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Organisational Citizenship Behaviour with the Potential to Threaten Internal Members' Privacy through the Posting of Useful Information on a Weblog A Case Study of a Primary School Website in Japan

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Organisational Citizenship Behaviour with the Potential to Threaten Internal Members' Privacy through the Posting of Useful Information on a Weblog

A Case Study of a Primary School Website in Japan

By Sachiko Yanagihara

In Japan, there has been an increase in public compulsory school websites. However, most teachers lack the skills to operate them. Consequently, many of the websites are managed via a simple system like a weblog. In this case, I covered a public primary school's website with a weblog, particularly focusing on some posts about a flu epidemic inside the school. I used the perspective of organisational citizenship behaviour (OCB) and contextual integrity (CI). As a result, unpredictably, OCB was found to change into a negative behaviour. I would like to call this a dysfunction of OCB. One of the causes was a change in the informational norm due to misreading of CI by the person posting.

Keywords: organisational citizenship behaviour, contextual integrity, informational norm, weblog, violating privacy
Categories: *Social aspects of security and privacy*
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Introduction

Web 2.0 has rapidly increased individuals' power to transmit information. Today, those who lack the skills to edit a website can transmit data about their organisation and its members via a weblog or content management system. Thus, end users (i.e. not the professionals who manage information systems) can send information directly to customers (or the persons involved) in their own words.

When end users send information, they must be careful that the people being mentioned are not identified as individuals. It is often difficult for organisations to choose what kind of information is beneficial for the people involved. Ever since the Japanese government passed the Personal Information Protection Law in 2003, which became fully effective in 2005, almost all organisations in the country must seek permission from those who might be photographed before publishing personally identifiable information (PII) on their websites, especially if the people in question are children. For example, for a school, it is

critical to confirm with parents that it is okay to publish information about their children before doing so. The need to share information among members within organisations has increased, and it is very important to consider how members can effectively create, choose, and share information.

As mentioned above, the handling of information on websites is an important issue. Nonetheless, little research has been conducted on the operation of school websites. In addition, although it is important to communicate using websites, best practice for teachers has not been defined[1]. Moreover, the few studies that have been conducted do not focus on organisational behaviour. There are some studies that examine school websites in Japan, but most of them concern methods of website construction and use[2] or the categorisation of website contents[3]. Such studies are focused on education for teachers and from the teacher's perspective. However, it is important to examine how a teacher's behaviour influences the contents of a website and the relationship between teachers and parents. Few studies have attempted to observe an actual website and to discuss posting behaviour. In Japan, because the main everyday form of communication between teachers and parents is the communication notebook, research into Japanese school websites as communication media between teachers and parents is hard to find.

In this paper, I will reveal the factors that threaten students' information and privacy by studying a case where a teacher's *positive* behaviour threatened children's privacy through their school website, drawing on the theory of organisational behaviour and information ethics. In particular, I will deal with organisational citizenship behaviour (OCB) and contextual integrity (CI). There has been a great deal of discussion about OCB in several countries. However, OCB in schools, especially concerning privacy, has been little investigated. The main focus of this paper is the possibility that information that does not include personal data may violate and threaten someone's privacy. The paper consists of three parts. First, I will review previous works related to OCB and CI. Second, I will consider the problems the Japanese education system has in managing information systems, relationships between teachers and parents, and how teachers deal with students' personal data or PII. Third, I will conclude by explaining how misreading of CI caused dysfunctional OCB through a case study of a Japanese compulsory public primary school's website. In addition, I will discuss how dysfunctional OCB as a negative behaviour can be caused by 'positive' OCB, despite OCB being a positive behaviour for organisations in the original sense, and the possibility of dysfunctional OCB threatening children and their families' privacy through postings on their schools' websites.

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[1] Comparison of Parent and Teacher Perceptions of Essential Website Features and Elementary Teacher Website Use: Implications for Teacher Communication Practice, T. T. Roman & A. T. Ottenbreit-Leftwich, Journal of Digital Learning in Teacher Education, Vol.32 (Issue 1), pp. 13-25, 2016.

[2] The New Educational Method and Technology in Elementary School: Through the Construction and Use of School Library: Website in Elementary School, M. Kanazawa, Humanities & Social Sciences Bulletin, Toyo Eiwa University, Vol. 30 pp. 1-26, 2013 (in Japanese).

[3] A Study of School Website Information Published by Kindergarten and Elementary School Principals Using Content Management System, T. Morishita, Y. Higashihara, Bulletin of Educational Research and Training, Shinshu University, No. 9, pp. 11-20, 2008 (in Japanese).

The status of schools' websites and the circumstances of administrating information systems in Japan

The application of information and communication technologies (ICT) has changed children's daily school lives. This is also progressing in Japan, with the Japanese government and most parents expecting the disclosure of school information and activities. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has proceeded with actions to use ICT for education (including digital textbooks) and teaching tasks[4]. Moreover, the Ministry of Internal Affairs and Communications (MIC) says that everyone will be able to use Wi-Fi in all public schools by 2020[5]. The MIC regards this as not only for education, but also for disaster-prevention measures. MEXT regards it as a way to promote operational efficiency. Generally, public schools have a long way to go to catch up with private schools and business firms when it comes to ICT.

However, even if ICT equipment is installed, human resources for its maintenance will be insufficient. Neither budgets nor human resources will be sufficient to manage ICT equipment in schools. Teachers with information systems (IS) skills must perform IS work, because most schools lack a maintenance budget. MEXT submitted a request to the Ministry of Finance for budgetary funds to increase the number of teachers, but the reply stated that an increase in teachers would be unnecessary because the number of children will decrease. Consequently, teachers with relevant skills (operating IS, teaching other teachers, maintaining PCs and networks) work almost voluntarily or for limited rewards. Only in some public high schools is there an IS administrator inside the school[6]. In many cases, the head-teacher nominates teachers (who usually teach science subjects, such as maths, science, commerce, information, and so on) as system administrators. In spite of their role as system administrator, they often must also teach PC usage, software, and IS inside schools. Many teachers (including head-teachers) lack sufficient ICT skills, but this is just how it is for public high schools. In public compulsory education, especially primary schools, there are few teachers who can administrate ICT and IS.

As mentioned above, currently, the Japanese government is introducing and enhancing ICT technologies in all educational institutions, especially public schools, which have fallen behind private schools. However, teachers in public schools do not receive enough training, and there is no money for out-sourcing. In other words, IS administration inside schools is driven by the voluntary activities of a few teachers with ICT skills. Otherwise, no teacher uses or administrates ICT and IS, so their operation is supported by voluntary activities. It is the same in almost every school. In this regard, because junior high and

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[4] Summary of discussion on the positioning of 'digital textbook' final conference, http://www.mext.go.jp/b_menu/shingi/chousa/shotou/110/houkoku/1380531.htm - Accessed 06/01/2017 (in Japanese).

[5] Publication of 'Plan for the improvement of Wi-Fi environment that contributes to disaster prevention, etc.' http://www.soumu.go.jp/menu_news/s-news/01ryutsu06_02000131.html - Accessed 06/01/2017 (in Japanese).

[6] The Current Situations and Issues to Reduce Burden of High School Teachers Who Manage Their Network Systems. T. Iwaki and S. Yanagihara. Proceedings of the 70th Japan Society for Information and Management Conference, pp. 159-162, 2014 (in Japanese).

high school teachers only have charge over their own subject, teachers of maths and science subjects are better at using ICT than others. However, in primary schools, all teachers have charge over all subjects in their own class. Furthermore, students in primary schools have several problems in school life, with not only affairs of their learning but also of their relationships with their friends and so on. Then, teachers always convey parents using communication notebooks about their children's affairs or necessary items for school activities. At compulsory education schools, particularly public schools, teachers use ICT to communicate with parents less than higher education schools' teachers do. Certainly, the main way of contacting other schools' teachers or boards of education regarding business matters is email. Each school has its own email address for business. Most schools also have a formal email address for general communication. Moreover, most schools have a system for sending bulk emails to registered addresses with parents' consent. Still, they do not tend to contact parents via email. In other words, they still only use traditional printed materials. However, teachers use ICT to make documents, including teaching materials, business documents, and day-to-day correspondence with parents. Thus, most primary school teachers manage their own PC. Of course, most teachers, especially younger ones, have learned how to use a PC, mainly focusing on MS Word, Excel, and PowerPoint. However, although they have some skills, they (even younger teachers) cannot fully manage their own PC and data for business purposes. Even though there is no management system, all head-teachers have the responsibility to administrate ICT inside the school, but because they have not received enough education in ICT and lack the funds to outsource its administration, they try to use IS (for education, desk jobs, and so on) by intuition, without the aid of any specialist knowledge.

Consciousness of personal data and information in schools and provisions for them

Even given the above, it is not necessarily true that teachers' consciousness of personal information is low. As mentioned already, teachers are working with ICT in several ways. Therefore, they always show caution when dealing with students' data, whether the data are important or not. Those who have insufficient ICT skills are always careful in dealing with students' information. While their ICT skills and abilities as teachers differ, they receive the same training in handling students' personal information.

As previously described, the Japanese government is moving ahead with installing ICT in schools. Building websites is part of this. One study suggests that the information on Japanese public schools' websites covers students' activities at school, activities of teachers or parents, and the plan and viewpoint of the head-teacher or other teachers[7]. In primary schools in particular, there is an increasing demand to disclose students' activities, because parents want to know what their children are learning and enjoying. Of

[7] Feature of Dispatching Information by Administrators in School Website with Content Management System, T. Morishita, Y. Higashibara, Japan Journal of Educational Technology, Vol. 31, No. Suppl., pp. 181-184, 2007 (in Japanese).

course, teachers understand the risks involved in posting details of students' activities. Therefore, when someone posts information on the website, even if it is for insiders, they must be careful that they do not send PII. It is critical to confirm that parents have given their consent to publish their children's PII (before doing so). Most schools confirm this with documents. Some parents allow the posting of not only their children's names but photos of their work (for example, paintings, calligraphy, and so on), while other parents only allow photos where the individual cannot be recognised. A few parents do not allow any information on their children to be posted. However, most parents allow photos without names because they want to browse their children's activities on the school website. In fact, all parents allow posting of information on their children in some form.

There is a serious problem in Japanese schools, especially compulsory primary schools, when it comes to the relationship between teachers and parents. It is due to the power of the Parent and Teacher Associations (PTAs). Most schools have a PTA, which is an organisation that acts in the interest of schoolchildren, in normal situations. In fact, most parents seemingly cooperate with teachers for the good of their children. However, in Japan, many parents feel that children work under duress. On the other hand, a few people (who are usually members of the leadership) feel that teachers need more power. In other words, many of the leadership members feel a strong connection with teachers. These PTA leadership members often enjoy various activities with children and are gaining power and influence in schools. They often visit the school and have the chance to communicate with teachers and other leadership members. This is one of the points that must be grasped to understand this study.

To sum up, most public compulsory schools are getting their own websites in this era, but there are no or few administrators for ICT and IS inside schools. Even if there is no administrator with the required skills, the Japanese government and parents expect the school to disclose information. Moreover, there is a complicated relationship between parents and teachers. Therefore, the aim of this study is to reveal the factors that threaten and violate students' information and privacy rights. To achieve this, I will analyse a case where a teacher's positive behaviour threatened and violated children's privacy through their school's website. As mentioned above, the relationship between parents and teachers is difficult, therefore almost all messages for parents are delivered via paper documents from the class teacher. However, in this case, there was a head-teacher who sent messages via the school's weblog. The reason for this is that he thought that if he sent his messages to parents directly, they would be more accurate. He believed this would be very important to all PTA members. It was absolutely a discretionary action on his part. This was not unusual behaviour in itself, but what was unusual was that he changed his behaviour later. After introducing this case, I will discuss the relationship between the head-teacher's behaviour and privacy.

Case study: A teacher's *positive* behaviour threatening and violating children's privacy through their school website

The case to be dealt with in this study involves the website of K primary school located in T City[8]. It features a weblog. The head-teacher is the main staff member who posts information (however, other staff do as well). In Japan, most teachers are aware that parents are members of the PTA and consider their perspectives when posting information on the website. In T city, which is about two hours from Tokyo by bullet train, many mothers hold a job, and those who do not work are busy taking care of infants, the elderly, and so on. Because they are very busy, they do not have sufficient opportunity to hear about their children's school time and cannot check on their children's health very well. Sometimes, parents make their children go to school even if they have a fever because it is difficult for working parents to take leave to care for their children without advance warning. Therefore, the head-teacher posts information for parents every day as his own positive behaviour. He and other staff are always careful that they do not post any personal data on their students.

All public compulsory schools' websites in T city are built around a weblog. The reason for this is that it is easy for end users who lack ICT skills to update the information. Each website puts up the original content that its head-teacher decides. The content policy is changed when the head-teacher changes. In addition, each school has discretion to select the colour, design, documents, and so on. All design is standardised, with the weblog at the centre. There is a time-series index on the left side and other contents on the right side. They all use the same format (see Fig. 1).

On this website, a problem occurred: the head-teacher posted about a flu epidemic. In this study, I analysed these texts using an analytical method for documents with content analysis and participant observation. The period examined was from 9th Feb 2016 to 30th Mar 2016, and I focused on the period of the flu epidemic, from 9th Feb 2016 to 22nd Mar 2016. There were 34 posts during this period, with 26 (about 76%) containing information regarding the outbreak status of the flu. At the beginning, the head-teacher explained the outbreak status on the weblog using photos of the whiteboard in the staff room, which showed the number of absentees. On 29th Feb, the head-teacher hinted that he had been criticised for these posts by some people. He therefore stopped posting photographs of the whiteboard and changed to indirect expressions that did not give specific data. After that, he continued posting the status of the flu on the weblog until 22nd Mar.

The first post about the flu was written on 9th Feb 2016. The title of this day's post was *'The number of flu patients has doubled'*. The head-teacher posted three photos. One was

[8] If I make public this school's name, anyone could find the school's weblog and the head-teacher's name. This may violate his privacy. Therefore, I omitted the school's name and the URL of the weblog.

Fig. 1. Standardised public compulsory school websites in T city (screenshots of two primary schools' and two junior high schools' websites)

a scene of students coming to school and the others were parts of a whiteboard in the teachers' office showing the number of absentees in each class. Black numbers showed the number of students who were absent, and red numbers showed the number of flu students among the absentees. Parents who browsed these photos could understand which classes and grades had many flu students.

The second article about the flu was posted the following day (see Fig.2). The title was *'Flu (part 2)'*. In common with the first post, there were photos of students coming to school and a photo of the whiteboard. The text of the post is as below:

The three above photographs show children coming to school. Children walk in a line properly and wear a mask. Many children have attended school and are keeping well.

Today's absentees are 33 children, and 10 of those are flu. Let's just hope that absentees will not increase after the weekend.

Please gargle and wash your hands well. And please have really nourishing meals and really get some rest. Moreover, please avoid going into crowds and wear a face mask. I will thank you to tell these instruction to avoid infection to your children. Thank you.

Fig. 2. The pictures of the second article about the flu
(a screenshot of K primary schools' website)

In this way, the head-teacher posted politely and carefully with accurate data for parents. He continued posting photos of the whiteboard. Some posts had only one whiteboard photo and accompanying text. In fact, the head-teacher thought that accurate and actual data were very important. Website users could know which class was closed and how many students were absent from school. Of course, these posts were very helpful, not only for parents of children from closed classes or sick children in other classes, but also for all members of the school. These statements helped most parents anticipate how many children in each grade had the flu and the extent to which it had spread throughout the school. Some parents checked these photos in the daytime or after work. They then knew which grades or classes were experiencing an epidemic. If the grade or class of their own children faced an epidemic, they kept in mind the possibility that their children might come down with the flu that day or the next. If the number of children with the flu increased in a particular grade, then parents (especially mothers) prepared for when their children might catch the illness; if their children were sick, it was possible for parents to have a day off from work.

However, some parents with children whose classes had been suspended speculated about which children had brought the flu in from other schools and which children had caused class closures. The other parents complained to the head-teacher that 'Some parents said a child has brought the flu virus to our school. It is just speculation. It is not good. The photo of the whiteboard caused this bad state'. The head-teacher apologised on the website on 29th Feb:

I heard there was a rumour but I don't know whether it is true or not. Therefore, I decided that I will post no more actual data with photos or text.

I think that the users' view was different from my view because my consideration was lacking. I'm very sorry. I don't have dignity.

The head-teacher stopped posting photos of the whiteboard or detailing the number of absentees in each grade or class. As mentioned above, he explained that he would avoid posting actual data on the flu after that. This post meant that some parents (who were leaders in the PTA) complained to the head-teacher that he had used a poor method of posting information. According to the head-teacher's post, we can see that one of the factors was a claim from some parents who, it is speculated, were members of the PTA leadership. They know most students, including their names, faces, addresses and, sometimes, families too. Moreover, they know which children go to which cram school or cultural lessons and which families have children in other schools. They have broad connections to parents through school activities. Therefore, some people tend to know where children have been or if they have had frequent contact with another school's students. Through the head-teacher's post, the website readers could see that some parents had conjectured that one student caused the flu epidemic by bringing the virus to K primary school.

After that, the head-teacher continued posting, but without actual and accurate data. Consequently, the descriptions were wrapped in obscurity, with statements like *'The number of absentees is the same yesterday. And new patients are decreasing'*; *'Probably we will call about children feeling ill to some parents. We would appreciate your understanding'*; *'There is more than one sick child. The number is a half-dozen'*. All the posts after the apology lacked an accurate number. The head-teacher intentionally used words instead of accurate numbers in his descriptions. The posts mainly asked parents to take their children to a paediatric doctor to prevent infection.

The last post about the flu epidemic was on 22nd Mar. He wrote that *'There will be no flu students tomorrow. In this epidemic period, thank you for your great cooperation'*. The head-teacher retired at the end of the business and school years (start of April to end of March in Japan) because he hit the compulsory retirement age. In his last post as head-teacher on 30th Mar 2016, he posted his special thanks as follows: *'Many people have told me "I always read your posts!" They encouraged me greatly. Thank you so much'*. In this post, we can see that he felt proud of his posts and their accurate data. It seems to be clear, on the basis of this post, that he believed his behaviour was not improper.

Findings from this case: Change to the informational norm through organisational citizenship behaviour and contextual integrity

In this case, there are two findings involving two factors. One of them is OCB and the other is CI. The information norm changed and this change was caused by dysfunctional OCB and misreading of CI. I found the new information norm through the process of investigating this case. And what is more, posting even anonymous information about members inside an organisation may threaten their privacy. At the time, the behaviour of

the head-teacher, posting to the weblog out of consideration of the parents, changed a positive behaviour to a negative one for insiders.

OCB is a concept discussed by Organ[9]. He defined OCB as 'Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization'. In an organisation, there are many behaviours exhibited by internal members. We can find OCB in both enterprises and communities, along with a relationship between enterprises and customers, or schools and parents. Most behaviour is based on one's job description. Up to now, there has been a theory of OCB as a voluntary behaviour in an organisation. However, there are many derivative concepts in various countries. For example, Ueda and Yoshimura[10] discussed OCB limited to Japan. Organ discussed OCB in the context of organisational behaviour by Japanese with no job description, but many United States firms have job descriptions, so Organ's OCB may be premised on the behaviour of US firms' employees. As the case in this paper is also based on Japanese organisational behaviour, teachers have no job description. In the first place, almost all Japanese workers (especially so-called white-collar workers, including teachers) do not have a job description. They must work about not only teaching children but also thinking about on a wide range of activities and affairs, for example, such as coaching extracurricular activities in the early morning or evening at school, worrying about the economic context of some children, communicating with families, dealing with bullying in school (or not) and so on. Teachers (including head-teachers) act with discretion most of the time, except on partially appointed tasks. MEXT defines teachers' job duties as 'all jobs at school that are needed for education and relate to the mission and role given to school staff'[11]. This is very ambiguous. Of course, as mentioned above, website contents are at the teachers' discretion. That is, in this case it was not necessary to post about the flu. Therefore, the head-teacher's posts about the epidemic, with accurate and actual data, can be considered OCB. However, his OCB worked out as not a positive behaviour but a negative one for some parents. On the other hand, because it was not a negative behaviour for most parents, the value of the posts that came after the apology dropped. They (most parents who were helped by posts about the school during the epidemic period) might feel that the posted information did not seem like personal data or PII; and of course, they did not imagine the information might threaten or violate anyone's privacy. However, practically, his OCB did become a negative behaviour for some parents. I would like to call this phenomenon a 'dysfunction of OCB', based on Merton's[12] 'dysfunction of bureaucracy'.

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[9] Organizational Citizenship Behavior, D.W.Organ, . P.M.Podsakoff, S.P.MacKenzie, London: Sage Publications., p.4, 2006.(in a Japanese version translated by Y.Ueda)

[10] Establishment of Japanese Organizational Citizenship Behavior Dimensions. U. Ueda and A. Yoshimura. The Journal of Economic Studies Seikei University, 42 (1), pp. 19-36, 2011. http://repository.seikei.ac.jp/dspace/bitstream/10928/78/1/keizai-42-1_19-36.pdf

[11] About the job duty of teachers http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/031/siryo/06111414/003.htm, Ministry of Education, Culture, Sports, Science and Technology -Accessed 24/01/2017 (in Japanese).

[12] Social Theory and Social Structure, R.K Merton,.Glencoe, IL: Free Press, pp. 195-206, 1957.

Now on to CI, which is a concept defined by Nissenbaum[13]. In her paper, she noted that 'Contextual integrity is a measure of how closely the flow of personal information conforms to context-relative informational norms. Contextual integrity is violated when these norms are breached'. CI is a conceptual framework for understanding privacy expectations and their implications that was developed in the literature on law, public policy, and political philosophy.[14] The key parameters of informational norms are actors (subject, sender, recipient), attributes (types of information), and transmission principles (constraints under which information flows). As pointed out above, we can see the dysfunction of OCB in this case in the change of a positive behaviour to a negative one due to the speculation by some parents. From this study, we can recognise that persons posting information on websites should properly consider what readers will think of it. In other words, it suggests that posters should consider the contextual integrity of the internal members of their organisation.

This indicates that even though staff (teachers) post helpful information or knowledge (not PII) when performing OCB, some members regard it as a kind of personal data. In this case, if the head-teacher had not misread the CI, the OCB would have not changed to negative behaviour for some parents. This case suggests that posting indirect individual data may have negative effects on internal members. In addition, halfway-masked data

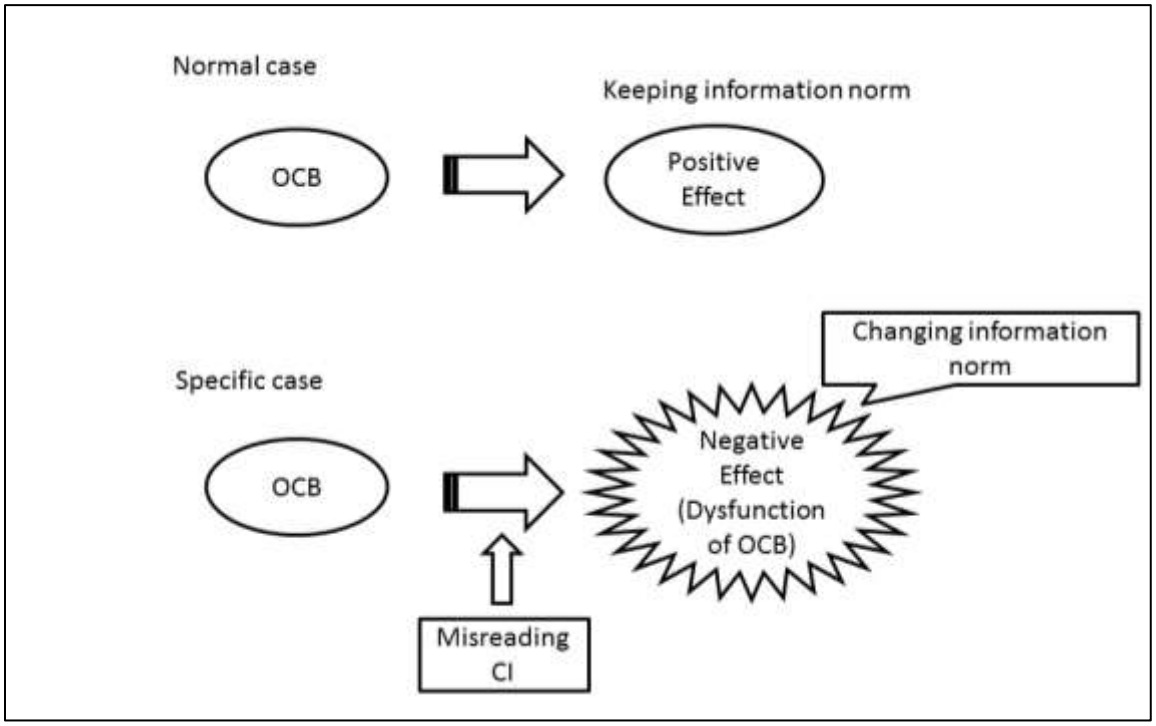

Fig. 3. Change in information norm caused by OCB and CI

[13] Privacy as Contextual Integrity. H. Nissenbaum. Washington Law Review, 79 (1), pp. 119-158. February 2004.

[14] Privacy and Contextual Integrity: Framework and Applications. A. Barth, A. Datta, J. Mitchell, and H. Nissenbaum. Proceedings of the IEEE Symposium on Security and Privacy, May 2006 (showcased in 'The Logic of Privacy', The Economist, January 4, 2007).

may become PII or like PII and may violate someone's privacy through the spread of internal information. Because the head-teacher misread the CI of parents, some parents speculated about who brought the virus in, and then some students suspected certain children, thus violating the some children and their families privacy in and around the PTA leadership group. At that point, the information norm of the school's website changed. It became 'no actual and accurate data in posts'. The information norm that the head-teacher assumed changed in spite of conformation to the norm by many mothers. In this respect, it is critical that misreading of the CI and dysfunction of OCB affected the information norm of the organisation (see Fig. 3). They found a new information norm through the process of problem solving. And what is more, posting even anonymous information about organisation members may threaten their privacy.

Conclusion

In Japan, the number of public school websites is increasing. There are budgets and specialists intended for ICT and IS in private schools. By contrast, budgets and specialists are lacking in public schools. This is a serious problem in public compulsory schools, especially primary schools, because there are no ICT or information sciences subjects or teachers. As a matter of course, most teachers lack the skills to operate a website. Consequently, many websites are administrated via a content management system or similar simple system like a weblog. In this case study, I covered a public primary school website with a weblog, focusing on some posts about a flu epidemic inside the school, from the approach of OCB and CI by the poster. Consequently, the behaviour occurred unpredictably and the OCB was changed to a negative behaviour. Moreover, there was a misunderstanding on the part of the parents as to privacy and personal data from the viewpoint of CI by the poster.

Of course, there were limits to this study. First, this case was narrow in scope, focusing on only one primary school in one year. Second, I could not conduct an interview with the head-teacher because of his retirement. However, it is clear that his posting behaviour was OCB, because there were no similar posts on other schools' weblogs in the same city. If posting about a flu epidemic was part of a teacher's job, similar articles should have been posted on the other schools' weblogs, which was not the case. As far as this case is concerned, the head-teacher's behaviour was OCB. Further study on this theme should be conducted continuously over a multi-year period, covering multiple schools. However, this study contributes to the literature on the relationship between OCB and CI, especially where dysfunction in OCB caused a misreading of CI that violated or threatened someone's privacy.

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