

The Effect of Management Effectivity, Academic Culture and Lecturer Integrity to Lecturer's Commitment in Improving The Quality of Learning at Bani Saleh Foundation College

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Abstract— This research aimed to analyze the lecturer's commitment in improving the quality of learning either partially or simultaneously. Research approach used in this study is a quantitative approach. The study population was all lecturers at the School of Bani Saleh Bekasi totaling 272 with 100 respondents in the sample. The population of lecturers who have the qualities and characteristic of educational master degree - minimal lecturer, has taught at least 3 years, does not include a government official lecturer (PNS) placed in the foundation, who has academic rank of expert assistant to associate professor. The research data was collected through questionnaires designed in the form of Likert scale and rating scale. The test results and analysis conducted states; There are positive direct influences on the integrity of the management effectiveness of lecturers, a direct positive influence on the integrity of academic culture among lecturers, and a direct positive influence on the management effectiveness of academic culture at Bani Saleh College Foundation. Simultaneously the effectiveness of management, academic culture and integrity among lecturers give direct positive influence on faculty commitment in improving the quality of learning. This paper is a part of the dissertation.

Keywords: Management effectiveness, integrity faculty, academic culture, dedicated faculty, the quality of learning.

I. INTRODUCTION

The national education system as a continuous process that takes place in an environment of family life (informal) and institutions (formal) from primary education to higher education requires clear planning and management, so that the ideals are expected to be achieved to the optimum.

Based on Higher Education Report it was found that the quality of education in Indonesia is still below Singapore's, Thailand's and Malaysia's namely in the order of 33 of the 140 countries. This shows the quality of education in Indonesia is lagging far behind countries in Southeast Asia [4].

The low quality of education, according to Stephen Uselac, includes not only the output (product/graduate and services), but also includes the process, environmental, and human. In other words, the main cause of the low quality of management which includes education. Caesar [1] stated

that only 20 percent of organizations that implement total quality management.

Various models of educational quality improvement has actually been adopted, such an approach Philip B. Crosby (1979) and Joseph M. Juran (1954), is also ISO 9000-2000 models, models Deming, Malcolm Baldrige and models. However, there are still many colleges with quality standards were still low [5].

In order to improve the achievement quality of learning this process, it must be recast in a professional manner by teachers (lecturers) who have sufficient competence in accordance with the demands of the profession. Unfortunately, based on data from Ministry of Research, Technology, and Higgher Education - Indonesia, there are 50.65 percent or about 60,000 lecturers who have not gotten master degrees. Whereas the role and function of the lecturer are very fundamental for the academic community as a motor movement in college.

Therefore, one of the improvement keys required to qualify the teaching faculty effectiveness and efficiency is by implementing the academic environment. There are approximately two main requirements needed to perform benchmarks of effective performance appraisal, namely (1) the performance criteria that can be measured objectively; and (2) objectivity in the evaluation process.

One way of measuring performance is to evaluate the teaching faculty to students. The faculty evaluation activities include gathering information about how the lecturers do the work, interpret information and make judgments about what action should be taken to improve the quality of learning.

Control factors for a college lecturer according to Sallis is the key of success, where "leadership factor is one of the main keys to success of the program, the availability of resources, academic culture, and other factors."

Therefore, the quality of teaching in the classroom can be considered as an overview of the merits of the interaction between the students as learners and lecturers as a major resource in the learning process,

Campus considered grade as successful change attitudes, behaviors and skills of students associated with the planned educational goals, The quality of education as the next

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system depends on the quality of components that make up the system, and the learning process that lasts up to produce optimal outcomes.

II. RESEARCH OBJECTIVES

This research aimed to test the data on the influence between the variables as follow:

1. To analyse the effectiveness of management's direct influence toward faculty commitment in improving the quality of learning.
2. To analyse the effectiveness of the direct influence on the integrity of management faculty.
3. To analyse the effectiveness of management's direct influence on academic culture.
4. To analyse the direct influence on the academic culture of the faculty's commitment in improving the quality of learning.
5. To analyse the direct influence on the Integrity of the faculty's academic culture.
6. To analyse the direct influence of the integrity of the lecturer to his/her commitment in improving the quality of learning

III. RESEARCH METHOD

A.1. Research Design

This research uses a quantitative approach with survey aimed to assess the population of large and small byh selecting and reviewing a selected sample of the population in order to find the incidence, distribution, and relative interrelationships of variables. From the data or information obtained from the sample it can be described the actual condition of each variable of the research so as to know the influence of exogenous variables (management effectiveness, academic culture, integrity lecturer) against endogenous variable (lecturer commitment in improving the quality of learning).

A.2. Types and Sources of Data

The data used in this study are the primary data obtained from interviews and questionnaires. Secondary data are obtained through reading books related to the variables that were analyzed and from the internet, and journals that exist.

A.3. Population and Sample

The research population was all lecturers at Bani Saleh Foundation at Bekasi, numbering to 272 lecturers. By using the Slovin formula it was obtained a sample of 73 lecturers, just in order to facilitate the distribution of samples per locus study, the authors made up to 100 respondents sampled population taken proportionally, which has the properties and characteristic of the views from the undergraduate education lecturers minimal master degree, and have been teaching at the Bani Saleh foundation for at least 3 years, not include a government official lecturer (PNS) placed at the Bani Saleh Foundation, who has the academic rank expert assistant to the associate professor.

A.4. Research Method

This research method used a quantitative approach. Aimed to assess the population in order to find the incidence, distribution, and relative interrelationships of

variables. Reviews from the data it can be seen the influence of exogenous variables (management effectiveness, academic culture, integrity of the lecturer) against endogenous variable (lecturer's commitment in improving the quality of learning).

Figure 1 shows the theoretical framerork model of this research.

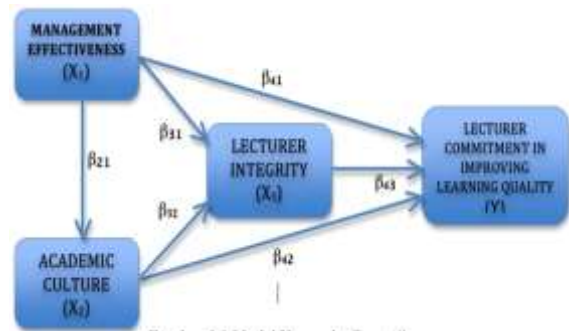


Figure 1. Theoretical Framework

IV. RESULTS AND DISCUSSION

The dependent variables are the committed lecturers (Y) and the independent variables are management effectiveness (X₁), academic culture (X₂), and the integrity of the lecturers (X₃).

B.1. Determining the Number of Correlations Between the Variables,

Calculation of the relationship between variables using formula of Pearson Product Moment Correlation shows the following results:

Table 1. Coefficient of Correlation Between Variables

Variables	X1	X2	X3	Y
X1	1,000	0,391	0,347	0,424
X2	0,391	1,000	0,364	0,439
X3	0,347	0,364	1,000	0,485
Y	0,424	0,439	0,485	1,000

Table 1 shows that the obtained score correlation coefficient between the variables of the effectiveness of management with the commitment of lecturers is 0.424, among the variable effectiveness of management with lecturer's integrity is 0.374, among the variables of academic culture with the commitment of lecturers is 0,439, among the variables of academic culture with integrity lecturer is 0.364, and between variables of the integrity of lecturer with lecturers commitment is 0.485.

B.2. Determining Magnitude Effect Between Variabel and Equal Paths

Based on the regression analysis image through a computer application program SPSS and above the Lisrel program, it was explained that the scores of the path coefficient between the variables of the effectiveness of management with the commitment of lecturers is at 0.220,

the path coefficient between the variables of academic



culture with commitment variable lecturer is at 0.235, the path coefficient between variables integrity lecturer and commitment variable lecturer is 0.323, the path coefficient between the variable management effectiveness with the variable integrity lecturer is 0.241, the path coefficient between the variables of academic culture with variable integrity lecturer is 0.269, and the path coefficient between the variables of management effectiveness with the variable of academic culture comes to 0.391.

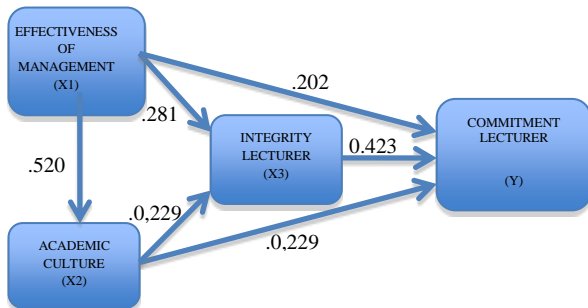


Figure 2. Line coefficient between the variables

B3. Significance Test Strip

Significance test was performed sequentially the path of any exogenous variables on endogenous variables on each structure. The calculation is performed by carrying out together and produce the first structural equation as follows:

Table 2. Equation Structure Model 1

Model	Coefficients unstandardized		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.688	10.543		2.531	0.014
X1	0.095	0.046	0.220	2.061	0.043
X2	0.147	0.067	0.235	2.188	0.032
X3	0.365	0.119	0.323	3.059	0.003

Based on calculations of data with SPSS as in the Table 2, is obtained:

P41 path coefficient = 0.220 and t = 2.061

P42 path coefficient = 0.235 and t = 2.188

P43 path coefficient = 0.323 and t = 3.059

The results of further calculations the second structure equation as follows:

Table 3. Equation Structure Model 2

Model	Coefficients unstandardized		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.688	10.543		2.531	0.014
X1	0.095	0.046	0.220	2.061	0.043
X2	0.147	0.067	0.235	2.188	0.032
X3	0.365	0.119	0.323	3.059	0.003

Table 3 shows:

P31 path coefficient = 0.241 and t = 2.082

P32 path coefficient = 0.269 and t = 2.325

As for the third structural equation is the variable management effectiveness with the variable of academic culture (see Table 4)

Table 4. Equation Structure Model 3

Model	Coefficients unstandardized		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	67.835	7.457		9.099	0.000
X1	0.271	0.075	0.391	3.632	0.001

Table 4 shows the path coefficient P21 is 0.391 and t_{count} is 3.632.

Having in mind the results of the calculations on all the substructure path coefficient data pairs exogenous variable data with endogenous variables, then test the significance of each track.

Provisions to ensure the significance of the path coefficients, is done by comparing the value of the probability of t with t_{table} at level $\alpha = 0.05$ with a basis for a decision as follows:

If the value of the probability of $t \leq t_{table}$ at the level of $\alpha = 0.05$, then H_0 is accepted and H_a is rejected, it means insignificant. If the probability value of $t_{count} > t_{table}$ at the level of $\alpha = 0.05$, then H_0 is rejected and H_a accepted, meaning significantly.

B.4. Hypothesis 1: There is a positive and significant influence on Commitment Management Effectiveness of a Lecturer

The null hypothesis are:

H_0 : Effectiveness of management is not positive and shows significant effect on the commitment of the lecturers.

The alternative hypothesis is:

H_a : Effectiveness of management and significant shows positive effect on the commitment of the lecturers.

Table 2 shows that the score of the path coefficient between the variables of the effectiveness of management commitment of a lecturer at 0.220 and 2.061, and at the level of $\alpha = 0.05$ was obtained t_{table} 1.671. Because $t_{count} > t_{table}$ (or 2,061 > 1,671), then H_0 is rejected and H_a accepted, meaning the effectiveness of management is positive and shows significant effect on the commitment of the lecturers. That is, the better the effectiveness of management then the higher the commitment of lecturers.

B.5. Hypothesis 2: There is a positive and significant influence on the commitment of Lecturer's Academic Culture

The null hypothesis is:

H_0 : Academic culture is not positive and shows significant effect on the commitment of the lecturers.

The alternative hypothesis is:

H_a : Academic culture is positive and shows significant effect on the commitment of the lecturers.

Table 3 shows that a score of the path coefficient between academic culture with the commitment of lecturers at 0.235 and 2.188 and at the level of $\alpha = 0.05$ was obtained t_{table} is 1.671. Because the 2,188 $t_{count} > t_{table}$ 1,671, then H_0 is rejected and H_a accepted, meaning academic culture is positive and shows significant effect on the commitment of the lecturers. That is more conducive academic culture, it will encourage the higher commitment of lecturers.

B.6. Hypothesis 3: There is a positive and significant influence on the Commitment Integrity of Lecturer

The null hypothesis are:

H_0 : Integrity lecturer is not positive and shows significant impact on commitment lecturers.



The alternative hypothesis is:

Ha: Integrity lecturer is positive and shows significant effect on the commitment of the lecturers.

Based on the above calculation, it was obtained a score of the path coefficient between lecturer's integrity and lecturer's commitment at 0.323 and 3.059 at the level of significance (α) is 0.05 or t_{table} is 1,671. Then $t_{count} > t_{table}$ (or $3.059 > 1,671$), or H_0 is rejected and H_a accepted, it means there is a significant effect between the lecturer's integrity and the commitment of lecturers. That is, the higher the integrity of the lecturer then the higher the commitment of lecturers in the works.

B.7. Hypothesis 4: There is a positive and significant impact for the Lecturer's Integrated Management Effectiveness

The null hypothesis are:

H_0 : Effectiveness of management is not positive and shows significant impact on the integrity of the lecturer.

The alternative hypothesis is:

Ha : Effectiveness of management and shows positive significant effect on the integrity of the lecturer.

Based on the above calculation, it was obtained a score of the path coefficient between the effectiveness of management with integrity lecturer at 0.241 and 2.082 and at the level of significance (α) is 0.05 or t_{table} is 1.671. Then $t_{count} < t_{table}$ (or $2,082 < 1,671$), then H_0 is accepted and H_a is rejected, then the effectiveness of management is not positive and shows significant impact on the integrity of the lecturer. This means the effective management is higher then the integrity of the lecturers.

B.8. Hypothesis 5: There is a positive and significant influence for the Integrity of Academic Culture of the Lecturer

The null hypothesis are:

H_0 : Academic culture is not positive and significant impact on the integrity of the lecturer.

The alternative hypothesis is:

Ha : Academic culture positive and significant impact on the integrity of the lecturer.

Based on the calculation above, the path coefficient scores obtained between academic culture with lecturers' integrity at 0.269 and 2.325 and at the level of significance (α) is 0.05 or t_{table} is 1.671. Because $t_{count} > t_{table}$ (or $2,325 > 1,671$), Then H_0 is rejected and H_a accepted, meaning the academic culture is positive and shows significant impact on the integrity of the lecturer. That is, the more conducive academic culture the better the integrity of the lecturers.

B.9. Hypothesis 6: There is a positive and significant influence of the Cultural Academic Management Effectiveness

The null hypothesis are:

H_0 : Effectiveness of management is not positive and shows significant impact on academic culture.

The alternative hypothesis is:

Ha : Effectiveness of management and shows significant positive effect on academic culture.

Based on the above calculation, obtained a score of the path coefficient between the effectiveness of management with the academic culture of 0.391 and 3.632 and and at the level of significance (α) is 0.05 or t_{table} is 1.671. Due to t_{count}

$> t_{table}$ (or $3.632 > 1,671$), then H_0 is rejected and H_a accepted, meaning the effectiveness of management and significant positive effect on academic culture.

The test results throughout the research hypothesis proposed as stated above, can be summarized in Table 5.

Table 5. Results of the calculations and Coefficient Test Strip

Line	Coefficient Line	Determination	t_{count}	$t_{0.05 (73)}$	Decision
YX1	0.220	4.84%	2,061	1,671	Significant
YX2	0.235	5.52%	2,188	1,671	Significant
YX3	0.323	10.43%	3.059	1,671	Significant
X3X1	0.241	5.80%	2,082	1,671	Significant
X3X2	0.269	7.23%	2,325	1,671	Significant
X2X1	0.391	15.28%	3.632	1,671	Significant

Based on the above hypotheses test results, it can be stated as follow:

1. Variable management effectiveness is positive and shows significant positive direct influence on the variable lecturer commitment.
2. Variable academic culture is positive and shows significant direct influence on the variable lecturer commitment.
3. Variable integrity lecturer is positive and shows significant direct influence on the variable lecturer commitment.
4. Variable management effectiveness is positive and shows significant direct influence on the variable lecturer integrity.
5. Variable academic culture is positive and shows significant direct influence on the variable lecturer integrity.
6. Variable management effectiveness is positive and shows significant positive direct influence on the variable of academic culture.

Having noted the results of the testing hypotheses about the influence between variables based on hypothesis, proposed further direct and indirect influence, influence and massive total contribution of each variable, and epsilon or the influence of other variables are as follow (Table 6):

Table 6. Effect of Direct and Indirect Through Other Variable, and Total Effect

Line	Coefficient Line	Determination	t_{count}	$t_{0.05 (73)}$	Decision
YX1	0.220	4.84%	2,061	1,671	Significant
YX2	0.235	5.52%	2,188	1,671	Significant
YX3	0.323	10.43%	3.059	1,671	Significant
X3X1	0.241	5.80%	2,082	1,671	Significant
X3X2	0.269	7.23%	2,325	1,671	Significant
X2X1	0.391	15.28%	3.632	1,671	Significant

Influence between variabel either directly or indirectly, influence and massive total contribution of each variable, and epsilon or the influence of other variables as the table above, it can be explained in detail as follow (see Table 7):



Table 7 shows that can be explained in detail as follows:

1. Variable management effectiveness has a positive and significant direct influence on the lecturer's commitment variable indicated by the path coefficient score is 0.220.
2. Variable academic culture has a positive and significant direct influence on lecturer's commitment variables indicated by path coefficient scores is 0.235.
3. Lecturer's integrated variables have a positive and significant direct influence on lecturer's commitment variables indicated by path coefficient score is 0.323.
4. Variable management effectiveness has a positive and significant direct influence on the variable of lecturer integrity which is indicated by the path coefficient score is 0.241.
5. Variable of academic culture has a positive and significant direct influence on the variable integrity of the lecturer indicated by the path coefficient score is 0.269.
6. Variable of management effectiveness has a positive and significant direct influence on the variables of academic culture as indicated by the path coefficient score is 0.391.
7. Variable management effectiveness has a positive and significant indirect influence on lecturer commitment variables through lecturer integrity variables indicated by path coefficient score is 0.298.
8. Variable academic culture has a positive and significant indirect influence on lecturer commitment variables through lecturer's integrated variables indicated by path coefficient score is 0.322.
9. Variable of management effectiveness, academic culture, and lecturer's integrity all together have a positive and significant direct influence on lecturer commitment variables as indicated by path coefficient scores of is 0.594.

Table 7. Effect of Direct and Indirect Through Other Variable, and Total Effect

Influence of Variable	Influence of Causal		Effect of Total
	The direct effect	Indirect Through the influence of X3	
X ₁ to Y	0,220	--	0,220
X ₁ to X ₂	0,230	0,078	0,298
X ₂ to X ₃	0,241	--	0,241
X ₂ to X ₁	0,391	--	0,391
X ₂ to Y	0,235	--	0,235
X ₂ to X ₁	0,235	0,087	0,322
X ₂ to X ₃	0,269	--	0,269
X ₃ to Y	0,323	--	0,323
X ₁ ,X ₂ , X ₃ to Y	0,594	--	0,594

Based on the results of hypothesis testing in the description above, it can be concluded that the variations that occur on the variation of the faculty's commitment variable is affected by changes in the variable of management effectiveness, academic culture, and the integrity of the lecturers either individually or jointly.

V. DISCUSSION

C.1. Commitment Lecturer

Research findings indicate that these variables were significantly influenced by the variable effectiveness of management, academic culture, and the integrity of the lecturers. Findings of the study are in line with the statement

Khosrow Nazari's [3] that says the commitment of a person depends on other variables such as age, job title, experience, education, and other influential variables in organizational behavior such as job satisfaction, motivation, office turnover, absenteeism, and performance that is to say that variation changes in faculty commitment upon changes in the rise and fall of these variables. In this context, the commitment of lecturers can be improved through efforts to improve significantly using variable modifier in a higher education system. As the Sull '*Commitment Provides important benefits inside an organization well.*' That commitment has contributed inhern to the organization for the better [6].

Related to the lecturer, the contribution, this commitment can be seen from the indicators of planning, implementation, and evaluation. "Commitment is the physical act that confirms our faith."

C.2. Management Effectiveness

Management effectiveness shown has a significant influence on faculty commitment which amounted to 21.7 percent. This means that changes in faculty commitment variable is dependent on the effectiveness of management changes implemented on the campus. The more effective is the management of the campus on all aspects related to it will be increasingly committed the lecturer in performing job duties.

Specifically with respect to the lecturers as educators, faculty management should started since the process of recruitment, selection, competency and career development, as well as performance evaluation should be carried out continuously and programmed as well.

C.3. Academic Culture

The contribution of academic cultural variables to changes in the variable of commitment of the lecturer variation is 19.7 percent. This means that any changes in the commitment of lecturer's variation are determined by the variation change of the academic culture in the campus.

Academic campus culture that embodies the common values beyond prevailing in the society, the spirit and norms of behavior of every person in the college environment. As mentioned Xi Shen and Tian Xianghong in Academic Culture and Campus Culture of the University, there are four important things in academic culture, namely academic outlooks, academic spirits, academic ethics and academic environments [7].

Based on the above, a good academic culture can encourage all elements of a college to work optimally, both in the context of managerial, structural, and cultural, and academic community will work according to the rules and adhere to the normal agreement on it.

C.4. Integrity Lecturer

The magnitude of the effect according to the results of statistical calculation, the integrity of the lecturers are the highest variable influence on the increase of faculty's commitment which amounted to 43.8 percent.



Aspects of integrity in detail are explained by Antoni Barnard, Willem Schurink, Marie De Beer [10] stated that a conceptual framework of integrity are as follow: 1) the interests of self motivation and drive, 2) moral courage, 3) honesty, 4) consistency, 5) commitment, 6) diligence, 7) self discipline, 8) responsibility, 9) trustworthiness, and 10) fairness.

From the quotation above, it can be interpreted that integrity is dependent on the individual power, self-concept, and positive thoughts in themselves which does not rule out external factors that contribute to their influence. As much as any external factors encourage integrity will not come without self-awareness and strong determination. It is closely associated with the research findings which indicate that the integrity of the faculty has the highest influence in increasing its commitment to work for the true integrity as much as more on emotional intelligence themselves open for triggering external elements.

VI. RESEARCH LIMITATIONS

This research still has its limitations as well as the drawback of the following:

In terms of disclosure in each variable theory it may not be touching the various theories because it is very large and the number of variables studied related to the theories. So the questionnaire produced in this study was limited to referral theory revealed.

For instrument used data collection instrument or instruments used only in the research using a questionnaire in terms of exploring the data was limited only to respondents and do not go into activities and actual behavior in work activities of the lecturers so that the data obtained are not able to reveal the actual factors on each answer given.

This quantitative research relies heavily on respondents' honesty and consistency in providing the answers to the questionnaire given. Therefore, there may be bias of the data for the condition.

VII. CONCLUSION

Based on the research result and discussion, it can be conclude of this research as follow:

1. Management effectiveness positive direct effect on faculty commitment in improving the quality of learning. That is, the effective management of the campus of the higher faculty commitment of the lecturers should be improved the management effectiveness first.
2. Academic culture positive direct effect on the commitment of the faculty in improving the quality of learning. That is, more conducive academic culture, the higher the commitment of lecturers in improving the quality of learning. Thus, if you want to increase the commitment of the lecturers should be improved the academic culture first.
3. Integrity lecturer positive direct effect on the commitment of the faculty in improving the quality of learning. That is, higher the integrity of the higher faculty lecturer commitment in improving the quality of learning. Thus, if you want to increase the

commitment of the lecturers should be improved the integrity lecturer first.

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