A STUDY TO DETERMINE FORM OF MEDIA: THE READING PREFERENCES, LIFE EXPERIENCES AND READING HABITS OF WOMEN WHO HOLD LEADERSHIP POSITIONS IN HIGHER EDUCATION

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ABSTRACT

Even though they have a hard time juggling their job and personal lives, women in leadership positions in higher education nevertheless find time to read for both. This study uses grounded theory coding, focus groups, and grounded theory methodology to look at what women in leadership positions in higher education read. It looks at how they read for pleasure vs. for work, and how much of a difference reading for pleasure makes to their work-life balance. Finding out where women academic leaders get their reading suggestions and what they read is the focus of this research. The research traces the reading habits and choices of women from elementary school, college, and graduate school all the way into their current life, as well as whether they had an early love of reading and when it started. Reading has influenced women in many aspects of their life, both professionally and personally, and the research also delves into how this has influenced their present positions of leadership in higher education. To help young women achieve leadership roles and maintain a healthy work-life balance once they're in them, this report will propose curricular modifications. The purpose of this research is to examine, using a variety of criteria, the media literacy and book-reading habits of education faculty members. With this in mind, the researchers set out to determine if there is a correlation between kids' media literacy and the amount of time they spend reading books, as well as their grades, social media habits, academic GPAs, and parental education levels.

Keywords: Reading preferences, Women leaders, Leadership development, Higher education, Women's studies.

INTRODUCTION

A person's reading habits have a significant impact on their social development and personality (Wang et al., 2020). The capacity to think rationally, express oneself articulately, grow emotionally, have a more positive worldview, and adapt to everyday life are all enhanced by regular reading. Early childhood, and especially

school time, is a formative time for a lifelong love of reading. It stems from the fact that, beyond visiting the library or school, the individual finds inspiration from their community, teachers, parents, friends, and other individuals. A library provides students with a peaceful place to study in addition to an ideal environment for the ordered display of books from all genres. The way a student feels about reading and their enthusiasm in reading may influence their desire to learn. Students who approach reading with an optimistic mindset are more inclined to read for pleasure rather than only scholastic requirements. The academic and professional goals of college students are more seriously pursued. A good reading habit is crucial to their academic achievement, and they take a greater personal interest in the topics they pick. The reading habits of college students have been the subject of varied research. Studying gender differences in reading habits among Kashmiri college students revealed that both sexes like reading, prefer to read in the comfort of their own homes, and read books published in English. While female students were more likely to read works pertaining to science and technology, male students were more likely to read books pertaining to politics. Another study on library uses and reading habits among Nigerian students majoring in information resource management. While most of the students' reading did not take place at the university library, researchers did find that many students read for enjoyment, with a preference for newspapers and journals. Although most Ghanaian polytechnic students believed that reading is essential, a recent survey indicated that most of them had read only academic materials for the last two semesters, with little time to devote to reading novels or other works of fiction. When asked about their reading habits, almost all college students majoring in education agreed that reading is important. There are a lot of individuals who prefer reading about their specific areas of expertise; some 25.0% of them do it once a week, while 65.5% do it every day. Good reading skills are associated with higher test scores, according to the research. Distractions such as social media, engaging smartphone apps, television, and other forms of social media are causing a steady decline in students' interest in reading in this technologically advanced day. The increasing research into the effects of digital media on reading has led to a decrease in in-depth reading via print media in all fields. While print reading is on the decline, e-books and digital libraries have been more popular since the advent of the Internet, according to a previous literature review (Francis et al., 2021).

BACKGROUND OF THE STUDY

The fast development of media and technology has greatly affected how people of all backgrounds read, what they like, and how much information they take in. Reading is an important tool for women in leadership positions in higher education, both for personal and professional growth and for obtaining information. Life experiences, educational backgrounds, and the desire to be updated about changes in their areas impact these leaders' reading choices and habits as they manage difficult responsibilities. Women in higher education encounter distinct obstacles and possibilities, which could impact how they make decisions and lead. The

researchers may learn a lot about their knowledge acquisition and application processes, work-life balancing strategies, and leadership qualities by observing their media intake and reading habits. Looking at how these leaders' reading habits and life experiences interact provides a more complete picture of how they strengthen their mental and emotional fortitude. The purpose of this research is to determine which types of media are most popular among women in leadership roles in higher education and what variables affect their reading habits. This study 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. Findings from this research might guide efforts to strengthen the position of women in leadership roles in academic institutions and beyond (Goodwin et al., 2022).

PURPOSE OF THE RESEARCH

Studying the reading habits, life experiences, and preferences of women in leadership roles in higher education is the main goal of this study. The research aims to explore the link between these leaders' reading behaviors and their personal and professional progress by studying the sorts of media they interact with. It also seeks to determine the extent to which their leadership responsibilities and personal experiences shape their media and reading preferences. The study's overarching goal is to provide light on how reading influences leadership development, decision-making, and the advancement of women in academic leadership positions. These results may help shed light on the interplay between media, education, and leadership, which in turn can inform efforts to increase the number of women faculty members and students in higher education. The purpose of this research is to determine which types of media are most popular among women in leadership roles in higher education and what variables affect their reading habits. This study 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. Findings from this research might guide efforts to strengthen the position of women in leadership roles in academic institutions and beyond.

LITERATURE REVIEW

Among women in leadership positions in higher education, the research on reading choices, life experiences, and leadership development emphasizes the complex role of reading in forming professional and personal identities. Individuals' life experiences, educational backgrounds, and job responsibilities have a profound impact on their reading habits, according to research. When making decisions, women in leadership positions typically use a variety of sources for information, such as books, scholarly journals, online resources, and multimedia material. Research also shows that leaders have additional obstacles when they are female,

including overcoming prejudices and juggling professional and personal responsibilities, all of which might influence what they read and how they prioritize it. The proliferation of digital media has also altered people's reading habits, making e-books, online articles, and mobile apps more accessible and providing more convenience for those with hectic schedules. This review synthesises these viewpoints to highlight the importance of doing focused study to learn how media and reading affect leadership behaviors, knowledge acquisition, and personal development among university women leaders. The intricate connection between media intake and leadership development, especially among women in higher education, may be better understood with the use of reading preferences, life experiences, and reading habits literature. Personal interests, job responsibilities, educational background, and the availability of different media types are some of the many elements that impact reading habits, according to studies. The reading habits and preferences of women in leadership roles may be influenced by the specific obstacles they face, such as juggling personal and professional obligations. Typically, these leaders place a premium on resources that help them learn more, gain understanding of effective leadership techniques, and develop personally (Hart, 2021)..

RESEARCH QUESTIONS

What is the impact of life incidents on media ways?

METHODS

RESEARCH DESIGN

With SPSS version 25, researchers were able to analyze quantitative data. The odds ratio and 95% confidence interval collaborated to provide light on how and where this statistical link came from. The researchers may say that the p-value is less than 0.05 since it was determined to be statistically significant. By analyzing the data descriptively, researchers were able to fully grasp its key characteristics. Quantitative methods are characterized using computers to examine data and by the objective evaluation of survey, poll, or questionnaire replies using mathematical, arithmetic, or statistical analysis.

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

The primary method of collecting data for research was questionnaire surveys. In section A, participants were requested to provide fundamental demographic data; in section B, they were instructed to evaluate the significance of many channels, both online and offline, using a 5-point Likert scale. A diverse array of secondary sources, including online databases, was meticulously examined to get the necessary information.
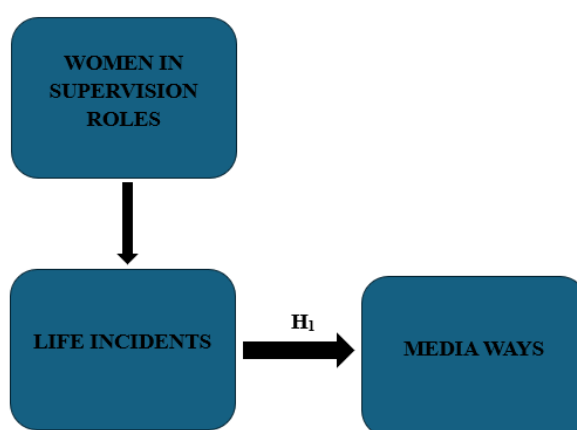
STATISTICAL SOFTWARE

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

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        ┌─────────────────┐
        │   WOMEN IN       │
        │  SUPERVISION     │
        │    ROLES         │
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RESULTS

FACTOR ANALYSIS

Finding hidden variables in observable data is a typical application of Factor Analysis (FA). It is common practice to rely on regression coefficients when there are not easily visible visual or diagnostic markers to assign ratings. Achieving success in FA requires models. Among the many goals of modeling are the discovery of mistakes, intrusions, and obvious relationships. The Kaiser-Meyer-Olkin (KMO) Test is a way to assess datasets that have been produced by numerous regression analyses. This proves that the variables in the model and the sample are representative. As can be seen from the figures, there is data duplication. Data is easier to understand when presented in smaller sizes. A number between 0 and 1 is the output of the KMO function. The sample size is considered adequate if the KMO value falls within the range of 0.8 to 1. These are the permissible boundaries, according to Kaiser: Here are the following approval conditions set by Kaiser:

Disappointing 0.450 to 0.059, mediocre 0.600 to 0.69

Grades in the middle often fall between 0.70 to 0.79. Showcasing a quality point score ranging from 0.80 to 0.89. The interval from 0.90 to 1.00 surprises them. Table 1: Examination of Sampling Adequacy using KMO and Bartlett's Test Measurement by Kaiser-Meyer-Olkin:.90 Here are the results of Bartlett's sphericity test: With about 190 degrees of freedom, a chi-square test yields a significance level of 0.000. This proves that the statements made for sampling were legitimate. To determine whether the correlation matrices were statistically significant, the researchers used Bartlett's Test of Sphericity. The sample is enough if the Kaiser-Meyer-Olkin value is 0.980. Based on Bartlett's sphericity test, the p-value is 0.00. The correlation matrix is not an identity matrix if Bartlett's sphericity test returns a positive result.

Table 1. KMO and Bartlett's

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

Bartlett's Test of Sphericity also validated the overall significance of the correlation matrices. A suitable value for the Kaiser-Meyer-Olkin sampling measure is 0.980. The researchers obtained a p-value of 0.00 via Bartlett's sphericity test. The correlation matrix was shown to not be a correlation matrix by a significant outcome from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Women In Supervision Roles: By "women in supervisory roles," the researcher mean female executives who are responsible for monitoring the productivity of a team, division, or other organizational unit. To ensure the successful achievement of company goals and objectives, these positions include duties such as supervising, advising, and leading employees. As a result of their unique life experiences and viewpoints, women in these roles typically contribute significantly to decision-making processes, which in turn shapes workplace culture, encourages cooperation, and drives innovation. Historically, women have encountered several obstacles on the path to supervisorial positions, including gender prejudice, uneven opportunity, and cultural expectations. Nevertheless, women now have greater opportunities to assume leadership roles because to the contemporary workplace's growing focus on diversity, equality, and inclusion. Aside from helping the company run smoothly, female managers provide an example for other women to follow and give them confidence as they advance in their careers. They have the power to dismantle gender stereotypes, advance gender equality, and motivate progressive organizational transformation just by being in leadership positions (Richter et al., 2020).

FACTOR

Life Incidents: Life episodes are the major things that happen to people and have a lasting impact on their beliefs, values, and way of thinking. Personal growth and perspective are often profoundly affected by these events, which may be either planned or unanticipated, and which can have happy or sad outcomes. Achievements, promotions, or personal triumphs are examples of life events, but so are setbacks, losses, or difficulties. Relationships, job changes, health problems, and exposure to different cultures and ideas are all examples of moments that might serve as turning points. Because they teach us lessons, make us more resilient, and provide us chances to reflect and change, every event in life aids in personal development. Individuals' choices, actions, and goals in the future are often shaped by how they interpret and react to such events. In addition, the events of the lives shape the identities and the way the researchers interact with others; as a result, they are essential to storytelling and self-expression. Embracing and learning from these times may lead to a greater understanding of oneself and the resilience to face life's challenges (Ma et al., 2022).

DEPENDENT VARIABLE

Media Ways: As people talk about "the media ways," they're referring to all the many ways that people produce, share, and consume media in today's culture. Media such as newspapers, radio, and television are part of these channels, but so are more

contemporary forms of digital media such as online news sites, social media, blogs, podcasts, and streaming services. Disseminating information, molding public opinion, and influencing cultural trends are all facilitated by media means. They are essential because they allow people to communicate with one another, share information and entertainment, and overcome barriers of distance and culture. As a result of technical developments, media practices have changed, moving away from conventional media's one-way communication and toward digital platforms' interactive and participatory character. Because of this shift, anybody may now consume and create material, hence democratizing access to knowledge. Misinformation, digital disparities, and privacy issues are some of the problems it has brought about. Formal institutions are only one part of the media landscape; citizen journalism, peer-to-peer communication, and grassroots movements are all important parts of the media landscape. Beyond only disseminating news and other information, media have an effect on many other spheres of society, including politics, business, and interpersonal relationships. To successfully traverse the intricate information environment of the contemporary world, one must comprehend and critically engage with various channels as media evolves. Individuals and groups may help bring about positive social change, increase understanding, and build more inclusive communities by using media in a responsible manner (Sojanah et al., 2021).

Relationship Between Life Incidents and Media Ways: Given the media's major role in shaping the perceptions, interpretations, sharing, and memorization of life events, the connection between media methods and real-world situations is substantial. The media have a significant impact on how personal, social, and global events are reported, interpreted, and transmitted. In a similar vein, real-life events provide the tales, storylines, and themes that media outlets use to captivate viewers and spark debates on different channels. Whether it's a huge life event or a personal milestone, media techniques are great tools for capturing and sharing it. Instagram, Facebook, and TikTok are just a few examples of the many social media platforms that enable users to instantly share life events with friends, family, and an international audience, such as weddings, graduations, and difficulties. Simultaneously, news channels and television report on societally important life events including natural catastrophes, political movements, and cultural transitions, which shape public perception and collective memory. Media portrayals of real-life events have a profound effect on the cultural, social, and emotional aspects of these happenings. Example: when people see that the media is covering a personal or community issue, it may help spread awareness, which in turn can rally support from more people. Stories that go viral on social media have the power to bring attention to important causes, motivate people to act, and perhaps bring about societal transformation. On the other side, media outlets have the power to exaggerate or misrepresent real-life events, leading viewers to form biased opinions and affecting their recollection of such events. Media material and storylines are influenced by real-life events. Documentaries, films, books, and articles often include personal narratives of perseverance, success, or sorrow, to educate or inspire others via

showcasing the human condition. Media landscapes are characterized by an abundance of debates, conversations, and creative expressions when major global events like pandemics or political turmoil are covered extensively. Also, after major life events, media outlets provide a place to reflect and recover. People may obtain support from online groups that share their experiences via podcasts, blogs, and forums. They can also connect with people who have gone through similar things. People can analyze and make meaning of their experiences via these interconnections, which also promote understanding and solidarity across different groups. But there are difficulties brought about by the interaction between real-life events and media approaches. Misinformation, oversimplification, or invasions of privacy in sensitive topics may result from the quick transmission of information via media. Problems with equitable access to media and the digital divide also make it harder for certain people to have their views heard, which may lead to underrepresentation or non-documentation of important life events. Finally, real-life events and media portrayals have a complex and symbiotic interaction. While real-life events impact media narratives and content, media practices impact how real-life events are perceived, shared, and remembered. In a world where communication and connection are driving forces, they interact in a dynamic way that affects and reflects people's lives, cultural norms, and society advancement (Agyemang Adarkwah & Zeyuan, 2020).

Since 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 Life Incidents and Media Ways."

- "H1: There is a significant relationship between Life Incidents and Media Ways."

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	99674.830	1099	5978.486	4055.583	.000
Within Groups	1092.936	600	4.597		
Total	100767.766	1699			

In this study, the result will significant. The value of F is 4055.583, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the "H1: There is a significant relationship between Life Incidents and Media Ways." is accepted and the null hypothesis is rejected.

DISCUSSION

Explores the complex interplay between media consumption, personal life experiences, leadership responsibilities, and reading habits among women in leadership positions in higher education. Women in leadership roles in higher education often have a lot on their plates, which could explain why they use different forms of media. Women in leadership positions are more likely to read materials that help them advance in their careers, keep up with developments in their fields of study, and develop personally. They tend to read a mix of print and digital media, depending on what's most convenient for them. Reading habits of these leaders are influenced by their life experiences, including their educational background, professional obstacles, and personal beliefs, according to the report. For example, some women from different social or cultural origins may prefer reading material that helps them become better leaders, while others may seek out media that teaches them how to overcome obstacles. Reading choices offer a window into one's leadership style and decision-making process, as well as one's professional demands and life experiences, as this conversation demonstrates. In addition, the research implies that these women's reading habits are often related to their leadership positions, which need ongoing learning. When researchers read a mix of scholarly papers, books on leadership, and fiction or leisure reading, the researchers may refresh researchers' brain and increase emotional intelligence. To assist women leaders in higher education, schools must be aware of these behaviors and provide them with individualized resources, growth opportunities, and a supportive atmosphere that encourages intellectual and personal development. The study sheds light on the changing dynamic between media, information acquisition, and academic leadership and adds to the general knowledge of how reading habits affect leadership practices (Yebowaah & Owusu-Ansah, 2020).

CONCLUSION

The pupil will cherish reading as a habit. Instead, then being restricted to reading just in their major, students should be encouraged to broaden their minds by reading widely across disciplines. Students may better familiarize themselves with new and ancient literature and engage with the reading environment by making regular trips to the institution library. At an era where spending time with friends is paramount, there are a lot of factors, such as the prevalence of social media and the convenience of smartphones, that influence students' reading habits. However, their hectic academic schedules and time constraints are the primary factors influencing their reading habits. The researchers must foster an environment in the schools where students understand that reading is an integral part of their education and will remain with them long after they graduate. The survey also indicated that the frequency of reading hours per week is insufficient. To make more regular library visits and spend quality reading time, female college students in Jalandhar need to learn how to manage their time well and get permission to have some leeway in their schedules. By establishing Reading Excellence Scholarship programs and conducting no more than nine workshops, education policymakers, curriculum

developers, instructors, mentors, and librarians may help foster in these students the attributes necessary to become lifelong readers. The researchers can only hope that by taking these measures, the present situation will improve (Kennedy & Gruber, 2020).

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