



**LEARNING STYLE PREFERENCES AND ACCOUNTING
STUDENTS ACHIEVEMENT**

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Abstract

The study explores the effects of learning style adopted by students on their academic performance. The learning styles being explored are kinesthetic, visual and auditory. Students from semester two and six were randomly selected to be the sample. The Pearson correlation coefficients and the t-test were used to analyze the data. The analysis shows that between the two groups there is no domain learning style adopted by each group however the analysis indicated that 44.3% of semester two students preferred the visual learning style while 35.2% of semester six students preferred the kinesthetic learning style. The study shows that there is no relationship between the learning styles adopted by students and their performance. The findings of this study also indicate that learning styles adopted by the students might not be the only factor that affects their performance. However, the study also indicates that many of the respondents are not aware of their learning style or what type of learning style should they adopt.

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CHAPTER ONE

INTRODUCTION

Over the past two decades, much insightful information has appeared in the literature relating to learning style preferences. Much attention has been paid to learning styles and these cannot be overlooked as they can enable lecturers or educators to structure their teaching methods to maximize learning and help students to perform better.

Students' performance at university is important to meet the objective of higher learning institutions that is to produce competitive and marketable graduates. Therefore awareness of the students' learning process is crucial and plays an essential role in meeting this objective.

It is believed that university students are adults, and once they are determined to pursue their studies, are more motivated to learn, are more capable of self-direction and are clearer with their learning expectations compared to when they were at school (Doris, et.al. 2000). Those university students who have been selected through stringent admission criteria are assumed to be academically capable of understanding lectures and tutorial assignments (James, 1993).

But what about those students who do not perform? Can this be blamed on the teaching methods?