*International Journal of Advanced Research in Humanities and Law (IJREL)*
ISSN 2980-4043
DOI: 10.63053/ijrel.40

# The effect of training based on psychological learning styles on the development of job skills and individual productivity

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**ARTICLE INFO**

***Keywords:***
*Adapted Education, Psychological Styles, Experiential, Job Skills, Individual Productivity.*

**ABSTRACT**

This research was conducted to investigate the effect of education on psychological styles for the development of job skills and individual productivity. The research method was quasi-experimental with a pre-test and post-test design with a control group. The statistical population included 200 employees of public and private organizations, who were randomly divided into two experimental (100 people) and control (100 people) groups. The experimental group received training and the control group benefited from traditional methods. Data collection tools included standard questionnaires of design styles (Kolb), job skills and individual productivity, semi-structured interviews, and behaviour observation. The results of statistical analysis using multivariate Vance analysis (MANOVA) showed that the experimental group has a significant improvement in all job skills (decision-making, problem-solving, time management and communication) and productivity (reducing errors, increasing motivation and performance).

($P<0.001$). Also, multiple regression analysis showed that experimental and practical data styles have an effect on executive skills, and conceptual styles have an effect on analysis and self-awareness. The qualitative data obtained from the interviews also examined the increase in self-efficacy, satisfaction with experience, and job motivation in the experimental group. This research showed that training adapted to styles can be a tool to improve job skills and individual productivity and offers suggestions for designing training programs with individual differences.

## Introduction

Education has always been one of the most basic tools of personal and social development, and its role in improving job skills and individual productivity has been significantly noticed in modern societies. From this perspective, psychological learning styles are recognized as a key area in educational psychology that has a direct impact on how people learn and process information. These styles, developed by theorists such as Kolb and Gardner, represent diversity in ways of learning and thinking and can help shape the learning experience and enhance teaching effectiveness. However, in many educational programs, people's different learning styles are ignored, which can lead to reduced learning effectiveness and job performance (Kolb, 2015).

One of the basic challenges in educational and professional systems is designing learning programs that can respond to the needs and abilities of different learners. Research has shown that not paying attention to psychological learning styles can lead to a decrease in motivation, participation and productivity. For example, learning styles such as experiential, thinking, or practical styles described by theorists play an important role in determining how learners interact with educational content and use knowledge in the workplace. Although these styles are well-defined, many educational settings still appear to be ineffective in accommodating these differences (Gardner, 2016).

In today's world, where work environments are changing rapidly and need to quickly adapt to new conditions, job skills and individual productivity have been raised as two key factors in professional and organizational success. These skills include communication abilities, decision-making, problem-solving, creative thinking and time management, which are necessary to improve people's productivity in the workplace. Research has shown that people who participate in educational programs based on psychological learning styles have a greater ability to acquire these skills and apply them in real environments. For this reason, designing training that can target these learning styles is especially important (Brown, 2020).

The development of job skills and individual productivity is also influenced by psychological factors such as motivation, self-efficacy and social interaction. Learning styles can influence these factors directly or indirectly. For example, learning styles that emphasize active interaction and hands-on experience can increase people's motivation to learn and thereby help develop job skills. Meanwhile, more passive learning styles may lead to reduced participation and productivity. Therefore, understanding the relationship between learning styles and psychological factors can lead to the development of more effective educational programs (Schunk, 2021).

The role of education in increasing individual productivity cannot be ignored. Individual productivity, as one of the determining factors of organizational and career success, is strongly influenced by the quality of education and its delivery. Educational programs designed based on learning styles can help people process information more effectively and increase their abilities in different areas. This is especially important in work environments that require continuous learning. However, there are still significant gaps in research related to the impact of learning styles on individual productivity (Merriam & Bierema, 2020).

One of the less investigated dimensions in this field is the effect of education based on learning styles on different population groups such as youth, middle-aged people and the elderly. Each of these groups may have different learning needs and priorities and respond to education in different ways. For example, young adults may prefer digital learning styles, while middle-aged and older adults may respond better to experiential or interactive learning styles. More research is needed to show how educational programs can be designed to respond to these differences (Taylor, 2019).

Despite the clear importance of learning styles in education, many educational programs still use traditional and uniform approaches, which reduces the effectiveness and efficiency of these

programs. For example, traditional classrooms that emphasize lectures and one-way transfer of information may be challenging for people whose learning style is hands-on or experiential. In contrast, educational programs that use active and collaborative methods can significantly increase the effectiveness of learning. Therefore, using educational methods based on learning styles can help improve the learning experience and develop job skills (Illeris, 2018).

In addition, psychological learning styles can help people to face the challenges of the workplace more effectively. For example, interactive learning styles can enhance people's ability to work in groups and solve problems, while independent learning styles can lead to the development of creative thinking and the ability to make decisions in critical situations. For this reason, designing training programs that can comprehensively cover these styles can help increase job satisfaction and individual productivity (Knowles, 2020).

Finally, considering the importance of developing job skills and individual productivity in modern work environments, the current research tries to investigate the role of education based on psychological learning styles. This research is designed with the aim of filling the gap in research and providing suggestions for improving educational programs. By focusing on the impact of these styles on the development of job skills and individual productivity, it is expected that the results of this research can help provide practical solutions to improve the quality of education in professional environments (Mezirow, 2021).

Several researches have been conducted in the field of psychological learning styles and their impact on the development of job skills and individual productivity. In his experiential learning theory, Kolb points out the importance of learning methods based on experience and active interaction and shows that learners with different styles (such as pragmatists, contemplatives, theorists, and empiricists) respond positively to certain educational methods. These styles can affect the quality of education and the level of achievement of job skills such as problem-solving and decision-making (Kolb, 2015).

In another study, Gardner, presenting the theory of multiple intelligences, emphasizes that effective learning occurs when education is designed in a multidimensional manner and adapted to the needs and talents of learners. His findings show that learning styles can have a positive effect on how personal and professional abilities are developed, especially in work environments that require interaction and innovation (Gardner, 2016).

Studies related to individual productivity have also shown that training based on learning styles can lead to increased productivity in work environments. For example, the research of Maryam and Birima showed that the use of active learning methods in organizational training programs can increase the effectiveness of employees by 30%. In addition, Schunk's research has shown that learning styles have a significant effect on self-efficacy and job motivation, which directly affect productivity (Schunk, 2021).

At the international level, comparative studies in different work environments have shown that adapting training programs to people's learning styles has led to a reduction in job fatigue, an increase in job satisfaction, and an improvement in team performance. These results double the importance of paying attention to learning styles in the design of educational programs (Illeris, 2018).

The purpose of this article is to investigate the effect of training based on psychological learning styles on the development of job skills and increasing individual productivity. This research tries to identify the relationship between learning methods that suit people's psychological needs and improving the capabilities related to work environments and show how adapting training programs to learning styles can lead to improving the quality of work and individual performance. Also, this article analyzes the role of targeted training in strengthening the basic components of job skills, including problem solving, creative thinking, time management, and communication ability, and provides solutions for designing effective training programs according to learning styles. Finally, by emphasizing the importance of paying attention to

individual differences in the learning process, this research aims to fill the gap in the literature related to the role of education based on learning styles in increasing individual productivity and provide a scientific basis for improving educational processes in professional and organizational environments. to provide

Theoretical foundations and research background

Definition of key concepts:

Psychological learning styles

Psychological learning styles is one of the important concepts in educational psychology that refers to different ways of receiving, processing and using information by people. These styles are influenced by various factors such as biological, psychological and social characteristics and affect the way a person learns. Several theories have been developed in this field, each of which has investigated specific aspects of learning. For example, Kolb's theory emphasizes the importance of the experiential learning cycle and divides people into four categories of adaptors, convergents, divergents, and attractors based on how they learn. This approach has shown that knowing people's learning style can lead to improving the quality of education (Kolb, 2015).

On the other hand, Gardner's theory of multiple intelligences shows that learning takes place through a wide range of intelligences, including linguistic, logical-mathematical, motor and musical. This theory emphasizes that each person may excel in one or more types of intelligence, which affects the way he learns. Gardner believes that education should be designed according to different intelligences so that learners can have maximum productivity from the educational process. For example, a person with physical-motor intelligence may perform better in hands-on learning environments (Gardner, 2017).

Also, one of the challenges facing learning styles is that these patterns are not fixed and may change over time and under the influence of environmental and personality factors. Recent research in the field of adaptive learning has shown that people are able to change and adapt their learning styles to new conditions. These findings indicate that educational programs should be flexible and able to simultaneously adapt to the current needs and potential of learners (Felder & Brent, 2016).

•Job skills

Job skills refer to a set of abilities and knowledge that people need to successfully perform their professional duties. These skills fall into two main categories: hard skills, such as technical knowledge or the ability to work with specialized tools, and soft skills, including communication, time management, and teamwork abilities. Researches have shown that job skills play an important role in increasing job satisfaction, improving performance and professional development of people. For example, the ability to make effective decisions and problem-solving skills are among the key factors of success in the workplace (Brown & Tannock, 2020).

One of the effective ways to strengthen job skills is to use experience-based learning. In this approach, people expand their knowledge and abilities through active participation in real job activities. For example, internship and learning in the workplace is one of the successful models of this type of education, which not only helps to increase people's practical knowledge, but also strengthens their interpersonal skills. Research confirms that experience-based training significantly increases people's job capabilities (Billett, 2019).

In addition, new educational technologies, such as virtual reality simulators and online platforms, have made it possible to learn job skills in safe and interactive environments. These tools allow learners to practice complex skills without facing real risks. The application of these technologies in professional education, especially in fields such as medicine, engineering, and management, has had successful results and has helped develop advanced job skills (Eraut, 2015).

•Individual productivity

Individual productivity, as the ability to perform tasks efficiently and effectively, is considered

one of the key success factors in professional and personal life. This concept not only refers to the ability to perform high-quality work, but also includes the management of one's time and energy resources. Several factors including knowledge and skills, motivation, and environmental conditions can affect individual productivity. For example, research that has investigated the relationship between time management and productivity shows that planning and setting priorities can help increase individual productivity (Allen et al., 2017).

Self-regulation techniques are effective tools for increasing individual productivity. These techniques include setting goals, monitoring performance, and receiving feedback. Using these methods, people will be able to identify their strengths and weaknesses and develop strategies to improve their performance. Research has shown that teaching self-regulation skills significantly increases the level of individual productivity and leads to greater success in professional and personal fields (Zimmerman, 2020).

Also, the work environment has a decisive role in individual productivity. Environments that have good design, positive relations between employees and learning opportunities usually increase employee motivation and improve their productivity. Managers can improve individual and organizational productivity by creating an environment that meets the psychological and professional needs of employees. This has been confirmed in several researches as an effective strategy in human resource management (Sonnentag & Frese, 2018).

The theoretical framework of the research

Kolb's theory of learning styles (Kolb, 1984) is one of the prominent theories in the field of experiential learning, which emphasizes that learning is a dynamic process that occurs through direct experience and interaction with the environment. Kolb described this process in the form of a four-stage cycle including concrete experience, reflective observation, abstract conceptualization, and active experimentation. He also divided learning styles into four categories: adaptive, convergent, divergent and absorbing. These styles refer to the way learners process and understand information and can be measured through a questionnaire developed by Kolb (Learning Style Inventory). Researches have shown that using this framework in education can lead to better design of learning programs according to individual needs.

Gardner's multiple intelligences (Gardner, 1983) is another influential theory in this field, which explains the diversity of people's learning by identifying different types of intelligence. Gardner introduced eight types of intelligence including linguistic, logical-mathematical, musical, physical-motor, interpersonal, intrapersonal, naturalistic and spatial. This theory believes that each person may be more capable in one of these intelligences and his learning takes place in optimal conditions when the educational environment is designed according to his dominant intelligence. This perspective has had a wide impact on educational practices and has helped teachers to provide diverse teaching methods that suit the needs of learners.

Bandura's social-cognitive theory (Bandura, 1986) also plays a significant role in explaining learning. Bandura believes that learning happens through observation and interaction with others, and cognitive processes, including self-efficacy, play a key role in the formation of behaviors and skills. This theory emphasizes that learners gain both learning and motivation to improve their performance by observing behavioral models. This concept, especially in the training of job skills, has helped to design programs that are based on practical training and modeling.

Vygotsky's construction theory (Vygotsky, 1978) also has an important place in the theoretical framework of the current research. Introducing the concept of "Zone of Proximal Development", Vygotsky stated that learning occurs in social interaction and educators should design tasks for learners that are slightly beyond their current ability, but with help and guidance. come This perspective is particularly applicable to training that requires the development of job skills, as educators can expand learners' abilities by designing challenging activities.

In the field of adult learning, Mezirow's transformative learning theory (Mezirow, 1991) is also

very important. Misiro believes that learning in adults occurs through critical reflection, and this process changes one's views of the world. He emphasizes that previous experiences, critical dialogue and revision of assumptions are key elements in the development of learning. This theory is very useful in designing educational programs for developing job skills, because it allows learners to use their previous experiences to form new skills.

- Finally, Lave and Wenger's situated learning theory (Lave & Wenger, 1991) plays an important role in professional education by focusing on learning as a social process that occurs in a specific situational context. This theory states that learning occurs through active participation in "communities of practice", where learners collaborate with experienced individuals and benefit from their knowledge. This point of view has been very effective, especially in training based on work environment and internship.

**Research background**

A study was conducted by Xin Zhang (2023) to investigate the effect of teaching styles on student learning. This research showed that traditional and closed teaching methods reduce students' self-confidence, creativity, interest in learning and academic performance. Using a questionnaire and data analysis, this study highlighted the importance of adjusting the teaching method according to the individual needs of the students. This study suggested that teachers can improve students' motivation and learning ability by recognizing different learning styles and using dynamic teaching methods.

Another study by Parveez Ahmad Lone (2020) investigated the effect of learning styles on the academic success of urban students. This study, which was conducted using statistical regression techniques, showed that students' learning styles have a significant effect on their success. The findings showed that learners with different styles need different teaching methods. This research also emphasized that the use of modern tools in education can improve the effectiveness of these styles.

- Research by G. Whitman (2023) focused on the limitations of learning styles theory and showed that matching learning styles with teaching methods does not significantly improve learning outcomes. This research emphasized that many learning style diagnostic tools are not valid due to relying on personal reports and lack of scientific strength. Also, it was suggested that education based on evidence-based methods, such as active learning, should be considered instead of relying on learning styles.
- A study by Marleny Leasa et al. (2020) investigated the effect of VARK learning styles on critical thinking of elementary students. This study showed that visual, auditory, reading-writing and movement learning styles have no significant effect on critical thinking skills. Researchers suggested that in order to develop critical thinking, teachers should create constructive learning environments and use strategies that enhance students' ability to interpret, analyze, and evaluate.
- Maria Acnabel Castro Delgado et al.'s research (2023) investigated the effect of learning styles on English language teaching. The results showed that many teachers are not familiar with students' learning styles and their educational activities are not designed based on these styles. Also, the findings showed that the motor learning style is more common among students and the use of practical activities can improve language learning.
- A research by A. Halim et al. (2022) examined the relationship between learning styles and students' skills in terms of knowledge, attitude and skills. This research showed that visual learning style is most related to students' progress. The findings highlighted the importance of recognizing students' learning characteristics by teachers to improve the learning process.
- A study by Zongmiao Liu (2023) investigated the effect of online and face-to-face learning styles on the performance of students from four different cultures. This study found that differences in learning styles, especially between synchronous and face-to-face online

education, have a significant impact on student performance. The results indicated that each learning style has its strengths and weaknesses and should be used according to the needs of students.

Research by Yiming Cai, Li-Jung Yu (2023) in the field of professional education showed that academic self-efficacy and game-based learning motivation have a significant positive effect on the development of students' creativity and innovative skills. This research also stated that cognitive style can improve innovation skills if used constructively.

A study by A. Putri et al. (2021) investigated the effect of learning and thinking styles on students' academic results. The findings showed that visual learning style and sequential thinking style have the greatest effect on students' learning. Also, this research showed that using the exploratory educational model strengthens the learning results.

A study by Bediako Augustine et al. (2022) showed that visual and kinesthetic learning styles have a positive effect on mathematics and information technology learning, while auditory learning style has the opposite effect. This research suggested that teachers should use visual aids and practical activities to improve learning in these subjects.

Khadijah Maming et al.'s research (2023) examined the relationship between students' motivation and learning styles in improving English speaking skills. The results showed that listening learning style has a major effect on the development of speaking skills. Also, learning motivations such as a sense of competition and social support played an important role in enhancing skills.

The study of Dr Nguyen Thi Van Anh et al. (2023) investigated the relationship between parenting styles and high school students' interest in learning. The findings showed that authoritarian and democratic parenting styles play an important role in strengthening students' interest in learning. This research highlighted the importance of parental support in the development of academic motivation.

Research by Jorge Muñoz-Mederos et al. (2021) investigated the effect of learning styles on the academic performance of university students. Using the unified learning styles model tool, this study showed that learning styles have a limited effect on academic performance and suggested that other cognitive and emotional factors should be investigated.

A. Shaidullina et al.'s research (2023) examined the role of learning styles in science education in universities. The results of this systematic review showed that learning styles have a positive effect on cognitive and emotional factors, but the results of research in this field are still contradictory and there is a need for more studies.

**Research Methodology**

Type of research: This research is quasi-experimental with a pre-test and post-test design with a control group. This method is suitable for investigating the effect of training based on psychological learning styles on the development of job skills and individual productivity because it allows the comparison of test and control groups and can measure the effects of training in a meaningful way. This approach was chosen because of its ability to identify causal relationships between independent (education based on learning styles) and dependent (job skills and individual productivity) variables.

Statistical population and sampling: The statistical population of this research includes employees of public and private organizations who are active in different job fields. This group was chosen because of the need to train job skills and improve productivity. For sampling, the cluster random sampling method has been used to cover the diversity of people in terms of learning styles, jobs, and work experience. From the primary statistical population, 200 people were randomly selected and divided into two groups of 100 people (experimental group and control group). The people in the experimental group were trained based on psychological learning styles, and the control group benefited from traditional training methods. Sampling was done in such a way that gender, job experience, and education level were balanced in two

groups.

Data collection tools

The questionnaire, semi-structured interview, and observation were used to collect data:

.1Questionnaire:

o A standard questionnaire was used to identify learning styles (such as Kolb's learning styles questionnaire). This tool has been previously validated in various studies and has a Cronbach's reliability coefficient above 0.85.

o To evaluate job skills, Davis' (2015) professional skills questionnaire was used, which includes components such as problem-solving ability, communication skills, and time management.

o Individual productivity was measured using Patterson's employee productivity questionnaire (2017), which emphasizes components such as time management, performance quality, and job commitment.

.2Semi-structured interview:

o Interviews were conducted with 20 participants of the experimental group to record their experiences of teaching based on learning styles and to gather qualitative views about the effectiveness of this teaching.

.3View:

o The behavior and performance of the participants during the training sessions were observed and recorded to accurately evaluate the changes in job skills and individual productivity.

All the tools were checked and confirmed before implementation using a reliability and validity test. The reliability of instruments was calculated using Cronbach's alpha method for questionnaires (above 0.80), and content validity was ensured by consulting experts in the field of education and management.

Data analysis method

Statistical and qualitative methods were used to analyze the collected data:

.1Quantitative analysis:

o The pre-test and post-test data of the experimental and control groups were analyzed using the multivariate analysis of variance (MANOVA) test. This test allows the simultaneous comparison of the effect of training on job skills and individual productivity.

A paired t-test was used to compare pre-test and post-test averages in each group.

Also, multiple regression was used to investigate the effect of different learning styles on the observed changes.

.2Qualitative analysis:

The data obtained from semi-structured interviews were analyzed using the thematic analysis method. This method helped to identify patterns and key themes related to the experiences of the participants.

o Observational notes were analyzed using open coding to record and review details related to the behavioural changes of the participants.

All analyses were performed using SPSS version 26 software and MAXQDA software for qualitative analysis. The results of these analyses were used to check the accuracy of research hypotheses and to identify the effectiveness of training based on learning styles in improving job skills and individual productivity.

The findings

•Descriptive data analysis: preliminary and descriptive results

The preliminary results of the research showed that the average pre-test scores of the experimental group and the control group were not significantly different in job skills and individual productivity, which indicates the homogeneity of the two groups at the beginning of the research. Also, the descriptive study of the learning styles of the participants in the experimental group showed that the highest frequency is related to the experimental learning

style (35%) and the lowest is related to the conceptual learning style (15%). The data collected from the observation and interview tools also showed that the participants of the experimental group had a significant improvement in communication, time management and problem-solving abilities after passing the training sessions.

Regarding individual productivity, the experimental group showed significant improvement in job motivation components, reduction of work errors and performance improvement. In addition, the average scores in Patterson's personal productivity questionnaire increased from 60.2 to 78.5. The results of behavioural observations indicated that the participants of the experimental group showed more active participation in the work environment than the control group and were more willing to perform complex tasks.

**Inferential data analysis: hypothesis testing and statistical analysis**

For the inferential analysis of the data, the multivariate analysis of variance (MANOVA) test was used. The results of this test showed that the main effect of the independent variable (education based on psychological learning styles) on the dependent variables (job skills and individual productivity) is significant ($P < 0.001$). The results of the follow-up tests showed that the scores of the experimental group in all aspects of job skills (such as decision-making, creative thinking and communication) were significantly higher than the control group.

Multiple regression analysis to predict the effect of different learning styles on the observed changes showed that experiential learning style had the greatest effect on the development of communication and problem-solving skills:

($\beta = 0.48$, $P < 0.01$). On the contrary, the conceptual learning style showed the greatest effect on improving individual productivity ($\beta = 0.35$, $P < 0.05$). The paired t-test also showed that the difference between pre-test and post-test averages in the experimental group was significant for both dependent variables, while this difference was insignificant and insignificant in the control group.

Also, the qualitative analysis of the data from the semi-structured interviews showed that the participants of the experimental group reported a higher sense of self-efficacy and acknowledged that the training based on psychological learning styles helped them to face work challenges better. The analysis of the content of these interviews showed that factors such as matching education with individual needs, creating an interactive atmosphere and providing continuous feedback were the main reasons for the success of this educational method.

•Findings related to learning styles and job skills

The findings of this research clearly showed that psychological learning styles have a direct and significant effect on the development of job skills. Learning styles, which include experiential, conceptual, practical, and reflective, determine how people receive, process, and use information. By creating a cognitive framework for learners, these styles shape their interaction with educational content and play a vital role in the learning process and the development of job skills. The results of this research confirmed that educational programs tailored to learning styles can significantly improve job skills such as problem-solving, decision-making, effective communication, and time management.

One of the most important findings of the research was that the experiential learning style had a significant effect on practical skills, especially problem-solving and decision-making. Participants who preferred this learning style performed better in interactive and hands-on learning environments, such as workshops and professional simulations. This group was able to develop job skills through direct experience and analysis of received feedback. In particular, these individuals were more productive in activities that exposed them to real or quasi-real situations, such as group problem-solving exercises. These results show that creating environments that can provide experiential learning conditions can significantly increase the effectiveness of skill-based training.

A conceptual learning style, which emphasizes data analysis, logical reasoning, and

conceptualization, had a major impact on analytical and strategic abilities in the workplace. Participants with this learning style tended to process complex information and use logical and structured approaches to solve problems. The findings of this research showed that this learning style had a special effect on strategic planning and time management skills. Participants with a conceptual learning style performed better in situations that required complex data analysis or long-term planning. This is especially important in work environments such as project management and data analysis.

Reflective learning style also had a significant effect on job skills related to self-awareness and evaluation. This learning style, which emphasizes observation, reflection, and in-depth analysis of experiences, allowed participants to continuously evaluate their performance and identify their strengths and weaknesses. People with this learning style in educational environments that provide opportunities for reflection and analysis, such as providing feedback and group discussions, had significant progress in job skills such as effective communication and critical thinking. The research findings showed that this learning style is especially effective in job roles that require deep analysis or interpersonal relationship management.

A practical learning style, with an emphasis on action and direct interaction with the environment, showed the greatest impact on executive and operational skills. This learning style was useful for people working in operational and executive roles, such as engineering or technical work. Participants who preferred this learning style were more productive from work-based learning activities, such as real projects or hands-on exercises. They showed significant improvement, especially in performing technical and complex tasks, such as using specialized tools or implementing work processes.

In addition, the multiple regression analysis of the results showed that each of the learning styles directly affects one or more dimensions of job skills. For example, the experiential learning style had a greater effect on communication and decision-making skills, while the conceptual style showed the greatest effect on time management and strategic planning. These findings indicate that for the optimal development of job skills, training should be designed that simultaneously takes into account several learning styles.

Qualitative results from semi-structured interviews also showed that the participants were highly satisfied with training based on learning styles and saw these methods as a way to increase their productivity and job abilities. Some participants stated that this type of training helped them better face job challenges and made significant improvements in their ability to solve problems, make quick decisions, and manage complex tasks.

Finally, the findings of this research showed that matching learning styles with educational programs can have significant effects on the development of job skills. This shows that in the design of educational programs, diverse and adaptable methods should be used to cover the needs and different learning styles of learners. This approach not only improves job skills but also increases the motivation and participation of learners.

Tables

Quantitative:

Table 1: Descriptive statistics of pre-test and post-test scores

| Indicator | Group 1 (experimental) | Group 2 (control) |
|---|---|---|
| Pre-test average (skill) | 60.2 | 59.8 |
| Post-test average (skill) | 78.5 | 65.4 |
| Pretest Average (Performance) | 62.1 | 61.5 |
| Post-test average (productivity) | 81.3 | 67.2 |

Table 2: Changes in skill scores based on learning style (experimental group)

| learning style | Pre-test average (skill) | Post-test average (skill) | (%) change |
|---|---|---|---|
| experimental | 58.0 | 80.2 | +38.3% |
| Contemplative | 60.5 | 75.3 | +24.4% |
| conceptual | 59.8 | 76.5 | +27.8% |
| practical | 61.0 | 79.0 | +29.5% |

Table 3: Results of regression analysis for productivity

| independent variable | Beta coefficient | P value | meaningfulness |
|---|---|---|---|
| Experiential learning style | 0.48 | <0.01 | meaningful |
| Reflective learning style | 0.35 | <0.05 | meaningful |
| Conceptual learning style | 0.42 | <0.01 | meaningful |
| Practical learning style | 0.39 | <0.05 | meaningful |

Table 4: Comparison of skills development components

| Skill component | Average increase (experimental group) | Average increase (control group) |
|---|---|---|
| decision making | 25.2 | 12.1 |
| problem-solving | 27.3 | 13.2 |
| time management | 22.5 | 11.4 |
| teamwork | 30.1 | 14.8 |

**Quality:**

Table 1: Topics extracted from semi-structured interviews

| The main topic | Subtopics | Key examples from the interviews |
|---|---|---|
| The effect of education c skills | Improved problem-solving, be decision-making, increased communication ability | "These trainings helped me to better analyze problems and make more effective suggestions in business meetings." |
| Increase individual productivity | Time management, stress reduc performance improvement | "By learning time management techniques, I can now complete my tasks on time and am more satisfied with my work." |
| Experience the educatior environment. | Interactivity, attractiveness, flexibility | "The learning environment was very interactive and allowed us to bounce ideas around in group sessions." |
| The role of learning styl | Matching training to individu needs, creating motivation, increasing participation | "The teaching methods were based on my learning style and it made me feel like these courses were designed exactly for me." |

| | | |
|---|---|---|
| Existing challenges | Time limitation, initial mismatc training with learning style | "I was very confused at the beginning of the courses, but after a while when the methods adapted to my learning style, I saw a huge impact." |

Table 2: Thematic analysis of participants' behaviour observations during training sessions

| The main to | Key observations | Recorded salient behaviors |
|---|---|---|
| The amount of interact in the class | Active participation, presenting id asking practical questions | The participants of the experimental group expressed their ideas more confidently. |
| Group problem solvi | Using group strategies to solve complex problems | "In group exercises, members shared responsibilities equally and achieved better results." |
| Experiential learnin | Using tools and simulations in th educational environment | "Participants greatly enhanced their technical skills when working with the training simulators." |
| Behavioural change | Increasing self-confidence, reduci anxiety, interest in learning | "Many participants showed a greater willingness to participate in group discussions by mid-course." |
| Challenges | Low concentration at the beginnin sessions, time limitation in exercises | "At the beginning of the sessions, some participants were not focused enough, but later on they showed more participation." |

Table 3: Thematic analysis results of qualitative data

| The main ther | Sub-themes | Description and examples |
|---|---|---|
| Positive effects of education | Improving skills, increasing productivity, self-efficacy | "The training made me more accurate and faster in my daily tasks." |
| The role of learning style | Compatibility of education with learning style, increasing motivation | "With my learning style, the hands-on exercises helped a lot to understand the material." |
| Learning challenges | Lack of initial coordination, limited time to practice | "At first, the teaching method was not very compatible with my learning style, but after adapting, I improved." |
| The effect of the educational environment | Interactive atmosphere, group participation, attractiveness of activities | "The group sessions created good interactions and strengthened the sense of cooperation in the team." |
| Long-term results | Increasing self-confidence, improving performance in the workplace | "After these trainings, I can make better decisions in difficult work situations." |

Table 4: Analysis of the behaviour of the experimental group compared to the control group

| behaviour | Experimental group | Control group |
|---|---|---|
| Participation rate | Active participation in discussions presenting creative ideas | Limited participation, presenting repetitive ideas |
| self-confidence | Significant increase in self-confiden | Little change was observed in self-confidence |

| | | |
|---|---|---|
| Solving group problem | Using different strategies, division of tasks | More dependence on the leader and lack of coherence in solving problems |
| Interpersonal communicat | Improve communication skills, effect interaction | Limited changes in group interactions |
| time management | Ability to better plan tasks | There were still problems with scheduling tasks |

Table 5: Identification of key factors effective in the learning of the experimental group

| key factor | Description and effect |
|---|---|
| Suitability of teaching | Training tailored to the learning style increased the understanding and active participation of the participants. |
| Interactive space | The interactive learning environment helped to create more motivation and better learn |
| Continuous feedbac | The constant feedback from the trainers helped to identify the weak points and strengtl them. |
| Using simulations | Simulated exercises improved practical and decision-making skills. |
| Management of meeti | Appropriate timing of meetings and sufficient opportunity for exercises helped to make training more effective. |

Table 6: Comparison of participants' interviews based on learning style

| learning style | Original feedback |
|---|---|
| experimental | "Practical exercises and group activities were very interesting and useful for me." |
| Contemplativ | "I learned better when I had time to review the material and think about it." |
| conceptual | "Structured materials based on data analysis was the best learning method for me." |
| practical | "Exercises related to real work issues made me able to better transfer them to the work environment." |

Table 7: Analysis of the frequency of positive and negative comments about the educational program

| subject | positive comments (many) | Negative comments (many) |
|---|---|---|
| Interactive space | 85 | 5 |
| Suitability of teaching style | 78 | 12 |
| meeting time | 60 | 40 |
| Practical simulations | 90 | 10 |
| Trainers' feedback | 88 | 12 |

## Discussion and Conclusion

•Analysis of findings and comparison with previous research

The results of this research confirmed that training based on psychological learning styles has a significant effect on the development of job skills and individual productivity. These findings

are in line with the results of key research such as the work of David Kolb (1984) and Howard Gardner (1983), both of which emphasized the role of adapting education to the individual characteristics of learners. Specifically, Kolb's experiential learning cycle theory confirms the results of this research by emphasizing the importance of direct experience and active interaction. Also, Gardner's theory of multiple intelligences, which describes learning based on the diversity of individual intelligences, shows well that the design of educational programs should be coordinated with the needs of learners.

The results of this research are also consistent with the findings of Delgado et al. (2023), who pointed to the direct effect of matching educational programs with learning styles on increasing motivation and productivity. The research of Halim et al. (2022) also showed that visual and experimental learning styles have a significant effect on increasing knowledge and job skills, which was also clearly observed in the findings of the current research. In addition, Liu's (2023) study, which examined the differences in learning styles in online and face-to-face education, showed that experiential and hands-on learning styles perform better in face-to-face environments, and these findings were confirmed in the present study.

However, some of the results of the current research pose challenges to previous findings. For example, Whitman's (2023) research claimed that matching learning styles with teaching methods has little effect on improving learning outcomes, while this research provides compelling evidence of the positive effect of such matching. These differences may be due to differences in methodology or target groups in different studies.

Answering research questions and confirming hypotheses:

The current research answered two basic questions:

1.Can training based on psychological learning styles improve job skills?

2.Do these trainings lead to an increase in individual productivity?

Data analysis showed that both questions have positive answers. The participants of the experimental group who underwent training based on their learning styles had a significant improvement compared to the control group. In particular, significant improvement was observed in skills such as decision making, problem solving and time management. These results fully confirmed the main hypotheses of the research and showed that training based on learning styles can be used as an effective method to improve professional and individual performance.

•Practical applications: suggestions for improving job training

This research provides convincing evidence for improving training programs in organizations. It is suggested:

1.Organizations should use tools such as Kolb's Learning Style Inventory to identify the learning styles of employees.

2.Educational programs should be designed in a hybrid way to cover all learning styles (experiential, conceptual, practical and reflective).

3.For learners with an experiential and hands-on style, simulations, group projects, and hands-on exercises in real-world settings can be helpful.

4. For conceptual learners, educational content should be structured and data-driven, emphasizing analysis and reasoning.

5.Continuous feedback and creation of an interactive atmosphere during training courses should be prioritized.

These suggestions can help organizations not only improve employee job skills, but also improve overall organizational productivity.

•Research limitations and future directions

One of the limitations of this study was the focus on a limited sample of employees in a specific field, which may reduce the generalizability of the results. Also, this research only deals with the short-term effects of education and the long-term effects need more investigations. It is

suggested that future researches focus on larger and more diverse samples and examine the long-term effects of education based on learning styles. Also, the use of new technologies such as virtual reality and artificial intelligence to improve educational processes can create a new field of research.

•Qualitative results and their relationship with quantitative data

Qualitative research data, which included interviews and observations, reinforced the quantitative results. The participants of the experimental group felt more satisfied with learning and introduced the experience of adapted training as a turning point in their professional growth. The analysis of themes showed that creating a fit between learning styles and educational content has significantly increased motivation and self-efficacy.

•Comprehensive comparison with previous studies

Compared to similar researches, this study showed that matching education with learning styles has a greater effect than traditional teaching methods. Bediako et al.'s (2022) research also showed that visual and kinesthetic learning styles can improve learning in areas such as mathematics and information technology. Leasa et al.'s (2020) study that examined the impact of VARK learning styles confirmed that interactive teaching practices can foster critical thinking. Also, the research of Maming et al. (2023) emphasized the importance of motivation and social interaction in improving learning, which the qualitative findings of the current research also confirm this issue.

•Conclusion and future perspective

The current research showed that trainings based on psychological learning styles can effectively improve job skills and individual productivity. These findings show that educational design should move away from traditional approaches and move towards personalization and adapting to the needs of learners. The use of this type of training can lead to increasing job satisfaction, reducing stress and improving the overall performance of employees in modern work environments.

For future research, it is suggested to investigate the role of advanced technologies in creating adaptive learning environments. In addition, studies that examine the interaction between learning styles and psychological factors such as motivation, self-efficacy, and job satisfaction can enhance our understanding of this field. This research is an important step towards improving the quality of education in professional and organizational environments and can be used as a reference for designing innovative educational programs.

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