

Does ICT Familiarity Always Help Promote Educational Outcomes? Empirical Evidence from PISA-Thailand

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Abstract

Does ICT familiarity promote learning skills and educational outcome? This empirical research paper investigates the impacts of ICT familiarity on educational outcomes in developing countries where access to ICT equipment is limited. Choosing Thailand as a case study of a developing country, a nationally representative survey of 8,249 students from the Programme for International Student Assessment (PISA) in Thailand was analyzed. Our results show that using ICT for educational proposes should help enhance PISA scores among Thai students. However, using ICT that is not tailored to educational proposes is found to be nonsignificant in terms of educational outcomes. This result supports government, related agencies, and families in their efforts to foster children's use of ICT to enhance their education, but suggests limiting such usage for non-educational proposes.

Keywords: ICT Familiarity, Education Outcomes, Developing Countries, Thailand

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