



## **THE CONSEQUENCES OF POOR NETIQUETTE IN ONLINE EDUCATION AND STRATEGIES FOR IMPROVEMENT: A REVIEW**

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**Paper Received On:** 20 MAR 2025

**Peer Reviewed On:** 24 APRIL 2025

**Published On:** 01 MAY 2025

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### **Abstract**

*The importance of digital communication skills has increased with the move to online and hybrid learning approaches. However, it has also brought to light a rising issue: the increase in inappropriate netiquette among both teachers and students. This study looks at the effects of inappropriate digital behaviour in virtual learning settings on psychology, pedagogy, and technology. Examples of poor netiquette include dismissive tone, excessive informality, delayed responses, or disruptive online behaviour. These behaviours impair cognitive engagement, raise academic anxiety, and undermine the social presence required for collaborative learning. The study examines the effects these behaviours have on learner motivation, peer relations and instructor credibility following constructivist and socio-cognitive frames. The study also references mixed methods research from various prospective teachers' institutions to establish both structurally and contextually the forces that agitate these problems. As a response, it proposes a multi-pronged effort to incorporate institutional policies enforcement; adaptive feedback systems, teacher behaviour modelling; and instructions of digital citizenship. These are projects aimed at enabling ethical use of educational technology in teacher education through design of more inclusive and psychologically safe digital learning space as well as the norms of online academic conduct.*

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**Keywords:** *Netiquette, Learner Behaviour, Online Learning Psychology,*

### **Introduction**

Numerous studies show that students and even teachers frequently engage in online contempt, flaming, phubbing, cyberbullying, disinformation, and other forms of netiquette. These behaviours lead to communication issues, academic disinterest, and psychological distress (Cebollero-Salinas et al., 2022; Tacadena et al., 2023). The Digital Civility Index, for instance, shows that online etiquette is gradually deteriorating in Indonesia, where ethical violations on

social media and in educational contexts are mostly committed by young people (Astuti & Zamroni, 2022). In addition to disrupting digital peace, such behaviours erode relationships of trust, ethics, and societal cohesiveness.

Educational institutions are starting to recognize the importance of incorporating netiquette into digital literacy programs. Studies emphasize the value of systematic training, emotional intelligence, and cultural understanding in fostering moral behaviour online (Fredlina, 2023; Yulianti, 2021). Students with good netiquette skills participate more, communicate more politely, and are less likely to engage in academic misconduct or act aggressively online. Developing netiquette skills is particularly crucial in the context of teacher education since future educators must serve as role models for moral behaviour (Tacadena et al., 2023; Panisheva & Loginov, 2022).

But even with these advancements, a lot of students-especially those who were born into the digital age-show a lack of connection between digital ethics and technological competence. The anonymity of online platforms and the preference for convenience or virality over propriety exacerbate this divide (Wirawanda, 2018). For instance, content producers frequently use contentious uploads that cross polite norms in an attempt to gain social acceptance, underscoring the conflict between responsibility and freedom of expression (Astuti & Zamroni, 2022). These trends highlight the pressing need to teach students about the ethical ramifications of technology use in addition to its practical applications.

Therefore, the purpose of this study is to examine the effects of bad netiquette in online learning and to pinpoint all-encompassing approaches to its enhancement. Through the multidisciplinary lens of digital pedagogy, educational psychology, and communication studies, projects will investigate how businesses might develop an environment of digital respect, inclusivity, and responsibility. In an attempt to create moral distance learning environments that support academic success and civic responsibility, the project works to provide structurally an alternative, as well as dealing with behaviour outcomes.

### **Research Gap**

While there is abundant literature on the consequences of poor netiquette in professional and educational settings, there is little discussion of how such problems impact prospective teachers in particular. Research points to emotional fatigue, reputational injury, and digital ostracism but does not link this findings with teacher training context, or the ethical preparation of B.Ed. students. There is insufficient framework that would structure how we combine these consequences into a behavioural or instructional module for future educators. Though some

interventions-digital ethics programs or civility training – have it to some extent, they have not been systematically applied to teacher education in India. Analysis of most studies done has focused on the general population neglecting the fact that teachers also play the role of digital role models as well as facilitators. Moreover, there is a lack of empirical work on the long term effects of such programs on professional identity and classroom behaviour in virtual spaces. Such tools as assessment of netiquette competence, for example, DigComp-based simulations are rarely used during the B.Ed. curricula. With increasing awareness of the consequences of digital misconduct, a gap exists at the level of curriculum-based strategies specific to pre-service teachers.

### **Consequences of Poor Netiquette**

It is important to note that not everybody is equally affected by the bad netiquette; the people who have no access to modern gadget, digital-literate, or have no reliable internet connection-are disproportionately vulnerable. Apart from frustrating equitable participation, these conditions bring into view deeper socio-technical inequalities, particularly in an environment like that in education where diligence, integrity and clarity are fundamental. A thorough assessment by Soler-Costa et al. (2021) found that poor netiquette has major consequences in online interaction and educational situations.

Directly and indirectly, workers who experienced rude, snarky, or passive-aggressive email behaviours reported higher levels of emotional weariness and work-life conflict. People are more likely to misinterpret and ruminate while communicating by email because of its asynchronous nature and absence of nonverbal cues, which increases psychological stress. The boundaries between personal and professional life are blurring as people continue to read offensive emails after work. We call this propensity "techno-invasion." Apart from depleting emotional reserves, these digital stressors hinder an individual's ability to meet social and domestic obligations, hence exacerbating family dynamics and reducing overall wellbeing. This research also shows that the negative effects of nasty emails carry over into the private realm, causing burnout symptoms to worsen and compromising systems for recuperating resources. Liang et al. (2024) point out that poor netiquette in online medical education settings caused students to get disengaged, misunderstand professional standards, and become less socially connected. Other teens, who are not netiquette savvy, use their smart phones in the midst of physical interactions, an annoying behaviour referred to as "Phubbing". This electronic habit results in social isolation, an erosion of the confidence of classmates and an erosion of interaction effectiveness. Phubbing victims usually tend to feel alienated and

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belittled with the effect of making them less confident especially making them act retaliatorily on the internet. The study confirms a strong negative correlation between digital etiquette and phubbing and shows that poor online behaviour affects interpersonal socialization (Cebollero-Salinas et al., 2022).

Jama and Alnefaie (2022), even though students' awareness of widely accepted standards of netiquette for writing emails for business, they tend to forget them when in a hurry or pressed for time. Because of this mismatch, student-teacher contact became less precise; professionalism was destroyed by informal, and more frequently, impolite emails. Misuse of emojis, code switching back to the original language and blunt form of expression all gave rise to confusing text. These acts prevented academic relationship, reduced the effectiveness of digital interaction.

The survey shows that the massive spread of misleading information, fraud and immoral behaviour in the web, the most common cause of this is the lack of millennials to know netiquette over the internet.

### **Strategies for Improvement**

The student responses (whose data is empirical) of students after they read the instructions related to netiquette before engaging in online discussions imply that students expressed higher level of engagement and deeper cognitive involvement. Also the study recommends that netiquette training require alterations that would include introduction of ethical aspects such as privacy, empathy and professional boundaries particularly in cases of cultural diversity or emotional sensitivity. In light of everything above, the writers introduce netiquette as an important dynamic educational imperative, which should be nurtured through continuous reflective practice in digitally mediated settings rather than fixed rules. Bernuzzi et al. (2024) offer a thorough set of tactics based on organizational psychology and digital etiquette to lessen the detrimental consequences of email rudeness.

Moreover, users are encouraged to react intelligently, check tone when messaging, and follow the rules of specific platforms. Such activities promote the inclusive, peaceful forms of interaction online. (Ryabova, 2023).

Enforcing Vietnam's Cybersecurity Law, putting the 2021 Social Media Code of Conduct into practice, and fostering a cultural shift through digital civility campaigns are some of the multi-tiered ways the author suggests to solve these issues. In order to internalize netiquette rules, the study also highlights the significance of group conformance and participatory standard-setting.

To prevent phubbing and to promote polite online behaviour, the authors suggest including social, emotional, and netiquette in adolescent learning. It is more likely that learners who are taught to think before publishing their ethical behaviour, seek permission, and respond calmly will yield theirs. The same study also highlights the significance of healthy feelings voiced in digital spaces as it indicates that the little use made of virtual affective tools positively affect interactions with peers on and off the internet. For such responses, a comprehensive, multi-modal educational perspective that includes schools, households, and community members is needed (Cebollero-Salinas et al, 2022).

While emphasizing speech acceptability and pragmatic ability, the authors recommend that formal teaching of professional electronic correspondence be implemented in the EFL classroom. In their dealings with pupils, educators are also expected to conduct seminars, give instant critiques on emails, and set good netiquette. These techniques stimulate regularity in sophistication, tone, and style even as stressed. By employing proper and polite online communication students enhance their language skills and gain some insight into ethics (Jama & Alnefaie, 2022).

Against these negative consequences the authors suggest using MUI Fatwa No. 24/2017 as a foundational framework for digital ethics. Youngsters are instructed to verify facts, steer clear of emotive or harmful content, and follow structured writing principles such as truthfulness, brevity, and utility. Reporting harmful content, blocking rogue accounts, and visiting anti-hoax internet pages are some of the strategies. When in doubt, people are advised to keep quiet and refrain from disseminating anything provocative or unverified (Senja et al., 2022).

To address these shortcomings, the authors developed a performance-oriented tool that uses immersive simulations to evaluate everyday life netiquette skills. The program is built on the DigComp architecture. Higher-order thinking cognitive abilities such as scenario-based choice-making, courteous digital interaction, and flexible online conduct are the main focus of their approach. By introducing sub-competencies such as dutiful social media behaviour, civil email etiquette, and managing cyber misbehaviour, the tool seeks to offer a reliable, scalable approach to teaching and evaluation of netiquette (Bartolomé & Garaizar, 2022).

### **Conclusions:**

The overall conclusions from the literature review confirm that bad netiquette is a danger to the ethical underpinnings, equity, and quality of online learning. Such errors, which come in a variety of forms—from rude emails to reckless online behavior to crossing international boundaries, and so forth—do have an adverse effect on one's thoughts, feelings, interactions, and status. These consequences are particularly harmful in online learning settings where

respectful engagement, peer partnership, and social security are necessary for effective involvement. On the other hand, individuals who lack possession of technology and are dumb or just partially literate suffer significantly from poor internet protocols, which widens the digital gap and further isolates them from society, particularly in educational institutions. As it happens, the tactics being developed highlight how crucial it is to characterize netiquette as a type of behavior that is purposeful, flexible, and morally sound rather than as a set of static rules. Effective techniques include adopting interesting, scenario-based teaching approaches, exercising acceptable behavior online, and integrating netiquette lessons into a digital literacy instructional curriculum. In light of the institution's situation, it is advised to create clear communication norms, conduct tolerance training, and encourage mindful online participation through instruction and criticism mechanisms. Tech support is also essential to maintaining polite online relationships, whether it takes the shape of tipping systems, regulating tools, or verification prompts. Given the growing reliance on websites in education, it is important and relevant to talk about the negative consequences of bad netiquette and to propose evidence-based solutions for it. The necessity for inclusive, context-adaptable, and systematic strategies that may be consisted of into instructional policies and processes is highlighted by this assessment. By promoting ethical, thoughtful, and proficient digital conduct, these kinds of pursuits will contribute to the creation of safer, more egalitarian, and more intellectually engaging virtual learning environments.

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