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A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Mannerism Development and its Importance in School Going Children Among Parents in Selected Areas of the City

Nikita Shubhash Rajput
Nursing Tutor, Pharate Patil B Sc Nursing College, Madavgan Pharata, Pune, India

Corresponding Author: **Nikita Shubhash Rajput**

Abstract
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Keywords: Teaching Programme, Mannerism, India

Introduction

Mannerism development plays a crucial role in shaping the behavioral patterns of school-going children, significantly influencing their social interactions and overall personality development. Parents play a pivotal role in nurturing and guiding children towards appropriate mannerism. Therefore, this study aims to evaluate the effectiveness of a planned teaching program aimed at enhancing parental knowledge regarding mannerism development and its significance in school-going children [1].

Mannerisms, the subtle nuances of behavior and expression that shape our interactions and define our social presence, are integral components of human communication and interaction. From the way we greet others to the gestures we use in conversation, mannerisms convey a wealth of information about our personality, upbringing, and cultural background. In the context of child development, understanding mannerism takes on added significance, as it not only influences how children navigate social environments but also plays a crucial role in shaping their identity and relationships [2].

Mannerism, often described as the distinctive behavioral traits or idiosyncrasies that characterize an individual's conduct, encompasses a broad spectrum of actions, gestures, and verbal cues. These may include everything from the way a child speaks and moves to their habits of interaction and emotional responses. Mannerisms are deeply ingrained and tend to develop over time through a combination of genetic predispositions, environmental influences, and social learning processes [3].

The Importance of Mannerism in Child Development

In the developmental trajectory of children, mannerism assumes a pivotal role, influencing various aspects of their social, emotional, and cognitive growth. Positive mannerisms, such as empathy, politeness, and cooperation, facilitate harmonious relationships with peers, teachers, and family members, fostering a supportive social environment conducive to learning and personal development. Conversely, negative mannerisms, such as aggression, defiance, or disrespect, can hinder social integration and impede academic progress, leading to interpersonal conflicts and emotional distress [4].

Background of Study

The background of the study revolves around the critical role that mannerism development plays in the overall growth and social adaptation of school-going children. Mannerisms encompass a wide range of behaviors, including social etiquette, communication skills, and emotional regulation, all of which significantly impact a child's interactions with peers, teachers, and other members of society.

In today's fast-paced and complex world, where children are exposed to various influences from an early age, the importance of fostering positive mannerisms cannot be overstated. Parents serve as primary influencers in shaping children's behavior and attitudes towards social interactions. However, many parents may lack adequate knowledge or guidance on how to effectively

nurture appropriate mannerisms in their children [6].
Furthermore, societal expectations and cultural norms regarding mannerisms may vary, adding another layer of complexity to the equation. selected areas of the city, where diverse communities coexist, understanding the nuances of mannerism development becomes even more crucial for parents [7].
In contemporary society, the social and emotional development of school-going children is a topic of increasing importance. Mannerism development, which encompasses a range of behaviors, gestures, and social skills, plays a crucial role in shaping children's interactions and relationships both within and outside the school environment. Parents, as primary caregivers, and influential figures in children's lives, have a significant impact on the development of these mannerisms. Therefore, understanding parental knowledge and attitudes regarding mannerism development is essential for fostering positive behaviors and social skills in school-going children [8].

Need for Study

The need for this study arises from the recognition of the pivotal role that mannerism development plays in shaping the character and social integration of school-going children. Mannerisms encompass a wide range of behaviors, from basic etiquette to complex social interactions, all of which significantly influence a child's personal and academic growth. Parents, as the primary influencers in a child's life, hold immense potential to positively impact their mannerism development. However, there exists a gap in parental knowledge and understanding regarding the intricacies of mannerism development and its importance within the context of school-going children [10].
The need for this study arises from the recognition of the pivotal role that mannerism development plays in shaping the character and social integration of school-going children. Mannerisms encompass a wide range of behaviors, from basic etiquette to complex social interactions, all of which significantly influence a child's personal and academic growth. Parents, as the primary influencers in a child's life, hold immense potential to positively impact their mannerism development. However, there exists a gap in parental knowledge and understanding regarding the intricacies of mannerism development and its importance within the context of school-going children [11].

Objective of Study

1. To assess the level of knowledge among parents regarding mannerism development and its importance in school-going children in selected areas of the city.
2. To assess the effectiveness of the planned teaching program in improving the knowledge of parents regarding mannerism development and its importance in school-going children.
3. To associate the pre-test knowledge score of parents regarding mannerism development and its importance with selected demographic variables.

Method and Material

This chapter will help us to know in detail which research methods were used for assessing the effectiveness of planned teaching programme on knowledge regarding mannerism development and its importance in school going children among parents in selected areas of the city. It includes the research approach, research design, setting of the study, identification of target population, sample and sampling technique, sample size, inclusive and exclusive criteria (subjects), tool preparation, feasibility of the study, pilot the study, validity, reliability, data collection and plan for data analysis.

Research Apporach

Research approach is systematic, objective method of discovery with empirical evidence. The choice of research approach constitutes one of the major decisions, which must be made in conducting research the study as the approach taken on a research project can greatly affect its outcome. The approach of the study depends on many factors but primarily on the nature of phenomenon under the study.
The research method adopted, for the study was evaluative approach because the study aims at assessing the effectiveness of planned teaching programme on knowledge regarding mannerism development and its importance in school going children among parents in selected areas of the city.

Research Design

Polit and Beck (2015) state that, the research design is the researchers overall plan for obtaining answers to the research question or for testing the hypothesis. Research design is the overall plan for addressing a research question including specification for enhancing the integrity of the study. 62
The design adopted for the present the study was Pre experimental one group Pretest Post test design.

Sample

Sample and Sampling Technique

Sample:

According to Burns Nancy and Grove Susan K (2012), "Sample is a subset of the population that is selected for the study."
A sample is used in research when studying the entire population is not feasible. Sampling allows researchers to generalize about the population based on careful observation of variables within a relatively small proportion of the population.
In the present study, the sample for this study consists of parents of school-going children who meet the inclusion criteria and are selected from the accessible population using an appropriate sampling technique.

Sampling Technique:

According to Polit and Hungler (2015), "Sampling refers to the process of selecting a population to represent the entire population."
In this study, a **nonprobability purposive sampling technique** was used to select participants. This method involves the deliberate selection of individuals who meet specific criteria relevant to the study. Participants who fulfilled the inclusion criteria were identified and selected based on their availability and willingness to participate. Although **random selection** was not applied, the researcher ensured that the sample was representative by including individuals with diverse characteristics within the study population. This technique is advantageous as it allows access to **eligible participants efficiently**, ensuring that those who are most relevant to the study are included. The

approach also helps in reducing the time required for recruitment while maintaining the focus on individuals who can provide meaningful insights into the effectiveness of planned teaching programme on knowledge regarding mannerism development and its importance in school going children among parents in selected areas of the city."

Sample Size:

According to Sharma S. K (2011) "Sample size is the number of subjects, events, behaviors or situations that are examined in a study."[85]

Cochran's formula for sample size estimation in a quantitative study:

$$n= Z^2 \times p \times q/d^2$$

Where:

n = Required sample size

Z = Standard normal deviation (1.96 for 95% confidence level)

p = Estimated prevalence or proportion (Assumed to be 50% or 0.5, as there is no prior study data)

q = 1 - p (Complement of p, i.e., 0.5) **d** = Margin of error (13%)

Calculation:

$$n = (1.96)^2 \times 0.5 \times 0.5/(0.13)^2$$

$$= 3.8416 \times 0.25/0.0169$$

$$=0.9604/0.0169$$

$$n = 56.85$$

Since the required sample size must be a whole number, it is rounded up to **60 participants** to account for possible dropouts or missing data.

Sampling Criteria:

According to Sharma S. K (2011), sampling criteria is the list of the characteristics essential for inclusion or exclusion in the target population.[64]

In the present the study, following inclusion and exclusion criteria were set.

Method of Data Collection

The most important and crucial aspect of any research is data collection, which provides necessary information to answer the questions raised in the study. Data collection relies on the tool used for the study.

The data collection tool was constructed by the investigator in the light of literature reviewed and her experience in the clinical field to ensure the adequacy, relevancy and question organization, validity of content and measurable too. The present study is aimed to assess the effectiveness of planned teaching programme on knowledge regarding mannerism development and its importance in school going children among parents in selected areas of the city.

Result

Section – I: Description of Sociodemographic data

Table 1: Frequency and Percentage Distribution of Sociodemographic Variables Among Parents **(N=60)**

S. No	Variable	Category	Frequency	Percentage (%)
1	Age in years	Below 25 years	02	3.33
		26–35 years	24	40.00
		36–45 years	30	50.00
		Above 45 years	04	06.67
2	Gender	Male	25	41.67
		Female	35	58.33
		Other	00	00.00
3	Educational Qualification	No formal education	00	00.00
		Primary education	30	50.00
		Secondary education	16	26.67
		Graduate	14	23.33
		Post graduate or higher	00	00.00
4	Type of Family	Nuclear family	31	51.67
		Joint family	29	48.33
		Extended family	00	00.00
5	Residence	Urban	00	00.00
		Semi-urban	00	00.00
		Rural	60	100.00

The frequency and percentage distribution of sociodemographic variables among parents (N=60) is summarized below:

Age in Years: Most of the parents (50.00%) were in the age group of 36–45 years, followed by 40.00% in the 26–35 years age group. A smaller proportion (6.67%) were above 45 years, and only 3.33% were below 25 years.

Gender: A higher percentage of participants were female (58.33%) compared to males (41.67%), while none identified as "Other" (0.00%).

Educational Qualification: Half of the parents (50.00%) had attained primary education, followed by 26.67% with secondary education. Only 23.33% were graduates, and none had postgraduate education or higher qualifications (0.00%). Additionally, no participants reported having no formal education (0.00%).

Type of Family: More than half of the parents (51.67%) belonged to nuclear families, while 48.33% were part of joint families. No participants came from extended families (0.00%).

Residence: All the participants (100.00%) resided in rural areas, with no representation from urban or semi-urban areas (0.00%).

This data provides an overview of the demographic background of the parents, highlighting variations in age, gender, educational level, family type, and place of

residence.

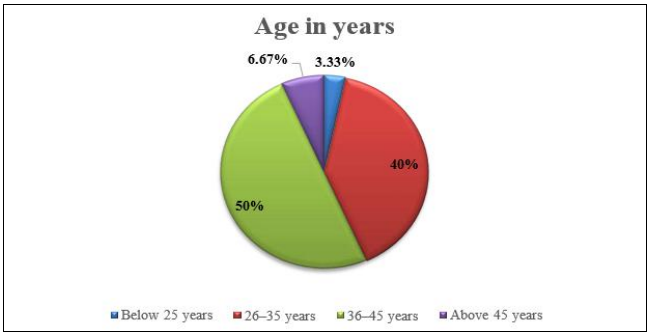

Fig 1: Pie diagram showing percentage wise distribution according to the Age of the respondents

The percentage-wise distribution of respondents according to their age reveals that the highest percentage (50.00%) of respondents were in the age group of 36–45 years, followed by 40.00% in the 26–35 years age group. A smaller proportion of respondents (6.67%) belonged to the age group of above 45 years, while the lowest percentage (3.33%) was observed in the below 25 years age group. This indicates that the majority of the respondents were middle-aged, with a notable representation of younger adults as well.

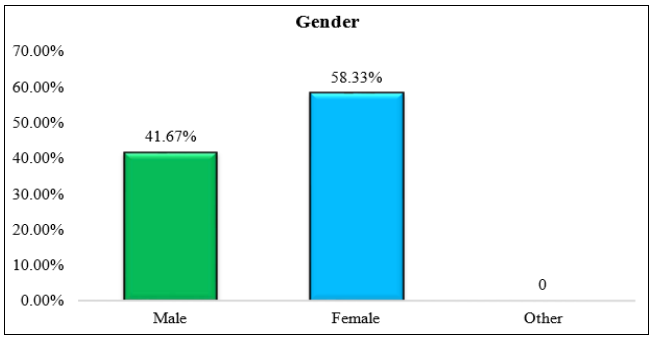

Fig 2: Bar diagram showing percentage-wise distribution of respondents according to their gender

The percentage-wise distribution of respondents according to their gender reveals that the majority (58.33%) were female, followed by 41.67% who were male. None of the respondents identified as belonging to the "Other" category (0%). **This indicates a higher participation of female respondents in the study compared to males.**

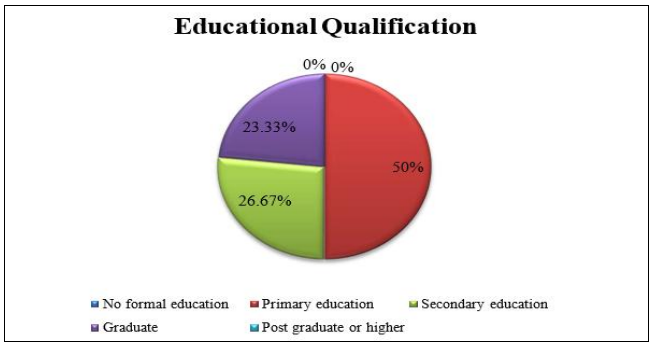

Fig 3: Pie diagram showing percentage wise distribution of respondents according to their Educational Qualification

The percentage-wise distribution of respondents according to their educational qualification reveals that half of the respondents (50.00%) had primary education, while 26.67% had attained secondary education. A smaller proportion (23.33%) of respondents were graduates. Notably, there were no respondents (00.00%) with no formal education or postgraduate/higher education. **This indicates that most respondents had basic education, with a moderate representation of those with higher educational attainment.**

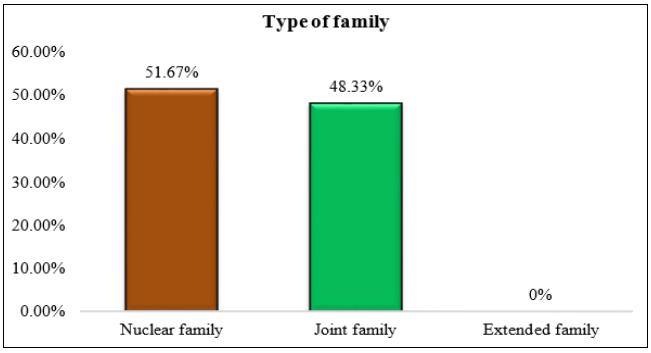

Fig 4: Bar diagram showing percentage wise distribution of respondents according to their Type of family

The percentage-wise distribution of respondents based on the type of family shows that the majority (51.67%) belonged to nuclear families, while 48.33% were from joint families. There were no respondents (0%) from extended families. **This indicates a nearly equal representation of nuclear and joint family systems, with a slight predominance of nuclear families.**

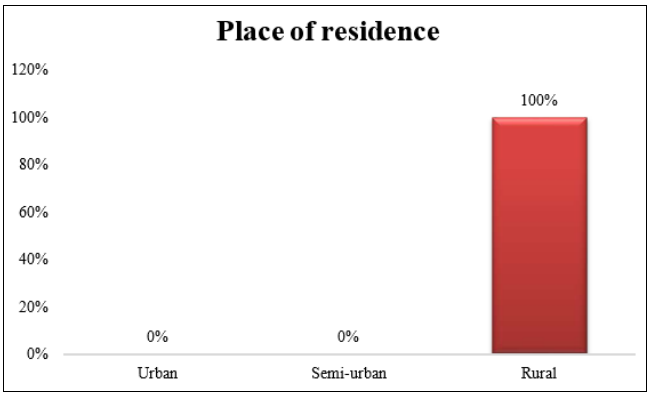

Fig 5: Bar diagram showing percentage wise distribution of respondents according to their place of residence

The percentage-wise distribution of respondents based on their place of residence reveals that all respondents (100%) were from rural areas. There were no respondents from urban (0%) or semi-urban (0%) areas. This indicates that the study exclusively focused on participants residing in rural settings.

Section II: Assessment of the baseline knowledge levels regarding mannerism development and its importance in school going children among parents

Table 2: Distribution of respondents according to pre-test knowledge levels regarding mannerism development and its importance in school going children among parents (N=60)

S. No	Level of knowledge	Pre-test	
		F	%
1	Poor knowledge (Below 6)	32	53.33
2	Average knowledge (07-13)	28	46.67
3	Good knowledge (14-20)	00	00

The assessment of baseline knowledge levels regarding mannerism development and its importance in school-going children among parents revealed that the majority of respondents, 53.33% (n=32), had poor knowledge with scores below 6. A smaller proportion of respondents, 46.67% (n=28), demonstrated an average level of knowledge, scoring between 7 and 13. Notably, none of the respondents (0%) exhibited good knowledge, as no one scored between 14 and 20. These findings underscore a significant knowledge gap among parents, emphasizing the need for focused educational interventions to improve their understanding of mannerism development and its importance for school-going children.

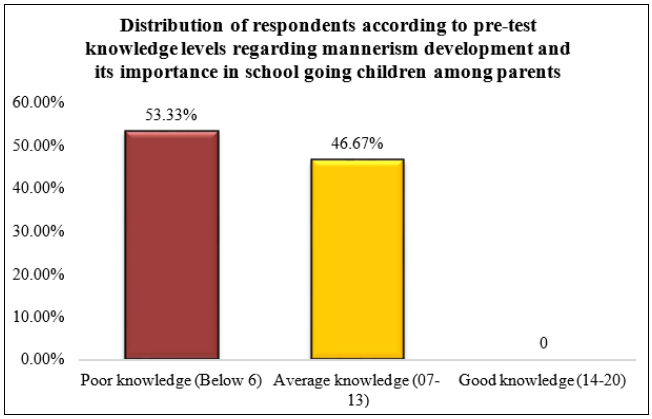

Fig 6: Bar diagram showing percentage wise distribution of respondents according to pre- test knowledge levels regarding mannerism development and its importance in school going children among parents

Section III: Effectiveness of planned teaching programme on knowledge regarding mannerism development and its importance in school going children among parents.

Table 3: Distribution of Respondents According to Pre-Test and Post-test Knowledge regarding mannerism development and its importance in school going children among parents **(N=60)**

S. No	Level of knowledge	Pre-test		Post-test	
		F	%	F	%
1	Poor knowledge (Below 6)	32	53.33	00	00
2	Average knowledge (07-13)	28	46.67	00	00
3	Good knowledge (14-20)	00	00	60	100

The distribution of respondents according to pre-test and post-test knowledge regarding mannerism development and its importance in school-going children among parents revealed significant differences. During the pre-test, 53.33% (n=32) of respondents demonstrated poor knowledge with scores below 6, while 46.67% (n=28) had average knowledge with scores ranging from 7 to 13. Notably, no respondents (0%) had good knowledge, scoring between 14 and 20. However, after the intervention, the post-test results showed remarkable improvement, with 100% (n=60) of respondents achieving good knowledge scores between 14 and 20. **This indicates the effectiveness of the planned teaching program in enhancing the knowledge levels of parents regarding mannerism development and its importance in school-going children.**

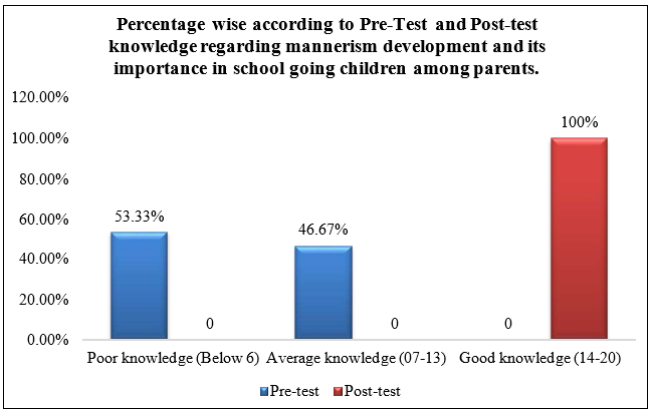

Fig 7: Bar diagram showing Percentage wise according to Pre-Test and Post-test knowledge regarding mannerism development and its importance in school going children among parents

Table 4: Paired 't' value of pre and post-test level of knowledge levels regarding mannerism development and its importance in school going children among parents **(N=60)**

S. No	Group	Mean	SD	't' value	P Value	Level of significance
1	Pre-test	6.22	1.61	**43.27**	**0.001**	**Significant**
2	Post-test	16.83	1.01			

For df = 59 at a significance level (α) of 0.05, the critical t-table value (two-tailed) is: T table=2.00

The table presents the paired t-test analysis comparing the pre-test and post-test knowledge levels regarding mannerism development and its importance in school going children among parents (N=60).

The mean pre-test score was **6.22**, with a standard deviation (SD) of **1.61**, indicating a low baseline level of knowledge. After the intervention, the mean post-test score increased significantly to **16.83**, with an SD of **1.01**, reflecting an improved level of knowledge.

The paired t-value calculated was **43.27**, which is much higher than the critical t-table value of **2.000** at a significance level of $\mathbf{p \leq 0.05}$ and degrees of freedom (**df = 59**). Additionally, the p-value obtained was **<0.001**, indicating that the observed difference in knowledge levels between pre-test and post-test is statistically significant.

Inference

Since the calculated t-value (**43.27**) is much higher than the critical table value (**2.000**, df = 59, $p \leq 0.05$), and the p-value is **<0.001**, which is highly significant, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1).

Thus, the results confirm that the self-instructional module was highly effective in improving the knowledge levels regarding mannerism development and its importance in school going children among parents.

Table 5: Item-wise Analysis of Pre-Test and Post-Test Knowledge Scores on regarding mannerism development and its importance in school going children among parents

Item No	Question	Post-Test (%)	Pre-Test (%)	Difference (%)
1	What is mannerism development?	100	50	50
2	At what stage is mannerism development most Critical?	98	46	52
3	Which of the following influences mannerism development the most?	96	44	52
4	What is the main purpose of mannerism development?	94	40	54
5	Which is NOT a factor affecting mannerism development?	92	38	54
6	Good manners help children in:	100	42	58
7	Why are good manners important for school-going children?	98	40	58
8	Which of the following is a key benefit of good manners?	96	38	58
9	Mannerisms in children reflect:	94	36	58
10	What role do good manners play in personality development?	92	34	58
11	How can parents encourage good manners in children?	100	44	56
12	Which method is most effective for traching manners to children?	98	42	56
13	Parents can reinforce good manners by:	96	40	56
14	What should parents avoid when teaching manners?	94	38	56
15	Which parenting style is most suitable for mannerism development?	92	36	56
16	Which of the following is an example of good manners in children?	100	46	54
17	Teaching children to share toys with peers develops:	98	44	54
18	What is a common mannerism that helps children in group activities?	96	42	54
19	Which mannerism shows respect for elders?	94	44	54
20	What is a good table manner for children?	92	38	54

1. The largest improvement was observed in the items "Good manners help children in" (Item 6) and "Why are good manners important for school- going children?" (Item 7), both demonstrating a 58% increase in correct responses from pre-test to post-test.
2. Several items demonstrated a consistent 56% improvement, particularly those focusing on parental roles in teaching manners, such as "How can parents encourage good manners in children?" (Item 11) and "Which method is most effective for teaching manners to children?" (Item 12).
3. Items addressing the benefits of manners in group and social settings, such as "Teaching children to share toys with peers develops" (Item 17) and "What is a common mannerism that helps children in group activities?" (Item 18), showed significant knowledge gains of 54%.
4. The smallest improvement, though still notable, was observed in "What is mannerism development?" (Item 1), with a 50% increase from pre-test to post-test.

Conclusion: The intervention was highly effective, with marked improvements in knowledge scores across all items. The results highlight the importance of educating parents on the development and reinforcement of good manners in children. Such efforts can foster positive behavioral development, improve social interactions, and contribute to the overall personality growth of school-going children.

Section IV: To find the association between pre-test study findings with selected demographic variables.

Table 5: Association between pre-test study findings with selected demographic variables

S. No	Demographic Variable	Chi-Square Value (χ^2)	P-Value	Level of Significance
1	Age	2.35	0.23	Not significant
2	Gender	1.85	0.89	Not significant
3	**Educational**	**7.99**	**0.001**	**Significant**
4	Type of family	1.67	0.45	Not significant

Interpretation

The chi-square test results indicate that **educational level** has a statistically significant association with the knowledge level regarding **mannerism development and its importance in school going children among parents.** ($p=0.00$). Other demographic variables do not show a significant association ($p>0.05$).

Summary

This study aimed to evaluate the effectiveness of a planned teaching program on parents' knowledge regarding mannerism development and its importance for school-going children. A total of 60 parents from rural areas participated, with most (50%) aged 36–45 years, 58.33% being female, and 50% having a primary education. The majority (51.67%) were from nuclear families. Pre-test results showed that 53.33% of parents had poor knowledge (scores below 6), while 46.67% had average knowledge (scores between 7–13). None demonstrated good knowledge (scores 14–20). Post-test findings revealed a significant improvement, with 100% of parents scoring in the good knowledge category, indicating the intervention's effectiveness. The mean knowledge score increased from 6.22 (SD = 1.61) to 16.83 (SD = 1.01), and the paired t-test value (43.27, $p < 0.001$) confirmed a statistically significant enhancement. Item-wise analysis highlighted the greatest improvement in areas such as understanding the importance of good manners and methods for teaching them. A chi-square analysis revealed a significant association between parents' educational level and pre-test knowledge ($p = 0.001$), while other demographic variables showed no significant association. The results demonstrate that the teaching program was highly effective in bridging knowledge gaps and emphasize the need for such educational initiatives to foster positive behavioral development among children.

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