

COMPONENTS AND DEVELOPING GUIDELINES OF LEARNING MANAGEMENT COMPETENCIES FOR PRE-SERVICE SOCIAL STUDIES TEACHERS

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ABSTRACT

This study is mixed methods research. The purposes of this research were: 1) to study components of learning management competencies for pre-service social studies teachers; 2) to investigate the problems of learning management competencies for pre-service social studies teachers; 3) to analyze and synthesize developing guidelines of learning management competencies for pre-service social studies teachers. The samples were 159 pre-service social studies teachers and 24 social studies lecturers from the Rajabhat University Rattanakosin Group, Thailand. The data collecting instruments were questionnaires and interview forms. The data was analyzed by using the arithmetic mean (\bar{x}), standard deviation (S.D.), and content analysis. The results found as follows: 1) the key components of learning management competencies for pre-service social studies teachers were 5 components: (i) knowledge on social studies curriculum, (ii) social studies learning design, (iii) social studies learning activity management, (iv) using and developing media, innovation and technology in social studies, (v) measurement and evaluation in social studies; 2) problems of learning management competencies for pre-service social studies teachers in 5 overall was the high level; 3) developing guidelines of learning management competencies for pre-service social studies teachers of Rajabhat University Rattanakosin Group in Thailand were: workshop, action learning, coaching, teaching supervision, and seminar. The significant contribution of the study was developing guidelines handbook of learning management competencies for pre-service social studies teachers which apply in faculty of Education or Teacher Education, Thailand. However, the limitation of this study was timing and developing pre-service social studies teachers' learning management competencies in coronavirus situations.

Keywords: Learning management competencies, pre-service social studies teachers.

INTRODUCTION

Learning management in the 21st century, teachers must create practical learning that supports human needs and a physical environment to support learning skills in the 21st century. Sharing best practices and integrate 21st century skills into the classroom can help learners practice using quality tools, technologies, and resources. Learners will have the knowledge and skills to work and live with today's world society (Phinla and Phinla, 2018: 21). Although Thailand pays more attention to promoting pre-service teacher competency, pre-service teachers still lack the essential skills of being a teacher. The researchers' pilot study found that pre-service teachers of Rajabhat University Rattanakosin Group had the highest level of need for learning management competency development (mean = 4.65). It reflects that pre-service teachers still lack learning management competency to practice teaching in the future with quality.

The researchers interviewed the mentors who took care of the pre-service social studies teachers while practicing teaching in the school. It found that most pre-service social studies teachers were still unable to think about the design of learning management, do not try to create things around you as a learning media, the learning objectives are not yet clearly defined. It is not measurable in classroom learning management, including measuring and evaluating learning outcomes that are not following authentic assessments. Therefore, the educational institute should fill in the knowledge and techniques for developing the competency in learning management for pre-service social studies teachers (Saikhampah; Siemsakul; Sangthong; Yimhor, 2019: Interviews). The interviews reveal that pre-service social studies teachers lack learning management competencies. These were issues and problems that affect pre-service social studies teachers' performance. Moreover, it will affect learner quality development because pre-service social studies teachers' competence is directly related to the learning process of learners in school, especially during practicum and internship in the school. If pre-service social studies teachers are unable to manage social studies learning effectively, this will reduce the quality of social studies learners and the educational management of the school.

Pre-service social studies teachers must have the ability to effectively implement the teaching profession that promotes learners to be competent in knowledge, skills, morality, ethics and values by designing a variety of learning management to be used in social studies teaching (Phuangphae, 2014: 6). If pre-service social studies teachers lack such competencies, it will affect the development of the quality learner. Learning management competencies of pre-service social studies teachers should be developed by encouraging them to have knowledge and competencies in the subjects. The administrator or director should help them use new teaching techniques, build integration skills that cover curriculum, learning management, learning resources, measurement, and evaluation (Hamontree, 2015: 182). In terms of learning management competency is one of the important teacher competencies development. Therefore, the principles, concepts, and theories used in the development of the teaching profession can be applied as a guideline for the development of pre-service teachers (Plyasri, 2013: 80).

The researchers studied the method of developing learning management competency according to the concept of Saiphoklang (2018: 80) suggested that competence development would require a diversified development approach to create a body of knowledge, understanding and skills in learning management that is profound and sustainable and to enable teachers who have been developed to apply the principles for continuous self-improvement. These methods can be used to develop competence, such

as learning action, learning by work and training workshop, etc. In addition, the researchers synthesized the concept of Yutakom et al. (2016: 310-311), Pettai and Chansirisira (2020: 176) reveal that the learning management can use in this research was a workshop, action learning, coaching, teaching supervision, and seminar.

From the study of the importance and problems above, the researchers investigated methods for developing learning management competencies of pre-service social studies teachers in the 21st century in accordance with the development of pre-service teachers in teacher training institutions. Thus, the objectives of this research were to study components and problems of learning management competencies for pre-service social studies teachers; to analyze and synthesize guidelines for developing the learning management competencies for pre-service social studies teachers. As well as the researchers hope that this development guideline will be useful to instructors in teacher education institutions and teachers in schools who are interested in using it as a guideline for the professional development of pre-service social studies teachers in the future.

RESEARCH OBJECTIVES

1. To study components of learning management competencies for pre-service social studies teachers.
2. To investigate the problems of learning management competencies for pre-service social studies teachers.
3. To analyze and synthesize guidelines for developing the learning management competencies for pre-service social studies teachers.

RESEARCH QUESTIONS

1. What are the key components of learning management competencies for pre-service social studies teachers?
2. What are the problems of learning management competencies for pre-service social studies teachers?
3. How should developing guidelines of learning management competencies for pre-service social studies teachers are?

CONCEPTUAL FRAMEWORK



Figure 1: Conceptual framework

METHODOLOGY

The research methodology of this study was the convergent parallel mixed method design. The researchers collected quantitative and qualitative data concurrently, analyzed the two data sets separately, and mixed the two databases by merging the results during interpretation (Creswell, 2014).

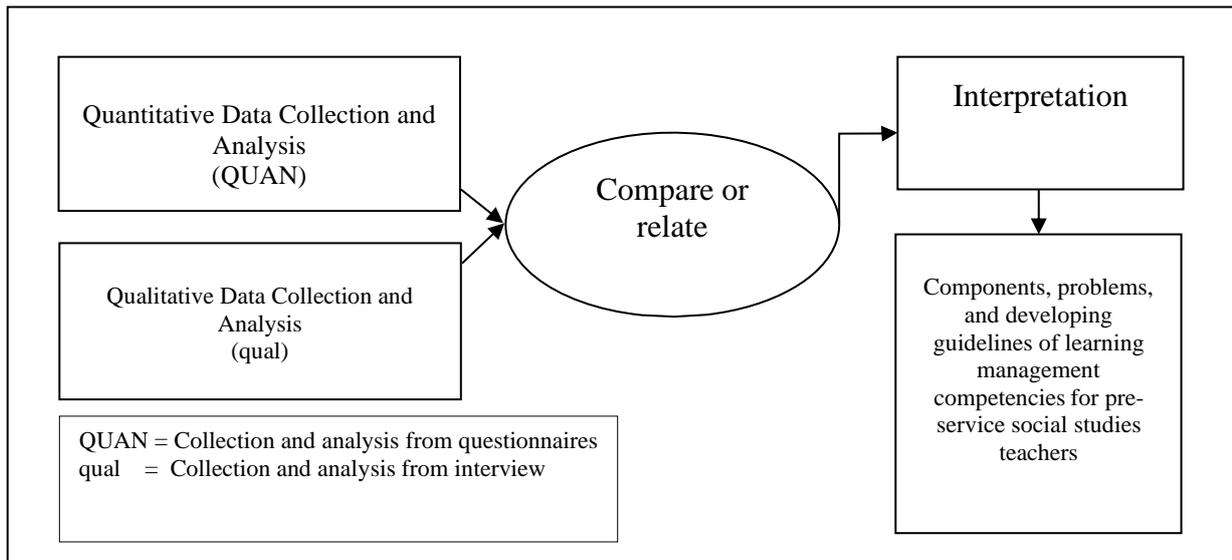


Figure2: Research methodology design

The researchers studied components of learning management competencies for pre-service social studies teachers from the documents and related research. Then, researchers investigated the problems of learning management competencies for pre-service social studies teachers by collecting the questionnaires and interview forms. Collection and analysis from questionnaires are quantitatively driven studies. In terms of collection and analysis from the interview are secondary to support quantitative data. The researchers interpreted both quantitative and qualitative data to analyze and synthesize developing guidelines of learning management competencies for pre-service social studies teachers. After that, researchers prepared the developing guidelines handbook of learning management competencies for pre-service social studies teachers.

POPULATION AND SAMPLES

The population was 270 pre-service social studies teachers and 25 social studies lecturers from the Rajabhat University Rattanakosin Group, Thailand. The samples were 159 pre-service social studies teachers and 24 social studies lecturers from the Rajabhat University Rattanakosin Group, Thailand. The researcher selects a probability sample using the table of Krejcie & Morgan (1970). The population and samples are shown in the table below:

Table 1: The population and samples used in the research

Types	Population	Samples
Pre-service social studies teachers	270	159
Social studies lecturers	25	24
Total	295	183

From the table above, the population was 295 people, and samples were selected 183 people based on a probability sample using the table of Krejcie & Morgan (1970), which represented the population.

VARIABLES

The variables of the research were as follows:

1. Components of learning management competencies

1.1 Knowledge on social studies curriculum refers to the competency of pre-service social studies teachers in knowing the curriculum for designing learning management. It consists of the ideology of social studies curriculum, meaning, importance, and components of the curriculum, correlation of curriculum components, implementing curriculum, and knowledge of social studies contents according to the core basic education curriculum.

1.2 Social studies learning design refers to the competency of pre-service social studies teachers in applying knowledge in the design of social studies learning activities: selection of teaching strategies and techniques, learning activities, teaching materials, and measuring and evaluating learning outcomes following the objectives of social studies learning content. The social studies learning design is a competency assessed from writing lesson plans.

1.3 Social studies learning activity management refers to the competency of pre-service social studies teachers in using models, techniques, and methods of teaching social studies to enable learners to learn and develop their concepts, skills, values, and civic action to be good citizens. Pre-service social studies teachers must focus on learner-centered learning by promoting and allowing students to practice and choose appropriate activities for each subject and apply the psychology principles in learning management.

1.4 Using and developing media, innovation, and technology in social studies refers to the competency of pre-service social studies teachers in selecting and using media for social studies learning management. This competency includes searching for information through the internet to develop social studies learning management, using computer technology to produce media, and practical innovations in social studies learning management. All of them must use appropriate to the content and learning activities.

1.5 Measurement and evaluation in social studies refers to the competency of pre-service social studies teachers in clearly specifying the purpose of the measurement and evaluation; design a variety of methods for measuring and evaluating social studies learning outcomes suitable for the content of learning activities and learners. This competency includes appropriately creating and implementing social studies learning measurement and evaluation tools, measuring and evaluating social studies learners according to authentic assessment, and applying the learning assessment results to develop social studies learning management.

2. Problems of learning management competencies

Problems of learning management competencies mean problems with implementing activities or operations of the Faculty of Education or College Teacher Education in Rajabhat University Rattanakosin Group to develop the learning management competencies of pre-service social studies teachers.

3. Developing guidelines of learning management competencies for pre-service social studies teachers

Developing guidelines of learning management competencies for pre-service social studies teachers means methods for promoting pre-service social studies teachers to have the knowledge, skills, and good attitudes in social studies learning management. Besides also method has desirable characteristics for social studies teachers.

3.1. Training workshop refers to the training process to enhance pre-service social studies teachers' knowledge, skills, and attitudes. This workshop will develop learning management competencies of pre-service social studies teachers, Rajabhat University Rattanakosin Group, to achieve the goals set.

3.2 Action learning refers to the learning process from social studies learning management in simulation situations and reflection from students' friends, which leads to problem-solving, building a body of knowledge, discussion skills, exchanging learning, and developing common attitudes. This process led to developing learning management competencies of pre-service social studies teachers, Rajabhat University Rattanakosin Group.

3.3 Coaching refers to the process of guiding and stimulating ideas to develop knowledge, work skills, and attitudes in social studies learning management of pre-service social studies teachers. Instructor in social studies learning management course as coacher by setting goals, action planning, action assessment of teaching and learning conditions of pre-service social studies teachers, Rajabhat University Rattanakosin Group.

3.4 Teaching supervision refers to observing teaching behaviors of pre-service social studies teachers in the classroom about a supervisor's social studies learning management experiment. The supervisor will advise improving the learning management of pre-service social studies teachers, Rajabhat University Rattanakosin Group. This supervision can help pre-service social studies teachers to manage the classroom to achieve the goals of the curriculum and lessons.

3.5 Seminar refers to the meeting of pre-service social studies teachers for discussing about social studies learning and teaching to share the experiences to develop learning management competency of pre-service social studies teachers, Rajabhat University Rattanakosin Group.

RESEARCH INSTRUMENTS

There were two data collecting instruments:

1. Questionnaire on problems and developing guidelines of learning management competencies for pre-service social studies teachers
2. Interview form on problems and developing guidelines of learning management competencies for pre-service social studies teachers

DATA COLLECTION

For data collection, the researchers collected data using questionnaires and interview forms as the following steps:

1. The researchers requested the letter of permission for data collection from the Graduate School, North Bangkok University.
2. The researchers sent the letter of permission for data collection to the Dean of the Faculty of Education or College of Teacher Education in Rajabhat University Rattanakosin Group, Thailand, to request data with the sample.
3. The researchers collected data using questionnaires and interview forms with samples.

DATA ANALYSIS

The data analysis can be divided into 2 parts:

1. Quantitative data analysis

The researchers collected the data from questionnaires to do statistical analysis. The data was analyzed by using the arithmetic mean (\bar{x}), standard deviation (S.D.). In terms of questionnaires, the researchers analyzed the data base on five Likert scale as the following table:

Table 2: Rating levels and criteria for interpretation base on five Likert scale

Rating levels	Criteria for interpretation
5 = Very high	4.51- 5.00 = Very high
4 = High	3.51- 4.50 = High
3 = Moderate	2.51-3.50 = Moderate
2 = Low	1.51-2.50 = Low
1 = Very low	1.00-1.50 = Very low

Rating levels and criteria above, there are five rating levels: very high, high, moderate, low, and very low, respectively. The researchers used as a guideline for interpreting questionnaires on problems of learning management competencies for pre-service social studies teachers.

2. Qualitative data analysis

The researchers collected the data from interview were analyzed by content analysis.

LITERATURE REVIEW

The research entitled *Components and Developing Guidelines of Learning Management Competencies for Pre-service Social Studies Teachers*, the researchers presented the literature review of this study into two parts: 1) components of learning management competencies for pre-service social studies teachers, 2) developing guidelines of learning management competencies for pre-service social studies teachers.

1. Components of learning management competencies for pre-service social studies teachers

Learning management is the operation or process of teaching and learning management according to the principles or theories to promote learners learn according to the goals or objectives seted. In terms of social studies learning management should be used models, methods, activities, and techniques that are suitable for learning objectives and subject matter (Kaewpuang, 2020: 154). Learning management is the process of interaction between instructors and learners in order to enable learners to learn according to the teacher's objectives (Valaya Alongkorn Rajabhat University under the Royal Patronage, 2021: 7). Therefore, learning management is the key to enabling learners to learn according to their purpose (Chancharoen, 2019: 9).

Office of the Education Council (2019: 45) has stated that competence is a composite of knowledge, skills, and attributes. Having only knowledge and skills is not competence until we can apply it to work to produce good results clearly and succeed in operating above standards; therefore, it is considered a competency. In this research, the learning management competencies refer to the competence of pre-service social studies teachers that expresses the integration of knowledge, skills, attributes to be used in social studies learning management.

1.1 Knowledge on social studies curriculum

Essential knowledge of social studies curriculum includes the ideology of social studies curriculum, meaning, importance and components of the curriculum, correlation of curriculum components, implementing curriculum, and knowledge of content according to the core basic education curriculum of social studies (Mangkhang, 2018: 1; Office of the Basic Education Commission, 2010: 2-15)

1.2 Social studies learning design

The design of social studies learning activities refers to the behavior of expression or practical skills in social studies teaching activities in applying knowledge in the design of social studies learning activities: selection of teaching strategies and techniques, learning activities, teaching materials, and measuring and evaluating learning outcomes following the objectives social studies learning content (Phuangphae, 2014: 32). The learning management design consisted of 3 levels: course level, unit level, and lesson level. Evidence of learning management design is the course structure, unit plan, and lesson plan, respectively (Kaewpuang, 2020: 337-338).

1.3 Social studies learning activity management

Social studies learning activities must focus on learner-centered learning by promoting and allowing students to practice. Instructors must manage activities for learners to develop their concepts, skills, values, and civic action to be good citizens. Instructors should choose activities that are appropriate for each subject and apply the psychology principles in learning management so that students can learn social studies happily and develop to its full potential (Office of the Basic Education Commission, 2010: 2-15; Kaewpuang, 2020: 161)

1.4 Using and developing media, innovation and technology in social studies

Instructors must have techniques and methods that enable effective and efficient learning activities management by using media that allow learners to practice them in facing situations and solving real-life problems, which requires a practical method that relies on training students to find answers on their own. For selecting media for social studies learning management, instructors need to consider elements of media selection, the aim of learning management, learning management, characteristics of learners, and the purpose of the learning management. Besides, instructors should use searching for information via the Internet to develop learning management, use computer technology to produce media or innovations used in social studies learning management (Office of the Basic Education Commission, 2010: 2-15; Phinla and Phinla. 2018: 21,58)

1.5 Measurement and evaluation in social studies

Measurement and evaluation in social studies effectively, instructors must clearly define the purpose of the measurements and evaluations. Instructors should study the basic information of each learner, choose measurement methods and learning assessment tools that are appropriate and consistent with their purpose, choose a variety of methods and tools to assess the true abilities of both small groups and individual learners. These can measure and evaluate learners based on authentic assessment and apply the learning assessment results to develop learning management (Kaewpuang, 2020: 277; Office of the Basic Education Commission, 2010: 2-15).

2. Developing guidelines learning management competencies for pre-service social studies teachers

Competency development requires various development methods to construct a body of knowledge, understanding, and learning management skill that is profound and sustainable so that the trained teachers can apply the principles to their continuous self-improvement. The key methods for developing learning management competency are action learning, training workshop, study trip, seminars, teaching supervision and coaching, etc. (Yutakom et al., 2016: 310-31; Saiphoklang, 2018: 8; Pettai and Chansirisiri, 2020: 17). In this research, the researchers studied 5 methods to developing learning management competencies as follow:

2.1 Training workshop refers to the process of increasing the efficiency of work in specific areas of a person by aiming to increase knowledge, skills, and attitudes, which will lead to raising standards, working higher enabling individuals to progress in their work and the organization to achieve the goals set (Bangmo, 2016: 13).

2.2 Action learning is a process of learning and reflection with group support by learning together on the relationship between reflection and practice. It draws on old and new experiences to come up with a new and feasible approach (McGill & Brockbank, 2004; McGill & Beaty, 2002).

2.3 Coaching is an individualized process of guiding and coaching to develop knowledge, skills, and performance. Usually, it is used for those who have some talent that is not yet complete (Blanchard and Thacker, 2004: 268).

2.4 Teaching supervision is a collaborative process between supervisors and pre-service teachers or personnel involved in teaching and learning enable them to manage instruction to achieve the goals of the curriculum (Loawreandee, 2010: 5).

2.5 Seminar is a meeting where a group of people discuss a problem or topic (Collins English Dictionary, 2021). For this research, it is a seminar in social studies learning and teaching to share the experiences of in-service teacher and pre-service teacher.

RESULTS

1. Components of learning management competencies for pre-service social studies teachers

The researchers studied the components of learning management competencies for pre-service social studies teachers from documents and related research. Then, the researchers did content analysis of the components as the table below:

Table 3: Components of learning management competencies for pre-service social studies teachers

Components of learning management competencies							Frequency	Percentage
	Office of the Basic Education Commission (2010)	Praserthphon. et.al. (2013)	Ruchirat (2015)	Meesomsam (2017)	Parnichparincha (2018)	Phromsa-ard. et.al. (2020)		
Knowledge on curriculum	✓	✓	-	✓	-	-	3	50
Learning design	✓	✓	✓	-	✓	✓	5	83.33
Learning activity management	✓	✓	✓	✓	✓	✓	6	100
Using and developing media, innovation and technology	✓	✓	✓	✓	✓	✓	6	100
Measurement and evaluation	✓	✓	✓	✓	✓	✓	6	100
Educational research	-	✓	-	-	-	-	1	16.67

From the table above found that the key components of learning management competencies for pre-service social studies teachers were 5 components: (i) knowledge on social studies curriculum, (ii) social studies learning design, (iii) social studies learning activity management, (iv) using and developing media, innovation and technology in social studies, (v) measurement and evaluation in social studies. In terms of educational research, the researchers did not select to use as variable or components of learning management competencies in this research because it has to take a long time to develop which duration of the study is the limitation for the researchers.

2. Problems of learning management competencies for pre-service social studies teachers

The researchers investigated the problems of learning management competencies for pre-service social studies teachers by collecting questionnaires and interview forms. The research results were presented into two parts as the following topics:

2.1 Results of quantitative research

Table 4: Problems of learning management competencies for pre-service social studies teachers

Problems of learning management competencies	\bar{X}	S.D	Level
1. Problem on lack of knowledge on social studies curriculum	4.27	0.47	high
2. Problem on lack of social studies learning design	4.49	0.48	high
3. Problem on lack of social studies learning activity management	4.61	0.49	very high
4. Problem on lack of using and developing media, innovation and technology in social studies	4.62	0.51	very high
5. Problem on lack of measurement and evaluation in social studies	4.31	0.47	high
Overall	4.46	0.45	high

From the table above found that the problems of learning management competencies for pre-service social studies teachers in 5 overall were rated at a high level of 4.46. The study reported that the problems of learning management competencies for pre-service social studies teachers in the aspect of using and developing media, innovation and technology in social studies was rated at the level of 4.62, in the aspect of social studies learning activity management at the level of 4.61, in the aspect of social studies learning design at the level of 4.49, in the aspect of measurement and evaluation in social studies at the level of 4.31, and knowledge on social studies curriculum at the level of 4.27, respectively.

2.2 Results of qualitative research

Interviews with social studies lecturers of Rajabhat University Rattanakosin Group found that problems of learning management competence for pre-service social studies teachers were still discovered every academic year. Most of them could not use media and technology in social studies. Pre-service social studies teacher students could not think of media and innovative designs for use in learning management. Pre-service social studies teachers lack design thinking skills. Most of them copied samples of lesson plans on the website and used them to design learning activities. Moreover, creating tools to measure and assess learning outcomes in social studies remains a weakness for pre-service social studies teachers. However, pre-service social studies teachers have knowledge and understanding in applying social studies curricula to learning design overall.

3. Developing guidelines of learning management competencies for pre-service social studies teachers

The researchers presented the developing guidelines of learning management competencies for pre-service social studies teachers into two parts: 1) Results of quantitative research, and 2) Results of qualitative research.

3.1 Results of quantitative research

Table 5: Developing guidelines of learning management competencies for pre-service social studies teachers

Developing guidelines of learning management competencies for pre-service social studies teachers	Frequency	Percentage
1. Workshop	36	19.67
2. Action learning	40	21.86
3. Coaching	42	22.95
4. Teaching supervision	31	16.94
5. Seminar	34	18.58
Overall	183	100

From the table above found that pre-service social studies teachers and social studies lecturers suggest developing guidelines based on importance and expected results. The developing guidelines of learning management competencies for pre-service social studies teachers consisted of 5 ways: coaching, action learning, workshop, seminar, and teaching supervision, respectively. The development was coaching; however, all of the developing guidelines had fulfilled the learning management competencies of pre-service social studies teachers.

3.2 Results of qualitative research

From the interviews about developing guidelines of learning management competencies for pre-service social studies teachers of Rajabhat University Rattanasin Group in Thailand, social studies lecturers suggested that developing learning management competencies for pre-service social studies teachers should be as follow:

3.2.1 Workshop

The researchers should provide training workshops on techniques for designing and writing lesson plans to fulfill competencies' pre-service social studies teachers to apply in social studies learning activities.

3.2.2 Action learning

Action learning is an important guideline for developing learning management competency in social studies by allowing students and teachers to practice learning management in simulated situations and reflection with students. This method can create a body of knowledge, discussion skills, including exchange learning and developing common attitudes among pre-service social studies teachers.

3.2.3 Coaching

The researchers should ask the instructor in Social Studies Learning Management course to be coacher to guide and encourage ideas for knowledge development, work skills, and attitudes in learning management by setting goals, action planning, action assessment of instruction of social pre-service social studies teachers.

3.2.4 Teaching supervision

The researchers may use the observation process of the teaching behavior of pre-service social studies teachers, which is teaching supervision in the classroom social studies learning management experiment. The supervisors advise on improving and developing the learning management competencies to enable pre-service social studies teachers to manage the learning in class to achieve the curriculum and lessons goals.

3.2.5 Seminar

The researchers should organize a seminar to exchange learning experiences in social studies learning management by inviting experienced speakers and senior students who have practiced teaching in schools to tell about problems, obstacles, and guidelines for practical social studies learning management.

DISCUSSION

1. The research results found that the key components of learning management competencies for pre-service social studies teachers were 5 components: (i) knowledge on social studies curriculum, (ii) social studies learning design, (iii) social studies learning activity management, (iv) using and developing media, innovation and technology in social studies, (v) measurement and evaluation in social studies. The components mentioned above, researchers use content analysis method and considerate with timing which was the limitation of the study. The research results consistent with the results of the research of Prasertphon, et al. (2013: 48) who studied a model for developing learning management competency of new teacher at general education private schools, this research found that learning management competencies consist of 7 components: (i) knowledge and skills in using curricula for learning management, (ii) knowledge and skills in learning design (iii) knowledge and skills in learning management process,

(iv) knowledge and skills in the development of learning media and technology, (v) knowledge and skills in measurement and evaluation (vi) knowledge and skills in educational research, (vii) new teacher attributes.

2. The research results found that the problems of learning management competencies for pre-service social studies teachers in 5 overall were rated at a high level of 4.46. Most of them could not use media and technology in social studies. Pre-service social studies teacher students could not think of media and innovative designs for use in learning management. Pre-service social studies teachers lack design thinking skills. In the coronavirus situation, digital technology is essential to online learning classrooms. Still, pre-service social studies teachers could not use digital technology in online teaching to engage learners, such as live worksheets, online games, and interactive sheets. The results consistent with the results of the research of Prammanee (2020: 86) who studied the development of learning management competency for student teachers of Rajamangala University of Technology Thanyaburi, the research results revealed that Student teachers still have a lot of problems in learning management competency. Therefore, pre-service teachers should be developed to be ready for learning management through media and educational technology in line with the current economic and social conditions for solving issues and problems on online learning in the coronavirus situation.

3. The research results found that developing guidelines of learning management competencies for pre-service social studies teachers of Rajabhat University Rattanaosin Group in Thailand were: workshop, action learning, coaching, teaching supervision, and seminar. Especially coaching is an individualized process of guiding and coaching to develop learning management competencies because pre-service social studies teachers can learn valuable experiences from lecturers and supervisors. Moreover, one of the highlights for developing guidelines was a training workshop on learning management through innovation and digital technology. These guidelines could enhance pre-service social studies teachers' learning management competencies that affect higher quality learners in basic education level. The results consistent with the results of the research of Yutakom (2017: 307) who studied professional development program to enhance pre-service teacher's pedagogical content knowledge, the research results indicated that the program could generally develop the PCK of the participants. Suggested supporting factors were: the student-centered workshop, the good selection and the high quality of the cooperating teachers and supervisors, student teachers' self-motivation, and continuous and instant support. Besides, factors that hindered the development of the PCK included time constraints, excessive workload, and the lack of familiarity with using a computer and accessing the internet.

RECOMMENDATIONS

For this research, the researchers presented useful recommendations to administrators and pre-service social studies teachers, and other researchers as follows:

1. Recommendations for research implementations

1.1 Administrators have to prepare the budget into the budget plan of social studies programs to develop learning management competencies for pre-service social studies teachers, including preparing the material or media used for developing them.

1.2 Administrators and pre-service social studies teachers should commit and understand to develop learning management competencies, including cooperating with network schools to practice social studies learning management.

2. Recommendations for further research

2.1 Researchers should study the effects of developing the learning management competencies for pre-service social studies teachers in three phases: pre-developing, during developing and post- developing.

2.2 Researchers should study the pre-service social studies teachers' satisfaction in developing the learning management competencies in the next time to improve components, process and activities effectively.

CONCLUSION

The documents, related research, and pilot study reveal that pre-service social studies teachers lack learning management competencies. These were issues and problems that affect pre-service social studies teachers' performance and learner quality development because pre-service social studies teachers' competence is directly related to the learning process of learners in school, especially during practicum and internship in the school. From the issues mentioned earlier and problems, the researchers were interested in studying the components and developing guidelines of learning management competencies for pre-service social studies teachers. The methodology research of this study is a mixed methods research. The data collecting instruments were questionnaires and interview forms. The researcher studied documents and related researchs reveal that the key components of learning management competencies for pre-service social studies teachers were 5 components: (i) knowledge on social studies curriculum, (ii) social studies learning design, (iii) social studies learning activity management, (iv) using and developing media, innovation and technology in social studies, (v) measurement and evaluation in social studies. From the quantitative and qualitative data analysis, the researcher analyzes the problems of learning management competencies for pre-service social studies teachers and found that the problems of learning management competencies for pre-service social studies teachers in 5 overall were rated at a high level of 4.46. After that, the researcher interpreted both quantitative and qualitative data to analyze and synthesize developing guidelines of learning management competencies for pre-service social studies teachers. In terms of developing guidelines of learning management competencies for pre-service social studies teachers of Rajabhat University Rattanaosin Group in Thailand, pre-service social studies teachers and social studies lecturers suggest developing guidelines based on importance and expected results. The developing guidelines of learning management competencies for pre-service social studies teachers consisted

of 5 ways: coaching, action learning, workshop, seminar, and teaching supervision, respectively. One of the highlights for developing guidelines was a training workshop on learning management through innovation and digital technology to serve the 21st Century skills. The significant contribution of the study was **developing guidelines handbook of learning management competencies for pre-service social studies teachers** which apply in faculty of Education or Teacher Education, Thailand.

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