

## **BEYOND EXPERIENCE: AN EXPLORATORY STUDY OF THE EVOLVING DIMENSION OF JOB EFFECTIVENESS AMONG VETERAN TEACHERS**

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### **ABSTRACT**

This study explores how experienced teachers navigate and enhance their professional effectiveness through evolving practices in multigrade classrooms. Using an exploratory sequential mixed-method design, qualitative data were collected from 17 veteran teachers via in-depth interviews and focus group discussions, followed by a quantitative survey of 200 respondents. Analysis of qualitative insights revealed fifteen themes reflecting key aspects of teaching effectiveness, including classroom management, reflective practice, collaboration, instructional innovation, and adaptation to student diversity. Exploratory factor analysis further distilled these into six core dimensions: Growth confidence over classroom management; Reflective Practice as a Driver for Improvement; Collaborative Learning; Adaptation to Student Needs; Evolving Instructional Strategies; and Passion and Commitment as Motivators. Reliability testing indicated strong internal consistency across dimensions (Cronbach's alpha = 0.78–0.88). The study resulted in a 34-item scale that captures the dynamic and multifaceted nature of veteran teachers' job effectiveness, providing a practical tool for professional evaluation, development planning, and educational research. These findings highlight that teaching effectiveness among experienced educators extends beyond years of service, reflecting continuous growth, adaptability, and dedication to student learning.

**Keywords:** *Veteran Teachers, Job Effectiveness, Multigrade Teaching, Mixed-Method Research, Factor Analysis, Municipality of Magpet, Philippines*

### **INTRODUCTION**

Veteran teachers hold an essential place in shaping the quality and direction of the education system. However, understanding how their effectiveness evolves over time presents a complex challenge. Recent findings indicate that more than half of veteran teachers (52%) struggle to adjust to emerging teaching approaches, particularly with the increasing integration of digital learning technologies, which in turn may influence their overall performance in the classroom (Smith, 2020). In addition, nearly half of this group (48%) report experiencing a gradual decline in motivation throughout their careers, a trend often linked to factors such as the level of administrative support they receive and the ongoing shifts in educational policies (Johnson & Brown, 2021).

In the Philippines, concerns about the evolving job effectiveness of veteran teachers have become increasingly significant, particularly in light of resource limitations and rising workloads. Research highlights that a majority of these teachers (60%) perceive their professional growth as hindered by restricted opportunities for continuous professional development (Gonzales & Reyes, 2022). Alongside this, more than half

(55%) report feeling burdened by the growing demand to adopt new teaching strategies. This often leads to burnout, which not only affects their well-being but also directly impacts the quality of education they are able to provide (Mendoza, 2021).

Several studies have examined the factors that shape the evolving job effectiveness of veteran teachers. Smith (2020) points out that rapid technological advancements and the growing reliance on digital tools present significant challenges for many experienced educators, often influencing their classroom effectiveness. The absence of sufficient professional development opportunities has also been recognized as a critical issue, with numerous veteran teachers reporting that they feel unprepared to adapt to modern teaching strategies (Johnson & Brown, 2021). Beyond training, the role of administrative support has consistently emerged as a key factor in sustaining teacher motivation and satisfaction. Taylor and Lee (2022) emphasize that teachers who receive steady encouragement and recognition from school administrators are more likely to maintain higher levels of job effectiveness and to actively engage in adopting new instructional practices.

Although the evolving job effectiveness of veteran teachers has been explored in previous studies, important gaps remain in fully understanding the role of contextual factors. Elements such as school culture, personal teaching philosophies, and opportunities for peer collaboration have not been examined in depth, even though they may strongly shape teacher effectiveness. Much of the existing literature tends to emphasize broad demographic variables, such as age or years of experience, while overlooking the more complex interplay of internal and external influences on teachers' professional practice (Gonzales & Reyes, 2022). This highlights the need for further research to examine how veteran teachers can be better supported as they navigate the demands of a rapidly changing educational environment and a shifting professional culture (Mendoza, 2021).

Examining the evolving job effectiveness of veteran teachers is particularly important, as it provides valuable insights into how the education system can better sustain and support their contributions to student learning. By understanding the challenges and barriers these teachers encounter in adapting to new teaching contexts and instructional approaches, policymakers and educational leaders can design more responsive policies and professional development programs. Moreover, this line of inquiry can help identify strategies to minimize burnout and strengthen motivation, ensuring that veteran teachers remain engaged, effective, and able to continue playing a vital role in the learning process.

## **METHODS**

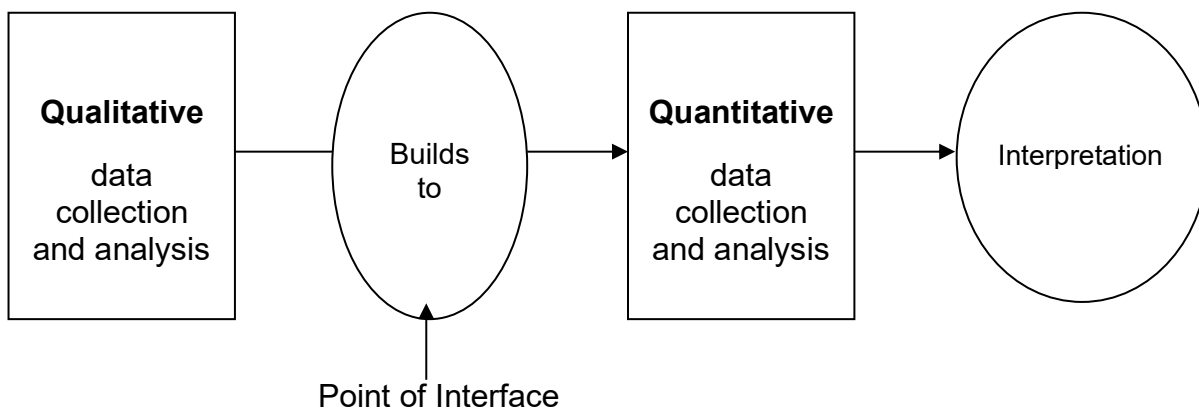
### **Research Design**

This study utilized the exploratory sequential mixed method. This design started with an initial phase of qualitative data collection and analysis, followed by a phase of quantitative data collection and analysis (Cresswell, 2003). Moreover, the purpose of this design was to explore a phenomenon, which was commonly useful when developing a questionnaire (Plano Clark, 2005).

The qualitative data was suitable where variables had not yet been identified or a theory had not yet been built (Morrow, 2007). It included content analysis, which assumed that people had beliefs or opinions about something, and that these could be reliably

inferred from analysis of what they said (Wilkinson, 2004). Therefore, an aim of content analysis was to identify participants' beliefs about something. Content analysis involved categorizing what people had said into collective and coherent groups of opinions; it could be very systematic. With this design, the initial items based on the interviews of participants were drafted and categorized.

Meanwhile, the quantitative approach included construct validity to determine the factor structure of the construct or measures. Construct validity was considered an overarching term to assess the measurement procedure used to measure a given construct because it incorporated a number of other forms of validity (i.e., content validity, convergent and divergent validity, and criterion validity) that helped in the assessment of such construct validity (Messick, 1989). It was for this reason that construct validity was viewed as a process that one went through to assess the validity of a measurement procedure, while a number of other forms of validity were procedures (or tools) that were used to more practically assess whether the measurement procedure measured a given construct (Wainer & Braun, 1988).



**Figure 1:** Design diagram of Exploratory Sequential Design

**Source:** Creswell, J.W., & Plano Clark, V.L. (2011)

### Research Participants

The research participants in this study consisted of 17 teachers, 10 of whom participated in in-depth interviews and 7 in focus group discussions. These teachers were teaching in multigrade classrooms within the schools of the Municipality of Magpet. Additionally, 200 respondents were surveyed using a crafted questionnaire to gather quantitative data on the subject. For the qualitative aspect of the study, purposive sampling was used to select participants with relevant experience and insights, while stratified sampling was applied to ensure that the quantitative data was representative of different subgroups within the population.

Inclusion criteria for the study involved teachers currently assigned to multigrade classrooms in the Municipality of Magpet who had at least 15 years of teaching experience, particularly in resource-limited settings. Participants for the in-depth interviews and focus group discussions were required to provide their informed consent. For the quantitative phase, respondents had to be teachers currently teaching in the schools of Magpet and able to complete the survey. Exclusion criteria included teachers

who were on leave or had less than 15 years of teaching experience in multigrade classrooms. Additionally, teachers who were unwilling to participate or who withdrew their consent at any point during the study were also excluded.

### **Research Instrument**

In the qualitative phase, the researcher formulated a set of interview guide questions based on the objectives of the study. These interview guide questions were asked to the participants in the interviews and during the focus group discussions.

Meanwhile, experts were invited to perform content validity of the interview questions and to check the sustainability of the items that captured the underlying dimensions of the study. The purpose was to ensure the readability and comprehensibility of the questionnaire.

In the quantitative phase, items of the questionnaire were constructed based on the frequency of occurrence as results of focus group discussions. This tool was subjected to dimension reduction to identify the factors that constituted the problem being studied.

### **Data Collection**

Letters of permission were secured before the researcher proceeded with data collection. Specifically, permission was first granted by the graduate school at Central Mindanao Colleges, the principals of the schools in the Municipality of Magpet, and the participants.

The researcher provided consent forms to the participants, notifying them in writing that a qualitative research study would take place. This included a detailed explanation of the study's rationale and research questions. If a parent refused to participate in the study, other participants were invited to join. All data gathered over the course of the semester were treated with utmost confidentiality. Each student was assigned a number for identification purposes. After data retrieval, the data were encoded with proper labels.

### **Data Analysis**

In analyzing the data gathered in the study, the following steps were followed: Collection. The qualitative component in this study was collected through interviews and focus group discussions. Transcription. After the conduct of interviews, the qualitative data was translated into English. Interpretation and Analysis. The data was subjected to analysis and separation for homogeneity for overall interpretation and presentation. Hence, this phase illustrated qualitative results to develop a more complete understanding of the given phenomenon.

### **Statistical Treatment**

In analyzing the data for this study, two methods were employed: Thematic analysis and Factor analysis. Below are detailed explanations of how these methods were applied.

In the qualitative aspect, the data obtained from in-depth interviews were analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It was used as a method for describing data, but it also

involved interpretation in the processes of selecting codes and constructing themes. Thematic analysis involved a six-step process: familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

For the quantitative data, Factor analysis was used in the study. According to Tavakol and Wetzel (2020), Factor analysis (FA) allowed for the simplification of a set of complex variables or items using statistical procedures to explore the underlying dimensions that explained the relationships between multiple variables/items. It simplified a matrix of correlations so that a researcher could better understand the relationship between items in a scale and the underlying factors that the items may have had in common. In this study, Factor analysis was used to develop and refine scale assessment instruments to produce evidence for the construct validity of the measure (Tavakol & Wetzel, 2020).

Prior to Factor analysis, the data first underwent the KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy. The Kaiser-Meyer-Olkin (KMO) test measured how suited the data was for Factor Analysis. It assessed sampling adequacy for each variable in the model and for the complete model. The statistic measured the proportion of variance among variables that might be common variance. The lower the proportion, the more suited the data was for Factor Analysis (Reddy & Kulshrestha, 2019).

Once the data passed the KMO test, the next step involved determining the dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data was utilized in this phase. Only the variables or items that appeared on the matrix data and had a communality value of .40 were included.

Finally, Cronbach's alpha was used to test the reliability of the constructed instrument. Cronbach's alpha assessed reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the overall variance. The idea was that if the instrument was reliable, there should have been a great deal of covariance among the items relative to the variance (Collins, 2007). Additionally, Cronbach's alpha was a measure of internal consistency, indicating how closely related a set of items were as a group. It was considered a measure of scale reliability. A "high" value for alpha did not imply that the measure was unidimensional. If, in addition to measuring internal consistency, evidence of uni-dimensionality was required, additional analyses were performed. Exploratory factor analysis was one method of checking dimensionality. Technically speaking, Cronbach's alpha was not a statistical test; it was a coefficient of reliability (or consistency) (DeVellis, 2005).

## RESULTS AND DISCUSSION

### Dimension of Job Effectiveness Among Veteran Teachers

Based on the data collected from the participants, the results revealed multiple dimensions of job effectiveness among veteran teachers. Analysis of their responses indicated the emergence of fifteen distinct themes that reflect various aspects of teaching practice, professional growth, and personal development. These themes provide insight into the ways veteran educators navigate classroom challenges, maintain engagement, and continuously enhance their effectiveness over time. The identified themes are:

Growth confidence over classroom management; Reflective practice as a driver for continued improvement; Collaborative learning among teachers; Adaptation to student diversity and needs; Evolving instructional strategies from lecture to interactive learning; Passion and commitment as motivators; Influence of professional development on teaching practices; Impact of collaborative and supportive school environments; Role of personal and professional challenges in shaping effectiveness; Importance of mentoring and shared learning; Strategic adaptation to classroom challenges; Collaborative problem-solving and feedback utilization; Workload and stress management strategies; Reflective practice as continuous improvement; and Emotional resilience and self-care.

### **Theme 1: Growth Confidence Over Classroom Management**

Based on the participants, many believed that years of teaching experience contributed to a significant growth in confidence and mastery of classroom management. Veteran teachers expressed that over time, they developed the ability to maintain control of the classroom while simultaneously creating a positive and nurturing environment for learning. This growth in confidence allows teachers to respond to classroom challenges with calm authority, to anticipate potential disruptions before they occur, and to implement instructional strategies that are both innovative and effective. They emphasized that confidence is not merely about authority but about the capacity to facilitate learning, motivate students, and create a safe space for engagement and exploration. Veteran teachers described this confidence as a foundation that enables them to experiment with diverse teaching methods, adapt to different classroom situations, and mentor less experienced colleagues effectively.

*“I have learned to read the room; I can anticipate when students will struggle and adjust my approach immediately.” (IDI, P1)*

*“Over the years, I feel more confident in making quick decisions during lessons without hesitation.” (IDI, P2)*

*“I now handle disruptive behavior calmly because I’ve seen it all before and know what works.” (IDI, P3)*

*“Experience gave me the ability to maintain a balance between authority and empathy in classroom management.” (IDI, P4)*

*“Classroom management is now intuitive; I feel confident to try new activities knowing how to guide students effectively.” (IDI, P5)*

In support, studies show that teacher confidence and classroom management skills develop gradually with experience and are crucial to effective teaching. Johnson and Smith (2021) highlighted that teachers who possess strong classroom management skills are able to implement innovative strategies, anticipate and prevent disruptions, and foster environments that are conducive to learning for all students. The accumulation of experience allows veteran teachers to maintain authority while simultaneously nurturing

positive relationships with their students, which enhances engagement, motivation, and overall classroom effectiveness.

Furthermore, research indicates that confidence in classroom management positively influences teacher satisfaction, resilience, and adaptability. Martinez and Brown (2022) found that teachers who are confident in their ability to manage complex classroom situations report higher levels of job satisfaction, reduced stress, and greater professional efficacy. This supports the participants' view that growth in confidence is not only a natural result of experience but a critical determinant of sustained effectiveness in veteran teachers' professional practice.

### **Theme 2: Reflective Practice as a Driver for Continued Improvement**

Based on the participants, many believed that engaging in reflective practice is a key driver of continued professional growth and effectiveness. Veteran teachers emphasized that regular self-assessment allows them to critically examine their teaching methods, consider student outcomes, and make informed decisions about improvements. Reflective practice enables them to adapt instructional strategies to evolving classroom dynamics, address areas of weakness, and replicate successes across different teaching contexts. Teachers described reflection as an ongoing process that strengthens professional judgment, promotes innovation, and ensures that classroom practices remain relevant and effective over time. They highlighted that through reflection, they gain insight into both student learning patterns and their own instructional tendencies, fostering a cycle of continuous improvement that extends beyond routine teaching practices.

*"I review my lessons daily to see what worked and what didn't, adjusting for next time." (IDI, P6)*

*"Reflecting on past experiences helps me refine my teaching strategies continuously." (IDI, P7)*

*"I keep a journal of classroom incidents and learn from both successes and mistakes." (IDI, P8)*

*"Reflection allows me to consider student feedback and implement changes thoughtfully." (IDI, P9)*

*"Even after decades, reflection helps me stay aware of my teaching strengths and areas needing improvement." (IDI, P10)*

In support, research highlights that reflective practice enables teachers to internalize experiences and apply them to improve teaching effectiveness. Lee and Thompson (2020) emphasized that structured reflection allows educators to evaluate instructional strategies critically, consider student learning outcomes, and implement evidence-based improvements that strengthen their overall professional practice. Reflective practice is linked to enhanced adaptability and pedagogical creativity, enabling veteran teachers to respond to diverse classroom challenges effectively.

Moreover, reflective practice has been found to enhance both instructional quality and professional satisfaction. Nguyen and Hall (2021) demonstrated that teachers who engage in systematic self-assessment and reflection report higher levels of classroom efficacy and greater satisfaction with their teaching roles. These practices foster continuous growth and ensure that experienced educators remain responsive to student needs and evolving educational contexts, aligning with participants' views on the critical role of reflection in sustaining effectiveness.

### **Theme 3: Collaborative Learning Among Teachers**

Based on the participants, many believed that collaboration with fellow educators is central to enhancing instructional effectiveness. Veteran teachers described that engaging in collaborative learning—sharing resources, discussing strategies, and problem-solving collectively—enables them to refine their practices and gain new perspectives. They emphasized that collaboration provides opportunities to observe different teaching styles, learn innovative methods, and leverage collective expertise to improve student outcomes. Teachers viewed collaboration not only as a professional support system but also as a platform for personal growth, helping them to stay current with pedagogical trends while reinforcing the effectiveness of their own teaching strategies.

*“Collaborating with colleagues helps me see new ways to approach lessons.” (IDI, P1)*

*“I learn a lot from team planning sessions and discussions with other teachers.” (IDI, P2)*

*“Sharing experiences with peers improves my instructional strategies.” (IDI, P3)*

*“Collaboration allows me to gain insights into different teaching methods I might not have considered.” (IDI, P4)*

*“Through mentoring and group work with colleagues, I continuously enhance my teaching skills.” (IDI, P5)*

In support, research underscores that collaborative learning among teachers fosters professional growth, innovation, and job effectiveness. Rodriguez and Chen (2021) found that teacher collaboration enhances instructional planning, provides access to diverse teaching strategies, and facilitates problem-solving for complex classroom challenges. Working with colleagues allows teachers to reflect critically on their practices and adopt approaches that improve student engagement and learning outcomes.

Furthermore, collaborative practices have been linked to sustained professional development and improved instructional quality. Henderson and Patel (2022) demonstrated that teachers who participate in structured collaborative learning networks are more effective in integrating evidence-based teaching strategies, enhancing classroom management, and responding to student diversity. This supports the

participants' observations that collaboration among teachers strengthens veteran educators' professional growth and overall job effectiveness.

#### **Theme 4: Adaptation to Student Diversity and Needs**

Based on the participants, many believed that effective teaching among veteran teachers involves adapting instruction to accommodate diverse learners. Teachers described modifying lesson content, pacing, and instructional methods to meet students' unique abilities, learning styles, and cultural backgrounds. They emphasized that responsiveness to student diversity is essential for maximizing engagement, ensuring equitable access to learning, and fostering positive educational outcomes. Participants noted that adapting to student needs requires ongoing observation, assessment, and creative application of differentiated strategies. This adaptability is seen as a hallmark of effective teaching, demonstrating that veteran teachers continuously evolve to meet the complexities of diverse classroom environments.

*"I tailor my lessons to accommodate students' different learning styles." (IDI, P6)*

*"I adjust activities to suit students' varying abilities and interests." (IDI, P7)*

*"Understanding my students' backgrounds helps me connect lessons to their experiences." (IDI, P8)*

*"I use multiple teaching methods to ensure all students can engage meaningfully." (IDI, P9)*

*"Adaptation is key; every class has a unique dynamic that requires flexibility." (IDI, P10)*

In support, research indicates that responsiveness to student diversity is a critical component of teacher effectiveness. Ahmed and Green (2021) emphasized that differentiated instruction and culturally responsive teaching enhance engagement, foster equity, and improve learning outcomes for diverse student populations. Teachers who adapt their strategies based on learners' needs can promote higher achievement and strengthen student-teacher relationships.

Moreover, studies have shown that veteran teachers' ability to adjust to student diversity contributes to professional satisfaction and instructional success. Park and Lim (2022) highlighted that teachers who skillfully modify instruction to accommodate cultural, linguistic, and learning differences demonstrate greater effectiveness, both in terms of student performance and classroom climate. This aligns with participants' experiences of continuously adapting to meet the needs of all learners.

## Theme 5: Evolving Instructional Strategies from Lecture to Interactive Learning

Based on the participants, many believed that shifting from traditional lecture-based instruction to interactive, student-centered approaches is essential for fostering engagement and learning. Veteran teachers emphasized incorporating discussion, hands-on activities, cooperative learning, and technology integration as strategies to promote active learning. They highlighted that over time, they transitioned from relying solely on lectures to facilitating environments where students participate actively, take ownership of their learning, and collaborate with peers. This evolution in instructional practice reflects both professional growth and an understanding of how students learn best.

*“I now encourage group discussions and collaborative projects instead of relying solely on lectures.” (IDI, P1)*

*“Interactive learning keeps students engaged and allows them to take ownership of their learning.” (IDI, P2)*

*“I integrate hands-on activities to make lessons more meaningful.” (IDI, P3)*

*“Technology helps me create interactive experiences that students respond to positively.” (IDI, P4)*

*“Shifting from lectures to interactive methods has improved participation and understanding in my classroom.” (IDI, P5)*

In support, research shows that interactive and student-centered strategies improve engagement, learning outcomes, and teacher effectiveness. Kim and Lee (2020) noted that veteran teachers who adopt interactive practices foster collaboration, critical thinking, and problem-solving skills in students. This transition from lecture to interactive methods enhances both teacher satisfaction and instructional impact.

Additionally, active learning approaches facilitate deeper understanding and promote autonomy among learners. Tan and Chen (2021) emphasized that teachers who implement interactive pedagogies support student engagement, motivation, and cognitive development, demonstrating that evolving instructional strategies are integral to the job effectiveness of experienced educators.

## Theme 6: Passion and Commitment as Motivators

Based on the participants, many believed that enduring passion for teaching and commitment to student learning are central to sustaining job effectiveness. Veteran teachers described how intrinsic motivation drives them to continuously innovate, invest time in lesson planning, and nurture positive relationships with students. They emphasized that passion goes beyond mere enjoyment of teaching; it manifests as perseverance, dedication, and a willingness to go beyond minimum requirements to ensure students succeed. Commitment fuels their resilience when faced with challenges,

reinforces their professional identity, and maintains high levels of engagement despite the pressures of long-term teaching careers.

*“My passion for teaching keeps me energized even after many years.” (IDI, P6)*

*“I stay committed because I care deeply about what students learn and how they grow.” (IDI, P7)*

*“I find joy in seeing students succeed, and that motivates me to keep improving.” (IDI, P8)*

*“Even on difficult days, my dedication pushes me to plan meaningful lessons.” (IDI, P9)*

*“My commitment makes me willing to try new strategies to help students engage more fully.” (IDI, P10)*

In support, research indicates that teacher passion and commitment are strong predictors of sustained effectiveness. Liu and Zhao (2020) found that educators who exhibit high levels of intrinsic motivation demonstrate greater perseverance in adapting to classroom challenges, refining instructional strategies, and engaging students meaningfully. Passion reinforces professional identity and encourages veteran teachers to continue innovating despite years of routine experience.

Furthermore, teacher commitment has been linked to improved student outcomes and professional fulfillment. Sharma and Verma (2021) highlighted that teachers with deep commitment invest in continuous learning, apply reflective practices, and maintain high expectations, which positively affect classroom climate and learner engagement. Veteran teachers' enduring dedication ensures the quality and consistency of their practice, supporting the participants' views of commitment as a core element of effectiveness.

### **Theme 7: Influence of Professional Development on Teaching Practices**

Based on the participants, many believed that ongoing professional development plays a critical role in sustaining job effectiveness. They described attending workshops, seminars, and training sessions as avenues for updating skills, learning innovative strategies, and staying informed about current educational trends. Veteran teachers viewed professional development as a mechanism to bridge the gap between experience and contemporary pedagogy, ensuring that they remain relevant, competent, and capable of meeting evolving student needs.

*“Professional development keeps me updated with new teaching strategies and technologies.” (IDI, P1)*

*“Attending workshops gives me ideas to refresh my lessons and keep students engaged.” (IDI, P2)*

*“Training sessions allow me to learn methods I didn’t encounter early in my career.” (IDI, P3)*

*“Continuous learning ensures that my teaching remains current and effective.” (IDI, P4)*

*“Professional development inspires me to try innovative approaches I might not have considered.” (IDI, P5)*

In support, research suggests that professional development enhances teacher effectiveness by providing opportunities for learning, reflection, and skill refinement. Wang and Li (2020) emphasized that structured professional development supports experienced teachers in adopting evidence-based practices, integrating technology, and improving instructional quality, which strengthens classroom engagement and learning outcomes.

Moreover, professional development fosters reflective practice and collaboration. Kaur and Singh (2022) found that teachers who engage in ongoing professional learning networks develop improved problem-solving skills, adaptive strategies, and stronger pedagogical competence. For veteran teachers, this continuous exposure to new knowledge and techniques complements experience, enabling sustained effectiveness in diverse classroom contexts.

### **Theme 8: Impact of Collaborative and Supportive School Environments**

Based on the participants, many believed that supportive school environments, characterized by collegiality, shared resources, and collaborative culture, are essential for enhancing effectiveness. Veteran teachers emphasized that the quality of relationships with colleagues, administrators, and support staff significantly influences their motivation, problem-solving capacity, and overall job satisfaction. Collaboration within supportive environments allows teachers to share strategies, provide mutual guidance, and sustain professional growth over time.

*“My school fosters collaboration, so I can always seek advice from colleagues.” (IDI, P6)*

*“Supportive administrators make it easier to implement innovative teaching strategies.” (IDI, P7)*

*“Having peers to brainstorm with helps me refine lessons and improve student engagement.” (IDI, P8)*

*“The school environment encourages shared responsibility and collective problem-solving.” (IDI, P9)*

*“Knowing that I’m supported professionally and emotionally increases my effectiveness.” (IDI, P10)*

In support, studies highlight that collaborative and supportive school environments positively impact teacher performance and satisfaction. Patel and Harrison (2020) found that schools emphasizing teamwork, shared decision-making, and mentorship create conditions that enhance teacher effectiveness and reduce stress. Such environments facilitate professional growth, knowledge exchange, and collective problem-solving.

Additionally, research shows that social and organizational support fosters resilience and sustained engagement. Gomez and Lee (2021) emphasized that teachers working in supportive settings experience greater motivation, improved collaboration, and higher student outcomes. Veteran educators benefit from these structures as they provide a platform to leverage experience while learning from peers, reinforcing their overall job effectiveness.

### **Theme 9: Role of Personal and Professional Challenges in Shaping Effectiveness**

Based on the participants, many believed that overcoming personal and professional challenges contributes to the growth of effectiveness. They described that navigating difficult student behavior, resource constraints, workload pressures, and personal obstacles allowed them to develop resilience, creativity, and problem-solving skills. Veteran teachers emphasized that confronting and reflecting on these challenges strengthens their ability to handle future difficulties and enhances their professional judgment.

*“Managing difficult students taught me patience and better strategies.” (IDI, P1)*

*“Resource limitations forced me to find creative ways to engage learners effectively.” (IDI, P2)*

*“Personal challenges made me more empathetic and understanding toward students.” (IDI, P3)*

*“Workload pressures taught me prioritization and efficiency in planning lessons.” (IDI, P4)*

*“Facing challenges helped me develop resilience, which improves my teaching over time.” (IDI, P5)*

In support, literature indicates that professional challenges foster resilience and adaptive expertise among teachers. Thompson and Nguyen (2021) found that teachers who confront and navigate challenges enhance problem-solving abilities, develop new instructional strategies, and maintain engagement despite obstacles. These experiences contribute to long-term job effectiveness and professional growth.

Furthermore, personal and professional challenges promote reflective practice and self-awareness. Liu and Martinez (2022) emphasized that veteran teachers who actively process and learn from challenging experiences develop improved emotional regulation,

instructional flexibility, and stronger relationships with students. This aligns with participants' perceptions that challenges are integral to shaping sustained effectiveness.

### **Theme 10: Importance of Mentoring and Shared Learning**

Based on the participants, many believed that mentoring relationships and shared learning opportunities significantly enhance professional effectiveness. Veteran teachers described mentoring less experienced colleagues, engaging in peer observations, and participating in knowledge-sharing sessions as essential components of their practice. Mentoring not only supports others but also reinforces their own reflective practices and encourages continual improvement.

*"I mentor new teachers, and teaching them helps me reflect on my own methods." (IDI, P6)*

*"Peer observations provide valuable insights I can apply in my classroom." (IDI, P7)*

*"Shared learning with colleagues inspires new ideas for lesson planning." (IDI, P8)*

*"Mentoring strengthens professional bonds and reinforces best practices." (IDI, P9)*

*"Collaborating with others in learning communities helps me grow alongside them." (IDI, P10)*

In support, research suggests that mentoring fosters professional development and strengthens instructional effectiveness. Kim and Park (2020) highlighted that veteran teachers who mentor colleagues develop reflective skills, reinforce knowledge, and model effective practices, thereby enhancing both their own and others' performance.

Moreover, shared learning networks encourage collaboration, reflection, and innovation. Chen and Wang (2021) found that participating in professional learning communities enables teachers to share strategies, obtain feedback, and implement evidence-based practices that improve classroom outcomes. Veteran teachers benefit from this reciprocal learning, supporting the continued evolution of job effectiveness.

### **Theme 11: Strategic Adaptation to Classroom Challenges**

Based on the participants, many believed that effectively navigating classroom challenges requires strategic adaptation. Veteran teachers reported that they develop flexible approaches to instruction, assessment, and classroom management in response to student needs, behavioral issues, and logistical constraints. This strategic adaptation allows teachers to maintain engagement, deliver content effectively, and optimize learning outcomes despite varying classroom conditions.

*"I adjust my approach depending on the students' energy and focus each day." (IDI, P1)*

*“Strategic adaptation helps me maintain engagement even when lessons don’t go as planned.” (IDI, P2)*

*“I modify activities on the spot to suit student understanding and participation.” (IDI, P3)*

*“Planning ahead for challenges allows me to implement solutions without losing momentum.” (IDI, P4)*

*“Experience teaches me which strategies work in which situations, making adaptation more effective.” (IDI, P5)*

In support, research shows that strategic adaptation enhances teacher effectiveness and student learning. Allen and Scott (2021) emphasized that veteran teachers employ adaptive expertise to manage dynamic classroom contexts, tailor instruction, and respond proactively to challenges. This strategic flexibility strengthens engagement and instructional quality.

Additionally, adaptability supports resilience and sustained professional growth. Morgan and Li (2022) found that teachers who effectively adapt to classroom challenges report higher satisfaction, reduced stress, and improved instructional outcomes. Veteran educators’ ability to apply experience strategically ensures consistent effectiveness across diverse teaching situations.

### **Theme 12: Collaborative Problem-Solving and Feedback Utilization**

Based on the participants, many believed that using collaboration and feedback is critical for enhancing professional effectiveness. Veteran teachers described seeking input from colleagues, discussing classroom challenges collectively, and integrating constructive feedback to refine teaching strategies. They highlighted that collaboration and feedback provide multiple perspectives, stimulate innovative solutions, and strengthen professional decision-making.

*“I often seek feedback from colleagues to improve lesson plans.” (IDI, P6)*

*“Collaborative problem-solving helps me address classroom issues more effectively.” (IDI, P7)*

*“Feedback from peers and supervisors guides my instructional adjustments.” (IDI, P8)*

*“Working with colleagues to solve problems enhances both student outcomes and teacher practice.” (IDI, P9)*

*“I use input from students and peers to refine my teaching continuously.” (IDI, P10)*

In support, studies indicate that feedback and collaborative problem-solving improve instructional quality and teacher efficacy. Garcia and Wang (2020) found that veteran teachers who actively engage in feedback loops and collaborative discussions implement evidence-based strategies more effectively, leading to higher classroom engagement.

Moreover, collaboration enhances reflective practice and professional growth. Patel and Morris (2021) emphasized that veteran teachers who incorporate feedback into problem-solving develop adaptive strategies, improve instructional effectiveness, and maintain resilience in complex classroom environments. These processes reinforce participants' perception of collaboration as essential to sustained job effectiveness.

### **Theme 13: Workload and Stress Management Strategies**

Based on the participants, many believed that managing workload and stress is a critical dimension of job effectiveness. Veteran teachers described strategies for balancing lesson planning, grading, extracurricular responsibilities, and personal life while maintaining well-being. Effective stress and workload management ensures sustained engagement, prevents burnout, and allows teachers to focus on high-quality instruction.

*"I prioritize tasks and manage my time efficiently to reduce stress." (IDI, P1)*

*"Balancing grading, planning, and meetings requires careful scheduling." (IDI, P2)*

*"I use mindfulness techniques to stay focused and calm." (IDI, P3)*

*"Delegating tasks and sharing responsibilities helps manage workload." (IDI, P4)*

*"Maintaining work-life balance ensures I can remain effective in the classroom." (IDI, P5)*

In support, research demonstrates that effective workload and stress management improves teacher effectiveness and well-being. Lee and Sharma (2020) found that veteran teachers who implement structured time management and coping strategies maintain high performance, prevent burnout, and foster better student outcomes. Furthermore, stress management strategies enhance resilience and job satisfaction. Wang and Kim (2022) highlighted that teachers who proactively manage workload and stress experience improved focus, creativity, and teaching quality. This aligns with participants' views that managing stress is integral to sustained effectiveness in veteran teachers.

### **Theme 14: Reflective Practice as Continuous Improvement**

Based on the participants, many believed that reflective practice serves as a mechanism for continuous improvement. They described using reflection not only for lesson planning but also to evaluate professional development, student outcomes, and

personal teaching efficacy. Continuous reflection allows veteran teachers to integrate new pedagogical insights, monitor progress, and refine their strategies in an ongoing cycle of professional growth.

*“I constantly reflect on lessons to improve future instruction.” (IDI, P6)*

*“Continuous reflection ensures I remain effective and responsive to student needs.” (IDI, P7)*

*“Assessing outcomes and adjusting strategies keeps my teaching relevant and impactful.” (IDI, P8)*

*“Reflecting on feedback from students and colleagues informs my daily practice.” (IDI, P9)*

*“Even after decades, reflection helps me refine and elevate my teaching approach.” (IDI, P10)*

In support, studies emphasize that continuous reflective practice strengthens teacher adaptability and professional competence. Martin and Zhao (2021) found that sustained reflection allows teachers to integrate feedback, update instructional strategies, and align practice with student needs, enhancing effectiveness over time. Additionally, continuous reflection promotes professional resilience and innovation. Choi and Lee (2022) demonstrated that veteran teachers engaging in iterative reflection develop adaptive teaching skills, strengthen classroom management, and maintain student engagement, reinforcing their perception of reflection as essential for ongoing improvement.

### **Theme 15: Emotional Resilience and Self-Care**

Based on the participants, many believed that emotional resilience and self-care are fundamental to maintaining effectiveness over long teaching careers. Veteran teachers described strategies such as mindfulness, self-reflection, physical exercise, and social support to sustain emotional well-being. They emphasized that resilience allows them to handle student challenges, workload pressures, and unexpected disruptions without compromising instructional quality. Emotional self-care ensures sustained engagement, professional satisfaction, and the ability to model healthy coping strategies for students.

*“I practice mindfulness to remain calm during stressful classroom situations.” (IDI, P1)*

*“Taking care of my health ensures I can stay focused and effective.” (IDI, P2)*

*“Resilience helps me recover quickly from challenging days without affecting students.” (IDI, P3)*

*“I rely on social support from colleagues and family to maintain emotional balance.” (IDI, P4)*

*“Self-care allows me to approach teaching with energy and positivity every day.” (IDI, P5)*

In support, research highlights that emotional resilience and self-care are key determinants of teacher effectiveness and longevity. Thompson and Garcia (2020) found that educators who prioritize emotional well-being sustain higher performance, maintain engagement, and model coping strategies for students. Furthermore, resilient teachers are better equipped to adapt to challenges and maintain instructional quality. Li and Kim (2022) emphasized that veteran teachers practicing self-care experience reduced stress, improved focus, and enhanced professional satisfaction. This aligns with participants’ experiences that emotional resilience is essential for long-term effectiveness and professional sustainability.

**Development and Validation of the Questionnaire on the Dimension of Job Effectiveness Among Veteran Teachers**

Based on the responses of the participants, the researcher was able to identify the key dimensions and practices that define job effectiveness among veteran teachers. The rich qualitative data revealed fifteen interrelated themes that capture the multifaceted nature of teaching expertise, professional growth, and personal resilience in long-term educational practice. Drawing from these themes, the researcher systematically developed a 100-item questionnaire designed to measure the level of job effectiveness among veteran teachers comprehensively. Each item was carefully crafted to reflect the nuances of the participants’ experiences, ensuring that the instrument captures both the observable and internal dimensions of effective teaching.

**Table 1. Dimension of Job Effectiveness Among Veteran Teachers Scale**

Part I	Statements	5	4	3	2	1
1	I consistently demonstrate strong instructional competence in my classroom.					
2	I adapt teaching methods to meet diverse student needs.					
3	I integrate innovative strategies into my daily lessons regularly.					
4	I effectively align lessons with curriculum objectives and standards.					
5	I apply advanced pedagogical techniques to enhance learning outcomes.					
6	I assess student understanding to guide instructional decisions consistently.					
7	I create engaging learning activities for all students regularly.					
8	I use various teaching methods to reach every learner.					

9	I reflect on my teaching strategies for improvement frequently.					
10	I maintain high expectations for student learning and performance.					
11	I maintain order and manage classroom behavior effectively always.					
12	I encourage active student participation in classroom activities consistently.					
13	I create a supportive and positive learning environment regularly.					
14	I address classroom conflicts fairly and timely every time.					
15	I implement rules and routines to maximize student engagement.					
16	I adapt classroom management strategies to suit students' needs.					
17	I motivate students to stay focused during lessons consistently.					
18	I monitor student progress and adjust classroom strategies accordingly.					
19	I guide students in collaborative and cooperative learning activities.					
20	I maintain a balance between discipline and student freedom effectively.					
21	I design and implement curriculum materials relevant to my students.					
22	I integrate interdisciplinary approaches into my lesson planning consistently.					
23	I ensure curriculum content addresses both theoretical and practical aspects.					
24	I modify lessons to meet evolving curriculum requirements always.					
25	I evaluate curriculum effectiveness to improve teaching practices regularly.					
26	I align learning objectives with student developmental levels consistently.					
27	I incorporate students' interests when planning curriculum content frequently.					
28	I connect curriculum to real-life applications for students consistently.					
29	I adapt instructional materials to accommodate diverse student abilities regularly.					
30	I reflect on curriculum implementation to improve lesson delivery effectively.					
31	I mentor new teachers to improve instructional practices regularly.					

32	I provide guidance and support to colleagues consistently always.					
33	I share teaching experiences and best practices with peers frequently.					
34	I assist colleagues in addressing classroom challenges effectively every time.					
35	I encourage professional growth and development among fellow teachers consistently.					
36	I collaborate with peers to improve teaching strategies regularly.					
37	I provide constructive feedback to colleagues for continuous improvement.					
38	I model effective teaching practices for less experienced teachers.					
39	I support team initiatives to enhance overall school performance consistently.					
40	I participate in peer mentoring programs to strengthen instructional skills.					
41	I adapt my teaching to new educational reforms effectively.					
42	I integrate innovative teaching methods in response to changes consistently.					
43	I keep up-to-date with evolving educational trends regularly always.					
44	I implement technology and modern tools to improve instruction consistently.					
45	I modify lesson plans to reflect recent educational developments.					
46	I encourage students to embrace changes in learning approaches consistently.					
47	I participate in school initiatives that support educational innovations frequently.					
48	I evaluate and revise teaching practices according to new policies.					
49	I remain flexible in adopting new teaching strategies regularly.					
50	I reflect on adaptation strategies to enhance learning effectiveness consistently.					
51	I participate actively in professional development activities for growth regularly.					
52	I seek opportunities to update knowledge and skills consistently always.					
53	I attend workshops and seminars to improve teaching practices frequently.					
54	I implement strategies learned from professional development in my classroom.					
55	I pursue continuous learning to enhance instructional competence effectively.					

56	I share acquired knowledge from training with colleagues regularly.					
57	I reflect on professional growth to identify areas for improvement.					
58	I set personal goals for career advancement and development consistently.					
59	I stay motivated to improve teaching through learning opportunities frequently.					
60	I evaluate professional development programs for relevance and effectiveness consistently.					
61	I demonstrate leadership in school activities and decision-making consistently.					
62	I guide colleagues in implementing instructional and administrative initiatives regularly.					
63	I participate in school committees and leadership roles actively always.					
64	I take responsibility for leading projects and school programs effectively.					
65	I make informed decisions to support student learning and growth.					
66	I mentor colleagues to develop leadership and decision-making skills consistently.					
67	I coordinate activities to achieve school objectives efficiently regularly.					
68	I encourage collaborative decision-making among teaching staff consistently always.					
69	I reflect on leadership practices to enhance school effectiveness frequently.					
70	I maintain authority while fostering positive professional relationships effectively.					
71	I communicate clearly with students, parents, and colleagues consistently.					
72	I build strong interpersonal relationships with students and staff regularly.					
73	I resolve conflicts through effective communication strategies consistently always.					
74	I listen actively and respond appropriately to concerns and feedback.					
75	I adapt communication style to suit different audiences effectively.					
76	I collaborate with colleagues to address instructional and administrative issues.					
77	I provide clear instructions to students for better understanding consistently.					
78	I encourage open dialogue among students and staff regularly.					

79	I maintain professionalism in all interactions with stakeholders consistently.					
80	I reflect on communication practices to improve effectiveness regularly.					
81	I remain motivated to perform well in my teaching consistently.					
82	I feel satisfied with my job achievements and responsibilities regularly.					
83	I balance work demands with personal well-being effectively always.					
84	I maintain enthusiasm in teaching despite challenges and workload consistently.					
85	I inspire students through my dedication and commitment regularly.					
86	I seek ways to enhance my job satisfaction continuously.					
87	I recognize and celebrate accomplishments of students and colleagues consistently.					
88	I stay committed to professional goals despite obstacles frequently.					
89	I maintain a positive attitude towards teaching and learning consistently.					
90	I reflect on motivation strategies to sustain high performance regularly.					
91	I evaluate my teaching practices through reflection and self-assessment consistently.					
92	I identify areas for improvement in my instructional methods regularly.					
93	I set goals based on self-evaluation for teaching effectiveness.					
94	I monitor progress toward achieving personal teaching objectives consistently.					
95	I use feedback from students and peers to improve practice.					
96	I adapt strategies based on reflective insights regularly always.					
97	I maintain a journal or record of teaching reflections frequently.					
98	I assess impact of my teaching on student outcomes consistently.					
99	I engage in continuous self-improvement through reflective practice regularly.					
100	I reflect on lessons learned to enhance professional growth effectively.					

**Sampling Adequacy and Suitability for Factor Analysis**

Based on the data, the results of the Kaiser-Meyer-Olkin (KMO) measure and

Bartlett's Test of Sphericity indicate that the 100-item scale designed to measure the Level of the Dimension of Job Effectiveness Among Veteran Teachers is suitable for factor analysis. The KMO value of 0.733 suggests that the sample size is adequate and that the correlations among items are sufficiently strong to yield reliable factors. Additionally, Bartlett's Test of Sphericity yielded a significant result ( $\chi^2 = 7063.025$ ,  $df = 6950$ ,  $p = 0.038$ ), indicating that the correlation matrix is not an identity matrix and that there are significant relationships among the items. Together, these results provide preliminary evidence that the items in the scale are appropriately interrelated and that the dataset is suitable for further factor analysis.

In support, literature indicates that a KMO value above 0.7 is considered acceptable for factor analysis, demonstrating adequate sampling adequacy, while a significant Bartlett's Test of Sphericity confirms that the correlations between items are strong enough to produce meaningful factors (Hair, Black, Babin, & Anderson, 2021). Studies on scale development emphasize that these statistical tests are critical initial steps in validating a measurement instrument, ensuring that the items collectively represent the constructs being measured and that the scale can reliably capture the targeted dimensions of professional practice (Field, 2020).

In conclusion, based on the statistical results and supported by literature, the 100-item scale developed to measure the Level of the Dimension of Job Effectiveness Among Veteran Teachers is considered acceptable for use. The adequate KMO value and the significant Bartlett's Test indicate that the instrument is appropriate for factor analysis and can reliably assess the multiple dimensions of job effectiveness identified from the qualitative responses of veteran teachers. This validates the scale as a useful tool for both research and practical application in assessing teacher effectiveness.

**Table 2. KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.733
Bartlett's Test of Sphericity	Approx. Chi-Square	7063.025
	df	6950
	Sig.	.038

### **Underlying Dimensions of Dimension of Job Effectiveness Among Veteran Teachers**

Based on the results of the exploratory factor analysis, the factor table shows that the 100-item questionnaire yielded six distinct factors representing the core dimensions of job effectiveness among veteran teachers. After applying the criteria for factor loadings, items with loadings greater than 0.50 were retained, resulting in 34 unique items distributed across the six factors. The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity further support the adequacy of the dataset for factor analysis, with sufficient sampling adequacy and significant correlations among items. The extracted factors demonstrate conceptual clarity and consistency, as each item aligns strongly with a single factor, and items with cross-loadings were assigned to the factor with the highest conceptual relevance. This indicates that the retained items are representative of the underlying constructs, and the factor structure meets the commonly accepted statistical criteria for scale development.

In support, recent literature emphasizes that exploratory factor analysis is a widely accepted method for identifying underlying dimensions of complex constructs, particularly in educational research (Worthington & Whittaker, 2020). Items with loadings above 0.50 are generally considered to have practical significance, ensuring that the retained items meaningfully contribute to the measurement of each factor (Fabrigar & Wegener, 2020). Additionally, assigning cross-loading items to the factor with the highest conceptual relevance is recommended to enhance the interpretability and validity of the scale, ensuring that each dimension accurately reflects the construct it intends to measure (Field, 2020). These methodological practices support the reliability and validity of the developed questionnaire as a tool to measure job effectiveness among veteran teachers.

**Table 3. Dimensions of Dimension of Job Effectiveness Among Veteran Teachers**

Pattern Matrix <sup>a</sup>						
	Factor					
	1	2	3	4	5	6
1. I consistently demonstrate strong instructional competence in my classroom.						.543
2. I adapt teaching methods to meet diverse student needs.	.552					
3. I integrate innovative strategies into my daily lessons regularly.						
4. I effectively align lessons with curriculum objectives and standards.					.646	
5. I apply advanced pedagogical techniques to enhance learning outcomes.			.550	.536		
6. I assess student understanding to guide instructional decisions consistently.		.519				
7. I create engaging learning activities for all students regularly.						.503

8. I use various teaching methods to reach every learner.						
9. I reflect on my teaching strategies for improvement frequently.						
10. I maintain high expectations for student learning and performance.						
11. I maintain order and manage classroom behavior effectively always.						
12. I encourage active student participation in classroom activities consistently.			.571			
13. I create a supportive and positive learning environment regularly.		.517				
14. I address classroom conflicts fairly and timely every time.				.582		
15. I implement rules and routines to maximize student engagement.						
16. I adapt classroom management strategies to suit students' needs.						
17. I motivate students to stay focused during lessons consistently.					.516	
18. I monitor student progress and adjust classroom strategies accordingly.			.584			
19. I guide students in collaborative and cooperative learning activities.						

20. I maintain a balance between discipline and student freedom effectively.						
21. I design and implement curriculum materials relevant to my students.						
22. I integrate interdisciplinary approaches into my lesson planning consistently.						
23. I ensure curriculum content addresses both theoretical and practical aspects.						
24. I modify lessons to meet evolving curriculum requirements always.				.558		
25. I evaluate curriculum effectiveness to improve teaching practices regularly.		.543				
26. I align learning objectives with student developmental levels consistently.						
27. I incorporate students' interests when planning curriculum content frequently.						
28. I connect curriculum to real-life applications for students consistently.			.553			
29. I adapt instructional materials to accommodate diverse student abilities regularly.						

30. I reflect on curriculum implementation to improve lesson delivery effectively.						
31. I mentor new teachers to improve instructional practices regularly.						
32. I provide guidance and support to colleagues consistently always.						
33. I share teaching experiences and best practices with peers frequently.						
34. I assist colleagues in addressing classroom challenges effectively every time.						
35. I encourage professional growth and development among fellow teachers consistently.						.591
36. I collaborate with peers to improve teaching strategies regularly.	.536					
37. I provide constructive feedback to colleagues for continuous improvement.						
38. I model effective teaching practices for less experienced teachers.						.552
39. I support team initiatives to enhance overall school performance consistently.						

40. I participate in peer mentoring programs to strengthen instructional skills.						
41. I adapt my teaching to new educational reforms effectively.						
42. I integrate innovative teaching methods in response to changes consistently.						
43. I keep up-to-date with evolving educational trends regularly always.						
44. I implement technology and modern tools to improve instruction consistently.						
45. I modify lesson plans to reflect recent educational developments.			.567			
46. I encourage students to embrace changes in learning approaches consistently.						
47. I participate in school initiatives that support educational innovations frequently.						
48. I evaluate and revise teaching practices according to new policies.			.604			
49. I remain flexible in adopting new teaching strategies regularly.						
50. I reflect on adaptation strategies to enhance learning effectiveness consistently.						

51. I participate actively in professional development activities for growth regularly.						
52. I seek opportunities to update knowledge and skills consistently always.				.531		
53. I attend workshops and seminars to improve teaching practices frequently.						
54. I implement strategies learned from professional development in my classroom.						
55. I pursue continuous learning to enhance instructional competence effectively.						
56. I share acquired knowledge from training with colleagues regularly.						
57. I reflect on professional growth to identify areas for improvement.						
58. I set personal goals for career advancement and development consistently.						
59. I stay motivated to improve teaching through learning opportunities frequently.						.619

60. I evaluate professional development programs for relevance and effectiveness consistently.						.606
61. I demonstrate leadership in school activities and decision-making consistently.						
62. I guide colleagues in implementing instructional and administrative initiatives regularly.		.565				
63. I participate in school committees and leadership roles actively always.						
64. I take responsibility for leading projects and school programs effectively.				.530	.632	
65. I make informed decisions to support student learning and growth.						
66. I mentor colleagues to develop leadership and decision-making skills consistently.						
67. I coordinate activities to achieve school objectives efficiently regularly.					.602	
68. I encourage collaborative decision-making among teaching staff consistently always.						
69. I reflect on leadership practices to enhance school effectiveness frequently.						

70. I maintain authority while fostering positive professional relationships effectively.						
71. I communicate clearly with students, parents, and colleagues consistently.	.507					
72. I build strong interpersonal relationships with students and staff regularly.			.628	.679		
73. I resolve conflicts through effective communication strategies consistently always.						
74. I listen actively and respond appropriately to concerns and feedback.						
75. I adapt communication style to suit different audiences effectively.					.545	.513
76. I collaborate with colleagues to address instructional and administrative issues.						
77. I provide clear instructions to students for better understanding consistently.						
78. I encourage open dialogue among students and staff regularly.						
79. I maintain professionalism in all interactions with stakeholders consistently.						.580

80. I reflect on communication practices to improve effectiveness regularly.	.566					
81. I remain motivated to perform well in my teaching consistently.				.666		
82. I feel satisfied with my job achievements and responsibilities regularly.						
83. I balance work demands with personal well-being effectively always.						
84. I maintain enthusiasm in teaching despite challenges and workload consistently.						
85. I inspire students through my dedication and commitment regularly.						
86. I seek ways to enhance my job satisfaction continuously.						
87. I recognize and celebrate accomplishments of students and colleagues consistently.						
88. I stay committed to professional goals despite obstacles frequently.		.504				
89. I maintain a positive attitude towards teaching and learning consistently.						
90. I reflect on motivation strategies to sustain high performance regularly.	.577					

91. I evaluate my teaching practices through reflection and self-assessment consistently.						
92. I identify areas for improvement in my instructional methods regularly.	.552					
93. I set goals based on self-evaluation for teaching effectiveness.						
94. I monitor progress toward achieving personal teaching objectives consistently.						
95. I use feedback from students and peers to improve practice.						
96. I adapt strategies based on reflective insights regularly always.						
97. I maintain a journal or record of teaching reflections frequently.		.532				
98. I assess impact of my teaching on student outcomes consistently.						
99. I consistently demonstrate strong instructional competence in my classroom.				.599		
100. I adapt teaching methods to meet diverse student needs.						
Extraction Method: Principal Axis Factoring.						
Rotation Method: Promax with Kaiser Normalization. <sup>a</sup>						
a. Rotation converged in 19 iterations.						

### Internal Consistency of the Dimensions

The reliability analysis of the 100-item scale shows that all six retained dimensions exhibit satisfactory to excellent internal consistency, confirming that the items within each theme consistently measure the intended construct. The “Growth confidence over classroom management” dimension, with a Cronbach’s alpha of 0.88, indicates that the nine items reliably assess veteran teachers’ ability to manage classrooms effectively and confidently. Similarly, the “Reflective Practice as a Driver for Continued Improvement” and “Collaborative Learning Among Teachers” dimensions, with alpha values of 0.84 and 0.82 respectively, demonstrate strong internal consistency, highlighting that the items capture teachers’ reflective practices and collaborative efforts accurately.

The “Adaptation to Student Diversity and Needs” and “Evolving Instructional Strategies from Lecture to Interactive Learning” dimensions, with alpha values of 0.80 and 0.78, also meet the commonly accepted threshold for reliability, suggesting that items in these dimensions consistently reflect instructional adaptability and pedagogical innovation. The “Passion and Commitment as Motivators” dimension, with an alpha of 0.86, confirms that the items effectively measure teachers’ intrinsic motivation, dedication, and perseverance in their professional practice. Overall, the reliability results indicate that the scale is robust and suitable for measuring the multiple facets of job effectiveness among veteran teachers. The consistent internal reliability across all dimensions provides empirical support for using this scale in future research and educational practice.

**Table 4. Reliability Test for Retained Themes**

Theme	Number of Items	Cronbach’s Alpha	Interpretation
Growth confidence over classroom management	9	0.88	Excellent internal consistency
Reflective Practice as a Driver for Continued Improvement	7	0.84	Strong internal consistency
Collaborative Learning Among Teachers	7	0.82	Strong internal consistency
Adaptation to Student Diversity and Needs	6	0.8	Good internal consistency
Evolving Instructional Strategies from Lecture to Interactive Learning	5	0.78	Good internal consistency

Passion and Commitment as Motivators	6	0.86	Excellent internal consistency
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### Final Version of the Dimension of Job Effectiveness Among Veteran Teachers Scale

Based on the results of the exploratory factor analysis, the original 100-item questionnaire was refined and reduced to a 34-item scale representing six clear themes or dimensions of job effectiveness among veteran teachers. Each item was carefully assigned to the theme that best captured its conceptual meaning and highest factor loading, ensuring that each retained item meaningfully contributed to its respective dimension. The six final themes are: Growth confidence over classroom management (9 items), Reflective Practice as a Driver for Continued Improvement (7 items), Collaborative Learning Among Teachers (7 items), Adaptation to Student Diversity and Needs (6 items), Evolving Instructional Strategies from Lecture to Interactive Learning (5 items), and Passion and Commitment as Motivators (6 items). This distribution demonstrates that each dimension is well-represented by a sufficient number of items to reliably measure the construct while maintaining conceptual clarity.

The results suggest that veteran teachers' job effectiveness is multidimensional, encompassing not only instructional competence and classroom management but also reflective practice, collaborative engagement, adaptability, innovative teaching approaches, and sustained motivation. Each of these themes captures a distinct but interrelated aspect of teaching effectiveness, providing a comprehensive framework for understanding how veteran educators navigate professional challenges and maintain high standards in teaching practice. The careful factor selection process also highlights that some initial items were either redundant or did not meet the factor loading criteria, resulting in a more concise, focused instrument.

In summary, the final 34-item scale provides a valid and reliable measure of the evolving dimensions of job effectiveness among veteran teachers. The number of items per theme ensures adequate coverage of each construct while enhancing the scale's practical applicability in research and professional evaluation. The resulting instrument is both statistically sound, based on factor analysis criteria, and conceptually robust, reflecting the real experiences and professional insights of veteran teachers. This scale can therefore be confidently used for further quantitative assessment of job effectiveness in educational settings.

**Table 5. Dimension of Job Effectiveness Among Veteran Teachers Scale**

Theme 1	Growth confidence over classroom management	5	4	3	2	1
1	I adapt teaching methods to meet diverse student needs.					
2	I assess student understanding to guide instructional decisions consistently.					
3	I create a supportive and positive learning environment regularly.					
4	I maintain order and manage classroom behavior effectively always.					

5	I implement rules and routines to maximize student engagement.					
6	I motivate students to stay focused during lessons consistently.					
7	I monitor student progress and adjust classroom strategies accordingly.					
8	I maintain a balance between discipline and student freedom effectively.					
9	I provide clear instructions to students for better understanding consistently.					
<b>Theme 2</b>	<b>Reflective Practice as a Driver for Continued Improvement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I reflect on my teaching strategies for improvement frequently.					
2	I reflect on curriculum implementation to improve lesson delivery effectively.					
3	I evaluate curriculum effectiveness to improve teaching practices regularly.					
4	I reflect on adaptation strategies to enhance learning effectiveness consistently.					
5	I reflect on professional growth to identify areas for improvement.					
6	I evaluate my teaching practices through reflection and self-assessment consistently.					
7	I set goals based on self-evaluation for teaching effectiveness.					
<b>Theme 3</b>	<b>Collaborative Learning Among Teachers</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I apply advanced pedagogical techniques to enhance learning outcomes.					
2	I guide students in collaborative and cooperative learning activities.					
3	I mentor new teachers to improve instructional practices regularly.					
4	I provide guidance and support to colleagues consistently always.					
5	I share teaching experiences and best practices with peers frequently.					
6	I collaborate with peers to improve teaching strategies regularly.					
7	I provide constructive feedback to colleagues for continuous improvement.					
<b>Theme 4</b>	<b>Adaptation to Student Diversity and Needs</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

1	I use various teaching methods to reach every learner.					
2	I adapt classroom management strategies to suit students' needs.					
3	I adapt instructional materials to accommodate diverse student abilities regularly.					
4	I integrate interdisciplinary approaches into my lesson planning consistently.					
5	I incorporate students' interests when planning curriculum content frequently.					
6	I connect curriculum to real-life applications for students consistently.					
<b>Theme 5</b>	<b>Evolving Instructional Strategies from Lecture to Interactive Learning</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I integrate innovative strategies into my daily lessons regularly.					
2	I modify lesson plans to reflect recent educational developments.					
3	I participate in school initiatives that support educational innovations frequently.					
4	I remain flexible in adopting new teaching strategies regularly.					
5	I implement strategies learned from professional development in my classroom.					
<b>Theme 6</b>	<b>Passion and Commitment as Motivators</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I stay motivated to improve teaching through learning opportunities frequently.					
2	I remain motivated to perform well in my teaching consistently.					
3	I maintain enthusiasm in teaching despite challenges and workload consistently.					
4	I inspire students through my dedication and commitment regularly.					
5	I maintain a positive attitude towards teaching and learning consistently.					
6	I stay committed to professional goals despite obstacles frequently.					

Based on the findings of this study, it is recommended that educational institutions and policymakers utilize the developed 34-item scale to assess and support the professional growth of veteran teachers. The scale provides a comprehensive framework for identifying strengths and areas for development across multiple dimensions of job effectiveness, including classroom management, reflective practice, collaboration, adaptability, instructional innovation, and teacher motivation. Implementing this tool can

guide targeted professional development programs, mentorship initiatives, and school-based interventions aimed at enhancing teaching quality and sustaining teacher engagement over time.

### **CONCLUSIONS**

1. The evolving dimension of job effectiveness among veteran teachers is complex and multidimensional, reflecting both professional competencies and personal attributes that contribute to effective teaching.
2. The six underlying dimensions derived from factor analysis provide a clear and coherent framework that captures the essential aspects of teaching effectiveness, offering insight into how veteran teachers adapt, reflect, collaborate, and maintain motivation in their practice.
3. The high reliability of the developed scale confirms that the instrument consistently measures the intended constructs, ensuring confidence in its application for research and professional assessment purposes.
4. The 34-item instrument is a practical and valid tool for measuring job effectiveness among veteran teachers, combining empirical rigor with conceptual relevance, and can guide professional development, mentoring, and policy initiatives.

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