Media Content Preferences and Perceptions towards Dominant Value Orientations in Media Among Pre-Service Teachers

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Abstract: Media Content Preferences and Perceptions towards Dominant Value Orientations in Media Among Pre-Service Teachers. Objective: The purpose of this study was to determine the media content preferences and the perceptions towards dominant value orientations in media. **Methods:** This research employed a quantitative research design through the use of an online survey technique. **Findings:** The findings showed that there are gender differences in relation to the pre-service teachers' thematic content preferences. In terms of the preferable television program content and the gender of pre-service teachers, it revealed a statistically significant difference. A positive and negative correlation was also shown between the pre-service teachers' viewing habits and their perceptions of dominant values that are presented in various television programs, and in the pre-service teachers' preferences for music genres and the values promoted in several music videos. **Conclusion:** The findings in this study indicate that the media content preferences of pre-service teachers differ from their perception of media values.

Keywords: media content preferences, value orientations in media, pre-service teachers.

Abstrak: Preferensi Konten Media dan Persepsi Terhadap Orientasi Nilai Dominan dalam Media di Kalangan Para Calon Guru. Tujuan: Penelitian ini bertujuan untuk mengetahui preferensi konten media dan persepsi terhadap orientasi nilai dominan dalam media. Metode: Penelitian ini menggunakan desain penelitian kuantitatif melalui penggunaan teknik survei online. Temuan: Temuan menunjukkan bahwa ada perbedaan gender dalam kaitannya dengan preferensi konten tematik calon guru. Dalam hal konten program televisi yang disukai dan jenis kelamin calon guru, terungkap perbedaan yang signifikan secara statistik. Korelasi positif dan negatif juga ditunjukkan antara kebiasaan menonton guru prajabatan dan persepsi mereka tentang nilai-nilai dominan yang disajikan dalam berbagai program televisi, dan preferensi guru prajabatan terhadap genre musik dan nilai-nilai yang dipromosikan dalam beberapa musik. video. Kesimpulan: Temuan dalam penelitian ini menunjukkan bahwa preferensi konten media calon guru berbeda dengan persepsi mereka terhadap nilai media.

Kata kunci: preferensi konten media, orientasi nilai dalam media, calon guru.

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◼ INTRODUCTION

In our digital age, mass media strongly influences learning. Due of its accessibility and stimulating effect (Jevtiæ & Miloševiæ, 2021). Accordingly, youth media consumption is rising rapidly. Since the early 20th century, people have relied on media. Media influences youth socialization and psychological processes (Jevtiæ & Miloševiæ, 2021). Because of this, people used the media in practically every facet of their daily lives and for diverse objectives. Other groups utilize media for preferences and inspiration, communication, learning, and entertainment. The media strongly influences cognitive, emotional, and behavioral characteristics in individuals and society as a whole (Arslan, 2004). The media shapes people's personalities, attitudes, ideas, customs, beliefs, values, and ideologies (Eisen & Lillard, 2017; Kearney & Levine, 2020). In conclusion, media and content shape identity, values, and morality.

Filipinos' 2019 mass media exposure ranged from 92.6 percent to 97.1 percent, according to Philippine Statistics Authority (2020). In their study, Filipinos in rural and urban areas use television and social media and are exposed to mass media. Even before the pandemic isolation, the number of media users and consumers is growing. The Kaiser Foundation surveyed teenage media habits abroad (2019). From 2004 to 2015, all youth media use increased significantly, the survey found (Mayhew & Weigle, 2018, p.271). Due to unethical media content, regular media exposure and its potential impact on identity development and value orientation is concerning. After three years of pandemic isolation, media consumption has skyrocketed, with internet channels being the most popular (Kocabýyýk, 2021). Most users have been affected by unfavorable content (Kartal, 2018). Studies also suggest that people who are continuously exposed to unpleasant media content may develop negative views and be more prone to follow the content's behavior (Bulu et al., 2016; Kuzmanovi et al., 2019; Coyne, 2016; Siddiqui & Singh, 2016). Today's media lacks morality, yet it's widely available. Online and offline media channels offer inappropriate content to minors. Violence, abuse, sexual content, racism, discrimination, narcotics, and all negative media content. The average age of media consumers is rising, and they now follow trends and social norms without morals or beliefs. Unfortunately, audiences pick more violent stuff. Media users' values change and become less ethical. Thus, media ethics are crucial in this age. More research is needed to reduce media's detrimental impact on youth.

Media content preferences and dominating values orientation research are scarce and mostly foreign. Several studies have examined user attitude and media consumption (Roberts, 2000; Mayhew & Weigle, 2018; Mayhew & Weigle, 2018). Other academics have concentrated on one type of media, such as television (Tahira Shah & Khurshid, 2017; Cohen, Zilka & Romi, 2018; Abd Halim & Rosidi, 2012), music (Celasin, 2013; Bryson, 1996), or social media (Rutledge et al., 2019; Adegboyega, 2020; Avunduk et al., 2020; Adegboyegan, 2020; Khammatova et al., 2021). Pre-service teachers' media content choices have not been studied nationally. We don't know what media content pre-service teachers like at the national level or what values they value in their media context. Media connects humans to the medium. The media inform the people impartially (Lule, 2010). Mass media comprises print, radio, social, television, and film. It broadcasts any information to inform and entertain the public. (Lule, 2010). Media content is any information directly exchanged with users through art, communication, and publishing ("Content (media)," n.d.).

Early 20th-century scholars studied mass media. Others (Cruz et al., 2001; McQuail, 1987) believe the media helps society transmit

common values and standards to its listeners. Mass media, particularly television, is more effective at educating ideological concerns than essential social units like family, religious organizations, education, and so on (Holander, 1971). Mass media has become a main source for information, assertions, and assumptions concerning current social issues (Chaffee et al. 1970). According to Dominick (1999) as mentioned in Nigatu (2016), mass media provide enjoyment, knowledge, value, and more. Max Weber believed media content might measure society's "cultural temperature." Hansen et al. (1998). Thus, media content created and shared by a society can reveal its values, conventions, and culture.

New media and other ICT-based advancements in the contemporary period have led to many assumptions about how they would affect audiences and users' daily lives (Näsi et al. 2013). The public spends most of their time on the media (Eisen & Lillard, 2017; Kearney & Levine, 2020), making them easily influenced by media material. Early research imply that new media may harm listeners' social lives (e.g., Kraut et al. 1998; Kubey et al. 2001). The media's influence on consumers' value orientations and identity formation puts them at risk, especially when they're constantly exposed to unpleasant content (Kartal, 2018). Media shows violence, conflict, sexuality, drug misuse, and adultery. Modern users are more susceptible to negative influence since they base their values on digital norms (Vuksanoviæ, 2018). These statements contradict recent studies that revealed that new media significantly affects users' social connections and preferred media. Audiences have their own reasons for preferring one medium and content over another, regardless of media exposure (McQuail, 1992; Nigatu, 2016). Katz and Blumler's (1974) Uses and Gratifications theory states that users want media that meets

their needs. Media consumption and preferences vary by ethnicity, demographics, and education (Haines et al. 1972).

Ezumah (2013) cites the Pew Research Center (2011), which found that 66% of adults utilize a specific online medium for communication and meeting new people. However, Bulger et al. (2021) The Missing Middle: Reimagining a future for tweens, teens, and public media revealed that Generation Z users (10–17) experience more comprehensive personal human gratification than preceding generations. Gen Z is more diverse, educated, and open to social change than prior generations (Parker & Igielnik, 2020). This generation loves racial and cultural variety and seeks for content that aligns with their beliefs, so unfavorable stereotypes on screen disturb them (Elbaba, 2019). As a generation raised on ICT advancements, they choose information and interactive platforms that make them feel connected and at home (Bulger et al. 2021). Media role models are important for teenage identity building and social identity satisfaction. They prefer media personalities who share their identity (Ellithorpe & Bleakley, 2016). Bulger et al. found that youth value the identities of movie characters with similar tales and ambitions. Some like creating their own material and interacting with others' (2021).

Media content preferences and perceptions are studied academically. They are limited and studied abroad. One local study is connected (Tus et al. 2021). It just covers social media, thus it doesn't encompass the researcher's study setting. Finally, no national study has examined pre-service teachers' media content preferences. Thus, the researcher will evaluate pre-service teachers' media content preferences, including their favourite reading topics, television shows, music genres, music videos, and other media.

The purpose of this study was to gather information within the national level, and not solely

focus on one specific form of media but on all distinct forms of media as well as their content and different values preferences. This study will look at pre-service teachers' media content preferences as well as the dominant values orientations that pre-service teachers recognize or accept in the media platform.

■ METHODS

Research Design

This research made use of a descriptive-quantitative design, and a survey questionnaire was used to collect the necessary data.

The utilization of survey questionnaires is supported by the assertion made by Dillman et al. (2009), who state that the utilization of survey questionnaires is an effective method for the collection of data, particularly when the research in question involves the collection of data from a large sample size. This is the primary rationale behind the utilization of survey questionnaires. The primary rationale for selecting a quantitative design was so that the study could quantify data and generalize its findings; this was also one of the considerations that went into selecting the design.

Respondents

The research was carried out using a sample size that consisted of 130 students from the College of Teacher Education (CTE) on the main campus of Western Mindanao State University (WMSU). There were 39 male students and 91 female students in the sample. In addition, the research instrument was distributed across various majors and year levels, with participants age ranging from 18 to 25 years old.

Research Instrument

A survey questionnaire was distributed online in Google forms to pre-service teachers to ascertain their media content preferences and perceptions of dominant value orientations in media. The researcher obtained permission from pre-service teachers at WMSU (Main campus) from different majors and year levels via messenger app. The data collection instrument which is the "Preferences For Media Content and their Perceptions of Dominant Value Orientations in the Media" was adapted from the study of Jevtiè and Miloševiæ (2021), which consist of 46 questions that can be responded by 'yes' or 'no'. The instrument is divided into six sections; the first section, examines students' reading topic preferences with twelve items, the second identifies students' most watched television programs that consist of ten items, the third monitors students' preferred values promoted in media contents with five items, the fourth examines students' genre preferences for listening to music in which it contains six items, the fifth examines students' preferable values shown in music video that composed of seven items, and the last one identifies students' perceptions of which dominant value system is depicted in the media that comprised of six items. The researcher has done minor adjustments to the research tool to better suit the context of the study that the researcher aimed to conduct.

In order to guarantee the dependability of the research instrument, pilot testing was carried out. According to Alieto (2019), conducting pilot testing can be beneficial on a number of different levels. It is a technique for determining whether or not the instructions that are provided can be grasped quickly and easily. The answers to these questions can also be found through pilot testing. In addition, the dependability of the instrument can be validated through the utilization of pilot testing, which would be advantageous.

Following that, the Cronbach's Alpha Reliability test, a statistical tool, was used to assess the validity and reliability of the instruments. The analysis gave the questionnaire a result which scored =.807. Consequently, it indicates it is

reliable to use in this study. Furthermore, the reliability score in this study was found to be higher compared to the original instrument from the inspired study which is = .73. A reliability test is important to ensure that the data instrument is reliable before gathering the data (Handang, 2022).

Data Analysis

The technique used was quantitative data analysis technique through the use of descriptive analysis, The following processing methods and data analysis were used: percentage and frequency, chi-squared test to determine statistically significant differences between variables and Pearson's correlation analysis to determine the degree of correlation of the variables. as Analyses of data were done using the Statistical Package for Social Sciences (SPSS). However, in order to make the process more manageable, the data were initially encoded in an electronic spreadsheet. The use of SPSS has been known for decades in the treatment of the data being collected from Survey Questionnaires (Joe et al., 2022).

Ethical Consideration

Due to the inclusion of human subjects as responders, the researchers adhered to the fundamental ethical norms in research over the course of the study. All subject information was handled with the strictest confidentiality by the researchers. No physical or mental harm was done against the responders. The expectation that the identity and results of the study would be kept anonymous was adhered to correctly. The researchers recognize that the participants have the right to make decisions based on their values and beliefs; hence, they are granted complete autonomy.

Data collection Procedure

A quantitative study was utilized. The data was gathered from different respondents using an Online form as due to the restrictions cause by the pandemic. This will also be beneficial for the researchers to collect the data in seamless way.

■ **RESULTS AND DISCUSSION**

This section presents the data gathered in this study, as well as the presentation and discussion of the results. There are four research tasks in this study. To realize the first research task in this study, in which it is to examine the respondents' media content preferences, interpretation and analysis. The analyzed data are provided in Table 01. Likewise, for the second research task, in which to identify the significant difference between the respondents' television program preferences based on gender, the analysis of variance is presented in Table 02. For the third research task, to determine if there is a significant relationship between the media content and the values of respondents, is provided in Table 03.

The last research task in this study is also to determine if there is a significant relationship between the type of music and value orientations in music videos by respondents, the analysis of significance is presented in Table 05.

Differences in Preferences of Pre-service Teachers about the Thematic Content Based on Gender

The first research task of this study finds out pre-service teachers' preferred media contents that they read the most. Respondents were given 12 different thematic content. The results of male and female preferable media contents are shown below (Table 1).

Table 1 presents the frequencies and percentages of male and female student preferences in relation to the thematic content. The findings revealed a minor distinction in the preferences of male and female students when reading thematic content. Political (25.4%) and ecological content (26.2%) were found to be the

Table 1. Differences in preferences of pre-service teachers about the thematic content based on gender

Topics	Gender	YES		NO	
		N	%	N	%
Ecology	Male	34	26.2	5	3.8
	Female	72	55.4	19	14.6
Politics	Male	33	25.4	6	4.6
	Female	66	50.8	25	19.2
Sport	Male	28	21.5	11	8.5
	Female	45	34.6	46	35.4
Family	Male	32	24.6	7	5.4
	Female	85	64.4	6	4.6
Sex	Male	26	20.0	13	10.0
	Female	35	26.9	56	43.1
Appearance	Male	32	24.6	7	5.4
	Female	69	53.1	22	16.9
School	Male	37	28.5	2	1.5
	Female	81	62.3	10	7.7
Fashion	Male	23	17.7	16	12.3
	Female	76	58.5	15	11.5
Love	Male	34	26.2	5	3.8
	Female	80	61.5	11	8.5
Behavior	Male	37	28.5	2	1.5
	Female	86	66.2	5	3.8
Friendship	Male	37	28.5	2	1.5
	Female	88	67.7	3	2.3
Celebrity	Male	23	17.7	16	12.3
	Female	62	47.7	29	22.3

top two of the males' preferred topics to read than females. On the other hand, females have chosen fashion content (58.5%) and family (64.4%) as two of the topics they would want to read more about than males. When it comes to reading topics about school, behavior, friendship, and love contents it was found that both genders preferred to read these topics.

Furthermore, the findings show that females have higher preferences for any thematic content more than male respondents, in which it supports the findings of several other studies (Loh et al., 2019; Hall & Coles, 1997; Millard, 1997) that found that more females enjoy reading compared to males. One possible explanation for this result is that 70% of the respondents in this study are

female students. Additionally, based on the respondents' degree course (Education), we can conclude that it necessitates a significant amount of reading. This statement also affirms Weiss's (2015) point in his article, in which he ranks early education as the third great major for avid readers.

Reviewing the result of the study, the least preferred topic content selected by male and female students differs. Wherein male students least preferable topics to read are fashion (17.7) and celebrity (17.7), which affirms the study of Jevtiæ et al. (2021) that these topics (fashion & celebrity) are more preferred by females. On the other hand, female students' show sports (34.6) and sexual content (26.9) as the least preferable. This could be attributed to their reading choices

and habits as women prefer to read romance, thriller or mystery type of genre Morrison(2017).

Students' Preferences for Television Programs Based on Gender

The second research task was to determine whether there was a significant difference in pre- service teachers' gender preferences for television programs. For this purpose, Table 2 displays the calculated percentages and tests the null hypothesis with the chi-square, concluding that there were no gender differences in respondents' preferences for television programs. The results are shown below (Table 02).

Table 2. Students' preferences for television programs based on gender

Television Programs	Gender	YES		NO		X^2	df	p
		N	%	N	%			
Political shows	Male	26	20.0	13	10.0	.027	1	.870
	Female	62	47.7	29	22.3			
Cultural and artistic shows	Male	26	20.0	13	10.0	3.302	1	.069
	Female	74	56.9	17	13.1			
Educational program	Male	34	26.2	5	3.9	.857	1	.355
	Female	84	64.6	7	5.4			
Documentary	Male	36	27.7	3	2.3	.157	1	.692
	Female	82	63.1	9	6.9			
Programs for children and youth	Male	26	20.0	13	10.0	3.908	1	.048
	Female	75	57.7	16	12.3			
Cartoons	Male	31	23.8	8	6.2	.341	1	.559
	Female	68	52.3	23	17.7			
Sports program	Male	27	20.8	12	9.2	5.837	1	.016
	Female	42	32.3	49	37.7			
Fun and artistic programs	Male	33	25.4	6	4.6	.111	1	.740
	Female	79	60.8	12	9.2			
Quizzes and competitions	Male	26	20.0	13	10.0	.040	1	.841
	Female	59	45.4	32	24.6			
Movie series	Male	38	29.2	1	0.8	.016	1	.899
	Female	89	68.5	2	1.5			

Table 2 shows that a statistically significant difference was discovered at the level of p< .05 in relation to the gender of students. In this regard, the difference between preferred television program content and the gender of students was measured. As shown in the results, male outnumber female students in the sports programs (p = .016). A significant difference in relation to gender was also found in programs for children and youth (p = .048), with female students covering this program more than male students. This study supports others several various studies (Milal et al., 2021; Videnoviæ et al., 2010; Rowland et al., 1989) which claimed that males enjoy sports content than females. On the other hand, females enjoy reality-based programs such as daily conflicts, affairs, and family life (Youn, 1994). In accordance, these contents are typically covered in television programs for youth.

In general, no significant gender differences were discovered on programs such as movies and series, documentaries, educational programs, fun and artistic programs, and cartoons. According to this study, both genders preferred

to watch these programs, specifically movies and series. It has highest percentage scores other than other contents from both male (29.9) and female (68.5) students, which also affirms the findings of Jectiæ et al. (2021). However, according to their findings, programs with educational contents, programs for children and youth, cultural and artistic content, and political contents are the ones that students are least likely to watch. This does not align with the findings of this study; the reason for this is their respondents are adolescent, whereas this study's respondents are mostly young and late adults (18 to 25 years old). In conclusion, age is also another factor for differences in preferences, based on findings.

Correlation between Television Content and Media Values

The third research task of this study is to determine whether there is a significant relationship between media content and the value orientations promoted in the content by pre-service teachers. This was calculated using Pearson's correlation coefficient, and the results are presented below (Table 03).

Table 3. Correlation between television content and media values

Television Programs		Physical appearance	Wealth	Respect	Popularity	Traditionalism
Political shows	r	.016	.029	-.061	-.044	-.019
	p	.857	.740	.492	.623	.834
Cultural and artistic shows	r	.215*	.177*	-.048	.101	.081
	p	.014	.044	.586	.252	.360
Educational program	r	.047	.114	-.028	.048	.061
	p	.593	.197	.751	.586	.490
Documentary	r	-.064	-.156	-.028	.155	.131
	p	.466	.076	.751	.079	.138
Programs for children and youth	r	.232**	.199	.164	.047	.139
	p	.008	.176	.062	.594	.115
Cartoons	r	-.066	.013	-.049	-.063	-.023
	p	.458	.881	.578	.478	.796
Sports program	r	.093	.004	-.083	.248**	.008
	p	.290	.963	.349	.005	.925
Fun and artistic programs	r	.036	.075	.220*	.172	.106
	p	.684	.394	.012	.050	.230
Quizzes and competitions	r	.184*	.120	.121	.199*	.044
	p	.036	.173	.170	.023	.619
Movie series	r	.104	.081	-.014	.049	-.071
	p	.241	.360	.879	.581	.420

Table 3 presents the findings, which show a positive and negative correlation between watching a specific television program and the values that are advertised in the program. According to the findings, extensive viewing of cultural and artistic shows positively correlates with the value of physical appearance (r = .215*, p<.05) and wealth (r = .177*, p<.05).

Furthermore, programs for children and youth are positively associated with the value of physical appearance (r = .232**, p<.05), whereas programs involving quizzes and competitions are positively correlates with the value of physical appearance (r = .184*, p<.05) and popularity (r = 199*, p<.05). The value of respect has been linked to extensive viewing of fun and artistic programs (r =220*, p<.05), and finally, sports programs show high appreciation for popularity (r = .248**, p<.05). The results of this study do not align with the findings of Jectiè et al. (2021). In their study, cultural and artistic programs are highly associated with the value of traditionalism, whereas sports programs, quizzes, and competitions are associated with the value of wealth.

This study monitored how pre-service teachers perceived the dominant value promoted in the media. It has been shown that most media content places a high value on physical appearance and popularity. This is congruent with the findings of other researchers (Vidola, 2020; Leit et al., 2001), who claimed that modern media frequently makes us believe with idealized physical appearances that, in contrast, are unattainable, and thus sometimes have a negative impact to users. Media influencers have also grown in popularity because of their constant promotion of beauty-related content, as stated by (Henriques, 2021). It was proved that even pre-service teachers share society's perceptions of the dominant value advertised in several media contents - which is physical appearance and popularity. This is because, in today's digitalized world, attractiveness brings more benefits and opportunities (Vidola, 2020). Beauty has been linked to popularity; the more attractive a person is, the more popular they can be.

Furthermore, a weak negative correlation was discovered between viewing a specific media program and the value presented in its contents. As a result, documentary programs are least associated with the value of physical appearance, wealth, and respect. Physical appearance, respect, popularity, and traditionalism are the least associated with cartoons. Respect, popularity, and traditionalism are the values least associated with political programs. Furthermore, there is also a weak correlation between the value of respect and the constant viewing of programs with educational and sports content, as well as movies and series that show a low appreciation for the value of traditionalism. Indeed, we must recognize that television media can influences viewers' values formation and orientation (Khurshid, 2017).

Students' Preferences for Music Genre Based on Gender

The table below (Table 04) examined the music genre preferences of pre-service teachers. Respondents were given a variety of music genres from which to choose. Below are the percentages of male and female respondents' preferred music genre.

Table 4. Students' preferences for music genre based on gender

Music Genre	Gender	YES		NO	
		N	%	N	%
Folk	Male	32	24.6	7	5.4
	Female	54	41.5	37	28.5
Pop	Male	38	29.2	1	0.8
	Female	85	65.4	6	4.6
Rock	Male	29	22.3	10	7.7
	Female	53	40.8	38	29.2

Rap/Hip-hop	Male	31	23.8	8	6.2
	Female	62	47.7	29	22.3
Techno	Male	30	23.1	9	6.9
	Female	45	34.6	46	35.4
All styles	Male	30	23.1	9	6.9
	Female	66	50.8	25	19.2

Table 4 presents the preferences for listening to specific music genres differ depending on gender. According to the study's results, folk music has the second highest percentage of male genre preference (24.6). On the other hand, all styles have the second highest percentage of female students' genre preference (50.8). In general, pop is the most popular genre among both male (29.2) and female (65.4) students. This study confirms the findings of several other studies (Crawford et. al, 2005; Peretti & Swenson, 1974) that show gender impacts the of type of music genre people listen to.

There were no gender differences found when it came to the least preferred music genres by students, with techno and rap/hip-hop having the lowest percentages for both male and female students. This study contradicts the findings of Peretti & Swenson (1974), who claimed that female prefer calmer music, whereas male prefer loud and rap music. However, in this study, females proved to listen to all types of music genres and males preferred folk music to rap/hip-hop music.

The differences in respondents are the cause of these contradictory findings. Peretti & Swenson (1974) conducted a study with balanced number of male (50) and female (50) respondents, the majority of whom are music majors; the age of their respondents was not specified in the study. In this study, however, there are more female than male respondents, and they are all Education majors. Only five (5) percent consist of students who study music (Culture and Arts majors), which influence the result of the study. One factor is also reflected on the type of major; music majors may have explored different genres and developed preferences as a result of their knowledge and study of music, which also encourages them to give more appreciation. Education major, on the other hand, only listen to music as part of their leisure activity which we can assumed that they are in the process of exploring different genres of music.

Correlation between Type of Music and Value Orientations in Music Videos

The final objective of this research is to see whether there is a significant relationship between the type of music and the value orientations in music videos by respondents. Pearson's correlation coefficient was used to calculate the result, which is shown in the table below (Table 5).

Table 5. Correlation between type of music and value orientations in music videos

Values		Folk	Pop	Rock	Rap	Techno	All Styles
Expensive cars and branded wardrobe	r	.119	.125	.169	.167	.222*	.093
	p	.176	.156	.054	.058	.011	.293
Criminal behavior	r	-.039	-.131	.073	.025	-.022	.103
	p	.657	.136	.407	.782	.805	.246

Sexual intercourse	r	.033	-.157	.104	.069	.071	.047
	p	.706	.074	.239	.435	.425	.599
Love stories	r	.016	.295**	-.004	.237**	.019	.008
	p	.855	.001	.968	.007	.827	.930
Friendship	r	.075	.110	-.016	.105	.257**	-.047
	p	.396	.213	.853	.234	.003	.592
Violence	r	.019	-.168	.093	.104	.049	.115
	p	.832	.056	.295	.240	.579	.192
Free life	r	-.002	-.052	-.016	.024	-.114	-.131
	p	.979	.553	.853	.789	.196	.138

Table 5 presents a positive and negative correlation between students' preferences for music genres and the values presented in music videos. According to the result of the study, listening to two different genres - pop (r = .295**, p<.05) and rap (r = .237**, p<.05) shows a high appreciation for valuing stories about love. Techno music has a positive correlation with valuing expensive cars and branded wardrobe (r = .222*, p<.05) and friendships (r = 257**, p<0.5). On the other hand, promoting criminal behaviors is less prevalent in genres such as folk, techno, and pop music -with a perfect negative correlation. Listening to rock music is unlikely present to love stories and friendship. Except for rap music, the value of life freedom shows weak correlation in almost all types of music. Furthermore, listening to pop music promotes less criminal behavior, sexual content, violence, and free life. This study completely contradicts to the recent findings of Jectiæ and Miloševiæ (2021), who surveyed 433 adolescents. According to the result of their study, listening to and watching music videos of pop music promotes immoral behaviors such as high value of wealth, sex, and crimes, which is extremely different from the findings of our study.

The cause of this contradictory findings could have been the in the demographic differences. Whereas most adolescents go through the process of identity formation. According to Hlavaty (2011) this stage has a high chance of engaging in negative behaviors, which explains the findings of Jectiè and Miloševiæ (2021). On the other hand, this study consists of young to middle-aged adults majoring in Education; in this major, good manner and right conduct are extremely important, as they need to be a good role model, especially in their future career. People listen to music for various reasons; some see it as leisure activity, while others see it as a means expressing themselves, or a source of comfort and healing. However, music can play a larger role in people's lives by connecting them and their value orientations, as well as defining where they belong in the society (Petrušiæ, 2021).

Students' Perceptions about the Value System in the Media based on Year Leve

As part of the research study, this section examined the respondents' perceptions of the dominant value systems presented in the media based on the respondents' year level. This study consists of 33 (25.4%) first year, 17 (13.1%) second year, 60 (46.2%) third year, and 20 (15.4%) fourth year college students, which comes to be 130 in total. The result was obtained using the chi-square test, which is shown in the table below (Table 06).

Table 6. Students' perceptions about the value system in the media based on year level

Value System		1	%	2	%	3	%	4	%	x^2	df	p
Physical	Yes	22	16.8	11	8.5	39	30.0	11	8.5	6.289	1	.012
Appearance	No	11	8.5	6	4.6	21	16.2	9	6.9			
Expensive	Yes	14	10.8	3	2.3	30	23.1	8	6.2	.870	1	.351
things and wealth	No	19	14.6	14	10.8	30	23.1	12	9.2			
Respect	Yes	33	23.1	16	12.3	59	45.4	19	14.6	3.045	1	.081
among peers	No	0	0	1	0.8	1	0.8	1	0.8			
Being famous	Yes	15	11.5	5	3.8	25	19.2	7	5.4	1.729	1	.189
and popular	No	18	13.8	12	9.2	35	26.9	13	10.0			
Humanitarian	Yes	30	23.1	17	13.1	56	43.1	19	14.6	8.442	1	.004
work	No	3	2.3	0	0	4	3.1	1	0.8			
Traditionalism	Yes	29	22.3	13	10.0	50	38.5	17	13.1	.273	1	.601
	No	4	3.1	4	3.1	10	7.7	3	2.3			

Table 6 presents the measured results of a significant difference between the value system in the media and students' year level. Accordingly, physical appearance (p = .012) and humanitarian work (p = .004) were found to be the most popular value systems promoted in the media that students perceive. The responses of students from various year levels reveals a significant difference in result.

It shows that in the valuing of physical appearance in the media were primarily covered by first (16.8) and third (30.0) year students when compared to the other year levels. The same with recognizing humanitarian work in the media, which was also primarily covered by students from the first year (23.1) and third year (43.1) levels. In general, no other differences in value system perceptions were discovered based on respondents' year level. As a result, all year levels agreed that respect among peers and traditionalism should be promoted in the media.

According to the study, students from first year and third year level have similar perceptions of which dominant value system is promoted in the media.

Based on students' responses, they recognize that media portrays both positive and negative value systems. The media have also highlighted desirable values among students, such as appreciation and participation in humanitarian work. This backs up the findings of Gonzalez & Rosenblatt (2012) study, which show that people have begun to use media to form communities and organizations in order to connect and help others. Indeed, when the pandemic outbreak occurred, many vloggers and influencers used this method of helping to gain popularity because this type of content usually attracts more viewers. Some may have other intentions of showing their participation in humanitarian work in the media, however, this is also a great way to reach more people who will help and people who need to be helped. However, first- and third-year students also believe that the media promotes a negative value system. As previously stated, in relation intention of participating humanitarian work in order to gain popularity, too much valuing of physical appearance is also considered to be most promoted negative value in the media, which also supports other studies (Jectiè et al., 2021; Henriques, 2021; Vidola, 2020).

The reason why students chose physical appearance as one of the most promoted value systems in the media could be due to showing

greater interest in this type of content, which also claimed in the study of Jectiè et. al (2021). However, we cannot blame the respondents for choosing "physical appearance", because, in today's society, most people are overly conscious about their appearance, as attractive people have more opportunities and face less discrimination than to less attractive people - based on societal standards, this principle is commonly known as "pretty privilege", which also mirrors the study of Vidola (2020).

Relationship between media content preferences and perceptions towards dominant value orientations on the quality of Teaching Prospective Teachers

The relationship between media content preferences and perceptions towards dominant value orientations is a complex one, and one that has been studied extensively over the past few decades (Entman, R., 1989; Fujioka, Y., & Neuendorf, K., 2014; McLeod, D. M., Wise, D., & Perryman, M., 2017;Radoviæ, V., Ljajiæ, S., &Dojèinoviæ, M., 2021; Ward L. & Grower, P., 2020). It is evident that media content preferences play an important role in shaping individuals' including prospective teachers' perceptions of dominant value orientations, as well as influencing their behavior and attitudes.

Media content preferences are determined by a variety of factors, including age, gender, and personality (Rosengren, 1974). Generally speaking, these factors dictate the type of media content individuals prefer and are exposed to. In a study conducted by Mundorf and Brownell (1990), it was revealed that compared to college students (n = 149; mean age = 19.87), older adults (n = 74; mean age = 72.08) tend to watch more television. Also, it was found that both genders have similar viewing preferences, with more men than women viewing television for information, and citing entertainment as the primary viewing motive. Females of older age groups showed a

stronger preference for male characters in television shows and magazines. However, it has been shown that as people ages, the number of social media accounts individual use decreases (Hruska & Maresova, 2020). In another study, males were recorded to be more addicted to social media networks than females accounting to (49.6%) and (32%), respectively (Alnjadat et al., 2019). Findings agreed that personality affects media preferences and cultural participation (G. Kraaykamp, K.van Eijck, 2005).

It is clear that media content preferences and perceptions towards dominant value orientations are closely intertwined and can have a significant impact on individuals' attitudes, beliefs, and behavior. As such, it is important for individuals to be aware of the type of media content they consume and how it can shape their perception of dominant value orientations. It is also important for media producers to consider the impact their content can have on individuals' perceptions of dominant value orientations and strive to create content that reflects a variety of different cultures and beliefs.

The interconnectedness of media content preferences and the value orientation of the prospective teachers plays an important role in the quality of teaching. (Zankadi et al., 2022) stated that learners interact freely and voluntarily with various forms of user-generated content that conceals their true interests and preferences. Hence, understanding the media content preferences and the value orientation of the prospective teachers can help college instructors in improving their strategies to make it engaging that it catches their interests. The term interest does not only focus on learners' willingness to learn. But (Hidi, 2000) defined it as a state of mind that entails an individuals' affective involvement, persistence, focused attention and increased cognitive functioning. With that, for college instructors to improve the quality of learning among prospective teachers; one must

consider the media content preferences and their value orientation since social media nowadays are not just for entertainment purposes. Hence, social media are widely used by the higher education institutions even before and during the COVID-19 pandemic (Tess, 2013; Umoro, 2015; Koontz et al., 2018; Türel, & Dokumacý, 2022; Alturki & Aldraiweesh, 2022).

■ CONCLUSIONS

The purpose of this study is to look into pre-service teachers' media content preferences as well as their perceptions of the dominant value orientations conveyed in the media. According to the result of this study, there are significant findings regarding pre-service teachers' content preferences in the use of media. First, it was discovered that there is minor gender difference in pre-service teachers' preferences for reading a specific topic and watching particular television content. Furthermore, both genders prefer to read about the same topics and the same television shows. Second, it was discovered that the preferences of pre-service teachers in terms music genre vary by gender; however, the least preferred music genres to listen to by both genders are the same (techno & rap/hip-hop). In accordance with the perceptions of pre-service teachers toward dominant value orientations portrayed in the media, significant findings were also found. First, the result of the measurement between the value system in the media and students' year level showed a significant difference. Second, pre-service teachers from various year levels recognize that the media portrays both positive and negative values. Student's asserts that humanitarian work is one of positive values promoted by media, while physical appearance or beauty standards are one of the negative and most promoted values. Pre-service teachers acknowledge that negative media influence them as well, and the media must convey more positive values to their audiences.

The findings indicates that the media content preferences of pre-service teachers at Western Mindanao State University (WMSU) differ from their perception of the media values. In addition, monitoring content preferences also provides insight into the perception of media values.

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