

## Integration of Technology in Business Education: Emerging Voices from Business Education Classrooms in Nigeria Secondary Schools

**Authors :** Clinton Chidiebere Anyanwu

**Abstract :** Secondary education is a vital part of a virtuous circle of economic growth within the context of a globalised knowledge economy. The teaching of Business Education entails teaching learners the essentials, rudiments, assumptions, and methods of business. Hence, it was deemed necessary for the study to investigate technology integration in Business Education. Drawing from the theoretical frameworks of technological pedagogical content knowledge (TPACK), and unified theory of acceptance and use of technology (UTAUT), the study observes teachers' level of technology use in Business Education classrooms. Using a mixed-methods sequential explanatory design, probability, and purposive sampling, the majority of participants were found to be not integrating technology to an acceptable level and a small percentage was. After an analysis of constructs from UTAUT, some of this could be attributed to the lack of facilitating conditions in the teaching and learning of Business Education. The implication of the study findings is that poor investment in technology integration in secondary schools in Nigeria affects pedagogical implementations and effective teaching and learning of Business Education subjects. The study concludes that if facilitating conditions and professional development are considered to address the shortfalls in terms of TPACK, technology integration will become a reality in secondary schools in Nigeria.

**Keywords :** business education, secondary education, technology integration, TPACK, UTAUT

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