



Organizational Communication in Private Madrasah; From Organized Actors to Online Secrecy Control

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ABSTRACT

Educational management is the collaborative effort of a group of people within an educational organization to ensure educational goals working well, one of their activity is a systematic communications. On the other sides, perceptions from public of private schools is much about how they taking highest fee, eventhough outcomes of private school also resulted good prospectives in the future. This research aims to explore how their system adheres to, classified into downward-upward, horizontal and public communication implemented. The methodology used qualitative research with participatory case study design. Sampling technique used is purposive sampling. The research analyzed through three cycles and describes seven madrasahs in Jakarta & Tangerang. The findings resulted a clear autonomy of organized actors narrative of financial enactments under foundations and human resource management supervised by head of schools in upward-downward communications systems. On the other hand, the organization still prioritazing openness and two way communications in their management to complete one another, without ignoring advisory and training and development as significance of resources motivation. Uniqueness of islamic education system is uplifting behavioral ethics in their teacher and student assessment. The public communication of schools open for public as a media engagement. It implicates to consider curated information on individuals social media for teachers and staff based on quantity such frequency, duration, width, and quality such intent, valent and honesty on social media helps to protect image of company and individuals itself.

Keywords: *Islamic Private School, Organizational Communication, Social Media Management*

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INTRODUCTION

Educational management is the collaborative effort of a group of people within an educational organization to ensure the achievement of the desired educational quality (Mariyah et al., 2021). One of the activities in managing an educational organization is systematic communication to achieve the educational goals. Effective organizational communication system completed management functions. It can easily carry out their functions such as planning, implementing activities, and ensuring the necessary coordination (Zorlu & Korkmaz, 2021). The organizational communication climate and organizational communication readiness will influence smart governance. A good and sophisticated institutional system refers to both dimensions (Choiriyah et al., 2025), while public relations is home for internal communication (Verčič, 2025). Problems occurred in private school perceptions, as a high fee demanded school each year, but had good prospective (Lhungdim & Hangsing, 2021).

The research questions on this study is the overview of how organizational communication climate worked in perspective of private educational institution, how they (madrasah) manage organizational communication from superiors to subordinates (downward), subordinates to superiors (upward), and between colleagues (horizontal communication). The trend of inclusivity, the policy of equality between fellow systems for the benefit of all parties, necessitates a reexamination of how organizations are managed in Islamic educational institutions, and whether this inclusivity is implemented within the organization. In a previous study (Adam & Hanafi, 2022), organizational change theory of Lewin preview that organization is not about freeze or not freeze according through position, in contrast the whole individual in organization ready for change through participation. A mutual agreement reflects a symbol of inclusivity within a system (Oktafian & Yuliani, 2024). Robbins et al, (2020) also emphasized that management completed with good communication

In the movement era of digital, social media being the main item to take attention by company, significance of managing social media well affected to protects the right of corporate and its members according to (Robbins et al, 2020). Therefore, public communication is also inseparable from an organization. The right campaign will create public euphoria, but before creating external public communication, internal communication must be improved and well-managed to reflect the organization's identity (Kartono & Kartikawangi, 2018). Various accessible social media platforms now, facilitate public communication within institutions, and are even considered the most reliable means of integrated marketing communication (Turmudi, 2025). However, in practice, many benefits are not realized by companies due to social media. Secrecy control becomes vulnerable, as anything can be claimed and revealed publicly (Rehman et al., 2022). This research will also highlight how these boundaries should be applied, as individuals working in educational institutions, who are often highlighted as moral figures. Somehow, strategy for saving image being an active listener, could maintain our interpersonal communication only by offline, not for online ones (Jäckel et al., 2025). It still needs to know the audience kind alike.

Referring to previous research by (Adeoye et al., 2025), this study explores five multicultural schools from transformational leadership perspective and implicated future research other variables of leadership style and its implementation. Transformational leadership previous study highlighted the perspectives of motivation and moral standards. Distincted from previous research, this research outlook will describe from the perspective of islamic education management, how seven Islamic schools (madrasah) at the junior high school level in Jakarta and Tangerang describe the communication management of the organizations they manage, as well as how these objects uphold behavior and manners (adab) as an assessment of the performance of educational staff and the behavior of their students.

RESEARCH METHODOLOGY

Analysis unit of this research is organization, in this case madrasah as islamic education institution. The research collect data linked to theory digged of organizational communicaton to see the climate of management in madrasah implemented in his organizations. According to (Miles and Huberman et al., 2014), the reality cases mostly revealed through qualitative. The strength of this method on its richness and naturalness is expected to gain an authentique deep description.

Qualitative research model in this research referred to (Hennink et al., 2020) models. It runs three cycles of research phases: (1) Design Cycles; through research questions and objectives, built in literatures, and methods, (2) Data Collection Cycles; by recruiting participant with structured instrument (3) Analytic cycles; coding samplings, and categorize findings analysis due to field findings conceptual, and combine secondary data from theoretical linked to develop theoretical and practical implications.

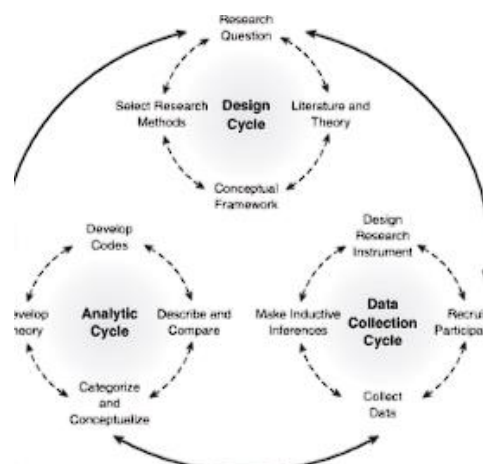


Figure 1. Qualitative Hennink & Hutter model

Participatory Case Study Design, is used whether involving any of participant work in a group of case study (William et al, 2021). Some students spreaded as an internship teacher in those schools and applied observations and semi-interviews based on informants' consent. Purposive Samplings chosen in this study by conducting descriptive analysis based on structured interviews towards seven Islamic private madrasahs at

Secondary Level in Jakarta and Tangerang. They were SMPIT Insan Mubarak Joglo, MTS Basmol, Mts Al-Ikhwaniiyyah, Mts As-Sa'adah Ulujami, Mts Darussalam Ulujami, Mts Al-Amanah Al-Gontory, SMP Ash-Sholihin.

Internal organizational data, such as financial data, business activities, and certain policies, are confidential and sensitive (Hariyani et al., 2024). For the benefit of the organization, they will voluntarily disclose this information to those closest to them, namely participants they trust. This study aims to explore the communication carried out within this institution as a clarification and conduct model of narrative organized actors for the benefit of the organization itself, to develop, and to provide the best service to its members, such as teachers, students, and parents, rather than for the benefit of certain parties. Common questions asked by the interns were (a) what internal communication system is adopted by management, what authority is there between superiors and subordinates, and (b) what assessments are upheld in the employee regulatory standards for working at the madrasah? (c) is the external communication on social media open to the public for interaction? Specific questions clarified who the superiors and subordinates are who hold management authority, internal programs for teamwork bonding among employees, and the technical aspects of employee performance appraisals that flow between participants and informants.

For data richness and avoidance of any biases, this qualitative study also used triangulation for data validity. Triangulation of observer and triangulation of theory are used in this study. The point of view of observer were coming from upward and downward position staff such head of schools, foundation staff, teachers and educational staff. According to (Neuman, 2014), triangulation theory to see more point of view to improve data accuracy.

RESULT AND DISCUSSION

Organizations consist of a whole people integrated to achieve one goal vision and missions to develop their organizations more advanced and beneficial. The members of workers in islamic private schools communicate each other, day by day to clearly determine their aims to educate and service students by providing best education to results qualified students as their parents expected. The results of the study on 7 madrasahs as research objects show that SMPIT Insan Mubarak Joglo, Mts Al-Ikhwaniiyyah and Ponpes Mts Amanah Al-Gontory, Mts Darussalam Ulujami, Mts Basmol, Mts As-Sa'adah Ulujami, and SMP As-Sholihin, all of these madrasahs adhere to an open system in deliberation. The principal always conducts two-way communication in every meeting, and is open to receiving criticism and suggestions both in forums and privately.

According to the principal of Mts Alikhwaniyyah, they implement openness communication. Openness fosters organizational harmony, fosters good communication, and fosters a sense of shared comfort in working. Previous research (Errida & Lotfi, 2021) found that implementing open communication standards must be accompanied by a "no blame" attitude. Thus, established communication helps increase employee readiness for change as change agents and encourages active participation in meetings

throughout the change process. Interviews with the principal of Mts Amanah Al-Gontory found that two-way communication is used to generate positive stimuli and responses. Stimuli sometimes don't always work well, and conflicts that arise can be resolved effectively, indicating productive two-way communication. While this may seem counterintuitive, previous research (Lane et al., 2024) found that conflict can contribute to team effectiveness in multinational companies like the protection and gambling industry. Dramatic narratives are presented for company development. Drama is a crucial indicator in the development of Goffman's dramaturgi. A development of the theory by (Vaara & Langley, 2021), the term "narrative," with four stages: contextualization, connecting the problems faced by the organization; mutualization, aligning agreed solutions; dramatization, through differences in agreement that will foster competition and innovation; and focalization, refocusing these differences on organizational goals.

The findings also illustrate how the principal of Mts Darussalam Ulujami opened a question-and-answer session at every teacher meeting to maintain a two-way communication rhythm. Similarly, at Mts Amanah Al-Gontory, a question-and-answer session must always be included in every meeting. According to the principal of Mts Amanah Al-Gontory, two-way communication is a form of respecting teachers' opinions to improve the quality and quantity of the school. Mts Darussalam Ulujami divides meetings according to the situation. If the meeting is for training or training & development, communication is flexible and can be conducted one-way, adapting to the situation. Respondents in another study (Errida & Lotfi, 2021) revealed that training and one-on-one mentoring sessions helped them overcome fears and misunderstandings and made them aware of the benefits of new methodologies. Regarding the principal of Mts Assa'adah Ulujami, he did not immediately address all criticism. Instead, he wisely accommodated all criticism and suggestions and researched whether they were necessary. All criticism was discussed in consultation with the teachers to find the best solution. This avoided any unilateral or arbitrary authority, for the benefit of the collective organization.

Behavioral Assessment for Student and Teacher

Findings from the seven madrasahs showed that during their time at the school, assessments of educational staff and teachers took into account their behavior. Therefore, contract extensions were assessed based on the behavior demonstrated by teachers, based on the principal's supervisory assessment. This all depended on their interpersonal communication during interactions with others, including the principal, fellow teachers, parents, and students. Although these teachers were well-known in the wider community, their behavior was primarily assessed within the school community as part of the organization. This illustrates the commitment of teachers to their work as part of the organization. Mts Darussalam Ulujami assesses teachers through continuous program supervision to maintain the quality of school education.

At Mts Amanah Al-Gontory, the principal also acts as a motivator, motivating teachers to improve and progress, leading to quality education and teaching at the school. Interviews with teachers at Mts Al-Ikhwaniiyyah revealed that suggestions from the

principal, as their superior, if well-received and implemented, will impact teacher performance and even enhance teacher development potential. It all depends on how they respond. However, (Errida & Lotfi, 2021) found that low levels of employee readiness for change depend on leadership. A leader's policy of continuous employee development will influence their motivation and strong commitment. Worker productivity grows from the cultural capacity within a supportive and empowering work environment, fostering creativity, teamwork, and a strong sense of mission and vision among employees. To achieve better employee performance, organizational culture theory emphasizes the importance of maintaining a positive organizational environment, effective communication, autonomy, participation, and mutual trust (Bijalwan et al., 2024).

Based on findings from several madrasahs, principals pay close attention to changes in teacher behavior through routine supervision of students and other teachers. With this control, teachers strive to provide the best for the school and students with their work ethic. Not all teachers only work when supervised. In observations conducted at Mts Basmol, teachers took the initiative to carry out work and instructions given without having to be reminded repeatedly. Initiative is one factor that influences performance (Firdaus & Yustini, 2024). Several other factors, such as discipline, effectiveness and efficiency, as well as authority and power, also influence performance (Daulay et al., 2019). As assessed by SMP As-Sholihin, teachers are seen from the discipline of teachers in carrying out their duties. Other factors that can improve performance include salary level, physical working conditions, and relationships with supervisors, which are important factors that can indicate how extrinsic factors of a job determine organizational performance. Therefore, policymakers must strive to build good relationships between superiors and subordinates so that satisfied subordinates can contribute positively to organizational performance (Abawa & Obse, 2024).

A hallmark of Islamic education is prioritizing manners and behavior, a priority over academic assessment (Fahmi Irfani et al., 2025). Mts Amanah Al-Gontory highly values good manners and prioritizes the development of personality and mental attitudes, as well as the instilling of knowledge in its students. With a systematic, focused, and integrated educational and teaching model, Mts Amanah Al-Gontory fosters and educates the minds, souls, and bodies of its students toward the realization of faith, knowledge, and good deeds. Established in 1992, this Islamic boarding school is fully committed to improving the quality of education and teaching. It addresses undisciplined students by summoning them for questioning, then punishing them according to the offense, and advising them not to repeat the offense. Teachers at Mts Amanah Al-Gontory assign grades not only based on students' grades but also on their behavior. The goal of this behavioral-based formative assessment is to develop students with good morals.

Islamic education is not just about providing knowledge, but also about forming a structure that habituates students to be honest, responsible, and tolerant towards other people (Umar et al., 2024). At Mts Darussalam Ulujami, all regulations are established at the school, so if students violate them, they will receive sanctions depending on the type of violation. Mts Darussalam teachers also assess students based on behavior, academic

grades, and morals. If academic grades are good but morals are poor, students will still be failed. Assessment of education and character at the madrasah is balanced. Students with good academic performance do not underestimate the importance of morals and ethics, which must be instilled from an early age. Although the curriculum at private Islamic madrasahs generally follows the government curriculum, with the addition of Islamic subjects and Islamic-themed activities, this does not diminish the identity of Islamic education, which cannot be tolerated by assessments that prioritize morals, in accordance with the vision and mission of Islamic schools. Likewise, As-Sholihin Middle School prioritizes student discipline in assessments. Those internal communications were summarized on tables of results findings below.

Table 1 Result Findings

No	Field Findings	Findings Analysis
1	Openness	Openness creates organizational harmony, and fosters good communication, as well as mutual comfort in working.
		Respond wisely to all criticism and suggestions. Conducts research to determine whether they are necessary.
2	Two-way communications	This functioned to generate positive stimuli, somehow a sudden conflicts. Maturely resolve it objective
		Respecting teachers' opinions to improve the quality
		Q&A session in regular meeting, to maintain the rhythm of two-way communication.
3	Advisory, Training and Development	Divides meetings due to the content, if the meeting contains advisory, training & development, then communication could be carried out more flexible
4	Teacher assesment	Assessing teachers, contract extensions referred to their work behavior.
		Significance of continuous supervision, in order to maintain the quality of school.
		Responding/ignoring principal advice as a motivation
		Initiative in carrying out instructions without be reminded
		Discipline considerations in carrying out his duties.
5	Students assesment	Balancing students assesment on their grades and behavioral attitudes
		Scoring violations of established school regulations.
		Fair in character building. Bad morals while having good academic grades will remain in the same class.
		Discipline is matter
6	ICT media	ICT media used as an approach makes it easier for students to understand learning
		Creative media are used, to interest students.

		Interactive visual media is also utilized on teachers' evaluation session
7	Engagement	Islamic studies monthly programme as teachers' spiritual fulfillment and engagement
		Set up parents dialogue as parenting partner

Source : Primary Data Organized by Researcher

Social media Owned for Public Communication

All of these madrasahs have social media accounts and do not restrict comments posted on their pages. Social media has been a crucial element added to integrated marketing communications since the development of social media technology, and is believed to be the fastest and most reliable way to connect with the public (Rehman et al., 2022). Every follower can provide both positive feedback and meaningful criticism to the school. In fact, Mts Amanah Al-gontory provides suggestions and feedback on its Islamic boarding school website. Social media, as mass communication, supports public relations priorities in managing organizational relationships with the public (Verčič, 2025). Other functional roles include identity, a place for conversation, sharing, presence, relationships, reputation, and groups (Rehman et al., 2022).

Innovative, creative, and enjoyable learning can prevent students from getting bored while studying subjects (Suhirman et al., 2024). Therefore, teachers at Mts Al Ikhwaniiyyah and Mts Amanah Al Gontory use Information and Communication Technology (ICT)-based learning media, such as computers and projectors, to facilitate student understanding. Mr. Khairul Fitri, S.Kom., the principal of Mts Basmol, gives teachers the freedom to be creative with any media, whether visual, audio, or kinesthetic, to engage students in the learning process. However, digital media has been proven to engage and interest students with its visual and interactive nature (Rahmat et al., 2025). Not all teaching methods are easy for students to understand; with the help of media, it is hoped that students can better understand the material.

During teaching and learning activities, students are also allowed to express their opinions on the material presented, honing their abilities to respond to the stimulus provided. This policy also stimulates discussion in the classroom. Not only in teaching and learning activities, at Mts Amanah Al Gontory, monthly evaluations often use interactive visual media, during weekly or monthly school meetings. To maintain good relationships among colleagues, Mts Ass'adah Ulujami holds a monthly peer-to-peer study program, inviting speakers from outside the school on a variety of topics. This initiative stemmed from the positive communication climate among teachers, who frequently participate in group studies outside of work hours and are willing to share their experiences. Relational communication, fundamentally, will be unsuccessful if the interpretation we convey to others differs from our intended meaning in social interactions. A shared interpretation requires a shared mental state, emotions, and experiences (Nordby, 2020). Therefore, organizations generally seek recruitment resources aligned with their field of expertise, seeking graduates and experience in

education. This shared emotional and experiential relationship fosters effective communication between teachers.

Based on informants' responses, a positive work environment encourages teachers to share their experiences in dealing with students. Therefore, monthly peer-to-peer study activities at schools are expected to foster good relationships between teachers. Dimensions such as teamwork, innovation, and market orientation will characterize organizational culture positively (Tadesse Bogale & Debela, 2024).

Madrasahs are also responsible for establishing and fostering good communication between teachers and parents (Triwardhani et al., 2020). One such effort is to schedule monthly parent-teacher meetings. These meetings include social gatherings, student evaluations, and monitoring of student progress at home. Parents are allowed to provide criticism and suggestions to the school. Through this agenda, the school hopes that all problems and shortcomings can be resolved through mutual consensus. Empathy demonstrated by the school will facilitate smooth communication, especially with customers, in this case, parents. Empathy is a crucial aspect of organizational communication. Within organizations, individuals constantly wonder why their partners are not paying attention (Nordby, 2020). Within the school organization, parents and the school are partners in educating children. This communication is horizontal, equal, as the school assists parents in educating their children, just as parents assist the school in ensuring the continuity of the educational institution. Islamic parenting strategies contribute to the holistic development of children; the expected outcome is equipping them to navigate all the circumstances of their future lives (Wantini & Karsono, 2025).

Mts Darussalam Ulujami prioritizes criticism from parents, who are formed into a committee. However, the school remains open to criticism from social media users. This channel facilitates communication between the madrasah and parents. Some parents hesitate to provide criticism. Therefore, a parent committee was formed to serve as a forum for parents' aspirations. By integrating internal communication with the public, there is great potential for public relations to bridge the involvement of internal and external stakeholders (Verčič, 2025).

The Organized Actors Beyond Downward-Upward Communication

In most educational institutions, including universities, there is a communication dilemma that highlights the paradoxical concept of "organized actors," due to a lack of clear authority. Case studies such as decision-making in managing human resources for teachers and education personnel, financial income and expenditure systems regulated by the Foundation with specific monthly and annual budgets, and hierarchical leadership positions, such as the principal and the first and second vice principals, determined by the Foundation, are common occurrences in educational institutions. These case studies can be resolved by understanding the actors organized through clear communication leadership regulated by the Foundation, starting with administrative roles, division of labor, and managerial issues of horizontal coordination between employees at the same level (Frølnordbyich et al., 2025). With two-way communication, disagreements

naturally arise, and conflict narratives, through differing perspectives, will result in team members working together to coordinate and resolve the conflict. It should be noted that conflict that will generate contributions is task-based conflict. Conversely, relationship-based conflict should be avoided (Vaara & Langley, 2021).

The above research findings demonstrate that the principal holds the highest authority for human resource management in schools through an open system, while financial administration has been designated as the Foundation's authority. Thus, the communication dilemma is clearly resolved by acknowledging the limitations of existing leadership. Like the limited financial control of the principal, this develops a more functional organization by framing managerial issues that will become more complex in the future, such as merger acquisitions and dealing with external parties such as donors who want to get involved (Frølich et al., 2025). In the development of Goffman's dramaturgy theory by (Vaara & Langley, 2021), the term narrative is used. The principal is what happens in the school, for the good of the organization to improve, will be directed by the principal as the highest stakeholder in organizational management at the school level. Although the principal acts as a manager at the school level, the Madrasah's financial authority remains managed by the Foundation.

A conducive organizational culture plays a significant role in fostering collaboration among members. A strong organizational culture is believed to be more resilient in achieving success and achieving its goals (Bijalwan et al., 2024). Although the internal organization and centralized foundation system are considered strong, institutions are also susceptible to external penetration at varying levels, potentially even generating strong new professional relationships. This can balance decentralization and reduce excessive control by any one party. The best implication for educational institutions is gradual managerial reform, which can significantly impact teaching activities (Frølich et al., 2025).

Online Management of Secrecy Control

The research findings above indicate that social media, which lacks comment sections, is a viable institutional platform. However, this poses a unique challenge for individual social media, particularly for teachers working in Islamic schools. (Turmudi, 2025) emphasizes the urgency of managing confidentiality control for individual employees amidst technological advancements. His research revealed that informants at the largest media company, Kompas, were reluctant to publish deeply personal information to avoid misperceptions about their personalities, especially those of teachers. Behavioral supervision in the research findings emphasizes the assessment of interpersonal communication within the school between internal parties, students, parents, and teachers. This limitation also poses implications for future research regarding the authority to assess teachers and educational staff based on what is seen on social media. The question arises whether the inherent morality in the status of educators requires assessment based on social media, or whether this constitutes an individual employee right that must be protected through confidentiality management, such as the

right of teachers and educational staff to display their profiles publicly or privately. The expressiveness shown by individuals on their social media platforms is feared to undermine the assessment of their personality. Providing training and development on social media management, along with communicating privacy boundaries, could be the best suggestions (Errida & Lotfi, 2021).

Research by Chew et al., (2024) revealed that organizational hierarchical structure acts as a mediator between information technology and organizational communication. These findings confirm that information technology affected organizational structure and can increase organizational effectiveness and efficiency. In the context of social media, the presence of corporate social media helps employees conceal hidden aspects of their individual lives. The public tends to focus on the company rather than the employee's social media. Hierarchically, higher positions within a foundation need to maintain their reputation through company-managed social media management. This research developing framework of online secrecy control by combining asymmetry of information theory by (Koponen & Julkunen, 2022) and self-disclosure on social media (Luo & Hancock, 2020). Information asymmetry theory moves toward symmetry when partners disclose information more openly. Therefore, some sales or marketing people are expected to be reluctant to disclose sensitive information to their business partners. In addition, these findings contribute to the existing understanding of information sharing and show how salespeople are willing to disclose even the most sensitive information to customers, for example, the company's strategic decisions, future plans, or their personal matters, if they evaluate the gain of both in relational terms as a business benefit.

When we start using social media as a step to express ourselves in business, there needs to be a limit to the extent of posts that we should publish or not for the sake of mutual trust in business matters as well as for our personal branding. The honesty on what they published will give more original view about who they are (Luo & Hancock, 2020). Teachers and staff could currated information on social media based on self disclosure theory on social media from quantity such posting frequency, duration, and social width width, by choosing which posts to up for close friend or public, to whom they confirmed as followers or not. Quality of social media such intent, how much we take a deep conversation in, valence and honesty on social media could be considered much to uplift

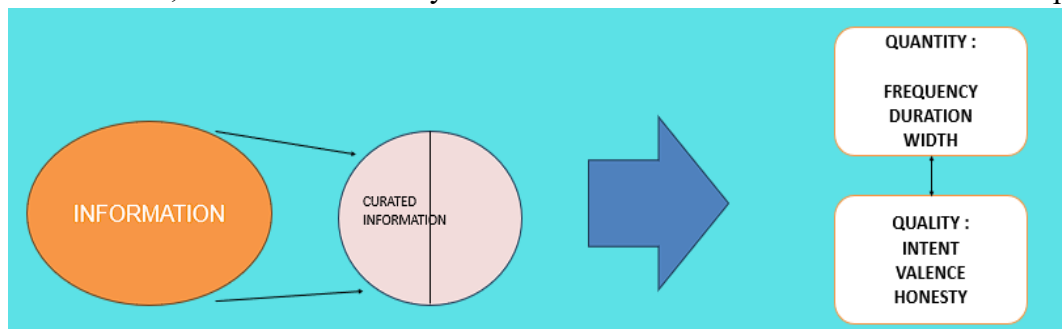


Figure 2. Online Secrecy Control by combining asymmetry information theory and online self disclosure

Source: Author's work

In essence, the benefits of social media for a company still need to be re-evaluated. Whether it's solely beneficial for customer awareness, or whether the company must exercise greater vigilance to maintain its brand image. Marketing managers cannot predict the potential for criticism from content and the impact of the frequency of such information dissemination. Social media is considered a platform for customers to express their opinions about the brand. Institutions need to be cautious; the cohesiveness of social media content is directly proportional to the organization's brand (Rehman et al., 2022). The public's subjective perception of an employee's personality on social media can damage their brand identity. Social media now features closed-friends and archives, allowing the public display of individual employees' social media accounts to be managed for confidentiality control.

CONCLUSION

It concluded that inclusivity communication system, high fee paid off with good service provided in private schools such the enactment private schools in openness, engagement, technology savvy in social media, providing empathy to parents and among teachers. Character awareness (Adab assessment) that uplifted as product differentiation of madrasah, pushed future prospectives as long-life learner. A clear autonomy of financial enactments under foundations and human resource management supervised by head of schools makes the organized actors under foundation private schools, is not always be paradox. Considering curated information on individuals' social media for teachers and staff based on quantity such frequency, duration, width, and quality such intent, valent and honesty on social media helps to protect image of company and individuals itself. Framing concepts of online secrecy control gives beneficiary to inline images of teacher job and protects privacy of school's brand. The research has limitations and implications into a measurement of developing online secrecy control concepts towards above some workers.

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