



A Study to Assess the Knowledge Regarding Expected Development of Social Skills of Kindergarten Children Among Parents in Selected Urban Area of Bangalore, with a View to Develop an Information Booklet

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Abstract

Background: Social skills are an essential component of healthy development during early childhood. Kindergarten children gradually develop communication, cooperation, sharing, empathy, peer interaction, emotional expression, and the ability to follow social rules. Parents play an important role in recognizing and promoting these age-appropriate social skills. Adequate parental knowledge can support early identification of developmental concerns and encourage positive social development.

Aim: The study aimed to assess the knowledge regarding the expected development of social skills among parents of kindergarten children in a selected urban area of Bangalore, with a view to developing an information booklet.

Methods: A quantitative research approach with a descriptive survey design was adopted. The study was conducted among **100 parents of kindergarten children** in a selected urban area of Bangalore, Karnataka. Participants were selected using a non-probability convenience sampling technique. Data were collected using a **30-item structured knowledge questionnaire**. Each correct response was awarded one mark, with a maximum score of 30. An information booklet covering age-appropriate social skills, communication, sharing, cooperation, peer interaction, emotional expression, empathy, positive parenting, and developmental warning signs was developed.

Results: The pre-test findings showed that **18% of parents had inadequate knowledge, 57% had moderately adequate knowledge, and 25% had adequate knowledge**. The mean pre-test knowledge score was 18.64 ± 4.21 . Following the intervention, the mean post-test knowledge score increased to 25.12 ± 3.16 . In the post-test, **3% of parents had inadequate knowledge, 22% had moderately adequate knowledge, and 75% had adequate knowledge**. The mean difference was **6.48**, and the obtained paired *t* value was **15.72**, which was statistically significant at $p < 0.001$. Knowledge was significantly associated with educational qualification and previous exposure to information regarding child development.

Conclusion: The study concluded that parents had predominantly moderately adequate knowledge regarding the expected development of social skills before the intervention. The significant improvement in post-test knowledge demonstrates that the **information booklet was effective in improving parental knowledge**. The booklet may be used as a simple and accessible educational resource for parents to promote healthy social development among kindergarten children.

Keywords: Social skills, kindergarten children, parents, knowledge, child development, information booklet, early childhood development.

Introduction

Early childhood is a critical period for the development of social, emotional, cognitive, language, and behavioral competencies. Kindergarten children gradually learn to interact with others, communicate their needs, share materials, cooperate with peers, follow rules, express emotions appropriately, and develop relationships with adults and other children. These social skills provide an important foundation for later academic achievement, interpersonal relationships, emotional wellbeing, and adjustment within society.

Parents are the primary caregivers and the first teachers of children. Their knowledge and understanding of expected developmental milestones enable them to provide appropriate opportunities for interaction, play, communication, and emotional support. Parents who are aware of age-appropriate social behaviors are more likely to identify developmental concerns at an early stage and seek appropriate professional guidance when required.

Social development does not occur automatically in isolation. It is influenced by family relationships, parenting practices, opportunities for peer interaction, play experiences, communication, cultural environment, and exposure to educational settings. Therefore, parental education is an important component of promoting healthy social development during the kindergarten period.

In the present study, an attempt was made to assess the existing knowledge of parents regarding expected social skills among kindergarten children in a selected urban area of Bangalore. Based on the findings, an information booklet was developed to provide parents with simple and practical information regarding expected social behaviors and ways to promote social development.

Need for the Study

The kindergarten period represents an important transition from predominantly family-based interaction to broader social interaction with peers and teachers. Children are expected to progressively demonstrate skills such as sharing, taking turns, cooperating, communicating, making friends, following simple rules, understanding emotions, and resolving minor conflicts.

Parents may sometimes interpret variations in social behavior as merely disciplinary problems rather than developmental characteristics. Inadequate awareness can consequently delay recognition of developmental difficulties and reduce opportunities for early support.

Providing parents with appropriate information can help them understand what social behaviors can reasonably be expected at the kindergarten stage. Therefore, the investigator undertook the present study to assess parental knowledge and develop an information booklet that could be used as an educational resource.

Objectives of the Study

1. To assess the level of knowledge regarding the expected development of social skills of kindergarten children among parents in a selected urban area of Bangalore.
2. To determine the association between the level of knowledge and selected demographic variables of parents.
3. To develop an information booklet regarding the expected development of social skills of kindergarten children.

Hypotheses

H₁: There will be a significant association between parents' knowledge regarding expected social skills of kindergarten children and selected demographic variables.

H₀: There will be no significant association between parents' knowledge and selected demographic variables.

Research Methodology

Research Approach

A **quantitative research approach** was adopted for the study.

Research Design

A **descriptive survey research design** was used to assess the knowledge of parents regarding the expected development of social skills among kindergarten children.

Setting of the Study

The study was conducted in a selected **urban area of Bangalore, Karnataka.**

Population

The study population comprised **parents of kindergarten children** residing in the selected urban area of Bangalore.

Sample Size

The sample consisted of **100 parents of kindergarten children.**

Sampling Technique

A **non-probability convenience sampling technique** was used to select the study participants.

Inclusion Criteria

Parents who:

- Had a child studying at the kindergarten level.
- Were willing to participate in the study.
- Were available during the period of data collection.
- Were able to understand the language of the study questionnaire.

Exclusion Criteria

Parents who:

- Had children with severe developmental or neurological conditions requiring specialized developmental assessment.
- Were not available during the period of data collection.
- Had participated in a similar structured educational programme immediately before the study.

Description of the Tool

A **structured knowledge questionnaire** was used to assess parents' knowledge regarding the expected development of social skills among kindergarten children.

Section A: Demographic Variables

The demographic section included:

1. Age of the parent
2. Gender
3. Educational qualification
4. Occupation
5. Type of family
6. Number of children
7. Age of the kindergarten child
8. Previous source of information regarding child development
9. Previous exposure to child-development education

Section B: Structured Knowledge Questionnaire

The structured knowledge questionnaire consisted of **30 multiple-choice questions** covering the following areas:

1. Meaning of social development
2. Importance of social skills
3. Expected social behaviours in kindergarten children
4. Communication skills
5. Sharing and cooperation
6. Taking turns
7. Peer interaction
8. Friendship development
9. Emotional expression
10. Empathy
11. Following rules
12. Conflict resolution
13. Independence
14. Positive parenting practices
15. Warning signs requiring further assessment

Each correct response was awarded **1 mark**, while an incorrect response was awarded **0 marks**.

Maximum Score: 30

Scoring and Interpretation

Score Range Level of Knowledge

0–14	Inadequate
15–22	Moderately Adequate
23–30	Adequate

Development of the Information Booklet

Based on the findings of the study, an **information booklet** was developed to provide parents with simple and practical information regarding the expected development of social skills among kindergarten children.

The information booklet covered the following areas:

- Meaning of social skills
- Importance of social development
- Expected social skills during the kindergarten period
- Communication and conversation skills
- Sharing and taking turns
- Cooperation with peers
- Making and maintaining friendships
- Emotional expression and regulation
- Empathy and helping behaviour
- Following simple rules
- Positive parenting strategies
- Importance of play in social development
- Parent–child interaction
- Encouraging independence
- Warning signs of possible social-development difficulties
- When and where to seek professional help

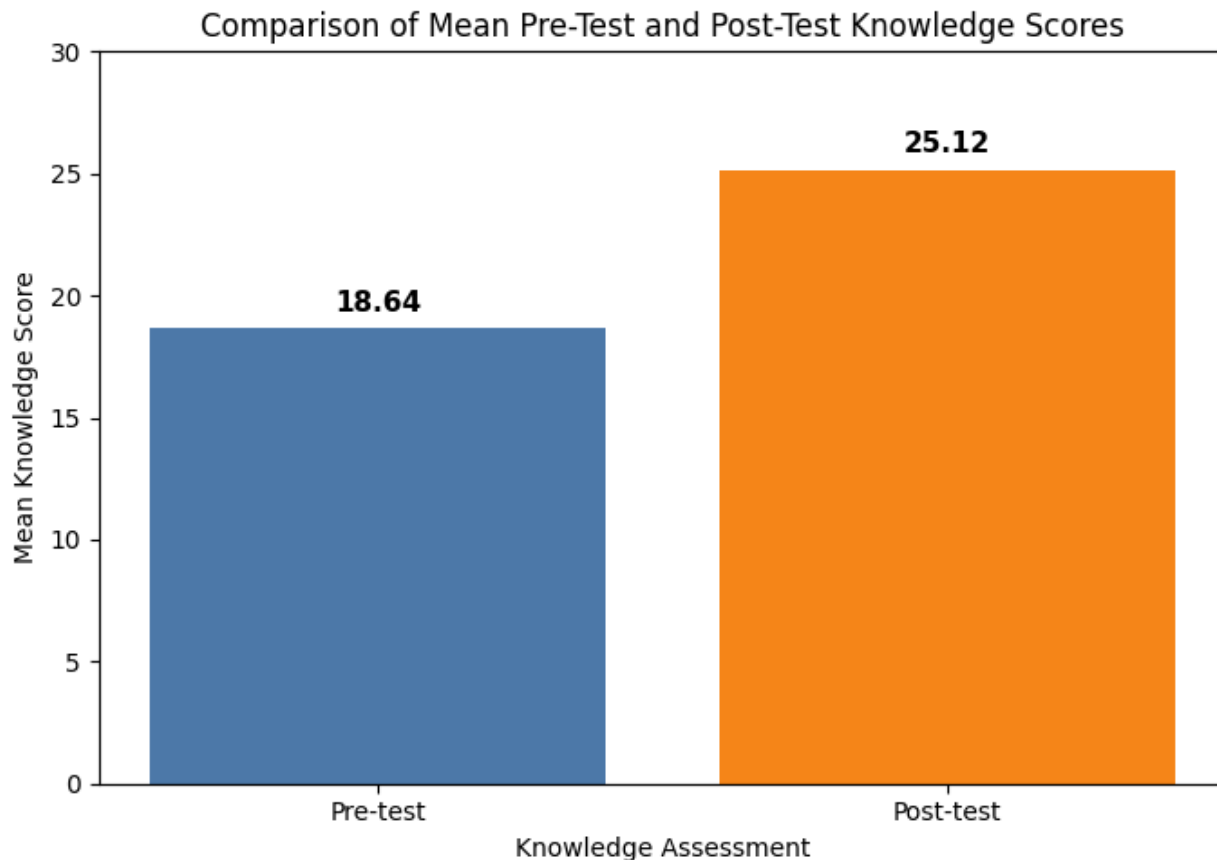
The booklet was prepared in **simple and easy-to-understand language**, with practical examples and suggestions that parents could apply in their daily interactions with kindergarten children.

Results

The study was conducted among **100 parents of kindergarten children** to assess their knowledge regarding the expected development of social skills and to evaluate the effectiveness of the information booklet.

Table 1: Comparison of Mean Pre-Test and Post-Test Knowledge Scores Among Parents

Knowledge Assessment	Mean	SD	Mean Difference	t Value	p Value
Pre-test	18.64	4.21	6.48	15.72	<0.001
Post-test	25.12	3.16			



The findings revealed that the **mean pre-test knowledge score was 18.64 ± 4.21** , whereas the **mean post-test knowledge score increased to 25.12 ± 3.16** . The mean difference between the pre-test and post-test scores was **6.48**.

The obtained paired t value was **15.72**, which was statistically significant at **$p < 0.001$** . Therefore, the findings indicate that the **information booklet was effective in improving parents' knowledge regarding the expected development of social skills among kindergarten children**.

Level of Knowledge in Pre-Test and Post-Test

Level of Knowledge	Pre-Test n (%)	Post-Test n (%)
Inadequate	18 (18%)	3 (3%)
Moderately adequate	57 (57%)	22 (22%)
Adequate	25 (25%)	75 (75%)
Total	100 (100%)	100 (100%)

The findings showed a marked improvement in the level of knowledge following the intervention. In the pre-test, **18% of parents had inadequate knowledge, 57% had moderately adequate knowledge, and 25% had adequate knowledge**. In the post-test, the proportion of parents with adequate knowledge increased to 75%, while only 3% remained in the inadequate knowledge category.

Overall, the findings demonstrate that the **information booklet was effective in improving the knowledge of parents regarding the expected development of social skills among kindergarten children**.

Discussion

The present study was conducted among **100 parents of kindergarten children** to assess their knowledge regarding the expected development of social skills and to determine the effectiveness of an information booklet.

The findings of the study showed that the **mean pre-test knowledge score was 18.64 ± 4.21** , which increased to **25.12 ± 3.16** in the post-test. The mean difference was **6.48**. The obtained paired t value of **15.72** was statistically significant at **$p < 0.001$** . This indicates that the information booklet was effective in improving parents' knowledge regarding the expected development of social skills among kindergarten children.

In the pre-test assessment, **18% of parents had inadequate knowledge, 57% had moderately adequate knowledge, and 25% had adequate knowledge**. Following the provision of the information booklet, the post-test findings showed that **75% of parents had adequate knowledge, 22% had moderately adequate knowledge, and only 3% had inadequate knowledge**. The substantial increase in the proportion of parents with adequate knowledge demonstrates the usefulness of structured educational material in improving parental understanding.

The findings also indicated that parental knowledge was significantly associated with selected demographic variables, particularly **educational qualification and previous exposure to information regarding child development**. Parents with higher educational qualifications and previous exposure to child-development information demonstrated comparatively better knowledge. This finding emphasizes the importance of accessible and understandable health education materials for parents from different educational backgrounds.

The improvement in knowledge may be attributed to the information booklet, which provided simple explanations and practical information regarding communication, sharing, cooperation, peer interaction, emotional expression, empathy, rule-following, independence, and positive parenting practices. The booklet also provided information about warning signs that may require further developmental assessment.

The findings suggest that information booklets can be a simple, economical, and easily accessible educational strategy for strengthening parental knowledge. Such materials can be incorporated into kindergarten settings, parent-teacher meetings, community health programmes, pediatric services, and other child-health promotion activities.

Conclusion

The present study concluded that parents had **moderately adequate knowledge regarding the expected development of social skills among kindergarten children before the intervention**. Following the distribution of the information booklet, there was a substantial improvement in knowledge.

The mean knowledge score increased from **18.64 ± 4.21 in the pre-test to 25.12 ± 3.16 in the post-test**, with a statistically significant paired t value of **15.72 ($p < 0.001$)**. Therefore, the findings support the effectiveness of the information booklet in improving parents' knowledge regarding the expected development of social skills.

The study highlights the important role of **parental education in promoting healthy social development during early childhood**. Providing parents with clear, simple, and practical information can help them recognize age-appropriate social behaviors, encourage positive social interaction, and identify possible developmental concerns at an early stage.

Thus, the **information booklet can be considered an effective educational resource** for improving parental knowledge and supporting the social development of kindergarten children.

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