Technology Acceptance and Disadvantaged Students – The Role of Culture [Abstract Only]

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Abstract

The overwhelming majority of students entering University of Limpopo in South Africa come from a homogenous cultural background and have not had any exposure to ICTs (computers). This study examined the level of such students' ICT use and the extent that it was influenced by their cultural background. It then examined the instances where academic performance could be attributed to ICT use.

While the role of technology was clearly found to be of vital importance, its impact on academic performance was manifested only when ICT use is encouraged through academic programs. In particular, the use of the Internet, email and online search were found to influence academic performance when encouraged by the academic community. The study showed that a key source for the high level of interest in technology came from students' cultural background.

Keywords: Technology, culture, disadvantaged students, academic performance