

Sway of Demographics on Teaching Efficiency of the Islamic Studies and Arabic Language Teachers: Sequential Equation Modeling Approach

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ABSTRACT

The objective of this study was to examine the influence of various demographic factors on teacher efficiency ratings, utilizing a quantitative approach for analysis. The data were collected and analyzed to determine the predictive capabilities of specific demographics, including years of teaching experience, income after loan, gender, age, civil status, and educational attainment. The findings indicate that years of teaching experience, income after loan, gender, age, and civil status were statistically significant predictors of teacher efficiency ratings. Specifically, increased teaching experience and higher income after loan correlated with lower efficiency ratings, suggesting challenges in sustaining teaching effectiveness over time. Additionally, age and marital status were found to exhibit negative associations with efficiency ratings. Conversely, Islamic educational attainment was positively correlated with teacher efficiency ratings, signifying that higher levels of this educational background enhance teaching effectiveness. However, secular educational attainment and grade level did not significantly affect teachers' efficiency. These results contribute to the existing literature on teachers' performance, underscoring the importance of identifying key demographics predictors of teaching efficiency.

Keywords: ISAL Teachers, Effect of Demographics, Islamic Studies Teachers, Arabic Language Teachers

INTRODUCTION

In Tawi-Tawi, being the cradle of Islam in the Philippines, Islamic education as taught by the Islamic Studies and Arabic Language (ISAL) teachers plays a significant role (Lakam & Matiman, 2025). Aside from a mere teacher, they are entrusted with transmitting fundamental elements of Islamic knowledge, Arabic language and instilling foundations of Islamic ethics and morality for the youths within the province and the Bangsamoro Autonomous Region for Muslim Mindanao (BARMM) as a whole (Montasir et al., 2025). The efficiency of these teachers directly affects the quality of the student's learning in Islamic studies and Arabic language (Sali, 2020). Despite their significant role on the learning outcomes of the Bangsamoro youths, significant gap persists in understanding specific factors that affects their efficiency in the classroom (Zuhairah et al., 2020).

While teaching methodology skills and expertise in the subject matter play a role, the teacher's demographics warrant closer examination to empirically assess their potential connection. For instance, whether age or accumulated teaching experience is correlated with indicators of teaching efficiency remains an interesting topic to explore (Kumala et al., 2022). Or the teacher's civil status might influence classroom focus and dedication, merits investigation (Shoaib & Hanif, 2018). Furthermore, the role of a teacher's own Islamic and/or secular educational

attainment or even the particular grade levels assigned in shaping their measured effectiveness requires distinct consideration (Duong et al., 2016).

Understanding these dynamics can assist educational institution in implementing targeted professional development programs that cater to diverse teacher profiles, ultimately enhancing instructional quality. A comprehensive assessment of demographic variables contribute to a more nuanced understanding of effective teaching practices and fosters an environment where all educators can thrive.

MATERIALS AND METHODS

Bongao, in Tawi-Tawi, Philippines, was the site of this investigation. With its large Muslim population and diverse cultural heritage, Bongao, the capital of Tawi-Tawi province, is a major hub for Arabic language instruction. Because of the local customs, laws governing education, and community dynamics, public schools in Bongao have unique potentials as well as challenges while teaching Arabic and Islamic studies subjects.

Students of Islamic Studies and Arabic Language (ISAL) teachers were chosen for the research from a variety of public schools in Bongao. In order to ensure a thorough analysis of demographics sway on teaching efficiency of the ISAL teachers, the selection procedure gave priority to diversity in gender, age difference, civil status, Islamic and secular educational attainment etc. The targeted teachers actively taught Islamic studies and Arabic language in the public school, representing the wide range of educational environments in Bongao.

With prior permission of the Vice Chancellor for Academic Affairs of the Mindanao State University – Tawi-Tawi College of Technology and Oceanography, this research adopted the Teacher Efficiency Rating (TER), which was already in use by university to rate the efficiency of its collegiate teaching staff. Testing for internal consistency and reliability is considered unnecessary since the university has already embraced it for reasonable amount of time years.

In order to guarantee sufficient representation and statistical reliability, the sample size for this paper was established using Slovin's formula. According to the formula, the sample size (390 research participants) has enough statistical power to identify significant relationships and give trustworthy information on the variations and parallels in instructional strategies across educational settings.

Prior to distribution, the questionnaires underwent evaluation by a panel of assessors at the department level. The front cover of the questionnaire clearly indicated that the participation in the survey was voluntary. By submitting their responses, participants were made aware of the ethical considerations regarding data usage, ensuring that the contributions would remain anonymous and confidential.

AMOS software (version 26.0) was applied to data using structural equation modeling (SEM) to test how demographics that includes Years of Teaching Experience (coded as YTE), Income After Loan (NIAL), Secular Educational Attainment (EB1), Islamic Educational Attainment (EB2), Grade Level Taught (GLT), Gender, Age and Civil Status (CS) affected Teaching Efficiency Rating (TER) rated as PS19 in this study. AMOS is known for its visual approach that enables model estimation by simply drawing the model; it also provides an easy learning curve for more advanced forms of modeling (e.g.. Confirmatory Factor Analysis and path analysis). Discriminant validity was established when the square root of the AVE of a construct was greater than the correlation of this construct with all other constructs. Furthermore, factor loading estimates for each item were analyzed, where levels were expected to reach at least 0.50, while modification indices (MI) were investigated to locate and correct the distressed items. Next, the overall fit of the structural model to the observed data was assessed using different fit indices. Good model fit has been reported when the CFI estimates threshold values up to 0.98, the NNFI or TLI index up to 0.95, and a RMSEA up to 0.06 (Hu & Bentler, 1999; S & Mohanasundaram, 2024; Shi et al., 2019).

RESULTS AND DISCUSSIONS

Demographics

Table 1: Demographic profile of the participants

| Islamic Educational Attainment | Frequency | Percent |
|---------------------------------------|------------------|----------------|
| Secondary | 180 | 46.2 |
| College | 210 | 53.8 |
| Total | 390 | 100.0 |
| Secular Educational Attainment | Frequency | Percent |
| Elementary | 42 | 10.8 |
| Secondary | 188 | 48.2 |
| High School | 160 | 41.0 |
| Total | 390 | 100.0 |

| Net Income after Loan | Frequency | Percent |
|------------------------------|------------|--------------|
| Elementary | 124 | 31.8 |
| 2 thousand left | 20 | 5.1 |
| 3 thousand left | 25 | 6.4 |
| 5 thousand left | 101 | 25.9 |
| 6 thousand left | 20 | 5.1 |
| 10 thousand left | 40 | 10.3 |
| no loan | 60 | 15.4 |
| Total | 390 | 100.0 |
| Age | Frequency | Percent |
| 22 | 40 | 10.3 |
| 26 | 24 | 6.2 |
| 29 | 76 | 19.5 |
| 31 | 43 | 11.0 |
| 34 | 45 | 11.5 |
| 35 | 38 | 9.7 |
| 39 | 41 | 10.5 |
| 46 | 23 | 5.9 |
| 54 | 40 | 10.3 |
| 55 | 20 | 5.1 |
| Total | 390 | 100.0 |
| Years of Teaching Experience | Frequency | Percent |
| 1 year | 80 | 20.5 |
| 2 years | 100 | 25.6 |
| 3 years | 130 | 33.3 |
| 4 years | 18 | 4.6 |
| 5 years | 41 | 10.5 |
| 7 years | 21 | 5.4 |
| Total | 390 | 100.0 |
| Gender | Frequency | Percent |
| male | 329 | 84.4 |
| female | 61 | 15.6 |
| Total | 390 | 100.0 |
| Civil Status | Frequency | Percent |
| single | 101 | 25.9 |
| married | 289 | 74.1 |
| Total | 390 | 100.0 |
| Grade Level Taught | Frequency | Percent |
| Grade 7 | 45 | 11.5 |
| Grade 8 | 163 | 41.8 |
| Grade 9 | 141 | 36.2 |
| Grade 10 | 23 | 5.9 |
| Grade 12 | 18 | 4.6 |
| Total | 390 | 100.0 |

The samples can be seen as a good depiction of the target population, as the data in Table 1 show a good coverage in terms of categories and the respondent numbers of each category. The samples consist of both types of gender, all age groups and various teaching experience. It can be seen from the table that '5 thousand left' as their net income after loan as the largest group. Also many of the participants were at the age of 29 years old. The samples are spread well across three levels of study.

Descriptive Statistics

Table 2: PS19 * Grade Level Taught Crosstabulation

| Count | | Grade Level Taught | | | | | Total |
|-------|----|--------------------|---------|---------|----------|----------|-------|
| | | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 12 | |
| PS19 | 6 | 9 | 6 | 20 | 4 | 0 | 39 |
| | 7 | 8 | 28 | 22 | 2 | 0 | 60 |
| | 8 | 7 | 10 | 20 | 3 | 5 | 45 |
| | 9 | 6 | 29 | 17 | 5 | 9 | 66 |
| | 10 | 15 | 90 | 62 | 9 | 4 | 180 |
| Total | | 45 | 163 | 141 | 23 | 18 | 390 |

Table 2 presents the distribution of Teaching Efficiency Ratings (PS19), which reflects student perception of efficiency based on a Likert scale from 5 (lowest) to 10 (highest) for the question, "I will advise my friends to be 'under' this teacher", across different grade levels taught by Islamic Studies and Arabic Language (ISAL) teachers. The data reveal that the majority of the 390 participants primarily taught Grade 8 (n = 163) and Grade 9 (n = 141). For teachers with the highest efficiency rating (PS19 score of 10), the largest counts were observed among those teaching Grade 8 (n = 90) and Grade 9 (n = 62).

Table 3: PS19 * Islamic Educational Attainment Crosstabulation

| Count | Islamic Educational Attainment | | Total |
|-------|--------------------------------|---------|-------|
| | Secondary | College | |
| PS19 | 6 | 9 | 39 |
| | 7 | 18 | 60 |
| | 8 | 22 | 45 |
| | 9 | 35 | 66 |
| | 10 | 96 | 180 |
| | Total | 180 | 210 |
| | | | 390 |

Table 3 displays the distribution of Teaching Efficiency Ratings (PS19), where a score of 10 indicated the strongest positive response to the efficiency measure, by Islamic educational attainment. Among the 390 participants, more teachers reported having a college-level Islamic education (n = 210) compared to a Secondary-level (n = 180). Interestingly, teachers achieving the highest PS19 score of 10 were more numerous among those with Secondary Islamic educational attainment (n = 96) than those with College attainment (n = 84).

Table 4: PS19 * Secular Educational Attainment Crosstabulation

| Count | Secular Educational Attainment | | | Total |
|-------|--------------------------------|---------|-----------|-------|
| | 1 | College | Secondary | |
| PS19 | 6 | 15 | 19 | 39 |
| | 7 | 4 | 40 | 60 |
| | 8 | 3 | 26 | 45 |
| | 9 | 2 | 29 | 66 |
| | 10 | 18 | 74 | 180 |
| | Total | 42 | 188 | 160 |
| | | | | 390 |

Table 4 illustrates the distribution of Teaching Efficiency Ratings (PS19), with 10 representing the highest agreement with the efficiency statement, based on secular educational attainment. The highest frequencies were observed for teachers with college (n = 188) and Secondary (n = 160) secular educational attainment. For the highest PS19 score of 10, the largest groups were teachers with secondary (n = 88) and College (n = 74) secular education.

Table 5: PS19 * Net Income after Loan Crosstabulation

| Count | Net Income after Loan | | | | | | |
|-------|-----------------------|-----------------|-----------------|-----------------|-----------------|------------------|---------|
| | Nothing Left | 2 thousand left | 3 thousand left | 5 thousand left | 6 thousand left | 10 thousand left | no loan |
| PS19 | 6 | 11 | 1 | 7 | 16 | 1 | 1 |
| | 7 | 30 | 2 | 6 | 6 | 2 | 7 |
| | 8 | 19 | 4 | 2 | 10 | 1 | 3 |
| | 9 | 19 | 2 | 4 | 15 | 4 | 9 |
| | 10 | 45 | 11 | 6 | 54 | 12 | 20 |
| | Total | 124 | 20 | 25 | 101 | 20 | 40 |
| | | | | | | | 60 |

Table 5 shows the distribution of Teaching Efficiency Ratings (PS19), indicating the highest efficiency with a score of 10, relative to net income after loan. The largest category for net income after loan was specified as "Nothing left" (n = 124), followed by "5 thousand left" (n = 101). Among those with a PS19 score of 10, the most frequent categories were "5 thousand left" (n = 54).

Table 6: PS19 * Age Crosstabulation

| Count | | Age | | | | | | |
|--------------|----|-----|----|----|----|----|----|----|
| | | 22 | 26 | 29 | 31 | 34 | 35 | 39 |
| PS19 | 6 | 4 | 0 | 3 | 1 | 8 | 1 | 14 |
| | 7 | 7 | 1 | 10 | 9 | 11 | 1 | 4 |
| | 8 | 5 | 1 | 9 | 1 | 5 | 6 | 3 |
| | 9 | 7 | 6 | 15 | 2 | 7 | 12 | 2 |
| | 10 | 17 | 16 | 39 | 30 | 14 | 18 | 18 |
| Total | | 40 | 24 | 76 | 43 | 45 | 38 | 41 |

Table 6 presents the distribution of Teaching Efficiency Ratings (PS19), where a score of 10 signifies optimal perceived efficiency, across different age groups. The demographic profile indicates that a significant number of participants were aged 29 ($n = 76$), followed by 34 ($n = 45$), 31 ($n = 43$), and 39 ($n = 41$). For the highest efficiency rating (PS19 score of 10), the most represented age groups were 29 ($n = 39$) and 31 ($n = 30$).

Table 7: PS19 * Years of Teaching Experience Crosstabulation

| Count | | Years of Teaching Experience | | | | | | Total |
|--------------|----|------------------------------|---------|---------|---------|---------|---------|-------|
| | | 1 year | 2 years | 3 years | 4 years | 5 years | 7 years | |
| PS19 | 6 | 5 | 6 | 14 | 0 | 14 | 0 | 39 |
| | 7 | 9 | 22 | 17 | 0 | 4 | 8 | 60 |
| | 8 | 8 | 19 | 10 | 5 | 3 | 0 | 45 |
| | 9 | 17 | 15 | 22 | 9 | 2 | 1 | 66 |
| | 10 | 41 | 38 | 67 | 4 | 18 | 12 | 180 |
| Total | | 80 | 100 | 130 | 18 | 41 | 21 | 390 |

Table 7 displays the distribution of Teaching Efficiency Ratings (PS19), reflecting student willingness to recommend a teacher (with 10 being the highest positive response), in relation to years of teaching experience. The majority of the teachers had relatively low experience, with the most frequent categories being 3 years ($n = 130$), 2 years ($n = 100$), and 1 year ($n = 80$). Teachers with a PS19 score of 10 were most frequently found in the 3 years ($n = 67$) and 1 year ($n = 41$) experience categories.

Table 8: PS19 * Gender Crosstabulation

| Count | | Gender | | Total |
|--------------|----|--------|--------|-------|
| | | male | female | |
| PS19 | 6 | 24 | 15 | 39 |
| | 7 | 54 | 6 | 60 |
| | 8 | 41 | 4 | 45 |
| | 9 | 60 | 6 | 66 |
| | 10 | 150 | 30 | 180 |
| Total | | 329 | 61 | 390 |

Table 8 illustrates the distribution of Teaching Efficiency Ratings (PS19), where a score of 10 denotes the highest level of perceived teacher efficiency, by gender. The sample exhibited a striking gender imbalance, with males constituting the vast majority ($n = 329$) compared to females ($n = 61$). For teachers with a PS19 score of 10, males ($n = 150$) significantly outnumbered females ($n = 30$).

Table 9: PS19 * Civil Status Crosstabulation

| Count | | Civil Status | | Total |
|--------------|----|--------------|---------|-------|
| | | single | married | |
| PS19 | 6 | 7 | 32 | 39 |
| | 7 | 28 | 32 | 60 |
| | 8 | 16 | 29 | 45 |
| | 9 | 14 | 52 | 66 |
| | 10 | 36 | 144 | 180 |
| Total | | 101 | 289 | 390 |

Table 9 presents the distribution of Teaching Efficiency Ratings (PS19), with 10 indicating the highest level of teacher efficiency as rated by students, across civil status categories. The data show that the majority of the participants were married ($n = 289$), while a smaller proportion were single ($n = 101$). Among those who received a PS19 score of 10, married teachers ($n = 144$) were considerably more numerous than single teachers ($n = 36$).

Table 2 to 9 shows the response of the participants involving 390 participants. They revealed a striking gender imbalance among the teachers-men made up the vast majority who were good at TER. While most were married and experience levels were relatively low. Age-wise, many teachers were in their late twenties to thirties. Predominantly, they taught grade 8 and 9. In terms of education, more held college-level Islamic education compared to secondary and when looking at net income, most teachers fell in to two distinct categories.

Empirical Results of SEM

In analyzing the AMOS-SEM results regarding the effects of demographic profiles on the Teaching Efficiency Rating (PS19) of Islamic Studies and Arabic Language (ISAL) teachers in Tawi-Tawi, this response focuses on the standardized direct effects. The demographic variables examined include Years of Teaching Experience (YTE), Income After Loan (NIAL), Secular Educational Attainment (EB1), Islamic Educational Attainment (EB2), Grade Level Taught (GLT), Gender, Age and Civil Status (CS).

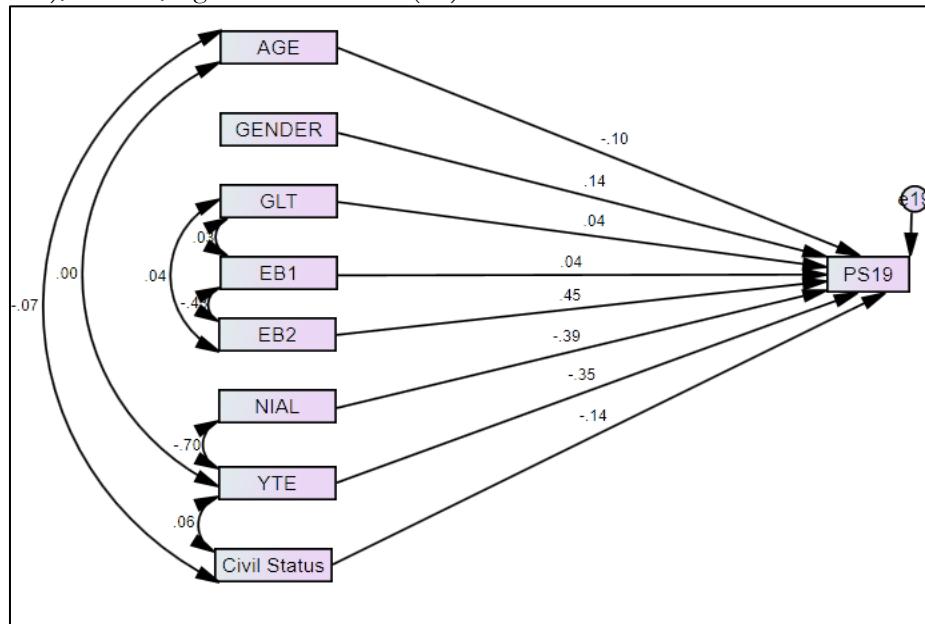


Figure 1: Effects of Demographics on Teaching Efficiency Rating of ISAL Teachers

Figure 1 shows how different demographic profiles, like EB2 (code used for Islamic Educational attainment), NIAL (Net income after loan) and YTE (years of teaching experience) affects Teacher Efficiency Rating coded as PS19. With betta coefficients; .45, -.39 and -.35, respectively, given that the figure only shows the effect size, it is interesting to empirically assess their statistical significance as indicated in the standardized regression weights (Estimate) as presented in table 1.

Table 10: The standardized regression weights (Estimate), critical ratios (C.R.), p-values, and significance remarks for each demographic predictor on Teaching Efficiency Rating (PS19).

| Predictor | Estimate (β) | C.R. | p-value | Remarks |
|--------------------------------------|----------------------|--------|---------|-----------------|
| Years of Teaching Experience (YTE) | -.35 | -5.275 | <.001 | Significant |
| Income After Loan (NIAL) | -.39 | -5.572 | <.001 | Significant |
| Islamic Educational Attainment (EB2) | .45 | 9.205 | <.001 | Significant |
| Secular Educational Attainment (EB1) | .04 | .765 | .444 | Not Significant |
| Grade Level Taught (GLT) | .04 | .976 | .329 | Not Significant |
| Gender | .14 | 3.176 | .001 | Significant |
| Age | -.10 | -2.228 | .026 | Significant |
| Civil Status (CS) | -.14 | -3.190 | .001 | Significant |

Note: Significance is determined by $p < .05$. P-values reported as '*' in the source are represented as '<.001'.

Table 10 presents the standardized regression weights (Estimate), critical ratios (C.R.), p-values, and significance remarks for each demographic predictor on Teaching Efficiency Rating (PS19). These values represent the direct influence of each demographic variable on PS19, holding other variables constant.

Significant Predictors

With a standardized estimate of .451 and a p-value of $<.001$, Islamic educational attainment has the strongest positive effect on Teaching Efficiency Rating. This research demonstrates the critical significance that Islamic education plays in improving ISAL instructors' effectiveness as educators. A 0.451 standard deviation rise in PS19 was shown to be linked to a one standard deviation increase in Islamic educational attainment. This implies that the pedagogical expertise, general knowledge, and critical thinking skills that students gain via Islamic academic courses greatly enhance their overall efficacy in the classroom. The nuance of higher Islamic educational attainment translates to higher teaching efficiency aligns the works of Minarti et al., (2024). This underscores the importance of encouraging or providing opportunities for ISAL teachers to pursue Islamic educational programs, which could be through formal degrees or continuous professional development focusing on general pedagogical principles (Moh. Mahfud, 2024; Supriandi et al., 2024b).

The standardized estimate for Net income after loan in this study coded as "NIAL" on teacher efficiency rating coded as PS19 is -.390, with a p-value of $<.001$, indicating a significant negative effect. It suggested that a one-standard-deviation increase in income after loan is associated with a 0.390 standard deviation decrease in PS19. This findings corroborates with the study of Abd-El-Fattah et al., (2010). This counterintuitive result suggests that ISAL teachers with higher disposable income might be perceived as less efficient (de Ree et al., 2015). This could imply several complex dynamics: perhaps teachers with more financial comfort are less driven to excel in their teaching duties, or there might be an inverse relationship where teachers with lower incomes are more motivated to perform well to secure their positions or improve their standing (Fullard, 2021; Goel, 2018).

The standardized estimate for years of teaching experience, YTE on PS19 was -.346, with a p-value of $<.001$, showing a significant negative effect. Meaning, a one-standard-deviation increase in years of teaching experience is associated with a 0.346 standard deviation decrease in PS19. This suggests that more experienced ISAL teachers tend to receive lower efficiency rating. The idea that performance improves with experience is called into question by this. It can mean that experienced educators are reluctant to embrace new teaching approaches or that their abilities don't match the requirements of modern evaluations. This indicates that specific professional development programs are required in order to update the skills of seasoned educators, encourage flexibility, and possibly reassess performance metrics to make sure they appropriately reflect the value of experience in the context of teaching Arabic and Islamic Studies. There are conflicting results from recent studies on the efficacy and experience of teachers. While some studies suggest that teaching experience positively correlates with student achievement gains and outcomes beyond test scores (Podolsky et al., 2019), others challenge this notion. (Graham et al., 2020) found no evidence of lower teaching quality for beginning teachers but noted a potential decline in quality for those with 4-5 years of experience. The impact of experience on performance may vary, with Al Harthy et al., (2013) reporting a significant direct effect of teachers' attitudes on professional performance, particularly among more experienced teachers. But in Islamic Studies and Arabic Language (ISAL) education, (Lakam & Matiman, 2025) highlighted the significance of a number of competences, such as topic knowledge and cultural competency. These results imply that effectiveness and teaching experience have a complicated connection. It highlights the need for targeted professional development and supportive teaching environments to enhance teacher performance across experience levels.

With a standardized estimate of -.138 and a p-value of .001, civil status has a significant negative effect on PS19. It means that a one-standard-deviation increase in civil status (where 1 is coded as single, 2 as married) is associated with a 0.138 standard deviation decrease in PS19. This suggests that certain civil statuses is linked to factors (e.g., increased family responsibilities, personal stressors) that subtly, yet significantly, impact a teacher's efficiency rating. The finding of this study contradicts the works of (Aler, 2024) which found that no significant correlation between civil status and exhaustion levels among teachers in Catbalogan City (Aler, 2024). However, studies of Kemunto et al., (2018) revealed that marital status influenced job satisfaction, with married teachers reporting higher satisfaction than single teachers (Roberto & Madrigal, 2018), while another indicated that single teachers were more effective according to student ratings (Shoaib & Hanif, 2018).

The standardized estimate for Gender is .136, with a p-value of .001, indicating a significant positive effect. A one-standard-deviation increase in gender (where one is assigned as code for male and 2 for female) is associated with a 0.136 standard deviation increase in PS19. This implies that females are slightly more efficient in teaching compared to the males. The finding that female teachers are more efficient than their male counterparts are in line with the works of (Ehrlich et al., 2020) in the case of pre-service school teachers which are found to demonstrate higher levels of teaching dispositions, particularly in efficacy and interpersonal skills. n primary schools, female

teachers positively impact girls' math and reading performance, while boys remain unaffected by teacher gender. Similarly, in middle schools, female students perform better on standardized tests when taught by female teachers, with minimal effect on male student (Lim & Meer, 2017). However, a meta-analysis of teachers' views on principals' instructional leadership behavior showed a slight preference for male principals (Kis & Konan, 2014).

With a standardized estimate of -.096 and a p-value of .026, age has a significant negative effect on PS19. A one-standard-deviation increase in age is associated with a 0.096 standard deviation decrease in PS19. While the effect is smaller than that of years of teaching experience, it reinforces the idea that older ISAL teachers might be rated slightly lower in efficiency (Horner et al., 1989). This could be because of similar reasons as years of experience, such as resistance to modern pedagogical tools or methods, or a general perception of lower dynamism, suggesting a need for age-inclusive professional development that addresses potential skill gaps or assessment biases (Triviño-Amigo et al., 2022; Túmová, 2012).

Non-Significant Predictors

With a standardized estimate of .037 and a p-value of .444, Secular educational attainment, coded as "EB1" does not have a statistically significant effect on PS19. While depth of secular knowledge is fundamental for ISAL teachers, the level of formal secular educational attainment, as measured here, does not directly translate into a statistically significant improvement in their general teaching efficiency rating. This might suggest that a baseline level of Islamic education is sufficient for efficiency, and further attainment in this specific domain does not incrementally impact broad teaching effectiveness as perceived by PS19, which might focus more on pedagogical delivery than content knowledge.

The standardized estimate for grade level taught in this study coded as "GLT" is .042, with a p-value of .329, indicating no statistically significant effect on PS19. This implies that the teaching efficiency rating of an ISAL instructor is not much impacted by whether they instruct at a lower or higher grade level (e.g., elementary vs. secondary). It suggests that the standards for effective instruction are either implemented uniformly to all grade levels or that ISAL instructors remain effective at the same level regardless of the age group they teach.

CONCLUSION

The comprehensive assessment of demographic variables in this study significantly contributes to the existing literature on teacher performance. The results highlight the significance of expanding beyond crude presumptions regarding teacher performance by elucidating which demographic factor, years of teaching experience, income after loan, gender, age, civil status, and Islamic educational attainment, need more careful consideration.

Educational institutions in Tawi-Tawi, and maybe other comparable areas will benefit immensely from the knowledge gained from this study as they adopt focused professional development initiatives that really accommodate a variety of teacher profiles. For example, programs might be created to teach seasoned teachers new pedagogical tools and strategies, encouraging flexibility and creativity, given the negative link with age and experience. For those with higher income after loan, perhaps exploring nonfinancial motivators or acknowledging potential complacency could be areas for consideration in support systems. Conversely, the strong positive link with Islamic educational attainment highlights the need to encourage and support. On the other hand, the substantial positive correlation with Islamic educational attainment emphasizes the necessity of supporting and encouraging ISAL instructors to pursue higher education in religion, which would immediately improve their capacity to teach. ISAL teachers in pursuing advanced religious studies, thereby directly enhancing their instructional capabilities.

To cultivate environments where educators can excel, it is important to understand those various factors. We want to enable Islamic studies and Arabic language teachers (ISAL) to fulfill their critical role of imparting the necessary Islamic knowledge and language skills to the youth in an effective and professional manner. This study lays down a foundation for formulating more supportive teaching strategies, as well as supporting future research. It broadens the scope of looking into different facets of a teacher's effectiveness. Making sure everyone has a good experience while learning—that is the crux of this work.

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