

Impact of Personal Learning Styles on Academic Performance of Undergraduates in the University of Kelaniya, Sri Lanka

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In today's challenging and competitive Education system, Universities, schools and other educational institutes are making continuous efforts to improve the academic performance of their students. This study analyzed the relationship between learning styles and undergraduates' academic performance. The current study was initiated to identify the impact and relationship between personal learning styles and academic performance of the final year management undergraduates of the University of Kelaniya, Sri Lanka. This study followed a quantitative approach and cross-sectional field study, furthermore, used the deductive methods of research. Usable questionnaires were received from 118 respondents from the University of Kelaniya, Sri Lanka. Data were analyzed using SPSS. Results of the analysis revealed that there is a significant relationship between learning style and academic performance. Furthermore, the study identified that, Collaborative-learning style was significantly impact academic performance. Based on the results of the study, the universities should provide students with learning opportunities and learning infrastructure that will help to increase the collaborative learning style of the university undergraduates and the teaching strategies should be tailored to develop the collaborative learning style. It ultimately enhances the academic performance of undergraduates effectively.

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