarterly PTA meetings.	4.53	0.79	Full Implementation
4. Assign Officer of the Day for the Public Assistance Desk.	4.59	0.74	Full Implementation
5. Disseminate information through school Facebook account to gather feedbacks and comments for improvement.	4.56	0.76	Full Implementation
Composite Mean	4.57	0.62	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

The results shows that the school's implementation in Opening all channels of communication (suggestion boxes, online and other media) to keep everybody updated on all policies and opportunities for professional growth and to gather constructive comments and feedback for enhanced delivery of services where all indicators showed full implementation with a composite mean of 4.57(0.61), which consists of putting suggestion boxes in strategic location where stakeholders are free to suggest (mean 4.60; SD 0.72), text or message KONEX Brigade (mean 4.59; SD 0.72), conducting quarterly PTA meetings (mean 4.53; SD 0.79), assign officer of the day for the public assistance desk (mean 4.59; SD 0.74), and disseminating information through school Facebook account to gather feedbacks and comments for improvement (mean 4.56; SD 0.76).

Table 5. Respondents' Perceived Level of Schools' Implementation in Upholding the norms of conduct for public servants

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Sustain professionalism, fairness, sincerity, responsiveness and simple living.	4.60	0.72	Full Implementation
2. Follow Code of Ethics for Professional Teachers/Government Employees Norms of Conduct (RA 6713)	4.59	0.72	Full Implementation
3. Conduct SLAC Session and Values Formation	4.53	0.79	Full Implementation
Operationalize the Panunumpa Ng Kawani ng Pamahalaan and implement the PRAISE Program.	4.59	0.72	Full Implementation
Composite Mean	4.56	0.76	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation;1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 5 shows the level of schools' implementation in upholding the norms of conduct for public servants (commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living.)

The results shows that the school's implementation in Upholding the norms of conduct for public servants (commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living.) where all indicators showed full implementation with a composite mean of 4.56(0.76), which consists of sustaining professionalism, fairness, sincerity, responsiveness and simple living (mean 4.60; SD 0.72), with two indicators showing the same mean which is following the Code of Ethics for Professional Teachers/Government Employees Norms of Conduct (RA 6713) and operationalizing the Panunumpa Ng Kawani ng Pamahalaan and implement the PRAISE Program (mean 4.59; SD 0.72), and conducting SLAC Session and Values Formation (mean 4.53; SD 0.79).

This described that upholding the norms of conduct for public servants for the teachers of public elementary schools under this study are well implemented and that all the schools under this study consistently implementing the norms and conduct of serving the community.

Table 6. Respondents' Perceived Level of Schools' Implementation in taking active part in monitoring and supervising of programs.

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Conduct TIP during semestral break.	4.57	0.63	Full Implementation
2. Conduct monitoring and evaluation of programs and projects implemented with pictures.	4.59	0.73	Full Implementation
3. Prepare and implement the instructional supervisory work plan such as preparation of portfolio, checking of lesson plans, and observation of classes' provision of technical assistance.	4.52	0.74	Full Implementation
4. Conduct mentoring and coaching program to teachers.	4.58	0.69	Full Implementation
Composite Mean	4.63	0.65	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

The school's implementation in taking active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes where all indicators showed full implementation with a composite mean of 4.63 (0.65), which consists of conducting TIP during semestral break (mean 4.57; SD 0.63), conducting monitoring and evaluation of programs and projects implemented (mean 4.59; SD 0.73), prepare and implement the instructional supervisory work plan such as preparation of portfolio, checking of lesson plans, and observation of classes' provision of technical assistance (mean 4.52; SD 0.74), and conducting mentoring and coaching program to teachers (mean 4:58; SD 0.69).

Full implementation in terms of monitoring and supervising teaching-learning activities for the teachers of public elementary schools implementing the providing technical assistance towards better outcomes were evidently visible.

Table 7. Respondents' Perceived Level of Schools' Implementation for the benefit of child and youth from basic education service

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Conduct Summative Test Results as basis for appropriate intervention and remedial measures.	4.58	0.30	Full Implementation
2. Implement ECARP and Project BUS / Project REACH test for interventions.	4.50	0.75	Full Implementation
3. Carry out enrolment campaign and home visits and SARDOS for effective and efficient educational access.	4.50	0.72	Full Implementation
4. Intensify Alternative Delivery Modes such as OHS, ABOT-ALAM, MIMOSA, etc.	4.52	0.71	Full Implementation
Composite Mean	4.58	0.69	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 7 shows the perceived level of schools' implementation in enabling every school-aged child and youth to benefit from high quality of basic education service.

The school's implementation in enabling every school-aged child and youth to benefit from high quality of basic education service where all indicators showed full implementation with a composite mean of 4.58(0.69), which consists of conduct summative test results as basis for appropriate intervention and remedial measures (mean 4.58; SD 0.30), implementing ECARP and Project BUS / Project REACH test for interventions (mean 4.50; SD 0.75), carrying out enrolment campaign and home visits and SARDOS for effective and efficient educational access (mean 4.50; SD 0.72), and Intensify Alternative Delivery Modes such as OHS, ABOT-ALAM, MIMOSA, etc. (mean 4.52; SD 0.71).

Table 8. Respondents' Perceived Level of Schools' Implementation in rendering regular and accurate financial reports

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Prepare and submit budget allocation MOOE Operation for approval.	4.53	0.59	Full Implementation
2. Post transaction operations on the MOOE in the Transparency board.	4.50	0.72	Full Implementation
3. Organize BIDS and Award Committee.	4.65	0.62	Full Implementation
Composite Mean	4.55	0.72	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 8 shows that the school's implementation in rendering regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS where all indicators showed full implementation with a composite mean of 4.55(0.72), which consists of preparing and submit budget allocation MOOE Operation for approval (mean 4.53; SD 0.59), post transaction operations on the MOOE in the Transparency board (mean 4.50; SD 0.72), organizing BIDS and Award Committee (mean 4.65; SD 0.62).

Table 9. Respondents' Perceived Level of Schools' Implementation of School-Based Management practices

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Implement SBM Best Practices.	4.55	0.72	Full Implementation
2. Organize Team for research per subject area grade/year level.	4.56	0.55	Full Implementation
3. Conduct regular assessment of SBM practices.	4.57	0.68	Full Implementation
Composite Mean	4.63	0.64	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 9 presents the respondents' perceived level of implementations in terms systematically push higher levels of practices in School-Based Management. The school's implementation in systematically push higher levels of practices in school-based management where all indicators showed full implementation with a composite mean of 4.63(0.64), which consists of implementing SBM best practices (mean 4.55; SD 0.72), organizing team for research per subject area grade/year level (mean 4.56; SD 0.55), and conducting regular assessment of SBM practices (mean 4.57; SD 0.68)

This result showed that all schools have implemented systematically in pushing higher levels of practices in school-based management

Table 10. Respondents' Perceived Level of Schools' Implementation in research-enabled best practices

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Conduct and enhance research for exemplary performance sustainable culture of excellence.	4.56	0.70	Full Implementation
2. Organize Team for research per subject area grade/year level.	4.58	0.56	Full Implementation
3. Benchmark Best Practices	4.52	0.74	Full Implementation
4. Conduct Research Summit or Forum	4.46	0.82	Full Implementation
5. Give merit to teachers with exemplary performance in research.	4.52	0.78	Full Implementation
6. Sustain the conduct of C2BER/Award.	4.53	0.76	Full Implementation
Composite Mean	4.48	0.82	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 10 shows the level of Schools' Implementation in Recognizing and scaling-up research-enabled best practices of exemplary performance to sustain a culture of excellence.

This result showed that all the schools implemented wholly the exemplary performance to sustain a culture of excellence and consistently recognizing and scaling-up research-enabled best practices.

The school's implementation in optimizing the utilization of ICT in improving access to and quality of basic education services where all indicators showed full implementation with a composite mean of 4.54(0.75), which consists of utilizing e-classroom in teaching the different subject areas (mean 4.50; SD 0.70), using ICT for accurate EBEIS report (mean 4.50; SD 0.63), strengthening teachers' computer skills through demonstration (mean 4.61; SD 0.69), and strengthening ICT enable and reliable data system (mean 4.58; SD 0.71).

Table 11. Respondents' Perceived Level of Schools' Implementation in Optimizing the utilization of ICT

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Utilize e-classroom in teaching the different subject areas.	4.50	0.70	Full Implementation
2. Use ICT for accurate EBEIS Report.	4.50	0.63	Full Implementation
3. Strengthen teachers' computer skills through demonstration.	4.61	0.69	Full Implementation
4. Strengthen ICT enable and reliable data system.	4.58	0.71	Full Implementation
Composite Mean	4.54	0.75	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 11 shows the level of Schools' Implementation in Optimizing the utilization of ICT in improving access to and quality of basic education services. This result showed that optimizing the utilization of ICT in improving access to and quality of basic education services of the teachers under this study are fully implemented.

It affirmed the 10th TEA governance through upholding on the utilization of e- classroom in teaching the different subject areas with an output of Report on the utilization of e-classroom equipment in teaching different subject areas, using the ICT for accurate EBEIS Report with an output of Report on the use of ICT for accurate EBEIS Report, and strengthen teachers' computer skills through demonstration with an output of Report on strengthening teachers' computer skills; and 4) Strengthen ICT enable and reliable data system with an output of Conducted of Accurate and reliable data system, (Rivera, 2018).

Table 12. Respondents' Perceived Level of Schools' Implementation in Conserving water, energy and other resources while performing tasks

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Conduct regular inspection of water pipes, electrical wiring and electric utilization.	4.58	0.66	Full Implementation
2. Checking and repair on dilapidated rooms/building and faulty electrical wirings.	4.58	0.72	Full Implementation
Composite Mean	4.51	0.82	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 13. Respondents' Perceived Level of Schools' Implementation in Keeping schools and officers safe and eco-friendly

Indicative Statements	Mean	SD	Descriptive Interpretation
1. Coordinate with DRRMC Officials/other stakeholders (BHWs, etc.) for updates on damages in schools caused by typhoons and other natural forces/events.	4.56	0.75	Full Implementation
2. Repair immediately classrooms/structures destroyed by typhoons and other natural forces/events.	4.60	0.71	Full Implementation
3. Observe waste segregation and proper disposal.	4.63	0.70	Full Implementation
4. Establish eco-friendly program i.e. Go-Green School in a Garden (SIGA).	4.61	0.71	Full Implementation
5. Form Anti-bullying and Child Protection Task Force.	4.55	0.74	Full Implementation
6. Conduct quarterly Fire and Earthquake drills.	4.51	0.79	Full Implementation
Composite Mean	4.58	0.54	Full Implementation

Legend:4.50-5.00 Full Implementation3.50-4.49 Close to Implementation; 2.50-3.49 Partial Implementation; 1.50-2.49 Planning Stage; 1.00-1.49 Not Implemented

Table 13 shows the level of Schools' Implementation in Keeping schools and officers safe and eco-friendly In keeping schools and officers safe and eco-friendly where all indicators showed full implementation with a composite mean of 4.58(0.54), which consists of coordinating with DRRMC Officials/other stakeholders (BHWs, etc.) for updates on damages in schools caused by typhoons and other natural forces/events (mean 4.56; SD 0.75), repairing immediately classrooms/structures destroyed by typhoons and other natural forces/events (mean 4.60; SD 0.71), observing waste segregation and proper disposal (mean 4.63; SD 0.70), establishing program i.e. Go-Green School in a Garden (SIGA) (mean 4.61; SD 0.71), forming anti-bullying and child protection task force (mean 4.55; SD 0.74), and conducting quarterly fire and earthquake drills (mean 4.51; SD 0.79).

Table 14. Distribution of Schools' Performance in terms of Enrolment Rate

Enrolment Rate (%)	F	%
100	271	100.0
95-99	0	0.0
Below 95	0	0.0
Total	10	100.0

All of the schools under this study which consist of 271 got 100% enrolment rate for the school year covered under this study which shows that the schools performed well in their enrolment process.

Table 15. Distribution of Schools in terms of Promotion Rate

Rate	F	%
100	223	82.0
95-99	37	14.0
Below 95	11	4.0
Total	271	100.0

This result showed that there are 223 or 82% of the schools got a rate of 100% in terms of promotion rate, while 37 or 14.0% got 95-99%, and only 11 or 4.0% got below 95%, which indicates that most of the schools performed well in terms of promotion rate.

Table 16. Distribution of Schools in terms of Drop Rate

Rate	F	%
0	223	82.0
1-5	37	14.0
6-10	11	4.0
Total	271	100.0

It is presented in table 16 that there are 223 or 82% of the schools got a rate of 0% in terms of dropout rate, while 37 or 14.0% got 95-99%, and only 11 or 4.0% got below 95%, which indicates that most of the schools performed well in terms of dropout rate.

Table 17. Distribution of Schools in terms of NAT MPS

MPS Rate (%)	F	%
80.00-89.00	24	9.0
70.00-79.00	73	27.0
60.00-69.00	79	29.0
50.00-59.00	77	28.0
40.00-49.00	18	7.0
Total	271	100.0

It is shown that there are 24 or 9.0% of the schools got rate of 80.00-89.00% in terms of NAT MPS, while 73 or 27.0% got 70.00-79.00%, 79 or 29.0% got 60.00-69.00% MPS, then 78 or 28.0% got 50.00-59.00% MPS, and 18 or 7.0% got 40.00-49.00% MPS which indicates that most of the schools performed better.

Table 18. Distributions of Teachers' Performance in IPCRF

Range	Frequency	%	Adjectival Rating
4.50-5.00	110	30.0	Outstanding
3.50-4.49	233	65.0	Very Satisfactory
2.50-3.49	18	5.0	Satisfactory
1.50-2.49	0	0	Unsatisfactory
Below 1.49	0	0	Poor

It was shown that most of the teachers which consist of 233 or 55.0% got a very satisfactory rating with range from 3.50- 4.49 while 110 or 30.0% got outstanding with rate from 4.50-5.00 and there are only 8 or 5.0% got satisfactory with range from 2.50-3.49.

Table 19. Test of Significant Relationship between Schools' Extent of Implementation of TEA Governance and Schools' Performance

Indicators/ Variables (n= 632)	Computed X^2-value				
	Enrolment rate	Promotion rate	Dropout rate	NAT (MPS)	IPCRF
Strengthen the merit system and support open ranking procedures	NA	5.303	7.230	6.706	30.418**
Create and nurture productive partnerships with all stakeholders in implementing various education programs and activities	NA	11.466	16.609*	26.654*	34.527**
Open all channels of communication (suggestion boxes, online and other media) to keep everybody updated on all policies and opportunities for professional growth and to gather constructive comments and feedback for enhanced delivery of services.	NA	22.720	28.785**	27.761*	36.585**
Uphold the norms of conduct for public servants (commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living.)	NA	2.482	5.396	9.812	32.650**

Take active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes.	NA	18.079*	20.719^	29.743*	36.812**
Enable every school-aged child and youth to benefit from high quality of basic education service	NA	21.684**	19.973**	29.145*	35.225**
Render regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS.	NA	25.328**	23.368**	26.972*	27.354*
Systematically push higher levels of practices in School-Based Management	NA	10.918	9.745	12.353	28.534*
Recognize and scale-up research-enabled best practices of exemplary performance to sustain a culture of excellence.	NA	8.924	7.486	21.215	30.079*
Optimize the utilization of ICT in improving access to and quality of basic education services.	NA	11.215	8.709	19.871	34.434**
Conserve water, energy and other resources while performing tasks.	NA	15.791*	15.906*	28.637*	31.233*
Keep schools and officers safe and eco-friendly	NA	7.486	9.901	21.707	31.215*

*significant @ ≥ 0.05; ** significant @ ≥ 0.01*

Then between creating and nurturing productive partnerships with all stakeholders in implementing various education programs and activities (promotion rate, X2=11.446,p-value>0.05, drop-out rate, X2=16.609,p-value<0.05, NAT MPS, X2=26.654,p-value<0.05, & teachers' performance in IPCRF, X2=34.527,p-value<0.01), there is one indicator in schools' performance that showed non significance and that is the promotion rate.

In opening all channels of communication (suggestion boxes, online and other media) to keep everybody updated on all policies and opportunities for professional growth and to gather constructive comments and feedback for enhanced delivery of services (promotion rate, X2=22.720,p-value<0.01, drop-out rate, X2=28.785,p-value<0.01, NAT MPS, X2=27.761,p-value<0.05, & teachers' performance in IPCRF, X2=36.585,p-value<0.01). Most were significant except from promotion rate.

Upholding the norms of conduct for public servants (commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living) (promotion rate,

$X2=2.482$,p-value>0.05, drop-out rate, $X2=5.396$,p-value>0.05, NAT MPS, $X2=9.812$,p-value>0.05, & teachers' performance in IPCRF, $X2=32.650$,p-value<0.01). Most is not significant except in teachers' performance in IPCRF.

Taking active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes,

(promotion rate, $X2=18.079$,p-value<0.05, drop-out rate, $X2=20.719$,p-value<0.01, NAT MPS, $X2=29.743$,p-value>0.05, & teachers' performance in IPCRF, $X2=36.812$,p-value<0.01), Most is significant except from NAT MPS.

In enabling (promotion rate, $X2=21.684$,p-value<0.01, drop-out rate, $X2=19.97$,p-value$=0.01$, NAT MPS, $X2=29.145$,p-value<0.05, & teachers' performance in IPCRF, $X2=35.225$,p-value<0.01). All indicators were significant.

In rendering regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS, (promotion rate, $X2=25.328$,p-value<0.01, drop-out rate, $X2=23.268$,p-value<0.01, NAT MPS, $X2=26.972$,p-value<0.05, & teachers' performance in IPCRF, $X2=27.354$,p-value<0.05),

In systematically push higher levels of practices in School-Based Management, (promotion rate, $X2=10.918$,p-value>0.05, drop-out rate, $X2=9.745$,p-value>0.05, NAT MPS, $X2=12.353$, p-value>0.05, & teachers' performance in IPCRF, $X2=28.534$,p-value<0.05), almost all indicators were not significant except from teachers' performance in IPCRF.

In recognizing and scaling up research-enabled best practices of exemplary performance to sustain a culture of excellence, (promotion rate, $X2=8.924$,p-value>0.05, drop-out rate, $X2=7.486$,p-value>0.05, NAT MPS, $X2=21.215$, p-value>0.05, & teachers' performance in IPCRF, $X2=30.079$,p-value<0.05), teachers' performance in IPCRF is the only indicator that showed significance.

In optimizing the utilization of ICT in improving access to and quality of basic education services, (promotion rate, $X2=11.215$,p-value>0.05, drop-out rate, $X2=8.709$,p-value>0.05, NAT MPS, $X2=19.871$,p-value>0.05, & teachers' performance in IPCRF, $X2=34.434$,p-value<0.05). Most have no significance , only the teachers' performance in IPCRF shown significance.

In terms of conserving water, energy and other resources while performing tasks, (promotion rate, $X2=15.791$,p-value<0.05, drop-out rate, $X2=15.906$,p-value<0.05, NAT MPS, $X2=28.637$,p-value<0.05, & teachers' performance in IPCRF, $X2=31.230$,p-value<0.05). Most indicators have significant relationships.

Then keeping schools and officers safe and eco-friendly (promotion rate, $X2=7.486$,p-value>0.05, drop-out rate, $X2=9.901$,p-value>0.05, NAT MPS, $X2=21.907$,p-value>0.05, &

teachers' performance in IPCRF, X2=31.215,p-value<0.05). Most of the indicators depict no significance except from teachers' performance in IPCRF.

IV. Conclusion

Based on the findings the researcher formulated this conclusion:

The null hypothesis stating that there is no significant relationship between schools implementation in terms of TEA governance in terms of Scouters Rock indicators and schools' performance in terms of enrolment rate, promotion rate, dropout rate, NAT MPS, and teachers' performance as describe by their IPCRF is partly upheld which means the relationship between two variables is somehow significant and some were not significant.

V. Recommendations

On the basis of the conclusions the following recommendations were suggested by the researcher.

1. Given that there are several indications that demonstrate correlation based on the findings of this study, school administrators need to continue the complete implementation of the TEA governance through SCOUTERS ROCK.
2. For the higher authority, to provide unwavering assistance to the schools so that they can provide or abide by the requirements of overall quality management in education and TEA governance.
3. For the teachers, they may use the SCOUTERS ROCK in TEA governance as their guide to continue on their path to professional development because they are the foundation for the coming generation.
4. For the future researchers to perform a much larger or broader scope of research in order to establish and determine much higher levels of implementation and degree of compliance on the TEA governance and also to have comparisons for the advantages of achieving equity in education.

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