



A Study to Assess the Knowledge and Practices of Parents Regarding Promotion of Social Skills Among Kindergarten Children in a Selected Urban Area of Bangalore

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Abstract

Background: Social skills acquired during early childhood form the foundation for effective communication, interpersonal relationships, emotional adjustment, and successful participation in school and community life. Parents play a major role in providing children with opportunities to develop cooperation, sharing, communication, empathy, self-control, and positive peer interaction.

Aim: The present study aimed to assess the knowledge and practices of parents regarding the promotion of social skills among kindergarten children in a selected urban area of Bangalore.

Methods: A quantitative research approach with a descriptive research design was adopted. The study was conducted among **100 parents of kindergarten children** selected through a non-probability convenience sampling technique. Data were collected using a structured knowledge questionnaire and a practice checklist regarding the promotion of social skills. Descriptive and inferential statistics were used for analysis.

Results: The findings showed that **20% of parents had inadequate knowledge, 55% had moderately adequate knowledge, and 25% had adequate knowledge.** The mean knowledge score was 18.42 ± 4.18 out of 30. Regarding practices, **24% had poor practices, 52% had moderately satisfactory practices, and 24% had satisfactory practices.** A positive relationship was observed between parental knowledge and practices regarding promotion of social skills. Knowledge was significantly associated with educational qualification and previous exposure to information regarding child development.

Conclusion: The study revealed that a considerable proportion of parents had only moderately adequate knowledge and practices regarding the promotion of social skills among kindergarten children. Parent-focused educational programmes may help improve knowledge and encourage appropriate practices for supporting children's social development.

Keywords: Knowledge, practice, social skills, kindergarten children, parents, early childhood development, social development.

Introduction

Early childhood is a crucial period for the development of social and emotional competencies. During the kindergarten years, children learn to communicate with others, share objects, cooperate with peers, follow rules, express emotions, develop friendships, and respond appropriately to social situations.

Parents are the primary caregivers and have a significant influence on children's social development. Everyday activities such as playing together, storytelling, encouraging communication, teaching sharing, providing opportunities for peer interaction, and modelling appropriate behaviour can contribute to the development of healthy social skills.

However, parents may not always have adequate knowledge regarding age-appropriate social behaviours or appropriate methods for encouraging social development. Limited parental knowledge may affect the quality of social stimulation provided to children and may also delay recognition of developmental concerns.

Therefore, assessing parental knowledge and practices is important for identifying educational needs and developing appropriate parent-focused interventions.

Need for the Study

Social competence during early childhood is associated with children's adjustment to school, peer relationships, emotional wellbeing, and later interpersonal functioning. Kindergarten provides children with opportunities to interact with peers and teachers, but the development of social skills also depends substantially on experiences within the home environment.

Parents require practical knowledge about how to promote positive social behaviours through daily activities. They should understand the importance of communication, cooperative play, sharing, taking turns, emotional expression, empathy, and positive reinforcement.

The present study was therefore undertaken to assess the knowledge and practices of parents regarding promotion of social skills among kindergarten children.

Objectives

1. To assess the level of knowledge of parents regarding promotion of social skills among kindergarten children.
2. To assess the level of practices of parents regarding promotion of social skills among kindergarten children.
3. To determine the relationship between parental knowledge and practices regarding promotion of social skills.
4. To determine the association between parental knowledge and selected demographic variables.

Hypotheses

H₁: There will be a significant relationship between parental knowledge and practices regarding promotion of social skills among kindergarten children.

H₀: There will be no significant relationship between parental knowledge and practices regarding promotion of social skills among kindergarten children.

Methodology

Research Approach

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

Research Design

A **descriptive correlational research design** was used to assess the relationship between parental knowledge and practices regarding the promotion 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 consisted of **parents of kindergarten children** residing in the selected urban area.

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 unavailable during the period of data collection.
- Had recently participated in a similar educational programme.

Description of the Tools

Section A: Demographic Variables

The demographic section included the following variables:

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

A structured **30-item knowledge questionnaire** was used to assess parents' knowledge regarding the promotion of social skills among kindergarten children.

The questionnaire covered the following areas:

1. Meaning of social skills
2. Importance of social development
3. Communication skills
4. Sharing
5. 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. Developmental warning signs

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

Maximum Score = 30

Scoring and Interpretation of Knowledge

Score Range Level of Knowledge

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

Section C: Practice Checklist

A structured **practice checklist** was used to assess parental practices regarding the promotion of social skills among kindergarten children.

The checklist included the following practices:

- Talking regularly with the child
- Encouraging sharing
- Encouraging turn-taking
- Providing opportunities for group play
- Encouraging communication
- Teaching appropriate emotional expression
- Praising positive behaviour
- Encouraging independence
- Teaching empathy
- Setting appropriate limits
- Modelling positive social behaviour
- Encouraging problem-solving

The practice checklist assessed the extent to which parents incorporated these activities into their routine interactions with their children. Higher scores indicated **better parental practices** regarding the promotion of social skills.

Results

Table 1: Distribution of Parents According to Level of Knowledge

Level of Knowledge	Frequency	Percentage
Inadequate	20	20%
Moderately adequate	55	55%
Adequate	25	25%
Total	100	100%

The findings revealed that **55% of parents had moderately adequate knowledge**, 25% had adequate knowledge, and 20% had inadequate knowledge.

The mean knowledge score was **18.42 ± 4.18** out of 30.

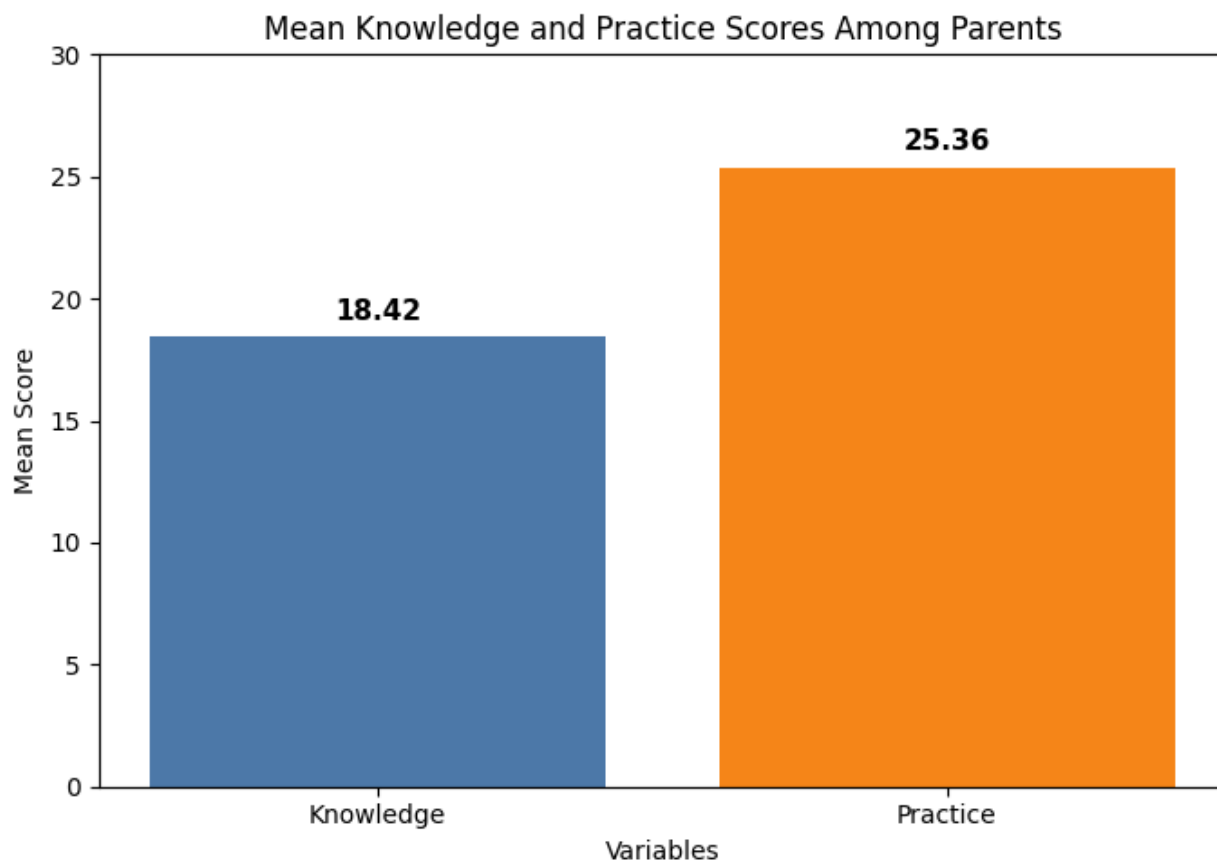
Table 2: Distribution of Parents According to Level of Practice

Level of Practice	Frequency	Percentage
Poor	24	24%
Moderately satisfactory	52	52%
Satisfactory	24	24%
Total	100	100%

The findings showed that **52% of parents had moderately satisfactory practices**, 24% had satisfactory practices, and 24% had poor practices regarding promotion of social skills.

Table 3: Relationship Between Knowledge and Practice

Variables	Mean	SD	Correlation (<i>r</i>)	<i>p</i> Value
Knowledge	18.42	4.18	0.62	<0.001
Practice	25.36	5.12		



A **positive and statistically significant relationship** was observed between parental knowledge and practices ($r = 0.62$, $p < 0.001$). This indicates that parents with better knowledge tended to demonstrate better practices for promoting social skills among kindergarten children.

Discussion

The present study found that the majority of parents had **moderately adequate knowledge** regarding promotion of social skills among kindergarten children. More than half of the parents demonstrated moderately satisfactory practices.

The findings indicate that although parents may understand some basic aspects of children's social development, there is a need for additional education regarding practical methods of promoting communication, sharing, cooperation, empathy, emotional expression, and peer interaction.

A significant positive relationship was found between parental knowledge and practices. This suggests that improved parental understanding may contribute to better practices at home. Parents who are aware of the importance of social development may be more likely to provide opportunities for play, communication, cooperation, and positive social interaction.

Educational qualification and previous exposure to child-development information were identified as important factors associated with parental knowledge. This emphasizes the importance of providing accessible educational resources to parents regardless of their educational background.

Parent education programmes, information booklets, demonstrations, counselling sessions, and parent-teacher meetings can be used to strengthen parental knowledge and improve practices related to children's social development.

Conclusion

The study concluded that a considerable proportion of parents had **moderately adequate knowledge and moderately satisfactory practices** regarding promotion of social skills among kindergarten children.

A statistically significant positive relationship was observed between parental knowledge and practices ($r = 0.62$, $p < 0.001$). The findings indicate that strengthening parental knowledge may help promote appropriate practices for supporting children's social development.

Therefore, regular **parent education programmes, information booklets, counselling, and school-based awareness programmes** are recommended to improve parents' understanding and practices regarding social development during the kindergarten period.

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