

“A descriptive study to assess the knowledge regarding team building among children from orphanages in selected orphanages of Pune City”

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ABSTRACT

Introduction: Team building refers to activities, skills and processes that improve interpersonal relationships, communication, cooperation, problem-solving and collective goal achievement within a group. For children, especially those living in orphanages, knowledge of team-building supports social development, peer relationships.

Aims of the Study: To assess the knowledge regarding team building among children living in selected orphanages of Pune City.

Methodology: A quantitative research approach with a descriptive survey design was adopted. A total of 60 children aged 10–18 years were selected using a non-probability convenience sampling technique. Data were collected through structured questionnaire consisting of demographic variables and a 30-item knowledge questionnaire on team building. Collected data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation, along with inferential statistics using the Chi-square test to determine associations between knowledge scores and selected demographic variables.

Results: The study assessed knowledge regarding team building among 60 children residing in selected orphanages of Pune City. Findings revealed that the majority of children (60%) had average, while 33.33% had good and only 6.67% had poor knowledge regarding team building. No significant association was found between knowledge and age, gender, educational status, class studying in, duration of stay, type of orphanage, or participation in team activities ($p > 0.05$) and statistically significant association was observed between knowledge and source of information ($p < 0.05$).

Conclusion: The study concluded that children residing in selected orphanages of Pune City had inadequate knowledge regarding team building. The majority of participants demonstrated average knowledge, indicating a need for improvement in understanding essential team-building concepts. No significant association was found between knowledge and most demographic variables. However, source of information was significantly associated with knowledge levels.

Keywords: Team Building, Knowledge, Orphanage Children, Teamwork, Cooperation, Leadership Skills, Pune City.

How to cite this article: Kulal SM, Jogdeo B. A descriptive study to assess the knowledge regarding team building among children from orphanages in selected orphanages of Pune City. *Int J Drug Deliv Technol.* 2026;16(69s):638-643. DOI: 10.25258/ijddt.16.69s.70

INTRODUCTION:

An orphanage is a residential institution developed to the care of orphans– Children whose parents are deceased or otherwise unable or unwilling to care for them and family is the most important factor in shaping the child’s pre-knowledge.¹

Team building is a set of intentional practices and interpersonal skills that foster cooperation, effective communication, trust, and coordinated problem-solving within a group.²

For children, team-building knowledge includes understanding roles and responsibilities, recognizing strengths and limitations, using clear

verbal and nonverbal communication, managing conflict constructively, and working toward shared goals.³

In orphanage settings where children often experience disrupted attachments, variable caregiving, and limited opportunities for structured group learning equipping residents with team-building knowledge supports social competence, emotional regulation, and resilience.⁴

Practical components include collaborative games and projects that teach turn-taking, active listening, leadership and followership, consensus decision-making, and equitable task distribution.⁵

Cognitive aspects involve perspective-taking, situational problem analysis, and strategy planning

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⁶; affective aspects include empathy, trust formation, and managing frustration.⁷

Social-contextual factors such as age, schooling, length of stay, cultural norms, and staff facilitation influence how children acquire and apply team-building skills.⁶

Assessing baseline knowledge helps identify gaps for example, misconceptions about leadership as domination rather than service, or avoidance of conflict resolution and guides tailored interventions.³

Strengthening team-building knowledge can improve peer relationships, enhance participation in school and community activities, and increase future employability and adaptive functioning, making it a vital target for psychosocial programs in orphanages.⁸

Team-building activities also promote self-efficacy, social-emotional learning, leadership development, and positive youth development. These skills help children build confidence, develop healthy interpersonal relationships, enhance resilience, and adapt successfully to future educational, social, and occupational environments. Effective team-building experiences further contribute to overall personality development and social well-being and preparing them for successful integration into society and future employment opportunities.

Need for Study:

Globally, over 140 million children have lost one or both parents, with roughly half residing in South and East Asia. India has the largest number of orphaned and vulnerable children in South Asia, with UNICEF estimating 29 million orphaned children.

According to India's National Family Health Survey-5, 3% of children are not living with a biological parent and 5% are orphans with one or both parents deceased, rising to 9% among children aged 15–17 years. The Ministry of Women and Child Development reported that only 370,227 children in need of care reached 9,589 child care institutions (CCIs) across India, indicating a significant gap between need and response.⁹

In Maharashtra, Pune city hosts multiple registered orphanages yet limited data exists on children's psychosocial skill development.¹⁰ Research on team-building interventions shows children in intervention groups had 66.7% higher probability of outperforming controls in positive thinking and resilience. However, no systematic assessment of team-building knowledge among orphanage children exists globally or in India, creating a critical evidence gap for designing targeted life-skills programs.¹¹

This research was conducted because orphanage children's communication, collaboration, leadership, and problem-solving abilities are greatly aided by team-building expertise. There may be less possibilities for formal group learning and social skill development for children residing in orphanages. It is possible to determine learning requirements and direct the creation of suitable life skills and psychological support programs by evaluating their understanding of team building. Developing these abilities may enhance future independence, confidence, social adjustment, and peer connections. Additionally, the study intends to address the paucity of research on team-building skills among Indian orphanage children.

MATERIALS AND METHODS:

A quantitative research approach with a descriptive survey design was adopted to assess the knowledge regarding team building among children residing in selected orphanages of Pune City. The study was conducted among 60 children aged 10–18 years selected through a non-probability convenience sampling technique. Children who were able to read and understand Marathi, Hindi, or English and were willing to participate were included in the study. Data were collected using a structured questionnaire consisting of two sections: demographic variables and a 30-item knowledge questionnaire on team building. Content validity of the tool was established by experts from Child Health Nursing, Community Health Nursing, Mental Health Nursing, Educational Psychology, and Social Work. Reliability was determined using the split-half method. Prior permission was obtained from orphanage authorities, and informed assent was obtained from the participants. Data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (Chi-square test) to determine the association between knowledge scores and selected demographic variables.

RESULTS:

SECTION I A- Demographic data of the sample.

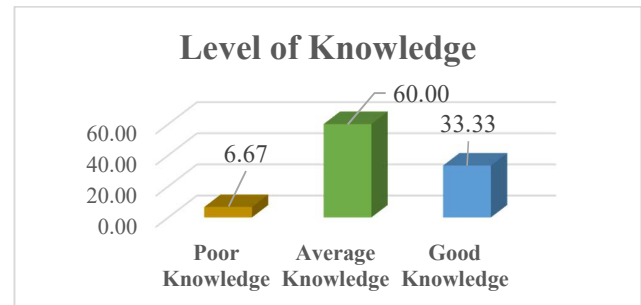
Demographic Variables	f	%
1. Age		
a. 10–12 years	15	25.00
b. 13–15 years	24	40.00
c. 16–18 years	21	35.00
2. Gender		
a. Male	36	60.00

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b. Female	2 4	40. 00
3. Educational Status		
a. Primary School	1 1	18. 33
b. Secondary School	4 1	68. 33
c. Higher Secondary School	8	13. 33
4. Class Studying In		
a. 5th–7th Std	1 0	16. 67
b. 8th–10th Std	3 5	58. 33
c. 11th–12th Std	1 5	25. 00
5. Duration of Stay in Orphanage		
a. Less than 1 year	9	15. 00
b. 1–3 years	2 2	36. 67
c. More than 3 years	2 9	48. 33
6. Type of Orphanage		
a. Government	2 5	41. 67
b. Private	1 2	20. 00
c. NGO Managed	2 3	38. 33
7. Have You Ever Participated in Team Activities?		
a. Yes	4 1	68. 33
b. No	1 9	31. 67
8. Source of Information Regarding Team Building		
a. Teachers	1 7	28. 33
b. Friends	1 0	16. 67
c. Social Media	1 6	26. 67
d. Books	1 0	16. 67
e. Others	7	11. 67

The findings revealed that the majority of the children were in the age group of 13–15 years (40%). More than half of the participants were males (56.67%). Half of the children were studying in secondary school (50%). Majority of the children were living in orphanage for more than 3 years (48%) and a majority had previously participated in team activities (70%). Majority of the orphanages chosen were Government run (41%) or NGO-Managed (38%) while very less were private (20%).

SECTION II- Level of Knowledge of sample



The findings related to the level of knowledge regarding team building among children residing in selected orphanages of Pune City revealed that the majority of the children, 36 (60%), had average knowledge regarding team building. Fourteen (23.33%) children demonstrated good knowledge, while 10 (16.67%) children had poor knowledge. These findings suggest that although children may be exposed to group activities in orphanage settings, their understanding of essential team-building concepts such as leadership, communication, cooperation, trust, and conflict resolution remains limited.

SECTION III- Association between Demographic Variable and Level of Knowledge regarding Team Building

Demographic Variables	A v e r a g e	G o o d	P o o r	D F	Chi square Tab le	Chi square cal. Val	p v a l u e	R e m a r k
1. Age							0	
a. 10–12	6	1	8	4	9.48 8	0.97 4	.9 1 4	N S
b. 13–15	8	1	1					
c. 16–18	6	2	1					
2. Gender							0	
a. Male	1	3	2	2	5.99 1	1.43 5	.8 3	N S
b. Female	1	1	1					
3. Educati				4				

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a. Primary	5	0	6		9.48	1.18	0	N
b.	1	3	2		8	8	.8	S
c. Higher	2	1	5				.8	
4. Class								
a. 5th–7th	5	1	4	4	9.48	2.25	.6	N
b. 8th–	1	3	2		8	4	.8	S
c. 11th–	5	0	1				.9	
5.				4	9.48	1.21	0	N
a. Less	4	0	5					
b. 1–3	7	1	1					
c. More	9	3	1					
6.Type of				4	9.48	1.45	0	N
a.	7	1	1					
b. Private	5	1	6					
c. NGO	8	2	1					
7. Have				2	5.99	3.50	0	N
a. Yes	1	4	2					
b. No	4	0	1					
8. Source				8	15.5	9.68	0	S
a.	3	0	1		.07	1	.0	
b. Friends	4	0	6				.0	
c. Social	5	3	8				.0	
d. Books	4	0	6				.4	
e. Others	4	1	2					

The findings revealed that the majority of children across all demographic categories had poor knowledge regarding team building. The chi-square analysis showed no statistically significant association between knowledge regarding team building and age ($\chi^2 = 0.974$, $p = 0.914$), gender ($\chi^2 = 1.435$, $p = 0.838$), educational status ($\chi^2 = 1.188$, $p = 0.880$), class studying in ($\chi^2 = 2.254$, $p = 0.689$), duration of stay in the orphanage ($\chi^2 = 1.219$, $p = 0.875$), type of orphanage ($\chi^2 = 1.450$, $p = 0.836$), and participation in team activities ($\chi^2 = 3.509$, $p = 0.477$), as the obtained p-values were greater than 0.05. This indicates that these demographic variables did not significantly influence the knowledge level of children regarding team building. However, a statistically significant association was found between knowledge regarding team building and source of information ($\chi^2 = 9.681$, $p = 0.004$), as the p-value was less than 0.05. Therefore, the source from which children received information regarding team building had a significant influence on their knowledge level. The findings suggest that improving access to effective

and reliable sources of information may help enhance children's understanding of team-building concepts in orphanage settings.

DISCUSSION:

The present study was conducted to assess the knowledge regarding team building among children residing in selected orphanages of Pune City. The findings revealed that the majority of children (60%) had an average level of knowledge regarding team building, while 33.33% demonstrated good knowledge and only 6.67% had poor knowledge. The overall mean knowledge score was 12.4 ± 5.37 , indicating an inadequate level of knowledge among the participants. These findings suggest that although children may be exposed to group activities in orphanage settings, their understanding of essential team-building concepts such as leadership, communication, cooperation, trust, and conflict resolution remains limited.

The findings are consistent with recent literature emphasizing the need for structured psychosocial and life-skills interventions among children living in institutional settings. Appannavar and Aminabhavi (2024) reported that psychosocial competence among orphan children is influenced by developmental and environmental factors, highlighting the importance of social skill development.¹³ Similarly, Garje and Thockchom (2024) found that educational interventions significantly improved awareness and understanding among orphan adolescents, indicating the effectiveness of planned teaching programmes.¹⁴

Liu et al. (2025) demonstrated that team-building sports activities enhanced resilience, cooperation, confidence, and positive social behaviour among children. Recent evidence also suggests that collaborative learning and teamwork programmes improve communication, peer interaction, and problem-solving abilities among children participating in group-based activities.¹¹ Research on long-term collaborative learning among children found that structured teamwork experiences promote communication skills, cooperation, and social engagement.⁸

The association analysis revealed that age, gender, educational status, class studying in, duration of stay in the orphanage, type of orphanage, and participation in team activities were not significantly associated with knowledge regarding team building. However, source of information showed a statistically significant association with knowledge level.

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The findings highlight the need for systematic life-skills education and team-building programs within orphanage settings to enhance children's social competence and overall development.

CONCLUSION:

The present study was conducted to assess the knowledge regarding team building among children residing in selected orphanages of Pune City. The findings revealed that the majority of children had average knowledge regarding team building, while a smaller proportion demonstrated poor and good knowledge levels. The overall mean knowledge score indicated that children possessed inadequate understanding of important team-building concepts such as communication, cooperation, leadership, trust, conflict resolution, and group participation.

Area-wise analysis showed comparatively better knowledge in certain aspects of teamwork and social interaction; however, deficiencies were observed in several essential domains required for effective team functioning. These findings suggest that children residing in orphanages may not be receiving sufficient exposure to structured team-building education and activities that promote interpersonal and collaborative skills.

The study further found that age, gender, educational status, class studying in, duration of stay in the orphanage, type of orphanage, and participation in team activities were not significantly associated with knowledge regarding team building. A significant association was observed between knowledge level and source of information, indicating that access to appropriate information plays an important role in developing team-building knowledge.

The study concludes that there is a need for organized life-skills education, team-building programs, and interactive group activities within orphanage settings to enhance children's social competence, leadership abilities, communication skills, and overall psychosocial development.

DECLARATION BY AUTHORS:

Ethical Approval: The study was approved by the institutional ethics committee of Bharati Vidyapeeth College of Nursing, Pune. The study participants were briefed about the purpose and nature of the study and written informed consent was obtained before data collection.

Acknowledgement: The authors thank all research participants, government health authorities, and

community health representatives in their respective areas.

Source of Funding: There is no funding Source for this study.

Conflict of Interest: The authors declare no conflict of interest.

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