

**THE INFLUENCE OF TASK ACCOMPLISHMENT
AND ATTITUDE ON ACTIVE TEACHING
IN MALAYSIAN UNIVERSITIES**



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Universiti Utara Malaysia

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ACTIVE TEACHING IN MALAYSIAN UNIVERSITIES**

By

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Administration**

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ABSTRACT

The present study is designed to propose a framework for the implementation of active teaching in the higher education institutions (HEI). Its aim is to develop lecturers' commitment in using the active teaching method in the classroom, which can improve the development of students' soft skills. The proposed motivational factors are faith, sincerity, contemplation, goal obsession, means and attitude towards the university. The commitment to encourage students to share knowledge in the classroom is also included as a mediating variable. The researcher has applied the cross-sectional survey research to validate the framework. The respondents are lecturers in Malaysian public and private HEI. It is found that faith, sincerity, contemplation, goal obsession, means and attitude towards the university factors influenced active teaching commitment amongst lecturers significantly. On the other hand, commitment to encourage students to share knowledge is only influenced by faith, means, contemplation and sincerity factors. However, commitment to encourage students to share knowledge did not function as a mediating variable. The practical implications are the discovery of theoretical, personal, and workplace practical best practices for developing lecturers' commitment to encourage students to share knowledge and in turn implement active teaching activity in the classroom. This study contributes to the limited body of research on the implementation of active teaching in the Malaysian HEI. The factors of faith, sincerity, contemplation, goal obsession and means are the new variables in active teaching research. This extends the boundary of knowledge in active teaching implementation. As data in this study was gathered just once to answer the research questions, a longitudinal study is highly recommended in the future since human views and behaviors are likely to change over time.

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Keyword: Faith; Sincerity; Contemplation; Goal Obsession; Active Teaching Commitment

ABSTRAK

Kajian ini dijalankan bagi membina satu rangka kerja yang dapat digunakan bagi melaksanakan pengajaran aktif di institusi penganjian tinggi (IPT). Tujuan rangka kerja ini dibina adalah untuk memotivasikan pensyarah di IPT menggunakan kaedah pengajaran aktif di dalam bilik kuliah agar pembangunan kemahiran insaniah pelajar dapat ditambahbaik. Faktor-faktor motivasi yang dicadangkan ialah keyakinan, kaedah, pertimbangan, keikhlasan, penumpuan pada matlamat dan sikap terhadap universiti. Komitmen dalam menggalakkan pelajar berkongsi ilmu pula dimasukkan sebagai pemboleh ubah perantara. Penyelidik menggunakan kaedah kajian rentas masa bagi menentusahkan rangka kerja yang dibina. Responden terdiri daripada pensyarah-pensyarah di IPT awam dan swasta di Malaysia. Dapatan kajian menunjukkan bahawa faktor-faktor keyakinan, kaedah, pertimbangan, keikhlasan, penumpuan pada matlamat dan sikap terhadap universiti mempengaruhi pengajaran aktif secara signifikan. Komitmen dalam menggalakkan pelajar berkongsi ilmu pula dipengaruhi oleh faktor keyakinan, kaedah, pertimbangan dan keikhlasan. Bagaimanapun, komitmen dalam menggalakkan pelajar berkongsi ilmu tidak berfungsi sebagai pemboleh ubah perantara. Implikasi praktikal kajian ini ialah penemuan amalan terbaik organisasi yang dapat digunakan bagi membangunkan komitmen pensyarah dalam menggalakkan pelajar berkongsi ilmu dan seterusnya menerapkan pengajaran aktif di dalam bilik kuliah. Faktor-faktor keyakinan, kaedah, pertimbangan, keikhlasan dan penumpuan pada matlamat merupakan pemboleh ubah baru dalam kajian pengajaran aktif. Ini meluaskan lagi sempadan ilmu dalam pelaksanaan pengajaran aktif. Oleh kerana data bagi menjawab persoalan kajian dikutip sekali sahaja maka kajian tempoh panjang dicadangkan pada masa hadapan kerana pandangan dan tingkahlaku manusia berubah sepanjang masa.

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Katakunci: Keyakinan; Pertimbangan; Keikhlasan; Penumpuan pada Matlamat; Komitmen dalam Pengajaran Aktif

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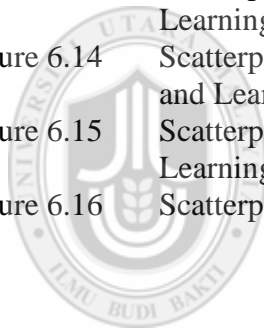
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CHAPTER 1

INTRODUCTION

1.1 Research Background

The evolution of society from the industrial age to the knowledge age compels educational reform in a direction where students must actively develop knowledge that addresses the demands placed on them by global economy (Barr & Tagg, 1995; O'Banion, 1999). The growing expectation for students to access, interpret, and analyze information to facilitate effective decision making calls for the conceptualization of the teaching process to develop critical thinking in the classroom that translates into future work force development and such challenges require an active role from the lecturers (Wingspread Group on Higher Education, 1993; Baxter, Terenzini, & Hutchings, 2002).

Current educational research is limited in providing insights on the critical factors to promote active teaching among the lecturers and the manner in which lecturers should adjust existing roles to promote instructional processes associated with active learning pedagogy. Nevertheless, existing literatures highlight the need for active commitment of the faculty administrators to incorporate active teaching into faculty educational programs (Weimer, 2002; Wallin, 2003).

Research studies in tertiary education have also concluded that the conventional methods of instruction most commonly used, which is based on retention of facts rather than student engagement, have not maximized student learning (Stage, Muller,

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