

Teaching and Learning of Accounting: In-service Educators Experiences in the Context of a South African University

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ABSTRACT This study sought to explore teaching and learning of accounting: in-service educators' experiences in the context of a South African University. The study employs a qualitative research approach using a case study design. Ten accounting teachers were purposively selected. The findings revealed that accounting resources used for teaching and learning of accounting were not related to an accountancy education. Also, some accounting lecturers at university were found to be unprofessional and not committed to their work, with many using local languages when teaching. The authors recommend that new accounting lecturers at the South African university be mentored by their senior counterparts. Until the situation improves, students should be encouraged to voice their dissatisfaction with what happens in the lecture halls.