

A RESEARCH ON THE MEDIA WAYS: LEARNING CHOICES, LIFE INCIDENTS, AND READING ROUTINES OF WOMEN IN SUPERVISION ROLES IN THEIR HIGHER EDUCATION

Liu Yawei¹, Muralitharan Doraisamy¹

¹Lincoln University College, Petaling Jaya, Malaysia.

ABSTRACT

Despite the challenges of balancing their professional and home lives, women in leadership roles within higher education nonetheless allocate time for reading in both domains. This research use grounded theory coding, focus groups, and grounded theory methods to examine the reading habits of women in leadership roles within higher education. It examines the distinction between reading for enjoyment and reading for professional purposes, as well as the impact of recreational reading on work-life balance. This study aims to identify the sources of reading recommendations for women academic leaders and the content of their reading materials. The study examines the reading habits and preferences of women from elementary school through college and graduate school, extending into their present lives, including the onset of any early passion for reading. Reading has impacted women in several facets of their lives, both professionally and personally, and the study further explores how this has shaped their current leadership roles in higher education. This study will offer curriculum improvements to assist young women in attaining leadership positions and maintaining a good work-life balance thereafter. This study aims to analyze, using several criteria, the media literacy and reading habits of education faculty members. The researchers aimed to ascertain the association between children's media literacy and their reading duration, academic performance, social media use, GPAs, and parental education levels.

Keywords: Media forms, Leadership in higher education, Women's studies, Media consumption.

INTRODUCTION

The books a person reads greatly influence their character and how they interact with others (Hussein & Mutlag, 2019). Reading on a regular basis improves one's reasoning, expressiveness, emotional development, outlook on life, and adaptability. The foundation for a love of reading that lasts a lifetime is laid throughout the school years of early childhood. The reason for this is because people receive inspiration from all around, not only in formal settings like libraries or

schools, but also in more informal ones like their communities, families, and friends. Not only does a library provide the perfect setting for the organized display of books of every genre, but it also gives pupils a quiet area to study. A student's motivation to study may be affected by their attitude toward reading and their level of interest in reading. Positive reading encourages students to read for enjoyment as well as academic purposes. College students are more dedicated to their studies and careers. Their success in school depends on their reading habits, and they show more enthusiasm for the subjects they study. colleges on college students' reading habits has been somewhat variable. Researchers in Kashmir found no significant variations in reading patterns between the sexes, finding that both sexes like reading, prefer reading in the comfort of their own homes, and read books published in English. It was found that male students tended to read books on politics, whilst female students tended to read books about science and technology. Library and information science students in Nigeria: another research on their reading habits and library use. Researchers discovered that many students read for pleasure, with a predilection for journals and newspapers, even if most of their reading did not occur in the university library. Most Ghanaian polytechnic students think reading is important, but a new poll found that during the last two semesters, they've read only academic texts and seldom cracked up a book. Almost all college students who are majoring in education agreed that reading is essential when questioned about their reading habits. Many people like reading up on their fields of interest; 25.0% of those people do it once a week, and 65.5% do it daily. Evidence suggests that students who are proficient readers also tend to do well on standardized tests. Students' interest in reading has been steadily declining in today's technologically sophisticated world due to distractions such as social media, interesting smartphone applications, television, and other types of social media. All industries have seen a decline in in-depth reading of print media because of the proliferation of studies studying the impact of digital media on reading. A prior literature analysis found that digital libraries and e-books have grown in popularity since the rise of the Internet, whereas paper reading has been falling (Khongtim, 2021).

BACKGROUND OF THE STUDY

The rapid evolution of media and technology has had a profound impact on the reading habits, interests, and information intake of individuals from all walks of life. Women in leadership roles in higher education may greatly benefit from reading for both their professional and personal development, as well as for general knowledge. These leaders' reading habits and choices are shaped by their life experiences, educational backgrounds, and the desire to stay current on developments in their domains. They handle demanding tasks while doing so. The unique opportunities and challenges faced by women in higher education may influence their decision-making and leadership styles. Media consumption and reading habits may teach students a lot about a person, including how they acquire and use information, how they balance work and life, and what makes a good leader. To get a fuller view of how these leaders build their emotional and mental resilience, it is helpful to examine

the interplay between their reading habits and life events. The study's overarching goal is to identify the reading preferences and the factors that influence them among women in leadership positions in the academic sector. By looking at how reading affected their careers, this research hopes to provide information on gender dynamics, leadership development, and the evolving relationship between media and education. Efforts to elevate women to positions of leadership in academia and beyond could be informed by the results of this study (Kelly, 2022).

PURPOSE OF THE RESEARCH

Women in leadership roles in higher education will be the focus of this study, which aims to provide light on their reading habits, life experiences, and preferences. The purpose of this research is to investigate the connection between these leaders' reading habits and their development as individuals and as professionals by looking at the various forms of media they consume. The study also intends to find out how their leadership positions and personal experiences impact the media and books they choose to read. The study aims to provide light on how reading shapes leadership abilities, improves decision-making, and supports the ongoing growth of women leaders in academia via this examination. This research has important implications for researchers understanding of the interplay of media, education, and leadership, as well as for efforts to increase the number of women enrolled in and succeeding in higher education. Finding out what kinds of media women in leadership roles in higher education like and what influences their reading habits is the primary goal of this research. Research aims to provide light on leadership development, gender dynamics, and the changing connection between media and learning by investigating the impact of reading on their professional paths. The study's findings could guide efforts to encourage and enable female academic and professional leaders.

LITERATURE REVIEW

Research on reading habits, personal histories, and leadership development has shown that reading plays an important part in the formation of many identities, especially for women in positions of power in the academic sector. According to studies, people's reading habits are greatly affected by their upbringing, educational background, and the demands of their jobs. To enlighten themselves and their decision-making processes, women leaders often use a variety of media, such as books, scholarly journals, internet platforms, and multimedia information. Reading choices and priorities may be further influenced by the specific issues that leaders face at the junction of gender and leadership, according to studies. These challenges include managing prejudices and balancing work-life dynamics. In addition, the proliferation of digital media has revolutionized the way people read books and articles in print. E-books, online articles, and mobile apps provide professionals with better accessibility and convenience, even on the go. The need for further focused studies on the effects of reading and media consumption on leadership practices,

knowledge acquisition, and personal development among women in leadership positions in higher education is highlighted by this review's synthesis of various viewpoints. There is a complicated link between media consumption and leadership development, especially among women in higher education. The reading habits, reading preferences, and life experiences literature lays the groundwork for understanding this relationship. Several variables impact reading habits, according to studies. These aspects include one's educational background, one's career needs, one's personal interests, and the availability of other media. Reading habits and preferences may be affected by the specific obstacles that women in leadership roles sometimes face, such as juggling personal and professional obligations. Materials that increase their understanding, provide light on leadership tactics, and encourage development are often the top choices for these leaders (De Jesús-Romero et al., 2022).

RESEARCH QUESTIONS

What is the impact of learning choices on media ways?

METHODS

RESEARCH DESIGN

For the quantitative data analysis, the researchers used SPSS version 25. Details on the beginning and progression of this statistical correlation were provided by the combined use of the odds ratio and 95% confidence interval. The p-value was determined to be less than 0.05, which is the threshold of statistical significance. Descriptive analysis of the data allowed for a comprehensive understanding of its key characteristics. The hallmarks of quantitative methods include the application of computational tools and mathematical, statistical, or arithmetic analyses to the objective evaluation of surveys, polls, or questionnaire replies.

SAMPLING

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1547. A total of 1800 questionnaires were distributed; 1753 were returned, and 53 were excluded due to incompleteness. In the end, 1700 questionnaires were used for the research.

DATA AND MEASUREMENT

Questionnaire surveys were the main tool for collecting data for studies. Part A asked for basic demographic information, while Part B used a 5-point Likert scale to assess how important certain channels were, both online and off. To gather the required data, a variety of secondary sources were searched, including online databases.

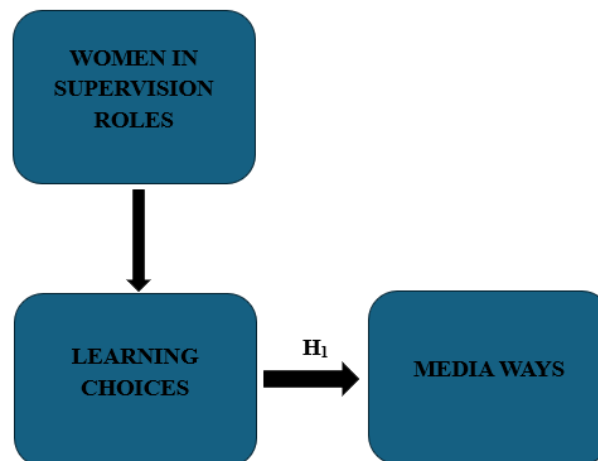
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyze the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULTS

FACTOR ANALYSIS

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings.

In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .90

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.960 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table1. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that comments made for sampling purposes are legitimate. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A sample is considered good by the Kaiser-Meyer-Olkin measure when the result is 0.960. The p-value obtained from Bartlett's sphericity test is 0.00. The correlation matrix is not identical to an identity matrix, as shown by a statistically significant result from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Women In Supervision Roles: Women in supervisory jobs are those who oversee a team, department, or group of workers and report to a higher-ranking female executive in the company. In these positions, you'll be responsible for leading, coaching, and managing employees to achieve the organization's objectives. Women in these roles typically bring unique viewpoints and experiences to the table, which helps shape company culture, encourages teamwork, and propels innovation. Systemic obstacles, including as gender prejudice, uneven opportunity, and social expectations, have historically made it very difficult for women to achieve managerial positions. Nonetheless, additional opportunities for women to assume leadership roles have arisen because of the contemporary workplace's growing focus on diversity, equality, and inclusion. Not only do female managers help ensure smooth operations, but they also inspire and encourage their female colleagues. Their leadership has the potential to dismantle gender stereotypes, advance gender equality, and motivate organizations to make positive changes (Hodson, 2022).

FACTOR

Learning Choices: Individuals have agency over their own learning by deciding what, when, where, how, and with whom they take in new information. Students are given the opportunity to personalize their educational journey according to their own interests, aspirations, requirements, and chosen methods of learning via these options. Some examples of learning options include choosing what to study, how to study it (formally or informally), whether to study in a structured program or at The researchers own speed, and where to take classes (online, in a classroom, or via experiential learning). Individuals may take charge of their own professional and personal growth by making decisions about what they learn, which increases their investment in the process and keeps them motivated. These options also show how flexible and individualized education is becoming more important to meet the needs of varied learners in a dynamic environment (Lamanna, 2019).

DEPENDENT VARIABLE

Media Ways: The term "media ways" encompasses a wide range of practices that people use to produce, disseminate, and receive news, commentary, and other types of mass communication. These channels include both more conventional means of mass communication like newspapers, radio, and television, as well as more contemporary forms of online media including social media, blogs, podcasts, streaming services, and news websites. The media have an important role in the dissemination of information, the development of public opinion, and the manipulation of cultural trends. When it comes to facilitating communication, information sharing, entertainment, and social contact, as well as overcoming barriers of distance and culture, they are indispensable. Technological progress has been a defining feature of media modes of thinking, which have changed from the unidirectional nature of conventional media to the participative and interactive character of digital platforms. Because of this change, everyone is now able to access information and participate in the content creation and consumption processes. On the other hand, problems like digital divisions, privacy issues, and the propagation of false information have emerged as a result. The media landscape encompasses more than just established organizations; it also includes citizen journalism, peer-to-peer communication, and grassroots movements, all of which provide a platform to voices that might otherwise be silenced. Media outlets influence more than just the dissemination of news; they also shape public policy, business practices, and interpersonal bonds. Keeping up with the ever-changing media ecosystem requires a deep awareness of these paths and the ability to critically engage with them. Responsible media use allows people and groups to build more educated communities, increase diversity and inclusion, and effect real social change (Kheir-Faddul & Dănăiață, 2019).

Relationship Between Learning Choices and Media Ways: Individuals' media habits and their learning preferences are highly related since both influence people's information access, engagement with the world, and knowledge acquisition. Media covers the numerous channels and platforms through which material is generated, disseminated, and consumed, whereas learning choices relate to the decisions people make about the methods, resources, and surroundings for their education. The interaction between education and communication in the current period is exemplified by these themes. The landscape of learning and information transmission has been revolutionized by digital tools and technology. Media approaches provide the groundwork for a plethora of learning options by providing a variety of platforms and resources that meet the needs of students with varying learning styles and preferences. As an example, books, newspapers, and instructional television shows have a long history of serving as resources for both official and informal education. People may increasingly tailor their learning experiences to their own needs and interests thanks to the proliferation of digital media such as online courses, webinars, podcasts, e-books, and interactive platforms. In addition to traditional classrooms, online communities like LinkedIn, TikTok, and YouTube have become informal learning centers where people can talk and learn about a variety of subjects via video content and user-generated content.

Learning has been democratized by the accessibility of media means, allowing people from varied backgrounds to make tailored learning choices. Now more than ever, students have the option to learn at their own speed, join groups of like-minded individuals, or even follow influential people in their chosen fields. Thanks to this adaptability, people can keep up with the ever-changing environment, gain new talents, and continue their education throughout their lives. Meanwhile, media techniques provide educational institutions and teachers with cutting-edge resources for creating dynamic and interactive lessons that cater to today's tech-savvy students. Nevertheless, there are obstacles associated with the connection between media approaches of learning and other learning choices. Learners may feel overwhelmed by the sheer volume of information accessible via media, making it challenging to distinguish between reliable sources and those spreading false information. It is important to implement inclusive policies that guarantee equal access to media resources since the digital divide, which is created by uneven access to technology and the internet, may restrict learning possibilities for some groups. In conclusion, when it comes to molding educational experiences, learning choices and media approaches are interdependent. Learning choices fuel the need for varied and accessible media resources, while media approaches offer the tools and venues that learners need to make informed decisions about their learning. All these things together show how education is changing in the media-driven age, with an emphasis on how to make the most of technology while also developing critical thinking and digital literacy skills (Nayan et al., 2020).

On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between knowledge management with efficient management of tacit knowledge.

- “H01: There is no significant relationship between Learning Choices and Media Ways.”
- “H1: There is a significant relationship between Learning Choices and Media Ways.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	99674.830	722	5978.486	4066.553	.000
Within Groups	1092.936	977	4.597		
Total	100767.766	1699			

The results will be noteworthy in this research. With a p-value of .000 (less than the .05 alpha level), the value of F, which is 4066.553, approaches significance.

Thus, it follows that, “H1: There is a significant relationship between Learning Choices and Media Ways.” is accepted and the null hypothesis is rejected.

DISCUSSION

This study explores the complex interplay between media consumption, individual life experiences, and leadership responsibilities among women in higher education leadership positions, as well as their reading preferences, life experiences, and reading habits. The media consumption habits of women in leadership roles in higher education may be shaped by the many demands placed upon them. Findings from the survey show that many women in leadership positions place a premium on reading materials that help them advance in their careers, keep up with the latest research, and develop personally. These leaders often use a mix of print and digital media to meet their reading needs. The study also delves into the ways in which these leaders' reading habits are influenced by their personal beliefs, educational background, and the difficulties they face in their careers. Some women from different social or cultural origins may seek out media that teaches them how to overcome obstacles, while others may seek out literature that helps them grow as leaders. Leadership styles and decision-making processes are shaped by personal journeys, and reading choices reflect both those requirements and those needs in the workplace. The importance of lifelong learning in leadership positions is highlighted by the research, which implies that these women's reading habits are closely related. To rejuvenate and improve emotional intelligence, read a mix of scholarly papers, books on leadership, and even fiction or leisure reading. Institutions that want to help women become leaders in higher education should be aware of these tendencies so they can provide them with the tools they need, chances to advance, and a setting that encourages them to grow as people and as thinkers. This study adds to the knowledge of the ways in which people's reading habits impact their leadership styles and provides new perspectives on the dynamic interplay of academic leadership, media consumption, and knowledge acquisition (Agustin & Wirza, 2020).

CONCLUSION

For the learner, reading is an important habit. Instead of limiting students to reading just in their major, teachers should encourage them to read widely to broaden their perspectives. Students may immerse themselves in literature, both new and old, and develop reading habits by making frequent trips to the school library. At a time when they value the companionship of friends most, students' reading habits are being impacted by several factors, such as the prevalence of social media and the ease of access to smartphones. But the lack of time owing to their hectic study schedules is the most significant factor impacting their reading habits. Reading is an essential life skill that should be emphasized in school so that students understand its significance and embrace it as an integral part of their academic journey. This research also indicated that reading hours per week are rather low. The female

college students of Jalandhar would benefit from learning how to better manage their time and gaining more leeway in their schedules so that they may read more and spend more quality time in the library. Education policymakers, curriculum developers, instructors, mentors, and librarians should organize as many as nine seminars and provide Reading Excellence Scholarship programs to foster in students the attributes necessary for lifetime reading success. With any luck, the present situation can be improved by implementing all these measures Wahyu (Bagja & Teti, 2019).

REFERENCES

1. Wahyu Bagja Sulfemi, & Teti Luthfianti. (2019). Asosiatif Layanan Tenaga Perpustakaan. *Jurnal Ilmiah Edu tecno*.
2. Agustin, A., & Wirza, Y. (2020). Indonesian Teachers Perspective towards the Use of Authentic Materials on Students Communicative Competence in EFL Classroom.
3. Nayan, N., Mahat, H., Hashim, M., Saleh, Y., & Norkhaidi, S. B. (2020). Climate literacy awareness among preservice teachers in Malaysia. *Cakrawala Pendidikan*, 39(1), 89-101
4. Kheir-Faddul, N., & Dănăiață, D. (2019). The Influence of Leadership Style on Teachers' Job Motivation and Satisfaction in the Druze Sector of Israel. *Timisoara Journal of Economics and Business*.
5. Lamanna, T. J. (2019). On educating patrons on privacy and maximizing library resources. *Information Technology and Libraries*.
6. Hodson, T. O. (2022). Root-mean-square error (RMSE) or mean absolute error (MAE): When to use them or not. *Geoscientific Model Development*, 15(14), 5481-5487.
7. De Jesús-Romero, R., Wasil, A., & Lorenzo-Luaces, L. (2022). Willingness to use internet-based versus bibliotherapy interventions in a representative US Sample: Cross-sectional survey study. *JMIR formative research*, 6(8), e39508
8. Kelly, C. (2022). Improving Empathy of Occupational Therapy Students through Reading Literary Narratives. *Journal of Occupational Therapy Education*, 6(4), 4.
9. Khongtim, J. (2021). Trends in Reading Habits of Students from School Level to Higher Levels of Education: Evidence from the Review of Literature.
10. Hussein, M. M., & Mutlag, A. H. (2019). Face detection methods: A comparative study between viola-jones and. *Journal of Engineering and Applied Sciences*, 14(14), 4754-4760.