

The Effects of Promoting an Early Childhood Teachers' Competency Enhancement Program on Executive Function Skills of Young Children: A Study in the Integrated Area of Tha Muang District, Kanchanaburi Province

Research Objectives



1. To study the **understanding and self-efficacy of abilities and skills in writing experience plans according to the EF guideline among preschool teachers** who participated in the program designed to enhance their competencies in promoting preschool children's EF Skills.



2. To study the **executive function skills of preschool children** taught by these preschool teachers.



Methodology



Approach: An Action Research approach.



Process: The Training–Coaching–Follow-up process was conducted from July to October 2022.



Sample: The sample consisted of 87 preschool teachers, and 134 preschool children under the Office of the Basic Education Commission.



Instruments: 1) a knowledge assessment form, 2) a self-efficacy assessment form, 3) a quality evaluation form for experience plans, and 4) an observation form assessing preschool children's EF skills (ages 3–6).



Data analysis: Data were analyzed using the paired-sample t-test and the Wilcoxon matched-pairs signed-rank test.



Research Findings



1. **Preschool teachers** scored much higher in knowledge, self-efficacy of abilities, and skills in writing experience plans based on EF guidelines after the program than they did before, with a significance level of .05.



2. **Preschool children** scored much higher in executive function skills after the program than before, with a significance level of .05.