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AI Readiness in Asian Educational Systems: The Influence of Social Factors and the Integrated Social Studies Framework

Dr Nattachet Pooncharoen

Naresuan University, Thailand

Abstract

The rise of Artificial Intelligence (AI) requires educational systems to prepare learners for technological, economic, and social transformation. In Asian contexts, AI readiness in education is shaped not only by digital infrastructure, but also by governance, socioeconomic development, labor-market conditions, inequality, and demographic change. This research investigates how broad social factors influence AI readiness across Asian educational systems and proposes an integrated social studies framework for strategic, future-oriented educational planning. The study employs a mixed-methods design. The quantitative component uses econometric panel data analysis of international public data from Asian countries over multiple years, applying fixed-effects and random-effects models to examine relationships between AI readiness and key social variables, including educational performance, governance effectiveness, GDP per capita, and inequality. The qualitative descriptive component analyzes national policies, AI strategies, curriculum frameworks, and public reports from selected countries to clarify how governments define AI readiness and address educational equity. The study contributes to the future of education by linking AI readiness with educational policy, educational management, and interdisciplinary social studies education. It argues that effective preparation for AI requires socially grounded, data-informed, and interdisciplinary reform rather than reliance on technological investment alone. The findings are expected to provide evidence-based guidance for policymakers and educational leaders seeking to develop adaptive, equitable, and future-ready educational systems.

Keywords: Curriculum Policy; Equity; Governance Effectiveness; Panel Data Analysis; Public Data