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

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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.

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


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