

Long-Term Memory of Student with Authoritarian Leadership Style

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Abstract

Long-term memory is the storage of information for a long time. Long-term memory is the final stage in the processing of memory. Examples of long-term memory are the recollection of an important event in distant past or bicycle riding skills someone learned in childhood. . It also varies from person to person. Some people can remember complex things with little or no difficulty while others may struggle in remembering easier and daily life information. Long-term memory is usually defined in contrast to short-term memory. Short-term memories last only for about 18-30 seconds while long-term memories may last for months or years, or even decades.

Keywords : Long-term memory, conscious mind, difficulty, remembering

Introduction

Long-term memory is the storage of information for a long time. Long-term memory is the final stage in the processing of memory. The Information stored in long-term memory lasts longer than those is short-term memory. Long-term memory decays very little with time and it is easier to recall.

Our conscious mind may not be aware of the information stored in long-term memory. But this information can be recalled with ease and accuracy. Examples of long-term memory are the recollection of an important event in distant past or bicycle riding skills someone learned in childhood.

Some things easily become part of long-term memory while others may need continuous practice to be stored for a long time. It also varies from person to person. Some people can remember complex things with little or no difficulty while others may struggle in remembering easier and daily life information.

Long-term memory is usually defined in contrast to short-term memory. Short-term memories last only for about 18-30 seconds while long-term memories may last for months or years, or even decades. The capacity of long-term memory is unlimited in contrast to short-term and working memory. A lot of researches have shown that different types of long-term memories are stored in different parts of the brain.

REVIEW OF RELATED LITERATURE

Yingying Huang; Hongbiao Yin,(2024),This study examines the effects of paternalistic leadership on teachers' emotional labor strategies and absorption, and it explores the mediating role played by leader-member exchange. A sample of 2974 primary and secondary school teachers in China participated in the study. The results showed that paternalistic leadership had a dual effect on teachers. Benevolent and authoritarian leadership enhanced teachers' deep and surface acting. Authoritarian leadership had a positive association with teachers' absorption, while moral leadership had the opposite effect. Leader-

member exchange played a significant role in mediating the influence of benevolent and moral leadership on teachers' emotional labor strategies and absorption. The results highlight the importance of abandoning stereotyped leadership styles and utilizing all three dimensions of paternalistic leadership. It is suggested that school principals show benevolence with sincerity and to an appropriate degree. They should promote their communications with teachers to mitigate the negative effects of authoritarian leadership and promote leader-member exchange.

Zhao Cheng; Chang Zhu,(2023),The challenges faced by universities in China have presented opportunities to enhance the leadership of educational leaders in universities. Little has been written about the leadership styles of mid-level educational leaders in Chinese higher education (HE). The objective of this study is to provide an authentic understanding of 1) the leadership styles of mid-level educational leaders as experienced by academic members, 2) experienced contextual factors related to the leadership styles of mid-level educational leaders. Design: Qualitative research was conducted, and the perceptions of 13 academic members from nine universities in China were explored. Findings: This study revealed authoritarian leadership style was the most reported leadership style of the mid-level educational leaders, followed by transformational and transactional leadership styles. Participants suggested to minimise the adoption of authoritarian leadership style and to encourage the application of transformational leadership style. Regarding the factors that shape leadership style of mid-level educational leaders, this research supports the following factors: culture, organizational policies & administration, discipline, and incentive mechanism. Originality: We gained a deep understanding of the leadership styles of mid-level educational leaders and the contextual factors that shape the leadership styles in this study. The results can be conducive to future leadership training and to the mid-level educational leaders to create environments that facilitate the application of educational leadership practices.

STATEMENT OF THE PROBLEM

The higher secondary students may have any one of the three leadership styles, namely authoritarian leadership styles, so the Investigator is intended to study is **Long-Term Memory of Student with Authoritarian Leadership Style**.

OBJECTIVES OF THE STUDY

The present study has been undertaken with the following objectives.

1. **To find out the levels of the Long-Term Memory of Student with Authoritarian Leadership Style of higher secondary students in Salem Educational District.**
 - a. Total Higher Secondary School Students.
 - b. Male students
 - c. Female Students
 - d. Government School Students
 - e. Private School Students
 - f. Students from joint family
 - g. Students from nuclear family
2. **To find out the significant difference between the following groups of higher secondary School students on Long-Term Memory of Student with Authoritarian Leadership Style in Salem educational District.**

- a. Gender – (i)Male (ii)Female
- b. Type of management – (i)Government(ii) Private
- c. Type of family - (i)Joint (ii)Nuclear
- d. Birth order – (i)) First and second (ii) third and above.
- e. Parental Monthly Income - (i) below 10,000 (ii)10,001-30,000 (iii) above 30,000

HYPOTHESES OF THE STUDY

Following hypotheses were tested

1. Long-Term Memory of Student with Authoritarian Leadership Style of higher secondary students belonging to the following sub samples are high.

- a. Total Higher Secondary School Students.
- b. Male students
- c. Female Students
- d. Government School Students
- e. Private School Students
- f. Students from joint family
- g. Students from nuclear family

2. To find out the significant difference between the following groups of higher secondary School students on Long-Term Memory of Student with Authoritarian Leadership Style in Salem educational District.

- f. Gender – (i)Male (ii)Female
- g. Type of management – (i)Government(ii) Private
- h. Type of family - (i)Joint (ii)Nuclear
- i. Birth order – (i)) First and second (ii) third and above.
- j. Parental Monthly Income - (i)below 10,000 (ii)10,001-30,000 (iii) above 30,000

METHOD OF THE STUDY

In order to find out the solution to a problem in a scientific and systematic manner a research design is to be prepared by the investigator. The research design is a blue print and it is an essential part of any research work. The investigator adopted the normative survey method for the present study.

SAMPLE OF THE STUDY

The higher secondary school students in salem district of tamilnadu,India were taken as sample. the random sampling technique was used by the investigation for the selection of sample.Out of 600 students.77 are **Long-Term Memory of Student with Authoritarian Leadership Style** in Salem educational District.

STATISTICAL TECHNIQUE USED

Descriptive analysis and differential analysis were used in the present style to test hypotheses and interpret the data.

(i) Descriptive analysis

1.Gender and Long-Term Memory of Students with Authoritarian Leadership Style.

The mean Long-Term memory scores of male and female students with authoritarian leadership style are

found to be 12.50 and 12.88 (Table – 01). The mean Long-Term memory scores of both male and female students are in between the normal curve value of 10.93 to 14.47. Therefore, it is inferred that both male and female students with authoritarian leadership style have average level long-term memory.

2. Type of Management and Long-Term Memory of Students with Authoritarian Leadership Style.

The mean Long-Term memory scores of government and private school of students with authoritarian leadership style are found to be 13.05 and 12.36. The mean Long-Term memory scores of both government and private school students are in between the normal curve value of 10.93 to 14.47. Therefore, it is inferred that both students with authoritarian leadership style belonging government and private school students have average level of long-term memory.

3. Family Type and Long-Term Memory of Students with Authoritarian Leadership Style.

The mean Long-Term memory scores of student from joint family and nuclear family with authoritarian leadership style are found to be 13.00 and 12.66. The mean Long-Term memory scores of both students from joint family and nuclear family are in between the normal curve value of 10.93 to 14.47. Therefore, it is inferred that both students with authoritarian leadership style from joint family and nuclear family have average level long-term memory.

4. Birth Order and Long-Term Memory of Students with Authoritarian Leadership Style.

The mean Long-Term memory scores of students in the first and second birth order and third and above birth order with authoritarian leadership style are found to be 12.75 and 12.42. The mean Long-Term memory scores of both students in the first and second birth order and third and above birth order are in between the normal curve value of 10.93 to 14.47. Therefore, it is inferred that both students in the first and second and third and above birth order have average level of long-term memory with authoritarian leadership style.

5. Monthly Income and Long-Term Memory of Students with Authoritarian Leadership Style.

The mean Long-Term memory scores of student whose parental income is below ten thousand, ten thousand one to thirty thousand and above thirty thousand with authoritarian leadership style are found to be 12.52 and 13.40 and 13.00. The mean Long-Term memory scores of students whose parental income is below ten thousand, ten thousand one to thirty thousand and above thirty thousand are in between the normal curve value of 10.93 to 14.47. Therefore, it is inferred that students with authoritarian leadership style whose parental monthly income is below ten thousand, ten thousand one to thirty thousand and above thirty thousand have average level long-term memory.

Table-01 Descriptive Statistics for Long-Term Memory of Students with Authoritarian Leadership Style.

S.No	Categories	Variables	N	Mean max. 16	S.D	Average level	Level of long term memory
	Entire-sample authoritarian leadership style		77	12.70	1.77	10.93 to 14.47	Average
1	Gender	Male	36	12.50	1.68	10.93 to 14.47	Average
		Female	41	12.88	1.85	10.93 to 14.47	Average
2	Type of	Government	38	13.05	1.61	10.93 to	Average

	management					14.47	
		Private	39	12.36	1.87	10.93 to 14.47	Average
3	Family type	Joint	10	13.00	1.76	10.93 to 14.47	Average
		Nuclear	67	12.66	1.78	10.93 to 14.47	Average
4	Birth order	1and2 birth order	65	12.75	1.71	10.93 to 14.47	Average
		3 and above birth order	12	12.42	2.11	10.93 to 14.47	Average
5	Parental Monthly income ₹	Below-10,000	60	12.52	1.76	10.93 to 14.47	Average
		10,001-30,000	15	13.40	1.76	10.93 to 14.47	Average
		Above-30,000	2	13.00	1.41	10.93 to 14.47	Average

Figure-1

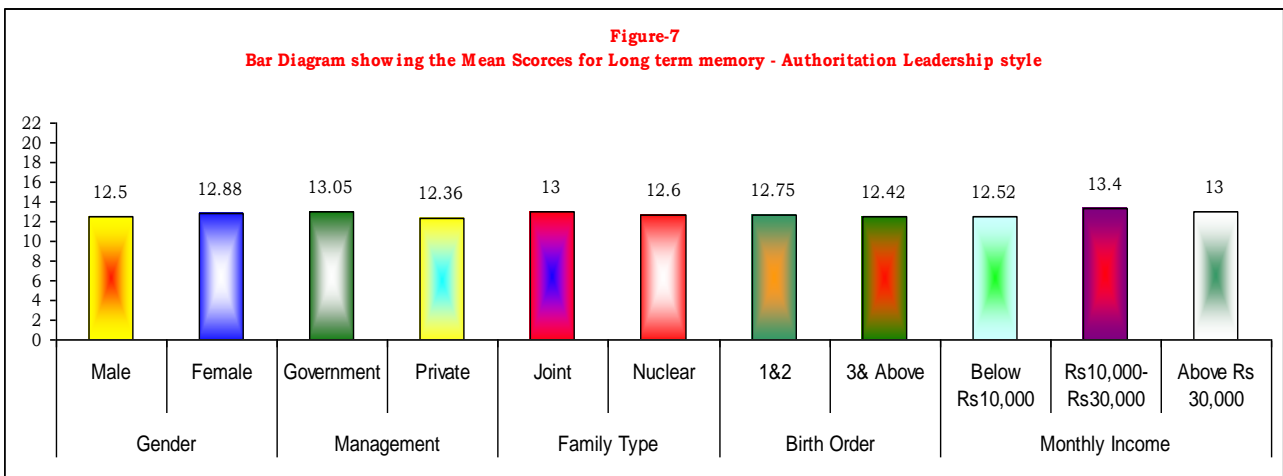


Figure-01

(ii) Differential Analysis

1. Gender and Long-term Memory of Students with Authoritarian Leadership Style

From the Table-25 it is inferred that ‘t’ value is 0.934, which is not significant at 0.05 level as it is lower than the table value of 1.99. Therefore, the null hypothesis accepted and the research hypothesis is rejected. It is inferred that the both male and female students with authoritarian leadership style do not differ significantly in their long-term memory.

2. Type of management and Long-Term Memory of Students with authoritarian leadership style.

Table-25 reveals that the Long-term memory of students with authoritarian leadership style score of students studying in the government and private schools and also that ‘t’ value. It is inferred that ‘t’ value is 1.742, which is not significant at 0.05 level as it is lower than the table value of 1.99. Therefore, the

null hypothesis is retained and the research hypothesis is rejected. It is therefore, inferred that the students studying in government and private schools with authoritarian leadership style do not differ significantly in their long-term memory.

3. Type of Management and Long-Term Memory of Students with Authoritarian Leadership Style.

The ‘t’ value calculated for the students from joint family and nuclear family is 0.570 (Table – 25), which is lower than the table value of 1.99 at 0.05 level. Therefore, the null hypothesis is accepted and the research hypothesis is rejected. It is inferred that the joint family and nuclear family students with authoritarian leadership style do not differ significantly in their long-term memory.

4. Birth Order and Long-Term Memory of Students with Authoritarian Leadership Style.

It is inferred from the Table-25 the ‘t’ value of the long-term memory of students with authoritarian leadership style of first and second and third and above birth order students is 0.604, which is not significant at 0.05 level as it is lower than the table value of 1.99. Therefore, the null hypothesis is accepted and the research hypothesis is rejected. It is therefore, inferred that the first and second and third and above birth order students with authoritarian leadership style do not differ significantly in respect of their long-term memory.

5. Monthly Income (Below ten thousand /Ten thousand one to thirty thousand) and Long-term Memory of Students with Authoritarian Leadership Style.

From the Table-25 it is inferred that the ‘t’ value is 1.737, which is not significant at 0.05 level as it is lower than the table value of 1.99. Therefore, the null hypothesis is accepted and the research hypothesis is rejected. It is inferred that the students with authoritarian leadership style whose parental monthly income of rupees below thousand and ten thousand one to thirty thousand do not differ significantly in their long-term memory.

6. Monthly Income (Below ten thousand /Above thirty thousand) and Long-Term Memory of Students with Authoritarian Leadership Style.

From the Table-25 it is inferred that ‘t’ value is 0.471, which is not significant at 0.05 level as it is lower than the table value of 1.99. Therefore, the null hypothesis is accepted and the research hypothesis is rejected. It is inferred that students with authoritarian leadership style whose parental monthly income of rupees below ten thousand and above thirty thousand do not differ significantly in their long term memory.

7. Monthly Income (Ten thousand one to thirty thousand/Above thirty thousand) and Long-Term Memory of Students with Authoritarian Leadership Style.

From the Table-25 it is inferred that ‘t’ value is 0.364 which is not significant at 0.05 level as it is lower than the table value of 1.99. Therefore, the null hypothesis is accepted and the research hypothesis is rejected. It is inferred that students with authoritarian leadership style whose parental monthly income of ten thousand one to thirty thousand and above thirty thousand do not differ significantly in their long-term memory.

TABLE – 02 ‘t’ test values for Long-Term Memory of Students with Authoritarian Leadership Style.

S.No	Sub-samples	N	Mean	S.D	‘t’	Significant at 0.05 level.
1	Male	36	12.50	1.68	0.934	Not significant
	Female	41	12.88	1.85		

2	Government	38	13.05	1.61	1.742	Not significant
	Private	39	12.36	1.87		
3	Joint	10	13.00	1.76	0.570	Not significant
	Nuclear	67	12.66	1.78		
4	1 and 2 birth order	65	12.75	1.71	0.604	Not significant
	3 and above birth order	12	12.42	2.11		
5	Below-10,000	60	12.52	1.76	1.737	Not significant
	10,001-30,000	15	13.40	1.76		
6	Below-10,000	60	12.52	1.76	0.471	Not Significant
	Above 30,000	2	13.00	1.41		
7	10,001-30,000	15	13.40	1.76	0.364	Not Significant
	Above 30,000	2	13.00	1.41		

MAJOR FINDINGS

Authoritarian Leadership Style – Descriptive Analysis

The following findings were arrived by the investigator based on the data analyzed.

1. It is found that out of 600 students studied, 77(12.83 percent) students are identified as authoritarian type, 352 (58.67 percent) students are identified as participative type and 171 (28.5 percent) students are identified as free – rein type.
2. It is found that the higher secondary students with authoritarian leadership style have average mean scores irrespective of their gender, type of management of school, family type, birth order and parental monthly income.
3. It is found that the higher secondary students with authoritarian leadership style have average social adjustment mean scores irrespective of their gender, type of management of school, family type, birth order and parental monthly income.
4. It is found that the higher secondary students with authoritarian leadership style have average short term memory mean scores irrespective of their gender, type of management of school, family type and birth order. In the case of short term memory scores of students with authoritarian leadership style whose parents got the monthly income of rupees below ten thousand and ten thousand one to thirty thousand have average value. But in the case of students with authoritarian leadership style whose parental monthly income of above thirty thousand got high level of short term memory scores.
5. It is found that the higher secondary students with authoritarian leadership style have average long term memory mean scores irrespective of their gender, type of management of school, family type, birth order and parental monthly income.
6. It is found that the higher secondary students with authoritarian leadership style have average family environment mean scores irrespective of their gender, type of management of schools, family type and birth order. In the case of family environment scores of students with authoritarian leadership style whose parents got the monthly income of below rupees ten thousand and ten thousand one to thirty thousand have average value. But in the case of students with authoritarian leadership style whose parental monthly income of above rupees thirty thousand have high level of family environment scores.

8.02. Authoritarian Leadership Style – Differential Analysis

1. It is found that the higher secondary students with authoritarian leadership style do not differ significantly in respect of their gender, type of management of schools, family type and birth order and students whose parents got the monthly income of below rupees ten thousand and ten thousand one to thirty thousand. In the case of students whose parental monthly income are below rupees ten thousand and thirty thousand above and ten to thirty thousand and above thirty thousand differ significantly in their authoritarian leadership style.
2. It is found that social adjustment of the students with authoritarian leadership style do not differ significantly in respect of their family type and birth order and students whose parents got the different monthly income. In the case of gender, type of management of schools, differ significantly in their social adjustment.
3. It is found that the higher secondary students with authoritarian leadership style do not differ significantly on their short-term memory in respect of their gender, type of management of schools, family type and birth order and students whose parents got the monthly income of below rupees ten thousand and ten thousand one to thirty thousand, ten thousand one to thirty thousand and above thirty thousand. In the case of students whose parental monthly income are below rupees ten thousand and above thirty thousand differ significantly in their short-term memory.
4. It is found that the higher secondary students with authoritarian leadership style do not differ significantly on their long-term memory in respect of their gender, type of management of schools, family type and birth order and students whose parents got the monthly income of below rupees ten thousand and ten thousand one to thirty thousand, below rupees ten thousand and above thirty thousand and ten thousand one to thirty thousand and above thirty thousand in their long-term memory.
5. It is found that the higher secondary students with authoritarian leadership style do not differ significantly on their family environment in respect of their gender, type of management of schools, family type ten thousand one to thirty thousand and above thirty thousand. In the case of students birth order and students whose parents got the monthly income of below rupees ten thousand and ten thousand one to thirty thousand, and below rupees ten thousand above thirty thousand differ significantly in their family environment.

9. CONCLUSIONS OF THE STUDY

Based on the findings of the study, the implications were analyzed and reported.

1. One of the findings of the present study reveals that most of the (58.67 percent) higher secondary students are identified as having participative leadership style. It can be inferred that the higher secondary students are highly democratic. It may be the impact of Indian education system.
2. The investigator found 77 students out of 600 students selected for the present study are the students with authoritarian style (12.83 percent of the sample). The investigator studied the social adjustment, short-term memory, long-term memory and family environment of the students with authoritarian leadership style. It is found that the students with authoritarian leadership style have average mean score in social adjustment, short-term memory, long-term memory and family environment irrespective of their gender, type of management of school, type of family and birth order. It is further found that the students with authoritarian leadership style based on the monthly income of the parents found that students whose parents income with above thirty thousand monthly income have

high mean score in the short-term memory and family environment. In the case of students' whose parents monthly income is below rupees thirty thousand have average mean score in social adjustment, short-term memory, long-term memory and family environment.

3. The investigator found 58.67 percent of the sample of 600 were found as students with participative leadership style (N=352). The students with participative leadership style have average mean score. When the mean scores for social adjustment, short-term memory, long-term memory and family environment were calculated for the students with participative leadership style, it was found that they have average mean scores irrespective of the gender, type of management of school, family type, birth order and parents with monthly income with below rupees thirty thousand. In the case of students' with participative leadership style whose parental monthly income is above thirty thousand, it was found that the mean scores are high in social adjustment, short-term memory, long-term memory and family environment.
4. It is found that out of 600 samples, 171 (28.5 percent) are identified as free-rein leadership style. When mean values were calculated for the social adjustment, short-term memory, long-term memory and family environment, it is found as average irrespective of the gender, type of management of school, family type, birth order and different monthly income above rupees thirty thousand. In case of students' with free-rein leadership style whose parental monthly income is above thirty thousand the calculated mean values for social adjustment, short-term memory, long-term memory and family environment are low.

It is concluded that the social adjustment, short-term memory, long-term memory and family environment of all the higher secondary students are average irrespective of the leadership styles - Authoritarian leadership style, participative leadership style and free-rein leadership style, gender, type of management of school, family type and birth order.

The students with different parental monthly income influence social adjustment, short-term memory, long-term memory and family environment of higher secondary students. In the case of students with participative leadership style and high parental monthly income provide high average mean values of social adjustment, short-term memory, long-term memory and family environment. In the case of students with free-rein leadership style and income above rupees thirty thousand have low mean value for social adjustment, short-term memory, long-term memory and family environment.

5. It is concluded that male and female students with participative leadership style differ significantly in the participative leadership style and social adjustment. The male and female students with free-rein leadership style do not differ significantly in the short-term memory, long-term memory and family environment.
6. From the findings of the simple correlation analysis it can be inferred that there is significant relationship between authoritarian leadership style and short-term memory, authoritarian leadership style and long-term memory and authoritarian leadership style and family environment.
7. The simple correlation analysis reveals the significant relationship between i) Participative leadership style and short-term memory, ii) participative leadership style and long-term memory and iii) participative leadership style and family environment.
8. In the case of free-rein leadership style and short-term memory, free-rein leadership style and long-term memory and free-rein leadership style and family environment, there is a significant relationship between the above variables.

Therefore, it can be concluded that there is a significant relation between dependent variable (leadership styles) and independent variables (social adjustment, short-term memory, long-term memory and family environment).

9. The investigator applied multiple regression analysis to know the amount of contribution of independent variables on dependent variable. In the case of students with authoritarian leadership style 61.7 percent is contributed by social adjustment, short-term memory, long-term memory and family environment. In the case of participative leadership style 59.9 percent is contributed by social adjustment, short-term memory, long-term memory and family environment. In the case of students with free-rein leadership style 48.4 percent is contributed by social adjustment, short-term memory, long-term memory and family environment.

SUGGESTIONS FOR THE FURTHER RESEARCH

The suggestions for further research studies are also reported in this chapter for the future researchers.

1. A similar study can be undertaken at the state level to generalize the results.
2. A similar study can be undertaken to study the leadership styles of college students.
3. A study can be conducted to know the influence of a few sociological and psychological factors.
4. A seven year longitudinal study can be undertaken to know the influence of various factors on the higher secondary students with different leadership styles.

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