

Exploring the Learning Style Preferences Used by Accounting Students in a University of Technology in South Africa

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ABSTRACT The purpose of this study was to explore the learning style preferences used by accounting students at an institution of higher learning in South Africa. Kolb's Learning Style Inventory (LSI) was used to identify the learning style preferences of the first, second and third year accounting students. A purposeful sample of 232 students was used in this study. The findings of the study revealed that students were mostly *Convergers* and the least popular group was that of *Divergers*. When the data was compared according to levels of study, the findings showed a significant rise in percentage of *Divergers* from 1st to 2nd year. In addition, *Assimilators*, *Convergers* and *Accommodators* decreased slightly from 1st to 2nd year. During 3rd year, all group percentages were constant. This means that the *Convergers* were predominant throughout all the levels. When the data was compared by gender, the results indicated that there was no statistical significance between male and female students in their choice of learning style preferences.