Introduction. Competent and quality teachers are the principal key of an excellent educational system, for they contribute to the integral formation of the learners (Roberto & Madrigal, 2018; Petalla & Madrigal, 2017). Their unique role in the teaching-learning process enables these children to maximize their potentials in becoming active and critical thinkers. Through this professional endeavor, they become stewards of knowledge not only for learners but also for the building and growth of the nation. Thus, for teachers to perform this mission, they must show high regard for professional standards and competence. However, most Catholic schools nowadays are confronted with the challenges of teaching competence due to the gradual migration of qualified educators to public institutions considering the demands of high remuneration and K-12 educational reform (Bual & Madrigal, 2018; Madrigal & Oracion, 2019). In this sense, they resort to hiring new and unqualified teachers who compromise the continuity of quality Catholic teaching and learning. Hence, the paper assessed the level of teaching competence of Diocesan Catholic schools in Antique in the light of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development domains of Philippine Professional Standards for Teachers (PPST). Likewise, it sought to establish the relationship between teaching competence and their age, sex, employment status, and professional status.

Methods. The descriptive-correlational design was utilized to assess the teaching competence of Diocesan Catholic Schools in Antique in the light of the seven domains of PPST during the school year 2019-2020. Moreover, competence was correlated with the demographics of teachers. Through a standardized survey questionnaire adopted from the Department of Education, a total of 102 assessors composed of 7 administrators and 95 teachers responded in the study using the career stage scale: (1) beginning, (2) proficient, (3) highly proficient, and (4) distinguished. Furthermore, in analyzing the data, the descriptive and correlational analyses were administered using Mean, Standard Deviation, and Pearson r.

Results. As a whole, the findings revealed that the teaching competence of Diocesan Catholic Schools in Antique is highly proficient. Correspondingly, all domains were rated highly proficient with personal growth and professional development as the highest and diversity of learners as the lowest. Apparently, the overall high proficiency rating reveals that their teaching competence passes the quality standards of PPST. However, by not meeting the distinguished mark, their competence needs continuous enhancement to meet the needs of the diverse 21st century learners. The correlation showed that age and employment status have a significant relationship with the competence of teachers. Meanwhile, sex and professional status revealed no significant relationship with their competence. In other words, the demographics of age and employment status of these teachers strongly influence their competence while sex and professional status do not.

Conclusion. The competence of diocesan teachers in Antique highly depends on their strong commitment and recognition of the dignity of the teaching profession. It is also essential for them to engage in continuous and innovative professional advancement to help them grow and develop in terms of their teaching pedagogical practices to competently respond to the current trends of education, especially on the needs of the diverse 21st century learners. Hence, collaborative mentoring...
among academic personnel is vital to the success of this quality teaching-learning process. Further, to ensure the continuity and sustainability of competent Catholic school teaching, the retention of qualified and committed teachers is considered. Thus, a positive school environment is necessary for the promotion of professional growth and development.

**Practical Value of the Paper.** The study addresses the dearth of literature on teaching competence in Catholic schools. Also, the findings provided a basis for Diocesan Catholic schools in Antique in creating a teaching competence enhancement program to improve the competence of teachers in response to professional standards and quality Catholic education.

**References**


**Correspondence:**
Chona D. Jorilla [stlukesjorilla@gmail.com]
https://orcid.org/0000-0002-0441-0897