

The Influence of Priestly Leadership in Shaping Student Enrollment Trends in Growing Religious Educational Institutions

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ABSTRACT

Religious educational institutions are adapting to societal changes and evolving educational demands, with leadership playing a pivotal role in shaping student enrollment trends. This study investigates the influence of priestly leadership on enrollment patterns, focusing on its multidimensional approach, which encompasses human, spiritual, intellectual, and pastoral guidance. Employing a descriptive research design with regression analysis, the findings reveal that human guidance significantly impacts students' moral development and personal objectives, while spiritual guidance nurtures ethical decision-making and faith-based growth. Intellectual guidance enhances academic motivation, fostering critical thinking, while pastoral guidance promotes community engagement and emotional well-being. Also, the study highlights that priestly leadership attracts and retains students and contributes to holistic student development by harmonizing academic excellence with spiritual growth. Students consistently perceived leadership practices as inclusive and equitable, regardless of demographic factors such as age, sex, year level, and strand. Additionally, the research identifies specific challenges, including limited engagement opportunities, a generalized leadership approach, and resource constraints, which may hinder the full potential of priestly leadership. Addressing these challenges through tailored mentorship, strategic resource allocation, and enhanced communication is essential for maximizing leadership effectiveness. Moreover, the study includes implementing leadership programs that integrate all dimensions of priestly guidance, prioritizing professional development, and aligning institutional activities with mission-driven goals. Also, the study concluded that the policymakers are encouraged to support leadership practices that align with global educational standards, while future research should explore the influence of cultural and demographic factors. This study underscores the transformative role of priestly leadership in fostering a cohesive, motivated student community and shaping enrollment trends.

Keywords: Priestly leadership, Religious education, Student enrollment trends, Holistic development, Inclusive leadership, Spiritual guidance

INTRODUCTION

Religious educational institutions have experienced significant transformations in recent years, shaped by societal changes, evolving educational demands, and shifts in leadership approaches. Among these factors, priestly leadership has emerged as a crucial determinant of student enrollment patterns. Unlike secular educational institutions, where leadership typically focuses on administrative and academic priorities, priestly leadership encompasses a broader range of responsibilities. These include providing spiritual guidance, shaping institutional vision, and fostering community engagement alongside governance. Such leadership profoundly influences the unique environment of religious schools, which integrate academic excellence with spiritual growth.

Researchers like Williams and Taylor (2020) and Smith et al. (2022) emphasized the importance of priestly leadership in creating a balanced approach to education that harmonizes faith and academics. The Diocese of Butuan, a region known for its cultural and religious heritage, has witnessed dynamic growth in its religious educational institutions. Priestly leaders in the area face the challenge of

adapting to contemporary educational demands while maintaining the traditional values of their institutions. Their leadership requires navigating the intersection of innovation and tradition to ensure institutional relevance and sustainability. Gomez et al. (2019) noted that religious schools increasingly need to innovate to meet societal and educational expectations. Similarly, Cruz and Larioza (2021) highlighted the pressures for religious institutions to modernize while staying rooted in their core mission. This balance demonstrates how leadership plays a pivotal role in sustaining institutional growth and preserving religious identity.

Effective leadership is widely recognized as a key factor in influencing student enrollment and retention across educational contexts. In religious institutions, priestly leaders face the dual task of addressing spiritual needs and meeting modern educational standards. This dual focus directly affects how prospective students and families perceive the value of faith-based education. Santos (2022) found that leadership styles integrating traditional values with innovative practices attract and retain more students. Similarly, Reyes and Mangahas (2023) emphasized that combining academic excellence, spiritual development, and community engagement strengthens student satisfaction and institutional appeal. This study recognizes the critical role of priestly leadership in shaping the overall attractiveness and sustainability of religious schools.

The multidimensional responsibilities of priestly leadership require a nuanced understanding of their impact on enrollment trends. Priestly leaders contribute in four core areas: human, spiritual, intellectual, and pastoral guidance. Human guidance fosters community engagement and builds relationships, while spiritual leadership integrates faith-based values into school culture. Intellectual guidance aligns academic programs with religious teachings, ensuring holistic development. Pastoral guidance, meanwhile, supports the emotional and moral well-being of students. By effectively managing these responsibilities, priestly leaders create an environment that supports student growth and institutional success. This study seeks to explore how such leadership practices influence student enrollment in religious educational settings.

Despite the growing acknowledgment of leadership's role in educational outcomes, research on priestly leadership remains limited. Existing studies have primarily focused on general leadership models or secular educational settings, often neglecting the unique context of religious schools. Nguyen and Lee (2020) highlighted the lack of focused studies on leadership within faith-based institutions. Similarly, Patel et al. (2021) noted the limited exploration of how priestly leadership practices impact student enrollment and retention. This gap is particularly evident in Butuan, where religious schools play a central role in the community's cultural and historical identity. Addressing this gap is essential for understanding the specific contributions of priestly leadership to enrollment dynamics in these institutions.

This study aims to examine the relationship between priestly leadership and student enrollment trends in religious educational institutions. By analyzing leadership strategies, this research provides valuable insights into how faith-based schools can enhance their appeal while staying true to their mission. Reyes and Mangahas (2023) emphasized the importance of tailoring leadership practices to local contexts, particularly in areas like Butuan. This study contributes to the broader discourse on leadership in religious education by bridging existing research gaps. The findings aim to inform strategic planning and decision-making in religious schools, ensuring both sustainability and growth. Ultimately, this research highlights the vital role of priestly leadership in fostering institutional success and student engagement.

MATERIALS & METHODS

The study employed a descriptive research design with regression analysis. Descriptive research is one of the three primary types of research design, typically used for quantitative analysis. It is considered conclusive and serves to test specific hypotheses while describing characteristics within a population. This design was deemed appropriate for the study as it facilitated the quantitative analysis and interpretation of data (Katula & Kiriinya, 2018). The descriptive research design enabled the researcher to capture meaningful patterns and insights. It also allowed for a clear exploration of the relationships among various variables related to the research problem. For statistical analysis, the study used quantitative methods and multiple regression analysis. These tests formed the overall strategy for the research and were integrated logically into the study's components. Regression analysis helped address the research problem by examining the relationships between key variables. Multiple regression allowed for a deeper understanding of the factors influencing the outcome. By incorporating these methods, the study ensured the data was analyzed rigorously. This approach ultimately contributed to the clarity and precision of the research findings.

RESULTS AND DISCUSSION

This section presents the findings of the study, along with detailed analysis and interpretation. It specifically focuses on how the leadership of the priest influences student enrollment trends in religious educational institutions.

1. Profile of the Respondents

The data revealed that most respondents are 15 years old, accounting for 43 individuals or nearly thirty percent of the sample. This is followed by 16-year-olds, comprising 38 individuals or about twenty-six percent, the students aged 17 and 18 years represent nearly sixteen percent and approximately fifteen percent, respectively, while the youngest group, 14 years old, accounts for almost ten percent, and the oldest group, 19 years old, makes up just over four percent. The predominance of younger students reflects the typical age range for high school enrollees, suggesting that the institution serves a primarily adolescent population. When it comes to sex, the data revealed that most respondents are female, comprising 87 individuals or sixty percent of the sample, while males make up 58 individuals or forty percent. While at the year level, the highest percentage of respondents is in Grade 9, comprising 49 individuals or approximately thirty-four percent. This is followed by Grade 12, which accounts for 41 individuals or nearly twenty-eight percent. Grade 10 and Grade 11 represent about twenty-three percent and fifteen percent, respectively. On the other hand, in the senior high school strand, the data revealed that most respondents are enrolled in the academic strand, comprising 127 individuals or approximately eighty-eight percent of the sample. The Technical-Vocational strand accounts for 18 individuals, or about twelve percent.

2. Perceptions on Priestly Leadership in Terms of Human, Spiritual, Intellectual, and Pastoral Guidance in the Institution

Respondents' Perceptions of the Priestly Leadership in the Institution

Table 1 presents the data of the respondents' overall perception of priestly leadership in terms of human guidance, with a mean score of 3.29 and a standard deviation of 0.67. This suggests that respondents "Strongly Agree" that the priests demonstrate strong leadership, particularly in fostering personal growth, character development, and moral guidance. The positive evaluation reflects the respondents' recognition of the priests' efforts to support students in their personal and spiritual development. A mean score of 3.29 signifies that most students felt the leadership provided by the priests was above

average in helping them with their personal goals. The relatively low standard deviation indicates a consistent perception among the respondents, showing that most students shared similar views on priestly leadership.

Table 1
Summary of the Mean Distribution on the Perception of the Priestly Leadership in terms of Human Guidance

Items	Mean	SD	Description	Interpretation
Our priest supports my personal growth, helping me develop strong values.	3.28	0.71	Strongly Agree	Very Good Leadership Skills
Our priest provides guidance that positively shapes my character.	3.20	0.65	Agree	Good Leadership Skills
Our priest encourages me to reflect and help improve myself in spiritual matters.	3.34	0.65	Strongly Agree	Very Good Leadership Skills
Our priest supports my objective and achievement.	3.37	0.66	Strongly Agree	Very Good Leadership Skills
Our priest inspires me to demonstrate and uphold moral values.	3.26	0.70	Strongly Agree	Very Good Leadership Skills
Overall Mean	3.29	0.67	Strongly Agree	Very Good Leadership Skills

Legend: 1.00 – 1.75(Strongly Disagree – Very Poor Leadership Skills), 1.76 – 2.50 (Disagree – Poor leadership Skills), 2.51 – 3.25 (Agree – Good Leadership Skills), 3.26 – 4.00 (Strongly Agree – Very Good Leadership Skills)

This overall finding points to the priests' significant role in supporting students' holistic development. The study's findings align with recent research emphasizing the positive impact of spiritual leaders on moral and personal development. Joseph et al. (2022) found that leaders actively supporting personal growth contribute to greater individual satisfaction and community cohesion. Similarly, Gomez et al. (2021) underscored the importance of moral guidance, noting that ethical direction from leaders strengthens alignment between personal aspirations and organizational values. Lastly, Ocampo (2020) discovered that spiritual leaders who offer emotional and psychological support positively impact participants' self-esteem and confidence. These studies highlight how effective priestly leadership can nurture students' individual development and the community's overall strength. Together, these sources support the study's conclusion that priestly leadership significantly influences personal and moral growth among students.

Respondents' Level of Spiritual Guidance

Table 2 presents the data presents the respondents' perceptions of priestly leadership in terms of spiritual guidance, with an overall mean score of 3.21 and a standard deviation of 0.69. This indicates that the respondents generally "Agree" that the priests demonstrate good leadership in promoting spiritual growth and providing spiritual guidance. The consistent mean scores across all items suggest that the respondents shared a similar view of the priests' effectiveness in guiding their spiritual development. The relatively low standard deviation indicates that the responses were not highly varied, reinforcing the idea that the leadership in spiritual guidance was widely regarded as positive. These results suggest that the priests' efforts in spiritual leadership were appreciated by the students. Overall, the findings indicate that spiritual guidance is an area where priests are perceived as providing effective leadership. The highest mean score, 3.32 with a standard deviation of 0.64, was recorded for the item "Our priest provides spiritual guidance that supports my faith journey." This indicates that the respondents "Strongly Agree" that the priests are highly effective in supporting their faith development. The relatively low standard deviation further suggests that there was little variation in the respondents' perceptions, indicating that most students viewed the spiritual guidance provided by

the priests positively. The high mean score reflects the priests' success in helping students deepen their faith, guiding them on their spiritual journey.

Table 2
The Summary of Respondents' Perception of the Priestly Leadership in terms of Spiritual Guidance

Spiritual Guidance	Mean	SD	Description	Interpretation
Our priest promotes my spiritual growth through making ethical decisions.	3.19	0.72	Agree	Good Leadership Skills
Our priest provides spiritual guidance that supports my faith journey.	3.32	0.64	Strongly Agree	Very Good Leadership Skills
Our priest creates opportunities for me to participate in spiritual activities.	3.20	0.64	Agree	Good Leadership Skills
Our priest helps me integrate spiritual values into my daily life.	3.26	0.71	Strongly Agree	Very Good Leadership Skills
Our priest supports my exploration which will clear religious beliefs.	3.06	0.73	Agree	Good Leadership Skills
Overall Mean	3.21	0.69	Agree	Good Leadership Skills

Legend: 1.00 – 1.75 (Strongly Disagree – Very Poor Leadership Skills), 1.76 – 2.50 (Disagree – Poor leadership Skills), 2.51 – 3.25 (Agree – Good Leadership Skills), 3.26 – 4.00 (Strongly Agree – Very Good Leadership Skills)

This finding suggests that students highly value the spiritual support they receive from their priests, which aligns with the overall positive perception of priestly leadership. It highlights the significant role that priests play in nurturing the spiritual lives of students. The lowest mean score, 3.06 with a standard deviation of 0.73, was recorded for the item “Our priest supports my exploration, which will clear religious beliefs.” Although still rated positively, this indicates that there may be room for improvement in how priests assist students in exploring and clarifying their religious beliefs. The relatively higher standard deviation suggests some variation in responses, indicating that not all students felt equally supported in this area. Despite this, the item was still rated as "Agree," reflecting a general positive perception of the priests' support in spiritual exploration. This result highlights a potential opportunity for priests to provide more guidance and resources to help students navigate and clarify their religious beliefs. Strengthening this aspect of leadership may further enhance the students' spiritual development and understanding.

Respondents' Level of Intellectual Guidance

Table 3 presents the respondents' perception of priestly leadership in terms of intellectual guidance, with an overall mean score of 3.14 and a standard deviation of 0.73. This indicates that the respondents generally "Agree" that the priests demonstrate good leadership in promoting academic excellence and providing intellectual guidance. The mean scores across all items fall within the "Agree" range, suggesting that students recognized the priests' positive influence on their academic development. The relatively high standard deviation indicates that while most respondents held a positive view, there was some variability in their perceptions. The highest mean score, 3.18 with a standard deviation of 0.73, was recorded for “Our priest encourages me to pursue academic excellence.” This indicates that the respondents "Agree" that the priests actively encourage academic achievement. The relatively high standard deviation reflects some variability in the responses, suggesting that while many students agreed with the statement, there were differences in how strongly they felt about the priests' encouragement.

Table 3
The Summary of Respondents' Perception of the Priestly Leadership in terms of Intellectual Guidance

Intellectual Guidance	Mean	SD	Description	Interpretation
Our priest encourages me to pursue academic excellence.	3.18	0.73	Agree	Good Leadership Skills
Our priest motivates me to embrace academic improvements.	3.19	0.78	Agree	Good Leadership Skills
Our priest provides support and resources that enhance my academic performance.	3.13	0.70	Agree	Good Leadership Skills
Our priest aligns my intellectual development with educational goals.	3.13	0.67	Agree	Good Leadership Skills
Our priest inspires me to achieve high standards in my studies.	3.09	0.76	Agree	Good Leadership Skills
Overall Mean	3.14	0.73	Agree	Good Leadership Skills

Legend: 1.00 – 1.75 (Strongly Disagree – Very Poor Leadership Skills), 1.76 – 2.50 (Disagree – Poor leadership Skills), 2.51 – 3.25 (Agree – Good Leadership Skills), 3.26 – 4.00 (Strongly Agree – Very Good Leadership Skills)

Despite this variability, the item was still viewed positively, reflecting that the priests' encouragement to pursue excellence was a valuable form of leadership. educational endeavors. The lowest mean score, 3.09 with a standard deviation of 0.76, was recorded for the item "Our priest inspires me to achieve high standards in my studies." Although still rated positively, this suggests that there may be opportunities for further improvement in how priests inspire students to achieve academic excellence. The relatively higher standard deviation indicates more variability in how respondents perceived the priests' influence on their academic standards. Supporting this finding, Joseph et al. (2022) found that leaders who encourage community service and inspire students to contribute positively to their communities significantly impact students' sense of purpose and civic responsibility. Similarly, Gomez et al. (2021) emphasized the importance of pastoral guidance in motivating students to engage in church events and volunteer activities, which fosters a sense of social responsibility and connection to the community. Ocampo (2020) also highlighted the positive influence of spiritual leaders who promote environmental stewardship, suggesting that such efforts benefit the planet and encourage students to take on leadership roles in sustainable practices.

Respondents' Level of Pastoral Guidance

Table 4 presents the respondents' perception of priestly leadership in terms of pastoral guidance, with an overall mean score of 3.16 and a standard deviation of 0.75. This indicates that the respondents generally "Agree" that the priests demonstrate good leadership in encouraging participation in community service and promoting involvement in church events. The mean scores for most items fall within the "Agree" range, suggesting that students perceived the priests' guidance in pastoral activities as positive and impactful. The standard deviation reflects some variability in responses, which could indicate different levels of engagement with pastoral leadership. While the overall perception is positive, there remains room for improvement in certain areas, particularly aligning service activities with the institution's mission. Overall, the findings strongly show appreciation for the priests' efforts in fostering community involvement and volunteerism. Supporting this finding, Joseph et al. (2022) found that leaders who encourage community service and inspire students to contribute positively to their communities significantly impact students' sense of purpose and civic responsibility. Similarly, Gomez et al. (2021) emphasized the importance of pastoral guidance in motivating students to engage in church events and volunteer activities, which fosters a sense of social responsibility and connection

to the community. Ocampo (2020) also highlighted the positive influence of spiritual leaders who promote environmental stewardship, suggesting that such efforts benefit the planet and encourage students to take on leadership roles in sustainable practices.

Table 4
The Summary of Respondents' Perception of the Priestly Leadership in terms of Pastoral Guidance

Pastoral Guidance	Mean	SD	Description	Interpretation
Our priest encourages me to actively participate in community service.	3.14	0.72	Agree	Good Leadership Skills
Our priest supports my involvement in church events.	3.32	0.69	Strongly Agree	Very Good Leadership Skills
Our priest inspires me to contribute positively to my community through volunteering at local charities.	3.14	0.72	Agree	Good Leadership Skills
Our priest promotes environmental stewardship, encouraging others to care for our planet through sustainable practices.	3.19	0.84	Agree	Good Leadership Skills
Our priest helps me align my service activities with the institution's mission.	3.01	0.80	Agree	Good Leadership Skills
Overall Mean	3.16	0.75	Agree	Good Leadership Skills

Legend: 1.00 – 1.75(Strongly Disagree – Very Poor Leadership Skills), 1.76 – 2.50 (Disagree – Poor leadership Skills), 2.51 – 3.25 (Agree – Good Leadership Skills), 3.26 – 4.00 (Strongly Agree – Very Good Leadership Skills)

The highest mean score, 3.32 with a standard deviation of 0.69, was recorded for the item “Our priest supports my involvement in church events.” This indicates that the respondents "Strongly Agree" that the priests actively support their participation in religious and community activities. The relatively low standard deviation suggests that most respondents had a similar perception of the priests' involvement in encouraging such participation. This finding reflects the central role that church events play in the students' spiritual and social lives, with the priests being perceived as strong facilitators in this area. The item's high score suggests that the students valued the opportunity to engage in these activities and felt that the priests played a significant role in supporting these endeavors. This form of leadership was seen as an essential part of their spiritual and community development. Supporting this finding, Park and Lee (2021) noted that leaders who actively engage students in religious activities foster stronger community ties and enhance students' sense of belonging. Morales et al. (2023) also highlighted the role of spiritual leaders in facilitating participation in church events, arguing that such involvement helps to strengthen students' faith and social responsibility.

Tan and Santos (2023) emphasized that church events offer opportunities for personal growth and community service, which can deepen students' commitment to their religious values. These studies underscore the importance of pastoral leadership in promoting engagement with faith-based activities and in fostering a sense of community. The lowest mean score, 3.01 with a standard deviation of 0.80, was recorded for the item “Our priest helps me align my service activities with the institution's mission.” Although still rated positively, this suggests that there may be opportunities for improvement in how priests assist students in connecting their service activities with the institution's broader mission. The higher standard deviation indicates some variability in how students perceived the priests' efforts in this area. Some students may have felt more supported than others in aligning their service work with the institution's values, suggesting an improvement in providing clearer guidance or opportunities. Despite this, the item was still in the "Agree" range, indicating a positive perception of the priests' efforts. The finding suggests that while pastoral leadership in this area is appreciated, further guidance may be beneficial to ensure greater alignment with institutional goals.

Respondents' Level of Priestly Leadership

Table 5
The Summary of the Respondents' Perception of the Priestly Leadership

Priestly Leadership	Mean	SD	Description	Interpretation
The positive impact of our priest's leadership increases the number of students enrolling at the institution.	3.39	0.65	Strongly Agree	Very High
The effective leadership of our priest makes the institution more appealing to new students.	3.45	0.58	Strongly Agree	Very High
The reputation of the institution, enhanced by our priest's leadership, attracts more students.	3.35	0.69	Strongly Agree	Very High
The supportive environment created by our priest encourages more families to choose this institution for their children's education.	3.67	0.54	Strongly Agree	Very High
Our priest's active involvement in school activities promotes a sense of community that draws in prospective students.	3.49	0.67	Strongly Agree	Very High
Overall Mean	3.47	0.63	Strongly Agree	Very High

Legend: 1.00 – 1.75 (Strongly Disagree – Very Poor Leadership Skills), 1.76 – 2.50 (Disagree – Poor leadership Skills), 2.51 – 3.25 (Agree – Good Leadership Skills), 3.26 – 4.00 (Strongly Agree – Very Good Leadership Skills)

Table 5 presents the respondents' perceptions of student enrollment trends in terms of increasing enrollment numbers, with an overall mean of 3.47 and a standard deviation of 0.63. This indicates that respondents "Strongly Agree" that priestly leadership has a very high positive impact on the institution's ability to attract students. The highest mean score of 3.67 with a standard deviation of 0.54 was for the item "The supportive environment created by our priest encourages more families to choose this institution for their children's education." This indicates that respondents felt particularly positive about the supportive environment provided by the priest, which is seen as a crucial factor in the decision-making process of prospective students and their families. The relatively low standard deviation suggests a consensus among respondents regarding the importance of the priest's role in fostering a supportive and appealing environment. The sense of community that the priest cultivates was rated highly, indicating that it plays a significant role in attracting students to the institution. This finding suggests that the leadership provided by the priest is perceived as creating a welcoming atmosphere that resonates with families seeking a nurturing educational environment. The impact of this leadership on student enrollment emphasizes the importance of leadership in shaping the institutional climate and its appeal to prospective families. Supporting this interpretation, Park and Lee (2021) found that a positive school environment created by leadership leads to greater family satisfaction and higher enrollment rates. Morales et al. (2023) also highlighted the role of leadership in fostering a supportive community that attracts new students, especially in private educational institutions.

Tan and Santos (2023) emphasized that leadership that actively engages with the community and promotes family involvement increases student retention and attracts new applicants. These studies corroborate the finding that priestly leadership, particularly in creating a supportive environment, is crucial for attracting prospective students and fostering community. The lowest mean score of 3.35 with a standard deviation of 0.69 was for the item "The reputation of the institution, enhanced by our priest's leadership, attracts more students." Although this item still received a "Very High" rating, it

was the lowest-rated factor, suggesting that while respondents agreed that priestly leadership positively impacts the institution's reputation, there may be some perceived limitations in how this factor influences enrollment. The higher standard deviation indicates more variability in responses, suggesting that not all respondents viewed the role of priestly leadership in enhancing the institution's reputation similarly. This finding implies that while the institution's reputation is seen as important, the effect of priestly leadership on the institution's public image may not be as universally impactful as other factors, like the supportive environment. Nonetheless, the score still reflects a strong perception of the priest's role in enhancing the institution's appeal to prospective students.

3. Respondents' Perceptions of Student Enrollment Trends

Respondents' Level of Increasing Enrollment Numbers

Table 6

The Summary of Respondents' Perception of Student Enrollment Trend in terms of Increasing Enrollment Numbers

Increasing Enrollment Numbers	Mean	SD	Description	Interpretation
The positive impact of our priest's leadership increases the number of students enrolling at the institution.	3.39	0.65	Strongly Agree	Very High
The effective leadership of our priest makes the institution more appealing to new students.	3.45	0.58	Strongly Agree	Very High
The reputation of the institution, enhanced by our priest's leadership, attracts more students.	3.35	0.69	Strongly Agree	Very High
The supportive environment created by our priest encourages more families to choose this institution for their children's education.	3.67	0.54	Strongly Agree	Very High
Our priest's active involvement in school activities promotes a sense of community that draws in prospective students.	3.49	0.67	Strongly Agree	Very High
Overall Mean	3.47	0.63	Strongly Agree	Very High

Legend: 1.00 – 1.75(Strongly Disagree– Very Low), 1.76 – 2.50 (Disagree – Low), 2.51 – 3.25 (Agree – High), 3.26 – 4.00 (Strongly Agree – Very High)

Table 6 presents the respondents' perceptions of student enrollment trends in terms of increasing enrollment numbers, with an overall mean of 3.47 and a standard deviation of 0.63. This indicates that respondents "Strongly Agree" that priestly leadership has a very high positive impact on the institution's ability to attract students. The overall perception suggests that priestly leadership is a key driver in enhancing student enrollment trends. The standard deviations for these items suggest some variation in responses but generally show a consensus regarding the high value placed on priestly involvement in the institution's growth. Supporting this finding, Joseph et al. (2022) found that leadership that fosters a supportive environment and strengthens community ties significantly impacts student enrollment. These studies affirm that leadership, significantly when it enhances the environment and reputation of an institution, has a significant influence on student enrollment trends, aligning with the findings in this study. The highest mean score of 3.67 with a standard deviation of 0.54 was for the item "The supportive environment created by our priest encourages more families to choose this institution for their children's education." This indicates that respondents felt particularly positive about the supportive environment provided by the priest, which is seen as a crucial factor in the decision-making process of prospective students and their families. The relatively low standard

deviation suggests a consensus among respondents regarding the importance of the priest's role in fostering a supportive and appealing environment. The sense of community that the priest cultivates was rated highly, indicating that it plays a significant role in attracting students to the institution.

This finding suggests that the leadership provided by the priest is perceived as creating a welcoming atmosphere that resonates with families seeking a nurturing educational environment. The impact of this leadership on student enrollment emphasizes the importance of leadership in shaping the institutional climate and its appeal to prospective families. The lowest mean score of 3.35 with a standard deviation of 0.69 was for the item "The reputation of the institution, enhanced by our priest's leadership, attracts more students." Although this item still received a "Very High" rating, it was the lowest-rated factor, suggesting that while respondents agreed that priestly leadership positively impacts the institution's reputation, there may be some perceived limitations in how this factor influences enrollment. The higher standard deviation indicates more variability in responses, suggesting that not all respondents viewed the role of priestly leadership in enhancing the institution's reputation similarly. This finding implies that while the institution's reputation is seen as important, the effect of priestly leadership on the institution's public image may not be as universally impactful as other factors, like the supportive environment. Nonetheless, the score still reflects a strong perception of the priest's role in enhancing the institution's appeal to prospective students. Smith et al. (2021) found that leadership positively impacts an institution's reputation, though the extent of this influence can vary depending on external factors such as location and public perception. Ocampo (2020) also noted that the reputation of a religious institution is often tied to the leadership's involvement in both spiritual and community-building activities, which may not always translate directly into enrollment.

Respondents' Level of Retention Rates

Table 7
The Summary of Respondents' Perception of Student Enrollment Trend in terms of Retention Rates

Retention Rates	Mean	SD	Description	Interpretation
The positive impact of our priest's leadership supports higher student retention rates.	3.08	0.702	Agree	High
The supportive environment created by our priest's leadership keeps me engaged with the institution.	3.11	0.718	Agree	High
Our priest's leadership fosters a positive atmosphere that enhances my loyalty to the institution.	3.1	0.767	Agree	High
The positive influence of our priest's leadership contributes to my overall satisfaction, leading to higher retention rates.	3.1	0.724	Agree	High
Our priest's leadership provides effective support that encourages me to stay enrolled.	3.12	0.754	Agree	High
Overall Mean	3.10	0.73	Agree	High

Legend: 1.00 – 1.75 (Strongly Disagree– Very Low), 1.76 – 2.50 (Disagree – Low), 2.51 – 3.25 (Agree – High), 3.26 – 4.00 (Strongly Agree – Very High)

Table 7 presents the respondents' perceptions of student enrollment trends in terms of retention rates, with an overall mean of 3.10 and a standard deviation of 0.73. This suggests that respondents "Agree" that priestly leadership has a high positive impact on student retention rates. All items related to

retention—such as the positive impact of priestly leadership, the supportive environment created by the priest, and the fostering of loyalty and satisfaction—were rated within the "High" category. The lowest individual item mean was 3.08, reflecting strong agreement with the role of priestly leadership in supporting retention, while the highest was 3.12, indicating that respondents strongly agreed that priestly leadership effectively encourages students to stay enrolled. The standard deviations for these items suggest some variation in responses, but overall, there was a consensus that priestly leadership plays a significant role in enhancing student retention rates.

The findings highlight the importance of leadership in maintaining student engagement and satisfaction. Supporting these findings, Joseph et al. (2022) found that leadership that creates a supportive environment and fosters positive relationships contributes significantly to student retention. Similarly, Gomez et al. (2021) emphasized that leadership that supports student satisfaction and provides effective guidance is crucial in ensuring that students remain enrolled. Ocampo (2020) also highlighted that leadership, particularly in a religious context, strengthens students' emotional and social connections to the institution, increasing retention. These studies confirm that priestly leadership is closely linked to retention rates by promoting a positive environment and engaging with students.

Respondents' Level of Application Rates

Table 8
The Summary of Respondents' Perception of Student Enrollment Trend in terms of Application Rates

Application Rates	Mean	SD	Description	Interpretation
The positive influence of our priest's leadership increases the number of new student applications.	3.07	0.779	Agree	High
The appeal of the institution, enhanced by our priest's leadership, encourages prospective students to apply.	3.08	0.795	Agree	High
The positive impact of our priest's leadership boosts the application rate for new admissions.	3.16	0.77	Agree	High
The institution's reputation, improved by our priest's leadership, attracts more applicants.	3.19	0.782	Agree	High
The outreach and recruitment efforts of our priest's leadership effectively encourage new student applications.	3.12	0.786	Agree	High
Overall Mean	3.12	0.78	Agree	High

Legend: 1.00 – 1.75 (Strongly Disagree– Very Low), 1.76 – 2.50 (Disagree – Low), 2.51 – 3.25 (Agree – High), 3.26 – 4.00 (Strongly Agree – Very High)

Table 8 presents the respondents' perceptions of student enrollment trends in terms of application rates, with an overall mean of 3.12 and a standard deviation of 0.78. This indicates a high agreement with the influence of the priest's leadership on increasing student applications. The positive influence of leadership, institution reputation, and recruitment efforts was highly rated by the respondents. The findings suggest that the leadership role of the priest plays a significant part in attracting prospective students. Additionally, the overall mean indicates that the priest's leadership has a consistent and impactful role in driving application rates. The high standard deviation reflects some variation in individual perceptions of leadership influence on application trends. The highest mean score was 3.19, recorded for the item "The institution's reputation, improved by our priest's leadership, attracts more applicants," with a standard deviation of 0.78. This reflects a strong perception that the priest's

leadership enhances the institution's reputation, which in turn positively impacts application rates. The respondents strongly agreed that the institution's image was significantly shaped by the priest's leadership. This item received the highest score, indicating that the leadership's role in improving the institution's reputation is highly valued. The consistency of this perception across respondents reflects a shared understanding of the priest's influence on the institution's appeal. The high mean score and moderate standard deviation suggest that the priest's leadership is viewed as an essential factor in attracting prospective students. The lowest mean score was 3.07, recorded for the item "The positive influence of our priest's leadership increases the number of new student applications," with a standard deviation of 0.779. While still rated positively, this score was slightly lower than the others, indicating a slightly less pronounced perception of leadership's direct influence on increasing applications.

The respondents indicated agreement, but the lower score suggests some variation in how much the leadership's impact is perceived in terms of increasing application numbers. This item had the lowest score, suggesting that while the influence of leadership is acknowledged, it may not be as strongly felt in this specific area. The relatively high standard deviation points to some differences in respondent perceptions. This may indicate that some respondents feel the influence of leadership on application numbers is not as significant as other factors. Supporting these findings, a study by Wong et al. (2023) suggested that while leadership plays a significant role in overall institutional dynamics, its direct impact on application numbers may not be as pronounced in some contexts. Their research found that factors such as academic offerings and financial aid often had a stronger influence on student applications. Similarly, Davis et al. (2022) noted that while leadership can enhance the overall appeal of an institution, other variables, like reputation and program offerings, can overshadow its direct influence on application rates. Finally, Park et al. (2021) observed that while leadership is essential in shaping the institution's atmosphere, the impact on application rates could be influenced by other external factors. These studies suggest that the direct correlation between leadership and application numbers may not always be as strong as it appears.

Respondents' Level of Student Enrollment Trend

Table 9
The Summary of the Respondents' Perception of Student Enrollment Trend

Student Enrollment Trend	Mean	SD	Description	Interpretation
Increasing Enrollment Numbers	3.10	0.73	Agree	High
Retention Rates	3.12	0.78	Agree	High
Application Rates	3.47	0.63	Strongly Agree	Very High
Overall Mean	3.23	0.71	Agree	High

Legend: 1.00 – 1.75 (Strongly Disagree – Very Low), 1.76 – 2.50 (Disagree – Low), 2.51 – 3.25 (Agree – High), 3.26 – 4.00 (Strongly Agree – Very High)

Table 16 presents a summary of the respondents' perceptions of student enrollment trends. The overall mean is 3.23 with a standard deviation of 0.71, indicating a high agreement with the positive influence of leadership on student enrollment trends. The respondents generally perceive the priest's leadership as contributing positively to increasing enrollment numbers, retention rates, and application rates. The highest mean score was found for the application rates category, reflecting the most significant impact of leadership on this aspect of enrollment. The results show that the respondents perceive the leadership influence as consistently positive across the various enrollment trend categories. The moderate standard deviation indicates some variation in individual perceptions of leadership's influence on enrollment outcomes. The highest mean score was 3.47, recorded for the item "Application Rates," with a standard deviation of 0.63. This suggests that respondents strongly agree that the priest's

leadership has the most significant impact on increasing application rates. The mean score for application rates was notably higher than that of other categories, reflecting the respondents' perception of the priest's leadership as highly effective in this area. The relatively low standard deviation indicates a consensus among respondents on the significant role of leadership in driving applications. This aligns with the conclusion that leadership plays a pivotal role in attracting prospective students to the institution. Overall, the results highlight that leadership's influence on application rates is viewed as particularly impactful by the respondents. The lowest mean score was 3.10, recorded for the item "Increasing Enrollment Numbers," with a standard deviation of 0.73. While still rated positively, this score suggests a slightly lower perception of leadership's impact on directly increasing enrollment numbers compared to other trends. The standard deviation indicates some variation in how respondents perceive the leadership's direct influence on enrollment numbers.

This may suggest that factors other than leadership, such as academic offerings or external market conditions, also play significant roles in enrollment outcomes. Despite this, the score remains within the "Agree" range, indicating general agreement that leadership has a positive influence on increasing enrollment. The lower score may reflect nuances in how leadership is perceived in the context of enrollment trends, with some respondents possibly attributing the increase in enrollment to other factors. In support of these findings, a study by Lee et al. (2023) suggested that while leadership contributes to overall enrollment trends, its direct impact on enrollment numbers is often influenced by external factors such as market demand and institutional reputation. Their research showed that while leadership plays a significant role in shaping the institution's environment, other factors may have a stronger influence on enrollment. Similarly, Williams et al. (2022) noted that while leadership is crucial in attracting prospective students, institutional factors such as program offerings and financial support often have a greater impact on enrollment numbers. Lastly, Patel et al. (2021) observed that leadership's influence on enrollment numbers may be indirect, with other factors, such as the institution's market position, playing a more significant role. These studies highlight the complexity of enrollment trends and the multiple factors that contribute to changes in enrollment numbers.

4. Significant difference in student enrollment trends when grouped according to their profile?

Table 10

The Test of significant differences in the student enrollment trends when grouped according to their Age

Profile		Student Enrollment Trend				
	Categories	Mean	F-Value	p-value	Remarks	Decision on Ho
Age	14 years old	3.57	1.72	0.314	Not Significant	Failed to Reject
	15 years old					
	16 years old					
	17 years old					
	18 years old					
	19 years old					

Table 10 depicts the test of significant differences in the student enrollment trends when grouped according to their profile. The analysis shows that the p-value of 0.314 exceeds the typical significance level of 0.05, indicating that there is no statistically significant difference in student enrollment trends across the different age groups. The F-value of 1.72 suggests a weak variation between the groups, reinforcing the conclusion that age does not have a substantial effect on the enrollment trends. Since

the p-value is greater than 0.05, the null hypothesis (H_0) is not rejected, implying that age is not a significant factor influencing student enrollment trends. The failure to reject the null hypothesis suggests that other factors, beyond age, may be more influential in determining student enrollment patterns.

The implication is that interventions targeting student enrollment should focus on other variables, such as institutional reputation, leadership, or program offerings, rather than age differences among students. Supporting this, a study by Johnson et al. (2022) found that demographic factors like age had minimal impact on student enrollment trends, with other institutional factors playing a more prominent role. Their research highlighted that student decision-making processes were more influenced by the quality of programs offered and the reputation of the institution. Similarly, Davis and Thompson (2021) concluded that while age may correlate with some aspects of student life, it does not significantly affect the overall trends in student enrollment. They argued that institutional leadership and academic offerings were far more significant in shaping enrollment numbers. In line with this, Clark et al. (2023) emphasized that age-based differences in enrollment trends were relatively insignificant compared to other factors like financial aid availability and career opportunities. Their findings suggest that focusing on age as a variable in enrollment strategies might not yield substantial improvements in attracting students.

Table 11

The Test of Significant Differences in the Student Enrollment Trends when grouped according to their Sex

Profile		Student Enrollment Trend				
	Categories	Mean	t-Value	p-value	Remarks	Decision on H_0
Sex	Male	3.43	0.304	0.457	Not Significant	Failed to Reject
	Female	3.46				

Table 11 depicts the test of significant differences in student enrollment trends when grouped according to their sex. The analysis reveals that the p-value of 0.457 exceeds the standard significance level of 0.05, indicating that there is no statistically significant difference in enrollment trends between male and female students. The t-value of 0.304 suggests a minimal difference between the groups, further supporting the conclusion that sex does not significantly affect student enrollment trends. As the p-value is greater than 0.05, the null hypothesis (H_0) is not rejected, implying that sex does not play a substantial role in influencing enrollment trends. This finding suggests that institutional factors such as program offerings, leadership, and academic reputation are likely to have more influence on student enrollment than the sex of the students.

The implication is that gender-based interventions may not be effective in driving changes in enrollment trends and that other factors should be prioritized. Supporting this conclusion, a study by Lee and Park (2021) found that sex had little to no effect on student enrollment trends, with other factors such as academic quality and student support services being more significant drivers. Their research indicated that enrollment patterns were largely shaped by institutional reputation and leadership rather than the sex of the students. In a similar vein, Gonzalez and Brown (2022) observed that male and female students enrolled in similar proportions across a range of institutions, with their decisions influenced more by financial aid, location, and program offerings. Additionally, Kumar et al. (2023) concluded that gender did not significantly impact the overall enrollment trends at both public and private institutions. They emphasized that institutional factors, rather than demographic variables

like sex, were stronger predictors of student enrollment. These studies reinforce the idea that focusing on sex as a factor in enrollment strategy may not yield meaningful insights.

Table 12

The Test of significant differences in the student enrollment trends when grouped according to their Year Level

Profile		Student Enrollment Trend				
	Categories	Mean	F-Value	p-value	Remarks	Decision on Ho
Year Level	Grade 9	3.57	1.34	0.623	Not Significant	Failed To Reject
	Grade 10					
	Grade 11					
	Grade 12					

Table 12 depicts the test of significant differences in the student enrollment trends when grouped according to their year level. The p-value of 0.623 exceeds the typical significance threshold of 0.05, indicating that there is no statistically significant difference in enrollment trends across the different year levels. With an F-value of 1.34, the data suggest that the year level does not play a significant role in explaining variations in student enrollment trends. Therefore, the null hypothesis (Ho) is not rejected, implying that students from different year levels exhibit similar enrollment behaviors. This suggests that other factors, such as academic programs, institutional reputation, or leadership, may have a more substantial impact on enrollment trends than year level alone.

The implication of this finding is that strategies to influence enrollment should focus on broader institutional factors rather than year-level distinctions. Supporting these results, Evans et al. (2021) found no significant differences in enrollment trends between different year levels, highlighting that institutional factors and leadership were more influential in students' enrollment decisions. Their study emphasized that students' decisions were driven by the overall educational environment rather than by the year they were in. Likewise, Lopez and Kim (2022) concluded that year level had minimal impact on students' likelihood to enroll, with academic offerings and the perceived quality of education being the main determinants. Additionally, Patel and Singh (2023) noted that while some differences existed in academic needs across year levels, these did not significantly affect students' enrollment choices. Their research suggested that schools should focus on offering a supportive academic and social environment, which can appeal to students at any year level. Therefore, educational institutions should prioritize improving factors like institutional culture and leadership over year-level specific strategies.

Table 13

The Test of significant differences in the student enrollment trends when grouped according to their Strand

Profile		Student Enrollment Trend				
	Categories	Mean	t-Value	p-value	Remarks	Decision on Ho
Sex	Academic	3.68	0.314	0.481	Not Significant	Failed To Reject
	Technical-Vocational	3.64				

Table 12 depicts the test of significant differences in the student enrollment trends when grouped according to their strand. The p-value of 0.481 exceeds the 0.05 significance level, indicating that there is no statistically significant difference between the enrollment trends of students in the Academic and

Technical-Vocational strands. With a t-value of 0.314, the data suggest that the strand students belong to does not significantly influence their enrollment trends. As a result, the null hypothesis (H_0) is not rejected, meaning that students in both strands exhibit similar enrollment behaviors. This finding implies that the strand, whether Academic or Technical-Vocational, does not serve as a significant factor in shaping students' enrollment decisions. Therefore, recruitment strategies should not be solely based on the distinction between strands but should focus on other factors like institutional reputation and leadership. Supporting this finding, Carter et al. (2021) found no significant differences in student enrollment patterns between those pursuing academic and technical-vocational strands, pointing out that students were more influenced by personal interests and career aspirations than by their academic discipline.

In a similar study, Zhang and Lee (2022) concluded that while there were some variations in the academic and technical-vocational strands' student enrollment, these differences were not substantial enough to warrant distinct recruitment strategies. Their research emphasized that factors like faculty quality and the perceived future employment opportunities in a particular field were more crucial to students' enrollment decisions than their strand. Moreover, Harris and Nguyen (2023) highlighted that enrollment trends were more closely linked to overall educational quality and support services, rather than the type of academic or vocational focus. These findings suggest that educational institutions should adopt broader, more inclusive approaches to attract students across all strands. By enhancing the overall learning environment and support services, schools can effectively appeal to students, regardless of their chosen strand.

5. Influence of Priestly Leadership on Student Retention Trends

Table 14

The Regression Analysis on the Influence of Priestly Leadership on the Retention Trends of the Students

Model 1

Predictors	Unstandardized Coefficients		Stand Coeff	t-value	p-value	Remarks	Decision on H_0
	B	SE					
(Constant)	1.320	0.146		6.331	0.000		
X ₁ : Human Guidance	0.120	0.036	0.124	1.968	0.039	Significant	Reject
X ₂ : Spiritual Guidance	0.131	0.080	0.135	2.696	0.007	Significant	Reject
X ₃ : Intellectual Guidance	0.160	0.030	0.237	2.708	0.007	Significant	Reject
X ₄ : Pastoral Guidance							

Note: Adjusted $R^2 = .349$ ANOVA for Regression: $F = 11.9$, $p = .000$

Table 21 presents the regression analysis on the influence of priestly leadership on the retention trends of students. In Model 1, the results indicate a statistically significant model (ANOVA $F = 11.9$, $p < 0.001$), suggesting that the independent variables related to human, spiritual, intellectual, and pastoral guidance are significant predictors of student retention trends. The adjusted R-squared value of 0.349 indicates that approximately 34.9% of the variability in student retention trends can be explained by these predictors. The fitted regression model is expressed as: $\hat{Y} = 1.320 + 0.120 X_1 + 0.131 X_2 + 0.160 X_3$

Where:

$\hat{Y}$ = Retention Trends of Students;

X_1 = Human Guidance;

X2 = Spiritual Guidance;
X3 = Intellectual Guidance

The analysis shows that for each unit increase in Human Guidance, the retention trends increase by 0.120 units, holding other variables constant. Similarly, Spiritual Guidance contributes 0.131 units, and Intellectual Guidance contributes 0.160 units, emphasizing the cumulative effect of these aspects of leadership on retention. The findings below suggest that multidimensional leadership positively impacts retention trends by addressing students' holistic needs. Research by Martin and Marsh (2020) supports this conclusion, indicating that leaders who provide emotional and academic support foster student engagement and long-term commitment. Their study found that schools with a strong emphasis on student well-being report lower dropout rates and higher satisfaction levels. Another study by Lee et al. (2021) highlights the role of spiritual and intellectual guidance in maintaining student retention. They argue that fostering a sense of purpose and providing intellectual challenges keep students motivated to continue their education. Such guidance promotes a balanced academic environment where students feel both challenged and supported.

Model 2

Predictors	Unstandardized Coefficients		Stand Coeff	t-value	p-value	Remark	Decision on Ho
	B	SE					
(Constant)	1.824	0.146		12.49	0.000		
X ₁ : Priestly Leadership	0.432	0.044	0.454	9.92	0.000	Significant	Reject

Note: Adjusted R²= .314 ANOVA for Regression: F= 28.5, p=.000

In Model 2, the analysis shows that priestly leadership as a composite variable significantly influences retention trends ($p < 0.001$). The adjusted R-squared value of 0.314 indicates that 31.4% of the variability in retention trends is explained by priestly leadership alone.

The regression model is: $\hat{Y} = 1.824 + 0.432 X$

Where:

$\hat{Y}$ = Retention Trends of Students
X = Priestly Leadership

This model demonstrates that a one-unit increase in priestly leadership results in a 0.432-unit increase in retention trends, underscoring its critical role. These results confirm the substantial influence of holistic leadership styles on student retention. Tinto (2020) emphasized that leadership fostering inclusivity and community involvement significantly enhances retention rates. Institutions with leaders who prioritize relationship-building and mentorship create an environment where students feel valued, increasing their likelihood of persistence.

These results confirm the substantial influence of holistic leadership styles on student retention. Tinto (2020) emphasized that leadership fostering inclusivity and community involvement significantly enhances retention rates. Institutions with leaders who prioritize relationship-building and mentorship create an environment where students feel valued, increasing their likelihood of persistence. Similarly, a study by Hernandez and Lopez (2022) found that leadership styles emphasizing spiritual and emotional growth foster deeper connections between students and their institutions. This sense of belonging is pivotal in reducing attrition and encouraging academic success.

6. Challenges Encountered by Participants in Priestly Leadership

The participants identified several challenges encountered with priestly leadership within the institution. A common concern was the limited engagement opportunities between the priest and the students beyond routine activities. This perceived gap hindered the development of meaningful relationships that are essential for fostering trust and loyalty. According to Caza and Jackson (2019), frequent and meaningful interactions are vital for leadership effectiveness, as they enhance the connection between leaders and their followers. Similarly, Ismail et al. (2020) highlight that consistent and open communication strengthens trust and relationships, which are critical for achieving cohesive leadership. Another challenge was the lack of tailored support for individual needs. Participants noted that priestly leadership often followed a generalized approach, leaving students with unique challenges feeling unsupported. Avolio and Yammarino (2018) emphasize that individualized consideration is a core element of effective transformational leadership, which involves addressing the specific needs and aspirations of individuals. When leaders fail to provide tailored support, members may feel disengaged and disconnected.

This finding aligns with Martin et al. (2021), who argue that addressing individualized concerns fosters personal growth and aligns personal goals with institutional objectives. Additionally, resource constraints, including time and financial limitations, emerged as a significant challenge. These constraints restricted the scope and frequency of leadership-driven initiatives, affecting the overall impact of priestly leadership. Rosales et al. (2020) found that resource availability is critical for the successful implementation of leadership initiatives, as it directly influences engagement and community-building efforts. Kim and Lee (2021) further suggest that inadequate resources can undermine leadership credibility and effectiveness, reducing the ability to achieve desired outcomes. These challenges underscore the need for strategic improvements in priestly leadership practices. Enhancing engagement opportunities through mentorship programs and interactive activities could strengthen connections between the priest and students. Adopting a more personalized approach to leadership would foster inclusion and support, addressing the unique needs of individuals. Additionally, prioritizing the allocation of resources toward impactful initiatives could help mitigate the limitations posed by financial and time constraints. By addressing these challenges, priestly leadership can better fulfill its role in fostering holistic development and a supportive institutional environment.

CONCLUSION

Based on the findings, this study concludes that priestly leadership significantly impacts students' personal, spiritual, intellectual, and communal development, fostering a supportive and inclusive institutional environment. Human guidance emerged as the most influential dimension, positively shaping students' moral values and personal objectives, while spiritual guidance effectively nurtures ethical decision-making and faith-based growth. Intellectual and pastoral guidance also contribute to academic motivation and community engagement, though opportunities exist to enhance mentorship and align service activities with institutional goals. Priestly leadership plays a crucial role in driving enrollment trends by creating a positive reputation and fostering strong community connections, thereby attracting and retaining students. While demographic factors such as age, sex, year level, and strand did not significantly influence perceptions of enrollment trends, the consistency across these groups highlights the equitable and inclusive nature of the institution's leadership practices. Challenges such as limited engagement opportunities, a generalized leadership approach, and resource constraints underscore the need for tailored mentorship programs, strategic resource allocation, and improved communication between leaders and students. Addressing these challenges can further enhance the

effectiveness of priestly leadership in supporting holistic student development, institutional retention, and overall satisfaction. These findings affirm the multidimensional role of priestly leadership in shaping a cohesive, motivated, and loyal student community, while emphasizing the importance of continuous improvement in leadership practices to meet the evolving needs of students and the institution.

Recommendations

Based on the conclusion of the study, the recommendations are drawn:

- 1. For Religious Educational Institutions.** Develop comprehensive leadership programs that integrate human, spiritual, intellectual, and pastoral dimensions to foster holistic student development.
- 2. For Priestly Leaders.** Prioritize professional development in leadership skills, focusing on strategies for aligning service activities with institutional missions and goals.
- 3. For Students.** Take advantage of academic and spiritual opportunities offered to align personal goals with institutional values.
- 4. For Policymakers and Educational Planners.** Design policies that emphasize the integration of holistic leadership practices within religious educational institutions, ensuring alignment with global educational standards.
- 5. For Future Researcher.** Examine the influence of specific demographic or cultural contexts on the effectiveness of priestly leadership in educational settings.

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