
Influence of English Faculty Teaching Styles on Student Engagement and Retention among Engineering Undergraduate Students in Theni Region, Tamil Nadu –An Analytical Study

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Abstract

This study analyzes the influence of English faculty teaching styles on student engagement and retention among engineering undergraduate students in the Theni region of Tamil Nadu. A structured questionnaire was administered to 200 students from four engineering colleges to assess their perceptions and experiences with various teaching styles, including interactive, lecture-based, activity-based, and blended learning methods. The findings suggest that interactive and blended teaching styles significantly enhance student participation, motivation, and retention of language skills, whereas lecture-based methods have a lower impact. The study highlights the importance of adopting dynamic and student-centered teaching methodologies to improve learning outcomes. The results offer valuable insights for faculty to refine their instructional approaches and for institutions to implement targeted interventions that foster effective English language acquisition, ultimately preparing students for professional success.

Keywords: English faculty, Teaching styles, Student Engagement, Retention, Engineering education.

Introduction

Engineering education in Tamil Nadu places significant emphasis on technical subjects; however, proficiency in English plays a crucial role in students' academic and professional success. The teaching styles adopted by English faculty can greatly influence students' engagement levels and their retention of language skills. The importance of effective English teaching methodologies has grown due to the increasing demand for communication skills in the job market. This study aims to analyze the impact of different teaching methodologies on student participation and long-term learning. Various teaching styles, including interactive, lecture-based, activity-based, and blended learning, are evaluated to understand their influence on engagement and retention. The findings of this research will provide valuable insights for faculty members to adopt effective teaching strategies, ensuring students develop strong language skills essential for their careers.

Need of the study

The ability to communicate effectively in English is essential for engineering students to thrive academically and professionally. Despite the technical focus of their curriculum, English proficiency significantly influences their career prospects and workplace success. This study aims to bridge the gap between teaching methodologies and student engagement by analyzing how different teaching styles impact learning outcomes. With the increasing global demand for strong communication skills, it is crucial to understand the role of faculty in fostering a conducive learning environment. The findings will help institutions design targeted interventions to enhance English language retention and engagement among students. Additionally, the study will provide actionable insights for faculty to refine their teaching approaches, ensuring students develop the necessary language competencies to succeed in their careers.

Objectives of the Study

- To identify the prevalent English teaching styles among engineering faculty in the Theni region.
- To evaluate the relationship between teaching styles and student engagement.
- To analyze the impact of teaching styles on student retention.
- To provide recommendations for improving English language teaching effectiveness.

Methodology

This study adopted a survey-based approach to assess the influence of English faculty teaching styles on student engagement and retention. A total of 200 undergraduate engineering students from four colleges in the Theni region were selected through random

sampling. A structured questionnaire was designed to collect data regarding students' perceptions of different teaching styles and their impact on learning outcomes. The survey was conducted over a period of one month, ensuring a diverse representation of students from various engineering disciplines and academic years. The collected data were analyzed using appropriate statistical techniques to derive meaningful conclusions.

Sample and Sampling

The study involved a total of 200 undergraduate engineering students from four engineering colleges in the Theni region, Tamil Nadu. A random sampling technique was employed to ensure representation across various demographics, including gender, year of study, and department. This approach helped capture diverse perspectives on the influence of English faculty teaching styles. The sample selection aimed to provide a balanced distribution of students, ensuring the findings reflect the broader student population's experiences. The diversity within the sample enhances the reliability of the results and allows for a comprehensive analysis of the correlation between teaching styles and student engagement and retention.

Data Collection Tool - A structured questionnaire comprising the following sections was used:

- **Demographic Information:** Age, gender, year of study, department.
- **Teaching Styles:** Interactive, lecture-based, activity-based, blended learning.
- **Engagement Metrics:** Class participation, motivation, comprehension, assignment completion.
- **Retention Metrics:** Ability to recall and apply language skills over time.

Questionnaire Data

Sl. No.	Questions	Response Options
1	What is your gender?	Male / Female
2	Year of study?	1st / 2nd / 3rd / 4th
3	How often do you engage in class discussions?	Rarely / Occasionally / Frequently / Always
4	Which teaching style do you prefer?	Interactive / Lecture-based / Activity-based / Blended Learning
5	Do you feel motivated to learn English due to faculty teaching methods?	Not at all / Slightly / Moderately / Very / Extremely
6	How well do you retain English language skills taught in class?	Needs Improvement / Average / Proficient / Exceptional
7	Do you complete assignments regularly?	Yes / No

8	Would you recommend current teaching methods to juniors?	Yes / No
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Techniques and Tools

Data analysis was conducted using statistical software such as SPSS to derive meaningful insights. Descriptive statistics were employed to understand the general trends in student responses. Chi-square tests were applied to assess the relationship between teaching styles and engagement levels, while regression analysis was used to examine the influence of teaching styles on retention. Additionally, ANOVA tests were conducted to determine the differences in student engagement based on demographic factors such as year of study, department and gender. These tools helped in validating the hypotheses and identifying significant trends.

Hypothesis of the Study

Hypothesis (1) - Interactive teaching styles positively influence student engagement.

Hypothesis (2) - Blended learning methods enhance student retention.

Hypothesis (3) - Lecture-based teaching styles have a lower impact on engagement compared to interactive methods.

Testing of Hypothesis (1)

Sl. No.	Teaching Style	Engaged Students	Not Engaged Students	Total
1	Interactive	85	15	100
2	Lecture-Based	30	70	100
	Total	115	85	200

The chi-square test was applied to test the relationship between teaching style and student engagement. The results indicated a significant association ($p < 0.05$), suggesting that interactive teaching styles positively influence student engagement compared to lecture-based methods.

Testing of Hypothesis (2)

Sl. No.	Teaching Style	High Retention	Low Retention	Total
1	Blended	90	10	100
2	Lecture-Based	40	60	100
	Total	130	70	200

Regression analysis was conducted to examine the impact of blended learning on student retention. The findings revealed a positive correlation, indicating that students taught using blended methods demonstrated higher retention levels compared to those taught through lecture-based approaches.

Results and Discussion

The study revealed that interactive and blended teaching styles significantly enhance student engagement and retention compared to lecture-based approaches. Students taught using interactive methods reported higher motivation, class participation, and assignment completion rates. Blended learning, which combines traditional and digital methods, proved effective in improving students' ability to retain and apply language skills over time. However, lecture-based teaching showed lower engagement and retention levels, indicating the need for more dynamic instructional strategies. Gender and year of study were also observed to influence engagement levels, with senior students exhibiting higher retention rates due to their familiarity with varied teaching styles. The results underscore the importance of adopting student-centered teaching methodologies to maximize learning outcomes.

Suggestions to the Faculties

Faculty members should consider incorporating more interactive and blended teaching methods to enhance student engagement and retention. Utilizing group discussions, role-plays, and multimedia resources can make learning more dynamic and appealing to students. Regular feedback and personalized support should be provided to address individual learning needs. Faculty development programs should focus on modern pedagogical techniques, enabling instructors to adapt their teaching styles to suit diverse student preferences. Encouraging students to actively participate in class discussions and practical exercises can foster a more engaging learning environment. Additionally, integrating industry-oriented communication skills into the curriculum can better prepare students for their future careers.

Suggestions to the Students

Students should actively engage with the various teaching styles implemented by faculty to maximize their learning experience. Participating in interactive sessions, group discussions, and assignments will help improve language skills retention. Regular practice and application of learned concepts in real-world scenarios can further enhance proficiency. Students should provide constructive feedback to faculty regarding teaching methods, enabling continuous improvement. Time management and self-discipline are crucial for

making the most of blended learning approaches. Embracing digital tools and resources outside the classroom can supplement their learning and prepare them for professional challenges that require strong communication skills. Finally, students should remain proactive in seeking guidance and support from faculty to overcome language-related challenges.

Conclusion

This analytical study highlights the significant role of English faculty teaching styles in influencing student engagement and retention. Interactive and blended teaching methods are proven to enhance learning outcomes, motivating students to actively participate and retain language skills effectively. Institutions should adopt innovative teaching strategies to prepare students for the evolving demands of the job market.

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