The purposes of this study were (1) to study the effect group dynamic method on cognitive and social ability in preschool children, (2) to determine the age level of preschool children who gain most from the group process method (3) to study interaction between age level and method of group process and (4) to compare cognitive and social ability of preschool children of the same ages.

The subjects were 36 preschool children from Chai Nat Kindergarten School, 4.5 to 6 years of age in the first school term of academic year in 1991. The subjects were drawn by random sampling, technique and classified into three age groups ; 4.5-5, 5-5.5 and 5.5-6 years old respectively. Each age level consisted of 12 subjects, six subjects were randomly assigned to the control group and six subjects were in the experimental group. ANOVA and t-test were statistical method used, Scheffe' test was applied among mean of ages used in Cognitive and social ability were compared in each level by t-test (independent).

The results were as follows:

1. The preschool children were taught by group process method showed more cognitive ability than the preschool children were taught by traditional method. Especially, the Children in age group 4.5-5 years showed significantly increase in cognitive ability ($p < .01$). No significant difference was found for age 5-5.5 and 5.5-6 years between the two methods.

2. The preschool children who were taught by group process method showed more social ability than the preschool children who were taught by traditional method. Each experimental group showed significant increase in social ability ($p < .01$)

3. No interaction effect between age groups and group process method in social ability.

4. There was significant interaction effect between age and group process method in cognitive ability ($\alpha = .01$)

5. In comparing cognitive and social ability of the same age by t-test, it was found that group process method resulted in more social ability than traditional method ($\alpha = .001$). Experimental group showed more cognitive ability than control group (4.5-5 years), significantly at level .001, but there was no significantly difference between control group and experimental group (at the age levels 5-5.5 and 5.5-6 years).