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REVIEW ARTICLE

A Theoretical Framework to Study the Impact of Integrity Practises on Teachers Quality in Rural Schools

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ABSTRACT

The changes of globalisation in the flow of education challenge teachers to wisely adapt changes to improve the delivery of existing education. Innovation in education is in line with the rapid pace of the Industrial Revolution 4.0, which plays an important role in producing creative and innovative students. Teachers serve as catalysts for change for students to develop analytical, critical, and creative thinking to become skilled and competitive individuals. However, the growing issue of integrity also requires awareness among teachers of the importance of practising integrity to improve self-quality. Integrity issues in the field of education tarnish the good name of education itself and have resulted in the credibility of teachers being often disputed. The National Integrity Plan was launched in 2004 to address the problem of leakage among civil servants, including teachers. This situation results in the quality of teachers being tarnished and requires support from professional organisations in order to mobilise energy in an integrated and holistic manner to improve the quality of teachers and school performance. Based on the literature review, this article presents the Theory of Personal Psychology and Integrity Strengthening Model to evaluate the effect of integrity practises on the quality of teachers and further strengthen the level of teacher professionalism in rural areas. This theoretical framework study contributes to the management of integrity practises in schools and the

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Ministry of Education Malaysia, especially in improving the quality and professionalism of teaching.

Contribution/Originality: This study contributes to the existing literature in encouraging teachers to improve the quality of teachers through proper integrity practices and to know the problems faced so that the necessary steps can be taken to overcome them.

1. Introduction

The COVID-19 pandemic that has hit the entire country has affected the ministry of education. The education system in Malaysia has received a direct impact as a result of the COVID-19 pandemic (Abdul Ghani, 2021). Therefore, various measures have been taken to improve the quality of achievements in the field of education, covering various aspects. Among them, the curriculum is constantly changing to ensure that it is always relevant to current needs, especially in this challenging age where people live by new norms due to the existence of the COVID-19 pandemic epidemic that has hit the whole world. Challenges and opportunities in the rapid technological change of the era of globalisation challenge teachers to have more integrity and quality in line with technological progress to produce skilled, competitive, high-quality teachers who have extensive knowledge regarding the use of technology.

Therefore, the success of a school as a social institution with the theme of education also needs to be based on a system of integrity (Chandran et al., 2021; Morrar et al., 2017). This can be achieved if the teachers themselves can practise the value of integrity among themselves to improve the quality of their teaching and strengthen their professionalism. With an education process that has integrity, it can produce quality human capital in line with the country's needs by the 21st century (Yusoff et al., 2020; Abdul Rajun et al., 2022). Therefore, quality and competitiveness need to be improved by educators to produce a generation of knowledgeable people with high morals and a highly civilized nation to make education in this country recognized and world-class.

Educational institutions need to produce skilled people to be able to face the challenges of the increasingly challenging Industrial Revolution 4.0 (Noorashid, 2019; Dogan et al., 2021; Rathakrishnan et al., 2022). Industry Revolution 4.0 was introduced in 2016, which is a digital revolution that refers to the process of developing technology to a higher and more systematic level (Jafar et al., 2020). This system is implemented to be more flexible and systematic to adapt to the new and more challenging environment (Bikar et al., 2020; Mahalingam & Khairul Azhar, 2021). Industry 4.0 is the discovery of various new technologies that challenge national industries to make change in tandem with digital transformation in order to promote progress in the era of globalisation. In addition, professional support from various parties in terms of professional expertise is essential to creating a quality education system and contributing to the creation of human capital for the country's leaders in the future (Amran & Majid, 2019).

The practise of integrity and quality of life should be emphasised. In addition, professional support from various parties is also very necessary to inject more enthusiasm and knowledge into teachers. This will be able to produce high-performing human capital by strengthening the professionalism of teachers in line with the emergence of Industrial

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Revolution 4.0, especially in the field of information and communication technology (ICT) (Sharma, 2019; Indira et al., 2020).

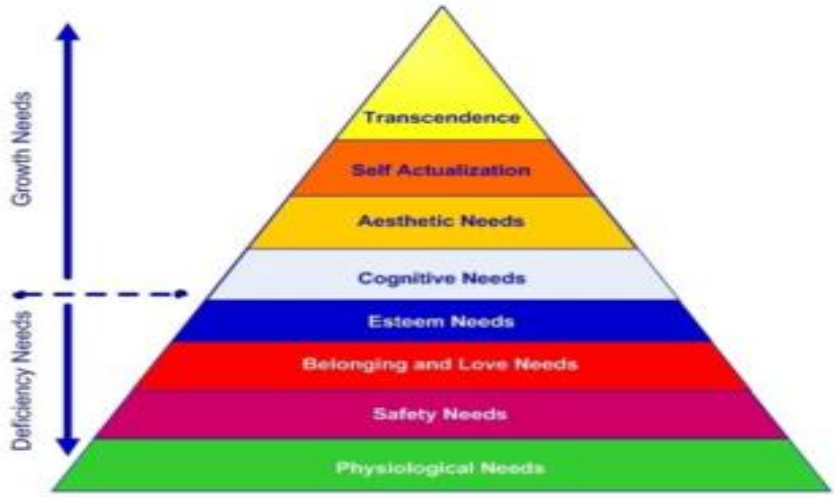
2. Literature Review

2.1. Psychological Theory of Personality: Maslow's Theory (1970)

According to Maslow (1970), individuals tend to evaluate themselves through the impressions and treatment they receive from those around them. When receiving positive feedback and treatment, this individual will gain confidence and do something sincerely, and vice versa. Self-evaluation will affect a person's attitude, social interaction, and personality. These needs are needed to achieve the goals and ambitions of individuals and fulfil their needs.

As shown in Figure 1, Masri et al. (2018) explained that Maslow's hierarchy of need states motivational needs in a hierarchy, and before higher needs are achieved, primary needs must be met first. Maslow (1970) categorised the four lowest needs, which are physiological, safety, love, and self-esteem, as deficiency needs. The top three needs are categorised as personal needs or developmental needs. For the deficiency needs category, the more it is met, the lower the level of motivation. According to Maslow (1970) view, humanistic theory sees the individual as something integrated and organised as a whole. For example, when a person feels angry, it is not a part of the individual's self; rather, the whole individual's self; shows anger.

Figure 1: Maslow's hierarchy of need



Source: Maslow (1970)

Maslow (1970) hierarchy is related to personality and emphasises several assumptions that are closely related to motivation. He emphasises that the whole individual moves, not just a part of the individual. He considered motivation to be something complex in which external behaviour is shown by humans. He also thinks that individuals will continue to be motivated when they have goals.

Goals are needs that must be met by all people regardless of culture, environment, or generational differences. The personality discussed by Maslow (1970) is more about individual needs and often associates personality development with emotions. Emotions arise from the needs obtained by each individual. The needs can be seen in the form of a

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hierarchy, which stated that the needs at the lowest level are physiological needs that must be met first before an individual thinks about the second level. In other words, the needs in the second level will not exist if the needs in the first level do not reach perfection. There is a difference between lower-level needs and higher-level needs. The higher the position of the need, the more special it is to the individual.

Physiological needs exist as soon as humans are born into the world. The need for self-esteem arises in adolescence and adulthood, and the need for self-perfection exists after middle age. The satisfaction of meeting needs at a high level will bring deep meaning to the individual, such as satisfaction and happy feelings. According to Amalia and Yulianingsih (2020), there are five levels in the hierarchy of human needs to achieve their dreams, but if one level is not achieved, then the individual will fail to reach the next level. The need for self-perfection is the highest level of what is considered a growth need. The needs at the lowest level are the needs that every individual has to face in order to maintain the stability of life. Among the low requirements that need to be met are:

2.1.1. Physiological Requirements

Physiological needs are the most basic human needs to carry out life. Humans need air, water, food, and shelter, and it is a very important need to continue living.

2.1.2. Safety needs

When physiological needs have been met, humans need security to find personal safety, protection by the law, job stability, community attention, and freedom from external threats. It is very important to ensure the well-being of life and to protect oneself from harm.

2.1.3. Love and Belonging Needs

Humans need relationships with other people to fulfil their love needs. Humans need love from others. Humans will feel appreciated when they get love from others. Therefore, humans cannot exist alone, and when that happens, it will be an imperfection of life.

2.1.4. Self-esteem needs

The next need is self-esteem. We also need strength, abilities, expertise, and freedom so that we feel valued. In addition, humans also want to be respected and flattered in order to fulfil their status requirements in life. Therefore, in order to gain self-esteem, people will try to reach the highest level.

2.1.5. Self-Accomplishment Needs

The very last stage in meeting the needs of this lower level is achieving self-perfection. All previous levels of desire need to be fulfilled before a person desires self-perfection. Those who have achieved this self-perfection have reached the highest level of development, realising their potential. Those who have reached the level of self-perfection will:

a. Be objective and accept with an open heart.
b. Prioritising the welfare of others shows that it has reached a high level of moral development.
c. Have a high commitment to tasks and work.

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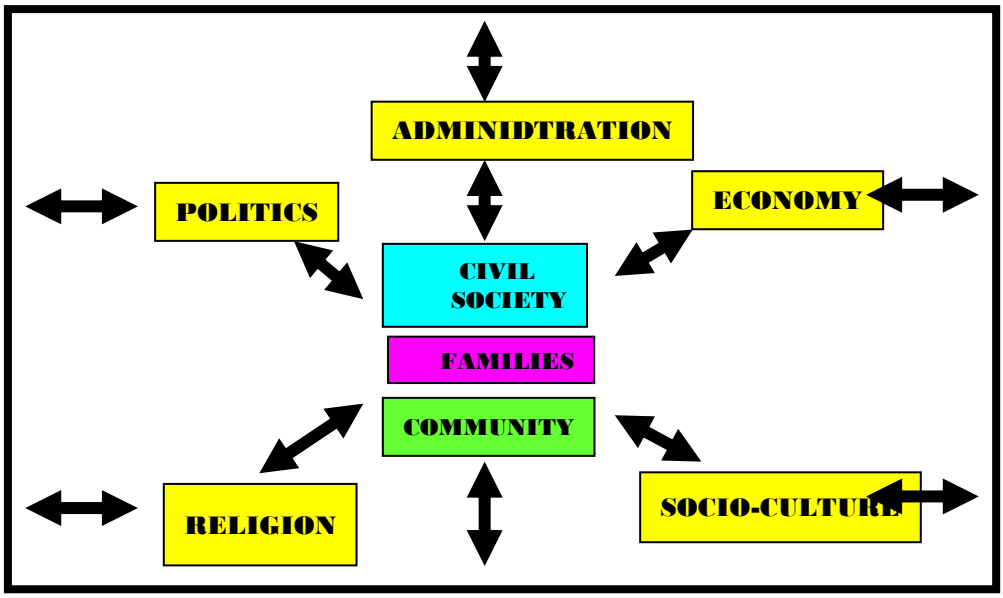
d. Having a strong life stance, being honest, and acting based on what he believes in, even if it's not popular.
e. It is not easy to keep up with cultural changes such as customs, fashion, lifestyle, and so on.
f. It feels good to be with friends because people need friends to be appreciated but not dependent on them. vii. Enjoy a challenging and new life.

It can be concluded that Maslow (1970) sees humans as good and noble people who need encouragement to continue to grow towards self-perfection and, the hierarchy of needs is considered logical and simple. He thinks that if a person tries to reach the level of self-perfection but does not work towards it, then he will experience anxiety and restlessness in life. Maslow (1970) theory is very famous in psychology and other fields. The achievement of self-esteem needs will allow people to feel that they have high self-esteem, are useful to others, are capable of being proud of themselves, and can contribute to society**.** The theory is very important in understanding the needs of people who are willing to do something to get what they want, thus compromising their integrity. This theory proves how one's desire can turn a person of integrity into the opposite if not supported and helped by individuals or professional bodies.

2.2. Integrity Enhancement Model

The Integrity Strengthening Model was developed to realise Vision 2020's desire to form a society that has strong ethics and morals, intact religious and spiritual values, and is supported by noble character. In this model, the National Integrity Plan embodies the spirit and principles of the Federal Constitution and absorbs the philosophy and the National Principles "*Rukun Negara*" (Abu Samah & Jusoff, 2009). As shown in Figure 2, the practise of integrity becomes a necessity because it covers various aspects of life such as religion, politics, administration, and the economy, socio-culture within the community, family, and community (Hasan et al., 2016).

Figure 2: National Integrity Plan and Malaysian Institute of Integrity



Source: Pelan Antirasuah Institut Integriti Malaysia (IIM) 2021-2025 (2020)

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It is implemented through the National Integrity Plan and the Malaysian Integrity Institution. Figure 2 shows an integrity plan that covers three main components, namely civil society, family, and community. Every individual needs to have a goal towards achieving integrity, including in religion, socio-culture, politics, administration, and the economy. Knowledge and understanding of the value, philosophy, importance, and purpose of integrity also need to be understood clearly and deeply. Through these three institutions, awareness will be raised about the value of integrity, which will then lead to personal and organisational excellence. The community's approach to the delivery of integrity practises will be able to encourage individuals to appreciate the values of integrity more deeply so that the values of integrity that are practised become integrated into themselves. Once these values are integrated into the soul of the individual, the individual will try to give full commitment to the values practised in his actions. Therefore, individuals are said to have high integrity when what they do is in line with the pure values that become their practise.

Izzuan et al. (2021) in their study, said that integrity includes the appreciation and firm adherence to good values consistently, such as reliability, honesty, keeping promises, telling the truth, a noble, diligent, noble personality, sincerity, and trust. The values that can build a person's soul are to cultivate trust, responsibility, honesty, and tolerance (Samah & Don, 2020). The success of an institution is dependent on individuals demonstrating integrity regardless of their position, on. If all members of an organisation have integrity, then they are able to compete at the global level

As a result, we can be concluded that integrity generally refers to the unity between values and behaviour. Integrity is also a harmony of value practices with a person's behaviour and actions (Izzuan et al., 2021; Chandran et al., 2021) and Malaysia Institute of Integrity (Othman et al., 2022). Problems occur when there are differences in the values practiced by individuals and the society around them. As a result of differences in values, such as the clash between eastern and western values in the era of globalisation, there is a conflict that will threaten the well-being of individuals and communities without the strength of personality and identity.

Therefore, without the application of integrity practises, those who have just stepped into the world of work will easily get caught up in white-collar crime and feel comfortable with their luxurious lives without thinking about the consequences (Izzuan et al., 2021). Leaders are also not exempt from practising integrity to form better organisations based on the principles of Islamic development (Sayuti et al., 2020). The awareness of the importance of the application of integrity needs to be inculcated among them since they were in school. Therefore, teachers play an important role in realising the dream of the Malaysian Integrity Plan.

2.3. Staff Integrity Strengthening Model

The Staff Integrity Strengthening Model was developed to produce staff with high integrity in the organisation. Strengthening the value of integrity allows them to achieve self-excellence and have high quality in various physical, psychosocial, and intellectual aspects. This high-quality staff is the catalyst for excellence in achieving the organisation's mission and vision.

There are several perceptions of individuals who hold the practise of integrity as a core value in work place, one of which is individual integrity, which is alignment with what is

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said and what is implemented or emphasised. Consistency between the actions performed with moral, ethical, and legal principles that serve as a guide. Alignment between personal and public interests, which is done quickly, accurately, and with quality. Actions taken and positive behaviour must be consistent in all aspects (Rasli et al., 2020).

According to Brahim et al. (2021), the status of staff integrity can be measured through psychological measurement tools, staff records, the status of products or services provided, as well as several other aspects. The background contained in the staff integrity profile allows organisations to identify effective strategies to strengthen staff integrity. Staff who are identified as practising weak integrity will be assisted through training programs aimed at strengthening faith, morals, and knowledge, as well as effective administration, supervision, and training at the organisational level. It is very important because if the position of staff integrity is weak, then it will be the cause of the existing problems. This will affect the quality and productivity of the organisation.

For staff with high integrity, it is necessary to be involved in a program designed to further strengthen their integrity in addition to helping other staff members by displaying good examples and constructive relationships with them (Nottingham & User, 2016; Bikar et al., 2021). Therefore, the process of strengthening integrity will happen quickly since the work environment can have a great influence on the application of integrity practises.

2.4. Theory of knowledge

William Edward Deming is a quality figure who is very famous in the world because of his great service to the economic growth of developing the quality of Japanese management and products (Shewhart, 1967; Anderson et al., 1994; Neave, 1987; Moen & Norman, 2009). In 1960, he was awarded "The Second Order Medal of the Second Treasurer" by the Japanese leaders for his great contribution to improving the quality and productivity of the management of the Japanese nation, and the application of statistical techniques to improve quality and productivity has made Japan able to compete in the international market (Best & Neuhauser, 2005).

Quality is the most important way to produce good products, resulting in automatic productivity that is always growing well. Improving the production process with the spirit of teamwork, efficient work training, and always working with suppliers to produce quality products is a sample of the existence of various quality management methods. 14 Point Principles is a guide that needs to be known and applied by management. There are three important principles found in Principle 14, namely being diligent in achieving planned goals, continuous improvement, and deep knowledge (Hughey, 2000).

Knowledge is a prediction that is able to produce success, and through knowledge comes the existence of theory, and without theory, learning is unlikely to happen. Without a theory of knowledge centred on experience, an organisation will not be able to learn anything. The organisation cannot see the experience of other organisations as an example for its own organisation. Every organisation has a different experience. It's the same with teachers; no matter how smart the teacher is, without experience, it's difficult to handle cases involving students (Abu Hassan & Musa, 2020). The theory of knowledge can be divided into four components, namely psychology, theory of knowledge, theory of variation, and appreciation of the system, as cited in many articles as such (Shewhart, 1967; Anderson et al., 1994; Neave, 1987; Moen & Norman, 2009).

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According to Hughey (2000), without knowledge, it is difficult for us to understand data that consists of various forms. The Theory of Knowledge was introduced to explain how, with knowledge, critical data can be managed well. This theory is one of the most difficult basic components of knowledge to apply and understand. Through this theory, the success of another organisation cannot be used by his organisation because each organisation has its own characteristics that are different from those of other organisations. Therefore, every organisation should create and design its own quality plan to improve the quality and productivity of the organisation. Nevertheless, this theory of knowledge is very dependent on three other components, namely psychology, variation theory, and appreciation for the system. Each of these components supports the other.

Management is based on predictions, without which learning will not be achieved (management is prediction)(Knouse et al., 2009). Most organisations fail due to a lack of predictions about the effects or performance to be achieved. It shows that the organisation does not have a clear direction, resulting in them failing to achieve their objectives. Failure to plan based on theory will result in an organisation failing to manage its organisation efficiently and effectively (Hughey, 2000; Best & Neuhauser, 2005).

2.5. Deming's 14 Points of Management Principles

Success does not only depend on statistical methods alone; there needs to be a comprehensive philosophy based on a statistical approach in management (Alauddin, 2019). There are fourteen main responsibilities that must exist in an organization, known as Deming's 14 Principles of Management.

In order to set goals for quality and service improvement, an organisation needs to plan to improve quality and service in the long term. There needs to be a strategy to find a solution in the short term. There is no need to repeat the same thing even if it is already good, but it is necessary to find something new and innovative in all areas. We need to make predictions and have clear goals to face future challenges (Alauddin, 2019). An organisation needs to appreciate and examine quality in every corner of the organisation and adapt the new philosophy. We need to prioritise customer needs, and the product needs to meet customer demand. It is necessary to avoid responding to competitive pressure from other organisations. Managers need to be ready to make big changes, create a quality vision, and apply it in their organisation while at the same time emphasising that it is about leadership, not just management (Anderson et al., 1994).

In order to improve the quality of goods and services, it is not possible to rely solely on inspection, they need to stop relying on inspections. Sometimes the inspections that are carried out are only looking for faults, and they are quite expensive and unreliable. Material quality needs to be emphasised from the beginning of product production to the final stage. According to Best and Neuhauser (2005) it is necessary to avoid looking only for faults; every fault needs to be analysed in order to prove that it undergoes a process of improvement. Every mistake made needs to be evaluated and analysed using statistical control in order to be able to predict and plan what will be done next to correct the mistake. We also need to avoid doing business based on price tags. Quality is judged on the consistency of the quality of the product itself, not the price alone. In order to control price competition, it is necessary to use a single supplier for each item. It is necessary to make suppliers partners to discuss product quality and encourage them to improve the quality of their products. The total cost to produce a product needs to be analysed using

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quality statistics to ensure that suppliers can meet the quality standards of their products in accordance with the price offered.

We also must always make continuous improvements to production and service. This principle is very important to be applied in management in every department because it will be able to help solve problems that arise and make continuous improvements it known as the PDCA Model (Plan-Do-Check-Act) as an approach to process analysis and improvement (Ronald & Clifford, 2009). Training and education are given priority so that all employees can do their jobs well and increase productivity. Conduct on the job training needs to be implemented at all levels of management so that all staff learn from each other, and managers need to provide a teamwork culture to improve their knowledge and skills. Consistent training will help reduce variation, whether it is system variation or management variation. Based on the experience gained while working, this will motivate them to improve their skills in particular and the productivity of the company in general.

Managers should have the characteristics of a good leader and implement the leadership (Best & Neuhauser, 2005). Managers need to provide support and encouragement to their employees so that they have the motivation to do their jobs well. Managers or supervisors should also understand the employees under their supervision and always look for ways to help them achieve their maximum. Managers or supervisors also need to play the roles of facilitator, mentor, coach, and motivator so that the employees under their supervision are enthusiastic about carrying out tasks. The manager's role is not limited to managing resources in the form of equipment and finance, meeting targets and quotas, and also developing human potential. A conducive working atmosphere needs to be created so that employees can produce the best assignments and subsequently increase the productivity of the organisation. Leaders should give opportunities to employees under them to share ideas, opinions, and views to improve the quality of output and eliminate fear and build confidence. It is necessary to make them understand that the organisation's goal is to achieve high quality and do its best. Stop blaming others when something goes wrong, and take action to fix it. Leaders should be approachable, know how to appreciate employees, always provide good cooperation, and give encouragement to produce better and higher-quality products. Leaders should be wise to use open communication to eliminate the fear of voicing opinions in an organisation.

Obstacles that exist must be eliminated in order to stimulate the spirit of teamwork. Teamwork is very important in building trust and reducing hostility. Leaders need to establish the concept of internal customers, who need to clearly know the functions of each department under their supervision and other departments that use their services. Vision sharing is also very necessary and encouraged. Leaders also need to focus on building good relationships instead of just tolerant attitudes. The slogan created should be simple, convincing, and easy to understand. Organisations should convey their meaning directly in their slogans and not leave their customers to the wishes of the organisation. This will confuse the customer. However, the slogan did not cause the level of leadership to be challenged. Slogans and slogans in the form of insistence and work targets that express higher achievement and productivity will cause tension between employees and management. The lack of productivity is caused by the weaknesses of the existing system and is not solely caused by the employees. This is what needs to be studied and analysed by the management so that the problems that arise can be overcome immediately. We need to eliminate management based on numerical targets (Alauddin, 2019). It is necessary to see how the process is carried out and not just prioritize the set target; a mere production target will only result in high production but low quality

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(Suárez, 1992). It is necessary to provide support for employees to continue working happily. Setting work targets will cause employees to only do work to achieve the set quota without improving the quality of the product. Therefore, it is important to maintain a good relationship between managers and employees in order to produce high-quality products.

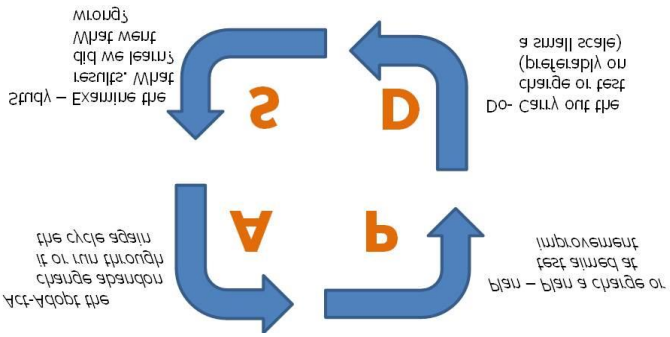
Eliminate obstacles that limit job satisfaction and all obstacles that can take away the enthusiasm of employees for work should be eliminated. It is necessary to show appreciation to employees so that they are proud of their work and will continue to produce better work in the future. If this can be implemented, it will certainly increase the motivation to work and produce high-quality productivity. Compared to training programmes, education and self-improvement programmes provide various knowledge in various aspects for the improvement of a system. It will be able to improve skills, and employees can learn new skills and prepare to face future challenges and changes (Alauddin, 2019). The new skills they learned definitely make it easier for them to adapt to the changes that occur and find opportunities to improve their skills. Implement a total transformation quality in improvement is necessary in various aspects of management, employees, systems, equipment, and the entire organisation so that it can be implemented comprehensively. Everything that happens, from the smallest to the largest, should be analysed to see if it is effective in achieving the goal or not.

Deming's 14 Points of Management are used as a guideline to improve the quality of management as well as the company's productivity (Ronald & Clifford, 2009). Indirectly, Deming's 14 Points of Management can be seen as creating a happy workplace through mutual respect and recognition of employees as important people who will maintain and improve product quality (Aggarwal, 2020). Quality does not only lie in products alone but also involves management quality, organisational quality, product quality after sales, and human development programmes (Knouse et al., 2009). It also emphasises the balance between goals and continuous improvement and important of using the statistics to guarantee the production of high-quality products that have been improved and built a team-work atmosphere and stated that the more employees are motivated to work, the higher their work performance (Jakobi, 2013).

2.6. Model "*Shewhart Cycle*"

One of the approaches and concepts that can be practised in ensuring the implementation of a quality programme is to plan, do, study, and act, which is known as the Shewhart Cycle Model or also known as the Deming Cycle (Dudin et al., 2017). As shown in Figure 3, there are four items in ' Shewhart Cycle Model' witch is Plan, Do, Study and Act

Figure 3: Deming Cycle



Source : Johnson (2022)

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a. Plan

The activities to be done must be carefully planned. The objectives and goals set must be clear and meet the requirements of the program or activity to be carried out. All activities that have been planned must meet the objectives and goals to be achieved. Complete planning will be able to help guide the implementation more smoothly (Johnson, 2022; Dudin et al., 2014) .

b. Do

When a thorough plan has been made and reviewed, it needs to be implemented according to the plan. Everything that has been planned must be fully implemented. This stage is the most important because it is decisive for the success of every plan that has been made. Implementation must cover all aspects of the preparation, implementation, and closure of an activity. A checklist should be prepared to ensure that everything planned has been implemented. Educators need to in still an attitude of integrity in themselves to ensure that the planned activities run successfully and not just to let go of a cough on the stairs. With this attitude of integrity, the activities carried out must have a high level of quality and can strengthen the professionalism of the teacher (Ronald & Clifford, 2009; Dudin et al., 2014; Johnson, 2022).

c. Study (evaluate)

Evaluation needs to be done to see the effectiveness of the implementation of an activity and whether it achieves the objective or not (Dudin et al., 2014). Reflection on a lesson needs to be done in order to be able to assess the extent to which the implementation of teaching and learning achieves the objectives that have been set. For example, as a teacher, there are many evaluation processes that need to be done, such as checking the student's workbook to see if the student understands what is being taught. According to Aggarwal (2020) reviewing the student book can also help students check the mistakes they made. The evaluation made can determine whether a programme or activity carried out can be implemented successfully or not.

d. Act (action)

When an activity has been evaluated, a conclusion needs to be drawn to see what actions will be taken next. The cause of the problem needs to be recorded in order to be fixed. The next action is to ensure that the same thing does not happen again. A report needs to be made and sent immediately; if not, quick action needs to be taken to resolve it. Teachers who give birth to the problem need to be made aware of it through advice, reprimand, guidance, and counselling. A warning and further action should be taken if it reaches a serious and critical level (Best & Neuhauser, 2005; Ronald & Clifford, 2009; Aggarwal , 2020).

3. Conclusion

Integrity is an important element in creating quality services and improving the quality of teachers. Therefore, to achieve the level of quality and excellence of the organisation apart from the practise of integrity, it is necessary to start with the quality of each individual in the organisation. Educators need to play a positive role in a more dynamic and self-motivated way to change their personalities and strengthen their teaching professionalism.

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The authors reported no conflicts of interest

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