Intercultural Attitudes, Preferences for World Music and Artworks From Different Cultures in the Context of Contemporary Music Pedagogy and Art Pedagogy[1]

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Abstract

This research examines the influence of age / year of study on intercultural attitudes of students, their preferences for *world music* and artworks from different cultures, along with the relationship between intercultural attitudes, preferences for *world music* and artworks from different cultures as well as the impact of visits to the theater / classical music concerts and art exhibitions on the preferences for *world music* and artworks from different cultures. The research was conducted on a sample of students attending the Faculty of Humanities and Social Sciences at the University of Split. The questionnaire used in the research was composed of the following four parts: *The General Data Questionnaire*, *The Munroe Multicultural Attitude Scale Questionnaire* (Munroe & Pearson, 2006), *The Musical Preferences Questionnaire* and *The Visual Art Preferences Questionnaire*. The results confirm that senior university students compared to students at the lower study level have developed certain aspects of intercultural attitudes and show greater preferences for *world music* and artworks from different cultures. The influence of going to the theater / concerts of art music and art exhibitions on the formation of preferences for *world music* and artworks from different cultures has also been confirmed. Finally, the results of the research confirmed the connection between intercultural attitudes and preferences for *world music* and artworks from different cultures. The paper presents the implications of the obtained results for the concept of music pedagogy and art pedagogy theory and practice aimed at shaping the intercultural attitudes of pupils and students.

Keywords: Intercultural Attitudes, *World Music* Preferences, Preferences for Artworks from Different Cultures, Music Pedagogy, Art Pedagogy

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[1] The paper relies on a part of a research carried out within the Institutional Project of the Faculty of Humanities and Social Sciences, University of Split, entitled *The Contribution of Art Education to the Development of Students' Intercultural Sensitivity and Intercultural Attitudes*.

Introduction

Modern world global migrations lead to changes that necessarily reflect in education, which is being increasingly shaped in the direction of multicultural education. According to Banks and Banks, "as a concept, idea, or philosophy, multicultural education is a set of beliefs and explanations that recognizes and values the importance of ethnic and cultural diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities of individual groups and nations" (Banks & Banks, 1995, 28).

Art education has a special role in the context of intercultural education, as it has the potential to strengthen an individual's self-esteem, promote group identity, reduce stereotypes, and eliminate various prejudices. As Clark (1996) points out, art education can change social relationships because all arts, including fine art, music, etc. are part of visual culture and therefore reflect multiple dimensions of culture.

Analyzing the definitions of different aspects of interculturalism, we come across a number of terminological ambiguities (Schwartz & Bilsky, 1987; 1990). Chen and Starosta (1997) thus state that intercultural sensitivity represents an affective aspect of intercultural communication, as opposed to intercultural awareness, as a cognitive aspect of intercultural communication, and intercultural adroitness, as a behavioral aspect of intercultural communication. Multicultural attitudes are based on the factors of presumed knowledge and beliefs, the emotional ties associated with such knowledge and the beliefs, and the behavioral actions displayed owing to both (Banks, 1999). The starting point in designing *The Intercultural Attitudes Questionnaire (The Munroe Multicultural Attitude Scale Questionnaire)* (Munroe and Pearson, 2006) is Bloom's taxonomy of educational objectives, i.e, the cognitive, affective, and psychomotor domains. In his *transformative approach* to designing the intercultural curriculum,[2] Banks (1999) notes the importance of using all aspects of Bloom's taxonomy. He transfers them to the components which form the intercultural attitude, which is based on *knowledge* about an object, on affective speech or *care* about the object, and *action* taken in relation to the object. A number of authors believe that the programs of intercultural education that limit the formation of intercultural attitudes only at the level of knowledge, without care and action, are totally insufficient (Arnold, 2000; Carlson, 1997). Thus, in his transformative approach to intercultural curriculum reform, Banks emphasizes the importance of students' progress from the level of knowledge to the level of care and action (Banks, 1999). In this way, the structure of the curriculum itself changes, and pupils and students are encouraged to observe phenomena from different ethnic perspectives and points of view.

Research objective, problem and hypotheses

The aim of the research is to examine the influence of age / year of study on intercultural attitudes of students, their preferences for *world music* and artworks from different cultures, along with the relationship between intercultural attitudes, preferences for world music and artworks from different cultures as well as the impact of visits to the theater / classical music concerts and art exhibitions on the preferences for world music and artworks from different cultures.

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[2] Banks speaks about the four approaches to the intercultural curriculum reform: *the contributions approach, the additive approach, the transformation approach, and the social action approach.* Only the two latter approaches enable pupils and students to develop critical thinking and truly get to know and understand different cultures (Banks, 1999).

In accordance with the above objective, the following research problems were defined:

1. to examine whether the age / year of study has an impact on students' intercultural attitudes.
2. to examine whether the age / year of study has an impact on the preferences for *world music* and artworks from different cultures.
3. to examine whether going to the theater / concerts of classical music and art exhibitions has an impact on the preferences for *world music* and artworks from different cultures.
4. to examine whether there is a connection between intercultural attitudes, preferences for *world music* and artworks from different cultures.

Based on the defined research objective and research problem, the hypotheses were set as follows:

H1: Students at the higher study level, in relation to students at the lower study level, have more developed intercultural attitudes.

H2: Students at the higher study level, in relation to students at the lower study level, show greater preferences for *world music* and artworks from different cultures.

H3: Students who often go to the theater / concerts of art music and art exhibitions show greater preferences for *world music* and artworks from different cultures.

H4: Students with more developed intercultural attitudes show greater *world music* preferences.

H5: Students with more developed intercultural attitudes show greater preferences for artworks from different cultures.

Research method

Participants

The study was conducted in Split on a sample of 292 participants, including first, second, third, fourth, and fifth year students attending the Faculty of Humanities and Social Sciences at the University of Split. First, second, and third year students form one group (N = 145), and fourth and fifth year students form another group (N = 147) (Table 1).

Table 1. The sample structure (N = 259)

GENDER	N	AGE	N
M	3	1st, 2nd, 3rd year students	145
F	289	4th, 5th year students	147
Total		292	

Research instrument and procedure

For the purpose of the research, we constructed a questionnaire. In the first part, *The General Data Questionnaire,* sociodemographic data on participants were gathered (gender, year of study, visits to the theaters / concerts of art music and art exhibitions). The second part, *The Intercultural Attitudes Questionnaire (The Munroe Multicultural Attitude Scale Questionnaire)* (Munroe & Pearson, 2006), contains eighteen statements with which we examined three aspects of intercultural attitudes: knowledge, care, and action. Each statement was accompanied by a 1–6-point rating scale (1 = I strongly disagree; 6 = I strongly agree). By checking the factor structure of the scale using exploratory factor analysis (EFA) employing principal components method with varimax normalized rotation, on the three predefined factors, a relatively similar factor structure compared to the original was confirmed. Six particles had significant saturations on the first factor, five particles on the second factor, and four particles on the third factor. These factors explain 37% of the variance. The psychometric characteristics of the questionnaire are shown in Table 2.

Table 2. The psychometric characteristics of *The Munroe Multicultural Attitude Scale Questionnaire*

Statement			
	Know	**Care**	**Act**
1.	I realize that racism exists.	I am sensitive to respecting religious differences.	I do not act to stop racism.
2.	I know that social barriers exist.	I am sensitive to differing expressions of ethnicity.	I actively challenge gender inequities.
3.	I understand religious beliefs differ.	I am emotionally concerned about racial inequality.	I do not actively respond to contest religious prejudice.
4.	I understand sexual preferences may differ.	I am sensitive towards people of every financial status.	I respectfully help others to offset language barriers that prevent communication.
5.	I understand that gender-based inequities exist.	I am not sensitive to language uses other than English.	I do not take action when witnessing bias based on people's preferred sexual orientation.
6.	I accept the fact that languages other than English are spoken.	A person's social status does not affect how I care about people.	
7.	I don't understand why people of other cultures act differently.		
Cronbach α	0.69	0.61	0.54
M (sd)	33.87 (2.75)	19.10 (4.23)	13.46 (3.97)
ra nge	20-36	5-30	4-24
Mean inter-item correlation	0.32	0.24	0.23
KS d	0.23, p <0.01	0.08, p <0.01	0.08, p <0.01

The third part is *The Musical Preferences Questionnaire.* The task of the participants was to listen to a piece of music and assess on a 1–5-point Likert-type scale (1 = I don't like it at all; 5 = I really like it) how much they liked a certain music fragment.

A compact disc was made containing ten music fragments of *world music*, lasting for about one minute each. The CD was constructed exclusively for the purposes of this research, and the criteria for the selection of music fragments were the defined research problems. The psychometric characteristics of the questionnaire are shown in Table 2.

Table 3. The psychometric characteristics of *The Musical Preferences Questionnaire*

No.	Musical example
1.	Cesária Evora: Angola
2.	Summit (Uganda): Ekibobo
3.	Guajira guantanamera (Cuba)
4.	Hijos del Viento (Music of the Andes)
5.	Kalyi Jag: La Romnjasa
6.	Les Greres Guisse (Senegal)
7.	Julian Avalos (Peru): Mujer Mágica
8.	Ricardo Lemvo & Makina Loca (Cong): Biloló
9.	Goran Bregovic: Time of the Gypsies (Ederlezi)
10.	Carlos Puebla (Cuba): Y en Eso Llegó Fidel
Cronbach α	0.79
M (sd)	39.17 (5.57)
range	21-50
Mean inter-item correlation	0.29
KS d	0. 08, p <0.01

The fourth part is *The Visual Art Preferences Questionnaire.* The task of the participants was to observe the picture and assess on a 1–5-point Likert-type scale (1 = I don't like it at all; 5 = I really like it) how much they liked a certain artwork.

The research used a Power Point presentation with ten artworks from different cultures. The presentation was created exclusively for the purposes of this research, and the criteria for the selection of artworks were the research problems. The psychometric characteristics of the questionnaire are shown in Table 4.

Table 4. The psychometric characteristics of *The Visual Art Preferences Questionnaire*

No.	Visual artwork
1.	Liu Bang: A portrait painting of Emperor Gao of Han (China)
2.	Kitagawa Utamaro, Comb, multicolor woodblock print (Japan)
3.	Frida Kahlo: Self-Portrait with Monkey (Mexico)
4.	Irma Stern: Portrait of a West African girl (South Africa)
5.	Twins Seven Seven: The Blessed Family (Nigeria)
6.	Zaya: Meditation Road (Mongolia)
7.	Reza Abbasi: Youth reading (Iran)
8.	Sun Mu: Run (North Korea)
9.	Vicente Manansala: Madonna of the Slums (Philippines)
10.	Barrington Watson: Conversation (Jamaica)
Cronbach α	0.82
M (sd)	36.02 (6.32)
range	17-50
Mean inter-item correlation	0.32
KS d	0.06, p <0.01

The participants were explained the purpose of conducting the research, were guaranteed anonymity, and asked to answer questions honestly. After completing the first and second parts of the questionnaire, the participants were instructed how to assess how much they liked the music and art samples, without being told which music and art samples were included.

Results and discussion

H1: Students at the higher study level, in relation to students at the lower study level, have more developed intercultural attitudes.

To examine the influence of age / year of study on students' intercultural attitudes, the Mann-Whitney U-test was calculated (Table 5). The results indicate the absence of differences among students of different years of study with regard to one aspect of intercultural attitudes (knowledge). Regarding the other two aspects of intercultural attitudes (action, care), a difference was noticed, with senior students having more developed aspects of intercultural attitudes. This partially confirmed the hypothesis.

The results obtained are partly in line with the results of Neto (2006) who emphasizes the importance of intercultural teaching at the higher education level for increasing ethnic tolerance and self-esteem of Portuguese students. Furthermore, by conducting similar research on a sample of American students, Probst (2003) stresses the importance of intercultural education for developing intercultural tolerance, but also for overcoming gender stereotypes.

Table 5. Differences in students' intercultural attitudes with regard to age / year of study

Year of study	C			IN			z			p		
	F1 *	F2 *	F3 *	F1	F2	F3	F1	F2	F3	F1	F2	F3
1st, 2nd, 3rd year	5.83	3.76	3.12	10413.00	9085.50	8532.00	0.36	2.18	2.96	0.72	0.03	0.00
4th, 5th year	5.82	3.98	3.46									

* F1 = know ; F2 = act ; F3 = care

H2: Students at the higher study level, in relation to students at the lower study level, show greater preferences for world music and artworks from different cultures.

To examine the influence of age / year of study on the preferences for *world music* and artworks from different cultures, two Mann-Whitney U-tests were calculated (Table 6). The results show that students at the higher university study level, compared to students at the lower university study level, show greater preferences for *world music* and artworks from different cultures. This confirmed the hypothesis.

The increase in music and art preferences with age can be partly explained by the maturation of participants, but also by the influence of teaching music and art during primary and secondary school and higher education. Howard (2018) also talks about the positive impact of music education on the development of *world music* preferences, especially emphasizing the possibility of getting to know different cultures and developing tolerance towards them

during music education. Furthermore, starting from UNESCO's proposal "learning how to live together", Da Silva and Villas-Boas (2006) talk about the positive impact of visual art education on students' perceptions of cultural differences and on the development of positive attitudes towards different ethnic and cultural groups.

Table 6. Differences in *world music* preferences and preferences for visual artworks from different cultures with regard to age / year of study

Year of study	C		IN		z		p	
	WMP *	PADC *	WMP *	PADC *	WMP *	PADC *	WMP *	PADC *
1st, 2nd, 3rd year	3.79	3.48	7470.50	8616.00	4.42	2.83	0.00	0.00
4th, 5th year	4.19	3.75						

* WMP = world music preferences; PADC = preferences for visual artworks from different cultures

H3: Students who often go to the theater / concerts of art music and art exhibitions show greater preferences for world music and visual artworks from different cultures.

To examine whether going to the theater / concerts of art music and art exhibitions affect the preference for *world music* and visual artworks from different cultures, two Kruskal-Wallis tests were conducted (Table 7). The results confirm that preferences for *world music* and visual artworks from different cultures differ significantly depending on how often students go to the theater / concerts of classical music and art exhibitions. Namely, students who sometimes and often attend such events to a greater extent prefer *world music* and visual artworks from different cultures. This confirmed the above hypothesis.

Dobrota and Reić Ercegovac (2017) explored the relationship between musical preferences on the one hand, and music instruction and various informal influences, on the other. A significant correlation was observed between the frequency of attending classical music concerts and the preferences for classical music, jazz, and *world music.*

Table 7. Differences in world music preferences and preferences for visual artworks from different cultures with regard to the frequency of going to the theater / classical music concerts and visual art exhibitions

Going to the theater / classical music concerts	C	H (2, N = 292)	P	Going to the exhibitions	C	H (2, N = 292)	p
never	3.71	33.44	0.00	never	3.50	27.81	0.00
sometimes	3.96			sometimes	3.77		
often	4.61			often	3.98		

H4: Students with more developed intercultural attitudes show greater preferences for world music.

To examine the relationship between intercultural attitudes and preferences for *world music*, correlations between these variables were calculated (Table 8). The results confirm that participants who have more positive intercultural attitudes (action, care) show greater *world music* preferences. This confirms the final hypothesis.

The results are consistent with the results of Dobrota (2016) who conducted research on a sample of students and confirmed the existence of a relationship between certain aspects of intercultural attitudes and *world music* preferences. Similar results were obtained by Fung (1994) on a sample of students of music.

Table 8. The relationship between intercultural attitudes and *world music* preferences

Variables	M	SD	IA* F1 know	IA* F2 act	IA* F3 care	*World music* preferences
IA* F1 know	5.64	0.46	1.00	0.08	-0.02	-0.05
IA* F2 act	3.82	0.85	0.08	1.00	0.26*	0.14*
IA* F3 care	3.36	0.99	-0.02	0.26*	1.00	0.18*
World music preferences	3.92	0.56	-0.05	0.14*	0.18*	1.00

* IA = intercultural attitudes

H5: Students with more developed intercultural attitudes show greater preferences for visual artworks from different cultures.

To examine the relationship between intercultural attitudes and preferences for artworks from different cultures, correlations were calculated between the three aspects of intercultural attitudes and preferences for artworks (Table 9). The results confirm that participants with positive intercultural attitudes (action, care) show greater preferences for artworks from different cultures, thus confirming the final hypothesis.

The obtained results can be explained by the fact that during visual culture and visual art education, students participate in collaborative learning, i.e. they work together on an artwork (Allison, 1995). This reduces the feeling of individualism and strengthens the sense of belonging to the group, which can also strengthen students' intercultural attitudes.

Table 9. Relationship between intercultural attitudes and preferences for visual artworks from different cultures

Variables	M	SD	IA* F1 know	IA* F2 act	IA* F3 care	Preferences for visual artworks from different cultures
IA* F1 know	5,64	0,46	1.00	0.08	-0.02	0.06
IA* F2 act	3,82	0,85	0.08	1.00	0.26*	0.27*
IA* F3 care	3,36	0,99	-0.02	0.26*	1.00	0.15*
Preferences for visual artworks from different cultures	3,60	0.63	0.06	0.27*	0.15*	1.00

* IA = intercultural attitudes

Conclusion

The results of this research confirmed the influence of age / year of study on two aspects of intercultural attitudes (care, action), preferences for *world music* and artworks from different cultures. The influence of going to the theater / concerts of art music and art exhibitions on the formation of preferences for *world music* and artworks from different cultures has also been confirmed. Finally, the connection between the two aspects of intercultural attitudes (care, action) and the preference for *world music* and artworks from different cultures has been confirmed.

The obtained results clearly indicate the need to shape and promote intercultural art instruction from pre-school to higher education level. If students are educated to understand the aesthetic values and philosophies of different cultures, they will understand and appreciate the pluralistic society they live in (Campbell, 1998). This in turn would help the students to be sensitive to the world as a community, to develop positive and productive interaction among different cultural groups. As Rachel (1988) stated, when students have the opportunities to more fully explore and comprehend approaches to diverse and unfamiliar arts, their appreciation and attitudes towards other cultures are enhanced. A reciprocal benefit ensues: art provides social and cultural knowledge about the range and variety of human experiences, and social and cultural awareness enriches knowledge of art. Similarly, according to Allison (1995), the differences in a multicultural society can be manipulated to increase students' awareness on the various cultures, and eventually they are taught to respect these differences.

Consequently, modernization of music and visual art curriculum in the direction of intercultural education can significantly improve students' knowledge and understanding of different cultures, thus developing intercultural attitudes, tolerance, and mutual respect.

One of the limitations of this research is relatively low reliability of the scale in *The Munroe Multicultural Attitude Scale Questionnaire,* i.e. of the subscale *action,* which can be explained by insufficient intercultural interactions of the research participants. Another limitation of the research is related to the gender structure of the sample, therefore in future researches the gender balance of the participants will be taken into account.

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