

# Social Behavior and Internet Etiquettes of Pre-Service Social Studies Teachers

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## ABSTRACT

The present study examines the manifestation of social behavior and the adoption of internet etiquettes among pre-service Social Studies teachers in the context of increased online learning due to the Covid-19 pandemic. The research aims to assess reflective and impulsive behavior as well as internet etiquettes related to fact-checking, authenticity, communication, and confidentiality. The descriptive-correlational method is employed, and data is collected from 126 respondents at Batangas State University-JPLPC Malvar Campus. A research-made questionnaire administered via Google Forms is used for data collection, and appropriate statistical tools are applied for analysis. The results indicate a high manifestation of social behavior,

particularly reflective behavior, and the respondents exhibit a high level of adherence to internet etiquettes. However, the weighted mean for authenticity and confidentiality is higher than that for fact-checking and communication. The Pearson correlation coefficient reveals a significant relationship between social behavior and internet etiquettes. Based on these findings, the researchers propose several activities to promote internet etiquettes and establish social behavior among pre-service teachers, including titles such as "Scrollonomics: Unveiling the Influence of Social Behavior on Social Media Consumption," "Reflective Behavior and Internet Etiquettes: Bridging the Gap of Virtual and Interpersonal Relationships," "Connect & Communicate: Building Bridges in the Digital Era," and "Truth Seekers Unite: Fact-Checkers Unleashed

**Keywords:** *Social behavior, internet etiquettes, pre-service teachers, online learning, reflective behavior*

## INTRODUCTION

"Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual." – Aristotle. Social interaction was an integral part of people's lives, as they sought validation, guidance, and connection with others to navigate daily challenges. It is aptly stated that no one is an island, emphasizing that regular social interactions occur unless one deliberately chooses isolation (John Donne, 1624, as cited in Blagojevic & Jordan, 2012). These interactions require individuals to exhibit appropriate social behavior in response to different situations. According to Read and Miller (2014), social behavior is influenced by social cognition, which involves making sense of oneself and others through impressions, attributions of actions, and shared interests. Contextual rules and regulations within specific communities also shape individuals' social behavior, often with sanctions or consequences for non-compliance. As thinking beings, individuals have the autonomy to decide whether their actions align with societal norms.

In today's digital world, social behavior extends beyond face-to-face interactions due to the Internet's profound impact on various aspects of society, product of social processes, shaped by the ideas, beliefs, and expertise of its creators and users (Castells, 2014). The Internet has become an indispensable part of everyday life.

The Philippines experienced a significant increase in Internet usage during the COVID-19 pandemic, as indoor directives were implemented to curb the virus's spread (Brusco, 2011). This led to a rise in the population of Internet users in the country, with Filipinos spending more time on social media than the global average (We Are Social Digital 2021 report). With these new technological conveniences, users must practice safe computing and observe proper electronic etiquette. Internet etiquettes serve as a guide to promote appropriate behavior, prevent misinformation, and avoid conflicts online (Hollister, 2020). In the education sector, it is crucial for students to collaborate effectively with their peers, teachers, and staff members. As future educators, pre-service teachers should embody beneficial social behavior and reflective practice, both in digital and face-to-face interactions. They play a vital role in fostering critical thinking skills and creating a harmonious online community that positively impacts society.

This study aims to explore the manifestation of social behavior and its relationship with internet etiquettes among pre-service Social Studies teachers. By examining these variables, the researchers aim to provide insights for educational institutions to promote good conduct in online and personal communication.

## LITERATURE REVIEW

### Conceptual Literature

The science of human behavior emerged as a response to Sigmund Freud's work on unconscious motivation during the late 19th and early 20th centuries. Freud's perspective suggested that our behavior is merely an indication of the underlying unconscious drives behind it. In reaction to Freud's ideas, academic psychology in the early 20th century developed behaviorism, as Jenkins (2019) explains. Behaviorism was founded on the belief that all behaviors, including emotional responses, are acquired through learning. According to this perspective, people engage in certain behaviors and experience specific emotions because they have been conditioned to respond in particular ways, as noted by Leary (2012).

Social behavior, as described by Kennedy and Adolphs (2012), refers to the capacity to interact with others. Social functioning, on the other hand, encompasses social behavior within various contexts and over time. Researchers interested in studying human behavior are driven by a desire to comprehend why individuals make decisions, with the ultimate aim of gaining a deeper understanding of the decision-making process.

In response to the understanding that human behavior, including social behavior, is influenced by societal learning (Mishra, 2016) highlighted the unique ways in which individuals acquire and maintain behavior, taking into account the social environment in which behavior occurs. Bandura's Social Learning Theory emphasizes the role of past experiences in determining behavioral actions, stating that social behavior is learned through observation and imitation. Past experiences shape reinforcements, expectations, and expectancies, which influence whether a person engages in specific behavior and the reasons behind it.

The Theory of Reasoned Action by Fishbein and Ajzen (2011) predicts individuals' intentions to engage in specific behaviors at particular times and places. This theory aims to explain behaviors over which people have self-control. Behavioral intentions, a key component of the model, are influenced by attitudes toward the likelihood of desired outcomes and subjective evaluations of the risks and benefits associated with those outcomes. Similarly, Cherry (2020) noted that social behavior is goal-oriented, serving various needs such as social ties, self-understanding, status, protection, and companionship. These needs drive people to behave in certain ways, seeking friendships, social status, and insights into others' motivations.

Social behavior is influenced by two distinct systems of information processing: the reflective system and the impulsive system (Deutsch, 2017). The reflective system operates consciously and flexibly, driven by propositional principles and motivated by attaining beneficial outcomes.

It facilitates various cognitive processes, including expectancy-value judgments and advanced social behavior. In contrast, impulsive behavior, as described by Pietrangelo (2020), is characterized by quick actions without considering consequences. Impulsivity involves rapid and unplanned reactions without fully processing information, leading to reduced sensitivity to negative consequences.

The study of human behavior has played a significant role in improving people's lives. Hutchison (2018) emphasized that behavior shapes and is influenced by those around us, with measuring behavior allowing a focus on the words and actions that shape interactions. Behavior is complex, influenced by genetic factors, personal experiences, upbringing, social influence, and culture (Leary, 2012).

In the age of digital literacy, human relationships, particularly in virtual learning communities, are regulated by social behavior. Understanding the link between internet etiquettes, which define acceptable online behavior, and the development of human interactions in learning is crucial (Jamiai, 2019). Netiquette, or internet etiquettes, represents the culture of the internet, promoting polite and considerate behavior in online contexts (Florida, 2016). It encompasses various online platforms such as email, gaming, social media, forums, and more (Asuncion et al., 2020).

Internet etiquettes have emerged to facilitate online interactions in the absence of visual and auditory cues, reducing misunderstandings and inappropriate conduct (Hartney, 2020). Fact-checking plays a vital role in validating information presented online and involves evaluating claims based on scientific studies, experts, and official statistics (Nieminen and Sankari, 2021). The representation of oneself online should align with reality, balancing authenticity with the tension of presenting an idealized self (Bailey, 2020). Authentic self-presentation online can have positive effects on self-esteem and a sense of belonging (Gunz et al., 2012).

In the 21st century, computer technology has revolutionized communication, and the internet has provided platforms for expressing opinions, comments, and messages. Nonverbal cues are absent in online communication, leading to potential misinterpretation and misunderstanding (Khush, 2021). Maintaining confidentiality is crucial in research to protect the identity of participants and ensure the privacy of their information (Bow Vally College, 2021). Online ethics focuses on the acceptable use of online resources in social environments, highlighting the connection between social behavior and internet etiquettes (Ruiter, 2020).

## **Research Literature**

The studies presented in this section explored the various problems involved with the two variables in this research study: social behavior and internet etiquettes (netiquette). In line with this, the findings of the related studies prompted the researchers to address the aforementioned topic. Arouri and Hamaidi (2017) correlated the demographic profile of undergraduate students with their employed netiquette practices. The study utilized a 42-item quantitative questionnaire with 245 respondents. The results indicated that students' gender, specialization, and university study level had no significant difference in observing internet etiquettes. It also revealed that the students never used standard language and appropriate citation when communicating online, which denoted that the respondents' awareness of netiquette practices was limited. The researchers stressed the importance of preparing 21st-century students to be familiarized with internet etiquettes, especially as they were already in higher education institutions.

Jones and Mason (2014) investigated the attitudes of academic staff and students towards email etiquette. They used separate surveys for academic staff and students, with four open-ended questions. The responses were analyzed using thematic analysis and clustered data into key themes. In terms of formality and informality, some staff responded that emails must be formal, which entails professionalism. Additionally, the academic personnel observed that other students' emails were informal, which could affect

their employability in the future. On the other hand, some students thought that text language was informal and inappropriate, and teachers should be emailed formally, unlike when texting a friend, to show respect. As for expectations about the style and etiquette of email exchanges, labeling email attachments was deemed necessary when sending emails to avoid inconvenience to the recipient. Also, the timeliness in responding to emails was seen as a concern for some students. The researchers perceive the study as an opportunity for the respondents to raise their concerns about email communication.

Martin (2020) observed the technology use and digital citizenship practices of middle school students. They used a survey administered on Google Forms. In terms of digital netiquette, 57% of the respondents answered that they followed the rules when communicating or posting online. On the other hand, 62.9% of the students used all caps when posting or replying to a message, 21.1% posted a picture of someone without permission, and 15.6% of them posted something that might be interpreted as rude, mean, or unfair based on gender and race. In terms of digital privacy, most of them responded that they never shared their information online with strangers. The study highlights the importance of digital netiquette and privacy topics, such as avoiding talking to strangers, training on changing security settings, treating passwords as confidential, and collecting evidence if cyberbullying has taken place, to educate the students.

Nia and Marandi's (2014) comparative study about digital literacy and netiquette was administered through a netiquette familiarity test and netiquette attitude items to English as a foreign language (EFL) learner. The results indicated that the EFL learners' familiarity with the necessity and usefulness of netiquette rules was low. For that reason, the researchers recommended that netiquettes should be taught and included in classroom lessons.

Khani and Darabi (2014) tested the correlation between respondents' profiles, such as gender and education level, and flouting netiquette rules by analyzing the email cover letters made by the participants. The findings depicted a significant relationship between the demographic profile and flouting netiquette rules of the respondents. In terms of gender, females applied netiquette more than males. It was found that participants with higher educational levels, including Ph.D., applied netiquette rules more than the other participants. The researchers concluded that understanding how to communicate socially is one of the vital roles of the members of online communities.

Bartl (2017) determined the impact of netiquette on email communication in terms of understanding, job satisfaction, amount of uncertainty, and perception of senders' likability. By using a designed electronic questionnaire, he discovered that netiquette affects the recipients' understanding, increases employees' job satisfaction, and should be practiced regardless of organizational status. Moreover, the hypothesis that netiquette does not affect the recipients' impressions of senders' likability was rejected.

In Linek and Grabow's (2018) research, they examined the subjective perception of students and lecturers' behavior on Facebook based on injunctive (netiquette) and descriptive (majority) social norms using a questionnaire. In terms of injunctive norms, it was revealed that it is appropriate for both students and lecturers to make the first step in sending requests on Facebook. In addition, there was a significant portion who responded that the platform is prone to private and professional issues. In terms of descriptive norms, the usual communication style was asked, and most of them answered that it depends on the individual whether they choose a formal or informal manner of conversation. Furthermore, it was attested that both variables in their study were congruent with one another despite the parallel netiquette questions prepared.

The role of netiquette in establishing relationships in virtual learning communities was explored by Jamiai (2019). He correlated the age and netiquette of students in face-to-face and online modalities. The questionnaire was distributed to fifty respondents. It was confirmed that the age and etiquette in face-to-face communication, as well as the netiquette in online communication, were not associated with one another. The researcher appended that respecting netiquette in an online learning community established harmonious connections online. As social etiquettes served as the origin of netiquettes, it was found that students in higher education applied the majority of the rules online.

In a study conducted by Adal and Golbeck (2014), they utilized social behavior to predict the personality of individuals using different communication mediums such as Twitter, SMS, and phone calls. The researchers used the personality model proposed by Myers-Briggs, the Big Five (openness, conscientiousness, extraversion, agreeableness, and neuroticism). They noticed that voice data was a good indicator of cases involving close social connections, whereas Twitter data was a good platform for scenarios involving self-promotion and expression when comparing different communication mediums.

It had implications for social behavior patterns to some extent. In terms of behavioral indications of personality, they detected a similarity between SMS and Twitter. In terms of indicators, voice data was an outlier in their research. Either public or private communication did not appear to have a significant impact on general behavior patterns. The amount of energy consumed to send a message in each medium, on the other hand, varied. Making a phone call required a lot more effort. As a result, speech behavior appeared to be distinct from text behavior. The SMS and voice data in their study came from the same people; practically, every pair that sent text messages also called. However, their behavior altered between the two means of communication.

Wessolowski et al. (2014) studied the effects of light on human performance and social behavior. Structured behavioral observations were used to assess aggression and prosocial behaviors. Questionnaires were used to monitor self-perceived changes throughout the school year. Within the intervention group, there was a considerably greater decrease in fidgetiness and observed aggressive behaviors, as well as a tendency to gain prosocial behaviors. The students did not perceive themselves to be calmer or less aggressive in the long run. Overall, the results showed that changing illumination could reduce restlessness and create positive social behaviors in pupils. As a result, variable lighting can significantly improve overall learning conditions in the classroom.

Levitan (2012) associated entrainment and the perceived social behaviors of the participants. The study was done through an audio clip task of the respondents in partners. Sequentially, the annotators were asked to answer a series of questions to ascertain the conversations of each pair as to acoustic and prosodic entrainment. Encouraging was associated with entrainment in all three gender groups, and attempting to be liked was attributed to entrainment in both male-male and female-male groups, as hypothesized. Conversely, dominating had no causative link with entrainment on any feature, while the awkward conversation had a positive correlation with transmission delay entrainment. They discovered that entrainment was most prominent among mixed-gender pairs, preceded by female-female pairs, and least frequent in male-male pairs.

Ma (2011) employed social behavior in their research as being affected by the Internet use of secondary school students in Hong Kong. Through the Adolescent Internet Use Questionnaire (AIUQ), Adolescent Behavior Questionnaire (ABQ), and Prosocial Orientation Questionnaire (POQ), the behavioral aspects mentioned were assessed to prove their hypothesis. As a result, they contended that boys were more delinquent in Internet usage than girls. When it comes to Internet use, prosocial adolescents are more altruistic and less asocial than antisocial adolescents. Correspondingly, delinquent adolescents are more antisocial and less prosocial than prosocial adolescents on Internet use. Since the prosocial and delinquent behavior groups were categorized based on real-life behavior, the results pointed to the positive correlation of social behavior in digital platforms and the real-life world. The researchers advised that as online behavior is analogous to real-life behavior, Internet ethics in children's education should be prioritized. Moreover, emotional and interpersonal relationships in terms of Internet usage in school education should be emphasized.

Adegboyega (2020) also used the Internet in his study, specifically social media influencing the social behavior of students in primary school teachers' view in Nigeria. After interpreting the data from the administered questionnaires, students' use of social media had a negative impact on social behavior, according to the research results. Furthermore, no statistical differences in participants' perceptions of the

impact of social media on students' social behavior were observed based on gender, age, or educational level.

The impulsive and reflective media selection in procrastinatory media use was sought by Schnauber-Stockmann et al. (2018). From a dual-systems perspective, the research explored procrastinatory media use across three types of media (TV, computer, smartphone), acknowledging both person-level and situation-level predictors. The findings of a 14-day survey study (N = 347) imply that procrastinatory media use is stimulated by automatic media selection, which is aided by strong media habits (at the individual level) and a lack of motivation for behavioral control (situation level). In the media-saturated environment, the results emphasize the relevance of a dual-systems perspective on media choices.

An experimental study conducted by Royen (2017) delved into whether reflective messages on social media reduce harassment among adolescents. They experimented with how three different kinds of reflective messages, as well as a mere time delay, altered people's intentions to harass others on social media. The 321 teenagers aged 15 to 16 took part in the study (59.1 percent were female). Before and after exposure to a reflective message, they assessed the intention of the participants to harass. Furthermore, they investigated whether particular groups are more responsive to certain types of reflecting signals (depending on their gender, empathy characteristic, and behavioral inhibition). The findings indicated that after being exposed to the message, as well as after a short delay, the intention diminished in all three conditions. Furthermore, individuals with a higher sensitivity to the behavioral inhibition system had a stronger effect in one situation.

## **METHODS**

### **Research Design**

The study employed the descriptive-correlational method, which aims to establish the significant relationship between the respondents' level of social behavior and their employed internet etiquettes. Descriptive research, as stated by Neuman (2014), provides a comprehensive portrayal of specific details within a given situation, social setting, or relationship. In line with this, Creswell (2013) emphasized that correlation designs involve measuring the degree of association or relationship between two or more variables through statistical procedures or correlational analysis. The descriptive-correlational method was deemed appropriate for this study as it allowed the researchers to analyze and identify correlating factors and variables. Moreover, it provided an accurate representation of the subject during the research period.

### **Research Locale**

The study focused on a subject group consisting of 96 Preservice Social Studies Teachers enrolled in the Academic Year 2021-2022 at the College of Teacher Education, Batangas State University JPLPC Malvar. These individuals were selected as the respondents for this research.

### **Participants and Sampling Technique**

To ensure the validity and reliability of the study's results, the researchers employed an appropriate sampling technique and obtained a sufficient representative sample. Among the 126 Social Studies Preservice Teachers at Batangas State University-JPLPC Malvar Campus, a sample size of 96 respondents was determined using the statistical software Raosoft. This calculation considered a 5% margin of error and a 95% confidence level.

The researchers selected Social Studies Preservice Teachers from Batangas State University JPLPC Malvar as the respondents for this study. This choice was based on the belief that these individuals would provide reliable data regarding the level of social behavior manifestation and employed internet etiquettes.

Additionally, they were considered appropriate and relevant respondents due to their active engagement in communication, online interaction, and the practice of fact-checking to ensure the credibility and reliability of information before sharing it on various online platforms. To achieve a proportional distribution of the sample size, the respondents were selected through stratified random sampling. They were grouped based on their year level, and the specified number of respondents for each group was determined by multiplying the percentage of the specified population by the total sample size of 96 respondents, as calculated using the Raosoft calculator.

Table 1. *Distribution of Respondents*

Year Level	Pre-service Social Studies Teachers	
	Population	Sample
First Year	30	23
Second Year	38	29
Third Year	42	32
Fourth Year	16	12
<b>TOTAL</b>	<b>126</b>	<b>96</b>

### Research Instrument

The primary instrument used in the study was a self-constructed questionnaire, specifically designed to assess the manifestation level of social behavior and employed internet etiquettes among social studies pre-service teachers. The questionnaire consisted of two parts. The first part of the questionnaire focused on evaluating the manifestation level of social behavior among the social studies pre-service teachers. It specifically measured reflective and impulsive behavior using a four-point scale, as shown in the table below. The second part included statements aimed at determining the respondents employed internet etiquettes. These statements were related to the parameters of fact-checking, authenticity, communication, and confidentiality. The initial draft of the questionnaire was submitted to the research adviser for consultation, content review, and necessary corrections. Valuable input from the research advisers and course facilitators was carefully considered to improve the validity of the questionnaire. Multiple revisions and modifications were made before the researchers finalized the draft. Once the final version was completed, it was submitted to the course facilitator for grammatical corrections. Respondents were instructed to rate each item in the researcher-created questionnaire using a four-point scale, along with its corresponding interpretation. The obtained weighted mean was analyzed using the following scale of mean ranges to assess the respondents' social behavior.

Scale	Mean Ranges	Interpretation
4	3.51-4.00	Highly Manifested
3	2.51-3.50	Manifested
2	1.51-2.50	Slightly Manifested
1	1.00-1.50	Least Manifested

The second variable of the research study is the employed internet etiquettes. For the appropriateness of gathered data, the following mean ranges together with their interpretation were utilized.

Scale	Mean Ranges	Interpretation
4	3.51-4.00	Highly Employed
3	2.51-3.50	Employed
2	1.51-2.50	Slightly Employed
1	1.00-1.50	Least Employed

The researchers sought permission to the Associate Dean of the College of Teacher Education to conduct a survey. The questionnaire was administered to the respondents through email using Google Forms. Retrieval of the data was conducted in an online platform.

### **Data Gathering**

Once the research title was approved, the researchers engaged in gathering relevant information related to their chosen topic. This process assisted them in formulating and conceptualizing their own ideas. To ensure proper administration of the researcher-made questionnaire to the target respondents, the researchers composed a letter seeking permission. The letter was submitted electronically to the Dean of the College of Teacher Education at Batangas State University JPLPC-Malvar. To ensure the validity and reliability of the questionnaire, respected individuals were consulted. With their approvals obtained, the researchers proceeded to conduct an online survey among the respondents of the study. Following the data collection process, the researchers enlisted the assistance of a statistician to tabulate the gathered data. Finally, the researchers proceeded with analyzing the results and formulating recommendations based on the study's findings.

### **Data Analysis**

For the accuracy, and to better analyze and interpret the data that was gathered, the researchers utilized appropriate statistical instruments. These are presented as follows: Mean. This was used to determine the manifestation level of social behavior of the respondents as well as to interpret their employed internet etiquettes. Standard deviation. This was utilized to be a basis for the interpretation of data in terms of probability. Pearson r. This statistical tool was utilized to investigate the relationship between the manifestation level of social behavior and employed internet etiquettes

### **Ethical Consideration**

To ensure proper administration of the researcher-made questionnaire to the target respondents, the researchers composed a letter seeking permission. The letter was submitted electronically to the Dean of the College of Teacher Education at Batangas State University JPLPC-Malvar. To ensure the validity and reliability of the questionnaire, respected individuals were consulted. With their approvals obtained, the researchers proceeded to conduct an online survey among the respondents of the study. Following the data collection process, the researchers enlisted the assistance of a statistician to tabulate the gathered data. Finally, the researchers proceeded with analyzing the results and formulating recommendations based on the study's findings.

## **RESULTS AND DISCUSSION**

### **Respondents' Manifestation Level of Social Behavior**

In line with the first research question, the respondents' manifestation level of social behavior was measured as to their reflective and impulsive behavior. The presentation of data can be found on the succeeding tables.

#### ***Reflective Behavior***

Table 2 presents the respondents' manifestation level of social behavior specifically regarding reflective behavior. The computed mean and standard deviation, along with the corresponding descriptive interpretations for each statement, are provided on the succeeding page.

Table 2. *Reflective*

Indicators	$\bar{X}$	SD	DI
As an individual, I ...			
1. tell my friends that I'm unavailable to hang out with them when I have more important things to be done.	3.78	0.46	HM
2. stay focused on achieving my goals regardless of the unexpected situations that may arise in my environment	3.55	0.56	HM
3. understand the possible consequences of my actions and I can justify it using my valid reasons.	3.66	0.50	HM
4. get motivated to finish my task when rewards are being stated.	3.50	0.67	HM
5. look at the different lenses of the situation to avoid biased judgment.	3.69	0.49	HM
Overall	3.64	0.53	HM

In Table 2, it can be observed that the respondents exhibited a manifestation level of social behavior. The statement with the highest mean score of 3.78, accompanied by a standard deviation of 0.46, suggests that college students experienced a shift in priorities as they transitioned into adulthood. They actively avoided distractions, such as excessive socializing with friends, to ensure timely completion of their tasks.

According to the study of Chen et al. (2016), students who possess a higher level of self-regard are more inclined to resist peer pressure, leading to a reduction in procrastination. Their research also highlights the significance of peer influence in assessing student procrastination. These findings align with the results of the current study. The second highest mean score obtained, 3.69, with a standard deviation of 0.49, indicates that the majority of respondents adopt a multifaceted approach to avoid biased judgment. As future Social Studies teachers, they play a crucial role in shaping how future learners perceive current social issues and past events, as well as fostering impartial social judgment.

In relation to this, Brookfield (2017) proposes four specific lenses for educators to consider when reflecting on their teaching assumptions. Firstly, educators should see themselves through students' eyes to gain insight into how learners interpret their actions. Secondly, they should listen to colleagues' perceptions and suggestions. Thirdly, educators can draw upon their personal experiences as learners by engaging in professional development courses. Lastly, educators should read a variety of theoretical and research literature to explore different educational practices that can be implemented in the classroom. By adopting these practices, educators can become critically reflective teachers who do not rely solely on one perspective.

Overall, the respondents demonstrated a high manifestation level of social behavior in terms of reflective behavior, with an overall mean score of 3.64. This result indicates that Preservice Social Studies teachers actively engage in reflective practices as they aspire to become future educators. In line with this claim, Deutsch (2017) suggests that the intention to bridge behavioral decisions and overt behavior is a crucial aspect of the reflective system, as it automatically activates behavioral schemata that are relevant to achieving goals.

### ***Impulsive Behavior***

Table 3 presents the respondents' manifestation of social behavior as to impulsive. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation.

Table 3 *Impulsive*

Indicators	$\bar{X}$	SD	DI
As an individual, I ...			
1. express my joy whenever I see news that I found beneficial for my society.	3.58	0.59	HM
2. get preoccupied whenever unplanned things come up.	3.28	0.69	M
3. entertain myself with other things to find inspiration and tend to find excuses to delay my academic duties.	3.30	0.74	M
4. share information enthusiastically with other people to lighten up the mood.	3.42	0.68	M
5. indulge in satisfying things such as eating, shopping, playing online games, etc., whenever I am stressed.	3.52	0.62	M
Overall	3.42	0.66	M

The respondents consistently expressed their joy whenever they encountered news that they perceived as beneficial to their society, obtaining the highest mean score of 3.58 with a standard deviation of 0.56. This finding aligns with the research conducted by Frijda et al. (2014), which suggests that individuals who openly express their joy do so with purpose, without prior planning. Expressing joy enhances interaction with situations that are appraised as beneficial or attractive. Additionally, impulsivity, which encompasses various components such as seeking excitement and social involvement to avoid social anxiety, may lead individuals to positively respond to joyful stimuli (Griffiths et al., 2021).

On the other hand, statement number 2 received the lowest rank with a mean score of 3.28 and a standard deviation of 0.69. This indicates that while the respondents exhibited impulsive behavior, they did not strongly fixate on unexpected occurrences. Pietrangelo (2020) notes that individuals frequently lose their composure, even in situations where it is clearly unwarranted. Impulsive behavior entails acting quickly without considering the consequences, with no thoughts beyond the present moment.

Overall, the respondents' manifestation of impulsive social behavior attained an average mean score of 3.42, with a standard deviation of 0.66. This suggests that the respondents frequently engage in impulsive actions, which can impact their behavior. Acting on impulse is characterized by spontaneity, with little regard for how it may affect others or how one might feel about it later (Pietrangelo, 2020).

### ***Respondents' Employed Internet etiquettes***

The second research question focused on measuring the respondents' employed Internet etiquettes, specifically in terms of fact-checking, authenticity, communication, and confidentiality. The presentation of the data collected for these variables can be found in the subsequent tables.

### ***Fact Checking***

Table 4 presents the respondents' employed internet etiquettes in terms of fact-checking. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation.

Table 4. *Fact Checking*

Indicators	$\bar{X}$	SD	DI
As an individual, I ...			
1. examine first the importance of information for my information level needs if it is appropriate or not.	3.59	0.55	HE
2. look for the references of information qualifications, validity of author's credentials and contact information.	3.64	0.51	HE
3. look for the articles from the online mainstream sources to confirm if the information sent to me, is a fact.	3.67	0.52	HE

4. compare the content from various reliable online sources to verify the truthfulness of the information.	3.61	0.53	HE
5. make certain that my arguments are drawn from facts before engaging into online posts.	3.69	0.51	HE
Overall	3.64	0.52	HE

Table 4 presents the employed internet etiquettes related to fact-checking. With a mean of 3.69 and a standard deviation of 0.51, the respondents demonstrated a high level of commitment to ensuring that their arguments are based on factual information before engaging in online posts. This indicates their proactive approach in verifying the legitimacy and credibility of their arguments, aiming to avoid misinformation and foster a safe and clean online platform environment.

The findings of this study align with the research conducted by Faix (2018), which emphasized the importance of making students aware that not all internet sites conduct content reviews. This awareness encourages students to develop skills in fact-checking and recognize the value of using sites with reliable content editors. It is crucial to promote students' abilities in evaluating the credibility of online information and analyzing the quality of arguments, enabling them to discern between reliable and unreliable online sources (Hamalainen et al., 2021). On the other hand, the statement ranked the lowest is statement no. 1, with a mean of 3.59 and a standard deviation of 0.55. This suggests that while the respondents generally employed internet etiquettes, particularly fact-checking, by assessing the importance and relevance of information for their needs, they did not consistently practice this approach. The lack of consistent application of fact checking may be attributed to their limited ability to assess information aligned with their needs. This aligns with the findings of Hinostroza et al. (2018), who discovered that students often lack the ability to adequately search for and assess online information.

Overall, the respondents displayed a strong inclination towards employing internet etiquettes, specifically fact-checking, with an overall mean of 3.64. This indicates that students today are well oriented in fact-checking within the online environment. They have developed critical skills in analyzing, verifying, and sharing arguments and information across different online and social media platforms. This ability to critically analyze and make informed decisions about sources enhances their proficiency as online researchers (Faix, 2018).

### ***Authenticity***

Table 5 depicted the respondents' utilization of internet etiquettes in the online environment, particularly regarding authenticity. The table displayed the computed mean and standard deviation for each statement, along with their respective interpretations.

Table 5. *Authenticity*

Indicators	$\bar{X}$	SD	DI
As an individual, I ...			
1. utilize my personal online accounts when I express my opinion towards social issues instead of owning a dummy account.	3.56	0.61	HE
2. use my G-suite account when I enter our online meetings.	3.79	0.46	HE
3. believe that my self-worth doesn't equate to the number of likes on my posts in social media platforms.	3.77	0.42	HE
4. think it is better to be myself than to conform to the standards of other people just to be popular online.	3.79	0.43	HE
5. make sure to reflect on every post I create because I believes that once it is out on social media platforms, it can affect my reputation.	3.72	0.47	HE
Overall	3.73	0.48	HE

Acquiring the highest mean scores of 3.79 with a standard deviation of 0.46, it was identified that the respondents consistently utilized their G suite accounts for online meetings, ensuring safety and projecting their authentic social identity. Students used their professional accounts in online meetings and relied on G-suite to separate their professional and personal activities, thus ensuring security and maintaining an authentic social presence (Fitria, 2019). Constantinou's study (2018) supported this finding, highlighting the positive perception of the benefits of G-suite in online learning and its role in providing an organized and collaborative platform for students and teachers.

Another statement that obtained the highest mean scores of 3.79 with a standard deviation of 0.43 revealed that the respondents believed in being true to themselves rather than conforming to others' standards for the sake of popularity online. They prioritized authenticity and did not adhere to the idealistic standards set by the majority in the online community. This finding aligned with Choi et al's (2020) study, which indicated that respondents felt comfortable expressing their true and authentic selves online, regardless of potential feedback from the audience.

On the other hand, statement no. 1 received the lowest mean scores of 3.56 with a standard deviation of 0.61. Respondents often used their personal online accounts to express their opinions instead of creating dummy accounts. While it obtained the lowest mean, it did not undermine the fact that respondents still believed in the importance of authenticity in the community. Blackwood et al. (2020) emphasized that people are more accountable for their statements and actions when they use their authentic identities.

Overall, the respondents' employed internet etiquettes in terms of authenticity were highly prevalent, with a mean score of 3.73 and a standard deviation of 0.48. This indicated that students continued to project their authentic selves in the online environment, leading to positive self-perception. The alignment between one's self-perception in real life and online expression was associated with increased feelings of optimism and life satisfaction (Reinecke & Trepte, 2014).

### **Communication**

Table 6 displays the respondents' internet etiquettes in terms of communication, providing the computed mean and standard deviation for each statement along with their corresponding interpretation.

Table 6. *Communication*

Indicators	$\bar{X}$	SD	DI
As an individual, I ...			
1. mind the use of capital letters and offensive language to avoid miscommunication when I am using email and other messaging platforms.	3.65	0.54	HE
2. use appropriate greetings for professional communications to avoid making people think I am rude.	3.77	0.45	HE
3. keep my message direct and concise to easily understand my message and avoid confusion or misinterpretation.	3.70	0.51	HE
4. use emoticons to add expressions or emotions to my messages to make them more conversational and to substitute the tone of voice in text-based communication.	3.59	0.63	HE
5. avoid jokes and sarcasm because they often translate well to the online environment.	3.47	0.65	E
Overall	3.64	0.55	HE

As observed, it can be inferred that the highest mean was 3.77 with a standard deviation of 0.45, indicating that the respondents utilized appropriate greetings for professional communication to avoid giving the impression of rudeness. The lack of formality in communication has been linked to unintentional disrespect (Hammond and Moseley, 2018). On the other hand, the lowest mean was obtained for the

statement about avoiding jokes and sarcasm in online communication, with a mean of 3.47 and a standard deviation of 0.65. This suggests that respondents were cautious and considered how others would perceive their words in the online setting. According to Brooks et al. (2019), sarcasm and jokes have often led to misguided arguments online due to the difficulty in understanding the commenter's intent.

In summary, the respondents demonstrated a high level of internet etiquettes in terms of communication, obtaining an overall mean score of 3.64 with a standard deviation of 0.55. This indicates that respondents engaged in online interactions with consideration and respect for others. As noted by Khush (2021), communication in the online environment is primarily nonverbal. Without the ability to see facial expressions, gestures, body language, or hear tone of voice, written text can sometimes lead to misunderstandings, being taken out of context, and misinterpretations due to the absence of visual cues and contextual references.

### **Confidentiality**

Table 7 provides an overview of the respondents' utilization of Internet etiquettes regarding Confidentiality. The mean scores and standard deviations for each statement are provided, along with their descriptive interpretations.

Obtaining the highest mean scores of 3.86 with a standard deviation of 0.32, the respondents demonstrated an awareness of the significance of password security. They took measures to ensure the safety of their online accounts, considering the prevalence of cyber-attacks that could potentially compromise the protection of their data.

*Table 7. Confidentiality*

Indicators	$\bar{X}$	SD	DI
As an individual, I ...			
1. ensure that my passwords in my online accounts are safe.	3.86	0.32	HE
2. edit my security settings for my online accounts.	3.75	0.45	HE
3. hold myself accountable for the confidential information being shared with me online.	3.75	0.43	HE
4. ask the owner's permission before publicly posting their photos or any information on online platforms.	3.62	0.55	HE
5. comprehend the terms and conditions of an online application or website before clicking the "agree" button.	3.69	0.53	HE
Overall	3.69	0.46	HE

Attaining the highest mean scores of 3.86 with a standard deviation of 0.32, the respondents demonstrated a recognition of the importance of password security. They ensured the safety of their online accounts by implementing measures to protect their passwords, considering the prevalent cyber-attacks that could potentially breach their data security. Supporting these findings, Knott and Steube's (2012) research indicated that 94% of college student respondents placed a high value on securing their online account passwords. They emphasized the use of passwords that are difficult to be identified by others, aiming to prevent unauthorized access to computer systems and the hacking of online accounts.

On the other hand, statement no. 4 received the lowest mean scores of 3.62 with a standard deviation of 0.55. This suggests that while there was a high manifestation of seeking the owner's permission before publicly posting their photos or any information on online platforms, there were instances where respondents overlooked obtaining consent, particularly when it involved close relationships such as family and friends. Corroborating these findings, the research conducted by Martin (2020) revealed that a small portion of their respondents answered "yes" to posting pictures of other people without their consent. They deemed it unnecessary, particularly when posting for birthday greetings and other special occasions.

Overall, the respondents' adherence to Internet etiquettes in terms of confidentiality was highly evident, with a mean score of 3.73 and a standard deviation of 0.46. This indicates that the respondents placed importance on respecting others' privacy and ensuring the security of their own online accounts. These findings align with Davis and James' (2012) research, which highlighted that respondents employed various strategies to safeguard their online information and adopted appropriate measures to avoid compromising the privacy of strangers and acquaintances within the online community.

### ***Relationship between the respondents' Social Behavior and Internet Etiquettes***

The correlation between the respondents' social behavior and internet etiquettes was examined using the Pearson r formula.

The result revealed that the respondents' level of social behavior was correlated with their employed internet etiquettes, resulting in a computed correlation coefficient (r) of 0.701. This strong correlation indicates a significant relationship between the respondents' level of social behavior and their employed internet etiquettes, leading to the rejection of the null hypothesis. These findings confirm that social behavior has a direct impact on how individuals present themselves on online platforms. Supporting these findings, Jamiai (2019) highlighted the significance of social behavior and ethics in adopting internet etiquettes. Social behavior establishes harmonious relationships and directly impacts an individual's perception of virtual connections, extending to the digital community. In summary, social behavior plays a crucial role in shaping online conduct.

## **CONCLUSION**

Based on the findings of the study, the following conclusions are drawn:

1. The respondents' social behavior is highly manifested.
2. The internet etiquettes of pre-service social studies teachers are highly employed.
3. There is a strong correlation between the manifestation of social behavior and employed internet etiquettes among social studies pre service teachers.
4. Proposed activities to strengthen internet etiquettes and establish social behavior among pre-service teachers include: "Scrollonomics: Unveiling the Influence of Social Behavior on Social Media Consumption," "Reflective Behavior and Internet Etiquettes: Bridging the Gap of Virtual and Interpersonal Relationships," "Connect & Communicate: Building Bridges in the Digital Era," and "Truth Seekers Unite: Fact Checkers Unleashed."

## **Recommendations**

After considering the significant findings and conclusions of the study, the researchers propose the following empirical recommendations:

1. Conduct an evaluation of the effectiveness of technology-based tools and resources, such as fact checking applications, browser extensions, or online platforms, to assess their support in enhancing pre-service teachers' fact-checking abilities and promoting essential digital literacy skills needed to navigate the information landscape.
2. Investigate the impact of educational interventions specifically designed to foster responsible online communication, including empathy, respectful dialogue, and digital citizenship, among individuals from diverse age groups and cultural backgrounds. Evaluate the effectiveness of these interventions in reducing online harassment, promoting positive online interactions, and cultivating a safe and inclusive digital environment.
3. Explore the underlying factors that contribute to impulsive behavior among pre-service teachers, such as personality traits, stress levels, and classroom dynamics. Examine the relationship between

impulsivity and other variables, such as decision-making abilities, self-regulation skills, and instructional effectiveness.

4. Expand the scope of the research by increasing the number of participants and including a wider range of institutions where the study can be conducted. Additionally, consider exploring other dimensions of social behavior and internet etiquettes to provide a comprehensive understanding of the topic.

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