



## The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the Next Decade

Apichat Sukaram\*, Charin Mangkhang & Chetthapoom Wannapaisan

*Faculty of Education, Chiang Mai University, Chiang Mai, 50200 Thailand*

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### Abstract

The objectives of this research were to; (1) study the current conditions and problems of curriculum administration in social studies (2) study the students' requirement for the administration of curriculum in social studies present the scenario for the social studies curriculum of the Rajabhat Universities in the next decade. The study evaluated via the EFR (ethnographic futures research). The samples were composed of 353 executives, faculty members and students in the Social Studies Department, Faculty of Education at Rajabhat Universities of the north. The research tools were questionnaires and interviews on the topics of the social studies curriculum. The collected data were tested by using percentage, mean and standard deviation. The results revealed that the important scenario and future trends as follows: (1) Philosophy of the course emphasizing that students are knowledgeable in the field of social studies. (2) Course objectives focus on developing quality learners in accordance with the standards of the Teachers Council of Thailand, Ministry of Education. (3) The structure of the curriculum is flexible and consists of important subjects in everyday life related to today's global society. (4) The policy and supporting aspect should provide enough budget and ensure there were stable policy from the government. (5) The curriculum aspect should be improved for the curriculum structure to be diverse in accordance with the standard qualifications at the bachelor's degree level (TQF.1). Use online courses. (6) The instructor aspect should specialize in social studies. (7) The student aspect should select students who met the specified criteria with committees from many sectors. (8) The aspect of teachers' professional experience training should provide teaching profession training sources that are guaranteed.

### Introduction

Education is the right of every human being and should be available to all people as well as an important force in sustainable development to lead to peaceful coexistence. In 2015, the United Nations announced the

Sustainable Development Goals (SDGs), which are development goals created by the United Nations (2018) through participation processes at all levels, from the state level to different groups of people. By participating in processes that bring SDGs; between 2012 and 2015,

\* Corresponding Author  
e-mail: [apichat.tg61@gmail.com](mailto:apichat.tg61@gmail.com)

more than 193 member countries jointly endorsed the Agenda 2030. Education is Sustainable Development Goals 4 (SDG 4). The previous educational administration in Thai society has changed from time to time. The economic, social, and political changes, as well as progressive technologies, had affected the higher education institution in adjustment for institutional existence and progress. The more the institution followed the visions and obligations, the better potential the institution would become. The capacity and adjustment approach in response to the changes of internal and external factors were the innovation or the new operation which were the developing and improving machinery of the institution. According to the previous result of the innovative administration of the higher education institution, all institutions had different and particular development in the internal administration model. However, there were some problems and obstacles creating problems such as the administration models were established in different ways. As the results of the government higher education institutions including public and national universities and divided by studies, the found problems in financial administration, human resource administration, general administration, and academic affairs administration (Office of the Education Council, 2011). Social studies curriculum in education is the curriculum about the relationship between humans and the environment and consists of geography, history, economics, civic duty, culture, living, including religion and morality. The social studies curriculum helps students to perceive how humans live and to understand development and changes, and other causes which result in self-understanding and broader understanding of the world in general. Moreover, these factors also contribute in accepting differences, being moral, being patient, adapting knowledge to be well living, having a good quality of life, living in the society happily, and being the good citizen, the real goal of social studies. For Social Studies Curriculum, the administration of the Faculty of Education at Rajabhat Universities, to be accurate and up to date, should target and analyze appropriate data in order to construct the scenario for the social studies curriculum of the rajabhat universities following the sustainable development goals.

### Objectives

1. To study the current conditions and problems of administration in social studies curriculum of the Rajabhat universities.

2. To study the requirements for the administration of curriculum in social studies of the Rajabhat Universities.

3. To present the scenario for the social studies curriculum of the rajabhat universities in the next decade.

### Conceptual framework

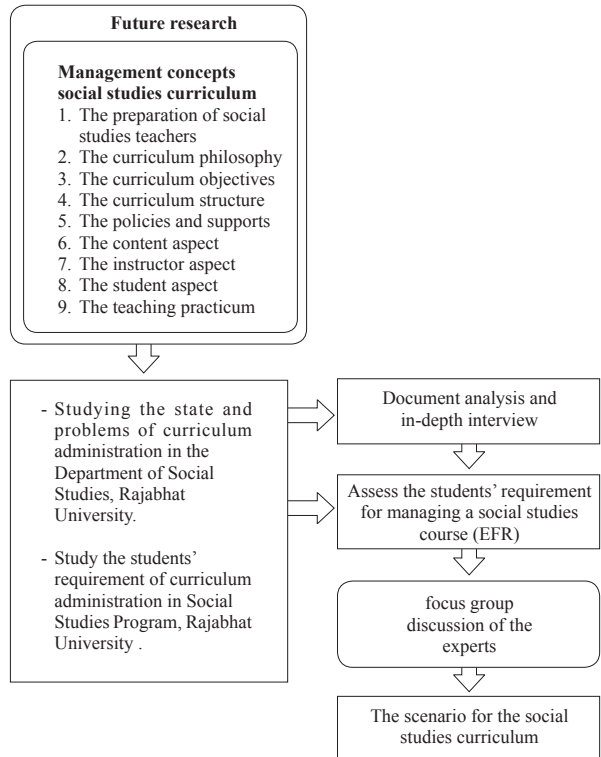


Figure 1 Conceptual framework

### Research methodology

#### 1. Population and samples

First step: Research problems were identified based on the administration of the Department of Social Studies, the Rajabhat Universities.

1. Population for this research consisted of the following;

1.1 Executives or representatives of the Department of Social Studies, Faculty of Education, 6 Rajabhat Universities in the North.

1.2 Instructors in the social studies department, the Rajabhat University in the North.

2. Samples in this research consisted of the following;

2.1 The sample was 18 executives in the

Social Studies Department from the 6 Rajabhat Universities in the North. The purposive sampling was employed.

2.2 The sample was 30 instructors in the Social Studies Department from 6 Rajabhat Universities of the North. The purposive sampling was employed.

Step 2: Research the students' requirement were identified based on the curriculum administration of the Department of Social Studies, the Rajabhat Universities.

1. Population for this research consisted of as following;

1.1 Students majoring in Social Studies at the Faculty of Education, the 6 Rajabhat Universities in the North.

2. Samples in this research consisted of the following;

2.1 The sample was 300 students in the Social Studies Department from the 6 Rajabhat Universities of the North. The simple random sampling was employed.

Step 3: The collected data was synthesized and presented as a scenario for the social studies curriculum of the Rajabhat Universities in the next decade.

The sample of the study was the following;

1. The sample was 18 executives in the Social Studies Department from the 6 Rajabhat Universities in the North. Among 18 executives, three from each Rajabhat University were selected through the purposive sampling.

2. 5 Experts with the following qualifications

1. Expertise in curriculum administration and teaching with more than 10 years of experience.

2. Expertise in measurement and evaluation with more than 10 years of experience.

3. Lecturer of the Department of Social Studies with academic achievements and more than 10 years of teaching experience.

## 2. Research Tools

1. The questionnaires of the current conditions and problems of the curriculum administration in the Social Studies Department of the Rajabhat Universities. The results of the evaluation were then calculated to identify the index of item objective congruence (IOC) All items should be scored on a five-point scale according to the general standard. From the results of the evaluation of the experts, all items from the questionnaire were scored as 0.81 which indicated that the questionnaire on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was suitable for

the data collection.

2. The questionnaires of the students' requirements for the curriculum administration in the Social Studies Department of the Rajabhat Universities. The results of the evaluation were then calculated to identify the index of item objective congruence (IOC). All items should be scored on a five-point scale according to the general standard. From the results of the evaluation of the experts, all items from the questionnaire were scored as 0.77 which indicated that the questionnaire on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was suitable for the data collection.

3. The interviews on the topics of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade. The semi structured interviews on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was revised according to the suggestion of the advisor. The content and the use of language in the interviews were improved.

## 3. Data Collection

1. The researcher requested the consent letters from the Graduate School of Chiang Mai University to send to 18 executives and 30 instructors of the Faculty of Education in the 6 Rajabhat Universities in the north. Once all the questionnaires were mailed to the universities, the collaborators from the field helped collect the responses regarding the current conditions and problems of the administration in social studies curriculum. The collected data was sent back to the researcher. In the case of no responses, the questionnaire was mailed to the university again until 48 participants completed the questionnaire, meaning that 100 percent of the questionnaires had responded.

2. Researchers requested the consent letters from the Graduate School of Chiang Mai University to send to 300 students of the Faculty of Education in the 6 Rajabhat Universities in the north. Once the questionnaires were mailed to the universities, the collaborators from the field helped collect the responses regarding the needs for the curriculum administration in social studies. The collected data was sent back to the researcher. In case of no responses, the questionnaire was mailed to the university again until 300 participants completed the questionnaire, meaning that 100 percent of the questionnaires had responded.

3. Data from the questionnaires and the interviews regarding the current conditions and problems

of the curriculum administration in social studies from the 18 executives was analyzed.

4. A group conversation of experts was engaged to offer opinions concerning the current conditions and problems of the administration in social studies curriculum in the Rajabhat Universities.

#### 4. Data Analysis

1. Data from the questionnaires on the current administrative conditions and problems of the curriculum administration in social studies including curriculum aspect, instructor aspect, student aspect, learning aspect, facility aspect, and evaluation aspect were analyzed. The researcher used the statistical package for the social sciences (SPSS) to find out percentage, mean, and standard deviation in order to interpret the collected data based on the following criteria;

Average 4.50 and above	defined extremely high problematic issues
Average 3.50 - 4.49	defined high problematic issues
Average 2.50 - 3.49	defined average problematic issues
Average 1.50 - 2.49	defined low problematic issues
Average 1.00 - 1.49	defined the least problematic issues

2. Data from the questionnaires on the students' requirement for the curriculum administration in social studies including curriculum aspect, instructor aspect, student aspect, learning aspect, facility aspect, and evaluation aspect were analyzed. The researcher used

**Table 1** Summary of research procedures

The steps	An operation	Data source	Data Analysis Method	Result obtained
1. To study the conditions and problems of curriculum administration in the Department of Social Studies of Rajabhat University.	1. Create a questionnaire about the conditions, problems and needs of the curriculum administration of Social Studies program of Rajabhat University. 2. Bring the revised questionnaire to be used in a sample of non-population groups. 3. Gather information from management Faculty and students in Social Studies.	Administrators, teachers and student's in social studies	Analyzed by the statistical program by calculating the Mean, standard deviation	Information about the conditions and problems of curriculum administration in the Department of Social Studies of Rajabhat University
2. Study the students' requirement of curriculum administration in Social Studies program of Rajabhat University.	1. Create a questionnaire about problem conditions and the students' requirement of curriculum administration in social studies program of Rajabhat University 2. Bring the revised questionnaire to be used in a sample of non-population groups. 3. Gather information from management Faculty and students in Social Studies.	Administrators, teachers and student's in social studies	Analyzed by the statistical program by calculating the mean Standard deviation	Information on the students' requirement of curriculum administration in Social Studies program of Rajabhat University.
3. Synthesize data by interviewing about curriculum administration of the Social Studies program of Rajabhat University. and group conversation	1. Create interview forms Semi Structured Interview 2. Request letter for research cooperation from the Graduate School Chiang Mai University and contacted directly by myself Bring the study data from steps 1,2 and 3 to synthesize as (draft) the future. The curriculum image of Social Studies of Rajabhat University in the next decade 3. Organize a discussion meeting for groups of experts in social studies 4. Summary of group discussion and suggestions from experts.	Executives of Faculty of Education, Rajabhat University and a group of expert's in social studies	content analysis by recording group discussion reports and transcribing words from a group conversation tape	The scenario for the social studies curriculum of the Rajabhat Universities in the next decade.

statistical package for the social sciences (SPSS) to find out percentage, mean, and standard deviation in order to interpret the collected data based on the following criteria;

Average 4.50 and above	defined extremely high of the students' requirement
Average 3.50 - 4.49	defined high of the students' requirement
Average 2.50 - 3.49	defined average of the students' requirement
Average 1.50 - 2.49	defined low of the students' requirement
Average 1.00 - 1.49	defined the least of the students' requirement

3. Collected data was analyzed in term of content.

## Results

### Part 1 The analysis result of the current conditions and problems of administration in social studies curriculum of the Rajabhat Universities

**Table 2** The current conditions and problems of administration in social studies curriculum of the Rajabhat Universities

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
<i>The curriculum aspect</i>				
1	The courses' content was inappropriate and out of date.	3.50	0.81	High
2	The courses' content couldn't be taught for social studies in real schools.	2.85	0.57	Average
3	The structure of classified subjects provided inappropriate credits.	2.67	0.63	Average
<i>The instructor aspect</i>				
1	There were not budget plans supporting instructor development.	4.01	0.58	High

**Table 2** (Continude)

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
2	The instructors had too much work such as teaching and other responsibilities.	3.25	0.82	Average
3	The instructors were unable to efficiently manage teaching and learning.	2.50	0.50	Average
<b>The student aspect</b>				
1	There were too many admitted students.	3.85	0.80	High
2	There were no plans for social studies student development concretely.	2.99	0.90	Average
3	Student selection system did not meet the criteria and specified qualifications.	2.98	0.81	Average
1	The teaching and learning activities were not up to date and consistent in the 21 <sup>st</sup> century's skills	3.92	0.76	High
2	Teaching and learning activities were interesting.	2.66	0.62	Average
3	Teaching and learning activities to promote knowledge and other skills could be practical for the teaching profession in the future.	2.50	0.65	Average
<b>The aspect of supports in teaching and learning</b>				
1	There were not enough budgets to sufficiently and appropriately support activities.	3.92	0.63	High
2	There were not enough appropriate instructional media about social studies.	3.61	0.64	High
3	There were not collaborating network of development in social teaching profession.	2.66	0.47	Average
<b>The aspect of the evaluation of the curriculum usage in social studies</b>				
1	There were no systematic evaluation plans.	3.66	0.62	High
2	There were no evaluation quality assurance results used for the curriculum improvement of the social studies programs.	3.61	0.65	High
3	There were committees to evaluate the curriculum quality from internal and external institutes.	2.90	0.63	Average

From Table 2, the analysis of the current conditions and problems of administration in social studies curriculum of Rajabhat Universities found that the current conditions and problems of each aspects could be sorted in descending order as follows;

1. The curriculum aspect found that the course contents were inappropriate and out of date, they were not practical for social studies in the real situation, and the structure of classified subjects provided inappropriate credits, respectively.

2. The instructor aspect showed that there were no budget plans supporting instructor development; the instructors had too many responsibilities for teaching and others, and the instructors were unable to efficiently manage teaching and learning, respectively.

3. The student aspect found that there were too many admitted students; there were no concrete plans for the development of social studies students; and student selection system did not meet the criteria and specified

qualifications, respectively.

4. The aspect of teaching and learning activities demonstrated that the teaching and learning activities were not up to date and consistent in the 21<sup>st</sup> century's skills; teaching and learning activities were uninteresting; but they could promote knowledge and other practical skills for the teaching profession in the future, respectively.

5. The facility aspect showed that there were not enough budgets to sufficiently and appropriately support activities; there were not enough appropriate instructional media about social studies; and there were not collaborating network for developing social studies teaching profession, respectively.

6. The curriculum evaluation aspect showed that there were no systematic evaluation plans; the evaluation quality assurance results were not used for the curriculum improvement in the social studies programs; and there was an absence of committees to evaluate the curriculum quality from internal and external institutes, respectively.

## Part 2 The analysis result of the requirements for the administration of curriculum in social studies of the Rajabhat Universities

**Table 3** The requirements for the administration of curriculum in social studies of the Rajabhat Universities

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
<b>The curriculum aspect</b>				
1	There were updated courses' content in line with the changing context of Thai and global societies.	3.52	0.80	High
2	There were the updated courses' content to be taught for social studies in real schools.	2.80	0.60	Average
3	There was the specification in the structure of classified subjects to provide appropriate credits.	2.60	0.65	Average
<b>The instructor aspect</b>				
1	There were plans and budgets for the instructor development in academics and further education.	4.00	0.59	High
2	There were the appropriate number instructors to be responsible for students.	2.84	0.56	Average
3	There was publication of academic works and research.	2.81	0.56	Average
<b>The student aspect</b>				
1	There were the selections of qualified students with the specified criteria by the program.	3.87	0.66	High
2	There was the follow-up for the employment situation of students continuously.	2.54	0.88	Average
3	There were plans for social studies development in all 1 <sup>st</sup> - 4 <sup>th</sup> year students concretely.	2.47	0.77	Less



Table 3 (Continue)

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
<i>The aspect of teaching and learning activities</i>				
1	There were various, interesting, and modern teaching and learning activities.	3.91	0.64	High
2	There were teaching and learning activities responding to the 21 <sup>st</sup> century's skills.	3.43	0.99	Average
3	There were learner development activities of both internal and external curriculum.	3.19	0.82	Average
<i>The aspect of supports in teaching and learning</i>				
1	There were the sufficient and appropriate budgets for supporting activities or projects in the curriculum.	3.50	0.84	High
2	There was high speed internet network in order to comfortably access information.	2.90	0.63	Average
3	There was the procurement of educational finance to help students with Financial needs.	2.80	0.95	Average
<i>The aspect of the evaluation of the curriculum usage in social studies</i>				
1	The social studies programs were updated at least every 5 years.	3.66	0.62	High
2	There were the evaluation quality assurance results to use for the curriculum improvement of the social studies programs.	2.90	0.63	Average
3	Students, instructors, and stakeholders had an opportunity in the social studies curriculum evaluation.	2.50	0.64	Average

From Table 3, the analysis of the students' requirement for the curriculum administration in social studies of Rajabhat Universities found that the important requirements of each aspects could be sorted in descending order as follows;

1. The curriculum aspect found that there were the updated courses contents related to the changing context of Thai and global societies and real situation; and there were the specifications in the structure of classified subjects to provide appropriate credits, respectively.

2. The instructor aspect showed that there were plans and budgets for the instructor development in academics and further education; a appropriate number of instructors were responsible for students; and academic works and researches were regularly published, respectively.

3. The student aspect found that the selections of qualified students followed the specified criteria by the program; there was the continuous follow-up for the employment situation of graduated students, and there were concrete plans for social studies development for students of all levels, respectively.

4. The aspect of teaching and learning activities demonstrated that there were various, interesting, and modern teaching and learning activities; the teaching and

learning activities responded to the 21st century's skills; and there were learner development activities of both internal and external curriculum, respectively.

5. The facility aspect showed that there were sufficient and appropriate budgets for supporting activities or projects in the curriculum, high speed internet network was available for convenient access to information; and there was the procurement of educational funds to help students in need, respectively.

6. The curriculum evaluation aspect showed that the social studies programs were updated at least every 5 years; the evaluation quality assurance results were used for the curriculum improvement of the social studies programs; and students, instructors, and stakeholders had an opportunity in the social studies curriculum evaluation, respectively.

### Part 3 The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the focus group discussion of the experts

The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade could be divided into 2 parts as follows;

3.1 The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the interviews of the executives

The results of the synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the interviews of the executives are concluded and presented as follows;

1. The aspect of the preparation of social studies teachers

1. During 1986-2016, the teacher preparation was at its peak as there was a concrete project for teacher preparation. The innovation for the preparation of Thai teachers was the Diamond in the Rough project arranged by Srinakharinwirot University, along with the Internal Security Operations Command and the Ministry of Education. The project aimed to prepare an opportunity for children in remote areas where the central committee of the voluntary development and self-defense village (VDS) were situated. Then there was a project called the Gurudhayadha teacher project that selected intellect and ethnic students for full scholarships. There were also important projects such as the project of The Institute for the Promotion of Teaching Science and Technology (IPST) that developed mathematics and science teacher, the project that aimed to develop

professional teachers and inventive teachers. The government was about to launch a new project to produce teachers for local development that aimed for long-term teacher development. The proudest events among Thai teacher were the official announcement of the National Education Act B.E. 2542, and the distribution of teacher licenses for all qualified teachers based on the standards of the Secretariat Office of the Teachers' Council of Thailand. The license represented that teachers were considered as an honored profession.

2. The teacher preparation in academic institutes provided a four-year program from 1981 to 2003. Then there was an introduction of a five-year program from 2004 to 2018. At present, the four-year program was brought back to the competency-based curriculum.

3. The tendency of teacher preparation in the future may change back to a 3-4 year program for competency-based curriculum and teaching profession by self-learning.

2. The aspect of curriculum philosophy:

1. Focus was on specialized students in social science

2. Students had freedom with moral reasoning.

3. Students must follow social rules and laws.

4. Students were good citizens for the country and the world.

3. The aspect of curriculum objectives:

1. Developing learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society.

2. Developing learners who specialized in applied social science.

3. Developing learners who became good citizens of the country and the world.

4. Developing learners who had the ability to technological pedagogical content knowledge (TPACK).

5. Developing learners who had ethics, morality and public awareness.

6. Developing learners who had the ability to communicate, critical thinking, life skills, and technical skill.

4. The aspect of curriculum structure:

1. Curriculum structure consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21<sup>st</sup> century-related courses such as economics, foreign languages, technology and innovation, and modern

science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of human.

2. There was an introduction of courses relevant to the elderly because Thailand was now becoming an aging society.

3. There was the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge. (TPACK).

4. The number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated.

5. The aspect of policies and support:

1. Government should have certain policy on teacher preparation, such as teacher preparation for 4 years or 5 years curriculum.

2. Adjusting teacher preparation concepts, considering the teacher preparation to be closed system, and limiting the number of applicants.

3. University and faculty supported sufficient budgets for any projects and activities to educational quality development.

6. The content aspect:

1. Social studies curriculum followed the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the Office of the Higher Education Commission.

2. Four-year program included three years of in-class learning and one year or one semester of teaching practicum.

3. The content was updated to the social transformation of the country and the world.

7. The instructor aspect:

1. Teachers should self-develop to be skillful and precise in social studies content, and to be academicians who were good role models in helping social direction.

2. The instructors in social studies department must have experiences in intimately working with schools in which students took teaching practicum courses.

3. There should be training for the instructors of social studies once or twice a year.

8. The student aspect:

1. Selecting students who met the specified criteria without mainly thinking of the number or income.

2. Inviting committees from many sectors such as deans of Faculty of Education, the senior instructors, the junior instructor, school principal, and successful advisory teachers on joint interview for the student teacher selection.

3. Selecting students by advertising in advance by inviting to join activities with the Faculty of Education in order to seek senior high school students who shined to be teachers, intention to be teachers, and voluntary to be teacher.

4. Providing dormitory for student teachers to practice living with other people in the university.

5. Accepting only 30-60 teacher students each academic year for thoroughly supervision and quality check.

9. The aspect of teaching practicum:

1. The sources of training professional experience for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

2. The selection of mentors to be accurate with studies, to be people who are patient, careful, voluntary, creative, and especially able to work with others.

3. A qualified system for the teacher practicum as a good guideline of the teacher professional experience training of the teacher preparation institution.

4. Clarification of the roles as administrator, mentor, and supervisor, as well as follow-up the overall operation and adulating for collaboration in qualified teacher preparation.

5. Specified rules of instructional supervision.

3.2 The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the focus group discussion of the experts.

The results of the focus group discussion by the experts are concluded as follows;

1. The draft of the tendency of social studies curriculum of the Rajabhat Universities in the next decade presented by the research consisted of 9 aspects which were the aspect of social studies preparation, the aspect of curriculum philosophy, the aspect of curriculum structure, the aspect of policy and supports, the aspect of teaching and learning activities, the content aspect, the instructor aspect, the student aspect, and the aspect of teaching practicum. The experts advised to eliminate

the first aspect which was the aspect of social studies preparation and to remain the others in the study.

2. The aspect of content and teaching and learning of the scenario of social studies curriculum of the Rajabhat Universities in the next decade should be revised and adjusted as the aspect of curriculum because teaching and learning were included in the curriculum itself.

3. The tendency of social studies curriculum of the Rajabhat Universities in the next decade are summarized as a following mind mapping;

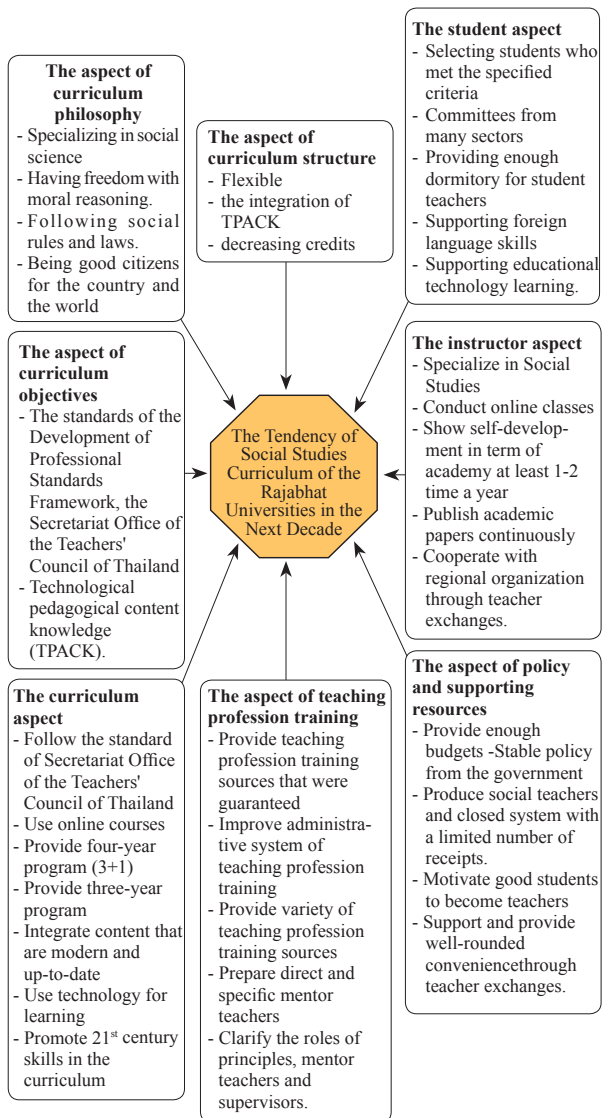


Figure 2 The 8 aspects of the Tendency of Social Studies Curriculum of the Rajabhat Universities in the Next Decade



## Conclusion

1. The analysis result of the current conditions and problems of the administration of the Social Studies Curriculum at Rajabhat Universities in 6 aspects are as follows; (1) The curriculum aspect found the important problem that the courses' content was inappropriate and out of date; (2) The instructor aspect found that budget plans did not support instructor development; (3) The student aspect found that too many students were admitted; (4) The aspect of teaching and learning activities found that the teaching and learning activities were not up to date and consistent in the 21<sup>st</sup> century's skills; (5) The aspect of supports in teaching and learning found that budgets were not sufficient and appropriate to support activities; (6) The aspect of the evaluation of the curriculum usage in social studies showed that there were no systematic evaluation plans.

2. The analysis result of the requirements for the administration of the Social Studies Curriculum at Rajabhat Universities in 6 aspects are as follows; (1) The curriculum aspect found that there was updated course content in line with the changing context of Thai and global societies; (2) The instructor aspect found that there were plans and budgets for the instructor development in academics and further education; (3) The student aspect found that the selections of qualified students with the specified criteria by the program; (4) The aspect of teaching and learning activities, found that various interesting, and modern teaching and learning activities; (5) The aspect of support in teaching and learning showed that there were sufficient and appropriate budgets for supporting activities or projects in the curriculum; (6) The aspect of the evaluation of the curriculum usage in social studies showed that the social studies programs were updated at least every 5 years.

3. The scenario for the Social Studies Curriculum of the Rajabhat Universities in the next decade are concluded and presented into eight significant aspects. The aspect of curriculum philosophy focused on students who specialized in social science, had freedom with moral reasoning, followed social rules and laws, and became good citizens for the country and the world. The aspect of curriculum objectives aimed to develop learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society. Learners were expected to specialize in applied social science, recognize the citizenship of the country and the world, have the ability of technological

pedagogical content knowledge, appreciate ethics, morality and public awareness, and be able to communicate, think critically, have life skills, and use technology skill. As for The aspect of curriculum structure, the curriculum is flexible and consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21<sup>st</sup> century-related courses such as economics, foreign languages, technology and innovation, and modern science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of humans. There was also the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge (TPACK). It was also suggested that the number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated. The aspect of policies and supports suggested the persuasive system to attract better teacher students such as perks, a good salary or opportunity for further study. The government should have a certain policy on teacher preparation. University and faculty supported sufficient budgets for any projects and activities to educational quality development. The curriculum aspect demonstrated that the teacher preparation aimed to solve teacher shortage and improve the curriculum following the Development of Professional Standards Framework and the Office of the Higher Education Commission. The instructor aspect showed that the instructors were qualified according to the standards of social studies instructors, self-developed to be skilled and precise in social studies content, and developed their knowledge through the academic works as well as continuous publication of research. The student aspect found that student selection was based on knowledge, teaching skill, morality, and awareness of being a teacher. The selection mainly considered the specified criteria without mainly thinking of the number or income. Lastly, the aspect of teaching practicum found that the selection of mentors to be accurate with studies, to be people who sacrificed, patient, careful, voluntary, and creative. The teacher mentors were role models of teaching and learning administration. The sources of

teaching practicum for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

### Discussion

This research in the topic of The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the next decade had aspecial discussion on 7 important and interesting aspects as follows;

1. Course objectives Focus on developing quality learners in accordance with the standards of the Teachers Council of Thailand, Ministry of Education. The needs of graduate users, schools and Thai society. Have knowledge in various social studies that can be used in daily life. Have complete citizenship and good world citizens TPACK is a good person with morality, ethics and public minded.. Have the following abilities to communicate thinking, problem solving, to use life skills and to use technology. This characteristic is consistent with Mangkang (2017), which concludes that the value of the social studies program must develop the learners to have the desirable characteristics specified in the curriculum and the competency of learners arising from the social studies curriculum, such as communication ability, thinking ability, problem solving ability, ability to use life skills and the ability to use technology.

2. The structure of the curriculum consists of General Education. There is content in the said course about language subjects as well as science, mathematics, humanities and social sciences. Important subjects in everyday life related to today's global society and the 21<sup>st</sup> century, such as economics, different languages, technology, innovation in modern science. The specific subjects consist of Teaching Profession and specific subjects offering content that is consistent with the local context of Thai society and the current world society. Content must be up to date and able to be used to live happily and solve problems in society for peaceful coexistence. Content also must have the integration of knowledge in all fields of science that are related to human thought and behavior which is consistent with the concept of Mangkang (2017), which concludes that the ideals of the social studies program must include the integration of knowledge in all areas of science that relate to human thinking and behavior, and select key subjects to be used to develop human resources in society.

3. The aspect of Policies and Support results.– There were systems to persuade students to learn about teaching profession, like, compensation, high salary,

employment after graduation; Government had a certain policy on teacher preparation; University and faculty supported sufficient budgets for any projects and activities and provided materials, tools, instructional media, and facility sufficiently in teaching and learning administration to student quality development. In accordance with Phetchuai (2008) study of the scenario of teacher preparation of higher education institutions in Thailand which concluded that the scenario in the aspect of policies and support should create a system to persuade students to learn about the teaching profession, like, high salary as the compensation, and employment after graduation. Furthermore, the government had certain policies on teacher preparation by coordinating the relevant institutes to participate.

4. The Curriculum aspect results. There were teacher trainings in the fields that were lacking and the improvement of the curriculum structure to be diverse in accordance with the standard qualifications at the bachelor's degree level (TQF 1) by the Office of the Higher Education Commission. In accordance with Siribanpitak (2001) work that noted the teacher preparation curriculum should emphasize teacher preparation in the lacking studies, moreover, in accordance with the Office of the Education Council (2011) who suggested that the teacher preparation should adjust the curriculum structure to be various and in accordance with the standard qualifications at the bachelor's degree level (TQF 1).

5. The instructor aspect results. The instructors in the social studies programs met the criteria for the program teachers, had self-development for expertise, were precise depth in the content of social studies, and had self-development in continuous publication of academic works and researches. In accordance with Phetchuai (2008) study of the scenario of teacher preparation of higher education institutions in Thailand which concluded that the scenario of the instructor aspect should be the qualified instructors who met the criteria for the curriculum instructors and responsible instructors for the curriculum, for example; the instructors had precise depth in the content of teaching subjects, were prestigious, and had self-development in continuous publication of academic works and research every year, moreover, in accordance with the Office of the Education Council (2011) which concluded that they should promote, support, and develop the instructors in academic and innovative research to be in-depth and current topics.

6. The student aspect results. There were to select

students for the social studies program by organizing knowledge examinations, teacher aptitude tests, and select students who met the specified criteria regardless of the amounts or income. In accordance with the Office of the Education Council (2015) which presented that student selection should change to the student selection of being good and talent, loving to be teacher, and accessing teaching profession, also should specify the student qualifications with high-grade point average, as well as, in accordance with Dechakoop (2008) who presented that the teacher selection had to specify the criteria and accurate selection methods by teacher aptitude tests which were developed from teacher competency framework.

7. The aspect of teacher professional experience training result. There were to select mentors accurately based on the social studies program who were patient, careful, voluntary, creative teachers and were models in the exchange of learning experiences, teaching and learning administration between students and teachers, and the students had more time for practicing teacher professional experience training in schools, furthermore, the sources of training professional experience for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment. In accordance with Phetchuai (2008) study which concluded that to select mentors should be accurately based on the social studies program, and be patient, careful, voluntary, creative teachers and especially able to work with others, also, the sources of training professional experience for teachers must be certified for quality assessment by the Teacher's Council of Thailand, moreover, in accordance with Siribanpitak (2001) study on teacher professional experience training which mentioned that for teacher professional experience training, students should have more time in school and in accord with the criteria of the Teacher's Council of Thailand.

## Suggestions

1. There should be a study and social studies curriculum development rooted from the result of this study. Further research should be in continuous form to develop a social studies curriculum relevant to the context of community and the social needs at the time.

2. The procedure and technique of this study could be applied for further research of social studies curriculum in the future to produce teachers that serve the needs of the local community and region. Moreover, the research could be used to study the scenarios of teaching profession curriculum of other departments, education levels, along with seminar curriculums to obtain tendency, direction, and desirable curriculums.

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