

LEARNING STYLE AND ACADEMIC PERFORMANCE IN HIGHER EDUCATION

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Abstract: *In the last decade, there has been a greater demand for higher education institutions to produce quality graduates. One way to meet this demand is to make students aware of their learning styles. This study aimed to determine whether a relationship exists between learning style and academic performance of student teachers enrolled at a higher education institution in Guyana. A descriptive survey that uses version 7.8 of Fleming's VARK questionnaire was administered to 40 undergraduate teachers who completed the course "Teaching of Science at the Primary Level 2" in the second semester of the academic years 2016/2017 and 2017/2018. Data collected was analysed using inferential statistics to determine the correlation between the learning styles and academic performance of student teachers. The findings of this study showed that 50% of the student teachers had a good VARK self-prediction. This means that half of the student teachers surveyed were aware of their VARK learning style. There was no significant difference in the academic performance of student teachers who were aware of their learning style and those who were not. Most notably, the evidence suggested that there was no association between learning style and academic performance. It is recommended that student teachers be aware of their learning style. This would allow them to select the correct range of learning strategies associated with their learning preferences as a way of enhancing the learning process for them.*

Keywords: *VARK, learning style, academic performance, higher education*

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