

# Components and Indicators of the Supervision Models for Developing Experiential Competency that Promote Life Skills for Early Childhood Teachers under the Office of the Basic Education Commission

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Received: November 20, 2023

Accepted: January 14, 2024

Online Published: April 10, 2024

doi:10.5539/jel.v13n3p88

URL: <https://doi.org/10.5539/jel.v13n3p88>

## Abstract

This research aimed to: 1) investigate the components and performance indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand; 2) examine the current state, desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students; and 3) enhance the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand. The research is divided into 3 phases. Phase 1: examine the components and indicators, targeting a qualified group of 9 experts selected through purposive sampling. This selection is based on the appropriateness assessment using the components and indicators evaluation form. Phase 2: investigate the needs of the supervision models. The sample group comprises 320 early childhood teachers, selected through multi-stage random sampling using a questionnaire with a 5-level Likert scale. Phase 3: developing the supervision models. Nine qualified experts selected through purposive sampling examined the appropriateness of the supervision models. The data were collected through questionnaires, interviews, assessments, and observations. Average, standard deviation and Priority Needs Index ( $PNI_{\text{modified}}$ ) were used to analyze the data. The findings of the study revealed the following:

1. The components and indicators of life skills serve as standards for teachers in organizing experiences that promote life skills for early childhood students. There are 5 components and 23 indicators, categorized as follows: 1) Decision-making with 5 indicators, 2) Problem-solving with 5 indicators, 3) Analytical thinking with 4 indicators, 4) Empathy with 4 indicators, and 5) Communication with 5 indicators. Overall, the proficiency level is rated as the highest.

2. The current state is rated as the highest, and the desired state is also at a high level. When assessing the needs of the supervision models, it is found that the component with the highest need is Component 3—Analytical Thinking. This is followed by Component 2—Problem-Solving, Component 4—Empathy, Component 1—Decision Making, and Component 5—Communication, with the lowest index of essential needs respectively.

3. The results of enhancing the supervision models for teachers to develop experiential competency that promotes life skills in early childhood students reveal that the supervision models encompasses five formats: 1) Preparation: Planning and development, 2) Strengthen Relationships and Increase Knowledge: Building relationships and expanding knowledge, 3) Knowledge into Practice: Applying knowledge into practice, 4) Reflection: Reflecting on outcomes for understanding, and 5) Evaluation: Quality measurement and assessment. These formats are deemed highly suitable, appropriate, and effective.

**Keywords:** supervision models, experiential competency, life skills, competency of early childhood teachers

## 1. Introduction

The 20-year national strategy (2018–2037) sets key objectives related to the development of early childhood, aiming to foster individuals who are virtuous, competent, and of high quality. The emphasis is on readiness in physical, mental, and intellectual aspects, along with essential skills for the 21<sup>st</sup> century. The state sector focuses on reforming the learning process to adapt to changes in the 21<sup>st</sup> century, particularly by preparing early

childhood education to develop essential life skills. In this endeavor, teachers, school administrators, parents, and other stakeholders play crucial roles in promoting lifelong learning for early childhood (Bureau of Academic Affairs and Educational Standards, 2021). The Thai government consistently prioritizes creating a foundation for the well-being of early childhood, focusing on physical and mental health and essential life skills for quality development. The objectives of the Early Childhood Development Plan (2021–2027) aim to ensure comprehensive and quality development for all young children in Thailand, tailored to their potential, age, and continuity. This is to ensure that policies can be implemented fairly. To achieve this, seven national strategies are formulated for early childhood development. The promotion of life skills for young children aligns with the third national strategy, which emphasizes the development of quality and standards in early childhood development services. The goal is to enhance the capacity and support the quality work of personnel and stakeholders involved in the care, development, and management of early childhood learning. Measures include training programs to develop the competencies of personnel and stakeholders engaged in the care and development of young children, reinforcing the moral and ethical qualities of educators, and equipping them with knowledge, skills, and abilities to organize experiences that promote life skills for early childhood (Office of the Education Council, 2019). In response to the changing landscape, the Ministry of Education has earnestly and consistently pursued a policy for the genuine and continuous development of early childhood. In this regard, a committee was appointed to review the Early Childhood Curriculum B.E. 2560 (A.D. 2017), establishing it as the standard for educational institutions. The curriculum sets goals for the holistic development of young children, encompassing physical, emotional, mental, social, and intellectual aspects. It aims to nurture children to be virtuous, disciplined, culturally aware, and responsible individuals towards themselves, their families, communities, society, and the nation in the future. This is achieved through the design of learning experiences that equip children with essential life skills (Ministry of Education, 2017).

Currently, Thailand faces a significant issue where a significant number of young children, from birth to six years old, are experiencing developmental delays. This poses a serious threat to the nation's most vital resource—its human capital. Human capital is crucial for building a thriving, stable, prosperous, and sustainable nation. Moreover, the stressful and neglectful aspects of the fast-paced education system are negatively impacting the overall development of young children. Hence, there is an urgent need to promptly develop life skills that align with the developmental needs of young children (Office of the Education Council, 2019). Aligned with the assessment results of students who completed the Early Childhood Education curriculum in 2017, the academic year 2020 revealed some concerning findings. Preschoolers scored the lowest in Standard 6, which assesses life skills and adherence to the sufficiency economy philosophy. Specifically, children aged 3 to 5 showed a considerable lag in language development and usage, hitting 68.70%. In schools within the educational district, preschoolers demonstrated the lowest development in Standard 10, indicating a fundamental need for critical thinking skills in their learning. These findings emphasize the importance of promoting essential life skills for Thai preschoolers as a foundation for their everyday lives (Bureau of Academic Affairs and Educational Standards, 2022). Furthermore, instilling life skills in preschoolers is closely linked to how learning experiences are organized for children aged 3 to 6, a crucial period for establishing a strong foundation for cognitive skills. This phase is often referred to as the “window of opportunity,” a pivotal time for the development of Executive Functions (EF) in the brain. Ensuring proper development during this period instills natural life skills in preschoolers, fostering balanced growth across all aspects, including physical, emotional, mental, social, and intellectual dimensions (Thai Health Promotion Foundation, 2018).

The policy and focus of the Ministry of Education for the fiscal year 2022 emphasize elevating the quality of education by supporting learner-driven knowledge creation. The emphasis is on active learning through hands-on activities, fostering skills, and positive characteristics. The educational policy of the Basic Education Commission for the fiscal year 2022 addresses challenges, increases opportunities, and reduces stress. It promotes access to education for children aged 3 to 6, ensuring a balanced and diverse range of activities that foster holistic development. The focus is on nurturing life skills in preschoolers to cultivate a variety of foundational skills in a well-rounded manner (Office of Basic Education Commission, 2022).

Mahasarakham Primary Education Service Area Office 1, Fiscal Year 2022, has a sustainable policy aiming for holistic development in early childhood. This involves preparing children for the rapidly changing world, fostering essential life skills, including intellectual and behavioral skills. Early childhood education is crucial as it forms the foundation for lifelong learning. Developing various skills during this period creates a basis for future capabilities. The current focus is on creating a well-rounded, balanced, and diverse set of activities that promote essential life skills. According to Dr. James J. Heckman, a Nobel laureate in economics in 1992, “Investing in early childhood development is a valuable and long-term investment in society’s best interests”

(Office of the Education Council, 2019).

Regarding the aforementioned part, the key goal in developing young children into good, competent, and quality individuals is achieving holistic development in all four dimensions: physical, emotional, mental, social, and intellectual. This aligns with the mission and focus outlined by the Office of Basic Education Commission. In preparing for early childhood education in life skills, a lifelong learning experience can be instilled if we promote life skills. This includes developing the capabilities of personnel and those involved in caring for and educating early childhood students. It aims to cultivate the spirit of being a teacher with ethics, knowledge, skills, and the ability to organize experiences that promote life skills for early childhood students. All in all, the researchers intend to address developmental issues in early childhood students effectively within the jurisdiction of the Office of the Basic Education Commission in Thailand.

## **2. Research Objectives**

- 1) to investigate the components and performance indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand
- 2) to examine the current state, desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand
- 3) to enhance the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand

## **3. Scope of the Research**

The study is conducted to develop the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand. The scope of the study revealed the following:

### *3.1 The Content Scope of the Research*

There are 5 components and 23 indicators of life skills for early childhood students, categorized as follows: 1) Decision-making with 5 indicators, 2) Problem-solving with 5 indicators, 3) Analytical thinking with 4 indicators, 4) Empathy with 4 indicators, and 5) Communication with 5 indicators.

The supervision models encompass five formats: 1) Preparation: Planning and development, 2) Strengthen Relationships and Increase Knowledge: Building relationships and expanding knowledge, 3) Knowledge into Practice: Applying knowledge into practice, 4) Reflection: Reflecting on outcomes for understanding, and 5) Evaluation: Quality measurement and assessment.

### 3.2 The Research Conceptual Framework

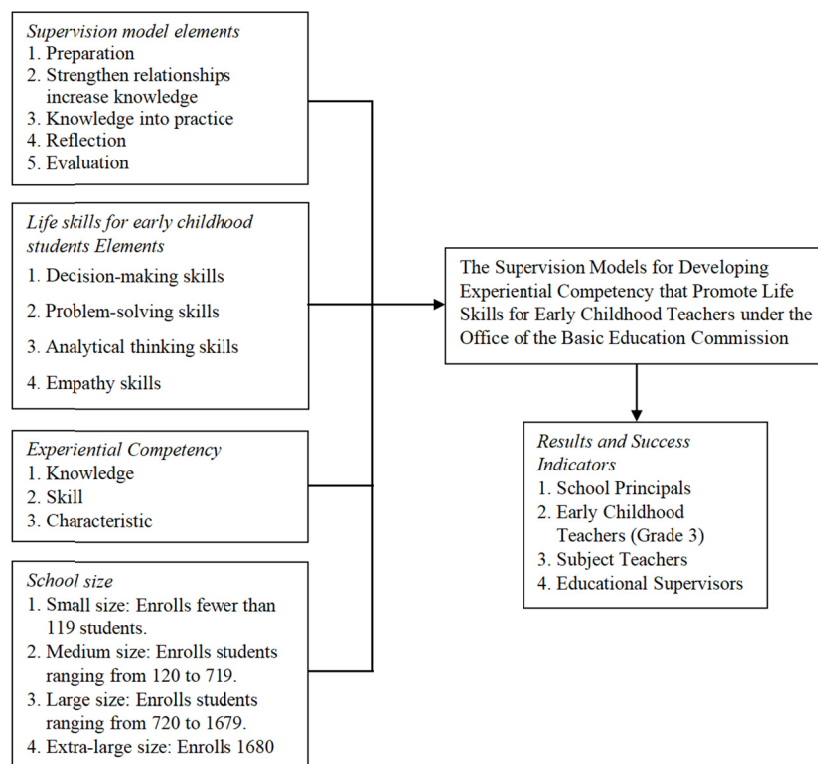


Figure 1. The research conceptual framework

## 4. Research Methodology

The study is conducted through the use of research and development methods (R & D). The study is divided into four phases as follows:

1) *Phase 1: Investigate the components and performance indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand*

① The information providers consisted of 9 qualified experts with relevant expertise in the supervision models to develop experiential competency that enhance life skills in early childhood students. These experts were selected through purposive sampling.

② The research instrument was an assessment form evaluating the appropriateness of the components and indicators of the supervision models to develop experiential competency that promote life skills in early childhood students.

③ Data collection involved the researcher distributing the assessment questionnaire to evaluate the suitability of the components and indicators of the supervision models to develop experiential competency that promote life skills in early childhood students. Collaboration requests were sent to the Faculty of Education, Mahasarakham University, for assistance in questionnaire responses.

④ Data analysis methods included content analysis, average calculation, and standard deviation.

2) *Phase 2: Examine the current state, desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand*

① The sample group of the study were 320 early childhood schools that are in charge of the Office of Basic Education Commission in the academic year 2021 by using multi-stage sampling and applying the table of Krejcie and Morgan as cited in Srisa-ard (2004).

② The research instrument was the questionnaire of the current state, desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students with 5 rating scales of Likert scale, which comprises 2 parts as follows:

Part 1: A checklist of the questionnaire respondent's general information

Part 2: A questionnaire of the current state, desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students.

The revised questionnaire, reviewed by five experts, was assessed for alignment with the objectives. The Index of Content Validity (IOC) yielded a score ranging from 0.80 to 1.0, indicating high consistency between the questions and the objectives.

③ Collecting data involved disseminating questionnaires addressing the current state, desired state, and the driving needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students to the respective educational institutions.

④ Analyze the data utilizing statistical measures such as the average, standard deviation, and the Modified Priority Needs Index (PNI<sub>Modified</sub>).

3) *Phase 3: Enhance the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand*

① Draft the supervision models for teachers to develop experiential competency that promotes life skills in early childhood students revealed the following:

The sample group consisted of 9 qualified experts, selected through the utilization of connoisseurship, to examine the alignment, appropriateness, and feasibility of the models.

The research instruments were 1) seminar documentation, 2) confirmation and verification form for the supervision models for teachers to develop experiential competency that promotes life skills in early childhood students under the jurisdiction of the Office of the Basic Education Commission, focusing on three aspects: suitability, feasibility, and benefits. The steps for creation and quality assurance were as follows:

Study relevant theoretical concepts and related research as a guide for developing the assessment framework.

Formulate questions aligned with the assessment objectives and evaluate the content's completeness and language usage.

Present the confirmed and verified draft of the supervision models to the research advisor for examination and feedback. Afterward, the draft is submitted to 9 experts for evaluation of its suitability and feasibility.

Make necessary improvements to enhance the suitability of the model based on the assessment results and feedback.

Compile a comprehensive guide for utilizing the finalized the model.

The data analysis involved utilizing content analysis for qualitative data and employing statistical analysis, including average and standard deviation, for the quantitative data.

② Evaluate the appropriateness and feasibility of the developed supervision models through connoisseurship. This involved having experts assess the suitability and feasibility of the supervision models, including its structure, components, process steps, activities, and the implementation of the model. Additionally, experts are encouraged to provide any additional recommendations for improvement.

A group of 9 qualified experts, chosen through the connoisseurship method, was assembled to assess the alignment, suitability, and feasibility of the models.

The research instruments comprised 1) seminar documentation, 2) confirmation and verification form for the supervision models for teachers to develop experiential competency that promotes life skills in early childhood students under the authority of the Office of Basic Education Commission, emphasizing three key aspects: suitability, feasibility, and benefits.

Examine apposite theory and relevant research to serve as a guide in formulating the assessment framework.

Create questions that align with the assessment objectives and assess the thoroughness of the content and language usage.

Submit the confirmed and verified draft of the supervision models to the research advisor for examination and

feedback. Subsequently, the draft is presented to nine experts for an assessment of its suitability and feasibility.

Make required enhancements to improve the model's suitability, considering the assessment results and feedback.

Create a detailed manual for using the supervision models.

The data examination included using content analysis for qualitative data and incorporating statistical analysis, including calculating the average and standard deviation, for the quantitative data.

③ Develop a comprehensive model involved the following steps:

Verify the accuracy and completeness details of supervision models for the development of experiential competency that promote life skills in early childhood students by teachers under the authority of the Office of Basic Education Commission. Present the findings to the advisor, summarize the seminar results using connoisseurship, focusing on improvement points and key observations from the experts. Then, refine the model and conduct a thorough review before presenting it to the advisor for feedback and consideration.

Revise and create the complete documentation of the supervision models for developing experiential competency that promotes life skills in early childhood students, led by teachers under the authority of the Office of Basic Education Commission. The finalized version incorporates feedback received from the advisor. Before implementing the model for a pilot study, ensure it aligns with the advised improvements.

## 5. Research Results

*Phase 1: Investigate the components and performance indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand*

Table 1. The components and indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand

Components	Indicators	$\bar{X}$	S.D.	Level of appropriateness
1. Decision-making	1) Decision-making on personal issues	4.42	0.60	High
	2) Providing reasons for decision-making			
	3) Creating alternatives in decision-making			
	4) Self-initiated search for answers			
	5) Self-confidence in personal decision-making			
2. Problem-solving	1) Self-solving simple problems	4.44	0.50	High
	2) Solving everyday life problems			
	3) Systematic problem-solving			
	4) Identifying the causes of problems			
	5) Managing personal problems without stress			
3. Analytical thinking	1) Basic information analysis	4.22	0.61	High
	2) Situation assessment from examples			
	3) Logical reasoning			
	4) Establishing cause-and-effect relationships from events or actions			
4. Empathy	1) Demonstrating empathy through facial expressions and body language	4.86	0.23	Highest
	2) Celebrating with friends during joyful moments			
	3) Providing comfort to friends in times of crying or distress			
	4) Acknowledging and respecting individual differences			
5. Communication	1) Participating in conversations with effective communication	4.91	0.10	Highest
	2) Providing continuous narration to enhance others' comprehension			
	3) Utilizing words, phrases, and gestures appropriately to convey personal thoughts and feelings			
	4) Expressing opinions, needs, requests, advice, or seeking assistance from others as needed			
	5) Responding to questions using socially appropriate language within the context			
Overall		4.57	0.40	Highest

According to Table 1, there are 5 components and 23 indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand

*Phase 2: Examine the current state, desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand*

Table 2. The analysis results of the current state, the desired state, and the needs of supervision models for teachers to develop experiential competency that promotes life skills in early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand

Areas of Experiential Competency	The current state (D)			The desired state (I)			PNI <sub>modified</sub> (I - D)/D	Ranking of the needs
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level		
1. Decision making	4.09	0.43	High	4.65	0.19	Highest	0.136	4
2. Problem solving	3.21	0.38	Moderate	4.71	0.23	Highest	0.467	2
3. Critical thinking	2.77	0.41	Moderate	4.72	0.22	Highest	0.703	1
4. Empathy for others	3.83	0.51	High	4.46	0.34	High	0.164	3
5. Communication ability	4.24	0.37	High	4.79	0.38	Highest	0.129	5
<b>Overall</b>	3.63	0.13	High	4.67	0.10	Highest	0.286	

According to Table 2, the current state is mostly rated at high level. When each component was considered, it was found that all aspects were evaluated at a moderate to high level. While the desired state is rated at the highest level, when each aspect was taken into account, it was shown that all of the aspects were rated at a high to the highest level. However, when the needs are taken into account, the entire result is graded at the level of development needs. Furthermore, the aspect that requires the most improvement is the critical thinking (PNI<sub>modified</sub> = 0.703).

*Phase 3: Enhance the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand*

Table 3. The results of confirmation of the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand

Stages of Development	Appropriateness		Meaning	Possibility		Meaning	Benefits		Meaning
	$\bar{X}$	S.D.		$\bar{X}$	S.D.		$\bar{X}$	S.D.	
1. Principles of the model	4.77	0.44	Highest	4.88	0.33	Highest	5.00	0.00	Highest
2. Objectives of the model	5.00	0.00	Highest	4.44	0.52	High	5.00	0.00	Highest
3. Model draft	5.00	0.00	Highest	5	0	Highest	5.00	0.00	Highest
4. Processes and activities of supervision	4.88	0.13	Highest	4.91	0.08	Highest	5.00	0.00	Highest
5. Evaluating the effectiveness of the supervision model	4.95	0.02	Highest	4.91	0.1	Highest	5.00	0.00	Highest
<b>Overall</b>	$\bar{X}$	<b>4.91</b>							Highest
	<b>S.D.</b>	<b>0.10</b>							

According to table 3, the confirmed results of the supervision models aimed at fostering life skills in early childhood students under the supervision of the Office of Basic Education Commission and assessed by 9 experts, revealed a significant average score of 4.91 (SD = 0.10).

The results of developing the supervision models to enhance the competency of organizing experiences that promote life skills for early childhood students, led by teachers under the jurisdiction of the Office of the Basic Education Commission, were achieved through a seminar involving 9 experts. The researcher took the feedback and recommendations, made necessary adjustments, and presented the revised model to the advisor for scrutiny. After considering its correctness and appropriateness, the finalized supervision model for developing life skills in early childhood students, affiliated with the Office of the Basic Education Commission, was established. The complete model is ready for practical application with the target group in the upcoming phase, as illustrated in the accompanying figure.

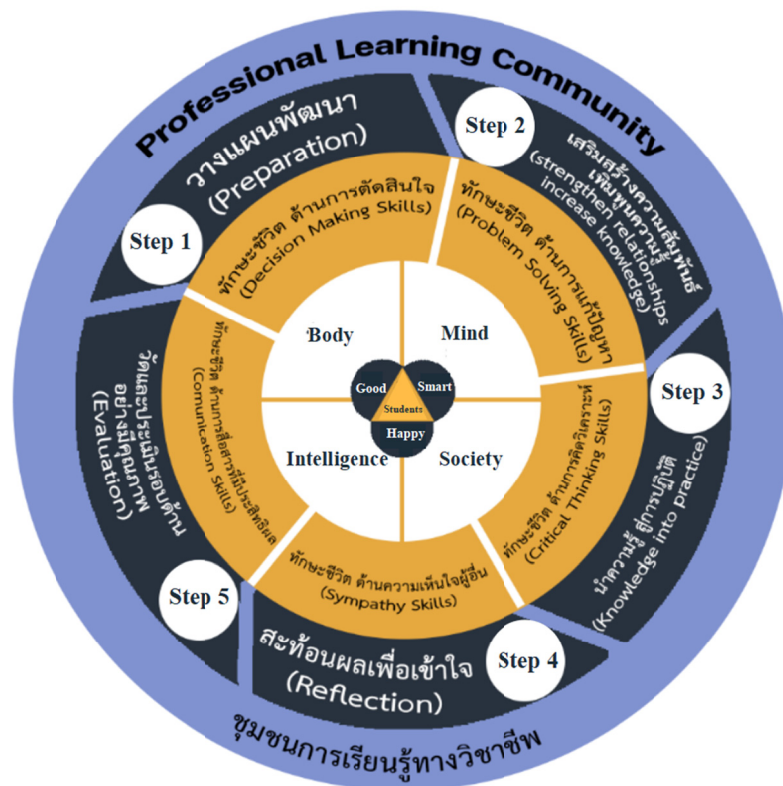


Figure 2. The supervision models for teachers to develop experiential competency that promotes life skills in early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand

**6. Discussion**

1) The supervision models for teachers to develop experiential competency that promotes life skills in early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand, are categorized into five elements as follows: ① Decision-making, ② Problem-solving, ③ Analytical thinking, ④ Empathy, and ⑤ Communication. This finding can be supported by the Md. Mehadi Rahman (2019) which reported that the development of life skills enables children to lead their daily lives appropriately, fostering good principles and attitudes, and being able to problem-solve in a step-by-step manner, these are essential skills that should be instilled in students in the 21<sup>st</sup> century. Additionally, it is in line with the Office of the Basic Education Commission (2008), which summarized that the development of life skills in the basic education system comprises four components: ① self-awareness and valuing oneself and others, ② analytical thinking, decision-making, and creative problem-solving, ③ emotional management and stress coping, and ④ building positive relationships with others.

2) The current state of the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand is rated as the highest level. When each element was considered, it was found that the element 5 communication skill was discovered to be the most actionable procedure, while other elements were rated as element 1 decision-making skill, element 4 empathy skill, element 2 problem-solving skill and element 3 analytical thinking skill respectively. The study was consistent with Bagea et al. (2023), stating that early childhood education plays a crucial role in the holistic development of young children. Those involved must ensure comprehensive educational approaches to equip children with essential skills for life. Developing effective learning models to enhance social and emotional skills in early childhood is a necessary process for adapting to social life and fostering a resilient quality of life. This helped children acquire essential life skills for academic success in school and built positive relationships with peers and others. In addition, the study is aligned with the study of Seela (2020) who claimed that educational supervision is a collaborative process involving teachers, administrators, subject teachers, or individuals responsible for educational supervision with knowledge, skills, and techniques in educational supervision. Through collaboration, support, and assistance, the aim is to



enhance teaching and learning standards, which is crucial for developing the necessary skills of learners in the 21<sup>st</sup> century. This transformation enabled students to improve their life skills in a positive direction.

The desired state of the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand is rated at the highest level overall. When considered each aspect, it was shown that the highest need for action is identified in element 5 communication ability, while other aspects were rated as element 3 critical thinking, element 2 problem solving, element 1 decision making, and element 4 empathy for others, respectively. The finding was consistent to Mehrotra et al. (2023) and Mashrabjonovich (2022) which specified that children with empathy, understanding, and positive relationships tend to receive better care and moral guidance than those with lower empathy and interpersonal skills. Communication skills, including the ability to express oneself through language, such as speaking, storytelling, and writing, as well as non-verbal cues like facial expressions and gestures, play a crucial role in this. Developing communication skills in children through play and gaming activities is identified as a sustainable approach. Communication is not merely an action but a reciprocal process between the sender and receiver, necessitating consistent and meaningful patterns for skill development. This emphasis on communication skills is vital for the holistic development of young children in physical, emotional, social, and cognitive aspects.

3) The results of enhancing the supervision models for developing experiential competency, specifically focusing on promoting life skills among early childhood students taught by teachers under the Office of the Basic Education Commission of Thailand, involved three components: principles, objectives, and the supervision process with five steps as follows: ① preparation; ② strengthening relationships; ③ putting knowledge into practice; ④ reflection; and ⑤ evaluation. The model has received confirmation from experts, indicating its high appropriateness, with an average score of 4.91 (SD = 0.10). Moreover, it is deemed suitable for practical implementation and further study. The finding can be supported by Thamnamsin (2019) who claimed that the effectiveness of organizing experiences for early childhood students relied on the coherent relationship among each step, aligned with the principles, objectives, and steps of the guiding process. It could be practically implemented to achieve the intended goals, ensuring the developmental efficiency.

## **7. Suggestion**

### *7.1 General Suggestions*

Regarding the findings of the study, the components and performance indicators for organizing experiential activities that foster life skills among early childhood students, particularly those taught by teachers under the Office of the Basic Education Commission of Thailand are divided into three phases. The first phase focuses on studying the components and indicators of competency in organizing experiences that enhance life skills for early childhood students by teachers. The second phase delves into exploring the essential requirements for developing competency in organizing experiences that promote life skills for early childhood students by teachers. In the third phase, the study results focus on the development of a supervision model for organizing experiences that foster life skills for early childhood students of teachers.

### *7.2 Suggestions for Further Study*

1) There should be a study and research on the guidelines for developing a supervision model to enhance the competency in organizing experiences that promote life skills for early childhood students by teachers affiliated with the Office of the Basic Education Commission.

2) There should be a study on the factors influencing the quality success of the supervision model for developing competency in organizing experiences that promote life skills for early childhood students by teachers affiliated with the Office of the Basic Education Commission, considering different sizes of educational institutions.

## **Acknowledgments**

Not applicable.

## **Authors' contributions**

Not applicable.

## **Funding**

Not applicable.

## **Competing interests**

The author declare that he has no known competing financial interests or personal relationships that could have

appeared to influence the work reported in this paper.

#### **Informed consent**

Obtained.

#### **Ethics approval**

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

#### **Provenance and peer review**

Not commissioned; externally double-blind peer reviewed.

#### **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

#### **Data sharing statement**

No additional data are available.

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