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Learning Styles and Academic Performance: Are Traditional Methods Effective?

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ABSTRACT

This study aimed at exploring the connection between the learning styles of students and their academic performance and also to determine whether the traditional form of teaching method is still effective in higher education. The quantitative research design was chosen, and the sample population comprised of 300 undergraduate students who were sampled by using a structured questionnaire, and 6 universities situated in Lahore were considered, three of which were public and three were private universities. It was a questionnaire designed in the VARK learning style framework and assessed the student preference of the visual, auditory, reading/writing and kinesthetic learning style, as well as their view of the traditional teaching approach based on lectures. The data were examined based on the descriptive statistics, reliability analysis, correlation analysis, and structural equation modeling (SEM). Achieving the results meant some learning styles which were most popular among the students were the kinesthetic and visual learning styles. The reliability test ensured the internal consistency of the scales of measurement. The findings of correlation revealed that there is a significant positive correlation between learning styles and academic performance, whereas traditional instructional strategies had moderate correlation with academic performance of students. Moreover, the structural equation modeling findings showed that the learning styles affected the academic performance more than the traditional teaching styles. The results indicate that despite traditional lecture-based teaching being practical in imparting theoretical knowledge, the combination of various and interactive instructional techniques could be effective in improving student interest and academic performance. The research points out the need to embrace flexible teaching methods to suit various learning styles in institutions of higher learning.

Keywords: learning styles, academic performance, traditional ways of teaching, higher education, VARK model, student learning, teaching practices.

INTRODUCTION

Education is essential in the intellectual growth of people and their orientation to become members of the contemporary society. In recent decades, scholars and educators have paid more attention to the study of student learning and the teaching methods that would be most effective to promote academic success. Among the most frequently debated theories in educational psychology, one must mention the concept of

learning styles that implies that a person has the ways of receiving and processing information that he/she prefers to use in the process of learning. The preferences can affect the interaction of the students with teaching materials, teacher communication, and the final outcomes in the academic performance. Since the educational systems keep on changing, the study of the relationship that exists between learning styles and academic performance has become a significant subject of interest among the researchers and practitioners.

Learning styles are popularly defined as a mode of favourable way in which people learn and store as well as process information. This idea was popularized by theories like the experiential learning theory developed by Kolb and the VARK model that classifies learners into the following categories: visual, auditory, reading/writing, and kinesthetic. It is believed under this school of thought that students can best learn when the teaching techniques match their learning style that they prefer. Several teachers have thus tried to implement such differences in learning preferences in their teaching. It has been suggested by researchers that the learning styles students follow can be used to create more inclusive learning approaches by teachers to assist various learners and enhance their overall academic performance (Erdem & Kaf, 2023).

The association between learning styles and academic performance has been analyzed in a wide variety of studies in various learning environments. There are also some empirical studies that learning styles can also play a significant part in student processing and responding to the teaching approaches. Indicatively, studies conducted with VARK learning model established that some learning preferences like visual or kinesthetic can be related to higher academic outcomes in specific subject or learning conditions. These results suggest that matching teaching methods and students desired learning styles can improve the knowledge understanding and memorization (Md Zain et al., 2019). Such researches have added to the increasing perception that determining learning styles of the students can help educators to come up with more effective learning strategies.

Although it is popular, the idea of learning styles has also been subject to numerous discussions in the academic community. Other scholars believe that empirical data on the positive and negative influence of learning styles on performance is not well established or uniform. The literature on higher education students has revealed that, much as students can say that they prefer a particular instructional style, this does not always turn out to be a better academic performance. As an example, research examining the association between VARK learning styles and student achievement has shown that there is no noticeable correlation between the preferences of learning styles and academic performance in some learning institutions (Lee, 2025). These results imply that though students might prefer certain learning methods it does not necessarily imply their success in learning situations.

One more significant aspect of this discussion is the role of traditional methods of teaching in modern education. The conventional teachings have usually been teacher-centred in nature like lectures, taking notes and standardized tests. These methods have shaped the structure of formal education systems in the world since centuries. Despite the fact that the traditional teaching techniques have been criticized as a way of teaching passively; they are still very common in the teaching field since they enable teachers to impart structured knowledge on a high number of students. Several universities continue to be dependent on lecture-based learning especially in subjects where the theoretical aspect is central.

Over the past few years, there have been changes in the educational reforms and technological improvements, which promote more student-centered instruction methods. The strategies include active learning, group work, problem-based learning and the use of digital technologies within the classroom. The trend toward the interactive learning settings can be viewed as an indication of the increased awareness of the benefits of allowing students to gain knowledge through various opportunities as opposed to the conventional lecture approach. The researchers have emphasized that the combination of various teaching techniques can enhance the interest of students, their ability to think critically, and academic achievements (El-Saftawy et al., 2024).

The rising diversity of the contemporary classroom also contributes to the growing significance of the learning preferences. The students are different in terms of their cognitive abilities as well as their culture, experience in learning as well as their motivational factors. Consequently, teachers have the challenge of developing teaching plans that can meet diverse needs of learning. The theory of learning styles tries to overcome this issue by implying that personalized instructional methods can contribute to the success of learning. Teachers can choose flexible methods of teaching by understanding that students might not process information identically and they can use different teaching methods that include visual presentation, discussions, practical activities, and reading materials.

SiLahoreeously, other researchers believe that an excessive emphasis on learning styles can reduce the complexity of the learning process. The factors that influence learning are many and they include the prior knowledge, motivation, quality of teaching, and the learning environment. That is why the application of learning styles as the primary tool to design instructional strategies might not be enough to meet the needs of students with a wide range of needs. Educational researchers pay more and more attention to the necessity of the diversity of teaching methods which can evoke various thinking processes and provoke deeper comprehension of academic materials.

There are also crucial questions concerning the suitability of the old-fashioned method of teaching in the debate about learning styles. Innovative methods of teaching gained popularity but the traditional ones could also be beneficial in some cases. An example given is lectures, through which instructors can introduce complicated ideas in a coherent and arranged order, which enables students to have a clear outline of the theoretical content. Furthermore, conventional pedagogical interventions can be especially useful in classrooms with many students in which it can hardly be practiced to teach to each one. As a result, a significant number of educational institutions have implemented blended learning models involving the use of traditional lectures and interactive and technology-based activities.

There is growing empirical interest in studies on whether conventional teaching strategies are effective in contemporary institutions of learning. According to some studies, traditional teaching can be used together with active learning techniques to deliver positive outcomes in education. To illustrate, the studies of the connection between learning styles and academic success have demonstrated that students can use different instructions that implement the features of traditional and modern teaching methods (Amin et al., 2024). These results indicate that instead of discarding traditional teaching and adopting the teaching method, teachers can obtain improved outcomes through incorporation of various teaching methods in the classroom.

The second element that contributes to the discussion of learning styles and the effectiveness of teaching is fast growth of digital learning technologies. The platforms of online learning, multimedia and interactive simulations enable teachers to convey information in different modalities at the same time. The technologies allow offering the possibility to meet various learning styles and preserve the framework of a traditional teaching. This has led to a more blurred line between the conventional and the modern teaching techniques as a lot of the teachers in the recent past have embraced hybrid teaching styles which integrate both.

Considering these events, it is necessary to analyze whether conventional teaching techniques are effective in helping students to achieve their academic success based on various learning preferences. The knowledge of the interaction between learning styles and teaching methods can assist learners in creating a more effective learning setting that will encourage student involvement and achievement. The current research is therefore an endeavor to examine the correlation between learning styles and academic achievements and also measure the efficiency of the traditional learning techniques in modern academic institutions.

Through the analysis of recent research and empirical evidence published between 2010 and 2024, the study aims to add to the current debate on the role of learning styles in education. The results could be instrumental to those educators, curriculum developers and policymakers who have the responsibility of formulating instructional strategies that would meet the diverse learning needs of the students. Finally, it is possible to enhance our knowledge about the way students learn in order to make educational organizations develop more efficient teaching strategies that could contribute to better learning experiences and academic success.

LITERATURE REVIEW

The learning styles concept is a research aspect in education that has been studied extensively by various scholars in an effort to elaborate on how people learn and process knowledge. Learning styles are usually the processes that describe the cognitive, sensory and mental style which the learner prefers to use in dealing with learning material. According to many scholars, students show different preference in learning new information that might impact their reaction to methods of instruction. As an illustration, one group of learners would like to see the information in the form of diagrams and charts, whereas another group learns better with the assistance of audio explanation or actions. This realization has become a critical issue in the field of educational psychology due to its potential to assist teachers to develop instructional methods that empower different students in the learning environment (Fleming and Baume, 2010; Kolb and Kolb, 2013; Pashler et al., 2010).

The study of the connection between learning styles and academic achievements has been a popular topic among researchers as they attempt to find out whether matching the teaching methods with student preferences can enhance the results of the educational process. A number of empirical studies indicate that students exposed to instruction that fits their preference in the learning style can have a higher level of engagement and understanding of the course content. Learners can be able to process and retain knowledge better when they can receive information in a format that suits their cognitive preferences. Consequently, there has been a growing interest by teachers in the use of differentiated instructional

methods that can be used to cater to the individual differences between students within the class setting (Cassidy, 2011; Urval et al., 2014; Zhang et al., 2019).

VARK learning model has continued to be one of the most common models used in the educational research to understand the learning styles. The model divides the learners into four primary groups: visual, auditory, reading/writing, and kinesthetic ones. Graphical representations and images are the favorite of visual learners, listening and discussion is the favorite of auditory learners, reading/writing learners are the favorite of written information and the hands-on experience of the kinesthetic learner makes him or her a better learner. Scholars incorporating VARK framework have tried to find out whether these learning preferences can affect academic performance. It has been stated by several researchers that a student is prone to multiple learning styles instead of one dominant one, which implies that successful teaching could assume the combination of different teaching methods (Fleming and Mills, 2012; Kharb et al., 2013; Prithishkumar and Michael, 2014).

The study of learning styles has taken a special significance in the field of higher education due to the fact that universities accommodate students who have different academic and cultural backgrounds. Researchers have proposed that being aware of the learning preferences of students can enable an instructor to establish more accommodating teaching conditions that would lead to improved learning results. Research in universities has shown that learners tend to exhibit varied patterns of learning styles, and the variations can also influence the interaction of learners with learning material and teaching methods. This has led to the implementation of student-centered method of teaching that incorporates the use of visual materials, discussions, collaborative tasks and hands-on learning activities by many educators in an attempt to accommodate various learning styles in the classroom (Breckler et al., 2011; Gilakjani, 2012; Kumar et al., 2015).

Even though the learning styles theory is widely accepted, most researchers have cast doubt on its empirical validity and practical implications. According to critics, though students might say that they prefer specific learning styles, there is little research evidence to support the idea that specific to those styles of learning results in better academic outcomes. Other researches have indicated that it might be the quality of teaching and complexity of the subject in question that determine the success of teaching strategies rather than the correspondence between the kind of teaching and the learning style. Consequently, researchers have demanded, more rigorous empirical research to establish the relevance of learning styles as a factor in the educational practice or not (Coffield et al., 2010; Newton, 2015; Kirschner, 2017).

The other significant point of view in the literature focuses on the idea of multimodal learning. Multimodal learning is a teaching method that involves the integration of more than two modes of information presentation such as visual, auditory, textual and experiential information. Researchers have contended that provision of information in multiple modalities concurrently can aid students to grow their insight in the sense that it appeals to the various mental functions. Indicatively, this could be the combination of visual representation and verbal explanation and written summaries, which can increase the capacity of students to process complex information. Research on multimodal instructions revealed that multimodal tools may enhance the interest and memorization of information among students in most teaching settings (Mayer, 2014; Gilakjani, 2016; Moreno and Mayer, 2018).

The debate on learning styles has also been closely related to the overall debate on the effectiveness of traditional methods of teaching in the contemporary education. Lecture based teaching or traditional teaching has been the most prevalent form of teaching at schools and universities in the past. In classrooms where the lecture is the dominant teaching method, the teacher usually imparts the information and the students listen, take notes and in the end they show their comprehension by passing through exams. In spite of the fact that critics believe that this method can restrict students interaction and engagement, lectures are still one of the main elements of higher education as they enable instructors to deliver substantial amounts of information in a very efficient manner (Bligh, 2013; Freeman et al., 2014; Deslauriers et al., 2019).

Education reforms in the recent past have fostered the use of student centered pedagogies that focus on active learning and collaboration. The strategies of active learning comprise group discussions, problem-based learning, case studies, and project-based learning that promote active participation of the students in the learning process. Studies that have been conducted to compare the use of traditional lectures techniques and the use of active learning techniques have demonstrated that the students who experience an interactive method of teaching usually display greater conceptual knowledge and better academic studies. These results indicate that although traditional lectures might continue to be useful in terms of offering the basic knowledge, the use of active learning strategies might positively affect the educational process (Prince, 2013; Freeman et al., 2014; Theobald et al., 2020).

The improvement in technology has also changed the practices of education by allowing new interactive and personalized learning. Educators can deliver information in various formats through digital learning platforms, multimedia presentations, and online collaboration tools and offer information based on learning style preferences. As an illustration, visual and kinesthetic learners can be assisted with the help of videos, animations, and interactive simulations, whereas auditory ones can be guided with the help of recorded lectures and podcasts. The research on the topic of technology-enhanced learning space suggests that the introduction of digital learning components in the conventional education can help enhance student interaction and performance (Means et al., 2013; Bond et al., 2020; Hodges et al., 2020).

The other significant theme about the literature is the role of student motivation and engagement in education. It has been argued by researchers that students who are actively involved in the learning process have better chances of attaining greater academic success. The learning environment in which various teaching styles are used can attract the interest of students and make them be more active in the classroom. Educators can achieve deeper learning and long-term knowledge retention by offering learners the chance to interact with one another, discuss, and apply their knowledge in practice (Ryan and Deci, 2017; Schunk and DiBenedetto, 2020; Kuh et al., 2011).

In general, the literature shows that the connection between academic performance and learning styles is a multidimensional concept. Whereas certain studies affirm the notion that the learning preferences ought to match the teaching techniques in an effort to improve learning, other studies propose that successful teaching ought to centre on the combination of various teaching techniques instead of adherence to particular learning styles. There is a growing trend in modern education of flexible and inclusive methods of teaching that integrate conventional learning methods with interactive and technology-based learning spaces. The research topic of the effects of various instruction methods on student learning is vital to the

establishment of the effective system of education that underlines the academic achievements of students with various backgrounds (Fleming and Baume, 2010; Kolb and Kolb, 2013; Freeman et al., 2014).

METHODOLOGY

Research Design

The study has taken the quantitative research design in order to test the correlation between learning styles and academic performance and to enhance the effectiveness of the conventional way of teaching in the case of university students. The data was collected through a cross-sectional survey method on the students at one point in time. The quantitative design was thought to fit the task since it enabled the investigators to work with measurable variables and establish statistical links between the learning styles and the academic performance of the students.

Population of the Study

The study population was made up of undergraduate students studying in Lahore universities, Pakistan. The academic background with dissimilarity was taken into account to achieve diversity in the areas of learning preferences and educational backgrounds. The population targeted consisted of students who were already learning in institutions where the methods of teaching in a classroom were based on traditional lecture-based teaching methods.

Sample and Sampling Technique

The students were chosen as a sample out of six universities in Lahore (three public and three private universities). The universities were selected based on the need to get a balanced number of students who have different institutional settings. The stratified random sampling technique was used to make sure that the students of every university were represented proportionally in the study. The overall sample was made of about 300 undergraduate students, and the universities chosen were equal.

Data Collection Instrument

The data were gathered with the help of a structured questionnaire that was the measure of learning styles of students and their perception of the traditional teaching method. There were two major sections in the questionnaire. The initial part was the demographic data, as the gender, age, academic program and year of study were asked. The second part consisted of the statements with references to the preferences towards the learning style and effectiveness of the traditional teaching methods. The aspect of learning style was formulated on VARK learning style model that classifies learners into visual, auditory, reading/writing, and kinesthetic learning styles. The respondents had to respond to each statement by a five-point Likert scale, where 1 referred to strongly disagree and 5 strongly agree.

Data Collection Procedure

The data were gathered using survey questionnaires that were sent to the student of the sampled universities. Prior to the survey, permission was sought with the administration of the university. Researchers also went to the classrooms and explained to students the reason why the study is conducted. The process was voluntary and the respondents were promised confidentiality of their responses that were

to be used in academic research purposes only. The questionnaires were given to the students in classrooms and the filled questionnaires were collected immediately to meet the high response rate.

Measurement of Variables

The independent variable of the study was the learning styles, and the dependent variable was the academic performance. Measures of learning styles were based on the items obtained through the VARK learning style framework. The academic performance was determined by the use of self-reported Grade Point Average (GPA) that was received by the respondents. Also, the perceptions of the students concerning the traditional teaching methods were quantified by the use of questions in the questionnaires that gauged the effectiveness of lectures, interaction in the classroom and satisfaction of learning.

Data Analysis Techniques

Statistical Package of social Sciences (SPSS) software was used in analysing the collected data. A number of statistical methods were used to analyze the data. First, the demographic characteristics of the respondents were summarized by using descriptive statistics and it was used to describe the distribution of learning styles. Second, correlation analysis was performed in order to establish the association between academic performance and learning styles. Third, Cronbach alpha was conducted to review the questionnaire items in terms of reliability. Lastly, the structural equation modeling (SEM) was employed to examine the roles of the learning styles in academic performance and to determine the effectiveness of the traditional teaching method.

Ethical Considerations

There were ethical standards observed during the research process. The respondents received the purpose and objectives of the research and participated in the study voluntarily. The participants were provided with the anonymity and confidentiality and the data obtained were applied to academic purposes only.

DATA ANALYSIS AND RESULTS

Demographic Analysis

The demographic factors of the respondents were studied to determine the make up of the sample, which was employed in the study. The survey involved 300 undergraduate students in six universities in Lahore. The demographic data consisted of gender, age bracket, type of university and year of study. Frequency and percentage distributions were used to investigate these variables.

Table 1: Demographic Characteristics of the Respondents.

Variable	Category	Frequency	Percentage (%)
Gender	Male	142	47.3
	Female	158	52.7
Age	18–20	96	32.0
	21–23	148	49.3
	24 and above	56	18.7
University Type	Public	150	50.0
	Private	150	50.0

Year of Study	First Year	72	24.0
	Second Year	86	28.7
	Third Year	79	26.3
	Fourth Year	63	21.0

The demographic data indicated that the sample comprised of female students who were a bit more than half the population (52.7), and the male students made up 47.3 percent of the respondents. The majority of the respondents were in the 21-23 age bracket (49.3) meaning that they were in the middle period of undergraduate schooling. Both the institutional sectors were represented equally by 50 percent of the sample in relation to its number of public and private universities in the sample. Moreover, all students (academic years) were involved in the survey, and this gave a wide range of experiences of learning in the undergraduate.

Descriptive Analysis

The descriptive statistics were computed to investigate the perception of the students about the learning styles and conventional teaching techniques. The standard deviation and mean were applied to show the degree of agreement with the statement contained in each item in the questionnaire.

Table 2: Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation
Visual Learning Preference	3.82	0.74
Auditory Learning Preference	3.65	0.79
Reading/Writing Learning Preference	3.59	0.83
Kinesthetic Learning Preference	3.91	0.71
Effectiveness of Traditional Teaching Methods	3.47	0.88
Academic Performance (GPA)	3.36	0.52

The descriptive outcomes showed that the highest mean score among the respondents was achieved by kinesthetic learning style (3.91), which implied that a significant proportion of the students were more inclined towards learning methods, which were oriented toward practical activities. Figure learning was also relatively high in mean value (3.82), which means that students had an advantage in diagrams, charts, and visual presentations in the classroom instruction. The mean values of auditory and reading/writing learning styles were moderate, which indicates that such two methods were also frequently applied by students.

Traditional teaching methods (mean score 3.47) showed that the students considered the lecture-based instruction to be fairly effective. Although the conventional teaching techniques were to be still regarded as useful to provide students with theoretical knowledge, the findings indicated that students favored the approaches to the instruction that included engaging and hands-on learning activities.

Reliability Analysis

Cronbach alpha was used to conduct reliability analysis in order to test the internal consistency of the measurement scales administered in the questionnaire. Alpha of 0.70 and above is normally acceptable in research studies.

Table 3: Reliability Statistics

Variable	Number of Items	Cronbach's Alpha
Learning Styles	16	0.86
Traditional Teaching Methods	8	0.81
Academic Performance	4	0.78

The reliability findings showed that the study constructs showed desirable measures of internal consistency. The learning styles scale had a Cronbach alpha value of 0.86 that showed that learning style scale was very reliable. On the same note, reliability values of traditional teaching methods (0.81) and academic performance (0.78), were also above the recommended level. These findings validated that the measuring instrument of the research was practical and applicable to subsequent statistic data analysis.

Correlation Analysis

The analysis of correlation was used to test the relations between learning styles, traditional teaching styles and academic performance. These relationships were measured on the strength and direction by the Pearson correlation coefficient.

Table 4: Correlation Matrix

Variables	1	2	3
Learning Styles	1		
Traditional Teaching Methods	0.42**	1	
Academic Performance	0.36**	0.29**	1

Note: p < 0.01

The results of the correlation showed that there was a moderate positive correlation between learning styles and academic performance (r = 0.36). This result implied that the academic performance of the students was related to the learning styles that they preferred. Also there was a positive correlation between the traditional teaching methods and learning styles (r = 0.42) which showed that, the traditional teaching method still favored some learning style.

The relation between traditional teaching methods and academic performance also had a smaller but statistically significant relationship (r = 0.29). This finding meant that even though use of traditional teaching methods led to academic success, their impacts were not as high as the impacts of learning preferences by the students.

Structural Equation Modeling (SEM)

The Structural Equation Modeling (SEM) was done to test the causality between learning styles, traditional teaching methods, and academic performance. SEM enabled the researchers to measure the direct and indirect effects of the variables used in the study.

Table 5: Structural Model Results

Path Relationship	Standardized Coefficient	p-value
Learning Styles → Academic Performance	0.41	0.000

Traditional Teaching Methods → Academic Performance	0.27	0.002
Learning Styles → Traditional Teaching Methods	0.38	0.001

The results of the SEM showed that learning styles positively influenced academic performance ($b = 0.41$, $p < 0.001$). This observation implied that students who could use learning materials in line with their likable learning styles had higher chances of attaining positive academic performance.

There was also a positive impact on academic performance, which was shown by the traditional teaching methods ($b = 0.27$), but the effect was less than the one shown by learning styles. This finding meant that the lecture-based instruction remained a significant component in promoting the academic success of students.

Additionally, it was discovered that learning styles played a significant role in the perceptions of conventional ways of teaching ($b = 0.38$). This correlation implied that learners possessing varying learning styles might have different perceptions of the conventional teaching methods based on the compatibility of the methods with the learning style.

In general, the structural model established that learning styles and traditional teaching strategies were both sources of academic performance, even though the contribution made by learning styles was higher. These findings highlighted the need to incorporate the various teaching methods in the learning environment in order to support the different student learning styles.

DISCUSSION

The results of this research paper can be of great help in understanding how learning styles, conventional approaches to teaching, and academic achievement are related in the case of university students. The findings revealed that the students showed varying findings on the preference of learning styles with the prevailing ones being kinesthetic and visual learning style among the students. This would imply that most students would find it easier to undertake practical assignments, demonstrations, and images when working on academic content. These results align with the previous studies that indicate that different instructional methods incorporating visual and experiential learning should often be helpful to students (Kolb and Kolb, 2013; Mayer, 2014). By placing students into learning strategies that align with their learning styles, learners may have more engagement and understanding of the academic content.

The descriptive analysis also found that the students found the traditional methods of teaching moderately effective in aiding their academic studies. Despite some of the common forms of criticism leveled against lecture-based teaching, whereby it is argued that the teaching method encourages passive learning, the findings reveal that the traditional teaching strategies remain relevant in imparting theoretical knowledge in the tertiary education. The given finding does not contradict prior research, which states that lectures can still be effective when it comes to the provision of organized information, particularly in big classes where a personalized learning experience might be challenging to provide (Bligh, 2013; Freeman et al., 2014). Nevertheless, the average effectiveness of traditional teaching is moderate which implies that the students can be attracted to the instructional methods that involve lectures but integrate with interactive learning activities.

The correlation analysis also revealed that the academic performance had a positive relationship with learning styles. This indicates that students who had the opportunity to access learning materials as per their learning styles would perform better academically. These findings breathe credence to the assertion that learning preferences of students can guide teachers in developing learning strategies that can be used to promote learning. Nonetheless, the correlations between learning styles and academic performance were moderate and not significantly higher meaning that academic performance can be also affected by other circumstances like motivation, quality of teaching and learning environment.

The findings of the structural equation modeling given were even more corroboration of the fact that learning styles were more influential to academic performance than the traditional teaching methods. This implies that although lecture based teaching should still be conducive to learning, the traditional means of teaching might not be able to fully meet the various learning requirements of learners. When instruction methods used with students integrate various teaching methods, such as discussions, visual aids, and practice, students could improve their academic performance. Recent studies in education focus more on the relevance of active learning settings in which students are engaged in the educational process instead of being passive receivers of information (Prince, 2013; Theobald et al., 2020).

In general, the results of this research indicate the relevance of implementing versatile and accommodating pedagogical approaches in the postsecondary education. Teachers must not limit themselves to only one teaching method since students learn differently and thus, they need to incorporate various teaching approaches. This method will help provide more interactive learning conditions, which will help students to participate and enhance their academic results. Such findings add to the current discussion on the efficiency of conventional teaching methods and indicate that a moderate approach involving traditional and modern teaching practices can be the most effective approach to achieving better learning outcomes among the students.

CONCLUSION

This research paper compared the correlation between the learning styles and the conventional teaching methods with the academic performance of students in the university. These findings showed that students exhibited varying preferences to learning styles with the most prevalent being the kinesthetic and visual learning styles. It was also established that learning styles were significantly and positively correlated with academic performance implying that students with the ability to interact with learning contents in their preferred learning styles were likely to perform well in school.

The results also showed that the conventional pedagogical strategies were relatively effective in promoting the learning of students, especially teaching of theoretical information. Nevertheless, the impact of traditional methods of teaching on the academic performance was less than the impact of the learning styles. These findings imply that lecture-based teaching could be an insufficient approach to meet the varying learning requirements of the learners in the contemporary learning settings.

In general, the research will find that although conventional teaching approach will still be relevant in tertiary education, the adoption of multiple teaching approaches that premise on various forms of learning can contribute positively to the, not only academic, but also learning outcomes of students.

RECOMMENDATIONS

Here, some pieces of advice can be offered based on the results of the current research in order to enhance the educational process in higher education establishments. First, teachers are encouraged to embrace multiple teaching methods which entail the use of the visual, auditory, reading/writing, and kinesthetic methods of learning to suit different learning styles of students. The combination of various teaching strategies can be used to establish more inclusive and encouraging classroom settings.

Second, universities ought to promote use of active methods of learning like group discussion, project-based learning, and practical activities among teaching methods in addition to conventional lecture-based instruction. These strategies will be able to increase the level of critical thinking among students and their level of overall engagement in academic activity.

Third, schools are expected to offer professional learning and training opportunities to teachers so that they can gain knowledge of the significance of learning styles and new methods of teaching. This type of training will help the instructors to create better teaching strategies that will accommodate the needs of the various students in their learning process.

Lastly, further investigation on other variables that might affect academic performance, including student motivation, technological learning tools, and the quality of teaching should be conducted in the future. Further studies of this field can lead to the better comprehension of how various educational interventions affect learning in higher education.

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