

**Teachers' Adoption of Information and Communication
Technology in Foundation Phase Teaching:
A Study of Selected Schools in the Eastern Cape in South Africa**

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ABSTRACT This paper aimed to evaluate the teachers' use of information and communication technology (ICT) as a means to improve teaching and learning of mathematics in disadvantaged contexts. Sixty teachers were selected from one district through convenience and stratified random sampling, and they responded to structured questionnaires. The predictors for teachers' integration of ICT comprised, possession of a computer record of word problems and exercises on a computer, regularly using the Internet to download word problems videos, transcriptions and exercise samples, and regularly using computer games to create enthusiasm among learners when tackling word problems. The analysis of data was done using both descriptive and inferential statistics. The results showed a lack of ICT resources in the selected schools and a shortage of teachers skilled in ICT use. The research contributed to technology acceptance model's (TAM) theoretical validity by recommending an integrative conceptual framework of system adoption.