

An analysis of student learning style preferences for promoting student engagement

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Many students demoralized if the educators fail to identify students learning style preferences in teaching and learning. Therefore, adopting the appropriate and effective methodologies and learning styles for undergraduates lead to academic achieving for successful learning, engaging students in active learning is important. This study examines (1) to which extent student engagement takes place in learning (2) whether the relationships between student learning style preferences and student engagements are interdependent. The study examines by students do not engage effectively and meaningfully in the academic activities though teachers are doing their best. A model was constructed considering learning style preference as a independent variable and student engagement as a dependent variable. To facilitate this study, experimental session of teaching and learning practice throughout the semester featuring a wide range of innovative, student centered activities for enhancing students. Active engagement in learning were used. For this study questionnaires are given to the 68 undergraduates from the second year of the faculty of their Business studies. Convenience sampling method was used for this purpose. The questioned were designed based students' different learning style preferences considering three dimensions as whole class, individual and small group activities. The data were collected and analysed using SPSS 16.0. The Findings reveal that effective and active student engagement takes place when interactive and inter graded modern methodologies such as collaborative learning, using authentic materials for perusal and discussion, pair work, peer-tutoring, small-group task, technology-based learning such as audio video aids, multi-media OHP are adopted as opposed to traditional teaching. The absence of suitable and apt student-oriented learning activities leads to student engagement.

Keywords: student engagement, learning styles, preferences, successful learning