



**A STUDY ON THE ROLE OF FORMAL ETIQUETTE
EDUCATION ON POSITIVE CHARACTER DEVELOPMENT
WITH SPECIAL REFERENCE TO COLLEGE STUDENTS OF
JAMNAGAR CITY**

Mrs. Sneha Sumaria*

ABSTRACT

Etiquettes have been a vital aspect of human interactions. The paper studies the impact of etiquette on character development among young people. The paper begins by reviewing the existing literature on etiquette, character development, and their interrelation. The paper also discusses the challenges and opportunities of practicing etiquette in today's modern society, including the influence of technology and digital communication on etiquette behaviours among young people.

The paper presents findings from research studies that have investigated the relationship between etiquette and character development. The research suggests that practicing etiquette can have a positive impact on character development among young people, including the development of communication skills, respect for others, self-control, empathy, and social awareness. The paper also discusses the relevance of etiquette in both personal and professional settings, and how it can impact relationships with others in various contexts.

The paper concludes by emphasizing the significance of etiquette in character development among young people, and the potential benefits of incorporating etiquette education and training in schools, homes, and other relevant contexts.

Key words: Etiquette, Character development, Training

** Assistant Professor - SHRI G.H. GOSRANI COMMERCIAL & SHRI D.D.N. BBA COLLEGE JAMNAGAR.

ETIQUETTE

Etiquette refers to a set of social norms, customs, and behaviours that govern how individuals interact with one another in various social settings. It encompasses a wide range of behaviors, including communication, manners, grooming, dress, social conventions, digital etiquette, workplace etiquette, travel etiquette, etc.

Practicing etiquette is important for promoting respectful and harmonious interactions among individuals, fostering positive relationships, and creating a positive social environment. Etiquette is often learned through observation, cultural norms, and upbringing, and it can vary across different settings and cultures.

Character development

Character development refers to the cultivation and growth of positive traits and qualities that shape an individual's personality and behaviour. Here are some commonly recognized traits for character development:

1. Integrity: Upholding moral and ethical principles, being honest, and acting with consistency between thoughts, words, and actions.
2. Respect: Treating oneself and others with consideration, dignity, and courtesy, regardless of differences in opinions, beliefs, or backgrounds.
3. Responsibility: Taking ownership of one's actions, being accountable, and fulfilling commitments and obligations.
4. Empathy: Demonstrating understanding, compassion, and concern towards the emotions, perspectives, and needs of others.
5. Self-control: Exhibiting self-discipline, restraint, and emotional regulation in managing one's thoughts, feelings, and behaviors.
6. Perseverance: Demonstrating determination, resilience, and grit in facing challenges, setbacks, and obstacles.
7. Courage: Displaying bravery, confidence, and moral courage in standing up for what is right, even in the face of adversity.
8. Kindness: Showing benevolence, generosity, and empathy towards others, and engaging in acts of goodwill and compassion.
9. Fairness: Treating others equitably and justly, being unbiased and impartial in decision-making, and advocating for fairness and equality.

10. Humility: Practicing modesty, open-mindedness, and a willingness to learn from others, and acknowledging one's limitations and mistakes.
11. Positive attitude: Cultivating optimism, gratitude, and a positive outlook towards oneself and others, even in challenging situations.
12. Leadership: Demonstrating the ability to inspire, influence, and guide others towards positive outcomes, and acting as a responsible role model

These are just a few examples of traits for character development. It's important to note that character development is a lifelong process, and individuals may prioritize and develop different traits based on their values, beliefs, and experiences. Cultivating positive character traits can contribute to personal growth, healthy relationships, and positive contributions to society.

LITERATURE REVIEW

Eisenberg et al. (2005) etiquette practices such as using polite language, showing respect, and following social conventions can contribute to the development of a strong moral compass and a sense of responsibility towards oneself and others.

Forni (2002) Etiquette and Respect: Respect, defined as treating oneself and others with consideration and dignity, is another key aspect of character development. Etiquette encourages individuals to show respect towards others by practicing good manners, observing social conventions, and being mindful of cultural differences. Research has shown that practicing respect through etiquette can lead to positive outcomes, such as improved communication skills, enhanced social relationships, and increased tolerance and acceptance of diversity. The study found that teaching children and adolescents about etiquette and social skills can improve their ability to establish and maintain positive relationships, reduce conflicts, and promote inclusivity and respect towards others.

Forni (2002) Etiquette and Self-control: Self-control, defined as the ability to regulate one's thoughts, feelings, and behaviors, is a critical aspect of character development associated with various positive outcomes such as improved impulse control, emotional regulation, and decision-making skills. Etiquette practices, such as using polite language, waiting one's turn, and following social norms, require individuals to exercise self-control and demonstrate restraint in their behaviors. Research has found that the practice of etiquette can contribute to the development of self-control by promoting patience, impulse control, and delayed gratification.

Other studies have explored the relationship between specific etiquette practices and character development. For example, a study by Glick and Miller (2018) explored the impact of table manners on the development of character traits among children. The study found that teaching table manners can have a positive impact on the development of character traits such as respect, responsibility, and self-control.

Johnson & Imbody (2015) Etiquette and Integrity: Research has found that etiquette education programs that emphasize honesty, integrity, and ethical behaviour can have a positive impact on students' character development, leading to increased moral awareness, responsible decision-making, and ethical reasoning.

In a study conducted by Lee and Kwon (2018) the authors investigated the impact of an etiquette education program on the development of social skills and character traits among elementary school students. The study found that the program had a positive impact on the development of social skills and character traits, including improved communication skills, better manners, and increased respect for others.

THE STUDY

This paper aims at studying the impact of etiquette on character development among graduates. The nature of impact of etiquette on character development on graduate students was measured by comparing the demographic variables and character development.

OBJECTIVES OF THE STUDY

OBJECTIVES:

- To analyse the association between formal etiquette education on character traits
- To analyse the relation between formal etiquette education and character development

Research Design

Research Design	Descriptive
Sampling design	Non-probability sampling
Sample size	199
Area of research	Jamnagar
Data for analysis	Primary data
Data collection	Questionnaire
Methodology	Chi Square test; Correlation

LIMITATIONS OF THE STUDY

- The study has limited demographic region.
- The researcher's lack of expertise may result to improper analysis
- The casual approach of the respondents may affect the results of the research report

HYPOTHESIS 1

Null Hypothesis: There is no significant association between Formal Etiquette Education and Respect

Alternate Hypothesis: There is significant association between Formal Etiquette Education and Respect

Table 1 : Formal Education and Respect

		Respect			Total
		Highly Preferable	Somewhat Preferable	Not Preferable	
Formal education	Male	81	17	1	99
	Female	79	18	2	99
Total		160	35	3	198

Based on the data presented in Table 1, it is evident that Respect is strongly favoured as a character trait. Furthermore, individuals express a desire to further enhance this trait through Formal Etiquette Education, indicating an aspiration for even greater development in this area.

Table 2 : Chi-Square Tests Formal Education and Respect

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.387 ^a	2	.824
Likelihood Ratio	.393	2	.821
Linear-by-Linear Association	.233	1	.630
N of Valid Cases	198		

- a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.50.

From above Table 2, Since the p-value is greater than 0.05 (typically chosen significance level), we fail to reject the null hypothesis. It suggests that based on the data analysed, there isn't sufficient evidence to conclude that formal etiquette education shows no significant association with respect.

HYPOTHESIS 2

Null Hypothesis: There is no significant association between Formal Etiquette Education and Responsibility

Alternate Hypothesis: There is significant association between Formal Etiquette Education and Responsibility

		Responsibility			Total
		Highly Preferable	Somewhat Preferable	Not Preferable	
Formal education	Male	73	25	1	99
	Female	70	28	2	100
Total		143	53	3	199

According to the findings presented in Table 3, it is evident that both males and females show a strong preference for the character trait of Responsibility. Moreover, individuals express a desire to further enhance this trait through formal etiquette education.

Table 4: Chi-Square Tests Formal Etiquette Education and Responsibility

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.561 ^a	2	.755
Likelihood Ratio	.568	2	.753
Linear-by-Linear Association	.463	1	.496
N of Valid Cases	199		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.49.

Given the results presented in Table 4, where the p-value exceeds the typically chosen significance level of 0.05, we cannot reject the null hypothesis. This implies that, based on the data analyzed, there is no significant association between formal etiquette education and the trait of responsibility.

HYPOTHESIS 3

Null Hypothesis: There is no significant association between Formal Etiquette Education and Self Control

Alternate Hypothesis: There is significant association between Formal Etiquette Education and Self Control

Table 5: Formal Education and Self Control

		SelfControl			Total
		Highly Preferable	Somewhat Preferable	Not Preferable	
Formaleducation	Male	80	15	4	99
	Female	65	27	8	100
Total		145	42	12	199

Table 5 indicates that the trait of Self Control is widely regarded as highly preferable. Moreover, the data reveals a higher count of males expressing a preference for this trait compared to females

Table 6: Chi-Square Tests Formal Education and Self Control

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.309 ^a	2	.043
Likelihood Ratio	6.385	2	.041
Linear-by-Linear Association	5.651	1	.017
N of Valid Cases	199		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.97.

The results from Table 6 show a p-value below the commonly selected significance level of 0.05, leading us to reject the null hypothesis. Therefore, based on the data examined, there appears to be significant association between formal etiquette education and the trait of self-control.

HYPOTHESIS 4

Null Hypothesis: There is no significant association between Formal Etiquette Education and Empathy

Alternate Hypothesis: There is significant association between Formal Etiquette Education and Empathy

Table 7: Formal Education and Empathy

		Empathy			Total
		Highly Preferable	Somewhat Preferable	Not Preferable	
Formaleducation	Male	53	45	1	99
	Female	48	38	14	100
Total		101	83	15	199

Table 7 highlights Empathy as a trait highly favored by respondents. Notably, there is a greater representation of males favoring this trait compared to females, as indicated by the data.

Table 8: Chi-Square Tests Formal Education and Empathy

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.100 ^a	2	.002
Likelihood Ratio	14.280	2	.001
Linear-by-Linear Association	4.288	1	.038
N of Valid Cases	199		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.46.

With a p-value below the commonly chosen significance level of 0.05, the findings from Table 8 prompt us to reject the null hypothesis. Consequently, the data analyzed suggests a significant association between formal etiquette education and the trait of empathy.

HYPOTHESIS 5

Null Hypothesis: There is no significant association between Formal Etiquette Education and Integrity

Alternate Hypothesis: There is significant association between Formal Etiquette Education and Integrity

Table 9: Formal Education and Integrity

		Integrity			Total
		Highly Preferable	Somewhat Preferable	Not Preferable	
Formaleducation	Male	68	26	5	99
	Female	54	42	4	100
Total		122	68	9	199

In Table 9, Integrity emerges as a trait preferred by a significant portion of respondents. Particularly noteworthy is the higher proportion of males favouring this trait compared to females, as evidenced by the data.

Table 10 : Chi-Square Tests Formal Education and Integrity

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.477 ^a	2	.045
Likelihood Ratio	5.517	2	.063
Linear-by-Linear Association	2.741	1	.098
N of Valid Cases	199		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.48.

Given the p-value below the typically selected significance level of 0.05, the results from Table 10 lead us to reject the null hypothesis. Therefore, based on the analyzed data, there appears to be a significant relationship between formal etiquette education and the trait of integrity.

HYPOTHESIS 6

Null Hypothesis: There is no significant association between Formal Etiquette Education and Politeness

Alternate Hypothesis: There is no significant association between Formal Etiquette Education and Politeness

Table 11: Formal Education and Politeness

		Politeness			Total
		Highly Preferable	Somewhat Preferable	Not Preferable	
Formaleducation	Male	68	25	5	98
	Female	52	43	5	100
Total		120	68	10	198

Table 11 highlights Politeness as a trait favored by a notable portion of respondents. Notably, the data indicates a greater proportion of males expressing preference for this trait compared to females.

Table 12: Chi-Square Tests Formal Education and Politeness

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.879 ^a	2	.032
Likelihood Ratio	6.941	2	.031
Linear-by-Linear Association	4.229	1	.040
N of Valid Cases	198		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.95.

Given the p-value below the typically selected significance level of 0.05, the results from Table 12 lead us to reject the null hypothesis. Therefore, based on the analyzed data, there appears to be a significant relationship between formal etiquette education and the trait of politeness.

HYPOTHESIS 7

Null Hypothesis: There is no significant relation between Formal Etiquette Education and impact on character development.

Alternate Hypothesis: There is no significant association between Formal Etiquette Education and impact on character development.

Table 13: Correlations Formal Education and positive impact on character development

		Formal education	Positive impact on character development
Formal education	Pearson Correlation	1	.170*
	Sig. (2-tailed)		.016
	N	199	199
Positive impact on character development	Pearson Correlation	.170*	1
	Sig. (2-tailed)	.016	
	N	199	199

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient of 0.17 indicates a positive relationship between formal education and its impact on character development.

TOP OF FORM FINDINGS OF THE STUDY

- Respect, Self-Control, Empathy, Integrity, and Politeness are character traits for which the count of male respondents exceeds that of females.
- The formal etiquette education has no significant association with respect.
- There is no significant association between formal etiquette education and the trait of responsibility.
- There is a significant association between formal etiquette education and the trait of self-control.
- There is significant association between formal etiquette education and the trait of empathy.
- There is a significant relationship between formal etiquette education and the trait of integrity.

- There is a positive relationship between formal education and its impact on character development

SUGGESTIONS

Formal etiquette education acts as a catalyst for nurturing positive character traits and promoting virtuous behaviour in society. Individuals who engage in formal education, whether through schooling, training programs, or other structured learning experiences, are more likely to exhibit positive traits associated with character development. These traits may include qualities such as responsibility, empathy, integrity, and politeness, among others.

Etiquette education should be incorporated in the curriculum through the well-prepared modules with rigour and practice it would well be ingrained with behavioural aspects of the individual.

CONCLUSION

Overall, this paper contributes to the literature on character development and etiquette by providing insights into the impact of etiquette on young people's character development, and by highlighting the challenges and opportunities of practicing etiquette in modern times. The findings suggest that etiquette plays a crucial role in shaping the character of young people, and further research and efforts are needed to promote the practice of etiquette in today's society for the holistic development of young individuals. Formal etiquette education and character development are integral components of personal and professional growth, contributing to individuals' social competence, ethical conduct, and holistic well-being. By fulfilling their objectives, these endeavors lay the groundwork for building a more respectful, inclusive, and virtuous society.

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