

**How Effective is the Induction Program for K3 Kids in
Enhancing Students' Social Emotional Learning and Easing Parents' Stress in
Kindergarten-Primary Transition?**

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Abstract

- Aim:** To evaluate the effectiveness of the Induction Program for K3 Kids in two dimensions: (1) enhancing students' social emotional learning and (2) easing parents' stress in kindergarten-primary transition.
- Methods:** Three studies were conducted to assess students' social emotional skills and parents' stress and readiness by collecting data through parents and teachers' observations. Study 1 and 2 measure the impacts of social emotional learning in kindergarten and in primary school respectively. Study 3 investigates parents' implementation of skills and their stresses during the stage of transition after the parenting workshop.
- Findings:** **Study 1:** Significant changes were found in the social competence total scores of SSBS-2 and HCSBS. The effect sizes of changes in SSBS-2 scores were larger than in HCSBS. The parents' readiness significantly increased after the workshop. The change in parents' readiness is significantly different between parents who attended the parenting workshop and those who did not.
Study 2: Students adapted quite well in their social and disciplinary aspects. Their total and subscale scores of SSBS-2 and HCSBS social competence were not significantly different from those of the comparison group. For emotion regulation, no significant group difference was found in teacher-rated emotion regulation scale scores. For P1 school life adjustment, no significant group difference was found in the three subscales of TRSSA-SF and the School Adjustment-Parent.
Study 3: Refreshing of parenting skills and having stress relieved are the immediate effects on participating the parenting workshop. Most parents reflected on their parenting practice and some of them changed their attitude and implemented the skills that they have learned at home. Besides, this study shows that parent's stress depends on children's performance in kindergarten-primary transition, the better children adapt, the less stress parents have.

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Introduction

Transitioning from kindergarten to primary school is considered a critical moment both in life of children and in their educational trajectory. Children need not only adapt to a new environment, but also face the changes of learning routine and style, social life and emotional development. A survey conducted by the Education University of Hong Kong (EdUHK) in 2021 found that over half of the respondents reported that their children felt anxious because of the school transition and more than 90% of K3 parents had various levels of stress when preparing their children for primary one (P1) transition under the pandemic. The major sources of stress were their children's learning progress and behavioral problems (EdUHK, 2021). In view of this, many educators, policy makers in Hong Kong advise schools to provide parents with tools to help their children adapt to primary school life in learning ability, social and emotional development.

Act Too!: Induction Program for K3 Kids - Happy Reading and Learning through Process Drama (“the Induction Project for K3 Kids”) was created and implemented by Rachel Club, St. James' Settlement for the purpose of promoting social emotional learning (SEL) of children in kindergarten in the 2021/2022 academic year. It was designed as both a prevention and an early intervention program, aiming at empowering K3 students with positive well-being and whole-person development, particularly to support K3 students going through a critical transition from kindergarten to primary school. In this project, two core courses were created and facilitated by two experienced process drama teachers and a social worker, one course for K3 students and one for their parents. Students' eight-session process drama program (“the student drama program”) was implemented in regular classroom, it was compulsory for all students to attend. Parents' six-session parenting workshop (“the parenting workshop”) was implemented in school activity room (Zoom class had been implemented in two kindergartens due to the attack of COVID-19), parents signed up voluntarily.

As a social service provider, besides the development and execution of appropriate interventions to respond the social needs, examining the effectiveness of the interventions and their limitations in educational setting will help to lay a foundation to the early interventions in kindergarten-primary transition. This study aims at investigating the impacts through process drama on promoting students' SEL and reducing parents' stress. Three studies were conducted to assess students' social emotional skills and parents' stress and readiness by collecting data from both quantitative and qualitative studies. Study 1 and 2 measure the impacts of social emotional learning in kindergarten and in primary school respectively. Study 3 investigates parents' implementation of skills and their experiences during the stage of transition (including the experiences after their children went to primary school).

Study 1: Evaluation of the Student Drama Program in Kindergarten

Method

Participants

A total of 140 K3 students from three kindergartens joined the Induction Project for K3 and 105 students were invited to participate in this study (ethical minorities and SEN students were excluded from this study). Their social competence and ability of emotion regulation were rated by their teachers and parents. Parents also reported their readiness for children going to primary school. There were 85 students (81% of the study participants) whose parents and teachers completed both pre-test and post-test.

Some cases were excluded from analysis as the raters of pre-test and post-test were not the same person. For the teacher-rated questionnaires, 9 cases were removed, leaving 76 valid pre-post pairs (Children $M_{\text{age}} = 5.0$, $SD_{\text{age}} = 0.3$, 57% female). For the parent-rated questionnaires, 12 cases were removed, leaving 73 valid pre-post pairs (Children $M_{\text{age}} = 5.0$, $SD_{\text{age}} = 0.4$, 59% female).

Measures

Social competence. The Social competence scales of the School Social Behavior Scales, Second Edition (SSBS-2; rated by teachers; Merrell & Caldarella, 2002a) and the Home and Community Social Behavior Scales (HCSBS; rated by parents; Merrell & Caldarella, 2002b) were used to assess children's social competence. Both scales contain 32 items about children's behavioral patterns in school settings or in home and community settings. Teachers and parents rated each item on a five-point scale ranged from 1 (*never*) to 5 (*always*). The SSBS-2 and the HCSBS have very similar items, such as "cooperates with other students" in SSBS-2 and "cooperates with peers" in HCSBS. The SSBS-2 comprises 3 subscales, namely peer relations (14 items), self-management (10 items), and academic behavior (8 items). The HCSBS

comprises 2 subscales, namely peer relations (17 items) and self-management (15 items). A sample item of peer relations is “offers help to peers when needed.” A sample item of self-management is “remains calm when problem arise.” A sample item of academic behavior is “completes school assignments on time.” Scale and subscale scores were computed by summing the item scores. The total scores and all subscales obtained satisfactory reliability in both pre-test and post-test, which is listed in Table 1.

Emotion regulation. The emotion regulation scale, a subscale of the Emotion Regulation Checklist (Shields & Cicchetti, 1997), is an 8-item scale that measures children’s ability of emotion regulation, including 2 reversed items. Raters indicated children’s emotion regulation behaviors on a four-point scale ranged from 1 (*never*) to 4 (*most of the times*). The scale score was computed by summing the item scores. Sample items include “responds positively to neutral or friendly overtures by adults” and “seems sad or listless (reversed item).” The reliability of the emotion regulation scale was acceptable in the teacher-rated questionnaires, but questionable in the parents-rated questionnaires (Table 1). Therefore, parent-rated emotion regulation scale was excluded from analysis.

Parents’ readiness. Parents’ readiness for children going to primary school was measured by a scale designed for this program. Nine items were designed to measure parents’ knowledge about helping children adapt to primary school. Sample items include “I am well prepared for children going to primary school” and “I know how to cope with possible adaptation problems when my children go to primary school.” Parents rated to what extent they agree with each item from 1 (*strongly disagree*) to 5 (*strongly agree*), they may also select 0 to indicate that they *did not need to prepare* for that item. Two items were removed due to low item-rest correlation. Scale scores were computed by averaging the item scores of the remaining seven items, except items that have 0 as the selected option. The final 7-item scale obtained satisfactory reliability in both pre-test and post-test (Table 1).

Table 1. Reliability of measures in Study 1.

Rater	Scale	Cronbach's alpha	
		Pre-test	Post-test
Teacher	SSBS-2 Social competence total score	.983	.969
	SSBS-2 Peer relations	.975	.944
	SSBS-2 Self-management	.940	.871
	SSBS-2 Academic behavior	.941	.927
	Emotion regulation scale	.806	.728
Parent	HCSBS Social competence total score	.969	.975
	HCSBS Peer relations	.947	.960
	HCSBS Self-management	.941	.949
	Emotion regulation scale	.643	.652
	Self-rated readiness for children going to primary school	.881	.910

Note. SSBS-2: School Social Behavior Scales. HCSBS: Home and Community Social Behavior Scales.

Procedure

Pre-test questionnaires were sent to teachers and parents two weeks before the program (i.e., August 2021) through the kindergartens. The pre-test questionnaires collected information about students' age, gender, school, and class. Teachers completed the SSBS-2 and the emotion regulation scale. Parents completed the HCSBS, the emotion regulation scale and the parent readiness scale.

Post-test questionnaires were sent to teachers and parents from June to July in 2022, which was two weeks after the completion of this project, through the kindergartens. The teacher-version post-test questionnaire is identical to the pre-test. The post-test for parent contained the same scales in the pre-test and some addition questions, including (a) whether they had experience of other children going to primary school; (b) whether they attended the parenting workshop; (c) whether their children enrolled in other adaptation programs outside kindergarten.

Results

Students' social competence and emotion regulation

Paired sample *t*-tests were conducted to examine the change in children's social competence and emotion regulation. The results of the paired *t*-tests are shown in Table 2.

Table 2. Paired sample *t*-tests of variables in Study 1.

Scale (Score range)	<i>M</i> (<i>SD</i>)		<i>p</i> -value	Cohen's <i>d</i> ¹
	Pre-test	Post-test		
SSBS-2 Social competence total score (32–160)	121.5 (25.3)	132.4 (17.9)	< .001***	0.57
SSBS-2 Peer relations (14–70)	51.5 (12.1)	56.9 (8.5)	< .001***	0.59
SSBS-2 Self-management (10–50)	39.0 (7.3)	42.2 (5.0)	< .001***	0.50
SSBS-2 Academic behavior (8–40)	31.0 (6.9)	33.3 (5.3)	< .001***	0.47
Emotion regulation scale (8–32)	23.4 (4.2)	23.9 (4.0)	.170	0.16
HCSBS Social competence total score (32–160)	123.8 (20.6)	127.9 (20.0)	.032*	0.26
HCSBS Peer relations (17–85)	66.8 (11.3)	69.2 (11.1)	.021*	0.28
HCSBS Self-management (15–75)	57.0 (10.0)	58.7 (9.6)	.087	0.20
Parents' readiness for children going to primary school (1–5)	3.7 (0.6)	3.8 (0.7)	.026*	0.27

Note. SSBS-2: School Social Behavior Scales. HCSBS: Home and Community Social Behavior Scales.

* $p < .05$; ** $p < .01$; *** $p < .001$.

For social competence, significant changes were found in the social competence total scores of SSBS-2 and HCSBS. The teacher-rated SSBS-2 total score significantly increased from pre-test ($M = 121.5$, $SD = 25.3$) to post-test ($M = 132.4$, $SD = 17.9$), $p < .001$, $d = 0.57$. The parent-rated HCSBS total score also significantly increased from pre-test ($M = 123.8$, $SD = 20.6$) to post-test ($M = 127.9$, $SD = 20.0$), $p < .001$, $d = 0.26$. Similarly, all SSBS-2 subscales, and HCSBS peer relations showed significant increase in scores. Insignificant differences were found in the HCSBS self-management, $p = .087$, $d = 0.20$. The effect sizes of

¹ Cohen's *d* is a measure of effect size. Larger *d* indicates larger differences between groups or time points.

changes in SSBS-2 scores were larger than in HCSBS, meaning that larger improvements were observed by teachers. These results suggest that the children's social competence in school settings improved after the intervention, but the changes were only partially transferable into home and community settings.

For emotion regulation, insignificant differences were found between pre-test ($M = 23.4$, $SD = 4.2$) and post-test ($M = 23.9$, $SD = 4.0$) in teacher-rated emotion regulation scale scores, $p = .170$, $d = 0.16$. This result suggests that children's ability of emotion regulation at school was similar between pre-test and post-test.

The above findings did not depend on the gender of students. In other words, the changes in social competence and emotion regulation are similar for boys and girls (Table 3). As a side note, overall gender differences in social competence are found in this sample. Girls were rated as more socially competent than boys, regardless of rater and time point. This developmental difference was also found in other studies (e.g., Abdi, 2010; Hajovsky et al., 2021). However, gender differences were not found in emotion regulation in this sample.

Parents' readiness

Among the 73 parents who completed the questionnaires, 22 (30%) joined the parenting workshop; 35 (48%) had experience of other children going to primary school; 19 (26%) let their children enroll in other adaptation programs outside kindergarten.

The parents' readiness significantly increased from before the program ($M = 3.7$, $SD = 0.6$) to after the program ($M = 3.8$, $SD = 0.7$), $p = .026$, $d = 0.27$. The change in parents' readiness is significantly different between parents who attended the parenting workshop and those who did not (Table 4). Specifically, parents who did not attend the parenting workshop did not show significant changes in readiness before ($M = 3.8$, $SD = 0.6$) and after ($M = 3.8$, $SD = 0.7$) the program. Parents who attended the parenting workshop had lower readiness in the pre-test ($M = 3.4$, $SD = 0.6$). After attending the parenting workshop, their readiness increased to the

level of those who did not attend the parenting workshop ($M = 3.8$, $SD = 0.6$). This finding suggests that the parenting workshop could help parents who are less ready for their children going to primary school improve and bring them up to a normal level.

Table 3. Pre-test and post-test scores of variables by gender in Study 1.

Scale (Score range)	Gender	<i>M (SD)</i>		<i>p</i> -value		
		Pre-test	Post-test	Overall pre-post difference	Overall gender difference	Interaction [#]
SSBS-2 Social competence total score (32–160)	Female	128.7 (22.5)	137.6 (16.2)	< .001***	.002**	.299
	Male	112.2 (26.0)	125.8 (18.1)			
SSBS-2 Peer relations (14–70)	Female	54.7 (11.0)	59.5 (7.8)	< .001***	.002**	.529
	Male	47.5 (12.4)	53.6 (8.3)			
SSBS-2 Self-management (10–50)	Female	41.1 (6.5)	43.5 (4.3)	< .001***	.001**	.217
	Male	36.3 (7.5)	40.5 (5.4)			
SSBS-2 Academic behavior (8–40)	Female	32.9 (6.1)	34.6 (4.7)	< .001***	.004**	.207
	Male	28.5 (7.1)	31.6 (5.7)			
Emotion regulation scale (8–32)	Female	23.9 (4.2)	24.0 (4.1)	.133	.481	.277
	Male	22.8 (4.3)	23.8 (3.9)			
HCSBS Social competence total score (32–160)	Female	129.2 (16.9)	132.2 (17.3)	.026*	.006**	.479
	Male	116.0 (23.1)	121.7 (22.1)			
HCSBS Peer relations (17–85)	Female	70.1 (9.0)	71.7 (9.2)	.015*	.003**	.305
	Male	62.0 (12.7)	65.6 (12.6)			
HCSBS Self-management (15–75)	Female	59.1 (8.6)	60.6 (8.7)	.084	.022*	.766
	Male	54.0 (11.2)	56.1 (10.3)			

Note. SSBS-2: School Social Behavior Scales. HCSBS: Home and Community Social Behavior Scales.

p-values are of repeated measure ANOVAs.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Significant interaction means that the change in score is different between groups.

Table 4. Changes in parents' self-rated readiness by workshop attendance in Study 1.

Workshop attendance	<i>n</i>	<i>M (SD)</i> of parents' readiness		<i>p</i> -value		
		Pre-test	Post-test	Overall pre-post difference	Overall group difference	Interaction [#]
Attended the parenting workshop	22	3.4 (0.6)	3.8 (0.6)	< .001 ^{***}	.157	< .001 ^{***}
Did not attend the parenting workshop	51	3.8 (0.6)	3.8 (0.7)			

Note. *p*-values are of repeated measure ANOVA.

^{***} $p < .001$.

[#] Significant interaction means that the change in score is different between groups.

Study 2: Investigate the effect of the student drama program in primary school

Method

Participants

P1 students ($N = 174$) from three primary schools (sister-schools of the 3 abovementioned kindergartens, which adopt quite a large proportion of students from the kindergartens which participated in this project.) participated in Study 2. Some of them ($n = 40$) graduated from the kindergartens in Study 1 and were the student drama program participants. The others ($n = 134$) graduated from other kindergartens and did not join the student drama program. Students' social competence, emotion regulation, and P1 school life adjustment were rated by their teachers and parents. Students were excluded from this study if their parents did not indicate whether their children graduated from the program kindergartens. The final sample size is 155 (39 graduated from the kindergartens in Study 1 and 116 from other kindergartens) after excluding 19 students whose parents did not complete the questionnaire. The number of students in the analyses vary due to missing data.

Measures

The SSBS-2, the HCSBS and the emotion regulation scale used in Study 1 were also included in the questionnaires used in Study 2. The reliability of measures in Study 2 is shown in Table 5. Parent-rated emotion regulation scale yielded a low reliability, so it was excluded from analysis.

P1 school life adjustment. Students' P1 school life adjustment was measured by the Teacher Rating Scale of School Adjustment Short Form (TRSSA-SF; Beets & Rotenberg, 2007) and the School Adjustment–Parent questionnaire (Conduct Problems Prevention Research Group, 2007).

The TRSSA-SF contains 16 items describing students' performance at school. It

comprises three subscales, namely on-task classroom involvement (6 items, $\alpha = .930$), maturity (5 items, $\alpha = .721$), and positive orientation (5 items, $\alpha = .813$). Sample items include “follows teacher’s directions” (Subscale: on-task classroom involvement), “notice when other kids are absent” (Subscale: maturity), and “is cheerful at school” (Subscale: positive orientation). Teachers indicated students’ performance by 0 (*does not apply*), 1 (*applies*), or 2 (*certainly applies*). Subscale scores were computed by summing the item scores.

The School Adjustment–Parent questionnaire is an 18-item measure of adaptation to school from parents’ point of view. It comprises 16 items that describe students’ school life (the “total” subscale, $\alpha = .872$) and two items that describe parents’ communication with the school (the “contact with school” subscale, $\alpha = .575$). The contact with school subscale was excluded from analysis as it had a low reliability and was not the focus of this study. Some items were adjusted to fit this study. For example, “this *past school year* has been especially difficult for my child” had been changed to “this *past two months* has been especially difficult for my child.” Parents indicated their observation of children from 1 (*strongly disagree*) to 5 (*strongly agree*). Subscale scores were computed by taking average of the item scores.

Exploratory questions. Two questions about parents’ time spent with children on school days and during weekends or holidays were also included for exploratory purpose. The questions are: “How much time do you spend daily, on average, with your children [(a) on school days / (b) during weekends or holidays]?” Parents selected the one of the six choices, including “less than half an hour”, “half to an hour”, “one to two hours”, “two to four hours”, “four to eight hours”, and “more than eight hours”, that best described them for each question.

Parents were also asked to indicate whether their children had enrolled in other adaptation programs outside school. If so, they indicated the number of programs enrolled in and their thoughts about the helpfulness of those programs (one option out of “helpful”, “a bit helpful,” and “not helpful”).

Table 5. Reliability of measures in Study 2.

Rater	Scale	Cronbach's alpha
Teacher	SSBS-2 Social competence total score	.984
	SSBS-2 Peer relations	.972
	SSBS-2 Self-management	.954
	SSBS-2 Academic behavior	.953
	Emotion regulation scale	.767
	TRSSA-SF On-task classroom involvement	.930
	TRSSA-SF Maturity	.721
	TRSSA-SF Positive orientation	.813
Parent	HCSBS Social competence total score	.971
	HCSBS Peer relations	.948
	HCSBS Self-management	.945
	Emotion regulation scale	.651
	School Adjustment–Parent: total	.872
	School Adjustment–Parent: contact with school	.575

Note. SSBS-2: School Social Behavior Scales. TRSSA-SF: Teacher Rating Scale of School Adjustment Short Form. HCSBS: Home and Community Social Behavior Scales.

Procedure

Questionnaires were sent to the class teachers and parents through the primary schools in late October 2022 and were collected within two weeks. The teacher-version questionnaires included the SSBS-2, the emotion regulation scale, the TRSSA-SF, and students' information such as the name of primary school, class, and student number. The parent-version included the HCSBS, the emotion regulation scale, the School Adjustment–Parent questionnaire, the exploratory questions, and students' information such as the name of primary school, the kindergarten graduated from, and class.

Results

Students' P1 life adaptation in academic, social, and disciplinary dimensions

The descriptive of some selected items from the School Adjustment–Parent questionnaire

are shown in Table 6.

Table 6. Selected items from the School Adjustment–Parent questionnaire in Study 2.

Dimension	Item	Agree	Disagree	<i>M (SD)</i>
Academic	My child had an easy time handling the new academic demands made on him/her.	36%	19%	3.2 (0.9)
	School work was really hard for my child. (R)	21%	32%	2.9 (0.9)
	My child did not do as well as he/she should have in academics. (R)	19%	42%	2.7 (0.9)
Social	My child got along well with the other kids at school.	89%	0%	4.2 (0.6)
	Other kids tried to make my child do things that he/she should not do. (R)	3%	85%	1.9 (0.7)
	My child did not have as many friends at school. (R)	12%	60%	2.3 (1.0)
Discipline	My child got into some trouble by breaking school rules. (R)	2%	92%	1.5 (0.7)
	Teachers were constantly on my child because he/she broke some rules. (R)	11%	79%	1.9 (1.0)

Note. (R) indicates reversed items in which lower scores indicate better adaptation. Percentages included parents who selected “(dis)agree” and “strongly (dis)agree.”

Students adapted quite well in the social and disciplinary aspects. Most parents agreed that their children got along well with other kids (89% agree) and disagreed that other kids forced their children to do inappropriate things (85% disagree). Some parents (12%) agreed that their children did not have as many friends at school, which could be reasonable given the differences in environment and style between kindergartens and primary schools. For the disciplinary aspect, most parents disagreed that their children got into trouble by breaking rules (92% disagree) or that teachers were monitoring their students because they broke rules (79% disagree). This suggests that students did not have many problems in rule-following at the time of this study.

Students’ adaptation in the academic aspect was less smooth than other aspects. The

proportions of parents agreeing and disagreeing with the items were less extreme than other aspects. For example, 21% of the parents agreed that schoolwork was hard for their children, while 32% disagreed. Compared to the social and disciplinary aspects, students' adjustment to P1 school life was slower in the academic aspect.

Correlation of variables

The correlation table of key variables is shown in Table 7. The subscales of SSBS-2 and HCSBS are omitted for simplicity. All teacher-rated scales correlated with each other moderately to strongly. The HCSBS social competence total score correlated weakly with the SSBS-2 total score, TRSSA-SF maturity, as well as positive orientation. The School Adjustment – Parent: total subscale did not correlate with other measures.

Table 7. Correlation table of key variables in Study 2.

Variable	1.	2.	3.	4.	5.	6.
1. SSBS-2 Social competence total score	—					
2. Teacher-rated Emotion regulation scale	.584***	—				
3. TRSSA-SF On-task classroom involvement	.736***	.520***	—			
4. TRSSA-SF Maturity	.586***	.393***	.546***	—		
5. TRSSA-SF Positive orientation	.438***	.713***	.371***	.506***	—	
6. HCSBS Social competence total score	.183*	-.049	.233**	.184*	-.114	—
7. School Adjustment – Parent: total	-.061	.031	-.076	.034	-.038	-.142

Note. SSBS-2: School Social Behavior Scales. TRSSA-SF: Teacher Rating Scale of School Adjustment Short Form. HCSBS: Home and Community Social Behavior Scales.

The subscales of SSBS-2 and HCSBS are omitted for simplicity.

Degrees of freedom vary due to missing data.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Students' social competence, emotion regulation, and P1 school life adjustment

Independent sample *t*-tests were conducted to examine whether the social competence, emotion regulation, and P1 school life adjustment of the students who joined the student drama program (“program group”) are different from the students who did not join (“comparison group”). The results of the independent sample *t*-tests are shown in Table 8.

Table 8. Independent sample *t*-tests of variables in Study 2.

Scale (Score range)	<i>M (SD)</i>		<i>p</i> -value	Cohen's <i>d</i>
	Program	Comparison		
SSBS-2 Social competence total score (32–160)	110.4 (25.4)	109.0 (26.1)	.787	0.05
SSBS-2 Peer relations (14–70)	46.3 (11.8)	46.4 (11.6)	.979	-0.00
SSBS-2 Self-management (10–50)	35.6 (8.3)	34.9 (8.2)	.667	0.08
SSBS-2 Academic behavior (8–40)	27.9 (7.2)	27.6 (7.3)	.812	0.04
Emotion regulation scale (8–32)	22.7 (3.5)	22.1 (3.8)	.360	0.17
TRSSA-SF On-task classroom involvement (0–12)	7.7 (3.1)	7.6 (2.9)	.837	0.04
TRSSA-SF Maturity (0–10)	4.2 (1.8)	4.3 (2.2)	.761	-0.06
TRSSA-SF Positive orientation (0–10)	5.5 (2.1)	6.1 (2.3)	.251	-0.23
HCSBS Social competence total score (32–160)	120.5 (20.7)	120.9 (20.3)	.921	-0.02
HCSBS Peer relations (17–85)	66.4 (10.9)	65.6 (10.8)	.693	0.08
HCSBS Self-management (15–75)	54.5 (10.4)	55.0 (10.2)	.807	-0.05
School Adjustment–Parent: total (1–5)	2.9 (0.2)	2.9 (0.3)	.406	0.16

Note. SSBS-2: School Social Behavior Scales. TRSSA-SF: Teacher Rating Scale of School Adjustment Short Form. HCSBS: Home and Community Social Behavior Scales. Degrees of freedom vary due to missing data.

For social competence, the scores of the program group and of the comparison group were similar, regardless of rater. The SSBS-2 social competence total score of the program group ($M = 110.4$, $SD = 25.4$) was not significantly different from that of the comparison group ($M = 109.0$, $SD = 26.1$), $p = .787$, $d = 0.05$. The HCSBS social competence total score of the program group ($M = 120.5$, $SD = 20.7$) was not significantly different from those of the

comparison group ($M = 120.9$, $SD = 20.3$), $p = .921$, $d = -0.02$. Similarly, the subscale scores were not significantly different between the two groups. These results suggest that both groups of students had a similar level of the social competence.

For emotion regulation, no significant group difference was found in teacher-rated emotion regulation scale scores. The program group ($M = 22.7$, $SD = 3.5$) and the comparison group ($M = 22.1$, $SD = 3.8$) had similar scores in the emotion regulation scale, $p = .360$, $d = 0.17$. The results suggest that both groups of students have similar emotion regulation ability.

For P1 school life adjustment, no significant group difference was found in the three subscales of TRSSA-SF and the School Adjustment–Parent: total. TRSSA-SF on-task classroom involvement scores of the program group ($M = 7.7$, $SD = 3.1$) and the comparison group ($M = 7.6$, $SD = 2.9$) were similar, $p = .837$, $d = 0.04$. Similar patterns were also found in TRSSA-SF maturity ($M = 4.2$ vs 4.3) and positive orientation ($M = 5.5$ vs 6.1). Adjustment to P1 school life as rated by parents also yielded similar score for the program group ($M = 2.9$, $SD = 0.2$) and the comparison group ($M = 2.9$, $SD = 0.3$), $p = .406$, $d = 0.16$. These results suggest that both groups of students adapted to P1 school life similarly.

Exploratory questions: Parents' time spent with children and other adaptation programs

The frequency tables of parents' time spent with children are shown in Table 9 and Table 10. Most parents (43%) spent more than 8 hours a day with their children during weekends or holidays. On school days, parents' time spent with children is more varied, with 20% spending half to an hour; 25% spending one to two hours; 27% spending two to four hours with their children. The parents in the program group tended to spend less time with children both on school days and during weekends or holidays. There are two parents who spent less than half an hour daily with children, even during weekends or holidays, which may be problematic.

Table 9. Frequency table of parents' daily time spent with children during weekends or holidays in Study 2.

Group	Parents' daily time spent with children during weekends or holidays (in hours)					
	< 0.5	0.5–1	1–2	2–4	4–8	> 8
Overall ($N = 150$)	2	8	15	29	31	65
	1%	5%	10%	19%	21%	43%
Program group ($n = 39$)	1	5	4	5	9	15
	3%	13%	10%	13%	23%	38%
Comparison group ($n = 111$)	1	3	11	24	22	50
	1%	3%	10%	22%	20%	45%

Note. Percentages may not add to 100% due to rounding.

Table 10. Frequency table of parents' daily time spent with children on school days in Study 2.

Group	Parents' daily time spent with children on school days (in hours)					
	< 0.5	0.5–1	1–2	2–4	4–8	> 8
Overall ($N = 150$)	9	30	37	41	24	9
	6%	20%	25%	27%	16%	6%
Program group ($n = 39$)	4	11	6	10	5	3
	10%	28%	15%	26%	13%	8%
Comparison group ($n = 111$)	5	19	31	31	19	6
	5%	17%	28%	28%	17%	5%

Note. Percentages may not add to 100% due to rounding.

Only 10 parents had let their children enroll in adaptation program outside school. Most of them applied for one program ($n_{\text{one program}} = 5$, $n_{\text{two programs}} = 1$, four parents did not answer the number of programs applied). Eight parents rated the helpfulness of other programs. Most of them thought that the programs were “helpful” ($n = 5$) or “a bit helpful” ($n = 2$), only 1 thought that the other program was “not helpful.”

Study 3: Explore the impact of parenting workshop on promoting positive parenting and easing of stress

Method

Participants

This qualitative study made use of data from interviews with parents who joined the parenting workshop in the second quarter of 2022 and their children had successfully been promoted to P1 in the 2022/23 academic year. Total 33 parents joined the parenting workshop, 14 are identified as frequent participants (i.e., parents who attended at least 4 sessions out of 6 in parenting workshop). 10 frequent participants (4 attended the face-to face class and 6 attended the Zoom class) were randomly contacted by Rachel Club staff and invited to take part in the interview. No participant refused.

All interviews were conducted in the format of face-to-face individual interview. All interviewees are female, they are mothers of 4 female students and 6 male students from 3 participant kindergartens. 4 parents had kindergarten-primary transition experiences from their elder children, 6 had not. Two modes (Zoom and face-to-face) of parenting workshop were implemented, six of them were in the Zoom class while four joined were in the face-to-face class. Quotations from participants are reported in the sections below by identifying their participant ID (Table 11).

Table 11. Characteristics of participants who conducted the interview in Study 3.

Participant ID	Type of interview	Gender	Participant's relationship to children	Has children who are studying P2 or above
P01	Individual	Female	Mother	Yes
P02	Individual	Female	Mother	Yes
P03	Individual	Female	Mother	Yes
P04	Individual	Female	Mother	Yes
P05	Individual	Female	Mother	No
P06	Individual	Female	Mother	No
P07	Individual	Female	Mother	No

P08	Individual	Female	Mother	No
P09	Individual	Female	Mother	No
P10	Individual	Female	Mother	No

Note. Children’s gender and mode of parenting workshop that parents joined are hidden in this table to avoid exposing parents’ identity.

Procedure

Interviews were conducted from late October to early November 2022, around 2 months after their children had attended primary school. The interviews were conducted by research staff from R&D unit of St. James’ Settlement. Verbal consents were recorded on tape on the interview day before the interview started.

The interviewers were guided by a topic guide exploring the impacts of the parenting workshop. Topics included what participants have learned, how they responded when facing children’s transition stage, and their feedbacks about the overall experiences of the workshop. Core questions include: “How your child adapt to primary school in the previous two months” (你小朋友番左小學接近兩個月，佢適應成點呀？), “Please cast back for the time before children going to primary school, anything distressed you” (試諗返小朋友升小學之前，你有冇嘢係特別擔心？), “Did the project help you ease stress? How it helped?” (呢個計劃有冇幫助減輕您的憂慮？點樣幫到？), “Did you apply any skills/ knowledge that absorbed in the parenting workshop in smoothing children’s transition?” (喺小朋友適應小學嘅過程中，你有冇運用過喺計劃學識嘅技巧嚟幫佢／安撫佢？), “Which part of the parenting workshop impressed you most?” (家長工作坊入面有邊部份係最深刻？), “How would you comment the format of the workshop?” Any suggestions for improvement?” (你如何評價這個工作坊的形式？有什麼地方可以改善？)

The topic guide was used flexibly, to ensure that parents’ actual experiences were explored in a sufficient depth of understanding of the topic. The interview length ranged from 18 minutes to 75 minutes ($M = 35$ minutes) which depended on participants’ responses on the topic they

were asked.

Data analysis

All the voice recordings were transcribed by a software “*pyTranscriber*” and research staff rectified the omissions. The data were analyzed through thematic analysis. Three themes were stabled based on the study questions: (1) what is the impact of the parenting workshop? (2) how do parents use parenting skills to support children’s transition to primary school? (3) could parent’s stress be eased when facing children’s transitional difficulties?

Findings

Immediate effect from the program

This theme includes the perceived usefulness of the parenting workshop and the emotional support they received.

1. A refresher on parenting

Some parents stated that parenting was a life-long learning, not a single course could answers to all the questions and doubts related to their children. The parenting skills shared in this parenting workshop were not new to the parents, but they forgot in their everyday life or did not know how to put them into practice. There is no doubt that most parents felt refreshed and been reminded after this workshop, even the experienced parents (who have elder children studying P2 or above) benefited from absorbing new and updated information about the arrangement of primary school and how to get along with their children (Quotation P06, P02, P01).

其實我都有去佢哋小學嗰啲嘅工作坊或者家長講座去 refresh 下自己。咁我都有一樣嘢（活動）係好 kick 到，就係對於小朋友嚟講呢，其實佢哋而家係好多資訊係佢哋腦海度，所以佢哋可能都未必整理到嘅……我覺得都係一啲提醒，其實好多野都係聽過呀各樣，咁都係再提醒囉。（P06）

呀家姐而家已經五年班喇，佢阿哥就三年班，咁有時我想知道...唔會話年年同一個制度嘅.....究竟有冇改變呀，或者有乜模式改變呀，或者知道現在啲小朋友...er...即係諗乜嘢，因為小朋友唔會...對家長唔會長期乜嘢都講晒出嚟，就算呀家姐呢個年紀都好啦，都唔會講嘅。(P02)

本身都已經覺得，第一，冇時間參加任何呢啲工作坊；咁同埋第二就覺得...即係我先生都話「你三個細路，你識...你識過人啦，你唔使去聽啦」個啲咁樣，咁...所以一路都覺得「自己搞掂自己搞掂」咁樣；咁跟住然之後係因為校長邀請我嚟來參加，咁所以就「呀好啦，咁咪參加啦」咁樣。其實佢（活動）都滿足到嚟，因為...令我更加去...了解自己...多啲，同埋教得多啲我點樣去...同小朋友相處。(P01)

Through the drama conventions they played during the workshop, they shared and reflected on their parenting practices. They realized that some of their parenting practices might not be good to their parent-child relationship in a long run. So, they paid attention on the skills shared in the workshop and they learned not to scold nor beat their children, but controlling emotions when conflicts occur, using words of affirmation and giving encouragement to children. Some said they kept reminding themselves by sticking memos on wall or they did take a deep breath before talking to children when they were angry. During the workshop, they were more willing to learn positive ways to get along with children.

However, some of the of parents who joined the Zoom class reported they did not remember clearly what had been taught in the workshop and not much had been learned after approximately 4 months. They explained that this was because they joined the Zoom class outside so they could not participate in the interactive activities and even the one who joined Zoom at home was easily disturbed by their children or was busy handling of family stuff. This shows the immediate effect of the parenting workshop from Zoom learning may not be as good as from face-to-face learning, especially for the courses requiring high-level of participation. As a side note, one parent from Zoom class who joined all the six sessions passionately shared

lots of her learnings and reflections during interview, demonstrated strong passion and high learning motivation which may not be hedged from online learning.

2. *Game and role-play: a way to relieve stress*

Many parents claimed that they learned more from parents who were also facing their children's transition, for instance, their stresses and difficulties on parenting, their attitudes and preparation they did. Through attending the parenting workshop, parents knew they were not alone when facing the transition and could adjust themselves not to overestimate the difficulties or underestimate the stress when facing their children's transition. Having more information and psychological preparation made them feel more comfortable. But due to the low overall participation rate, as well as low engagement in the Zoom format, parents from Zoom class expected more sharing from other parents, if similar workshop would be arranged.

Besides, parents who joined the face-to-face class expressed their appreciations on the playful elements in the parenting workshop. Games and the drama conventions helped relieve their stresses. In this project, process drama education was used as the medium of intervention to promote positive parenting. Warm-up exercises (i.e., Energy transfer, Sumo wrestling) and drama conventions (i.e., Teacher-in-role, Freeze frame) required parents to concentrate on their bodily exercises and be highly engaged in the performance. All parents' feedback was positive, some said it had been a long time not playing like a child. They claimed that pressure had been released and energy had been recharged (Quotation P04, P01, P06). Comparatively, very few parents in Zoom class gave similar feedback.

真係好開心㗎，大家可以玩啦，做阿媽開始真係有咁瘋狂去玩到咁多嘅遊戲。以前唔會話同個啲家長做遊戲，同你爭位坐呀個啲，真係可以放鬆晒，唔會㗎嘛，真係唔會玩到太癲個啲遊戲。原來參加呢個工作坊呢，真係成個人可以放鬆晒，有咩心理壓力咁去玩。(P04)

大家喺呢個工作坊入面呢，真係會玩到喘晒氣，即係啲媽媽都話「嘩真係好耐冇做

過運動」，即係係囉，er 呢種感覺係…即係…已經好耐冇發生過，即係可能自己細個嘅時候先會係到跑嚟跑去、走嚟走去，咁而家就追住小朋友喇，咁跟住然後呢真係好耐冇同…即係同年紀個啲係到玩囉，即係去返…係啦重拾返自己…細個嘅時候嘅感覺。(P01)

我覺得，因為始終個啲唔開心，或者係自己收埋個啲情緒，喺度可能會…釋放咗出嚟啦…咁大家分享完之後，即係就會…舒服啱好多。(P06)

Parent-child relationship: reflected and changed

A prominent theme that emerged from different parents involved the reflections inspired by the workshop, and the ways they changed, includes attitude, way of communication and parent-child interaction. Many parents reported that their parent-child relationship had been improved.

1. Self-reflection on parenting

Most parents reflected on their previous style of parenting. Performing in a role of a 6-year-old child under a story background from a storytelling book, namely “第一條魚” played in the workshop. By putting themselves in their children’s place, parents felt children’s difficulties, pressure and sometimes helplessness under parents’ various expectations and requirements easily and lively. They realized the way they treated their children before was parent-centered, which was not effective at all. One parent demonstrates how this workshop helped facilitate their self-reflections on parenting:

佢係透過一啲表演咁樣，即係好似做一個小短劇，咁樣畀我哋睇，即係等我哋…或者邀請我哋一齊參與啦都有。咁我哋一齊去感受…入面個個…真實感啦，咁希望我哋都會係 er 完咗呢個小短劇入面，咁其實有啲咩感受呀可以表達出嚟、講出嚟呀，或者係聽完繪本故事之後，你哋原來係用錯方法教小朋友嘞，或者係原本唔係小朋友唔啱嘅咁樣，咁我覺得其實呢個認識係 er…個真實感好大，係喇。咁其實都會

牽動到我哋情緒，咁都會明白到原來...現實入面原來小朋友係咁樣嘅，可能係我哋家長...有時係我哋唔啱嘅，或者係我哋仲未了解到就已經話咗佢哋做錯咗嘅。(P03)

Some parents said they tried to change their ways of communication after the workshop, as a result, they had encountered less conflicts with children and the parent-child relationship had been improved. The following quotation (Quotation 09) is one of the examples that, a parent changed her way from an authoritarian style to an authoritative style when her child did not meet her expectation, and it was effective:

效果...真係比想像中嘅(好)，而家開始之後我都係，同我個仔/女都係，商量式嘅去溝通.....我未上呢一個課程...之前呢，我可能會話「媽媽話叫你寫好啲就寫好啲」咁樣(笑)，即係我會即係命令式嘅咁樣同佢講囉，而家我唔會呀，唔會命令式，由佢...由得佢，如果佢覺得係咁樣 ok 嘅，...佢硬係唔好好哋寫，等佢要自己發覺到自己「我都想要做好啲」嗰陣時，先再嚟改正自己啦咁樣，即係商量式嘅咁樣同佢。(P09)

2. *Understood more about children's needs*

Parents understood more about children's developmental features and the common problems occurred in this stage from the workshop so they could identify children's needs easily and reacted appropriately. One parent learned and practiced successfully in her case. Her child consumed lots of time on doing homework, the parent realized that the procrastination could not simply be interpreted as lazy or naughty, her child just needed more emotional support from parents. Parents were reinforced that children need to, and love to play more with their parents (Quotation P06). Moreover, parents understood the importance of play, parents spent more time playing with their children. Obvious improvement could be found in their family (Quotation P09).

我嘅 expectation 就係覺得你(孩子)應該要做好啲嘅功課啦，應該做到嘅。但我又

覺得慢慢去了解佢，佢就係會想人陪佢做囉。即係其實佢唔係唔識做，但佢會想有人陪佢做，咁我都係覺得要設身處地，知道佢地嘅需要係咩。(P06)

原來啲小朋友，心理啦、乜嘢方面佢都想你唔好淨係掛住做你嘅家務或者返你嘅工，媽媽，即係你多啲同我一齊點樣玩到好啲，就係佢最開心嚟囉我覺得係……因為爸爸返工放工，就自己沖涼就算數，真係冇乜點樣傾計、點樣嗲佢嘅，但係個排呢就爸爸同佢玩飛行棋，佢就自動（說）：「爸爸，我要玩飛行棋，過嚟啦。」咁爸爸同佢玩之後呢，真係兩個關係呢密切啱，係呀就好明顯嘅叫做(P09)

3. *Set reasonable expectations for kids*

As parents, they want children to succeed. It is important to find the balance of setting expectations that are high without setting children up for failure or causing undue stress in them. Some parents were reinforced that every child was unique, and they had their own strengths and weaknesses in this workshop, they accepted it and adjusted their expectations in academic achievement (Quotation P04, P01).

學習方面都真係冇咩擔心架啦。因為佢有心去學呢，點逼佢都冇用架啦。(P04)
學業個方面，係囉，一路會喺到諗佢而家…係啦釣到第一條魚又點呢？而家即係，係囉，一年班嘅啫，係咁谷佢，谷到佢即係…好緊呀，咁又點呢。其實即係…之後上到去，或者再高啲，佢可能同你嘅關係變差，咁佢變得更加唔鍾意讀書。(P01)

4. *Brought home the games*

Play is a defining element for the harmonious development of children. The importance of playing with one's own child is fundamental in the construction of the parent-child relationship. Most parents in face-to-face class thought the games they learned from the parenting workshop were easy to replicate at home. Parents adopted the games played in the parenting workshop and played with their children at home. Through playing together, a stronger relationship with children was built (Quotation P01, P04).

因為我屋企 er 係啦…小朋友多啦，咁我可以一齊喺度玩遊戲咁，即係，係啦，佢都係一齊玩嘅遊戲，咁好似「砰、嘖、嘩」呀咁樣，咁其實對我嘅…即係呀家姐呀，同埋哥哥嗰度呢，佢哋都好鍾意呢啲遊戲，即係我哋一得閒就「砰、嘖、嘩」咁樣，咁或者係玩機械人呀爭槳仔呀啲咁樣，咁所以其實都會對…我哋嘅親子關係係好左嘅。(P01)

我地都(有)跟住，佢地教同小朋友玩遊戲，可能二女又有跟過佢地，跟住「媽咪，玩包剪揼囉、我地去捉迷藏啦你搵我啦，佢地成日匿埋一個地方攤條布遮住左，「媽咪，你搵我唔到架」，「得啦，媽咪」，我扮睇唔到—「你地去左邊呢?」。玩完之後，原來佢地係好開心架。所以佢地成日「媽咪，玩包剪揼啦」。(P04)

From the above, there is an association between positive parenting (includes positive communication, understanding of children's needs and the appropriate actions, and parent-child activities) and the improvement of parent-child relationship. This suggests the implementation of positive parenting helped improve parent-child relationship effectively.

Parents' stress varies with their children's performance

By looking back at the previous few months in preparing and experiencing children's kindergarten-primary transition, parents' common stresses could be summarized as the follow: (1) knowing not much about the setting of primary school, thus no direction for preparation; (2) children's emotional and behavioral problems appear due to the maladaptation of primary schools; (3) concern about others' views on their children's performance.

Among 10 interviewees, the parents expressed less worry or stress if their children had no maladaptation in primary school or just minor problems that were soon managed. A parent said she worried her daughter/son about her/him academic performance in primary school because she had performed not very well in kindergarten. Luckily, she felt happy for her daughter/son's learning attitude, self-discipline, and obedience in primary school. When she was asked what

she did on her daughter/son, she said it was not her contribution, “the teachers in primary school have their own effective way to train up the students”, “I have no much stress at all”, “I learned to give her/his a free hand, I have no demanding requirement on her/him” (P06). On the contrary, mothers who reported their children having conduct problem, or not yet adapted to or met the academic requirement of primary school, were in distress. These parents indicated that they cognitively knew the importance of keeping calm themselves and giving their children more time to adapt to a new situation, but they showed worried and hoped their children adapt to the primary school life soon. From this perspective, regardless of the parenting skills they learned and the psychological preparation been equipped, parents’ stress mainly depends on their children’s adaptation and performance.

Discussion and Conclusion

Transition to primary school is a challenging process for children. In this challenging process, the role played by teachers, parents and schools is important. Induction Project for K3 Kids is a supportive service for K3 students and their parents before children going to primary school. This study reveals some interesting findings about the impact of this project. First of all, Study 1 reports that the student drama program was effective in enhancing students' SEL. This aligns with much past research that early childhood transition opportunities generally lead to positive outcomes for children (Kang et al., 2017; Perry & Dockett, 2011; Rimm-Kaufman & Pianta, 2000). The study also highlights a larger effect size of students' SEL in school setting than in home or community setting. This implies that the student drama program was held at school and students could put what they had learned and experienced, for instance, interactions with other schoolmates and their school performances, into practice in a familiar environment and school settings easily. Also, teachers in kindergarten were well informed and partly involved in the program (mainly for classroom management), and that students' performance were more observable.

Although an early intervention was given to the K3 students from the participant kindergartens for a smooth transition from kindergarten to primary school, Study 2 indicates that there is no significant difference was found in their social competence and emotional regulation compared with other students who did not participate in this project. These two groups of students' adaptation level were similar as well. These results could be explained by several possible reasons: (1) Lack of reinforcement. There are only 8 sessions in the student drama program (4 sessions per semester, 45 minutes per session, 15–20 students per class), and all sessions had been completed by early June. No refresher nor reinforcement was given afterward. The short time per session made it difficult for students to internalize their learning. Students might forget what they had learned in this program before attending primary school,

as some parents reported that their children could not tell what they had learned in the program. Although this project adopted the design of two-generation program (both parents and children were considered) to promote family involvement in children's transition, parents' participation in parenting workshop was not high and they were not well informed about children's progress in the transition program. Therefore, students' learning may not be transferred to primary school. (2) Insufficient academic skill-building activities. Due to limited resources and the attack of COVID-19, the program was held in kindergarten classrooms. There was lots of time spent on the teaching of emotion expression, self-acceptance and acceptance of others in the program which mainly required students' high level of mental activity. Activities that could provide realistic experiences of classroom and school routines in primary school were absent, for example, taking class in primary school, writing student handbook, having opportunity to establish new friendships with peers during recess, and tasting some common rules. (3) Different school has its own school setting and rules. Parents shared that their P1 children were trained to adapt to primary school life by their class teacher from the beginning and is still going on. The instant and tailored training in P1 might boost students' adaptation level to a similar level. To sustain the effect of the student drama program, it is suggested to have kindergarten-primary school collaboration, a program which implements in two phases, one at the end of kindergarten life and one at the beginning of primary school life. This makes a better bridge on acting out what they have learned when facing real challenges in primary school. Furthermore, the program is suggested to have designed more focus on not just confidence, but practical academic skills.

Furthermore, this study also reports significant improvement of parents' readiness after joining the parenting workshop. Despite the low participation rate, there is no doubt that parents gained more relevant information about transition to primary school and some of their stresses had been relieved through playing and sharing with others in the workshop. Parents also reported they spent more time with their children, and an association between playing with

children and changes in parent-child relationship, suggesting the positive parenting skills they learned helped improve parent-child relationship effectively. However, the result in Study 2 reported that parents who joined this project had similar play time with their children compared with the comparison group. Effort in promoting parent-child interaction and quality play time is still a crucial area of improvement.

Last but not least, some parents did not perceive the easing of stresses or worries when their children have difficulties in adapting in primary school. In this sense, except early intervention, follow-up support services for the parents could be considered, for instance, more resources (both psychological and physical) and instant help may be helpful to those parents who are facing challenges in their children's adaptation in primary school.

There are several strengths to highlight, including the participatory approach with three sister-primary schools, from which collecting the input from class teachers and parents enabled the comparison of students' performance with the one who did not participate in this project. Three study time points measured to evaluate the impacts for both immediate effect and short-term effect is also a strength. It helped build our understanding of the impact of this kind of supportive service in kindergarten.

Limitations in the conduct of this study include the data collected from the paper form of survey which was executed by school side. Some cases were eliminated due to different raters of pre-test and post-test survey and missing data, and hence reduced statistical power. In addition, this study excluded the SEN and ethnic minorities students, hence there is no comparison of the performance of general students and SEN students under the interventions (not specific designed for SEN students) due to the limited focus of this study, but the results still have value in understanding the general impacts of this kind of program. Besides, although we invited teachers and parents to share their experiences 2 months after students going to primary schools, as some of the students may take longer period to adapt to the primary life, thus the results may not reflect the longer-term impact from this project. There is a need for

research that examines the impact of this project in longer term. Finally, parents' in-depth interviews were not tailored to follow up on the quantitative data from the surveys that may have limited the depth of the qualitative findings. Although we included parents to share their views on the workshop they joined, the numbers were not sufficient to examine the impact specifically on this group.

Taken as a whole, the Induction Project for K3 Kids successfully improved students' social emotional skills in kindergarten. To suggest, developing new ideas coming from the aforementioned program and other effective programs on strengthening both students' social-communicative skills and cognitive skills may further facilitate the transition from kindergarten to primary school. Furthermore, giving primary schools the chance to take part in similar transition programs may contribute to the successful management of the inconsistencies and discontinuities between the two educational levels.

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