



Influence Of Learning Styles On Leadership Styles Among Adults

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Abstract

Learning styles could be a set of components, practices and states of mind that encourages learning for a person in a given scenario or environment. Rather than focusing on what individuals learn, learning style focuses on how they learn. Leadership is a skill which is a very necessary in life and it can be learned and developed with time. The purpose of the current study is to investigate the relationship between learning styles and leadership styles among adults. A total of 60 students (36 females and 24 males) were taken across India, irrespective of their courses or subjects. The qualitative data was gathered through learning styles inventory (LSI-MK) and leadership preference styles (LPS-BL). The result of the study found that leadership styles and learning styles were positively correlated with each other. And the most preference leadership style among adults was moderate level of leadership style which is neither too democratic nor too autocratic. In the learning styles, the most preferred learning styles were verbal reproducing, figural and reproducing.

Keywords: Learning Styles, Leadership Styles, Adults, Democratic, Autocratic

Introduction

To quote Henry Ford “Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.” And not only people who consider themselves lifelong learners agree with this but also the Science. It’s a proven fact that the more we learn the better our brain works and the shaper it becomes. We start learning from the very second we enter

this world consciously or unconsciously because it is the only way forward in life. Since, learning is such an integral part of our being we have to make sure we are doing it right, especially if we have to earn our living from that. Learning surpasses an insignificant securing of truthful data or the acing of abilities; because it too incorporates the entirety add up to of an individual's life involvement which are generally lasting in nature and which have survival esteem for him (Mukherjee, 2002). To Eggen and Kauchak (2002), learning may be defined as either conscious or unconscious. The former refers to situations in which a person deliberately learns specific things, whilst the latter refers to situations in which a person learns without any conscious effort.

Learning Styles consist of different ways of how an individual understands or learns better. It is a person's preferred method of digesting new information in order to learn more efficiently. The learning prepare is distinctive for each person, indeed within the same instructive environment, learning doesn't happen in all people at the same level and quality. The different factors that might affect an individual's learning styles might be related to the difference in their foundations, qualities, shortcomings, interface, desire, levels of inspiration, intelligence and approaches to studying (Perna, 2011). It was seen that students with different learning styles do learn differently (Shaaidi & Raihan, 2012).

Leadership is an ability which involves an individual or a gather of people to impact and direct, followers or other individuals of a group, it goes beyond institutions or organization. It is required when people have to take big decisions in context of both personal and professional life. It is required not only for making decisions but also for developing and communicating a clear vision, setting attainable goals, and equipping members and oneself with the knowledge and resources needed to achieve those goals (Robinson, 2016). The ability to choose a capable leader is also an essential characteristic of a good leader. With the position of leader comes the power, which has to be used with the entire conscious mind, because a wrong person with so much power can cause a great destruction and suffering to the world (Madanchian et al., 2016).

Methodology

1. Sample

The participants for this research were selected randomly. The participants were college students who were either pursuing their under-graduation or post-graduation from different colleges or- universities in India. 60 samples in the age range of 18-25 years were taken into consideration in which 36 were females and 24 were males.

2. Measures

i. Learning Styles: Learning Styles Inventory by Misra (2012), LSI-Mk, has been used in order to study the learning styles of the participants. It is a 5-Point Likert Scale, which

contains 42 items, each style contains 7 items. The test consisted of six leaning styles which are as follows:-

- a. Enactive reproducing: this refers to a person's desire for tangible experiences that are dependent on activity. The emphasis is on practice and imitation. It is geared toward reproduction.
- b. Enactive constructive: suggests a predisposition for conceptualizing one's experiences based on enactive information processing.
- c. Figural reproducing: it is the predilection for visual experiences in the creation of diagrams, charts, images, maps, and photographs. The emphasis is on practice and imitation. It is geared toward reproduction.
- d. Figural constructive: it refers to written or spoken information about a topic that is conveyed through words.
- e. Verbal reproducing: this is when written or spoken knowledge on a subject is transmitted through words.
- f. Verbal construct: it denotes a preference for reflective, accommodating, and abstract thinking about subject matter in order to develop conceptualizations

ii. Leadership Style: Leadership preference style (LPS-BL) scale has been used in order to study the leadership preference of the participants. The scale was developed by Bhusan (1995). It is a 5-Point Likert scale which contains total 30 items, 14 negative and 16 positive. It consist of two leadership styles which are:-

- a. Democratic leadership- It consists of a leader who strives to elicit the highest level of engagement and involvement from each member in group activities and in the setting of group goals.
- b. Authoritarian leadership- it is the opposite of democratic leader, the authoritarian leader, makes major plans and dictates the activities of the members. He tries to wield more absolute power.

3. Research Design

This study used correlation research design approach to study the relationship of the two variables which were learning styles and leadership preference among adults.

4 Data Collection Procedure

60 college students from across India, pursuing various different courses, irrespective of their gender, were chosen for this study through randomization. The test was only conducted after the consent of each and every participant. All the participants were instructed and well informed about each and every aspect of the test, and all their queries about the test were made clear then and there and the identity of the participants are protected and kept confidential. The scoring was done on the basis of standard scoring of both the respective

scales. And the results were drawn on the basis of the scores of the participants. Evaluation and interpretation were done in accord to the norms and principles of the tests.

5. Data Analysis

Mean, standard deviation (S.D.) and Karl Pearson's coefficient of correlation (r) were used as statistical analysis techniques.

Result

Characteristics of participants

Total number of participants taken in this study were 60 (N=60). The number of female participants were 36 (n₁=36) and the number of male participants are 24 (n₂=24). The average age of participants was 20 years. The ratio of under graduation to post graduation was 17:3.

Table 1: Mean Scores of Learning Styles and Leadership Preference Styles among Adults

Variables	Mean	Standard Deviation
Learning Style Inventory	138.4	26.08
Leadership Preference Style	98.83	12.83

The mean and standard deviation of learning styles came out to be 138.4 and 26.08 respectively. Further, the mean and standard deviation for leadership styles came out to be 98.83 and 12.83 respectively.

Table 2: Level of Leadership Preference Styles among Adults

Level of Leadership Type	No. of Participants
Extremely Democratic	3.33%
High Democratic	3.33%
Above Average Democratic	20%
Moderate	51.66%
Above Average Autocratic	21.66%
High Autocratic	0%
Extremely Autocratic	0%

The participants showed most preference to moderate leadership type (51.66%) followed by above average autocratic and above average democratic leadership type (21.66% and 20%) respectively. The preference for high democratic and extremely democratic is equal (3.33%).Whereas no preference for high autocratic and extremely autocratic.

Table 3: Level of Learning Styles among Adults

Learning styles	No. of Participants
Enactive Reproducing (ER)	16.17%
Enactive Constructive (EC)	17.07%
Figural Reproducing (FR)	16.82%
Figural Constructive (FC)	16.77%
Verbal Reproducing (VR)	17.08%
Verbal Constructive (VC)	16.06%

The preference for enactive reproducing is 16.17%, which is followed by enactive constructive with 17.07% preference rate. Then the preference for figural reproducing and figural constructive is 16.77% and 17.08% respectively. 17.08% of the participants prefer verbal reproducing and the preference for verbal constructive is 16.06%.

Table 4: Different dimensions of Learning Styles among Adults

Learning styles	No. of Participants
Enactive	33.24%
Figural	33.59%
Verbal	33.14%

It is observed that the preference for Enactive, Figural, and verbal learning styles is 33.24%, 33.59% and 33.14% respectively.

Table 5: Two types of Learning Styles among Adults

Learning styles	No. of Participants
Reproducing	50.07%
Constructive	49.90%

The preference for reproducing learning style is 50.07% whereas the preference for constructive learning style is 49.90%.

Table 6: Correlation between learning styles and leadership styles among Adults

Correlation Analysis	Learning Styles (r)	p-value	df
Leadership Styles	0.14	p<0.05	58

The correlation between the two variables was found out to be 0.14 (r) which means that the two variables viz. learning styles and leadership styles are significantly positively correlated to each other (r=0.14; p<0.05).

Discussion and Conclusion

The purpose of the study was to see the influence of learning styles on leadership styles among adults. The study also assessed the most popular and the least popular learning styles and leadership styles among the student population in India. The learning style inventory consisted of six learning styles among which the difference among all the preferred learning styles was much. The most preferred learning style was verbal reproducing in which the processing of information through words is understood better. Then it was followed by enactive construction which depicts high fondness for theorizing one's experiences dependent on the process of enactive data. Some of the adults preferred figural reproducing learning style which refers to one's preference for visual experiences where emphasis is on imitation and practice. Furthermore, figural constructive learning styles were also preferred which refers to processing of figural experiences which will lead to conceptualization. The least preferred styles with not much of difference are enactive reproducing which consists of action based concrete experiences and the last was verbal constructive which refers to reflective, accommodative and abstract thinking about subject matter so as to develop conceptualization.

The learning styles was further categorized into three learning styles in which the most preferred one was figural which was use of more figures or pictures based learning.

Then, enactive based on experienced based learning. And the last one was verbal language based on words based learning. The last categories of the learning styles were reproducing, it was more action based; constructive, and it was based on conceptualization. Among which reproducing was more preferred than constructive by adults. In the leadership preference style, the most preferred level of leadership style was moderate leadership style which is then followed by above average autocratic, above average democratic, highly democratic and extremely democratic. Furthermore, the study showed a positive correlation between learning styles and leadership styles among adults.

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