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Chronicling Factors Affecting Technology Integration in Accounting Classrooms: A Case of Secondary Schools in the Eastern Cape

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ABSTRACT There is general outcry about the lack of technology integration in Accounting classrooms. Accounting teachers lack appropriate knowledge, skills and expertise in technology. A qualitative approach was used to conduct the study. Sample of six Accounting educators was purposively selected in the study. Interviews were used to collect data from Accounting teachers. This study reveals that technology integration is hindered by a number of challenges in Accounting classrooms. The paper further revealed that most Accounting teachers are not ready for e-learning classrooms. Another finding is that, Accounting teachers need to be workshopped for technology integration. Therefore, the article recommends that Accounting educators needs to be supported in technology use in their teaching approaches. Furthermore, the study recommends that, Eastern Cape Department of Education should address challenges facing technology integration and come up with innovative directive measures to improve integration, issues of security and infrastructure by introducing direct policies which govern the use of technology across all subjects in its schools.