

ABSTRACT

- Thesis Title** : A Study of Learning Styles, Teaching Styles and Students' Achievement in Principles of Accounting Course at Assumption University
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This study examines the learning styles, and teaching styles of students in Principles of Accounting I course at Assumption University. The research questions of this study are particularly addressed on the students' perceptions on learning styles in terms of sensory, visual, auditory, active, sequential and teaching styles in terms of concrete, visual, active, sequential. In addition, the study finds the students' levels of perceptions on learning and teaching styles classified by demographic data. Finally, the study seeks answers on students' learning styles and their preferred teaching styles.

In the study, a self-developed questionnaire is administered to 216 Principles of Accounting 2 students. Mean, standard deviation, t-test, and ANOVA are performed on the data to determine the students' perceptions, and descriptive statistics are used to find out the learning styles and preferred teaching styles of high, middle-level, and low achievers in Principles of Accounting I course.

There were no significant differences on the students' perceptions in the overall learning styles in terms of sensory, visual, auditory, active, and sequential. There were also no significant differences noted on the students' perceptions on the overall teaching styles in terms of concrete, visual, active, and sequential. There were statistically significant differences on the students' perceptions on sensory learning styles for students aged below 18 and between 23 to 25, in which students preferred to learn facts compared to theories. Other significant differences were detected on active learning styles on students aged between 18 to 20 and 23 to 25, and 21 to 22 and 23 to 25, when given a problem, students wanted to start working on the solution immediately. Significant differences in mean were also detected on visual, auditory, sequential learning styles, and sequential and active teaching styles classified by sex. Significant differences in mean were also noted on sequential learning styles classified by previous learning experience particularly when students found it helpful when some teachers start their lectures with an outline of what they would cover. Lastly, significant differences were also noted on active teaching styles classified by previous learning experience when lectures were presented through class discussion.

The results also showed that high, middle-level and low achievers in Principles of Accounting I course had the same learning styles (sensory) and preferred teaching styles (concrete) . Students had homogeneous perceptions on learning and preferred teaching styles but behaved differently in learning accounting.

The results suggest that to make learning accounting effective, teachers should continuously discover the learning styles of the students so that they could modify their teaching styles to accommodate the students learning styles. These can be done through conducting research on their own field of discipline. Research design which is appropriate to find out the learning styles and preferred teaching styles of the students should be carefully considered.

Educational administrators should also take action to improve the quality of teaching. In-service training, seminars, and workshops must be a continuous process for human development. Teachers should also be encouraged to conduct their own research. To motivate teachers to conduct researches, some administrative works should be minimized.

Students should think seriously that university learning is far different from high school learning. They should be responsible for their own learning. Even though low achievers know the best learning styles in learning accounting, but if they will not use them effectively , satisfactory grades cannot be achieved.