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Netiquette of Online Communication of the Bachelor of Elementary Education Students in UM Panabo College

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Abstract: This study sought to determine the extent of netiquette practices demonstrated by students in the Elementary Education program of UM Panabo College. Furthermore, the study also sought to establish if there is a significant difference in the extent of online communication netiquette if analyzed by student classification (freshmen, sophomore, junior and senior). The main variable of the study was the netiquette of online communication. The researchers used the quantitative-descriptive design in determining the extent of netiquette practices. The statistical treatment employed in the study were mean and ANOVA. Results show that the f-value is 2.84 and the p-value of 0.04 of which is less than 0.05. The result implies that the null hypothesis is rejected. Therefore, there is significant difference in the extent of online communication netiquette for students in the Elementary Education program of UM Panabo College if analyzed by student classification.

Keywords: Netiquette, Internet, Online Communication.

1. INTRODUCTION

Netiquette plays an important role in facilitating effective communication online. Demonstrating netiquette reduces potential miscommunication in an online platform. However, lapses in observing the demanded netiquette may result to several consequences such as: humiliation, undermining teamwork, draining students' energy, and creating "toxic worry". Moreover, improper observation of netiquette may also result to alienating people or even calling them out. Thus, resulting to a very embarrassing situation.

The pandemic has been the focal point for various changes in the academe. In fact, several academic institutions resorted to an online modality as a means to continue education. In a

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matter of weeks, it became for teachers that online communication is very different from face-to-face communication. Students cannot be expected to behave properly and participate in an online classroom. This makes netiquette very critical since it allows students to become aware of the demanded social behavior in an online context. This even helps in preventing potential misunderstandings.

The significance of the study is rooted on the importance of online communication netiquette. Netiquette, such as traditional etiquette, aims to create a pleasant and appropriate atmosphere, present a professional image, and understand the most relevant platforms for communication across different channels. Today, millions use the internet to interact with other people. As such, it is essential for netiquette to be adhered by people and shared with friends to coworkers [1]. Provided that there are no standards for netiquette, people will potentially use internet as they see fit, resulting to problems. Everyone must ensure that netiquette practices are constantly changing to accommodate the fast-paced developments of technology. If changes are not made, this may render the netiquette to be obsolete and vulnerable to online risks.
This study hopes to contribute to the existing body of knowledge for both netiquette and online communication. Evidently, Netiquette and empathy in the instructional system is demanded. Online education is still a highly experimental modality in the Philippines. A means of addressing emerging struggles is the appropriate demonstration of netiquette. With online learning increasing in relevance, so does the need for conducting the study. With more courses being delivered in an online modality, student awareness of netiquette is limited. Hence, the researchers were encouraged to conduct the study on online communication netiquette among Elementary Education Program Students of UM Panabo College.

2. METHODOLOGY

The researchers used a quantitative descriptive design. A quantitative design is used to collect data for statistical analysis. This was used since it was appropriate to meet the objectives of the study. For data collection, the researchers used a standardized questionnaire as the research instrument. It consisted of two components. The first component asked for a demographic information. The second component is a questionnaire adapted from the study of Atalay.
The respondents of this study were the 82 enrolled students from the Elementary Education program of UM Panabo College. The researchers used total population sampling. Total population sampling is a sampling method that is purposive. This sampling method examines the entire population as the sample [2]. Given that the population is small, the researchers decided not to take a fraction as the sample.
Table 1 shows the scale that was used to determine the extent of online communication netiquette.

Table 1. Scale for determining the extend of online communication netiquette.

Scale and range	Description
5 (Very High) with the range of 4.20-4.99	have very high knowledge about netiquette
4 (High) with the range of 3.40-4.19	have high knowledge about netiquette
3 (Moderately High) with the range of 2.60-	have moderately high knowledge about

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3.39	netiquette
2 (Low) with the range of 1.80-2.59	have low knowledge about netiquette
1 (Very Low) with the range of 1.00-1.79	have very low knowledge about netiquette.

Appropriate statistical treatment was used by the researchers. Mean was used to determine the extent of online communication netiquette. ANOVA was used to determine the significant differences between the means among Elementary Education students when grouped according to student classification.

3. RESULTS AND FINDINGS

1.1.The Extent of Online Communication Netiquette

Table 2 shows the results of the extent of Online Communication Netiquette demonstrated by students of the Elementary Education program of UM Panabo. It can be observed that the over-all mean of Online Communication Netiquette reached 4.06 with the corresponding descriptive equivalent of high. This means that the Online Communication Netiquette is highly observed among the students. Students are aware of the appropriate behavior in using the internet. This even extends to the social conduct demanded in online classes [3]. The result is expected because using online platforms is not something new for student [4-5]. Some online platforms are even convenient for students and can even develop the competence of students [6-8].

Table 2. The Extent of Online Communication Netiquette

Online Communication Netiquette	Mean	Description
Over-all Mean	4.06	High

1.2.Significant Difference in Online Communication Netiquette of Students according to Student Classification

Table 3 reveals the significant difference in Online Communication Netiquette among students when analyzed according to student classification. It can be observed that the f-value is 2.84 with the p-value of 0.04, which is less than 0.05. Given that the p-value is lower than 0.05 the null hypothesis is rejected.

Table 3. Significant Difference in the Extent of Netiquette of Online Communication among Students when Analyzed According to Student Classification

Student Classification	Mean	F-value	P-value	Decision on Ho @ 0.05 level
Freshmen	3.92	2.84	0.04	Ho is rejected
Sophomore	4.43			
Junior	4.10			
Senior	3.96			

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The results show that there is a significant difference in the Online Communication Netiquette among students when analyzed according to student classification. As such, it can be concluded that the observation of Online Communication Netiquette differs depending on the student classification. These results imply that students that are either freshmen, sophomore, junior and senior demonstrate differences in their online communication netiquette. This can be attributed to the limited knowledge of netiquette and its practices. Showing that the maturity develops the longer a student spends in school [9]. Another likely reason of difference in Online Communication Netiquette practices can be related to the personal attributes and habits that go beyond content knowledge [10].

4. CONCLUSION AND RECOMMENDATION:

The following conclusions were made based on the results of the study.

1. Students of the Elementary Education program in UM Panabo College observed a high level of Online Communication Netiquette.
2. There is significant difference in the Online Communication Netiquette of students under the Elementary Education program when analyzed according to student classification.

From the two conclusions made, recommendations were suggested. The recommendations can be highlighted in three key words: awareness, mindfulness and explore.

1. Netiquette is important in an online modality. Students **awareness** of netiquette will help facilitate effective online communication. This allows students to convey their ideas in a respectable manner which gives more time for learning instead of reprimanding.
2. Parents mindfulness of students relative to netiquette is equally important. They should help in monitoring their children to mitigate potential problems that emerge if netiquette is not properly observed. Student nowadays are most often online. Parents should guide their children in the appropriate etiquette and thus extending to online platforms.
3. Future studies can be explored by other researchers. Researchers in the future can potentially investigate related topics to netiquette and use various methodologies that associate netiquette with the instructional process. A diverse demography may also be explored to come up with results that were not explored in previous studies on student netiquette.

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