

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

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### ABSTRACT

**T**he present study is designed to propose a framework for the implementation of active teaching in the higher education institutions (HEI). Its aim is to motivate lecturers serving HEI to use active teaching method in the classroom, which can improve the development of students' soft skills. The proposed motivational factors are faith, means, contemplation, sincerity, goal obsession and attitude towards university. The researchers have applied cross-sectional survey research to validate the framework. It is found that all factors influenced active teaching significantly. The practical implications are the discovery of theoretical, personal, and workplace practical best practices for the establishment of active teaching in the HEI.

**Keywords:** task accomplishment; attitude towards university; active teaching; universities

## 1. Introduction

The conventional methods of instruction, which is based on retention of facts rather than student engagement, have not maximized student learning (Stage, Muller, Kinzie, & Simmons, 1998). Barr and Tagg (1995) proposed a paradigm shift in college instruction that allows students to reap complete benefits of the undergraduate experience and name this new perspective of college instruction as active teaching and learning (Barr & Tagg, 1995; Hallinger & Lu, 2013). This new method focuses on student learning (outputs) through active engaging learning rather than delivery of knowledge (input) that emphasizes passive learning only. Other different labels of active teaching are constructivist, experiential learning, and problem based learning (von Glasersfeld, 1987; Vygotsky, 1987; Fogarty, 1999). In short, active teaching involves the engagement and empowerment of the students in the learning process.

However, the most important condition that needs to be fulfilled before active teaching could take place is that the lecturers and students must have a willingness to externalize and share their tacit knowledge in the classroom. The lecturers must know how to motivate students to express ideas and participate in the group discussion. In the meantime, the students must be willing to express opinions and ideas during the discussion session. Thus there is a need to understand intrinsic values that could motivate lecturers to instigate knowledge sharing amongst students and in turn establish active learning in the classroom.

To assist in the process of motivating lecturers to instigate knowledge sharing amongst students and in turn establish active learning in the classroom, this research proposes two constructs of individual intrinsic values, namely, task accomplishment and attitude. Task accomplishment consist the elements of faith, means, contemplation, sincerity and goal obsession. Attitude consists of one element which is attitude towards university. All these are included in the conceptual framework.

The paper is organized as follows. Next section presents a theoretical justification for every element in the conceptual framework. Section 3 offers a diagram of the proposed conceptual framework. Finally, a conclusion is presented in the concluding section.

## 2. Theoretical Overview

For the theoretical understanding of the establishment of active teaching we posit that active teaching is based on the concepts of individual intrinsic values (Selamat & Choudrie, 2007). In the following sections a discussion of individual intrinsic values is offered.

### *2.1 Lecturer-Centred and Student Centred Teaching Approach*

There are two types of teaching approach that are being practiced by the higher education institutions which are lecturer-centred teaching approach and student-centred teaching approach (Barr & Tagg, 1995; Gardiner, 1994). Lecturer-centred teaching approach is commonly known as passive teaching whereas student-centred teaching approach is commonly known as active teaching.

Within lecturer-centred teaching approach, the lecturers hold centre stage for the purposes of the transfer of course content to the students, who are passive recipients for this information. Lecturer-centred teaching approach uses demonstration, discussion, and lectures with learning content, structured mainly around the textbook. The students in these classrooms are rarely allowed to engage in reflection about their learning (Gardiner, 1994), and hold attitudes that are competitive and individualistic. Their learning progress becomes dependent on the actions of the lecturers, who control the manner and type of information dispensed, the development of learning objectives, the design of learning activities, and the choice of learning evaluation tools (Weimar & Associates, 1996).

On the other hand student-centred teaching approach is more inclined towards active teaching, where the focus moves from the lecturers to the students, and the goal of teaching is to improve the quality of learning

for the students (Gardiner, 1994; Stage et al., 1998; Hallinger & Lu, 2013). Instead of being concerned with transferring information, the lecturer is concerned with how students learn and whether they are making sense of the information they have received. The role of the lecturer in this aspect is therefore to facilitate understanding and promote the development of higher order thinking skills, rather than the memorization of facts, and with more importance given to student-generated solutions and problems (Gardiner, 1994; Prawat, 1992; Stage et al., 1998; Weimer & Associates, 1996; Hallinger & Lu, 2013). The focus on the lecture is minimized to give more emphasis to varied teaching methods like problem solving and problem-based learning, experiential, field-based learning, role- playing, case studies, service learning, simulations, cooperative learning and collaborative learning (Bonwell & Eison, 1991; Gardiner, 1994; Guskey, 1994; Meyers & Jones, 1993; Stage et al., 1998; Travis, 1995). The selection choices among these methods depends on students' needs, abilities, and skills (Stage et al., 1998; Travis, 1995; Weimer, 1996; Hallinger & Lu, 2013).

The focus of this research is active teaching or student-centred learning. This is because it is argued that the dependency on the lecturer undermines the development of higher order thinking, and instead only encourages superficial learning of low-level, factual material (Hallinger & Lu, 2013). As contemporary society becomes increasingly diverse and complex, developing students' critical thinking through active teaching becomes a necessity for every higher education institutions.

### *2.2 Active Teaching and the Role of Lecturers*

From the above definition it can be seen that active teaching moves beyond isolated set of activities, discussions or seminars that encourage social interaction and support among students and their lecturers. It also involves repetition and integration of meaningful experiences that allow students to generalize their knowledge to different situations and problems (Korthagen & Kessels, 1999; Loucks-Horsely, Hewson, Love, & Style, 1998; Mintz, 1999). The learning activities used are concrete, involving input from several sensory systems, to stimulate multiple regions of the brain to perform. The interactions with other individuals and materials that occur in this type of classroom increase effectiveness and efficiency in the learning process (Davis, 1993; 1995).

The transition to active teaching requires the lecturers to change their views of teaching from "covering the content" to "helping students to learn" (Svinicki, 1990), and to alter their teaching methods to incorporate activities that challenge students to become actively engaged in learning. Within this approach, lecturers take on the role of coaches, facilitators, negotiators, and guides who mediate between the students' current knowledge base and the demands of the learning objectives expected from them. This requires the need for lecturers to be sensitive to students' goals and motivation in order to identify and utilize activities that facilitate the development of solutions and insights.

In short, it could be said that within active teaching, the success of a course is determined by the level to which students are involved in the learning process and the quality of the learning that takes place in the classroom (Fox, 1997; Fox-Cardamone & Rue, 2003). The move toward more student-centred teaching has been growing since the 1990s (Bonwell & Eison, 1991; Davis, 1993; Gardiner, 1994; Grasha, 1996; Grubb, Worthen, Byrd, Webb, Badway, Case, Groto, & Villeneuve, 1999; Weimer, 1990; Weimer & Associates, 1996). In view of the limitations of traditional lecturer-centred methods which cannot meet the needs of the students in as these methods do not provide the necessary critical thinking, problem-solving, and interpersonal and intercultural skills needed in the knowledge age and the rapidly changing business environment (Drucker 1992; Grubb et al., 1999; Hallinger & Lu, 2013). This transition from a focus on teaching to student learning requires a shift in the role of the lecturer in order to accommodate this change successfully.

### *2.3 Resistance to Change*

Gardiner (1994) stated that: "Today, newer, empirically based methods of instruction await widespread use in higher education" (p.114). Despite the vast body of knowledge about active teaching that has grown in leaps and bound during the past 20 years, most faculties in institutions of higher learning have not applied such knowledge to develop their teaching skills (Lazerson, Wagener, & Shumanis, 2000; Stage et al., 1998; Wingspread Group on Higher Education, 1993). It was seen that most faculties resist changing their instructional style or methods (Guskey, 1994).

The factors that become barriers to change can be divided into two which are faculty barriers and lecturer barriers. The faculty barriers are such as the influence of educational culture, faculty self-perceptions and self-definition of roles, and few incentives for change. The lecturer barriers are such as discomfort and anxiety associated with change, a possible increase in preparation time, and a lack of needed materials, equipment, and resources.

The culture of higher education embraces traditions that create barriers to altering instructional methods to allow for active teaching in the classroom, such as semester schedules, bureaucratic institutional procedures for curricular change, and the use of tenure as a reward for publishing as opposed to teaching (Ekroth, 1990). This has led vast majority of faculty practice lecturer-centred teaching and use the lecture as the primary method of instruction in all types of classes (Bonwell & Eison, 1991; Gardiner, 1994; Grubb et al., 1999; Terenzini & Pascarella, 1994). As Ewell (1997) suggested, it is easier for a professor: "... to be guided in the techniques and practices of least resistance: to shun any adjuncts to instruction, to reduce teaching chiefly to class and delivery on as few hours a week as possible and at the most convenient times (p. 5)".

The reason could arise from the fact that faculties find themselves responsible not only for content in their discipline but, at the same time, feel responsible for ensuring that students gain the necessary learning skills to meet the program objectives. Such a sense of responsibility is further exacerbated by the increasing numbers of under-prepared and non-traditional students entering colleges who may therefore be handicapped in their capacity to participate in active learning processes. As a result, the faculties may lack the confidence to respond to the needs of these students, and recognize that they must become more flexible, creative and adaptable in their teaching (Reutter, 2001; Stark & Lattuca, 1997). Studies show that despite the potential for achieving better learning outcomes and a plethora of books on instructional techniques to introduce critical thinking into the classroom, relatively few faculty members are engaging in change and innovation in teaching styles (Palmer, 1998; Weimer, 1996, 2002).

Another significant reason to explain why most faculties are not motivated to take on the risks associated with changes in teaching may stem from the absence of incentives (Bonwell & Eison, 1991; Haas & Keley, 1998; Halpern & Associates, 1994; Seldin & Associates, 1995; Travis, 1995; Weimer, 1990, 1996, 2002; Weimer & Associates, 1996). Apart from that many studies also concluded that real change in teaching styles may take years to unfold and would often occur in an incremental fashion, where ironically the faculty that has the most in need of change are the last to participate (Grasha, 1996). Despite the fact that many lecturers report that the lack of recognition and rewards for improvements in teaching as the greatest roadblock to change (Seldin & Associates, 1995), and research consistently has found that faculty desire such rewards (Weimer & Associates, 1996), yet institutional award systems for faculty development have evolved little over the years (Bonwell & Eison, 1991; Weimer, 2002). Failure to provide clear and visible rewards may implicitly endorse the status quo where lecturer-centred teaching approach prevail (Bonwell & Eison, 1991).

On the other hand, as stated above, lecturer barriers are such as discomfort and anxiety associated with change, a possible increase in preparation time, and a lack of needed materials, equipment, and resources. Implicit in these barriers is that the use of active teaching requires a different skill set that goes beyond teaching by lecturer, and is accompanied by a different mental model (Bonwell & Eison, 1991; Chickering & Gamson, 1987). Senge (1990) defined a mental model as "deeply ingrained assumptions, generalizations, or even pictures or images that influence how we change the world and how we take action" (p. 8).

Although many recommendations have been issued on approaches to develop teaching skills and on suggested activities that can be used as alternatives to the lecture, these are often provided in recipe-like formats (Brookfield, 1995; Race, 2002). Research conducted by Reinsmith (1992) suggested that lecturers hold a mental model of teaching, in the sense of standing in front of the classroom presenting a lecture to his/her students. And this view is the one that prohibits the incorporation of alternative teaching methods into the classroom. Stark, Lowther, Ryan and Genthon (1988) found similar results in their study, where faculty rarely mentioned any instructional strategies other than the lecture.

However, the focus of this paper is to determine the factors that can motivate lecturers to implement active teaching in the classroom. This perspective was selected because teaching and learning are main duties of lecturers and they deal with students almost every day. Thus they must be guided and facilitated towards improvement of active teaching and in turn active learning for all students (Cook & Fine, 1996).

#### *2.4 Intrinsic Values for Active Teaching*

To assist lecturers to externalize, share, and document their tacit knowledge this paper proposes the concept of individual intrinsic values. The proposed intrinsic value constructs are as follows: (1) task accomplishment; and (2) attitude towards university.

##### *2.4.1 Task Accomplishment*

Based on the previous literature, this paper proposes five elements that can motivate lecturers to implement active teaching in the classroom, which are as follows: (1) faith; (2) means; (3) contemplation; (4) sincerity; and (5) goal obsession. The definition and description for each element are dealt with in the following five subsections.

###### *2.4.1.1 Faith*

Faith is a great trust or confidence in something or someone (Cambridge International Dictionary of English, 1995). Its position is much higher than trust or confidence. Having faith in active teaching enables lecturers to appreciate students' communication skill and critical thinking development (Gardiner, 1994; Prawat, 1992; Stage et al., 1998; Weimer & Associates, 1996; Hallinger & Lu, 2013). In turn, forces them to conduct active teaching activities in the classroom so that the students can experience soft skills development more effectively and efficiently.

As stated above, the use of active teaching requires a different skill set that goes beyond teaching by lecturer, and is accompanied by a different mental model (Bonwell & Eison, 1991; Chickering & Gamson, 1987). In turn, lecturers must have faith in active teaching so that they dare to face any challenges in its implementation. This is because new teaching approach requires more time and resources for preparation. On the other hand, Haldin-Herrgard (2000), Selamat and Choudrie (2007) and **Abdul Wahab, Selamat and Saad** (2013) found a significant relationship between faith in organization and the willingness to externalize and share knowledge and skills within the organization. As active teaching requires two-way communication between lecturer and students and also amongst students themselves, relating faith to active teaching is considered as necessary. Thus the following hypothesis is developed:

H1: There is a relationship between faith and active teaching in the classroom

#### 2.4.1.2 Means

The second element of the task accomplishment construct is understanding operational means or platform. In the organizations, it is normally coined as standard operating procedure or organizational best practice (Barham & Rassam, 1989; Burgoyne, 1988; Schroder, 1989; Morgan, 1989; Drucker, 1992; Selamat & Choudrie, 2007). Burgoyne (1998) described this value as “meta-competencies” which allows individuals to create and adapt specific competencies for specific situations. By observing accepted organisational approaches, staff members can undertake tasks based upon “the right approach for the right situation.” This scenario in turn enables organizations to implement economical approach when delivering services to customers without compromising on quality.

Previous studies have highlighted training as a basis for enabling active teaching (Bonwell & Eison, 1991; Chickering & Gamson, 1987). This is because active teaching requires a different skill set that goes beyond teaching by lecturer, and is accompanied by a different mental model. Training facilitates workers’ commitment because the availability of training is a strong signal that the organization is willing to “invest” in its workforce (Armstrong-Stassen, 2008; Kooij, de Lange, Jansen, & Dijkers, 2008; McEvoy & Blahna, 2001; Maurer & Rafuse, 2001). Thus it could be argue that every lecturer must know how to conduct active teaching in the classroom before it could be practiced extensively in the university. The lecturers also must know how to persuade students to externalize and share knowledge in the classroom. This leads to the following hypothesis:

H2: There is a relationship between means and active teaching in the classroom

#### 2.4.1.3 Contemplation

It is normal for individuals to raise this question in their mind before undertaking any task: “What will I get from doing this?” If the benefits outweigh the effort or cost then it is worth it to give a try and vice versa. In business organizations, this scenario is also evident from the use of investment evaluation techniques, namely, cost-benefit analysis, value linking, value acceleration, value restructuring and innovation evaluation (Ward & Peppard, 2002). Politicians always say that: “The end justifies the means.” These scenarios highlight that people and organizations are always contemplating the reward or profit that they will gain before doing something.

Lohman (2000), Bonwell and Eison (1991), Haas and Keley (1998), Halpern and Associates (1994), Seldin and Associates (1995), Travis (1995), Weimer (1990, 1996, 2002), and Weimer and Associates (1996) found that teachers contemplate rewards first before get involve in additional school activities such as assisting student societies, developing syllabus, coaching juniors, guiding teamwork and units and facilitating student teachers. The employees in the manufacturing companies and multinational corporations contemplate reward system as a basis before participating actively in the organizational activities (Sambrook & Stewart, 2000; Bryson, Pajo, Ward, & Mallon, 2006). However, professionals such as accountants (Hicks, Bagg, Doyle, & Young, 2007) and system analyst (Lohman, 2009) did not consider reward contemplation as a main evaluation basis before participating in any organizational activities.

Although there is conflicting views on the influence of reward contemplation in task accomplishment, but it is argued to have influence on active teaching and knowledge sharing. This is because, based on the social exchange theory and norm of reciprocity, employees would be obliged to reciprocate and become more loyal to the company if the management appreciate their efforts through attractive incentives and rewards (Shore, Thornton, & Newton, 1990; Tansky & Cohen, 2001). Thus the following hypothesis is proposed:

H3: There is a relationship between contemplation and active teaching in the classroom

#### 2.4.1.4 Sincerity

Sincerity is the most important value in every human endeavour including active teaching. This is because, based on the norm of reciprocity, when employers offer job and salary to sincere individuals, they may feel obligated to reciprocate and become more committed to the organization (Shore et al., 1990; Tansky & Cohen, 2001). Lohman (2009), Selamat and Choudrie (2007), Abdullah and Selamat (2007) and Abdul Wahab, Selamat and Saad (2012) supported this by saying that sincerity plays an effective role in motivating employees to involve in teaching and knowledge sharing environment. This leads to the following hypothesis:

H4: There is a relationship between sincerity and active teaching in the classroom

#### 2.4.1.5 Goal Obsession

Finally, staff members need to be clear about their organizational aims and targets in a period of time. Working without aims or targets is like “a blind person touching things in a dark room.” This kind of people always thinks that what they do is right but actually is not. They will also put organizational interests and aims at the back. These attributes will cause daily operations become ineffective and inefficient, which ultimately leads to the increase in costs.

Butcher, Harvey and Atkinson (1997), Manogran and Liang (1998), Selamat and Choudrie (2007) and Abdul Wahab et al. (2013) found a significant relationship between aims or targets understanding with organizational performance. This is because aims and targets enable staff members to monitor organizational activities and determine future directions. The inspiration to build up university’s image through quality graduates makes this value applicable for establishing active teaching and knowledge sharing in the classroom. Lecturers will think that it is pointless to be selfish in the workplace because university needs good ranking and image for future growth. This kind of thinking will motivate them to undertake active teaching and knowledge sharing activities relentlessly, which is for the sake of university’s reputation and growth. Thus the following hypothesis is developed:

H5: There is a relationship between goal obsession and active teaching in the classroom

#### 2.4.2 Attitude towards University

Under theory of reasoned action, Fishbein and Ajben (1975) stated that attitudes are learned disposition to respond to an object or behavior. It is representing a hierarchy of effect from feeling or judgments toward person, object or issue and linked to user behavior (McMillan, Hwang, & Lee, 2003). Attitude is one of the essential factors in influencing user behaviour and become as one of the most investigated concepts (Fishbein & Ajben, 1975; Jahng, Jain, & Ramamurthy, 2007; McMillan et al., 2003; Simon & Peppas, 2004). It has been the focus of marketing researches, especially to investigate the impact of advertisement on sales (McMillan et al., 2003; Simon & Peppas, 2004). It continues from research in the offline world into a concept of attitude towards the website that measures online user predisposition to respond favorably or unfavorably to a website, especially with the enormous growth of e-commerce (Chen, Clifford, & Wells, 2002). Derived from this scenario this research argues that positive attitude towards university make lecturers more receptive to active teaching activity and vice versa. This axiom leads to the pre-supposition that attitude towards university influences lecturers’ intention to encourage knowledge sharing amongst students in the classroom and in turn gives impact on the process of establishing active teaching activities. Thus the following hypothesis is developed:

H6: There is a relationship between attitude towards university and active teaching in the classroom

### 3. Research Methodology

Data of this study were gathered through a survey approach. Survey is one of the most common data collection methods for examining the participation in active teaching and learning activities (Barr & Tagg, 1995; O'Banion, 1999; Baxter, Terenzini, & Hutchings, 2002). Survey research suits the unit of analysis of this study, which are lecturers in the Malaysian higher education institutions (Dwivedi, 2005). This study utilized stratified random sampling as a sampling technique. Stratified random sampling, as its name implies, involves a process of stratification or segregation, followed by random selection of subjects from each stratum (universities) (Sekaran, 2003; Fowler, 2009; Babin & Griffin, 2010). A total of 370 lecturers in public and private universities across Malaysia were randomly selected. The questionnaires were distributed by liaison lecturers (most of them are deans of the faculty or school) of the universities. Multiple regression analysis was used to test the relationship between independent variables and dependent variable.

### 4. Research Findings

Out of 370 distributed questionnaires, 253 were returned. This resulted in a response rate of 68.38%. As suggested by Sekaran (2003), a response rate of 30% is considered adequate for mail survey research. Based on this suggestion, the response rate of this study (68.38%) was above the recommended rate. In turn, the findings of this research can be generalized to the population.

#### 4.1 Profile of Respondents

The frequency and percentage of each demographic profile are illustrated in Table 1. The reported demographic profiles include gender, age and number of years working in the current university.

Table 1  
*Background of the Respondents (N=253)*

	Frequency	Percentage
<b>Gender</b>		
Male	108	42.7
Female	145	57.3
<b>Age (years)</b>		
21-30	12	4.7
31-40	119	47.0
41-50	81	32.0
51-60	37	14.6
>60	4	1.6
<b>Length of Service</b>		
<5	26	10.3
<10	100	39.5
<15	65	25.7
<20	62	24.5
>21	0	0.0

In this research, gender distribution was slightly higher for female. Out of 253 respondents, 108 (42.7%) respondents are male and 145 (57.3%) respondents are female. The largest group of respondents (N=119, 47.0%) reported that they were in the “31-40” age group. The second largest group consisted of respondents with age “41-50” (N=81, 32.0%), third largest group consisted of respondents with age “51-60” (N=37, 14.6%) and fourth largest group consisted of respondents with age “21-30” (N=12, 4.7%). The smallest group of respondents (N=4, 1.6%) reported that they were in “Over 60” age group.

The largest group of respondents (N=126, 49.8%) indicated that they have worked at the current university “10 years or less”. The second largest group of respondents (N=62, 24.5%) reported that they have worked at the current university “20 years or less”. This is followed by “15 years or less” category (N=65, 25.7%).

#### 4.2 Reliability Analysis

To test the reliability of the research instrument, as suggested by Sekaran (2003), this study utilized internal consistency method which is measured by Cronbach’s alpha. The coefficient for the Cronbach’s alpha is expressed between 0 and 1.00. The results of the Cronbach’s alpha values of the variables are as illustrated in Table 2.

Table 2

*Reliability Coefficients for Variables (N=253)*

Variable	N of Item	Cronbach Alpha
Faith	8	0.890
Means	5	0.931
Contemplation	6	0.924
Sincerity	3	0.790
Goal obsession	6	0.932
Attitude towards university	5	0.901
Active teaching	6	0.905

As shown in Table 2, the Cronbach’s alpha values for variables varied between 0.767 (knowledge sharing) and 0.932 (goal obsession). Five variables possessed Cronbach’s alpha values above 0.90 (means, contemplation, goal obsession, attitude towards university and active teaching), one between 0.80 and 0.90 (faith) and only two below than 0.80 (sincerity and knowledge sharing). In other words, none of the study variables demonstrated below the minimum reliability level of 0.60 (Hair, Black, Babin, Anderson, & Tatham, 2006). Thus the internal consistency of the measures used in this study was considered acceptable (Churchill, 1979; Sekaran, 2003).

#### 4.3 Multiple Regression Analysis

This section discusses the results for hypotheses H1, H2, H3, H4, H5 and H6, which are related to the effect of task accomplishment and attitude towards university on active teaching. Result is summarized in Table 3. It is indicated in Table 3 that all six independent variables explained 83.1 percent of active learning ( $R^2=0.831$ ,  $F=201.950$ ,  $p<0.01$ ). Out of six variables, goal obsession was found to have the biggest significant effect on active teaching ( $B=0.321$ ,  $t=9.856$ ,  $p<0.01$ ), followed by element of sincerity ( $B=0.266$ ,  $t=11.101$ ,  $p<0.01$ ) and attitude towards university ( $B=0.233$ ,  $t=5.858$ ,  $p<0.01$ ). Other variables were also showed the significant relationship to active teaching as follows: element of faith ( $B=0.137$ ,  $t=4.558$ ,  $p<0.01$ ), element of means ( $B=0.151$ ,  $t=5.275$ ,  $p<0.01$ ) and element of contemplation ( $B=0.116$ ,  $t=3.916$ ,  $p<0.01$ ).

Table 3

*Effect of Task Accomplishment and Attitude towards University on Active Teaching*

	<b>B</b>	<b>t</b>	<b>Sig.</b>
Faith	.137	4.558	.000
Means	.151	5.275	.000
Contemplation	.116	3.916	.000
Sincerity	.266	11.101	.000
Goal Obsession	.321	9.856	.000
Attitude towards university	.233	-5.858	.000
R <sup>2</sup>	0.831		
F	201.950		
Sig.	0.000		

In summary, the above findings show that there are significant effects of faith, means, contemplation, sincerity, goal obsession and attitude towards university on active teaching. Thus hypotheses H1, H2, H3, H4, H5 and H6 were accepted.

#### 4.4 Discussion

This study found that faith was positively and significantly influenced participation in active teaching. The result implies that the lecturers that have low faith or do not believe in active teaching will not implement it in the classroom. This is because active teaching requires more time and resources for preparation and two-way communication between lecturer and students and also amongst students themselves. Thus the lecturers must believe that only through active teaching the students are able to improve their soft skills effectively and in turn able to face challenges in the business real life situation confidently. This belief in turn will make them dare to face any challenges in active teaching implementation.

This study also found that means was positively and significantly influenced participation in active teaching. The result implies that the lecturers that do not know how to implement active teaching will not implement it in the classroom. The probable reason behind this scenario is that active teaching requires a different skill set that goes beyond teaching by lecturer, and is accompanied by a different mental model. Thus adequate training on active teaching must be provided to the lecturers so that it could be practiced extensively in the university.

This study also found that contemplation was positively and significantly influenced participation in active teaching. The result implies that lecturers contemplate rewards first before get involve in active teaching. The probable explanation could be extra workload that they have to bear due to tedious preparation of active teaching. Thus the universities must consider financial and non-financial incentives to encourage the use of active teaching amongst lecturers.

This study also found that sincerity was positively and significantly influenced participation in active teaching. The result indicates that this factor was perceived by the lecturers as the motivational factor in the implementation of active teaching activities in the classroom. The probable explanation could be the norm that sincerity is the most important value in every human endeavor and active teaching is not exceptional. This is because, based on the norm of reciprocity, when the universities offer job and salary to sincere lecturers, they may feel obligated to reciprocate and become more committed to the success of teaching and learning activities in the universities.

This study also found that goal obsession was positively and significantly influenced participation in active

teaching. The result indicates that this factor was perceived by the lecturers as the motivational factor in the process of establishing active teaching activity in the classroom. This is because an obsession towards aims and targets enables lecturers to monitor daily activities and determine future direction. The inspiration to build up university's image through quality graduates makes this value applicable for establishing active teaching in the classroom. Lecturers will think that it is pointless to be selfish because university needs good ranking and image for future growth. This kind of thinking will motivate them to undertake active teaching activities relentlessly.

Last but not least, this study also found that attitude towards university was positively and significantly influenced participation in active teaching. The result indicates that this factor was perceived by the lecturers as the motivational factor in the process of establishing active teaching activity in the classroom. This is because attitude is one of the critical factors in explaining user behavior and become as one of the most studied concepts. Thus positive attitude towards university make lecturers more receptive to active teaching and vice versa.

## **5. Conclusion**

The objective of this study was to determine whether task accomplishment (faith, means, contemplation, sincerity, goal obsession) and attitude toward university enable active teaching in the HEI. From the findings, the proposed conceptual framework was substantially validated. The findings showed that the effect of faith, means, contemplation, sincerity, goal obsession and attitude towards university on active teaching was high. All motivational factors were significant.

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