Exploring the relationship between music and movie preferences to diversity attitudes.

What is the relationship between an individual's music and movie preference and their diversity attitude?

Student Name: Bethiah Getenet Negussie
Student Number: 467570

Supervisor: Dr. Joep Hofhuis

Master Media Studies - Media & Business
Erasmus School of History, Culture and Communication
Erasmus University Rotterdam

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ABSTRACT

Think over to your top five favorite music artists of the all-time or perhaps think about the last few movies you had watched which you found enjoyable or perhaps movies you have always found inspiring and entertaining. How diverse would these media products be, in terms of cultures, ethnicities or gender? Several previous studies have highlighted how representation of different groups of people in the music and movie industry have an impact on how individuals view and navigate the world around them. A lot of our views, beliefs and attitudes as people is shaped by the media and it plays an immense role on what we believe to be true about the society. This notion is supported by various theories, and most notably is the Gerbner's cultivation theory. The main indication of Cultivation theory is that the media is able to cultivate what people think is real and accurate over a long period of time. Nowadays, the public heavily relies on the media to provide them with necessary and crucial facts about what is happening in the world. Therefore, this often leads them to be heavily influenced by those media sources. Hence, music and movie industries can also have an impact towards individuals' attitudes regarding diversity. Moreover, the Mere-exposure effect also argues that continued exposure to a certain stimulus will increase the liking of that stimulus and lead to rejection of others. Therefore, continuous exposure to diversity in media can lead to the liking and acceptance of diversity in society. People's preferences of music and movies could tell us a lot about their diversity attitudes. Diversity of attitudes refers to the beliefs an individual has towards others who are different in aspects of culture, behavior, personality, physical characteristics and can be assessed using several measures such as the Multicultural Personality Questionnaire (MPQ), Reaction-to-Diversity (RTD) Inventory and Munroe Multicultural Attitude Scale Questionnaire (MASQUE). This research was conducted by distributing a survey with both open-ended and close-ended questions, to explore the relationship between an individual's music and movie preference to their diversity attitude. The research findings showed that music and movie consumption preferences do not have a significant effect on most measures of diversity attitudes. Regardless of respondents' attitudes towards diversity, their media consumption preferences were always varied.

KEYWORDS: *Music Preference, Movie Preference, Diversity Attitude, Multicultural Personality, Reaction to Diversity*

Preface

This Master thesis marks the end of my journey for the Media and Business study at Erasmus University Rotterdam. Despite all the hardships countered over the past year, attending this study was a great experience for me as I got to grow as a person and learn more about myself. First, I would like to thank my thesis supervisor Dr. Joep Hofhuis, for guiding me through this process by providing me with quick, helpful and constructive advice all throughout. I would also like to thank my mother, father as well as my sister for encouraging me, being by my side and supporting me throughout the whole program. Lastly, I would like to give thanks to my friends, who have been there with me the whole time and kept encouraging me during tough times.

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1. Introduction

Think over to your top five favorite music artists of the all-time or perhaps think about the last few movies you had watched which you found enjoyable or perhaps movies you have always found inspiring and entertaining. If these favorite music artists, movies were to be calculated on a scale of diversity, what would score turn out in the end? The diversity of preferences, especially preferences of media products, can tell us a lot about individuals' personality traits. In the past, several studies have tried to emphasize the importance of diversity within the music and film industry. Various researches have shown and highlighted that representation of different groups of people within these industries have an extensive impact on how individuals view and navigate the world around them (Romer et al., 2014). Previous studies and theories have stated that the media, especially entertainment media, is able to shape the views, beliefs and attitudes individuals have about the society (Potter, 2014; Romer et al., 2014). It can be argued that people's attitudes towards diversity can be shaped or cultivated by what they are continuously exposed to. Fung (1994) in their study of music preferences and multicultural attitudes, have identified that exposure to different types of music can help further develop individuals' multicultural awareness and tolerance. In the same way, the types of movies individuals consume and the portrayal/ representation in those movies also have an impact on how accepting and understanding they are towards people of different backgrounds (Yalcin, 2013).

On the contrary, other studies have argued that the music artists we listen to and the types of movies we enjoy watching can indicate the type of person we are (Bello & Garcia, 2020). Preferences, in general, are subjective and dependent on individual personality traits. Dobrotaa and Ercegovac (2014), argue that people have a tendency to stick with media products which align with their existing beliefs and those that already affirm their current view about the world (Rentfrow & Gosling, 2007). People prefer to listen music or to watch movies that reflect their current personality traits and characteristics (Delsing et al., 2008). Societal elements such as ethnicity, culture and social status can be used to explain media preferences of individuals (Delsing et al., 2008; Langmeyer et al., 2012). The heterogeneity and homogeneity of people's (entertainment) media preferences can also be explained by these factors. Therefore, it can be inferred that individuals who are considered to be open minded can have a more heterogeneous and diverse preferences than individuals who are closed to new ideas or new experiences (Dobrotaa & Ercegovac, 2014). Both concepts of the media shaping individuals' views and beliefs as well as existing personality traits influencing

our media preferences present interesting arguments. This current paper recognizes that both effects can exist. However, the research paper will be in alignment with the assumption that diverse media consumption has a stronger effect on the individuals' diversity attitudes rather than diversity attitudes influencing media consumption patterns. This is due to the concept that media is able to shape and cultivate people's attitudes, as it plays an important factor in the world. Therefore, this means that pushing for more diversity within the music and movie industry can be a valuable way of improving how the public views and deals with diversity in their society.

Other previous literatures have conducted studies to investigate how diverse movies and music generally are and what this meant for social inclusion in society. In these studies, diversity attitudes were measured by looking at how and the extent to which people of different ethnicities, gender, sexual orientation were represented. The music and film industry in the past have been dominated by a homogeneous set of people. This has led to public backlash and people scrutinizing the industry for the lack of diversity and proper representation (Chattoo, 2018). For instance, this can be seen by the trending #OscarsSoWhite hashtag. This hashtag was created with the hopes of highlighting the lack of diversity in the Oscar and the movie industry in general (Chattoo, 2018).

Earlier researches have showed the importance of diverse representation in music and film, as it has an impact on society's multicultural awareness, tolerance and acceptance, as they play an important role in society (Potter, 2014; Romer et al., 2014). Nonetheless, there still are gaps in the research which this paper aims to fill. For instance, there has not been research which examines the relationship of entertainment media preferences directly to individuals' diversity attitudes, as opposed to looking the overall characteristics of a person. This can serve as an advantage to this area of research, as it will provide a more focused finding of individuals' attitudes and characteristics. Moreover, other researches have yet to focus on the concept of diversity attitudes by looking at individuals' music and movie consumption preferences simultaneously. As this is the main focus of this research, it will allow us to explore and compare the effects of both music as well as movie preferences in relation to individuals' diversity attitudes. This means that we will be able to determine if preferences for diverse music and movie have an influence on attitudes and which one of the two will have a stronger impact. Additionally, this research will also introduce various measure of diversity attitudes such as the Multicultural Personality Questionnaire (MPQ), Reaction to Diversity Inventory (RTD) and the Munroe Multicultural Attitude Scale Questionnaire (MASQUE) which are new measures to be used in this area of study. Thus, the

main aim of this research paper is to look at the relationship between the music and movie preference individuals have with their diversity attitudes. Hence, the guiding research question for this research paper is therefore:

RQ: What is the relationship between an individual's music and movie preference and their diversity attitude?

The results of this paper will provide a unique insight to the business sector of the media as well as contribute to multicultural and diversity studies. From a business standpoint it is important to understand whether media industries, such as music and film, would benefit from an investment in diversity. As mentioned earlier, the topic of diversity and representation in the media had been of utmost conversation amongst professionals and the public in the past years. Hence, understanding the relevance of the relationship between music and movie preferences and individual diversity attitudes would be important. Grasping the knowledge of numerous individuals' music and movie consumption preferences contingent to their diversity attitudes will be of high benefit to these media industries as it will give an insight towards their diversity strategy. Additionally, the diverse group of sample present in this research will contribute to a varied range of consumption preferences and diversity attitudes for businesses to explore. The music and film industries could also be affected by individuals' diversity attitudes. No matter people's attitude towards diversity, it could always reflect on their preferences on these media products. This means that individuals would incline towards choosing products that align with their diversity attitudes. Hence, the findings of this research will also be beneficial to these industries.

The following chapter of theoretical framework, (Chapter 2), will in detail discuss and review theories that explain how the (entertainment) media can influence and shape individuals' and society view, beliefs and attitudes. This section will also examine what individuals' music and movie preferences are and how they can be defined in relation to personality traits. The concept of "diversity of preferences" will also be explored. Moreover, this section will discuss what diversity attitudes are (along with its measurements), and how they can be explained in relation to the scope of the research. Furthermore, Chapter 3, the section of methodology, will explain the choice of method, the research design, how the data was collected and the sample as well as the overall structure of the methodology. The results section, Chapter 4, will specify the analysis and findings of the research as well as accepting or rejecting the hypotheses. The final chapter of discussions and conclusion will go further

into the discussion and significance of the findings of the research. This section will also provide a conclusion to the research by ultimately answering the research question provided in the introduction. Furthermore, limitations of the research and suggestions for future research will also be addressed within this chapter.

2. Theoretical Framework

In recent years, there has been an upsurge in the representation of different races, gender and sexual orientation in the media; especially in the film and music industry (King et al., 2019). There has been an increase in the amount of people of color taking on more lead roles, as well as women taking on a more powerful and lead role. The media in general has seen improvements of diversity however, it is still lacking in the quality of representation (Chattoo, 2018; King et al., 2019). For example, in 2016, there was a trend of a hashtag #OscarsSoWhite all over social media, especially twitter. This was due to the fact that this esteemed film award was primarily awarded to Caucasian actors, directors, producers (Chattoo, 2018; King et al., 2019). An Oscar, for many, is an epitome of professional achievement, where the award displays people worthy of attention and praise (Chattoo, 2018). Hence, it comes as an issue when several groups of people have been neglected from getting this award. This trending hashtag of #OscarsSoWhite, has since prompted an increasing amount of scrutiny from the public, questioning whether or not Hollywood was biased towards people of color (King et al., 2019).

Several different studies have shown that people of color have been underrepresented and misrepresented in movies, especially in Hollywood. One study highlighted that only 20 percent of Hollywood lead roles were people of color in the 1990s, with only a slight increase since then (Aumer et al., 2017). Quality of representation is also as important, when it comes to the entertainment industry. Generally, when looking back at movies, the representation of people of color has been stereotypical or a negatively connotated portrayal (King et al., 2019; Aumer et al., 2017). These misrepresentations of people of color can often highly influence what other groups of people believe to be true about them in real life. Hence, this will create a negative view of people of color. Moreover, misrepresentation of minority groups can bring about negative effects on their own individual identity as well (King et al., 2019).

Similarly, many studies have seen the mis/underrepresentation of women in the media. Various movies portray women being heavily sexualized and playing gender stereotypical roles (Lindner et al., 2015). Even though various women are appearing with movie roles, they are often still additional characters to the main storyline of men (Lindner et al., 2015). Continuous exposure to these limited portrayals of women in media can influence what the society thinks is true. Moreover, several articles and studies have pointed out this same issue within the music industry as well. For instance, The New York Times had conducted an analysis of Billboard's year-end Hot 100 chart over the years of 2012 – 2017. They found

that out of the 600 songs, only 22% of the songs were performed by women (Sisario, 2018). Since then, this percentage had been gradually decreasing, with only 12% of songs being performed by women in the year 2018. For long, men have been dominating the music industry and overpowering what is being distributed to society (Sisario, 2018). Furthermore, racial inequality is not foreign to the music industry as well. Even though people of different ethnicities and backgrounds are present in the music industry, they still struggle with gaining the recognition for the work they have done (Agbai, 2020). For instance, the music industry's prestigious award, the Recording Academy's Grammy Awards, have also received scrutiny for only favoring white artists (Agbai, 2020). Throughout the years, less than 20% of the awards have gone to people of color, showing a plague of inequality in the music industry (Agbai, 2020).

Diversity in general, and accurate representation of different groups of people is an important and necessary aspect in society (Chattoo, 2018; King et al., 2019). This is because diversity in the media has the ability to shape society, as it can influence the public's opinions, views and attitudes. This notion is associated with and supported by various theories such as Cultivation theory and Mere-exposure effect which both suggest that the media has the ability to cultivate what society thinks is true by a continuous exposure to only a certain type of stimulus. These theories will further be discussed in the following sections.

2.1 Cultivation Theory:

Cultivation theory was a term first coined by George Gerbner together with a team of researchers, in the 1960s as an explanation of the influence mass media has on society (Potter, 2014; Romer et al., 2014). The main indication of Cultivation theory was that the media is able to cultivate what people think is real and accurate over a long period of time (Potter, 2014). The media can shape what people know to be reality what is not (Romer et al., 2014). Cultivation theory suggests that an individual who spends a significant amount of time watching television is more prone to comprehend and understand what is real about the world in a way it aligns with the message continuously shown on television (Morgan & Shanahan, 2010; Potter, 2014). Nowadays, the public heavily relies on the media to provide them with necessary and crucial facts about what is happening in the world (Mosharafa, 2015). Therefore, this often leads them to be heavily influenced by those media sources.

Most commonly, Cultivation theory has been related to violence in media to highlight the impact it has on society. According to Jamieson and Romer (2014), an individual who watches a lot of violence in media for a prolonged amount of time, is more likely to perceive

the world as violent. This is because they are understanding the reality of the world through what is presented in the media. What an audience sees being represented on a screen is what will remain as a real image regarding a particular issue (Mosharafa, 2015).

For the scope of this research, relating to Gerbner's cultivation theory, we can infer that the music and movie industry can also have an impact towards individuals' attitudes regarding diversity (Fung, 1994; Potter, 2014). Movies can be of good means to develop our understandings of cultural diversity (Yalcin, 2013). Different types of music by different artists can also help us further develop our multicultural awareness and intercultural understanding (Bello & Garcia, 2020). Any kind of portrayal put forth by the movie or music industry, is what is likely to be accepted as real by the society (Romer et al., 2014). For instance, if individuals are frequently exposed to stereotypical portrayals of people of color in movies as unprofessional or criminal, this may lead them to believe that those are the fitting characteristics of people of color in the world (King et al., 2019). In the same manner, overly sexualized and stereotypical portrayals of women, either in movies or within the music industry, will create the notion that this should be the traits of women in real life. This kind of storytelling will cultivate a distorted view of the world and in the long run will negatively impact audiences' views and beliefs (Morgan & Shanahan, 2010). These negative views and beliefs will eventually play a part in influencing how individuals respond to diversity and different groups of people in society. It will also influence their multicultural awareness and intercultural understanding. Therefore, diversity in media, as well as an accurate representation of different groups of people are important aspects in shaping individuals' beliefs and attitudes in society (Romer et al., 2014).

2.2 Theory of Mere-Exposure Effect:

The theory of Mere-exposure effect suggests that continued exposure to a certain stimulus will increase the liking of that stimulus and lead to rejection of others (Aumer et al., 2017). People who consume similar content or ones with similar opinions, usually reject information coming from others with different views (Sunstein, 2007). Mere-exposure theory states that only the repeated exposure of a stimulus is enough to further improve the attitude of that stimulus (Moreland & Topolinski, 2010). Several studies have explained that the mere-exposure effect is an important factor for individuals' likings towards different stimuli, which is also often used by marketing and advertising professionals. According to Green et al. (2012), the increased liking and preference of music increases with repeated exposure.

Hence, similarly to Cultivation theory, a continuous exposure to only one kind of message increases what is known to be true about the world as well as the preference for it.

A study conducted by Aumer et al. (2017) has suggested that movie audiences may prefer to watch movies with predominantly Caucasian actors. However, this is explained by Mere-exposure effect where the preference is rooted from being accustomed to watching the movies, or the media in general, being dominated by Caucasians (Aumer et al. 2017). Therefore, by the way of mere-exposure effect, the media can increase the liking and preference of one group of people over others. This means that the preference of individuals' music and movies can relate to or can have an influence over their attitude towards diversity.

The theory of Mere-exposure effect and Cultivation theory both serve as important explanation to the current research paper. With cultivation theory, it is known that the media is able to cultivate what individuals know to be the reality of society. Furthermore, in today's digital age, people remain very reliant on the content of media to learn about the world as well as their society (Panis et al., 2019). Hence, this gives the media a responsibility of constructing diverse and accurate representation of people and society. This is due to the fact that anything that is portrayed in the media will later reflect on how individuals react towards others within their own society. Similarly, the theory of mere-exposure effect, explains that merely a continuous exposure to a certain stimulus will improve the liking of that stimulus (Aumer et al., 2017). Hence, with this in consideration, continuous exposure to diverse and accurate representation of women and people of color will further enhance the liking and preference by individuals. Therefore, media, particularly the entertainment media, can indeed influence individuals' attitude towards diversity.

2.3 Diversity of Preferences in Music and Movies:

As the main aim of this paper is to explore the relationship between individuals' music and movie preference to their diversity attitudes, it is then important to first define what diversity of preferences is. In this research, diversity in preference of music is measured in terms of listening to different music artists, from different backgrounds and cultures, with different ethnicities as well as different genders. Bello and Garcia (2020) argue that the exposure to different types of music with different range of artists from different cultural background can help enhance our multicultural awareness and intercultural understanding. This can also imply that an individual with diverse preferences is likely to have personality traits of being multiculturally aware as well as have positive attitudes towards diversity. Similarly, diversity in preference of movies, for this research, can be presented in different

aspects; which are the film itself, and the cultural background, ethnicity and gender of the actors involved within the movie as well as the geographical origin (Moreau & Peltier, 2004). The diversity of the movie can be assessed by looking at the types of people featured both on and behind the screen in terms of the varied cultural and ethnic background and gender represented (Moreau & Peltier, 2004). Movies can be a rich source of understanding cultures (Yalcin, 2013). When people with different backgrounds and genders are represented in the movies, it can serve as a tool to aid in cultural awareness, cultural diversity and instill a sense of compassion towards other people (Yalcin, 2013). Therefore, the diversity of preferences in movies can contribute to a positive multicultural/intercultural personality of an individual.

Furthermore, various researches have explained how diversity of preferences can be measured, which in the scope of this research is ethnic and gender diversity within music and movies. According to Robinson et al. (2020), diversity of preferences quite simply means the lack of similarity between choices. This could be seen as the lack of similarity in genres or the differences in cultures (Robinson et al., 2020). Diversity of preferences also indicates the variety, balance and disparity between the choices (Moreau & Peltier, 2004). The larger the variety, balance and disparity of the preference, the greater the diversity is. For the scope of this research, the classifications of variety, balance and disparity can help explain what it means to have diversity in preferences in music and movies.

1. *Variety* refers to the different number of categories into which the choices can be partitioned
2. *Balance* refers to the pattern of distribution of choices across all categories
3. *Disparity* refers to the nature and the degree to which the categories of choices differ from each other.

Preferences of music and movies are highly subjective and mainly differ with individual's personality traits (Dobrotaa & Ercegovac, 2014). Music preferences can play a crucial role in everyday contexts of social perception (Rentfrow & Gosling, 2007). Other researches have made counter arguments to cultivation theory and mere-exposure effect stating that; people tend to stick with types of music which affirm their current views, attitudes, and their overall personality traits (Dobrotaa & Ercegovac, 2014). "There is a link between music and personality traits, where music fulfils deep and unconscious needs of the individual and thus brings the information about unconscious aspects of personality" (Dobrotaa & Ercegovac, 2014, pp. 235). Moreover, social factors such as ethnicity, social status and culture serve as an explanation for the homogeneity or heterogeneity of individuals' music preferences (Delsing et al., 2008). Rentfrow and Gosling (2007) argue that different preferences of music

can bring about different personality traits. For instance, preferring music artists with more upbeat music are positively associated with characteristics such as openness to new experiences and extraversion (Rentfrow & Gosling, 2007; Dobrotaa & Ercegovac, 2014).

In a similar manner, another study states that preferences of movies differ from person to person with their personality traits. Individuals are highly likely to prefer movies that affirm their existing beliefs, norms and behavior (Pera & Ng, 2013). For instance, individuals with a high sense of social adaptability and affiliation tend to have preference towards adventurous movies, with different ranges of cultures, environments or actors (Weaver III, 1991). Moreover, individuals who are emotional and who socially isolate tend to prefer informational movies, and movies which align with a familiar setting, culture and background (Weaver III, 1991). Even when individuals have their set preferences of music and movies, there will still be a variety and disparity between the choices of preferences by a single individual; which can be termed as the diversity in preferences. This research has taken into account both sides of the arguments discussed above. On the one hand, theories such as the cultivation theory which argue that the media is one of the main factors responsible for shaping the views and attitudes of individuals in society. On the other hand, studies state that personality traits or existing attitudes can serve as an explanation for the preference of certain media products over others. Both concepts have a strong basis, however, this research will adhere to the idea that media can influence attitudes, as it sees most value in the argument that individuals are heavily reliant on media for information, and therefore, would be influenced by the contents of the media, especially in this day and age.

2.4 Diversity Attitudes:

Several studies and theories discussed above have argued that the media, especially entertainment media individuals consume, can have an impact on their overall views, beliefs and attitudes about the world around them. As this research wishes to explore the influence of media consumption on diversity attitudes it is important to also define it as well as describe its various measures. Diversity attitudes refer to the beliefs an individual has towards others who are different in aspects of culture, behavior, personality, physical characteristics and so on (Strauss et al., 2003). Individuals can exhibit different levels of diversity attitudes, from being all inclusive and accepting of different groups to discriminating and stigmatizing other people (Strauss et al., 2003). Attitudes are described as the general, long-term evaluation individuals make about people, objects or subject matter (van Oudenhoven et al., 2009). In particular to this study, attitudes refer to the likes and dislikes of different social groups,

which can go one of two ways: positive attitude towards a multicultural society or negative attitude for a more monocultural society (Elmeroth, 2009). Generally, people attract others with similar diversity attitudes because it affirms their existing norm, values and behaviors (van Oudenhoven - van der Zee et al. 2009). The national culture of an individual is an essential factor of their diversity attitude (Hennekam & Tahssain- Gay, 2015). Countries approach the topic of diversity in different ways; depending on history, legislation and culture.

Overall, the variety and disparity (lack of similarity) between the choices of individuals' music and movie preference could tell us about their personality traits; in particular their diversity attitude. Moreover, individuals being more exposed and open to different genres, styles and categories of music and movies will be related to them having a positive diversity attitude and be multiculturally aware. There are several ways of measuring individuals' diversity attitudes. This research will make use of different methods of measuring diversity attitudes, which will be further explained below.

2.5 Measuring Diversity Attitudes:

Attitudes towards diversity differ from person to person, where an individual can exhibit varying lengths of tolerance and acceptance (Strauss et al., 2003). Since diversity attitudes cannot be quantified in a single way, there are many previously developed and validated measurements which measure different aspects of diversity. This research paper will, therefore, make use of three different measurements of diversity attitudes, which are appropriate for the purposes of the study.

First, is the Multicultural Personality Questionnaire (MPQ), which was developed and validated by several prior studies. In this day and age, the world is becoming globally interconnected and increasingly multicultural (van der Zee et al., 2013). Therefore, individuals have been making an effort to effectively navigate cultural differences, at school, work, and in their daily lives (van der Zee & van Oudenhoven, 2001; van der Zee et al., 2013). Individuals have progressively been required to adapt to these multicultural spaces in their everyday way of life. However, the personality of an individual is a great factor in determining how successfully they navigate intercultural situations (van der Zee et al., 2013). Personality traits determine individuals' perception of intercultural situations as well as influences their behavioral reactions towards these situations (van der Zee & van Oudenhoven, 2001). Therefore, van der Zee and van Oudenhoven (2001) formulated the Multicultural Personality Questionnaire aimed at measuring multicultural and intercultural

effectiveness. The MPQ aims to explore five traits of intercultural success; which other studies have also deemed as crucial (Leone et al., 2005). These five traits include cultural empathy, open-mindedness, social initiative, emotional stability and flexibility (van der Zee et al., 2013).

Cultural Empathy is described as the interest in or empathizing with the feelings, beliefs, thoughts and behaviors of other people. This trait is the overall sensitivity of individuals towards others as well as the ability to reasonably justify others' feelings and experiences.

Open mindedness is described as the unprejudiced or the absence of discrimination towards others with a different culture, norms, values and behaviors. It reflects an open attitude towards others of a different group.

Social initiative reflects the ability of an individual to actively approach social situations, take lead and show initiative within these circumstances. "It is the identification of international executive potential" (van der Zee & van Oudenhoven, 2001, pp. 279).

Emotional Stability is used to indicate the ability to remain calm and just when faced with aspects of stressful situations. Moreover, this trait describes the ability to perform effectively when met with tense and unusual environments. It also measures the tendency of an individual to show strong, emotional reactions under stressful circumstances.

Flexibility is described as individuals' ability to positively accept change and instantly adapt to new situations. It also refers to the capability of switching an everyday, habitual routine to new practices and procedures; especially in new cultural environments.

The Multicultural Personality Questionnaire suggests that an individual with a high score on these five personality traits is an individual who is successful in dealing with multicultural situations. Moreover, a person's score on the MPQ will help assess their cross-cultural adaptability and intercultural relations. Individuals' music and movie consumption preferences may serve as an explanation to how they choose to navigate multicultural situations as well as their overall multicultural personality. Hence, when applied to this research, the diversity of individuals' music and film preference will show if it has a direct relationship with either a high or low score on the five MPQ traits.

H1: There is a positive relationship between individuals' music and movie preference with their MPQ scores, for all subscales.

The second measure for diversity attitude which will be used in this research is the Reaction-to-Diversity (RTD) Inventory. This scale was initially developed as a workplace

measure for HR professionals to carry out a quantifiable assessment of individual employees' overall attitude and perceptions towards diversity (De Meuse & Hostager, 2001). This measurement is a multidimensional framework formulated to capture several elements of diversity (De Meuse & Hostager, 2001). Hence, this questionnaire is relevant for all aspects of diversity attitudes and can be adjusted to fit in other areas of research; such as this current one. The Reaction to Diversity Inventory approach provides an important evaluation and measure of how individuals view diversity and their overall attitude and perceptions towards the subject (De Meuse & Hostager, 2001). The topic of diversity has the ability to bring about a vast range of behavioral, emotional and cognitive responses. For instance, many individuals show negative reactions to diversity such as fearing those from different backgrounds, expressing harmful attitudes or being unwilling to cooperate with different groups. On the contrary, topic of diversity may elicit positive reactions for some individuals. For instance, individuals may respond to diversity enthusiastically; by accepting differences, being willing to learn from others and viewing diversity as an opportunity to grow personally (De Meuse & Hostager, 2001). Therefore, the main aim of this inventory was to identify significant attitudinal and perceptual dimensions which characterize a vast range of reactions to diversity.

There were five main dimensions identified for characterizing numerous positive and negative reactions to diversity. These dimensional frameworks are emotional reactions, judgments, behavioral reactions, personal consequences and organizational outcomes (De Meuse & Hostager, 2001).

Emotional Reactions is described as the initial and instinctive reaction to diversity. "It is the individuals 'gut feeling' about diversity in general" (De Meuse & Hostager, 2001, pp. 37).

Judgements is the beliefs and views of an individual to the principle of diversity. It is the individual's reaction to whether or not diversity is "good" or "bad".

Behavioral Reaction is described as the action an individual intends to take in response to diversity. This could be both verbal and non-verbal actions.

Personal Consequences refer to the perceived outcomes of an individual as well as how individuals view diversity personally affecting them.

Organizational Outcome is described as the perceived outcomes for the organizations and how individuals view diversity affecting the organization as a whole. This dimension of the framework was originally used to describe reaction of diversity for organizations. However,

for the purposes of this research it has been adjusted to *Societal Outcome*; how individuals view diversity affecting their society as a whole.

The RTD inventory indicates that if the topic of diversity elicits negative reactions then it exhibits a low score of individual diversity attitude. In contrast, if the topic of diversity elicits positive reactions then the individual has a high score in their diversity attitude. Therefore, in this research, a high or a low score could show a direct relationship with individuals' preferences of movies and music.

H2: There is a positive relationship between individuals' music and movie preference with their RTD Inventory scores.

The third measure of diversity attitude used in this research is the Munroe Multicultural Attitude Scale Questionnaire (MASQUE). Multicultural attitudes are based on prior knowledge and beliefs, emotional ties with those knowledge and beliefs as well as behavioral actions (Munroe & Pearson, 2006). The concept of multiculturalism emphasizes the importance of recognizing cultural diversity as well as affording equal chances and opportunities for different groups of people (Verkuyten & Martinovic, 2006). Positive attitudes of multiculturalism are predicted to enhance one's success accommodating and adjusting to new cultural environments as well as improve the understanding of inter-group relation (Williams & Johnson, 2011). Continuous exposure and experiences with other, differing cultures also serves as a helpful indicator of future multi/intercultural behaviors and attitudes (Williams & Johnson, 2011). Moreover, effective multiculturalism is usually closely tied with equality as well as linked as an approach to addressing underlying discrimination (Verkuyten & Martinovic, 2006). However, some studies have argued that multiculturalism can be a fuel to conflict and endanger social cohesion (Verkuyten & Martinovic, 2006). Therefore, accurately defining and measuring all aspects which compose multiculturalism is difficult; as it requires a multifaceted means of measurement (Munroe & Pearson, 2006). The Munroe Multicultural Attitude Scale Questionnaire was then developed to measure multicultural and diversity attitudes based on three main dimensions; knowledge, empathy and active experience (Munroe & Pearson, 2006).

Knowledge (know) is described as the individual's knowledge or understanding of different multicultural values and norms.

Empathy (care) is described as the degree to which individuals care or are sensitive to others of a different groups of people. This dimension measures the overall respect an individual has towards diverse cultures.

Active Experience (act) is described as how individuals act or react in multicultural environments and towards diverse groups with differing norms and values.

The Munroe Multicultural Attitude Scale Questionnaire (MASQUE) suggests that a multiculturally aware individual will exhibit a high score on all three dimensions of know, care and act. Moreover, an individual's overall low score on these three dimensions will indicate a negative attitude towards multiculturalism. For this research, the MASQUE can indicate a positive or negative attitude towards diversity and is considered to have a direct relationship with individuals' movie and music preferences.

H3: There is a positive relationship between individuals' music and movie preference with their MASQUE score, for all subscales.

3. Methods

3.1 Choice of Methodology

The main aim of this research paper is to explore the relationship between individuals' music and movie preferences to their diversity attitude. As previously discussed, the theoretical framework provided the understanding that the media has an important role in shaping and cultivating what individuals know to be real and the reality. Moreover, other theories also suggested that individual's music or movie preferences are a direct reflection of their personality traits.

In order to achieve an accurate and appropriate answer to the research question, a quantitative methodological approach was used. A quantitative research method is a process of gathering numerical and quantifiable data to explore patterns, causes, relationships in the world (Stockemer et al., 2019). Quantitative methods help us describe a phenomenon or determine relationships between variables by working with numbers and statistics (Stockemer et al., 2019; Toepoel, 2016). As this paper seeks to find the relationship between music and movie preference to an individual's overall diversity attitude, the best fitting method of analysis is a quantitative approach. Moreover, quantitative research method is deductive, it uses theory to provide explanations about a phenomenon or test already existing theories (Stockemer et al., 2019). The theories serve as a base to build a relevant research question as well as hypothesis; which helps make possible expectations or predictions.

For this research, a survey questionnaire was used. Surveys are one of the most common approach to gathering quantitative data (Stockemer et al., 2019). Surveys involve the process of systematically collecting information from individuals by the use of standardized procedures (Stockemer et al., 2019). A survey questionnaire is a standardized, (semi) structured list of questions with a range of responses distributed to every participant of the research (Matthews & Ross, 2010). Surveys help researchers discover people's views, opinions, values and/ or attitudes (Matthews & Ross, 2010). This research makes use of attitudinal surveys, where participants were surveyed regarding their diversity attitudes. This will allow the research to detect values, cultural attitudes and social preferences (Stockemer et al., 2019).

An online survey was distributed to participants of this study, as the research is concerned with exploring the relationship between preferences and diversity attitudes of different groups around the world. An online survey questionnaire has the ability to reach a wide range of audience as it is not restricted geographically. Therefore, employing an online survey is a

beneficial system to reach a wide number of respondents. Hence, this will result in a more generalizable findings of study (Toepoel, 2016).

3.2 Research Design & Survey Structure

The survey questionnaire was designed in way that gathers the necessary information to answer the research question: *What is the relationship between an individual's music and movie preference to their diversity attitude?* As this paper is concerned with understanding the relationship between preferences and diversity attitudes, all questions presented in the survey were directed towards collecting the appropriate information. The complete and final version of the survey is found in appendix A of this paper.

The language used to ask and guide participants in the survey was in English, so that it is comprehensible by many people around the world. At the beginning of the survey, participants were provided a consent form to agree to before starting to fill out their responses. The consent form gave participants the necessary information about the survey as well as the purpose of the study. According to Getz (2002), a consent form is a required part of any research that lets participants understand the terms of the research to avoid any (un)expected consequences. The consent from helps explain to the participants that the responses they provide will be kept anonymous and confidential (Getz, 2002). It guarantees that any information participants give will also be used only for the purposes of the research. Moreover, the consent form informed participants that they are able to opt-out of the survey at any given time. The consent form had also included an email address for participants to reach out to incase they later had concerns, questions or comments. After the completion of the consent form, participants were then welcomed to fill in the survey that consisted a total of 17 questions, which will be described in detail later.

In this research, the minimum age requirement for the survey was 18 years or older. To ensure this, the consent form included a statement which informed participants of this. Respondents who were under the age of 18 were immediately removed from the data set. Furthermore, this research required participants from around the world to thoroughly understand the different preferences and diversity attitudes of various groups of people across the world. Hence, a wide and extensive reach of sample was required, which will be further described in the following section.

3.3 Sampling Procedure and Sample description

The online survey was created through a web-based survey creating tool called Qualtrics. The estimated time it took for participants to complete the survey was 10 minutes. According to Wright (2005), an online survey which is 10 minutes or less contributes as an incentive for respondents to participate in the survey as it is not lengthy. The survey was then sent out to participants using the Qualtrics link through various platforms. Each participant was sent the link of the survey along with a brief description of the purpose of study and short appreciation text; which stated that their participation was contributing towards reaching a goal. This also was an incentive to respondents to participate as they feel they have been helpful, supportive and part of a cause. As the self-perception theory states, people will often be inclined to act in a co-operative manner as if often implies, they are caring and useful (Keusch, 2015).

The main platforms used to reach participants were Facebook, WhatsApp and LinkedIn. The Qualtrics link along with a short description of the study was posted on Facebook and LinkedIn, while possible respondents were sent a private invitation of the link through WhatsApp. Respondents were reached on Facebook via several survey sharing groups. These Facebook groups were created for the main purpose of sharing surveys so that everyone in the group can receive responses while filling in other people's surveys as well. This is an effective method of gathering respondents as these survey groups always include people of different age groups and nationalities. Respondents gathered via WhatsApp and LinkedIn were mainly through the use of convenience sampling. This sampling technique, used in many researches, is a nonprobability sampling method where participants are readily accessible and at hand (Fricker, 2008). Moreover, convenience sampling provides respondents the freedom of participating or not (Fricker, 2008). However, to avoid researcher bias and to gather a more diverse group of respondents, snowball sampling was also used. This sampling method is where existing participants are asked to identify and share the survey to other potential participants who fit within the scope of the study (Fricker, 2008). This will ensure that the research has a heterogenous and diverse sample. This research heavily benefits from a heterogenous sample of nationality, ethnicity, gender and age as it is concerned with exploring the relationship of music and movie preferences to diversity attitudes. Hence, this diverse sample is believed to help further explain different groups' relationship of preferences to their diversity attitudes.

The number of total responses gathered in the survey was 216. However, there were 58 dropouts, those who did not fully complete the survey (Pallant, 2016), who therefore had to be removed from the data set. Additionally, there were 5 more respondents who did not provide enough data for the crucial part of the survey, and therefore had to be excluded from the final data set as well. Finally, after having cleaned that data, the ultimate number of valid responses was 153. From the total final number of respondents, the youngest age was 18, while the oldest was 69. This which gives the research a sample with a diverse age range. The mean age of the sample was 27.36, while the standard deviation (*SD*) was 8.53. This indicates that a larger part of the sample in this research somewhat leans towards a younger age group, however, respondents of a higher age group were also recorded, which makes the research findings fairly generalizable.

The respondents in the survey were a diverse group of people, with nationalities of different countries around the world. The total number of participants were from 36 different countries. Most commonly, participants indicated that they had a nationality of a western country such as United States, Sweden, United Kingdom, Italy and so on. Moreover, nationalities of Asian countries such as India, Singapore and South Korea also had a significant portion in the sample. Respondents from countries such as Ethiopia, Nigeria, Syria and Guatemala were also represented in the sample for this research. Overall, the list of nationalities specified by respondents makes for a wide-ranging sample from across the globe; comprising of responses from every continent. Furthermore, the survey also included a question of which country participants currently resided in. This was asked in order to gain a better understanding of whether or not participants had an exposure to a different environment and culture aside from their country of nationality. About 70% of respondents specified that they were currently residing in a country different from their country of nationality. The most common country of residence in the sample was the Netherlands then the United Kingdom; with 24% and 18% of total respondents respectively.

Respondents were also asked the demographic question of gender in the survey. The majority of participants indicated that they were female with 102 responses, which accounts for 66.7% of the sample. The remaining 51 respondents stated that they identified as male, accounting for a total of 33.3% of the sample. Moreover, participants were asked to state the highest level of education they obtained or which they are in the process of obtaining. Over 48%, accounting for almost half of the sample stated that they had obtained or were in the process of obtaining a bachelor's degree. The second most common responses in the sample was master's degree, accounting for 36.6%. Highschool graduate and then Doctorate were the

following making up 7.8% and 3.9% of the sample respectively. Only 0.7% of respondents stated that their level of education was lower than high school graduate.

3.4 Measurements

The online survey questionnaire that is distributed to participants for this research was classified into two segments. In the first, segment the survey consisted of questions which are aimed at exploring the participant's music and movie preferences. The first question in this part of the segment was to ask participants to list down their top five most favorite music artists of all time. The reason behind this was to see the kind of gender and ethnic diversity amongst each of the respondents' preference of choices. Moreover, this question seeks to ask the favorite music artist of "all time" to reduce bias of recent and popular artists and simply ensure that the participants mention artists they have always admired. Participants were able to list down as many choices up until five choices for each category to ensure that wrote as many as they deemed necessary and appropriate to their liking. Moreover, this part of the survey was left as an open-ended question so as not to limit the participant to specific options they have to choose from.

To asses the diversity of the music artists, an online diversity calculator known as the Shannon entropy or the Shannon diversity index was used. The online website used is called the Diversity Calculator Online, found using this link: https://bpmsg.com/tools/div-calc.php. The Shannon diversity index initially assumes that data sets are always equally distributed and equally rich (Goepel, 2011). The more unequal the distribution and richness of a given data set, then the smaller the Shannon entropy (Goepel, 2011). For only one type of data set with only one category of measure, the Shannon entropy always equals to zero. It also the lowest possible score in the diversity index as there are no negative scores. Hence, a low Shannon entropy stands for a low diversity, and a high Shannon entropy stands for high diversity. The lowest and highest score of the Shannon entropy depends on each data set and how many categories of diversity are present. In the case of this research, the diversity of participants' choices was each assessed on two different aspects; which are gender and ethnic diversity. Each choice of the respondent was calculated on their "equal" distribution and richness for 5 main categories of ethnicity and 2 main categories of gender. The ethnic/race categories were White, Black, Asian, Hispanic and Native American, while the gender categories were Male or Female. Hence, each choice of participants' favorite artists was then calculated on the 'even' distribution amongst each category. This variable was then constructed based on the Shannon entropy results. The highest possible Shannon entropy

value for the favorite music artists in the gender category was 0.67 while the highest value in the ethnic category was 1.61. However, in this research the mean score and standard deviation in the gender category was 0.44 and 0.26 respectively. The mean score and *SD* in the ethnicity category were 0.45 and 0.36 respectively.

Furthermore, similar to the first question in this part of the survey, participants were also asked to list down their top five favorite movies of all time. This question will help evaluate the gender and ethnic diversity amongst the movies each participant list as top choices. The movies respondents choose was each searched on an online database known as the Internet Movie Database (IMDb), then the main casts, according to the order of credits, were looked at to see how diverse they are. Similar to the diversity analysis of music artists, respondents' choices of movies were assessed based on 5 main categories of ethnicity and 2 main categories of gender. Each movie had also received an extra point in their Shannon entropy score when the lead roles were portrayed by people of color or by women. The ethnic categories – similar to the categories used in music – were White, Black, Asian, Hispanic and Native American, while the gender categories were Male or Female. The highest possible Shannon entropy value for gender diversity of favorite movies was 1.01, while highest possible score for ethnicity was 1.79. However, in this research, the mean score and *SD* in the gender category were 0.61 and 0.19 respectively. The mean score and *SD* in the ethnicity category were 0.22 and 0.19 respectively.

Additionally, to further ensure an accurate score, the gender and ethnic diversity of the movies participant list down was cross searched for in a movie diversity review site called Mediaversity. This site consists of reviews for over 200; mainly Hollywood movies. Mediaversity reviews various movies and tv shows by measuring the quality of the film as well as how well people of color, the LGBTQ+ community and women are represented. This site gives ratings to the movies based on 4 different categories. The ratings are technicality, gender, race, and LGBTQ+. These ratings can also include bonus points for the quality of representation of different groups as well as deductions for the use of stereotypes. The site mainly takes into account how many people of color and women are involved in the movie and how many of them play an important role. This cross-check of movie diversity by Mediaversity provided the research an additional validation to the Shannon diversity scores, whenever a movie chosen by a participant was already reviewed on the site.

The second segment of the survey consists of questions which were aimed at exploring the overall diversity attitude of an individual. This part of the questionnaire had included several already existing and previously validated scales by other researchers. The first scale

included was the Multicultural Personality Questionnaire (MPQ). As previously discussed in the theoretical framework, the MPQ is aimed at exploring five traits that characterize multicultural awareness and success; which are cultural empathy, open-mindedness, social initiative, emotional stability and flexibility (van der Zee et al., 2013). The MPQ included items such as: "Enjoys other people's stories" and "Is often the driving force behind things". In the original version, these five traits of the MPQ were measured by a 90-item scale. However, later on, a short form version consisting of 40-items was developed by the researchers; which was the version this paper had made use of in the survey. Moreover, there was one additional item included for this research, which asked participants if they enjoyed traveling to other countries. This extra item was added to the open mindedness dimension of the MPQ, as it fit in with other items in the subscale. The 41-item Multicultural Personality Questionnaire asked participants to indicate the extent to which each of the statements applied to them. These items were divided into five main subscales (dimensions), which make up the whole MPQ. Each of these subscales were then measured on a 5-point Likert scale ranging from 1 – (strongly disagree) to 5 – (strongly agree). The cultural empathy dimension has a mean of 4.13, with a standard deviation (*SD*) of 0.67. This subscale is a highly reliable measure as the Cronbach's alpha is 0.89. The second subscale, flexibility, has a mean and standard deviation of 3.39 and 0.68 respectively, with a Cronbach's alpha of 0.82. Moreover, the social initiative dimension resulted in a mean of 3.32 and a *SD* of 0.69, while the Cronbach's alpha came up to 0.82. The fourth subscale of the MPQ, namely, emotional stability had a mean and *SD* of 3.16 and 0.79 respectively. The Cronbach's alpha was 0.85. The final dimension, open-mindedness as well as the additional 1 item of travel had a mean of 3.82 and a *SD* of 0.60, while the Cronbach's alpha was 0.82. Hence, this indicates that each subscale that makes up the MPQ was a highly reliable measure for this research.

The second validated scale that was included in the survey was the Reaction To Diversity (RTD) Inventory. This questionnaire was developed to get a quantifiable measurement to assess individual's attitude and perception towards diversity in the workplace (De Meuse & Hostager, 2001). This measurement was based on five dimensions; namely, emotional reactions, judgments, behavioral reactions, personal consequences and organizational outcomes. The RTD inventory includes stimulating items such as: "I feel hopeful about diversity" and "I believe diversity is good". Originally, this scale was developed to assess workplace diversity attitudes, however, items in the scale were modified to fit the scope of this research. For instance, items such as "Diversity is an asset for the organization" had been changed to "Diversity is an asset for society". Moreover, the RTD Inventory which initially

was a 20-item scale was adjusted to 16 items to better fit this research paper. Participants were asked to indicate the extent to which they agreed to the statements of the 16 items. The items were also measured on a 5-point Likert scale ranging from 1 – (strongly disagree) to 5 – (strongly agree). This adjusted 16 item Reaction To Diversity scale had a mean score of 4.16 and a standard deviation of 0.61, while the Cronbach's alpha was 0.89; indicating that it is a highly reliable measure.

The third and final scale included to measure diversity attitude was the Munroe Multicultural Attitude Scale Questionnaire (MASQUE). This scale measures multicultural and diversity attitude based on three dimensions; namely, knowledge, empathy and active experience (Munroe & Pearson, 2006). The MASQUE was initially an 18-item scale; however, it had been modified to only 16 by removing unnecessary items to fit within the scope of this research. The two items that were removed from the survey were: "I accept the fact that languages other than English are spoken" and "I am not sensitive to language uses other than English". This was due to the fact that the sample consisted of respondents from different backgrounds; where English might not have necessarily been their first language. This MASQUE scale included items such as: "I am sensitive to differing expressions of ethnicity" and "I understand gender-based inequalities exist", which are useful for this research. Participants were asked to indicate the extent to which they agreed to each items of the MASQUE and was placed on a 5-point Likert scale ranging from 1 – (strongly disagree) to 5 – (strongly agree). The subscale knowledge had a mean score of 4.59 and a standard deviation of 0.60. The Cronbach's alpha of this dimension was 0.83. The second subscale; empathy had a mean and *SD* of 3.96 and 0.74 respectively, while the Cronbach's alpha was 0.72. Moreover, the last subscale, of active experience had a mean of 3.67 and a standard deviation of 0.66, while the Cronbach's alpha is 0.70. This shows that the subscales that make up the MASQUE were a reliable measure.

In this research, all the scales used had been previously developed and validated by other researchers and studies. Validity refers to the extent to which the scales of the research actually measure what they are supposed to measure (Heale & Twycross, 2015). All the dimensions of these scales measure the concept they are trying to explore; which are diversity attitudes. Moreover, the scales used in this research all measure the same variable. There is a high correlation between the scales in the extent to which they measure the same variable. Furthermore, reliability in research refers to the consistency of the measure; where the outcome of the scale should be the same each time it is repeated (Heale & Twycross, 2015). The scales used in this study had always produced stable and consistent results across

different studies and time by various researchers. Similarly, in this research, all the scales have produced Cronbach's alpha above 0.8; which shows they are highly a reliable instrument of measure.

Additionally, the survey had also included two other questions intended to further explore an individual's diversity attitude. First, respondents were asked to rate how diverse they believe their group of friends to be or the people they are in frequent social contact with. This question was also measured in a 5-point Likert scale from 1 – (very nondiverse) to 5 – (very diverse). Second, in an open question, the respondents were asked to list down all of their native languages and languages they spoke (near) fluently. These questions were believed to provide the research with an even deeper insight to individuals' cross-cultural and intercultural mindset. Finally, the survey ended with asking participants some demographic questions, such as age, gender, nationality as well as the country they currently reside in. Furthermore, questions of ethnicity and level of education were also included.

3.5 Data Analysis

Following the distribution and collection of the valid and qualified responses, the data was then analyzed using the Statistical Package for Social Sciences (SPSS). SPSS is a widely used software to analyze statistical data for quantitative studies (Gerber & Finn 2013; Pallant, 2016). A multiple regression analysis in SPSS was used to test the hypotheses laid out in this research. Multiple regression analysis helps researchers examine how strong a relationship is between one dependent variable and several independent variables as well as the importance of each variable within the relationship (Pallant, 2016). Multiple regression analysis is the most accurate method for this research and will be further discussed in the following section.

4. RESULTS

In this research, a multiple regression analysis was used, as it was the best suited method of analysis for the research question. Multiple regression analysis helps measure the strength of the relationship between the dependent variables and various predictors or the independent variables. As this research aims to assess the strength of relationship between individuals' movie and music preference to their diversity attitude, a multiple regression analysis was necessary.

4.1 Multiple Regression - MPQ

To test the first hypothesis; *H1: There is a positive relationship between individuals' music and movie preferences to their MPQ scores, for all subscales*, the multiple regression analysis was conducted with music gender diversity, music ethnic diversity, movie gender diversity and movie ethnic diversity as four main predictors. Each of the 5 subscales (dimensions) of the MPQ were all calculated separately, with each subscale being used as one dependent variable.

4.1.1 MPQ – Cultural Empathy

The first dependent variable was the "cultural empathy" subscale (dimension) of the Multicultural Personality Questionnaire (MPQ), as seen in the table 4.1.1 below. The results of the regression analysis show that $R^2 = .050$, $F\ (4, 141) = 1.87$, $p > 0.05$. This indicates that the four variables were not a significant predictor of the cultural empathy subscale in the MPQ. Music diversity – Gender ($\beta = .10$, $p = .279$), Music diversity – Ethnicity ($\beta = -.10$, $p = .248$), Movie diversity – Gender ($\beta = .15$, $p = .102$), and Movie diversity – Ethnicity ($\beta = .03$, $p = .683$) all did not reach significance. Hence, none of these variables were significant predictors of the dependent variable.

Table 4.1.1:

Summary of Multiple Regression Analysis for Variables Predicting Cultural Empathy of MPQ

Variable	*B*	*SE B*	*β*	*p* value
Constant	30.05	1.64		
Music Diversity - Gender	2.01	1.85	0.10	.279

Music Diversity - Ethnicity	-1.48	1.28	-0.09	.248
Movie Diversity - Gender	4.27	2.59	0.14	.102
Movie Diversity - Ethnicity	0.96	2.35	0.34	.683
R^2		0.05		
F		141		

Note *$p < .05$.

4.1.2 MPQ – Flexibility

The second dependent variable was the "flexibility" subscale of the Multicultural Personality Questionnaire (MPQ), as seen in table 4.1.2 below. The results of the regression analysis show that $R^2 = .095$, F (4, 141) = 3.72, $p < 0.05$. This indicates that the model was a significant predictor of the flexibility subscale in the MPQ. However, Music diversity – Ethnicity ($\beta = .21$, $p = .011$) and Movie diversity – Gender ($\beta = -.21$ $p = .019$) were the only significant predictors of the subscale flexibility. While Music diversity – Gender ($\beta = -.06$, $p = .483$), and Movie diversity – Ethnicity ($\beta = -.12$, $p = .129$) did not reach significance. Hence, only two of these variables were significant predictors of the dependent variable.

Table 4.1.2:

Summary of Multiple Regression Analysis for Variables Predicting Flexibility of MPQ

Variable	*B*	*SE B*	*β*	*p* value
Constant	23.15	1.64		
Music Diversity - Gender	-1.29	1.85	-0.06	.483
Music Diversity - Ethnicity	3.29	1.28	0.21	.011*
Movie Diversity - Gender	6.15	2.59	0.21	.019*
Movie Diversity - Ethnicity	-3.57	2.35	-0.12	.129

R^2	0.09
F	141

Note *$p < .05$.

4.1.3 MPQ – Social Initiative

The third dependent variable was the "social initiative" dimension from the Multicultural Personality Questionnaire (MPQ), as seen in table 4.1.3 below. The results of the regression analysis show that $R^2 = .025$, F (4, 141) = 0.909, $p > 0.05$. This indicates that the four variables were not a significant predictor of the social initiative subscale of the MPQ. Music diversity – Gender ($\beta = -.07$, $p = .479$), Music diversity – Ethnicity ($\beta = -.07$, $p = .401$), Movie diversity – Gender ($\beta = -.07$, $p = .420$), and Movie diversity – Ethnicity ($\beta = -.06$, $p = .479$) all did not reach significance. Hence, all of the four independent variables were not a significant predictor of the dependent variable: social initiative.

Table 4.1.3:

Summary of Multiple Regression Analysis for Variables Predicting Social Initiative of MPQ

Variable	*B*	*SE B*	*β*	*p* value
Constant	29.49	1.71		
Music Diversity - Gender	-1.37	1.93	-0.06	.479
Music Diversity - Ethnicity	-1.12	1.33	-0.07	.401
Movie Diversity - Gender	-2.19	2.70	-0.07	.420
Movie Diversity - Ethnicity	-1.73	2.45	-0.06	.479
R^2		0.02		
F		141		

Note *$p < .05$.

4.1.4 MPQ – Emotional Stability

The subscale "emotional stability" from the Multicultural Personality Questionnaire (MPQ), which is the fourth dimension was used as the dependent variable. As seen in 4.1.4 table below, the results of the regression analysis show that $R^2 = .013$, F (4, 141) = 0.451, $p > 0.05$. This shows that the four variables were not a significant predictor of the emotional stability dimension of the MPQ. Music diversity – Gender ($\beta = -.07$, $p = .426$), Music diversity – Ethnicity ($\beta = -.01$, $p = .947$), Movie diversity – Gender ($\beta = .11$, $p = .246$), and Movie diversity – Ethnicity ($\beta = -.06$, $p = .496$) all did not reach significance. Therefore, all of the four independent variables were not a significant predictor on emotionality stability as a dependent variable.

Table 4.1.4:

Summary of Multiple Regression Analysis for Variables Predicting Emotional Stability of MPQ

Variable	*B*	*SE B*	*β*	*p* value
Constant	24.38	1.98		
Music Diversity - Gender	-1.78	2.23	-0.07	.426
Music Diversity - Ethnicity	-0.10	1.54	-0.01	.947
Movie Diversity - Gender	3.65	3.13	0.11	.246
Movie Diversity - Ethnicity	-1.93	2.83	-0.06	.496
R^2		0.01		
F		141		

Note *$p < .05$.

4.1.5 MPQ – Open mindedness

The fifth and final dependent variable in this analysis was the "open mindedness" subscale from the Multicultural Personality Questionnaire (MPQ). This can be further explained in table 4.1.5. The results of the regression analysis show that $R^2 = .022$, F (4, 141) = 0.811, $p > 0.05$. This indicates that the four variables were not a significant predictor of the

open mindedness subscale in the MPQ. Music diversity – Gender (β = .09, p = .362), Music diversity – Ethnicity (β = - .08, p = .326), Movie diversity – Gender (β = .03, p = .762), and Movie diversity – Ethnicity (β = .08, p = .327) all did not reach significance. Hence, it can be concluded that all of the four variables were not a significant predictor on open mindedness as a dependent variable.

Table 4.1.5:

Summary of Multiple Regression Analysis for Variables Predicting Open Mindedness of MPQ

Variable	*B*	*SE B*	β	*p* value
Constant	33.11	1.71		
Music Diversity - Gender	1.77	1.93	0.09	.362
Music Diversity - Ethnicity	-1.32	1.33	-0.08	.326
Movie Diversity - Gender	0.82	2.71	0.03	.762
Movie Diversity - Ethnicity	2.41	2.45	0.08	.327
R^2		0.50		
F		141		

Note *$p < .05$.

In this research, *H1* assumed that there is a relationship between individuals who score high on the diversity of their music and movie preferences, and those who also score high on the MPQ. However, after looking at the multiple regression analyses conducted for each subscale of the MPQ, the majority resulted in significance $p > 0.05$. H1 only resulted to be correct for the subscale flexibility with p = .007. Therefore, H1 will be partially supported as this dimension of flexibility is significant for two out of the four predictors. The significance of only these two predictors tells us that music ethnic diversity and movie gender diversity had an impact on individuals' flexibility. While ethnic diversity in music has a slightly stronger effect.

4.2 Multiple Regression – RTD Inventory

The second hypothesis (*H2*) stated that: *There is a positive relationship between individuals' music and movie preferences with their RTD Inventory scores.* Therefore, a multiple regression analysis was carried out to investigate if the four independent variables (predictors): music gender diversity, music ethnic diversity, movie gender diversity and movie ethnic diversity served as main predictors. The dependent variable used here was the Reaction To Diversity Inventory (RTD) scale. This can be also seen in the table below. The results of the regression show that $R^2 = .086$, $F\ (4, 141) = 3.302$, $p < 0.05$. This indicates that the four variables were a significant predictor of the Reaction To Diversity scale. However, Music diversity – Gender ($\beta = .25$, $p = .005$) was the only significant predictors of the RTD scale. While Music diversity – Ethnicity ($\beta = -.12$, $p = .146$), Movie diversity – Gender ($\beta = .03$, $p = .764$) and Movie diversity – Ethnicity ($\beta = .10$, $p = .208$) did not reach significance. Hence, only one of the variables was significant predictors on the RTD as a dependent variable.

Table 4.2:

Summary of Multiple Regression Analysis for Variables Predicting the RTD Inventory

Variable	*B*	*SE B*	*β*	*p* value
Constant	62.08	2.92		
Music Diversity - Gender	9.31	3.28	0.25	.005*
Music Diversity - Ethnicity	-3.32	2.27	-0.12	.146
Movie Diversity - Gender	1.39	4.61	0.03	.764
Movie Diversity - Ethnicity	5.27	4.17	0.10	.208
R^2		0.08		
F		141		

Note *$p < .05$.

This research assumed that individuals who score high on the diversity of their music and movie preferences, will also score high on the RTD inventory; which was described

earlier as H2. The multiple regression analysis conducted indicates that the *p* value is less than 0.05, where $p = .013$. Therefore, it can be concluded that H2 is accepted.

4.3 Multiple Regression – MASQUE

A multiple regression analysis was conducted to test H3: *There is a positive relationship between individuals' music and movie preferences with their MASQUE scores, for all subscales.* The four independent variables: music gender diversity, music ethnic diversity, movie gender diversity and movie ethnic diversity were used as four main predictors, while the 3 subscales of the MASQUE were each used as dependent variables and analyzed separately.

4.3.1 MASQUE – Knowledge

The first dependent variable was the "knowledge" also known as the "know" dimension of the Munroe Multicultural Attitude Scale Questionnaire (MASQUE), as seen in table 4.3.1 below. The results of the regression indicate that $R^2 = .028$, $F(4, 141) = 1.028$, $p > 0.05$. This shows that the four variables were not a significant predictor of the knowledge dimension of the MASQUE scale. Music diversity – Gender ($\beta = .03$, $p = .738$), Music diversity – Ethnicity ($\beta = -.14$, $p = .095$), Movie diversity – Gender ($\beta = .01$, $p = .929$), and Movie diversity – Ethnicity ($\beta = .08$, $p = .350$) all did not reach significance. Therefore, all of the four independent variables were not a significant predictor on knowledge as a dependent variable.

Table 4.3.1:

Summary of Multiple Regression Analysis for Variables Predicting Knowledge of MASQUE

Variable	*B*	*SE B*	*β*	*p* value
Constant	27.76	1.08		
Music Diversity - Gender	0.41	1.22	0.03	.738
Music Diversity - Ethnicity	-1.41	0.84	-0.14	.095
Movie Diversity - Gender	0.15	1.71	0.01	.929
Movie Diversity - Ethnicity	1.45	1.54	0.08	.350
R^2		0.02		

F	141

Note *$p < .05$.

4.3.2 MASQUE – Empathy

The dimension "empathy" also known as "care" from Munroe Multicultural Attitude Scale Questionnaire (MASQUE) was used as the second dependent variable, as seen in table 4.3.2 below. The results of the regression analysis indicate that $R^2 = .078$, F (4, 141) = 3.002, $p < 0.05$. This shows that the four variables were a significant predictor of the empathy subscale of the MASQUE. However, Music diversity – Ethnicity ($\beta = - .17$, $p = .043$) and Movie diversity – Gender ($\beta = - .24$ $p = .007$) were the only significant predictors of the subscale flexibility. While Music diversity – Gender ($\beta = .08$, $p = .371$), and Movie diversity – Ethnicity ($\beta = - .03$, $p = .717$) did not reach significance. Therefore, only two of the independent variables were significant predictors of the dependent variable: empathy.

Table 4.3.2:

Summary of Multiple Regression Analysis for Variables Predicting Empathy of MASQUE

Variable	*B*	*SE B*	*β*	*p* value
Constant	23.25	1.11		
Music Diversity - Gender	1.12	1.25	0.08	.371
Music Diversity - Ethnicity	-1.76	0.86	-0.17	.043*
Movie Diversity - Gender	-4.76	1.75	0.24	.007*
Movie Diversity - Ethnicity	-0.58	1.58	0.03	.717
R^2		0.50		
F		141		

Note *$p < .05$.

4.3.3 MASQUE – Active Experience

The third dependent variable was the "active experience" also known as the "act" dimension of the Munroe Multicultural Attitude Scale Questionnaire (MASQUE), as seen in

table 4.3.3 below. The results of the regression indicate that $R^2 = .010$, F (4, 141) = 0.367, $p >$ 0.05. This shows that the four variables were not a significant predictor of the knowledge dimension of the MASQUE scale. Music diversity – Gender ($\beta = .10$, $p = .306$), Music diversity – Ethnicity ($\beta = -.03$, $p = .740$), Movie diversity – Gender ($\beta = .01$, $p = .939$), and Movie diversity – Ethnicity ($\beta = -.04$, $p = .684$) all did not reach significance. Therefore, all of the four variables were not a significant predictor on the dependent variable: action.

Table 4.3.3:

Summary of Multiple Regression Analysis for Variables Predicting Act of MASQUE

Variable	*B*	*SE B*	*β*	*p* value
Constant	18.03	1.03		
Music Diversity - Gender	1.19	1.16	0.10	.306
Music Diversity - Ethnicity	-0.26	0.79	-0.03	.740
Movie Diversity - Gender	0.12	1.62	0.01	.939
Movie Diversity - Ethnicity	-0.59	1.47	-0.04	.684
R^2		0.50		
F		141		

Note *$p < .05$.

In this research, H3 assumed that individuals who score high on the diversity of their music and movie preferences, will also score high on the MASQUE. After looking at the multiple regression analyses conducted for each subscale of the MASQUE, the majority resulted in significance $p > 0.05$, with the exception of the subscale empathy which resulted in $p = .021$. However, subscale empathy showed a negative effect, leading to the rejection of H3, as the initial hypothesis assumption was that there is a positive relationship amongst the variables. The dependent variable empathy reached significance with two out of the four predictors, namely: Music ethnic diversity and Movie gender diversity, indicating that only these two variables have an effect on individuals' empathy. Movie gender diversity seemed to have a stronger effect on empathy.

The following table provides a summarized result of each hypotheses:

Table 4:

Overview of Hypotheses, Variables and Results.

Hypothesis	IV	DV	Result
H1: There is a positive relationship between individuals' music and movie preference with their MPQ score, for all subscales.	Music Gender Diversity, Music Ethnic Diversity, Movie Gender Diversity, Movie Ethnic Diversity	MPQCE	Rejected
		MPQFX	Accepted
		MPQSI	Rejected
		MPQES	Rejected
		MPQOP	Rejected
H2: There is a positive relationship between individuals' music and movie preference with their RTD score.	Music Gender Diversity, Music Ethnic Diversity, Movie Gender Diversity, Movie Ethnic Diversity	RTD	Accepted
H3: There is a positive relationship between individuals' music and movie preference with their MASQUE score, for all subscales.	Music Gender Diversity, Music Ethnic Diversity, Movie Gender Diversity, Movie Ethnic Diversity	MASQUE know	Rejected
		MASQUE care	Rejected
		MASQUE act	Rejected

Note. IV refers to independent variable and DV refers to dependent variable.

5. Discussion and Conclusion

The main aim of this study was to present an answer to the research question: *What is the relationship between individuals' music and movie preference and their diversity attitude?* Previous studies have aimed to highlight that diversity in the media as well as representation is an important factor for society (Chattoo, 2018; King et al., 2019). This is due to the fact that the media has an influence on what individuals in society know to be true about the world (Romer et al., 2014). This notion is supported by various theories such as the cultivation theory or the mere-exposure effect theory, as discussed in earlier sections. Cultivation theory suggests that the media can help shape and cultivate what people think is real about their society (Potter, 2014). This then impacts their views, beliefs and attitudes about the world in general. Similar to the cultivation theory, the mere-exposure effect suggests that continuous exposure to a certain type of stimulus will inevitably increase the liking of that stimulus and lead to the rejection of others (Aumer et al., 2017). Therefore, the exposure to different stimuli will increase those likings; which can serve as an explanation for the preference of different and diverse media products. The research set out to explore the relationship between individual's music and movie preference to diversity attitudes. Hence, a survey investigating people's music and movie preferences, along with their current diversity attitudes was sent to participants of different backgrounds.

5.1 Discussion of Findings

5.1.1 *H1*: There is a positive relationship between individuals' music and movie preference with their MPQ score, for all subscales.

In the results section, a multiple regression analysis was conducted for each 5 subscales of the Multicultural Personality Questionnaire to determine the relationship between music and movie consumption preferences to each dimension. As seen in the results section, H1 was partially supported. Out the 5 dimensions, only the subscale flexibility had a significant relationship with music and movie preferences. For the first dimension of cultural empathy, the research showed that there was no significant relationship with gender diversity or ethnic diversity in music and movie consumption. van der Zee and van Oudenhoven (2001), had described the cultural empathy dimension as the sensitivity of individuals towards the feelings, beliefs, thoughts and behaviors of others who are of different background. With the association of theories such as cultivation theory and mere-exposure

effect, we could deduce that the diversity of entertainment media preferences should correlate with individuals' cultural empathy. However, this was not the case in this research, as there was no relationship between the diversity of individuals' music and movie preferences (in both gender and ethnicity) to their cultural empathy.

The second dimension, flexibility, yielded different results from the other subscales in the MPQ. The findings showed that there was a significant relationship between ethnic diversity in music as well as gender diversity in movies. This was an interesting observation as these two were the only important predictors in this dimension. Flexibility is described as the ability to adapt and instantly fit in to new environments and situations (van der Zee et al., 2013). Moreover, other studies had argued that the preferences of different types of music artists as well as movies can relates to personal characteristics such as social adaptability and fitting in to new environments seamlessly (Weaver III, 1991; Dobrotaa & Ercegovac, 2014). The findings of this research also prove this to be accurate, where the diversity of music and movie preferences (in certain categories) has a significant relationship with the trait of being adaptable to new situations.

The last three subscales of the MPQ; social initiative, emotional stability and open mindedness also did not have a significant relationship with music and movie consumption. The social initiative dimension reflects the ability of individuals to take charge and actively show executive potential in culturally different environments. Theories had suggested that media consumptions and preferences could potentially serve as an explanation for being aware and lead in a multicultural situation (Rentfrow & Gosling, 2007; Dobrotaa & Ercegovac, 2014). However, the findings of this research suggest otherwise, where music and movie consumption preferences do not correlate with the social initiative dimension of a multicultural personality. The emotional stability dimension is described as individuals' ability to remain calm in aspects of tense and stressful environments while the open mindedness dimension reflects an unprejudiced view of others from a different culture, norms, values and opinions (van der Zee & van Oudenhoven, 2001). This was an interesting observation for this research as other previous studies supported the notion that individuals with diverse entertainment media preferences are also likely to have an open mind. For instance, Rentfrow and Gosling (2007), had showed in their study that the liking certain type of music or movies over others shows a clear distinction of an open-mind and openness to new experiences. Moreover, cultivation theory also supports this idea; where media products can have an influence on how well people receive others of different cultures and how tolerant they are. However, the findings of this research do not support this.

Gender and ethnic diversity in music as well as in movies did not show a significant correlation with most measures of diversity attitudes on the MPQ, except for flexibility. Hence, listening to diverse music artists or watching diverse movies (in terms of gender and ethnicity) does not have a substantial effect on individuals' multicultural personality with the exception of their ability to adapt to new environments.

5.1.2 *H2*: There is a positive relationship between individuals' music and movie preference with their RTD Inventory score.

The second regression analysis in the results section showed that H2 was accepted, indicating that there is a significant relationship amongst individuals' music and movie consumption preferences with their reaction to diversity. However, it is seen that the only significant predictor of this diversity measure was gender diversity in music choices, while the other 3 predictors did not reach significance. In simple terms, this means that individuals who listen to both female and male artists have higher scores on the RTD Inventory. Several studies have identified that individuals can elicit negative or positive reactions towards diversity either by fearing those from different backgrounds or by enthusiastically cooperating with them (De Meuse & Hostager, 2001). Moreover, diversity can also bring about emotional reactions and judgments in individuals (De Meuse & Hostager, 2001). As the main aim of the RTD is to measure individuals' attitudes and reactions to diversity, individuals who score high always exhibit a positive reaction to diversity. This is supported by the findings of this research, as individuals who listen to more or less equal number of female and male artists showed a positive reaction towards diversity. Hence, there is a positive relationship with music preferences (specifically gender diversity) and individuals' diversity attitudes. In sum, individuals who tend to listen to music by both male and female artists, are more likely to have positive reactions to diversity.

5.1.3 *H3*: There is a positive relationship between individuals' music and movie preference with their MASQUE score, for all subscales.

In the results section, it is seen that H3 was rejected. There was only a significant relationship for 1 out of the 3 dimensions of the MASQUE; namely the empathy subscale. For the first and third subscale; knowledge and active experience, the findings showed that there was no relationship with all four predictors of individuals' music and movie

consumption. The knowledge dimension was described as individual's understanding of different multicultural values and norms (Munroe & Pearson, 2006). Previous studies had argued that multicultural attitudes are tied with previous knowledge and beliefs. Positive attitudes of multiculturalism can enhance one's success within different cultural environments (Williams & Johnson, 2011). Drawing from the bases of the cultivation theory, the consumption patterns of individuals' media products have an influence on their knowledge of multiculturalism, which in turn affects their multicultural attitude. However, the results of this research did not support this notion, as individual's music and movie preferences did not have a significant relationship with their knowledge towards multiculturalism.

Furthermore, the active experience dimension was described as how individuals act or react within multicultural or culturally diverse settings (Munroe & Pearson, 2006). Previous studies highlighted how the media or people's media consumption preferences can shape or impact how they effectively navigate multicultural environments. Our actions are predetermined by our knowledge and beliefs and attitudes, which can be influenced by the (entertainment) media for good or bad (Romer et al., 2014). Nonetheless, this research did not support this notion as there was no significant relationship between the diversity of music and movie consumption to individuals' actions in multicultural settings.

The second subscale of the MASQUE, however, did result in a significant relationship. The ethnic diversity in music and gender diversity in movies did show that there was a correlation with the empathy dimension of MASQUE, with the effect of gender diversity in movies being stronger. Interestingly enough, the effects seen were negative, which meant that the higher the diversity of the music and movie consumption, the lower the empathy of individuals towards others of different cultures. This finding opposes many of the theories which had been previously discussed. Various studies had pointed out how the (continuous) exposure of diverse types of entertainment media can positively influence people's acceptance, tolerance and understanding of different cultures (Jamieson & Romer, 2014; Mosharafa, 2015; Potter, 2014). In this research, however, the relationship had a negative effect, implying that people's empathy towards multiculturalism negatively correlated with their music and movie consumption preferences. In sum, the consumption of diverse music artists or diverse movies do not have an influence on individuals' multicultural attitude. In fact, the empathy subscale showed that people who are empathetic to others of a different culture consumed music and movies with less diversity. Therefore, showing that diversity attitudes are not directly affected by media consumption preferences.

5.4 Strengths and Theoretical Implications

This research has a number of strengths to be noted. For instance, the sample consisted of more than a 150 respondents of various age groups as well as respondents from every continent. Hence, the findings of this research were able to fairly be generalized to the public. The scale of measurements which were used in this paper were also highly reliable, valid and accurate for the scope of research. The questionnaire was also formulated in an appropriate manner as well as in a way that the respondents can provide an unbiased data. Furthermore, a very significant strength in this research was that it incorporated both music and movie preferences. Other previous researches have only focused on either movie or music, however, this paper comprised of both and was able to make a comparison on which had a greater effect on diversity attitudes. Moreover, in this area of this study, not many others have incorporated different types of measures of diversity attitudes in a single research. However, this research has introduced relevant measures such as the MPQ, the RTD Inventory and the MASQUE.

Furthermore, the research findings had resulted in interesting conclusions that can serve as a juxtaposing argument to the theoretical implications discussed in earlier sections. For instance, Gerbner's cultivation theory suggested that any media has the ability to shape and cultivate what viewers believe to be real about society (Potter, 2014). Moreover, the mere-exposure effect also argues that continuous exposure of a certain stimulus can help increase the liking of that stimulus. Hence, in this manner, individuals' diversity attitudes should be influenced and affected by the entertainment media they continuously consume. Even though the findings of this research do not fully contest these theories, it provides the understanding that consumption patterns do not always have an impact on or relate with people's attitudes, especially diversity attitudes. Therefore, future researches can help expand on this research and provide better theories of how media consumption relates to attitudes, especially in this day and age.

5.3 Limitations and Future Research

This research has resulted in very relevant and interesting findings. However, there are some methodological limitations, which can serve as a bases to improve for future research. Firstly, this paper has a sample of respondents from over 35 countries, however, it still lacks an equally distributed sample amongst the countries. For instance, a large number of respondents were from a western country. For future research, it would be beneficial to

intentionally gather a somewhat equal number of respondents from various countries, as this can help yield further interesting results. Moreover, with an even number of diverse respondents, it would be interesting to do a comparison amongst the different backgrounds. For instance, future research might reveal that there is distinction between western countries compared to nonwestern countries. Similarly, an analysis by comparing different gender identities or ages could help further strengthen this research and provide a valuable answer to the relationship between entertainment media consumption patterns and diversity attitudes.

Secondly, this research was only focused on the gender and ethnic diversity of respondent's music and movie preferences. This was done by how many different ethnicities or gender identities were present in each of the respondent's choice. However, for future research it can be beneficial to dive deeper into why respondents chose those specific artists or movies. This can be valuable to see if whether respondents themselves take into account the diversity and representation of their choices, or perhaps their choices are for purely sensational and interest purposes.

Finally, a limitation of the current paper which is beneficial for the expansion of this research in the future is the main methodological assumption. This current paper is under the assumption that entertainment media preferences (music and movies) are responsible in influencing individuals' diversity attitudes. However, this could also perhaps be valid the other way around; where attitudes of individuals can influence their media preferences, as also suggested by previous theories discussed above. Therefore, for future research it could be advantageous to conduct an experiment to come across a viable explanation. This could be done by gathering different groups in controlled conditions to demonstrate which outcome occurs when testing individuals' attitudes and preferences.

5.2 Conclusion

Based on the findings, it can be concluded that the diversity of music and movie consumption preferences of individuals does not have a very significant relation with their diversity attitudes. However, there are some exceptions such as the flexibility of individuals as measured on the MPQ and individuals' empathy as measured on the MASQUE scale. Overall, individuals' music and movie preferences were not clearly reflected on their attitudes towards diversity.

In general, the media does have an immense impact on the public, but it doesn't necessarily serve as an explanation to their diversity attitudes. With the findings of this paper it is seen that regardless of respondents' attitudes towards diversity, their media consumption

preferences are always varied. For instance, an individual who has a negative reaction to diversity in society, might still enjoy watching movies with a diverse cast or enjoy music by artists of different backgrounds. Similarly, a person who is deemed tolerant and accepting of different cultures in society, might prefer to listen to artists similar to their own background or watch movies without a diverse group of casts.

Furthermore, an additional point of argument is that music and movies can just purely be a sense of enjoyment of individuals and not necessarily related to how they view the world or their society. Movies and especially music serve as an escape from the real world for majority of people in this world (McFerran, & Saarikallio, 2014). Therefore, people's consumption preferences or their liking of certain media products than others can solely be a form of escapism rather than a calculated preference due to their diversity attitudes.

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APPENDIX A – Survey

The relationship between individuals' music and movie preference to their diversity attitude

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Start of Block: Default Question Block

Q1 Dear Participant, Thank you very much for taking the time to participate in this research. This research is a requirement of the Masters Thesis class for students of Media and Business at Erasmus University Rotterdam. This research aims to analyze music & movie preference and diversity views. You will be asked a series of questions which will give the research findings based on the answers you provide. Participants in this survey must be 18 years of age or older. The average time it takes to complete this survey is approximately 10 minutes. Please be informed that partaking in this survey is completely voluntary; hence, you have the option to opt out of filling in the questionnaire at any time. All the information you provide in this survey will always be kept confidential and the research finding will only be used for academic purposes. Moreover, every survey filled out will be kept anonymous. Please be aware that if you have any questions, feel free to contact the email listed below at any time.
Bethiah– thesissurveybgn@gmail.com

Your participation is highly appreciated, so thank you very much!

○ I understand the terms mentioned above and I wish to participate in this research (1)

Page Break

Q2 The next question will ask you to list down 5 answers. However, you are allowed to write down less than 5 responses.

Q3 List down your top five favorite music artists of all time (Please separate each answer using commas)

_____

Q4 List down your top five favorite movies of all time (Please separate each answers using commas)

_____

Q5 Please indicate to what extent the following statements apply to you

	Strongly disagree (6)	Somewhat disagree (7)	Neither agree nor disagree (8)	Somewhat agree (9)	Strongly agree (10)
Pays attention to the emotions of others (1)	○	○	○	○	○
Is a good listener (2)	○	○	○	○	○
Senses when others get irritated (3)	○	○	○	○	○
Gets to know others profoundly (4)	○	○	○	○	○
Enjoys other people's stories (5)	○	○	○	○	○
Notices when someone is in trouble (6)	○	○	○	○	○
Sympathises with others (7)	○	○	○	○	○
Sets others at ease (8)	○	○	○	○	○
Works according to strict rules (9)	○	○	○	○	○
Works according to plan (10)	○	○	○	○	○

Works according to strict scheme (11)	○	○	○	○	○
Looks for regularity in life (12)	○	○	○	○	○
Likes routine (13)	○	○	○	○	○
Wants predictability (14)	○	○	○	○	○
Functions best in a familiar setting (15)	○	○	○	○	○
Has fixed habits (16)	○	○	○	○	○
Takes the lead (17)	○	○	○	○	○
Leaves initiative to others to make contacts (18)	○	○	○	○	○
Finds it difficult to make contacts (19)	○	○	○	○	○
Takes initiative (20)	○	○	○	○	○
Is inclined to speak out (21)	○	○	○	○	○
Is often the driving force behind things (22)	○	○	○	○	○

Makes contacts easily (23)	○	○	○	○	○
Is reserved (24)	○	○	○	○	○
Worries (25)	○	○	○	○	○
Gets upset easily (26)	○	○	○	○	○
Is nervous (27)	○	○	○	○	○
Is apt to feel lonely (28)	○	○	○	○	○
Keeps calm when things do not go well (29)	○	○	○	○	○
Is insecure (30)	○	○	○	○	○
Is under pressure (31)	○	○	○	○	○
Is not easily hurt (32)	○	○	○	○	○
Tries out various approaches (33)	○	○	○	○	○
Is looking for new ways to attain their goals (34)	○	○	○	○	○
Starts a new life easily (35)	○	○	○	○	○

Likes to imagine solutions to problems (36)	○	○	○	○	○
Is a trendsetter in societal developments (37)	○	○	○	○	○
Has feeling for whats appropriate in culture (38)	○	○	○	○	○
Seeks people from different backgrounds (39)	○	○	○	○	○
Has broad range of interests (40)	○	○	○	○	○
Enjoys traveling to different countries (41)	○	○	○	○	○

End of Block: Block 1

Start of Block: Block 2

Q6 Please indicate to what extent you agree with the following statements

	Strongly disagree (6)	Somewhat disagree (7)	Neither agree nor disagree (8)	Somewhat agree (9)	Strongly agree (10)
Diversity is stressful for me (1)	○	○	○	○	○
I feel enthusiastic about diversity (2)	○	○	○	○	○
I feel frustrated with diversity in society (3)	○	○	○	○	○
I feel hopeful about diversity in society (4)	○	○	○	○	○
I believe that diversity in society is worthless (5)	○	○	○	○	○
I support societal diversity efforts (6)	○	○	○	○	○
I withdraw from societal diversity efforts (7)	○	○	○	○	○
Diversity is rewarding for me (8)	○	○	○	○	○
I feel resentful about diversity (9)	○	○	○	○	○

Diversity is an asset for society (10)	○	○	○	○	○
Diversity leads me to make personal sacrifices (11)	○	○	○	○	○
I participate in societal diversity efforts (12)	○	○	○	○	○
I resist societal diversity efforts (13)	○	○	○	○	○
I believe that diversity is good (14)	○	○	○	○	○
Diversity is unprofitable for society (15)	○	○	○	○	○
Diversity is enriching for me (16)	○	○	○	○	○

End of Block: Block 2

Start of Block: Block 3

Q7 Please indicate to what extent you agree with the following statements

	Strongly disagree (6)	Somewhat disagree (7)	Neither agree nor disagree (8)	Somewhat agree (9)	Strongly agree (10)
I realize that racism exists (1)	○	○	○	○	○
I know that social barriers exist (2)	○	○	○	○	○
I understand religious beliefs differ (3)	○	○	○	○	○
I understand that sexual preferences may differ (4)	○	○	○	○	○
I understand that gender-based inequalities exist (5)	○	○	○	○	○
I do not understand why people of other cultures act differently (6)	○	○	○	○	○
I am sensitive to respecting religious differences (7)	○	○	○	○	○
I am sensitive to differing expressions of ethnicity (8)	○	○	○	○	○

I am emotionally concerned about racial inequality (9)	○	○	○	○	○
I am sensitive towards people of every social status (10)	○	○	○	○	○
A person's social status does not affect how I care about them (11)	○	○	○	○	○
I do not act to stop racism (12)	○	○	○	○	○
I actively challenge gender inequaliteis (13)	○	○	○	○	○
I do not actively respond to contest religious prejudice (14)	○	○	○	○	○
I respectfully help others to offset language barriers that prevent communication (15)	○	○	○	○	○

I do not take action when witnessing bias based on people's preferred sexual orientation (16)	○	○	○	○	○

End of Block: Block 3

Start of Block: Block 4

Q8 How diverse would you rate your group of friends to be (people you are in frequent social contact with)?

- ○ Very non-diverse (1)
- ○ Somewhat non-diverse (2)
- ○ Neutral (3)
- ○ Somewhat diverse (4)
- ○ Very diverse (5)

Q9 Please list down all of your native languages or the languages you speak (near) fluently. (Please separate each answer using commas).

_____

End of Block: Block 4

Start of Block: Block 5

*

Q10 What is your age (in years)?

_____

Q11 What is your gender?

- ○ Male (1)
- ○ Female (2)
- ○ Other (3)

Q12 What is your nationality?

_____

Q13 Which country do you currently reside in?

_____

Q14 What is your ethnicity? (You are able to select more than one)

- [ ] White (1)
- [ ] Black or African American (2)
- [ ] Hispanic or Latin American (3)
- [ ] Asian (4)
- [ ] American Indian or Alaska Native (5)
- [ ] Native Hawaiian or Pacific Islander (6)
- [ ] Other (Please specify) (7) _____

Q15 What is the highest level of education you have obtained or in the process of obtaining?

- ○ Less than high school (1)
- ○ High school graduate (2)
- ○ 2 year degree (3)
- ○ Bachelor's degree or equivalent (4)
- ○ Master's degree or equivalent (5)
- ○ Doctorate or above (6)

Page Break

Q16 Do you have any final questions or comments?

_____

Q17 You have reached the end of the survey! Please click next to submit.

Thank you for taking the time to participate!

End of Block: Block 5

APPENDIX B – SPSS Output

Multiple Regression – MPQ Cultural Empathy as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.225[a]	.050	.024	5.361	.050	1.873	4	141	.119

a. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Music Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	215.282	4	53.820	1.873	.119[b]
	Residual	4052.177	141	28.739		
	Total	4267.459	145			

a. Dependent Variable: MPQCE

b. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Music Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	30.057	1.642		18.302	.000
	Music Diversity Indice – Gender	2.010	1.849	.099	1.087	.279
	Music Diversity Indice – Ethnicity	-1.482	1.277	-.098	-1.161	.248
	Movie Diversity Indice – Gender	4.271	2.596	.148	1.645	.102
	Movie Diversity Indice – Ethnicity	.962	2.349	.034	.410	.683

a. Dependent Variable: MPQCE

Multiple Regression – MPQ Flexibility as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.309[a]	.095	.070	5.337	.095	3.718	4	141	.007

a. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Muslc Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	423.653	4	105.913	3.718	.007[b]
	Residual	4016.238	141	28.484		
	Total	4439.890	145			

a. Dependent Variable: MPQFX

b. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Muslc Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.150	1.635		14.159	.000
	Muslc Diversity Indice – Gender	-1.296	1.840	-.063	-.704	.483
	Music Diversity Indice – Ethnicity	3.293	1.271	.213	2.590	.011
	Movie Diversity Indice – Gender	6.159	2.585	.209	2.383	.019
	Movie Diversity Indice – Ethnicity	-3.574	2.338	-.124	-1.529	.129

a. Dependent Variable: MPQFX

Multiple Regression – MPQ Social Initiative as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.159[a]	.025	-.003	5.582	.025	.909	4	141	.460

a. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	113.365	4	28.341	.909	.460[b]
	Residual	4394.114	141	31.164		
	Total	4507.479	145			

a. Dependent Variable: MPQSI

b. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.485	1.710		17.241	.000
	Muslc Diversity Indice - Gender	-1.368	1.925	-.066	-.711	.479
	Music Diversity Indice - Ethnicity	-1.119	1.330	-.072	-.842	.401
	Movie Diversity Indice - Gender	-2.188	2.704	-.074	-.809	.420
	Movie Diversity Indice - Ethnicity	-1.734	2.446	-.060	-.709	.479

a. Dependent Variable: MPQSI

Multiple Regression – MPQ Emotional Stability as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.112[a]	.013	-.015	6.463	.013	.451	4	141	.772

a. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75.342	4	18.835	.451	.772[b]
	Residual	5889.843	141	41.772		
	Total	5965.185	145			

a. Dependent Variable: MPQES

b. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.384	1.980		12.316	.000
	Muslc Diversity Indice - Gender	-1.778	2.229	-.074	-.798	.426
	Music Diversity Indice - Ethnicity	-.103	1.539	-.006	-.067	.947
	Movie Diversity Indice - Gender	3.650	3.130	.107	1.166	.246
	Movie Diversity Indice - Ethnicity	-1.934	2.832	-.058	-.683	.496

a. Dependent Variable: MPQES

Multiple Regression – MPQ Open Mindedness as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.150[a]	.022	-.005	5.606	.022	.811	4	141	.520

a. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.939	4	25.485	.811	.520[b]
	Residual	4431.246	141	31.427		
	Total	4533.185	145			

a. Dependent Variable: MPQOP

b. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.115	1.717		19.282	.000
	Muslc Diversity Indice - Gender	1.769	1.933	.085	.915	.362
	Music Diversity Indice - Ethnicity	-1.317	1.335	-.084	-.986	.326
	Movie Diversity Indice - Gender	.823	2.715	.028	.303	.762
	Movie Diversity Indice - Ethnicity	2.413	2.456	.083	.983	.327

a. Dependent Variable: MPQOP

Multiple Regression – RTD Inventory as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.293[a]	.086	.060	9.520	.086	3.302	4	141	.013

a. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Musl c Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1197.103	4	299.276	3.302	.013[b]
	Residual	12777.939	141	90.624		
	Total	13975.041	145			

a. Dependent Variable: RTD

b. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Musl c Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.079	2.916		21.287	.000
	Musl c Diversity Indice – Gender	9.309	3.283	.254	2.836	.005
	Music Diversity Indice – Ethnicity	-3.318	2.267	-.121	-1.463	.146
	Movie Diversity Indice – Gender	1.389	4.611	.027	.301	.764
	Movie Diversity Indice – Ethnicity	5.271	4.171	.103	1.264	.208

a. Dependent Variable: RTD

Multiple Regression – MASQUE Knowledge as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.168[a]	.028	.001	3.521	.028	1.028	4	141	.395

a. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Musle Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.977	4	12.744	1.028	.395[b]
	Residual	1748.509	141	12.401		
	Total	1799.486	145			

a. Dependent Variable: MASQUEknow

b. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Musle Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.756	1.079		25.728	.000
	Musle Diversity Indice – Gender	.407	1.214	.031	.335	.738
	Music Diversity Indice – Ethnicity	-1.409	.839	-.143	-1.680	.095
	Movie Diversity Indice – Gender	.153	1.706	.008	.090	.929
	Movie Diversity Indice – Ethnicity	1.448	1.543	.079	.939	.350

a. Dependent Variable: MASQUEknow

Multiple Regression – MASQUE Empathy as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.280[a]	.078	.052	3.616	.078	3.002	4	141	.021

a. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Muslc Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	157.007	4	39.252	3.002	.021[b]
	Residual	1843.651	141	13.076		
	Total	2000.658	145			

a. Dependent Variable: MASQUEcare

b. Predictors: (Constant), Movie Diversity Indice – Ethnicity, Muslc Diversity Indice – Gender, Music Diversity Indice – Ethnicity, Movie Diversity Indice – Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.253	1.108		20.991	.000
	Muslc Diversity Indice – Gender	1.120	1.247	.081	.898	.371
	Music Diversity Indice – Ethnicity	-1.762	.861	-.170	-2.046	.043
	Movie Diversity Indice – Gender	-4.765	1.751	-.241	-2.721	.007
	Movie Diversity Indice – Ethnicity	-.576	1.584	-.030	-.363	.717

a. Dependent Variable: MASQUEcare

Multiple Regression – MASQUE Active Experience as DV and Music gender diversity, Music ethnic diversity, Movie gender diversity and Movie ethnic diversity as four main IV's

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.102[a]	.010	-.018	3.354	.010	.367	4	141	.832

a. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.527	4	4.132	.367	.832[b]
	Residual	1585.754	141	11.246		
	Total	1602.281	145			

a. Dependent Variable: MASQUEact

b. Predictors: (Constant), Movie Diversity Indice - Ethnicity, Muslc Diversity Indice - Gender, Music Diversity Indice - Ethnicity, Movie Diversity Indice - Gender

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.033	1.027		17.552	.000
	Muslc Diversity Indice - Gender	1.189	1.156	.096	1.028	.306
	Music Diversity Indice - Ethnicity	-.266	.799	-.029	-.333	.740
	Movie Diversity Indice - Gender	.124	1.624	.007	.076	.939
	Movie Diversity Indice - Ethnicity	-.598	1.469	-.035	-.407	.684

a. Dependent Variable: MASQUEact