



Revolutionizing Education: The Transformative Journey of Veteran Teachers in Embracing Technology in the Classroom

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Abstract:

This study explored the integration of technology by veteran teachers with twenty or more years of teaching experience. The purpose of the research was to understand how these educators incorporated technology into their classroom practices, the challenges they encountered, and the effects on their teaching methods and student engagement. A qualitative research design, utilising semi-structured interviews, was employed to gather in-depth insights from 12 veteran teachers from both public and private schools. The thematic analysis of the interviews identified four central themes: Professional Identity and Purpose, Resiliency and Adaptability, Commitment to Lifelong Learning, and Collaborative Improvement and Support. The results showed that veteran teachers aligned technology with their core teaching philosophies, using it to enhance learning and student engagement. Despite challenges such as limited resources and technological anxiety, they demonstrated significant resilience and creativity in overcoming these barriers. The study also found that lifelong learning and continuous professional development were crucial in helping teachers improve their digital literacy and integrate new teaching tools effectively. Moreover, collaboration with peers and institutional support were key factors in facilitating the adoption of technology. The study concluded that targeted professional development programs, mentorship, and institutional support were vital in addressing the challenges veteran teachers faced in adopting technology. We recommend that every school design professional development initiatives that focus on building confidence in technology use, promote collaborative environments for teachers to share strategies, and ensure adequate technological resources are available. By implementing these strategies, educational institutions could facilitate the adoption of technology among veteran teachers, thereby improving instructional practices and fostering enhanced student learning outcomes.

Keywords: Collaborative Support, Lifelong Learning, Professional Development, Technology Integration, Veteran Teachers

INTRODUCTION

As education evolves rapidly, technology has become essential in shaping both teaching and learning. Interactive whiteboards, Learning Management Systems, and educational apps have become crucial, enhancing student engagement and fostering collaboration (Cao & Dede, 2023). However, teachers with over 20 years of experience



often face significant challenges when integrating new technologies into their teaching. Teaching approaches used for many years, based on traditional ideas, are often at odds with the features needed by modern digital tools (Kokkinos, 2024).

As teaching methods evolve to incorporate more technology, seasoned educators must explore strategies to enhance their effectiveness. Research indicates that technology integration enhances teaching practices, increases student engagement, and fosters dynamic classroom environments (Ravichandran et al., 2024), which aligns with the need for veteran teachers to adopt such methods. However, many veteran teachers struggle with a lack of self-assurance, limited training in digital devices, and unfamiliarity with using technology effectively, which can impede their ability to adapt to modern educational demands. (Boonmoh et al., 2021; Karanjakwut & Sripicharn, 2024). The lack of online skills affects how educators teach and how students learn, as teachers guide and lead with technology in the classroom.

Additionally, the gap in technology use between educators and students may complicate learning for both groups. While students are generally proficient in using technology for personal purposes, they often need support in applying it effectively within an academic setting. Professional development programs tailored to the needs of veteran teachers are essential to support their adaptation to evolving educational technologies (Mouraz et al., 2020; Youngblood, 2020). This study explored the challenges and strategies veteran teachers face in embracing technology in their classrooms, examining how these factors influence their teaching practices and student outcomes. We will examine the obstacles they face, their views on technology's role in shaping their teaching tools, and the outcomes for students. This study draws on educators' experiences to offer recommendations for enhancing technology support that will improve learning experiences for all (Youngblood, 2020; Mouraz et al., 2020).

Understanding the perspectives and experiences of veteran teachers is crucial for fostering collaboration between older and younger teachers to improve education today (Mullen, Shields, & Tienken, 2021). This study highlights the importance of flexibility and resilience for educators as technology continues to evolve (Adams & Muthiah, 2020; Goodwin et al., 2022).

Besides, the research will examine how institutional support helps veteran teachers use new technology. Well-led schools and supportive cultures motivate teachers to test new teaching strategies (Beck, 2020). This study examines methods used by experienced teachers to contribute to professional development practices that build digital and teaching skills universally. Ultimately, despite the challenges they face, veteran teachers have the potential to significantly transform the classroom experience with the right support and guidance.

OBJECTIVES OF THE STUDY

The primary objective of this study is to explore and understand how veteran teachers, defined as those with 20 or more years of experience, embrace the integration of technology into their classroom practices. Specifically, the study seeks to investigate the factors that influence their decision to adopt technology, as well as the challenges and opportunities they encounter during the integration process. It also aims to examine the transformative impact of technology on veteran teachers' teaching approaches and philosophies, particularly how it shapes their pedagogical strategies and student relationships. Furthermore, the study aims to assess the effects of technology integration on student engagement, learning outcomes, and the overall classroom environment. By exploring these dimensions, the study will provide insights into how veteran educators navigate the adoption of new technologies and how such integration can enhance both teaching practices and student learning experiences.

METHODOLOGY

This study employed a qualitative research design, utilising semi-structured interviews to explore the experiences of veteran teachers with over 20 years of teaching experience in integrating technology into their classroom practices. The semi-structured interview format was chosen for its inherent flexibility, allowing the interviewer to maintain focus on predefined questions while also facilitating the exploration of emergent themes (Busetto, Wick, & Gumbinger, 2020). This approach is ideal for qualitative research as it allows participants to express their views in detail while maintaining comparability across responses (Tisdell, Merriam, & Stuckey-Peyrot, 2025).



Through semi-structured interviews, this study aims to generate detailed data on the challenges, strategies, and perceived impacts of technology integration among veteran teachers. The flexibility of this interview format enabled the researcher to pursue interesting or unexpected insights, thereby contributing to a deeper understanding of the participants' experiences (Turner III & Hagstrom-Schmidt, 2022). This method not only enhances the depth of the collected data but also aligns with best practices in qualitative research, ensuring that the voices of veteran educators are effectively captured and analysed.

Participants

The study employed a purposive sampling technique, a common qualitative research approach, to select participants with relevant knowledge and experience (Nyimbili & Nyimbili, 2024). Given the focus on veteran teachers, participants were selected based on criteria designed to yield the most relevant and insightful data to address the research questions. The inclusion criteria for participant selection included: a minimum of 20 years of teaching experience in a classroom setting, current employment in either a public or private school, a balanced representation of genders to ensure diverse perspectives, and experience with integrating technology into their teaching practices, including the use of digital tools and platforms.

A total of 12 veteran teachers were selected for the study: 6 from public schools and 6 from private schools. This sample size captured a broad range of experiences while ensuring a manageable analysis within the qualitative framework of the study (Robinson, 2024; Van Haute, 2021). By employing purposive sampling, the study aimed to ensure that the insights gathered would be both rich and relevant, contributing to a comprehensive understanding of technology integration among veteran educators.

Research Instrument

The primary data collection tool was a semi-structured interview protocol designed to capture participants' experiences, perceptions, and challenges in integrating technology into their classrooms. The interview questions aim to explore key aspects, such as the factors influencing technology adoption, the barriers teachers face, the impact of technology on their teaching philosophy and practices, and the perceived outcomes for student engagement and learning (Ruslin et al., 2022).

The interview protocol underwent a rigorous validation process to ensure its relevance and reliability. A panel of three subject-matter experts in educational technology and teacher pedagogy initially reviewed the protocol. The experts assessed the clarity, comprehensiveness, and alignment of the questions with the study's objectives. Their feedback prompted revisions to clarify the questions and ensure they adequately addressed the research aims.

Additionally, two veteran teachers, who were not part of the final study sample, evaluated the instrument's reliability in a pilot study. This pilot testing aimed to assess the interview questions and format, ensuring they elicited clear, relevant responses. Based on feedback from the pilot, we made adjustments to improve the clarity of the questions and ensure a smooth, logical interview flow.

The researchers used the Lawshe Content Validity Ratio (CVR) to assess the interview protocol's content validity. This method involved having the expert panel rate each interview question on a scale of 3 (Essential), 2 (Useful but not essential), or 1 (Not necessary). Only the questions that received a high CVR score—indicating they were deemed essential by the experts—were retained for the final interview protocol (Romero Jeldres, Díaz Costa, & Faouzi Nadim, 2023). This validation process ensured that the instrument was both relevant and comprehensive in capturing the key factors related to technology adoption in teaching.

Data Collection

The researchers collected data through semi-structured interviews with the selected participants. The interviews were conducted either in person or via video conferencing platforms such as Zoom or Microsoft Teams, depending on the participants' availability and preferences. Before the interviews, the researchers provided each participant with an



informed consent form outlining the study's purpose, the voluntary nature of their participation, their rights as participants, and the steps taken to ensure confidentiality. To ensure that participants understood the study's aims and their role within it.

Each interview lasted approximately 45 to 60 minutes, with questions asked in a consistent order to maintain comparability across participants. However, the semi-structured nature of the interviews allowed for flexibility, enabling the interviewer to follow up on specific points of interest and explore participants' responses in greater depth. All interviews were audio-recorded with the participant's consent to ensure accurate data capture. Afterwards, the researchers transcribed the recordings verbatim for analysis.

The interview protocol included questions such as: "How do you integrate technology into your teaching practices?" "What challenges have you encountered in adopting technology in your classroom?" "How has technology affected your teaching philosophy and classroom management?", and "In your opinion, how does technology impact student engagement and learning outcomes?"

Throughout the interviews, the researcher prioritised participants' comfort and openness, fostering a supportive environment that enabled them to share their experiences and insights freely.

Ethical Considerations

The researchers adhered to ethical research standards to ensure participants' rights and well-being were protected and respected. They obtained informed consent from all participants after providing comprehensive information about the study's purpose, the voluntary nature of participation, and the right to withdraw at any time without penalty (Kang & Hwang, 2021). Before the interviews, participants signed an informed consent form, ensuring that they understood the study's objectives and the nature of their involvement.

To protect participant confidentiality, the researchers carefully safeguarded all identities. They assigned pseudonyms during data transcription and reporting to ensure anonymity. Furthermore, the researchers securely stored all recordings and transcripts, restricting access solely to the research team in accordance with established confidentiality guidelines (Laryeafio & Ogbewe, 2023). The researchers emphasized the voluntary nature of participation. They clearly informed participants that their involvement in the study was entirely voluntary and that they could withdraw at any time without facing any consequences.

In line with ethical research practices, data security was ensured, with all interview recordings and transcripts securely stored during the research process. The researchers will destroy all materials after the study's completion to uphold ethical guidelines for data privacy and protect participants' personal information (Taquette & Borges da Matta Souza, 2022). This commitment to ethical conduct not only fosters trust between researchers and participants but also enhances the integrity of the research process.

Data Analysis

The data collected from the semi-structured interviews were analysed using thematic analysis, a widely used qualitative research approach for identifying and interpreting patterns within the data. The analysis process followed several key stages to ensure a comprehensive understanding of the data.

First, the researchers engaged in familiarisation with the data by reading and re-reading the interview transcripts to gain an in-depth understanding of the content. This initial immersion in the data is crucial for developing a nuanced perspective (Lochmiller, 2021). In the next step, the researchers conducted initial coding. They identified key sections of the transcripts and generated codes to represent the underlying ideas and concepts. This coding process involved breaking the data into manageable segments, enabling the researchers to capture key elements that emerged from the participants' narratives. Following the initial coding, the researchers began searching for themes by grouping similar codes into broader categories that captured recurring patterns and trends across the data. This thematic development is essential for synthesising the findings and understanding the overarching narratives present in the interviews (Majumdar, 2022). The researchers then reviewed the identified themes to ensure their relevance, coherence, and



consistency with the data. This review process confirmed that the themes accurately reflected the participants' experiences and provided a solid foundation for further analysis. The researchers then defined and named the themes, organising the findings around these central concepts. This structured approach enabled the identification of commonalities and differences in participants' experiences, offering insights into the key factors influencing technology adoption among veteran teachers.

Additionally, the analysis utilised an Excel tabular approach to organise the data systematically. This structured method allowed for efficient coding and theme identification, facilitating a clear visual representation of the relationships between codes and themes (Robinson, 2022). By employing this approach, the researchers enhanced the rigour and clarity of the thematic analysis, ultimately yielding more robust findings. This detailed process not only strengthens the methodological section but also provides transparency in how the data were analysed and interpreted.

RESULTS AND DISCUSSION

The thematic analysis of the semi-structured interviews with veteran teachers identified four central themes: Professional Identity and Purpose, Resiliency and Adaptability, Commitment to Lifelong Learning, and Collaborative Improvement and Support. These themes collectively illustrate the multifaceted ways in which veteran teachers navigate integrating technology into their established pedagogical practices, overcoming barriers related to tradition, resource limitations, and digital proficiency. For example, aligning technology with teachers' professional identity highlights how experienced educators reconcile long-standing teaching philosophies with contemporary digital approaches, striving to enhance rather than replace their methods. The emphasis on resiliency and adaptability underscores the innovative strategies teachers adopt in response to infrastructural or contextual constraints. At the same time, a commitment to lifelong learning and collaboration signifies a willingness to develop digital skills through peer support and professional growth continually. By synthesising these insights, the results provide a nuanced understanding of the dynamic processes underpinning technology adoption among veteran educators and offer a valuable foundation for further research and practice in educational technology integration.

Professional Identity and Purpose

A core finding from the interviews was the alignment of technology with veteran teachers' professional identities and teaching philosophies. Teachers reported that, while they had long-standing methods and a strong commitment to traditional pedagogical approaches, they viewed technology as a tool to enrich their teaching. One teacher remarked, "Teaching is life; it's more than a job," emphasising the deep sense of purpose they feel toward their profession.

Another teacher shared:

"For me, teaching has always been about inspiring students. Technology did not change that. Instead, it became a way to reach my students in more meaningful ways, especially those who are more tech-savvy."

Many veteran teachers indicated that they did not view technology as an adversary to their traditional pedagogical approaches; instead, they considered it a tool to inspire positive change and further engage students. This theme aligns with the findings of Toubassi et al. (2023), who emphasise that teachers closely link their professional identity to their sense of meaning and well-being in their work. Additionally, Titus (2022) emphasises that veteran teachers' identities and their decisions to remain in the profession are shaped by their beliefs about education and the role of technology, reinforcing the idea that technology can complement and enhance traditional teaching methods rather than replace them.

Resiliency and Adaptability

Despite the challenges posed by limited resources, outdated infrastructure, and access issues, veteran teachers demonstrated significant resilience and adaptability. Many participants worked in areas where resources were scarce, and yet they found creative solutions to continue using technology in their classrooms. One teacher explained:

"I faced challenges in a remote area with minimal resources, but I adapted by using available simple tools. My students may not have the best technology, but we utilise the available resources effectively, and it works."



Another teacher mentioned:

"When I first started teaching, we did not have computers. Now we make the best use of the little technology we have. Students may have limited access, but they are eager to learn, and that is crucial."

This finding reflects the broader notion that resilience plays a pivotal role in the successful integration of technology in under-resourced settings. Shields (2020) emphasises that veteran teachers often cultivate resilience through their experiences, enabling them to navigate challenges effectively. Additionally, Benner (2024) highlights that veteran teachers' self-efficacy in technology use is closely linked to their ability to adapt to changing circumstances, reinforcing the idea that creativity and adaptability empower teachers to continue utilising technology in innovative ways, even in the face of infrastructural limitations.

Commitment to Lifelong Learning

Veteran teachers also demonstrated a strong commitment to lifelong learning. Despite the technological challenges, many of the participants showed a willingness to enhance their digital literacy and adopt new teaching tools.

One participant shared:

"Embrace change and lifelong learning. No age barriers to learning new things," reflecting the mindset that ongoing professional development is essential for adapting to technological advancements. Another teacher, who had been hesitant about technology, expressed:

"It was not easy at first. However, I made it a priority to continue learning. There's so much to learn, and technology helps me grow as a teacher. The more I learned, the more confident I became."

Herrick (2023) emphasises the importance of creating supportive environments that encourage veteran teachers to engage in professional development. This theme aligns with the findings of Monteiro, Mouraz, and Dotta (2020), who highlight that veteran teachers often face myths and beliefs that can hinder their engagement with digital technologies. However, those who actively sought out professional development opportunities and engaged with new technologies reported increased confidence and competence in their teaching practices.

Collaborative Improvement and Support

The importance of collaboration and peer support in technology adoption was another major theme that emerged from the analysis. Many teachers noted that their ability to integrate technology successfully was largely due to the collaborative support they received from colleagues and institutional networks.

One teacher shared:

"We share different techniques and ideas, and explain how technology made teaching easier. We have had more success using technology together than we ever would have on our own."

Another participant mentioned:

"Collaborating with my colleagues has been incredibly helpful. Whenever I struggled with using a particular app or platform, I reached out to them, and they either helped me directly or directed me to resources that made it easier. I did not experience this level of support when I first started teaching."

This collaborative mindset is essential for overcoming the barriers to technology integration. Teachers often learned from one another, helping each other navigate the technological challenges they faced. This finding is supported by Weddle (2022), who reviews literature highlighting the importance of teacher collaboration for instructional improvement. In particular, veteran teachers who participated in collaborative environments, where colleagues shared resources, best practices, and provided technical support, achieved greater success in adopting technology. Hargreaves (2021) further emphasises that effective teacher collaboration can enhance professional growth and improve teaching practices, ultimately leading to more successful integration of technology in the classroom.

Table 1. Thematic Arrangement of Veteran Teachers' Experiences in Embracing Technology



Categories	Subcategories	
Professional Identity and Purpose	Passion and Purpose in Teaching Longevity and Diversity in Teaching Experience	
Resiliency and Adaptability	Overcoming Technological Barriers Creative Solutions	
Commitment to Lifelong Learning	Digital Literacy Development Self-Improvement through Technology Growth Mindset and Continuous Learning	This table presents the main themes,
Collaborative Improvement and Support	Peer Support and Mentorship Institutional Support	

subcategories, and examples of codes that emerged from the analysis of veteran teachers' experiences in embracing technology in their classrooms.

CONCLUSION

The findings of this study underscore the importance of supporting veteran teachers in integrating technology into classroom practices. The results highlight the challenges these educators face, particularly their deep-rooted reliance on traditional teaching methods, limited training, and technological anxiety. However, veteran teachers also demonstrated remarkable resilience and adaptability in overcoming these obstacles, creatively integrating digital tools to enhance their teaching approaches and foster student engagement. Through continuous professional development and peer support, these educators showed a strong commitment to lifelong learning and digital literacy, enabling them to navigate the changing educational landscape effectively.

The study's findings emphasise the need for educational institutions to implement targeted professional development programs that address the specific needs of veteran teachers. Institutions should conduct needs assessments to identify skill gaps and technological anxieties among veteran staff, and subsequently offer structured hands-on workshops using digital tools relevant to their daily teaching practices. These workshops should include follow-up sessions to provide ongoing support and resources such as instructional guides and peer mentoring opportunities.

Additionally, institutions should cultivate a growth mindset by integrating reflective activities and celebrating successful examples of technological adoption among veteran teachers.

RECOMMENDATION

Educational institutions should design professional development programs tailored specifically to address the unique challenges faced by veteran teachers. These programs must focus on practical uses of technology, emphasising devices that teachers commonly use in their classrooms. To achieve this, institutions can conduct needs assessments to identify specific fears and knowledge gaps, develop hands-on workshops in supportive environments, and offer follow-up sessions to reinforce learning and provide ongoing assistance. Collaboration among teachers is also crucial for overcoming challenges related to technology integration. Institutions should implement structured mentorship programs that pair experienced teachers with those who are more comfortable with technology. Such programs can establish regular meetings for sharing teaching strategies and technology solutions, encouraging collaborative lesson planning that enables knowledge exchange and mutual learning.

School administrators must equip schools with modern digital tools and provide reliable internet access to ensure effective technology use. Educational organisations should conduct an inventory of their current resources, allocate funds to upgrade equipment and connectivity, and seek partnerships with local businesses or organisations for additional support. Moreover, fostering a growth mindset and commitment to lifelong learning among veteran teachers



is vital. Institutions can nurture this culture by organising workshops that highlight the importance of adaptability, providing access to online learning resources for self-directed improvement, and celebrating success stories to motivate others. Administrative and institutional support also plays a critical role in the successful adoption of technology. Educational leaders must prioritise comprehensive training programs that include both initial instruction and ongoing development, ensure readily available technical support, and create feedback mechanisms for teachers to share their experiences and suggest improvements.

By implementing these targeted actions, educational institutions can foster an environment that empowers veteran teachers to embrace technology confidently. This approach will not only enhance teaching effectiveness but also improve student learning outcomes by equipping learners with the skills necessary to thrive in the digital age.

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