

# Managerial Competence of Diocesan Priests and School Performance: Basis for a Succession Plan

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Abstract	Article Info
<p>This study used descriptive research design to determine the relationship of the managerial competence and school performance of the diocesan priests as basis for a succession plan. It was administered to the seventy-two (72) respondents using a standardized research instrument. Total enumeration was utilized to determine respondents among directors and principals, while purposive sampling was employed to determine the teacher respondents. The Mean and Standard Deviation were used to determine the level of managerial competence, school performance, and their difference. Moreover, a correlation coefficient was employed to determine the level of managerial competence of diocesan priests to the level of School Performance in the PEAC certification assessment. Results showed that managerial competence of the diocesan priest were <i>very highly competent</i> as perceived by the school directors and principals while in the perception of teachers they were <i>highly competent</i>. Additionally, school performance showed a <i>High level</i> of compliance in PEAC certification assessment. It is revealed that the managerial competence of diocesan priests falls in the different levels of PPSH domains. Moreover, it was found out that there was no correlation between the managerial competence and school performance. It is recommended that Diocesan priests may focus on several areas where they are more challenged in managing the school. Thus, a more dynamic succession plan for diocesan priests is recommended to prepare them to assume the responsibilities in managing the school.</p>	<p><i>Keywords:</i> <i>Managerial competence, Diocesan Priests, school performance, PEAC Certification, succession planning</i></p>

## INTRODUCTION

One key point of Filipino culture where Christianity engraved an influential impact is in education (Aguas, 2019). Considering this, the role of diocesan priests as school directors implies challenges since dual management requires excellent potential of meeting the desires of both parish and school (Simonds, 2021). As an educational institution that is governed by Private Education Assistance Committee (PEAC), private schools must ensure that they meet the standards as prescribed by PEAC. With this, managerial competence of diocesan priests is pivotal in maneuvering school operations that upholds the educational standardization.

Kime (2022) cited that aside from spiritual needs, priests are also responsible for temporal needs and resources of parishes and schools. This situation leads them to have lack of preparation since their background education focuses on philosophy, theology, scripture, and pastoral care.

The current results of PEAC assessment revealed that two of the Diocesan Schools handled by school directors have low scores in the PEAC certification released last School Year 2022-2023, and almost of the diocesan schools got only the rating of two (2), using the scale rating, four (4) as the highest and one (1) as the lowest. Moreover, the reality speaks that these diocesan priests are not prepared for supervising and administrating schools, one of the foci of the developmental plan of the administrator is on enhancing leadership and management skills based the annual developmental plan last 2023. This left a notable concern about the level of managerial competence of diocesan priests in administrating diocesan schools.

Therefore, it is in this premise that the researcher aims to determine the managerial competence of the diocesan priests as basis for succession plan. Moreover, this would give insight on how diocesan priests should be prepared for school management, which would be helpful to their successor.

## LITERATURE REVIEW

The Philippine Professional Standards for School Heads (PPSSH), established through DepEd Order no. 024 s. of 2020, serve as a comprehensive framework guiding the professional development of school leaders. It emphasizes the importance of continuous learning and sets clear expectations across five domains: Leading Strategically, Managing Schools and Operations, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections (DepEd, 2020). Studies such as Delavin (2022) and Paladio (2024) highlight that school administrators excel most in managing school operations and resources, while strategic leadership remains a challenge due to gaps in knowledge and resistance to change. Similarly, Prasertcharoensuk and Tang (2017) underscore the significance of strategic planning, monitoring, and independent functioning in effective school leadership. These findings demonstrate that competency in managerial functions directly correlates with overall school performance, aligning with the PPSSH's emphasis on strategic and operational management as core competencies for school heads.

Furthermore, effective leadership in Catholic and diocesan schools is reinforced by standards such as the PEAC certification, which assesses compliance across multiple areas including governance, curriculum, faculty development, and community involvement (PEAC, n.d.). Ferrer (2022) and Anduyan (2021) indicate that schools with higher PEAC accreditation tend to perform better academically and demonstrate more robust quality assurance systems. However, challenges persist, especially in leadership and governance domains, which often lag behind infrastructure and instructional quality (Madrigal, 2018). The literature emphasizes that continuous professional development, managerial training, and strategic leadership are vital for school administrators to meet evolving educational standards and improve overall school effectiveness. This aligns with the broader goal of fostering competent, well-prepared school leaders who can effectively manage resources, promote quality instruction, and cultivate strong community ties, ultimately enhancing student outcomes and organizational sustainability.

## METHODOLOGY

### Research Design

This study employed a descriptive correlational research design to systematically examine and quantify the relationship between the managerial competence of diocesan priests, as outlined by the Philippine

Professional Standards for School Heads (PPSSH), and the performance of diocesan schools based on the PEAC certification assessment. The descriptive approach was chosen to provide an accurate depiction of current conditions and to identify the degree of association between the variables, aiming to answer the "what" and "to what extent" questions without exploring causal relationships (Aprecia, 2022). The correlational aspect allows for measuring the strength and direction of the relationship between managerial competence and school performance, providing insights into how these factors interrelate within the context of diocesan Catholic schools.

### **Locale of the Study**

This research was conducted within the diocesan schools under the jurisdiction of the Diocese of Kabankalan City, covering the Vicariates of Kabankalan, Binalbagan, Isabela, Dancalan, and Sipalay. The total population comprises 18 schools managed by diocesan priests (see Figure 2: Map of the Locale of the Study). This specific setting was selected to ensure contextual relevance, given its unique administrative and educational practices rooted in Catholic tradition.

### **Respondents of the Study**

The study involved a total of 72 respondents, consisting of 18 diocesan directors, 18 school principals, and 36 teachers, all involved in school management and instructional leadership for the academic year 2023–2024. The inclusion of these groups aimed to gather comprehensive perspectives on managerial competence and school performance across different levels of school administration.

### **Sampling Technique**

A combination of total enumeration and purposive sampling was employed to select respondents. All directors and principals from the 18 diocesan schools served as respondents through total enumeration, ensuring a complete and unbiased representation of leadership perspectives (Arnab, 2017). For teachers, purposive sampling was used to select individuals with at least five years of service in the institution, regardless of sex, subject, or grade level, to ensure respondents had sufficient experience and familiarity with the school's leadership and operational environment (Nikolopoulou, 2022; Campbell et al., 2020). This approach aimed to optimize the relevance and reliability of the data collected.

### **Research Instruments**

The primary data on managerial competence were gathered using a standardized questionnaire adapted from the PPSSH framework. The instrument included items aligned with the five key domains: (1) Leading Strategically, (2) Managing School Operations and Resources, (3) Focusing on Teaching and Learning, (4) Developing Self and Others, and (5) Building Connections. Respondents rated each item based on the degree of agreement or appropriateness, following a Likert-type scale. Secondary data on school performance in the PEAC certification assessment were obtained from official school records, with prior approval from the diocesan superintendent's office to ensure data confidentiality and ethical compliance.

### **Data Gathering Procedure**

The data collection process commenced with securing formal consent from the diocesan schools' superintendent, which served as the ethical and administrative authorization. Following approval, respondents were informed of the purpose of the study and assured of the confidentiality of their responses. Informed consent was obtained to uphold ethical standards. The questionnaires were distributed to the selected respondents, who completed them voluntarily. Completed questionnaires were then retrieved, coded, and organized for analysis. The PEAC performance data were collected from official school records after obtaining necessary permissions. The entire process was designed to ensure data accuracy, confidentiality, and integrity.

### **Data Analysis**

Quantitative data were analyzed using appropriate statistical tools. The mean and standard deviation were calculated to determine the levels of managerial competence as perceived by school directors, principals, and teachers across the five PPSSH domains. The same descriptive statistics were used to assess the schools' performance in the PEAC certification assessment. To examine the relationship between managerial

competence and school performance, Pearson's correlation coefficient was employed, providing a measure of the strength and direction of the association. The analysis results were interpreted to determine the relationship between the variables, providing insights into how managerial competence influences school performance within the diocesan context.

## RESULTS & DISCUSSION

### The Managerial Competence of Diocesan Priests and School Performance as basis for a succession plan

The current investigation focused on the competence of the diocesan priests in managing the school as perceived by school director, principal, and teachers under the domains of Philippine Professional Standards for School Heads (PPSSH) as perceived by the school director, principal, and teachers in terms of Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others and Building Connections.

#### Managerial competence in terms of leading strategically

Table 1 shows the level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of leading strategically.

Furthermore, teachers rated the diocesan priest as very highly competent with a general mean of 4.66. The strand 1.4 "Research and innovation" had a mean of 4.49, interpreted as highly competent was the lowest among the strands in the domain 1 as perceived by the teachers. Although the result is highly competent, but this strand got the lowest rating. Hence, this is the gap that needs to be addressed in the context of leading strategically.

This implies that as perceived by the participants, generally diocesan priests are very highly competent in managing the school. However, they got low in research and innovation. They may focus on fostering a culture of continuous innovation and research-driven decision-making, ensuring their strategies are adaptable and future-oriented. This will be the focus of the succession plan. Since they possessed excellence in leading strategically that enables them to execute their duties and functions as the directors of the school while fulfilling their religious and spiritual obligations. Their competence allows them to effectively and efficiently handle functions of the school under their management.

Furthermore, the school directors may give emphasis to the areas of research and innovation within their school. With this, they can focus on encouraging innovative ideas that motivates their teachers to participate in research and innovation that they can be used to enhance their teaching approaches.

Prasertcharoensuk and Tang (2017) explained that administrators organized comprehensive planning to ensure the implementation of school development was moving smoothly, including monitoring and following up, as well as working independently. Moreover, they had high influence on determining school direction, executing strategic practice, and high awareness of strategic control and evaluation. Leading strategically comprises the school leaders' commitment to contemplate action aligned with institutional goals in order to achieve maximum organizational success.

**Table 1. Level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of leading strategically.**

	School Director			School Principal			Teachers		
	M	SD	In	M	SD	In	M	SD	In
Strand1.1	4.6	0.4	Very Highly Competent	4.67	0.45	Very Highly Competent	4.65	0.41	Very Highly Competent
Strand1.2	4.7	0.3	Very Highly Competent	4.46	0.73	Highly Competent	4.73	0.38	Very Highly Competent
Strand1.3	4.7	0.4	Very Highly Competent	4.50	0.51	Very Highly Competent	4.72	0.39	Very Highly Competent
Strand1.4	4.5	0.5	Very Highly Competent	4.11	0.77	Highly Competent	4.49	0.56	Highly Competent

Strand1. 5	4.6 4	0.4 7	Very Highly Competent	4.53	0.51	Very Highly Competent	4.79	0.36	Very Highly Competent
Strand1. 6	4.5 2	0.4 7	Very Highly Competent	4.21	0.65	Highly Competent	4.61	0.49	Very Highly Competent
Strand1. 7	4.6 1	0.4 7	Very Highly Competent	4.19	0.87	Highly Competent	4.65	0.47	Very Highly Competent
<b>Domain1</b> 3	<b>4.6</b> 3	<b>0.3</b> 8	<b>Very Highly</b> <b>Competent</b>	<b>4.38</b>	<b>0.58</b>	<b>Highly</b> <b>Competent</b>	<b>4.66</b>	<b>0.37</b>	<b>Very Highly</b> <b>Competent</b>

### Managerial competence in terms of managing school operations and resources

Table 2 shows the level of managerial competence of the diocesan priests as perceived by school directors, principals, and teachers in managing school operations and resources.

The results implies that school directors are highly competent in managing school operations and resources. They consistently demonstrate efficient and effective practices in financial management, following policies, guidelines, and procedures related to allocation, procurement, disbursement, and liquidation in alignment with the school plan. However, their performance is weaker when it comes to implementing best practices in records management, particularly in utilizing ICT and other technologies to manage school data and information effectively, which is essential for ensuring smooth and productive operations.

School principals and school directors are collaborating into different directions, bringing the entire school community into operations. They ensure that teachers, school personnel, and students have cooperative engagement which serve as vital characteristic of basic managerial functions. Moreover, resources are ensured to maintain and balance the school operations (Kastrati, 2016). This aspect concretizes Domain 2, Managing Schools and Operations. This highlights the school heads/administrators' commitment to ensuring efficiency, effectiveness, and fairness in discharging functions towards maximizing organizational health.

**Table 2. Level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of managing school operations and resources.**

	School Director			School Principal			Teachers		
	M	SD	In	M	SD	In	M	SD	In
Strand2. 1	4.7 5	0.4 0	Very Highly Competent	4.11	0.79	Highly Competent	4.5	0.55	Very Highly Competent
Strand2. 2	4.6 9	0.4 8	Very Highly Competent	4.39	0.81	Highly Competent	4.72	0.41	Very Highly Competent
Strand2. 3	4.5 9	0.5 3	Very Highly Competent	4.26	0.77	Highly Competent	4.7	0.41	Very Highly Competent
Strand2. 4	4.6 9	0.4 5	Very Highly Competent	4.35	0.71	Highly Competent	4.69	0.46	Very Highly Competent
Strand2. 5	4.5 9	0.5 2	Very Highly Competent	4.37	0.71	Highly Competent	4.69	0.44	Very Highly Competent
Strand2. 6	4.6 2	0.5 0	Very Highly Competent	4.28	0.75	Highly Competent	4.69	0.46	Very Highly Competent
<b>Domain2</b> 6	<b>4.6</b> 6	<b>0.4</b> 4	<b>Very Highly</b> <b>Competent</b>	<b>4.29</b>	<b>0.68</b>	<b>Highly</b> <b>Competent</b>	<b>4.67</b>	<b>0.41</b>	<b>Very</b> <b>Highly</b> <b>Competent</b>

### Managerial competence in terms of focusing on teaching and learning

Table 3 shows the level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in of focusing on teaching and learning.

The result implied that, in the views of the school directors and teachers, diocesan priests are very highly competent in dealing with school management. Furthermore, the school principal perceived they are highly competent. The diocesan priests exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across

learning areas. While they miss out in mentoring fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts. Which need to have focus in the succession plan to achieve other performance indicators helps to foster accountability both within the school and in broader educational settings.

According to Ozkan (n.d.), school directors accomplished their supervisory duties by inspecting teachers' performance through classroom observations, preparation of teaching aids and instructional plans, achievement of learning objectives, students' satisfaction, and monitoring learning environments. This function exhibited by school heads fell on Domain 3, Focusing on Teaching and Learning. School administrators ensure the promotion of quality teaching and learning.

Baytekin (2009) revealed that school directors are contributors to classroom management through establishing efficient learning and creating instructional atmosphere. They must share a harmonious relationship with all the education stakeholders to secure optimum support and collaboration needed for school operations. This is evident to Domain 5, Building connections. In this domain, it highlights they key role of the school and community that education is everyone's responsibility.

**Table 3. Level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of focusing on teaching and learning.**

	School Director			School Principal			Teachers		
	M	SD	In	M	SD	In	M	SD	In
Strand3.1	4.56	0.46	Very Highly Competent	4.15	0.91	Highly Competent	4.63	0.60	Very Highly Competent
Strand3.2	4.53	0.53	Very Highly Competent	4.21	0.89	Highly Competent	4.66	0.51	Very Highly Competent
Strand3.3	4.53	0.47	Very Highly Competent	4.03	0.91	Highly Competent	4.69	0.45	Very Highly Competent
Strand3.4	4.53	0.50	Very Highly Competent	4.06	0.96	Highly Competent	4.61	0.48	Very Highly Competent
Strand3.5	4.52	0.47	Very Highly Competent	4.15	0.85	Highly Competent	4.66	0.52	Very Highly Competent
Strand3.6	4.7	0.44	Very Highly Competent	4.51	0.68	Very Highly Competent	4.77	0.40	Very Highly Competent
Strand3.7	4.61	0.46	Very Highly Competent	4.04	1.06	Highly Competent	4.69	0.47	Very Highly Competent
Strand3.8	4.67	0.47	Very Highly Competent	4.29	0.88	Highly Competent	4.72	0.44	Very Highly Competent
<b>Domain3</b>	<b>4.58</b>	<b>0.43</b>	<b>Very Highly Competent</b>	<b>4.18</b>	<b>0.82</b>	<b>Highly Competent</b>	<b>4.68</b>	<b>0.43</b>	<b>Very Highly Competent</b>

### Managerial competence in terms of developing self and others

Table 4 shows the level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of developing self and others.

This indicates that diocesan priests are extremely skilled in managing the school in accordance with the development of self and others. They are expert and knowledgeable, particularly in individual and team leadership development. That they enable individuals and teams to consistently and effectively carry out leadership roles and responsibilities to accomplish school objectives via shared governance and accountability. However, they need to Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards for School Heads to enables them to critically evaluate their strengths and areas for improvement in alignment with national standards.

The personal values and drive of school directors are focal points for them to effectively exercise their leadership and management competence in schools (Om, 2022). This reflects on Developing Self and Others School leaders are required to reflect on their personal and professional growth in order to strengthen their practice of managing and developing people while promoting the professional development and welfare of their staff.

**Table 4. Level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of developing self and others.**

	School Director			School Principal			Teachers		
	M	SD	In	M	SD	In	M	SD	In
Strand4.1	4.31	0.62	Very Highly Competent	4.00	0.87	Highly Competent	4.58	0.50	Very Highly Competent
Strand4.2	4.52	0.48	Very Highly Competent	4.21	0.69	Highly Competent	4.65	0.47	Very Highly Competent
Strand4.3	4.52	0.49	Very Highly Competent	4.22	0.86	Highly Competent	4.64	0.45	Very Highly Competent
Strand4.4	4.48	0.48	Very Highly Competent	4.17	0.69	Highly Competent	4.63	0.49	Very Highly Competent
Strand4.5	4.52	0.48	Very Highly Competent	4.11	0.85	Highly Competent	4.64	0.49	Very Highly Competent
Strand4.6	4.64	0.47	Very Highly Competent	4.26	0.65	Highly Competent	4.76	0.41	Very Highly Competent
Strand4.7	4.64	0.48	Very Highly Competent	4.26	0.60	Highly Competent	4.69	0.46	Very Highly Competent
Strand4.8	4.59	0.46	Very Highly Competent	4.17	0.80	Highly Competent	4.65	0.50	Very Highly Competent
Domain4	4.53	0.46	Very Highly Competent	4.18	0.68	Highly Competent	4.66	0.43	Very Highly Competent

**Managerial competence in terms of building connections**

Table 5 shows the level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of building connections.

It implies that the diocesan priest has very highly competence in managing the school in terms of building connection. The diocesan priest has a strong community engagement to the community in creating collaboration to the stakeholders in solving complicated issues and concerns to create a well conducive school environment with a multifaceted approach.

By emphasizing cooperation, inclusivity, and shared accountability, the community can successfully deal with the complicated challenges of learner development and overall school and community improvement.

They also have exceptional skill in establishing connections with stakeholders, resulting in an environment where everyone thrives. With the provided interactions, everyone collaborates to achieve the shared goal of nourishing the growth of learners. Nonetheless, they need to assess the performance of school organizations, including student groups, faculty associations, and parent-teacher associations, to gauge their influence on achieving the school's institutional goals.

For an organization to prosper, one must have a leader whose perspective is fueled by competence and whose goal is centered to organizational transformation. This features managerial competencies which include knowledge and skills that significantly influence one’s productivity in the workplace (Williams, 2022). Effective management plays a crucial role in enabling the development of functions and operations of an organization. School management by diocesan priests is a non-barbarous concept specifically in Catholic education.

Managers are significant figures in organizations. They disseminate and echo goals and agenda to teams’ works and priorities and have a strong influence in the employee experience. Because of this, it was revealed that managers are among the strongest motivators of employee’s well-being and engagement (Gallup, 2015b; Limeade & Quantum Workplace, 2016). The competence of individuals in a managerial position is to accomplish management activities or tasks. Ibay and A-alisbo (2020) explained that being a manager in an educational setting is a responsibility to uphold of becoming an effective leader and problem-solver both in simple and complex situations. This context is different in Thailand since some managerial skills need to be upgraded. This calls for strengthening and developing of competencies to execute effective and efficient management. Valero (2021) concluded that education of both managers and workforce in a certain organization, more generally gives an impression to be an important driver of a successful management practices. Similarly, a harmonious relationship between managerial education and management practices is an evident stimulator of variation in management scores.

**Table 5. Level of managerial competence of the diocesan priests as perceived by the school director, principal, and teachers in terms of building connections.**

	School Director			School Principal			Teachers		
	M	SD	In	M	SD	In	M	SD	In

Strand5.1	4.6 2	0.5 0	Very Highly Competent	4.36	0.64	Highly Competent	4.67	0.45	Very Highly Competent
Strand5.2	4.5 6	0.4 8	Very Highly Competent	4.25	0.67	Highly Competent	4.59	0.50	Very Highly Competent
Strand5.3	4.5 5	0.4 9	Very Highly Competent	4.18	0.57	Highly Competent	4.69	0.44	Very Highly Competent
Strand5.4	4.6 2	0.4 9	Very Highly Competent	4.29	0.73	Highly Competent	4.71	0.42	Very Highly Competent
Strand5.5	4.6 6	0.4 6	Very Highly Competent	4.24	0.75	Highly Competent	4.73	0.39	Very Highly Competent
<b>Domain5</b>	<b>4.6 0</b>	<b>0.4 6</b>	<b>Very Highly Competent</b>	<b>4.26</b>	<b>0.61</b>	<b>Highly Competent</b>	<b>4.68</b>	<b>0.40</b>	<b>Very Highly Competent</b>

**School Performance in the PEAC Certification Assessment**

Table 6 shows the level of School Performance in the PEAC certification assessment. This suggests that diocesan schools performed well in the PEAC accreditation assessment. The diocesan priests ensure that the school's physical environment promotes teaching and learning while adhering to all necessary regulatory and statutory requirements to maintain the safety and security of the school community. The school structures and classrooms are appropriate for instructional purposes and contribute toward the development of students.

Furthermore, the school budget allocations for operations are enough to support its current and future improvement goals. The school's finances are efficient enough to continue providing activities and services. It also maintains accurate recordings of fiscal operations that comply with legal and accounting laws.

Moreover, the diocesan priests maintain the high level of institutional planning and development to the improvements of the school. A collaboration with the stakeholders is a way to successfully meeting the standards in the implementation of the improvements that aligned to the school's vision, mission, goals and objectives that meets the community expectation to students' performance.

On the other hand, regarding the faculty, the diocesan priest may prioritize improving faculty members by offering diverse professional development opportunities. These initiatives aim to enhance both personal and professional skills, deepen their understanding of their roles, particularly in teaching and learning, and elevate the overall quality of education the school provides. Additionally, attention should be given to a succession plan to address existing gaps in leadership and faculty development.

Ferrer (2022) cited that schools with no or have not passed PEAC certification had fewer number of learning recovery actions than the accredited or with higher certification. This suggests that PEAC Certification Program played a significant role as certification status points to the presence of a school's quality assurance system to support and sustain LRA. Those accredited and certified private schools are performing better, as reflected in the results of international assessments as PISA and TIMSS. Additionally, private schools epitomize how schools should be run to produce desired results. PEAC assessment rated Catholic education as "fully meets benchmark" with Catholic identity and mission as the highest and operational vitality as the lowest. With this, it is recommended that stakeholders' collaboration is necessary (Bual & Banusing, 2021).

According to Anduyan (2021), vision and mission, curriculum and instruction, faculty development, student development, physical plant and facilities, financial and business administration, and school and community involvement were considered advanced breakthroughs and were sustained for a longer period of time. Administrators' level of implementation in the aspect of human resource management and development was rated sufficient. It is also evident that implementation in terms of benefits, remuneration, and evaluation was successfully executed. As a result, there is a strong correlation between school performance and administrators' effective implementation of human resource management and development duties. The stakeholders shared a common understanding of their roles, duties, and expectations.

**Table 6. Level of School Performance in the PEAC certification assessment**

	Mean	SD	In
a. School Philosophy, Vision, Mission, Goals and Objectives	N/A	N/A	N/A
b. Curriculum, Assessment, and instruction	2.61	.502	High level compliance
c. Instructional Leadership	2.67	.485	High level compliance
d. Faculty	2.56	.511	High level compliance



e. Academic support and Student development Services	2.67	.485	High level compliance
f. Physical Plant and Instructional Support Facilities	2.89	.323	High level compliance
g. Administration and Governance	2.78	.428	High level compliance
h. School Budget and Finances	2.89	.323	High level compliance
i. Institutional Planning and Development	2.89	.323	High level compliance
<b>School Performance</b>	<b>2.74</b>	<b>.248</b>	High level compliance

### Level of Managerial Competence of the Diocesan Priests under the Domains of Philippine Professional Standards for School Heads (PPSSH)

The table 7 shows the difference on level of managerial competence of the diocesan priests under the domains of Philippine Professional Standards for School Heads (PPSSH) as perceived by the school director, principal, and teachers. As perceived by the school director, the domain 2 has the highest mean among the domains and interpreted as very highly competent. While, in the perception of School Heads the domain 1 it has the highest mean of 4.38, interpreted as highly competent. However, In the teachers' perception domains 3 and 5 has the highest mean of 4.68 among the domains and interpreted as highly competent. The overall result, domain 1 has the highest mean of 4.58, interpreted as very highly competent.

This implies that in the difference on level of managerial competence of the diocesan priests under the domains of Philippine Professional Standards for School Heads (PPSSH) is very highly competent in leading strategically. Although Developing Self and Others was rated as very highly competent, it rated lowest among the domains, indicating the need for a focused emphasis on this area in the succession plan.

The leading strategically emphasizes the importance of school administrators in establishing the direction, aims, and objectives of schools, as well as ensuring that these are understood and accepted by all stakeholders. Diocesan priests are involved to find and interpret important sources of information, as well as develop links and alignment between them. They must maintain a comprehensive understanding of their schools' current and prospective states. They should help implement various collaboration strategies with stakeholders in order to successfully respond to the constantly shifting and evolving requirements for schools.

They are also responsible for imparting a better understanding of the school's vision, mission, core values, and directions among key stakeholders. They are skilled in interacting with, dealing with, and forming connections with others. They should be able to develop connections with individuals and organizations based on mutual trust, honesty, openness, respect, and a shared vision for achieving institutional goals.

DepEd (2020) defines Philippine Professional Standards for School Heads (PPSSH) as a public declaration of professional responsibility that encourages school leaders and administrators to reflect on and examine their own practice as they strive for and pursue professional growth. It clearly outlines what school leaders/administrators should know, be able to accomplish, and value as they develop in their careers (TeacherPH, n.d.).

Similar to many educational organizations who advocate for learner-centered formation, Diocesan schools adhere to the quality standards for Catholic education. A recent study of Catholic schools found that vision and mission, curriculum and instruction, faculty and student development, physical plant and facilities, financial and business administration, and school and community involvement were all considered progressive and maintained throughout the years.

The administrator's skill in implementing human resource management and development was deemed sufficient. Furthermore, the terms of benefits, compensation, and assessment were clearly implemented. Furthermore, work-related rules and regulations were closely followed. Furthermore, there is a strong link between school success and an administrator's efficient implementation of human resource management and development tasks. Stakeholders clearly understand their roles, responsibilities, and expectations (Anduyan, 2021). These findings were opposed by Bual and Madrigal (2018), when they cited that catholic schools must need to continuously improve their organizational strategies in order to meet the highest possible standards. Among the five (5) domains, evidently, leadership and governance ranked low while learning environment is considered as high domain. This implies that one of the major pitfalls in Diocesan schools is the management itself. The identified weakness was addressed by Ibay and A-alisbo (2020) through citing that private catholic school administrators must conceptualize solutions to their professional development needs. These needs are

significantly conceptual skills such as identification of informal organization, articulation of strategy, and ability of prediction. Hence, school administrators need to engage in trainings in controlling conflict, report generation, and official correspondence in terms of human skills. Most importantly, they need professional growth in financial management, ICT skill, and marketing strategy.

**Table 7. Difference on level of managerial competence of the diocesan priests under the domains of Philippine Professional Standards for School Heads (PPSSH) as perceived by the school director, principal, and teachers.**

	School Director			School Principal			Teacher			Overall		
	Mean	SD	In	Mean	SD	In	Mean	SD	In	Mean	SD	In
Domain1	4.63	0.38	Very Highly Competent	4.38	0.58	Highly Competent	4.66	0.37	Highly Competent	4.58	0.45	Very Highly Competent
Domain2	4.66	0.44	Very Highly Competent	4.29	0.68	Highly Competent	4.67	0.41	Highly Competent	4.57	0.52	Very Highly Competent
Domain3	4.58	0.43	Very Highly Competent	4.18	0.82	Highly Competent	4.68	0.43	Highly Competent	4.53	0.59	Very Highly Competent
Domain4	4.53	0.46	Very Highly Competent	4.18	0.68	Highly Competent	4.66	0.43	Highly Competent	4.50	0.54	Very Highly Competent
Domain5	4.60	0.46	Very Highly Competent	4.26	0.61	Highly Competent	4.68	0.40	Highly Competent	4.55	0.50	Very Highly Competent

### Relationship between Managerial Competence and School Performance

Table 8 shows the Relationship between managerial competence and school performance. The level of managerial competence and school performance has a correlation coefficient of -0.006, interpreted as no correlation.

This implies that the managerial competence of the diocesan priests is not directly related to the school's performance. This suggests that the managerial competence of the diocesan priests and the school performance that have emphasis on different consideration. The separation of duties allows everyone involved to focus on their strengths, resulting in a more effective and successful educational atmosphere.

This indicates that the managerial competence of diocesan priests has minimal correlation with the success of the school. It indicates that the managerial skills of diocesan priests and school performance are assessed differently (Smith, 2020). Additionally, school performance is influenced by the administrative competencies of both the principal and teachers (Jones, 2019). Clearly defined roles allow each individual involved to concentrate on their strengths, leading to a more effective and successful educational environment (Brown & Green, 2021).

In the study of Gamala et.al, (2022) it is revealed that school heads' managerial skills and school environment have an impact on school performance, however the association is not substantial. Although the findings indicate that school leaders demonstrated management abilities in a positive school environment, this does not imply that it has an impact on school performance. On contrary, Bustami & Putra (2023) state that the school director's capacity to implement leadership principles will have a favorable influence on the administration of educational institutions.

Similar to the study of Stan (2015), it resulted in the emergence and development of a certain set of talents. This action spawned a management area and made it essential for the school director to undertake many tasks.

Further, school leaders' competence and performance were shown to have a highly favorable effect and link on leadership and governance, curriculum and learning, resource management, accountability, and continuous improvement (Harold et al., 2021).

**Table 8. Relationship between managerial competence and school performance.**

Variables	Correlation Coefficient	Interpretation
Level of Managerial Competence and School Performance	-0.006	No correlation

## CONCLUSION

Based on the findings of the study, the researcher concludes that the diocesan priests demonstrate the capacity to supervise operational, financial, and administrative facets of the organization. Diocesan priests acquire their competence through attending in-service trainings provided by PEAC. Moreover, collaboration with their fellow school administrators in the diocese helps a lot in terms of benchmarking practices, troubleshooting organizational issues, and providing technical assistance with colleagues. The school fulfilled the strict requirements imposed by the PEAC for quality assurance in private education, as evident in its strong compliance record on the certification assessments administered by the Private Education Assistance Committee. This indicates that despite the lack of proper training to managing organizations, diocesan priests develop improvement through constant guidance of the implemented PEAC guidelines and they have developed additional awareness because of attending leadership convention and seminars. It can be claimed that aside from exposures to managerial trainings, diocesan priests can also develop their managerial competence through constant practice of their designations. Moreover, they need also to give attention to the advancement of their faculty members. There are differences on the level of managerial competence of the diocesan priests under the domains of Philippine Professional Standards for School Heads. It can be concluded that their competence varies from one another. Each priest has his own strategy of managing schools which is directly rooted from his leadership experiences, exposures to trainings, and readiness as a school administrator. The managerial competence of diocesan priests is not directly linked to the school's overall performance. This indicates that the effectiveness of the school and its ability to undertake its objectives are more heavily influenced by other significant factors other than the priests' managerial competence.

## RECOMMENDATIONS

Findings of the study revealed that diocesan priests are highly competent in their managerial competence; however, results also showed that they fall short in the different domains of PPSH. The subsequent recommendations are presented based on the results of the study:

1. The Diocesan Superintendent may utilize the results of the study that focus on areas where the diocesan priests face challenges in their roles as school administrators specifically they need to be exposed with research and innovation. These endeavors will maximize their problem-solution potentials and responsive skills. Moreover, engaging to research and innovation leads to new discoveries where they could benchmark strategies of their fellow school administrators.
2. Diocesan priests must undergo extensive training in records management incorporating ICT. One of the crucial aspects of smooth organizational operation is ensuring that all school-related business is well-documented. They are in need of technical assistance in financial filing, faculty and staff documents, learners' documents.
3. Diocesan priests need to optimize personal and professional development. They need to learn from the wider spectrum. Through self-developing activities such as attending in-service trainings, seminars, retreats and pursuing graduate studies focusing on administration and supervision will empower them to become more competent in their field of work.
4. Diocesan priests need to elevate efforts in managing school organizations. They need technical assistance in departmentalizing school community to maximize manpower and other resources. They need to be informed and coached with building school organizations such as Board of Trustees (BOT), Technical Working Group (TWG), Parents-Teachers Associations, etc. This will be beneficial in establishing harmony and partnership with the stakeholders.

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