

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The findings reported in this chapter are based on the data collected through classroom observation and interview with the teacher. The observed class was identified as actively utilizing technology in English instruction, making it a relevant context for examining TPACK integration. The presentation of the findings is organized into several sub-themes derived from both interview responses and observation data. Each sub-theme represents specific components of the TPACK framework and highlights how these are interrelated with the teacher's self-efficacy and confidence in implementing technology within English language teaching.

#### **A. Findings**

Observation and interview data revealed that the teacher effectively integrated technology into his English teaching. During the observation, the lesson focused on the topic of Transportation. The researcher noted the sequence of teaching, the way the teacher utilized different technologies, and how students responded. In addition, the interview sessions provided deeper insights into how the teacher perceived his own self-efficacy and confidence in implementing TPACK, and the factors that shapes those feelings.

From the data collected, the researcher categorized the information accordingly:

### **1. Implementation of TPACK in English Language Teaching Practices Related to Self-Efficacy and Confidence**

The observation revealed that the teacher actively integrated technology, pedagogy, and content knowledge in his teaching. The lesson began traditionally with the whiteboard, where he introduced transportation-related vocabulary such as *car, bus, train, bicycle, etc.* students repeated each word loudly and enthusiastically.

It became clear that the teacher managed the flow of the lesson in a seamless and coherent way. Each activity was connected naturally to the next, making the students stay engaged from start to finish. After completing the whiteboard explanation, he immediately directed the class's attention toward the smartboard and kept the same level of energy in the room. Instead of seeing the lesson as separate parts, he built them like stepping stones, where one activity prepared students for the next. This approach showed not only his planning skills but also his confidence in orchestrating different tools within a single lesson.

Teacher moved to the smartboard and played a transportation song from YouTube. The colorful visuals and lyrics on the screen made the classroom atmosphere lively. Students clapped, sang, and mimicked the vehicles shown. The teacher joined in, performing gestures as if driving or riding, which further motivated the students. He explained during the interview:

*“Usually, I begin by writing the terms on the whiteboard so that the students are familiar with them initially. I then play music or videos on the smartboard. Sometimes they just sing along without actually*

*comprehending if I point them to the video. Therefore, it works better to do it gradually.”*

The lesson continued with a tablet-based word search activity.

Students searched for transportation vocabulary among scrambled letters. Some finished quickly, while others struggled due to limited exposure to gadgets. The teacher responded by grouping students, allowing stronger students to assist their peers. He remarked:

*“I am aware that some students are not accustomed to using technology. I frequently match someone who is puzzled with a friend who is more experienced. In order for them to both learn from and collaborate with one another.”*

He invited students to come forward and touch the smartboard, pointing at the moving vehicles on the screen while the music played. This small gesture increased student participation and demonstrated the teacher’s confidence in giving control to students for short moments, trusting that they could handle the responsibility.

One student, for example, was asked to point at the image of a bus as the song lyric mentioned the word “bus”. The student laughed nervously at first but then confidently tapped the screen. The entire class clapped and cheered. The teacher used this opportunity to reinforce the word once again by asking the whole class, “what is this?” and the students shouted, “Bus!” This cycle of interaction showed how TPACK was not only about using the tools but about orchestrating them to create meaningful engagement.

The teacher later shared in the interview how such small interactive moments gave him a boost of confidence:

*“It makes me very delighted when the students desire to come forward and can point appropriately. They must therefore comprehend. I’m more assured now that I know how well the smartboard works.”*

As the lesson moved into the tablet activity, a new kind of energy filled the classroom. Unlike singing, which was collective, the tablet game was more individualized yet collaborative. Each group had to work together to finish the word search. The teacher walked around the classroom, occasionally kneeling beside students to check their progress. He never showed signs of hesitation when handling the tablets or helping students navigate the app, which indicated a strong sense of self-efficacy in his technological knowledge.

One memorable moment occurred when a group of students struggled to find the word “airplane” in the puzzle. The teacher gently guided them by saying, “look at the letters starting with A here. Try to follow it.” After a few seconds, one student shouted, “Here, Sir!” and point excitedly. The group cheered, and the teacher gave them a thumbs-up. These small victories created positive momentum in the classroom, reinforcing the teacher’s confidence in his approach.

The interview revealed that the teacher’s belief in scaffolding was tied to his confidence in pedagogy:

*“I don’t want the students to feel inadequate. I thus provide hints if there are problems. Although I don’t answer right way, I do guide them. They believe they can locate it on their own from there. The gain confidence as a result, and I believe my approach is effective.”*

Another interesting detail from the observation was how the teacher handled classroom noisy. The excitement from both the song and the

tablets naturally made the classroom noisy, but it was productive noisy- students were talking about the task. The teacher seemed unfazed by this, pacing calmly between groups, occasionally smiling and laughing along with the students. His confidence was reflected in his non-verbal behavior, he did not silence the class unnecessarily but allowed the productive buzz to continue.

The researcher noted that his body language-standing tall, moving with ease, and maintaining eye contact with students, mirrored his self-efficacy. These subtle aspects showed that his confidence was not just verbalized but embodied in his teaching practices. When asked about this in the interview, he commented:

*“For me, a crowded class doesn’t mean chaos. If it’s crowded but because they are doing group work or singing, that’s great. It’s an indication that they are involved, which makes me even happy. So long as it stays inside the lesson, I’m okay with it.”*

Through these activities, the teacher demonstrated self-efficacy by confidently switching between tools and managing challenges. He also reflected on his confidence:

*“because I frequently use media like this, I feel secure. I’m accustomed to Canva, editing, and other platforms because I was involved in campus organizations in the past. Therefore, I feel like I can adapt when I’m teaching, and the students react well.”*

The use of multiple technologies also highlighted the teacher’s adaptability. When the smartboard briefly froze due to internet issues, he immediately switched back to the whiteboard, revisiting the vocabulary. This flexibility showed a strong pedagogical confidence and a readiness

to troubleshoot, which is a hallmark of high self-efficacy in teaching with technology.

Throughout the lesson, the students enthusiasm seemed to amplify the teacher's confidence. At one point, after completing the word search, a group of students proudly announced their success to the class. The teacher encouraged them to share their strategies, asking, "How did you find the word faster?" This created peer learning, and the students explained their method. By empowering students to take the role of mini-teachers, he demonstrated confidence in his pedagogical choices while simultaneously building student's self-confidence.

Finally, at the end of the session, the review activity consolidated everything. The students shouted out transportation vocabulary in a chorus, almost competing to be the loudest. The teacher laughed and praise them, closing with the remark, "Next week we will learn with another game." The students cheered, showing their eagerness for more. This clear cycle-from traditional methods, to the digital tools, to collaborative gaming-illustrated how TPACK was implemented not in fragments but as an integrated flow. The teacher's confidence was not static; it grew stronger with every positive student response creating a reciprocal loop between his self-efficacy and the student's engagement.

## **2. Factors Influencing Teacher's Self-Efficacy and Confidence in Implementing TPACK**

The findings revealed that the teacher's self-efficacy and confidence in implementing TPACK were not built overnight but were shaped by a

combination of personal experiences, background, and external support. Several interconnected factors contributed to his readiness and comfort in using technology for teaching.

a. Digital Familiarity as a Generation Z Teacher

The participant, who is 25 years old and was born in 2000, belong to the cohort commonly categorized as Generation Z, a group generally defined as individuals born between 1997 and 2012 (Nurlaila et al., 2024). With his generational background, he expressed that technology was already part of his daily life. He explained:

*“I’ve been using handphone, laptop, and the internet since high school, so becoming a teacher came as no surprise. I simply had to adjust the technology to the material, so it was easier for me.”*

His generational background allowed him to naturally adapt to the technological demands of teaching. Unlike some older colleagues who often felt hesitant or required extra time to adjust, he considered the use of digital platforms as something familiar. For him, opening applications, connecting devices, or searching for learning sources online did not feel like additional work-it was part of his normal routine. This comfort with technology contributed to the smoother integration of TPACK into his classroom practices.

Moreover, being accustomed to technology since adolescence also influenced the way he approached problem solving. When encountering technical issues, he tended to remain calm and

resourceful. Instead of seeing them as obstacles, he viewed such challenges as opportunities to experiment and learn new strategies. This attitude not only boosted his confidence but also reassured students, who often mirrored the teacher's composure in dealing with technological hiccups during lessons.

In addition, his long-term exposure to digital technology shaped his teaching style to be more interactive and student-centered. From adolescence, he was already familiar with using smartphone, laptops, and online platforms, which made technology feel like a natural part of his daily activities. Because of his background, he believed that bringing digital tools into the classroom would create a stronger connection between learning and student's real-life experiences. By aligning his teaching methods with the technological habits of his learners, he felt more confident that the lesson would be engaging, relevant, and easier for students to understand.

b. Technology-Based Organizational Background

His experience in student organizations also contributed to the development of his digital competence. He shared:

*"Being an information and communications division in my organization required me to be proficient in social media management, video editing, and Canva design. Having that experience helped me a lot of when I had to use technology to educate."*

He gained not only technical skills but also confidence in communication and creativity. These activities required him to



explore various online tools, learn through trial and error, and collaborative with other members under tight deadlines. Such experiences made him familiar with integrating digital media into different contexts, a skill that later became invaluable in the classroom. When he began teaching, he realized that those creative abilities, such as making visually appealing PowerPoints or interactive slides, helped him design more engaging lessons and present content in a way both dynamic and accessible for his students.

c. Technological Facilities and Learning Community Program

The available of school facilities, though not always fully utilized by others, created a sense of privilege for him. He felt motivated to maximize the tools at hand because he recognized that not every school had the same resources. He said *“In comparison to other school, the amenities are fairly good. So it’d be shame not to use them. That is also what inspires to always use technology, because I am aware that not all teachers have equal opportunities.”* This awareness nurtured a sense of responsibility that translated into stronger commitment and confidence.

He also acknowledged that the school administration played a supportive role in maintaining the technological infrastructure. Regular maintenance of devices such as smartboard and tablets ensured that the tools remained functional and accessible. The school encouraged teachers to make use of digital media in their teaching,

even though not everyone felt equally confident to do so. This institutional readiness, according to him, provided an encouraging environment that empowered him to keep experimenting with technology in every lesson without fear of failure or technical interruption. As he stated during the interview, *“The school regularly checks the smartboard and tablets, so I don’t worry about them suddenly breaking during class. The principal always encourages us to use the available media. They say it shouldn’t go to waste, so I feel supported to try new things.”*

In addition to providing facilities, the school also facilitated a monthly “learning community” program initiated by the principal. This activity served as a collaborative platform where teachers of different generations could share their expertise. Younger teachers, who were generally more familiar with digital tools, taught older teachers how to operate educational applicational applications, smartboards, and other media, while the senior teachers shared their classroom management techniques and pedagogical experiences. The observed teacher emphasized how valuable this program was for mutual growth: it not only bridged the technological gap between generations but also created a supportive culture of continuous learning. Through this program, he felt more motivated and confident to keep developing his teaching practices, knowing that

both the school and his colleagues shared the same commitment to professional improvement. As he expressed in the interview:

*“We learn from each other every month. The younger teachers teach about technology, and the senior teachers share their teaching experience. This program really helps me feel more confident because I am not learning alone, we improve together.”*

d. Independent Learning and Exploration of Technology

During the interview, he mentioned that most of the digital skills he now uses in teaching were not formally taught in college courses but were acquired informally through organizational activities. He learned how to troubleshoot problems, search for online tutorials, and evaluate which applications suited specific goals. This sense of self-directed learning built his resilience and adaptability as a teacher. As he explained, when faced with a new educational tool or platform, he didn't feel intimidated-instead, he felt challenged to explore it further. This habit of continuous learning became one of the key contributors to his strong confidence in implementing TPACK effectively. He stated:

*“If I don't know something, I usually try it first, watch tutorials, and figure it out on my own. That's what makes me more confident when using new technology in class.”*

This independent exploration also shaped his mindset, pushing him to continually update his skills without relying solely on formal training. He viewed self-learning as an essential part of being a rapidly evolving digital era. His willingness to experiment with unfamiliar platforms, test new features, and adapt tools for

instructional purposes demonstrated not only technical curiosity but also pedagogical commitment. This proactive attitude reinforced his belief that teachers must be continuous learners, and it strengthened his readiness to integrate technology confidently and creativity into English language instruction.

e. Positive Student Engagement and Responses

Student reactions, particularly their visible joy during technology-based lessons, were a consistent source of self-efficacy. He described how their smiles and enthusiasm provided immediate feedback:

*“if the students look happy and enthusiastic, it means my approach is working. That’s what gives me the confidence to do it again at the next meeting.”*

For him, student engagement was not just a learning outcome but also a psychological reinforcement that boosted his own teaching confidence. Beyond verbal feedback, the teacher also paid attention to subtle cues from the students, such as their eye contact, laughter, and active participation, as indicators of successful teaching. During the observation, students were seen raising their hands eagerly, helping their peers during the tablet activities, and even singing louder during the transportation song. He described that each smile or spontaneous response from the children was a reminder that his effort in using technology were worthwhile, such moments reinforced his belief that technology, when used meaningfully, could transform the classroom atmosphere into an enjoyable and effective learning space.

The teacher further explained that his enthusiasm from the students often inspired him to explore new methods for future lessons. When the students showed excitement, he felt encouragement to design similar interactive activities using different tools like Quizizz or Kahoot. *“when the students are enthusiastic, I feel motivated to look for new ideas. I like to try other applications so that the learning process is not monotonous,”* he said. This forward looking attitude reflected his growing sense of self-efficacy, he no longer used technology merely as a requirement, but as an evolving part of his professional identity and creativity.

## **B. Discussion**

### **1. Implementation Of TPACK In English Language Teaching Practices Related To Self-Efficacy And Confidence**

The implementation of TPACK in English language teaching observed in this research revealed strong interconnection between the teacher’s technological, pedagogical, and content knowledge, which directly contributed to his self-efficacy and confidence in the classroom. The teacher demonstrated his ability to combine traditional and digital methods cohesively, creating a dynamic learning environment. His transition from traditional tools such as the whiteboard to digital media like the smartboard and tablets were not mechanical but strategic, ensuring that each stage supported the others. This integration showed that technology in teaching functions most effectively when it complements pedagogy and content rather than standing alone as an independent tool.

The teacher's technological knowledge was evident in his comfort and fluency with digital tools such as the smartboard, LCD, and tablets. He showed confidence in operating these devices while maintaining control of the classroom atmosphere. When the internet briefly froze, he smoothly switched back to the whiteboard without disrupting the lesson's flow. This adaptability is a sign of strong technological self-efficacy, which is essential for teachers navigating unpredictable classroom technology environments. His actions exemplified how confidence in technology is not merely about mastering devices but also about managing problems calmly, maintaining learning continuity, and modelling resilience for students (Sandy, 2025).

The teacher's pedagogical knowledge was equally prominent through his classroom management and student-centered approach. He deliberately began lessons with traditional methods before introducing multimedia tools, ensuring that students understood the vocabulary contextually. His ability to scaffold learning through gradual exposure—from writing on the board, to singing songs, to completing digital puzzles—illustrates a clear pedagogical vision aligned with TPACK principles. This was reflected in how he maintained active participation while allowing the class to be “productively noisy,” signaling engagement rather than disorder (Putry et al., 2022).

Meanwhile, the teacher's content knowledge reinforced his overall self-efficacy. His ability to explain transportation vocabulary using real-

life gestures, contextual visual, and interactive games ensured that students grasped both meaning and pronunciation. He created multiple pathways for understanding visual, auditory, and kinesthetic through songs, images, and tablet-based activities. This alignment between content and technology demonstrates that confidence in teaching grows when teachers feel secure about the accuracy and relevance of their subject matter. The teacher's mastery of content allowed him to focus on creative delivery rather than worrying about correctness, making his teaching more fluid and responsive (Tyarakanita et al., 2021).

Moreover, the teacher's self-efficacy was sustained by the student's positive responses throughout the lesson. Each time students clapped, laughed, or successfully completed a task, his confidence visibly grew. These reactions served as immediate feedback that validated his teaching strategies. Teacher's self-efficacy and confidence is not only shaped by their preparation but also by the real time affirmation they receive from learners during instruction. In this case, the teacher's sense of achievement was reinforced by the lively classroom atmosphere and student's willingness to participate in digital-based activities (Honra, 2022).

The relationship between TPACK implementation and the teacher's self-efficacy can be better understood through Bandura's four sources of self-efficacy. Throughout the lesson, the teacher experienced multiple mastery experiences, such as successfully operating the smartboard, managing technical issues smoothly, and sustaining student engagement,

which strengthened his belief in his ability to teach effectively with technology. Vicarious experiences occurred as he compared his own successful strategies with those he observed from colleagues who also used digital tools, reinforcing his confidence that his instructional choices were appropriate. Social persuasion emerged from student's immediate reactions, including their enthusiasm, active participation, and spontaneous expressions of enjoyment, which served as real-time affirmations of his capability to integrate technology well. His calm demeanor during noise, technical disruptions, and transitions between tools reflected positive physiological states, indicating that he felt composed and in control while navigating TPACK based instruction. These four elements collectively demonstrate how the act of implementing TPACK itself became a continuous source of self-efficacy for the teacher, reinforcing his confidence throughout the teaching process (Bandura, 1997).

The integration of technology also supported collaborative learning, which further strengthened the teacher's pedagogical confidence. When some students struggled with the tablet activity, he grouped them strategically so that those with higher digital literacy could assist peers. This decision not only enhanced student's cooperation but also reflected his assurance in facilitating peer learning affectively. Teacher who successfully implement peer-based strategies with technology often display higher classroom confidence and better adaptability. The teacher's



trust in his student's ability to collaborated indicated that his confidence extended beyond his own competence, it included belief in his student's capabilities (Hidayah et al., 2023).

The teacher's growing confidence during the implementation of TPACK can also be understood through Maslow's concept of esteem needs, which explains that confidence develops when individuals experience competence, achievement, and recognition. Each time the teacher successfully managed digital tools, facilitated collaboration, and observed students responding positively, these moments fulfilled his esteem needs and reinforced his sense of capability in the classroom (Maslow, 2019). From William James's perspective, confidence emerges through repeated successful actions that shape one's belief in their own ability. The teacher's continuous success in resolving technical problems, maintaining lesson flow, and facilitating engaging digital activities created a consistent pattern of mastery. This pattern helped build his internal belief that he was capable of handling technology enhanced instruction effectively (James, 1890).

Another important element was the teacher's personal connection with technology. His experience as part of Generation Z and his background in digital oriented student organizations gave him a natural advantage in technology adoption. His familiarity with design tools and social media platforms helped him integrate digital creativity into his lessons. Younger teachers often exhibit stronger technological self-

efficacy due to lifelong exposure to digital environments. However, his confidence was not merely generational, it was cultivated through continuous practice, experimentation, and reflection, showing that experience and mindset work hand in hand in shaping teacher self-efficacy (Putri et al., 2023).

Finally, the research indicated that the teacher's implementation of TPACK created a positive feedback loop between his self-efficacy and student engagement. Each successful activity reinforced his belief in his teaching ability, while his confidence inspired students to be more active and enthusiastic. The observation confirmed that his confidence was not static but dynamic, growing stronger with every interaction and challenge he managed. Teacher's confidence evolves through reflective practice and student affirmation in TPACK based teaching. Therefore, in this case, TPACK was not only a theoretical framework but also living practice that continuously built the teacher's confidence and professional identity.

## **2. Factors Influencing Teacher's Self-Efficacy and Confidence in Implementing TPACK**

The finding of the research indicated that teacher's self-efficacy and confidence in applying TPACK are influenced by a combination of personal factors, experience, and institutional support. These factors interact dynamically, enabling teacher to integrate technology into English language teaching easily, creatively, and effectively. The factors identified are:

a. Digital Familiarity as a Generation Z Teacher

Being a digital native, he saw technology as an essential component of his everyday existence rather than a new ability to acquire. This natural comfort enabled him to adapt quickly to the use of smartboard, tablets, and online media in his classroom. Such generational familiarity aligns with the argument that teachers from younger generations possess higher levels of technological self-efficacy due to their lifelong exposure to digital tools. His ability to maintain composure in the face of technological disruptions further highlights his adaptable confidence, which is essential for educators dealing with the quickly changing field of educational technology (Iswadi et al., 2023).

The teacher's interactive and student-centered teaching style was also influenced by his generational comfort level with technology. He employed technology as a link between academic learning and student's real-life experiences because he recognized that his students were equally engrossed in digital culture. This method represents the notion that teacher's experience with digital environments increases pedagogical confidence since they can better relate to learner's habits and preferences. In this sense, his identity as a Generation Z teacher did not only influence his technological fluency but also strengthened his confidence in creating engaging and relevant learning experiences (Nafi et al., 2022).

b. Technology-Based Organizational Background

His engagement in the student organization's information and communication division introduced him to a variety of digital platforms, such as Canva, video editing tools, and social media administration. This experience helped him built technical and creative skills, which he was later able to utilize in a teaching setting. This suggests that his previous organizational involvement boosted his digital readiness and professional confidence as a teacher. The teacher's capacity to create visually appealing learning materials and handle multimedia presentations demonstrates the creative independence that resulted from his involvement with the organization (Sojanah et al., 2021).

Beyond technical skills, his organizational experience cultivated soft skill such as collaboration, communication, and leadership, all of which contributed to his teaching confidence. These experiences reflect that extracurricular activities and organizations strengthen teacher's confidence by simulating real-world problem-solving situations, which are then applied in classroom management and innovation.

c. Technological Facilities and Learning Community Program

The availability of school facilities and the existence of community learning program are two interrelated factors that greatly influence teacher's confidence and belief in applying TPACK. The

teacher emphasized that his school provides adequate technological infrastructure, including smartboard, tablets, projectors, and stable internet access, which support his teaching activities. He views these facilities as advantages that motivate him to use technology consistently in the classroom. This indicated that well-equipped schools encourage teachers to adopt technology with greater confidence by minimizing practical barriers. Teacher's awareness that not all schools have similar resources further fosters a sense of responsibility to use these tools effectively. Teacher in resource-rich environment tend to show higher motivation and confidence in TPACK integration (Ahmad, 2021).

The school's commitment to maintaining its facilities also played a crucial role in sustaining teacher confidence. Regular updates and repairs ensured that equipment remained functional, reducing potential disruption during lessons. This institutional maintenance strengthened the teacher's sense of security when integrating technology, knowing that technical issues were unlikely to hinder learning. The combination of reliable infrastructure and administrative support thus created an enabling environment that reinforced both the teacher's motivation and his confidence in technology.

In addition to physical facilities, the school also develops a supportive professional culture through a learning community

program initiated by the principal. This monthly program promoted cooperation between educators of different generations. While more seasoned educators contributed classroom management and pedagogical insights, younger educators assisted more senior colleagues in using digital technologies. Mutual respect was fostered and group competence was reinforced through this kind of reciprocal learning. According to the instructor, this approach boosted motivation and introspective practice in addition to helping close the technical gap. Teacher self-assurance and professional resilience can be developed in a cooperative and encouraging setting. Together, community learning initiatives and school infrastructure provide a social and institutional basis that enables educators to confidently and successfully use TPACK (Tyarakanita et al., 2021).

d. Independent Learning and Exploration of Technology

The teacher revealed that most of his technological competence was self-taught through online tutorials, experimentation, and practice. Teacher's ability to learn autonomously is a major determinant of confidence in implementing TPACK. His proactive attitude in exploring new educational applications such as Quizizz and Kahoot reflects an intrinsic motivation to grow professionally. By continuously updating his digital repertoire, he demonstrated the self-regulated learning skills that are increasingly recognized as essential for modern educators (Biselela, 2025).

In addition, this habit of independent learning contributed to his adaptability and resilience. Instead of seeing technological challenges as obstacles, he views them as opportunity for professional development. This mindset shows that teachers who embrace experimentation and learn through trial and error tend to demonstrate greater confidence and conviction in integrating digital tools into their pedagogy.

e. Positive Student Engagement and Responses

The teacher's self-efficacy was validated and reinforced by the positive response and participation of the students. Student's excitement during class, demonstrated by their participation, humor, and readiness to work together, served as quick feedback that bolstered his confidence in his teaching strategies. Student engagement serves as a feedback loop that boosts teacher's confidence in implementing TPACK. The teacher saw student satisfaction as proof of good instruction, characterizing it as "motivation to do more interactive activities next time." This kind of emotional reciprocity between teacher and students is a reflection of what Bandura's social cognitive theory refers to as vicarious reinforcement, in which self-efficacy is strengthened by success experienced through others (Handini & Mustofa, 2022).

The teacher also demonstrated responsiveness to this engagement by continuously seeking new methods and applications to sustain

student's interest. His eagerness to innovate, whether it be through the introduction of new digital tools or interactive activities, demonstrates the iterative nature of confidence development in teaching practice. Teacher's self-efficacy is strengthened when they perceive student progress and joy as direct outcomes of their pedagogical strategies. In this case, the teacher's growing creativity and willingness to experiment signified a transformation from using technology as a requirement to embracing it as an extension of his teaching identity.